

## **Learning Objectives**

1. Identify and describe seven important research-based principles of teaching
2. Apply a research-based principle in your teaching (presentation)

## **Project Instructions**

In your team, read the Introduction to *How Learning Works*, and pick ONE chapter (principle) to read and present on. As a group, create a slide deck and record a 10-minute (or less) video presentation that explains the content of the chapter to your peers. Use Zoom (or another application) to record your video.

Everyone in the group needs to take part in the presentation. Try to apply the principle you are presenting about in your presentation.

I recommend that you follow the organization of the chapter and use similar headings to organize your presentation. Note that each chapter ends with several strategies for applying the principle; instead of covering them all in the presentation, just highlight some of them at the end.

Upload the recording on YouTube as an unlisted video (unless you'd like to make it public) and post the link on Slack for others to see.

## **Grading**

Important: By Saturday midnight ET, each student needs to submit the YouTube link to their group video on edX so that we can assign a grade in the system.

The group project counts for 5% (i.e. 15/3) of the final grade and all group members receive the same grade. The following rubric is used to grade presentations:

### ***Overall Understanding***

A: shows a deep/robust understanding of the principle

B: shows a limited understanding of the principle

C: shows a superficial understanding of the principle

D: shows no understanding of the principle

### ***Research Evidence***

A: presents relevant and accurate evidence for the principle

B: presents mostly relevant and mostly accurate evidence for the principle

C: presents somewhat irrelevant and/or inaccurate evidence for the principle

D: presents a lot of irrelevant and inaccurate evidence

### ***Structure***

A: there is logic in the progression of ideas

B: there are a few areas of disjointedness or intermittent lack of logical progression

C: ideas are somewhat disjointed and/or do not always flow logically, making

it difficult to follow

D: ideas are disjointed and/or do not flow logically, making it very difficult to follow

***Presentation format*** (up to 10mins, everyone speaks, some strategies highlighted at the end)

A: the presentation adheres to the given format

B/C: the presentation does not adhere to the given format