

## Resource Review Presentation

20% of final grade

Design a 20-minute presentation in which you review a book, research report, website(s), video, or collection of related articles (about 3). Content must connect to the course, i.e. explore an aspect of improving teaching and/or the arts-education interface. You will synthesize this presentation into a 500-word summary to submit on the day of your presentation.

*The following needs to happen, but not necessarily in the order presented here. You are in charge of the 20-minute learning block.*

- Demonstrate and communicate an open-minded and thoughtful understanding of the resource content. *What is the author getting at? What is this all about? Why is it important?* Provide clear and concise definitions of any terms that might need defining—if the term has multiple possible meanings, you need to explain how the author uses/defines/conceptualizes the terms. Share a 1-2 page handout that clearly summarizes key info and analysis—point form is appropriate.
- Engage the class in actively working with the ideas—some kind of active learning task that will cause us to grapple with the material, connect it to our own worlds, and so increase our understanding of it.
- Make connections between the resource and the world **you** know—your own teaching practice perhaps, or your own experiences as a student (use specific examples). Suggest how the issues raised or ideas presented might inform your own or others' teaching (implications for practice).
- Critique the resource. What makes sense to you? What doesn't? What is particularly valuable, or resonant? What has been overlooked, ignored, or mis-represented? It may be helpful to offer a critiquing opportunity to your classmates, too.
- Submit to me a 500-word synthesis of the presentation material.

*(assignment assessment criteria follows)*

## Assessment Criteria

The presenter thoroughly and thoughtfully demonstrates and communicates a rich understanding of the resource and what it is all about.

<p><b>A</b></p> <ul style="list-style-type: none"> <li>• Thorough and open-minded description of resource</li> <li>• Clearly in command of a rich understanding of the ideas and issues represented</li> </ul>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>• Adequate description of the resource –</li> <li>• Good grasp of the topic, accurate knowledge</li> </ul>	<p><b>C</b></p> <ul style="list-style-type: none"> <li>• limited description of the resource</li> <li>• limited understanding of the resource communicated</li> </ul>
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The presenter offers a thorough and thoughtful analysis of the resource (a critique, positive and negative, of the ideas and information communicated by the resource).

<p><b>A</b></p> <ul style="list-style-type: none"> <li>• Rich, detailed, and insightful analysis of this resource</li> <li>• Original work, very well organized and expressed with sound critical evaluations.</li> </ul>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>• Adequate analysis of relevance of this resource</li> <li>• some evidence of critical evaluations, ability to synthesize and to discriminate relevant issues.</li> </ul>	<p><b>C</b></p> <ul style="list-style-type: none"> <li>• limited analysis of the resource</li> <li>• unconvincing evaluations</li> </ul>
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The class is engaged in an appropriate active learning presentation that enables us to grapple and connect with the material and ideas you have described and so increase our understanding of it.

<p><b>A</b></p> <ul style="list-style-type: none"> <li>• The class is meaningfully and actively engaged in grappling and connect with the material and ideas</li> </ul>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>• The class is engaged in grappling and connect with the material and ideas</li> </ul>	<p><b>C</b></p> <ul style="list-style-type: none"> <li>• The class is not meaningfully engaged in grappling and connect with the material and ideas</li> </ul>
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The presenter distills implications for teaching – demonstrates and communicates a rich understanding of the potential implications for improving the art of teaching.

<p><b>A</b></p> <ul style="list-style-type: none"> <li>• thoughtful and thorough connections to various aspects of improving the art of teaching</li> </ul>	<p><b>B</b></p> <ul style="list-style-type: none"> <li>• adequate connections to some aspects of improving the art of teaching</li> </ul>	<p><b>C</b></p> <ul style="list-style-type: none"> <li>• minimal connections to aspects of improving the art of teaching</li> </ul>
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