

# Questioning Techniques for the Online Facilitator: Measuring Your Responses



These cannot be considered true rubrics, since it is unrealistic to assume that all questions or responses in online facilitation will address all of these issues. Further, not all of the interests below are appropriate in all settings. However, as a whole, your discussion prompts, and your participation and questioning within the discourse, should attempt to reflect as many of these issues as possible, where appropriate. ***There should be at least something from each of the three areas below in each of your postings!***

## Levels of Knowledge (Bloom) – Key Words

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Knowledge (Information Gathering)</b>	<b>Comprehension (Confirming/ Understanding)</b>	<b>Application (Making Use of Knowledge)</b>	<b>Analysis (Taking Apart)</b>	<b>Synthesis (Creating)</b>	<b>Evaluation (Judging the Outcome)</b>
“tell, list, describe, relate, locate, write, find, state, name”	“explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe”	“solve, show, use, illustrate, construct, complete, examine, classify”	“analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise”	“create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate”	“judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine”

## Community of Practice – Key Ideas

Level:	1	2	3	4
<b>Group Membership:</b> “We Belong”	The contribution does not reinforce group membership.	The contribution vaguely reinforces group boundaries and membership.	The contribution reinforces or encourages group boundaries and membership	The contribution strongly reinforces or substantially encourages group boundaries and membership.
<b>Common Interests:</b> “We Believe”	The contribution does not encourage or reinforce common interests.	The contribution somewhat encourages or reinforces common interests.	The contribution encourages or reinforces the development of common interests	The contribution strongly reinforces or substantially encourages the development of common interests
<b>Group Identity:</b> “We Are”	The contribution does not reinforce group identity.	The contribution vaguely reinforces group identity.	The contribution reinforces or helps define group identity	The contribution strongly reinforces or substantially helps define group identity.
<b>Mutual Engagement:</b> “We talk”	The contribution does not encourage engagement between members.	The contribution vaguely encourages engagement between members.	The contribution encourages supportive engagement between members, as an extension of practice	The contribution substantially encourages supportive engagement between members, as an extension of practice.
<b>Joint Enterprise, with Mutual Accountability:</b> “We do good work”	The contribution does not reference community goals, and does not encourage the constructive evaluation of others’ ideas.	The contribution vaguely references community goals, or slightly encourages constructive comments.	The contribution references community members' joint enterprise, or encourages the constructive evaluation of other ideas.	The contribution strongly reinforces community goals, or strongly encourages the constructive evaluation of other ideas.
<b>Shared Repertoire</b> “We Know”	The contribution does not reference the community's shared knowledge or abilities.	The contribution vaguely references or reinforces the community's perception of shared knowledge or abilities.	The contribution helps to reinforce the community's perception of shared knowledge and abilities, and implies the development of new ideas.	The contribution reinforces the community's perception of shared knowledge or abilities, and encourages the development of new ideas.

## Your Voice – Key Ideas

Level:	1	2	3	4
<b>Express Yourself</b>	The contribution is not personally reflective.	The contribution is somewhat personally reflective.	The contribution speaks in the first person, and implies important things from your own life.	The contribution speaks in the first person, and includes important things from your own life.
<b>Be Flexible and Humble</b>	The contribution does not exhibit flexibility and humility.	The contribution somewhat exhibits flexibility and humility.	The contribution allows for mistakes and provides non-threatening guidance	The contribution acknowledges mistakes and provides uncritical guidance
<b>Have a Sense of Humor</b>	The contribution does not reflect humor.	The contribution is vaguely humorous.	The contribution finds some humor in events, and uses an emoticon	The contribution makes fun of yourself, finds the humor in events, and uses emoticons.
<b>Be Specific</b>	The contribution is completely general.	The contribution references a few specific things.	The contribution recognizes some specific ideas and events, and tends to avoid general statements	The contribution recognizes and references specific ideas, events, and people, and avoids general statements.
<b>Include Everyone</b>	The contribution does not reflect inclusion.	The contribution vaguely references the previous contribution and others.	The contribution finds something of the previous contribution to celebrate, and references others.	The contribution reaches out to the “lurker,” celebrates the previous contribution, and directly references others.

## Facilitation Example

### Forum Prompt:

If you haven't already done so, explore the [Booktalking Tips](#) on Nancy Keane's website. Here you will find suggestions from teachers for how to use booktalks in the classroom.

1. Browse book talks written by students by following the link from the menu on the home page.
2. Make a list of five characteristics of good booktalks include one or more of these in your discussion forum.

Post a message that describes the tip(s) and explain how you could use it in your classroom. In addition, feel free to write an original tip for other teachers based on your experience. Please respond to at least two other persons' postings by giving a "tip" on the "tip".

### Participant Response - Book talking tips

In the classroom I have actually had an assignment where everyone must along with reading the assigned book they must get in groups and discuss their favorite parts to the assigned reading selection. I also reached the students to keep a journal and write certain things in it for example define vocabulary (at let 3 from a chapter, or draw a picture of how the character felt). It was amazing what the kids came up with their journals and the group discussions were great as well! At the end of the reading assignment the kids had to present a project to the class that represented the story (groups of 4). One of my favorites was a diorama (the book was Flat Stanley and everything as you guessed was flat. Helen

### Facilitator Response - RE:Book talking tips

Helen,

Thank you for your tried and true tips! What did you think about the booktalking tips? Which 5 did you like best? Please, brainstorm and describe the 1 tip you think you will be able to put in a lesson plan and actually be able to use in your classroom?

---

**Levels of knowledge:** From the key word lists, what level of knowledge does this response reflect? How might it be re-written?

**Community of Practice:** Which, if any, of the 6 topics under Communities of Practice does this response reinforce? Might the facilitator infer any of them from the discussed topic and the participant response?

**Voice:** Which, if any, of the 5 topics under Voce does this response reflect? How might the voice be improved?