Activity (Part 1): Writing a Good Question

Instructions:

- In your group you will come up with a “good” exam question.
- Together with your group, decide on a course and a topic from the course that you would like to assess.
- Write an exam question for this topic that incorporates the ideas from our discussion.
- Later in the workshop, you’ll swap questions with another group for the second part of the activity.

Course: ____________________________

Topic: ____________________________

Question:
Activity (Part 2): Analyzing a Good Question

Instructions:
Read through the question from the other group, and think about how you would solve it during an exam. Decide in which box(es) in the chart the question belongs.

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<th>Knowledge Dimension</th>
<th>Cognitive Process Dimension</th>
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<td>Remember</td>
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<td>Conceptual</td>
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Cognitive Processes

Create: Students put together ideas and elements to form an original product.
- Design, construct, conjecture, investigate.

Evaluate: Students form judgements based upon criteria and standards.
- Argue, judge, support, defend, critique.

Analyze: Students break material into constituent parts and understand how these parts relate to one another and to the structure as a whole.
- Compare, contrast, distinguish, examine, test.

Apply: Students carry out a procedure in a novel situation.
- Execute, solve, demonstrate, interpret, sketch.

Understand: Students are able to coherently communicate the main ideas from instruction.
- Classify, describe, explain, identify, discuss.

Remember: Students can retrieve relevant facts and knowledge from the material.
- Define, list, memorize, repeat, state.

Types of Knowledge

Factual: The basic elements that a student must know to be acquainted with a discipline or solve problems in it.
- Terminology
  - Facts, details, and elements

Conceptual: Understanding the interrelationships among the basic elements within a theory.
- Classification and categorization
  - Principles, generalizations, theories, and models

Procedural: Being able to appropriately apply subject-specific methods, skills and techniques.
- Subject-specific procedures and methods
  - When to use particular techniques, algorithms

Metacognitive: The ability to reason about how one understands and reasons about the subject.
- How do I think about and learn about the subject?
  - How confident am I in this material?