

Стендовый
доклад

или
Постер-презентация



GRADUATE
SCHOOL OF
BUSINESS

План

- I. Что такое постер-презентация?
- II. Задачи постер-презентации
- III. Оформление постера
- IV. Содержание постера
- V. Задание

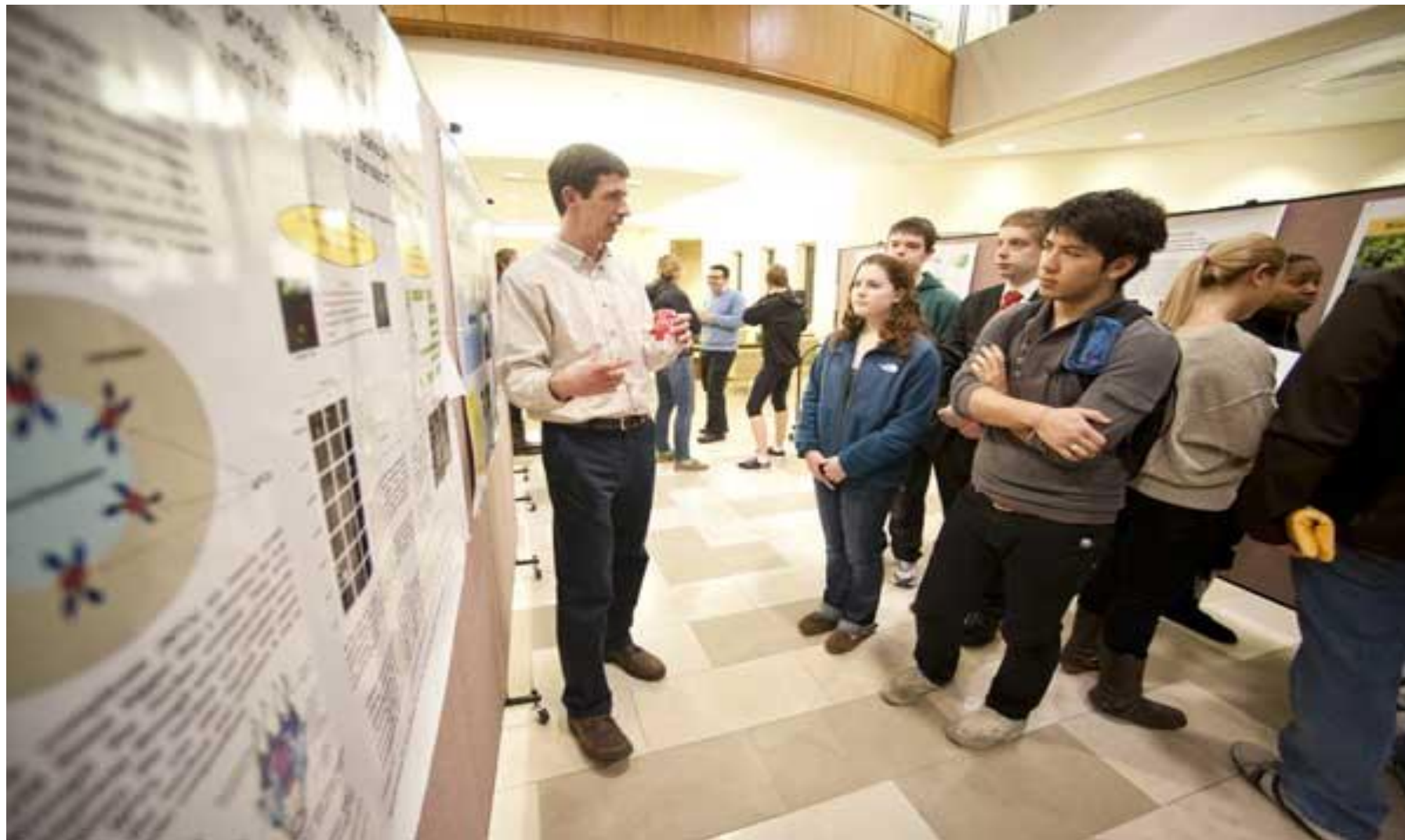
Что такое постер-презентация?



Что такое постер-презентация?

- Альтернатива устной презентации
- Проводится на конференциях, форумах, экспозициях...
- Является письменной формой коммуникации
- Может проходить как в присутствии, так и в отсутствии докладчика
- Рассчитана на участников и посетителей мероприятий
- Ставит целью проинформировать, убедить или замотивировать

Задачи постер презентации



Задачи постер презентации

I. Привлечь внимание

II. Снабдить всей необходимой информацией

III. Достичь поставленной цели – научить, убедить, замотивировать

IV. Вызвать желание вернуться к этой теме

Оформление


**Постер должен
привлекать внимание!!**

Оформление

- Яркие, контрастные цвета (не более 3-х)
- Гармоничное сочетание текстовой (35%), визуальной (35%) информации и пустого пространства (30%)
- Удобное расположение материала (из левого верхнего угла к правому нижнему)
- Качество исполнения

Оформление

насыщенная цветовая гамма, не более 3 цветов



MANCHESTER
1824
The University of Manchester

English Language Teachers' Perceptions of Intercultural Competence

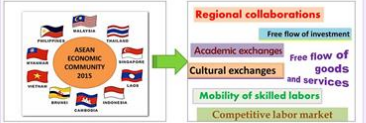
Sutrathorn (Khwan) Tantiranat, School of Education, University of Manchester
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1) Introduction

This proposed exploratory case study aims to explore how intercultural competence (ICC) is perceived by English language teachers in the context of a Thai university. Multiple sources of data will be used to seek the English teachers' perceptions. It is hoped that this study will provide preliminary data which can be used for my future PhD research on intercultural competence in English language teaching in Thailand.

2) Background

2.1 Why do Thai students need to be interculturally competent?



2.2 Intercultural Competence in English Language Teaching

- Intercultural competence (ICC) can be defined as 'a complex ability needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from one's self' (Fantini and Timizi, 2006, p.12).
- ICC has been widely accepted as one of the important elements contributing to Foreign/English language proficiency by international scholars (Byram, 1997, Fantini and Timizi, 2006, Serco, 2004, Serco, 2006).
- ICC has been emphasized in the foreign language curricular in Europe and the United States but has not yet been promoted in English language classrooms or discussed among English teachers in Thailand.
- Language educators in Thailand have to be alert for this heightened competitive era and prepare their students for the challenges.

2.3 Intercultural Research


- Research on intercultural competence is mostly conducted by scholars in the U.S. or the UK and the body of knowledge of intercultural competence in Thailand is still in its infancy.
- Studies related with ICC in Thailand have not been conducted to study the language teachers' perceptions of ICC.

3) Research Aims and Research Question

- This study aims to find out how English language teachers in a Thai university understand ICC in order to obtain preliminary data for my future PhD research on ICC in the Thai TESOL context.
- The research question guiding this proposed study is: 'How do teachers of English at a Thai public university perceive intercultural competence?'

4) Research Design

- This proposed study adopts exploratory case study approach (Yin, 2003).
- The teachers will be the primary source of data.
- Head of English Department, classroom observations and document analysis will be used to incorporate the exploratory of the teachers' perceptions on ICC and to provide contextual conditions of the study.

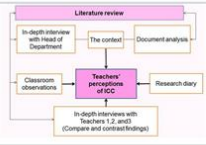


Note: The design of this case study was adapted from COSMOS Corporation (as appeared in Yin, 2003, p. 40). The dotted lines suggest my intention to study the 'contextual' conditions related to the case being studied (Yin, 2003, p.39).


4.1 Case Selection

- The case will be 'the perceptions of intercultural competence of Thai English teachers at a Thai public university.'
- Three teachers from a selected university will be different units of analysis of this case study.

4.2 Method




A matrix of relationships between methods of data collection and research question



5) Data Analysis

- The data collected from the document analysis, interviews and observations will be analysed using categorical aggregation strategy by Stake (1995).
- One way to make sense of the case study's data is to look for the repetition of phenomena (Stake, 1995, p.76).
- The analysis will be on-going.
- I will code and label the data and look for corroborating incidents (incidents which support or confirm each other) to identify emerging themes.

6) Research Timeline



7) Contribution to Knowledge

This proposed exploratory case study aims to explore the perceptions of intercultural competence of teachers who teach English at a Thai public university. It is hoped that the findings will reveal the current status of ICC in a Thai university from the practitioners' perspectives and will assist me in identifying areas of ICC I should further study in the Thai TESOL context. More importantly, I wish to contribute to the literature of intercultural competence from a non-western context like that of Thailand.

References

BYRAM, M. 1997. Teaching and assessing intercultural communicative competence. Multilingual Matters Ltd
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FANTINI, A. & TIMIZI, A. 2006. Exploring and assessing intercultural competence. SIT Graduate Institute.
SERCU, L. 2004. Assessing intercultural competence: A framework for systematic test development in foreign language education and beyond. Intercultural education, 15, 73-83.
SERCU, L. 2006. The foreign language and intercultural competence teacher: The acquisition of a new professional identity. Intercultural Education, 17, 55-72.
STAKE, R. E. 1995. The art of case study research. Sage Publications, Incorporated.
YIN, R. K. 2003. Case study research: design and methods. Thousand Oaks, Calif, London, Sage.

Оформление

избегать перегруженности, создавать баланс контента и пустого пространства

dementia, gardens and community

Creative Spaces

Introduction

Despite research evidencing the benefits of access to the outdoors (e.g. Ulrich 1984, Rodiek 2002,) many older people with dementia, living in residential care, still have little opportunity for meaningful outdoor occupation. Insufficient access to fresh air, natural daylight, nature and public green space has a detrimental effect on the quality of their physical, psychological and emotional health and increases the social isolation and stigma associated with dementia. Yet, despite the quantitative and qualitative evidence available outdoor environments, residential care home gardens in particular, remain an under-used resource in health and social care.

Creative Spaces is:

- a 3 year project led by the Sensory Trust in partnership with Cornwall Care
- funded by the Big Lottery Fund through a Reaching Communities grant.

Project activities

- redesigning and redeveloping the outdoor spaces at Trevema nursing home in St Austell
- using engaging outdoor related activities and trips with residents with dementia

About Trevema

- a nursing home in St Austell, Cornwall managed by Cornwall Care
- the majority of residents at Trevema have dementia

Project aims

- re-connect older people with dementia with the community that they live in,
- demonstrate how care homes can actively use their outdoor spaces to create community cohesion
- use outdoor environments to improve the quality of life for residents with dementia
- raise awareness, understanding and acceptance of dementia through training and engagement in outdoor related activities.

Beneficiaries

Older people with dementia are experiencing:

- reduced feelings of isolation
- increased access to a stimulating outdoor environment
- greater social interaction

Carers are discovering how the garden:

- supports their work
- supports them during times of stress and sorrow
- offers moments of joy, amusement and satisfaction
- lets them learn more about the people they care for

Young people and community volunteers are developing:

- greater awareness and understanding of dementia
- new confidence in communication and knowledge

Relatives are enjoying:

- re-discovering their loved ones
- rewarding and fulfilling visits following an activity, trip or event
- stimulation for interesting conversations with family members

Activities

Nature Palettes – to explore seasonal favourite colours, shapes, textures and smells

Fortune Tellers – a playground favourite used to engage people in conversation about favourite outside spaces and who they enjoyed spending time with outside

Memory Postcards – helps connect people through memories. Memory Postcards can be shared and kept or used again by carers to encourage communication

Design Cards – allows people with limited verbal skills to articulate garden elements that are important to them, stimulating memories and helping carers to learn more about individuals

Seasonal activities – familiar activities help people with dementia to establish the time of year, pumpkin carving, making Guy Fawkes, winter food garlands for birds, Christmas decorations from natural materials, spring and summer bulb planting.

Garden visits

- Build relationships
- Inspire creative ideas for the garden re-design
- Offers social interaction opportunities
- Include activities to start conversations and stimulate creativity

Inclusive garden space

Creative Spaces demonstrates how outdoor spaces:

- Can provide a bridge between isolated care homes and the wider community
- Can support dementia care and improve quality of life
- Can provide a place where other people can increase their understanding of dementia
- Can encourage support from the wider community

Community involvement

- Bringing people together to enjoy outdoor environments as equals
- Sharing experiences and making community connections beyond fets and care singing
- Building sustainable relationships based on greater understanding and awareness

Community activity group

Representatives from the community, young people, staff and residents have formed a group to plan and run community events to be held in the garden at Trevema.

Support network

A network of community members and professionals in dementia care has been established to help disseminate information and support social interaction in the community. Including:

- St Austell Library
- Devon and Cornwall Police Community Support Officers
- Polkoth Leisure Centre
- St Austell Town Council
- Cornwall Community Volunteer Service
- Cornwall Memory Cafe-Network (currently 24 cafes in Cornwall)
- Joint Dementia Programme Manager, Cornwall
- Carers Support Network
- Age Concern

Young people from local colleges, schools and youth groups are:

- Taking part in activities eg planting bulbs, Nature Palettes and Memory Postcards
- Joining social outings
- Producing a short video for future training
- Growing vegetables at Trevema
- Helping Trevema's contract gardener to develop and maintain garden areas, learning basic horticultural skills

Volunteers from the local community are:

- Taking part in activities eg planting bulbs, Nature Palettes and Memory Postcards
- Joining social trips
- Working alongside residents and staff planting the new garden at Trevema

Dissemination

All findings from the project are being used to create resources to support care professionals and home carers in providing quality environments and meaningful moments for people with dementia.

- Sensory Trust website
- Workshops
- Seminars
- Publications
- Conferences

Factheets and activity sheets can be downloaded from the Sensory Trust website: http://www.sensorytrust.org.uk/projects/creative_spaces/index.html

Case study/evaluation

Angie MacDonald, PhD student, University College Falmouth

The experiences of the garden during and after its redevelopment are currently being recorded through a series of photographic interviews with staff, residents and the wider community. This qualitative research aims to offer further insight into the role played by the outdoor spaces of Trevema. It reveals some of the ways a garden can contribute to and enhance a supportive environment and a sense of wellbeing. It is a case study within a wider project at University College Falmouth looking at the role of gardens within healthcare in the UK and the restorative gardens as a historical and contemporary phenomenon.

David Kamp, Principal of Dittworks PC
Specialist in designing restorative landscapes with 30 years experience in designing gardens in healthcare settings.

Jane Stoneham, Director, Sensory Trust
Specialist in high-interest, planting designs for older people.

Ernie (resident, Trevema): "They're very very nice kids... they can understand what I'm talking about more than the grown-ups. The youngsters take you to heart more than anything and I really appreciated that. Ethan is first class, I knew I'd like him straight away... just a feeling between the pair of us, we got on very good."

Ethan (student, Penrice Community College): "I really didn't know much about it (dementia) before. I thought they could be a bit scary. I got to know Ernie, he has dementia but he's a really friendly guy and always got a smile on his face... he never gets old. I learnt a lot about dementia. I feel like I've been part of something."

Rob (relative of a Trevema resident): "Even after the first activities they began to engage... it was easier to hold her interest and visits became more balanced, it not just myself making conversation."

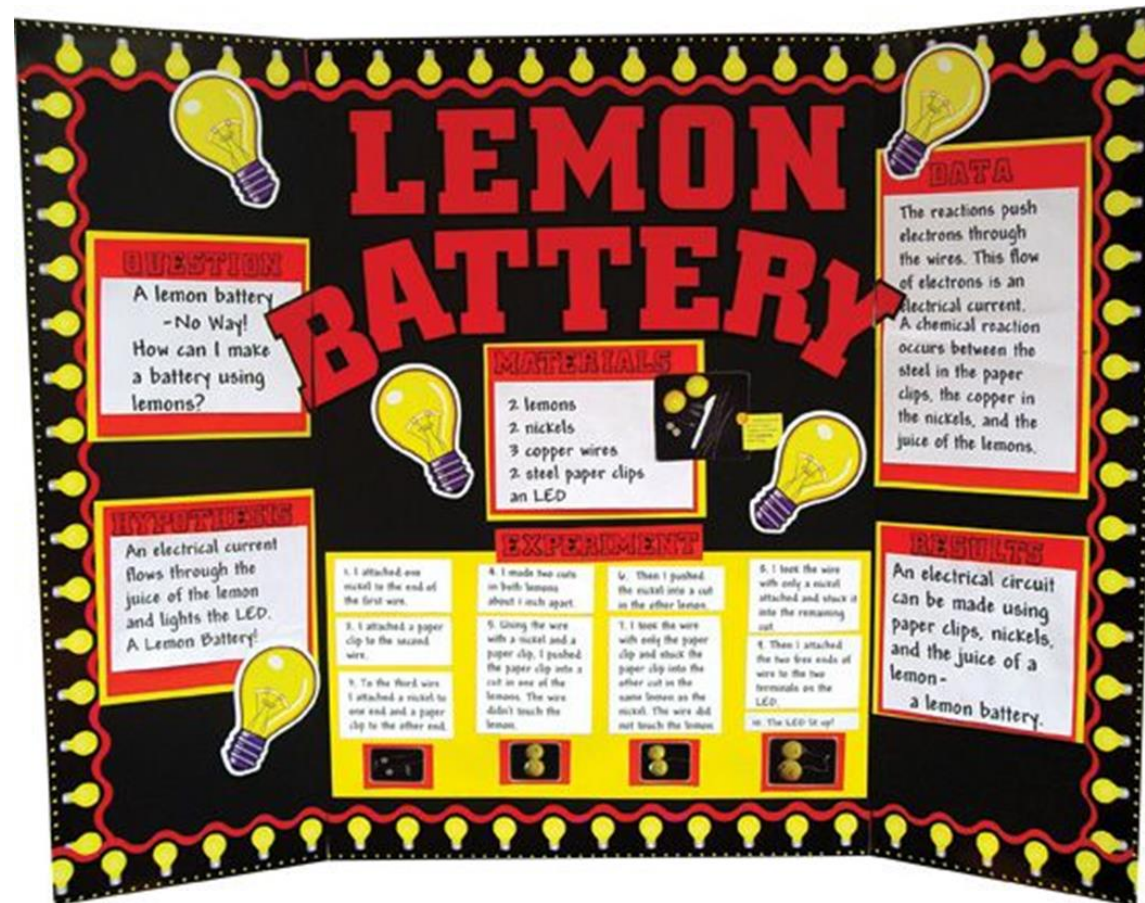
Sensory Trust
Creating inclusive places that everyone can use, enjoy and be part of
Wendy Brewin, Project Manager

in partnership with
CornwallCare
Better. more. human.
Supported by
The National Lottery

P155

Оформление

стилистика должна соответствовать содержанию



Оформление

логичное расположение информации, по часовой стрелке или зонированное



Оформление

качество исполнения

ADVERTISING CAMPAIGN

- January**
Direct mailing and flyers are sent out
- February**
Newspaper advertisements in the Boston Globe
- March**
Begin telephone directory advertising
- April**
GRAND OPENING
- May**
Sponsor Burlington Little League
- June**
Relay for Life Sponsorship
- July**
Begin beach and bus stop advertising
- August**
Host fundraiser for families affected by the 9/11 attacks
- September**
Local Radio and Television advertisements established
- November**
Set up promotional table at local Thanksgiving football games
- December**
Acquire Sponsorship of the MIAA Football Championships

TARGET MARKET

- Jamba Juice's target market primarily includes middle to upper class income households with the presence of residents under the age of 40.
- Burlington along with all of its bordering towns are considered to be highly active environments, therefore this area requires a place to sit down and take a load off this fast paced life style.
- By continually evaluating our target market, we will be ready to respond to any changes in neighborhoods, customer needs and buying habits, products, services and competitors, offering consumers great-tasting, better-for-you products.



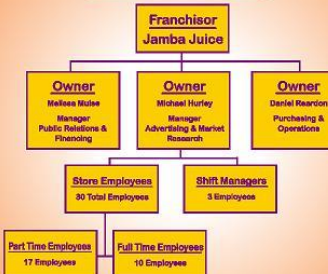
HISTORY

- Founded as Juice Club April 1990 by Cal Poly and Kirk Perron
- Juice Club, Inc of San Francisco changed its store name to Jamba Juice in 1995
- Currently over 700 Jamba Juice franchises in 30 states, DC and the Bahamas
- Jamba brand stands for fun, healthy, on-the-go products in an energizing environment.
- Jamba Juice outlets across America share the same mission/goal to be the leading lifestyle brand offering consumers great-tasting, better-for-you products.

COMPETITION

- Although there is a great amount of competition in this area for quick a refreshing stop for food and drink, Jamba Juice offers a much healthier alternative.
- Direct competitors are Dunkin Donuts, Starbucks, Fresh City and Cold Stone Creamery
- Indirect competitors are Coca Cola, Pepsi Co, Hansen Natural Corporation and Snapple
- This analysis has been done through vigilant consideration of price, location, facility, strengths, weaknesses and strategy.

STAFFING



STARTUP COSTS

Development	\$3,500
Franchise Fee	\$25,000
Leasehold Improvements	\$275,250
Equipment	\$253,536
Fixtures	\$45,000
Furniture	\$15,000
Consultant Fees	\$41,000
Supplies & Inventory	\$20,000
Small Wares	\$23,000
Signage	\$15,000
Additional Funds	\$175,000
Total Startup Costs	\$891,286
Owners' Investment	\$120,000
Loan Required	\$771,286

PLANS TO MEET CAPITAL NEEDS

Amortization Schedule

Month	Interest	Principal	Balance
Jan-2002	\$1,125.00	\$1,875.00	\$1,875.00
Feb-2002	\$1,125.00	\$1,875.00	\$3,750.00
Mar-2002	\$1,125.00	\$1,875.00	\$5,625.00
Apr-2002	\$1,125.00	\$1,875.00	\$7,500.00
May-2002	\$1,125.00	\$1,875.00	\$9,375.00
Jun-2002	\$1,125.00	\$1,875.00	\$11,250.00
Jul-2002	\$1,125.00	\$1,875.00	\$13,125.00
Aug-2002	\$1,125.00	\$1,875.00	\$15,000.00
Sep-2002	\$1,125.00	\$1,875.00	\$16,875.00
Oct-2002	\$1,125.00	\$1,875.00	\$18,750.00
Nov-2002	\$1,125.00	\$1,875.00	\$20,625.00
Dec-2002	\$1,125.00	\$1,875.00	\$22,500.00

- As entrepreneurs, we will each individually contribute \$40,000 of our own capital.
- We will need to apply for a commercial loan of \$771,286
- The loan will be paid off over the next 15 years with an anticipated interest rate of 6.5% on a month basis.

Содержание

- Заголовок - тема постера, 1-2 строки
- Подзаголовок - имена авторов
- 3-4 текста, максимально 200 слов каждый
- 3-4 графика и фотографии
- Контактные данные

Текст

Постер должен читаться с расстояния

1,5 метров!!

Текст

Шрифт

- Не более 2 на постер
- Без засечек

AaBbCc

AaBbCc

Текст

Шрифт

- Не более 2 на постер

- Без засечек

AaBbCc

- НЕ ИСПОЛЬЗОВАТЬ ДЛЯ ЗАГОЛОВКОВ ВСЕ ЗАГЛАВНЫЕ БУКВЫ

- Для выделения *курсив* и **жирный шрифт**

Текст

Размер

- Заголовок постера – 72-82
- Подзаголовок постера – 52-54
- Заголовки текстов – 36+
- Тексты – 24+

Текст

Компоновка текста

- Оставить поля
- Равнять по левому краю
- Поделить на абзацы
- Использовать нумерацию и буллеты (по возможности)

Виды постеров

**Заранее узнать у организаторов
формат постер презентации!!!!**

Виды постеров

- Ватман А1- 594x841 мм // А0 - 841 × 1189
- Альбомный или книжный



Виды постеров

- Ватман А1- 594x841 мм // А0 - 841 × 1189
- Альбомный или книжный
- Настенный или настольный



Виды постеров

- Ватман А1- 594x841 мм // А0 - 841 × 1189
- Альбомный или книжный
- Настенный или настольный
- Сборный, цельный

Сопровождение

**Постер должен доносить необходимую
информацию без докладчика!!!**

Сопровождение

Докладчик

- МОЖЕТ ОТСУТСТВОВАТЬ
- МОЖЕТ ОСТАВИТЬ ТАБЛИЧКУ С ВРЕМЕНЕМ, КОГДА ОН БУДЕТ У ПОСТЕРА
- ОТВЕЧАЕТ НА ПОСТАВЛЕННЫЕ ВОПРОСЫ
- ПРЕДЛАГАЕТ СВЯЗАТЬСЯ В ДАЛЬНЕЙШЕМ

Задание

- I. Рассмотреть SAP – SUBJECT, AUDIENCE, PURPOSE
- II. Провести исследование по теме
- III. Решить как подать информацию и оформить постер
- IV. Создать постер (с учетом транспортировки)
- V. Подготовиться к ответам на вопросы

Задание

I. Создать постер по теме

**Many faces of sustainability:
corporate programmes**

Создать постер

- Ватман А0 - 841 × 1189 (также в электронном формате)
- Книжный
- Настенный
- Цельный

Задание

II. Написать и разместить на постере минимум 3 текста

1. Как устойчивое развитие вписывается в миссию компании
2. Какие шаги компания предпринимает в рамках устойчивого развития
3. Какие результаты это приносит (1) компании и (2) обществу

III. Подобрать графики и фотографии по теме

IV. Подготовиться к вопросам