The Emerging Professional Assignment 2(Group): Group Presentation

**(40 marks / 20% of total grade)**

**Due Date: November 12-28, 2018**

Due to recent developments in the local news regarding Diversity in Schools, the MOEYI has decided to hold a national convention under the theme: ***Understanding Diversity in the Classroom”***. Your team is invited to present on a specific type of diversity highlighting five key areas:

1a. Define the selected type of diversity using relevant research. **(2 marks)**

1b. Describe **TWO** **(2)** specific features of the selected diversity, using relevant examples to support each feature.  **(6 marks)**

2. Based on the type of diversity being presented, evaluate **THREE (3)** possibleeffects of thepresence of the diversity within the Jamaican classroom.  **(12 marks)**

3. Examine **TWO** **(2)** practical strategies that teachers can use to manage diversity of this nature in their classroom. **(10 marks)**

 **Diversity Types**

* Learning styles
* Gender roles
* Race
* Ethnicity
* Socio-economic status
* Religion
* Family type
* Language
* Culture
* Interest
* Sexual orientation
* Intelligence

Marks will be awarded for presentation, use of language, references and collaboration.

Presentation……………………………………………………………… **2**

Use of Language (graded individually) and Organization………………...**4**

References ……………………………………………………………..….**2**

Evidence of Team Collaboration..…………………………………….…...**2**

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| **The Emerging Professional: Rubric for Oral Presentation****Assignment 1: Diversity** Topic being presented: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Names of group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |
|  | **2 marks** | **1 mark** | **½ mark** | **0** |
| **Definition of the selected type of diversity** | A clear referenced definition of the selected type of diversity is provided. The support used is relevant. | A referenced definition of the selected type of diversity is provided. There is, however, issue with clarity.  | A definition of the selected type of diversity is provided. There is no research support and greater clarity is needed.  | The type of diversity is not defined |
|  | **5 - 6 marks**  | **4 marks** | **2-3 marks** | **1 mark** |
| **Description of the type of diversity** | Description of two **(2)** features of the type of diversity, using relevant examples to support each feature.  | **Two (2)** described features of the type of diversity are satisfactorily explored using relevant research support. | **One (1)** feature of the type of diversity is fully described using relevant research support. | **One (1)** feature` of the diversity is explored, but lacks relevant research support, clarity and depth. |
|  | **10-12marks** | **7-9 marks** | **4-6 marks** | **0-3 mark** |
|  **Evaluation of three (3) effects of diversity**  | Fulsome Evaluation **of three (3**) effects of the presence of the diversity within the Jamaican classroom. |  Evaluation of the **three (3)** effects of the presence of the diversity within the Jamaican classroom discussed, however there is need for greater depth. |  Evaluation **of two (2**) effects of the presence of the diversity within the Jamaican classroom discussed.  | Limited discussion of **one**(1) effect of the presence of diversity within the Jamaican classroom. |
|  | **8-10** | **9-7 marks** | **4-6 marks** | **0-3** |
| **Two (2) practical strategies**  | Two (2) relevant and practical strategies that the teacher can use to manage diversity in the Jamaican Classroom thoroughly examined | Two (2) relevant and practical strategies that the teacher can use to manage diversity in the Jamaican Classroom is examined, however, greater clarity needed. | Two (2) relevant strategies given however the practicality was not thoroughly explored | One (1) strategy provided however it was unsatisfactorily examined. There is also issue with relevance and practicality. |
|  | **2 marks** | **1 mark** | **½ mark** | **0 mark** |
| **Presentation** | The presentation is highly creative and original. A variety of techniques are employed to effectively engage the audience. | The presentation is fairly creative and original. The audience is satisfactorily engaged.  | The presentation displayed limited display of originality and creativity. The audience is not engaged. |  |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| **Language and organization** | There are no language errors. Presentation is effectively organized and executed. | There are 1-3 language errors. Presentation is adequately organized and executed. | There are 4- 7 language errors. Presentation is disorganized and ineffectively executed in some areas. | There are more than 7 language errors. The presentation is not effectively organized and executed. |
|  | **2 mark** | **1 mark** | **0 mark** |
| **References** | Students appropriately cite at least 5 relevant references in accordance to APA 6th edition. | Students appropriately cite 1-4 references ORThe references cited do not consistently adhere to APA format.  | No reference is cited in the presentation |
|  | **2 marks** | **½- 1 mark** | **NOTE CAREFULLY** |
| **Evidence of collaboration** | There is clear evidence of individual contribution and group collaboration  | There is limited evidence of individual and group collaboration.  | **Failure to effectively participate in group activities can result in the revision of your individual grade.** |

Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_