Introduction to Psychology

Renewable Assignments

By Vernon Percy and Mary Wiseman
Bay Path University

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OER Information

OER Name: Introduction to Psychology: OpenStax Psychology
URL: https://cnx.org/contents/4abf04bf-93a0-45c3-9cbc-2cefd46e68cc

Grant Requirements

DOER Fellows will create and submit **three** complete renewable assignments, each including:

- The name and URL of the specific open educational resource the renewable assignment is designed to be used with,
- A set of clear and complete instructions for completing the renewable assignment,
- A rubric for grading the renewable assignment (typically presented as a table) that clearly specifies:
    - at least three levels of possible student performance (e.g., poor, acceptable, excellent),
    - the criteria by which the renewable assignment will be evaluated (e.g., use of supporting evidence), including criteria determining whether or not excellent student work might be eligible for remixing into future versions of the OER itself (e.g., licensing),
    - a description of what student performance looks like for each criterion at each level of performance (e.g., a "poor" rating for the criterion "use of supporting evidence" might read "no supporting evidence is provided"),
- Guidance to faculty who have adopted the specific OER regarding how to use the renewable assignment with students (e.g., "use this assignment to assess mastery of material covered in section 5.7 of the OER in place of related items on an end of chapter quiz"; "have students present their projects in class for review and rating by their peers"), and
- A sample completed assignment, together with a completed rubric for the assignment, on which the sample assignment receives the highest rating for each criterion.

Assignment 1: Nature vs Nurture Debate

Overview:

If it is our culture and society that make us human, what role does our genetic make-up play? Aren't we born with certain instincts?

Those taking the nature side argue that behavioral traits can be explained by genetics. Those taking the nurture side argue that human behavior is learned and shaped through social interaction.

Which of these arguments is right?

Students will:

- Create debate notes.
- Source Creative Commons Licensed Videos for dubbing.
- Edit video's audio track to include debated notes.
- Submit the video to the Discussion for classmates to 'comment upon and cross debate' discussion.
  - Each student will also reply to at least 2 other classmates' dubbed video submissions to demonstrate their knowledge of the opposing side of the debate
- Submit written notes, with all sources as an Assignment to faculty

Instructions:

Dub Debater Requirements:

Dub Debates will be created within a 3 minute video using a technique called dubbing, mixing or re-recording wherein an existing video's audio is added to or supplemented.

Please view this example to get an idea of what a dubbed video looks like and allow your imagination to start percolating.

Debaters must:

- Prepare notes on your side of the debate
  - Google Docs is recommended for storage
- Include at least three specific reasons for your position
- Include quotes from sources that back up your position
- Prepare a list of sources you used, using APA citation formatting
- Be familiar with your arguments so you can read from your notes and prepare your video's audio track

- Locate a Creative Commons-licensed video to dub/edit.
- Edit your audio track, to include your side of the date and points
  - [Navigate to this website for instructions](https://help.apple.com/imovie/ipad/2.2/) [https://help.apple.com/imovie/ipad/2.2/]
- Try hard to convince the audience and have fun!

Instructor Notes:

This assignment is intended to move the debate into the multimedia realm, introduce students to Creative Commons resources, encourage the use of digital tools and allow students to 'hold the debate' in the online discussion and add opposing viewpoints.

Students may create videos individually or in pairs. For instructors who may be apprehensive about digital tools and editing pre existing movies, please follow instructions on this Google Doc.

Assignment Workflow:

- Follow the steps in this Google Doc to create your video.
- Submit your final video to this assignment.
- Join the discussion [in person or online] and add your viewpoint.

Rubric:

Nature vs. Nurture Dub Debate Video Assignment Rubric

Criteria	Exemplary	Standard	Below Standard	No Marks	Points
Video Entrance	Applies musical introduction. Beginning title involves viewer and creates anticipation.	Title and/or introduction is present in video. Beginning video scene[s] evoke the viewer to continue.	Title is present. Work is haphazard or inappropriate. Little content present to attract viewer.	No title applied. Work is messy or missing. No content present to entice viewer.	**20**
Production Skills	Production and technical skills illustrate thoughtful planning, creation and execution within final video. Production challenges solved by student and/or team.	Production and technical skills show some thought in the planning, creation and execution of final video. Most production challenges were solved by student	Production and technical skills show little planning in the creation and execution of final video. Technical errors remain in final video. Production challenges were	Final video shows careless approach and minimal attention given to production and technical skills.	**20**

		and/or team.	not solved by student and/or team		
Technical Skills	High level of creative thought and technical literacy is apparent in approach to dub video selection. Student ideas successfully interjected via editing steps. Professional approach to work is apparent.	Creative thought and technical literacy is apparent in approach to dub video selection. Student ideas are present due to editing steps. Thoughtful approach to work is apparent.	Some thought is apparent in approach to dub video selection. Student ideas are present due to editing steps. Some care is given to work.	No thought is apparent in approach to dub video selection. Student ideas are unclear and not supported via the editing steps. Little thought or care given to work.	**20**
Content	Original video chosen to be dubbed is licensed under Creative Commons. Dubbed content contains at least 3 references to position expressed.	Original video chosen to be dubbed is licensed under Creative Commons. Dubbed content contains at least 2 references to position expressed.	Original video chosen to be dubbed is not licensed under Creative Commons.Dubbed content contains no references to position expressed.	Selection of original dub video is not a Creative Commons License video. Dubbed content does not contain reference to position expressed.	**20**
Exit	Final video credits are present. Final video closing is planned and is cohesive with entire production.	Final video credits are present. Final video closing shows some thought, plan and unity with entire production.	Final video credits are present. Final video closing occurs with little thought, plan and ends abruptly.	Final video credits are not present.	**20**
Total					**100**

Sample Assignment:

- **Nature vs. Nurture Dub Debate Video Assignment**

Assignment 2: Brain and Biology Infographic

Overview:

Students will research and identify a behavior, emotion, or perception and demonstrate [within an infographic]; how the nervous system and brain work to manifest this experience and how the different neurotransmitters, brain structures, and body tissues are involved in manifesting the behavior, emotion, or perception.

Create an infographic, a visual image such as a chart or diagram used to represent information or data *"a good infographic is worth a thousand words".*

Students will:

- Research a behavior, emotion or perception.
- Demonstrate comprehension, of research, via an infographic.
- Create an infographic.
- Submit infographic and APA reference page and written research.

Instructions:

Identify the different neurotransmitters, brain structures, and body tissues involved in manifesting the behavior, emotion, or perception. Then, select a behavior, emotion, or perception and demonstrate how the nervous system and brain work to manifest this experience.

Then, you will design an infographic, a visual image such as a chart or diagram used to represent information or data *"a good infographic is worth a thousand words".*

Looking for some inspiration? Check out this Fight or Flight infographic.

Instructor Notes:

Infographics allow visual demonstration and representation of content. Faculty who may be apprehensive about digital tools may wish to consult resources on this Google Doc and/or provide students with one or more pre-selected tools, such as:
- Piktochart
- easelly
- Canva

Assignment Workflow:

- Follow the steps in this [Google Doc](#) to design your infographic.
- Answer the following three questions:
  - Does the behavior involve a specific neural pathway? What brain structures do the neurotransmitters travel through?
  - What are the brain structures involved? (thalamus? cerebral cortex?)
  - What neurotransmitters are involved? (dopamine, serotonin?)
- Submit your completed infographic to this assignment.

Rubric:

Brain and Biology Infographic Rubric

Criteria	Exemplary	Standard	Below Standard	No Marks	Points
Infographic Design: Layout, color scheme & fonts	Layout and color choices are visually present in overall design and support content. Font choice is legible and consistent with overall style.	Layout and color choices are somewhat present in overall design and attempt to support content. Font choice is stylistically inconsistent with overall design.	Layout and color choices could use more attention to overall design and detail. Font choice distracts from legibility and not consistent with overall style	No layout. Design elements are random within final product. Fonts are challenging to read and distracting to overall style.	25
Content: Facts, quality and quantity of data and references	Demonstrates creative approach and application of researched facts. Data is clearly and pleasantly visual in design and includes references.	Demonstrates appropriate application of researched facts. Data is clearly visual in design and includes some references.	Demonstrates some application of researched facts. Some data is included in design. References are not present.	No facts, data or references are present.	25
Clarity: Central idea is efficient & clearly presented	Central idea is obviously presented and comprehensive.	Central idea is presented and mostly comprehensive.	Central idea is not clearly present and only somewhat comprehensive.	No central idea is present.	25

Representation: Design complements content. Choice of visuals matches content & claim	Elements of design clearly and creatively coordinate with central idea. Visual connection and unity are apparent.	Elements of design clearly coordinate with central idea. Visual connection and unity are somewhat apparent.	Elements of design do not coordinate with central idea. Visual connection is unapparent.	Elements of design do not correspond nor convey any meaning.	**25**
Total					**100**

Sample Assignment:

- **BioPsych- Brain and Biology Infographic Assignment**

Assignment 3: Psychology Factors Audio Interview

Overview:

Students will:

- Choose a psychological disorder to research.
- Research chosen disorder and interview an expert in the field.
- Prepare an audio podcast.

Instructions:

Today's psychology studies how biological, psychological, and sociocultural factors interact to produce specific psychological disorders. This perspective helps us understand that our well-being is affected by our genes, brain-functioning, inner thoughts and feelings, and the influences of our social and cultural environment.

Use the biopsychosocial perspective to analyze a psychological disorder (i.e.generalized anxiety disorder, major depression, Schizophrenia, etc) with an expert in the field or by connecting with a classmate and doing some in-depth research.

Questions to Ask During the Interview:

- What biological influences may have led to the disorder?
- What psychological influences are at play?
- How does the role of society and culture impact the person?

Example Interview:

Share this Example Interview with students as an exemplar.

Tips for Recording:

Share these Tips for Recording with students.

Instructor Notes:

Students may contact and work with an expert in their chosen psychological disorder, or work with a fellow student to research and report [via the audio recording] their findings. Faculty apprehensive working with audio editing tools, consult this Google Doc for support.

Assignment Workflow:

- Connect with an expert in your chosen psychological disorder, or connect with a fellow student.
- Follow the steps in this Google Doc to create your audio project.
- Submit your final project via Google Drive with your instructor or upload it to this assignment.

Rubric:

- Audio/Podcast Rubric

Sample Assignment:

- **Psychology Factors Audio Interview Assignment**

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