

FOUR LEVELS OF QUESTIONING

LEVEL 1: SUMMARIZING/DEFINITION/FACT QUESTIONS

- what is the definition of...?
- who did ...?
- when did ... occur?
- how much/many...?
- what is an example of...?

LEVEL 2: ANALYSIS/INTERPRETATION QUESTIONS

- how did ... occur?
- why does ... occur?
- what are the reasons for ...?
- what are types of ...?
- how does ... function? how does the process occur?
- what are my own examples of ...?
- what causes ... to occur?
- what results when ... occurs?
- what is the relationship between ... and ...?
- how is ... similar to/different from ...?
- how does ... affect or apply to ...?
- what does ... mean?
- what conclusions can be drawn from ... information?
- what is (are) the problem(s), conflict(s), issue(s)? what are possible solutions/resolutions to these problems/issues?
- what is the main argument or thesis or an author? how is this argument developed?
- what evidence, proof, support is offered?
- what are other theories, arguments from other authors?

LEVEL 3: HYPOTHESIS/PREDICTION QUESTIONS

- if ... occurs, then what would happen?
- if ... changed, then what would change?
- what does theory x predict will happen?
- -what hypothesis or theory explains this data or given information?

LEVEL 4: CRITICAL ANALYSIS/EVALUATION/OPINION QUESTIONS

- is ... good/bad? Why?
- Correct or incorrect? Why?
- Effective or ineffective? Why?
- Relevant or irrelevant? Why?
- Logical or illogical? Why?
- Applicable or not applicable? Why?
- Proven or not proven? Why?
- Ethical or unethical? Why?
- what are the advantages or disadvantages of ...? Why?
- what is the best solution to the problem, conflict, issue? Why is it best?
- what should or should not happen? Why?
- do I agree or disagree? Why?
- what is my opinion? What is my support for my opinion?

Thorpe, J. (1999) *Method of inquiry: strategies for thinking and learning*. Ryerson Polytechnic University. Available at the Ryerson University Learning and Teaching Office.

ACADEMIC

HOW CAN YOU USE THESE QUESTIONS?

Simple: take any concept or statement, put one of these question “keys” in front of it, put a question mark at the end and poof! Now go look for an answer!

Remember that these questions at these levels may already be at the end of your chapters or in your study guide or learning objectives. So survey the chapter, find and use them if they are relevant to your learning.