<table>
<thead>
<tr>
<th>Cognitive Levels</th>
<th>Exposure</th>
<th>Skill Building</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Knowledge &amp; Comprehension)</td>
<td>(Application &amp; Analysis)</td>
<td>(Synthesis &amp; Evaluation)</td>
</tr>
</tbody>
</table>
| **Knowledge**    | • Summarize previous literature / prior work | • Demonstrate information (meta-) literacy  
• Appraise appropriateness of theoretical framework(s) | • Assess social value  
• Create new knowledge |
| **Formulate Questions** | • Identify questions  
• Give example(s) of research questions | • Discover new questions  
• Breakdown question(s) into manageable units | • Compose logical argument  
• Predict outcomes |
| **Plan of Action** | • Define steps of inquiry | • Employ appropriate methodologies | • Synthesize and evaluate plan(s) of inquiry |
| **Critical Thinking** | • Recognize gaps  
• Describe differences, etc. | • Interpret information, results  
• Examine limits  
• Analyze feedback | • Justify conclusions  
• Prepare critical review  
• Evaluate feedback |
| **Ethical Conduct** | • Explain academic integrity | • Point out ethical issues  
• Outline potential ethical concerns | • Design ethical research  
• Maintain ethical integrity |
| **Communication** | • Communicate clearly  
• Reproduce proper format | • Apply appropriate mode(s) / venue(s) for communication | • Prepare / direct communication appropriately based on given audience(s) |