Assignment #2 - Raising awareness for environmental change group poster

GEO 2153
Due Dec. 8
Weight 20%

Introduction

The purpose of this assignment is to leverage the power of a team to produce a poster to raise awareness of an important environmental issue. This could flow from assignment #1 in the sense that you could select an issue one of your group members wrote about for that assignment. While you are supposed to use your critical thinking skills for both assignments, the intent of assignment #2 is to do this in the context of providing the best available information on your topic - e.g., to motivate poilcy change, mitigation, or individual behaviour change.

Audience

As the poster is meant to raise awareness, assume that the audience is quite broad. That said, the material requires some sophistication, to convince the audience. You need evidence to support the main messages. Imagine displaying your poster in the UCC for the campus community.

Tasks

Summary: Create and print a poster on an environmental issue/topic that interests your group and participate in an in-class poster session (re: peer grading below) on the due date.

- The class will be put into groups of 4 (see group formation process)
- Identify a topic (these first two steps may be be merged pending a class vote)
- Find relevant sources on the topic, with a strong emphasis on academic sources - see Assignment #1.
- Prepare your poster - the links below will provide some useful layout ideas
- Print your poster - arrangements will be made to do this at no cost to you - you will upload the files to Owl as well as send them to Rick Cornwall (see Format and Delivery below)
- Complete a peer review form and submit in class on the due date.
- Participate in the in-class poster session

Forming Groups - in class Tues, Nov 3, 2015

Everyone (Fall 2015) has been assigned to a group. See the [news section](#) of the website for details

- **General rationale**: To avoid duplication and to use common interests as a way to form groups, you will be assigned a group based on the topic you prefer

- **Lottery**:
    - each person has been assigned a group selection slot for class on **Tues Nov 3, 2015** - see the Resources section of Owl to view a spreadsheet that has the group selection order. I selected the order randomly using random.org
    - in class on **Tues Nov 3, 2015** each person will select a poster topic
    - once 4 people sign up for at topic it is closed
    - again, this will all be done *in class*

- **Absent on lottery day**: The lottery list sunsets once the inclass lottery is completed **Tues Nov 3, 2015** . If you know you will not be available in class,you have choices:

    - **proxy** - send a rank-order list of your topic preferences with a friend to pick for you (privide an email to me or *signed* written note as proof so your "friend" does not choose a topic that does not interest you (you are encouraged to include your ranked list on the note to be clear). If you email me, send the full list of 20

topics in rank order of your preference and when your name comes up I will slot you in at the highest ranked topic still available when your number comes up

- o **email me after the fact** - AFTER the preliminary signup list is posted, you can select from what topics remain and I will honour those choices based on the order that emails come in

- o **Thurs, Nov 5** - I will assign any who have not contacted me with their preferences. Everyone has now been assigned. See the news section.

- o DISCLAIMER - I am not responsible for lost/spammed emails or lost notes - please show up to class if you care about what topic you have for Assignment 2!

Topics

Please rank order your topic preferences from the following llist. If you have a low number in the lottery your chances of getting your first choice are high, if you have a high number in the lottery your chances of getting your first choice are low: (DISCLAIMER: not all topic will be available every year - 4 per group, so the number of topics available depends on class size, see the news section for updates)

1. Eating locally
2. Diversion of waste from landfill
3. Waste to energy
4. Sustainable urban design
5. Advances in sustainable forestry
6. Oil pipelines
7. Sustainable nuclear power (electricity)
8. Sustainable wind power (electricity)
9. Sustainable hydro-electricity
10. Oil and the oceans
11. Alternative fuel vehicles
12. Altantic cod fisheries collapse and recovery
13. Sustainable aquaculture
14. Alberta oil sands
15. Sustainable drinking water in the developing world
16. Intensive livestock operations
17. Advances in sustainable agriculture
18. Smog
19. Sydney "tar ponds"
20. Transboundary water issues

Format and Delivery

Ensure that your group # is somewhere on your poster/video

Posters

- size: **2.5 feet by 3.5 feet**
- send your file to Rick Cornwall rmcornwa@uwo.ca **OR** drop in to SSC1226 (near shipping/receiving) with a USB. Go to Social Science Technology Services (see "SSC Receiving" on this map)
- upload: a copy of the file to your Owl dropbox **9:00 am Mon. Dec 7** - only ONE person in your group needs to do this. The TA(s) and I want to preview the posters prior to the in-class poster session
- be sure to identify Geog 2153 poster and/or Dr. Baxter in the email subject line
- your file must arrive for printing no later than **9:00 am Mon. Dec 7**
- pickup: the TA(s) or I will do this, no need for you to pick up the posters.

Helpful Hints (in no particular order)

- **Focus your ideas** - The best posters will have main message e.g., "Build up not out" (re: sustainable urban design) and the remainder of the poster will be context and evidence in support of that message.

- **Evidence** - you will notice on the grading sheet (see below) that much of your grade is weighted on the degree to which you draw in evidence to support the claims and calls to action in your posters.

- **Alternate topic** - The topics are purposely general so that your group can choose to scope the issue in the ways that interest you most. However if your group can unanimously agree on an alternate topic altogether, that is fine if it is approved by me. The topic must be relevant to the course e.g., it was mentioned in lectures, is touched on in the text or links direclty to themes in either of these;

- **Remember the stool** - be sure to include the main elements of the stool metaphor used in class - i.e., that environment, economy, and society are the key elements of sustainability
- **Layout** that provides effective 'eye-catching' visual impact, with efficient use of space;
- **Effective use of images** (e.g., borrowed from Google searches) with proper citation to web-site sources;
- **Main message** - make sure it is clear and easy to find;
- **Eye-Catching** - the visuals should draw the reader in to make the topic (main message) interesting/important;
- **Judicious use of text** - get the point across effectively with as few sentences as possible;
- **Spelling and grammar** - yes, they matter on a poster too;
- **Font sizes** - large enough to be read easily at a distance of 2 m (print letter-sized sections to test readabilty) in the printed version; generally, nothing smaller than **20pt** - larger text for headings
- **Commentary/implications** - what does it all mean? Does high bird deaths from wind turbines mean we should scrap this as an energy production choice? See "main message".
- **Reference list and citation** - at least 5 journal article references that were used directly in the production of the ideas in the poster. You may have consulted many more, but include the most relevant 5. This is the only section that may violate the 20pt font rule. Put this list in a small box in a corner of your poster. Cite the papers in this list in the text of the poster the way you would in a formal essay.
- **Names** - make sure the full names of the members of your group are on the poster
- **What software?** - Powerpoint style software is likely the simplest since object can easily be moved and resized, but destop publishing and even word processors can be used

Poster Design Websites

Though these links relate mainly to academic posters concerning original research, many of the basic principles will be relevant to your poster:

http://colinpurrington.com/tips/academic/posterdesign

http://www.ncsu.edu/project/posters/

http://www.youtube.com/watch?v=j4qUjUeRJy4

We have **Karen Van Kerkoerle** coming to the Nov 26, 2015 class to give us 30 minutes of pointers on putting together posters. Karen is our resident expert on the topic so be sure to be in class!

Poster Presentation Day

Dec. 8 - Posters will be brought to class by the TAs or myself. They will be displayed either on mobile display boards at the front of the room along the walls. **Reminder**: we need a copy of each poster file on **Dec 7** - one person in your group upload to Owl dropbox.

Timing - we will take about 90 minutes of class time for the posters. That means the TAs and I will each spend **no more than about 4 minutes** at your poster. That means you have to make an impression and get across your main messages succinctly.

Your roles:

1. Mount your poster somewhere in the room - you will be provided mounting material (pins or duct tape).

2. At least one person from your group should stand by your poster and be prepared to answer questions about it. Everyone else will have the opportunity to have a close look at the other posters in the room - and ask questions. Allow everyone in your group a chance to move about the room and view the other posters.

3. This will run like a conference where people will mingle among the posters. When a TA or myself arrives at your poster you will be asked to "present" the poster (you may do this for groups of your classmates as they arrive

too). You should be able to **summarize what is in the poster in about a minute** or less each time you are asked for a summary. The three of us (evaluators) will try to viist each poster individually not as a group - i.e. you will have each of us at your poster at differnt times. It does not have to be the same person(s) from your group presenting and answering questions each time. Others from the class may listen each time somebody (andybody) from your groups "presents" the poster. If you are already presenting to a classmate, we may just eavesdrop then ask a question or two.

4. Complete your Peer Review (of group members) form (see below).

Grading and Evaluation Criteria

The two TAs and myself will each complete the following [grading sheet](#) for every poster. Previewing the posters ahead of the class will ensure we have a good look at each one, but your responses to the questions we ask at the "poster session" matter too. We will meet afterward and complete one grading sheet for your group - this will be grading by consensus, not by simply calculating an average of the three grades we iniitially assigned. You will eventually receive this sheet and coments from your peers (see below)

Intra-group Peer Review (of members in your group)

A portion of your grade (10%) will come from peer review. Peer review is meant to be anonymous. Please download and print the [peer review form](#). Complete a peer review *table* for each member of your group. With 4 in a group and only two tables per sheet you will need to print at least two sheets. Hand in the completed form before the end of class on the due date (**Dec. 8**) These forms will not be shared back to the group - only the TAs and myself are meant to see these.

Inter-group Peer Review (of each others' posters)

All present on the poster presentation day will have the opportunity to provide feedback to your peers. When the TA(s) and I meet to decide the final grade for each group's poster, we will use these comments as one piece of information in our decision-making. Perhaps more importantly, we will cut and paste the comments for each group into one file (i.e. one file per group) and that will be attached to your grade sheet. **NEW** - You will ultimately enter your comments online through a survey link that will be emailed to you on the poster day. The following is a [peer-review tracking sheet](#) that allows you to jot down - **one strength** and **one limitaiton** for each group's work while walking around in the poster session. Again, this form is merely for tracking, your comments will be logged online (check your email). Those who complete the online survey will be awarded a (whopping) 1% bonus mark - added to the course grade. You do NOT need to print the form, we will bring enough for everyone.

Best Poster (or approved alternative) As Voted By You (the second annual "BPAVBY" awards)

At the end of the poster session you will be asked to vote on the posters you like best. You will be given two "votes". We will use a simple [dotmocracy](#) procedure to accomplish this task at the end of the poster session.