



Academic Posters Workshop

Dr. Aoife Lenihan

Regional Writing Centre

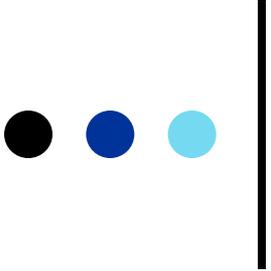
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UNIVERSITY OF LIMERICK

REGIONAL
WRITING
CENTRE

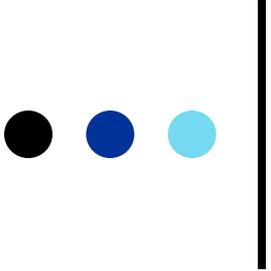
Get on the 'write' track





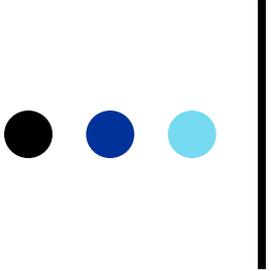
Workshop Content

- Introductions
- Practicalities
- Design Principles & Content
- Analysing Posters & Examples
- Beyond the Poster
- Poster Activity
- Resources



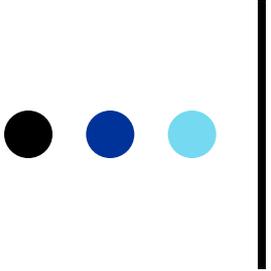
Workshop Attendees...

- Introductions
- Your research
 - Poster research / focus
- Poster experience?
- Workshop goals



Practicalities

- What is an academic poster?
- Size (A1??)
- Orientation – portrait / landscape
- File format (ppt, pdf)
- Printing
- Display
- Predetermined content



Design Principles

- Audience
- Visual impact
 - Colour(s)
 - Font
 - Images, etc
 - Spacing
 - Content

Where Disciplinary Difference and Cultural and Socio-Economic Diversity Meet



Present in an organized fashion in Europe since the late '90s, writing centres have had a significant presence in the U.S. since the 1930s, though the scholarship that informs writing centre practices is nearly as old as the scholarship that informs what is referred to often pejoratively, as Composition 101, the first-year writing requirement in U.S. colleges and universities. [See Canno (1995) for the most balanced account of the historical development of the pedagogy that drives writing centres]. The Shannon Consortium Regional Writing Centre, University of Limerick, is the first of its kind in the Republic of Ireland, its only counterpart on the island being the writing centre at Saint Mary's University College, in Belfast.

Oddly, writing centres are most often defined by what they are not. Writing centres often proclaim that they are not proofreading centres, remediation centres, grammar labs, or places that students come to drop off their papers to be "fixed". Writing centres are places where students come to talk about papers, to talk about their writing strategies and to become better writers. We tend to

think of our centre as Steven North thinks of them in his famous landmark essay, "The Idea of a Writing Centre" (1984) as "the physical locus for the ideas and ideals of college or university or high school commitment to writing" (446).

We see writing as a situated social activity, thus, in line with the findings of Lea and Street (1996), the Regional Writing Centre views "the literacy demands of the curriculum as involving a variety of communicative practices, including genres, fields and disciplines" (159). Moving within and between these varying disciplinary demands requires that students enter a range of discursive communities, each with their own linguistic practices and epistemic values. For some more than others, these new linguistic practices and epistemic values are at odds with the practices and values of the students' home communities. Consequently, students struggle with issues of power and identity. Whose linguistic practices and whose truths are valued? And who am I if I adopt these new ways of making meaning and new ways of validating what is true? How

do I negotiate the conflicts and paradoxes between, and even within, disciplines? By adopting the Academic Literacies model, the Regional Writing Centre hopes to assist students with these struggles with identity and power.

Students from all disciplines and from various cultural and socio-economic backgrounds tutor and attend one-to-one peer tutoring sessions. In addition to training tutors, the Regional Writing Centre staff collaborate with subject specialists to improve discipline-specific writing and learning. Writing well is not the prerogative of the culturally elite or the socio-economically privileged anymore than it is the purview of English or Communications Departments; it is everybody's business. It is a small story that writing centres tend to be support units relegated to the periphery. As a writing support mechanism, writing centres occupy what Waldo (416) referred to as "the only rhetorically neutral ground" on campus. As such, it is a welcoming, comfortable, centred space that is simultaneously on the edge, a space where disciplinary difference and cultural and socio-economic diversity come together.

WRITING CENTRE AIMS AND OBJECTIVES

The aims of the Regional Writing Centre:

- Improve writing skills of students in the collaborating institutions to assist them with current studies and future professional lives.
- Support course and curriculum design and development, which includes the process of writing.
- Foster meta-cognitive thinking about writing.
- Bolster recruitment and retention efforts, by supporting students with particular needs, specifically mature students, first years, students in Access programmes.
- Continually evaluate interventions.
- Initiate a site for action research output related to writing.
- Share existing expertise and experience to date among collaborating institutions.



The Regional Writing Centre aims to bolster recruitment and retention efforts by:

- facilitating first-year students' acclimation, through an early introduction and on-going contact with the Centre;
- supporting groups of students with particular needs, e.g. mature students, students in Access and foundation programmes, non-native speakers of English;
- providing academic writing support to students embarking on post-graduate studies;
- employing innovative techniques such as the peer-tutoring model, an interdisciplinary approach to the teaching of writing in the disciplines and collaboration on such projects as the QUAC project entitled *Enhancing Academic Study Skills: Creation of RWDs on SUs*.

Test Innovative Techniques:

- The use of discipline-specific and academic corpora,
- The use of color-coding to teach language functions where no shared meta-language exists for talking about writing, grammar, syntax, rhetorical functions, the writing process, etc.;
- The employment of peer-tutors, both graduate and undergraduate, to offer peer-responses to student-writers seeking mentoring and modelling;
- Investigating and establishing an appropriate virtual dimension to the writing centre is an integral part of the project.



ACTIVITIES IN AY2007

One-to-one peer-tutoring in writing:



Tutor Stephanie Skilling, an American graduate of the MA in Comparative Literature and Cultural Studies programme, discusses a first year student's approach to a paper about farm in Viet.

The development of writing modules:

Peer-tutoring in Academic Writing, to begin in the spring of 2009.

Academic Literacies 1 & 2, Research Methods in Languages, Literature and Cultural Studies 1 & 2, and Thesis Writing, to begin in the fall of 2009.

Writing in the Disciplines:

The Centre takes an interdisciplinary approach to writing, involving language specialists and subject specialists, e.g. teachers in engineering or in English literature. It provides students with discipline- and genre-specific writing support at key times in their studies when it is most required, e.g. immediately before writing their first lab report, final year project etc.



A working lunch with Dr Michael Walsh and engineering graduates Laura Davis and William Stone, leading to Lawrence Cleary about how papers submitted by first year engineers will be assessed.

Writing Across the Curriculum:

The writing centre offers generic or non-discipline-specific to academic, essay-writing and report-writing workshops to students in disciplines where little writing is assigned until the fourth year.



Writing Across the Region:



Staff from the four Shannon Consortium member institutions come together for a Writing-to-Learn workshop.

Regional Writing Centre Researcher, Peter De Jón, discusses Dr. Sullivan's essay Dr. Bowen's History of Specificity University discourse, with a Writing for Publication seminar in Limerick.

SUMMARY OF UPDATE

Summary of the uptake of all UI writing interventions and initiatives carried out with students at UL from September 2007 to June 2008

Number taking up One-to-one Drop-in Service in AY2007:
138 individuals

Proportion of participants by Faculty:



Writing initiatives in the faculties:

- 10 initiatives in the Faculty of Education and Health Sciences. 276 participants.
- 2 initiatives in the Faculty of Science and Engineering. 853 participants.
- 2 initiatives in the Kemmy Business School. 67 participants.
- 13 initiatives in the Faculty of Arts, Humanities and Social Sciences. 467 participants.

Proportion of uptake by Faculty:



Across the Curriculum - non-discipline

specific workshops
257 participants, including 59 identifying themselves as Mature students

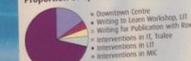
Proportion of uptake by workshop, with proportion of mature students highlighted:



Across the Region:

- 3 Workshops in the Downtown Centre, as part of the Return to Learning series. 45 participants.
- 1 undergraduate initiative in IT, Tralee. 15 participants.
- 2 undergraduate initiatives in IT, 200+ participants.
- Writing to Learn Workshop. 12 participants.
- Writing for Publications, for Post-doctoral Researchers. 11 participants.

Proportion of uptake by location or event:



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Aoife Lenihan

ISSP Government of Ireland Scholar

Context

- Facebook - in English only until February 2008
- August 2011 - 111 languages in progress / fully translated
- 'Translations' application - enables the users of Facebook to translate the website themselves
- 'Translators' submit translations, then approved via a voting system
- Internet is increasingly a 'communication space for other language communities' (Block, 2004: 23)
- Internet is now an opportunity for minority languages, giving them new mode(s) of use

Research Question

- Is the Facebook 'Translations' Application a mechanism for 'bottom-up' language policy?

Theoretical Framework

- 'Bottom-up' language planning approach is one 'with its focus on discourse... (i.e. the language community) authorisation to language planning' (Kaplan & Baldauf, 1997: 209)
- Concerned with the 'problems of the language potentially or actually encountered by members of their community' (Kaplan & Baldauf, 1997: 207)
- Expanded view of language policy: 'LP exists even where it has not been made explicit or established by authority' (Spolsky, 2004: 8)

Methodology / Data

- Virtual Ethnography (Hine, 2000)
- Digital Divide - 'Access to computers is of course limited in many parts of the world, and perhaps 90 percent of languages are not represented' (Spolsky, 2009: 88)



Discussion

- Facebook control what languages are open for translation, but campaigning & requests from users mean that the languages open are not decided upon by Facebook alone
- The translation used, a contested translation oftentimes, is decided upon in a bottom-up manner by the translations community through voting up/down
- Facebook do ultimately intervene: 'And of course, we don't publish the translated versions until we do a quick check of the winning translations ourselves'
- Not determined when a translation is deemed a 'winning' translation and used, left open to Facebook to determine the translation used, not the community of 'translators'
- Being a new media form, it is open to all users regardless of their age (once old enough to join - 13yrs), geographical location or otherwise
- Facebook as an organisation promote an ideology of empowering its users & considering minority languages and communities: 'We're always looking to add new languages to help even the smallest cultures connect with everyone around them'
- The default language of the 'Translations' application is English (US), thus excluding users of Facebook who did not speak English from the translation effort

Conclusion

- Critique of the dichotomy of top-down as vs. bottom-up divisions in LP theory is needed. Is this bottom-up LP facilitated by top-down LP or is Facebook merely pulling the wool over the translators' eyes?

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Media discourse on French urban violence: tackling the issue of context

Laura Costelloe, University of Limerick

IRCHSS Government of Ireland Scholar



Introduction

- Context is seen as CDA's 'biggest methodological challenge' (Blommaert & Bulcaen, 2000: 480)
 - See also Widdowson (2000), Blommaert (1997), Fowler (1996) for additional comments
- Event: widespread rioting across all major urban areas in France in November 2005, following the accidental electrocution of two teenagers, allegedly while hiding from the police, in the Parisian suburb of Clichy-Sous-Bois
- Broader study: a critical analysis of newspaper discourse relating to 2005 French urban violence, employing an enhanced critical discourse analytical (CDA) methodology, combined with aspects of corpus linguistics and semi-structured interviews

Research Question

- Taking CDA as a principal methodology, how can an event be contextualised by an 'outside' researcher so as to fully appreciate the impact and scope of the discourse?

Possible methodological approaches:

Article: 'Après le choc' (Jean Marie COLOMBANI, *Le Monde* 29/11/05) - following contextual layers are identifiable:



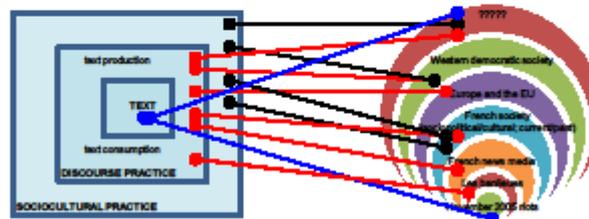
Application

1. Wodak's Discourse Historical Approach

- Four levels of context (Reisigl & Wodak, 2009 [2001]: 93):



2. Fairclough's three-dimensional approach to discourse analysis (1995: 59)



3. Van Dijk's context model (Van Dijk, 2008)

Setting	Participants	Communicative and other Actions/Events
<ul style="list-style-type: none"> November 2005 riots Les banlieues French news media ????? 	<ul style="list-style-type: none"> Les banlieues French news media French society Europe & the European Union Western democratic society ????? 	<ul style="list-style-type: none"> ?????

Discussion

- A work in progress!
- An extremely broad contextual web can be identified; however, the suggested contextual layers are subjective
- The use of concentric circles suggests the inherent fluidity and interconnectivity of context; there can be no clear boundaries between each contextual layer
- The role of the individual within each layer is unaccounted for
- Some of the models discussed are designed for 'immediate' events; the spatial and temporal difficulties associated with the contextualisation of retrospective events need to be considered

Next steps:

- Examine a further selection of news articles in an attempt to identify additional contextual layers
- Develop a workable context model: likely to be a hybrid of those discussed

Acknowledgements

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UL Corridors

Empowering Homeless Service Consumers: The Role of Choice in Multi-Systems of Care

Rachel Marie Manning & Dr. Ronni Michelle Greenwood

Empowerment involves meaningful options (choice), a sense of capability (**mastery**), and self-governance (**autonomy**).

Empowerment facilitates better outcomes for homeless individuals. More specifically, choice in housing services has shown to promote mastery and in turn, reduced psychiatric symptoms.

We build on this previous research by investigating:

- Perceived Autonomy, as a core component of empowerment,
- Choice in addition to mental health care systems, used outside of, and in addition to, the homeless service.

We hypothesize that:

- mastery and autonomy result from greater consumer choice in multiple care systems, and
- mastery and autonomy lead to greater positive psychological outcomes.

Method

Procedure: Homeless service consumers in Ireland (n = 62) completed quantitative measures of:

- Choice in housing services?
- Choice in addition to mental health services?
- Mastery?
- Autonomy?
- Positive Psychological Changes (e.g. doing better in work, feeling better w/ family etc)?

Results

Significant Correlations

As expected, the positive psychological change measure was correlated with:

- Choice in Housing (r = .37*)
- Choice in External Care (r = .37*)
- Mastery (r = .33*)
- Autonomy (r = .37*)

Regression Analyses

- Choice in Housing, Mastery and Autonomy measures explained 48.8% of the variance in the positive psychological change measure, F(2, 18) = 8.53
- The addition of choice in external care increased the explained variance to 57.8%, F(4, 19) = 6.12

Conclusions

Findings show that the key components of empowerment (choice, mastery and autonomy) support positive change for homeless individuals. Findings have important theoretical implications:

- The influence of housing choice and mastery on positive change in this population is reaffirmed.
- Choice in external care explains additional variance in positive change.
- Autonomy is also shown to influence positive change.

Findings also have important applied implications for homeless service providers:

- Providing and advocating for consumer choice in housing and external care is consequential for empowerment, and ultimately positive psychological change among service users.

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Mastery Matters: Consumer choice & decreased psychiatric symptoms in the context of problem-related substance misuse

Dr. Ronni Michelle Greenwood & Rachel Marie Manning
University of Limerick, Ireland

Background

- Homeless services vary in the degree to which they afford choice in housing and services to consumers.
- Consumer choice is associated with increased personal mastery.
- Personal mastery is associated with fewer psychiatric symptoms.

Research Questions

- Will the indirect effect of consumer choice on mastery hold even in the context of problem-related substance misuse?
- Or will problem-related substance misuse erode the positive associations amongst choice, mastery, and psychiatric symptoms?
- That is, does too much choice lead to greater problem-related substance misuse and exacerbate psychiatric symptoms?

Method

Procedure: Questionnaires were administered to 161 residents of long-term homeless services in Ireland.

Measures

- Consumer choice
- Mastery
- Problem-related substance misuse
- Psychiatric symptoms

Results

Mediation (Figure 1):

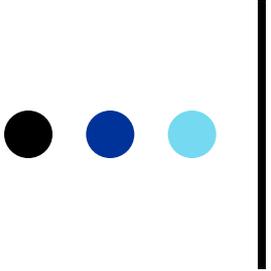
- The mediation model replicated previously observed choice-mastery relationships.
- The indirect effect of choice on psychiatric symptoms was significant (1.35, 1.02 to = .32, 95% CI = .00).

Moderated Mediation (Figure 2):

- The mastery x substance misuse-related problem interaction was significant (b = -.36, SE = .24, t = -2.07, p = .040).
- When substance use-related problems were low (at one standard deviation below the mean), the indirect effect was not significant.
- As problems became more temporarily problematic, the magnitude of the indirect increase:
- 50th %ile: b = -.11, SE = .07, 1.02 to = .32, 95% CI = .00
- 75th %ile: b = -.20, SE = .11, 1.02 to = .32, 95% CI = .00
- 90th %ile: b = -.22, SE = .13, 1.02 to = .32, 95% CI = .00

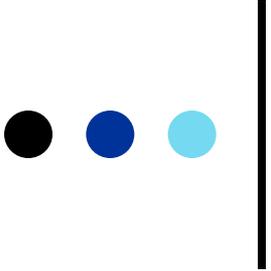
Conclusions

- Consumer choice is an important aspect of homeless services.
- Even homeless service users who experience problem-related substance misuse benefit from greater consumer choice in treatment and services.
- Restricting choices during active substance use may actually exacerbate psychiatric symptoms.
- Recovery experiences of adults with dual substance use and psychiatric problems may be enhanced by increasing, not decreasing, consumer choice.
- Services that 'punish' problem-related substance misuse by restricting choice actually may be undermining well-being rather than protecting consumers from further harm.



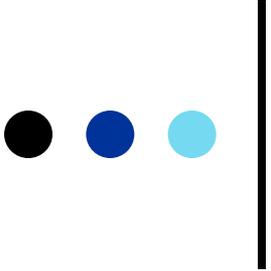
Examples / Poster Analysis

- Is this poster visually appealing?
- How effective is the layout?
- How is colour used on the poster?
- Is space used effectively on the poster?



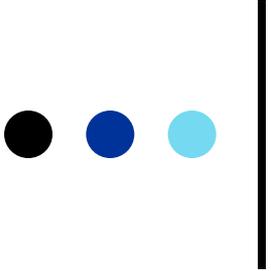
Beyond the Poster

- Talking about your research
- Handout(s) / abstract / summary
- Contact details



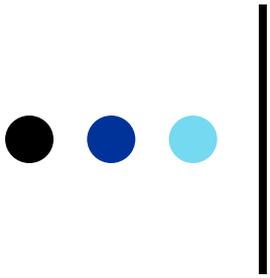
Activity: Writing an abstract

- Brown's 8 questions (Murray, 2005:108-114)
- Framework to help you draft an abstract
- Allows you to see the paper as a whole and focus on the main points of the argument
- Written at an early stage in the writing process, it helps you maintain the main focus as you write the paper.
- Revise it as you go.

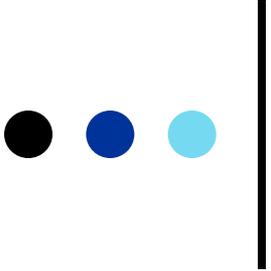


Brown's 8 questions

1. Who are the intended readers? (3-5 names)
2. What did you do? (50 words)
3. Why did you do it? (50 words)
4. What happened? (50 words)
5. What do the results mean in theory? (50 words)
6. What do the results mean in practice? (50 words)
7. What is the key benefit for readers (25 words)
8. What remains unresolved? (no word limit)



Questions?



Resources/Bibliography

- Resources

- <http://colinpurrington.com/tips/academic/posterdesign>
- <https://connect.le.ac.uk/posters>
- <http://guides.library.cornell.edu/poster>
- <https://www.aep.cornell.edu/aep/upload/Scientific-Posters-2013NEWsm.pdf>
- <https://www.youtube.com/watch?v=GJwcVWszLC4>
- http://www.tc.umn.edu/~schne006/tutorials/poster_design/assess_01.htm

More examples:

- http://readingdigitalfiction.files.wordpress.com/2014/04/poster_fin.pdf
- https://www.academia.edu/1697236/Facebook_Investigating_Language_Policy_in_the_New_Media_Poster