

## **Poster Presentations, Academic-lite! The LLB Experience.**

**David Tapp and Louis Martin**

**Staffordshire University**

**Corresponding author:** [d.tapp@staffs.ac.uk](mailto:d.tapp@staffs.ac.uk)

### **Abstract**

*The use of poster presentation assessments has long been accepted practice in medical and scientific teaching in Higher Education. There seems to be however a feeling that the use of poster presentations as part of a summative assessment for a Law degree lacks academic gravitas and the rigour of more traditional forms of assessment. This paper argues that the process of researching, planning and presenting a poster presentation on an area of criminal law provided a student cohort with a challenging yet rewarding assessment opportunity. Students taking the assessment provided feedback to suggest a strong sense of self efficacy and creativity during the preparation and delivery process. The paper examined the method of assessment for sixty undergraduate students enrolled on an access year that formed part of a four year LLB (Hons) award. The students were required to produce an academic poster and present for fifteen minutes to two assessors. The feedback from this assessment suggested that the students themselves considered the assessment to be relevant and provided a realistic flavour of the skills needed in working practice.*

### **Introduction**

This paper is a small piece of qualitative work that seeks to add to the scholarly literature about the use of poster presentations for the assessment of students on an undergraduate law degree. The authors teach law and socio - legal modules in a 'New University' located in the West Midlands. This study's fundamental research question revolves around the suitability of using a poster presentation assessment to assess students studying a criminal law module. The students involved in the study were enrolled on a four year award, with the first year serving as a preparatory access year prior to a transition to the traditional first year of the LLB. For the purposes of this study the access year is referred to as the 'Foundation' year but this is not to be confused with 'Foundation Degrees' that are focused on work based learning. The study is intended to support and further develop the authors' practice not only to provide a detailed analysis of the teaching and supporting learning on the award but to make a contribution nationally to the debate on assessments for law modules.

The paper initially will examine the literature to develop an argument that posters and poster presentations form a significant part of the post graduate and conference milieu within legal academia. However the authors argue that within undergraduate assessments for the qualifying law degree the 'poster' remains on the fringes. The paper draws on some of the recent work of English (2015), Moppett (2012) and Logan *et al.* (2015). A reflection on ethical issues will lead to the consideration of the study's ontological and epistemological position. The paper provides some exploration of the chosen research strategy before focusing on what in essence is an interpretative piece of work. The methodology chosen by the authors takes a qualitative approach embracing the relevance and importance of human subjectivity (Yin, 2014), in this case the 2014/15 Foundation year cohort.

## **Background and literature review**

The use of a poster presentation in Higher Education undergraduate assessment is not a new phenomenon. Chute and Bank (1983) introduced poster presentations with their psychology students. They reported that their students had a very positive attitude to this activity. Chute and Bank (1983) also included a question on the end of semester examination paper which asked students to summarise the content of a poster presentation other than their own and this proved to be a popular question (Chute and Bank, 1983). Furthermore the academic disciplines of nursing, medicine and the sciences included poster presentations as part of their menu of assessments throughout the nineties leading to their developed and sophisticated use at the present time (Kennedy and Laing, 1985; Sorensen and Boland, 1991; Fowles, 1992 and Logan *et al.* 2015). Two academics from the United Kingdom, Berry and Huston (1995) carried out a thorough review of the literature on the use of poster presentations as early as 1995. The latter introduced poster sessions into their undergraduate mathematical modelling courses and argued that the process provided students with an interesting and challenging task and '*it has caused us to devise a scheme for the assessment of posters*' (Berry and Houston, 1995, p.21). Berry and Houston (1995) found that the common themes reported by the academics who used the poster presentation, centered around the fundamental skills of creativity, communication and deep learning. Handron (1994) identified the poster presentation as an experiential learning activity that stimulated curiosity and interest, encouraged exploration and integration of concepts and provided the student with a novel way of demonstrating understanding. Handron (1994) who at the time was a professor of nursing arguably provides a fundamental definition of the academic poster presentation rationale and a number of scholars cite her work in the research that followed (Moneyham *et al.* 1996; Bracher *et al.* 1998; Taylor *et al.* 2003).

Akister and Kim (1998) theorised about the use of poster presentations as an alternative to written assignments for assessing students studying social work. Their findings suggested positive responses by both students and instructors. Akister a 'Reader in Social Work' has researched and published scholarly papers about learning and teaching including methods of assessment for social work students. She has been a proponent of the use of poster presentations for over a decade and took the position that 'the poster' offers a rigorous assessment of taught material that also allowed the assessor to probe and enter into dialogue with the presenting student (Akister *et al.* 2000; Akister, 2009). Summers (2005)

alluded to how poster presentations can be used for both formative and summative assessments and provided some critique within her own research that was based on teaching children's nurses to communicate with children and their families. Summers (2005, p.24) asserted that the use of the poster assessment was not without its weaknesses and developed critical analysis over issues such as validity and reliability. Her findings also suggested the notion that the use of poster presentations demonstrated advanced thinking, such as synthesis, which was often not evident in tradition essays and coursework.

Walker (2005) found that while students found the poster option hard work, they seem to invest the work with a large amount of creative energy and individual flair often missing from assignment production. Taylor *et al.* (2003), carried out some quantitative research on the effectiveness of using poster presentations from 155 pharmacy students. The findings in this study indicated that a poster presentation was an effective way to promote communication, social interaction, self-learning, critical thinking, and professionalism. Overall, 80% of the students believed the program was useful to their future professional career, and 72% agreed their experience with this project was excellent (Taylor *et al.* 2003, p.12). The authors pointed out that the results of their study needed to be interpreted with caution due to its limitations. Taylor *et al.* (2003) explain that a control group was not used because it was not their intention to compare the effectiveness of poster with traditional assessments. Writing for the Higher Education Funding Council for England (HEFCE), Akister (2009) described how academic posters offered a visual presentation of a piece of work and encouraged dialogue about the work. She highlighted the opportunity for direct discussion and exchange of ideas with the presenter. She also elaborated on the advantages of assessors being able to provide prompt feedback to the presenter. Walker (2005) alluded to the issue of plagiarism and argued that the potential for plagiarism was dramatically reduced. He pointed out that the use of internet assignment sales had seriously compromised academic credibility; there was a reduced prospect of copying another student's poster because of their unique characteristics (Walker, 2005, p.287). Miller (2002) claimed potentially, the assessment process gave a much clearer idea of the depth of students' understanding; there was little scope for plagiarism.

McNamara *et al.* (2010) and Moppett (2012) focused more closely on the use of poster presentations for law students. McNamara *et al.* (2010) provided a detailed literature review on the assessment criteria for poster presentations. The authors found that the poster presentations on business and law modules provided an effective and authentic approach to assessing learning outcomes. Posters encouraged reflection and integration of theory and practice which are desirable outcomes. McNamara *et al.* (2010) recommended that criterion-referenced assessment should be used to assess the posters providing summative criteria broadly based on content, research and the aesthetic component. Moppett (2012) a professor of legal writing and legal practice skills, wrote primarily for an academic audience in her work on the use of poster presentations in the study of law. Moppett (2012) also posited that poster presentations would particularly appeal to visual learners who learn best through pictures and diagrams rather than through text. Her argument complemented the notion by Walker's (2005, p.286) earlier work that poster assessments could offer an alternative that did not disadvantage those students who found scholarly writing very

difficult or who had specific learning difficulties such as dyslexia. It is important to consider that many of the academic disciplines that were quick to adopt poster presentations were based on professional competencies such as nurses and pharmacists who were not required to engage in writing long academic narratives in their professional capacities (Walker, 2005; Taylor *et al.* 2003). Classic academic literature deals with the concept of the 'learned professions' developed during the Middle Ages that emphasised theology, law and medicine (Wade 1960). Taken together, the arguments in the literature suggested that if theology was replaced by science the 'learned professions' have traditionally shown a propensity to embrace practical teaching and learning techniques; with science and medicine leading the way with poster presentations (Wade 1960).

The Quality Assurance Agency for Higher Education (QAA) (2012) connoted the preference for using more than one assessment method unless there was a compelling reason to only use one. Henry (2012) examined the changing nature of assessments in UK universities and identified that more and more universities were using non – traditional assessment methods in preference to written exams. English (2015) and Logan *et al.* (2015) provide a contemporary addition to the literature. Maharg (2015) cited English (2015) who wrote as a Principal Law Lecturer and learning and teaching advisor, providing a critique of the use of poster presentations on the undergraduate and postgraduate law programmes. She made the observation that this form of assessment was novel to law educators and students alike, so students needed very clear guidance on expectations. English (2015) considered issues such as students concentrating on the visual impact rather than content.

In the study by McNamara *et al.*, (2010) poster presentations were well received by lawyers, other legal practitioners and academics from the Faculty of Law. Rigg (2013) wrote in his capacity of Senior Lecturer in Law at Manchester Metropolitan University, about the lack of emphasis placed by traditional assessment methods on oral communication skills. He argued that surveys of employers (Archer and Davison, 2008; Lowden *et al.* 2011), showed oral communication to be one of the most highly valued employability skills. Rigg (2013, p.411) asserted that 'law graduates are expected to be good at written and oral communication, but are only certain to be formally examined on their written communication skills'.

A review of the literature has established that there has been a consistent use of poster presentations in Higher Education for over thirty years (Chute and Bank, 1983; Akister *et al.* 2000; English, 2015). The literature indicated that posters were primarily used in medicine, nursing and the sciences. There was very little research conducted about the use of poster assessments with law students and this demonstrated a genuine gap in the literature. The dearth of research in this area prompted the authors to examine the relevance of this method of assessment as an innovative means of assessing law students (McNamara *et al.* 2010 and Moppett, 2012). Findings in the literature tended to indicate that overall the use of the poster presentation was a valid and rigorous means of assessing undergraduate students (Summers, 2005). The next section of the paper will deal with how the authors investigated the question about suitability of a poster presentation assessment used for a Law Degree with a Foundation Year, the theme of this paper.

## Method

This piece of research will take a pragmatic approach starting with a research question about the suitability and effectiveness of using poster presentations for law students (Miles *et al*, 2014). Denzin and Lincoln (2011, p.12) discussed some of the philosophical beliefs about ontology and the nature of being; epistemology or the relationship between the inquirer and the known and methodology or the attainment of knowledge of the world. Punch and Oancea (2014) wrote for educational researchers and provided a discourse on empirical research. The authors chose an epistemological stance that regarded the experiences of the students as the basis or the source of knowledge in this case and the observation of the interaction between students and their assessment. In this study the interaction of tutors, students and assessments all interweaved with the use of posters. The key theme highlighted by Punch and Oancea (2014, p.3) is that of observable information or direct experience of the suitability of this process.

It is essential to be able to locate the research paradigm within which the research sits. In terms of an epistemological position, this research can be described as an interpretative piece of work. Methodologically the research takes a qualitative approach with the recognition of the relevance of human subjectivity (Bell and Waters, 2014). The exploratory nature of the question will influence the research methods used to collect data for this small study. The authors chose using a qualitative method of semi structured face to face interviews in order to answer the research objectives. The study was attempting to answer questions about learners' experience and this was deemed suitable to conduct a qualitative piece of work because the study is interested in the idea of understanding educational phenomena (Denscombe, 2014). Tutors asked for volunteers to take part in a small scale semi structured interview based on their experience with the poster presentation. Six students took part in the study, completed consent forms and were informed of the reason for the study. All participants had received their final grade and there were no ethical issues such as a potential harm or anonymity (Bell, 2010). The interviews were digitally recorded, transcribed and a thematic analysis was carried out to identify and code central key themes and patterns of narrative that emerged from the interviews (Bryman, 2012; Creswell, 2013).

Punch (2014, p.160) cited Miles and Huberman (1994, p.27) stating that sampling is just as important in qualitative research as it is in quantitative research. Punch (2014) went on to assert that the sampling plan should line up with the purposes and the result questions of the study. This study used a 'non-probability' purposive sample that consisted of six volunteers from a population of 63 students. The researchers knew that the participants would be able to provide the best account of their experiences of preparing for and taking part in the poster assessment. Curtis *et al*. (2014) argued that interpretivist research approaches do not tend to focus on bias in the same way as positivists. These authors claimed that within the interpretivist method researcher bias is inevitable. This strategy sought to ascertain whether the reported experiences of the law students corresponded with previous research found in other academic disciplines (Summers, 2005; McNamara *et al*. (2010). The authors in this paper accept the limitations that arise from the use of

'volunteers'; there could be an argument that the participants who volunteered to take part may be different to the rest of the cohort. It might be asserted that the participants are not representative of the population or were more self-motivated in some way hence the propensity for volunteering. There were no incentives offered to the students and the whole population had received their grade prior to the study.

The British Educational Research Association (BERA) (2011) provided clear ethical guidelines for educational research. Hammersley and Traianou (2012) writing in academic collaboration with BERA addressed the research community as a whole in analysing the importance of ethical considerations in all research. The authors reaffirmed the condition in which participants should understand and agree to their participation in a piece of research without duress prior to the commencement of any project (Brooks *et al.*, 2014).

Comer (2009) discussed concerns over potential ethical dilemmas in educational research. She warned of the potential pitfalls for educators of conducting research using their own students. Comer (2009, p.101) alluded to actual or perceived student coercion, lack of confidentiality, and the absence of meaningful informed consent. She examined the area deontology and explored issues around the situation when the researcher is also the participant's instructor. In this study the researchers took steps to minimise the potential for abuse of power by providing complete and accurate information about the purpose of study; obtaining informed consent; providing the option to opt out of the study and ensuring anonymity (Curtis *et al.* 2014).

### **The poster presentation assessment**

The assessment took place in the twelfth week of the first semester for the 2014/15 foundation year students studying a four year LLB award. The 'foundation year' element was designed for people who wanted to study a law degree at university but who left school without the usual qualifications, such as 'A' levels or GCSEs. The foundation year also caters for people who are changing career and have been away from education for a number of years (Ooms *et al.* 2012; Leese, 2010; Winter and Dismore, 2010).

The cohort consisted of 63 students studying on a criminal law module. The students were informed at the commencement of the module that the assessment for semester one would consist of the creation and presentation of a poster based on a choice of one of the subjects below.

**Table 1. The three assessment questions available to the students**

- 
- Explain and discuss the non - fatal offences against the person.
  - Explain and discuss murder and the partial defences of diminished responsibility and loss of control.
  - Explain and discuss constructive manslaughter and gross negligence manslaughter.
- 

The choices for the assessment titles were put up on the module virtual learning environment (VLE) Blackboard at the beginning of the semester. Although the students received the relevant teaching throughout the semester, the assessment question was

always available for perusal. The teaching and learning support followed the 'constructive alignment' model espoused by Biggs and Tang (2011). Teaching was focused on what the student did in the weekly two hour workshop sessions, which was to construct meaning through relevant learning activities. The 'alignment' aspect referred to what the tutor did, which was to set up a learning environment that supported the learning activities appropriate to achieving the desired learning outcomes (Biggs and Tang, 2011). The students received a weekly one hour lecture based on an aspect of criminal law and this was followed by a two hour workshop during the same week. The students were given the opportunity to research and present their findings either in small groups or individually. In the weeks prior to the assessment the students received feedback on formative assessments based on presentations skills and oral communication.

The students were asked to produce posters in A0, A1 or A2 format and limited to five hundred words. Tutors provided sessions on design, use of fonts and explained what criteria would be used to mark the assessment. The criteria required a full bibliography to be displayed as a core feature on the poster itself. The summative assessment took place over one week with students being allocated a fifteen minute slot in which they would present their poster in front of two tutors. The students were required to explain the legal theory concerning the poster's contents and answer some questions based on the case law referred to in the poster.

## Findings and Discussion

This study was based on a qualitative piece of work that examined key themes that emerged from semi structured interviews with law students who took a poster presentation assessment based on criminal law. The key points that emerged from the literature review tended to be confirmed in this study. The findings confirmed the arguments contained in the literature by researchers who conducted similar research from different academic disciplines (Chute and Bank, 1983; Taylor *et al.* 2003; Akister 2009).

The data in the study was coded manually by highlighting the relevant passages of text. Table Two below shows the key themes to emerge. The themes have been thematically organised, with headings that reflect the language used by the participants.

Table 2. Key themes revealed in the interviews

---

### Research

For the preparation of my presentation, I researched legalisation, RESEARCH  
cases and different legal principles for murder and diminished responsibility.

I did a lot of reading around my topics to ensure that I had RESEARCH

a good comprehension of everything I was putting onto the poster.

I used a number of books to help me with my presentation

RESEARCH

which were all a great help when it came to construct the poster.

### **Publishing**

At first I found that constructing the poster to be very difficult

PUBLISHING

and I didn't particularly enjoy it at first. I started to construct it on

Microsoft publisher and couldn't grasp what was required.

Initially I tried to create my poster on Microsoft Word

PUBLISHING

which was challenging as I had trouble with the page orientation and size.

Then, one of my friends suggested to use Microsoft Publisher

which was relatively easy to use and it enabled me to create

an incredible poster.

As my poster was A0 size, it was difficult to find a place to print,

PUBLISHING

otherwise I had no other problems in relation to the poster itself.

In my opinion, the cost of printing the poster was also reasonable.

### **Self-efficacy**

I feel that I put a lot of effort and hard work into the poster

SELF EFFICACY

and I was very proud of the finishing product.

On the day of the presentation I was nervous to say the least,

SELF EFFICACY

not because I didn't know what to do or I hadn't done enough research ,

for the reason that I didn't want to let myself down after all the

hard work I had put into the poster

I did not enjoy presenting because of nerves but then

SELF EFFICACY



again once finished I couldn't be more proud of myself.

Poster presentation was a unique way to do an assessment

SELF EFFICACY

and I thoroughly enjoyed it as it helped me to gain valuable skills

such as communication skills and presentation skills.

It also helped me to build up my confidence.

---

Curtis *et al* (2014) explain the importance of validity and reliability of qualitative studies. The findings in this study tended to confirm previous findings and arguably the same findings would emerge if the study was replicated (Curtis *et al.* 2014, p.172). The thematic analysis revealed three key themes, firstly evidence of reading and research, secondly the sense of overcoming nerves and finally getting to grips with producing the actual poster and thirdly a sense of self efficacy and pride in creativity. All of the respondents alluded to the idea that the whole process was challenging but rewarding and provided them with a sense of realism. The themes identified in this study link back to the literature resonating strongly with the findings of Akister *et al.* (2000).

The key overarching theme drawn out of the assessment process and subsequent study was one of dispelling the myth that 'poster presentations' are not sufficiently academic for law students (Summers, 2005). The themes that emerged from this study reaffirmed the findings of previous authors such as Walker (2005, p.287) who found that social work students reported that their poster presentation option was harder than the traditional written assignment. These respondents also reported satisfaction and felt that the assessment method enhanced their learning of the subject.

## Conclusion

This paper was based on the study of a small scale piece of qualitative work that looked at the suitability of a poster presentation to assess learning on the first year of an LLB award. Students taking the assessment were completing the first semester module on criminal law on a four year award. A small number of students were interviewed and asked to reflect on their experience of planning, preparing and presenting their poster in a fifteen minute assessment. The findings from this small study go some way to support the argument that the use of the 'poster presentation' as a form of summative assessment for law students is a rigorous academic method of testing key skills and meeting learning outcomes. At the moment there seems to be a tendency for legal academics to rely on more traditional forms of assessments in spite of the fact that colleagues in medicine, nursing and the sciences, described traditionally as the 'learned professions', have embraced and developed this assessment method considerably. There is a lack of research in this particular discipline and

further work needs to be carried out in relation to the use of the assessment of poster presentations with students studying on traditional first, second and third year modules. There are clearly benefits to allowing students to develop a variety of skills sets including the increase in confidence and self-efficacy that was revealed in this study.

## References

Akister, J. and Kim, C. (1998) Poster Presentations: Finding Alternatives to Written Assignments for Assessing Students. *Journal on Excellence in College Teaching*, Vol.9, 3 p19-31

Akister, J. (2009) Poster Presentations as an Assessment Method in Social Work Education. *HEFCE*. [Online] Available from <https://www.heacademy.ac.uk/node/4193> [Accessed 17 April 2015]

Akister, J. Bannon, A. and Mullender-Lock, H. (2000), 'Poster Presentations in Social Work Education Assessment: a Case Study', *Innovations In Education & Training International*, 37, 3, pp. 229-233, Education Research Complete, , [Online] Available from EBSCOhost [Accessed 19 April 2015].

Archer, W and Davison, J. (2008) Graduate Employability: What Do Employers Think and Want? *London, The Council for Industry and Higher Education*, [Online] Available <http://aces.shu.ac.uk/employability/resources/0802grademployability.pdf> [Accessed 17 April 2015]

Bell, J and Waters, S. (2014) *Doing your Research Project: A guide for first-time researchers* Magraw-Hill: Open University Press.

Berry, J. and Houston, K. (1995) Students Using Posters as a Means of Communication and Assessment. *Educational Studies in Mathematics* Vol. 29, No. 1. pp. 21-27 [Online] Available from <http://www.jstor.org/stable/3482829> [Accessed on 12 April 2015]

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University (Society for Research Into Higher Education)*. Fourth Edition. McGraw Hill: Open University Press

Block, S. M. (1996) The DOs and DON'Ts of poster presentation. *Biophysical Journal* 71:3527-3529. [Online] Available from <http://web.stanford.edu/group/blocklab/dos%20and%20dents%20of%20poster%20presentation.pdf> [Accessed 13 April 2015]

Bracher, L., Cantrell, J., and Wilkie, K. (1998) The process of poster presentation: a valuable learning experience. *Medical Teacher*, Vol. 20, No.6, 552--557

Burton, N., Brundrett, M. and Jones, M. (2014) *Doing Your Education Research Project*, 2nd Edition, London: Sage.

Comer, S. (2009). The ethics of conducting educational research on your own students. *Journal of Nursing Law*, 13(4), 100-105. doi:10.1891/1073-7472.13.4.100 [Online] Available from: 10.1891/1073-7472.13.4.100. [Accessed 30 April 2015]

Chute, D. L. and Bank, B. (1983) 'Undergraduate seminars- the poster session solution', *Teaching of Psychology* 10, 95-100.

Creswell, J. W. (2014) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Fourth Edition. London: Sage.

Curtis, W., Murphy, M. and Shields, S. (2014) *Research and Education*, Abingdon: Routledge.

Denscombe, M. (2010) *The Good Research Guide for small-scale social research projects* Fourth Edition. McGraw Hill: Open University Press

Denzin, N. K., and Lincoln, Y. S. (2011). Introduction: Disciplining the practice of qualitative research. In N. K. Denzin and Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed, pp. 1-6). Thousand Oaks, CA: Sage.

Foulsham, T, and Kingstone, A, (2011) "Look at my poster! Active gaze, preference and memory during a poster session" *Perception* 40(11) 1387 – 1389

Fowles, E. R. (1992) 'Poster presentation as a strategy for evaluating nursing students in a research course', *Journal of Nursing Education* 31, 287.

Hammersley, M. and Traianou, A. (2012) Ethics and Educational Research, British Educational Research Association on-line resource. [Online] Available from <https://www.bera.ac.uk/wp-content/uploads/2014/03/Ethics-and-Educational-Research.pdf> [Accessed on 17 April 2015]

Handron, D. S. (1994) Poster presentations: a tool for evaluating nursing students, *Nurse Educator*, 19(1), pp. 17- 19.

Henry, J. (2012) No-exam university courses fuel rise in first class degrees. The Telegraph. [Online] Available from <http://www.telegraph.co.uk/education/educationnews/9700573/No-exam-university-courses-fuel-rise-in-first-class-degrees.html> [Accessed 11 April 2015]

Hunter, C. (2012) *Integrating Socio-Legal Studies Into the Law Curriculum* Palgrave Macmillan: Basingstoke.

Leese, M. (2010): Bridging the gap: supporting student transitions into higher education, *Journal of Further and Higher Education*, 34:2, 239-251. Available [Online] from <http://www.tandfonline.com/doi/abs/10.1080/03098771003695494> [Accessed on 13 April 2015]

Logan, J. L., Quinones, R. and Sunderland, D. P. (2015) Poster Presentations: Turning a Lab of the Week into a Culminating Experience. *Journal of Chemical Education*, 92,96 dx.doi.org/10.1021/ed400695x

Lowden, K., Hall, S. Elliot, E. and Lewin, J. (2011) Employers' Perceptions of the Employability Skills of New Graduates. London, Edge Foundation. [Online] Available from [http://www.edge.co.uk/media/63412/employability\\_skills\\_as\\_pdf\\_-\\_final\\_online\\_version.pdf](http://www.edge.co.uk/media/63412/employability_skills_as_pdf_-_final_online_version.pdf) [Accessed on 12 April 2015]

Maharg, P. (2015) *50 years of assessment in legal education – liveblog, pm* [Online] Available from <http://paulmaharg.com/2015/01/30/50-years-of-assessment-in-legal-education-liveblog-pm/> [Accessed 15 April 2015]

Miller, N. J. (2002) Alternative Forms of Formative and Summative Assessment, The Handbook for Economics Lecturers [Online] Available from [http://www.economicsnetwork.ac.uk/handbook/printable/assessment\\_v5.pdf](http://www.economicsnetwork.ac.uk/handbook/printable/assessment_v5.pdf) [Accessed 16 April 2015]

Miles, M. B., Huberman, M. A., and Saldaña, J. (2014) Qualitative Data Analysis a Methods Sourcebook [Online] available from <http://researchtalk.com/wp-content/uploads/2014/01/Miles-Huberman-Saldana-Drawing-and-Verifying-Conclusions.pdf> [Accessed 6 April 2015]

Moneyham, L., Ura, D., Ellwood, S., & Bruno, B. (1996). The poster presentation as an educational tool. *Nurse educator*, 21(4), 45-47.

Moppett, S. A. (2012) Think It, Draft It, Post It: Creating Legal Poster Presentations. *Legal Writing: The Journal of the Legal Writing Institute* [Online] Available from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1925109](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1925109) [Accessed 16 April 2015]

Ooms, A., Burke, L. M., Marks-Maran, D. J., Webb, M. and Cooper, D. (2012): Students' perceptions of foundation degrees, *Journal of Further and Higher Education*, 36:3,403-421. Available [Online] from <http://www.tandfonline.com/doi/abs/10.1080/0309877X.2011.632821> [Accessed on April 11 2015]

Orsmond, P., Merry, S., and Sheffield, D. (2006). A quantitative and qualitative study of changes in the use of learning outcomes and distractions by students and tutors during a biology poster assessment. *Studies in Educational Evaluation*, 32(3), 262-287.

Punch, K.F. and Oancea, A. E. (2014) *Introduction to Research Methods in Education*, London: Sage.

Quality Assurance Agency for Higher Education (2012) *Understanding assessment: its role in safeguarding academic standards and quality in higher education*. [Online] Available from <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf> [Accessed on 13 April 2015]

Rigg, D. (2013) Embedding employability in assessment: searching for the balance between academic learning and skills development in law: a case study, *The Law Teacher*, 47:3, 404-420, DOI: 10.1080/03069400.2013.851337 [Online] Available from <http://dx.doi.org/10.1080/03069400.2013.851337> [Accessed 17 April 2015]

Sorensen, E. S. and Boland, D. (1991) 'Use of poster session in teaching research critique to undergraduate nursing students', *Journal of Nursing Education* 30, 333-334.

Summers, K. (2005) Student assessment using poster presentations. *Paediatric Nursing* 17. 8 : 24-6.

Taylor, C. T., Byrd, D. C. Buring, S. M. and Krueger. J. (2003) Integration of Pharmacotherapy Poster Presentations into the Advanced Practice Experience. *Journal of Pharmacy Teaching*, Vol. 11, No. 1 , Pages 1-21

Walker, S. (2005) Poster poster on the wall: whose is the fairest assessment of all? *Journal of Family Therapy* 27: 285–288. [Online] Available from <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6427.2005.00319.x/abstract> [Accessed on 12 April 2015]

Winter, J. and Dismore, H. (2010). Investigating the experiences of foundation degree students progressing to an honours degree: an integrated approach. *Journal of Vocational Education and Training*, 34:2, pp253-270. [Online] Available from <http://eprints.soton.ac.uk/344548/> [Accessed on April 12 2015]

Yin, R. K. (2014) *Case Study Research Design and Methods*. Fifth Edition. London: Sage.