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**Human Animal Interaction Group Presentation Instructions: 60 Points**

**Evolution and Behavior, Psych 160, Fall 2020**

**Step 1: Find a Group (Week 12)**

During Week 12 we will set up our presentation groups. Groups will consist of roughly 4 people. Please sign up for your group using the following link. Signing up for your group will constitute Week 12’s asynchronous participation activity. You can sign up for your preferred human-animal interaction or by preferred group mates using the following link:https://huntercollege68.padlet.org/skung/Human\_Animal\_Interaction

1. Koko the Gorilla

2. Alex the Parrot

3. Pavlov and his Dogs

4. Chaser the Border Collie

5. Clever Hans the Horse

6. Cher Ami the Pigeon

7. Peter the Dolphin

8. Balto the Dog

9. Kanzi the Bonobo

10. Washoe the Chimpanzee

11. Echo the Elephant

12. Harlow and his Monkeys

**Step 2: Setting up and Accessing Padlet**

Our next step will be to begin our group presentation. As I recognize that group presentations are difficult to organize, we are opting for a presentation format that will allow you to work collectively as a group but allow for the flexibility of doing so on your own time.

Each group will have their own Padlet allocated to them (see direct links below). You will need to have one group member sign up for a Padlet account in order to begin this process. You will then upload your link as a part of Week 13’s assignment. Please do discuss the format with your group-mates and make sure there is a consensus regarding the direction of the project. Please also do not share the assignment instructions with anyone outside of class, I would prefer to avoid any type of Padlet-bombing.

**Padlet Links**

1. Koko the Gorilla: [Insert Links Here]

2. Alex the Parrot:

3. Pavlov and his Dogs:

4. Chaser the Border Collie:

5. Clever Hans the Horse:

6. Cher Ami the Pigeon:

7. Peter the Dolphin:

8. Balto the Dog:

9. Kanzi the Bonobo:

10. Washoe the Chimpanzee:

11. Echo the Elephant:

12. Harlow and his Monkeys:

**Step 3: Creating Your Visual Presentation**

 Padlet is basically a virtual bulletin board. You can post text, images, videos, voices, and

more! For these reasons it’s an ideal tool for us to use. We’ve used Padlet a few times in

class already, particularly at the start of the semester, so hopefully the foundations of

using this tool are vaguely familiar. If you get stuck, check out the instructions in this

video (<https://www.youtube.com/watch?v=delW1Jtoq_w>) or check out this great guide

Hunter’s Center for Online Learning created (<https://padlet.com/sckung/padlet>)!

Each Padlet template I created is called a “Wall” in terms of formatting. However, there are many other kinds. I am happy for you to pick whichever format you’d like (<https://padlet.com/support/padlet_layouts>) however, pick one that makes sense for the material you’re presenting. For a logical flow, perhaps pick “Stream”.

Usually, this presentation occurs in class and so this is the first time we are attempting this exercise in a remote/online format. Therefore, I do not have examples that you might be able to use to model your assignment from. However, I have found some examples online from other courses. Note that these may not fit the requirements/criteria for this assignment but they may be helpful in formulating your thoughts/ideas!

* Example 1: <https://padlet.com/smjohnson278/ffpchwwz4c>
* Example 2: <https://padlet.com/gallery/dinos>
* Example 3: <https://padlet.com/corbin_leisner/i7651vbealtc>

**Step 4: Assignment Criteria**

* In order to successfully obtain full points in this assignment. Each group member must contribute ***equally*** to the presentation. For each item added to the Padlet, please place the initials of the individuals who worked on that specific item. If you find this to detract from the visual appeal of the Padlet, you can also create a separate tile, or somehow link a word document etc that breaks down who worked on what.
* Each group member must “speak” in the Padlet presentation. I encourage you to do this with a visual aid, for example video record yourself or if you cannot be on camera while you record, review an image/slide and perhaps draw on it. You can upload both video and audio files to Padlet directly, and you can also record using free screen recording tools like Loom (<https://www.loom.com/education>). I am also happy for you to be creative! For example, TikTok can be a great platform to record videos and you may be more familiar with it. As long as you can upload or embed the link into the Padlet you are free to choose whatever tool you’d like.
* It should not take more than ***10-15 minutes*** for your audience to review your Padlet presentation. That means that if you have videos, an activity, and images etc., that you should consider the amount of time those activities add up to. Cumulative audio/video length should not exceed 10 minutes and that includes any supplemental videos you decide to include (like YouTube clips).
* Sources: You need to locate a minimum of two sources (although you may find that you use more). I am happy for you to use articles or peer-reviewed sources or appropriate non-peer reviewed sources. If you include a non-peer reviewed source please use your best judgement to evaluate its authenticity. If you have questions regarding a source’s validity, please e-mail me.

o You must cite your sources appropriately. Be sure to cite the source on the slide (either within the text, or at a bottom corner), as well as at the end of the presentation. You may use whatever format you’d like (MLA, APA, Chicago, etc.) however, you must use it consistently throughout the PPT. Simply including a link will not count as a proper citation of sources.

o You can use videos from YouTube but these do NOT count towards your two sources. You’ll need to locate other sources to fulfill criteria. Please be cautious with using videos as your Padlet presentation should not exceed 10 minutes in length. You have a lot of material to review and discuss so find creative visual ways to relay the material (graphics), mini audio/video recordings and more.

**Step 5: Grading and Rubric**

This project is worth 60 total points or 20% of your final grade. The Padlet presentation, 50/60 points, will be graded as a group unless certain circumstances arise in which individuals within a group may be graded. 50 points total will be allocated towards the Padlet presentation. 10 points will stem from providing peer feedback to two other groups. Please see the grading rubric below:

* Who is involved in the relationship? (15 points): Identify the history of the animal involved, and how the relationship formed.
* What is unique about this relationship? (15 points): What is the animal known for? If it’s a scientific task, please explain the research and discuss what was found. If it’s a way in which an animal helped society, please explain the context and assess what the animal accomplished. What are the benefits to both the human and animal in this interaction? Are there disadvantages to this relationship?
* Grammar, mechanics, spelling, format (10 points)
* Come up with an engaging online activity for your classmates (10 points): This can take the form of asking a critical thinking question, playing a group memory game on-screen, playing charades, etc. Please be creative with the component! If you are unsure of the appropriateness of your brief class discussion, please e-mail me.
* Peer feedback: Provide feedback on TWO other group’s Padlet presentation (instructions to follow, but I will assign what groups you provide feedback to). The groups you need to review can be found [here,](https://huntercollege68.padlet.org/sb4894/t0gn92cweysn193d) and the worksheet to fill out can be found [here](https://docs.google.com/document/d/11x5Gt_B1QBwy9ohsWFztbdLYpyIACSSbEDrS-YdlP7s/edit). You will then have roughly a week to complete peer feedback due on Wednesday, December 17th by 11:30am. No late peer feedback will be accepted. Any peer feedback submitted after the due date will be marked as a 0/10.

As presentations will need to be reviewed by myself and your classmates, **your group presentation Padlet must be completed by Wednesday, 12/9 by 9:45am.** You will have a 24 hour grace period and can submit until Thursday 12/10 by 9:45am without incurring a late penalty. The submission will be deducted 15% for every day it is late. No assignments will be accepted after 7 days. You will then have roughly a week to complete peer feedback due on Wednesday, December 17th by 11:30am. No late peer feedback will be accepted. Any peer feedback submitted after the due date will be marked as a 0/10.

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| **GRADING RUBRIC** |
| **Points** | **Criteria** | **Excellent** | **Satisfactory** | **Unsatisfactory** |
|  **/15** | **Who is involved?** | In-depth synthesis of thoughtfully selected aspects of who is involved in the relationship. | Goes into some detail explaining some aspects of who is involved in the relationship. | Identifies some general aspects of who is involved in the relationship. |
| **/15** | **What is unique about this relationship** | Synthesize, analyze and evaluate thoughtfully discusses what is unique about the relationship. | Synthesizes clearly some directly appropriate ideas about what is unique about the relationship.  | Restates some general ideas about what is unique about the relationship.  |
| **/10** | **Grammar, spelling, mechanics etc.** | No spelling or grammar errors.Meets all formal and assignment requirements and evidences attention to detail; assignment is neat and correctly assembled with a professional look. | Few spelling and grammar errors.Meets format and assignment requirements; assignment is neat and correctly assembled. | Many spelling and grammar errors, use of incomplete sentences, inadequate proofreading. Fails to follow format and assignment requirements; neatness of assignment needs attention. |
| **/10** | **Engaging online activity for classmates** | Provides an exceptionally creative, and thought-provoking in class activity. | Provides an engaging class discussion, meeting all requirements in a satisfactory manner. | Inadequate thought-provoking in class discussion.  |
| **/10** | **Peer feedback** | Provides thoughtful and insightful reviews with constructive feedback to TWO other groups. | Provides satisfactory reviews with constructive feedback to one to two other groups. | Provides inadequate reviews to zero to two other groups. |
| **TOTAL:** **/60** |  |   |   |   |

**Step 6: Additional Questions?**

 Contact me at sb4894@hunter.cuny.edu