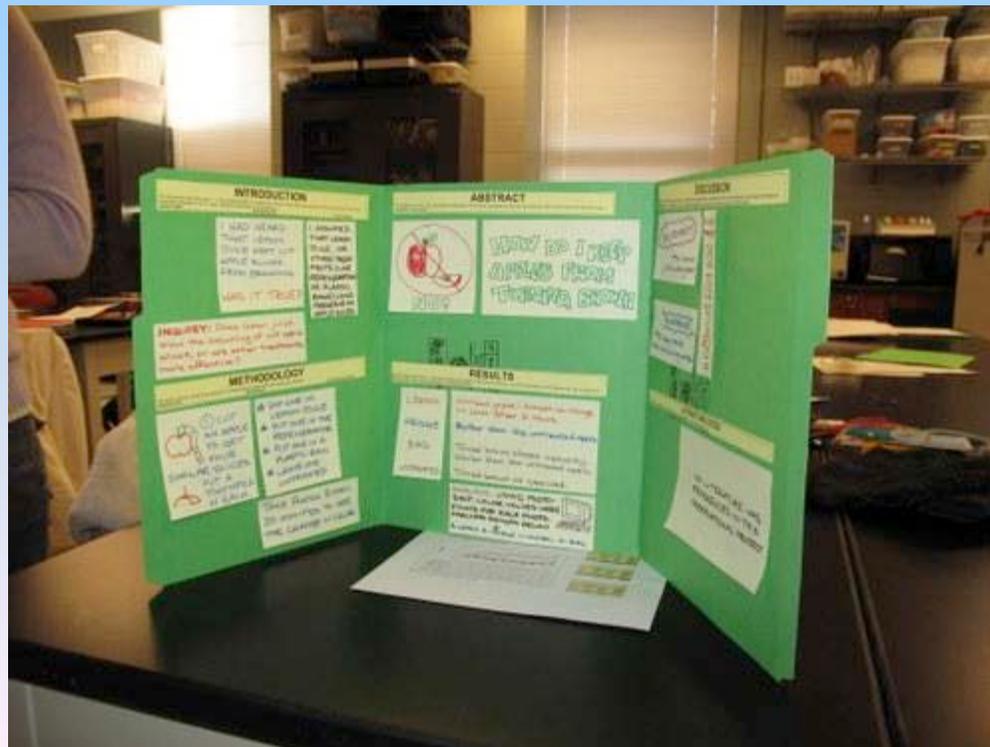


Mini Poster Directions

Peer review in the classroom

<http://www.nabt.org/blog/2010/05/04/mini-posters-authentic-peer-review-in-the-classroom/>



How to make one:

- take two colored file folders, trim off the tabs and glue/tape them so that one panel from each overlap—leaving a trifold, mini-poster framework. Each student gets one of these. Tape or glue on headings.



Implementing Mini-posters:

- Sometimes the posters are done in groups, sometimes as individuals.



How it works:

- The class is divided up in half or in groups. Half the class (or a fraction) then stays with their posters to defend and explain them while the other half play the part of the critical audience. To guide the critic, I provide each “evaluator” with a [one page rubric](#) and require them to score the poster after a short presentation. I restrict the “presentation” to about 5 minutes and make sure that there is an audience for every poster. We then rotate around the room through a couple of rounds before switching places. The poster presenters become the critical audience and the evaluators become presenters.

What happens next?

- At this point I step in and point out that I will be evaluating their posters for a grade (summative assessment) but they have until.... tomorrow (or next week) to revise their posters based on peer review—oh, and I'll use the same rubric.

INTRODUCTION

- The introduction has three parts: 1) The question asked,
- 2) Background context—where does this question fit with what is known, and
- 3) Your hypothesis presented in an “If... then” prediction that structures your research.

METHODOLOGY

- This section should include three sections in sufficient detail so that others can repeat your research.
- **PROCEDURE:**
- **MATERIALS:**
- **STATISTICAL TESTS**

Title

- The title should describe the work to the reader. Include the variables that are manipulated and the author

ABSTRACT

- The abstract is a one or two paragraph condensation of the entire article giving the main features and results of the work described more completely in the poster.

RESULTS

- Describe the results clearly. Use graphs, tables and charts to help clarify the results. Include a discussion on the statistics you use to describe or test your data. Save any conclusions for the discussion section.

DISCUSSION

- What do your results mean when you consider the original question or hypothesis?
- Point out the significance of your results.
- If the results are unexpected or contradictory, you should attempt to explain why and point out possible avenues for further research.

LITERATURE CITED

- Include all published works mentioned in your presentation. List in bibliographic form.

Headings link

- <http://www.nabt.org/blog/wp-content/uploads/2010/04/miniposter-headers.pdf>

DO NOT ENTER
CHEMICAL STORAGE

Environmental Changes and their Effects on the Viability of Brine Shrimp

GROUP

This lab requires...
...to determine the viability of brine shrimp under different salt concentrations.

Question
Will there be a change in the viability of brine shrimp at different concentrations of NaCl?

Introduction

Organisms have adaptations which are made developed over many generations that enable them to better pass on their genetic material to their progeny.

Environmental conditions can affect an organism's ability to survive. Organisms with genetic variations that allow survival in those environmental changes have a better chance of survival than those that do not because they produce more offspring.



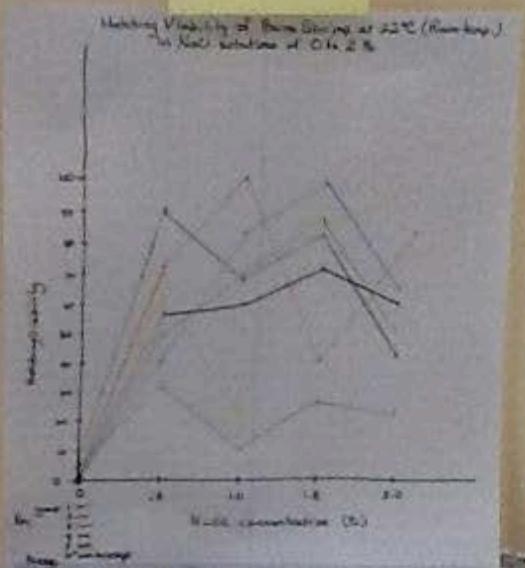
Procedure Day 1

- Prepare 10 beakers with brine solutions of 0%, 0.5%, 1%, 1.5%, and 2% NaCl.
- Add brine shrimp nauplii to each beaker.

- Count the # of dead + partially hatched shrimp & record data.
- Count the # of unhatched & record data.

Day 2

Repeat Day 1 procedure.



For viability but they were inconsistent as far as the optimal. The average did show a peak at 1.5% NaCl.

Results

The group results were combined and an average was calculated and graphed. The results show some NaCl is required.

Conclusion

Brine shrimp need a certain amount of NaCl to survive. The results show that the best concentration for viability was 1.5% NaCl.

