

Working in Teams; Estimation

Information: Brief description of roles

Much of the class time in this course will be spent working in teams of three or four. Each member of the team will be assigned a particular role. Some typical roles (and their descriptions) are listed below. If a team member is absent on a particular day, then one member may have to fulfill more than one role. Your instructor will let you know how the roles will function in your course.

Manager (or Facilitator): Manages the team. Ensures that members are fulfilling their roles, that the assigned tasks are being accomplished on time, and that all members of the team participate together in activities and understand the concepts.

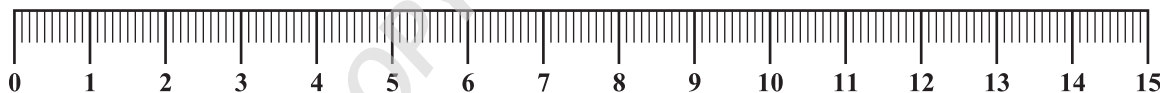
Spokesperson (or Presenter): Frequently the instructor will ask what the team responded to a particular question or whether the team agrees with another team's response. It is the spokesperson's role to reply to these questions. If an outside source is needed, the spokesperson ensures that everyone in the team agrees on what question to ask.

Quality Control: Guides the team to build consensus and ensures that the team agrees on responses to questions. Verifies that the team's answers to Critical Thinking Questions are consistent on paper. Ensures that all team members make revisions, if necessary, after class discussion.

Process Analyst (Reflector, Strategy Analyst): Observes and comments on team dynamics and behavior with respect to the learning process. Reports to the team periodically on how the team is functioning. For example, the Process Analyst might comment that a particular team member is dominating the discussion, or that the team needs to pause to allow one member to catch up.

Recorder: Records (on report form) the names of each of the team members at the beginning of each day. Keeps track of the team answers and explanations, along with any other important observations, insights, etc. The completed report with answers to any questions asked may be submitted to the instructor at the end of the class meeting.

Model 1: A centimeter ruler



Critical Thinking Question:

1. Estimate the number of table tennis ("ping-pong") balls that would completely fill the room you are working in. First, decide upon a "plan of attack" as a team. You may or may not choose to use the centimeter ruler. For the purposes of this exercise, you may choose to assume that the room is rectangular in shape and that it is completely empty of desks, people, etc. You may get up and move around the room. When your team has an answer, the spokesperson may be asked to write it on the board.

Exercise:

1. Read the assigned pages in the text, and work the assigned problems.