

## **CASE STUDY 1:**

Student 1: Anna

Student 2: Will

Activity: Group activity (lab)

### **Narrative:**

Will and Anna are working on a collaborative design project that is scheduled to take 2 weeks. They are required to follow the steps outlined below to complete the project:

1. Thumbnail idea sketches
2. Discussion of ideas
3. Selection of a single solution to develop
4. Develop the selected idea on paper
5. Convert the paper sketch to a vector-based drawing
6. Present the final project to the group for critique and feedback

Will and Anna are ½ way through the project and they have not been able to agree on a single solution to develop. They are both very frustrated with the process and have complained to the Graphic Design & Illustration teacher about their individual concerns.

Will is frustrated with Anna because he has what he refers to as a “brilliant solution” and is ready to move straight into production on the computer. He knows it will take about a day to put everything together to share with the larger class. He thinks that Anna is much too concerned with the process and discussion of possibilities. He understands the assignment and the way it will be graded and he just wants to get it done.

Anna is frustrated with Will because she wants to really explore ideas before deciding on the single best solution. She is not sure exactly how long it will take to get everything done but wants to make sure she considers all the possibilities. She thinks that Will is rushing through the steps to get it done without valuing the process. She wants to have more discussion with Will to make sure they are on the same page moving forward to produce the best possible design solution.

## **CASE STUDY 2:**

Student 1: Patrice

Student 2: Mark

Activity: Student organization planning meeting

### **Narrative:**

Mark and Patrice were recently elected to serve as officers for their HOSA Chapter at school. They are meeting to plan the agenda for their first organizational meeting. Mark comes to the meeting with an agenda already printed and ready for Patrice to review and agree to. He has a lot of ideas that he is willing to discuss and has a list of goals already in mind for the year. Patrice comes to the meeting with a few ideas in mind for the meeting, but very interested in discussing ideas before putting the formal agenda together. She also has ideas of outcomes she thinks would be good to consider but really wants to get input from all the members of the group and visit with the teacher/HOSA advisor before putting together a formal list of goals.

Mark is frustrated with Patrice because he has another meeting to get to and only budgeted 30 minutes for this meeting. He thinks Patrice should work with him on this agenda and then she could take the lead in developing the agenda for the next meeting. Patrice is frustrated because she feels unheard and not part of the process. She is also concerned because Mark seems to have planned the entire year without anyone else's input. She envisioned working together to make sure they do the best job possible as officers of HOSA.

### **CASE STUDY 3:**

Student 1: Juan

Student 2: Lamesha

Activity: Volunteer service project coordination

#### **Narrative:**

Lamesha and Juan are heading up a volunteer service project to collect canned goods for the North Texas Food Bank. They are both very excited about the possibility of working on a project that will produce such a positive outcome for individuals in need. They frequently discuss how they can best reach their goals and the strategies they might use to address problems they might encounter along the way. They have been planning the project together for several weeks now and are gearing up their first volunteer coordination meeting with the Student Council members who will be executing the project.

Lamesha and Juan divided responsibilities for the volunteer meeting with Lamesha handling volunteer assignments and Juan handling volunteer instructions. They both arrive at the meeting early to make final preparations for the meeting. Lamesha begins to prepare the room and arrange things so that she can easily collect feedback from volunteers about where they would most like to serve. Juan has multiple copies of duty/task sheets completed for each volunteer, which he took without permission from the FCCLA website since they completed this project last year and had good results.

Lamesha is frustrated with Juan because he did not consider copyright issues when he obtained the duty/task sheet information. Juan is frustrated with Lamesha because she wants to let people have input in their volunteer assignments when he feels she should have just made assignments herself.

## **CASE STUDY 4:**

Student 1: Michael

Student 2: Jeff

Activity: Large group discussion in class

### **Narrative:**

The entire class is participating in a teacher-led presentation and discussion about interview skills prior to participating in and videoing a mock interview for a project grade. Many of the students have questions about the interview process and what is involved in an interview. Some of the students have already participated in real interviews and have lots of tips and ideas to share. Two of the most vocal and interested students in the class are Michael and Jeff.

Michael is very interested in hearing multiple perspectives from his classmates who have participated in actual interviews. He patiently listens to their stories and asks insightful questions once his classmates have finished speaking. Jeff is more interested in getting the notes from the presentation and moving on to the practice activity. He listens to the stories with half an ear yet he seems to grasp the content quite easily and openly expresses frustration by how long the discussion is taking. He attempts to move things along without regard to how others are feeling.

Michael is frustrated because Jeff wants to ignore the contributions from their classmates. Jeff is frustrated because Michael is eating up practice and production time by encouraging others to contribute to the discussion. Jeff is very interested in getting this project completed so he can get a good, strong A in the gradebook and move on to something else.