May 21–23 | Austin, Texas

The 2019 UTeach Conference student poster session will be held Tuesday, May 21.

**Competitive Category**
For current UTeach students

There are three competitive categories for students.

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

- **Course Exposition** — Posters should focus on an essential UTeach course idea. They must include examples of student work and class activities from that course.

- **Program Exposition** — Posters should focus on an essential element of UTeach. Topics could include student organizations, internships, portfolios, student-led recruitment, peer advising, community space, 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 posters that are **entirely** by non-students through the form for session and poster proposals.

See the UTeach Institute Member Website.

**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 and presenting a scholarly 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 2018 conference program and look at the 2018 conference photos for a glimpse of what the posters look like: [institute.uteach.utexas.edu/conference](http://institute.uteach.utexas.edu/conference).

Submit proposals now!
institute.uteach.utexas.edu/conference

**Deadline March 15, 2019**

See the following pages for poster 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.

Course Exposition
Course Exposition posters should focus on an essential idea of a UTeach course.

- **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

Program Exposition
Program Exposition posters should focus on 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

<table>
<thead>
<tr>
<th>Clarity of poster content and design</th>
<th>Students’ ability to give verbal explanations about the poster</th>
</tr>
</thead>
</table>
| 5 |  > 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.  
   > 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 |  > 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.  
   > 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 |  > 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.  
   > 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 |  > 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.  
   > 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 |  > 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.  
   > 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. |
## Course Exposition

<table>
<thead>
<tr>
<th>Completeness: Poster addresses course as a whole</th>
<th>Poster highlights student learning, including student work/activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 &gt; Excellent explanation of the course essential idea.  &gt; Details provide significant information to understand the implementation of the course essential idea.</td>
<td>&gt; Highlights a variety of excellent student work samples, products, or formative/summative assessments.  &gt; Student learning clearly indicates a 5E/inquiry framework.</td>
</tr>
<tr>
<td>4 &gt; Very good explanation of the course essential idea.  &gt; Details provide sufficient information to understand the implementation of the course essential idea.</td>
<td>&gt; Highlights a variety of excellent student work samples, products, or formative/summative assessments.  &gt; Student learning indicates a 5E/inquiry framework.</td>
</tr>
<tr>
<td>3 &gt; Good explanation of the course essential idea.  &gt; Details provide minimal information for understanding the implementation of the course essential idea.</td>
<td>&gt; Highlights one good student work sample, product, or formative/summative assessment.  &gt; Student learning suggests a 5E/inquiry framework.</td>
</tr>
<tr>
<td>2 &gt; Acceptable explanation of the course essential idea.  &gt; Details provide insufficient information for understanding the implementation of the course essential idea.</td>
<td>&gt; Insufficient work sample, product, or formative/summative assessment.  &gt; Student learning does not suggest a 5E/inquiry framework.</td>
</tr>
<tr>
<td>1 &gt; Unacceptable or incorrect explanation.</td>
<td>&gt; Poster does not highlight student work sample, product, or formative/summative assessment.  &gt; Student learning does not suggest a 5E/inquiry framework.</td>
</tr>
</tbody>
</table>
### Program Exposition

<table>
<thead>
<tr>
<th>Completeness: Poster highlights the program essential element</th>
<th>Poster highlights student engagement in a program element</th>
</tr>
</thead>
</table>
| 5 | > Excellent explanation of the program essential element.  
> Details provide significant information for understanding the implementation of the program element. | > Program essential element is highlighted with a variety of excellent examples/products and clearly demonstrates student engagement. |
| 4 | > Very good explanation of the program element.  
> Details provide sufficient information for understanding the implementation of the program element. | > Program essential element is highlighted with a variety of good examples/products and clearly demonstrates student engagement. |
| 3 | > Good explanation of the program element.  
> Details provide minimal information for understanding the implementation of the program element. | > Program essential element is highlighted with a good example/product and demonstrates some student engagement. |
| 2 | > Acceptable explanation of the program element.  
> Details provide insufficient information for understanding the implementation of the program element. | > Program essential element is highlighted with a poor example/product and demonstrates little student engagement. |
| 1 | > Unacceptable or incorrect explanation. | > Program essential element is highlighted with a poor example/product and demonstrates no student engagement. |
## Research

<table>
<thead>
<tr>
<th>Relevance to STEM education and/or UTeach model</th>
<th>Quality of research design</th>
<th>Novelty and innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 &gt; Excellent connections to the teaching and learning of STEM disciplines. &gt; Methods, activities, and/or content are strongly related to STEM education and/or the UTeach model.</td>
<td>&gt; Excellent choice of experimental methods to address hypothesis or project goal. &gt; Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included.</td>
<td>&gt; Excellent original and imaginative thinking. Incorporates insight and addresses unforeseen developments.</td>
</tr>
<tr>
<td>4 &gt; Very good connections to the teaching and learning of STEM disciplines. &gt; Methods, activities, and/or content are related to STEM education and/or the UTeach model.</td>
<td>&gt; Very good choice of experimental methods to address hypothesis or project goal. &gt; Clear discussion of controls or comparative groups; most controls or comparative groups were included.</td>
<td>&gt; Very good original thinking. Incorporates some insight.</td>
</tr>
<tr>
<td>3 &gt; Good connections to the teaching and learning of STEM disciplines. &gt; Methods, activities, and/or content are somewhat related to STEM education and/or the UTeach model.</td>
<td>&gt; Good choice of experimental methods to address hypothesis or project goal. &gt; Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking.</td>
<td>&gt; Good original thinking.</td>
</tr>
<tr>
<td>2 &gt; Poor connections to the teaching and learning of STEM disciplines. &gt; Methods, activities, and/or content are poorly related to STEM education and/or the UTeach model.</td>
<td>&gt; Method not appropriate to address hypothesis or project goal. &gt; Controls or comparative groups not adequately described; some controls or comparative groups missing.</td>
<td>&gt; Very little original thinking.</td>
</tr>
<tr>
<td>1 &gt; No connections to the teaching and learning of STEM disciplines. &gt; Methods, activities, and/or content are not related to STEM education and/or the UTeach model.</td>
<td>&gt; Methods section missing. &gt; Serious lack of controls or discussion of controls.</td>
<td>&gt; No original thinking.</td>
</tr>
</tbody>
</table>