

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.

Cognitive Process Dimension

Knowledge Dimension		Remember	Understand	Apply	Analyze	Evaluate	Create
	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

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?*