Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. Related to engineering majors |
| 2. That solves the need of math students |

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| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Helping with the Lunar Lion project |
| 2. Invited to consult for Google, etc. |

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| … to produce a final prompt such as … |
| 1. Bring a new idea to the team  Solve a new problem for the team  (Make it a manned mission) |
| 2. You need to find an algorithm to improve the search results … |

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|  |
| --- |
| I could constrain students to topics … |
| 1. That relate to the college of arts & sciences theme of literacy |
| 2. About the local Detroit economy |

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| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Helping Detroit recovery from bankruptcy |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. You have been elected the mayor of Detroit. What would be your first priority for helping the city recover? |

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|  |
| --- |
| I could constrain students to topics … |
| 1. Climate change, food safety, political climate |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Time travel – changes between past and present |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. If you were FDR in present day what would you need to know about current issue, prepare a brief. |

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|  |
| --- |
| I could constrain students to topics … |
| 1. Defense |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Protecting a kingdom, i.e. Game of Thrones |
| 2. Undersea living |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. You have just been crowned king/queen. As king of such and such land you must strategically defend your kingdom from takeover, your relationships with outside kingdoms are just as important as your land, people and defensive forces |

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|  |
| --- |
| I could constrain students to topics … |
| 1. In their major fields, e.g. business |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Successfully conducting business in Russia [Ukraine] |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. As a representative for your company in Russia, you need to come up with a strategy for stable or increased sales despite international sanctions or political instability. |

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|  |
| --- |
| I could constrain students to topics … |
| 1. Teaching international program – Brazil / Energy |
| 2. Majors: HDFS, Engineering, Business |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. A movie crew starts filming in your hometown (celebrities, local issues / resources) |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |

Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. That impact PA state college student life (could be too narrow) |
| 2. That relate to major or core curriculum theme |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |

Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. To a current event or world issue (e.g. world recession / financial collapse, unrest in Ukraine, energy crisis / climate change) |
| 2. To support or inform a national body such as museum or sporting body. Or hosting a major world event. |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Hosting the next Olympics or World Exposition or G8/G20 or whatever. |
| 2. Poverty/hunger |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |

Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. 25 years of potable water left in the world |
| 2. Survivor theme, you represent your field … |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |

Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. Community issues – fracking |
| 2. Quasi-supernatural / futuristic phenomenon – fiction |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |

Brainstorm and share ideas for broad constraints and problem prompts that you/your faculty could use to assign topics to students at your institution. Consider the variety of choices available and how your individual context affects these choices.

|  |
| --- |
| I could constrain students to topics … |
| 1. Literacy, value of (in the world) |
| 2. Global education, digital divide |

|  |
| --- |
| … and have students investigate those topics with the aim of solving a real or hypothetical problem like … |
| 1. Starting a global government |

|  |
| --- |
| … to produce a final prompt such as … |
| 1. |