

## Study to Analyze

### Bloom's Revised Taxonomy

The first higher order thinking skill (HOTS) of analysis builds on the lower order thinking skills (LOTS) of remembering, understanding, and applying. To continue to develop their thinking, students must be able to examine information by breaking it down into parts and relating each element back to the whole; in other words, analyze.

### First Higher Order Thinking Skill: Analyzing

- Breaking concepts into parts and understanding how each part relates to another.
- Cognitive processes associated with analyzing include differentiating, organizing, classifying, and attributing.
- Task words on assignments and assessments include categorize, examine, dissect, distinguish, outline, and separate.

### Study Strategies for Analyzing

- Compare and contrast course terminology, concepts, theories, ideas, or information.
  - How is one concept related to another?
  - How is one concept different from another?
  - Can you distinguish between \_\_\_ and \_\_\_?
  - What is the relationship between \_\_\_ and \_\_\_?
  - How would you classify or categorize this information?
  - How do David Hume and Henry David Thoreau each view obedience to the state?
  - How do bell hooks and Kimberlé Crenshaw each explain the oppression of women?
- Deconstruct big ideas into smaller components.
  - What are the principles or components of restorative justice?
  - Explain each part of the medicine wheel.
  - What are the key parts of positive youth development programs?
  - What are the basic principles of natural law theory?
- Distinguish the relevance or importance of each piece of the whole.
  - How does each part of the medicine wheel factor into achieving alignment and interconnectedness?
- Examine an issue from a different perspective.
  - Identify biases and limitations.
  - Consider motives.
  - Examine results.
  - Is there another possible outcome or explanation?

## Study Tools for Analyzing

- Cue cards or flash cards
  - An idea, concept or theory on the front and its components on the back.
- Visual tools
  - Use a Venn diagram to visualize similarities and differences between concepts.
  - Construct a T-chart to organize and examine two theoretical frameworks.
  - Create a mind map/concept map to break down and organize different parts of larger concepts or theories.
  - Create hierarchies of each famous Canadian crime family/organization to look for patterns and differences between the structures.
- Verbal tools
  - Explain to someone how you interpret a text or idea.
  - Tell a friend about a theory or idea from a different perspective.
  - Write out why one component is significant for contributing meaning to understanding the whole.

## Monitor and Evaluate Your Strategies and Tools

- Identify which strategies and tools are helping you analyze information.
  - Can I discern similarities, differences, and patterns within information?
  - Am I able to explain the overarching idea and connect it to the relevant concepts?
  - Can I discuss how one component of something contributes to the meaning of the whole?
- When strategies or tools are not helping, try something new.

## Development

When students practice analyzing information, they are engaging in critical thinking and strengthening their abilities to use what they have learned. The ability to analyze is an important thinking skill that informs how students come to their own judgements about what they are learning and use information in their own academic work.

Once you feel confident that you can analyze what you've learned, try to build on that skill by evaluating concepts!

<b>Action</b>
Evaluating
Analyzing
Applying
Understanding
Remembering