Using Classroom Poster Sessions to Promote Student Engagement and Learning

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Why Student Posters?

- An effective way to present research and engage observers in a discussion of the topic
- Facilitates discussion and increases meaningful student engagement
Elements of Active Learning Strategies

Promotion of Student Engagement

Increased Learning and Knowledge Retention
Basic Elements of Active Learning

- Talking and Listening
- Writing
- Reading
- Reflecting
Ways to Achieve Student Engagement

(Zepke & Leach, 2010)

• Enable students to work autonomously, enjoy learning relationships with others, and feel they are competent to achieve their own objectives

• Create learning that is active, collaborative, and fosters learning relationships

• Create educational experiences for students that are challenging and enriching and that extend their academic abilities
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Akister, Bannon, &amp; Mullender-Lock (2000)</td>
<td>• Skills used in preparing and delivering poster presentations (e.g., summarizing key aspects of important text) are transferable to the workplace</td>
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<td>Berry &amp; Houston (1995)</td>
<td>• Posters encourage students to investigate a topic thoroughly and provide opportunities for peer learning</td>
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<td>Crowley-Long, Powell, &amp; Christensen (1997)</td>
<td>• Promotes more positive attitudes toward empirical research and helps students see research as useful</td>
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<td>Deonandan, Gomes, Lavigne, Dinh, &amp; Blanchard (2013)</td>
<td>• Learned more about a topic from preparing a poster as opposed to writing a paper</td>
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<td>Ello (2006)</td>
<td>• Increased confidence in conducting research, greater understanding of the relevance of research to practice, increased interest in engaging in research in the future</td>
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<td>Johnson &amp; Green (2007)</td>
<td>• More comfortable presenting research in a professional setting</td>
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<td></td>
<td>• Increased likelihood of presenting at professional conferences</td>
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Professional Practice Poster Session
“Scientist-practitioner psychologists embody a research orientation in their practice and a practical relevance in their research.”

(Belar & Perry, 1992, p. 72)
School Psychology Practicum and Seminar

- Placement in school districts and clinical settings across the DC metropolitan area
- Development of professional identity as scientist-practitioners
- Didactic instruction in and review on special topics in assessment, intervention, and consultation
- Discussion on how to apply evidence-based techniques into practicum work
NASP Standards for Graduate Education and Preparation in School Psychology

• 2.1 Data-Based Decision Making and Accountability
  • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs

• 2.9 Research and Program Evaluation
  • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels
You will prepare a research poster on a professional practice issue observed at your practicum site and/or school district and the application of relevant research to address the issue.

Your poster must include the following elements:

- Description of the professional practice issue along with evidence of the issue obtained from your practicum site
- Research-based recommendations for addressing the professional practice issue
- Role of the school psychologist with linkages to the NASP Practice Model domains
Professional Practice Issues Poster

• **Learning Goals**
  - Increase student knowledge of contemporary issues in school psychology
  - Teach students how to create an effective poster
  - Prepare students for future presentations at conferences (e.g., “walking” someone through the poster)

• **Assignment Milestones**
  - Week 1 – Introduction to the assignment
  - Week 5 – Poster topic selection form due
  - Week 10 – Poster abstract due
  - Week 12 – Professional practice poster session
Professional Practice Issues Poster – Topic Selection

Student Name: ________________________________

Proposed Topic Statement:

Evidence of the Professional Practice Issue:

Domain of Practice:

- ☐ Data-Based Decision Making
- ☐ Consultation and Collaboration
- ☐ Interventions and Instructional Support to Develop Academic Skills
- ☐ Interventions and Mental Health Services to Develop Social and Life Skills
- ☐ School-Wide Practices to Promote Learning
- ☐ Preventive and Responsive Services
- ☐ Family-School Collaboration Services
- ☐ Diversity in Development and Learning
- ☐ Research and Program Evaluation
- ☐ Legal, Ethical, and Professional Practice

Other Considerations to Narrow Topic:

- ☐ Gender
- ☐ Grade/Age
- ☐ Disability
- ☐ Educational Placement
- ☐ Socioeconomic Status
- ☐ Other: ________________________________
- ☐ Other: ________________________________
- ☐ Ethnicity/Race/Culture

Preliminary Search Results (last publication information and three articles directly related to your proposed topic):

1. ______________________________________

2. ______________________________________

3. ______________________________________
Past Poster Topics

- Considerations in working with Middle Eastern families
- Culturally responsive Response to Intervention (RtI) models
- Autism interventions in early childhood settings
- Interventions to address truancy and chronic absenteeism
- Disproportionality in special education
- Best practices in working with students classified with emotional disturbance
- Bullying interventions for elementary school settings
- Social skills interventions for students with autism
Professional Practice Poster Session

- Students assigned to presentation time slots to allow them to view other students’ posters
  - Complete peer reviews via a comment card on Poster Appearance, Poster Content, and Oral Presentation

- Attendees include School of Education undergraduate and graduate students, faculty, and administrators; practicum supervisors; and community partners
  - Provide feedback via an evaluation form with a Likert-type scale and open comment box
# Evaluation of Professional Practice Issues Poster

## Poster Title and Abstract
- Title is specific and informative
- Abstract provides a complete and concise overview of the poster and describes the importance of the topic

## Poster Content
- Clear rationale for selection of professional practice issue
- Literature review reflects depth and breadth of research
- Discussion/summary synthesizes literature review and has clearly stated practice implications

## Poster Presentation
- Demonstration of knowledge by answering questions with explanations and elaborations
- Demonstration of professional conduct and demeanor

## Poster Appearance
- Display attracts viewer’s attention
- Words are easy to read from an appropriate distance
- Well organized and easy to follow
Evaluation of Learning Goals for the Assignment

• Students complete a 20-item evaluation form
  • 16 statements about the experience of the poster sessions
    • Likert-type scale from 1 (strongly disagree) to 5 (strongly agree)
  • 4 items about their level of comfort presenting and preparing a research poster before and after the assignment
    • Likert-type scale from 1 (very uncomfortable) to 5 (very comfortable)
## Evaluation of Learning Goals for the Assignment

<table>
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<tr>
<th>Evaluation Item</th>
<th>M (SD)</th>
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<tr>
<td>The poster session increased interaction among students</td>
<td>4.50 (.67)</td>
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<tr>
<td>Completing the poster and attending the poster session increased my knowledge of professional practice issues in school psychology</td>
<td>3.92 (.79)</td>
</tr>
<tr>
<td>I valued the opportunity to present my work in a form other than a written paper</td>
<td>4.08 (.67)</td>
</tr>
<tr>
<td>I valued the opportunity to present my work in a form other than an in-class presentation (e.g., PowerPoint, stand and deliver)</td>
<td>4.17 (1.19)</td>
</tr>
<tr>
<td>Overall, the poster session was a valuable experience</td>
<td>4.50 (.67)</td>
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- Students rated themselves as more comfortable preparing and presenting a research poster after completing the assignment.

- Most students indicated they were interested in adapting their class poster for submission as a poster or paper session at a professional conference.
Comments from Students

• I enjoyed the experience and the opportunity to do something different!

• It was a wonderful experience for me interacting with people not just my colleagues alone though I did not perform as I had wanted/ prepared. I look forward to the next one.

• Scaffolding assignments were helpful.

• Your guidance during the first research poster session in section 1 was extremely helpful. Your guidance then made me feel more comfortable developing this one.
Comments from Attendees

• This was a great "training and preparation" activity for our students and should be replicated in each department! Excellent!!

• Most of the posters looked great; I felt as if I was at a real poster presentation.

• I think is a great assignment that should be incorporated in at least one course early in the curriculum. Can be helpful in other programs as well.
Advice for Organizing a Student Poster Session

• Be explicit about the purpose of the assignment and learning goals
• Include scaffolding assignments to help students plan their poster in advance
• Show examples of posters and poster sessions
• Provide resources and templates for creating posters
• Provide easels, tape, and pushpins for mounting and ensure the room has adequate space
• Require students to prepare handouts
Resources for Creating Effective Posters

• How to Create a Research Poster: Poster Basics

• Research Poster Resources

• Undergraduate Research, Scholarship, and Creative Achievement: Poster Resources

• Designing Effective Research Posters
Contact Information

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