

Why groups should use norms to control the discussion

Thinking Aloud Paired Problem Solving (TAPPS)

Nominal Group Technique (NGT)

_____ "Free Rider."

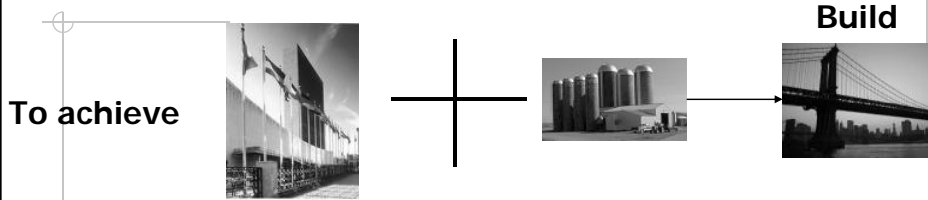
_____ "Rich Get Richer."

_____ Introverts and Extroverts

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2

Why TAPPS or NGT is valuable?



Generate higher student motivation.

Score _____*standard deviation higher than individualistic learners.



Can have little (or perhaps slight negative) impact on student evaluations.

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Learning objectives

Form heterogeneous groups.

Apply TAPPS or NGT.

Design higher-level learning group activities.

Why Important Structure Expectations

Introduction

Hooks, TAPPS, JIT or Big Picture Learning Objectives

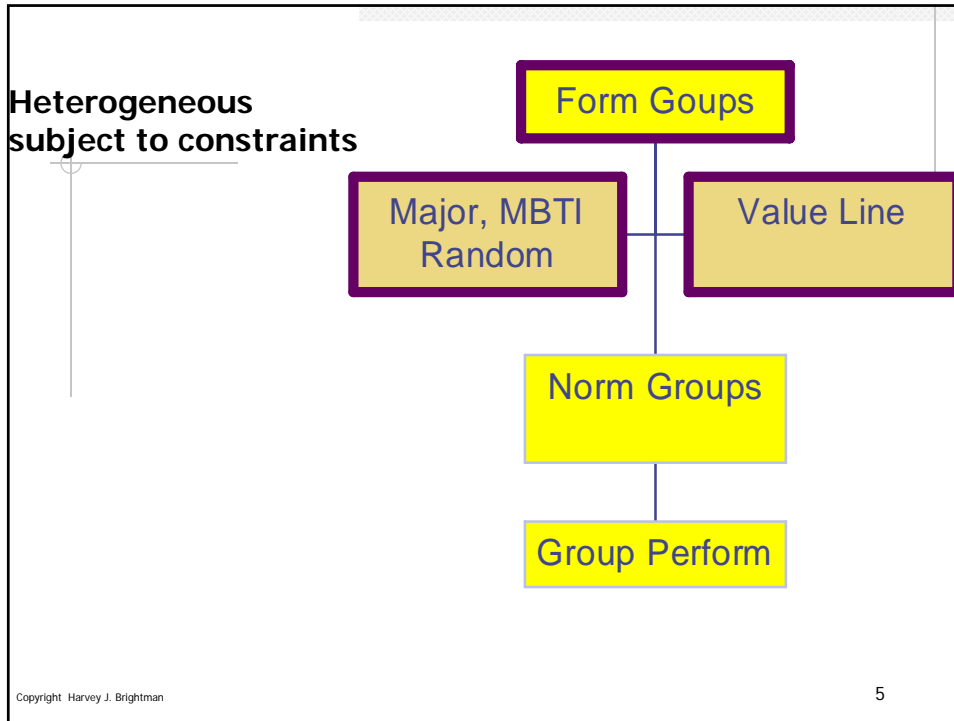
Tell them and have them tell each other

Body


Big Five Cooperative Groups

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How to form effective teams: within group heterogeneity and homogeneity.



Different on business functions (EMBA or MBA), major, ethnic, or cultural diversity or MBTI or Felder-Solomon Deck of cards



Similar on work or home locations (EMBA or MBA) or class schedules to allow for meetings. Or commitment (EMBA)

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More on how to form effective teams:
between group homogeneity.



**All groups should have similar group
GPA or similar specialized business skills
such as Excel, Quantitative, etc.**

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Using value-line to form ad-hoc groups for cases.

**Class prior to case discussion, teacher poses value-line
question.**

***Should decision makers use ethical modes of
reasoning in business decision making?***

1 not important

critical 100

**Nestle Alimentana S.A. 1990
Union Carbide's Bhopal Plant (A), 1996**

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8

Using value-line to form ad-hoc groups for debates.

Class prior to doing debate in health policy course, teacher writes following question.

Rising health care costs put health care reform on the agenda. But the more likely a reform proposal is to control costs the less likely it is to be politically feasible.

1 50 100

Totally agree

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Totally disagree

Form heterogeneous groups based on value-line responses.

Rank order scores from lowest to highest.



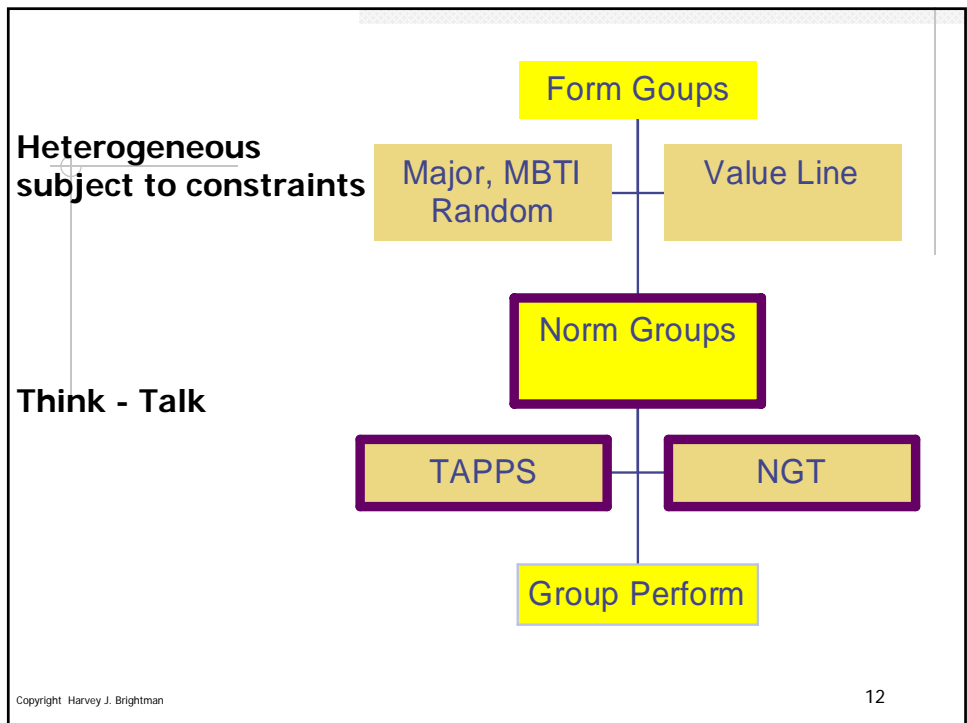
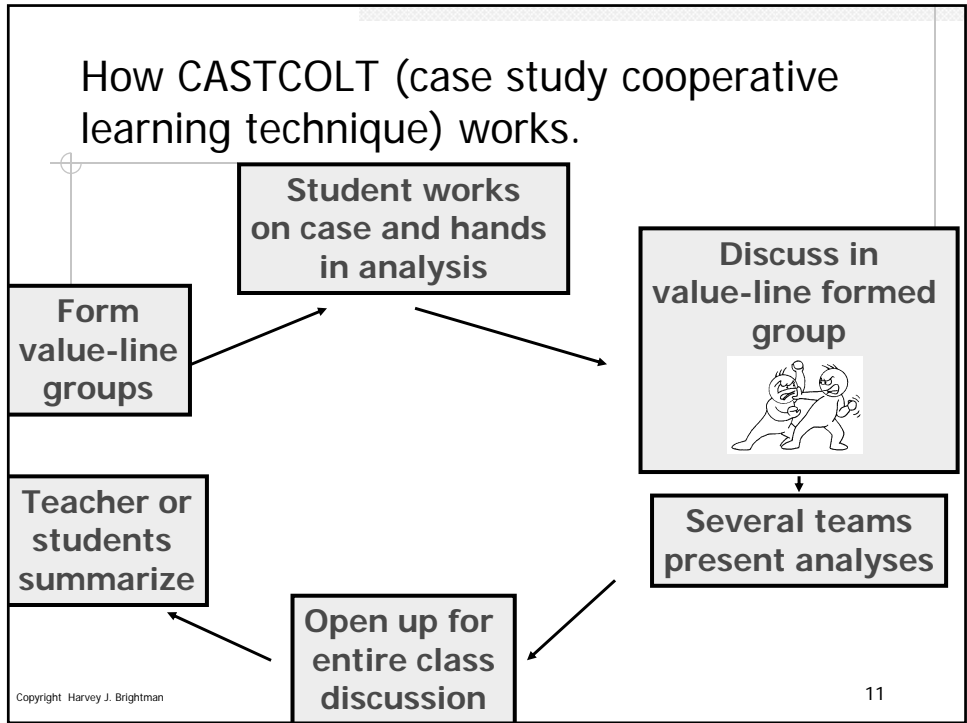
1 2 3 4 5 6 7 8 9 10 11 12

Select extremes and move out from median:

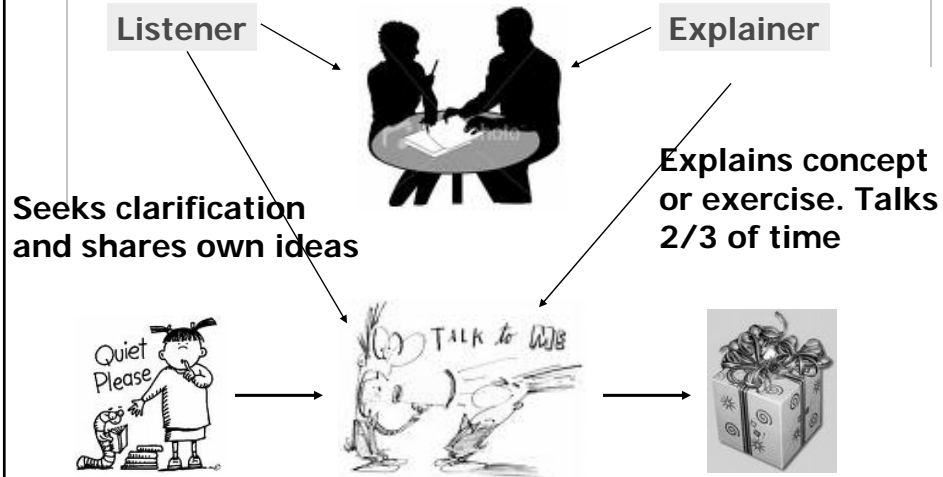
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10



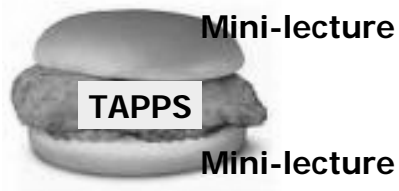
How to run a TAPPS (thinking aloud paired problem solving) session



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How long and often to run TAPPS



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Use Nominal Group Technique (NGT) for questions at the critical thinking level



2 – 4 minutes: no intra-group discussion



4 – 8 minutes: Each person, in turn, briefly answers question. No discussion, except for clarification.



6 - 12 minutes: Compare and contrast and reach agreement *if possible*. Minority reports ok.



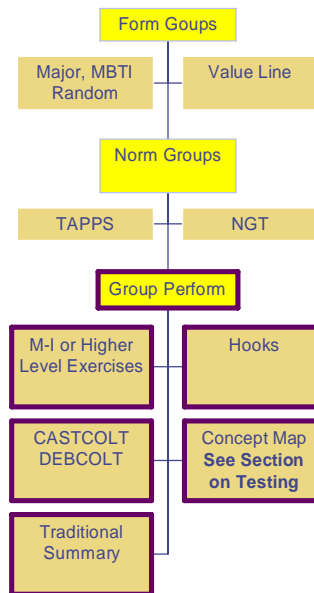
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Heterogeneous subject to constraints

Think - Talk

Active learning

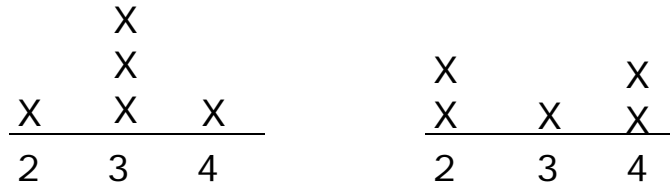


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Several exercises at MI or critical thinking levels

(Transform) Below are two stem-and-leaf displays. Which display, if any, will most likely have the smaller variance? Defend.



Based on in-class lectures, compare and contrast writing of Hume and Locke on impact of peace and war on global commerce.

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More exercises at MI or critical thinking levels

Given several articles on the decline of customer satisfaction scores for Starbucks, propose and defend a strategy to reverse the decline.

Illustrate a breakaway marketing strategy used by your firm and discuss why it was successful or failed.

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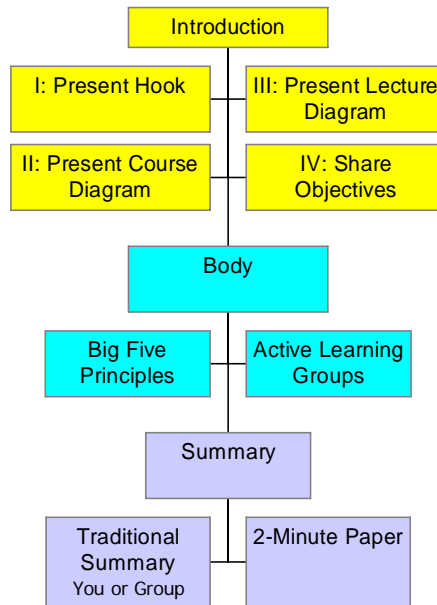
18

Even more exercises at MI or critical thinking levels

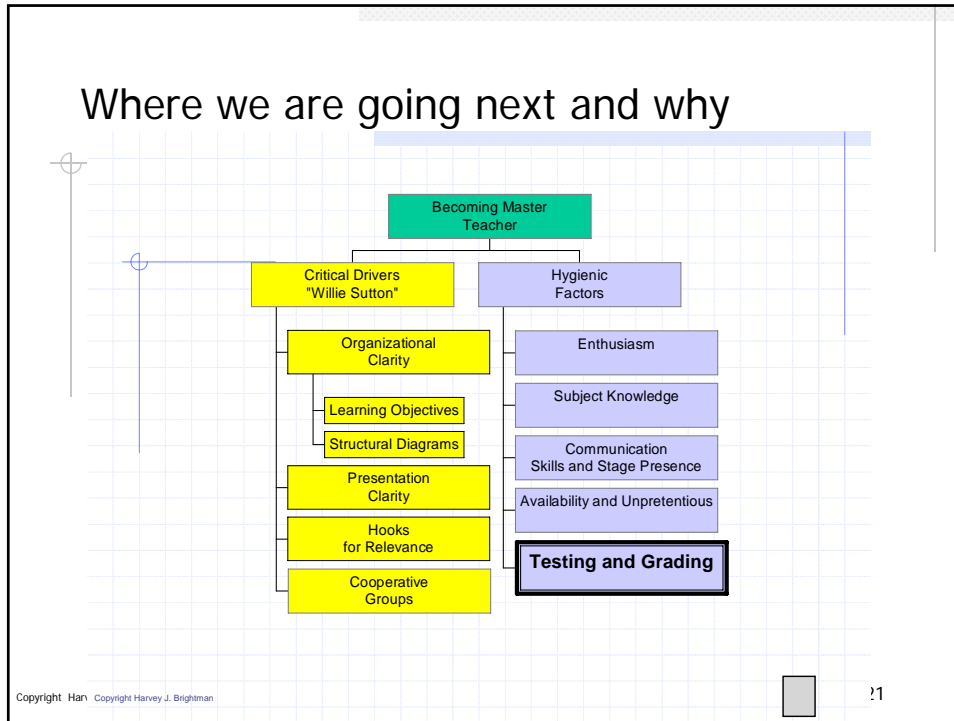
Propose a change to the root cause analysis method that would increase the chances that an Intuitive-dominant manager would use it.

Kindig (1998) published a specific proposal for designing the financing of health care around rewarding improvements in population health rather than paying providers for what they do. Analyze the impact on patients and health care providers.

How 1½ day program material fits together



Where we are going next and why



Readings List

- ◆ Bonwell, C. and Eison, J. *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1. The George Washington University, 1991
- ◆ Johnson, D., Johnson, R. and Smith, K. *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4. The George Washington University, 1991.
- ◆ Brown, M. and Keeley, S. *Asking the Right Questions: A Guide to Critical Thinking* (6th Edition) Prentice Hall College Division, 2002.

Readings List

- ◆ Barkley, E, Cross, K, and Major, C, *Collaborative Learning Techniques: A Handbook for College Faculty*. Jossey-Bass, 2004
- ◆ Slavin, R. *Cooperative Learning: Theory, Research and Practice* (2nd Edition). Allyn & Bacon, 1994
- ◆ <http://ksi.cpsc.ucalgary.ca/articles/ConceptMaps/CM.html>
- ◆ Source for Science and Social Sciences Cases:
<http://ublib.buffalo.edu/libraries/projects/cases/case.html>