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Types of questions

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Introduction

Within a list of questions, it is important to include different types **to ensure** that students are not only answering memory-based and content-related questions but also those of a practical, reflective, and metacognitive nature. For example, open-ended questions can encourage more thoughtful and detailed responses, while hypothetical scenario questions can assess the student's ability to apply their knowledge in new contexts or real-world challenges.

The questions should align with the content covered throughout the course and can be of various types, which may be combined during the assessment.

Reproductive	This type of question, based primarily on memory, requires the student to remember and repeat specific information that they have studied.	*Examples* *Define concepts, produce enumerations; write chemical or mathematical formulas; recite laws or legal articles by heart, etc.*
Comprehension	These questions assess the student's ability to understand and explain concepts or ideas.	*Examples* *Describe a concept, model, strategy, etc. in their own words.*
Reflection and analysis	Reflection and analysis questions require the student to think critically about a topic, analyse information, or make connections between ideas.	*Examples* *Analyse how climate change impacts emerging economies; reflect on how Platonic philosophy affects modern thought, etc.*

Practical application of content	These questions assess the student's ability to use knowledge or techniques in new or specific practical situations.	*Examples* *Explain how the principles of the circular economy could be applied to an SME; how a municipal council could address the issue of noise pollution, etc.*
Synthesis	They ask the students to combine ideas, concepts or knowledge from various sources or areas in order to create a new and overall understanding of a topic. They are useful if the aim is to foster the ability to combine and connect ideas, create innovative solutions, or develop new points of view based on information acquired beforehand.	*Examples* *Explain what comprehensive solution you would propose to deal with the global energy crisis; summarize the relationship between two psychological schools of thought, etc.*
Assessment or evaluation	These questions assess the students' ability to make judgements based on specific criteria, or to compare and contrast different points of view.	*Examples* *Give your personal opinion on the legalization of recreational drugs; discuss the various advantages and disadvantages of keeping nuclear power plants operational, etc.*

Problem-solving

These questions require the student to identify a problem, analyse the possible solutions, and determine the best way to solve it.

Examples

Explain how you would deal with a conflict between two co-workers; explain what strategies you would use to improve a working team's productivity, etc.

Creativity

In this type of question, the student is asked to demonstrate their ability to think innovatively or originally.

Examples

Explain the characteristics that a new technological product should have to improve a company's internal communication; imagine how freedom would be represented in a work of art, etc.

Hypothetical

These questions ask students to imagine a situation that is not real, and reflect on how they would act or what consequences it could have.

Examples

Students imagine the proposals they would make if they were the head of the marketing department of a multinational company; discuss what classrooms would be like if the teachers were artificial intelligence, etc.

Clarification of an activity or part of it	This type of question helps us to confirm the authorship of an activity or to focus on a particular aspect of a submitted activity.	*Examples* *Justify a definition or decision included in a challenge or continuous assessment activity; explain some of the content covered in an activity in more depth, etc.*
Justification	Justification questions ask students to argue and defend an opinion, decision or point of view, providing reasons and evidence to support their position.	*Examples* *Justify why reading is necessary for children's intellectual development; adopt a position on the use of renewable energies as opposed to fossil fuels, etc.*
Critical thinking	This type of question requires students to analyse, evaluate, and make critical judgements about a topic or issue. These questions are usually open-ended and do not have a right or wrong answer, but instead focus on the quality of the argument and the ability to consider multiple perspectives. Critical thinking questions help develop skills such as analysis, synthesis, evaluation, and solving complex problems.	*Examples* *Discuss the advantages and disadvantages of the current education system; reflecting on the ethical implications of the cosmetics industry's use of animals in experiments, etc.*

Comparisons

These questions assess the student's ability to compare two or more concepts, ideas, phenomena or situations, and to point out the similarities and differences between them.

Examples

Explain the main differences between two works of literature; compare Aristotle's and Kant's vision of "time", etc.

Interdisciplinary or connection

These questions call on the student to make connections between different knowledge areas or disciplines.

Examples

Relate breakthroughs in biotechnology to ethical issues in medicine; analyse the influence of nineteenth-century literature on the social and political movements of the time, etc.

Metacognition

The metacognition strategy aims to strengthen self-regulation and learning effectiveness through questions that encourage reflection on one's own process, allowing students to identify their strategies, improve their performance, and develop more conscious planning.

Examples

Explain how they have reached a conclusion, justify the method used to solve a problem; reflect on other ways of working as a team; make a personal assessment of your progress on the course, etc.

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