

## Academic poster design

### What is an academic poster?

During your studies you may be asked to produce an academic poster. This usually consists of presenting some sort of information in a visual format. Depending on your area of study, the information you are asked to present will be different, this will mean the poster that you produce will vary from other subjects. For example if you're studying on a Business related course, it could be a visualised business plan. Alternatively if you study Music, it could be you're asked to research and display the history of music technology.



### How should I design my poster?

There are four main things that you should think about when you are producing an academic poster, they are; Planning, Clarity, Images and Structure.

#### Planning

Plan your poster before you start creating it. There is nothing worse than filling your poster space and realising you need to fit more important things on. Planning means that you prioritise the main aspects and ensure they are the primary focus of your poster

#### Clarity

The first and most important thing that your poster is clear and understandable. If you are creating it as part of an assessment, the majority of the marks will be based around your research and communicating this across to the assessor.

#### Images

Be careful what images you use. There are a number of guidelines to do with copyright issues when it comes to images. Please read out copyright guidance for support with this. [INSERT LINK](#)

#### Structure

Although this is a visual representation of your work, it still needs to have a logical structure. It may that you want the assessor to read the poster in a linear fashion (from top to bottom) or you may wish them to follow a different path. You could number the different areas of your poster to ensure your tutor knows exactly which path to follow.

## Example posters

Below is an example of an academic poster designed around Digital Literacy

# Digital Literacy

## The digital literacy project: much more than media

To identify and deconstruct the digital literacy perspectives that are dominant or marginalised; the policies that frame and are framed by those understandings and how both policy and perspective influence the understanding of digital literacy of those working within FE.

### How should digital literacy be taught?

27%  
Socially

41%  
Formally

32%  
Unsure

The study of language and the exploration of discourse has become an important theoretical perspective for those concerned with the study of learning in a social setting.

**For Foucault;**

*Ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning.*

### Should digital literacy be an essential component of the curriculum?

9% No

91%  
Yes

### Methodology:

1. Qualitative Case study
2. Multidisciplinary approach
3. Further education focussed
4. East Midlands
5. Policy review & online survey
6. Discourse analysis

### Context:

Lack of attention to digital literacy research from perspective of teachers within an under-researched context of FE

Little overarching digital literacy policy within Further Education. Digital literacy agendas are arguably the concern of institutions and are working in relative isolation.

No clear picture of the discourses that dominate or compete within this sector or how staff negotiate them.

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