# Bloom's Questioning

**Creating** – to create, hypothesise, design, construct, invent, compose, propose, imagine, generalise, plan

**Evaluating** – to evaluate, judge, assess, hypothesise, prioritise, recommend, select, rate, deduce,

**Analysing** –to analyse, compare, deconstruct, interpret, classify, contrast, investigate, distinguish

**Applying** – to apply, implement, solve, interview, simulate, illustrate demonstrate, dramatise, calculate,

**Understanding** – to explain how or why, summarise, interpret, describe, identify, retell, review, translate, discuss

**Remembering** –to know that, describe, recall, list, memorise, tell, repeat, define, record, recount, tell

**Research evidence suggests that questioning can be improved by:**

- Starting with the rich or big question and then structuring the learning experience around this.

- Allowing more thinking time; using more open questions; avoiding hands up; accepting the value of all sensible answers and using these to create a chain of reasoning, using follow up questions.

## Some useful questions

- Why?
- What do you think about Anisa's answer? Why?
- What is similar in all these answers? Why?
- How might we improve on Lisa's answer? Why?
- What do we need to add to Rosie's answer? What else?
- Do you agree with the answer given by Ayesha's group? Why?
- How did you work .. out?
- Is Maria right? Why?
- Why is Claire's answer good?
- You're not sure, Rukshana. Let's hear some answers from others…….. OK, which of those answers do you think was right?
- If you did know the answer, what might the answer be?
- What argument/s would you give against the answer?
- How would your answer be different if ….?
- Can you show this with another example in a different situation?

*Good learning starts with questions, not answers.*

*Guy Claxton*