

## Problem Detail

**Title:** Deflating Grady

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**Discipline:** Faculty Development

**Target Audience:** Introductory, Faculty PBL Workshop

**Keywords:** Communication, Grade Inflation, Jigsaw Groups, PBL Workshop

**Length of Time/Staging:** The problem has six stages culminating in short oral presentations by groups early in the second day. The problem is intended to be complete in a one to two day intensive workshop.

**Abstract:** Grade inflation poses a problem on many campuses and is an issue familiar to faculty regardless of their discipline. This six-stage problem for a faculty development workshop, introduces faculty to PBL and employs a variety of pedagogical strategies. Grady Rizeng, a chaired professor, upset by being confronted by his chair, Lois Marks, about the high grades he gave, forwards the accusations and complains to Dean Nolira in a late-night e-mail message. That e-mail exchange serves as trigger in Stage 1 to explore the meaning, causes, and implications surrounding grade inflation with the eventual goal in Stage 6 of proposing reasonable ways to deal with the situation. The problem employs written, oral, and visual communication; involves Internet research elements; and addresses mathematical literacy.

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**Problem content:** [Part 1. Maintaining Standards](#) (Word, pdf)  
[Part 2. Midnight Thoughts](#) (Word, pdf)  
[Part 3. What's the Evidence](#) (Word, pdf)  
[Part 4. Who Cares](#) (Word, pdf)  
[Part 5. What's Our Position](#) (Word, pdf)  
[Part 6. Formulating a Position](#) (Word, pdf)

**Supporting Materials:** [Format of Delivery](#)  
[Student Learning Objectives](#)  
[Student Resources](#)  
[Instructor Resources](#)  
[Teaching Notes](#)  
[Assessment Strategies](#)  
[Solution Notes](#)

Japanese version of problem statement ([pdf](#))  
translated by Hidehiro Nakajima, Ph.D.  
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Mie University, Japan

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