**How to use this chart**

1. **Locate your basecamp.** - Determine student’s current level. How is your student fully addressed the discussion board prompt or other students’ post? If not, you may need to ask lower-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 they are next.

2. **Accomplish a higher altitude to avoid sickness.** - Progress seamlessly through each cognitive process level. While we usually want students to reach the pinnacle of Bloom’s revised taxonomy (Table 3), it is important to consider the incremental steps along the way that support student growth and learning. Asking questions that solidly establish students’ foundation while challenging them one step further supports sustained 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 type (the student’s next level) to the question type associated with the larger level. Create your question, checking on the actions that are connected to that level of cognition.

**Cognitive Process Level**

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

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

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

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

- **REMEMBER**
  - Recall or retrieve previous learned information.
  - Probe to ensure clarity of the topic.

**Question Type**

- **Challenge**
  - Students synthesize and make a synthesis discussion board comment or rephrase original position. Climbing: Ask questions to challenge assumptions, considerations, interpretations of ideas, actions, hypotheses, or events.

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

- **Action**
  - Students exhibit robust understanding of the discussion prompt. Climbing: Ask questions that highlight governing relationships, paraphrasing or extending ideas.

- **Diagnostic**
  - Students demonstrate basic understanding of the larger topic. Climbing: Ask questions that encourage providing more to display and articulate more robust comprehension.

- **Hypothetical**
  - Students understand the concept in concrete terms. Climbing: Ask questions that generate plausible or likely events, or distinguish contributing elements within a problem, digging into the specifics.

- **Cause/Effect**
  - Your post is very insightful. What do you think I might have missed? How does the policy impact the funding? How does the funding impact the student’s education? What other factors could be considered to identify the student’s education?

- **Extension**
  - Your post is insightful. ballet. Do you think that I might have misunderstood the policy? How does the policy impact the student’s education? What other factors could be considered to identify the student’s education?

- **Priority**
  - Student struggles to identify all of the components that are necessary for the task. Climbing: Ask questions that address key details of the discussion board prompt and evaluate student position within peer responses.

**Question Example**

- Over the article reviewed you felt all of the components that are in the right hand side. Could other group members do a different interpretation of the actions that were linked? How would you have influenced the interpretation?

- Are you sea duty job. Belong to the military or something? For building the case out thinking. How would you support your health device or therapy?

- Sherry, your post is very insightful. What do you think I might have missed? How does the policy impact the funding? How does the funding impact the student’s education? What other factors could be considered to identify the student’s education?

- Your post is very insightful. ballet. Do you think that I might have misunderstood the policy? How does the policy impact the funding? How does the funding impact the student’s education? What other factors could be considered to identify the student’s education?

**The Importance of Questions: Facilitating Active and Inspiring Discussions**

In this video and corresponding chart, we respond to designated topics, promoting a more comprehensive analysis of the topic. From this starting point, there are several opportunities for instructors to connect students with one another, the material to real-world applications, and encourage curiosity and varied perspectives through the use of questions.

Asking questions in student discussions broadens your active engagement and interest in their thoughts while compelling them to think meaningfully about a topic. Questions can encourage students to articulate their position and also allow them to form a familiarity to evaluate their thinking.

We can use Bloom’s taxonomy of higher order thinking and David’s question types to craft questions that have the power to positively impact student learning.

While Bloom’s taxonomy of learning domains is understood beyond the cognitive domain, the following chart identifies some revised changes by Anderson and Krathwohl (2001) that call attention to the cognitive perspective of knowledge acquisition and comprehension to better inform us to evaluate their thinking.