For your final project, you will investigate an equity issue of your own choosing and teach the class about what you find in a “poster session.” This may or may not involve creating a physical poster.

There are a wide range of potential topics for this project ranging from broad areas such as special education, socio-economic, racial, or gender equity, and English Language Learners, to more specific questions related to school vouchers, home schooling, or the fairness of high-stakes testing to various student populations. Essentially, you can select any topic you want as long as it relates to some aspect of equity.

Try to select a topic about which you are passionate and/or you want to study in more depth.

Feel free to contact me to discuss ideas you have for a topic.

Be creative!

* Class members will be randomly assigned to one of three groups. When it is your group’s turn, each group member should select an area in which to showcase their project. Class members not in the presenting group will circulate among the projects being presented. Each group will have 30 minutes for presenting their projects to the circulating audience.
* You do not need to make a formal presentation; your classmates should be able to wander around to different stations at different times. If you want to make a brief presentation of your results, you should limit it to 5 minutes or less to convey the main ideas. You may create a poster, use a PowerPoint if you bring a laptop, or use some other creative mode of presentation.
* Think about the ways in which you can explain your ideas most clearly to a wide variety of viewers, including visual and kinesthetic learners. As stated above, alternative formats to posters are accepted and encouraged.
* Think about the ways in which you will get feedback from those visiting your station and how you will assess what they learned from you. Incorporate an interactive component to your presentation in which you gather feedback from the audience and respond to their questions.
* In addition to the presentation, you must submit in writing, a list of your references and other resources, as well as a discussion of how you found the information and how you determined its authenticity.

## Your score on this project will be determined by doubling the highest score you attain in any area of the rubric, adding the other two rubric scores achieved, multiplying this sum by 2 and adding 1 to the product. For example, if you attain 3’s on all three components of the rubric your score will be ((6 + 3 + 3)\*2) + 1 = 25. If you attain a 3, 2, and 1 on the three components of the rubric your score will be: ((6 + 2 + 1)\*2) + 1 = 19.

## Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | Participation at others’ presentations | Presentation | Preparation |
| 3Meets Expectations for Excellence | Attended all presentations and respectfully contributed to the discussion at each. | Made a succinct, clear presentation of the main ideas in interesting and helpful ways (verbal, graphic, written, demonstration, etc.). Engaged viewers in learning about the topic and assessed their understanding. | Presentation indicates extensive preparation using multiple, valid sources, including peer-reviewed journals. Provides reference list for all citations. At least 5 credible references are used. |
| 2Meets Expectations for Passing | Attended and was actively involved in discussion at most presentations. | Was prepared to present. Made a succinct, clear presentation of the main ideas visually, verbally, or through a demonstration. Provided some opportunity for feedback from viewers. | Presentation indicates that the presenter clearly researched the issue using 3 or 4 valid sources.  |
| 1Meets some but not all Expectations | Attended but did not actively participate in the other students’ presentations. | Was not ready to present when first called; made a minimal presentation. | Presentation gives some indications that the presenter researched the chosen issue. |
| 0No participation | Did not attend. | Did not present. | Did not research the issue. |