

# PHIL 492 p4cHI Style Philosophical Inquiry Group Facilitation Rubric

## Qualities of Good Facilitation

A person who makes the discussion “easy” by:

1. Selecting a dynamic topic
2. Demonstrating their own willingness to challenge their thinking and work hard at it
3. Eliciting inferential questions that provoke all community members to challenge their thinking
4. Inviting all discussants to participate
5. Summarizing and clarifying thoughts presented during the inquiry
6. Anticipating questions/concerns before the discussion and thinking on the spot during the discussion
7. Creating and ensuring a safe environment

STANDARDS	OUTSTANDING	MEETS	ATTEMPTS	DOES NOT MEET
<b>Professionalism</b>	Clearly shared facilitation responsibilities. There is evidence of: -extensive planning before the inquiry -equal participation during the inquiry -each group member having a clear role/responsibility -the group having fun	Clearly shared facilitation responsibilities. There is evidence of: -extensive planning before the inquiry -equal participation during the inquiry -each group member having a clear role/responsibility -the group having fun	It appears as if only one or two group members knew what they were doing during the discussion	The entire group is unprepared.
<b>Facilitation</b>	The group consistently demonstrates seven out of the seven qualities of a good facilitator while leading the inquiry.	The group consistently demonstrates five out of the seven qualities of a good facilitator while leading the inquiry.	The group inconsistently demonstrates three out of the seven qualities of a good facilitator while leading the inquiry.	Does not demonstrate any qualities of a good facilitator while leading the inquiry.
<b>A Focused Learner-Centered Inquiry</b>	Facilitators: -support the community of inquiry in selecting a question/focus to the inquiry. -maintain a focus by making meaningful connections between tangents and the original inquiry question selected by the group. -Explain the rules of and use the community ball to have participants mediate turn taking	Facilitators: - support the community of inquiry in selecting a question/focus to their inquiry. -Explain the rules of and use the community ball to have participants mediate turn taking	Facilitators: - support the community of inquiry in selecting a question/focus to their inquiry -Attempt to maintain a focus but end up discussing many irrelevant sidetracks -Don't explicitly explain the rules of the community ball and forget to use it	There is no focus to the group's inquiry.
<b>Philosophical Thinking</b>	Facilitators: -Encourages participants to challenge their thinking and scratch beneath the surface by asking questions and making claims that use the Good Thinker's Toolkit -ask the participants to use the good thinker's tool kit to challenge their thinking	Facilitators: -Encourages participants to challenge their thinking and scratch beneath the surface by asking questions that use the Good Thinker's Toolkit -ask the participants to use the good thinker's tool kit to challenge their thinking;	Encourages participants to challenge their thinking	Does not encourage participants to challenge their thinking;
<b>Intellectually Safe Community</b>	Facilitators maintain an intellectually safe (IS) environment by explicitly reminding the group about IS at various (and appropriate times throughout the inquiry).	Facilitators maintain an IS environment by explicitly stating the definition of IS at the beginning of the inquiry.	IS was mentioned, but it seemed out of context and forced.	The facilitators did not explicitly define or address issues related to IS as they came up throughout the inquiry
<b>Modeling the Examined Life</b>	Facilitators model the “examined life” by: - demonstrating interest in the topic -asking questions -making personal connections - encouraging participants to make personal connections -sharing knowledge of the topic that they researched prior to the inquiry -explicitly stating when they are learning new things alongside the participants	Facilitators model the “examined life” by: - demonstrating interest in the topic - asking questions - making personal connections encouraging participants to make connections between the topic and their own lives	It is hard to tell if the facilitators are genuinely interested in the topic	The facilitators look bored with the topic, they are just going through the motions to complete the assignment.
<b>Reflection</b>	Participants are asked to: -reflect on the inquiry topic prior to the inquiry -evaluate the group's progress as a community following the inquiry -evaluate the group's progress in the inquiry (confusion, more questions, connections, emergence of a possible answer) following the inquiry	Participants are asked to: -evaluate the group's progress as a community following the inquiry -evaluate the group's progress in the inquiry (confusion, more questions, connections, emergence of a possible answer) following the inquiry	The facilitators -evaluated the group's progress as a community following the inquiry -evaluated the group's progress in the inquiry	There were no opportunities for reflection and evaluation