

Problem-solving Panel Discussion

Requirements:

1. Your group will complete a problem-solving panel discussion (in class & online) on a policy question that is of interest to you and your audience. The objective of this assignment is for you to practice consensus-building as it relates to group problem-solving.
2. Your group should first select a question of policy that is of interest to your group members and to your audience. The policy question should be one that allows you to provide a mix of evidence (e.g. examples, stories, statistics, and expert testimony) and opinion. **Example:** *What should schools do to lower the rate of child obesity?* Make sure that your question is not too broad in scope.
3. **Each group member** must research the topic/problem and organize an outline using Dewey's 6 Steps to Reflective Thinking as explained below.
 - I. **Identify and Define the Problem (Step 1):** Phrase the topic as a policy question (before the discussion). **During the discussion, you should define terms** in your question as well as unfamiliar terms that might come up during the discussion.
 - II. **Analyze the Problem (Step 2):** Before the class discussion, identify relevant questions (pg. 48) and provide necessary ideas and evident (examples, stories, statistics, and expert testimony) on your outline to answer the questions.
 - III. **Standards/Criteria (Step 3):** List the standards or guidelines that you feel your solution must meet. Standards usually begin with "Our solution should..."—see text/electronic reserve for examples.
 - IV. **Possible Solutions (Step 4):** You should provide 5-10 possible solutions to your problem.
 - V. **Best Solution (Step 5):** Look at your list of possible solutions and your information for Steps 2 + 3 and then decide what you think is the best solution(s) to your problem. Keep in mind that when your group collaborates on this step, you might see the benefits of other solutions.
 - VI. **Implementation and Testing (Step 6):** Describe how you would go about implementing and testing your solution for effectiveness. Again, keep in mind that this might change when your group collaborates on this step.
4. You must bring your **6 step** outline to our next class (Note: Step 2 should be your longest step) You will use your outline in class for the your panel discussion. If all group members come to class prepared, your group should have lots of information and ideas to share (about 20 minutes). After the in-class panel discussion, you must hand in your **6 step outline** (10 pts.).
5. You are now ready to communicate as a group online. Before you begin your online discussion, your group must select a recorder who will create a Google Doc/Drive for your group. The recorder should begin the Google Doc with a summary of step 3 and then share the document with the group members and me (██████████@gmail.com). Group members should be given editing rights.

1. Your group must first select a topic and word the topic as a policy question. Some of the following policy question examples were used by previous CAS100B groups. You may use any of the following questions or may be creative and create your own policy question.

What should be the policy for senior citizen drivers?

What should be done to reduce the rate of sexually transmitted diseases?

What should schools do to lower the rate of child obesity? X

What should be done to prevent Freshman 15 at Behrend? X

What should be done to make college at Behrend more affordable?

What should be done to make textbooks more affordable at Behrend?

What should be done about the general education requirements at Behrend?

What should be done to lessen alcohol related accidents of college-aged students?

What should schools do to prevent school shootings? X

What should be the policy regarding the legalization of marijuana in Pennsylvania?

What should be done to lower the suicide rate?

What policies should be in place for the use of E-cigarettes?

What should be done to ensure preparedness for pandemics?

What should schools do regarding MMR vaccines for students?

What should be done to reduce overcrowded prisons?

What should be done to make fracking more environmentally friendly?

Your policy question: *what should be done to reduce overcrowded prisons?*

2. To guide your research for your individual outline and your discussion next week, your group should decide which questions need to be answered during Step 2 (Analysis of the Problem). Your text lists the following questions. You may select any or all of the following questions to answer during your in-class discussion next week and possibly add your own questions.

How long has the problem been in existence?

How widespread is the problem?

What are the causes of the problem? The effects?

Who is harmed by the problem?

What methods already exist for managing the problem?

What are the limitations of existing methods?

Additional questions ???