

Social Challenges Group Project

(PowerPoint Presentation)

Learning Activity

This activity provides students the opportunity to research a social problem (from their text) that is commonly experienced by adolescents, young adults, middle adults and late adults. Through online collaboration, students will select a social problem and produce an informative PowerPoint presentation.

Key Learning Objectives

1. Students will be able to construct knowledge related to a social problem within a specific population.
2. Students will be able to collect, organize and cite research data.
3. Student will be able to critically evaluate the social problem.
4. Students will be able work collaborative among a group of their peers in an online environment.
5. Students will be able to apply tools to solve problems.
6. Students will be able to apply audio and visual tools to a presentation.
7. Student will be able to design a PowerPoint presentation.

General Project Requirements

1. Students will be assigned to work in groups of 4-5 to complete the presentation.
2. Students must use their group area on Blackboard to communicate and collaborate.

3. Group members will work collaboratively to determine a topic of discussion, and design a PowerPoint presentation.
4. Group members will determine duties and responsibilities for its members.
5. Group members will develop a timeline describing when the various tasks should be completed.
6. Rough draft of findings and PowerPoint presentation should be submitted to Blackboard on date provided in instructions.
7. Group member should provide peer feedback in the designated discussion forum.
8. Group Project must be submitted to Blackboard no later than: 11:59 pm on Wednesday, April 23, 2014.

Research Guidelines

1. Collectively (as a group) select one social problem from your text that is commonly experienced by the population you have selected. For example: adolescents-teen pregnancy; middle aged- divorce; late adulthood-depression.
2. The introduction should provide background information and a general overview of the topic under investigation. In this introductory section please indicate what will be presented in the presentation.
3. Review professional literature about the topic the group has selected
4. Group must provide a minimum of 8 resources (i.e., webpage, journals, texts) to support the topic in addition to the course textbook(s)
5. In a PowerPoint presentation explain the following:

- a. Fact Finding: Why the topic selected is a social problem? Who or what groups of people are most frequently impacted by the problem? What are the costs to the individuals experiencing the problem and to American society? What are the costs of doing nothing? What treatment(s) are available? How affective are they or under what circumstances do they work best? What are some of the drawbacks to effective treatment (is it accessible)? Is the treatment stigmatized?)
- b. Problem Solving: Does the selected social problem exist in different regions of the world?
 - i. If yes- what qualities or characteristics are similar and different? What are treatments internationally, and how effective or ineffective are they when compared to America's treatment?
 - ii. If no-what things are inherent in other cultures that serve as a protective factor against the social problem?
 - iii. How can America learn from other cultures, and what things are they doing well and may be able to share with other countries?

PowerPoint Presentation Requirements

1. Include visual/auditory aids in the presentation. For example photographs, or artifacts that are symbolic of the problem or group of people that have the problem. Be creative, it can be a song with lyrics that describe the feelings of people experiencing this particular phenomenon or reenact a skit depicting the problem, also a video clip depicting common problems experienced by the group would be appropriate (no more than 2 minutes).

Note: While you will be graded on your ability to creatively present the content, it must be substantive.

2. The presentation is expected to be between 30-40 slides.
3. The last slide of the presentation should be the “Reference” page and is not included in the slide count.
4. All information must be in APA format (i.e. in-text citations, bibliography)

See syllabus for additional instructions.

Important Deadlines

What's Due	Due Date
Sign up for a group via Blackboard	March 24, 2014
Pick a topic and have ONE group member post to Group discussion board for approval by professor	March 31, 2014
Professor will review findings	April 11, 2014
Professor will review rough draft of PowerPoint	April 18, 2014
Submit Assignment to Blackboard	April 23, 2014

Social Challenges Group Project

RUBRIC

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized
Content	Covers topic in-depth with details and examples. Subject knowledge is	Includes essential knowledge about the topic. Subject knowledge appears to be	Includes essential information about the topic but there are 1-2 factual	Content is minimal OR there are several factual errors.

	excellent.	good.	errors.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Collaboration	Routinely provides useful ideas when participating in the group and in online discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in online discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in online discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in online discussion.
APA	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format	Very little or no source information was collected.
Length and Format	Double-spaced, 12 point font. Title. Name, course, and section. Appropriately 800-1000 words	Double-spaced, 12 point font. Almost no problems with title, font. 800-1000 words	Very few errors in title, font, and spacing 800-1000 words (+/-150).	Extensive problems with titles, font, and spacing. 800-1000 words (+/-200).
Presentation	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content
Rough Draft /Peer Review	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and peer makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.

Creativity	Product shows a large amount of original thought. Ideas are creative and inventive	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
-------------------	--	---	--	---

Created using Rubricstar.com on March 21, 2014

Online Learning Theory Explanation

The activity uses several fundamental design elements of the learner-center model for the Online Collaborative Learning (OCL) theory. Murphy (as cited by Koohang, Riley, & Smith, 2009) presented an important overview of the constructivism learning theory. He posits that learners should be encouraged to present multiple perspectives and representations of concepts. To that end, this group activity incorporates social negotiation to select a topic, fact find and problem solve.

The research requirement in this activity promotes knowledge construction. The instructor serves as a guide providing oversight to the activity. Murphy (as cited by Koohang, Riley, & Smith, 2009) found that students have a central role in mediating and controlling learning. There are a plethora of social challenges within the assigned populations. Students must explore the social problems; collect data and problem solve to build a substantive case for their presentation.

Constructivist collaboration entails the sharing of alternative viewpoints, and challenging alternative points of view (Harasim, 2012). Using OCL, the group members use collaborative dialogue to present ideas, assign duties and responsibilities, and develop a timeline. As the student develop a plan of action, they will experience decision making, critical thinking, autonomy, team building, and personal responsibility for learning. Furthermore, the learner's beliefs and attitudes are an important factor in this knowledge building process. The feedback discussion forum will allow the students to reflect and provide peer review of member contributions.

References

Harasim, L. (2012). *Learning theory and online technologies*. New York, NY: Routledge

Koohang, A., Riley, L. & Smith, T. (2009). Elearning and constructivism: From theory to application. *Interdisciplinary Journal of E-learning and Learning Objects*, 5. Retrieved from <http://www.informingscience.us/icarus/journals/ijello>