

NAPIER UNIVERSITY BUSINESS SCHOOL

SCHOOL OF ACCOUNTING, ECONOMICS AND STATISTICS

EDUCATIONAL RESEARCH PAPER SERIES

**The Use of Poster Presentations with Undergraduate
Accounting Students**

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ERP008/2008

August 2008

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ISBN: 978 1 873869 84 0

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Abstract

Posters are frequently used as an assessment tool with undergraduate students within Health and Social Science related fields, but have not been used within undergraduate accountancy education. This study reports the introduction of poster presentations as a SCQF level nine summative assessment with undergraduate accounting students. The study discusses the development of this method of assessment and evaluates its success in one undergraduate accounting module. Overall, the poster assessment was positively received by students engaging with the learning opportunities it provided, resulting in increased collaboration and constructivism within a learner-centred approach.

Keywords: poster assessment; accounting education.

Introduction

Students studying for an undergraduate accountancy degree at University will normally encounter what are classed as the more traditional forms of assessment within core modules e.g. essays, reports and end of semester examinations. The assessment methods employed at undergraduate level within core modules are often constrained by the requirements of the professional accountancy bodies (ICAS, ACCA, CIMA, CIPFA)¹. The assessment requirements imposed by these bodies, for fully accredited accounting degrees, often means that academic staff have less flexibility in the form of assessment used, in order to ensure that maximum exemptions are achieved for the students from the professional bodies' examinations. However, there is more flexibility within the assessment regime used within elective modules, as they are not required for accreditation purposes by the professional bodies, as such this study will explore the use of poster assessment with a level nine undergraduate accountancy elective module.

A questionnaire was completed by the students who studied the module immediately after the poster presentation event. The questionnaire was used to evaluate the students' experience of the poster assessment exercise from its introduction, through to the presentation of the poster to the examining team.

Deciding to use a Poster

Using a variety of assessment methods within the undergraduate programme enables the student to engage in different activities and learn through different methods (Biggs, 2003; Summers, 2005). This is of great importance given the diverse range of students that pass through the University system, as one form of assessment will not suit all needs, nor will it help develop the range of

¹ Institute of Chartered Accountants of Scotland, Association of Chartered Certified Accountants, Chartered Institute of Management Accountants & Chartered Institute of Public Finance and Accountancy

transferable skills required of today's business graduate e.g. presentational and group working skills.

There is a substantial amount of academic literature on the use of poster presentations within Health related professions and the Social Sciences (Akister and Kim, 1998; Bracher *et al*, 1998; Conyers, 2003; Duchin and Sherwood, 1990; Handron, 1994; Hinzmann, 1996; Moneyham *et al*, 1996; Moule *et al*, 1998; Pelletier, 1993; Rush *et al*, 1995; Sorensen and Boland, 1991; Walker, 2005), but a dearth of literature in this area within business related subjects. Poster assessment had never been used with undergraduate accountancy students within Napier University, or, as far as the author is aware, within any other University in the UK for accountancy students at undergraduate level. However, the wide use of poster assessment within undergraduate Health and Social Science courses led the author to believe that an opportunity was being missed for utilising an appropriate and effective assessment tool within undergraduate accountancy courses. Further impetus for developing the use of poster assessment was added as posters feature at academic and professional accounting conferences and as such have a role to play within undergraduate accountancy education.

Therefore, poster assessment will require the students to present an academic piece of work in a different format compared to what they have previously experienced, while at the same time equipping them with research, organisational and presentational skills which they will be able to use beyond their undergraduate years. From an academic perspective, introducing poster assessment would facilitate deep learning (Biggs, 2003) and "alter levels of knowledge, skill or behaviour" (Duchin and Sherwood, 1990: 205), developing students' transferable skills; e.g. "use of library resources, selection of material, critical thinking, synthesis of material, group co-operation and presentational skills" (Bracher *et al*, 1998: 552). It is the view of the author that fostering these skills in undergraduate accountancy students will be beneficial for their long-term personal, professional and career development.

The Module

Public Sector Finance is an SCQF level nine elective module within the School of Accounting, Economics & Statistics that is offered to third year undergraduate accounting students, although some students do choose this option from the fourth year of their programme of studies. For students opting to study the module it is their first introduction to Public Sector accounting issues. Prior to the introduction of the poster assessment, students had been required to complete an essay/report as a summative form of assessment. However, from academic year 2004/05 this was replaced with an alternative learning experience through poster assessment.

Through implementing the poster assessment, the author sought to develop a constructivist approach that would place a greater emphasis on the students having to take responsibility for their progress through learning as they worked on the poster assessment (Summers, 2005; Weller, 2002). Implementing such a student-centred approach encourages them to develop as independent learners taking responsibility for their own learning. It also encourages the students to learn at a pace suitable to them which sees a move towards more self-directed learning, where students will develop autonomously while the academic staff will be able to help ensure that gaps in skills and knowledge are addressed (Pulist, 2001).

Procedure

The poster presentation assessment has been used with classes of between 24 and 38 students over the last three academic years. To complete the poster the students were split into groups, with the students choosing their own groups in order to help foster good working relationships. In general the students formed groups with those peers with whom they felt most comfortable; this helped ensure that the students would be working in a familiar environment that would encourage discussion between group members (Rush *et al*, 1995). Discussion was important as, whilst guidelines were provided in relation to the expected outcomes and assessment criteria,

how the students met these outcomes was left to the discretion of each group. The use of group work to complete the poster assessment exercise also encouraged active learning and saw an increase in collaboration between the students taking place (Bonwell and Eison, 1991; Weller, 2002).

Students were initially introduced to the poster assessment process during the introductory lecture session. They were given a choice of three topics on which to prepare their poster, based on their chosen topic the students had to identify appropriate literature and had to work together as a team to decide on what should be included within the final poster. Similar to the approaches adopted by Pelletier (1993) and Sorensen and Boland (1991), students attended a number of lectures during which each of the topics was explored and it was made clear that the preparation of the poster was an accumulation of different learning activities which involved each group deciding how best to address the topic. Academically constructive alignment was achieved by the author ensuring that the learning outcomes, learning activities and assessment were designed to facilitate the overall learning outcomes of the module being achievable (Biggs, 2003; Laurillard, 2002). In addition the assessment method reduces the opportunity for plagiarism due to the unique nature of the posters that will be produced and the poster topics were designed to ensure that students had to explore current areas of development within the Public Sector, further reducing the chance of academic misconduct (Walker, 2005).

Preparing the Students for Success

Guidance was developed from current material that is used by students for poster presentations within the University's Social Science courses (Laybourn, 2003). This guidance was issued to the students to outline specific arrangements for the poster; e.g. size, content, layout, and frequent discussions were held in class to ensure that each group was on track for the final poster submission. Handron (1994) notes that it is particularly helpful to include an example of a poster with the guidance issued. However, the first year that the poster assessment was used, students could only be directed to

examples of posters produced within other faculties. This was remedied in subsequent years by allowing students access to posters that were produced by previous cohorts. As part of this process students were asked to evaluate previous posters against the assessment criteria in order that they could identify examples of good and bad practice, using this to inform their own poster content and design (Conyers, 2003).

As discussed by Hinzmann (1996), creativity was strongly encouraged as each group had to make decisions on which information from the material gathered was to be presented within the poster, how it was to be displayed (tables, graphs, narrative) and how best to ensure that the poster would convey the correct message to the reader. Students discovered through the preparation process that it is difficult to present information in the concise manner required for a poster, without losing meaning, as compared to writing an essay or report. Akister and Kim (1998) also argue that as posters allow creative approaches they encourage students to go beyond the basic requirements and students actively pursue their own learning, which is in line with the constructivist approach being adopted for the module.

Support mechanisms were put in place to ensure that any problems were dealt with as they occurred. Each group was required to nominate a group leader who was responsible for liaising with the academic staff over any areas of concern. This ensured that there was a specific point of contact within each group and the lecturing staff did not find themselves in a position of having a queue of different students from the same group requesting additional support. Specific time within each lecture period was also devoted to the coursework assessment. This gave the opportunity to discuss common issues that arose in order that the different groups could learn from each other's experience.

A number of the students taking the module were part-time and often found it difficult to meet up with their group members. For cohorts during 2004/05 and 2005/06, discussion boards were created for each group within the University virtual learning environment (VLE) to help members stay in touch with each

other and allow them to share ideas when they were off campus (Ko and Rossen, 2004). This met with some success for some groups who made use of the discussion boards, but for others there was very little activity at all. It seemed to help some groups increase collaboration, but not others. Feedback from the students suggested that some preferred email contact as it was easier to use than the discussion facility within the VLE, while others commented that they could not have completed the poster assignment without the use of the discussion board to share ideas and information.

The varied use of the discussion boards within the VLE prompted the academic team to replace this facility with the introduction of Wikis, web pages “that can be viewed and modified by anyone with a web browser and access to the internet” (Educause Learning Initiative, 2005: p1)² for the 2006/07 cohort. It was considered that the use of Wikis offered a more flexible tool compared to the discussion board facility that was available within the VLE. The Wiki had to be used by all groups and was incorporated within the assessment criteria. This is further explored within the evaluation section of this study.

Poster Presentation

It was important that the posters were presented in an appropriate environment; this included the use of a suitable room which had adequate provision for poster mounting. Following the approach adopted by Sorensen and Boland (1991), students were required to present their poster, explain and answer questions and exchange ideas with participants in an informal, but professional manner. As discussed by Moneyham *et al* (1996) and Rush *et al* (1995) this allows students to have the opportunity to discuss and explain their poster amongst themselves, as well as to staff members. Consequently the poster event allowed students to receive feedback from a variety of

² “A Wiki is a Web page that can be viewed and modified by anybody with a Web browser and access to the internet” (Educause Learning Initiative 2005 p1)

sources and enabled them to develop their verbal communication skills overall creating a “shared learning environment” (Akister *et al*, 2000 p229).

The poster presentation event takes place near the end of the course during scheduled class time, to which other members of staff and local employers are invited to attend. During the event attendees are encouraged to view the posters and enter into discussions with the students who were presenting the poster. The assessment process involved three members of staff assessing each poster independently, using pre-determined marking criteria. This process involved assessing the poster and also asking each poster group a series of questions based on what had been presented within the poster. The marks awarded by each of the three assessors were averaged for the final poster mark.

Evaluation

The students were asked to evaluate the poster assessment effectiveness as a learning experience, independently of the usual module evaluation process (Pelletier, 1993; Sorensen and Bolland, 1991). This evaluation was completed in the form of a questionnaire that allowed for both scientific and illuminative evaluation. The questionnaire was distributed for students to complete after the poster presentation event. Students were asked to rate twelve questions on a Likert-scale from *very good* (1) to *poor* (5), the questionnaire was designed to cover the whole poster experience and illuminative responses were also encouraged for each of the questions asked (see appendix 1). The response rate for each cohort and in total is shown in table 1:

Table 1 – Questionnaire Response Rates

Cohort	Number of Students	Questionnaires Completed	Response Rate (%)
2004/05	24	21	87.50
2005/06	26	15	57.69
2006/07	38	25	65.79
Total	88	61	69.32

The high response rates were achieved as students were asked to complete the questionnaire evaluation during class time. The variable response rate between years is due to students not attending the lecture session where the questionnaires were completed. Whilst recognising the inherent drawbacks of questionnaires, in statistical terms the response rates achieved allows the author to have confidence in the findings derived from them.

In general the use of poster assessment was well received by the students. From the results of the questionnaire (see appendix 2) the initial introduction of the poster assessment to the students and the guidance issued both in class and through the VLE was well received with the average responses across the three cohorts indicating a “good” rating (questions 1-3). The illuminative responses received in this area showed that the students appreciated receiving the information in relation to the assessment at an early

stage in the course. For the 2005/06 and 2006/07 cohorts they consistently commented that they appreciated being able to see previous examples of the posters and highly valued the poster marking session that was held which enabled them to identify areas of both good and bad practice.

Support was provided for the poster exercise during class time and group leaders could seek additional help outwith timetabled classes. From the questionnaire analysis (question 4) the average response was 1.70 across the three cohorts giving the academic team confidence that the support which was being provided to help prepare the students for the poster assessment was rated as being “good”. Students’ written responses indicated that they appreciated support being provided during class time and having dedicated time allowed them to work on the poster assessment in a consistent manner over the course of the module.

Students were asked to rate the resources available to them both within the University library and outwith the University to help them complete the assignment (questions 5 & 6). Consistently the resources available within the library achieved an “average” rating, while the resources available outwith the University were rated as being “good”. The illuminative responses indicated that students felt the resources in the library were often out of date or not relevant to the Scottish context. The internet was frequently mentioned as the most used source outwith the University with a number of students using the internet to access relevant and up-to-date information.

How well the groups worked together in the run up to the poster assessment and at the presentation event was evaluated (questions 7 & 11). In both cases the responses indicate an improvement from year to year regarding how well the groups felt they worked together. It is suggested that this could be due to the academic team using different activities each year to help the students develop different roles within the groups and also the academic team becoming more experienced at facilitating the group activities each year the module runs. Overall the results of the questionnaire analysis demonstrate that the students feel they work together marginally better as a group at the

actual presentation event compared to the lead up to the assignment. The written responses indicated the students felt that, as they chose their own groups, this helped them work well together, with one of the most frequent responses being “we worked together very well”. At the actual poster presentation event, written responses indicated that the students felt they all worked together well and were able to help each other out with answers to the questions asked by the examiners.

The students were asked to rate completing a poster compared to the more traditional form of coursework that they will have completed for other modules (question 8). Two of the three cohorts had an average rating of “very good” whilst one cohort had an average rating of “good”. When asked to rate the learning experience provided by the poster display (question 9) once again two of the cohorts rated the learning experience as being “very good”, with one cohort rating the learning experience as being “good”. Overall the average responses provided by the three cohorts rated the learning experience as being “very good”, but when comparing completing a poster to the more traditional forms of coursework this achieved an overall average rating of “good”. This result in itself is not surprising as different students will often prefer one type of assessment to another and emphasises the importance of providing a variety of assessment types throughout any educational programme (Biggs, 2003).

The questionnaire asked the students, when compared to completing an essay or report, whether or not they felt they learned more, less, or the same by completing a poster. The responses received indicated that some students felt they had learnt the same, but had enjoyed the experience more; however the majority of responses indicated that the students felt they had learnt more. Some of the reasons suggested for this were that they had learnt from others in their group which would not have happened if they were preparing an essay; as they would be faced with questions at the poster event they had researched more to ensure they were well prepared; the method of learning was different and as a result more was remembered compared to completing an essay. Students frequently commented that considerable more work was

involved to produce the poster, but their efforts resulted in a greater understanding of the material, similar to the findings of Akister and Kim, (1998), Akister *et al*, (2000), Bracher *et al*, (1998), Handron, (1994) and Walker, (2005). The results suggest that the students found the poster assessment to be more effective for learning than the more traditional methods of assessment they had previously experienced. A selection of the students' comments supporting this view are shown in table 2:

Table 2 – Student Comments

Students comments on effectiveness of poster assessment as a learning tool compared to completing an essay or report
"A poster means that you focus on the most important areas – for an essay you tend to focus more on word count than content"
"By completing a poster you have to highlight the main points of your subject which are more likely to be remembered. When writing an essay the main points don't get clearly defined"
"Learnt more and presented it in a better fashion"
"Poster is a better idea than a report or essay, you have to address the information rather than simply listing endless amounts of secondary sources"
"I gained more beneficial knowledge from this method. The topic was made more interesting and all members learnt from each other's knowledge and findings"
"Doing a poster made it far easier to pick up the information compared to writing an essay"
"There is an element of pride with a poster that compels you to do your best"
"Learnt more as a lot of research was required to identify the best material to include on the poster – also needed to be able to answer questions on what was presented"

Question 11 asked the students to rate the poster presentation event with the average response overall indicating a "good" rating. As was found by Bracher *et al* (1998) and Rush *et al* (1995) the students reported that they found the poster presentation event to be stressful, due to the unpredictable nature of the discussion about their posters. However, they also stated that as the event progressed they grew more confident and were able to handle all the issues and questions raised; in fact the event served to demonstrate to them how much they had learnt. Although it is difficult to quantify the effectiveness of the poster assessment increasing the student's knowledge, compared to

the traditional form of coursework used in previous years, overall the average marks gained have increased and as would be expected the standard deviation has fallen as demonstrated in table 3:

Table 3 – Analysis of Student Marks

Assessment Type / Year Group	Average Mark (%)	Standard Deviation
Essay/Report – 2002/03	52	14.12
Essay/Report – 2003/04	50	13.15
Poster – 2004/05	69	8.73
Poster – 2005/06	64	7.59
Poster – 2006/07	70	0.05

Qualitatively, based on the views of the marking team, the staff members that attended the event and the student questionnaire analysis, there was much support for the poster's effectiveness as a learning strategy. Staff commented that the posters compared favourably to what was displayed at academic and professional accounting conferences and the students spoke knowledgeably and enthusiastically about their work. Students from all cohorts consistently indicated through the questionnaire that they enjoyed the chance to see the other posters and this interaction helped them learn more.

When asked to rate the overall learning experience (question 12) the average rating across the three cohorts was "good". This was backed up with students commenting that overall they found it to be a good assessment method that was preferable and more enjoyable compared to writing an essay.

During the poster preparation process the groups split activities between themselves. During the first two years of the poster assessment it became apparent when groups were asked questions regarding information presented on their poster that individual students had an extensive knowledge about the area of the topic that they concentrated on. However they often did not cover the areas the other team members had considered. Weller (2002) explores the idea that collaborative learning will take place where the students are required to work as a team sharing information and learning from each other.

It had been envisaged that the use of the discussion board facility within the VLE would enable this to happen, however the lack of engagement by some groups with this facility did not foster group collaboration. The author was keen to ensure that all of the group members were able to learn from each other and more widely share the information they had gathered in order that they could all reflect on it, rather than being passive receivers of information. During 2006/07 the academic team introduced the use of Wikis (PBWiki) as part of the poster assessment process. It was hoped that this would help groups work together, increase their reflection and active learning, and result in deeper learning overall (Biggs, 2003; Weller, 2002).

It is fair to say that most groups viewed the Wiki with scepticism to begin with. However, once they had familiarised themselves with the Wiki all groups engaged with the new online environment to share information and thoughts with other members of their group. This resulted in constructivist collaboration with the students learning through dialogue with others in the group and allowed students to work with each other on the various tasks both off and on campus (Garrison and Anderson, 2003; Weller, 2002).

The increased learning that took place became tangible at the poster presentation event where students were asked questions about their posters and Wikis. It was clear that sharing information through the wiki had resulted in more active learning than prior to its introduction and the students were knowledgeable about all areas of the poster, rather than with only particular areas, as witnessed with previous cohorts.

Students were specifically asked about the impact of the Wiki on their group and all were very positive about it. The Wiki had allowed individual group members to learn at their own pace and made it easy to share ideas without actually having to meet up. The part-time students found it particularly beneficial, as without the Wiki they felt they would have struggled to engage fully with the group activity.

Concluding Comments

The poster presentation proved to be a successful assessment strategy and a beneficial learning experience for the students. It was the first time that this summative form of assessment had been used with undergraduate accounting students and from the evaluation carried out it was found to be well received, enjoyable and more rewarding than the traditional forms of assessment used. The poster assessment met the overall aim which required that the students took responsibility for their own learning. In addition, increased collaboration was achieved through the active learning that took place within each of the poster groups.

Implementing the poster assessment within the module has enabled students taking the course to further develop their transferable skills, such as research, organisational, visual and verbal communication abilities, which will be beneficial for both their long-term academic and career development.

From an academic perspective the use of the poster assessment reduced the opportunity for plagiarism given the unique nature of each poster display. As part of the marking process, academic staff were able to ask students questions about the work presented. This enhanced the marking process and allowed further probing to take place, as well as allowing for clarification of findings displayed on the poster. The ability to ask students questions about their assessment added an element that is more difficult to replicate with other assessment methods and is viewed by the academic team as a major advantage provided by the poster assessment.

The questionnaire analysis highlighted that deep learning had taken place and the implementation of a Wiki as part of the group working activities further enhanced the level of learning. The use of a Wiki was particularly beneficial for facilitating group work activity, whether or not the students were able to meet up in person, as the VLE allows access to all students while giving the flexibility to meet all their individual time preferences.

Overall the study has demonstrated that the implementation of a poster assessment within undergraduate accountancy education brings the benefits of deep learning, increased collaboration between students and an enjoyable learning experience. In addition, they have gained invaluable transferable skills which inevitably will prove beneficial to their future development.

Napier University Business School

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Public Sector Finance (AF32022)

Coursework Questionnaire

To enable a proper evaluation of the poster assessment process, please complete the following questionnaire: -

	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5
How well was the poster method of assessment introduced to you?					
Reasons for answer: What helped the most? How could this be improved?					
How did you find the guidance that was issued with the assignment?					
Reasons for answer: What helped the most? How could this be improved?					

	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5
How helpful was the material on the University VLE for the assignment?					
<p>Reasons for answer:</p> <p>What helped the most?</p> <p>How could this be improved?</p>					
How would you rate the support available on the lead up to the assignment?					
<p>Reasons for answer:</p> <p>What helped the most?</p> <p>How could this be improved?</p>					
How would you rate the resources available to complete the assignment within the library?					
<p>Reasons for answer:</p> <p>How could this be improved?</p>					

	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5
How would you rate the resources available to complete the assignment outwith the University?					
Reasons for answer:					
How well did your poster group work together?					
Reasons for answer:					
Are there any changes you would recommend to the method of group working? (e.g. group size, guidance issued etc)					
How would you rate completing a poster compared to the more traditional form of coursework (e.g. essay)?					
How would you rate the learning experience of a poster display?					
Compared to completing an essay or report do you feel that you learned more, less, or the same by completing a poster? (Please give reasons for answer)					

	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5
How would you rate the poster presentation event?					
<p>Reasons for answer:</p> <p>How could this be improved?</p>					
How well did your team work together at the poster event?					
<p>Reasons for answer:</p>					
How would you rate the overall learning experience?					
<p>Based on your experience of the overall poster assessment, please identify the three things that helped the most:</p> <p>Three further things that would have been useful:</p>					
<p>If you were to discuss the whole process with next year's class, what three pieces of advice would you give them?</p>					

Any further comments/observations:

Tabulated Responses to Questionnaire

1 - How well was the poster method of assessment introduced to you?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	4	17	-	-	-	1.81
2005/06	4	11	-	-	-	1.73
2006/07	9	15	1	-	-	1.68
Total	17	43	1	-	-	1.74

2 - How did you find the guidance that was issued with the assignment?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	6	13	2	-	-	1.81
2005/06	1	14	-	-	-	1.93
2006/07	7	16	2	-	-	1.80
Total	14	43	4	-	-	1.84

3 - How helpful was the material on the University VLE for the assignment?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	8	9	4	-	-	1.81
2005/06	3	10	2	-	-	1.93
2006/07	6	16	3	-	-	1.88
Total	17	35	9	-	-	1.87

4 - How would you rate the support available on the lead up to the assignment?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	10	10	1	-	-	1.57
2005/06	3	12	-	-	-	1.80
2006/07	8	15	2	-	-	1.76
Total	21	37	3	-	-	1.70

5 - How would you rate the resources available to complete the assignment within the library?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	1	7	9	3	1	2.81
2005/06	-	1	10	3	1	3.27
2006/07	4	7	8	3	3	2.76
Total	5	15	27	9	5	2.90

6 - How would you rate the resources to complete the assignment out with the University?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	5	14	2	-	-	1.86
2005/06	5	8	1	1	-	1.87
2006/07	12	9	4	-	-	1.68
Total	22	31	7	1	-	1.79

7 - How well did your poster group work together?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	5	11	3	2	-	2.10
2005/06	7	7	-	-	1	1.73
2006/07	13	10	2	-	-	1.56
Total	25	28	5	2	1	1.79

8 - How would you rate completing a poster compared to the more traditional form of coursework (e.g. an essay)?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	11	8	2	-	-	1.57
2005/06	4	8	2	1	-	2.00
2006/07	14	9	2	-	-	1.52
Total	29	25	6	1	-	1.66

9 - How would you rate the learning experience of a poster display?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	13	5	3	-	-	1.52
2005/06	6	8	-	1	-	1.73
2006/07	15	10	-	-	-	1.40
Total	34	23	3	1	-	1.52

10 - How would you rate the poster presentation event?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	9	12	-	-	-	1.57
2005/06	5	9	1	-	-	1.73
2006/07	13	11	1	-	-	1.52
Total	27	32	2	-	-	1.59

11 - How well did your team work together at the poster event?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	7	12	2	-	-	1.76
2005/06	6	8	-	1	-	1.73
2006/07	14	9	2	-	-	1.52
Total	27	29	4	1	-	1.66

12 - How would you rate the overall learning experience?

Year	Very Good 1	Good 2	Average 3	Below Average 4	Poor 5	Average Response
2004/05	10	11	-	-	-	1.52
2005/06	6	8	-	-	1	1.80
2006/07	12	11	2	-	-	1.60
Total	28	30	2	-	1	1.62

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