Agenda

Right Question Institute

Promote Micro-Democracy

Origin

Question Formulation Technique

Educator Network

Promote Self Advocacy

- Lawrence, MA
- Dropout prevention program
- Started by educators

- Strategy used to promote question-asking
- Application in schools and other outlets

- 17,000 members
- 66 countries

How Does it Work?

Resources provided by RQI

- Videos
- Downloadable materials
- Discussion forums
- Webinars
- Blogs

Members are partial employees

- Level of engagement varies
- Dependent on each member

Participant's Choice

- Decides to use resources to improve experience implementing the QFT

All resources available via RQI Website

- Materials and resources centrally located on website
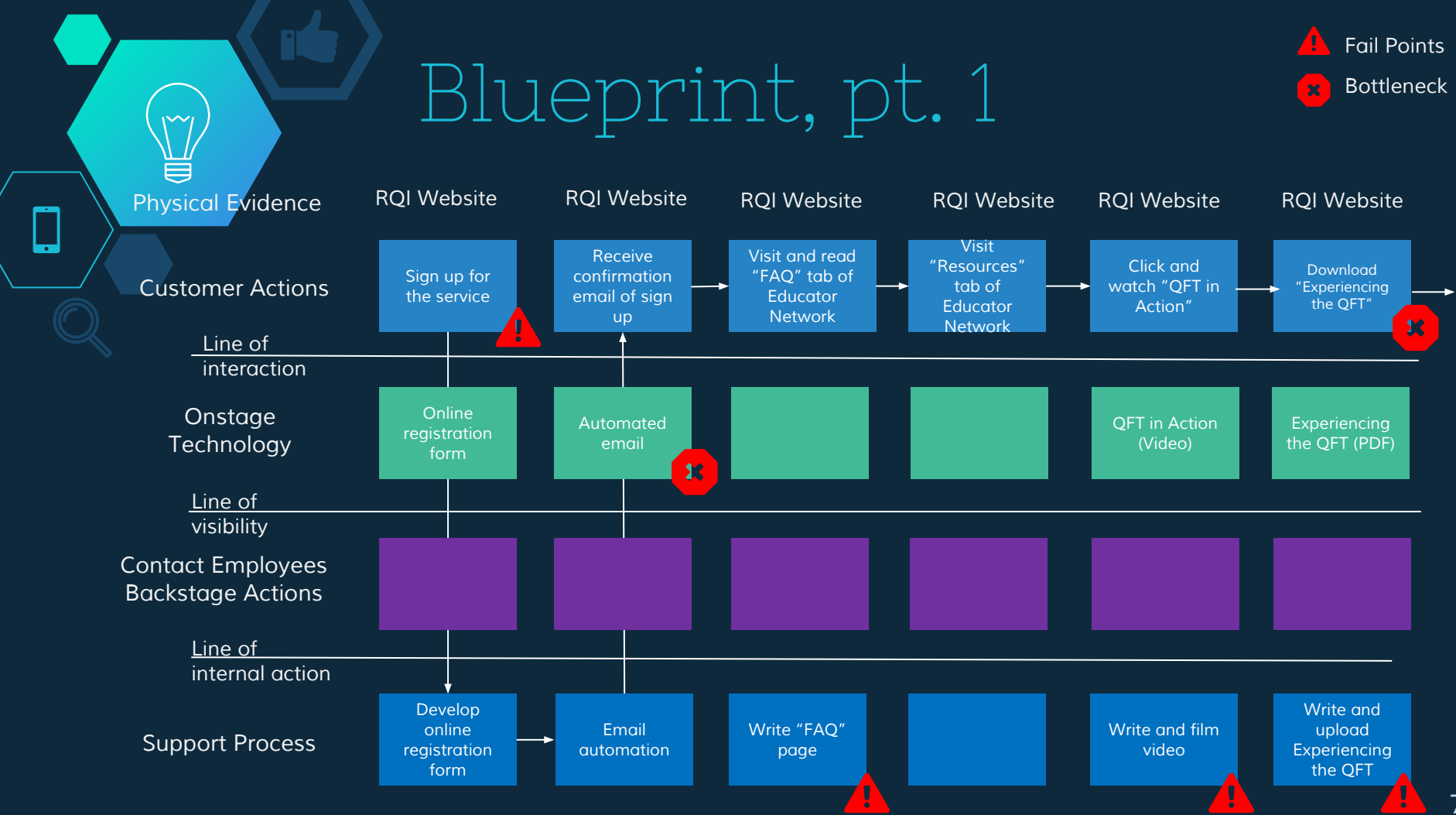
A QUICK EXERCISE

Let's take a minute to learn the Question Formulation Technique
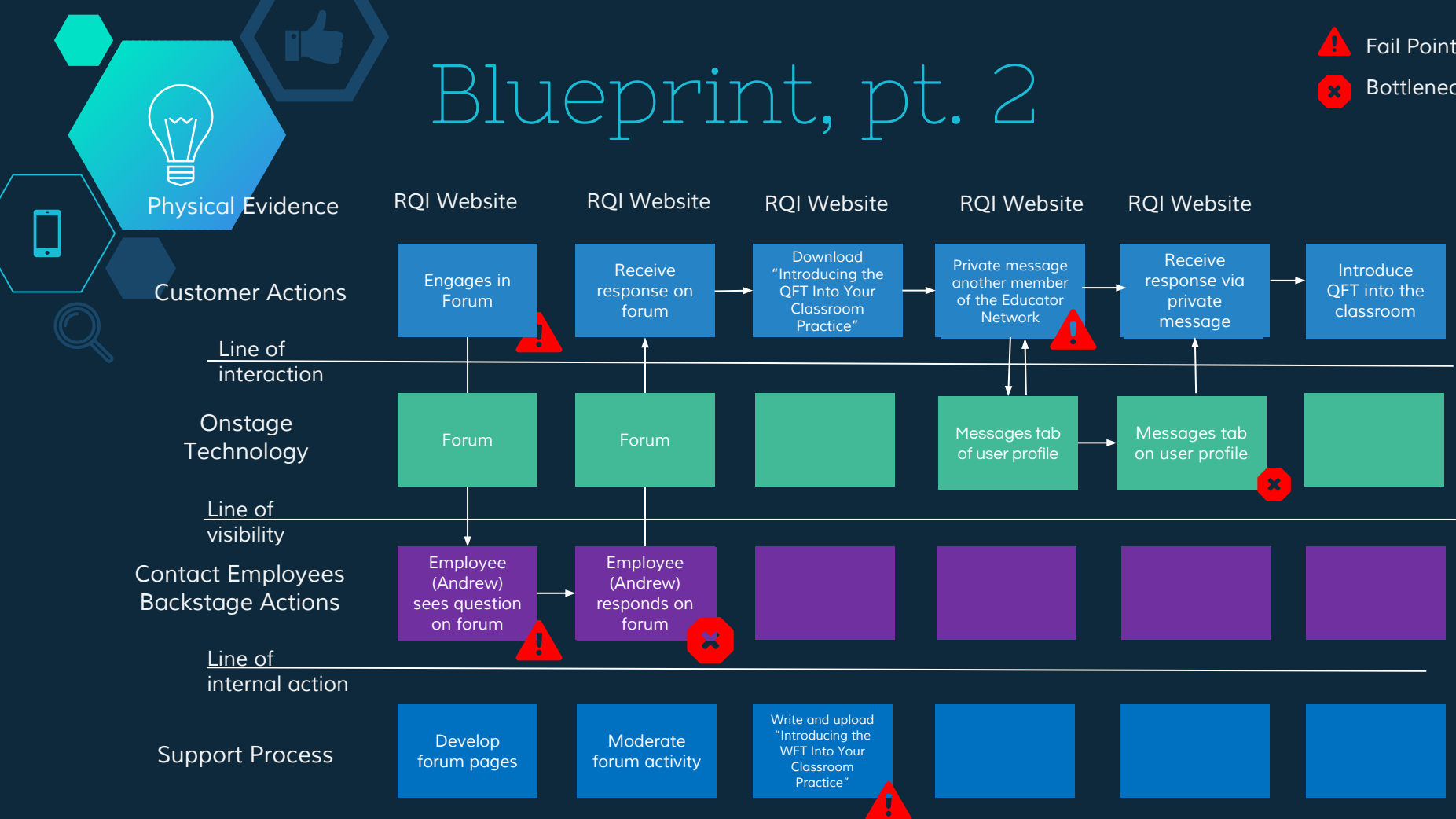
SERVICE BLUEPRINT

Blueprint, pt. 1

⚠ Fail Points
✖ Bottleneck

Physical Evidence	RQI Website	RQI Website	RQI Website	RQI Website	RQI Website	RQI Website
Customer Actions	Sign up for the service	Receive confirmation email of sign up	Visit and read "FAQ" tab of Educator Network	Visit "Resources" tab of Educator Network	Click and watch "QFT in Action"	Download "Experiencing the QFT"

Line of interaction

| **Onstage Technology** | Online registration form | Automated email | | | QFT in Action (Video) | Experiencing the QFT (PDF) |

Line of visibility

| **Contact Employees Backstage Actions** | | | | | | |

Line of internal action

| **Support Process** | Develop online registration form | Email automation | Write "FAQ" page | | Write and film video | Write and upload Experiencing the QFT |

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Blueprint, pt. 2

Fail Point

Bottleneck

	RQI Website	RQI Website	RQI Website	RQI Website	RQI Website
Physical Evidence					
Customer Actions	Engages in Forum	Receive response on forum	Download "Introducing the QFT Into Your Classroom Practice"	Private message another member of the Educator Network	Receive response via private message	Introduce QFT into the classroom
Line of interaction						
Onstage Technology	Forum	Forum		Messages tab of user profile	Messages tab on user profile	
Line of visibility						
Contact Employees Backstage Actions	Employee (Andrew) sees question on forum	Employee (Andrew) responds on forum				
Line of internal action						
Support Process	Develop forum pages	Moderate forum activity	Write and upload "Introducing the WFT Into Your Classroom Practice"			

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SWOT Analysis

STRENGTHS	WEAKNESSES
- QFT is customizable, effective, universally useful, and easy to implement - Large educator network that is leveraged to share the QFT	- Lack of internal resources to implement all desired initiatives ○ Technology and human capital - Lack of properly segmented resources

OPPORTUNITIES	THREATS

- Partnerships with other educational organizations
- Domestic and international growth
- Potential to tailor resources towards specific user groups
- Nurture and engage members to become advocates and evangelists
- District mandated professional development
	- Common core within education system
	    ○ Standardized teaching and testing
	- Bureaucratic education system
	    ○ Red tape
	    ○ Districts lack funding for teachers to go to seminars or conferences
	- Testing emphasis rather than question emphasis
	- Initial understanding of the QFT

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Gaps Analysis

Customer
GAP
15/20

Provider
GAP 1
24/40

Provider
GAP 2
16/30

Provider
GAP 3
20/30

Provider
GAP 4
21/30

Gap 1

The Listening Gap

- Marketing research orientation
  - Team-conducted survey was the first time RQI had used marketing research outside of their events
  - Digital analytics are used for website improvements, not overall service improvements
  - Event surveys are used for event improvements, not overall service improvements

5

- Upward communication
  - Few contact employees, making communication with customers difficult

6

- Relationship focus
  - Primary focus on providing resources and services to current members
  - Need for increased segmentation of resources based on experience level, job function, and grade level

8

- Service recovery
  - Few mechanisms for customers to complain

5

Total

24/40

Gap 3
The Service Performance Gap

- Effective Human Resources Policies
  - All employees are very committed to the organization's mission
  - Internal knowledge base aids in consistency

  9

- Effective Role Fulfillment by Customers
  - Customers lack knowledge of their roles and responsibilities
  - Improvements needed for physical evidence and servicescape

  6

- Effective Alignment with Service Intermediaries

  N/A

- Alignment of Demand and Capacity
  - Insufficient employees and resources to accommodate demands of users

  5

Total

20/30

Research in Action

In order to better understand educator satisfaction and service gaps, we conducted an online survey and an informational interview
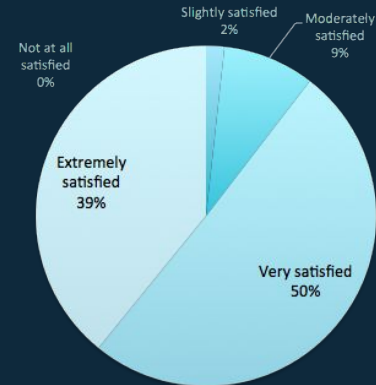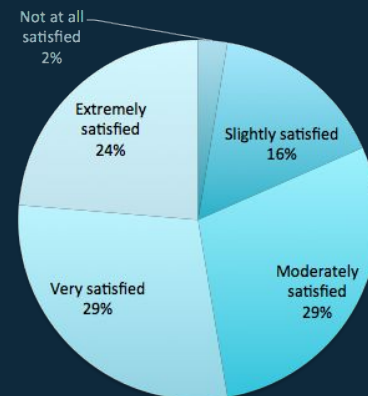
Survey Results

Most Commonly Used Resources
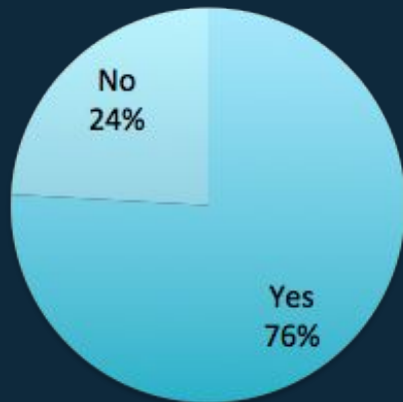

Downloadable Materials

- Not at all satisfied 0%
- Extremely satisfied 39%
- Slightly satisfied 2%
- Moderately satisfied 9%
- Very satisfied 50%

Discussion Forum

- Not at all satisfied 2%
- Extremely satisfied 24%
- Slightly satisfied 16%
- Very satisfied 29%
- Moderately satisfied 29%
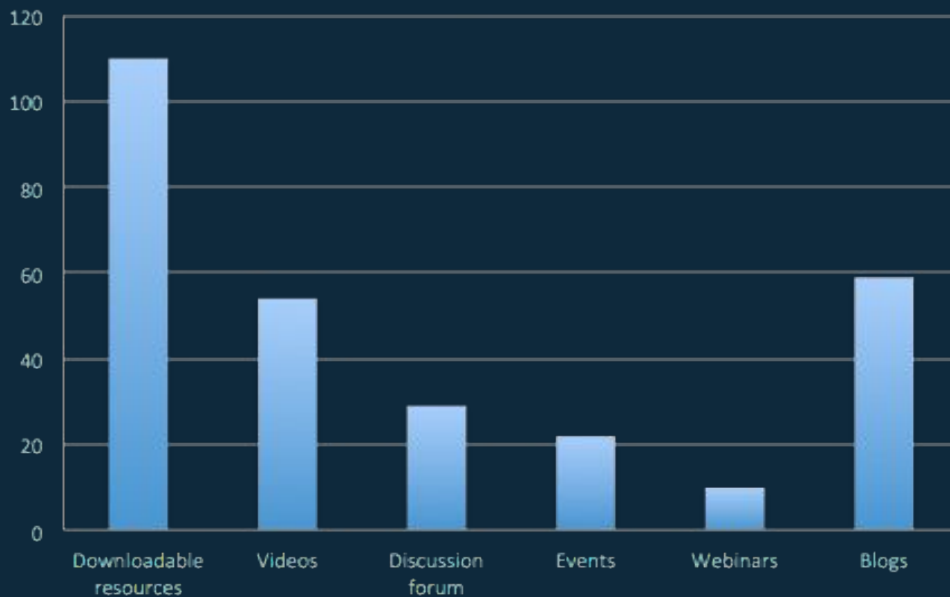
Survey Results

Have you shared the QFT with your friends/colleagues?

No
24%

Yes
76%

What methods do you use to share the QFT?

Word of Mouth, 81

Email, 55

Other (please explain), 37

Social Media, 24

Word of Mouth   Email   Social Media   Other (please explain)
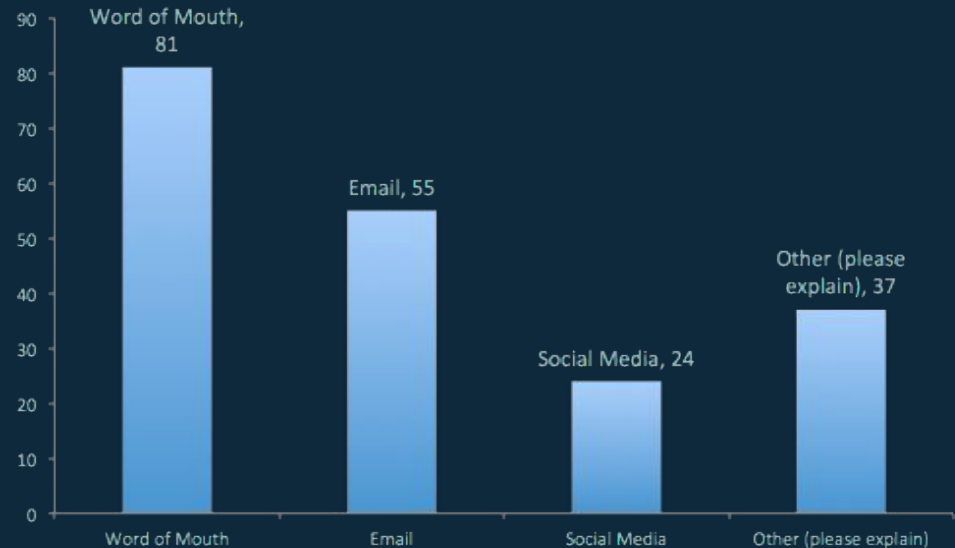
*Almost everyone who answered 'other' filled in professional development as a way to share the QFT.

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Jeffco, CO Public Schools QFT [Resource Page](#)

STEP 1: Introduce the Rules for Producing Questions
- Ask as many questions as you can.
- Do not stop to discuss, judge or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.
- **Primary students:** The teacher will guide the QFT process whole group. Introduce 4 steps for producing questions. The teacher will write down all questions.

2 minutes *(time may vary)*

It's helpful to ask learners, *"What might be difficult about following these rules?"*

*Video Clips
Kindergarten: Types of Questions (1:26)
Kindergarten: Steps 1 & 2 (2:41)
Kindergarten: Steps 3 & 4 (2:05)

STEP 2: Students Produce Questions
- Students ask as many questions as possible about the Question Focus.
- Make sure students follow the rules.
- One person in the group lists and numbers the questions.
- It can be helpful to have a "sheriff" who ensures group members follow the rules.
- **Primary students:** 4 steps for producing questions
  - Look closely at the picture
  - Think about a question
  - Share your question with a partner
  - Raise your hand and share with your teacher

5-10 minutes *(time may vary)*

*Video Clips
Kindergarten: Model 1 & 2 (2:32)
Kindergarten: Model 3 & 4 (2:29)
5th Grade: Producing Questions (:30)

STEP 3: Students Classify & Revise Questions
- Review the list of questions and identify them as closed and open. Mark the questions with an O or C.
  - Closed questions can be answered with a "yes" or "no" or with one word.
  - Open questions require an explanation and

6-15 minutes *(time may vary)*

*Video Clips
5th Grade: Classifying Questions (1:28)
5th Grade: Revising Questions (:34)

Popular Comments

Awareness of different resources

Desire for more specific resources and videos

Desire for more examples of Qfocus prompts

Book Clubs, Professional Development Sessions

Survey Analysis

Members wanted more specific examples

Members shared the QFT more in person in PD workshops than any other method

Of all the resources, the discussion forum had the lowest level of satisfaction

Members are sharing the QFT with relatively few other teachers within their schools

Informational Interview

"It's more than a technique, it's a mindset shift."

-Chris Willems, *High School Educator in New Haven, CT*

- Implements QFT in classroom on regular basis
- Organizes workshops and PD on implementing the QFT for other teachers
- Really "believes" in the cause

Super User Profile

Regular and Avid User	Partner	Hosts Workshops and PD Sessions	Engaged
• Uses QFT and other resources	• Relationship marketing ladder • Committed to RQI	• Helps RQI teach and introduce QFT to others	• Read "Make Just One Change" • Attends conferences • Creates resources

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Recommendations Overview

Implement Regular Marketing Research

Engage, Develop, and Incentivize Service Evangelists

Facilitate and Encourage Meetups and PD Sessions

Enhance Forum Functionality and Ease of Use

Provide Opportunities for Service Feedback

Create Resources to Assist Evangelists with Meetups and PD Sessions

Market Research Orientation

Regular Online Surveys	Quantitative Research	Qualitative Research	Instant Feedback from Ratings

Regular Online Surveys
- Send to members on regular basis (quarterly or twice-yearly)

  WHY?
- Helps understand members' needs and core requirements

Quantitative Research
- Utilize marketing analytics and metrics

  WHY?
- Develops customer expectations
- Assists deployment of resources to cater to members' specific needs

Qualitative Research
- In-depth Interviews and CIT studies

  WHY?
- Provides instant feedback
- Emphasizes service quality and customer satisfaction

Instant Feedback from Ratings
- After utilizing resource, members rate and provide instant feedback

  WHY?
- Audit resources regularly
- Provides insight into resource satisfaction

Professional Development

Create Internal Document

- For RQI to classify and recruit Super Users

WHY?
- Strengthens relationship with Super Users
- Aligns support employees with external educators

Recruit Super Users

- Assist by answering questions
- Organize PD sessions

WHY?
- Super Users act as "partners"
- Saves RQI resources
- Super Users share experience and intangible service aspects

Provide Resources for PD

- Assist with members hosting PD sessions and workshops

WHY?
- Dissemination is quicker and more effective
- Educate members on their role in service delivery

Engagement Ideas

Reward and Track Progress

- Earn badges or certificates

WHY?
- Allows members to gauge aptitude
- Encourages service use

Resource Rating System

- Rate after using resource
- Members know preferred or popular resources

WHY?
- Provides instant feedback
- Emphasizes resource quality over quantity

User-Developed Advice/FAQ Newsletter

- Use of Super Users to answer more complex or frequently asked questions

WHY?
- Builds trust within network
- Increases member confidence and engagement

Forum Revision

- Tags for easier searches
- Responses from Super Users
- Empathetic resource

WHY?
- Modernizes physical evidences
- Encourages member interaction

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Content Creation and Support

More Video Examples

- Provides more specific examples to help personalize

WHY?
- Different members have different service expectations

Qfocus Ideas and Explanations

- New resource to explain the Qfocus in-depth

WHY?
- Assists members with effective implementation

Increase Resource Specificity

- Qfocus Library

WHY?
- Customization of resources enables increased service usage

RQI Application

Qfocus Library

Developing New Videos

Developing Case Studies

Honor Roll of Schools and Districts

Ladder of Engagement

Customer Education

Thank you!

Any questions?

APPENDIX

Score

- Company understands customer expectations of service quality — **8**
  - Company started by educators who have experience in this field
  - Strong knowledge and expertise translated for other educators

- Company understands customer perceptions of service — **7**
  - Receives some customer feedback on perceptions of RQI
  - Company tracks customer perceptions via forum and conference events

Total — **15/20**

Customer Gap

GAP 2

The Service Design & Standards Gap

- Systematic Service Design **6**
  - Company's service development process is not explicit
  - No substantial new services to define for members and employees

- Presence of Customer-Defined Standards **4**
  - Good company-defined service standards
  - No explicit or direct connection to customer expectations
  - Quality goals are informal and not well-defined

- Appropriate Physical Evidence and Servicescape **6**
  - Online servicescape is appropriate for service offering, downloadable resources, videos, forums
  - Online servicescape is relatively attractive but could be more effective

Total **16/30**

Provider Gap 2 Recommendations

Track, Inform and Update Target Levels and Measures

Hard Standards

- Member sign-up confirmation email sent within 24 hours of sign-up
- Response to forum within 48 hours of first question if no members reply
- Post weekly on social media
- Send monthly newsletter

Soft Standards

- Response is courteous, knowledgeable, helpful, and reliable
- Social media posts are relevant and informative

30

- Management of customer expectations **6**
  - Customers lack knowledge of how to use the program effectively
  - In some cases, customers are not adequately educated

- Integrated marketing communications **8**
  - Regular usage of social media, especially on Twitter and Facebook
  - Avoids overpromising
  - Consistency in messaging across resources
  - Small organization prevents inconsistencies and functional silos

- Pricing **7**
  - Conference event pricing is on par with similar events, but is not affordable for individual educators
  - Resources available to increase attendance by price-sensitive customers

Total **21/30**

GAP 4

The Communications Gap

Provider Gap 4 Recommendations

Assist with managing members expectations
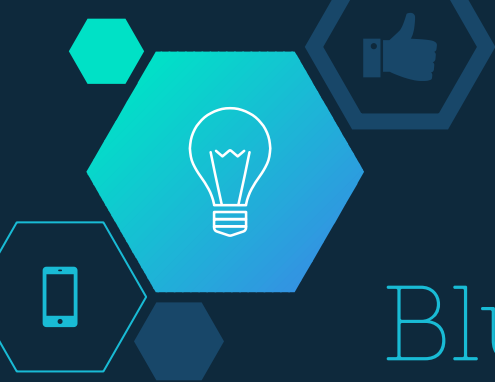
Promote *Make Just One Change* Book	• Communicate importance of reading book • Provides greater clarity that can help with implementing the QFT
Sharing the QFT	• Be more explicit in encouraging members to share the QFT with others

Blueprint Assumptions

User: 5th Grade Teacher (Educator)

Usage: New to The Right Question Institute and Question the
              Formulation Technique

Process: Signing up for the network until first utilized in the classroom

              Standard beginner uses resources to learn about QFT,
              engages on forum to look for help and connect with other
              educators to learn about implementing the QFT successfully

Engagement

Strangers

Paul Fombelle, College Educator

- No interactions with firm, not yet entered the market

- RQI has no relationship with customer

Acquaintances

Yuki Shuck, College Student

- Signed up and downloaded materials

- Relatively satisfied with materials

- Repetitive interactions, more familiar with RQI's offerings

Friends

Joan Peck, Educator

- Development of trust with provider to do what is promised

- Trust that it provides superior value

- Offering is more unique

Partners

Morgan Schwartz, Web Developer

- *Committed to RQI*

- *Stays if RQI understands changing needs and willing to invest in relationship by constantly improving and evolving its product and service mix*

- *Solid base for organization*

- *Represents growth potential*

Acquiring

Satisfying

Retaining

Enhancing

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Customer Education

Watch Video Example	Download and Read Resources	Read FAQ	Read Blogs, Emails and Newsletters

- Direct members to watch video for basic idea

WHY?
- Initial guidance provided to new members

- Supplemental resources provide further knowledge

WHY?
- Provides further guidance

- Answers basic questions new members might have

WHY?
- Saves resources for RQI and new members

- Additional and more up-to-date resources

WHY?
- Fastest way to receive new resources without searching through website

I read QFT guide and did it in my classroom. My students very interested in this QFT Lesson.
But, I have some question about it. How do I use this Student's lesson? Do you have any lesson plan about using this question? I further know about this QFT using in classroom. Please Help me!
- *Kyoungwon Kim, Upper Elementary Teacher, South Korea*

I am wondering the same thing. I've tried it once and asked the students to use the questions as a guide to a short story I read. I printed out the story and asked them to underline parts that might provide clues to their questions. It seemed helpful but I'm sure there are other more effective ways. You could always ask the anxious question of, "What would you like to do with these questions?" You never know what you might get but letting go of the control could be liberating? Who knows.
- *Andrew Fritz, Department Chair of Common Ground Christian Church, USA*

How can i study technical cause without knowledge about it? how do i use the student lesson? I am wondering if i can get the answer to this
- *Prince Appiah, Student in Ghana*

Check out this article from this past September's Educational Leadership– it may provide some ideas for how to use students' questions: http://rightquestion.org/wp-content/uploads/2015/08/2015-Making-Questions-Flow.pdf
- Andrew Minigan, RQI Staff

This is one of the basic questions I think we encounter as we're learning how to use this. I've begun to figure out that the questions relate to what product or next action I want them to take. If I'm just looking for an 'entre' to a unit, I do a Qfocus and then the questions are just for me to use to see where I need to go with the next class lesson. If I'm asking them to pick a topic for a research project, then the questions are those they then go a research to see which of the top 3 they think they'd like to do. If they're to be used for assessment, I like the idea that I saw in a webinar about using the questions as 'the questions that will be used on the final exam'. As I learn from my many mistakes, these are the ways I'm beginning to see how this really works: the questions are the catalyst for the next actions.
-Connie Williams

Research Methods

Quantitative Research

- Closed-ended survey questions
- Distributed to RQI members via email blast
- 139 respondents
- Incentivized with raffle of *Make One Change* or *A More Beautiful Question* book

Qualitative Research

- Open-ended survey questions
- Informational interview with Chris Willems

Recruitment Email

Calling all members of the Educator Network!

The Right Question Institute is working to improve the resources on the Educator Network in order to continue supporting educators using the Question Formulation Technique to nurture students' curiosity.

Please follow this link to access a brief 5-minute survey.

The survey will help us better understand your experience with the Educator Network and your use of the Question Formulation Technique. Your opinion is extremely valuable and appreciated. Survey submissions are anonymous.

Upon completing the survey, you will have the opportunity to enter a raffle! Two (2) participants will be randomly selected to receive their choice of a copy of *Make Just One Change* by Dan Rothstein and Luz Santana **or** *A More Beautiful Question* by Warren Berger.

Default Question Block

Thank you for taking the time to fill out this survey. Your responses will help to improve The Right Question Institute's resources and website. It will take about 5 minutes to complete and responses will remain anonymous. We appreciate your help!

Q1. What is your role? (select the best response)

Principal/Head of School/Headmaster
Assistant or Vice Principal
Elementary School Teacher
Middle School Teacher
High School Teacher
Curriculum Instructor
Superintendent/Asst. Superintendent/District Leader
Library/Media Specialist
Learning Specialist
Guidance/College/Career Counselor
Consultant
Parent
Student
_____ Other

Q2. About how long have you been a member of the educator network? (select the best response)

Less than 1 month
2 - 11 months
1 - 2 years

3 - 4 years

Q3. How would you rate your ability to facilitate the Question Formulation Technique? (select best response)

Beginner	Intermediate	Advanced	I have never used the Question Formulation Technique

Q4. Which of the following RQI resources and materials have you used? (select all that apply)

Blogs
Events
Downloadable resources
Discussion forum
Videos
Webinars
None of the above

Q5. Please rate your level of satisfaction with the following resources and materials. (select the best response for each item)

	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	N/A - I have not used this resource
Blogs	○	○	○	○	○	○
Events	○	○	○	○	○	○
Downloadable materials	○	○	○	○	○	○
Discussion forum	○	○	○	○	○	○
Videos	○	○	○	○	○	○
Webinars	○	○	○	○	○	○

Q6. Please rate your level of satisfaction with the following downloadable materials in the educator network. (select the best response for each item)

	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	N/A - I have not used this resource
An Introduction to QFocus Design	○	○	○	○	○	○
Assessing Facilitation of the QFT	○	○	○	○	○	○
Experiencing the QFT	○	○	○	○	○	○
Facilitating the QFT Template	○	○	○	○	○	○
Handouts for introducing the QFT	○	○	○	○	○	○
Introducing the QFT into your Classroom Practice	○	○	○	○	○	○
Online Tools for Planning and Assessing your use of the QFT	○	○	○	○	○	○
Tips for Facilitating the QFT	○	○	○	○	○	○

Q7. How satisfied are you with the following videos on the educator network? (select the best response for each item)

	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	N/A - I have not watched this video
The QFT for Summative Assessment (Lempster, NH)	○	○	○	○	○	○
The QFT in a High School Science Class (Newton, MA)	○	○	○	○	○	○
Using the QFT for Formative Assessment (Manchester, NH)	○	○	○	○	○	○
QFT in Action (Boston, MA)	○	○	○	○	○	○

Q8. How helpful were the provided materials in preparing you for implementing the QFT? (select the best response)

Not at all helpful	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful

Q9. What additional materials and resources would help you better implement the QFT?

Q10. Have you shared the QFT/related resources with your friends or colleagues?

Yes
No

Q10b. What methods do you use to share QFT? (select all that apply)

Email
Social Media
Word of Mouth
_____ Other (please explain)

Q10c. About how many friends or colleagues have you shared the QFT with? (select the best response)

None
Less than 5
5 - 10
11-20
21-40
More than 40

Q10d. About how many of those friends or colleagues have implemented the QFT? (select the best response)

None
Less than 5

5-10
11-20
21-40
More than 40

Q11. About how many students have you shared the QFT with? (select the best response)

None
1-50
51-100
100-200
More than 200

Q12. About how many educators in your school are using the QFT? (select the best response)

None
1-10
11-30
31-60
More than 60
I do not work in a school

Q13. Please provide any suggestions you have for the educator network or the RQI website.

Thank you for your participation! Please click the next button to complete the survey. If you have any comments or questions, please reach out to RQI Digital Marketing Intern Sara Peck (saradpeck@gmail.com) or RQI Education Project and Research Coordinator Andrew Minigan (andrew.minigan@rightquestion.org).

Please click the next button for a chance to win a copy of either *Make Just One Change by Dan Rothstein and Luz Santana* or *A More Beautiful Question by Warren Berger*. Two (2) participants will be randomly selected and will get to choose which book they would like. Information for the raffle will not be linked to the original survey, and your information will only be used for communication about this raffle. If you are not redirected, copy and paste the following link into your browser.

http://northeastern.qualtrics.com/SE/?SID=SV_8If9LswRFHak4oR

Powered by Qualtrics

Raffle Form

Post-survey

School of Business

D'Amore-McKim
Northeastern University

We appreciate your completion of the survey.

To enter in the raffle for a chance to win a copy of either *Make Just One Change by Dan Rothstein and Luz Santana or A More Beautiful Question by Warren Berger*, please provide the following details:

Information for the raffle will not be linked to the original survey, and your information will only be used for communication about this raffle.

Name

Email Address

Survey Results

Please rate your level of satisfaction with the following resources and materials. (select the best response for each item)

	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	Total Responses
Blogs	0	6	10	28	18	62
Events	0	2	3	11	11	27
Downloadable materials	0	2	10	58	45	115
Discussion forum	1	6	11	11	9	38
Videos	0	1	4	33	18	56
Webinars	0	0	0	7	5	12

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Survey Results

Please rate your level of satisfaction with the following downloadable resources on the educator network. (select the best response for each item)
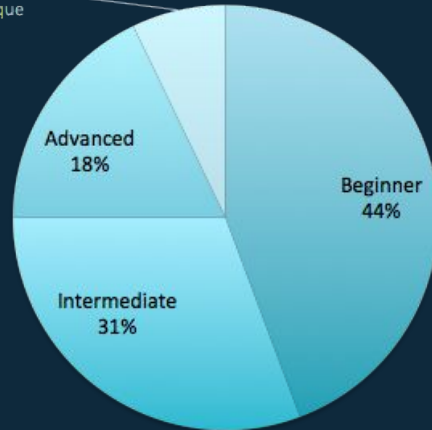
	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	Total Responses
An Introduction to QFocus Design	0	2	9	57	40	108
Assessing Facilitation of the QFT	0	2	10	36	24	72
Experiencing the QFT	0	1	13	38	31	83
Facilitating the QFT Template	0	3	10	40	36	89
Handouts for introducing the QFT	0	3	10	41	39	93
Introducing the QFT into your Classroom Practice	0	4	8	34	35	81
Online Tools for Planning and Assessing your use of the QFT	1	2	7	28	25	63
Tips for Facilitating the QFT	1	3	10	36	32	82

Survey Results

Ability to Facilitate the QFT

Never used the Question Formulation Technique 7%

Advanced 18%

Beginner 44%

Intermediate 31%

About how many students have you shared the QFT with?

More than 200 10%

100-200 9%

None 32%

51-100 17%

0-50 32%
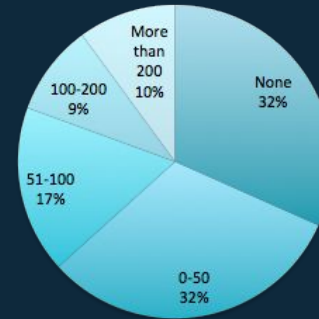
How many colleagues have you shared the QFT with?

More than 40 28%

Less than 5 24%

21-40 10%

5-10 27%

11-20 11%

43
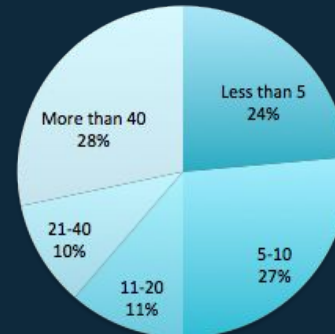
Interview Questions

1. How long have you been using the QFT?
   Approximately 3 years
2. In what setting do you use the QFT?
   High school science classrooms (all grades), workshops, and meetups
3. What resources have you used on the website or with RQI?
   Is not a regular user of online resources, relies on book, conference, and professional development
4. What resources were most helpful?
   Found the book most helpful, was how he found out about RQI
5. How often do you interact with the website or RQI resources?
   Not often
6. How supported do you feel in your continued implementation of the QFT?
   Extremely supported, both by the institute and other educators
7. Have you been sharing the strategy with others? If so, how and with whom?
   Yes, in his district and through workshops and community meetups