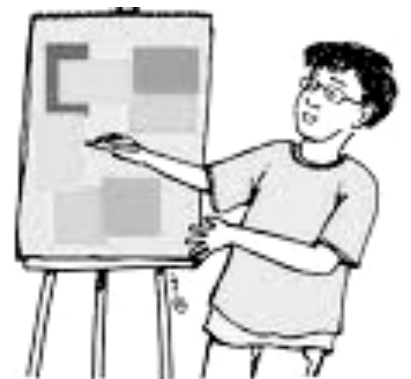
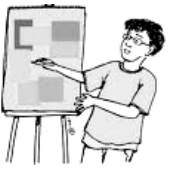


Informational Brochures and Posters







Strategy: Informational Brochures and Posters

Description

Informational brochures and posters are an authentic writing genre, widely used in real world applications (Huang & Yore, 2003). These formats provide opportunities to combine print and visual elements within a well-defined and limited space. Visual elements enhance written sections through decoration, representation, organization, and interpretation (Carney & Levin, 2002). Well designed informational brochures and posters follow a visual grammar that indicates the order in which the reader should access information.

Rationale for using informational brochures and posters in Science

Creating brochures and posters promotes scientific literacy by incorporating scientific habits of mind, leading to growth in conceptual understanding and scientific communication skills.

Students learn to focus and organize the facts they collect from a variety of sources as well as the method of presentation. The limited space available when creating brochures and posters forces students to be selective in the information that they include, identifying main ideas and important details rather than simply copying all of the information they encounter as they conduct their research. This activity “requires knowledge transformation, leading to deep processing and conceptual understanding rather than rote memorization” (Hand, Prain, & Yore, 2001).

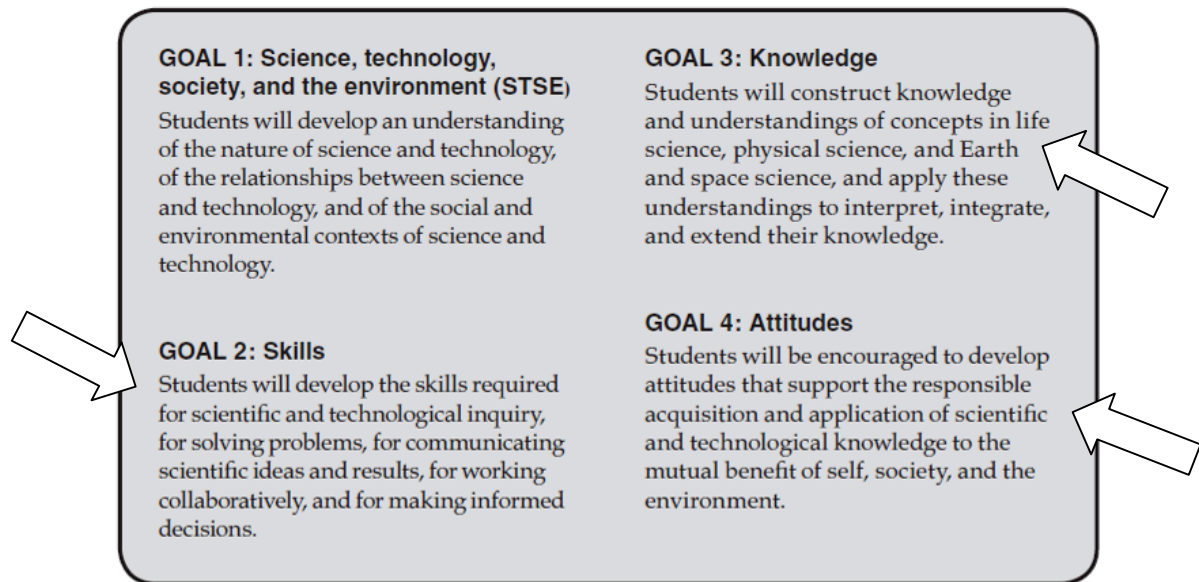
The authenticity of creating posters and brochures adds to student motivation and engagement. Students recognize that their work will be shared with (and taught to) a larger audience than traditional written assignments would be, encouraging greater investment in their work.

Key Features/Functions

- Researching
- Summarizing and note-making
- Identifying main ideas and important details
- Using visuals and written text together to communicate information
- Developing visual grammar (organization and layout)
- Emphasizing oral language through presentations (optional)
- Facilitating *Differentiated Instruction*



Connections to Goals for Science Education (BC Science IRP)

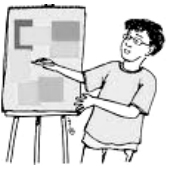


Using informational brochures and posters in science addresses Goal 2 (Skills), Goal 3 (Knowledge), and Goal 4 (Attitudes). Students explore scientific concepts as they research and communicate their understanding to a wider audience, often working collaboratively.

Ideas for Implementation

Science:

- Use brochure templates available on line (MS Word, MS Publisher, www.readwritethink.org, etc.)
- Choose a specific and authentic audience (adults, community leaders, younger students, peers)
- Combine with Foldables® (Zike, 2001) to create interactive posters
- Have students present their projects orally to their audience
- Use for *assessment of learning*



Cross Curricular Connections:

- Language Arts – create a travel brochure for a fictional setting, design a poster displaying literary elements of a novel
- Social Studies – create a travel brochure for geographic/historical area of study (including map), design a product brochure for a historical artifact
- Math – develop a poster to communicate learning for *Math Makes Sense* unit problems

Interactive Whiteboard Connections:

- Teach visual grammar: organization and layout
- Model graphic design principles: colour, font, borders, pictures etc
- Demonstrate use of brochure software and templates

Assessment

Rubrics enable student performance to be evaluated according to a range of criteria (analytic) or a statement that describes the characteristics of levels of work (holistic). A rubric can be used to guide students as they think about the important aspects of an assignment or task. The use of rubrics reinforces the idea that the main purpose of assessment is *assessment for learning*, as students can see areas that need improvement in subsequent assignments.

The rubrics on the following pages may be modified.