**(PSY330: Learning and Memory**

Assessment 2 - PowerPoint Presentation

Length: 10 minutes (10 slides – including the title page and excluding a reference slide)

Value: 30%

Due date: Friday 4th November Midnight UTC+9:30

**Task**

Research has indicated that performers' mental representation of a motor skill changes over the course of learning. Prepare a PowerPoint Presentation (no more than 10 slides) which discusses the value of attentional focus manipulation in skill development and performance.

The presentation should include these core components:

1. An overall summary of the mechanisms underpinning attentional focus (e.g., task relevance and direction).
2. Discuss how attentional focus manipulation has been used in an applied context to benefit performance in a given skill.
3. Provide an appraisal of the learning advantages which come from manipulations in attentional focus direction – according to research.
4. How might you manipulate task relevance to promote task enjoyment for older populations (e.g., exercise adherence)?

You must submit the presentation slides with a written script.

References on each slide to be included (in smaller text, in the bottom right-hand corner) with a final slide with all references used in the presentation. No need for in-text referencing, mention your references (who they are and their study/s) in your presentation script – as if you were doing this presentation in front of an audience. Do a final slide with all references mention in the presentation.

Related unit outcomes

1. Identify and explain the major principles of learning and memory
2. ~~Describe the empirical evidence and controversies about learning.~~
3. Synthesise theory and research to explain learning and memory in human behaviour and motivation.
4. Evaluate learning and memory theory and research in a reflexive, culturally appropriate and sensitive manner.
5. ~~Integrate and apply learning principles to understand and treat various psychopathologies.~~
6. Integrate theory and empirical evidence to improve memory and learning across the lifecycle.

**Format**

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide 7th edition.

This referencing style shows how to lay out citations and references as well as formats for general types of documents you may need to employ during your study, such as reports,

Information on the APA style guide may be found at the relevant CDU [LibGuide](https://libguides.cdu.edu.au/cdureferencing/apa) or at the APA Style book or [blog](https://blog.apastyle.org/apastyle/apa-style-blog-6th-edition-archive.html).

**Assessment 2 Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **F** | **P** | **C** | **D** | **HD** |
| Summary of mechanisms (6 marks, representative of 6/30%)  | The student has not adequately discussed the relevant theory by giving an overall background. | The student has somewhat adequately discussed the relevant theory by giving an overall background. | The student has adequately discussed the relevant theory by giving an overall background. | The student has comprehensively discussed the relevant theory by giving an overall background demonstrating some critical thought. | The student has comprehensively discussed the relevant theory by giving an overall background demonstrating significant critical thought. |
| Discussion of attentional focus in an Applied Context (6 marks, representative of 6/30%) | The student has not selected or discussed peer-reviewed literature which is relevant to the application of the theory. | The student has selected and somewhat discussed one piece of peer reviewed literature which is relevant to the application of the theory. | The student has selected and adequately discussed one piece of peer reviewed literature which is relevant to the application of the theory. | The student has selected and adequately discussed more than one piece of peer reviewed literature which are relevant to the application of the theory. | The student has compared and contrasted multiple pieces of peer reviewed literature which are relevant to the application of the theory. |
| Learning advantages of attentional focus direction (6 marks, representative of 6/30%) | The student has not selected or discussed peer-reviewed literature which is relevant to the discussion of advantages of attentional focus direction manipulation. | The student has selected and somewhat discussed peer-reviewed literature which is relevant to the discussion of advantages of attentional focus direction manipulation. | The student has selected and adequately discussed peer-reviewed literature which is relevant to the discussion of advantages of attentional focus direction manipulation. | The student has selected and thoroughly discussed peer-reviewed literature which are relevant to the discussion of advantages of attentional focus direction manipulation | The student has critically analysed and discussed peer-reviewed literature which are relevant to the discussion of advantages of attentional focus direction manipulation |
| Manipulating relevance for older populations (6 marks, representative of 6/30%) | The students has not identified effective manipulations of task relevance to enhance exercise enjoyment in the population of interest.  | The students has attempted to identify effective manipulations of task relevance to enhance exercise enjoyment in the population of interest. | The students has identified effective manipulations of task relevance to enhance exercise enjoyment in the population of interest. | The students has identified and effectively discussed effective manipulations of task relevance to enhance exercise enjoyment in the population of interest. | The students has identified, discussed, and extended on the effective manipulations of task relevance to enhance exercise enjoyment in the population of interest. |
| Presentation (6 marks, representative of 6/30%) | The student does not present the content effectively and does not demonstrate understanding. | The student does present the content somewhat effectively and does somewhat demonstrate understanding. | The student does present the content fairly effectively and does demonstrate understanding. | The student does present the content effectively and does demonstrate understanding. | The student does present the content very effectively and demonstrates excellent understanding. |

**Presentation Script – TEMPLATE: max of 10 slides**

**Slide 1:** TITLE SLIDEThis is what I would say if I were presenting this slide to an audience

**Slide 2:**

**Slide 3:**

**Slide 4:**

**Slide 5:**

**Slide 6:**

**Slide 7:**

**Slide 8:**

**Slide 9:**

**Slide 10:**

**Slide 11:** REFERENCES

ADDED NOTES FROM QUESTIONS IN CLASS:

1) Provide a summary of attentional focus including dissociation and association, task relevance and direction (internal and external) - if we chose to look at all four?

2) Choose a sport i.e. weightlifting, dance, cycling and discuss attention focus manipulation and how it benefits the sports performance?

3) How learning advantages of manipulations in attentional focus contributes to external and internal direction?

4) Ways to promote internal and external task relevance for older populations to enjoy the tasks/sports discussed?

LOOKING FOR APPLIED SCIENCE IN PSYCHOLOGY FOR THIS ASSESMENT

Be more focused instead of generalized information.

Mention Morgan, Pollic and Stephenson & Bidell studies?

Demonstrate how strategies are applied and which one is better? Which one is better in which context? Are there certain strategies that are going to be better for exercise adherence and exercise enjoyment?

Can focus on the athlete or how you can increase exercise adherence in the general population – DO NOT GENERALIZE KEEP IT FOCUSED!

What are the actual mechanisms at play here?