Article interpretation/presentation assignment

During the middle part of the semester, students will work in groups to present to the class some key details and results from one of the assigned research articles.

There are 4 group article presentations (see "Schedule of topics" web page for dates). This means that each group will have about 6 members. I will provide a presentation preferences form where you can submit your top choices for research topics, and optionally request collaborators to work with (or identify people not to work with). I will do my best to honor collaborator and topic requests as far as possible.

This assignment contributes 20% to your course grade. Your grade for the overall assignment consists of 10% from individual preparation tasks, 40% from individual presentation components, 30% from group presentation components, and 20% from the self and peer evaluation (which includes points for simply submitting the evaluation).

Specific grading criteria for the parts of this assignment are provided separately.

Content to include in the presentation

The presentation should include the following points. **Numbered** points are the responsibility of **individual** group members (if your group has fewer than 6 members, I can help distribute responsibilities). The point labeled (ALL) should be worked on as a **group**, although someone specific should be designated to present it to the audience (this might work well for the group member in role (6)).

The group should collaborate to decide **which experiments** to discuss in the presentation (if necessary, I can help with this decision).

(ALL)   What is/are some **big-picture research question(s)** addressed by your article?

(1)   Choose one **experiment** described in your article and explain the **design**:
  - What specific **measurable research question(s)** were addressed? How do the measurable research question(s) **relate** to the big-picture research question? Make sure you give the measurable research questions in a **quantitative** form, such as: "Is A larger than B?" / "Does Y increase when X increases?"
  - What was the **methodology**? (Participants? Materials? Task?) If stimuli are included in the article, give one **example stimulus** from each **condition** of the experiment and **explain** how the design of conditions and stimuli relates to the measurable research questions.
  - Note: If aspects of the methodology are shared across experiments in the article, the people in roles (1) and (3) should collaborate on the shared points, and they are encouraged to write some slides together if appropriate.

(2)   What were the **results** of the experiment chosen in (1)?

- Give a summary of the **overall findings** of your experiment, paying attention to which effects were found to be **statistically significant**. (Showing a large data table on screen is generally less effective than showing relevant subparts of the results and summarizing them in words.)
- Relate the results back to the measurable research question(s)—confer with the group member in role (1) on this. Were the question(s) answered? How?
- Your discussion should include at least one **data graphic**. (Note that this does *not* mean the same thing as a data *table*!) If your article includes a data graphic for the experiment you are discussing, you may use that. If your experiment has no data graphic, or if you would prefer to make one, you may use numerical data from the article to create your own data graphic.
  - **Show** the data graphic. You can use a screenshot from your source; just be sure to give a page-number citation on the slide where you show the graphic.
  - **Parse it**: What are the axes, category labels, etc.? Why are they *meaningful* in the context of the study/the research questions?
  - **Interpret it** *(this part is very important!)*: Explain how the graphic *illustrates* the result, or lack of result, under discussion—tell the audience *what to look at* in order to *see the point*.

(3)   Repeat point (1) (**design**) for a second experiment in the paper. As noted above, it may be helpful for the people in roles (1) and (3) to collaborate if multiple experiments use aspects of the same methodology.

(4)   Repeat point (2) (**results**) for the experiment in point (3).

(5)   Prepare at least two **interactive activities** for audience participation, relating to important ideas from the article.

- The activities can be included in the presentation at **any point**, including the middle of another student's content (if that student agrees). The activity creator is encouraged to collaborate with group members to find good discussion points.
- The **format** of the activities is up to the activity creator and might include small-group discussions, quizzes, etc. Make the audience's task or goal **specific** so everyone knows what you want them to do. Give the audience an opportunity to get talking and make a contribution to the discussion.
- Follow up each activity with a **debriefing**: summarize what point(s) the audience was supposed to get out of the activity.

(6)   **Discuss** problems, conclusions, and implications from the article.

- Identify **problems** or **concerns** with the experiments discussed in the presentation, or their interpretation by the authors, if any. Include any problems or concerns raised by the authors; you are also encouraged to think of your own.

- Conclude the presentation with a **discussion** of how (or whether) the experiment results answer the **big-picture question(s)** your group has identified. Confer with the group members in roles (2) and (4) for this.
- **Relate** the article to at least three concepts, questions, or themes from our course. For example, are there any implications for **reading education**? Do the results of the article show effects of any of the areas of **linguistic structure** that we have discussed? Do the results of the article build on, or call into question, results from an article previously discussed?

Structure and format of presentation

- The presentation should be **at least 25 minutes**, including the interactive activities. (Many presentations are considerably longer than 25 minutes—that is fine.)
- Prepare **slides** for your audience that include your main points and any example stimuli, numerical data, or data graphics you will be discussing.
  - Each student will contribute their own slides for their area of responsibility, but when you give the presentation, have all content combined into **one set of slides**.
  - The group is encouraged to collaborate on editing the slides before the presentation.
- **Submit** the final combined version of the slides on Canvas (in "Assignments") by **2:30pm** on the day of your presentation so that I can read them before class and make notes. You may edit and update your submission after 2:30pm, but please let me know if you have done this.

Individual components

- You will each submit short individual assignments on Canvas, identifying or discussing aspects of your group's article. Details will be provided when these are assigned.
- During the group presentation, the content of your assigned presentation point will be graded for you individually (on the basis of the expectations listed above).

Self and peer evaluation

- Your **self and peer evaluation** (details provided separately) is due on Canvas (in "Assignments") by **11:59pm** on the weekday following your presentation, that is, on a Wednesday for a Tuesday presentation.