

Student Poster Competition Criteria

2024 UTeach STEM Educators Conference

Strands

Strand 1: Research

Posters focused on a research project conducted for a UTeach course.

Strand 2: Course Exposition

Posters focused on an essential idea of a UTeach course. *Examples: lesson plans or units, class projects, explorations of course concepts, etc.*

Strand 3: Program Exposition

Posters focused on an essential element of the UTeach program. *Examples: student organizations, internships, portfolios, student-led recruitment, peer advising, community space, etc.*

Criteria for each competitive category

Research

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

Course Exposition

- **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 explanation** of the poster

Program Exposition

- **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 explanation** of the poster

All Categories

	Clarity of poster content and design	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.

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.

Course Exposition

	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.

Program Exposition

	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 essential 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 essential element. > Details provide sufficient information for understanding the implementation of the program essential 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 essential element. > Details provide minimal information for understanding the implementation of the program essential 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 essential element. > Details provide insufficient information for understanding the implementation of the program essential 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.