

# The Ominous Outbreak

## Duke TIP Mystery-Based Learning

### Decision Point - ISTE 2018

#### Overarching Mystery to Solve

What is the larger mystery question students are attempting to solve for the entire experience? (This is broader context for this more narrow Decision Point task)

How do we prevent this disease from spreading?

#### Student Role

What role can students take on that will empower them to solve the mystery and make numerous decisions along the way? There will be ways to “teach” them content knowledge related to this role, but they should be an expert in the field and/or a key decision maker for this mystery. This could be a very specific occupation (i.e. CDC Detective) or a general position (i.e. epidemiologist), depending on the nature of your investigation.

CDC Disease Detectives (epidemiologists who investigate outbreaks for the CDC)

#### Decision Point

What is a single decision students will need to make on their way to solving the larger mystery?

Where did transmission of the disease take place and when?

<b><u>Content Knowledge and Skills for Decision</u></b>	<b><u>Artifacts/Presentation of Content</u></b>
<b>What just-in-time content is necessary for making this decision?</b>	<b>How will this information be presented in an authentic way using technology tools?</b>
Outbreaks of diseases, particularly new diseases, can often be narrowed to one original location.	Email from Director Shah
Plotting dates in + and - format based on a common 0 (0 = onset of symptoms).	Patient files (Google Slides) with images of patients, travel documentation, symptom progression notes, etc.

<b><u>Case and Plot Details for Decision</u></b>	<b><u>Artifacts/Presentation of Case Details</u></b>
<b>What case-specific details do students need to make this decision? What about the storyline must be revealed by this point?</b>	<b>How will this information be presented in an authentic way using technology tools?</b>
Travel locations and dates for all potential patients; symptoms and dates of progression	Patient files (Google Slides) with images of patients, travel documentation, symptom progression notes, etc.

## **Decision Point Product and Format**

**What product can they create that will be authentic, and/or maintain the immersion and the storyline? How will this product be shared?**

Google Map of the patients' travels, including dates s/he was in each location. Sharing of maps in a Padlet. Google Form voting of location and dates of transmission based on own map and peer maps.

## **OPTIONAL: Overarching Product**

**How will students share their solution to the overarching mystery, including pertinent research and justifications, in a way that is authentic and immersive? What format would the product take, and how will they share it in a way that encourages feedback?**

Voki delivering speech to the public and a Google Drawings infographic with information about the characteristics of the disease, the location of transmission, and the prevention and response protocol.