Information Session

Undergraduate Research & Artistry Day and Community Engagement Showcase
2020 Virtual Event
Your Presenters

Destiny McDonald
Associate Director
Office of Student Engagement & Experiential Learning

Dr. Dee Anna Phares
Assistant Professor, University Libraries
Subject Specialist
- Psychology
- Leadership, Educational Psychology & Foundations
- Curator of the Juvenile Collection

Dr. Larissa Garcia
Assistant Professor, University Libraries
Subject Specialist
- School of Art & Design
- School of Family & Consumer Sciences
- Nutrition & Dietetics in the School of Health Studies
Information Session Outcomes

Students will:

Gain a better understanding of the changes being made to URAD and CES as it relates to this year's virtual format.

Understand the components of an academic poster for URAD / CES and the steps to take to record a narration through PowerPoint.

Gain a better understanding of a literature review and how to find information related to your project’s subject matter for your poster.

Gain additional resources for preparation.
**Event Details**

- **Benefits:**
  - Showcase your hard work to NIU community
  - Skill/experience that employers look for in resumes
  - Practice for future professional presentations

- **Tuesday, April 28th - Thursday, April 30th**

- **Presentations available online through a virtual format**

- **Registration deadline:** Monday, April 6th

- **Presentation Submissions:** Monday, April 20th

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Registering to Present

Register at go.niu.edu/OSEEL by Monday, April 6th

Online Registration Form
- Presentation Information (title, abstract, presenting department)
- Presenter(s) Information (zID, first name, last name, email, college, department)
- Mentor / Supervisor Information (first name, last name, email, college, department)

If you are presenting multiple projects, you must register for each one separately.
Poster Guidelines

**Note** Appropriate headings and use of sections for the poster vary by discipline.

**Abstract:**
- Short summary of your research.
- Should match what you submit with registration.
- Some disciplines do not put an abstract – check with your mentor.

**Significance and rationale:**
- Provides an overview of what your project entails.
- How your research addresses a topic.

**Literature review (if applicable):**
- Puts research into context.
- Offers and overview of the field.

**Methods:**
- Overview of how you conducted your project.
- Can be understood by an expert as well as someone with no prior experience.
- May include images/diagrams.

**Analysis/results:**
- Highlights what your research shows.
- May include graphs, charts, images.

**Discussion/conclusion:**
- Wraps up your findings.
- Provides ideas for future steps.
- Final thought you are leaving the viewer with.

**References and acknowledgments:**
- Reference any citations on the poster using your field-specific format.
- Acknowledge your mentor, any program sponsors, and funding sources.
Poster Do’s & Don’ts

Don't

- Use fancy background options.
- Forget to add charts, images, and graphs.
- Be text-heavy and use multiple fonts.
- Use overly technical language.
- Forget to acknowledge those that helped you.

Do

- 32"x40" (URAD required size).
- Include the NIU institutional logo.
- Use a plain, solid-color background.
- Have 30-40% empty space.
- Use high-quality charts, images and graphs.
What is a literature review?

- Surveys scholarship
- Offers an overview of the field
- Describes and assesses works
- Discusses gaps in the research
- Puts your research in context
Across Disciplines

- Sciences
- Health Sciences
- Social Sciences & Humanities

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Finding "the Literature"

- Library resources
  - Online Catalog
  - Article Databases
- Faculty Mentors
  - Classic or seminal studies
- Subject specialists
  - Subject headings
  - Resources Assistance
Anatomy of a Research Article

- Abstract
- Introduction
- Background / Literature Review
- Methodology
- Results/Findings
- Discussion/Implications
- Conclusion
Conversations that Matter
Mia Bonds, Henry Choy, Sira Crusoe, Caprishá Williams
Office of Diversity and Equity - Northern Illinois University - Huskie Service Scholars

Abstract
The Office of Academic Diversity, Equity, and Inclusion aims to educate both staff and students on the importance of understanding and embracing diversity through various programs and initiatives. The purpose of these programs is to foster an environment where all voices can be heard, ideas can be exchanged, and meaningful conversations can take place. This poster aims to highlight the impact of these initiatives on the community and provide insights into the outcomes that have been achieved.

Student Impact
As active citizens in the community who care about the needs of others, students often find themselves in positions where they can make a positive impact. The Office of Academic Diversity, Equity, and Inclusion has implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas.

Outcomes
Conversations that Matter have contributed to the creation of a more inclusive and equitable campus environment. Students have reported an increase in their understanding of diversity and the importance of inclusion. The Office of Academic Diversity, Equity, and Inclusion has also implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas.

Community Impact
Over the years, the Office of Academic Diversity, Equity, and Inclusion has worked to improve the experiences of students through Conversations that Matter. The Office of Academic Diversity, Equity, and Inclusion has implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas. The Office of Academic Diversity, Equity, and Inclusion has also worked to improve the experiences of students through Conversations that Matter. The Office of Academic Diversity, Equity, and Inclusion has implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas.

Sustainability
The Office of Academic Diversity, Equity, and Inclusion has been providing students with the tools and resources to support their academic and personal growth. The Office of Academic Diversity, Equity, and Inclusion has also worked to improve the experiences of students through Conversations that Matter. The Office of Academic Diversity, Equity, and Inclusion has implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas.

Conclusion
The Office of Academic Diversity, Equity, and Inclusion has been providing students with the tools and resources to support their academic and personal growth. The Office of Academic Diversity, Equity, and Inclusion has also worked to improve the experiences of students through Conversations that Matter. The Office of Academic Diversity, Equity, and Inclusion has implemented various programs and initiatives to support the development of students as active citizens. These initiatives include providing opportunities for students to engage in meaningful conversations with peers and faculty, participating in workshops and seminars, and creating spaces for students to share their experiences and ideas.

Acknowledgments
We would like to acknowledge our partners and collaborators, including the Illinois Board of Higher Education and the Illinois Community College Board, for their support and contribution to this initiative. We would also like to thank the Office of Academic Diversity, Equity, and Inclusion for providing the necessary resources to make this project possible. Lastly, we would like to recognize the hard work and dedication of our team members. Without their efforts, this project would not have been possible. Your Future. Our Focus.
Assessing the Clinical Accuracy of the Illinois Early Intervention Eligibility Criteria

Sarah Thomas and Allison Gladfelter Ph.D., CCG-SLP
School of Allied Health and Communicative Disorders, College of Health and Human Sciences, Northern Illinois University

Background

Introduction

Under IDEA (1997), each state is mandated to establish its own eligibility criteria to determine who qualifies for early intervention services. Illinois requires all children who are at risk for, or who have a disability to receive an evaluation based on age-appropriate assessments. Early intervention eligibility is determined based on the presence of developmental delays. The Illinois Eligibility Criteria (IEC) are based on developmental delays and include a variety of domains, including health, social, and educational. The IEC is designed to ensure that all eligible children receive early intervention services. However, there are concerns about the reliability and validity of the IEC.

Method

Data Collection

The data used in this study were obtained from the Illinois Department of Children and Family Services (DCFS) database. The database contains information on all children assessed for early intervention services in Illinois. The study included children of all ages who were assessed between the years 2000 and 2010. The database contains information on age, gender, race, ethnicity, and the presence of developmental delays in various domains.

Procedure

Data analysis was performed to assess the clinical accuracy of the Illinois Eligibility Criteria (IEC). The data were analyzed to determine the sensitivity, specificity, positive predictive value, and negative predictive value of the IEC. The analysis was performed using the Receiver Operating Characteristic (ROC) curve, which is a graphical representation of the trade-off between sensitivity and specificity.

Results

The results of the analysis showed that the Illinois Eligibility Criteria (IEC) had a sensitivity of 85%, specificity of 75%, positive predictive value of 75%, and negative predictive value of 85%. The ROC curve indicated that the IEC performed well in identifying eligible children.

Discussion

The Illinois Eligibility Criteria (IEC) have been widely used to identify eligible children for early intervention services. However, there have been concerns about the clinical accuracy of the IEC. The current study used data from the Illinois Department of Children and Family Services to assess the clinical accuracy of the IEC. The results of the study showed that the IEC had a moderate level of clinical accuracy, with a sensitivity of 85% and a specificity of 75%.

References


Acknowledgments

The authors would like to thank the Illinois Department of Children and Family Services for providing access to the data used in this study. The authors would also like to thank the Illinois Early Intervention Service Providers for their assistance in collecting the data.
Including a Voiceover in PPT

You will need to include a three- to five-minute narration in your PowerPoint describing your project and poster.

How to create a narration within PPT
Questions? Contact Us!

Poster Content: URADPosters@niu.edu

Library Research / Lit Reviews:

• Contact your Subject Specialist: https://library.niu.edu/ulib/content/aboutus/subjectspecialistsdirectory.asp
• URAD LibGuide: https://libguides.niu.edu/urad