

Questioning to Promote Higher Order Thinking Skills

<p style="text-align: center;">The Six Types of Socratic Questions <i>By R. W. Paul</i></p>	<p style="text-align: center;">Five Types of Questions Newer Views on Learning/Socratic-Questioning <i>By Leslie Owen Wilson</i></p>	
<p style="text-align: center;">Questions for clarification: How do you say that? How does this relate to our discussion?</p>	<p style="text-align: center;">Factual Soliciting reasonable simple, straight-forward answers based on obvious facts or awareness. Lowest level of cognitive or affective processes and answers are frequently right or wrong.</p>	<p style="text-align: center;"><i>Example</i> <i>Name the Shakespeare play about the Prince of Denmark?</i></p>
<p style="text-align: center;">Questions that probe assumptions: What could we assume instead? How can you verify or disapprove that?</p>	<p style="text-align: center;">Convergent Answers to these questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition - comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.</p>	<p style="text-align: center;"><i>Example</i> <i>On reflecting over the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)</i></p>
<p style="text-align: center;">Questions that probe reasons or evidence: What would be an example? What is ... analogous to? What do you think causes to happen ...? Why?</p>		
<p style="text-align: center;">Questions about viewpoints and perspectives: What would be an alternative? What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? What are the strengths and weaknesses of ...? How are ... and ... similar? What is a counterargument for ...?</p>	<p style="text-align: center;">Divergent These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. These questions often require students to analyze, synthesize or evaluate a knowledge base and then project or predict different outcomes.</p>	<p style="text-align: center;"><i>Example</i> <i>In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and lives if Hamlet had not been so obsessed with the revenge of his father's death?</i></p>
<p style="text-align: center;">Questions that probe implications and consequences: What generalizations can you make? What are the consequences of that assumption? What are you implying? How does ... affect ...? How does ... tie in with what we learned before?</p>	<p style="text-align: center;">Evaluative These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer, students may be combining multiple logical and/or affective thinking processes. Answers are analyzed at multiple levels and from different perspectives for answerer to arrive at newly synthesized information or conclusions.</p>	<p style="text-align: center;"><i>Example</i> <i>Compare and contrast the death of Ophelia with that of Juliet?</i> <i>What are the similarities and differences between Roman gladiatorial games and modern football?</i></p>
<p style="text-align: center;">Questions about the question: What is the point of this question? Why do you think I asked this question? What does ... mean? How does ... apply to everyday life?</p>	<p style="text-align: center;">Combinations These are questions that blend any combination of the above.</p>	