

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **STDY 80 – Final Project**

**Point of the Assignment:** 1) To give students an opportunity to develop teambuilding skills and group project completion. 2) To give students public presentation experience. 3) To give students an opportunity to use the study skills they learned in class.

Instructions:

### **1. Form a group of 3 – 5 people**

### **2. Choose a class below (only one team may cover each topic):**

- Math (class level)
- English (class level)
- History
- Foreign Language
- Psychology / Other G.E. Class
- LERN/STDY classes
- Other topic: \_\_\_\_\_
- Other topic: \_\_\_\_\_
- Other topic: \_\_\_\_\_
- Other topic: \_\_\_\_\_

### **3. Identify specific topic material (i.e. psychology = types of dysfunction, or math = factoring, etc.) from this other class that students would need to study or practice (i.e. for a final exam. Topic to be covered: \_\_\_\_\_**

### **4. As a group, you will plan and lead a study session on the above topic for the rest of the class (pretending your STDY 80 classmates are from your other class) using some of the learning strategies we discussed in class to help students prepare for that class:**

- Rote Learning (*repetition*)
- Flash Cards
- Study Groups
- Essay Writing
- Games
- Lecture
- Demonstration
- Kinesthetic
- Auditory
- Visual
- Teach Others
- Bloom’s Taxonomy: Remember, Understand, Apply, Analyze, Create
- Stress Management Techniques
- Audio/Visual (*PowerPoint, video, etc.*)
- *Electronic Study Aids*
- Discussion Group
- Real World Application
- Planning Study Time (*Homework Time Commitment*)
- Study Tips Given by the class teacher
- Study Tips from LAC
- Note Taking (*Outline, Mind Mapping, Cornell*)
- Emotional Intelligence
- Locus of Control
- Establishing optimal learning environment (*distraction free, etc.*)
- Taking Care of the Limbic Brain
- Taking Care of the Reptilian Brain
- Taking Care of the Neocortex Brain
- Using Campus Resources (*Learning Assistance Center, Tutoring, etc.*)

**Team Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Class** - Final Exam You Are Preparing for: *(Step 2 above)* \_\_\_\_\_

**Topic Covered** *(Step 3 above)*:  
\_\_\_\_\_

**Learning Strategies You Will Use to Review for Final:** *(Step 3 above)*

Remember: This is **not** a **new** subject (presentation).

This **is** a **review** session of material already learned (Remember, review and apply)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**How do you work your group?**

In order to figure out how design your assignment, you should answer the following questions:

Who is my audience? \_\_\_\_\_

What does my audience care about? \_\_\_\_\_

Why have I been expected to do this assignment? \_\_\_\_\_

If someone were presenting this information to me, what information would I want him or her to give me? \_\_\_\_\_

**Planning Your Presentation**

**Presentation**

Each team will have 20 minutes (max) to teach/lead a study group of their classmates on their topic (Step 2). You may present the information any way you like, but it must involve some study techniques/learning strategies presented in class. Consider your audience by imagining how you would want such information presented to you.

Remember, you are the teachers for this assignment.

**Grading based on the following:**

- 1) Answered all the questions listed above

- 2) Thoroughness and care given to the project
- 3) Creativity in how you presented the information
- 4) Presentation was professional, organized and free of errors.
- 5) Provide all classmates and the teacher with a study aid (handout) that they can use to help them study for the final exam.
- 6) Dress professionally. You should be dressed as if you are working in an office environment and not as if you are going to a night club, or too casually (i.e. shorts, pajamas, etc.)
- 7) Team member evaluations. This is your opportunity to let me know if a team member did not do their share. In order to receive full credit, your team members must indicate that you participated in the planning, preparation, and delivery of information. Information provided to the teacher will be held in confidence.

### **Tips for Working on a Team Project:**

#### **1. Exchange contact information**

#### **2. Establish the ground rules for how the team will operate:**

- a. Decide when and where and for how long you will meet. Make an effort to find a time and place that works for everyone.
- b. Discuss what contributions each member can bring to the team (i.e. assuming leadership, creating visual presentation materials, computer background research, writing and editing the handouts, meeting note taking, operating the computer equipment during presentation, public speaking, supporting wherever needed, etc.)
- c. Assign tasks to individuals. Try to avoid doing this too early, because sometimes the needs will not necessarily be known in the beginning. Note: it will work best if people are allowed to first volunteer for their preference. Delegate tasks only if no one volunteers.

#### **3. Working with people:**

- a. Clarify that everyone must have an opportunity to offer his or her input.
  - i. Draw out and seek the input from individuals who may be rather quiet.
  - ii. Do not allow one person to dominate or have everything their way – this is a group project – not an individual project.
- b. Allow the leader(s) to emerge as you begin the process. Instead of assigning this to someone who may not be ready to take on the responsibility, understand that usually, someone just tends to step into the role as the process progresses.
- c. Expect the likely possibility that one (or sometimes more than one) person will eventually prove to be unreliable, or may even drop the class in the middle of your project. If this happens, understand that it is rather typical – especially in community college classes. It will become apparent rather early to serious participants who those people may be. Make a private mental note of it. You may try to hold them accountable, but often this will not change their behavior. The best solution I have learned is to simply delegate to them tasks that are not critical to group success if they don't follow through. If they are there to do it, great – if not, your project won't suffer. **Don't allow them to accept responsibility for critical tasks that could cause your group project to fail.** Remember that the group will have an opportunity to report on people who do not contribute their fair

share to the final product. If all team members present similar evaluations, that individual's grades will reflect these evaluations. Please remember that your professors are fully well aware of the fact that many students want to take credit for work they did not do, and that they will grade accordingly. As a student, your job is simply to learn how to deal with this fact of life.

**4. Planning your presentation**

- a. Everyone in your group must participate in your activity
- b. You have 20 minutes to present your activity
- c. Be sure to cover the information that is required in the project
- d. Be as creative as you wish: use skits, role plays, appropriate humor, audience participation, visual aids, props and/or costumes, background music, kinesthetic activities. Q & A session provide food, etc. – Realize how boring it can be to sit through an hour's worth of presentations where there is no creativity. When you are creative, people will remember what you have presented.
- e. Identify who will assume what role during the presentation (i.e. lead speaker, various roles in a skit, operate computer equipment, pass out handouts, etc.)

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*(Personal Reflection)*

**1. What topic did your group present?**

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**2. How much did you know about this topic before starting this project?**

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**3. What did you learn about this topic as a result of this project?**

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**4. In general, how has this group project assignment helped prepare you to take your final exam in your other class?**

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**Test your understanding:**

**What is the main point of this assignment?**

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**Why were you expected to do this exercise?**

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**What type of person would need to do this exercise?**

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**How well do you fit the profile of the person for whom this assignment was created?**

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**Reflection:** *(Write down your response after completing this assignment.)*

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**Team Member Evaluations**

**Note: Turn in after presentation**

Team member submitting Evaluation: \_\_\_\_\_

Office Presented to class: \_\_\_\_\_

<b>Criteria (Scale 1 to 5: 5 is the highest possible score)</b>	<b>Team Member #1 Self</b> (Rate your own level of participation)	<b>Team Member #2</b> (Rate his/ her level of participation)	<b>Team Member #3</b> (Rate his/her level of participation)	<b>Team Member #4</b> (Rate his/her level of participation)	<b>Team Member #5</b> (Rate his/her level of participation)
<b>Attended meetings</b>					
<b>Arrived on time to meetings</b>					
<b>Participated in meeting conversations</b>					
<b>Helped with the creative process</b>					
<b>Helped put together the presentation</b>					
<b>Helped to present the information to the class</b>					
<b>Comments:</b>					

Signature: \_\_\_\_\_