SPECIAL EDUCATION PROGRAM

Supplement

Guide for Preparing Special Education Program Master Degree Action Research Poster Presentation

Master Degree in Special Education

GUIDE FOR PREPARING
Special Education Program
Department of Learning and Teaching
Master Degree Poster Presentation
Action Research Inquiry into Professional Competency

Action Research Master Degree Poster Presentation
Inquiry into Self As A Highly Qualified Special Educator

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Supporting Resources

<div style="border:2px solid;">

GUIDELINES
MASTERS DEGREE POSTER PRESENTATIONS
ACTION RESEARCH INQUIRY INTO PROFESSIONAL COMPETENCY

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What is a Poster Session?

A poster session is a showcase for sharing professional research. It is an opportunity for each candidate for a Masters Degree in Special Education to demonstrate his/her *critical inquiry skills*. It is a <u>documentation</u> of what was learned, what was discovered and what master teacher skills candidates are taking away from their graduate experience.

The ***poster event*** provides an opportunity for a group of similar minded master degree candidates to simultaneously present a visual representation of their evidence grounded inquiry into the field of special education. The advantage of a poster session is that the format allows presenters to display their material for an extended period of time. The interaction with participants at a less formal level of professional discourse provides opportunities to expand personal insights.

<u>**Audience**</u>: At the master degree level a group of graduates present their culminating special education inquiry projects to fellow masters degree candidates, candidates in the midst of their own graduate discovery, faculty evaluators and guests of the candidates. <u>**Showcase Format**</u>: Through visual and oral interactive dialogue, questioning and reflection degree candidates present a persuasive argument to support their knowledge and skill competencies as a master level special educator.

FREQUENTLY ASKED QUESTIONS:

Is There a Scoring Rubric for the Poster Presentation?
YES! The assessment tool by which your poster display, handout, presentation and fielding of questions will be evaluated is the *Action Research Inquiry Focused MEd Poster Rubric*.

Who Must Participate in the Poster Process?
All students planning to graduate with a master degree in special education must partake in the poster presentation. The shared communal poster presentation is a part of the program emphasis on nurturing a life long professional special education community of teacher-researchers. ***This includes <u>both traditional MEd candidates</u> as well as those <u>students who choose to complete a thesis</u>.***

What Specific Products are required for Poster Process?
1. **POSTER** in style outlined by AERA
2. Personal Statement **HANDOUT**
3. **DIGITAL IMAGE** of Poster
4. **Optional** Extended *Self-Inquiry Essay* (see below)

How Are Action Research Skills Evidenced by MEd Candidate?
Through the process of action research, a teacher/researcher probes deeper into the intricate process of reflection, planning, data collecting and analysis. The research question(s) emerging within an action research process are driven by what an individual educator wants to ***know through systematic investigation.*** The researcher's questions inform the instructional practices within his/her own learning community.

- *The purpose of action research is for practitioners to investigate and improve their practices. The process is one of self-study* (Hendricks, 2006).

- *The epistemology of action research* (McNiff, 2002*) is that knowledge is something that action researchers do – their living practice…*
- *Preservice teacher preparation in inquiry must extend beyond a single assignment (such as performing an action research study) to preparation in inquiry as a stance to support teacher candidates to construct deeply contextualized knowledge about teaching and learning. These deep contextualized understandings hold the power to transform teaching* (Pine, 2009).

The poster presentation is a celebration and sharing of personal discovery. The process provides students an opportunity to dialogue and share personal insights and abilities within the context of one's graduate community of learners.

You visually show and verbally communicate to participants how you as a researcher have become an accomplished MEd candidate. Provide evidence (student work, charts, reports) and statements that illuminate how you combined evidence-based knowledge from your master degree program into your exploration and practice as a special educator. Show how your learning is changing the performance ability of students with special needs within an ever-expanding global perspective of diversity in the learning environment.

THESIS PROJECTS:

Are Thesis candidates exempt from MEd Poster Event?
NO! A special education MEd candidate who undertakes a ***thesis project*** focuses his or her poster on the research and findings that went into the design, research, analysis and interpretation of a research study. During the poster presentation candidates who complete a thesis must also tie their research to the overarching tenants of ACE, professional dispositions and the CEC Ethical Standards for the Teaching Profession. Since the special education program is built on the premise of a "community of learners" it is vital that all graduating special education master degree students share their experience and scholarship in a forum of special education peers. That is the Poster Presentation that follows the American Education Research Association (AERA) format style of poster presentation.

POSTER DESIGN & FORMAL PRESENTATION:

What Themes Should Emanate From Poster?
An effective graphically organized poster highlights key exceptional ***big picture concepts*** that emerged during your master degree program of study journey. The poster itself conveys in visual narrative your application of **critical inquiry via personal action research questioning, investigation and reflection**. A poster should include only two or three major threads that clearly stand out as illustration of candidate knowledge and skills related to teaching, research, pedagogy of practice and professional ethics and dispositions. The poster should convey the answer to: *How has my master degree program of study informed my practices as an education specialist?*

What Should Visually Standout On Your Poster?
- What Key Themes Emerged From Your Graduate Program of Study?
- Incorporate Visual &/or Audio Illuminators[1] that Showcase How Your Graduate Studies Emerging Knowledge & Skills are Changing the Performance of Students with Special Needs
- Succinctly Showcase Your Big Ideas

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[1] Text, pictures, academic or behavior performance charts, audio-clips video snippets, sample student work or materials you developed or incorporate into your teaching.

- Each Statement, Artifact or Image on Your Poster Board Should Illustrate You as a Master Level Special Educator
- Do Not Clutter the Board with Stuff – This is not a K-6 Classroom Display in Your Classroom – It is a Professional Statement About You as a Teacher/Researcher

Is There A Required Template To Follow Regarding Placement Of Specific Information On The Poster Board?
- No, You May Place Key Headers and Content Where You Believe It Will Best Showcase You as a Master Degree Candidate
- Follow as Close as Possible the *AERA Instructions for the Preparation of Posters* include in the *Guide for Preparing Master Degree Poster Presentation Supplement*.
- Your Audience Should Be Able To Clearly and Easily See Your Name, Degree And Title Of Your Overall Poster Theme

HANDOUT: What Are Faculty Evaluators Looking For In My Poster Presentation Handout?
- Statement of Action Research Focused Inquiry into Practice Questions
- Statement Describing How You Discovered What You Know
- How Is Your Action Research Inquiry Informing your Individual Induction Plan?
  - How Is Your Action Research Informing your Induction Professional Growth Plan?
- Cite References that highlight philosophers, great thinkers, educators and evidence-based strategies that Ground Your Action Research. Minimum of 3 citations but as many as needed to convey the body of theory & practice that inform your perception of self as an education specialist.
  - The optional essay is suggested to provide a vehicle for you to convey the depth and soundness of your abilities as a teacher with a masters degree level of professional competency.
- Identify Overarching Tenants of 'ACE', Professional Dispositions necessary to be an effective education specialist and the CEC Ethical Standards for the Teaching Profession that Ground Your Personal Professional Ethical Practices.
- How Does Your Field Experiences, Special Education Professional Program of Study and Action Research Fit Into Your Future Social Justice Planning to Meet the Needs of Diverse Learners[2] in an Ever Growing Globalized Education Environment?

What Should I Include in the Self-Refection Handout Available for Poster Attendees?

What Does the Handout Available for Attendees Look Like?

Along with the poster there must be a **Self-Reflective Statement** (one to two sided information sheet handout for poster session audience) that verbalizes the overall title of your poster, the big picture themes and how the factors found in the poster are integrated.[3] The focus of the poster, handout and dialogue with your audience is intended to clearly illustrate how your **competencies** as an **education specialist** and **researcher** have evolved. The poster, discussion and handout must include specific examples of evidence that verifies changes in the performance of P-12 students directly influence by your expanding knowledge and skills. A minimum of three references that illustrate how you ground your personal teaching practices must be cited in a reference list. The references go at the end of your handout.

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[2] Diverse learners includes but is not limited to diversity in race, culture, ethnicity, language background, gender identity, sexual orientation and ability/disability.
[3] Include on poster itself and presentation handout: your name, title of poster/paper, degree, term/year, and area of emphasis.

Optional Expanded Self-Inquiry Essay

Can I add additional documentation to increase my overall master degree Action Research Inquiry evaluation?

Yes! You can produce a scholarly expansion to your poster presentation. This is referred to as your *Optional Extended Self-Inquiry Essay*. It would be a more expansive action research inquiry self-discovery about what you learned and mastered as a result of your master degree studies. Although called an essay, this piece could be in the form of a traditional written narrative, audio/video submission or other creative format for demonstrating a more in-depth presentation of you as a master degree candidate. Your essay must focus on how the elements packaged within your poster display showcase your theoretical perspectives put into actual practice. No matter what form your essay takes you must clearly identify your key points and have a minimum of ten citations.

If I elect to do the *Optional Expanded Self-Inquiry Essay* how long can it be?

As a written self-reflection document 4 to 6 pages of a succinct statement would be recommended. If your expanded documentation is an audio/video piece you probably should design a 7 to 15 minutes maximum clip. You might have someone interview you. You could just speak to the topics. Or two of you might do a collaborative discourse multimedia presentation.

Where would the *Optional Expanded Self-Inquiry Essay* be submitted?

First, you would need to inform the Coordinator of Special Education of your intention no later than during the oral poster presentation. An additional slot in the Final MEd TaskStream folio is where the document is uploaded. The product needs to be submitted by the weekend after the poster presentation. If working with a colleague, each of you would need to have the artifact in your TaskStream folio.

How is the Expanded Scholarly Articulated Self Reflection Different from my Pedagogy of Practice Essay?

LEARNING OUTCOMES & EVALUATION

Can you list the specific master degree learning outcomes that need to be addressed in the Poster Presentation?

The *Action Research Inquiry Focused MEd Poster Rubric* is used to evaluate each candidate's performance. The rubric is divided into the four special education master degree learning outcome categories.

1. **CONTENT KNOWLEDGE:** Subject Matter – Special Education Adaptation Curriculum Academics, Behavior, Social Skills & Transitions
   a. K-12 Subject Matter Content Standards
   b. Differentiated Learning Outcomes
   c. Special Needs Curriculum Goals: Academic, Behavior, Social, And Transition
2. **PEDAGOGICAL APPLICATION**: Pedagogy in Practice - Education Specialist Roles as a Teacher Practitioner
   a. Strategic Instructional Strategies
   b. Research Evidenced Learning/Teaching Practices
   c. Formative/Summative Performance Assessment
   d. Assessment For Curriculum Decision Making
3. **FOUNDATIONS OF PEDAGOGY OF PRACTICE**: Global Perspectives of Diversity Amongst Learners and How Diversity Informs Teaching Practices – (Incorporation of Special Education into Academic, Cognitive, Social-Cultural & Behavior Context)
   a. Articulation Of Grasp & Understanding Of Global Foundations Of Learning & Teaching

      b.   Professional Ethical Practices – Dispositions As A Special Educator
      c.   Social Justice Dimensions Of Equity For Learners With Differential Needs
      d.   Articulation Of Professional Code Grounded In 'Ace' & CEC's Professional Ethical Practices

4. **TEACHER AS A RESEARCHER:** Synthesizing and Applying Research Practices that Inform Decision Making Practices Relevant to Individuals with Special Needs
      a.   Constructing Knowledge & Inquiry into Practice
      b.   Integrated Evidence of Competency in the Application of Action Research
      c.   Fielding Questions & Discussion Relevant to Research & Mater's Degree Journey
      d.   Written Paper Expansion of Research Skills & Scholarships
          i.   Handout for Poster Presentation
         ii.   Optional Extended Scholarly Articulated Self Reflection Artifact

DISPOSITIONS

The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are <u>fairness</u> and the <u>belief that all students can learn</u>.

School of Leadership and Education Sciences (SOLES) Overarching Disposition Themes

Academic Excellence, Critical Inquiry and Reflection

    Candidates should demonstrate
       ▪   A belief that all individuals can learn and succeed
       ▪   A commitment to reflection and critical inquiry

Community and Service

    Candidates should demonstrate
       ▪   A willingness to collaborate with peers and members of the educational community
       ▪   An appreciation for and willingness to form partnerships with parents/guardians and community agencies that serves children and youth.

Ethics, Values and Diversity

    Candidates should demonstrate
       ▪   A respect for the value of diversity in a democratic society
       ▪   A commitment to high professional and ethical standards

Rubric Based Evaluation

The attached ***Action Research Inquiry Focused MEd Poster Rubric*** provides you with the evaluation prompts the poster reviewers consider as they look at your poster; listen to your response to questions and explanation of your poster, and the ***clarity and professional master degree level scholarship of your write-up.***

The overall purpose of the poster, handout and presentation is to highlight your critical inquiry skills. Through a process of personal action research you verify how you used the SOLES ACE themes to achieve academic excellent across the diversified communities of learning that shared your competency as a Professional Education Specialist. You evidence how as a master degree scholar you were able to ensure that all students are competent and successful learners.

Poster Event Housekeeping Details

Questions You Answer via your Poster Presentation

You are expected to demonstrate in visuals, text, multimedia (if so choose), and verbal response your personalized 'ACE' dispositions. Your resources, handout and verbal presentation should provide a clear answer to the prompt: *"As a master degree level researcher how do you know 'ACE' is a vibrant component of your work environment?"*

- How you teach
- How students learn
- How professionals and parents are co-engaged as part of a shared and effective community of learning for all students
  - How do you show that parents and co-professionals are communicating, collaborating and co-teaching in your learning space?
- What has the master degree experience added to you skills as a special educator?

What Makes a Good Poster?

- Structure the poster presentation with a logical organization (introduction, main points, conclusion) as you would any presentation. Your poster can be visually simple, but should be intellectually complex and challenging.
- Include the most important finding and discoveries that you discuss in your written portfolio. If you can, relate these to both theory and practice.
- Design the poster to be easily understandable to people reading it from 3 feet away.
- Put your name and the program specialization you are in at the top of the poster.
- Text that is included should use short sentences, simple sentence structure, and common words so that it is easy to understand. Use a font of at least 18. Body text should be in upper and lower case letters (it's hard to read all caps).
- Divide the material into sections, each with a section heading. Section headings should be in 24 to 32 point type. Section headings in boldface and all capital letters are easy to read.
- Include pictures, graphics or other visuals and colors. Be as creative as you wish to be.
- If hand lettering is necessary use a black felt-tip pen
- Sketch out the plan for your poster in advance so that it can be mounted easily on the day of the session.

Putting Up Your Poster

- You need to purchase a 3-foot by 4-foot corrugated cardboard display board mounted on an easel or a table. The L&T Department provides the easel.

- Office Depot or Staples is a good resource for poster presentation board.
- Don't forget to consider the Instructional Media Center (IMC) for San Diego Unified materials and resources to help layout your poster (It is located at 2441 Cardinal Lane off of Genessee and 163). Other districts also have a resource material resource facility for their teachers.

Attitude
- The poster presentation is an opportunity to share and discuss your growth in the master degree program with students and faculty so relax and enjoy the attention.
- Stand by your poster throughout the poster session and avoid discussing topics other than your work
- Avoid having conversations about topics other than your poster during the session
- If you have any questions please contact your advisor.

Labels Required on Poster and Handout

- Your name
- A descriptive title for your presentation
- The Degree and Special Education Area of Emphasis
- Term & Year of Graduation

E-Portfolio Products – Uploading Resources into TaskStream.com

Where do I put my poster and reflective inquiry project?
- Load your resources into TaskStream.com account
- *Special Ed Credential & Master Degree Folio*
- MEd Candidate Artifacts
- If you have not already self enrolled in the new folio the code is: X3TSD5

What do I upload into the Special Education E-portfolio?

Under Master Degree
- EDUC 500 Research Project
- Handout Distributed during Poster Session
- *Expanded Scholarly Articulated Self Reflection Essay*
- Picture or video clip of Poster Display
  - A digital image of you and your poster will be taken during your poster presentation for upload as part of your assignment. You can upload your own image or video clip of poster. Probably best if this photo or video clip is prepared outside of the actual poster event to ensure quality and clarity of what you want others to see.
- Copy Final M.Ed. Program of Study Advisement Form
- Researcher focused Philosophy of Education Reflection Critique
  - This may be an electronic based journal, audio &/or video self-reflections, audio/video shared conversation with another MEd candidate, written essay or graphic illustrated statement of your pedagogy of practice.
  - Be sure specific ideas, citations, and concepts are clearly presented in your creative critique.

Frequently Asked Questions – General Information for All Special Education Candidates

- ✦ When are the Poster Presentations?
  - o There is a Poster Session between the last week of class and the University final examination week in December and May
  - o A Summer Poster Session is usually held at the end of the 6-week Summer Session

- ✦ Can I Attend A Poster Presentation Prior to Mine?
  - o Students are encouraged to attend a poser session in the semesters prior to their own culminating experience
  - o You provide encouragement, pride and confidence amongst fellow students who are presenting their action research
  - o Seeing and hearing is one of the best ways to think about how you will prepare your culminating poster

- ✦ How do I sign up for M.Ed. Poster Presentation?
  - o As part of your petition to graduate (due the semester prior to actual graduation) your advisor will include on the graduation petition a note that you must complete a poster presentation.
  - o At the same time you submit your Petition-to-Graduate contact the Learning and Teaching Department Administrative Assistant to notify her of your intent to participate in the poster presentation.
  - o L&T Department Administrative Assistant will send out a listserv notice of need to complete a form to request participation in Poster Presentation.
    - ▪ This requires you to notify Maria Menezes of your intent to partake in the poster presentation
    - ▪ Have and check your official USD e-mail account yourname@sandiego.edu
    - ▪ Complete the Petition to Graduate form the semester prior to actual graduation

- ✦ How many themes or elements should be illustrated/integrated into a poster?
  - o Three to four overarching themes are more than enough.
  - o *Clarity* and **depth** are more important than quantity.
  - o Remember your poster should speak for you as visitors travel around the poster presentation room.
  - o The poster should be a highlighter that you point to or focus on in your discussion. The points should be the big picture findings from your thesis or action research.

- ✦ What should I expect to happen during the physical poster presentation event?
  - o People travel and window shop. They look for hot point highlights that draw them into your display. They want to see a lead-in to questions they can ask about your presentation.
  - o The presentation is a social presentation of your master degree skill set. No one wants to embarrass or confuse you? However everyone expects your display to provide a snapshot summary of what you see as the big feature learning outcomes of your program of study
  - o Everyone expects you to be prepared, focused and professional in your dress, presentation and delivery.

- ✦ Can I invite my family or significant other?
  - o Most definitely. Frequently the best moments are the look of pride, engagement and discovery by your own family and friends.

- Can I use technology?
  - The best use of technology is to create images, graphs, tables, charts and photos you plan to display on your poster board.
    - If you use PowerPoint, a graphic web builder like Inspiration or Mindjet or other presentation software – print out images to paste on poster.
    - Do not count on running computer display alongside your poster.
  - Use technology resources to design and embed quality indicators into your poster handouts distributed at the formal poster event.
  - You can bring a computer to display images, video clips or other moments from your program of study and work place research and strategies in action. However do not expect most members of the audience of the reviewers to watch all your video clips, slideshows or audio text.
    - Do not expect anyone to watch a multimedia presentation. People travel and step between presentations. Rather have powerful clips or statements that engage your audience or invite people to stop by your presentation.
    - What you show on poster, what you say during formal presentation, what you upload into TaskStream are the variables influencing the poster evaluation.
  - If you plan to bring a computer you must request an outlet and plug location from the Learning and Teaching Department Administrative Assistant – Maria Menezes when you inform her that you plan to partake in the poster presentation.

- When do products need to be posted in TaskStream?
  - Upload everything into the *Special Ed Credential & Master Degree Folio* in TaskStream
    - Uploads must be completed by the Saturday night after the Poster Presentation.
  - Upload photo taken at presentation and/or video clip or own photo of you and poster by midnight the Saturday after the poster presentation.

- Is the Poster Presentation Related to Other Special Education Artifacts?
  - There are four interrelated assignments intended to help you design your understanding of yourself as a special educator.
    - Personal Pedagogy of Practice
    - Individual Induction Plan
    - Action Research Inquiry into Professional Competency Poster Project
    - EDUC 500 Action Research Design & Methodology (not necessarily a project actually completed in your teaching setting)

- Where Can I Find Additional Information about ACE, Dispositions and CEC Ethics?
  - *Special Education Program Candidate Handbook.*
    - *Part Two: Developing Personal Practice Code of Learning & Teaching*
    - *Appendix B ACE Reflection of Practice*

PUTTING IT ALL TOGETHER HELPFUL RESOURCES

References

Bruce S. M, & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teachers College Press Columbia University.

Pay particular attention to Chapter 4 *Reflection, inquiry and action research in special education teacher preparation programs* by Susan M. Bruce, pp. 47-63.

Hendricks, C. (2006). *Improving school through action research: A comprehensive guide for educators*. Boston: Pearson/Allyn & Bacon.

Kosslyn, S. M. (2007). *Clear and to the point: 8 psychological principles for compelling PowerPoint presentations*. New York: Oxford University Press

      Goal 1: Connect with your audience
            Your message should connect with the goals and interest of your audience
      Goal 2: Direct and hold attention
            You should lead the audience to pay attention to what's important
      Goal 3: Promote understanding and memory
            Your presentation should be easy to follow, digest, and remember (p. 3)

McNiff, J. (2002). *Action research: Principles and practices* (2nd ed.). London: Routledge Falmer.

Reynolds, G. (2008). *Presentation Zen: Simple ideas on presentation design and delivery (Voice that matters)*. Upper Saddle River, NJ: New Riders Press.

Useful Documents

- AERA Poster Session Guidelines 2011.pdf
- Instruction Preparation Posters Aeara.pdf
- ITNS Poster Presentation.pdf
- Poster Design Hints University of Minnesotta.pdf

Useful Website

Action Researcher.net http://www.actionresearch.net/

…Your educational knowledge will deepen, extend and transform as you research your practice and generate your living educational theory.

Your living educational theory is your explanation for your educational influences in your own learning, in the learning of others and in the learning of the social formations in which you are living and working. (Whitehead, J. (n.d). *Action planning in improving practice and generating educational knowledge in creating your living educational theory*. Retrieved from http://www.actionresearch.net/writings/jack/arplanner.htm)

University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
SPECIAL EDUCATION PROGRAM DEPARTMENT OF LEARNING AND TEACHING

Action Research Inquiry Focused MEd Poster Rubric
Master Degree Special Education

				Fall		Spring		Summer		20
Candidate:		Reviewer:		Date Poster	Semester Graduating			Year Graduating		

Title Poster Presentation			Submitting Optional Extended Essay	YES		NO

MEd Special ED Learning Outcome	Unacceptable 1	Acceptable 2	Target 3	Exemplar 4	Rating
1. CONTENT KNOWLEDGE: Subject Matter – Special Education IEP Adaptation of Curriculum, Subject Matter Standards Content, Behavior, Social Skills & Transitions					**Rating**
K-12 Subject Matter Content Standards Differentiated Learning Outcomes Special Needs Curriculum Goals: Academic, Behavioral, Social & Transitions	- Lack of clear evidence of knowledge of CA content areas and standards based outcomes. - Focuses on subject content and teaching rather than the unique needs of each learner. - Appears to be gaps within subject matter knowledge base.	- Implications of general grasp of some of the CA content standards. - Differentiated instruction, Response to Intervention planning or linkage of IEP objectives to subject matter grade appropriate outcomes need further development. - Big ideas aligned with CA standards need further refinement.	-Handouts, display, presentation &/or field of questions show mastery understanding of CA content standards. -Differentiated learning outcomes and assessments showcase depth of understanding of performance outcomes, variance in achievement ability aligned with identified individual special need areas, English Learners developmental level and big idea overarching concepts all students should take away from instruction.	-Clear evidence of ability to assist general educators and special educators in identification & planning for big idea concepts identified in CA standards. -Presentation incorporates knowledge of subject matter across K-12 grade levels -Presentation, display and handout provide specific examples of differentiated instruction in alignment with IEP outcomes and inclusive education strategies grounded in research.	
2. PEDAGOGICAL APPLICATION: Pedagogy in Practice - Education Specialist Roles as a Teacher Practitioner					**Rating**
Strategic Instructional Strategies *Research Evidenced Learning/Teaching Practices* *Formative/Summative Performance Assessment* *Assessment for Curriculum Decision Making*	-Learning/teaching strategies not clearly delineated or research evidence grounding is unclear. -Direct indication of how best practices inform personal teaching practices or learner performance enhancement not clearly evident.	- Examples of research evidenced teaching/learning strategies are included in presentation. - While an awareness of understanding of teaching practices is present presentation shows limited evidence of K-12 learner change.	- Poster presentation, handout, &/or response to questions delineate evidence based teaching practices such as coteaching, case management, strategic instruction & self-determination. - Evidence shows how candidate's teaching expertise change the performance of specific K-12 students. - Presentation describes how families, student, general educators and other service providers are actively integrated into learning process	- Poster images, support documents, handout & response to questions shows advanced level of knowledge regarding most recent pedagogy of practice research, theories and writing. - Candidate provides evidence of leadership in professional development of special educators, general educators, parents and administrators regarding current teaching/learning practices. - In addition to naming and describing critical pedagogical practices for special educators presentation showcases specific examples of application of cutting edge teaching/learning practices.	

3. FOUNDATIONS OF PEDAGOGY OF PRACTICE: Global Perspectives of Diversity Amongst Learners and How Diversity Informs Teaching Practices – (Incorporation of Special Education into Academic, Cognitive, Social-Cultural & Behavior Context)					Rating
Articulation of Grasp and Understanding of Global Foundations of Learning & Teaching *Professional Ethical Practices – Dispositions as a Special Educator* *Social Justice Dimensions of Equity for Learners with Differential Needs* *Articulation of Professional Code grounded in ACE & CEC Professional Ethical Practices*	Lack of clear display &/or articulation of a personal framed: - Representation of thoughtful internalized grasp of education foundations within a special education perspective - Understanding of social justice. - Internalization of personal ethical practices that embed the principles *of 'ACE' &/or the CEC Professional Code of Ethics*	Poster display, discussion & handout illustrates an emerging but not master degree completion grasp of the social justice complexities of: - Global foundations that underpin learning & teaching with emphasis on special needs &/or English Learners - Awareness or understanding of SOLES 'ACE' &/or CEC ethical tenants from a special educator reference. - An inclusive interface with family diversity, learner differences or unique perspectives of other educators or service providers.	-Candidate integrated understanding of foundations of learning and teaching as presented via the poster experience shows active master degree level inquiry and exploration into self-understanding, adaptation and articulation of personal pedagogy of practice that incorporates multiple aspects of the philosophic and science foundation of a diverse & equitable education system. - *SOLES 'ACE' & CEC ethical outcomes* are clearly articulated in poster presentation or question section by audience. Candidate provides persuasive evidence of commitment, knowledge and skills to ensure creation of inclusive classroom settings within diverse learning communities. Using a global perspective candidate provides evidence of engagement of all students in the learning process.	Candidate provides evidence of: - Engagement in staff development &/or school/home community awareness training related to social justice, diversity and grounding foundations of equitable education practices. - Proactive insurances of equity for the complete spectrum of diversity found in a school setting. -Actively challenging inequities in the social order and works with fellow teachers, families and community to actively change social inequities. -Evidence that collaborative interaction with others incorporates dispositions, character and actions of a professional educator. - Presentation shows alignments and degrees of variation amongst the *CEC Professional Ethical Standards, the overarching ACE theme and personal dispositions in practice*. - Candidate articulates how international component of program of study refines shaping of his/her personal ethics & practices.	

4. TEACHER AS A RESEARCHER: Synthesizing and Applying Research Practices that Inform Decision Making Practices Relevant to Individuals with Special Needs					Rating
Constructing Knowledge & Inquiry Into Practice *Integrated Evidence of Competency In the Application of Action Research* *Fielding of Questions & Discussion Relevant to Research & Master's Degree Journey* *Written Paper Expansion of Research Skills & Scholarship (handout poster session – optional Extended Scholarly Articulated Self*	- Poorly organized construction of knowledge and personal inquiry. - Difficult to identify inquiry, probing questions or organized reflection about habits of practice - Minimal development of a sense of purpose within program of study. Scholarly development not clearly presented. - Candidate is unable to clearly articulate or show a convincing interface between selected themes, professional	- Candidate shows some thoughtfulness and planning in preparation and presentation of action research inquiry. The steps taken to do self-inquiry or plan fully organize thoughts is not clearly presented. A problem-solution format of inquiry demonstrates underdevelopment of master degree level research skills. - Poster and presentation provide evidence of candidate's development of scholarly skills. Academic language and citations on poster and handout show scholarship & depth of research knowledge base. - Candidate clearly	- Candidate is clearly an active agent in his/her own learning process. Display, written text and oral discussion shows candidate draws on prior knowledge and experience to construct new knowledge. - Candidate is not judgmental in describing behaviors of others. Rather candidate draws upon observed variance in behavior to frame a personal knowledge construct. - Poster and presentation contain strong evidence of the scholarly development of candidate as a result of completing degree program of study. Candidate uses academic language of scholar and researcher that supports granting M.Ed. degree. - Goes beyond what is displayed in poster while articulating professional development as result of program of study.	- Inquiry is evident throughout interaction with participants. Candidate listens, probes and reflects upon ideas and questions of others to reframe or rephrase perceptions to enrich the overall demonstration of competency. - Candidate demonstrates an ever-evolving inquiry into professional and personal practices as part of life long commitment to learning and refinement of knowledge and practice. - Poster display, supporting artifacts and candidate articulation of concepts and principles behind presentation are persuasive and provide evidence of how the candidate is applying evidence based practices in own classroom. - Comprehensive summary of evidence incorporates citations and use of academic language related to presentation. When provided with a different perspective or asked to consider another point the candidate is	

| *Reflection artifact)* | development and <u>SOLES 'ACE' and disposition outcomes</u>.
- Concepts are underdeveloped. The audience is left unclear about the key concepts or supporting argument for statement made by the candidate. | demonstrates a purposeful selection of themes and design of poster. The viewer comes away understanding the <u>SOLES 'ACE' and disposition outcomes</u> and feels candidate clearly addressed questions.
- Poster Visuals, handout and/or Expanded Scholarly Essay are disjointed. Errors in grammar, structure and use of persuasive argument make it difficult to follow and understand points made by candidate. Lack of headers, flow of thought or overall products are confusing and lack clear evidence of master degree level scholarship. | - In presentation and response to questions candidate clearly explains how international project from degree program has informed scholarship and research.
- Candidate presents a sound and logical argument for themes and reflections on personal growth. An action research style of inquiry is clearly present. Alignment with evidence-based practices is sound.
- The arguments, presumptions or evidence provided by the candidate suggest competent grasp of role of education specialist as a manager of roles, responsibilities and realities of classroom, home & community environment.
- The viewer comes away understanding the <u>SOLES 'ACE' and disposition outcomes</u> and feels candidate clearly addressed questions. | thoughtful, respectful and provides clear support for responses.
- Poster, audience handout and Expanded Scholarly Articulated Self Reflection Essay are clearly integrated and cross-referenced in each element of the culminating project. Beyond citing theorists and strategies the candidate articulates a clear understanding of concepts and practical techniques to apply theory and instruction in real learning and teaching situations.
- The depth and clarity of candidate's understanding and personal practices embedded in the <u>SOLES 'ACE' and disposition outcomes</u> are clearly indicated by content and conversation. | |

Additional Comments or Recommendations:

University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
SPECIAL EDUCATION PROGRAM DEPARTMENT OF LEARNING AND TEACHING

**Action Research Inquiry Focused MEd
Poster Rubric
Master Degree Special Education**

Candidate:	Reviewer:

Title Poster Presentation	

Submitting Optional Extended Essay		YES		NO

MEd Special ED Learning Outcome	Unacceptable - 1	Acceptable - 2	Target - 3	Exemplar - 4

1. CONTENT KNOWLEDGE: Subject Matter – Special Education IEP Adaptation of Curriculum, Subject Matter Standards Content, Behavior, Social Skills & Transitions	**Rating**
• K-12 Subject Matter Content Standards • Differentiated Learning Outcomes • Special Needs Curriculum Goals: Academic, Behavioral, Social & Transitions	

2. PEDAGOGICAL APPLICATION: Pedagogy in Practice - Education Specialist Roles as a Teacher Practitioner	**Rating**
• *Strategic Instructional Strategies* • *Research Evidenced Learning/Teaching Practices* • */Summative Performance Assessment* • *Assessment for Curriculum Decision Making*	

3. FOUNDATIONS OF PEDAGOGY OF PRACTICE: Global Perspectives of Diversity Amongst Learners and How Diversity Informs Teaching Practices – (Incorporation of Special Education into Academic, Cognitive, Social-Cultural & Behavior Context)	**Rating**
• *Articulation of Grasp and Understanding of Global Foundations of Learning & Teaching* • *Professional Ethical Practices – Dispositions as a Special Educator* • *Social Justice Dimensions of Equity for Learners with Differential Needs* • *Articulation of Professional Code grounded in ACE & CEC Professional Ethical Practices*	

4. TEACHER AS A RESEARCHER: Synthesizing and Applying Research Practices that Inform Decision Making Practices Relevant to Individuals with Special Needs	**Rating**
• *Constructing Knowledge & Inquiry Into Practice* • *Integrated Evidence of Competency In the Application of Action Research* • *Fielding of Questions & Discussion Relevant to Research & Master's Degree Journey* • *Written Paper Expansion of Research Skills & Scholarship (handout poster session – optional Extended Scholarly Articulated Self Reflection artifact)*	

Additional Comments or Recommendations:

Poster Presentation

The Poster Presentation provides an opportunity for action researchers to display and share their completed action research on tri-fold project display boards. Each poster will include an overview of the research project, a summary of results, researcher recommendations, and a reality check. Poster presenters will prepare a one to two page handout that summarizes their posters. During the Poster Session, poster presenters will stand by their display boards and discuss their action research answer questions for conference participants.

Requirements for Poster Session

- Completed action research project
- Tri-fold project display board (36 x 48, available at office supply stores)
- Each poster must include contact information, research overview, results, recommendations, and reality check as outlined below.
- 25 copies of a 1-2 page handout as outlined below
- Poster presenters will briefly present their action research projects and answer questions during the Poster Session as well as discuss their action research during the roundtable discussions at lunch.

TITLE
Title both your poster and handout with the title of your action research or your action research question.

RESEARCH
- Provide an overview of the action research project (abstract)
- Purpose of the action research study
- Research question(s)
- Research design
- Sample
- If appropriate, independent and dependent variables
- Assessment tool(s)

RESULTS
- Summarize the results—include tables, charts, figures, and/or lists

RECOMMENDATIONS
- List recommendations for future action research projects
- List practical applications

REALITY CHECK
This is an opportunity to personalize your poster by adding any of the following elements:
- Photographs, video, artifacts
- Personal comments on the process of action research
- Anecdotes related to your action research projects

- What you learned about action research
- Ways you have shared the results of your action research
- Future action research projects you may be considering
- Using action research as a professional development tool
- The connection between action research and the PDP
- Other elements…

Tips for Constructing a Poster

- Keep the design simple and clean.
- Consider a light background with dark text.
- Avoid bright colors or busy designs that may detract from the content.
- Use graphs, tables, figures, and lists to highlight main points, but limit text without losing meaning.
- Consider using a font that can be easily read from 2-4 feet away (titles approximately 60-72 pt and explanatory text 18-24 pt is recommended).

Requirements for Poster Session Handout

- 1-2 page handout (double-sided)
- Action researcher contact information
- Abstract including overview of the action research, results, and recommendations
- If you run out of handouts, please ask participants to leave their emails so you can send them electronic version of the handout.

Consider adding any of the following elements:

- Reference list that includes specific texts that were particularly helpful in completing the action research project.
- Tips for conducting action research (literature review, IRB proposal, data collection, data analysis, etc.)
- Tips for working with an action research advisor
- Other elements…

After the Conference

- Please send electronic copies of the handout to anyone who requests it, within 7 days of the conference.
- Consider inviting participants who are conducting similar action research to leave their email addresses so that you can contact them. You may help them with their action research today, and they may help you with an action research project in the future.

Instructions for the Preparation of Posters

General Considerations

Plan to set up your display 15 minutes before the session is to begin. The Annual Meeting Program will indicate the slot to which you have been assigned. You may also be advised by the chair of your session. The presenting author should be available throughout the session and be prepared to have his or her display removed no more than 10 minutes after the end of the session.

Your material should be mounted on poster board or cardboard. Avoid the use of heavy board, which may be difficult to keep in position on the poster surface. If it seems appropriate, it can be helpful to mount conceptually related portions of your display on backgrounds of the same color, as this will help viewers scan the display efficiently. The poster should be as self explanatory as possible so that your main job is to supplement the information it contains.

The poster format provides a mechanism for in depth discussion of your research, but this is possible only if the display includes enough information to have a sketch pad and drawing materials available to help you make you points. It is also strongly recommended that the author have available a number of copies of the full paper to distribute to interested parties

Keep in mind that all your text and illustrations will be viewed from a distance of more than three feet. All lettering should be at least ⅔" high, 1" for more important information, and preferably in bold font.

Figures and tables should be kept as simple as possible, so that viewers can readily take away the main message. A brief large type heading of no more than one or two lines should be provided above each illustration, with more detailed information added in smaller type beneath the illustration.

Arrangement of Materials

The poster surface is made of cork and measures 4'x 6'. While some fasteners will be available, AERA cannot guarantee that there will be enough for all participants. It is up to the participants to make sure that they bring their own supplies with them.

Prepare a sign containing the paper title and the authors' name and affiliations. This information should appear at the top of the poster.

A copy of your Abstract of Introduction (300 words or less) should be placed in the upper left portion of the poster, with a conclusion in the lower right hand corner. Although there is considerable room for flexibility, it is often useful to have panels indicating the Aims of the Research, the Methods and Subjects involved, and the experimental tasks.

Another panel might highlight the important Results, with a few panels being used to present the main points in tables or Figures.

When working on the arrangement of your display on the poster, be aware that it is preferable to align materials in columns rather than rows. Audience members who are scanning posters have a much easier task if they can proceed from the left to right rather than having to skip around in the display.

Developing A Professional Poster Presentation

By:

Cynthia L. Russell, RN, PhD
and
Elizabeth Good, MSN, RN, BC

INTERNATIONAL TRANSPLANT NURSES SOCIETY

You have just received a letter that has made your day. Your abstract has been accepted for a premier transplant nursing conference. You plan on preparing a poster presentation, but you've never been involved in doing this before and you are not sure where to start. Don't worry! The following steps will make it easy for you to prepare a successful poster presentation.

Step 1

Carefully, review the poster guidelines from the conference. Underline key points such as the date, time, and location of the poster presentation. Also, note the size of the area which will be available for you to display your poster, and what materials will be provided for you at the conference (McDaniel, Bach, & Poole, 1993). It is especially important to know if your poster should be mounted to hang as a single or separate components on a wall, bulletin board, or carpeted display board. Most guidelines are written clearly and concisely, but if you don't understand something in the guidelines, either contact the conference personnel or ask someone who has experience with poster development to explain any questions that you may have.

Step 2

Determine what resources are available to assist you in creating your poster. Your institution may have monies available to cover some or all of the costs you may incur while developing your poster. If you are not sure whom to contact, the educational department at your facility is a good place to start.

The educational staff will be able to direct you to available support services such as the graphic design staff. Using regular poster board and letter stencils are no longer appropriate for producing a poster. Professional poster presentations often incorporate computer technology for designing and producing the final product.

You should begin developing your poster about 2-3 months prior to your conference. This will allow you plenty of time to create a professional poster. You can anticipate developing several drafts of your poster before it is finalized. If you work with a graphic designer, he or she can format the poster. The only thing that you will need to provide is the information for the poster which usually includes the poster title, names of the authors/investigators, their place of work, text, tables and/or graphs.

Step 3

We have all passed by a poster that has too much information on it. As you develop your poster, try to remember how overwhelming that poster was and avoid making the same mistake! Try to put yourself in the shoes of the person who is walking toward your poster.

You want to attract viewer's attention and interest first with your catchy title and then easily lead the viewers through the poster with your organized content. The goal of the professional poster is to clearly and concisely inform the viewer regarding your work in about five minutes.

When you are deciding what content to include in your poster, consider the following information — What will be my title? What will be my content? The title, which will also be printed in the conference brochure for the attendees, should contain:

1) the variables studied
2) the sample studied
3) the design or type of study.

The title is typically placed at the top and center of the poster. Just below the title, the names, credentials, titles and affiliations of investigators are placed. You should consult with each of your co-investigators to confirm their details prior to finalizing the poster. The content of your poster typically answers the questions of why, who, what, when, where, how, and so what (Ryan, 1989).

Each of these questions flow from your research plan. Table 1 links these key questions to sections of your poster (Ryan, 1989).

you in conveying your message quickly and effectively (McDaniel et al., 1993).

If you are presenting results from a qualitative research study, please review the article by Russell, Gregory and Gates (1996) in the reference list. While the principles for qualitative poster development are similar to those for quantitative posters, there are several notable differences for you to consider.

Step 4

Once you have selected the most important information that can be reviewed in about 5 minutes, you must decide on the appearance of your poster. Several rules can guide you. The lettering, usually about 1 inch high, should be able to be easily legible from 4 to 6 feet away (Miracle & King, 1994). Block or Roman type is the easiest to read and should be used. Headings are usually bold and 2 to 3 inches high (Ryan, 1989). The poster is organized from left to right. Should you decide to incorporate the abstract into the poster, this document is usually placed in the upper left corner of the poster. Limit your use of bold and italics as well as bright and multiple colors. These can distract from your poster's message. Selecting two colors that work well together is recommended.

Table 1
Key Questions and Associated Poster Sections

Key Questions	Associated Poster Section
Why	Purpose, Research Question/Hypotheses
Who	Population and Sample
What	Variables and Instruments
When	Time period of data collection
Where	Location of population and sample
How	Methods, Procedures, Implementation
So What	Results, Future Implications, Evaluation, Conclusions, Benefits

Remember that the information you present on your poster should be brief but clear. Presenting too much information and incorporating many subject headings will result in a complex and disorganized poster that will not be viewer friendly. You will likely need to edit the information you have used to address the poster sections in Table 1. Short sentences and incomplete sentences are acceptable (Ryan, 1989). For example, in the results section a table or graph may be used to represent the findings with a few brief summary phrases below each. Pictures and figures, used sparingly, may also be used to enhance your poster and may assist

Step 5

Prepare any additional materials that you may want to distribute to your viewers. You may want to have a handout available for them to take for later reference or to share with colleagues when they return home. For example, you may want to have copies of your abstract available for interested viewers to take. You may also want to have your business cards available for viewers as well. A manila folder works well to hold copies of your abstracts; a small envelope can hold your business cards.

Step 6

Plan how you will travel with your poster. Always keep your poster with you during your travels. Never place it in with your luggage! If your poster is large, in one piece and rolls, you may want to carry it in a tube. Remember to place your contact information on the outside of the tube, just in case you misplace it. If your poster is in pieces, a brief case may be the best method of transporting it. If you need pins to secure your poster to a stand-alone board and you are traveling by airplane, you will have to place the pins in your luggage, since you won't be able to carry them with you on the plane. If your poster has a velcro mount, pack some extra velcro in your carry-on luggage.

Step 7

Have fun with your poster! You will enjoy talking with others who are enthusiastic about and interested in your work. You never know, through your discussions at your poster, you may find a new colleague for collaboration on your next project, or you may make a new friend, or better yet — both!

![International Transplant Nurses Society logo]

INTERNATIONAL
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NURSES
SOCIETY

References

Lippman, D. T., & Ponton, K. S. (1989). Designing a research poster with impact. *Western Journal of Nursing Research, 11* (4), 477-485.

McDaniel, R. W., Bach, C. A., & Poole, M. J. (1993). Poster update: Getting their attention. *Nursing Research, 42* (5), 302-304.

Miracle, V. A., & King, K. C. (1994). Presenting research: Effective paper presentations and impressive poster presentations. *Applied Nursing Research, 7* (3), 147-157.

Ryan, N. M. (1989). Developing and presenting a research poster. *Applied Nursing Research, 2* (1), 52-55.

Russell, C. K., Gregory, D. M., & Gates, M. F. (1996). Aesthetics and substance in qualitative research posters. *Qualitative Health Research, 6* (4), 542-552.

Additional Helpful Resources

Biancuzzo, M. (1994). Developing a poster about a clinical innovation: Creating the poster...part 2. *Clinical Nurse Specialist, 8* (4), 203-7.

Biancuzzo, M. (1994). Developing a poster about a clinical innovation: Presentation and evaluation...part 3. *Clinical Nurse Specialist, 8* (5), 262-4.

Brooks-Brunn, J. (1996). Poster etiquette. *Applied Nursing Research, 9* (2), 97-99.

Morin, K. H. (1996). Poster presentations: Getting your point across. *MCN, American Journal of Maternal Child Nursing, 21* (6), 307-10.

Morin, K. H. (1996). Poster presentations: Planning. *MCN, American Journal of Maternal Child Nursing, 21* (4), 206-8.

ITNS
Our Mission

"ITNS is committed to the promotion of excellence in transplant clinical nursing through the provision of educational and professional growth opportunities, interdisciplinary networking and collaborative activities, and transplant nursing research."

Membership Profile

Position descriptions
- 42% of ITNS members classify themselves as transplant coordinators
- 23% of ITNS members classify themselves as staff nurses
- 15% of ITNS members classify themselves as charge nurses/ team leaders/ supervisors/ instructors or nurse administrators
- 10% of ITNS members classify themselves as clinical nurse specialists
- 4% of ITNS members classify themselves as nurse practitioners
- 2% of ITNS members classify themselves as research
- 2% of ITNS members are employed by pharmaceutical or medical equipment/supply companies
- 2% of ITNS members have responsibilities related to procurement and working with donor families

Geographical Reach

- 77% of ITNS members reside in the USA
- 12% reside in Canada
- 10% reside in the UK and Europe
- There are also members in Mexico, South America, Asia, New Zealand, and Australia

Organ Focus

- 64% have a specialty interest in renal transplantation
- 52% have a specialty interest in liver transplantation
- 40% have a specialty interest in pancreas transplantation
- 33% of our members care for pediatric patients
- 24% have a specialty interest in heart transplantation
- 19% have a specialty interest in lung transplantation
- 13% have a specialty interest in small bowel transplantation
- 7% have a specialty interest in islet cell transplantation
- 2% have a specialty interest in bone marrow transplantation

Focusing on skills

- **ITNS** offers transplant-specific education targeted to all transplant health-professionals from the novice transplant nurse through the seasoned clinician at its annual symposium and regional workshops.
- **ITNS** educational endeavors provide transplant nurses with clinical practice updates and methods to improve patient care at all levels.
- **ITNS** provides regular immunomodulation updates on both new and existing products as well as dosing and side effect issues.
- **ITNS** offers opportunities for clinicians to present papers, research findings, and case studies at its Annual Symposium.
- **ITNS** provides grant funding for Transplant Nursing Research.
- **ITNS** provides educational and membership benefits to transplant professionals who are in non-traditional nursing roles such as case mangers, home health care, and corporate representatives.
- **ITNS** provides networking opportunities with other transplant professionals around the world.
- **ITNS** provides access to ITNS-developed or ITNS-sponsored patient educational materials.
- **ITNS** offers bedside nurses and clinicians a voice in transplant policy making.

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4/04 - 1K

Creating a Research Poster at the University of Minnesota

Michael C. Mensink[1]

Know Your Conference

First things first: Go directly to your conference webpage, and find the maximum poster size expectations for your conference. For example, poster board size for the 2009 AERA conference is 4' x 6 ' (48" x 72"). This is the MAXIMUM size your poster should be for AERA. If you plan on showing your poster at more than 1 conference, use the smallest dimensions between the two. There is nothing wrong with having a poster smaller than the poster board, however you will have major issues with a poster that hangs off the board.

Also, leave some breathing room on the sides of your poster, both for your comfort as well as that of the presenters on either side of you. A good rule of thumb is at least 6" on each side of the poster for standing space. For AERA, I would suggest a 42" x 60" poster as the largest size you should create. Enormous posters that go to the very edge of the poster boards usual don't give you or the other folks presenting much room to stand and walk audience members through the poster.

Know Your Printer

Secondly, know the printing capability of your printer. Standard printer width sizes are usually 42"or 60" (x any length) but some places may have larger printers then these standard sizes. Here are a few of the common poster sizes (and their halved PowerPoint dimensions):

- 36" x 42"   (18"x 21")
- 42" x 60"   (21" x 30")
- 42"x 70"   (21" x 35")
- 42" x 90"   (21" x 45")

Keep in mind that you may want to print off handouts of your poster during your presentation. Having an aspect ratio that will easily scale down to 8.5 x 11.5 standard paper is a good idea.

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[1] The views and opinions expressed in this document are strictly those of the document author. The contents of this document have not been reviewed or approved by the University of Minnesota. Created February 5, 2009.

Printing Your Poster

You have several options to print your poster in and around the UMN. Some of the available local options are listed below, in order of cost:

- UMN Posters [$] – www.umnposters.com
- UMN OIT Computer Lab [$] - http://oit.umn.edu/computerlabs/
- Center for Cognitive Science [$] - http://www.cogsci.umn.edu/membership.html (members print cheaper)
- UMN Map Library [$$] - http://map.lib.umn.edu/printing.html
- UMN Printing Services [$$$] - http://www.printing.umn.edu/printing/services/PrintServices.htm#
- FedEx Office – [$$$] - http://www.fedex.com/us/office/

Bigger posters cost more, shiny paper costs more. Matte paper is generally best for your typical poster presentation. Gloss paper is good for making photos pop, but not so hot for your typical research presentation. Unless you plan on hanging up your poster somewhere permanently, laminating is generally a waste of money.

Poster Creation Software

Posters can be created in a few software packages, but the two most popular are:

- Microsoft PowerPoint
- Adobe Illustrator

This document will assume you are creating your poster in PowerPoint. While Adobe Illustrator is an excellent program, it is also very expensive compared to PowerPoint.

PowerPoint Templates

Templates are widely available on the internet that can be used to help you make an attractive poster. You can download specially branded University of Minnesota slides from these sites if you wish:

- UMN Images Library, including Driven to Discover templates: https://www.ur.umn.edu/imageslib/faq/
- UMN CEHD PowerPoint: http://intranet.cehd.umn.edu/Communications/powerpoint/default.html

Using PowerPoint to make Posters

Sizing

I don't have space to detail a specific how-to on PowerPoint, but here are a few tips to get you started.

Use the **<u>Page Setup</u>** menu to immediately change the size of the slide. PowerPoint slides can only be a maximum size of 56" x 56", so you will need to make your slide half the size of the finished poster. For example, a 36" x 42" poster should be 18" x 21". This will be scaled up by two when the poster is printed.

Avoiding Pixelating Images

TrueType fonts (standard PowerPoint) will scale up without a problem when you print without pixelating. Graphs not created within PowerPoint and inserted should be rasterized to prevent pixelating during printing. Essentially, this involves importing images into Adobe Photoshop, converting them to a rasterized image, and then importing the final image into PowerPoint. This document has more information on this process: http://hms.harvard.edu/ec_res/nt/38689DFA-74C3-41B3-9D7B-3569ADAA1E58/poster_recipe.pdf
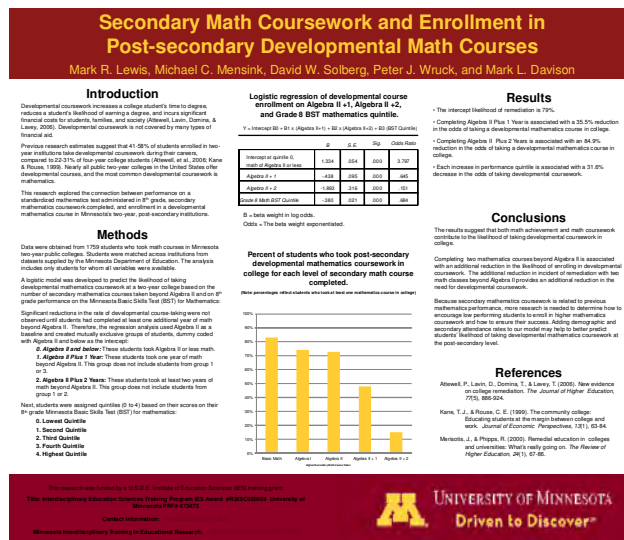
Effective Research Posters

I am an unapologetic minimalist when it comes to poster design. Go to any large conference, and you will see enormous, garish posters with all kinds of useless pictures, clip art, and colors that do not belong together. A well thought out research study can be ruined by a sloppy or amateurish presentation. The human eye is pleased by symmetry, straight lines, and pleasing color schemes, so take the time to line up your poster elements. Also, black text on a white background provides the most contrast for comfortable reading. Avoid dark backgrounds and light text.

Posters are meant to be a concise depiction of your research project, supplemented by your personal presence during a poster session so that you might engage audience members in a discussion of your research. They are not meant to replace a full empirical paper, nor are they meant to be an advertising space for whatever. Forcing these needs onto a poster will not work well for you or your audience. My mantra for research posters is **<u>*less is more*</u>**. You will not be able to include every citation or every bit of information that you would like to for your study. Chose your main point and stick with that. Be clever in designing your graphs - try to get as much information into them as possible. Illustrations should only be included if they are completely necessary to tell your research story.

Basic Poster Design

Research posters are all generally built off the same format (i.e. APA style). A good research poster generally includes the following sections and information:

- **Introduction**
- **Method**
- **Results**
- **Conclusions / Discussion**
- **References**
- **Graphs**
- **Title**
- **University affiliation**
- **Co-authors**
- **Contact information**

These elements may certainly change depending on your topic and need, however for most empirical work these sections are sufficient. Typically, graphs are included in the very middle, as that is where readers tend to look first.

Note that an abstract is **not** included on a research poster. The poster itself is an abstract of your research work, including a formal abstract paragraph takes up precious space and is redundant (breaking my second mantra): **no redundant information!**

Only chose colors that go together, and try to stick to a 2 – 3 basic, solid color scheme for your poster. Gradients will not print onto a poster well, and large background colors will also not print well. Notice how the example poster is mostly white with black text – easy to read and clean looking as well. Color will naturally draw the eye in such a situation, so the reader is attracted to the yellow graph in the middle – which is the major element of our research presentation.

Poster Layout

After resizing your powerpoint slide, you'll need to make text boxes for your major sections. You can block off each section with white space, or you can use lines to differentiate each section (see example). I typically use one text box for each major sections. You should also turn on the gridlines on PowerPoint, which will help you line up major elements so they are symetrical.

Audience members will not typically read your poster by beginning at the introduction and working their way through to the conclusion. Instead, audience members will look at your graphs first, then glance at your introduction and methods, going straight to your results and conclusion. Use this reading style to your advantage by putting graphs in the middle of the poster. This will force them to at least look at the other important elements.

Poster Fonts

Audience members should be able to read your title from at least 5 feet away, if not more. This website has excellent poster making advice: http://abacus.bates.edu/~bpfohl/posters/#fonts .

Some general rules for your fonts:

- No fancy fonts. Use standard fonts that are easy to read and will print well.
- Less is more, bigger is better. You aren't writing a paper here. Sizing your fonts should be one of the last steps in designing a poster. Enlarge them as far as will best fit on the paper.
- Dark text, light background = easy to read.

Saving and Printing your Poster

Follow the instructions for saving and sending your PowerPoint file for printing. Some typical formats include saving the file as a .tif, .pdf, or leaving it as a .ppt. Avoid saving the file as a .jpeg, which may result in major pixelization during printing. Your poster printer will have suggestions for this step, follow them and you should end up with an attractive and effective research poster.

Presenting Your Poster

Things to Bring

You will want to bring the following items to your poster session:

- Your research poster (duh) carried inside a:
- Poster tube or poster carrier (I recommend buying a resizable one from an office supply / art supply store)
- Extra pins to hang your poster (just in case the conference supplied ones are absent)
- A notepad & pen
- 75 – 100, 8.5"x11" printouts of your poster (or more depending on the conference)
- A manila envelope
- Water bottle (you'll get dry from all the talking)
- Business cards (for networking)

AERA and other conferences suggest bringing printouts of your paper to supply upon request. Don't bother – it's a waste of time and paper. Give out your poster handout instead – it has your email on it. Inform your audience members that they can email you for the paper if they are interested. You save a tree, and the headache and $$ involved in printing 20 copies of a 30 page paper.

Presenting the Poster

During your poster session, your audience members will have other posters then yours they wish to see. Five minutes of undivided attention is very optimistic in this situation. Because of this, most folks want to be 'walked through' your poster, rather than reading it themselves. This isn't always the case though, so always ask if they want to be walked through the poster. If they want to read the poster on their own first, let them know you'll be happy to answer any questions after they have finished.

The 'Walk Through'

The poster walkthrough is basically a 1 – 2 minute run through of your research, delivered to an audience member, using the poster as the source of important information (graphs, etc.). A good walkthrough follows these steps:

1. Ignore the introduction completely. Just give the main research question/problem, and then your hypothesis. This is a pitch, so make it interesting. Unless it is a major element of your research (Dr. X's theory vs. Dr. Y's theory); citing previous research here is pretty pointless.
2. Who, what, where (quick methods, stimuli rundown here).
3. Findings! Show your graphs, and take the time to point out the major elements and why they are important. Typically, you don't need to cite your statistics or anything like that; they will take your word if you say 'this was significant'.
4. Wrap the walkthrough up with the relevance of your findings, and maybe some next steps.

That's it! It shouldn't take more than a few minutes (3-5). Ask them if they have any questions, give them a handout, and move on to your next audience member.

Some conferences will have you leave your poster up after the session, so that others may walk through and see the poster. Although not the ideal way to present your research, it is better than nothing. If your conference does this, fill the manila poster with handouts and tack it to the poster board underneath the poster. That way folks can still contact you after the conference if they have any questions.

Be a Professional: Rules for Success

The field of academics, even more so then other fields, has a certain level of expected decorum and procedures to follow. Some of these are just common courtesy; others are delegated strictly to our field:

1. **Make sure all your co-authors are happy with the poster and aware of the information it contains.** Obviously, you should make sure of this before you print out the poster. Co-authors are also expected to be able to stand by the poster if the first author falls ill or something else bad happens. If they can't even explain the poster, then maybe they shouldn't be a co-author (this is up to you though).

2. **Dress nice.** First impressions count, and the more seriously you appear to take the research endeavor the more your audience will respect you as a careful researcher. A sloppily dressed presenter may be an equally sloppy researcher.

3. **Be respectful.** Smile, introduce yourself, make steady eye contact, ask questions where appropriate, etc. The person you are talking to may be the one to offer you a job in the future. If your research, citations, etc. are challenged during your poster presentation, maintain your respectful nature. Thank them for their questions or concerns, get their email, and tell them you'd love to get more feedback about the project at a later point (i.e. not during the poster session). Always thank your audience for their attention, questions, etc.

4. **Take the initiative.** Be the one to ask if they have a question, or would like to be walked through the poster.

5. **Follow up**. After the conference, if you promised someone you would email the paper to them, or make contact – then do it. The ignored email and/or broken promise is one of the most disrespectful and infuriating things I have dealt with in the academic business. Don't be that person.

6. **Sell yourself.** Be excited about your research and you'll infect your audience. Think about what to say before you say it. Maintain an open mind, enjoy the conversations. Take notes, shake hands, hand out your business cards. Be clear, be respectable, and most of all **be a professional**. A good reputation will pay dividends later on in your career.

I think this document lays out most of the elements to creating a good poster. There are many other links out there for designing effective posters, but this gets at most of them. Feel free to email me (Mike Mensink - mens0058@umn.edu) if you have questions or would like to add something to this document. Best of luck with your future research endeavors!