

Student Learning Outcomes

	The student will be able to perform the following tasks at the successful completion of this assignment:
LO3.	Critique the quality and results of the current research in the content areas of learning, cognition, or motivation.
LO4.	Compare the historical, biological, psychological, and sociocultural dimensions of learning and how they influence human behavior
LO5.	Examine the psychology of learning, cognition, and motivation through theory and research.
LO6.	Compose writing assignments using standard American English and basic computer skills.

Directions

Create a presentation using PowerPoint, blog, or Prezi that explores a educational psychology topic related to this course.

1. Begin by thinking about something that has affected your learning as a college student and also relates to this course. For example, if you have test anxiety, choose test anxiety as your topic. Or, if you have trouble remembering information for a test, choose memory and study strategies.
2. Think about your topic and how it relates to learning, cognition, and motivation.
 - o How does this affect my learning?
 - o What role does cognition play?
 - o How does this affect my motivation?

For example, if I have very bad test anxiety, then I might not be able to show my professors what I have learned, cortisol levels affect my ability to attend (cognition), and my motivation on test day is severely negatively affected.

3. Research your topic looking for connections to learning, motivation, and cognition. Use credible sources (minimum citation of 2 sources). Use APA style.
4. Create a presentation of 7-10 slides (including reference slide) that does the following:
 - o **Defines cognition, motivation, and learning in relation to your topic.** For example, test anxiety can cause changes in brain/body chemistry that interferes with your ability to access stored knowledge in the brain. This chemistry negatively affects cognition (your ability to attend, recall, etc.). Think about how it also affects motivation and learning and explain those as well.
 - o **Describe how cognition, learning, and motivation are related within your topic;** you can use a visual aid (concept map, graph, chart) to show this relationship.
 - o **Analyze how one of the dimensions (historical, biological, psychological, socio-cultural) plays a role.** For example, the brain/body chemistry changes that happen during test anxiety are biological. The feelings of inadequacy and low self-esteem are psychological results.

Cognition, Learning, or Motivation Presentation Rubric

Criteria	Ratings			Pts
Definitions The presentation defines cognition, learning, and motivation and provides an example for the selected topic. Include a graphic (picture) and a real-world example. (LO 3,5)				20 pts
	20 pts The heading, definition, and graphics are correctly defined/stated	10 pts The heading, definition, and/or graphic(s) are missing or incorrect.	0 pts The definition or graphic(s) are missing or incorrect.	
Dimensions & Factors The presentation relates the relationship between cognition, learning, or motivation in a historical, biological, psychological, socio-cultural context. (LO 3,4,5)				20 pts
	20 pts A relationship between learning, cognition, or motivation is clear and explained	10 pts A dimension and factor is present but lacks explanation or a clear explanation.	5 pts The relationship is present but not clear or fully, explained.	
Quality of Information/Research The presentation uses well-researched, scholarly source(s) as evidence to support and explain the concepts of either cognition, learning, or motivation as well as the context factors. (LO 3, 4, 5)				30 pts
	30 pts College level information is presented including references to current research, relevant examples, and critical thinking. Reference(s) is stated	15 pts Information is of average quality, and/or lacks research. Examples are present but general. Reasoning is lacking or faulty. Reference(s) is present but incorrect.	0 pts Information is too general, incomplete, or absent. Examples are incorrect or absent. No research is used to support information. No reference(s) is mentioned.	
Organization The presentation is submitted in the appropriate order for the format. The presentation is neat, logical, and visually appealing. (LO 6)				10 pts
	10 pts Presentation is organized, neat, and logically ordered.	5 pts Presentation lacks logical order or neatness.	0 pts Presentation lacked both logical order and neatness.	
Format/Mechanics/Grammar Presentation is submitted in PowerPoint, Prezi, Blog, or visual/audio format in American Standard English. (LO 6)				20 pts
	20 pts Presentation is submitted in assigned format and free from grammatical errors.	10 pts Presentation is either not presented in the assigned format and/or contained some grammatical errors.	0 pts The presentation is not in the assigned format and/or contains many grammatical errors.	
TOTAL POINTS				100

Learning Objective Mastery	Meets Expectations	Doesn't Meet Expectations	No Submission
LO 3: Critique the quality and results of the current research in the dimension of learning, cognition, or motivation.			
LO 4: Compare the psychological, dimension of learning and how it influences human behavior			
LO 5: Examine the psychology of learning, cognition, or motivation through current theory and research.			
LO 6: Compose presentation using Standard American English and basic computer skills.			
PO 1: Critical Thinking			
PO 2: Communication			