

GLD Poster Presentation Expectations

For students presenting at Fall Showcase/Summer Symposium/Discover USC

Why require a presentation for GLD?

In order to earn Graduation with Leadership Distinction, you must demonstrate that you can think deeply, draw substantive conclusions, and apply what you have learned to new situations. These are life skills important to leading in any context. The presentation also requires you to interact with others. Succinctly describing your work in a live setting and answering questions from others builds additional leadership, professionalism, communication, and networking skills.

All students pursuing GLD will present at either Fall Showcase or Discover USC. Fall Showcase is an exclusive presentation opportunity for students graduating in December.

Presentation Registration

To present at either Fall Showcase or Discover USC, you must register and submit an abstract (350 words or less). Additional information regarding registration and abstracts are available on the Center for Integrative and Experiential Learning (CIEL) website. In order to meet the GLD requirements, your presentation must be given either **solo or by no more than two people**.

Content for Poster Presentations

In your Poster Presentation, you **analyze only one of your experiences** in-depth (e.g., alternative spring break, a particular peer leadership role, a study abroad experience, a research project).

Start with a meaningful beyond-the-classroom (BTC) experience. Include the three components listed below:

1. **Background** (Context)

Include your role/title and where the engagement took place (name of organization you worked for or that managed your experience, location, and any significant information about the group or location—size of organization, its primary purpose). Include the amount of time you spent (e.g., x weeks; x hours per week; or x hours over x period of time). Describe why and when you got involved-- interest/passion, encouragement from peer or faculty/staff mentor, or perhaps relation to major or future career choice?

2. **Activity** (Description)

Describe the most significant things you did. Provide enough detail so that the reader has a solid picture of your engagement (understands what you did) but is not weighed down in too many details. If there were any particular defining moments, explain these in further detail.

Example: Global Learning - I lived here... I visited... I explored... I learned about... I took 'x' courses... I worked with... I was responsible for... I was instrumental in...

3. **Reflection** (Analysis and Conclusion) Include at least these 3 sections:

- a. Describe **what you learned** from your experience. Be specific. If you say you learned about diversity—describe what you learned about diversity. How did this experience help you think in a different way? (Now that I have done x, I understand that...)
- b. Specifically include **how your BTC experience related to your within the classroom experiences (Carolina Core, minor, major)**. For example, how did a BTC experience help you to better understand a concept that you had discussed in class, or how did something you studied in class cause you to pay more attention to some aspect of your BTC experience? You might drill down to one class or focus on an overarching theme of your major courses.

- c. **Explain why this experience was significant in the larger context of your life or how what you learned could inform others.**

Consider the questions below and respond to those most appropriate for your experience.

- How has what you learned changed your understanding of yourself, others, your studies, your future career aspirations, or your decisions for the future?
- What new questions did this experience raise for you that you might investigate in the future?
- What would you do differently the next time you have a similar opportunity?
- What would you recommend future students focus on if they pursue a similar experience?
- How could they engage or take advantage of resources in a way that would enhance their experience?
- What guiding principles did this experience help you develop that you might apply to whatever you decide to do?
- What do you want to do next, what do you want to learn more about, and/or how has this influenced how you will interact with others?

What makes a good poster?

- Important information should be readable from about 10 feet away
- Title is short and draws interest. It is related to the topic or “story” that you will be sharing. It should be more than just your GLD pathway name or generic leadership role that could apply to any student.
- Includes acknowledgements, your name and institutional affiliation
- Word count of about 450-800 words total
- Text is clear and to the point
- Use of bullets, numbering, and headlines make it easy to read
- Effective use of graphics, color and fonts
- Consistent and clean layout (See formatting section below. Use grid function to keep things well-aligned and make sure there is enough space between each unique element in your design as well as enough space around the border of your poster.)

Additional tips and tricks:

- Do not overlap patterns. For example, do not use a picture of the horseshoe and/or the tree and gates logo as your poster background and then put additional photos over it.
- Solid color backgrounds are ok, but they do take more ink requiring more time to dry.
- We suggest that you use Arial, Arial Bold, Arial Black, Times, or Times Bold fonts in order to avoid any formatting changes when submitted to Printing Services.

Poster Material & Formatting

Information about the formatting of the poster and instructions for how to assemble your poster are available on the [Discover UofSC website](#).

What to Expect at your Poster Presentation

Judges

Faculty and staff from throughout the university serve as judges. This ensures that students' work is showcased across departments and provides students an opportunity to gain the perspective of someone outside their discipline. During your poster session, you will be visited by at least two judges. Questions from the judges are meant to clarify information from your experiences and learning. Judges individualize questions in order to best understand your work. Expect questions such as:

- *Tell me more about what you learned while abroad.*
- *What classes have you taken that seemed most applicable to your BTC experiences and why?*
- *What was one significant thing you learned about yourself during your experiences?*
- *What are your plans after you graduate and how might you use what you learned during this process?*
- *How did you learn or apply this information?*

Scoring Rubric

Judges will utilize a rubric to assess your presentation on the following criteria areas: Presentation and format of material, depth of connections between within-the-classroom and beyond-the-classroom experiences, knowledge of subject, communication and interaction with audience, and presentation aids.

Audience

Students will be presenting online. Faculty, staff, judges, students, and community guests are encouraged to peruse posters in the venue and ask presenters questions virtually.

Dress Attire

We recommend that at the minimum you are dressed **business casual**. Appropriate business casual dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot.

Emergency Notification & Make-Up Events

It is the student's responsibility to notify CIEL if something arises and you can no longer attend their respective event to present. The CIEL office will make the final determination whether the student will be allowed to make up the presentation requirement at another date in order to fulfill their GLD requirement.

For more information...

If you have any additional questions regarding your presentation, please feel free to ask your UNIV401 instructor, GLD advisor, or contact the CIEL office.