**Question Focus (QFocus) Design Tool: Adult Learning Setting**

To complete a **full** Question Formulation Technique (QFT) plan, visit <http://rightquestion.org/educators/resources/>.

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| List topics, issues, problems, challenges, or opportunities you would like to explore using the QFT. These are topics you would want your team or group of colleagues to spend time exploring. |
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| Choose one from the list above to work on today. |

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| Name your goals for using the QFT to address the topic above. |
| * Generate new ideas * Set a research agenda * Analyze a problem * Assess an opportunity * Launch a new product, project, or initiative * Collaboration * Generate buy-in * Build consensus * Lead to an action plan * Other: |

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| How do you envision your role in the process: as strictly a facilitator or as a facilitator/participant? Consider advantages and disadvantages. |
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| Tip: In a classroom setting, the teacher serves as a facilitator only and should avoid giving examples, getting pulled into group discussions, and placing judgment on contributions to allow students time for divergent thinking, productive struggle, and intellectual heavy-lifting. However, in a group of adults, a facilitator may also participate as a member of the group. A facilitator/participant in an adult learning setting should be mindful of acknowledging contributions equally and monitoring the “airtime” (including their own!), to ensure an effective, equitable process. |

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| **A Question Focus (QFocus) is:**   * a stimulus or prompt about which participants ask questions * a statement, phrase, primary source, visual, audio clip, statistic, etc. * NOT a question |
| **A strong QFocus will…**   * be simple and clear (without any further explanation) * be closely related to the objectives of the meeting/session * offer many possible lines of questioning * be provocative and interesting to participants but not perceived as heavy-handed or leading |

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| Brainstorm several QFocus possibilities that are closely related to your goals. |
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| Quickly test ONE of the above possibilities by listing questions different colleagues might ask. |
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| Tip: It is often helpful to ask someone else to test your QFocus by asking a few questions about it. Consider how closely aligned these questions are with your goals. |

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| You may use this chart to troubleshoot your QFocus. If you answer “yes” to any of the questions, you may want to change your QFocus. | | | |
|  | YES | NO | UNSURE |
| Is the QFocus a question? |  |  |  |
| Is there too much information? |  |  |  |
| Will the QFocus limit people to only one line of thinking? |  |  |  |
| Is there a particular word that might distract? |  |  |  |
| Will participants perceive the QFocus as biased, leading, or heavy-handed? |  |  |  |

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| Revise your QFocus. |
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