

UTeach Conference 2020

Call for student poster proposals | *Due April 30, 2020*

June 30–July 2 | Austin, Texas

The 2020 UTeach Conference student poster session will be held Wednesday, July 1.

Proposals can have no more than two names in the submission or on the poster, and no more than two presenters during the poster session at the conference.

Competitive Categories

For current UTeach students

There are three competitive categories for students.

Research — Posters should focus on a research project conducted for a UTeach course.

UTeach in Action: Courses — Posters should demonstrate the effectiveness of UTeach instruction through exemplar lessons, experiments, projects, etc.

UTeach in Action: Programs — Posters should demonstrate how programs are leading the way with student organizations, internships, portfolios, peer advising, etc.

One winner from each competitive category will receive a cash prize of \$200.

Non-Competitive Category

Students with a co-presenter who is an instructor, staff member, or UTeach alumnus are welcome to participate in a non-competitive category. Posters may focus on a variety of topics related to UTeach and UTeach replication.

Note: Only students (and co-presenters) from UTeach partner programs are eligible to submit poster proposals.

Submit proposals now!

institute.uteach.utexas.edu/conference

Deadline April 30, 2020

Poster Format

Posters should be no more than 36 inches tall x 48 inches wide. The following poster formats will be accepted for all categories:

Tri-fold: Presenters selecting this format must be able to display their poster on tables.

Flat: Presenters selecting this format must be able to mount their posters on movable poster stands.

Guide to Creating Posters

For help creating a poster, please see The University of Texas at Austin's Guide to Creating Research Posters:

www.utexas.edu/ugs/our/poster.

See descriptions of successful student posters in the 2019 conference program and look at the 2019 conference photos for a glimpse of what the posters look like: institute.uteach.utexas.edu/conference.

See the following pages for poster criteria and rubrics.

2020 UTeach Conference

Student poster competition criteria and rubrics

Criteria for the Student Poster Competition

Students presenting competitive posters may compete in one of the following categories: Course Exposition, Program Exposition, or Research.

UTeach in Action: Courses

These posters should demonstrate excellence in UTeach instruction.

- **Completeness:** Degree to which poster addresses course as a whole
- **Poster highlights student learning**, including examples of student work and/or activities from that course
- **Clarity** of poster content and poster design
- **Verbal explanations** of the poster

UTeach in Action: Programs

These posters should demonstrate how a program excels in an essential element of the UTeach program. Program elements could include student organizations, internships, portfolios, student-led recruitment, peer advising, community space, etc.

- **Completeness:** Degree to which poster addresses program essential element as a whole
- **Poster highlights student engagement** in a program element
- **Clarity** of poster content and poster design
- **Verbal explanations** of the poster

Research

Research posters should focus on a research project conducted for a UTeach course.

- **Novelty** and innovation
- **Relevance** to STEM education and/or UTeach model
- **Quality** of research design
- **Clarity** of poster content and poster design
- **Verbal explanations** of the poster

Rubrics for Poster Competition

All Categories

	Clarity of poster content and design	Students' ability to give verbal explanations about the poster
5	<ul style="list-style-type: none"> > Poster is clearly laid out and easy to follow in the absence of the presenter. > Text is concise and free of spelling or typographical errors. > Background is unobtrusive. > Figures, tables, graphs, and/or photos are appropriate, labeled correctly, improve understanding, and/or enhance visual appeal. 	<ul style="list-style-type: none"> > Answers difficult questions clearly and succinctly. > Comfortably references the poster when answering questions and explaining the topic. > Demonstrates a very strong knowledge of the subject and is enthusiastic about it.
4	<ul style="list-style-type: none"> > Layout is crowded and/or confusing in absence of presenter. > Text is relatively clear and mostly free of spelling and typographical errors. > Background is unobtrusive. > Most figures, tables, graphs, and/or photos are appropriate, labeled correctly, and/or improve understanding. 	<ul style="list-style-type: none"> > Answers most questions easily. > References the poster only when explaining, but not while answering questions. > Demonstrates good knowledge of the subject and seems interested.
3	<ul style="list-style-type: none"> > Layout is confusing in the absence of the presenter. > Text is relatively clear, but there are some spelling and typographical errors. > Background may be distracting. > Figures, tables, graphs, and/or photos are not always related to text, are not appropriate, are poorly labeled, are limited, and/or do not improve understanding. 	<ul style="list-style-type: none"> > Answers most questions, but some with difficulty. > Does not refer to poster when answering questions or explaining the topic. > Demonstrates some knowledge of the subject and seems interested.
2	<ul style="list-style-type: none"> > Layout is untidy and confusing in the absence of the presenter. > Text is hard to read due to font size or color, and there are some spelling and typographical errors. > Background may be distracting. > Figures, tables, graphs, and/or photos are not related to text, are not appropriate, are poorly labeled, are limited, and/or do not improve understanding. 	<ul style="list-style-type: none"> > Has difficulty answering most questions. > Does not reference the poster and seems unfamiliar with it. > Demonstrates little knowledge of the subject and seems only somewhat interested.
1	<ul style="list-style-type: none"> > Poster is poorly laid out and confusing in the absence of the presenter. > Text is hard to read, messy, and contains multiple spelling and typographical errors. > Very poor background. > Visual aids are poorly done or not used. 	<ul style="list-style-type: none"> > Cannot answer most questions. > Does not reference the poster and seems unfamiliar with it. > Demonstrates no knowledge of the subject and does not seem interested.

UTeach in Action: Courses

	Completeness: Poster addresses course as a whole	Poster highlights student learning, including student work/activities
5	<ul style="list-style-type: none"> > Excellent explanation of the course essential idea. > Details provide significant information to understand the implementation of the course essential idea. 	<ul style="list-style-type: none"> > Highlights a variety of excellent student work samples, products, or formative/summative assessments. > Student learning clearly indicates a 5E/inquiry framework.
4	<ul style="list-style-type: none"> > Very good explanation of the course essential idea. > Details provide sufficient information to understand the implementation of the course essential idea. 	<ul style="list-style-type: none"> > Highlights a variety of excellent student work samples, products, or formative/summative assessments. > Student learning indicates a 5E/inquiry framework.
3	<ul style="list-style-type: none"> > Good explanation of the course essential idea. > Details provide minimal information for understanding the implementation of the course essential idea. 	<ul style="list-style-type: none"> > Highlights one good student work sample, product, or formative/summative assessment. > Student learning suggests a 5E/inquiry framework.
2	<ul style="list-style-type: none"> > Acceptable explanation of the course essential idea. > Details provide insufficient information for understanding of the implementation of the course essential idea. 	<ul style="list-style-type: none"> > Insufficient work sample, product, or formative/summative assessment. > Student learning does not suggest a 5E/inquiry framework.
1	<ul style="list-style-type: none"> > Unacceptable or incorrect explanation. 	<ul style="list-style-type: none"> > Poster does not highlight student work sample, product, or formative/summative assessment. > Student learning does not suggest a 5E/inquiry framework.

UTeach in Action: Programs

	Completeness: Poster highlights the program essential element	Poster highlights student engagement in a program element
5	<ul style="list-style-type: none"> > Excellent explanation of the program essential element. > Details provide significant information for understanding the implementation of the program element. 	<ul style="list-style-type: none"> > Program essential element is highlighted with a variety of excellent examples/products and clearly demonstrates student engagement.
4	<ul style="list-style-type: none"> > Very good explanation of the program element. > Details provide sufficient information for understanding the implementation of the program element. 	<ul style="list-style-type: none"> > Program essential element is highlighted with a variety of good examples/products and clearly demonstrates student engagement.
3	<ul style="list-style-type: none"> > Good explanation of the program element. > Details provide minimal information for understanding the implementation of the program element. 	<ul style="list-style-type: none"> > Program essential element is highlighted with a good example/product and demonstrates some student engagement.
2	<ul style="list-style-type: none"> > Acceptable explanation of the program element. > Details provide insufficient information for understanding the implementation of the program element. 	<ul style="list-style-type: none"> > Program essential element is highlighted with a poor example/product and demonstrates little student engagement.
1	<ul style="list-style-type: none"> > Unacceptable or incorrect explanation. 	<ul style="list-style-type: none"> > Program essential element is highlighted with a poor example/product and demonstrates no student engagement.

Research

	Relevance to STEM education and/or UTeach model	Quality of research design	Novelty and innovation
5	<ul style="list-style-type: none"> > Excellent connections to the teaching and learning of STEM disciplines. > Methods, activities, and/or content are strongly related to STEM education and/or the UTeach model. 	<ul style="list-style-type: none"> > Excellent choice of experimental methods to address hypothesis or project goal. > Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included. 	<ul style="list-style-type: none"> > Excellent original and imaginative thinking. Incorporates insight and addresses unforeseen developments.
4	<ul style="list-style-type: none"> > Very good connections to the teaching and learning of STEM disciplines. > Methods, activities, and/or content are related to STEM education and/or the UTeach model. 	<ul style="list-style-type: none"> > Very good choice of experimental methods to address hypothesis or project goal. > Clear discussion of controls or comparative groups; most controls or comparative groups were included. 	<ul style="list-style-type: none"> > Very good original thinking. Incorporates some insight.
3	<ul style="list-style-type: none"> > Good connections to the teaching and learning of STEM disciplines. > Methods, activities, and/or content are somewhat related to STEM education and/or the UTeach model. 	<ul style="list-style-type: none"> > Good choice of experimental methods to address hypothesis or project goal. > Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking. 	<ul style="list-style-type: none"> > Good original thinking.
2	<ul style="list-style-type: none"> > Poor connections to the teaching and learning of STEM disciplines. > Methods, activities, and/or content are poorly related to STEM education and/or the UTeach model. 	<ul style="list-style-type: none"> > Method not appropriate to address hypothesis or project goal. > Controls or comparative groups not adequately described; some controls or comparative groups missing. 	<ul style="list-style-type: none"> > Very little original thinking.
1	<ul style="list-style-type: none"> > No connections to the teaching and learning of STEM disciplines. > Methods, activities, and/or content are not related to STEM education and/or the UTeach model. 	<ul style="list-style-type: none"> > Methods section missing. > Serious lack of controls or discussion of controls. 	<ul style="list-style-type: none"> > No original thinking.