



Facilitating Discussion in the Humanities and Social Sciences

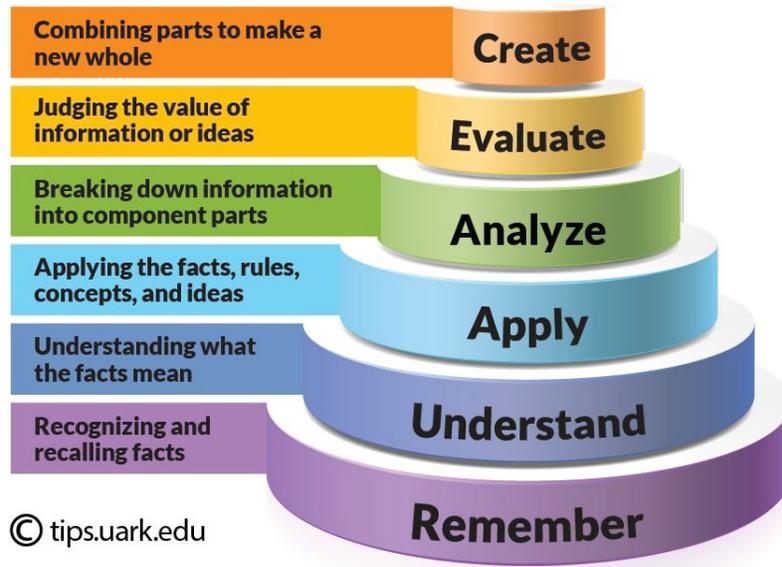
**Thursday, April 27, 2017
9:30-10:45 am
ND Room, 202 LaFortune Center**



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Bloom's Taxonomy

Bloom's Taxonomy is a useful classification of educational objectives to help you evaluate what types of questions you are asking students and what level they are working at.



Below are examples of questions using Bloom's taxonomy for the topic of voting behavior.

LEVEL	VERBS USED	EXAMPLE
Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state	<i>What percentage of Americans voted in 2016?</i>
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	<i>Describe two costs and two benefits of voting.</i>
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	<i>Propose one way the United States could reduce the costs of voting.</i>
Analyzing: can the student distinguish between the different parts?	compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	<i>Compare the Michigan and Rochester models of voting behavior.</i>
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate	<i>Defend the merits of the Michigan model of voting behavior.</i>
Creating: can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write	<i>Design a replacement for the electoral college system.</i>

Types of Discussion Questions

Ask varied kinds of questions. Some kinds of questions you can ask include:

- *Exploratory questions* to establish facts and ensure a foundation of basic knowledge
- *Challenge questions* to probe assumptions, examine conclusions, and consider differing interpretations
- *Relational questions* to compare events, themes, and ideas
- *Diagnostic questions* to examine motives or causes:
- *Action questions* to draw a conclusion or call for action
- *Cause and effect questions* to understand the causal relationships between ideas and events
- *Extension questions* ask students to synthesize points and expand the discussion
- *Hypothetical questions* to apply facts and issues in a new circumstance
- *Priority questions* to weigh and identify the most important issue or factor at stake
- *Summary questions* to draw conclusions, connect broad themes, and elicit syntheses

Erik Fuhrer Class Participation Rubric

3/9= Excellent, Near Excellent, or Very Good; 2/6 = Average;1/3= Below Average/ Not meeting requirements

Class Participation

Attendance and Class Presence	9: Fewer than 3 unexcused absences from class and 1 unexcused absence from the Robinson Shakespeare Company; late to class no more than twice; always present during class time meaning no cell-phone/snack machine trips during class; always prepared for in-depth discussion of the assigned topics.	6: Fewer than 3 unexcused absences from class and 1 unexcused absence from the Robinson Shakespeare Company; late to class less than 4 times; left class early less than twice and gave prior notice before doing so; occasionally unprepared for class discussion.	3: Fewer than 3 unexcused absences from class and 1 unexcused absence from the Robinson Shakespeare Company; frequently late; frequently left classroom; left class early more than twice and/or without notice; frequently unprepared for class discussion.
Listening	9: Mentally present during class discussions and other class activities; never engaged in texting/ off-topic conversations/ work from other classes or any other activity unrelated to class.	6: Occasionally mentally absent from class discussions and other class activities; occasionally engaged in texting/ off-topic conversations/ work from other classes or any other activity unrelated to class yet disengages from these activities once asked to do so.	3: Frequently mentally absent from class discussions and other class activities; frequently engaged in texting/ off-topic conversations/ work from other classes or any other activity unrelated to class.
Contributions to Class and Group Discussions	9: Actively asked intellectually serious questions about texts and provided meaningful and insightful commentary both on texts and other students' comments during class discussions and/or small group discussions.	6: Occasionally asked questions and offered comments during class discussions and/or small group discussions. Comments offered were occasionally off-topic.	3: Frequently quiet and/ or disruptive during class and/ or small group discussions.
Free Writing	3: Fully engaged in free writing until time is called.	2: Occasionally takes breaks from free writing before time is called.	1: Frequently takes breaks from free writing and does not take the activity seriously.

Number of points out of 30= Total Class Participation Score

Name _____

Date _____

Self-Report on Class Participation

The list below indicates a variety of ways in which you can contribute to the discussion. Please check where appropriate.

_____ I read the assignment carefully before discussion.

_____ I contributed to discussion at least twice.

_____ I avoided dominating the discussion.

_____ I listened attentively throughout the class period.

_____ I built explicitly on what another person said.

_____ I pointed out links between other students' contributions.

_____ I helped another student back up, extend, or question his/her idea.

_____ I identified strengths & weakness of another student's ideas, politely, and using evidence.

_____ I backed up my ideas and observations with evidence from the assigned readings.

_____ I asked a pertinent analytical question.

_____ I analyzed a relevant passage in one or more assigned sources.

_____ I identified strengths & weakness of the textbook-writers' or professor's positions, using concrete evidence.

_____ I contrasted/compared this week's readings and ideas with material from previous weeks.

Based on the following criteria, I would give myself a grade of _____ for today's discussion.

C: **SHOWING UP:** You showed up, but said nothing substantive about the readings.

B- , B, B+: **SPEAKING UP:** Contributing to most day's discussions will get you between a B- and a B+, depending on the extent and quality of your comments. Thoughtfulness and the depth and specificity of your knowledge about, and references to, the reading assignment count a great deal.

A - or A: **TAKING RESPONSIBILITY:** You fulfilled all the terms of a "B" or B+ grade, and in addition performed at least one act of taking responsibility for making the discussion productive: e.g. You encouraged others to participate, brought up useful discussion questions, pointed out links between others' points of view, etc.

Self-Report on Class Participation (continued)

Please give brief examples of your participation (as checked above), to refresh the instructor's memory.

The following questions help us assess how well our discussions are going and how we can improve. I thought the discussion today went:

extremely well very well pretty well just OK not at all well

Why?

1. What could the instructor have done to make the discussion more successful?

2. What could you, personally, have done to make the discussion more successful?

Notes