Instructions

A factual scenario was distributed to all members of all groups (See Appendix A in Hyperlink A). All groups were instructed to read the fact pattern and then to identify and construct all relevant issues based upon the fact pattern. A sample issue was written on the whiteboard. Use of textbooks, class notes, and other available materials was approved, and conversation among members of each group was encouraged by the instructor; however, conversation between groups was not permitted during the first part of the first day activity. Students were allocated thirty minutes to complete the assignment of issue identification. To assess the groups’ time management skills, each group was asked to estimate their completion percentage after twenty-four minutes had elapsed during the allocated thirty minutes for the activity.

Reporting

Each group was instructed to select a representative who would write the group’s issue statements on the whiteboard. The group representatives were self-chosen either because they had legible handwriting or because no one else in the group wanted to serve as group representative. Approximately twenty-one issues were recorded from all groups. After all of the groups’ issues were written on the whiteboard by the group representative, students were instructed to search for commonalities, and identify these in an open classroom discussion. The consensus-driven commonalities reduced the total number of issues to approximately fifteen. Each group was instructed to identify a person who would record these common issues and e-mail them to the instructor by the following day.