

EXS 297 Motor Behavior
Contestant Group Project Information

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The Scientific Approach to Minute-to-Win-it!

Most of you have seen or at least heard of the game show, “Minute-to-Win-it”¹. In this show, contestants are given simple, yet challenging tasks to complete in one minute to advance to the next level. The task (here on referred to as games) utilize simple basic items often found around the house or office. The objective of this group project is to incorporate information from class into the development of a scientific approach to prepare a team for successful participation in a mock game show of “Minute to Win It”.

Project Product – A Team Preparation Guide for Minute-to-Win-it

The guide will be presented as a packet (in written form) organized using the following sections and minimally including the information appearing in the Project Outline below. Refer to the rubric on the second page for expectations and assessment criteria. [No loose-leaf notebooks, please].

Project Outline

The title page must include the lab time, the team’s name and the names of all group members. All information included must be referenced if it is not original. Please be aware that all information that is word for word from a source or images taken from outside sources **MUST** be cited or it will be considered plagiarized (refer to your syllabus and the class web-site for more information). APA format is preferred (information can be found on web site), but other formats are acceptable as long as the format is consistent throughout.

I. The Contestant Ability Profile

- a. An ability profile will be conducted and presented for each group member*. This will include a summary of people’s ability strengths and weaknesses (if they exist). You may also want to relate this to the types of skills for which each individual may be predestined for success (or not).
- b. Matching Contestants with Games
For each game, present your choice of contestant which supporting rationale for that choice.

II. Designing the Learning Experience

Develop the learning experience for the contestants to learn the tasks and prepare for the game show. Include what each group member prepared (similar to the lab assignment for 4/5).

III. Complete Learning Package

Compile all the information from section II into one complete composite of the entire learning/preparation experience with all the topic information integrated together.

IV. Assessing the Learner

Include information on how you plan on assessing the learner throughout the learning experience. Be as specific as you can and include information on when, what and how you will be doing the assessment.

V. The Game Show – April 25-26th in lab!

Summarize as to your group’s readiness for the Game Show. Include any other preparations you will be doing that day for each or all of the contestants.

Reference List (if you included information that had to be cited)

* Include the individual ability forms in the appendix at the end of the document

¹ Information regarding this NBC game show can be found at: <http://www.nbc.com/minute-to-win-it/>

Team Preparation Guide Assessment Rubric

A - Level

Guide was exemplary and exceeded expectations. Information was accurate and complete. Concepts were explained well with sufficient information. Detailed applications were made for each of the concepts and the entire learning experience integrated all the information into a coherent, realistic and appropriate instructional plan. Learner assessment information was clear and specific. The guide was well-organized, attractive, easy-to-follow and professionally done. Relevant extra information and illustrations was included which enhanced the usefulness of the guide. Formatting was consistent throughout the document. Very few, if any, technical errors were noted.

B - Level

Guide met expectations with the majority of the information being accurate and complete. In some cases, ability profiles and/or game matching information could have been more detailed. Most concepts were explained well with sufficient information. The details of the applications were made for most of the concepts, however their integration into the entire learning experience most likely could have been expanded. Learner assessment information was appropriate and sufficient. The guide was for the most part well-organized, attractive, easy-to-follow and professionally done. Formatting inconsistencies, if they existed, were minor. Very few, if any, technical errors were noted.

C - Level

Guide was fair and attempts were made to apply the course content accurately and effectively into the learning experience. Ability profiles and/or game matching information could have been more detailed. Sufficient depth in concept applications was lacking and/or required content was missing. Integration of the information was limited. Some errors in content and/or in applications were found. The provided assessment information was likely very general. The guide was basic and lacked visual appeal, depth of content and/or direction. Content format was likely inconsistent throughout the guide and/or there tended to be a lack of a coherent approach to the team preparation plan. Technical errors were noted.

D-level

The guide overall was weak and failed to meet expectations. Basic content requirements were not met and/or lacked depth. The guide was incomplete or based on its content, considered to be not very effective for providing assistance for contestant preparation. Numerous errors in content and/or in applications were noted. Some information may have been accurate; however it was very superficial. Assessment information, if included, was vague. Content format was inconsistent throughout the guide and/or there was a lack of a coherent approach to the team preparation plan. Concept applications, if made, tended to be very basic and/or inaccurate. A number of spelling and/or grammatical errors were found.

E-level

The guide was not professional, shoddily constructed and did not include the majority of the required elements. It could also be that the guide included plagiarized material.