**Critical Thinking Skills Activity Part I:**

**Video Analysis**

**DIRECTIONS:** Read the unit overview and watch the video. What critical thinking skills did students demonstrate?

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**UNIT OVERVIEW**

**Title:** The Finance Project - Telannia Norfar - Northwest Classen High School, Oklahoma City, OK

**Subject:** Math - Precalculus

In this unit, students collaborated in teams to provide financial planning advice to actual clients from their community. Client needs were diverse, as some wanted advice about saving for their kids’ college education, others were focused on saving for retirement or buying a house, and some had multiple financial goals.

Each team was assigned a client, learned about their needs, and clearly summarized the client’s challenges. Teams then collaborated to develop, refine, and prioritize inquiry questions to guide research and interview questions for their client and an investment planner who served as an expert in the project.

Because they would be working for a sustained period to create a complex product as a team, each team met and created a written agreement that showed that they had a clear understanding of the scope and relevance of their work and outlined the tasks and roles of all team members.

They interviewed the investment planner and analyzed sample financial plans to generate ideas about a format for their client’s plan. Then, they interviewed their client in teams to better understand their needs and interests.  Teams researched and applied their understanding of exponential, logarithmic, and rational functions to generate plausible solutions for their client’s financial plans.

Throughout the process, teams referred to their team agreements to monitor their progress toward goals and made adjustments when needed. They paused periodically to reflect on things including their preparedness for teamwork, willingness to listen to each other’s perspectives and opinions, and how well they were able to give and receive feedback within the team.

Teams participated in a peer critique protocol in which they analyzed the plausibility of their solution ideas using criteria, considered how well each idea was tailored to their client’s goals and current financial situation, eliminated ineffective solutions, and selected those that were most plausible.

Then, they presented their proposed recommendations, reasoning, and evidence to clients and reflected on their critical thinking and collaboration skills applied during the learning experience. By engaging in this work, students made connections to their own financial situations and plans while applying their understanding of exponential, logarithmic, and rational functions to solve an authentic problem.

**Sources:**

* PBLWorks. (2018, March 23). The Finance Project [Video]. YouTube. <https://youtu.be/IBg8smDELFM>
* Boss, S., & Larmer, J. (2018). Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences. ASCD.