|  |  |  |
| --- | --- | --- |
| **Term** | Definition | Example |
| **UX** | User’s opinion about the IMapBook interface, or media they wish we would include, user experience, media, relationship with the media. | *“I'm finding this program a bit slow and difficult to work in.” “I am not a fan of the sound effect, but would be a fan of*  *some pictures.”* |
| **Social** | Discussion that establishes or  maintains a relationship *and* does NOT relate to the assignments. For example, greetings. | *Hello! I’m excited to work with*  *you all.* |
| **Procedure** | Discussion toward accomplishing a task. How should the task be  accomplished? Specifically, discussion of how to complete the *assignment*.  *Big Question*: How does this work? **What does the teacher want us to do with this assignment?** | *Are we each supposed to submit our own interpretations or compose something together?*  Did we submit it? Is that why it's blank now?  *What time is everyone available to meet and complete the task?* |
| **Deliberation** | Turns related to decision-making about the *content*…. Or writing or wording.  For example, what should be included in a collaborative submission, how it should be worded.  The internal procedure of the group. Actionable..  This includes discussion about interpersonal functioning of the group.  *Big Question*: What should we do next? <Based on our current status, how do we move forward?> | *What do you think about the questions? How should they be answered?*  ***Nadina****: In terms of just answering, I feel like the tiger was behind the door, and later the King puts his daughter to trial…*  ***Julie****: That’s exactly what I think as well.* |
| **Seminar** | Discussion on the meaning or  interpretation of content. *My interpretation vs. your interpretation. What does it mean?* | *Perhaps the content could mean*  *this…*   |  | | --- | | *I mean I think it states that the*  *king does love the daughter at*  *some point though.* | | *Maybe not to enough of a degree*  *not to put her to trial...but he*  *does love her, just like to a*  *degree she loved the man* | |
| **Imaginative**  **entry** | Discourse that places the learner in the discussion as an active participant | *Does this mean that we are all like this too?* |
| **Disciplinary** | Application of shared field to  discussion of content | *This relates to the content we*  *reviewed at an earlier time.* |
| **Other** | Non-sequitur or anything that doesn’t fit into any other category. | s60e 6f 0y 2eys 6n3y d6 n40bers |
| **Uptake: Affirm** | The action or process of affirming something or being affirmed, showing  agreement. | *That’s a good point. I agree.* |
| **Uptake:**  **Elaborate** | Provide additional examples, detail or explanation. These are statement, NOT questions or commands | *Another example of this…* |
| **Uptake: Clarify** | Ask questions or make commands, to improve comprehension. | *So you are saying…? Do you*  *mean…?* |
| **Uptake: Disagree** | To express a differing opinion. | *I disagree. This means something different than what*  *you stated.* |
| **Uptake: Prompt** | Refers back and responds to a previous  discussion or question | *Going back to your previous*  *question…* |
| **Uptake: Filler** | Acknowledges the previous person’s position without adding anything of substance to the conversation; a comment made for the purpose of satisfying participation grade  requirements |  |
| **Uptake: Respond** | Answer a previous question or make a decision based on a question | In response to “okay should we start writing about  it or should we find some quotes first and talk  about them?” someone says, “find quotes first” |
| **Term** | Definition | Example |
| **Question: O-LOT** | Questions that are open-ended, but  involve lower-order thinking | So when you read this, what  did you think? |
| **Question: C-LOT** | Questions that are *c*losed-ended,  *l*ower-*o*rder *t*hinkingi--that is, questions for which there is an answer in mind, | *Are we supposed to write out answer in the text box below?* |

# Summary

Use these questions to test students' knowledge of the IMapBook interface. These questions are designed to help students understand the concept of 'O-LOT Questions that are open-ended and require 'higher-order thinking' 'I'm finding this program a bit slow and difficult to work in,' says one user. 'I am not a fan of the sound effect, but would be a fan'

|  |  |  |
| --- | --- | --- |
|  | and students are only expected to recall or to apply what they already  know. |  |
| **Question: O- HOT** | Questions that are *o*pen-ended and require “*h*igher-*o*rder *t*hinking”—that is, questions that invite multiple answers and encourage students to  analyze, synthesize, or evaluate. | *What happens next? What does this mean and what does it effect?* |
| **Question: C-HOT** | Questions that have limited answer options, but require “*h*igher-*o*rder  *t*hinking” to choose | *So should we do it this way or that way?* |
| **Pivot: from and to** | The posting establishes or changes the procedural direction of the discussion | *Yes, I agree to your statement. But in terms of answering the*  *question…* |
| **Dialogic Spell: Number them.. First conversation is 1, then second is 2 etc.** | Are there three or more related turns among students?  How closely are the turns related? What prompts or ends the spell?  : | Begin: *Ok, let’s talk about this…* End: *That feels like enough for that question. What about the next?* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |