



ASSESSMENT

The Use of Posters for Assessment: A Guide for Staff

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1. What are and Why use Posters

A poster presentation is '*as an experiential learning activity that stimulates curiosity and interest, encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding*' (Handron, 1994, in Bracher, Cantrell & Wilkie 1998).

Papers are designed to appeal to an editor of a scholarly journal, and to meet the formal organizational and informational requirements of publication. Posters are often designed to appeal to peers and colleagues at conferences and/or public displays, and to meet the organizational and informational requirements of conferences and/or public display. The audience of a paper is a person; the audience of a poster is usually people, however posters can also be handed in as a stand-alone assessment piece (i.e. no audience). A poster presentation can allow for question-and-answer sessions, and the exchange of ideas and information regarding research. A paper presents all the information; a poster presents the **most important** information.

Posters:

- i) are an excellent alternative medium for developing communication skills,
- (ii) involve students in the assessment process,
- (iii) encourage students to investigate a topic thoroughly,
- (iv) provide opportunities for peer-learning,
- (v) promote a positive attitude in students,
- (vi) exploring and confronting misconceptions. (Berry & Houston, 1995) .

Figure 1: Pros and Cons of Posters:

Some Pro and Cons of Posters

Pros

- Plays to strengths of more visual learners (Summers, 2005)
- Students enjoy and engage in the activity (Walker, 2005)
- Opportunity to dialogue about learning (Briggs, (2009)
- Authentic (Summers, 2005)
- Good validity
- Quick synthesis of information for large class assessment (Whalley, 1998)

Cons

- New to students, need instruction (O'Boyle, 2011)
- Time and space (Summers, 2005)
- Students can be nervous of presenting (Bracher et al, (1998)
- Need to have clear criteria for good inter-rater reliability (Summers, 2005)



2. What Constitutes a Good Poster in Different Contexts: Some literature

'In science, the content is important so students need to be very selective about what they include. It can be hard to get the right balance between too much text and not enough to convey the depth of knowledge. It's a bit like writing an abstract - edited highlights are the key'

O'Boyle (2011) e-mail correspondence (Pharmacology UCD).

Posters are used for quite different purposes in different contexts and the literature highlights the range of approaches to the use of posters in higher education (see Table 1) .

Table 1: Overview of the Literature on Use of and Design of Posters for Assessment.

Title	Details
<p>1. Berry, J. , Houston, K. (1995) Students Using Posters as a Means of Communication and Assessment, Educational Studies in Mathematics, 29, (1), 21-27 Published by: Springer Stable URL: http://www.jstor.org/stable/3482829</p>	<p>Context: Mathematics.</p> <ul style="list-style-type: none"> -Review literature on assessment used in other disciplines, biology, chemistry, sociology, -used either instead of/or with a longer report. -enhances mathematical conceptual skills -uses peer dialogue and assessment. -Students developed criteria to start. <p>Assessing: Conceptual understanding, outlines solutions, states the problem; visual presentation.</p> <p>Students requested examples.</p>
<p>2. Bracher, L., Cantrell, J. , Wilkie, K.(1998) The process of poster presentation: a valuable learning experience <i>Medical Teacher</i>, Vol. 20, No. 6, 552-557.</p>	<p>Context: Nursing History.</p> <p>Used formatively and summatively in different modules.</p> <p>Assessing: preparation (25%); poster (25%) presentation (25%) ; and discussion (25%)</p> <ul style="list-style-type: none"> -Students enjoyed the process, although some were very nervous of presenting.
<p>3. Briggs D.J. (2009) A practical guide to designing a poster for presentation. <i>Nursing Standard</i>.</p>	<p>Context: Nursing: A practical guide to how to do posters</p> <ul style="list-style-type: none"> -Highlights varied purposes of posters; such as for

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	23, 34, 35-39.	scientific research; disseminating clinical initiatives or new policies; formative and /or summative; opportunities for dialogue -Practical suggestions: must be visible from 3 feet; Text >14 point.
4.	Hess, G.R, Tosney, K.W. & Liegel L.H. (2009) Creating effective poster presentations: AMEE Guide no. 40 , <i>Medical Teacher</i> , 31, 356–358	Context: Medicine : Focus on research findings Notes that 125 peer reviewed article on posters are health sciences; A good guide for effective design and presentation for conferences.
5.	Huntley-Moore, S (2005) All for One and One for All or Every Student for Themselves? Using Group Posters in the Assessment of the Sociology of Health and Illness , In O'Neill, G., Huntley-Moore, S., Race, P., Eds. (2007) <i>Case Studies of Good Practices in Assessment of Student Learning in Higher Education</i> . Dublin: AISHE. ://www.aishe.org/readings/2007-1/No-18.html	Context: TCD Sociology of Health: Nursing: Group product and process. Assessing. Team working; performance in question and answer session; participation; visual/organizational of the poster. Describes how they prepared students and gave examples of other posters.
6.	Jennings, D (2012) An Introduction to Effective Poster Design and Production , UCD Teaching and Learning: Dublin.	Details on the visual design and useful suggestion for the production of the posters,: including best font size, graphic files and formats, planning the poster, copyright issues, etc.
7.	Kelsch, M.P. , Werremeyer, A.B. (2011) Poster Project to Emphasize Public Health in the Pharmacy Curriculum , <i>American Journal of Pharmaceutical Education</i> , 75 (1), 1-8	Context: Doctorate Programme in Pharmacy. Work in pairs to research into a public health topic. Work presented at a conference. Assessing: build students awareness of knowledge; improve communication skills. Working drafts sent on-line to mentors. Describes a useful process flowchart. Marks awarded for poster and for reviewing other posters.
8.	O'Boyle, K. (2011) Case Study 3: Assessing scientific presentations In, O'Neill, G (Ed) (2011) A	Context: UCD 3rd Year Pharmacology, Used as a group presentation,

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	<p><i>Practitioner's Guide to Choice of Assessment Methods within a Module, Case Studies from UCD.</i> Dublin: UCD Teaching and Learning, http://www.ucd.ie/t4cms/Practitioners%20Guide.pdf</p>	<p>Assessing; Depth and breadth of Scientific knowledge, presentation skills; Group Ideas to improve group work and to give constructive feedback. -Students enjoyed the group work, needed more guidance on how to present a poster.</p>
9.	<p>Picard, J.M (2011) Case Study 5: Trying group and individual choices with 1st years. In, O'Neill, G (Ed) (2011) <i>A Practitioner's Guide to Choice of Assessment Methods within a Module: Case Studies from UCD</i>, Dublin: UCD Teaching and Learning, http://www.ucd.ie/t4cms/Practitioners%20Guide.pdf</p>	<p>Context: UCD 1st Year French. -Used as a group and individual option (choice to written assignment) -Assessing: Depth and breadth of Discipline knowledge, presentation skills; Group Ideas to improve group work and to give constructive feedback.</p>
10.	<p>Summers, K. (2005) Student assessment using poster presentations. <i>Paediatric Nursing</i>, 17 , 8, 24-26.</p>	<p>Context: Nursing -Used as more authentic Individual Poster Presentation Assessing: Presentation of learning on a clinical placement; analysis and synthesis of information skills</p>
11.	<p>Walker, S (2005) Poster poster on the wall: whose is the fairest assessment of all? <i>Journal of Family Therapy</i>. 27: 285–288</p>	<p>-Context: Family Therapy, BSC in Social Work, -Individual Poster Presentation example. -Choice element -Assessing: 'Applying Theory to Practice'. Students views: hard work but more satisfying.</p>
12.	<p>Whalley, W. B., Rea, B.R. (1998) Two Examples of the Use of 'Electronic Posters' <i>Journal of Geography in Higher Education</i>, 413-417.</p>	<p>Context: Geography: Geomorphology Level 2. 30% for poster assessment, large class; 250 students. Use of web to share posters. Peer assessment which was weighted to final group mark. Useful for large classes.</p>

3. Introducing Students to the format of effective poster design and production

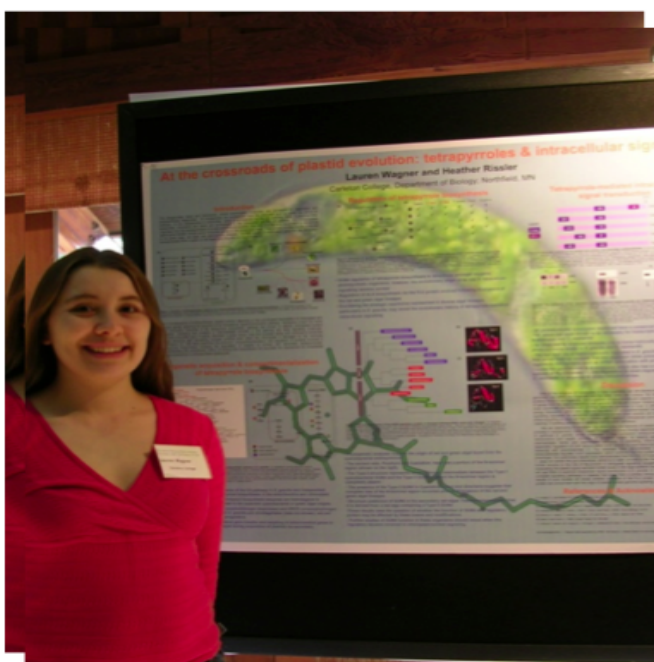
As posters can be unfamiliar to students, the following pages (p8-16) are a useful hand-out to give to students as a introduction to the use and production of posters for course work (i.e. *An Introduction to Effective Poster Design and Production (A Potential Student Hand-out)*).

Figure 2: Introducing student to posters

Introducing Students to the Verbal Presentation format: (if a requirement)

Its different to a Powerpoint
verbal presentation: The assessors can ask any aspect: sequence not controlled by student

*'Needs to be eye-catching enough to draw the viewer in so **that a conversation about the topic can ensue.**' (UCD Pharmacy)*



An Introduction to Effective Poster Design and Production (A Potential Student Hand-out)

Focus on Four Points...

1. The Message
2. The Design
 1. Size Matters (landscape vs portrait)

2. Choosing Colour and Graphics

3. The Production

1. Lamination, Mounted, Double side sticky tape, Blue tack, Velcro tags goo!

4. Revisions & Awareness

1. Accessibility

2. Time and Tinkering...

1. The Message

One Key Concept

Begin by writing an abstract, be clear and precise about the theme, do not over complicate, keep to one main thesis, question or hypothesis. Often the simpler the message the more effective the poster, it needs to be understood at a glance. Additional details can be provided in an accompanying paper.

The message is often conveyed in a myriad of ways; it may include the design of the poster, the chosen font face, the colour scheme, the graphics – treat the creation of the poster as one process i.e. to deliver the chosen message.

2. The Design

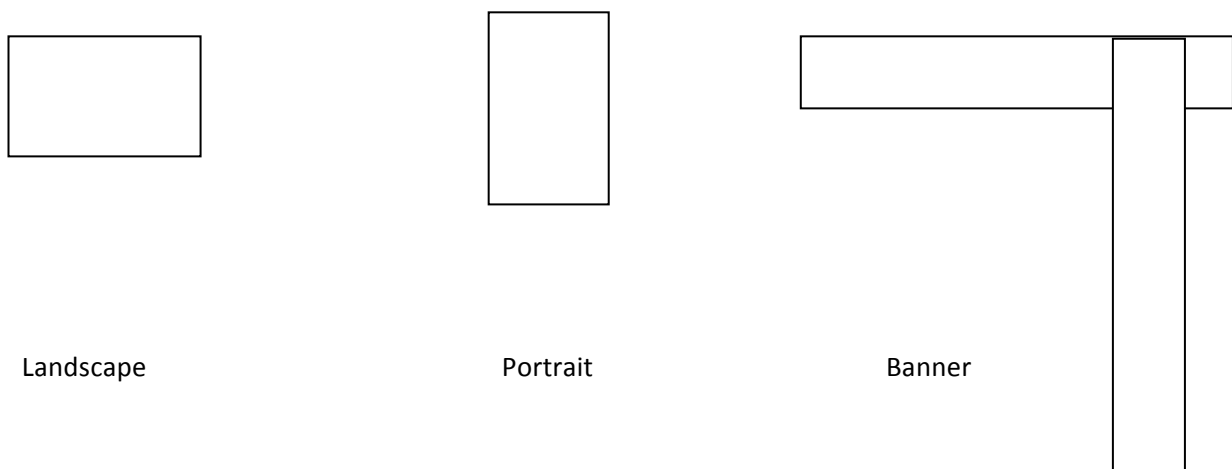
Sketch Out A Plan, Sub-Divide Poster Into Component Parts

Take an A4 page, write out the keywords or themes of the abstract. How many are there? Sub-divide the page into the relevant amount. These compartments will form the 'guiding boundaries' of each area to be presented.

Decide what orientation your poster will be - *can you make this choice? (Does the venue require a certain format? Is there a Conference Template? A School Template?)

Decide the size you require (once again take note of the venue/conference requirements).

Figure 3: Size and Layout of posters



Common Paper Sizes

A0 paper	841 x 1189 mm
A1 paper	594 x 841 mm
A4 paper	210 x 297 mm

Title Impact

This will be the focal point of your poster, it needs to be succinct, catchy, or colourful, clear and possibly LARGE. This may well provide the hook that draws in the audience, be it a relevant discipline or field, in vogue or newsworthy terminology or simply an arresting design.

The title text should be at least five times bigger than the body font. Try to use Sans Serif Font for Titles and Headers, this increases readability e.g. [Helvetica](#), [Verdana](#).

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If necessary (i.e. where large amounts of text are required) use Serif fonts, it is easier on the eye and helps guide one through large bodies of text e.g. Times New Roman, Palatino.

Sequence Content – Use Of Numbers And Colour

Having divided the poster canvas into relevant areas (per theme, keyword, problem etc) decide on a logical way to link each item. By the inclusion of graphics and other design materials you need to be sure that a reader is able follow the poster content. The simplest and most effective way is to number each area. Alternatively colour or graphics may be used to indicate a 'path' through the texts.

Less Text More Graphics – Self Explanatory

Remember a poster is a 'visual' display. You wish to encapsulate your thesis in a demonstrable and effective manner, do not be afraid to edit out large amounts of text. Think how a graphic or chart may convey the same content. Attempt to write in an abridged and colloquial manner. Allow headers to provide the key point.

The use of graphics can often enhance understanding of what may be a complicated process or concept. They may also catch the attention of passers by, and often will aid in remembering the actual poster/abstract on display.

If required a paper may always be provided as a supplement to the visual representation that is the poster.

Which Graphics?

There are many places to 'find' images and graphics on the Internet – the question arises do you have permission to use them? Do you own the copyright? Or is there a licence agreement of use?

Copyright protects creative or artistic works - You should only copy or use a copyrighted work with the copyright owner's permission¹

Image Copyright: You may use any photographic image that you have taken and own. You are not allowed to use images from other sources (books, magazines, websites etc) without first gaining written permission. You may also not use images derived from other original sources e.g. tracings of OS maps, copies of book illustrations.

Section Headers Impact

After the sequencing the next most effective target for attracting and maintaining the audience are the section headers or sub-titles. Try to encapsulate the key message in these, let them act as guides to move the reader through a poster, make them positive and arresting in nature.

The Psychology and Practice of Colour

The choice of colours one uses in a presentation will have an impact on the audience. Here are a few key points to remember:

- One can use colours to convey warmth and tone
- Select one background colour (try to avoid solid colours and textures)
- Try not to use too many text colours (c.12% of males suffer a colour deficiency)²,
- (If possible) use a colour wheel to select appropriate contrasting and complementary colours³,
- Use colours as a navigation aid,
- (If possible) scout and/or enquire about the venue (one needs to take into account the setting, mounting and lighting facilities) these may differ vastly from one place to the next.

¹ Ireland: Copyright and Related Rights Act 2000

² <http://www.toledo-bend.com/colorblind/index.html>

³ <http://office.microsoft.com/assistance/2002/articles/ppChooseRightColors.aspx>

3. *Production*

Poster Printing and Finishing

Having completed your poster (and after numerous edits) you will need to print the finished product. If you have local access to a large format printer, be sure to check that the paper-weight and finish is suitable for posters e.g. medium to heavy (60-100gsm) and a semi-matt or gloss finish.

If providing the file to a print agency, ideally save it as a PDF (Adobe's⁴ Portable Document File Format), this will lock down all fonts, graphics and colours you have chosen to use and ideally provide an 'easy' print run.

Often print agencies will offer to 'laminates' the final poster print, this will make them more robust and last longer, however this may be quite expensive and mean that they are less easy to 'roll' for travelling (perhaps after your presentation, you may wish to laminate or mount the poster (on light board) so that it may be suitable for framing).

Whatever finish you choose be aware of the local venue and its display procedures; will they be mounted on fuzzy boards (thus requiring velcro pads (always remember to bring positive and negative stickers); will they be wall mounted (requiring tape, or blue tack); will they be virtual (requiring a PDF file or .jpeg image).

Planning – The Count Down

Although posters may appear effortless, they require a great deal of planning, preparation and production. Be sure to factor in enough time to produce the poster you envisioned.

⁴ <http://www.adobe.com>

Table 2: Planning a Poster

When	What
4 weeks out	Write an abstract, define message Create poster plan, subdivide and section
3 weeks out	Create first draft of poster, identify possible graphics Create graphics, charts, acquire suitable images Edit the draft ruthlessly
2 weeks out	Distribute draft for peer review (round 1) Make amendments & edits suggested by peers
1 week to go	Distribute draft for peer review (round 2) Apply final edits save as PDF Make backup to CD or USB key Produce final print Pack poster in travel tube, pack 'sticking materials'
0	Present poster, take plaudits, questions and queries
<i>Start thinking about the next one...</i>	

4. **Revisions & Awareness**

Accessibility Issues

- Ensure there is a high level of contrast between the background and text - dark text on a light background is preferable.
- Avoid textured backgrounds that make the text difficult to read.
- If photographic backgrounds are used, adjust the transparency.
- Include a textual description of any images you use (similar to 'alt' tags in web pages).

Backgrounds

- A background should not distract from the main text in the foreground.
- A plain solid and light colour is recommended.
- One may also wish to add in Department logos and graphics.

* Consider the possibility of a 'virtual poster' utilising an LCD/Plasma screen to display an 'animated' version of your work e.g. live creation of charts, talking heads, experimental sequences etc.

Graphics Issues

Providing good quality graphics (e.g. diagrams, drawings, and photographs) for use on posters is essential. To achieve the best results (maintaining definition and colour balance) one must understand the difference in formats that may be used. There are two main types: bitmaps and vector images

Understanding File Formats

Bitmap images.

- Bitmap images are graphics defined as a collection or "map" of individual dots or pixels. Photographs and other scanned pictures are always rendered this way.
- Bitmap formats supported by Microsoft PowerPoint include: CompuServe GIF (only in PowerPoint 97 and over), Tagged Image File Format (.TIF), and Joint Photographic Experts Group or JPEG (.jpg).
- Adobe Photoshop allows one to edit bitmap images and save them in a format of your choice.

Vector images.

- The majority of vector images are created in drawing/art packages. Each image is defined as a series of lines and fill, because of this vector images may be resized very easily with little or no loss of quality.
- Vector formats supported by PowerPoint include: Windows Metafile (.wmf), and Enhanced Metafile (.emf).

- One can draw (vector) objects with PowerPoint's own drawing tools, import them from external drawing packages e.g. Adobe Illustrator or access the clip art galleries in Microsoft.

Most Common Graphic File Formats

.PNG - Portable Network Graphic.

- Does not lose any information
- A Compressed file (smaller file size, especially 256 colour files)
- Takes very little time to de-compress in PowerPoint

.BMP - Windows Bitmap

- Does not lose any information
- Can be compressed but not 24 bit colours. Very LARGE file sizes
- Very fast to load and display in PowerPoint

.JPG (also .JPEG)- Joint Photographic Expert Group.

- Works on 'lossy' compression therefore loses information
- A highly compressed file (very small file size)
- Longer to de-compress in PowerPoint than .PNGs, also puts a higher load onto the processor to de-compress

.GIF - Graphics Interchange Format

- Loses information as it can only have a maximum of 256 colours
- Only works with 256 colours
- Compressed format
- Takes no time to de-compress (as it is not compressed)

4. Assessment Criteria for Posters

In considering what is important to assess in a poster, you need to decide, what is the most important aspects, and therefore what receives the most weighting, for example (see Figure 4) :

What is the weighting of the 'process' of doing the poster?

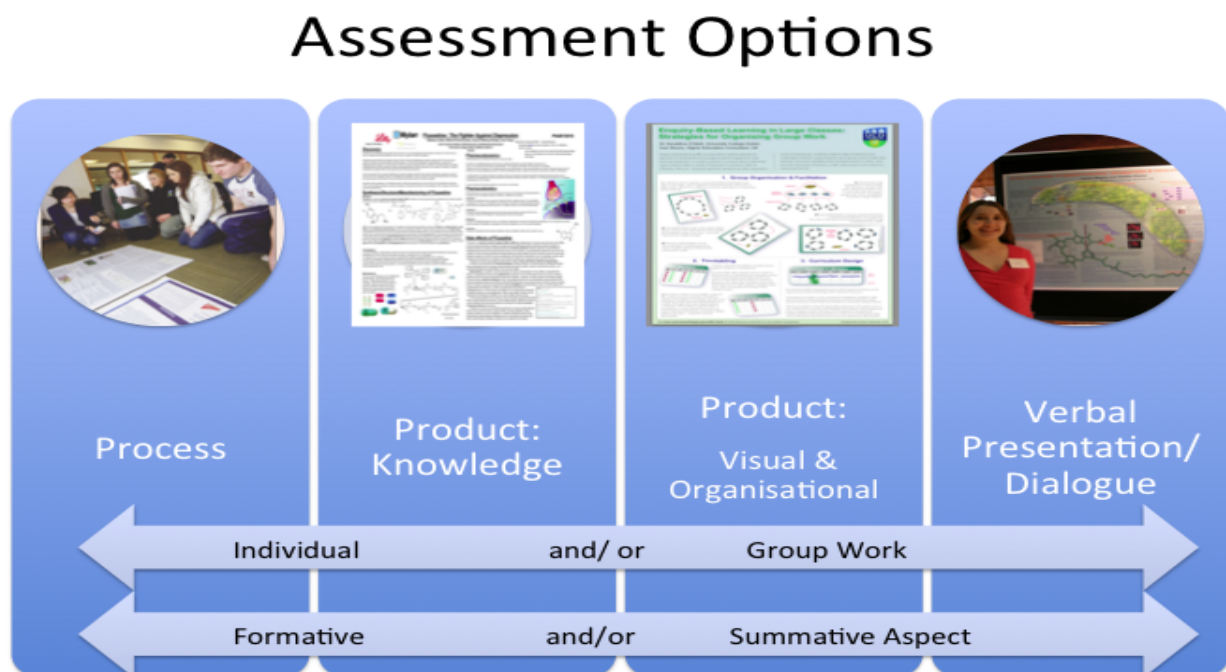
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What is the weighting of the different aspects of the final product?

- the visual impact/communication of the poster and/or
- the disciplinary/knowledge content)

What is the weighting of the verbal presentation (if there is one) based on the poster content?

Figure 4: Assessment Options for Posters



Each of these aspects have also the potential to be individually or group marked; and /or summatively (count to grade) or formatively assessed (assessed for feedback only).

The level and discipline of the students will affect the weighting of these aspects.

The following tables/figures give some examples of the structure and weighting of posters in different contexts.

Figure 5: UCD and TCD example

Assessment Criteria: Some examples and their weighting

UCD Case Studies

Case Study 3: Pharmacology

kboyle@ucd.ie

Case Study 5: French

impicard@ucd.ie

See Marking Criteria examples

TCD Example:

All for One and One for All or Every Student for Themselves? Using Group Posters in the Assessment of the Sociology of Health and Illness (Huntley Moore 2005) :

60% Group Mark (Product)

30% Individual Q&A
(Individual Product)

10% Workshop attendance
(Individual Process)

<http://www.aishe.org/readings/2007-1/No-18.html>

Figure 6: Mathematics; Berry and Houston (1995)

Mathematics; Berry and Houston (1995)	
	Content
1. States the problem clearly.	
2. States the problem succinctly.	
3. Outlines the solution.	
4. a) Describes the model. b) States the mathematical problem. c) Reports on mathematical solution.	
5. Reports conclusions.	
	Presentation
6. Designs the poster logically.	
7. Uses bold headings.	
8. Uses illustrations.	
9. Produces an aesthetically pleasing poster.	

Figure 7: Doctorate level in Pharmacy

Doctorate Pharmacy (Kelsh & Werrmeyer, 2011)

Poster Layout/Appearance

Organization of Thoughts

Literature Search

Content: Understanding of Topic & Public Health Principles Persuasiveness/

Critical Thinking

Verbal Poster Presentation

Total Score (30 possible points)

Scale: 1 poor, 2 fair, 3 average, 4 good, 5 excellent. see Faculty Assessment Grading Rubric, available upon request from the author ^a

Figure 8: Assessment criteria and weighting in UCD Pharmacology and UCD French

KATHY O'BOYLE, UCD PHARMACOLOGY (2011) AND JEAN MICHEL UCD FRENCH (SIMILAR CRITERIA) (2011)

Table C.2: Assessment Criteria

Assessment Criteria For Poster And For Oral Presentation: Development & Advanced Pharmacology 2010		
Scientific Presentation Skills	Score out of 5%	Staff Comments
<ul style="list-style-type: none"> – Structure and organisation of poster/oral presentation – Visual enhancement to assist in communication – Verbal delivery : clarity and coherence – Other (please note.....) 		Positive: To be improved:
Development & Advanced Pharmacology knowledge	Score out of 10%	Staff Comments
<ul style="list-style-type: none"> – Evidence of appropriate depth and breadth of research onto topic – Evidence of groups' comprehension of this topic. – Other (please note.....) 		Positive: To be improved:
Suggestions For Improvement of group-Work and group Peer feedback.	Score out of 5%	Staff Comments
<ul style="list-style-type: none"> – Ability of group to respond, based on group evaluation, to: 'What ideas would you have for improving the ability of your group, next time round, to be a better team?' (3 %) – Ability of your group to give 'constructive' (positive and ideas for improvement) feedback to other student group(s). (2 %) 		Positive: To be improved:
Total (0-20%)		


Figure 9a: Template used for student groups assessing other student groups in UCD Pharmacology.

<p align="center">STUDENT GROUP :PEER And SELF EVALUATION Development & Advanced Pharmacology 2010</p>	
<p>Group 'Getting' Feedback:</p> <p>Group 'Giving' Feedback:</p>	
<p align="center">Some Principles of Constructive Feedback: -Focus on the positive, -Be sensitive to your message, -Give ideas for alternatives, where there is an aspect to be improved, -Focus on behaviours that can be changed, -Focus feedback to the criteria below.</p>	
<p align="center">SCIENTIFIC PRESENTATION SKILLS</p>	<p align="center">Students' Constructive Peer Feedback:</p>
<p>-Structure and organisation of poster/oral presentation -Visual enhancement to assist in communication -Verbal delivery : clarity and coherence -Other (please note..... </p>	<p>Positive:</p> <p>To be improved:</p>
<p align="center">DEVELOPMENT & ADVANCED PHARMACOLOGY KNOWLEDGE</p>	<p align="center">Students' Constructive Peer Feedback:</p>
<p>-presented so that we could understand the materials -Other (please note</p>	<p>Positive:</p> <p>To be improved:</p>
<p>Summary of constructive feedback :</p> <p>Positive:</p> <p>To be improved:</p> <p>Signed by Student Group Chair:</p>	

Figure 9b: An example of a group mark for reflection on the process of a group poster.

<p align="center">STUDENT GROUP: SELF EVALAUTION Development & Advanced Pharmacology 2010</p>	
<p>Your Group ‘:</p>	
<p><i>Discuss and Summarise as a Group: (300-400 words)</i> <i>‘What ideas would you have for improving the ability of your group, next time round, to be a better team?’</i></p>	
<p>Signed by all team members :</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>Date:</p>	

Figure 10: An example of an assessment criteria for a scientific poster presentation



Creating An Effective Scientific Poster Presentation

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Effective Poster Checklist

Attracting Your Target Audience

- ☐ If you encountered this poster at a poster session would you stop to look at it?
- ☐ Is the poster directed to the target audience?
- ☐ Is the title of the poster concise and does it stand out?
- ☐ Is the poster's theme or take-home message quickly discernible?
- ☐ Is the poster layout visually pleasing?

Delivering the Message

- ☐ Is the research objective made explicit and highlighted under a heading such as "Objectives," "Aims," or "Goals?"
- ☐ Are the main points explicitly labeled (e.g., "Main Points," "Conclusion," "Results").
- ☐ Does the information flow logically?
- ☐ Has the content been carefully edited?
- ☐ Is the text legible in terms of font choice, size, color and spacing?
- ☐ Does the title bar include the presenters' names and is the department or institution identified?
- ☐ Is the poster free of curious acronyms and jargon?

Creating Visual Impact

- ☐ Are the graphics large enough to be seen from a distance of 10 feet?
- ☐ Are the graphics attractive and relevant?
- ☐ Have figure legends or captions been used to guide the viewer?
- ☐ Does the poster have sufficient clear space?
- ☐ Are text and graphics evenly balanced, with enough text to explain the graphics?
- ☐ Have items been aligned?

Checklist adapted from University of Guelph's "Effective Poster Design"
<http://www.soe.uoguelph.ca/webfiles/agavez/poster>

5. Some Initial Thoughts on Group Poster Work

Many posters are done as a group activity. Therefore, many of the principles of working and assessing groups apply to this context. Students, *in general*, enjoy group work (Huntley-Moore, 2005; O'Boyle, 2011; Picard, 2011) as it is sociable and allows more creativity and problem solving. However, any group work needs to be set up carefully (Oakley et al, 2003). It requires careful consideration of the assessment weighting: individual/group mark; process/product weighting; formative/summative weighting. As mentioned earlier, there needs to be consideration in a group project to the weighting of the process and the product, in addition to the consideration of the individual and/or the group aspect (see Figure 11).

Figure 11: Assessment criteria of group posters: Some options.

Group Posters: Assessment Criteria:		Individual/Group/Process/Product	
		Individual Poster	Group Poster
Product (the Poster)		Disciplinary Knowledge Visual organization and design The Verbal Presentation	Disciplinary Knowledge Visual organization and design The Verbal Presentation
Process (the learning /effort)		-Evidence of Individual Effort (meeting minutes, roles, early drafts,..) -Discussion/reflection on learning during the process of production -*Self/peer assessment of own posters or peer feedback on others posters	-Group reflection/ critique of team work, -See also *

You need to consider which type of group poster assessment would suit your students?

As for any group work, the students need to be prepared for how to work as a group. This requires you to:

- introduce students to the rationale for group work;
- explore and get them to set and review ground rules for group work;
- facilitate a discussion on how they will allocate different roles; work out procedure for dealing with group conflict as it arises, etc.

Oakley et al (2003) and Jacques & Salmon (2007).

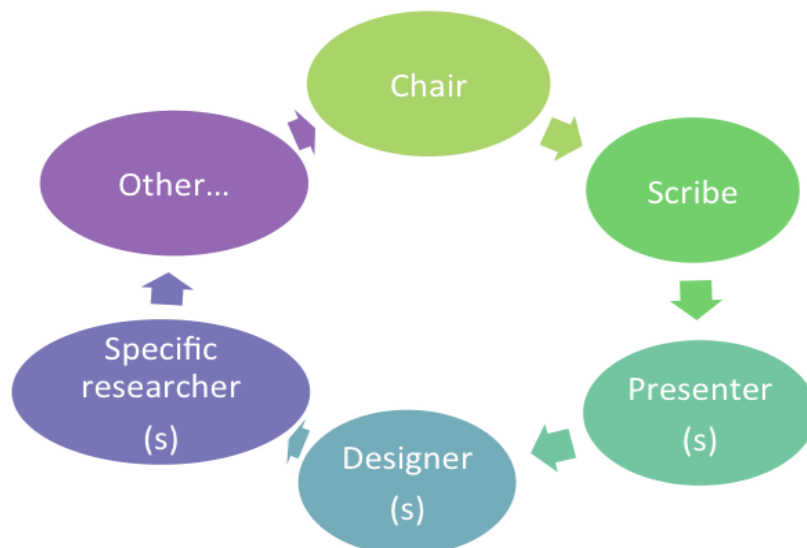
The following is a useful slide to show to students in relation to developing some roles within their groups.

Figure 12: Introducing Roles to Students for Group work

Group Roles:

'Roles are important for groups because they allow for division of labor and appropriate use of power. They ensure that someone will be designated to take care of vital group functions'. (Toseland & Rivas, 2005)

- Groups need people to take different responsibilities
- These can vary dependent on the group project and need to be negotiated within the group
- These may be rotated during the semester, or be different for different types of group work
- The following are some suggestions, but these can be added to, deleted or refined by your group



SUMMARY OF VALUE OF POSTERS

Posters are becoming a more popular assessment method in higher education as they allow a different approach to the assessment of communication; they can be done individually or in groups; and they are good preparation for postgraduate work.

There are multiple approaches to assessing posters, but hopefully this guide will assist you in deciding the assessment weighting and criteria for students in your context.

Students in general enjoy working on posters and as one student (in a 'family therapy' module) noted:

'I believe the visual representation of the 'family system' highlighted my knowledge and insight into the complexities of 'family dynamics' .. This is something I feel may not have been easy to demonstrated in written assignment form'

(Aisker et al, 200 cited in Walker, 2005)

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General Resources

http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html

Effective poster design

<http://www.people.eku.edu/ritchisong/posterpres.html>

Creating Posters with LaTeX

<http://nxg.me.uk/docs/posters/>

International Paper Sizes

<http://www.ncsu.edu/project/posters/NewSite/index.html>

Choosing Colours

<http://office.microsoft.com/assistance/2002/articles/ppChooseRightColors.aspx>

Powerpoint Templates

http://www.posterpresentations.com/html/free_poster_templates.html