How to use this chart

1. Locate your base camp. - Determine student’s current level: how have you fully addressed the discussion board prompt or other student’s post? If not, you may need to ask low-level questions of your student to guide understanding. If your student has demonstrated factual or conceptual understanding of the prompt, consider which cognitive process level their post exemplifies.

2. Accclimate to each higher altitude to avoid sickness. - Progress steadily through each cognitive process level: While we ideally want students to reach the pinnacle of Bloom’s revised taxonomy (the Creative Level), it is important to consider the incremental steps along the way that support student growth and learning. Asking questions that solidify a student’s foundation while challenging them one step further supports sustained and lasting learning. Keep in mind that it is ideal to move through all subsequent levels incrementally to avoid creating a cognitive overload for your students.

3. Select the appropriate equipment for the next ascent. - Match the question types across the taxonomy to students’ next goal. Review the question type associated with the next level. Create your question, checking on the actions that are connected to that level of cognition.

Cognitive Process Level

1. **CREATE**
   - Builds a structure or pattern from diverse elements.
   - Put parts together to form a whole, with emphasis on creating new meaning or structure.

2. **EVALUATE**
   - Make judgments about the value of ideas or materials.
   - Determine the most appropriate procedure for a given situation.

3. **ANALYZE**
   - Separates material or concepts into parts so that their organizational structure may be understood.
   - Understand component pieces of a subject.

4. **AP**
   - Use a concept in a new situation or unprompted use of an abstraction.
   - Identify how the topic/subject can be implemented in practice.

5. **UNDERSTAND**
   - Comprehending the meaning, translation, and interpretation of instructions and problems.
   - State a problem in one’s own words.

6. **REMEMBER**
   - Recall or retrieve previous learned information.

Question Type

1. **Challenge**
   - Students synthesize and integrate discussion board content to resolve original position.
   - Climbing: Ask questions to challenge assumptions, conclusions, or interpretations of ideas, actions, hypotheses, or actions.

2. **Summary**
   - Student chooses evaluation of concepts.
   - Climbing: Ask questions to elicit synthesis, summary, recognition, or revision of original position.

3. **Action**
   - Student displays ability to relate theories, Climbing: Ask questions that encourage student to compare and contrast ideas, themes, and ideas to tease out relationships between concepts.

4. **Relational**
   - Student provides evidence of deeper analysis.
   - Climbing: Ask questions to encourage student to compare and contrast ideas, themes, and ideas to tease out relationships between concepts.

5. **Diagostic**
   - Student shows an understanding of the abstract concept.
   - Climbing: Ask questions to foster problem solving or issues, identify the chain of events, or distinguish contributing elements within a problem, digging into the details.

6. **Hypothetical**
   - Student understands the concept in concrete terms.
   - Climbing: Ask questions to align problem in the facts & issues to apply the concept to different scenarios.

7. **Cause & Effect**
   - Student exhibits robust understanding of the discussion prompt.
   - Climbing: Ask questions that highlight relationships, paraphrasing or extending ideas.

8. **Extension**
   - Student demonstrates basic understanding of the larger course content objective.
   - Climbing: Ask questions that encourage more to display and articulate more robust comprehension.

9. **Priority**
   - Student understands a topic.
   - Climbing: Ask questions to clarify the most significant aspects of the idea that subsumes the larger concept.

10. **Exploratory**
    - Student struggles to identify all of the facts to demonstrate basic knowledge.
    - Climbing: Ask questions to address basis of the discussion board prompt and evaluate their position within peer response posts.

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