

Psychology 12

Chapter 10 Project: Study Skills for Grade 8s

Background

Being a good student is not inborn talent determined by DNA. Being a good student can be learned because learning strategies and memory strategies are skills. Like all skills, though, these must be practiced.

Task

You are going to create a PowerPoint presentation for grade 8 students that gives them tricks and pointers about learning. To keep the attention of 12 year olds, it must be visually appealing and involve audience interaction.

Target Audience

The audience for your presentation will be “grade 8s” of WSS.

Objectives

- To demonstrate knowledge of how learning and memory strategies can be applied to real life circumstances of education.
- To create an presentation that will take the “mystery” out of learning and memory.

Procedure

1. Consult the assessment rubric.
2. Brainstorm academic issues you had when you were in grade 8.
3. Come up with solutions that you have learned through your high school experience or through the learning done in chapters 9 and 10 for the issues 12 and 13 year olds have with school.
4. Be sure to also label these strategies with their appropriate psychological terms.
5. Gather photos, graphics and other visual aids to make your presentation visually appealing.
6. Create a presentation that has the following
 - a. Identification of academic issues students face
 - b. Doable solutions to these issues—appropriately labelled
7. Carefully proofread the PPT
8. Have a friend edit your PPT

Assessment

	Beginning	Developing	Achieving	Exemplary
Presentation <ul style="list-style-type: none"> • Neatness • Graphics • Organization • Colour • Attractiveness 	<ul style="list-style-type: none"> • Graphics inappropriate, or sparse • Disorganized • Transitions distracting • Unattractive • Very basic 	<ul style="list-style-type: none"> • Graphics don't aid ideas, there are few • Somewhat disorganized • Transitions are somewhat distracting • Boring • Basic 	<ul style="list-style-type: none"> • Graphics aid understanding • Logical organization • Transitions are smooth • Attractive • Interesting 	<ul style="list-style-type: none"> • Graphics are well thought out • Logical organization, flow • Smooth and not noticed • Very attractive • Dynamic
Problems <ul style="list-style-type: none"> • Variety • Validity 	<ul style="list-style-type: none"> • Fewer than 4 problems suggested • Problems don't make sense; beyond student's control 	<ul style="list-style-type: none"> • 4-5 problems suggested • Problems are somewhat plausible; within student's control 	<ul style="list-style-type: none"> • 6-7 problems suggested • Problems are plausible; within student's control 	<ul style="list-style-type: none"> • 8+ problems suggested • Problems are accurately described; within student's control
Solutions <ul style="list-style-type: none"> • Ψ vocabulary • Accuracy • Detail • Support and research 	<ul style="list-style-type: none"> • No Ψ vocab used • Inaccurate • Little or no detail • No support or research 	<ul style="list-style-type: none"> • Some Ψ vocab used • Some inaccuracies • Some detail • Little support and research 	<ul style="list-style-type: none"> • Ψ vocab used • Few inaccuracies • Detail • Some support and research 	<ul style="list-style-type: none"> • Lots of Ψ vocab used • No inaccuracies • Ample detail • Ample support and research
Mechanics <ul style="list-style-type: none"> • Spelling • Grammar • Punctuation 	<ul style="list-style-type: none"> • Many errors make it difficult to understand 	<ul style="list-style-type: none"> • Several errors; they do not impede meaning 	<ul style="list-style-type: none"> • Few errors; they do not impede meaning 	<ul style="list-style-type: none"> • Little or no errors.