

# UTeach Conference 2020

Call for student poster proposals | *Due April 3, 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](https://institute.uteach.utexas.edu/conference)

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

## UTeach in Action: Courses

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

## UTeach in Action: Programs

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

## Research

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