

PUBLISH or PERISH

University club increasing a campus culture of research & publication.

All students & faculty welcome

Free Workshop:
POSTERS & PRESENTATION

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POP



* Poster Presentations



College of Education Poster Gallery

**Want to showcase your poster?
Contact Tara**



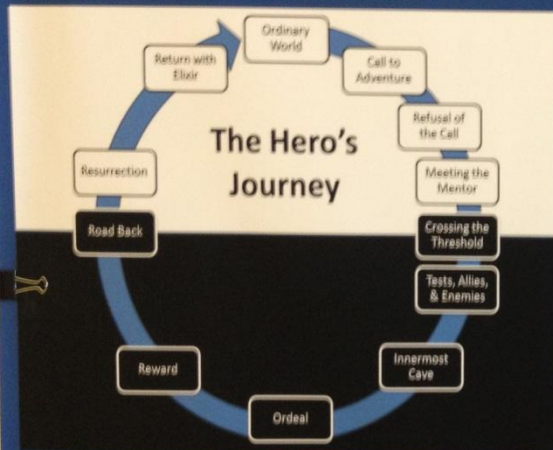
Example of COE Poster

N

Finding the Hero in Each of Us

University of Nevada - Reno

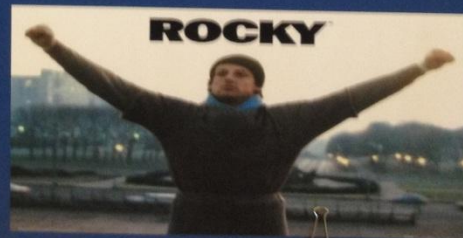
Margaret M. Ferrara & Greg Nielsen

N

Using the Hero's Journey Model, Create a Hero Journey Presentation & Essay that Reflects a Step-by-Step Experience from Your Own Life. Use the Hero Journey Worksheet as Your Guide.

Benefits:

- * Process Thinking
- * Depth of Knowledge (DOK)
- * Spectrum Thinking
- * Evaluative Thinking
- * Reflective Thinking
- * Metaphorical Thinking
- * Creativity & Synthesis



Example of COE Poster

Tara E. Madden

College of Education-University of Nevada, Reno

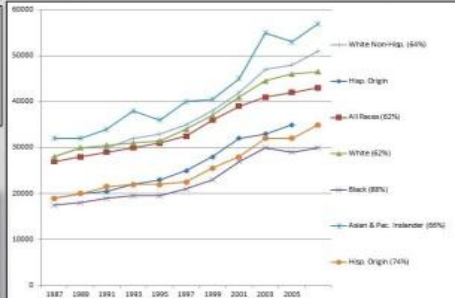
Crux: Graduate Schools can more effectively assess student readiness of Graduate level work with alternative admissions policies and avoidance of GRE score dependency.

Methodology: Using data and research obtained from secondary resources on the correlation between GRE scores and predictability of Graduate School success, lowest GRE scores by student cohort, and on the Educational Testing Service.

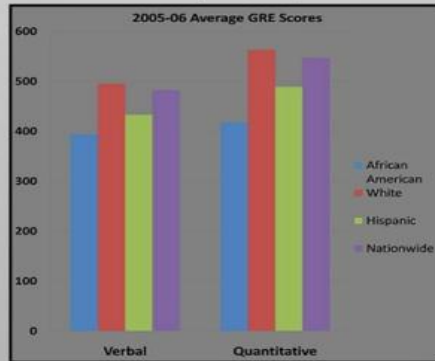
"There are critical skills associated with scholarly and professional competence that are not currently measured by graduate admissions tests" ETS, 2008

Recommendations: Alternative admissions requirements such as a departmental standardized basis for comparison across student applicants, Graduate Student Semester Trial, student interview, student portfolio of academic and work experience, letter of intent, letters of recommendations, or Department Assessment Exam.

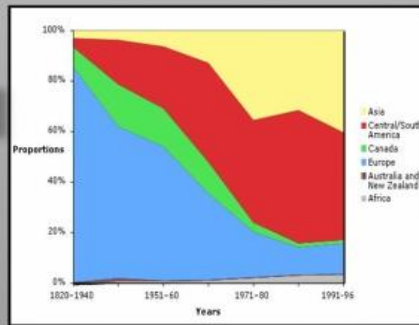
The Student-Centered, Ethic of Care Model would be the best student affairs organizational model to help administrators establish new admission standards. Academic affairs would center on the ethic of care for those under represented students who would most benefit from a graduate degree. New admission policies could be integrated to help ensure equal access for graduate level student success.



Household Median Income in Current Dollars by Race and Hispanic Origin of Householder, 1987 to 2006. (ETS, 2008)



GRE Scores by Race (ETS, 2008)



Immigration patterns have changed dramatically over the past 100 years. (ETS, 2008)

Comparison of Graduates and Non-Graduates Who Began as Probationary Education Students

	Graduates (N=59)	Non-Graduates (N=30)
9-Hr GPA	3.70	3.65
GRE-V	423	398
GRE-Q	418	456
GRE-A	443	436
Final GGPA	3.71	3.55

Comparison of Graduates and Non-Graduates Who Began as Regularly-Admitted Education Students

	Graduates (N=61)	Non-Graduates (N=22)
UG-GPA	3.15	3.22
9-Hr GPA	3.83	3.71
GRE-V	446	490
GRE-Q	483	527
GRE-A	497	555
Final GGPA	3.83	3.73

There is no significant difference found between GRE scores and GPA of regularly admitted or probationary students or those who graduated or did not graduate (Orlando, et al, 2005).

Key Findings:

- *There is no significant correlation found between GRE scores and GPA of regularly admitted or probationary students or those who graduated or did not graduate at (Orlando et. al, 2005).
- * GRE 2011 changes compensate for deficiencies: longer testing time, a departure from computer-adaptive testing, a new grading scale, and an enhanced focus on reasoning skills and critical thinking for both the quantitative and qualitative sections.
- *Economic standing influences GRE average scores: financial resources create advantages: test of \$160, re-test fees, and test-preparation courses are access barriers.
- *Can create instructor bias which labels student worth and threatens academic potential (Jackson, 2010).
- *Test scores act counterproductive to university mission to emphasize graduate programs which meet the needs of NV citizens, reflect & respect ethnic/ cultural diversity of NV in students/ faculty.
- *There are many things the GRE does not give you information on, such as someone's ability to be persistent, someone's ability to be resilient and someone's creative ability (Johnson, 2009).

"In many disciplines, those who scored better in the GRE were more likely to fail than those that scored worse" (Orlando, 2005).

In All Major Fields Black Student GRE Scores Trail Far Behind Whites. The Racial Differences Are the Greatest in the Physical Sciences.

Mean Combined Score on the Verbal and Quantitative Sections of the GRE by Race and Field of Major Study, 2003

Field of Graduate Study	Black Score	White Score	Black/ White Gap
Engineering	1033	1220	187
Life Sciences	843	1039	196
Education	773	977	204
Humanities and Arts	888	1119	231
Business	794	1031	237
Social Science	825	1063	238
NATIONAL AVERAGE	821	1062	241
Other fields	790	1036	246
Physical Science	961	1208	247

Source: Educational Testing Service.

References

- *Educational Testing Service. (2008). *Factors that can influence performance in the GRE general test 2005-2006*. Princeton, NJ: Educational Testing Service.
- *Orlando, J. (2005). *The Reliability of GRE scores in Predicting Graduate School Success*. Norwich University.
- *Jackson, J. (2010). *Admission Algorithms: The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/blogPost/Admission-Algorithms/21243/>
- *Johnson, I. (2009). *GRE expected to change in structure by 2011*. Retrieved from http://www.statnews.com/index.php/article/2009/12/gre_expected_to_undergo_change_in_structure_by_11
- *The Widening Racial Scoring Gap on Standardized Tests for Admission to Graduate School. (2006). *The Journal of Blacks in Higher Education*. Retrieved from http://www.jbhe.com/news_views/51_graduate_admissions_test.html

* Poster Presentation Tips

- * Avoid clutter.
- * Keep the lettering simple.
- * Keep the colors simple.
- * Know the rules.
- * Know the judging criteria.

- * Important poster characteristics:
 - * Use of a poignant attention getter
 - * Use of graphics to communicate data
 - * Well organized poster with easy to follow flow of information
 - * Overly dense presentation of content

* Scientific posters should follow the **IMRAD** format

* Introduction

* Methods

* Results

* Discussion

* **Poster
Presentation
Tips**

Poster Checklist

Content

- Titles, authors, and institutional affiliations are listed.
- For research posters: Introduction, Methods, Results, and Discussion are present.
- For clinical vignettes: Introduction, Case Description, and Discussion are present.
- Logical sequence of information flow (left to right, and top to bottom).
- Photographs graphs, tables, and charts are used whenever possible to display data or convey important information.
- Each section is concise and clear.

Appearance

- Poster meets the size restrictions of the scientific program.
- Poster construction will accommodate method of display at the meeting (pinned, hung, easel, taped, etc.).
- Abstract is posted in the proper position on the poster (if required).
- The poster does not appear cluttered.
- Major headings can be read from 3 to 5 feet away.
- Text and figures can be read from 2 to 3 feet away.
- Graphs and figures can be read from 2 to 3 feet away.
- Font is similar throughout (no more than three fonts sizes used for poster title, section title, and text).
- Color, lines, boxes, and arrows are used to emphasize important points.

Overall

- Content can be absorbed in 10 minutes or less.

* Poster Presentation Resources

* How to Youtube Video

* <http://www.youtube.com/watch?v=m02leV4gxE>

* Poster Presentation Tips (Ppt)

* <http://www.brandeis.edu/experientiallearning/pdfs/PosterTips2web.pdf>

* CxC

* Dept of Communication at NCSU

* [http://appl010.lsu.edu/cxc/cxcresources.nsf/\\$ByUniversalID/D6C28974A2F20459862572200058ACBA/\\$File/Poster%20Guidelines.pdf](http://appl010.lsu.edu/cxc/cxcresources.nsf/$ByUniversalID/D6C28974A2F20459862572200058ACBA/$File/Poster%20Guidelines.pdf)

* SCOTT W. PLUNKETT1

* http://www.csun.edu/plunk/documents/poster_presentation.pdf

* ACP

* American College of Physicians

* http://www.acponline.org/residents_fellows/competitions/abstract/prepare/pos_pres.htm

- * <http://www.youtube.com/watch?v=whTwjG4ZIJg>
- * <http://www.youtube.com/watch?v=A3QL2DpKKVI>
- * <http://www.youtube.com/watch?v=6RDnl3NFgsY>
- * http://www.youtube.com/watch?v=_r8vikd7hhg
- * <http://www.youtube.com/watch?v=0J3dbY-8xJw>

* Presentation Resources

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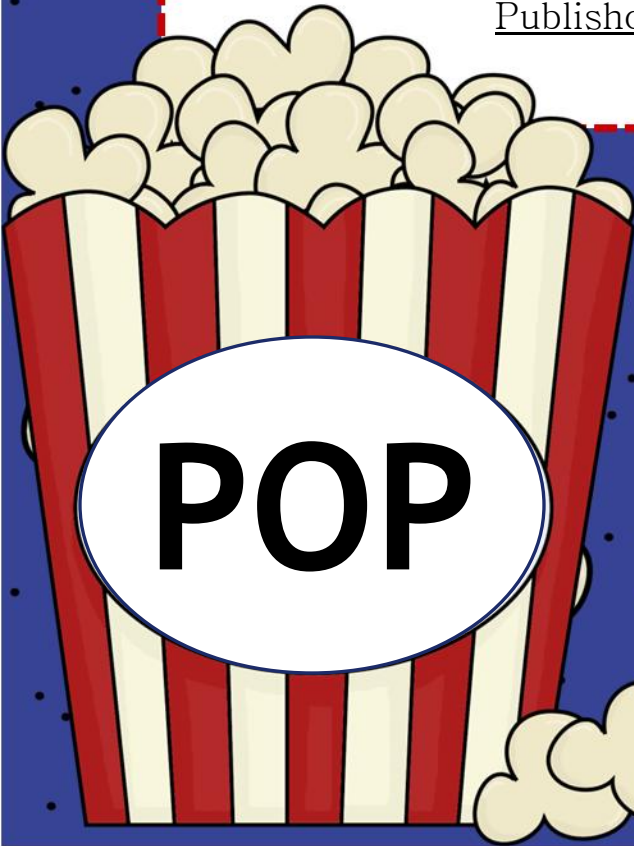
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7pm - WRB 2030

Free Workshop: 04/25

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