**CEEMS Poster Guidelines and Pointers** (Speakers: Ms. Pamela Truesdell, CEEMS Resource Person, UC; and Mr. Dennis Dupps, CEEMS Technology Resource Specialist, UC; July 7, 2015, 9:00 am–11:00 am)

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| **Figure 1: Ms. Pamela Truesdell** | **Figure 2: Mr. Denny Dupps** |

This session was given by Ms. Pamela Truesdell, a resource team member for the CEEMS program and Denny Dupps, the technology resource person for the CEEMS program on Tuesday, July 7, 2015 from 9-11 AM in Zimmer Hall, room 414. Ms. Truesdell earned a B.A. and MAT in History, as well as a B.S. in Education from UC. She taught in the Cincinnati Public School District for 30 years and served as a chair person for the Engineering Department at Western Hills Engineering High School. She was selected to be a part of the Albert Einstein Distinguished Educator Fellowship Program at NSF in 2011, and worked in Research Experiences for Teachers (**RET**) Program in Engineering Directorate. She also authored a short format book, Engineering Essentials for STEM Instruction: How do I infuse real-world problem solving into science, technology, and math? (ASCD Arias), which was co-released by ASCD and NSTA Press on April, 2014.

Mr. Denny Dupps has been a high school technology teacher at Indian Hill High School for the past 45 years, and is currently the technology resource person for the CEEMS program. He earned BS in Industrial Arts Education at Morehead State University and a Masters in Secondary Education from UC, as well as, additional coursework in Information Technology, Computer Science, Digital Video Productions and Robotics. He has been a high school technology teacher at Indian Hill High School for the past 45 years. He served as the President of the Ohio Technology Education Association from 1984-86. He continues to teach part time at Indian Hill High School and is the faculty advisor of the Indian Hill Television Network which produces a weekly news program and many sports and musical programs throughout the district.

Ms. Truesdell began the session by discussing the importance of making a poster. Some of the key factors discussed were to communicate, summarize, and synthesize the CBL work. Posters are also a great resource for developing the unit video for teachers. The objectives of this workshop are to understand the requirements of the summer poster and to apply those requirements for evaluation of sample posters to fully understand how to create the best poster.

Next Ms. Truesdell discussed the checklist which was passed out to all participants. She guided the audience to use it as a self-assessment while creating their posters. She began with discussing the style (fonts and margins) and the importance of being consistent throughout the poster. She also discussed colors, word content, pictures, and breathing room (white space). She particularly emphasized the importance of taking photos and videos during the implementation of the unit. She suggested to dig out old camera equipment from home and allow the students to record the unit from their perspective. This discussion led into the end of the summer poster requirements. These requirements include introducing the major components of the challenged based learning process (big idea, challenge, essential questions), along with required titling elements. NSF logo and acknowledgement must be present on the poster.

Ms. Truesdell then asked the participants to compare the guidelines for the summer poster versus the guidelines for the unit poster. In **Figure 3** below Ms. Truesdell is showing the template for the unit poster. Groups had time to discuss the major differences in the required posters. For example, the unit poster includes a reflection, conclusion, student work and results, and implementation of the unit. Therefore the unit poster should be much more in depth. Mr. Denny Dupps also explained the importance of graphics and photographs of telling the story of the unit. Ms. Truesdell explained how to check the poster resolution by using the “tiling” method through the printer properties on the computer.



**Figure 3: Ms. Truesdell Introducing the Unit Poster Template**

So how does one take the poster requirements from “ho hum” to “awe-some”? Participants received a worksheet called “Principles and Elements of Design.” These are laws to designing anything. The five principles are unity and variety, emphasis and focal point, scale and proportion, balance, and rhythm. The elements of design are things that are involved in making a design. The seven elements of design are line, shape and volume, texture and pattern, illusion of space, illusion of motion, value, and color.

The next portion of the session was interactive with the participants. Ms. Truesdell asked the participants to evaluate posters using the Unit Poster Components Checklist. Volunteers gave positive and critical feedback for the example unit posters and a discussion followed. Examples of critical feedback included font sizes, placement of pictures/diagrams, formatting of pictures, use of white space, and how to format bulleted points. Participants asked questions about the example unit posters and Pamela was able to go into the PowerPoint program to give editing advice and instructions on how to use the tools. In **Figures 4 and 5**, Ms. Truesdell is displaying example posters and giving wait time for groups of teachers to use the rubric to score, discuss, and analyze the content.

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| **Figure 4: Ms. Truesdell Introducing the Activity “Let’s Play-Evaluate the Poster”** | **Figure 5: Teachers Evaluating the Example Poster** |