

The Workings of the Mind and Body Group Presentations

Task: Prepare an educational multi-media presentation (PowerPoint format) on your assigned chapter of the *Understanding Psychology: Workings of the Mind and Body* unit.

Intent: Students will research the assigned chapter related to *The Workings of Mind and Body*.

Students will consider the key words, ideas, psychologists, theories, of that chapter.

Student will synthesize the information, interpret connections and teach their classmates what they've learned using a multimedia presentation.

Criteria:

Students will be assessed on **content**, **communication** and the **presentation**.

All students in the group need to have an **equal** role in the presentation.

Assessment Markers:

What has the student learned?

How effectively does the presentation communicate what the student has learned?

How effective is the presentation as a whole?

Chapter tests and or/quizzes completed by the class on chapters 6, 7, and 8.

To consider:

What is happening in the particular field of study? What is the science behind it?

What connections can we make to ourselves and our own minds and bodies?

Were there any influential psychological theories? Experiments? Findings?

Be sure to:

- exchange contact information at your first meeting
- set up a google document for the group
- plan and divide work and research responsibilities
- be an active participant in all aspects of this project

PRESENTATION RUBRIC

Student names:

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Style	The text and the visual design were clear, interesting, and appropriate to the purpose and audience of the presentation. Fonts, colors, etc. seemed well chosen to reflect the presenter's purpose and aided in my ability to process the visual content of the presentation.	The text and visual design were clear and interesting but somewhat inconsistent in style. Although the design may not have distracted from the content, it also did not enhance my ability to understand the presentation.	The layout and color choices distracted somewhat from the content of the presentation, and some of the images were purely decorative and seemed out of place.	Fonts and colors were inconsistent; text was dull and inappropriate to the presenter's purpose (too informal, for example).
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Notes: