

USP's own Website on Learning-Centered Teaching: www.usip.edu/lct/
Phyllis Blumberg, Ph.D.

The Teaching and Learning Center together with faculty who joined a Faculty Learning Community on learning-centered teaching are proud to announce that a "work in progress" guide to learning-centered teaching has now been made available on the Web. The URL is www.usip.edu/lct/.

This guide contains information on techniques on making your teaching more learning-centered, implementation strategies, characteristics of learning centered teaching, ideas on learning-centered assessment and a list of faculty activities that have been described in previous editions of the Document of Innovations that are learning centered. We have included work we developed as well as materials written by others such as articles on learning-centered teaching and links to other sites. Techniques that have been described include concept maps, problem-based learning, team-based learning and journaling. Maryellen Weimer's five key practices that need to change to achieve learning-centered teaching are listed in the implementation strategies section. This implementation strategies section also contains a series of activities relating to each of Weimer's five practices that faculty can do to help move their teaching toward being more Learning-centered.

This is very much a work in progress. Currently the format of the website is very rough draft.

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Teaching Matters is published by the Teaching and Learning Center of the University of the Sciences in Philadelphia. Information, inquiries and comments are welcome and should be directed to:

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The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. It maintains a current collection of books and periodicals relating to teaching and learning and student assessment. The Teaching and Learning Center web page is www.usip.edu/teaching

USP's own Website on Learning-Centered Teaching: (continued)

We wanted to make it available for others to read it while we make the site more attractive. Over the summer we will be re-formulating the information and putting more of it into Adobe documents to allow for easier printing from the site. We will be adding links to learning-centered teaching tips, previous presentations, additional articles, and abstracts of learning-centered projects described in all of the editions of the Documents of Innovations. We will also be adding more information.

We need your feedback on the site. Is the information useful to you? What additional information would you like to see on it? What format would serve your needs better?

We also seek additional material to add to the site. If you have developed learning-centered materials, handouts, descriptions of courses, etc. please send them to us and we will include them on the website. If you find print published or web resources on learning-centered teaching that are useful to you, please forward them to us and we can make either the full text or the reference available on the web guide.

As we continue to move toward creating a culture of learning-centered teaching, this web guide can record our thoughts and our progress.

Over 20 USP faculty will be attending the Teaching Professor Conference from May 21-23 in Cherry Hill, NJ. If you have not registered, you still can. Check out the program at www.teachingprofessor.com. This is an important opportunity to learn from the teaching innovators across the country. In addition, Tarlok Aurora, Ellen Flannery-Schroeder, Andrew Peterson, Peter Miller and the Faculty Learning Community on Learning Centered Teaching will be presenting posters at this conference explaining the innovative teaching ideas they have implemented.

The Document of Innovation in Teaching and Learning at the University of the Sciences

The Teaching and Learning Center of USP will produce the fifth annual document of educational innovations within the university. The aim of these innovations is to improve teaching and learning within our educational programs. This document is disseminated throughout the campus to give increased recognition to individual faculty who strive to improve teaching and learning within our educational programs. All faculty, including full time, part time or adjunct, graduate student instructors, and staff who do formal or informal teaching or supervising clinical experiences are eligible to submit a description of their innovation. Each innovation will be summarized in a one-two page standard abstract form below and available on the center's web page www.usip.edu/teaching/innovations.

More space can be used to describe aspects of the activity than shown on the form, these are specifications on what to include. The total abstract should fit on two letter-sized pages. Use 12-font size and a standard easy to read font. Faculty who submitted a nomination for the Leahy award in 2003 will automatically be included in this edition. Faculty who received Teaching and Learning Center grants will be encouraged to describe the innovation they implemented as a result of the grant. **Deadline for submission is May 17, 2004.** All submissions must be sent electronically or with a disk copy.

Innovations in Teaching and Learning at the University of the Sciences in Philadelphia 2003-2004 Submission form (limited to 2 pages)

Title of innovation _____

Name of innovator _____

Telephone number _____ email address _____

Department _____ Type of students _____

Type of course or activity where implemented: required _____ elective _____ core curriculum
Professional or advanced _____ other, _____ describe _____

Patricia Leahy Award for Learning Innovation submission: Yes ___ No ___

Course or activity where implemented _____

Describe rationale or goals of innovative educational activity: _____

Describe the innovation and its implementation: _____

Describe outcomes, especially learning outcomes, and impact of the innovation: _____

Reflect on what's working and why it is working: _____

Describe student reaction to the innovation: _____

Will innovation be sustained within the course? Yes ___ No ___

If yes, will you do anything differently? Describe _____

Will you implement this innovation in other courses? Yes _____ No _____
Describe:

Other comments:

ALL FACULTY, STAFF AND ADMINISTRATORS AND GSI'S ARE INVITED
REGISTRATION FORM

T E C H N O L O G Y D A Y M O N D A Y , M A Y 3RD 2 0 0 4

Please send your registration to the Teaching and Learning Center, Box #68 or email m.raffer@usip.edu

Name of Registrant (please print) _____
Department _____ Box # _____ Email address _____

- | | | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 9 – 9:55 | Survey Monkey Amy Christopher
Survey Monkey is a web based program to create web surveys | _____ GH 208N |
| 10 –10:55 | A general discussion over coffee on “campus networks issues”
with Pat Lepore | _____ GH 110A |
| 11- 12 | Introduction to Blackboard: the basics on how to get started
Tamara Case | _____ GH 208N |
| 12- 1:15 | Come share what you've been doing with Blackboard this past year.
If you haven't used Blackboard, come learn what others have been
doing. Experienced Blackboard users will share what they have done.
Bring your own lunch, we will provide the beverage and cookies. | _____ GH 110A |
| 1:30 –3:15 | Training on RefWorks. RefWorks is an elegant data and reference
citation manager. The trainer will be from the company. | _____ GH 208N |
| 3:30- 4:30 | Introduction to basic digital video editing. Jacquie Smith and
Bill Horton | _____ LRC 2 nd FI
Library |
-

TALKING ABOUT TEACHING DAY, F R I D A Y M A Y 14TH 2004

- | | | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 9-10 | Informal poster session and continental breakfast: What I am proud of or excited about in my
teaching: A sharing and learning tribute to Charlie Gibley. | Wilson Cafeteria |
| 10- 1 | Workshop: Capitalizing on the unique aspects of science teaching: collaboration and communication
in content rich courses

Presented by Drs. Ike Shibley, Tami Mysliwicz and Maureen Dunbar from Berks- Lehigh Valley College of
Penn State University
A shorter version of this workshop will be one of the featured workshops at the Teaching Professor
Workshop in Cherry Hill at the end of May. | Wilson 208 - 212 |
| 1-2:30 | Informal poster session and reception: What I am proud of in my teaching: A sharing and learning
tribute to Charlie Gibley – continued | Wilson cafeteria |

The day continues with the Employee Recognition Day at 2:30 at the ARC

**Patricia Leahy Learning Innovations Award Nominations
2003-2004**

This award was established by Charlie Gibley in memory of Patricia Leahy, a PT faculty member here, to acknowledge faculty's innovative efforts to increase their students' learning. Faculty members' use of new instructional strategies typically require much planning time, a willingness to take risks, reflection on what is happening, and an ability to make changes when necessary. As the title implies, this award's emphasis is on innovations that increase student learning.

This year we have 8 excellent nominees for the Patricia Leahy Award, all of which are summarized here. These innovations will also be showcased during the poster session from 9-10 and 1- 2:30 at the Talking about Teaching Day, May 14, 2004 in the cafeteria. The authors will be available to answer questions from 12:45 – 1:30 on May 14, 2004. The Leahy winner will be announced at the Faculty Council Luncheon, June 10, 2004.

**Summary: Teaching Innovation on Online Seminars
Jennifer J. Connor**

Students in the Graduate Program in Biomedical Writing work and live outside Philadelphia; furthermore, many of them travel extensively for their jobs. As outlined in two *Documents of Innovations* (2002 and 2003), since 2001 I have introduced online discussions—or e-seminars, to coin a phrase—throughout the program. This approach involves distinguishing between classes that require face-to-face meetings (for student presentations, etc.) and classes for discussion of readings that can be conducted online. Each class is then identified on the syllabus as either online or onsite at USP for the evening. This approach started with my own courses, but with my support, it expanded to those of other program faculty. Approximately half the program now has regularly scheduled synchronous online seminars: although the percentage of online or onsite meetings varies with the needs of each course and its faculty, between one-third and one-half of each course is conducted through virtual meetings. As well, by the time students reach the research-oriented 800-level courses with smaller enrollments, including independent study courses, they are well used to this method and prefer it for weekly meetings. The impact on the whole Biomedical Writing Program is quantifiable, with increased enrollments and positive comments from students.

**The Benefits of Cooperative Learning, Peer Modeling and Email: Improving the Success Rate of Weak ESL Students Enrolled in the Writing Proficiency Course
Miriam Diaz-Gilbert**

Cooperative learning, along with peer modeling and email, to accommodate the English writing needs of ESL students was implemented in my EN 095 – Writing Proficiency course in 2002 and 2003 as an alternative to one-on-one tutoring. Prior to receiving cooperative learning instruction, the majority of the students had failed the writing proficiency exam multiple times after receiving one-on-one tutoring. The cooperative learning approach resulted in 83% of the students passing the writing proficiency exam compared to 58% of the students passing the writing proficiency exam when one-on-one tutoring as an instructional approach was implemented.

**May I Interview You ? : Evaluating English Speaking and Oral Presentation Skills
Miriam Diaz-Gilbert**

A very interactive way to capture and evaluate students' speaking and oral presentation skills is to have them perform before the camera. An effective way by which to evaluate progress at the end of course is the video-taped interview oral presentation.

Students in my EL 102 – ESL Listening/Speaking I interviewed members of the USP community about topics discussed during the semester. This engaging and interactive learning assignment had 3 goals:

- (1) to integrate their oral and non-verbal skills in a natural speaking/listening setting (the interview),
- (2) to apply the feedback, tips and suggestions they had received from their peers and me on previous oral presentations
- (3) to orally present the results of their interviews.

A comparison of the video-taped interview oral presentations and the previous oral presentations indicate they each student demonstrated significant improvement and progress in pronunciation, oral grammar and oral presentation skills.

**Patricia Leahy Learning Innovations Award Nominations
2003-2004
(continued)**

**Virtual Ethics: Making Students Feel the Heat
Ellen Flannery-Schroeder**

Virtual Ethics is a teaching innovation requiring students to practice ethical decision-making skills under circumstances that approximate real world conditions. In PS 733 (Ethical and Legal Issues), one hour of coursework per week (i.e., the “on call” hour) takes place outside of class. During the “on call” hour, virtual ethical dilemmas present themselves in “real time.” I call students during the hour to report that they can “experience” their dilemma by logging on to Blackboard. There, students find all of the information relating to the case (e.g., voice messages from clients, letters from lawyers). Students complete a logbook that is submitted to the Digital Drop Box within 48-hours. The logbook must include dates, times, and specific and detailed descriptions of both the dilemma and any actions taken. For example, if students report that they mailed a letter to their “client,” they must attach a copy of the “letter.” The impact on student learning outcomes is considerable. Weekly quiz scores are significantly higher than in previous classes when I did not use this technique (87.15 vs. 78.33, respectively; $t(24) = 2.39, p < .05$). Noteworthy, too, are the enhancements in students’ interest and engagement in the course.

**Using a “Learning through Discussion” Approach to Teaching Theory
Paula Kramer**

“Learning through discussion” is a method for promoting increased interaction in any group situation. In the classroom, this method places responsibility on the students, requiring them to read and analyze materials prior to class and come to class prepared to discuss the readings. The instructor does not lead the discussion, but acts as a facilitator. Participation is a major part of the grade for the course. Each session one student acts a recorder so that students can concentrate on the discussion rather than on taking notes. These notes are reviewed by the instructor and then posted on Blackboard. This method was employed in an OT Theory Class for third year students. Students responsibilities were clearly stated. The outcomes were that students came to class prepared and were active participants in all class discussions. They appeared more comfortable with the material than in previous years. While they had some difficulty focusing on the details, they became quite conversant in the general ideas of the various theories and have been able to apply the content in other courses. Students found the course challenging but their responses overall were very positive and they suggested continued use of this method.

**Enhanced Learning Through Group Problem Solving
Madhu Mahalingam and Fred Schaefer**

Research on peer and collaborative learning shows that students benefit from group work. Implementation of group work in CH101 and CH102 required restructuring the courses so that each lecture section has four recitation sections of 45 students. Students are placed in groups of four in each recitation section. Group assignments are based on Math SAT scores for CH101, and CH101 grades for CH102, with the aim of having diverse problem solving skills within each group.

Recitation sessions begin with a brief question and answer session followed by problem solving. Assigned problems stimulate discussion between group members and generate questions. The instructor/TA assists the students by providing guidance rather than answers to the questions generated through group discussions. Ultimately each group comes up with solutions to assigned problems that are handed in for grading.

Learning outcome data (mid-term and final exam scores) show that implementation of the innovation has enhanced student learning significantly. The percentage of students receiving A, B and C grades increased on average by about 5 % points after the innovation was implemented. The percentage of students receiving F grades decreased on an average by about 10 % points.

**Patricia Leahy Learning Innovations Award Nominations
2003-2004
(continued)**

**Community Education: A means to develop concept integration
Vandana Miller**

This innovation was implemented in Infection and Immunity, an elective course for Biology majors. The course was based on examining the interactions between infectious agents, environmental factors and the human host, and how these interactions influence the outcome of an infection. My innovation was to critically evaluate current literature as a vehicle for the students to demonstrate their understanding of these interactions. This was achieved through scientific discussions in a peer group and by synthesizing and presenting the technical information for a wider, more diverse audience.

To demonstrate these, each student was required to:

1. Participate in discussion of primary literature
2. Formally lead a discussion
3. Assemble an abstract for a scientific paper
4. Write a newspaper article educating the community about a recent scientific development, and
5. Participate in a group community education project.

The classroom discussions allowed students to develop skills in critical evaluation and effective communication to a critical peer group. The enhanced understanding of concepts then allowed them to provide a service to our community by presenting this technical information in everyday language.

**Evaluation of Learning-Centered Teaching in a Large Classroom
Andrew Peterson**

This innovation was implemented in the Pharmacy Management course. Students (120) are randomly assigned to 20 groups of 6. Each group represents an area of pharmacy practice (e.g., Retail, Hospital) and tackles management problems from that perspective. Written, oral and group work comprises the means of assessing student performance. Rubrics are used to assess the written assignments. There are 6 required written and 7 optional written assignments along with 17 group activities, with a 10-12 minute end-of-semester group presentation.

The structure of the class and the assessments promote collaboration and teamwork. Using multiple assessment techniques and multiple avenues of learning helps students choose the means of learning that best suits them.

The students reacted positively to the class. The mid-semester and final self-assessments speak to their perceived satisfaction with the class. The students usually comment positively on the use of groups to enhance learning. The quality of the work turned-in by students improved as the semester progressed.

The transformation from a lecture-based presentation of material to an interactive, learning-centered environment has been gratifying. The near-weekly assignments help students maintain contact with the material further promoting retention. There was an increase in collaborative learning during each group activity as the semester progressed.

Summary of Previous Events: Table Talks

February 2004

A generic template for learning outcomes Margaret Kasschau and Lois Peck

- Middle States is requiring us to have consistent learning outcomes for all of our educational programs and courses
- The Biological Sciences Department volunteered to be the pilot program in the Mischer College of Arts and Sciences to develop learning outcomes
- Margaret Kasschau, Lois Peck and Phyllis Blumberg developed a generic template for learning outcomes that should be applicable across programs
 - They used Fink's taxonomy of higher learning to organize the template and specific outcomes were adapted from various sources including Cross and Angelo's Classroom Assessment Techniques and our proposed outcomes for General Education
- The biology faculty participated in a workshop to complete the specific ways the learning outcomes will be measured
 - Prior to the workshop faculty completed a learning goals survey to get them thinking about outcomes
 - Faculty were carefully assigned to groups who would work well together and who would be interested in specific categories of outcomes
- The template has been further adapted for use with different graduate programs
- Use of this template can identify holes in the curriculum and new directions we want to move toward
- It is expected that most educational programs within Misher College of Arts and Sciences and the College of Graduate Studies will use this template for their educational programs. The health professional programs already have identified their learning outcomes as required by their licensing agencies.

February 2004

Making Theory Interactive Paula Kramer

- Paula adapted a teaching model that she saw worked with graduate students to learn theory. She used it with third year students
- Students are required to read the chapter in advance and answered questions about the reading prior to the class
- In class the students discussed the answers to these questions and held a general discussion on the theories
- The instructor facilitates the discussion and does not instruct, nor lead the discussion.
- Class participation in these discussions constituted a major part of their final grade.
- 1 student served as recorder and Paula checked these notes prior to their distribution to the class on Blackboard
- Students discussed the theories at a higher level than previously and related one theory to another better
- However, they did not do as well on a multiple choice final exam as expected they would
 - Hypothesized that these students do not know how to study the details.
- Students are continuing to apply theories in their classes this semester
- Students reflected and self-assessed on their abilities with insight
- Students liked the format very much

Summary of Previous Events:TableTalks continued

March 2004

Improving your students' information skills Leslie Ann Bowman

- Association of Colleges and Research Libraries approved 5 standards for information literacy for college students. The Middle States Commission is expecting us to consider these standards for our students.
 - Students determine the nature and extent of the information needed
 - Students access information effectively and efficiently
 - Students evaluate information and its sources critically and incorporates selected information into his/her knowledge base and value system
 - Students use information effectively to accomplish a specific purpose
 - Students understand many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally
- Teaching information skills
 - Focus on just one skill at a time
 - Model the skill in your teaching
 - Share your own information strategies
 - Be explicit about your expectations of the students and discuss why those are your expectations
 - Don't assume that the students have the appropriate prior knowledge but also don't repeat it.
 - Ask students to explain it to you
- Encourage students to make judgments about information and give them feedback on those judgments

March 2004

Advances in our General Education Curriculum Reynold Verret and members of the Education Steering Committee

- We discussed and reflected on points raised by our guest speaker on General education, David Brakke
 - General education and the major can be more integrated. Courses from the major can count for General Education
 - While the requirements in terms of the outcomes would be across the university, ways these outcome requirements would be fulfilled might vary across programs
- Interdisciplinary courses may be a new way to implement General Education.
 - They are expensive to operate
 - They can lead faculty to new areas of growth and scholarship
- Who can teach in the General Education program?
 - Can people outside Misher College of Arts and Sciences teach in this program? In most places other faculty can teach in general education
 - Who is qualified to teach a course? Accepted credentials might include a terminal degree in the discipline, published three articles in the field, other forms of credentialing would be considered, ability to read and do scholarly work in that discipline
- The Steering Committee changed the phrase for what we are reviewing from Core Curriculum to General Education because it was more accurate and consistent with what is used elsewhere
- Andrew Peterson expects the Steering Committee to present by the end of this academic year 2 models of how we can implement the outcomes we approved last year.

Summary of Previous Events:TableTalks continued

March- April 2004

Progress Report on changes to student discipline, student judiciary review

Tim Rupe and Barbara Little

- The new system is not meant to be punitive, rather the emphasis is on education and development
- The preferred word is student conduct and not discipline. Behavior is addressed through the judicial system
- Clearly state in your syllabus your expectations regarding academic integrity, reference the student handbook
- If you suspect a student has violated the code of conduct, gather as much evidence as possible and contact Barbara Little, the Judicial Officer.
- First offenders will be given an administrative hearing
- If a student admits responsibility for the misconduct at the administrative hearing, the faculty may impose sanctions directly to the student
- If the student and the faculty cannot agree on the responsibility or the sanctions, then the charges are brought before a formal hearing.
- Repeat offenders always start with a formal hearing. This is one reason Barbara needs to be contacted early in the process.
- There has been an increase in the number of suspected violations brought forward. This might be because the system is working better than the previous system we had in place.
- Students have free will to violate our code of conduct. Faculty should not be upset that they need to bring a student forward.
- There are still some bugs in the system, but generally it is working very well.

April 2004

Camtasia- The easiest way to create videos of computer on-screen activities

Jeanette McVeigh

- This software creates high quality videos of what goes on at your computer screen
- Library owns the software.
- Can easily insert materials from other places, like slides, websites, clipart, etc. onto your video
- With Camtasia, you can edit, enhance and publish your computer screen recordings in a popular multimedia format.
- Works very well with Blackboard to show students your thoughts or the steps you went through
 - Excellent for illustrating search process used to identify resources available electronically
- This is excellent for on-line teaching
- Technical support for Camtasia is excellent. Contact them by phone, email or consult their website <http://www.techsmith.com>
- Best instructional videos should be fairly short and have an audio component to them
- Your audience can replay the video as many times as they want, they can pause it along the way

Summary of Previous Events:TableTalks
Continued

April- May 2004

Proficiency Exams in Writing and Computers
Roy Schriftman and Bob Manbeck

Writing Proficiency Exam

- Reviewed the development of the exam as a graduation requirement
- Discussed the philosophy of the exam as a means to improve the writing skills of the students
- Contrasted Writing Proficiency exam with Writing across the Curriculum programs
- Discussed the administration of exam and dissemination of results
- Presented quantitative data comparing pass and failure rates to SAT verbal scores and English course placement exams
- Discussed faculty roles in administering and grading exams
- Discussed that there were no proposals from the committee to change process

Computer exam proficiency

- The biggest mistake we made with the Computer proficiency testing was to allow students to self-schedule instead of scheduling them.
- For Word:
 - 23 took CS 110
 - 86 have not yet passed the test
 - 56% either had Transfer Credits, Certification or passed the test the first time.
- For MS-EXCEL
 - 80 took CS 111 and passed it
 - 20 are currently failing CS 111 for not turning in required projects
 - 234 students who have not yet passed the test.
 - 121 have not taken the exam yet.
- It seems the biggest problem the students have is lack of preparation. There were tutors constantly available and they saw few students.
- There is a need for testing, but there is also a need for faculty involvement in what should be tested and level of difficulty and consistency of tests.

Summary of Previous Events Workshops
March 2004

Presented by the National Coalition Building
Institute
Welcoming Diversity

- Express pride in the groups you belong to
 - We all belong to many groups, some were born or grow into, others we choose to join
- Publicly acknowledge the groups others belong to and their pride
- Learn how others experience mistreatment
- Learn personal impact of specific incidents of discrimination
- Guilt and silence holds prejudice in
- To change attitudes we need to hear others' stories and learn to relate to others' experiences
- All issues count
- Everyone experiences discrimination and prejudice
- Participants left feeling empowered in who they are and with a greater sense of understanding of others
- The National Coalition Building Institute can be contacted through 215-922-0744, ncbiphila@aol.com

Summary of Previous Events Workshops (continued)

March 2004 Issues in General Education David Brakke

- General education curricula need to be reviewed and revisited often
 - Such a process may produce meaningful change across the institution
- The general education should focus on function and structure
- General education needs to move beyond silos
- Collaboration and communication across colleges can lead to real changes in student learning
- Outcomes is an appropriate way to start reviewing the general education
- All faculty can teach general education courses. There is richness and depth in what faculty can teach.
- Interdisciplinary courses can help students to see multiple approaches to a problem
- Allow faculty opportunities to develop new, creative courses that fulfill desired outcomes
- General education can be spread over time in college; often leads to a more meaningful general education experience
- Capstone general education courses involve students in different majors and different perspectives
- Themes are often a good way to plan new courses
- Create working teams to plan new courses

April- May 2004 Effective Poster Design Jacquie Smith

- An effective poster:
 - pulls people in to read it
 - use pictures, cartoon, graphs, figures
 - transmits the message clearly
 - is readable, well organized and brief
 - use > 32 point
 - use few words to a line
 - has visual appeal
- Good background colors include
 - Blues
 - White
- Can make a poster more colorful by using brightly colored paper larger than the text or graphic pages as a mat
- Artistic display of pages adds interest, pages can be slightly overlapped
- A helpful site for poster creation is:
www.ncsu.edu/project/posters/IndexStart.html