

POSTER SESSIONS:

WHAT IS A POSTER?

Poster is the process of showing the content and the findings of a topic to an audience or a group of audiences at different times. It is often used to assess student learning from group research projects. Peer and tutor assessment can be used as part of the grading process.

STRUCTURE OF POSTER

Poster assessment usually involves a topic for the student to research and present on a poster. Although question and answer sessions are uncommon, students are sometimes requested to stand by their posters to explain their findings. Poster assessments are expected to be brief and attractive.

A good poster usually expected to have the following two characteristics:

- Good contents
- Good and clear visuals

| | | |
|---|-------------------------------|------------------------|
| Y | Declarative | CHARACTERISTICS |
| Y | Functioning | |
| | Timely to Set | |
| Y | Timely to Answer | |
| | Timely to Correct | |
| | Timely to provide Feedback | |
| Y | Suitable for Large Class | |
| | Can substitute with Computers | |
| | Passive | |
| Y | Active | |
| | Process Oriented Method | |
| Y | Product Oriented Method | |

| | |
|---|----------|
| Y | Yes |
| P | Possibly |

Above shows the general characteristics of the assessment method and the type of skills that are *typically* assessed by the method. Both Blooms' taxonomy and Biggs' Solo taxonomy are indicated.

| | | | | |
|---|----------------------------|---------------------------------|------------------------------|-------------------------|
| Y | Knowledge | Blooms Level of Taxonomy | MEASURABLE QUANTITIES | |
| Y | Comprehension | | | |
| Y | Application of Knowledge | | | |
| P | Analysis | | | |
| | Synthesis | | | |
| | Evaluative Skills | | | |
| Y | Pre-structural | Quantitative | | SOLO Taxonomy |
| Y | Uni-structural | | | |
| Y | Multi-Structural | | | |
| P | Relational Level | Qualitative | | OTHER QUANTITIES |
| | Extended Abstract Level | | | |
| | Leadership | | | |
| Y | Life long Skills | | | |
| Y | Creative skills | | | |
| | Writing Skills | | | |
| P | Team Work | | | |
| Y | Communication Skills | | | |
| | Presentation Skills | | | |
| | Memorizing Skills | | | |
| | Practical/ Physical Skills | | | |
| | Think under pressure | | | |
| Y | Project Management | | | |
| | Time management | | | |

ADVANTAGES OF POSTERS

- Poster assessment encourages creativity.
- Poster assessment is short and succinct. This would require the students to think distinctively and select the important factors that need to be shown. The ability to summarize is important.
- Poster assessment can be assessed by peers at different times even without the presence of the creator.

DISADVANTAGES OF POSTERS

- It is important for the assessors to state the assessment criteria explicitly, the students need to know if the content of the material is part of the criteria and/or the method of presenting the poster is part of the criteria. If students are to be assessed on different aspects (such as the creativity skills or presentation skills on the posters) other than the content, they should be given the opportunity to learn about those aspects and practice them before being assessed on them.
- Students may overspend their time on the visual effects, and not on the actual content. Tutor and peer assessors may also be affected by these effects and overlook the meaningful ideas behind the topic.

HOW TO DESIGN GOOD POSTER ASSESSMENTS?

- Ensure the students know what the primary objective of the poster assessment is.
- Let the students know if they are required to be around for poster explanation.
- Let students know the assessment criteria and marking scheme, the students should also be aware who is going to assess them – tutor, peers and/or self? And if peers or self are going to assess, would the weightings be the same as the tutor.
- Prepare a structured marking sheet for all assessors.

GRADING CRITERIA

(From the University of Ulster, Faculty of Computing and Engineering IT Resources, The International Community of Teachers of Mathematical Modelling and Applications.
<http://www.infj.ulst.ac.uk/~cdmx23/PosterAssessment.htm>)

| ASSESSMENT CRITERIA | COMMENTS |
|--|--|
| CONTENT OF POSTERS | |
| States the problem clearly | |
| States the problem succinctly (or concisely) | Student has summarised the essence of the problem, rather than merely restating it. |
| Outlines the solution | |
| Describes the model | Student has considered all relevant facts and information. Student has explained critical assumptions and relationships. Student has made sensible and appropriate use of personal knowledge and experience. |
| States the mathematical problem | Appropriate mathematics, tools and resources have been brought to bear on the problem. |
| Reports on mathematical solution | Mathematics used is correct. Mathematical terminology is correct. Description of mathematical methods is succinct. |
| Reports conclusions | Conclusions are related to the modeling assumptions. More and an answer is produced. Model is used to |

| | |
|--|---|
| | describe, explain or make predictions about the phenomenon under consideration. |
| PRESENTATION | |
| Designs the poster logically | Layout is logical and easy to follow |
| Uses different fonts effectively | Headings are bold. Highlighting is used when appropriate. |
| Uses illustrations effectively | Illustrations are necessary and sufficient to aid understanding of the text. |
| Produces an aesthetically pleasing poster | |
| Text is concise | Overall presentation is of agreed size. Uses English language correctly. |
| Demonstrates understanding of project through discussion | Optional - depends on the primary purpose of the poster and the nature of the poster session. |

GRADING STANDARDS

(From Recipe for Success, accessed 02 July 2008

http://myt4l.com/index.php?v=pl&page_ac=view&type=tools&tool=rubricmaker)

| GRADING CRITERIA | Excellent | Proficient | Average | Unsatisfactory |
|--|---|---|--|---|
| Content- Overview: Information about the topic | Had many details about the topic. All details were correct. | Had many details about the topic. A few details were not correct. | Had few details about the topic. Some information was not correct. | Work was not about the topic. |
| Writing- Creativity and Originality: Writing is creative | Writing had many creative details that made the reader want to learn more. | Writing had three or more examples of creative ideas. | Writing had one to two creative details. | Writing was not creative and did not show imagination. |
| Writing-Word Choice: Correct words and details | Work used many adjectives to show ideas. Work used excellent words to paint a clear picture. | Work used many adjectives to show ideas. Work used words that took away from the meaning. | Work had few adjectives and descriptive words. Work used the same words over and over. | Work did not have adjectives or descriptive words. |
| Media-Pictures: Photos and cartoons | Poster had many pictures make it interesting. | Poster used pictures that make it interesting. | Poster had too many or too few pictures. | Poster did not have any pictures. |
| Design- Overview: Color, fonts | Excellent use of color and text on the poster. The reader wanted to keep looking at the poster or learn more. | Good use of color and text. The poster was easy to look at. Text was easy to read. | Too many different colors used. Text was hard to view. | Poster did not contain any color. Could not see text clearly. |

WEB REFERENCES AND RESOURCES:

Poster Assessment

Recipe for Success, accessed 02 July 2008

http://myt4l.com/index.php?v=pl&page_ac=view&type=tools&tool=rubricmaker)



The University of Ulster, Faculty of Computing and Engineering IT Resources, The International Community of Teachers of Mathematical Modelling and Applications, accessed 02 July 2008
<http://www.infj.ulst.ac.uk/~cdmx23/PosterAssessment.htm>

The Assessment Resource Centre, Hong Kong Polytechnics University
http://www.polyu.edu.hk/assessment/arc/about/sub_7.htm

Tips for Students Presenting

Communication Department, Cape Breton University
<http://faculty.uccb.ns.ca/pmacintyre/apics/presentationtips.htm#POSTER>

To Reference these pages

Copy and paste the text below

Chan C (2008) *Assessment: Oral Questioning Assessment*, Assessment Resource Centre, University of Hong Kong [<http://arc.caut.hku.hk/assMethod.html>]: Available: Accessed: DATE