CRITICAL QUESTIONS & PRACTICAL SOLUTIONS

Improving the Practice and Usefulness of Education Research

POSTER SUBMISSION GUIDELINES

ANNUAL PRINCIPAL INVESTIGATORS MEETING

January 9-10, 2019 • Washington, DC

DATES TO REMEMBER

September 7, 2018: Registration & Poster Abstract Submission Website Opens

October 19, 2018: Poster Abstract Submission Deadline (by 11:59 pm Eastern Time)

December 4, 2018: Poster Abstract Notification Emails Disseminated

December 14, 2018: Registration Deadline

SUBMISSION GUIDELINES

Poster sessions provide an opportunity to present and discuss work funded by the National Center for Education Research (NCER), the National Center for Special Education Research (NCSER), and the Small Business Innovation Research (SBIR) program. All grantees, SBIR contractors, and postdoctoral fellows who have substantial results to report are encouraged to submit a poster abstract for consideration.

Please note:

- Due to space constraints, not all posters are able to be accepted for presentation. Priority will be given to posters that show clear alignment with the meeting theme – *Critical Questions and Practical Solutions: Improving the Practice and Usefulness of Education Research*. Further, the selection of posters will be made with the aim of representing the broad portfolio of IES-funded projects in terms of content areas and research programs.

- *The presenting author should be available on the date and time scheduled*. All traditional posters MUST be displayed during the assigned times at the PI Meeting. Posters with technology-based or demonstration component(s) are required to have visual displays, but are not required to have technology or demonstrations readily available beyond the dedicated poster session.

WHO CAN SUBMIT ABSTRACTS?

- ✓ All NCER and NCSER grantees and SBIR contractors who have substantial results to report may submit poster abstracts.

- ✓ NCER and NCSER postdoctoral fellows and early career researchers are strongly encouraged to submit poster abstracts.

- ✓ Abstract submissions will be limited to one abstract per grant or SBIR contract, unless the research is part of a Postdoctoral Training grant, a Research and Development (R&D) Center grant, or a Research Network grant. Multiple fellows per Postdoctoral Training grant will be allowed to submit abstracts, provided they are not presenting the same research. R&D Center and Research Network grantees may submit a maximum of two abstracts per grant.

- ✓ Abstract submission will be limited to one abstract per primary author.

- ✓ Abstracts should describe substantive information including challenges and/or results to be presented on the poster. Abstracts that only provide a general overview of the grant from which the work draws will not be accepted.

You must register for the meeting to submit an abstract.

WHERE CAN ABSTRACTS BE SUBMITTED?

IES is accepting poster abstract submissions as part of the online registration process. Therefore, please have your abstract ready when you register for the PI Meeting. You can access online registration and poster abstract submission here: http://ies.ed.gov/pimeeting/

HOW WILL ABSTRACTS BE SELECTED?

- IES and the conference planning team will review each properly completed submission for its scientific merit and significance.

- **In keeping with the meeting theme, preference will be given to proposals that emphasize connections between research and practice, and will engage attendees in candid discussions of the challenges in conducting education research.**

- Posters submitted by **IES early career researchers**, including fellows in the IES Postdoctoral Research Training Program, IES Early Career grant recipients, and researchers who have completed their doctorate or postdoctoral training within the past 5 years, **will be given priority** to ensure maximum participation. Preference will be given to fellows in the later stages of their fellowship and/or whose research is at an advanced stage.

- Space permitting, up to 70 abstracts will be selected for the poster presentation session.

- Up to 10 poster spaces will be reserved for posters with technology-based or demonstration component(s), depending on the number of abstracts submitted for consideration. Individuals should indicate when submitting their abstract whether they would like to be considered for this type of poster.

WHAT IF I WANT TO CORRECT MY ABSTRACT OR SUBMIT A LATE ABSTRACT?

- Primary authors can make modifications/corrections to poster abstracts via their registration confirmation e-mails until the final submission deadline. To make changes before the deadline, select "modify registration." The primary author is responsible for the accuracy of the poster submission or modification. All modifications must be made by October 19, 2018 and will not be accepted after that date.

- Only abstracts submitted online by the submission deadline will be considered.

October 19, 2018
Poster Abstract Submission Deadline
(by 11:59 pm Eastern Time)

KEY ELEMENTS OF POSTER ABSTRACTS

1. **Grant or Contract Number*** (*e.g., R305A140001; EDIES15C0001*)

2. **Title of Poster (50-word limit)*:** The title should clearly and succinctly identify the contents of the abstract. Be sure to capitalize the first letter of each word except prepositions and articles.

3. **Authors and Affiliations*:** *Enter each author separately and identify whether the individual is the primary author or a co-author.* Only one primary author is allowed, and there is a limit of four co-authors. Enter each name by providing the author's name and organization. **Do not include** the department, job title, division, branch, street address, etc., when completing the organization information.

* Denotes required fields

4. **Research Focus***: From the following list, please select the research focus that your project addresses (you may select all that apply):

- Adult Education/Adult Learners
- Arts in Education
- Autism Spectrum Disorders
- Career and Technical Education
- Cognition and Student Learning
- Early Childhood and Early Intervention
- Education Systems, Policy, and Leadership
- Education Technology
- English Learners
- Families
- Multi-tiered Systems of Support (MTSS)
- Postsecondary Education
- Professional Development and School-based Services Providers
- Reading, Writing, and Language Development
- Science, Technology, Engineering, and Mathematics (STEM)
- Social and Behavioral
- Special Education
- Statistics and Methodology
- Teachers and Teaching
- Transition for Secondary Students

Keywords*: From the following list, select **up to three (3)** keywords that describe your poster presentation.

- Adaptive Interventions and SMARTs
- Adult Education
- Assessment and Testing
- Autism
- Behavior
- Career and Technical Education
- Causal Research
- Charter Schools
- Cognitive Processes
- Communication and Dissemination
- Data Use
- Demographics
- Diversity
- Early Childhood
- Education Policy
- Elementary School
- Employment/Workforce
- Engineering
- English Learners
- Exploration Research
- Families
- Generalizability
- Gifted and Talented
- High School
- Implementation
- Instructional Practices
- Intervention
- Language and Literacy
- Learning and Achievement
- Longitudinal Studies
- Mathematics
- Mediation
- Middle School
- Partnerships
- Physical Activity and Therapy
- Postsecondary Education
- Reading
- Research Design and Analysis
- Research Process and Challenges
- School Practices and Systems
- Science
- Single-case Design
- Social/Emotional Learning
- Statistics and Methodology
- Students with Disabilities
- Teaching and Professional Development
- Technology and Online Learning
- Training and Mentoring
- Transition
- Underserved Populations
- Vocabulary
- Writing

* Denotes required fields

In addition to the research focus and keywords selected above, please check the appropriate boxes that describe your poster:

Type of Grant/Contract (select one)*

- Partnership Grant
- R&D Center Grant
- Research Grant
- Research Network Grant
- Research Training Grant
- SBIR Contract
- Statistical and Research Methodology Grant
- Unsolicited Grant

Research Goal/Category (select one)*

- Continuous Improvement
- Development
- Exploration
- Follow-Up Evaluation
- Initial Efficacy Evaluation
- Measurement
- Replication: Efficacy and Effectiveness Evaluation
- Research Partnership
- State and Local Evaluation
- Statistics/Research Methodology
- Training

Project Methodology (select all that apply)*

- Longitudinal Research
- Mixed-Methods Design
- Psychometric Analysis
- Qualitative Design
- Quasi-Experimental Design (QED)
- Randomized Controlled Trial
- Regression Discontinuity Design (RDD)
- Sequential, Multiple Assignment, Randomized Trials (SMART) Design
- Single-Case Design
- Other

5. **Abstract (250-word limit)*:** The text of each abstract should consist of no more than 250 words. Do not include the abstract title and author information as part of the abstract body. If you copy and paste text, it should be from a standard Microsoft Word document. Do not include tables and graphics.

Abstracts should:

Describe in plain language your research as you plan to present it in your poster. You should describe the significance of the education policy problem(s) and/or challenges of practice your research addresses, your use of appropriate methods and procedures in a rigorous manner, challenges encountered, and the significance of your findings. Write for an audience that is familiar with education research but not necessarily with your topic and methodology.

* Denotes required fields

Abstracts should include the following information:

(1) Purpose/objectives/research questions/focus of the Study (include information on the audiences or stakeholders

(2) Education policy problem(s) and/or challenges of practice addressed by your research

(3) Research questions, methods and procedures, and challenges in designing and carrying out your research

(4) Conclusions/significance of the study

6. **Brief Summary:** Please submit a brief description of three to four sentences, written in plain language to highlight and summarize your poster presentation. Your three to four sentences should briefly describe the most salient parts of your research. For more details, see item 2 below.

7. **Technology-based or Demonstration Component(s):** IES is encouraging auxiliary displays (alongside a traditional poster) that highlight technology that has played an innovative role in research, practice, or dissemination. Individuals applying to present a technology-based or demonstration component(s) along with their poster are required to submit a web link that showcases their technology or its use within their project. Reviewers will use this link to ensure that the technology-based or demonstration component(s) is sufficiently well developed for presentation. Appropriate links might include, but are not limited to:

- a video that demonstrates the intervention or provides an overview of the use of technology in the project;

- a prototype or commercially available version of a learning game, assessment tool or reporting platform developed as part of a project;

- a video that highlights the research findings that could be used for dissemination.

If you are interested in being one of the 10 posters featuring a technology-based or demonstration component(s), please indicate this when submitting your abstract on the website. Also provide a brief description (100-word limit, beyond the 250 words allotted for a traditional poster submission) of your proposed technology-based or demonstration component(s).

Note: If selected, you will be responsible for supporting the technology needs for your demonstration. In addition, make certain you have obtained relevant consent and assent prior to submitting your video (consistent with your institutional review board criteria) or other permanent product to be shared. You are welcome to update your demonstration if it is accepted.

8. **Social Media:** If you would like to engage with other attendees or the broader research community about your poster or project, please provide any or all of the following:

   - A tweet to be broadcast during the conference (example: *Research using #ECLS data shows kids with higher self-esteem tend to have superior social skills & higher academic achievement; learn more at http://1.usa.gov/22fe3AE*). Tweets can be up to 280 characters in length.

   - If your team or your project have a social media presence that you would like to share with other PIs or conference attendees, please provide relevant links below.

     i.   Website

     ii. Twitter/hashtag

     iii. Facebook page or group(s)

     iv. Other (please explain)

9. **Credits, Footnotes, etc.:** Please note that an entry line has been added to the electronic submission to accommodate credits, footnotes, etc., so that they will not count toward the number of words in the text of the abstract body.

* Denotes required fields

CRITERIA FOR ABSTRACT ACCEPTANCE

1. **The main factors considered to qualify abstracts for acceptance are as follows**:

   - *Significance* – The research addresses a significant education policy problem(s) or challenge(s) in practice; evaluates the impact of education interventions, policies, or programs; identifies promising policies, programs, interventions, or practices that improve education outcomes; or uses an innovative method or research design.

   - *Engagement Potential* – The abstract describes a poster that is likely to encourage conversation and engagement among attendees.

   - *Method* – The method section (including the design, implementation, and analysis) is clearly described and tied to the research objectives. It should also address challenges in carrying out the research and how the PI addressed these challenges.

   - *Findings* – The abstract briefly describes the findings and their significance in terms of policy and practice.

   - *Presentation/Clarity* – The abstract is logical, interesting, clearly written, and free of grammatical or typographical errors.

2. **Crowdsourcing of Abstracts:** This year, as part of the poster selection process, PI conference participants will have the opportunity to provide input on the posters that they would like to see presented at the conference. Based on the Brief Summary submitted with the poster abstract (see item 6 in the list above), PI Conference attendees can vote for posters that spark their interest and are likely to provide relevant and useful information. The planning team will take PI Conference attendees' votes into consideration when selecting poster abstracts for acceptance.

3. **Abstracts will be rejected by the reviewers for the following reasons:**

- *Abstract Not Appropriate* – The content of the abstract is not relevant to your IES-funded research.

- *Multiple Submissions by a Primary Author* – Due to space limitations, a primary author is allowed to present **one abstract only**. This is true for investigators with multiple grants.

- *Multiple Submissions for the Same Grant or Contract* – Due to space limitations, only one abstract will be allowed per project. This restriction does not apply to Postdoctoral Training grants, Research and Development (R&D) Center grants, or Research Network grants. Multiple fellows per Training grant will be allowed to submit abstracts, provided they are not presenting the same research. R&D Center grantees and Research Network grantees may submit a maximum of two abstracts per grant.

Poster Abstract Notifications

Once a poster abstract is submitted, the only means of communication and notification of status will be by email. Only the primary author will be sent a letter of notification indicating the acceptance or rejection of an abstract, via the email provided. It is incumbent on the submitter to notify all coauthors of the decision. **Abstract results will be sent to the primary author via email notification no later than December 4, 2018.**

PRESENTATION GUIDELINES

SPECIFICATIONS FOR TRADITIONAL POSTER PRESENTATIONS

- Poster displays will be limited to one side of a 4-foot by 8-foot tack board. **The recommended poster size is 3 feet high by 6.5 feet wide (36 inches by 78 inches).**

- The **poster board number** assigned to the poster must be placed in the upper right-hand corner of the display. A poster board number cut-out will be provided and must be visible at all times.

- Be sure to include the **abstract title, author and coauthor names, the institution(s)** where research is underway, and the grant/contract number.

- Place your contact information (i.e, email address and phone number) in the upper right-hand corner of the poster board along with any relevant social media information.

- Provide a **one-page summary** of your poster to distribute at the poster session. This one-page document should provide attendees with a summary of the poster that they can take with them or access online. The one-page summary can be in a virtual format (e.g. a link/QR code to an online document) or a paper handout.

- It is recommended that you **hand-carry your poster** to the meeting, using tubular packaging or a portfolio case. The authors will be responsible for costs associated with creating and shipping the poster display. Velcro (easiest to use), pushpins, or thumbtacks will be provided to mount your poster.

- **Refer to your acceptance letter** and/or the final meeting program for the time and location of your poster session and set-up time.

- The **designated poster presenter** (author or coauthor) must be present at the assigned space during the designated time to discuss the work presented.

- The use of typewritten or handwritten materials, or a printed PowerPoint slide, as a poster is unacceptable. Presentations in these formats will be removed.

TIPS FOR POSTER PREPARATION

Posters should stimulate discussion and not provide a long and dense presentation. Therefore, keep text to a minimum, emphasize graphics, and make sure every item included in your poster is necessary. Include questions that arose in designing and conducting your research or that you would like help with going forward.

- Use handouts to supplement your poster.

- Aim for posters that are 20% text, 40% graphics, 40% space.

- Ensure ideas flow logically from one section to the next.

- Organize sections in a way that leads the viewer through the display.

- Use charts and graphs to illustrate data. (Avoid large tables of raw data).

- Use high-resolution photographs. (Web images often will not work).

- Do not use all capital letters.

- Be consistent.
  - Keep consistent margins.
  - Keep line spacing consistent.
  - Keep the color, style, and thickness of borders the same.
  - Keep shading consistent.
- Pick no more than 2-3 fonts.
- Pick no more than 2-3 colors.
- Test readability.
  - Title banner should be legible from 20 feet away.
  - Body text should legible from 6 feet away.

SPECIFICATIONS FOR POSTER PRESENTATIONS WITH TECHNOLOGY-BASED OR DEMONSTRATION COMPONENT(S)

- Technology-based or demonstration component(s) **should not** be a virtual form of the presenting poster or a replication of the poster content in a PowerPoint format.

- Technology-based or demonstration component(s) should be Section 508 compliant, functional, and relevant to the accompanying poster topic.

- Technology-based or demonstration component(s) should be feasible on high cocktail tables.

- Please ensure that you have any technical equipment necessary for your poster presentation with a technology-based or demonstration component(s). The hotel venue will provide a power outlet as well as a high cocktail table. All other equipment will be the responsibility of the presenter. We encourage you to have an alternative method of accessing Wi-Fi in the event there are any challenges with the hotel Wi-Fi.

- Presenters are the sole parties responsible for the security of their devices.

TWITTER GUIDELINES AND RECOMMENDATIONS

- Tweets are limited to 280 characters.

- Use hashtags (ex: #IESPIMtg) and Twitter handles (ex: @IESResearch) to bring attention to particular topics or users.

- To link to a website or pdf, use Bitly to shorten the URL.

  Ex: The full website link - https://nces.ed.gov/blogs/nces/post/what-are-the-characteristics-of-students-who-have-ever-been-suspended-or-expelled-from-school

  With Bitly the link shrinks to: go.usa.gov/cuFy9

- Highlight an interesting research finding or research technique.

- Use standard capitalization, spelling and grammar.

- Use keywords and phrases to make your tweet stand out.

Tweet Example

Research using #ECLS data shows kids with higher self-esteem tend to have superior social skills & higher academic achievement; learn more at http://1.usa.gov/22fe3AE

(from previous year's PI Meeting:)

@KavithaCardoza Explaining your research – Don't think of it as "dumbing down." Think of it as simplifying. **#IESPIMtg**