# Cubing Game “W’s”

## LEARNING OBJECTIVE:

The learner will be able to

* Identify a variety of concepts on a given topic for potential use.

## APPLICABLE FRAME:

* Research as Inquiry:
  + Knowledge Practice:
    - Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;
    - Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
  + Disposition
    - consider research as open-ended exploration and engagement with information;
    - appreciate that a question may appear to be simple but still disruptive and important to research;
    - seek multiple perspectives during information gathering and assessment;

## EQUIPMENT:

* Dice 1 labeled with the W’s (who, what, where, when, why, & how)
* Tokens
* Provide 2 suggested topics appropriate for class
* Reward (Gum, candy, flash drive?)

## RULES:

**Part 1.** W Dice Activity

1. Divide into groups of 4.
2. Pick a recorder for the group.
3. Topic is: “class choice”
4. Roll the “W” die and each individual in the group identifies a question or concept related to that “W.” and the topic.
5. Repeat until time is called. Do not repeat any answers—all must be unique.
6. Instructor acts as recorded for class. Each group presents its questions/concepts.
7. At end of presentations tokens are awarded for unique questions/concepts, and the group that had the most concepts.

It may be helpful for the class to practice this once together with a unique topic such a school uniforms, to ensure that everyone understands what a “question/concept” is.

Alternative methods of scoring: Criteria for successful brainstorming—award tokens if the group has met the following tasks:

1. Identified at least 2 stakeholders for the topic (WHO)
2. Determines if topic requires current or historical information (WHEN)
3. Identifies as least 2 motivation factors for topic (WHY)
4. Identifies at least 2 geographic location(s) appropriate for the topic (WHERE)
5. Identifies at least 2 potential subtopics or parts of the topic (WHAT)
6. Identifies at least 2 processes stakeholders may follow or must be completed relating to topic (HOW)

**Part 2**: Each group creates a search statement for the topic based on the “W” concepts.

Instructor tests in database and awards tokens to the strategies that are “successful.”

Criteria for successful search strategies would include 1) main concept and at least 2 keywords from the W concepts identified by the group.

**Part 3**. Individuals/Group with most tokens awarded a prize.

## ASSESSMENT:

Student feedback could be gathered from either a “minute paper” or online survey. Questions that could be asked may include:

* What did you learn from the activity?
* How can you use this activity before you begin research on a paper?
* Which “W” seems to be the most important and why?
* Which “W” do you usually assume and may need to explicitly state in a search statement?

Form for recording student’s answers.

|  |  |  |
| --- | --- | --- |
| Who | What | Where |
|  |  |  |
| Why | When | How |
|  |  |  |

Search Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **How?**  How could I do that?  How does that work? | **What?**  What would happen if?  What causes this?  What is important? | **When?**  When did this happen?  When does this change? | **Who?**  Who is this important to?  Who does this? |

|  |
| --- |
| **Where?**  Where did this happen? |
|  |
| **Why?**  Why is this important?  Why does this need to change? |