

## **2018 NABT Student Poster Competition: Biology Education Research**

The purpose of this category is to encourage and reward a scholarly, data driven approach to teaching by the next generation of educators. As such, it is only open to undergraduate or graduate student presenters. All submissions *must* include a faculty mentor as a secondary author. Posters must concentrate on the presentation of new teaching strategies or programs. Posters should include research and data on the efficacy of the presented technique or trial. All students will receive copies of the judges' completed rubrics by email after the conference, providing the students with valuable feedback to help improve their written and oral presentation skills. Students and advisers are strongly encouraged to review the guidelines and scoring rubric for the *2018 Biology Education Research Poster Session*. Entries are limited to one poster per student. Poster proposals must be received by August 15th to be entered in the competition. Graduate Students who place 1st, 2nd, and 3rd in the competition will be awarded cash prizes (\$200, \$100, and \$50 respectively) along with a one-year student membership to NABT (courtesy of NABT). The best overall Undergraduate Student will be awarded a cash prize (\$200) and a one-year student membership to NABT. *Not all prizes will be awarded if fewer than four participants present at the conference.*

- The form and layout are at your discretion. However, please respect the maximum width of 48 inches.
- Please bring your own pins for attachment to the display boards.
- The poster session will be held in the room indicated in the official conference program.
- Please place your posters by number as indicated on the poster boards.

<b>CRITERIA</b>	<b>Expert (4)</b>	<b>Proficient (3)</b>	<b>Emerging (2)</b>	<b>Novice (1)</b>	<b>Score</b>
<b><u>Introduction</u> Articulation of Purpose or Focus</b>	<ul style="list-style-type: none"> <li>• A central purpose or focus of the work is highly evident</li> </ul>	<ul style="list-style-type: none"> <li>• A central purpose or focus of the work is evident</li> </ul>	<ul style="list-style-type: none"> <li>• A purpose or focus of the work can be determined</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose or focus is not visible or stated clearly</li> </ul>	
<b><u>Introduction</u> Question and Hypothesis</b>	<ul style="list-style-type: none"> <li>• Question and hypothesis are articulated and defended in context of the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Question and hypothesis are stated clearly and context of purpose is apparent</li> </ul>	<ul style="list-style-type: none"> <li>• Question and hypothesis are stated clearly, but context of purpose is not apparent</li> </ul>	<ul style="list-style-type: none"> <li>• Question and hypothesis are not visible or stated clearly</li> </ul>	
<b><u>Introduction</u> Scholarly Context</b>	<ul style="list-style-type: none"> <li>• Comprehensively places problem or question in appropriate scholarly context</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficiently places problem of question in appropriate scholarly context</li> </ul>	<ul style="list-style-type: none"> <li>• Partially places problem or question in scholarly context; some critical elements are undeveloped</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarly context for the problem or question is not sufficiently demonstrated</li> </ul>	
<b><u>Methods</u> Application of Scholarly Method/ Technique</b>	<ul style="list-style-type: none"> <li>• Method/technique is appropriate for question or purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Method/technique is appropriate for question or purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Method/technique loosely supports the question or purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Method/technique is not appropriate for question or purpose</li> </ul>	
<b><u>Methods</u> Descriptions of Method/ Technique</b>	<ul style="list-style-type: none"> <li>• All elements of methods are fully developed and articulated</li> </ul>	<ul style="list-style-type: none"> <li>• Critical elements of method/technique are adequately developed</li> </ul>	<ul style="list-style-type: none"> <li>• Critical elements of method/technique are partially developed</li> </ul>	<ul style="list-style-type: none"> <li>• Critical elements of method/technique are minimally developed</li> </ul>	
<b><u>Results</u> Presentation of Data and Evidence</b>	<ul style="list-style-type: none"> <li>• Data/evidence are expertly presented</li> </ul>	<ul style="list-style-type: none"> <li>• Data/evidence are adequately presented</li> </ul>	<ul style="list-style-type: none"> <li>• Data/evidence are partially presented</li> </ul>	<ul style="list-style-type: none"> <li>• Data/evidence are minimally or not presented</li> </ul>	
<b><u>Results</u> Quality of Data and Evidence</b>	<ul style="list-style-type: none"> <li>• Evidence supports a mature, complex, and nuanced analysis of the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence supports an adequately complex analysis of the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence supports a limited analysis of the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence supports very limited analysis of the problem</li> </ul>	
<b><u>Discussion</u> Analysis or Interpretation</b>	<ul style="list-style-type: none"> <li>• Interpretation is explicitly linked to theoretical framework</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation is adequately linked to theoretical framework</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation is partially linked to theoretical framework</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation is minimally linked to theoretical framework</li> </ul>	

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<b><u>Discussion</u> Implications/ Impact</b>	<ul style="list-style-type: none"> <li>• Implications and/or questions raised by the project are thoroughly explored</li> </ul>	<ul style="list-style-type: none"> <li>• Implications and/or questions are adequately explored</li> </ul>	<ul style="list-style-type: none"> <li>• Implications and/or questions are partially explored</li> </ul>	<ul style="list-style-type: none"> <li>• Implications and/or questions are minimally supported or unarticulated</li> </ul>	
<b><u>Discussion</u> Limitations of project</b>	<ul style="list-style-type: none"> <li>• Limitations are fully articulated</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations are adequately articulated</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations are partially articulated</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations are minimally articulated</li> </ul>	
<b><u>Overall</u> Quality of Delivery</b>	<ul style="list-style-type: none"> <li>• Delivery is free of technical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery has few technical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery has some technical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery has frequent technical errors</li> </ul>	
<b><u>Overall</u> Questions</b>	<ul style="list-style-type: none"> <li>• Presenter can fully address questions</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter can adequately address questions</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter can partially address questions</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter can minimally address questions</li> </ul>	
<b><u>Overall</u> Poster Design</b>	<ul style="list-style-type: none"> <li>• Poster design is superior</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design is high quality</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design is acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design is low quality</li> </ul>	
<b><u>Overall</u> Quality of Visuals</b>	<ul style="list-style-type: none"> <li>• Poster is easily readable and makes use of visual aids (graphs, tables, flow charts) throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Poster is readable and makes use of visual aids for most important aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Poster is readable but use of visual aids is limited in scope</li> </ul>	<ul style="list-style-type: none"> <li>• Poster is not readable and does not include visual aids</li> </ul>	
<b><u>Overall</u> Judges Copies</b>	<ul style="list-style-type: none"> <li>• 8.5"x11" poster copies are provided for the judges and are easily readable</li> </ul>	<ul style="list-style-type: none"> <li>• 8.5"x11" poster copies are provided for the judges and are readable</li> </ul>	<ul style="list-style-type: none"> <li>• 8.5"x11" poster copies are provided for the judges, but are not easily readable</li> </ul>	<ul style="list-style-type: none"> <li>• 8.5"x11" poster copies are not provided for the judges</li> </ul>	