



Center for Leadership & Educational Equity

Reverse QuACK2 Protocol

(Question, Aspire, Connect With, Know More & Key Points)

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Purpose

To collaboratively construct meaning, clarify, and expand our thinking about a text or artifact. This protocol may be adapted to help facilitate online discussions.

Roles

- A facilitator to guide the process and move the discussion along
- A recorder (optional) to note the responses of the participants, preferably on some sort of board all can view

Guiding Points

- Things that I consider to be Key points
- Things I want to Know more about (optional)
- Things that I Connect with
- Things that I Aspire to try myself (optional)
- Things I Question

Process

1. Ask everyone to **read or examine the text or artifact**. Depending on length, the group may wish to break the examination into smaller chunks. Encourage participants to **take notes, highlight text, or use some other means of recording** their QuACKKs.
2. Before reading, the facilitator asks each participant to **note one or more things in the artifact** they deem to be **key points**. At the same time, the facilitator asks each participant to **note at least one thing each participant wishes to know more about** (this is optional, it may be the case that there isn't something one wishes to know more about), at least **one thing each participant connects** with (this may be something that fits in with prior knowledge or experience, an "aha", or something with which we agree), **one thing each participant aspires to** (this is also optional), and **one thing each participant questions** about the artifact (this may be a disagreement or pointing out an assumption made by the author).
3. After all are finished reading or examining the artifact, the facilitator lets the group know everyone is finished and makes sure everyone is ready to proceed with the discussion.
4. Select a volunteer to start, and then go around the table sequentially or jump from volunteer to volunteer. Two options are available:
 - a. Ask each participant to identify all of their QuACKK guiding points before moving to the next participant, or
 - b. Ask each participant to discuss one guiding point, and then move to the next participant until everyone has addressed the first guiding point. The group then moves on to the next guiding point, until eventually the protocol is finished point-by-point.

5. SUMMARIZE (optional): The group recorder, facilitator, or a volunteer summarizes each element of QuACKK for the whole group.
6. DEBRIEF: When finished, the group discusses the process, what went well, what could be improved upon the next time, the value of this protocol to the members of the group, and the applicability of this protocol to this particular task to determine whether this protocol should be used for similar tasks in the future.

Staying on Track

Any member of the group detecting that the group is off task or not moving along at an agreeable pace may speak up and politely ask if the group is on task or if the group needs to get back on task.

Note: This protocol can be adapted for use in online class discussions.

Protocol History

In June of 2015, the five authors were part of a two-week long faculty development session dedicated to the purpose of improving our online teaching. We used several discussion protocols from the School Reform Initiative to guide our review and discussion of multiple documents and to manage our initial discussions. A few of the protocols we used included the Fears and Hopes Protocol, the Tuning Protocol, and the Four “A”s Text Protocol. As we discussed research literature on effective teaching online, we began inserting into our discussions comments about ways to make the learning from texts protocols better for our purposes. We felt that making personal connections with our readings were important ways to tie our past experiences and knowledge in with what we were learning, and didn’t find this element to be as strong as we thought it could be in the protocols we were using. We liked some elements of protocols we used, but finally decided to create our own protocol we felt was better suited to our needs. The Reverse QuACK protocol was born. Some of us have used it to facilitate online discussion in our online classes and in our face-to-face teaching as well. It has been well received by students and helps to improve the depth of discussions and really gets students making personal connections with the texts.

We hope that others will benefit from the use of this protocol as well.