## EDU 330: Critical Thinking Assignment

**Learning Target:**

I can synthesize research on a topic relevant to educational psychology and my teaching, and I can communicate that synthesis effectively using a format appropriate for a specific audience.

### Assignment Overview

In this assignment, you will identify an educational psychology issue that is personally meaningful and conducive to critical thinking. You will research this issue, synthesize key ideas from relevant scholarship, and communicate your thinking using a format that is usable and appropriate for a clearly identified audience.

### Project Steps

1. Identify an educational psychology issue that is personally interesting and appropriate for critical thinking.

2. Locate and engage with credible research sources beyond course materials (minimum of two sources beyond course materials).

3. Identify your intended audience (e.g., parents, school board members, administrators, K–12 students, colleagues, and/or preservice teachers) and explain why this audience is a good fit for your topic.

4. Synthesize research findings in a style appropriate for your chosen audience and format.

5. Select a mode of communication that is usable and appropriate for your audience (e.g., paper, proposal, art project, podcast, website, video, lesson plan, blog, executive summary, social media page – these are examples of possible modes of communications). Your project must include a references section (APA style where applicable).

6. Bring an editable draft of your near-complete project to class for peer review.

7. Submit the final project by the posted deadline.

## Critical Thinking Project Rubric (100 Points)

| Criteria | Excellent | Proficient | Developing | Inadequate |
|---|---|---|---|---|
| Research and Synthesis (40 pts) | 34–40: Demonstrates **strong understanding of educational psychology research**. Ideas are accurately represented, **thoughtfully synthesized**, and integrated to support application. | 26–33: Demonstrates **solid understanding of research** with **some synthesis**, though ideas may rely more on summary. | 16–25: Demonstrates limited understanding; **minimal synthesis** and **weak integration** of ideas. | 0–15: Demonstrates **little understanding**; ideas are inaccurate, superficial, or disjointed. |
| Topic, Audience, and Rationale (30 pts) | 25–30: Topic is **clear, focused, and relevant**. Audience is clearly identified with a **compelling rationale**. | 19–24: Topic and audience are **appropriate**; rationale is present and **generally clear**. | 11–18: Topic, audience, or rationale **lacks clarity or depth**. | 0–10: Topic or audience is **unclear**; rationale is **weak or missing**. |
| Audience Appropriateness & Mode of Communication (20 pts) | 17–20: Mode, tone, and complexity are **highly appropriate** for the audience and enhance usability. | 13–16: Mode and presentation are **generally appropriate** with minor mismatches. | 7–12: **Limited alignment** between mode and audience. | 0–6: Mode and presentation **poorly match** audience needs. |
| Mechanics & References (10 pts) | 9–10: Communication is **clear and polished** for the chosen format. References are included and **appropriately formatted** (APA where applicable). | 7–8: Communication is **generally clear** with **minor mechanical** or formatting errors. | 4–6: **Frequent mechanical** or formatting issues; references may be **incomplete or inconsistent**. | 0–3: **Significant mechanical issues**; references are **missing** or largely inaccurate. |

**NAME:** _____     **GRADE:** _____ / 100