

**Virtual Interactive Poster Sessions**  
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This assessment was used for a master's-level course on action research (SEED 675), in which students plan, carry out, and report on a classroom research project in their teaching internship site. The course was taught using a fully online, synchronous mode via Zoom with resources provided through Blackboard and some tasks completed using Google Drive documents, sheets, and forms. At the end of the semester, the students are required to present their research projects to the class. In order to increase interaction in the virtual environment and provide opportunities for peer feedback, I adapted a poster presentation format to Zoom. Students created posters summarizing their research using the [OSCAR poster template](#) and uploaded them to a shared Google Drive folder. I instructed them to prepare short (3-5 minute) explanations of their projects, focusing on a short description of their methods and a summary of findings using visuals such as graphs or tables.

On the presentation day, I divided presenters into three groups so that a third of the students were presenting in each 10-minute session, created a breakout room for each presenter in the session and granted them screen sharing permission, and gave participants the ability to choose a breakout room so that they could move between presentations. In this format, like in an in-person poster presentation, presenters displayed their posters, gave a short explanation of their projects, and answered questions. I asked participants to complete a short, anonymous evaluation of each classmate's presentation using the [peer evaluation form](#), and each presenter completed a [self-evaluation form](#). I visited each breakout room, listened to the presentation, asked questions, and completed the [instructor version of the rubric](#) (offline to protect student privacy), which I later shared with the student along with their score and a summary of anonymous peer feedback through the Blackboard gradebook. After participants had a chance to visit each poster, we repeated the process with the remaining two groups of presenters.

This activity can be easily adapted to any level and discipline and to a variety of teaching modes. For example, hybrid courses could include both face-to-face and online students in presentation sessions, and students in asynchronous courses could view posters, with or without audio commentary from presenters, add comments or ask questions using the comment function, and provide anonymous feedback through the Google form. Digital posters can also be used in face-to-face classes to reduce waste from printing, and the poster template and rubrics can be adapted based on the components students need to address in their presentations.

**All resources can be found in [this Google folder](#) along with an example of a student poster. I welcome your suggestions, adaptations, and questions ([mhauberr@gmu.edu](mailto:mhauberr@gmu.edu))!**