

AE Academic English UK

An Introduction to Academic Posters

EXAMPLE



An Overview of Global Citizenship

Written by Arianna Watson



Introduction

Globalisation has changed the world in which we live, with individuals, nations and economies becoming far more interconnected. This has led to a rise in a movement called global citizenship, which is a "term used to describe the social, environmental, and economic actions taken by individuals and communities who recognise that every person is a citizen of the world" (Oxfam, 2023). In fact, Globe Scan (2016) state that the number of people who see themselves as global citizens has risen significantly in non-OECD countries with 56% seeing themselves as part of a global community (see figure 1).

I See Myself More as a Global Citizen than a Citizen of My Country
*Agree** OECD vs Non-OECD Countries** Trends, 2001-2016



Year	Non-OECD countries	All countries	OECD countries
2001	42	45	45
2006	45	48	48
2011	48	48	48
2016	56	48	42

Benefits of global citizenship

- Promote sustainability**
Citizens of the world recognize the shared ownership of the planet, and they act accordingly (McCarthy, 2022), by, for example, reducing greenhouse gas emissions.
- Awareness of issues in local, national or global communities**
Global citizens see problems that are happening worldwide, and they take action (UN, 2022) such as becoming involved in volunteering projects.
- Develop an argument and voice opinions**
Citizens of the planet understand that they can put forward their views on unfair practices (Oxfam, 2023), such as campaigning against unfair employment regulations.

Examples of global citizenship in practice

Exploring issues of social justice locally and globally (Oxfam, 2023) such as racism, gender equality, social equality, food security, violence and agism.




Global Citizenship Education

In order to empower the youth to create more peaceful and inclusive societies, global citizenship education is taught in many countries all over the world. It aims to encourage young people to be more active locally, nationally and globally, and focuses on three learning dimensions:

- Cognitive:** acquiring knowledge, understanding and critical thinking to help understand the world's complexities.
- Socio-emotional:** values, empathy and social skills to enable them to live together respectfully.
- Behavioural:** acting responsibly to bring about a better world. (UNESCO, 2021).

These aspects of learning can enable the youth to understand that our community now expands the whole planet, and as individuals move forward in the view that the well being of humanity is a connected challenge, they will be the ones who start to build a collective future.




Objectives

The purpose of this poster is:

- to demonstrate what global citizenship is.
- to illustrate what it means to be a global citizen.
- to put forward the benefits of global citizenship.
- to present some examples of global citizenship.
- to identify how global citizenship is taught.

What it means to be a global citizen

Being a global citizen means being part of a world community and this can mean any of the following:

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- Understanding global issues.
- Respecting global diversity.
- Building relationships with people from other countries.
- Being active in a community.
- Advocating for global equity.
- Helping to make the world a better place for all. (Oxfam, 2023; McCarthy, 2022)

Conclusion

Global citizenship can enable people to acquire the knowledge and skills to promote sustainable development, sustainable lifestyles, human rights, gender equality and promotion of peace and cultural diversity. Global citizens belong to an emerging global economy, and they recognize how their actions shape the world. They do not allow borders to prevent them from caring about people from all over the world, and they act to make a positive contribution to communities in need. Change is needed and by educating the youth on global citizenship, it is hoped that they will become committed to making the change to make the world a fairer place for all the inhabitants of this planet.

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Teacher's Notes EXAMPLE

Lesson Plan

Aim: to introduce students to academic posters and to support them in identifying what an academic poster is and what it contains in addition to evaluating a first draft poster for errors and a final draft poster for strengths and weaknesses. The lesson also provides a topic for students to create their own academic poster.

Lesson Timing

60 -120 minutes. The main worksheet is 60 minutes. Creating the poster is an additional 60 minutes.

Preparation

Download (and print if teaching face-to-face) the two sample posters in Appendices A & B and the student worksheet.

1. Lead in (10 mins)

1. Task 1: Students discuss the questions in small groups.
2. Whole class feedback: Nominate a few students to explain their group's responses.

2. Pre-task work (10 mins)

1. Pre-teach any vocabulary for tasks 2-5 that your students may not know.

3. Guided learning 1 (20 mins)

1. Students work through tasks 2-5 individually and then compare with a partner.
2. Whole class feedback: Nominate students to give their answers.
3. Display key.

4. Guided learning 2 (20 mins)

1. Task 6: Show or hand out the first draft poster (Appendix 1, student's worksheet & 'Posters' link). Students work together to identify the ten changes the teacher has asked the student to make.
2. Whole class feedback: Nominate students to give their answers.
3. Display answer key.
4. Task 7: Show or hand out the final draft poster (Appendix 2, student's worksheet & 'Posters' link). Students work together to evaluate the poster in terms of strengths and weaknesses.
5. Whole class feedback (Student's own ideas).

5. Independent learning (60 mins)

1. Students create a poster using the template (Appendix 3 and link below).

Options:

Option A: You give them the topic. Students research and create a poster in pairs or small groups.

Option B: You use the suggested topic of the UN SDGs in task 8:

Students select one SDG in pairs or small groups and produce the poster based on the information.

2. Students can put their posters on a file sharing application like Padlet and receive peer feedback using the feedback form provided (Task 9).

6. Extension activities

1. Students present their posters to the class.
2. Students write a self-reflection on the process of making a poster. What did they enjoy about making a poster? What did they find difficult about making a poster? Do they think it is a good way to demonstrate they learning?

Posters: Available in the paying download

Poster Template Link: Available in the paying download

UN SDGs Link: Available in the paying download

Academic Posters **EXAMPLE**

Task 1

Discuss the following questions in small groups. Take some notes so you can report back to the whole class.

1. What is an academic poster?
2. Have [redacted] before?
3. Have you ever seen an academic poster before?
4. Why [redacted] posters?
5. What makes a good academic poster?
6. Do you [redacted] can help [redacted] poster?

Put your notes in the box.

Task 2

Read the following definition of an academic poster and complete the gaps with words in the box.

hard
[redacted]
diagrams
[redacted]
assessment
[redacted]
text

Academic posters are a _____ form of communicating academic _____, projects or [redacted] that often [redacted] of _____ and _____ to convey ideas in a clear and _____ way. Although [redacted] in _____ science [redacted] method of _____ is becoming increasingly common [redacted] disciplines too.

Task 3

Read the following sentences and decide if they are true or false, and correct the false sentences.

		True	False
1.	When creating a poster, [redacted] many pictures as you can.		
2.	The information [redacted]		
3.	The colour [redacted].		
4.	It is better [redacted] for the main text.		
5.	Unlike writing [redacted] written in a logical order.		
6.	It is always [redacted] poster before the deadline.		

Task 4

Read the top tips for creating your academic poster and complete the gaps with words that make logical sense.

All posters:

1. Use clear and concise _____ that grab _____.
2. _____ too _____ as too much text is off putting.
3. Make sure your _____ includes a _____ objectives.

For scientific posters:

4. The _____ section _____ study.
5. _____ section includes data analysis.
6. The _____ must _____ research question.

Task 5

Match the two halves of the sentences to indicate more top tips for creating your poster.

1.	Be _____ audience is....	a.	...as this will save you much time.
2.	It is important to add your list of references to your poster...	b.	...but _____ see them clearly.
3.	You _____ in which to write your poster....	c.	...as _____ the most appropriate information.
4.	Using _____ good idea...	d.	...are good sizes to use.
5.	Font _____ for _____ title...	e.	...is an _____ count.
6.	Between 300 – 800 words...	f.	...so _____ the source of the information easily.

1.		2.		3.		4.		5.		6.	
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Task 6

Look at the following poster (see next page) that a student has produced as part of an assignment on the topic of global citizenship. The teacher has asked the student to make ten changes. Can you identify the things that the student needs to improve?

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Task 6: Look at the student's first draft poster on global citizenship. Identify the ten changes the teacher has asked the student to make.

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United Nations. (n.d) Global citizenship.

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Task 7

Look at the student's final poster (see next page) on global citizenship. Evaluate the poster for strengths and weaknesses. When you've finished, compare with your group.

Strengths	Weaknesses



Task 7: Look at the student's final poster on global citizenship. Evaluate the poster for strengths and weaknesses.



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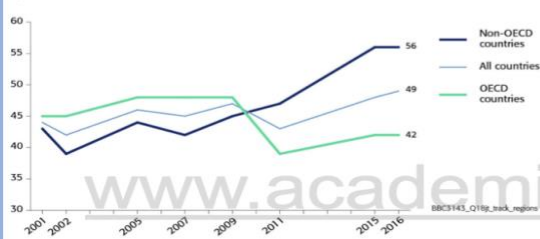
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Figure 1: Global poll results (Globescan, 2016)

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(Oxfam, 2023; McCarthy, 2022)

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Task 8

You are now going to create your own academic poster on one of the UN sustainable development goals.

1. Work in pairs or groups of three.
2. Go to the UN website and [redacted]. Available in the paying download.
3. Select one that you find interesting.
4. Read [redacted] what you would like to use.
5. Plan your poster.
6. Download the template. Link: Available in the paying download.
7. Add the content to your template, making [redacted] and reference appropriately.
8. Change the [redacted] the font.

Task 9

1. Swap posters with another group and use the checklist to give them some feedback.

		Yes	No
1.	Does the poster contain both text and visuals?		
2.	Is the [redacted] ?		
3.	Do the subheadings stand out?		
4.	Are the [redacted] referred to?		
5.	Are the points referenced?		
6.	Is the [redacted] accurately?		

Academic Posters **ANSWERS**

Task 1

Discuss the following questions in small groups. Take some notes so you can report back to the whole class.

1. What is an academic poster?
2. Have you ever created an academic poster before?

All answers included in paid version...


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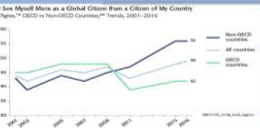
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Appendix 2. Task 7: Look at the student’s final poster on global citizenship. Evaluate the poster for strengths and weaknesses.



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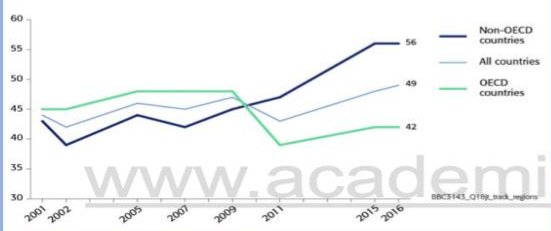
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BBC3143_Q11p_niuk_region

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