Scholarly Papers

Scholarly (or non-empirical) papers are essays that present well-developed arguments on philosophical, theoretical, or practical problems in the study of higher education. They are not required to adhere to an empirical research design (e.g., methods, data collection, and data analysis). Instead, scholarly papers pose critical questions, synthesize divergent bodies of literature, or elaborate new theoretical or conceptual frameworks.

Scholarly paper proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the inquiry;
- The philosophical, theoretical, or practical argument and its bases;
- Literature, sources, or evidence to support the argument/analysis;
- Conclusions and implications of the argument; and
- Importance of the argument for higher education.

Poster Components/ Headings

*Title, Authors, Affiliation(s), Institutional Logos

*(Abstract), Introduction/Background, Problem Statement, Discussion/Conclusion, Implications (References)

Free Poster Presentation

Templates

http://www.posterpresentations.com/html/free_poster_templates.html

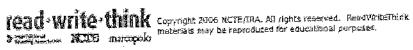http://www.postersession.com/poster-templates.php

http://www.studentposters.co.uk/templates.html

Psychology of Learning Possible Topics

Token Economies in the classroom
Impact of violent music on children's behavior
Impact of media violence on children's behavior using Social Cognitive Theory
Operant Conditioning in the classroom
Classical Conditioning: Real Life Applications
Reinforcement in the Workplace
Reinforcement in the Classroom
Children and Punishment
Applications of Observational Learning in the Classroom
Applications of Observational Learning in Social Change
Psychological Foundations of Autistic Behavioral Modification Techniques

Poster Session Rubric

CATEGORY	4	3	2	1
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small.
Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are accurately documented, but there are a few errors in the format.	All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience.	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.

Rubric developed with materials from the RubiStar Web site: http://rubistar.4teachers.org/index.php

Title of Non-Empirical Research Poster

Author Name(s)
UB Department
University of Bridgeport, Bridgeport, CT

Abstract

Narrative/figure/table

Provide a brief summary of your research. Recommended to use a font that can easily be read from a distance of approximately 1 meter.

(Insert pictures, figures, or examples where relevant to enhance your poster)

Key Questions

Narrative/figure/table.

- State your research objectives.
- What key things are you hoping to learn?

(Insert pictures, figures, or examples where relevant to enhance your poster)

Main Arguments

Narrative/figure/table

- This information makes up the main "body" of the poster.
- What are your main arguments?
- share them here in a manner that is clear and concise.

(Insert pictures, figures, or examples where relevant to enhance your poster)

Conclusion

Narrative/figure/table

Make yo9ur concluding remarks. You may relate back to the key questions you asked at the beginning. Did you find anything unexpected? What future direction might this research take? Are there any new questions that have come to light?

References

References cited in the poster content

Title of Non-Empirical Research Project

My University Logo

Jane Smith

Abstract

Here I give a brief summary of my research. I use font that can easily be read from a distance of approximately 1 meter.

(Insert pictures, figures, or examples where relevant to enhance your poster)

Key Questions

- Here I state my research objectives.
- What key things am I hoping to learn?

(Insert pictures, figures, or examples where relevant to enhance your poster)

Main Arguments

- This information makes up the main "body" of my poster.[1]
- What are my main arguments?
- I will share them here in a manner that is clear and concise.

(Insert pictures, figures, or examples where relevant to enhance your poster)

Conclusion

Here I make concluding remarks. I may relate back to the key questions I asked at the beginning. Did I find anything unexpected? What future direction might this research take? Are there any new questions that have come to light?

(Insert pictures, figures, or examples where relevant to enhance your poster)

References

1. Here I list references I cited earlier in the poster.

Here I would like to acknowledge that this research was made possible by a research grant from XYZ.

My name
My university address
Email
Business Phone