

University Student Perception Regarding the Poster Tour Method

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Abstract

The following research is descriptive in nature and the proposed objective is to show the student's perception of the application of the poster tour method during the school semester. To obtain the sample we used the non-probabilistic sampling technique by convenience, this leads us to define a sample composed of 20 students who make up the group C2-6 of the Accounting career in a semi-school mode, of the Academic Unit of Accounting and Administration belonging to the Autonomous University of Nayarit. For the collection of information, a survey structured by closed type variables was used, without the participation of a pollster (self-administered), that is, automated by means of electronic mail, defining the survey as a data production technique. It should be noted that, within the results obtained, this type of method was effective for understanding, sharing and organizing information, having as main benefit the learning and teaching, demonstrating a greater participation by the student. Likewise, the student's perception is that it is an interactive and attractive method. Finally, the implementation of the poster tour is revealed as a valuable tool that successfully promotes benefits, increasing student confidence and interest in an effective way.

Keywords: Academic Education, Educational Innovation, Educational Methods, Perception, Teaching

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Introduction

The innovation of pedagogical tools that nowadays arise with school and academic changes, the teacher must update the way to implement strategies and methods that detonate the creativity and intellect of the students who are in their school development, this type of methods arise with the need to help teachers and students, allowing to clarify the understanding of the topics covered in class, in the same way, applying interactive teaching and learning.

Thus, the objective of this research is to know the student's perception of the application of the poster tour method during the school semester. That is why, teachers seek ways to have support with tools, techniques and teaching methods that facilitate the understanding of the topics. We can say that, in order to counteract this type of problems, the aforementioned method is made known.

In this way, a poster is more than an article or a simple exhibition, which stands out in another format, it should not be considered as a second-line communication tool. A good poster or poster should lead the audience to use visual logic with hierarchy, which emphasizes the main points of the work (De La Cruz-Vargas et al., 2016). Likewise, a poster can be complemented with photographs, graphics, testimonials, among other types of elements, then it can be defined that a poster is a large sheet in which students organize what they have learned, allowing them to share the information with their classmates or audience in general, thus being one of its important characteristics to have feedback and understanding of the topics discussed (Mejía and Kurita, 2023).

Similarly, the poster is a way of exposing and presenting the results of a research or school work, and its use has become frequent with the appearance of its electronic and virtual version, which in its entirety is a method and tool for pedagogical work (Barahona et al., 2023). This new type of teaching requires student-directed classroom activities. In this sense, the educational form exemplifies this model, since it does not allow the integration of skills in an efficient way, but organizes different teaching methods according to these learning (Marchante and Herrero, 2022). Ultimately, a poster is displayed in the context of a scientific or academic event, intended to announce the most relevant results and conclusions of a research work, through a combination of text with images, graphics, tables, forming a high potential communication channel (Giráldez et al., 2016).

Literature Review

What is a Poster

A poster in a scientific meeting is an enlarged graphic representation containing a title, the name of the authors, text and figures explaining a project, a research, an experience (ECOURBAN, n.d.). Therefore, posters are an enormously educational tool and perfectly valid even in the current era in which digital exhibitions predominate through various types of screens and image projections (Garcia-Manso, 2020).

So an effective poster is a highly condensed version of a research paper, consisting mainly of a visual presentation of the data and enough supporting text to provide the appropriate context, interpretation, and conclusions of the research paper (Berbey-Alvarez et al., 2017). It is useful because it shows in a brief and organized way the results of actions and knowledge

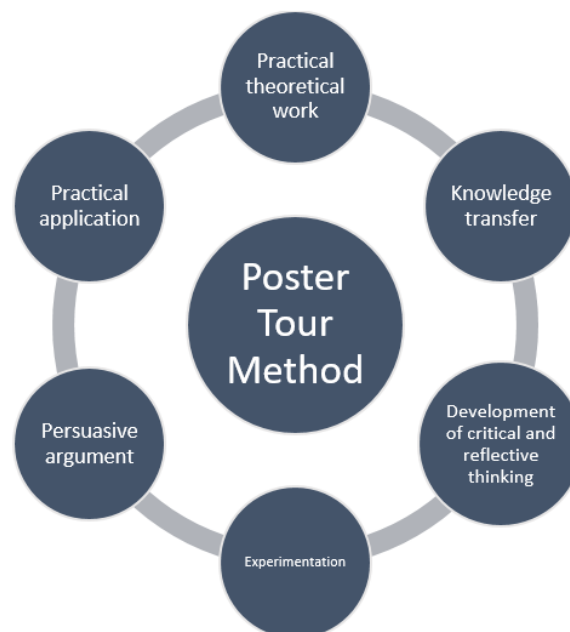
developed in each discipline, solutions to problems, new paradigms, teaching strategies, etc. This type of communication is often carried out at conferences and academic events, and is accompanied by brief explanations or oral presentations designed to capture the attention of a specific audience (Pérez et al., n.d.). Likewise, posters are a method of dissemination of scientific knowledge in which relevant and interesting elements are articulated for universal communication in instances of scientific and academic events. In design, it proceeds in the form of a panel and is displayed physically or digitally (Lepez, 2020).

The Poster Tour in Teaching

The poster tour method determines the direct communication with students allowing to transmit in a harmonious and visual way the necessary information, enabling the improvement of understanding, comprehension, discussion and exchange of ideas (Clari et al., 2011).

Likewise, the application of this type of method supports teachers and students in the transmission of knowledge, teaching and learning necessary for the development of academic activities, as can be seen in figure 1.

Figure 1. *Aspects of the poster tour method*



Source: own elaboration based on Clari et al. (2011)

From the above, the poster is an alternative to oral communication that has the same purpose but also offers the possibility of presenting studies, projects, experiences that for various reasons cannot be presented as oral communication (ECOURBAN, n.d.). In other words, starting from a basic scheme proposed by teachers, students are given the opportunity to be active constructors, discover, transform and manage their own knowledge, adapting the thematic demands to their own process of capturing and shaping knowledge (Vergara and Sanz, 2011).

It is worth mentioning that, the benefits for authors can establish new connections with other authors who work in similar fields and who have shown interest in what they present in their posters. On the other hand, authors who are not present can examine a large amount of

information quite quickly and can select the most interesting information and discuss it directly with the authors themselves (Conejero and Jordán, 2015). Their visual appeal and familiarity when read allows researchers to make comprehensive presentations and participate in the conversations and discussions that can be generated by the research objects presented (Barahona et al., 2023).

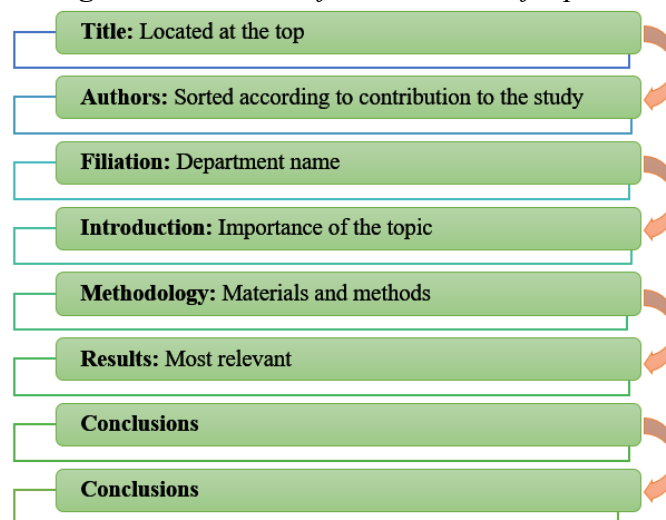
In this sense, the approach allows students to perform analysis of situations and empirical facts, and make predictions about results, experimental tests and structured and integrated conclusions for learning, focusing on the development of reflective, critical and higher-level thinking skills. In this way, it helps to address problem solving, leading students to reasoning, a process that involves innovation, discovery, mismatch with prior knowledge, and construction of new knowledge (Cuesta, 2019).

The Poster as a Pedagogical Tool

With the production of posters, students use a series of technological applications, such as mobile devices, computers, projectors, etc., which can increase their motivation and, therefore, improve their academic performance (Marchante and Sanz, 2021). With this in mind, the poster serves as a work tool and pedagogical support that establishes a link with teachers and students for school work, which encourages constant participation and interaction between work groups.

Accordingly, posters stand out as an alternative that presents research results through a combination of writing, reading and research. Its format facilitates public access to the information, in addition to allowing its reading and comprehension and in-depth review of the content (Rojas et al., 2022). The following are the elements of the structure of a poster (figure 2).

Figure 2. *Elements of the structure of a poster*



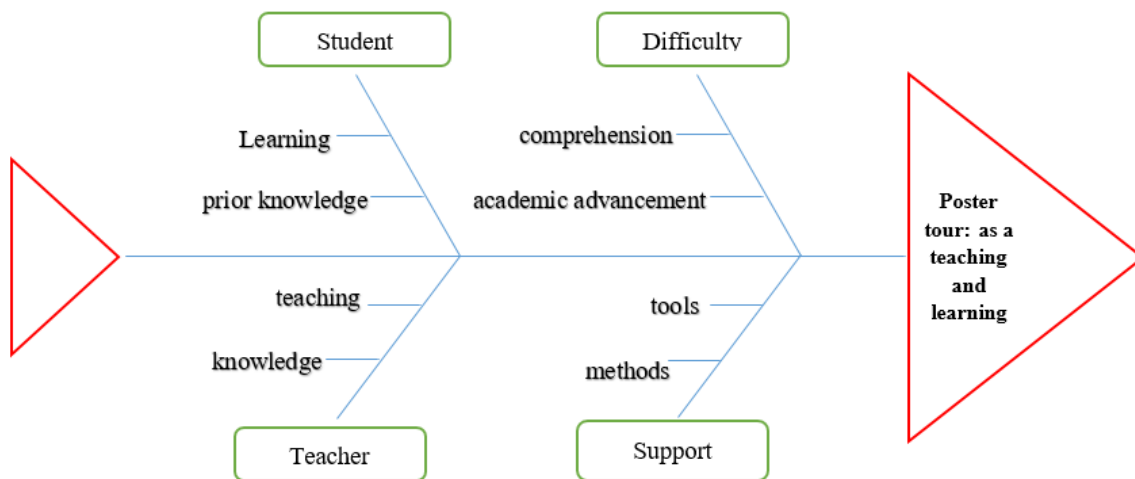
Source: own elaboration based on Pierdant et al. (2019)

Therefore, it is recognized that the poster models visualize and organize the information in such a way that the elements presented are capable of transmitting knowledge for a better understanding of the topics seen, having as a benefit the feedback to students or work groups.

Problem Statement

Starting from higher education, the objectives that are difficult as a teacher when teaching classes is the comprehension or understanding of certain topics seen by the student, making academic progress and performance during the semester impossible. That is why teachers seek alternatives to have support with tools, techniques and teaching methods that facilitate the understanding of the topics. We can say that, in order to counteract this type of problem, the poster tour method is used. To better illustrate the approach to the problem, the Ishikawa diagram (figure 3) is used to illustrate the problem.

Figure 3. *Problem statement represented with the Ishikawa diagram*



Note: That is why teachers seek alternatives to have support with tools, techniques and teaching methods that facilitate the understanding of the topics.

General Objective

The proposed objective seeks to explore and understand students' perception after the application of the poster tour method throughout the school semester.

Main Objectives

- To learn about the poster tour method
- To inquire about the benefits of the practice of the method in teaching-learning

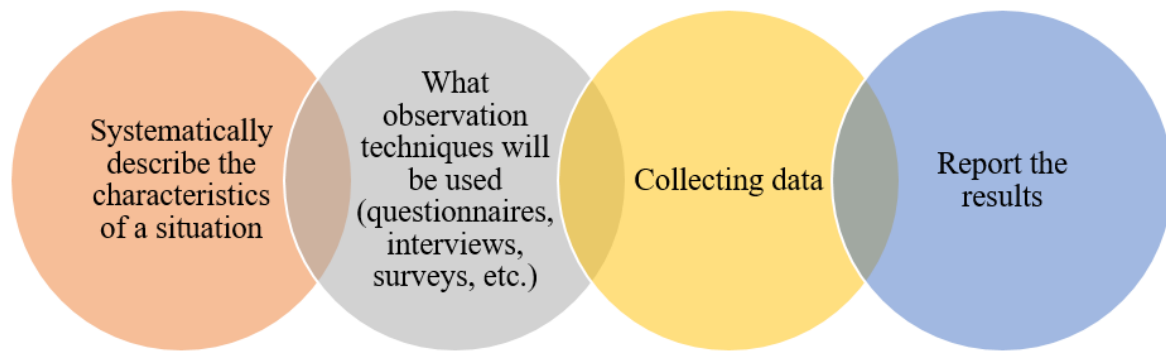
Research Question

We can say that, from the above, the following research question is proposed: Has the implementation of this method contributed to the students' more active and effective understanding of the topics addressed?

Methodology

This research is descriptive in nature, which means that it aims to systematically address the characteristics of a particular situation. It is important to note that this type of study focuses on the description of situations or events, as illustrated in figure 4.

Figure 4. *Stages of descriptive research*



Source: Prepared by the authors based on Álvarez (2011).

According to Alban et al. (2020), they argue that the research describes some basic characteristics. Homogeneous phenomena, using systematic criteria that make it possible to establish the structure or behavior of the phenomenon. Under study, providing systematic information that can be compared with information from other sources.

Sample

To obtain the sample, the non-probabilistic convenience sampling technique was used, given that the sample is chosen according to the convenience of the researcher, allowing him to arbitrarily choose how many participants can be in the study (Hernández, 2021). This leads us to define a sample composed of 20 students who make up the group C2-6 of the Accounting career in a semi-schooling modality, of the Academic Unit of Accounting and Administration belonging to the Autonomous University of Nayarit.

Research Instrument

For the observation and data collection technique, a survey structured by closed-type variables was used, without the participation of an interviewer (self-administered), that is, automated by means of e-mail, defining the survey as a data production technique, which allows inquiring about the possible topics of the students (Katz et al., 2019).

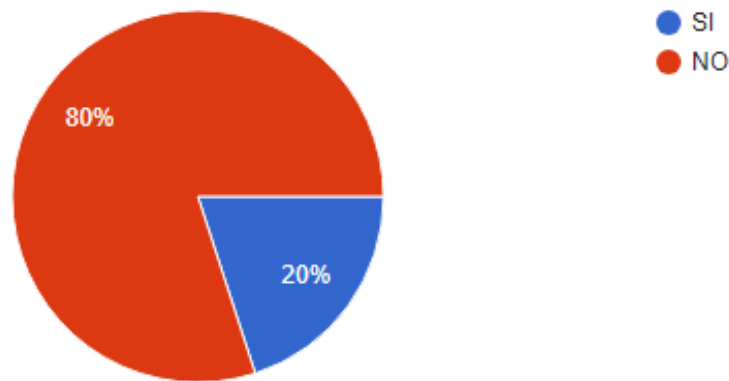
Data Processing

For data processing, as indicated above, it was automated by means of email, where the survey was presented through Google forms, allowing data collection in the form of a survey (Faculty of Economics and Business, n.d.). Providing the relevant statistics for this research, where the results are presented in the form of graphs, performing their corresponding interpretation and analysis.

Results

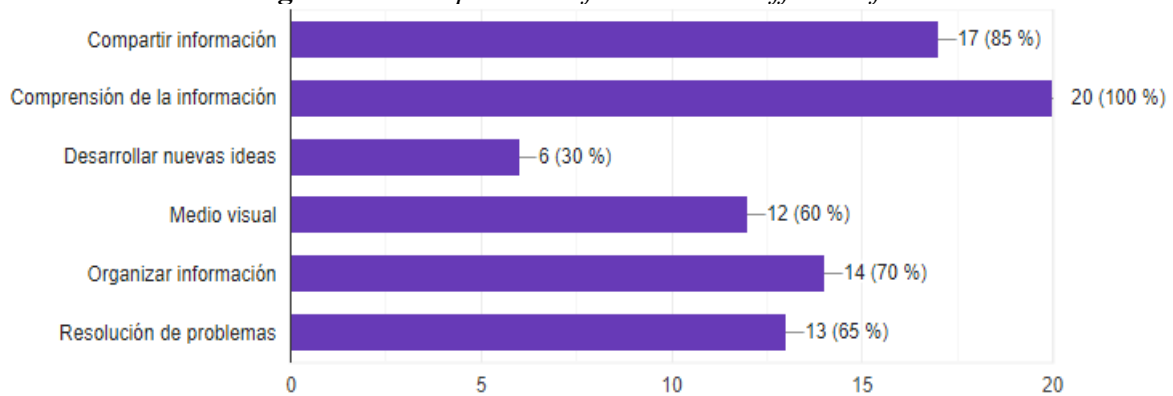
Did you know the Poster tour method before, it is observed that 80% of the students do not know the referred poster tour method, while 20% refer that they already knew this method, in addition, the total (100%) of the students responded that the application of the method during the classes was easy for them, as shown in figure 5.

Figure 5. *Did you know the Poster tour method before?*



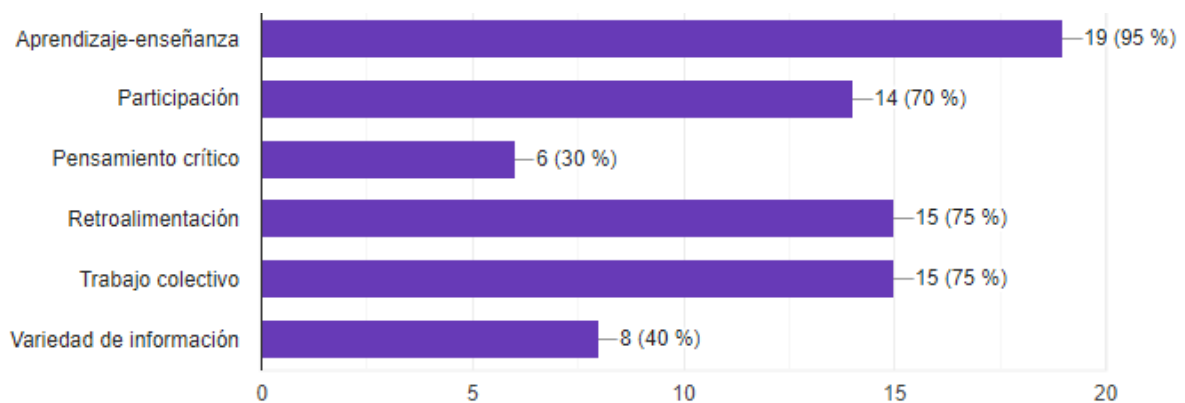
Is the practice of this method effective, students responded that the most effective practice focused on understanding information (100%), while 85% said that it is useful for sharing information, followed by 70% who mentioned that it is a method to achieve an optimal organization of information, as shown in figure 6.

Figure 6. *Is the practice of this method effective for?*



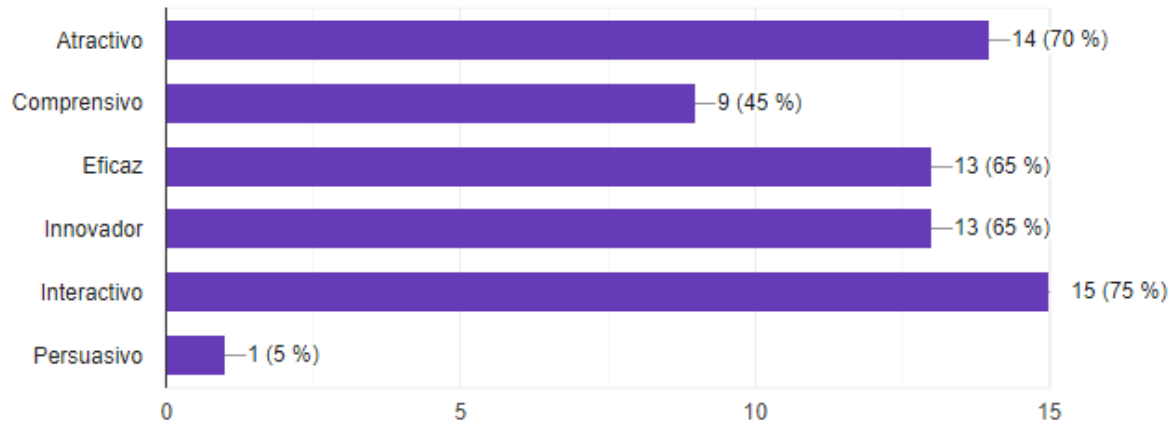
What benefits did the Poster tour method grant you, the student determines that learning-teaching (95%) is the most important benefit within higher education, while feedback (75%) and collective work (75%) follow the same trend as shown in figure 7.

Figure 7. *What benefits did the Poster tour method give you?*



How do you define this type of method? 75% of the responses consider this method to be interactive, 70% consider it attractive and 65% consider it to be effective and innovative, as shown in figure 8.

Figure 8. *How do you define this type of method?*



From the above, the practice of posters has shown very positive results in terms of students' commitment, interest and performance. It has contributed to the improvement of skills and attitudes such as information search and selection, synthesis capacity, independent work, group work inside and outside the classroom, oral and written communication, optimal time-space planning and good academic practice (Sánchez et al., n.d.).

Discussion

In this way, and following up on the research question: Has the implementation of this method contributed to students acquiring a more active and effective understanding of the topics addressed, the total (100%) of students surveyed gave a favorable and accurate opinion about the poster tour method, since they assure that this type of pedagogical tools promote interaction and active understanding in their studies and academic development, being a method of support for both teachers and students.

Similarly, the understanding of information and optimal organization are the most effective attributes for the practice of this method in students without leaving aside problem solving, i.e., the use of the poster tour as a tool for the effective presentation of research and academic results has a stable level of acceptance, being this a way to communicate and share in detail in the exhibitions (Almiñana et al., 2006).

Likewise, this method is defined as attractive, since it gives the opportunity to work the research and the proposed problems in a fluid way, having the interactive attribute, which defines the way of working as a team, consolidating the ideas of the members, who in a detailed way collaborate for the resolution of the practice or proposed research topics, giving the opportunity to be an innovative pedagogical tool for the learning and teaching of students, providing participation and critical thinking.

It should be noted that the strength of this method is developed in the feedback, which allows students to level their performance and performance within the educational institution, allowing solutions for the understanding of certain topics, in addition to carrying interactive learning dynamics that promote student motivation, since this type of method establishes the

dissemination of knowledge in society meetings and academic events (Castro-Rodríguez, 2022).

The use of posters as didactic tools has been suggested as a means to promote relevant skills in the professional training of students. The benefit of this approach is the social aspect, as it grants opportunities for academic networking, including teachers and other professionals (Canales and Schmal, 2013).

Conclusion

According to the results of the research, it can be observed that the application of the poster tour method is effective among students for the comprehension of information on certain topics discussed or seen during the semester. In the same way, the sharing of information by means of the poster generates motivation for the investigation of the proposed topics and in the resolution of problems derived from certain presentations, managing to capture the attention of the students.

Likewise, of the benefits shown and derived from the research, there is the learning-teaching, which proves to be a method for teachers and students, in support of academic and extracurricular activities, having also necessary and timely feedback for the fulfillment of the proposed objectives, another benefit is the collective work, since it teaches students the integration for the resolution of group activities.

In this way, the perception of the poster tour method is defined as an interactive method, which manages to implement the attractive and innovative, which effectively draws the attention of students, transforming the educational interaction, and also the way of giving objective and interactive classes. So from this, we can answer the research question posed: With the implementation of this method was acquired a more active and effective understanding of the topics covered by the student, in the affirmative can be answered, since the method applied during the semester was very useful and in the same way the student showed significantly an advance in their school activities, allowing this to develop skills and abilities that positively impact the university students, leading to another level of understanding the activities presented by the teacher, acquiring critical thinking and better participation. Finally, the implementation of the poster tour is a method that associates benefits to achieve the proposed objectives, which in an appropriate way generates greater confidence and interest in the students.

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