

U1L1A3 | The Inquiry Process: Asking Questions

The first step of the Inquiry Process is to ask a question. It seems straightforward but it can sometimes be a challenging task to develop a good question. Questions can have different levels of complexity. Usually at the beginning of an inquiry, questions are less complex than when examining an issue in depth.

The chart below was developed to help educators focus on different levels of questioning. It has value for this investigation to help you understand the structure of questions.

1. What is the category of complexity of our inquiry question? _____

What is sustainability?

Asking Questions Based on Bloom's Taxonomy

Category	Definition	Question Words	Example
Evaluation	Judgment, making value decisions about issues	Judge, appraise, evaluate, assess	How successful will President's Bush's ownership society will be in addressing the concerns of the lower-income elderly?
Synthesis	Combining ideas, creating an original product	Compose, construct, examine, analyze	Design an experiment that will allow you to separate the components in this solution.
Analysis	Subdividing into component parts, determining motives	Compare, contrast, examine, analyze	Analyze the Supreme Court actions of the late nineteenth century in terms of Social Darwinism.
Application	Problem Solving, applying information	Interpret, apply, use, demonstrate	Apply the law of supply and demand to explain the current increase in fruit prices.
Comprehension	Interpreting, paraphrasing	Restate, discuss, describe, explain	Describe the major differences between modern and postmodern art.
Knowledge	Memorizing, recalling information	Who, what, when? Define, recall, list	What are the main theories used in discussing different learning styles?

Level of Complexity

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- Read the following infographic on Alberta and Norway. Using Bloom's Taxonomy as a guide, design an inquiry question based on the information in the graphic. (Hint: What do you want to know as a result of reading this information?)

