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Poster Presentations as a Teaching Strategy in Web-Based Courses

BEVERLY SIEGRIST, DAWN GARRETT-WRIGHT, AND CATHY H. ABEL

DISTANCE EDUCATION, for a single course or for the entire program, is being used increasingly in nursing education. As in the traditional classroom, educators in online, web-based nursing programs incorporate a variety of teaching strategies to promote student engagement and active learning.

Poster presentations are an example of one such teaching strategy. Creating posters requires students to not only gain information about a specific topic, but also to analyze the information and disseminate it to others. Posters offer opportunities for students to be creative in the delivery of information and to receive feedback from their peers

and faculty (Billings & Halstead, 2009).

For a hybrid undergraduate nursing leadership and management course, with classes offered on alternate weeks in the traditional classroom setting and via the Internet, students are required to complete a group poster presentation and post it online. They are

given a list of possible topics pertaining to course material, including leadership theories, quality improvement, change theories, recruitment and retention, managing in an intergenerational environment, and modes of care delivery. (See Figure 1 for an example.) Up to six students who select the same topic may work together, as a group, to develop the poster and present it online.

For many students, this is their first exposure to developing a professional poster. Before proceeding with the assignment, they are given verbal and written guidelines and a grading rubric; they also have the opportunity to view examples of finished posters. The online presentation is conducted using the discussion board feature of the Blackboard course management tool; a forum on the discussion board is established for displaying the posters. The students have used Blackboard in previous courses in the nursing program.

For the assignment, students are required to view all posters and ask questions of their peers. The discussions take place over a one-week period.

The role of the instructor is that of facilitator and evaluator. As facilitator, the instructor checks on postings in a timely manner and responds when necessary to correct or clarify information. From time to time, the instructor submits questions or comments to enhance the discussion.

The grading rubric outlines criteria pertaining to content, appearance, and adherence to APA style. The rubric is given to students with the course syllabus to ensure that they understand expectations for the

Figure 1. Example of Student Work, Poster by Bill Singletary, RN

Managing Nurses in an Intergenerational Environment Bill Singletary, RN				
	Silent Generation	Baby Boomers	Generation X	Generation Y
Formative Life Stage	Born - Depression / WWII Before 1945 (Age 64 +)	Born - Post WWII 1946 - 1964 (Age 45 - 63)	Born - Vietnam / Watergate 1963 - 1977 (Age 32 - 46)	Born - Tech Explosion 1977 - 1995 (Age < 32)
% of Nursing Workforce	10 % Transitioning to retirement now	45 % Large # to retire starting 2010	30 % Many entering as 2nd career	15 % Higher # entering workforce
Core Values & Expectations	Conservative / Thrifty Hard-work valued Respect authority / hierarchy Loyalty for longevity	Buy now, pay later Hard-work / overtime accepted Do-gooders / Optimistic Job security valued	Save, save, save Work-life balance important Independent / Latchkey Job security a myth	Earn to spend Just show up On my terms What's the next job?
Coaching & Motivation	Value seniority / experience Traditional 1:1 coaching Formal instructions preferred Value personal touch in recognition	Value collegiality/participation Peer to peer coaching Value lifelong learning Value public recognition / perks	Value performance / merit Do not like micromanagement Share own expertise w/ others Value non-traditional rewards (time off, cash)	Value structure / orientation Mentoring / preceptors Value personal feedback / self-development High turnover if needs not met
Communication	Face-to-face or written	Open discussion / groups	Get to the point	Email / instant feedback
Managing Conflict	Value traditional ways of assessing / caring	Value clinical expertise / coaching younger cohorts	Value creative approach to unit issues / problems	Value use of technology / coaching older cohorts
Managing Across Generations	Avoid stereotyping Value diversity / unique contributions Create positive work setting Flexible leadership / communication styles	Encourage mutual respect Promote resolution of generational conflict Leverage differences as strengths Facilitate individual growth & development	Acknowledge lived experiences Encourage input across cohorts Goal-oriented teams / collaboration	Hold to same standards

Sullivan, E.J. (2009). *Effective leadership and management in nursing* (7th ed.). Upper Saddle River, NJ: Prentice Hall

Sherman, R.O. (2006). Leading a multigenerational nursing workforce: Issues, challenges, and strategies. *Online Journal of Issues in Nursing*, 11(2). Retrieved January 28, 2009 from Ebscohost

Weston, M.J. (2006). Integrating Generational Perspectives in Nursing. *Online Journal of Issues in Nursing*, 11(2). Retrieved March 16, 2009 from www.medscape.com

Wick, K.L. (2007). Motivating an Intergenerational Workforce: Scenarios for Success. *Orthopaedic Nursing*, 28(6). Retrieved March 16, 2009 from www.nursingcenter.com

Figure 2. Evaluation Rubric for Poster Presentation: Nursing Leadership and Management

<p>Section I: Content (Addresses key points related to topic) 8 points Clearly and logically includes:</p> <ol style="list-style-type: none"> 1. Definition of topic and/or concepts 2. Significance to nursing leadership and management 3. Theory as appropriate 4. Literature review that supports topic 	<p>Section I: Content (Addresses key points related to topic) 6 points Includes all requirements; however:</p> <ol style="list-style-type: none"> 1. Has difficulty demonstrating relationship of topic to nursing leadership and management 2. Literature review incomplete or doesn't support topic.or 3. Does not address all requirements. 	<p>Section I: Content (Addresses key points related to topic) 4 points Addresses all areas only minimally; or organization of thought or content is illogical or weak</p>
<p>Section II: APA 4 points Follows basic English and APA style guide including:</p> <ol style="list-style-type: none"> 1. Organization in presentation 2. Avoids use of colloquial and distracting terms 3. Proper spelling, grammar, style, and citation of references 	<p>Section II: APA 3 points Meets all expected rules for professional writing with minimal errors in spelling, grammar, style, citation of references, and/or clarity of presentation.</p>	<p>Section II: APA 2 points Minimally meets requirements as evidenced by greater than minimal errors in spelling, grammar, style, and/or citations of references</p>
<p>Section III: Appearance 4 points Professional display including:</p> <ol style="list-style-type: none"> 1. Title and name of presenter(s) 2. Appropriate font/graphics/pictures/color 	<p>Section III: Appearance 3 points Minimal errors in design/graphics</p>	<p>Section III: Appearance 2 points Minimally meets requirements</p>
<p>Section IV: Discussion 4 points Actively engaged in discussion by promptly responding to questions posed by peers and poses questions to other groups.</p>	<p>Section IV: Discussion 3 points Fails to respond timely to questions posed</p>	<p>Section IV: Discussion 2 points Does not pose questions to others</p>
TOTAL POINTS	TOTAL POINTS	TOTAL POINTS


assignment. Once posters are submitted, the instructor uses the rubric for evaluation and to provide feedback to students. (See Figure 2.)

Expense is one factor frequently cited as a disadvantage when posters are used as a teaching strategy. Not all students have the means to purchase the supplies needed to develop a professional poster (Billings & Halstead, 2009). With the presentation of posters online, this concern is eliminated.

Posters are used in various health care settings as a means of providing education to nursing staff and at professional conferences to disseminate research findings. Thus, this assignment is intended

to be beneficial to students in their professional careers (Larive & Bulska, 2006; Miller, 2007). Another benefit of the assignment is the development of teamwork. Students must work together to gather information, design the poster, and respond to questions, all valuable skills for preparing nursing students to working with members of interdisciplinary teams in health care settings.

This assignment promotes critical thinking, collaboration, communication, and the use of technology to disseminate information — skills that are vital for socialization into the role of the professional nurse. The authors plan to continue

to use online poster presentations as a teaching strategy and as both a formative and summative evaluation method in other courses. It is hoped that this method of presenting posters may lead to opportunities for students to disseminate information to other audiences, including nursing leaders in the community who will have the opportunity to ask questions and provide additional feedback. 

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