


A Taxonomy of Reflection	
Creating: What should I do next?	
Evaluating: How well did I do?	
Analyzing: Do I see any patterns in what I did?	
Applying: Where could I use this again?	
Understanding: What was important about it?	
Remembering: What did I do?	

Model developed by Peter Pappas

[Taxonomy of Reflection](#)

[Explained](#)

Retrieved from:
www.peterpappas.com/

- *Aim to include prompts that achieve each level of Bloom's Taxonomy*

Keys to Designing & Managing Discussions

1. Provide specific expectations, use a grading rubric, & provide examples of exemplary, acceptable, & not acceptable posts.
2. Establish deadlines to initiate, and maintain discussion;
 - A. Initial student post should be due in the middle of the week – (e.g. Wednesday by 11:59 PM)
 - B. Responses to peers' posts should be due by the end of the week - (e.g. respond to 2 peers' posts by Saturday by 11:59 PM)

Types of Prompts

- [Summary and Reflection \(*Understanding, Analyzing*\)](#)
- Mini Assignment
- [Socratic Method \(*Evaluating*\)](#)
- [Case Study \(*Analyzing/Evaluating*\)](#)
- Scenario (*Applying/Analyzing*)
- Debate (*Evaluating/Creating*)
- Collaborative Project (*Creating*)





[The Community of Inquiry: A Model for Online Engagement](#)

Retrieved from: coi.athabascau.ca

- Discussion Board prompts should directly align to instructional content and Student Learning Objectives.
- Collectively, prompts should engage the three relationships of engagement – Student-Content, Student-Student, and Student-Teacher.
- Essential Quality Matters and The Online Learning Consortium (formerly The Sloan Consortium) Quality Scorecard:
 - QM 1.8 – Students are asked to introduce themselves to the class.
 - QM 5.2 – Learning activities provide opportunities for interaction that support active learning.
 - QM 5.4 – The requirements for student interaction are clearly articulated.
 - OLC QS – Opportunities/tools are provided to encourage student-student collaboration (i.e. web conferencing, instant messaging, etc.) if appropriate.
 - OLC QS – Faculty-to-Student interaction is facilitated through a variety of ways

Resources (located on the *Faculty eCommons*):

- [Ed Tech du Jour: Building Community in an Online Course](#)
- [9 Strategies to Ensure Successful Course Discussions](#)
- [Additional Faculty eCommons Discussion Board Tips](#) -facultyecommons.org/course-mapping-elements/
- [Do's and Don'ts – A Handout for Students](#)
- [More Great Discussion Board Tips](#)