

Creating Questions at Different Levels of Learning

One technique that encourages students to take control of their learning outcomes is practicing for the test by preparing potential test questions.

- 1) Read through the “Levels of Learning: Bloom’s Taxonomy in Action” handout (stairs-side first). Look at your “best” question from those you created on the “Creating Test Questions Multiple Versions” activity. What level of learning does your question involve? If you need assistance with this, consult the “Bloom’s Taxonomy: Model Questions and Key Words” handout that contains key words you might find in your question. Be sure to ask for assistance. (5 to 7 minutes)

My question is a _____ question.

- 2) Create at one more test question about the same topic or a similar topic that is at least one level higher than your first question. Use the Key Words Handout or raise your hand for assistance. It may help to look at homework problems or a practice exam to come up with something you may see on an exam. (8 to 10 minutes)

- 3) When you are both ready, share your new question with your partner and discuss the following (5 minutes, take notes as necessary):

At which level(s) of learning do you typically study?

Based upon what you know about the course at this time, at which level(s) of learning do you expect to be tested?

How could you use this type of activity during or in preparation of study groups?

On your own (or if you have time today), try making another question that involves the next higher level of Bloom’s Taxonomy. When you are done, hand these in to your senior preceptor (today or at your next meeting)