



## Evaluating scientific posters

Students work in pairs to assess their posters and discuss presenting it verbally. The students swap with another pair to carry out evaluation of the presentation. This is followed by a class discussion on the outcomes.

### Outcomes

Students will be able to:

- plan the presentation of a scientific poster and anticipate the questions that may be asked on the topic
- evaluate i) the quality of a scientific poster and ii) the quality of the presentation of a scientific poster.

### Time required

One lesson

### Outline of the activity

When pairing the students up, assign them as student A and student B, as this will aid the smooth running of the activity.

1 Start the activity by suggesting that students use the criteria provided when they first evaluate a) the poster itself, and b) the presentation of the poster. Ask students to make any changes to the criteria that they wish for the second time around. (The evaluation sheet is available as a Word document for modification.)

2 Students work in pairs to complete Part 1 of the evaluation task as detailed on briefing sheet 1. This involves inspection of the posters themselves and the evaluation of the content/visual presentation. Students also discuss how they plan to present their poster to a reviewer, and they will be required to anticipate questions that they may be asked in this process (this is the same as thinking of questions that they would ask if they were a reviewer).

3 Get student B in each pair to swap with student B in another pair. Tell the students that student A in each pair will be presenting their poster to student B, with student B carrying out the evaluation. This is described in Part 2 of the briefing sheet.

4 Finish off the activity with a class discussion on best practice. This could be handled in various different ways, but one suggestion is as follows:

i Ask the reviewers (student B) to suggest examples of good practice they have seen in terms of the posters themselves, and the presentations they've reviewed.

ii Ask the presenters (student A) to give examples of things they would do to improve their poster and the presentation they gave.

iii Agree any changes needed to the evaluation criteria.

### Tips and strategies



If the students worked in pairs or groups to prepare their posters, rather than working on their own, you will need to manage the evaluation activities and discussions appropriately.

You could define the criteria that the students use to evaluate the posters/presentations in the class discussion at the start of the activity, rather than using those on the worksheet. Adapt the worksheet so students write in their own criteria and weightings.

If poster boards are available, this will aid the presentation of the posters. But the activity can still be carried out if the posters are laid on top of a table or desk.



## Evaluating scientific posters: briefing sheet

You are going to work in pairs/groups to evaluate your posters and present them to a reviewer.

### Part 1 Looking at each others' posters

Look at each others' posters and carry out the assessment using the criteria listed below. The criteria should be adapted to the topic being studied. Each category has a weighting. For instance, content is 35%, so you'll need to award a mark out of 35 in that category. Later you will do a presentation.

Then discuss with your partner/group how you plan to present your poster orally. Try to anticipate questions that a reviewer might ask (or questions you would ask if you were a reviewer).

Criteria for assessment	Weighting	Mark
<b>Content</b> The introduction contains appropriate content, for example: i. The discussion covers one or more risks associated with cancer, explaining any relevant lifestyle factors and their levels of risk. ii. The conclusion is a concise summary of the main points covered in the poster. A bibliography is included.	35 %	
<b>Structure and formatting</b> The poster has a clear beginning and end. The textual areas have clearly defined pieces of information. The poster has been created in the correct format.	15 %	
<b>Language and images</b> Language is clear, concise and easy to understand. Language is appropriate for the intended audience. No spelling or grammatical errors. The images enhance the text. The science contained in the images is correct.	30 %	
<b>Amount of information</b> There is enough information to inform the audience of the topic and not too much to require lengthy reading.	10 %	
<b>General impression</b> The poster is visually attractive and well presented. Correct information is presented in an interesting and novel way.	10 %	

Total mark: \_\_\_\_\_ %



## Evaluating scientific posters: briefing sheet

### Part 2 Presenting your poster

Work in pairs/groups, where one member/small group will present the poster to the other(s). The observer will complete the evaluation form below and ask questions of the presenter at the end.

Listen to the presentation and carry out the assessment using the criteria listed below. Each category has a weighting. For instance, content is 35%, which means you'll award a mark out of 35 in that category.

After assessing the presentation, the reviewer(s) should give feedback to the presenter(s), explaining what was good about the work and how it could be improved.

Criteria for assessment	Weighting	Mark
<b>Content</b> The introduction contains appropriate content, for example: i. The discussion covers one or more risks associated with cancer, explaining any relevant lifestyle factors and their levels of risk. ii. The conclusion is a concise summary of the main points covered in the poster.	35 %	
<b>Structure</b> The presentation was clearly structured and reflected the content of the poster. The presenter(s) drew your attention to relevant diagrams and images on the poster as they went through the presentation.	10 %	
<b>Oral delivery</b> The presenter(s) presented their ideas clearly and maintained eye contact with the audience. The presentation did not simply recite the contents of the poster, but showed some versatility and imagination.	25 %	
<b>Voice</b> The presenter(s) spoke clearly, projected their voices so that they could be heard clearly at all times. The presenter(s) had an 'engaging' style with the audience and maintained their interest throughout.	15 %	
<b>Questions</b> The presenter(s) answered the questions posed to them clearly, without waffling. If they didn't know an answer, they suggested where the answer might be found.	15 %	

Total mark: \_\_\_\_\_ %