

TEACHING DECISION-MAKING

Janis A. Bulgren

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Debate Topics for High School

Single-sex schools are better for students

Animal testing should be banned

Human cloning should be banned

The driving age should be raised

Video games are too violent

All people should be vegetarians

Uniforms should be required

The voting age should be lowered

Progressive tax rates are unfair

Performance enhancing drugs should be allowed in sports



Brainstorm & Discuss

- What types of personal decisions do you hear students discuss?
- What types of decision-making do you encounter in content area classes?
- What standards in your state involve decision-making?
- **Discuss:** What type of issue will you use the decision-making guide for?

Purpose

“Teaching Decision-Making” is a package of instructional methods that teachers can use to help students engage in reasoning.

Although “reasoning” has many definitions, it is used here to identify an issue, options that could respond to the issue, ranking those options, considering other options, and making and explaining that decision.

Supporting Research

SUBJECTS & CONTENT

200 students in grades 7 & 8 in science and social studies (LD, LA, AA, HA).

ASSESSMENT OUTCOMES

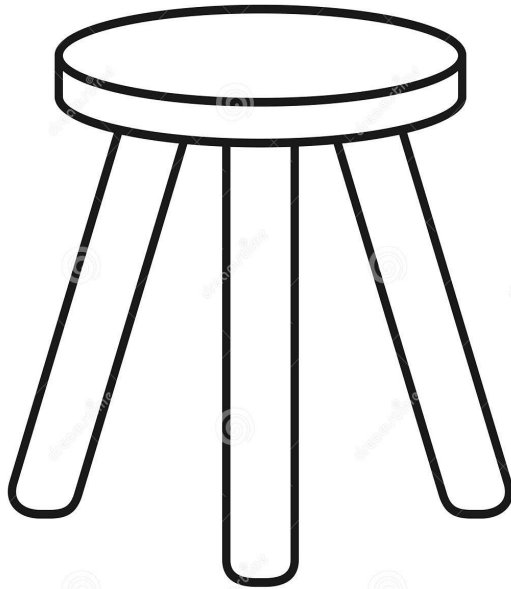
Students in experimental group significantly outperformed those in control group overall on

- * ability to make a decision on an unencountered content areas issue, and
- * learn the steps of the cognitive strategy

CORRELATION BETWEEN

- * knowledge of strategy and ability analyze a decision-making challenge
and
- * between quality notes and ability to analyze decision-making

Components of the Decision-Making Routine



The Decision Making Guide

1. Teaching Device

The Decision

2. Linking Steps

The

3. CUE-DO-REVIEW

Sequence

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>D</u>ecide the issue				
3. <u>C</u>reate important information	2. <u>E</u>nter Option A		2. <u>E</u>nter Option B	
	4. <u>I</u>dentify reasons for option A	5. <u>S</u>et Rank	4. <u>I</u>dentify reasons for option B	5. <u>S</u>et Rank
6. <u>I</u>dentify compromises/alternatives				
7. <u>O</u>ffer a decision				
8. <u>N</u>ame reasons for the decision				

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Rank Key =

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. Decide the issue						
3. Create important information	2. Enter Option A		2. Enter Option B		2. Enter Option C	
	4. Identify reasons for A	5. Set Rank	4. Identify reasons for B	5. Set Rank	4. Identify reasons for C	5. Set Rank
6. Identify compromises/alternatives						
7. Offer a decision						
8. Name reasons for the decision						

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Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u> Use of Chemical Pesticides					
3. <u>Create important information</u> Pesticide: substance to control pests and weeds Chemical pesticide: artificial substance to control pests and weeds Biological pest control: control of pests and weeds using other organisms, such as green lacewings that eat other insects such as aphids The Food & Drug Administration (FDA) regulates pesticides DDT: chemical pesticide dichlorodiphenyltrichloroethane	2. <u>Enter Option A</u> Use chemical pesticides		2. <u>Enter Option B</u> Ban chemical pesticides		
	4. <u>Identify reasons for option A</u> <ul style="list-style-type: none"> • Government agencies such as the FDA check safety of chemical pesticides. • We need pesticides like DDT to control diseases like malaria. • Pesticides are needed to produce enough food so people don't starve. • Some tests show that chemical pesticide amounts in our food are so small we don't have to worry. 	5. <u>Set Rank</u> <div style="text-align: center;">2</div> <div style="text-align: center;">3</div> <div style="text-align: center;">5</div> <div style="text-align: center;">2</div>	4. <u>Identify reasons for option B</u> <ul style="list-style-type: none"> • Biological pest controls like green lacewings can replace chemical pesticides. • Imported food is contaminated, so the ban should be worldwide. • New pesticides cause even more cancer than older pesticides. • Groundwater contains pesticides, so we have used too much. 	5. <u>Set Rank</u> <div style="text-align: center;">2</div> <div style="text-align: center;">1</div> <div style="text-align: center;">3</div> <div style="text-align: center;">4</div>	
	6. <u>Identify compromises/alternatives</u> Use chemical pesticides only if they have passed special testing to be sure they are safe.				
	7. <u>Offer a decision</u> I think we need to continue to use chemical pesticides.				
8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.					

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. Decide the issue Use of Chemical Pesticides				
2. Create important information Pesticide: substance to control pests and weeds Chemical pesticide: artificial substance to control pests and weeds Biological pest control: control of pests and weeds using other organisms, such as green lacewings that eat other insects such as aphids The Food & Drug Administration (FDA) regulates pesticides DDT: chemical pesticide dichlorodiphenyltrichloroethane	3. Enter Option A Use chemical pesticides 4. Identify reasons for option A <ul style="list-style-type: none"> Government agencies & the FDA check safety of 	5. Set Rank 2	3. Enter Option B Ban chemical pesticides 4. Identify reasons for option B <ul style="list-style-type: none"> Biological pest controls like green lacewings can replace 	5. Set Rank 2 1 3 4
<div style="border: 2px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Section 1: Contains the name of the issue that requires critical thinking and reasoning. Should be a short word or phrase that states the issue.</p> </div>				
6. Identify compromises/alternatives Use chemical pesticides only if they have passed special testing to be sure they are safe.				
7. Offer a decision I think we need to continue to use chemical pesticides.				
8. Name reasons for the decision World hunger is such a big problem that we need to take risks to feed starving people.				

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u>	Use of Chemical Pesticides			
3. <u>Create important information</u> Pesticide: substance to control pests and weeds Chemical pesticide: artificial substance to control pests and weeds Biological pest control: control of pests by natural predators or organisms such as ladybugs and lacewings. The Food and Drug Administration (FDA) regulates pesticides. DDT: chemical name is dichlorodiphenyltrichloroethane.	2. <u>Enter Option A</u> Use chemical pesticides	2. <u>Enter Option B</u> Ban chemical pesticides	4. <u>Identify reasons for option A</u>	4. <u>Identify reasons for option B</u>
	5. <u>Set Rank</u> Rank 2	5. <u>Set Rank</u> Rank 2	5. <u>Set Rank</u> Rank 3	5. <u>Set Rank</u> Rank 1 3 4
6. <u>Identify reasons for the decision</u> Use of chemical pesticides are safe.	<div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Section 2: Options (Enter Options) Can record two or three options here. Should be clear and concisely stated. The options need to be in parallel structure. Students may work as individuals, pairs, or in small groups to enter options.</p> </div>			
7. <u>Offer a decision</u> I think we need to continue to use chemical pesticides.				
8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.				

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

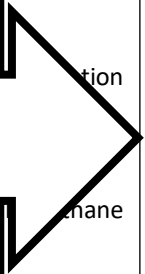
1. <u>Decide the issue</u>		Use of Chemical Pesticides	
<p>3. <u>Create important information</u> Pesticide: substance to control pests and weeds</p> <p>Chemical pesticide: artificial substance to control pests and weeds</p> <p>Biological pest control: control of pests and weeds using other organisms, such as green lacewings that eat other insects such as aphids</p> <p>The Food & Drug Administration (FDA) regulates pesticides</p> <p>DDT: chemical pesticide dichlorodiphenyltrichloroethane</p>	<p>2. <u>Enter Option A</u> Use chemical pesticides</p> <p>4. <u>Identify reasons for option A</u></p> <ul style="list-style-type: none"> • Government agencies such as the FDA check safety of chemical pesticides. • We use pesticides like DDT to control pests. • Some tests show that chemical pesticide amounts in our food are so small we don't have to worry. 	<p>2. <u>Enter Option B</u> Ban chemical pesticides</p>	<p>5. <u>Set rank</u></p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p>
<div style="border: 2px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Section 3: Important Information (Create a list of Important information) Words or phrases that represent important information, definitions, or relevant topics. Additional info can be added at anytime to this section. Work with student to paraphrase their suggestions into concise words, phrases, or short sentences.</p> </div>			
<p>6. <u>Identify compromises/alternatives</u> Use chemical pesticides only if they have passed special testing to be sure they are safe.</p>			
<p>7. <u>Offer a decision</u> I think we need to continue to use chemical pesticides.</p>			
<p>8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.</p>			

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u>	Use of Chemical Pesticides					
3. <u>Create important information</u> Pesticides substances to control artificial pests and : control sing other een her insects tion mane	2. <u>Enter Option A</u> Use chemical pesticides	2. <u>Enter Option B</u> Ban chemical pesticides	4. <u>Identify reasons for option A</u> <ul style="list-style-type: none"> • Government agencies such as the FDA check safety of chemical pesticides. • We need pesticides like DDT to control diseases like malaria. • Pesticides are needed to produce enough food so people don't starve. • Some tests show that chemical pesticide amounts in our food are so small we don't have to worry. 	5. <u>Set Rank</u> 2 3 5 2	4. <u>Identify reasons for option B</u> <ul style="list-style-type: none"> • Biological pest controls like green lacewings can replace chemical pesticides. • Imported food is contaminated, so the ban should be worldwide. • New pesticides cause even more cancer than older pesticides. • Groundwater contains pesticides, so we have used too much. 	5. <u>Set Rank</u> 2 1 3 4
5. <u>Justify the decision</u> pesticides only if they have passed special testing to be sure they are safe. to continue to use chemical pesticides.						
6. <u>Make the decision</u> s such a big problem that we need to take risks to feed starving people.						

Section 4:
Reasons (Identify reasons to support each decision)
This section is used to explain why the option is acceptable approach to the issue. Engage students in a discussion as to whether one reason might be stronger than another.



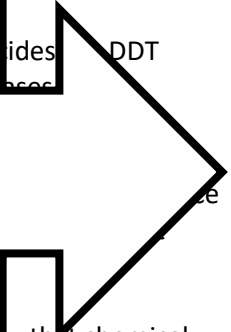
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Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

	Use of Chemical Pesticides	
<p>1. Decide the</p>	<p>Use chemical pesticides</p>	<p>2. Enter Option B Ban chemical pesticides</p>
<p>3. Create important information Pesticide: substances used to kill pests and weeds Chemical pesticides: a substance that kills weeds Biological pesticides: substances that kill pests and weeds using organisms, such as ladybugs that eat aphids and lacewings that eat caterpillars The Food & Drug Administration (FDA) regulates pesticides. DDT: chemical name is dichlorodiphenyl</p>	<p>Reasons for option A</p> <p>Chemical pesticides are dangerous such as safety of pesticides. Biological pesticides like DDT are safe.</p>	<p>4. Identify reasons for option B</p> <ul style="list-style-type: none"> • Biological pest controls like green lacewings can replace chemical pesticides. • Imported food is contaminated, so the ban should be worldwide. • New pesticides cause even more cancer than older pesticides. • Groundwater contains pesticides, so we have used too much.
<p>6. Identify consequences Use chemical pesticides</p>	<p>5. Set Rank</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">5</p> <p style="text-align: center;">2</p>	<p>5. Set Rank</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p>
<p>7. Offer a decision I think we should</p>	<p>Use chemical pesticides need special testing to be sure they are safe.</p>	
<p>8. Name reasons for the decision World hunger is such a big problem that we need to take risks to feed starving people.</p>	<p>Use chemical pesticides.</p>	

Section 5: Rank (Set rank for each reason)
This section is used to indicate the importance or relative ranking of each reason. Each reason is labeled with a rank. **Can be numerical or a symbol such as pluses, minuses, emoji, etc.**
Two or more reasons can have the same ranking. Tip: write in a scale at bottom of paper.



Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u> Use of Chemical Pesticides				
3. <u>Create important information</u> Pesticide: substance to control pest Chem subs wee Biolo of p orga lace such The Food & Drug Administration (FDA) regulates pesticides DDT: chemical pesticide dichlorodiphenyltrichloroethane	2. <u>Enter Option A</u> Use chemical pesticides 4. <u>Identify reasons for option A</u> starve. <ul style="list-style-type: none"> Some tests show that pesticide amounts in our are so small we don't have worry 	2. <u>Enter Option B</u> Ban chemical pesticides 5. <u>Set</u> • Groundwater contains pesticides, so we have used too much.	4. <u>Identify reasons for option B</u> 4	5. <u>Set</u> 4
<p>Section 6: Compromises or Alternatives (Identify compromises or alternatives) A compromise retains some parts of one option and some parts of the other option. An alternative is an option that proposes an entirely new response.</p>				
6. <u>Identify compromises/alternatives</u> Use chemical pesticides only if they have passed special testing to be sure they are safe.				
7. <u>Offer a decision</u> I think we need to continue to use chemical pesticides.				
8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.				

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u> Use of Chemical Pesticides				
3. <u>Create important information</u> Pesticide: substance to control pests and weeds Chemical substances we use to control pests and weeds Biological organisms that cause such problems The Food and Drug Administration (FDA)	2. <u>Enter Option A</u> Use chemical pesticides	2. <u>Enter Option B</u> Ban chemical pesticides		
	4. <u>Identify reasons for option A</u> <ul style="list-style-type: none"> • Government agencies such as 	5. <u>Set Rank</u> 2	4. <u>Identify reasons for option B</u> <ul style="list-style-type: none"> • Biological pest controls like 	5. <u>Set Rank</u> 2
<div style="border: 2px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">Section 7: Decision (Offer a Decision)</p> <p style="text-align: center;">One or more sentences that each student or group makes for selecting one option over another. This section may be filled out by individuals, small groups, or whole class. The statement should indicate the following: the name of the issue that was the focus of the thinking AND the option selected.</p> </div>				
DDT: chemical pesticide dichlorodiphenyltrichloroethane	<ul style="list-style-type: none"> • Some tests show that chemical pesticide amounts are so small we don't worry. 	so we have used too much.		
6. <u>Identify compromises/alternatives</u> Use chemical pesticides only if they have passed special testing to be sure they are safe.				
7. <u>Offer a decision</u> I think we need to continue to use chemical pesticides.				
8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.				

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. <u>Decide the issue</u> Use of Chemical Pesticides				
3. <u>Create important information</u> Pesticide: substance to control pests and weeds. Chemical substances we use. Biological organisms place such as... The FDA... DDT: chemical pesticide dichlorodiphenyltrichloroethane	2. <u>Enter Option A</u> Use chemical pesticides 4. <u>Identify reasons for option A</u>	2. <u>Enter Option B</u> Ban chemical pesticides 5. <u>Set Rank</u>	4. <u>Identify reasons for option B</u>	5. <u>Set Rank</u>
<div style="border: 2px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">Section 8: Explain (Name reasons for the decision)</p> <p style="text-align: center;">One or more sentences that represent reasons for selecting one of the options over another OR a compromise/alternative option. The statement should indicate the following: (a) reasons identified in section 4 that best support the choice as indicated by rankings in section 5, (b) explanation of why some reasons were judged to be too weak to be considered in section 5, or (c) a new reason that emerged.</p> </div>				
pesticide amounts in or are so small we don't worry.	I think we need to continue to use chemical pesticides.			
6. <u>Identify compromises/alternatives</u> Use chemical pesticides only if they have passed specific tests to ensure they are safe.				
7. <u>Offer a decision</u>				
8. <u>Name reasons for the decision</u> World hunger is such a big problem that we need to take risks to feed starving people.				

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Things to do before using the guide with students

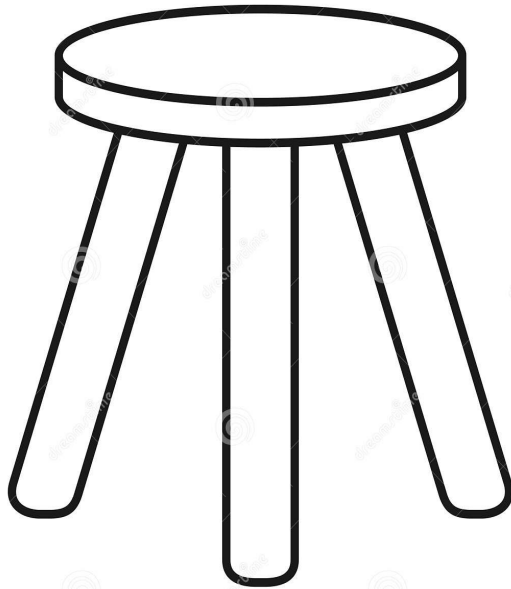
1. Select the issue to be analyzed with a decision-making guide.
 - a) Critical issues can be found in textbooks, standards, district curricula, state/district assessments, etc.
 - b) When selecting an issue ask these questions: Is the issue of real importance? Is it worthy of the time it will take to prepare and implement? Will the students be interested?
2. Construct a draft to be used as a reference for the teacher only during co-construction.
3. Make sure students have background knowledge of the issue to be analyzed. Assign a current article/website to read, assign a reading from the textbook, or ask students to watch a video. Etc.
4. Help students determine the issue from the reading. Some synonyms that can help students identify an issue are: question, subject, topic, problem, challenge, etc.

Reasoning Process

With “Teaching Decision-Making,” students learn to

- identify an issue
- identify and explore options
- rank those options,
- consider other options,
- make a judgment to choose one option, and
- explain that decision.

THREE Components of the Decision-Making Routine



The Decision Making Guide

1. Teaching Device

The Decision

2. Linking Steps

The

3. CUE-DO-REVIEW

Sequence

Steps of the Decision-Making Routine: Cue-Do-Review

CUE

1. Cue students about the importance of the issue
2. Cue students about use of the Guide
3. Cue students about note-taking
4. Cue students about participation expectations

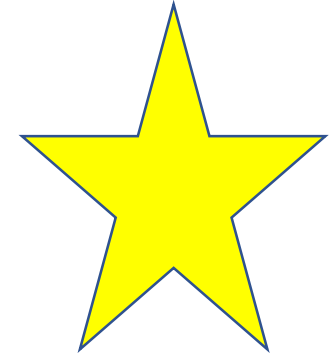
DO

1. Decide the issue
2. Enter options
3. Create a list of important information
4. Identify reasons to support each option
5. Set rank for each reason
6. Identify compromises or alternatives
7. Offer a decision
8. Name reasons for the decision

REVIEW

1. Review learning outcomes
2. Review process of learning
3. Predict where the learning or process will be used again

Steps of the Decision-Making Strategy



Decide the issue

Enter options

Create a list of important information

Identify reasons to support each option

Set rank for each reason

Identify compromises or alternatives

Offer a decision

Name reasons for the decision

ACRONYM for the Decision-Making Strategy:

DECISION

**Sample
Decision-Making Guide
related to
“Term Limits for Congress”
with essay writing prompts**

Decision-Making Guide



Name: _____ Date: _____ Class: _____ Topic: _____

For Paragraph 1, use Section 1 for topic sentence and Section 3 for background information.

Term Limits for Congress				
3. Create important information <ul style="list-style-type: none"> The Constitution sets term limits for Congress. Representatives are elected for terms of 2 years, Senators of 6 years. The Constitution can be amended and has 25 amendments. Presidents' terms limited to two after FDR served four terms Lobbyists: people paid to influence lawmakers to vote in ways that benefit special interests. 	2. Enter Option A Impose terms limits		2. Enter Option B Don't impose term limits	
	4. Identify reasons for option A <ul style="list-style-type: none"> Special interest groups might have less power over members of Congress because they wouldn't have long working relationships with lobbyists. Constitution should be changed because times change and members now spend more time fundraising for reelections. New members need to get fresh ideas. Term limits would save money because less money would be spent on re-elections.	5. Set Rank 3 2 3 3	4. Identify reasons for option B <ul style="list-style-type: none"> Special interest group lobbyists might have more power due to new members' inexperience and need for donations. Changing term limits would mean changing to the Constitution; founding fathers did not want to. Expected value of a political memoranda. Term limits for governors and presidency have not solved the problem of money being spent on campaigns. 	5. Set Rank 5 1 3 4
6. Identify compromises/alternatives I don't see any compromises to this question.				
7. Offer a decision I think we should not impose term limits for Congress.				
8. Name reasons for the decision Issues such as lobbying and election costs are much more complicated than term limits could...				

For Paragraph 2, use Section 2A to identify Option A, Section 4A for reasons, and Section 5A for strength of reasons.

For Paragraph 3, use Section 2B to identify Option B, Section 4B for reasons, and Section 5B for strength of reasons.

For Paragraph 4, use Section 6 to present alternatives or compromises and reasons for each.

For Paragraph 5, use Section 7 for choice of option, compromise or alternative and Section 8 for your reasoning.

Sample Essay/Written Response on the Topic of Term Limits for Congress*

PARAGRAPH 1: The Issue (STEP 1) and Important Information (STEP 3)

An important issue in our country today is whether or not to impose term limits for members of Congress. To consider this, we need to know that at present, representatives to Congress are elected for terms of two years each, and Senators for six years. The Founding Fathers wrote terms for Congress and the President into the Constitution. However, the Constitution can be amended and has 25 amendments. As a result of the 22nd amendment, Presidents are now limited to two terms. It is also important to define “lobbyist” because lobbyists are people paid to influence lawmakers to vote in certain ways. Therefore, lobbyists could have an impact on this issue.

PARAGRAPH 2: Option A (Step 2) Reasons (Step 4) and Ranks (Step 5)

One option to making a decision about terms limits for Congress is to impose term limits. Reasons to do this include that special interest groups might have less power over members of Congress because they wouldn’t have long working relationships with lobbyists. Congress members now spend more time on the job, something founding fathers did not anticipate. Therefore, the Constitution should be changed because times change. New blood is needed in Washington to get fresh ideas on complex issues. In addition, terms limits would save money because less money might be spent on re-elections. A particularly credible reason supporting term limits has to do with giving lobbyists for special interest groups less influence in Washington.

PARAGRAPH 3: Option B (Step 2) Reasons (Step 4) and Ranks (Step 5)

Another option in making a decision about term limits for Congress is to have no term limits. One reason to support this option is that special interest groups and their lobbyists might have even more power because new members are inexperienced and need the donations from special interest groups. Changing term limits would mean changing the Constitution, since the founding fathers did not want term limits. In addition, experienced members of Congress are valuable because they provide “historical memory” for complex issues. Furthermore, term limits for governors and the presidency have not solved the problem of the money spent on campaigns.

PARAGRAPH 4: Compromises and Alternatives (Step 6)

This is a very complex situation. Therefore, I see very few ways to compromise or to offer alternatives.

PARAGRAPH 5: Decision (Step 7) and Reasons (Step 8)

In conclusion, it seems as if we need to continue the way we are at this time by having no term limits for members of Congress. Issues and problems are much more complicated than term limits would solve. For example, lobbyists and money from special interest groups are likely to continue being a problem regardless of the terms. Furthermore, terms limits for governors and the presidency have not solved the problem.

Stem Prompts for Essay

Paragraph 1. An issue of interest (Step 1) is _____.

Important information (Step 3) about this issue is that _____.

Paragraph 2. One option (Step 2 – Option A) in response to this issue is to _____.

Reasons to support this option (Step 4 - Option A) include the following:

Among these reasons (Step 5 - Option A), the following support this option best:

Paragraph 3. Another option (Step 2 - Option B) in response to this issue is to _____.

Reasons to support this option (Step 4 - Option B) include the following:

Among these reasons (Step 5 - Option B), the following support this option best:

Paragraph 4. Compromises or alternatives (Step 6) to these options include:

Reasons to support this choice include the following:

Paragraph 5. In conclusion, the best response to this issue is to (Step 7) _____.

This is the best response because of the following reasons (Step 8) _____.



Explore Topics



<https://www.procon.org/>

Rank KEY =

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

1. Decide the issue Using Cell Phones in the Classroom				
3. Create important Information • ...	2. Enter Option A ...		2. Enter Option B ...	
	4. Identify reasons for option A • ...	5. Set Rank	4. Identify reasons for option B • ...	5. Set Rank
6. Identify compromises/alternatives ...				
7. Offer a decision ...				
8. Name reasons for the decision ...				

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12. Decision-making Routine

A description of the lesson goes here.

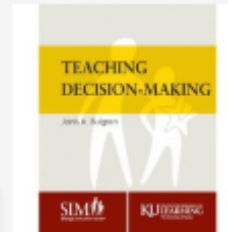


4 sections 

In sim.edu20.org you will find a Livebinder with resources for implementation

Decision-Making Resources

[Content](#) [Resources](#) [Completion](#)



[Decision-Making Routine](#)

Access Key: CE DM