**IDEAL Problem Solving Model**

I have recently been working with the IDEAL Problem Solver (Branford & Stein 1993). A link to a pdf version of this book is available at the Assessment website or at <https://www.tntech.edu/cat/pdf/useful_links/idealproblemsolver.pdf>. The IDEAL problem solving model includes the following steps…

**I** = **I**dentify problems and opportunities

**D** = **D**efine goals

**E** = **E**xplore possible strategies

**A** = **A**nticipate outcomes and **A**ct

**L** = **L**ook back and **L**earn

**The Student Becomes the Teacher**

Every instructor introduces new concepts and ideas to their class. Each instructor must evaluate several possible approaches to introducing new concepts and ideas. An instructor then chooses what they believe will be the best approach and presents new material to the class. Instructors likely try to determine whether the class understood the new concept, either by asking questions in class, creating a homework assignment, or testing comprehension with a quiz or exam.

You are being asked to work through the same process. Your goal is to find the best approach to introducing a new concept to your peers. This is an opportunity to practice Problem Solving skills. Your instructor will provide you an idea, term, or concept. You can explore the concept using your textbook, Google, Wikipedia, or any other resource, so that you come to a clear understanding of the idea. Then, address the following three items in a Word document…

1. Write an explanation of the new idea, concept, or term and identify the resources that helped you understand it?
2. What problems or challenges do you anticipate in teaching this new idea to your peers?
3. What is the level of understanding you expect from your peers once you introduce the new idea and how will you determine level of peer understanding?

After identifying the challenges to teaching the new idea to your peers and articulating the expected level of understanding, imagine ways that you might explain the idea. Those ways might be an exercise, a case study, a diagram or figure, an infographic, or some other approach. After imagining 3-4 possible approaches to teaching the new idea to peers, document your thoughts by addressing the following two items in the Word document…

1. List 3-4 different possible approaches to introducing the new idea to your peers.
2. Which do you think will be the best approach? Explain why it might be the best approach.

Create the diagram, figure, or exercise and prepare a 1-2 min presentation (virtual or in-person) for your peers using the best approach you previously identified. Present the idea to a small group of peers. After presenting the new idea, determine whether your peers understood the new idea to the level you expected. You might ask peers to explain the idea using their own words, to diagram the concept, or ask a question about the concept that would indicate whether they understood. Then, address the following two items in the Word document…

1. Did students understand the idea as well as you expected?
2. If you were going to do the approach again, what would you change about your approach and why would you change?

When you have answered these seven questions, upload the Word document to LiveText, so your instructor can assess the assignment with the Problem Solving rubric.