



ERASMUS+



2014-1-BE02-KA201-000432

Developed by: Catholic Education Flanders

Title

Consensogram

Sources

School Reform Initiative: Mrs. Gene Thompson – Groove learned the consortium to know consensogram during a professional learning activity. Catholic Education Flanders made a protocol from this.

Purpose of the protocol

What is a consensogram:

This way of questioning helps to map the prior knowledge, skills & needs of participants. The facilitator asks 8 questions. The participant answers each question with ++ = I strongly agree, + = I agree, - = I disagree, - - = I strongly disagree. As soon as the participants have answered the questions, the results are visualized. The facilitator writes each question on a large sheet. Under each question an XY axis is designed. The X axis is labelled ++, +, - and - -. The Y axis is labelled with numbers. Each participant has 8 post-it notes. For each question they stick a post-it note above ++, +, -, or - - on the X axis. Next, the group notes what they see (*), they discuss and analyse the produced data, they interpret the data and they draw conclusions.

When can a consensogram be used:

A consensogram can be used to determine the opinion of the participants about an issue and to structure discussions. A consensogram helps to get a better understanding, to formulate the opinion of the participants and to share their opinions. A consensogram gives the facilitator immediate information and data to work on. A consensogram makes sure that all participants are involved in the issue and that their prior knowledge is taken into consideration.

Materials

Questionnaire, 8 large sheets - one for each question – with an XY axis, 8 post-it notes for each participant.

Time

20 minutes to realise the consensogram, 40 minutes to have a professional discussion/conversation on the results (depending on the number of questions and the number of participants).

Roles

Facilitator who leads the process, participants.

Process

Preparation:

- Prepare 8 questions, note each question on a large sheet (of paper);
- Draw 2 axes on each sheet:

X = horizontally: the opinion ++, +, -, --

Y = vertically: the number of answers



- Stick the sheets on the wall;
- Ensure that each participant has as many post-it notes of the same size as you have questions (mostly 8);

When you ask the questions, inform the participants that these questions should be considered within the context of their own practice. Refer for instance to their practice during the past week, month – their practice with a specific group of students...

process: realising the consensogram

- Presentation of the questions; (2 min.)
- Participants answer the questions ++, +, -, --; (8 min.)
- Participants note their response to each question on post-it notes (e.g. question 1, ++); (5 min.)
- Participants stick their post-it notes on the 8 sheets (of paper); (5 min.)

Process: professional discussion/conversation based on the consensogram

- The facilitator asks the participants to look at the charts and to note what they see. (the facilitator makes sure that the participants don't interpret yet); (8 min.)
- The participants deliberate in groups of 4 on what they see. The groups share their findings. (the facilitator makes sure that the participants don't interpret yet); (8 min.)
- The facilitator asks each participant to analyse individually what they see on the graphs.(8 min.)
- The participants deliberate in groups of 4 on their analysis. The groups share their analysis. (8 min.)

The facilitator asks each group to draw conclusions based on the results of their analysis. The groups share their conclusions (5 minutes).

References

Exemplification