Decision Driven Activities
One approach to encourage student engagement

Sometimes, I have to teach material that can be somewhat dry with student disengagement the outfall. In an attempt to improve this outcome, I decided to implement a variation of the flipped classroom approach as defined by Michaelsen/Bauman-Knight/Fink in *Team-Based Learning (TBL): A Transformative Use of Small Groups in College Teaching*.

With TBL, students work in teams and use decision driven activities to work through and practice their understanding of the content.

Using decision driven activities to promote active learning appears to help. Creating and presenting relevant situations that require students to make a choice invites lively dialogue. Because students are asked to make a choice, they connect the reading to their experience. Deliberating as a team makes them accountable for the content and in these discussions, they gain a relevant and immediate understanding of the implications of their choices.

### How it works
Students are asked to prepare for a topic with assigned readings.

In class, students sit with their teams and are presented with activities that rely on some understanding of the texts to make a decision. All of the activities are time-based, and when time is up, teams share their choices for all to see.

Here’s where you fit in. You quickly review the answers and find opportunities to facilitate discussion or to clarify things, if needed.

### What’s changed
Students show a genuine enthusiasm for the content and their responsibility to their teams. There is a noticeable improvement in confidence and congeniality among peers. My rapport with students has improved, and I know my students better.

I no longer use overhead slides to reiterate content. Instead, in-class time is used for working through content-driven activities. Classes are busy and lively. My role is about facilitating an experience rather than drilling information.

Listening to my students talk deeply about a given topic often provides me with new content to work with or explore as I prepare for future classes. The classes run themselves, and I find class time energizing and gratifying.

### Things you’ll need
- a clear topic
- readings surrounding your topic or a chapter(s) from your text
- 1 or more activities manageable during in-class time where each leads to a choice
- overhead slide presenting the activity or handouts for each activity
- a timer
- choice cards (indicated as A, B, C, or 1, 2,3, etc.)

### Resources
- [www.teambasedlearning.org](http://www.teambasedlearning.org)
- *Team Based Learning: A Transformative Use of Small Groups in College Teaching.*
AVERAGE
HOURLY RATE
B

lump sum
project fee
Choose the method you deem most effective for the following situation:

A new client has asked you to provide a quote for the design of their logo.

Your goal is to encourage a long-term client relationship while making things as clear and easy as possible for the client to understand your estimating now and for future projects.

As a group choose one of the two estimating methods we learned and come up with a reason for your choice.

A. Create the estimate using an average hourly rate.
   This is an hourly rate for each person on your team, multiplied by the number of hours the project will take.

B. Create the estimate using a lump sum project fee.
   This is a lump sum fee for the entire project, which can be broken down to follow the design process.