

18. Guidelines for Poster Presentations of Historically Informed Political Projects and Evaluation Form

PART A:

Your poster should clearly communicate to the viewer:

1. Your issue
 2. Your political goal
 3. What you did
 4. Results of your action
 5. What you learned from engaging in your project
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- Try to present a visual image that communicates what your issue is clearly and simply
 - What the viewer sees from a distance should make them want to come in for a closer look
 - Use visuals, such as photos, graphs, charts, maps
 - You will need some text, but keep it brief, and large enough that viewers are able to read from several feet away
 - Think about the order in which you want viewers to look at the items on your poster
 - Try to organize things so viewers know where to start, and then make it clear to them where they should look next

PART B:

Please post to the Discussion Board of Blackboard (Go to “Communications,” and post on the Discussion Board, “add forum”) a brief description (approximately half a page) that explains

your political project. Explain what your issue was, what your goal was, what your action was, what the result was, and what you learned. If there's one take home message (a thesis statement) that you want your classmates to remember, what would that be?

SOME FAQ'S:

Q: Do I have to stand up in front of the class and present something and everyone will be staring at me?

A: Not exactly. You will be standing next to your political project poster. 1/3 of your classmates will be standing next to their posters. The rest of your classmates will be circling around asking you questions, studying your poster, and filling out evaluations of your posters. So you never stand up in front of the class and give a "formal" presentation where it's just "all eyes on you."

Q: What do I do if it's not my night to present?

A: PLEASE show your classmates the respect they deserve and attend class. Your job will be to go around and see what your classmates have done. You'll have questions for them. You'll want to know what they did and why they did it and what they learned. You might have suggestions for how they can think further and deeper about what they did. You'll fill out an evaluation of their poster. Furthermore, you might learn from them: You might be able to cite your classmates' work in your own HIPPs!

Q: But I haven't finished my political project yet and I have to present tomorrow night! Help?

A: That's just fine. Yours will be a political project in progress. You can provide your

classmates with a “preview” of what’s still to come.

Q: Who else will be there?

A: Each evening, we’ll have at least one of our Community Political Scholars (i.e. Lupe, Bruce, Mel, Matt, or Ila) coming in. They’ll chat with each of you about your work. We may also have some other guests.

Q: Will this take the whole class each evening?

A: We anticipate you’ll view posters for an hour. Then the rest of the class, our Community Political Scholars will help lead a discussion about political participation, based on your work.

Q: Do I have to come to class early to set up if it’s my evening to present?

A: That would be nice, if you can. If not, make sure your poster is ready to go!

Q: Will there still be beginning and end of class reflections?

A: Oh yes. You’ll be rewarded with free class credit just for walking in and being a functioning human being.

Q: Will this be fun?

A: Oh yes.

EVALUATION FORM

PRESENTER'S NAME:

YOUR NAME:

What did you learn from this political project that was new, interesting, or exciting? What should the presenter be certain to write about in her/his HIPP report? Please be SPECIFIC.

What would you like the presenter to think about further? What was confusing or needed further explanation? If you have specific recommendations (e.g. a specific idea or a specific source they could look up), that would be most helpful. Please be SPECIFIC and be kind.
