**Module Syllabus at the Jagiellonian University   
Doctoral School in Social Sciences**

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| **Organisational unit  conducting the module** | Doctoral School in Social Sciences |
| **Module name** | **Poster Presentation in Academic Context** |
| **Language of instruction** | English |
| **Learning objectives** | - to develop and perfect language skills necessary for delivering a poster presentation in English in the conference setting  - to review practical issues which enable academics to explain the main points of research clearly and accurately on the poster  - to deliver a well-organized presentation based on the text and visual data from the poster using proper articulation and intonation for different purposes |
| **Learning outcomes** | Students:  - can recognize the importance of readability factors in the context of scientific posters  - can successfully deliver a short self-presentation  - can express the purpose of their research and explain it in a broader context  - can adjust the language of their presentation to the audience  - can link parts of their presentation logically, signaling particular phases  - can use visual data to inform about their research  - can script their poster presentation and plan pauses where appropriate  - can activate the audience and make it easier for them to follow  - can express their position objectively without emotions, hedging their text when necessary  - can exploit tonality and elements of vocal presence  - can use proper articulation and intonation for different purposes  - can use elements of nonverbal communication to influence the audience  - know how to maintain rapport both verbally and nonverbally  - can ask, handle and answer questions about the poster  - can deliver constructive feedback on their peer’s poster presentation |
| **Methods of verification and assessment criteria** **of learning outcomes** | formative assessment: continuing individual assessment in the form of tutor and peer feedback on spoken and written tasks as well as self-assessment  summative assessment on the basis of a 10-minute poster presentation |
| **Module type  obligatory / elective** | elective |
| **Year of education in the DS** | I, II |
| **Semester  winter / summer** | summer |
| **Teaching mode  online / in-class** | in-class |
| **Coordinator’s name and / or tutor’s / tutors’ name/s** | Anna Wierciak, MA |
| **Examiner’s name or the name of the individual granting ECTS points if not a tutor** |  |
| **Types of classes** | in-class workshop |
| **Entry and additional requirements** | - English language competence at B2+ minimum (according to CEFR)  - familiarity with software which guarantees successful poster design |
| **Type and number of contact hours if included in the module** | 16: 8 meetings |
| **Number of ECTS points  allocated to the module** |  |
| **ECTS balance** | 16 contact hours  10 hours: student’s own work  (self-study, peer feedback, preparation for classes, performing micro-tasks, preparation of a final poster presentation) |
| **Teaching techniques** | - project method  - interactive mini lectures  - providing dynamic feedback (from the instructor and peers)  - micro-tasks |
| **Form and conditions for module ECTS attainment, including the rules for exam admission and crediting; the form and conditions for passing individual module classes** | - participation in the workshop  - performing micro-tasks and self-study on time  - delivering final poster presentation with the focus on the specificity of the participant’s area of expertise |
| **Content** | - evaluating and reflecting on sample posters and poster presentations  - formulating titles/headings  - designing tables and figures  - differences between spoken and written language  - scripting poster presentation  - adjusting poster presentation to the audience  - survival tactics and eliminating filler phrases  - signposting  - emphasizing  - elements of vocal presence  - reviewing pronunciation of selected academic vocabulary  - question formation and dealing with questions |
| **Obligatory and supplementary reading materials** | - participant’s posters and samples of poster presentations  - tutor’s own material (in the form of handouts)  - Armer, T.(2011). *Cambridge English for Scientists*. CUP  - Giba, J. & Ribes, R. (2011). *Preparing and Delivering Scientific Presentations*. Springer  - Wallwork, A. (2016). *English for Academic Research*. Springer  - *Using English for Academic Purposes. A Guide for Students in Higher Education* [www.uefap.com](http://www.uefap.com) |