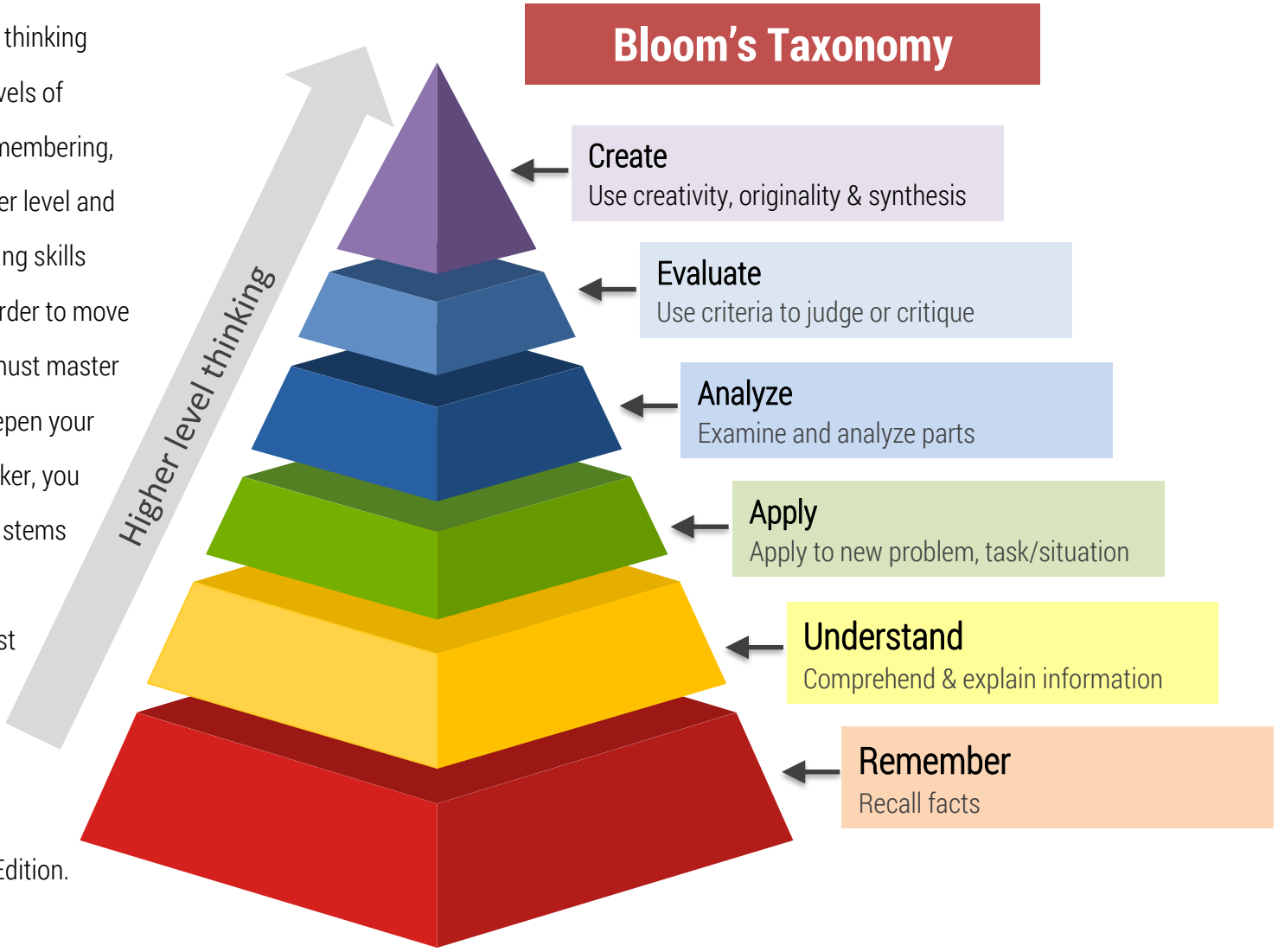
Become a Critical Thinker

Bloom's taxonomy consists of 6 levels of thinking ranging from the lowest to the highest levels of thinking. The first 3 levels of thinking (remembering, understanding, and applying) involve lower level and the last 3 levels involve higher level thinking skills (analyzing, evaluating, and creating). In order to move onto the higher level thinking skills, you must master the lower level thinking tasks first. To deepen your understanding and become a critical thinker, you can complete the tasks and the question stems associated with each level of thinking, progressing from the lowest to the highest thinking levels.



Adapted from:

www.center.iupui.edu

Wong, Linda. Essential Study Skills, 8th Edition. Cengage Learning, 2015.

Thinking levels	Associated tasks	Associated question stems	
1. Remembering Recall facts	• Remember and recall specific and basic information. • Recite definitions, charts, and list of information,	• What, when, where, who is…? • How did … happen?	• What do you recall about…? • Select or list…
2. Understanding Comprehend and explain information	• Classify, compare, contrast, estimate, explain, organize, and summarize. • Demonstrate your understanding through drawing, demonstrating, or reciting. Interpret tables or graphs.	• How would you explain, differentiate between, or conclude from…? • What could be reason for…?	• What can you interpret from the graph/table? • Is it valid that…? What doesn't fit? • Provide an example for…?
3. Applying Apply to new problem, task, or situation	• Apply previously learned information, rules, models, facts, steps, process to new problem or tasks. • Solve, construct, demonstrate, graph, and complete an experiment.	• Choose the best statement that apply. • What other way would you demonstrate…?	• How does …apply to…? Why does…work? • Predict what would happen if… • How would you solve…?
4. Analyzing Examine and analyze parts	• Break down information into smaller parts to analyze. • Identify and examine patterns and relationships. • Analyze information for faulty assumptions, facts, versus opinions. • Explain how the parts fit together in reading materials or individual steps in an equation to solve a problem.	• Determine what could have caused…? • Discuss the pros and cons of…? • Explain why it is not possible for…?	• What evidence support/refute…? • What is your analysis of…? • What conclusions can you deduce…? What is the reason for…? • Using …theory, analyze…? • What is the relationship between…?
5. Evaluating Use criteria to judge or critique	• Identify a specific set of criteria to analyze the value, accuracy, or worthiness of information. • Use a defined set of standardized criteria to evaluate information. • Evaluate the accuracy of differing opinions or information. • Defend a position or point of view by providing strong proof.	• Create/propose an alternative to…? • How would you improve…? • Predict the outcome of…? • What solution would you suggest for…? • What could be done to integrate…?	• How would you test…? • How would you combine to create a different…? • Which is more logical, valid, appropriate…? • Find the errors. • What inconsistencies or consistencies appear?
6. Creating Use creativity, originality, and synthesis	• Draw a conclusion or present alternative solutions. • Integrate and show new patterns or relationships. • Create a new process to solve a problem. • Use information from several sources to create an original way to show, classify, or group information.	• How would you test…? • Solve the following… • How else would you…? • How would you critique…?	• How would you prove/disprove…? • What criteria would you use to assess…? • What is your opinion of…? • Would it be better if…?