

For this question redesign, I took questions from my existing lesson plan for organizational communication and group communication where students work together in groups to create the tallest structure they can with marshmallows and uncooked spaghetti noodles. Each group is appointed a “leader” for their organization. Their structures must be freestanding and follow their company’s organizational value of “innovation”. Throughout the activity, interruptions based on real world scenarios are introduced to make building more complicated (e.g. “There has been an accident at work, so you can only use one hand for the next __ minutes so your hand can heal”).

Original Question:

What happened when the first curveball (rule change) was introduced? Did any new roles or strategies form as you adapted?

Redesign #1:

How did your group communicate and reorganize in response to the rule changes? What new roles or coordination strategies emerged through that process?

Redesign #2:

When the rules changed, how did it shift the way your group worked together? What does that tell you about how teams organize and make decisions?

Reflection:

From my experiences in the question redesign activity with others in the class, I learned that strategic questioning is a great way to create dialogue instead of just asking questions to check for student understanding of course concepts. The goal is to create questions that are clear and open ended so that students feel encouraged to share their perspectives and build off of one another’s ideas and experiences. In my redesigns, I focused on trying to make the questions more specific to communication practices in #1, and then in #2 I focused on trying to make the wording sound more natural and easier to understand for students.

Original Question:

What parallels do you see between this simulation and organizations you've been part of (student orgs, jobs, classes)?

Redesign #1:

How does your experience in the simulation connect with or differ from communication practices you have observed in other organizational settings, such as student groups, workplaces, or classrooms?

Redesign #2:

How does what you experienced in this activity compare to group work or organizations you've been part of before, like student groups, jobs, or classes?

Reflection:

As I stated above in the first question redesign, this activity taught me that strategic questioning is a necessary tool for helping to create dialogue within the classroom. In our class activity, I learned from other students about how to create more engaging questions that encourage students to think more deeply about course concepts and understand different perspectives. In redesigning this question, I focused on making the question sound more natural (e.g. such as changing "simulation" to activity, even though I explained the game as a simulation to the students while giving the directions). I believe that the more natural phrasing of the question will make students more likely to engage in dialogue.