A Rational for Converting a Paper Assignment into a Poster Assignment

Because Lewis and Jordan (2013) have found that converting paper assignments into poster assignments can enhance student engagement and deeper understanding of the material, we decided to conduct the experiment. The experiment was conducted in a large lecture hall with 100 students. Students were randomly assigned to either the poster assignment group or the paper assignment group. The poster assignment group was instructed to create a visual representation of the assigned readings, while the paper assignment group was instructed to write a traditional paper on the same topic. The results showed that students in the poster assignment group had a higher level of engagement and a better understanding of the material compared to those in the paper assignment group. This finding suggests that converting paper assignments into poster assignments can be an effective strategy to enhance student learning.
The poster session.

In this session, we encourage students to interact with each other by expressing their findings in the form of written papers. These papers are expected to be concise and to the point, focusing on key findings and implications. The session aims to facilitate a dialogue among students and faculty, enabling them to share their insights and learn from each other.

A few days before the poster session, each student submits a copy of their paper for review. The goal is to prepare students for face-to-face discussions with faculty members.

The purpose of the session is to help focus attention on the relevance of the content discussed in the papers. It is a platform for students to present their research in a structured manner, enabling others to provide feedback and suggestions for improvement.

Because most students come with no prior knowledge of the topic, the session helps to ensure that the posters will be adequately prepared.

The approach helps to organize the posters to answer common questions. In addition, it improves the organization of key ideas and encourages the presentation of posters. The session provides an opportunity for feedback, which is crucial for the development of students.

Assignment guidelines: The assignment emphasizes the importance of effective oral communication. Students are required to prepare a poster that highlights the key findings of their research. The poster should be well-organized, concise, and visually appealing. The presentation should be delivered in a clear and engaging manner.

One of the key challenges in this session is to ensure that students are able to deliver their presentations effectively. To address this, we have developed a rubric that guides students on how to prepare and deliver their presentations.

Conclusion: The poster session offers an excellent opportunity for students to share their research findings and to learn from others. It is an important component of the academic experience and should be encouraged as part of the curriculum.
(continued)

- How does the final output look for you? Do you feel satisfied with the results?
- What is the overall quality of the design process, considering your experience with the tools and materials used?
- How do you think the design process can be improved or adapted for future projects?
- How do you feel about your role in the design process? Did you feel empowered or limited?
- What are the strengths and weaknesses of the design process? How could it be improved?

Drew the design. Check the drawing and finish line for the session.

Figure 1. Language development project (continued)
Directions: Find the sentence that has the description below.

Example: Speaker (Japanese) "I'm happy to help."

1. Speaker (Japanese) "I'm happy to help."
2. Speaker (Japanese) "I'm happy to help."
3. Speaker (Japanese) "I'm happy to help."
4. Speaker (Japanese) "I'm happy to help."

Direction 2: Directions: for research and poll format (continued)
Figure 5. Example of student work. Russian

Figure 6. Example of student work. English

Final Words

The goal of the poster session was to engage students in a hands-on learning experience and promote critical thinking and communication skills. Students were encouraged to create posters that effectively convey their research findings. The session provided an opportunity for students to gain feedback from their peers and faculty, fostering a collaborative learning environment.

During the final two hours of the session, students were divided into groups of two and five, with each group focusing on a specific topic. The facilitator led discussions on the poster contents, highlighting key points and encouraging constructive feedback. This approach not only enhanced the learning experience but also created a dynamic and interactive atmosphere.

As the session came to a close, participants reflected on the day's activities, emphasizing the value of engaging in such interactive and collaborative learning experiences. The overall response was positive, with many students expressing interest in participating in future poster sessions.
Lia Roberts Lee

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Figure 2: Example of Student Work, 2011/07/09