**Round Robin Structure for Student Poster Presentations**

*The Problem*: You’ve got a large class but want to integrate a term project that reinforces and motivates learning of your course’s central themes. With even as few as 14 teams (e.g. of 9 students each in a class of 126), the idea of having one team after another present to the assembled class is easily recognized as a bad idea: 120 minutes/14 teams = 8.5 minutes per presentation (too little) and certain audience exhaustion. If every student presents each gets less than 1 min of presentation time.

*A Solution*: Design a round robin poster presentation scheme. Divide your class time into six 15 minute-long sessions (over two days if class is only 50 minutes long; one day for a two hour class). Divide each team into three pods (or subgroups). Assign odd number teams to present or listen/evaluate during sessions 1, 3 and 5. Assign even number teams to present or listen/evaluate during sessions 2, 4 and 6. Students use off-sessions for completing evaluation rubrics, writing up comments, visiting other teams’ posters (suggested on schedule as “# & #”). By the end of the poster session(s), students turn in their evaluation sheets and their schedule with nominations for best poster based on various criteria (e.g. aesthetics, interest…)

*The Benefits*

• High student satisfaction with their presentation (enough time to take questions)

• Higher student comfort as they are evaluated by only 6 students/session

 = evaluations by 6 other teams total (with several others stopping by informally)

• High student accountability (as only 2-3 students are presenting a poster/session)

• Better quality (more useable) student peer evaluation because only 2 are required

 per student: it is not anonymous to the instructor but is to those evaluated

• Better quality peer evaluation because evaluators receive course points based on quality of feedback

• Design acknowledges students’ need for flexible down time between sessions ‘on’

• Poster session essentially runs itself because each student has a schedule

• While students don’t necessarily see all posters, they evaluate 2 & visit 4-6 (50%)

• Instructor (a TA?) can then tabulate student feedback with calculator or in an Excel spreadsheet and return scores to students with (anonymous) comments

• Instructor can use this student feedback as they evaluate the posters themselves (outside of class time) and use the poster session itself to just listen to different presentations on their own schedule.

*The Limitations*

• Students don’t see/hear all the posters (only half of them)

• If done in an ALC classroom or the hallway outside, the noise level can be very high; best would be to put posters on two floors 1-7 on one; 8-14 on the other

• Tallying all those evaluation sheets (2 x 126 = 252 x 13 scores/sheet = 3276 items) is onerous. Might be better to have students individually upload their scores to a Survey Monkey survey that would then allow the scores to be exported to Excel.

*In sum, this design makes possible a great skill-developing experience for your students*