

embedding comprehensive information skills teaching into the curriculum using a variety of technologies and tools (BREQ, TurningPoint, PebblePad, SurveyGizmo etc.), assessing learning and crediting completion of IL tasks. For me, this book will provide guidance in the planned development of more formal assessment measures, and is recommended reading

for any members of staff who wish to find out more about the practical aspects of introducing similar initiatives, or indeed developing generic policies and procedures. As the Open University team says: 'As educators we owe it to our students to prepare them for the work contexts in which they practise.'

## Research Project: Effective academic posters and poster exhibitions

Peter Norrington

Graduate Outcomes Project Officer, Centre for Learning Excellence

Academic posters and exhibitions look really simple, if you've never done one. Really, they offer opportunities to develop and present an interesting and complex interaction of skills.

Skills cover understanding the poster briefing, selecting topic and scope, identifying relevant material, writing to purpose and audience, making appropriate use of figures, designing layout, creating the artefact, presenting the poster at exhibition.

But what do we know about posters and exhibitions? How can we set appropriate poster and exhibition assessments? What do we need to provide to ensure that skills can be developed? How can posters be used with part-time and distance learners? How do learners benefit from posters? How are poster skills useful after graduation?

Scanning for literature, pedagogic or otherwise, there appears to be little in academic publications, and this is scattered. 'How-to' guides for poster creators are widespread, on higher education, commercial and personal interest websites. Yet few of these can be considered thorough, most lack depth, and some are contradictory.

And for those designing the brief for posters or exhibitions, there is even less.

This project addresses the purposes, outcomes and impacts of academic posters and poster exhibitions. It will create resources for use across the University, for students and staff.

### ***Can this project help you?***

Do you use – or want to use – academic posters and/or poster exhibitions?

- for formative or summative assessment?
- for other purposes?

Do you have experiences to share, successes to show, concerns or complaints to air (confidentially, of course) or students to offer as participants?

Contact [peter.norrington@beds.ac.uk](mailto:peter.norrington@beds.ac.uk) to get involved or for more information.

### **About Peter**

As a teacher in pre-tertiary education, I have often been involved in poster and poster-like activities, as educating and persuading others are skills UK school students are encouraged to develop. I have also been involved in community publishing, where I developed, somewhat

untutored, skills in page and advertising design.

I was assessed through an academic poster and exhibition as part of my Masters in 2004. I thought it was an excellent experience, and a relevant form of assessment. I became involved with the Research Poster Exhibition at the start of my PhD in 2005, as a requirement of the PhD to present a poster, through supporting the training to research students with the then trainer, and by accidental and significant involvement with the exhibition organisation. Since then, I have been regularly involved in research student poster training, and the organisation of the Research Poster Exhibition the Teaching and Learning Symposium, and their integration into the University of Bedfordshire Conference.

## **'Brands and Movie-Making': Using Storyboards to Develop Spatial Design Students' Understanding of Narrative**

Garry Layden BA (Hons) Arch Dip Arch ARB MPhil, Academic Director, Field of Art and Design, the University of Bedfordshire

### **Abstract**

Spatial designers use sketch perspectives as a design development tool because they can offer a powerful means of representing physical form on a flat surface. However, whilst perspectives can depict the appearance of a building, they do not describe it as a narrative sequence of events and experiences. Storyboards

can do this because they enable a scheme to be investigated and represented in a multi-sensory and dynamic way, but students can find them difficult to use effectively. The University of Bedfordshire's innovative 'Brands and Movie-Making' project addresses this by requiring its spatial design undergraduates to make experimental