



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECDE 7017

Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis Preparing for Assessment 2: An Academic Poster

Module Lead: Dr Julia Holloway
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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Assignment title:

Component 2: You are asked to design an academic poster outlining the details and rationale of your planning for component 3 (a written assignment reporting on a contemporary policy issue in education). Relevant documents and notes may be included to support your ideas.



Submission deadline:

- 5th November 2025





Task description:

- You are asked to design an academic poster outlining your detailed planning and rationale for component 3 (a written assignment reporting on a contemporary policy issue in education). Relevant documents and notes may be included to support your ideas.
- Your academic poster will focus on a key area of interest (of your choice) in education policy and seek to add depth to established arguments/current debate. Style, structure and presentation should reflect the medium and you will be marked on your ability to communicate in a different way, to a potentially different audience (than you might for a journal article, for example). Posters should be engaging and structured appropriately. You will need to prioritise key points in your planning and thinking and justify their context and inclusion. Ideas that you present should be supported by relevant reading, including e.g: official statements, media treatment, and policy documents.

Component 3:

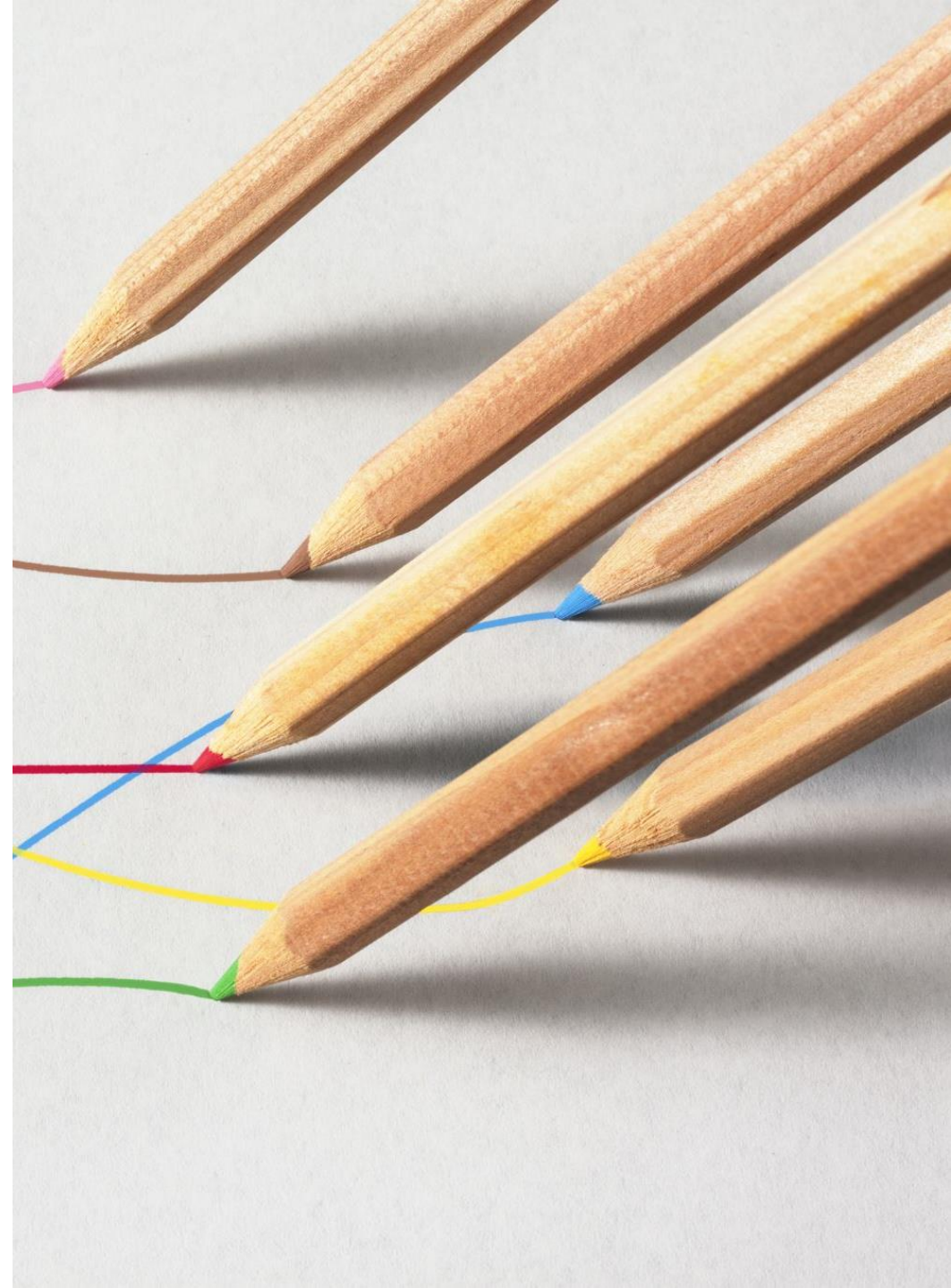
- Prepare a policy report on a contemporary educational issue of your choice.

Task description: component 3

- Prepare a policy report on a contemporary issue in education of your choosing.
- Your report should be written for an academic or professional audience, taking into account an appropriate structure, formal register and written accuracy.
- You will critically evaluate a contemporary issue in education, its representation in academic papers, official statements, media treatment and your understanding of its treatment in an international context, as appropriate. You should seek to demonstrate a depth of understanding of your chosen area, drawing on a range of evidence, and seek to synthesise prominent debates/discussion into a series of judgements that are rooted in evidence. Your work should build on what we know already and seek to move thinking forward, using your own interpretation and experience to add weight to your core argument(s). Your academic writing and presentation are important here and will contribute significantly to your overall mark.

Content:

- Detailed planning and rationale for component 3
 - written report on an educational issue
- Look back over the steps taken so far
- Why did you choose issue?
- How did you refine your focus? – spider diagram
- How did you further refine your focus? – feedback from presentation
- What was the key literature that has informed your thinking?





What is an academic poster?

A visual way for communicating information





It needs to grab attention and convey a message in a clear and compelling way using a mixture of text and graphics. Academic posters are academic, this means they should be written in a formal style and referenced. Academic posters are designed so others can read and understand the information quickly.

What to
include:



Content:

- You will need to make decisions regarding the amount of text
- Due to the limited amount of space available, you'll need to carefully control how much information to present, providing either a brief overview of your work (a bit like an abstract) or a deeper exploration of one particular aspect. It's easy to overestimate how much writing you can fit on an academic poster, so try to have a clear idea about exactly what it is you want to communicate to your audience.
- Refer to the assignment brief: outline 'the details and rationale of your planning for component 3'





The Aim

The aim of this research was to **align the liaison librarian teaching offer to Newcastle University's Education Strategy and new Graduate Framework**. The library team also hoped to encourage a **collaborative and consistent approach to the planning of embedded information and digital literacy skills** across all Faculties to provide greater parity of access for students across faculties. In doing so, this project aimed to help explore ways of ensuring that **students develop a broad range of relevant information and digital literacy skills** at a pace suited to their stage and course of study.



Opening a dialogue

According to Peters, Jones and Matthews (2007), **students receive the greatest benefit in their studies when academics and librarians work together** to develop appropriate training. This is likely due to the fact that such collaborations increase perceived relevance of information literacy skills (i.e. the ability to find and evaluate information successfully) amongst students. Such collaborations can also necessarily be more tailored towards the specific requirements of individual disciplines and subjects, since the academic's subject expertise enables them to provide direct insight into particular challenges of research within their field. Based on these findings, our first step was to engage academic colleagues in a productive dialogue around both our offer and the skills students could be expected to gain at each stage of their degree course.

To help facilitate this, we developed a **Working in Partnership dialogue**, which **consists of two key documents** that have been made available on the Newcastle University staff intranet and Library website. The first document consists of an outline, an outline of our teaching offers and **how we can collaborate with academics and students**. The second document is a student Development and Progression document, based on Information Literacy curriculums from SCOUNL (2015) and ANCIL (2011). This provides **an outline of the information literacy skills and competencies** students can be expected to have at each stage of their undergraduate degree.

These documents were initially shared with School Library Representatives to gain provisional feedback. Once this feedback had been received and evaluated these documents were revised as deemed appropriate. Afterwards the documents were distributed more widely at various inter-departmental meetings such as Faculty Education Committees to gain a broader range of input.

"I think this will help raise awareness amongst academics of how you can help us – not just to deliver a library session for the first years in induction but throughout the whole student journey."

- Senior Lecturer, Newcastle University Business School

"The Library team were happy to extensively consult at all stages, particularly with regard to how their resources could complement our new emphasis on skills-based training for our students."

- Senior Lecturer, History, Classics & Archaeology



Partnership in Practice

Following their introduction, our Working in Partnership documents have helped us to initiate **positive conversations with academic colleagues** across several Faculties. Consequently, we have been able to strategically implement learning interventions that lead to more positive outcomes for a large number of students.

For example, Biosciences used our Student Development and Progression document to help them **successfully embed Information Literacy skills within their wider Academic and Professional Skills module for all first-year students** in semester one. Our Working in Partnership materials are similarly being used by Engineering and Chemistry to help them map out key skills across their new first-year skills programmes. By providing these skills within the first year of study, these embedded materials can help students access a wider range of relevant resources from the outset of their study. This can in turn lead to establishing more in-depth knowledge, which can act as a foundation for further critical evaluation and comprehension.

Likewise, Architecture and Urban Planning (AUP) used our Student Development and Progression document to **map out learning outcomes at each level against the AUP programme**. Modules were selected at each stage where embedded Information Literacy workshops would be best placed. History and Law are taking a similar approach to embedding key skills. By staggering information literacy workshops across the stages of study, we have been able to more gradually introduce ideas to avoid feelings of being overwhelmed by information (a common experience during the pandemic) and slowly build on existing knowledge in a measured, scaffolded way. Much pedagogical research has shown that

In Speech and Language Science and Natural and Environmental Sciences' skills programmes took a slightly different approach and **we collaborated with programme leaders to restructure our embedded teaching to ensure appropriate progression of skills**. For example, we revised the order of teaching so that students now develop key referencing skills *before* being introduced to reference management tools.

We were also able to **adapt our documents to respond to the challenge of online learning in 2020, producing a Supporting Flexible Learning webpage** as a guide to our approach.

References

ANCIL (2011) 'Use ANCIL in your institution.' *A New Curriculum for Information Literacy*, 25 August. Available at: <https://newcurriculum.wordpress.com/using-ancil/> (Accessed: 26 February 2020)

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Peters, K., Jones, R and Matthews, D (2007) 'Training for Independent Learning.' *InfoSkills*, 5(1) pp. 4-8



Developing Graduate Skills

As mentioned before, Our Student Development and Progression document links to the **Graduate Framework strands**. The strands that we chose to focus on are outlined below:

Critical Thinkers

We **engage students in critical thinking** around the resources they choose for their work. Students are prompted to justify their decisions for selecting resources and develop a deeper understanding of where that information comes from by asking and answering key questions that enables them to evaluate both the strengths and weaknesses of their sources. In doing so, students develop a greater ability to **identify and select appropriate academic knowledge and express informed views**.

Digitally Capable

In line with JISC's (2019) Digital Capability framework we focus on developing information literacies. This is achieved by **improving students' capacity to Find, Evaluate and Manage digital information**, therefore addressing all of the core aspects that define digital capability. Where possible, we have done this by making use of active and blended digital learning opportunities. In these instances, students are encouraged to interact with ideas and information and try out the skills we discuss to gain a fuller understanding of them. By supplementing asynchronous digital resources that can be done at home with synchronous workshops, we aim to provide flexibility in how this digital capability can be both learned and put into practice.

Curious

Our teaching sessions and online guides embedded in the VLE **promote independent exploration of the resources and tools** available to our students. By facilitating this kind of independent learning, our provision encourages students to take ownership of their learning journey and tailor their experiences accordingly

Skills Audits

Digital self-assessment tools aimed at undergraduate and postgraduate levels were created and embedded in Canvas modules and on the ASK website to **encourage student engagement with their own information and digital skills** development.



Next Steps

The next step in the library's Working in Partnership project is to develop a booking system that **encourages a collaborative dialogue with academics** at the point of request. This will help the project achieve its initial vision of co-produced learning more efficiently and make it less likely to fall into traditional patterns of parallel provision. We also aim to collaborate with academic staff in **reviewing lessons learned from a year of online teaching**, with the aim of developing a mix of non-synchronous, synchronous and Present in Person (PIP) options for 21/22. This will help ensure that blended learning continues to be informed by best practice as the Higher Education sector adapts to a pandemic (and post-pandemic) learning environment..



The Aim

- To align our teaching offer to the University's Education Strategy and new Graduate Framework.
- To encourage a collaborative and consistent approach to the planning of embedded information and digital literacy skills across all Faculties.
- To ensure students develop a broad range of relevant information and digital literacy skills at a pace suited to their stage and course of study.



Opening a dialogue

Greatest benefit to the student is achieved when academics and librarians work together to develop appropriate training (Peters, Jones and Matthews, 2007).

Our Working in Partnership dialogue consists of two key documents that are available from the Library website:

- An outline of our offer and how we can collaborate with academics and students.
- A Student Development and Progression document, based on Information Literacy curriculums from SCOUNL (2015) and ANCIL (2011), that provides an outline of the information literacy skills and competencies students can be expected to have at each stage of their undergraduate degree.

These documents were initially shared with School Library Representatives then, more widely, at Faculty Education Committees.

"I think this will help raise awareness amongst academics of how you can help us – not just to deliver a library session for the first years in induction but throughout the whole student journey."

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"The Library team were happy to extensively consult at all stages, particularly with regard to how their resources could complement our new emphasis on skills-based training for our students."

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Partnership in Practice

Following their introduction, our Working in Partnership documents have helped us to initiate positive conversations with academic colleagues across several Faculties such as:

- Biosciences
- Architecture and Urban Planning (AUP)
- In Speech and Language Science
- Natural and Environmental Sciences



Image by Luisa Brimble on 'Unsplash'. Available at: <https://unsplash.com/photos/VfHoMBagDPc>

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Digitally Capable

In line with JISC's (2019) Digital Capability framework we focus on developing information literacies by improving students' capacity to Find, Evaluate and Manage digital information, making use of active and blended digital learning opportunities where possible.

Curious

Our teaching sessions and online guides embedded in the VLE promote independent exploration of resources and tools available to our students.

Skills Audits

Digital self-assessment tools aimed at undergraduate and postgraduate levels were created and embedded in Canvas modules and on the ASK website to encourage student engagement with their own information and digital skills development.



Next Steps

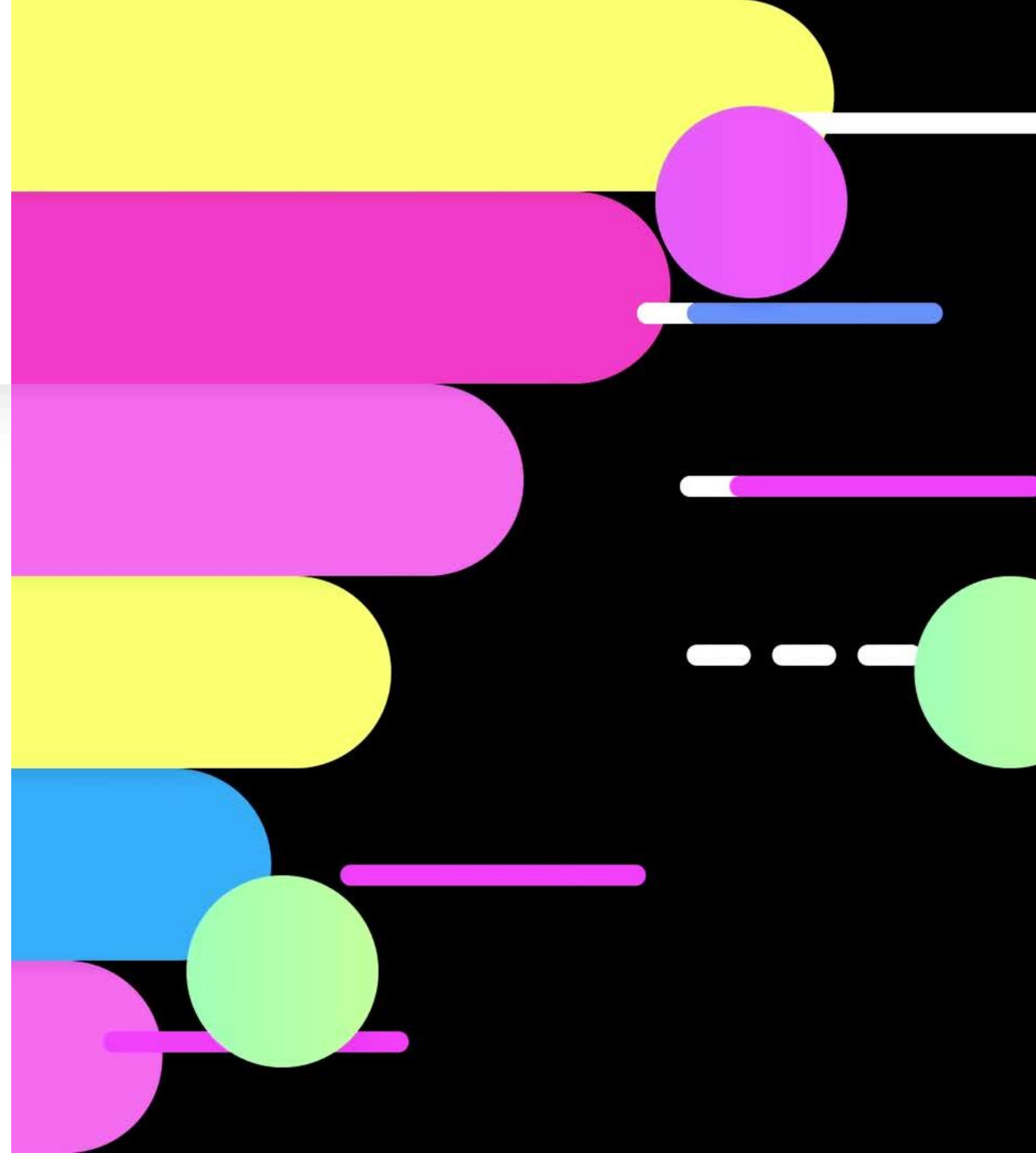
- To develop a booking system that encourages a collaborative dialogue with academics at the point of request.
- To collaborate with academic staff in reviewing lessons learned from a year of online teaching, with the aim of developing a mix of non-synchronous, synchronous and Present in Person (PIP) options for 21/22.

Consider
communication
with visuals



Visuals:

- Posters also allow you to communicate information visually, rather than through words and you might find it more efficient (and easier on the eye) to avoid large blocks of text. Think about what information could be more easily or concisely communicated using images, charts and/or diagrams. You can also save space by strategically using references or links that tell the reader where they might find any information that you don't have the space to include.



Working in Partnership

Developing Students' Graduate Skills in collaboration with the Library

A. Real Person (a.person@ncl.ac.uk) - Library Liaison Team



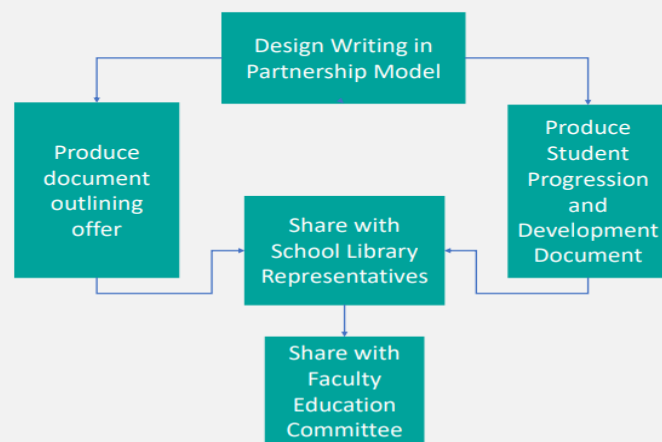
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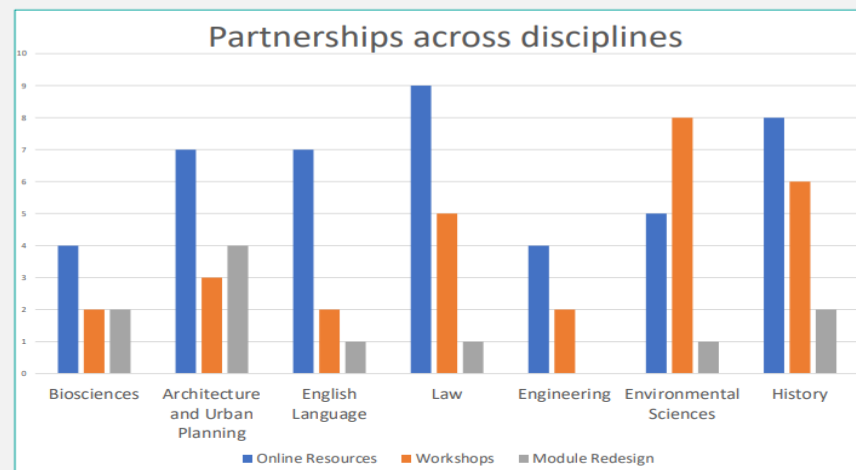
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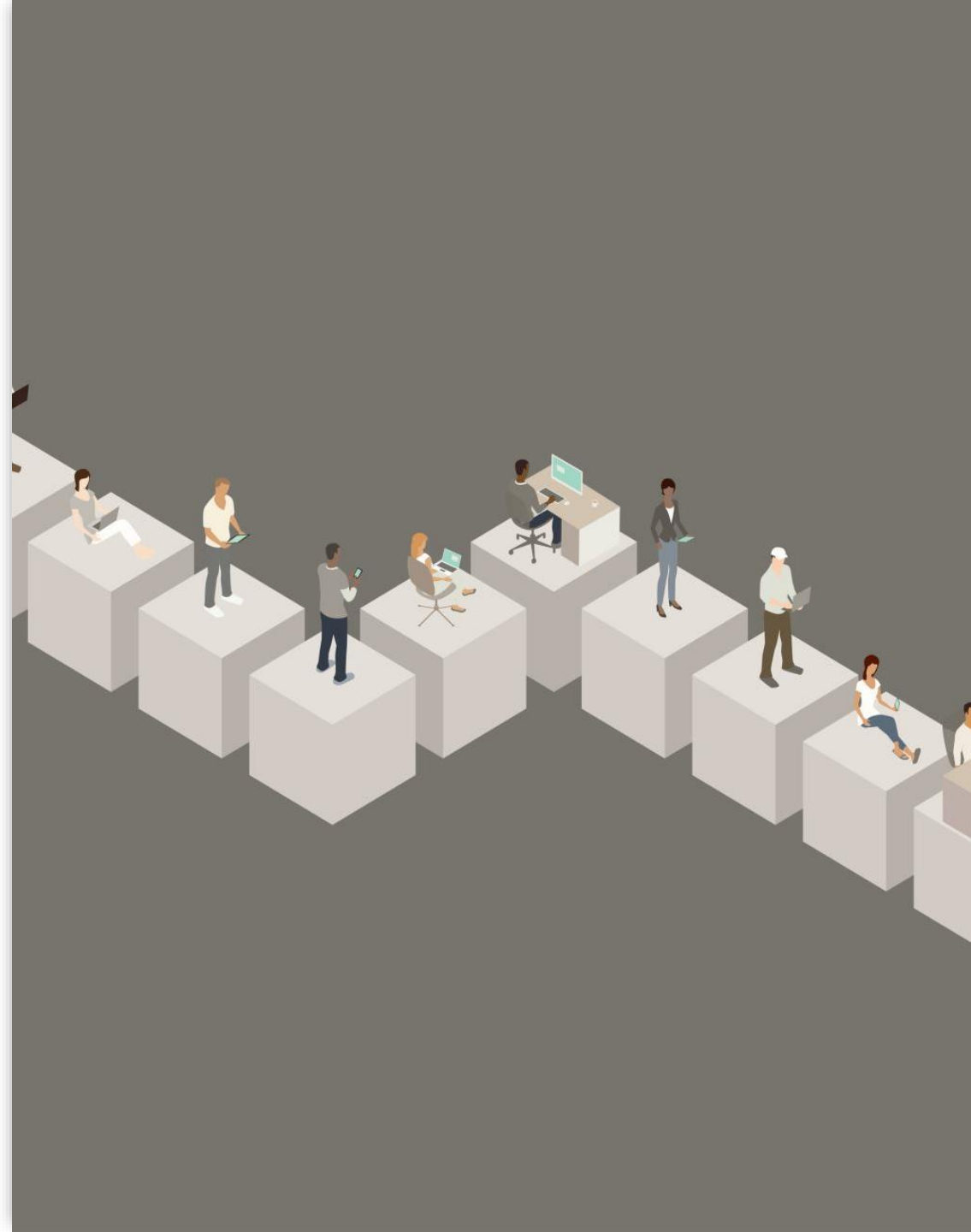
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Structure:

Where and in what order to present your content

Think about where you want the audience's gaze to 'enter' and 'exit' the page, and in what order (if any) you want them to move between different sections. Ask yourself:

- How do I want the audience to 'read' the poster? In columns? From left to right across the page? From the bottom up? To jump around between different sections?
- How will I guide their eye around the page? Using arrows? Different colour backgrounds? Boxed off sections? Shapes? Headings?
- How will I show them where to enter and exit the page? Images? Signal words? Different size or font for my text?



Working in Partnership

Developing Students' Graduate Skills in collaboration with the Library

A. Real Person (a.person@ncl.ac.uk) - Library Liaison Team



1. The Aim

- To **align our teaching offer to the University's Education Strategy and new Graduate Framework.**
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3. Putting Partnership into Practice

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- In Speech and Language Science and Natural and Environmental Sciences skills programmes **we collaborated with programme leaders to restructure our embedded teaching to ensure appropriate progression of skills**; for example students develop key referencing skills before being introduced to reference management tools.

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Curious

Our teaching sessions and online guides embedded in the VLE **promote independent exploration of resources and tools** available to our students.

Skills Audits

Digital self-assessment tools aimed at undergraduate and postgraduate levels were created and embedded in Canvas modules and on the ASK website to **encourage student engagement with their own information and digital skills** development.



4. Next Steps

- To develop a booking system that **encourages a collaborative dialogue with academics** at the point of request.
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Style: how you choose to
present your content



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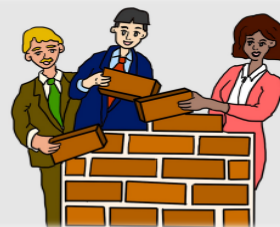
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References

- ANCIL (2011) 'Use ANCIL in your institution.' A New Curriculum for Information Literacy, 25 August. Available at: <https://newcurriculum.wordpress.com/using-ancil/> (Accessed: 26 February 2020)
- JISC (2019) Jisc digital capabilities framework: The six elements defined. Available at: <http://repository.jisc.ac.uk/7278/1/BDCP-DC-Framework-Individual-6E-110319.pdf> (Accessed: 26 February 2020)
- Newcastle University (2019) Graduate Framework. Available at: <https://www.ncl.ac.uk/careers/planning/graduateframework/> (Accessed: 26 February 2020)
- Peters, K., Jones, R and Matthews, D (2007) 'Training for Independent Learning' InfoSkills, 5(1) pp. 4-8
- SCOUNL (2015) Seven Pillars of Information Literacy. Available at: <https://www.scounl.ac.uk/page/seven-pillars-of-information-literacy> (Accessed: 26 February 2020)

Developing Graduate Skills

Our Student Development and Progression document links to the following Graduate Framework strands:

Critical Thinkers

We engage students in critical thinking around the resources they choose for their work; justifying these decisions and understanding where information comes from helps them to identify and select appropriate academic knowledge and express informed views.



Digitally Capable

In line with JISC's (2019) Digital Capability framework we focus on developing information literacies by improving students' capacity to Find, Evaluate and Manage digital information, making use of active and blended digital learning opportunities where possible.

Curious

Our teaching sessions and online guides embedded in the VLE promote independent exploration of resources and tools available to our students.

Skills Audits

Digital self-assessment tools aimed at undergraduate and postgraduate levels were created and embedded in Canvas modules and on the ASK website to encourage student engagement with their own information and digital skills development.

Next Steps

- To develop a booking system that encourages a collaborative dialogue with academics at the point of request.
- To collaborate with academic staff in reviewing lessons learned from a year of online teaching, with the aim of developing a mix of non-synchronous, synchronous and Present in Person (PIP) options for 21/22.

The Aim

- To align our teaching offer to the University's Education Strategy and new Graduate Framework.
- To encourage a collaborative and consistent approach to the planning of embedded information and digital literacy skills across all Faculties.
- To ensure students develop a broad range of relevant information and digital literacy skills at a pace suited to their stage and course of study.

Opening a dialogue

Greatest benefit to the student is achieved when academics and librarians work together to develop appropriate training (Peters, Jones and Matthews, 2007). Our first step therefore was to engage academic colleagues in a dialogue around both our offer and the skills students could be expected to gain at each stage of their degree course.

Our Working in Partnership dialogue consists of two key documents that are available from the Library website:

- An outline of our offer and how we can collaborate with academics and students.
- A Student Development and Progression document, based on Information Literacy curriculums from SCOUNL (2015) and ANCIL (2011), that provides an outline of the information literacy skills and competencies students can be expected to have at each stage of their undergraduate degree.

These documents were initially shared with School Library Representatives then, more widely, at Faculty Education Committees.

"I think this will help raise awareness amongst academics of how you can help us – not just to deliver a library session for the first years in induction but throughout the whole student journey."

- Senior Lecturer, Newcastle University Business School

"The Library team were happy to extensively consult at all stages, particularly with regard to how their resources could complement our new emphasis on skills-based training for our students."

- Senior Lecturer, History, Classics & Archaeology

Partnership in Practice

Following their introduction, our Working in Partnership documents have helped us to initiate positive conversations with academic colleagues across several Faculties:

- Biosciences used our Student Development and Progression document to help them successfully embed Information Literacy skills within their wider Academic and Professional Skills module for all first-year students in semester one. Our Working in Partnership materials are similarly being used by Engineering and Chemistry to help them map out key skills across their new first-year skills programmes.
- Architecture and Urban Planning (AUP) used our Student Development and Progression document to map out learning outcomes at each level against the AUP programme. Modules were selected at each stage where embedded Information Literacy workshops would be best placed. History and Law are taking a similar approach to embedding key skills.
- In Speech and Language Science and Natural and Environmental Sciences skills programmes we collaborated with programme leaders to restructure our embedded teaching to ensure appropriate progression of skills; for example students develop key referencing skills before being introduced to reference management tools.

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References

- ANCIL (2011) "Use ANCIL in your institution." *A New Curriculum for Information Literacy*. 25 August. Available at: <https://newcurriculum.wordpress.com/using-ancil/> (Accessed: 26 February 2020)
- JISC (2019) *Jisc digital capabilities framework: The six elements defined*. Available at: <http://repository.jisc.ac.uk/7278/1/BDCP-DC-Framework-Individual-6E-110319.pdf> (Accessed: 26 February 2020)
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- Peters, K., Jones, R and Matthews, D (2007) "Training for Independent Learning." *InfoSkills*, 5(1) pp. 4-8
- SCOUNL (2015) *Student Development and Progression Document*. Available at: <https://www.scounl.ac.uk/~/media/SCOUNL/Information%20Literacy/Student%20Development%20and%20Progression%20Document.pdf>

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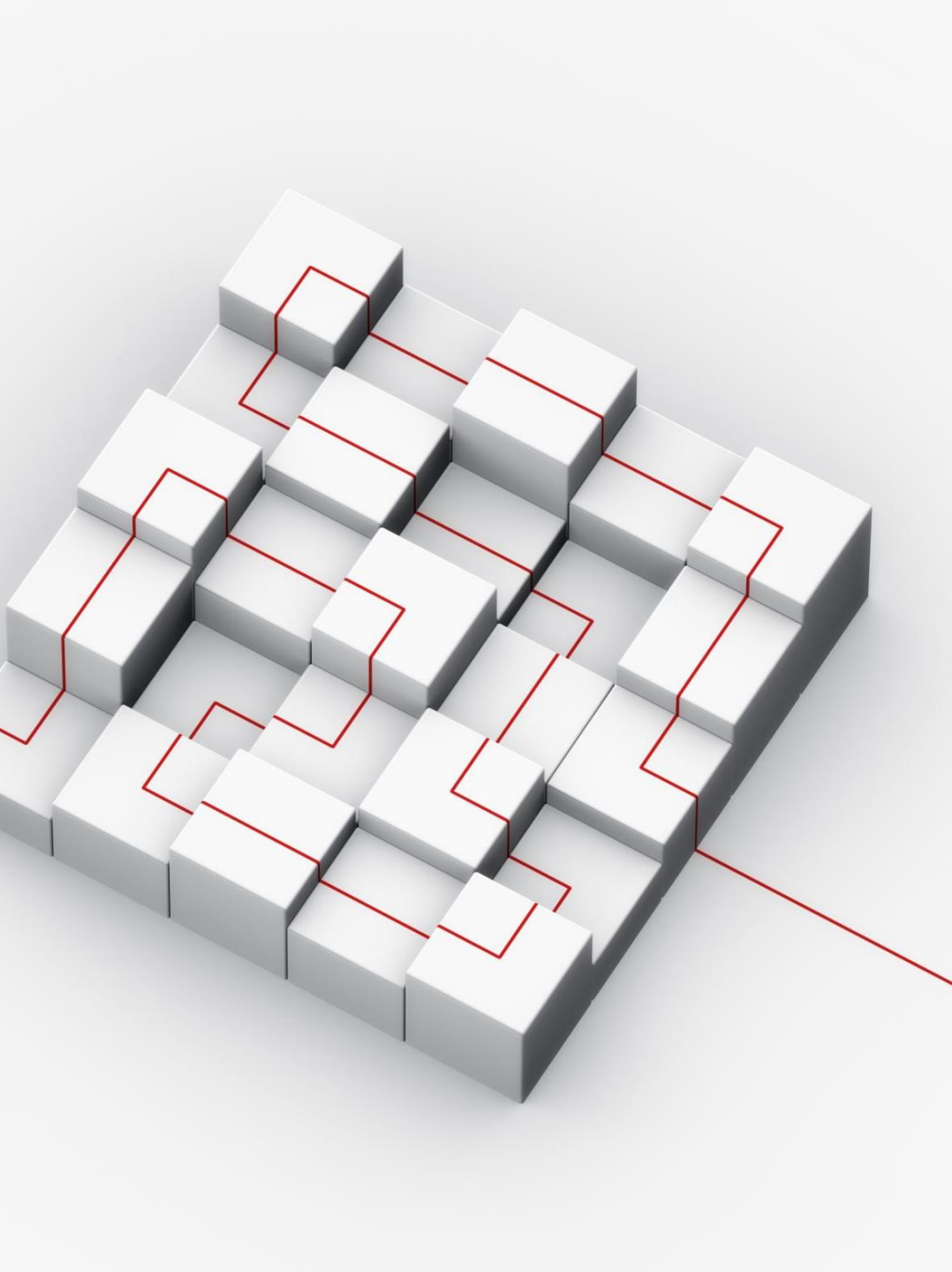
Start by writing the following:

A 1-2 sentence of the "big idea" that you want any audience member to grasp from 30 seconds with you and your poster. Example: "the literature suggests X but our study found the opposite."

Brainstorm:

- What are the key ideas, graphs, quotations etc. that you might want to use to demonstrate the 'big idea'.





Draw a rough grid

- Roughly block out where you want each section to be on your poster

Typeface:

- One or two fonts
- Sans serif (not comic sans)
- Make it large enough to be easily readable

A starting point if using PP for A3:

Title: 50

Headers: 34

Body text: 14



Further guidance:

<https://www.ncl.ac.uk/academic-skills-kit/assessment/academic-posters/>

References:

- Exemplars courtesy of Newcastle University
@<https://www.ncl.ac.uk/>