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AUTHOR Schlenker, Richard M.
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ABSTRACT

The Pacific Region Junior Science and Humanities Symposium has operated for 14 years as a region of the National Junior Science and Humanities Symposium. In response to the trend among professional science and science education societies to include both formal research report presentations and informal poster presentations, the Pacific Region Junior Science and Humanities Symposium has included poster sessions as part of its annual gathering for the past eight years. This paper attempts to describe the method used to program, manage, and judge these poster sessions while at the same time accommodating all of the symposium-related relevant variables. The description also includes information focused upon the evaluation of papers presented in these sessions. (JRH)

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PROGRAMMING, MANAGING, AND JUDGING SCIENCE SYMPOSIUM POSTER SESSIONS

A Presentation Made at the 33rd National Junior Science and Humanities
Symposium
April 27-30, 1995, Huntsville, Alabama
Regional Director's Meeting

By

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Richard M. Schlenker, Director
Pacific Region Junior Science and Humanities Symposium
Department of Defense Dependent Schools Pacific Region
PSC 556 Box 796
FPO AP 96372-0796
April 6, 1995

INTRODUCTION

The Pacific Region Junior Science and Humanities Symposium has operated for fourteen years as a region of the National Junior Science and Humanities Symposium. Throughout its tenure the Pacific Region program has been sponsored by the Department of Defense Dependents Schools headquartered in Okinawa, Japan. Its structure in many ways is similar to that of the National Junior Science and Humanities Symposium yet in one way, it deviates substantially. It is to this difference that I attend in the following paragraphs.

A number of factors influence the structure of the Pacific Region Junior Science and Humanities Symposium. First, we believe that parts of the Pacific Region Symposium (in as much as is possible) should be structured like the general science research meetings and symposia of societies like the American Chemical Society, The International Union of Environmental Education, and others where the results of current research are reported. Further, we feel our student researchers should experience research paper presentations in the same or similar format to those of the meetings held by the national and international research community. Increasingly, gatherings of such professional science and science education societies are structured to include two types of research report presentations: formal presentations, and; informal poster presentations (Wilde, 1995, Kennedy, 1995).

In response to this trend, the Pacific Region Junior Science and Humanities Symposium has included poster sessions as part of its annual gathering for the past eight years. The following discourse is an attempt to describe the method used to program, manage and judge these poster sessions while at the same time accommodating all of the Symposium related relevant variables. The description also includes some information focused upon evaluation of papers presented in these

sessions. Albeit somewhat confusing at first to people not experienced with this type of planning and management, the process described below has been highly successful in the Pacific Region. Where our experience suggests a need for change, I have included the projected change or changes.

The second structurally focused factor effecting the Pacific Region Symposium is that of student participation. All students who attend our symposium have completed at least one of the following tasks. They have completed a research project, and have written a research report or they have completed a research proposal and plan to complete the research project in the future. While the amount of time available to make formal research proposal and report presentations during our Symposium is limited, prohibiting all students who attend from making formal presentations we feel all students who attend the Symposium should participate in the Symposium as more than observers. Further, we feel all that all attending students have valuable research information to share with their student colleagues. All students, therefore, who do not report the results of their research formally are required to report their research results informally in poster sessions.

The third Symposium structure factor is that of originality. Students who begin research projects with the intent of Symposium attendance must, to the maximum degree possible, conduct original research. We feel the results of original research are always important to the research community, even though their application, in the case of beginning researchers, may be limited. Students are signaled of the importance of their research, and their own importance as researchers when they are required to report the results their projects to others.

A fourth structural factor is our feeling that the Symposium should provide students the maximum amount of educational experience possible. Poster sessions guarantee that presenters and non-presenters as well will meet new students, learn new

ways to attack problems, learn new vocabulary, practice verbal skills in a non-threatening environment, identify new ways of presenting information, and more.

POSTER SESSIONS

This section of my presentation as well as the Appendices (A, B, and C) to the presentation includes information focused upon aspects of poster session programming, management, and judging. I have attempted to write the following subsections of this document as succinctly as possible yet include sufficient details so that readers can use the document as a blueprint for construction of their own poster sessions. The fear of being too terse is real!

Number of Poster Sessions. The number of poster sessions planned each year depends upon the number of students who must make poster presentations. The number poster presentations to be made is in turn determined by: (1) the total number of students who attend the Symposium, and; (2) the number of students selected to make formal research paper presentations. Twenty-six research projects are usually selected for formal presentation. During the March 1995 Pacific Region Symposium at Tsukuba City, Japan nine poster sessions were included. Three poster sessions were conducted during each of three poster session periods. Much of the following discussion is based upon the inclusion of nine poster sessions in the Symposium.

Types of Poster Sessions. Plans for the 1996 Pacific Region Symposium will incorporate two changes to the poster session structure. First, we plan to set aside specific sessions for grade eight participants. The grade eight sessions will be separate from poster sessions in which grades nine through twelve Symposium participants will

make presentations. The second change is that poster sessions will focus on categories of research. For 1996, we plan to include the following categories: biological sciences; social sciences, and; physical sciences, engineering sciences and mathematics. Poster session presenters are to be placed in sessions based upon the focus of their research projects.

Participants Per Poster Session. The number of students included in each session is determined by several factors: (1) the size of the room, rooms, or area in which the session/s are to be held. Consideration must also be given to the number of students who will meet informally with poster session presenters, as well as the number of judges who will evaluate students' projects. The task of students if they are not making a poster presentation is to visit with presenters, and learn as much as possible about the research presented by their colleagues; (2) the amount of wall space upon which posters can be placed. This factor is important since poster size of a meter by a meter is allowed. Tables upon which to stand typical science fair presentation boards are not provided, nor is their use consistent with poster presentations found at professional research society meetings.

What Poster Presenters Do During Poster Sessions. In a poster session where a student displays his or her poster, he or she: (1) remains close to the poster, and; (2) is available to answer questions and discuss the research which was conducted. Questions are likely to come from three sources: judges; attending students not presenting a project during the particular session, and; Symposium visitors.

Judging Poster Presentations. All research projects and proposals included in poster sessions are evaluated. Each session presentation is judged by at least three separate judges using a category system which includes Likert type scaling. Students

and their projects are evaluated in three categories as shown in Figure 1. Each sub category is given a score of between zero and three. "Evidence of Originality" in the EXPERIMENT section, for example, can be scored 0, 1, 2, or 3.

Note should be made of the two statistics subcategories. In the EXPERIMENT category, "use of appropriate statistics" might be problematic to some evaluators because all research projects do not necessarily lend themselves well to statistical analyses or to descriptive statistics. This sub category is evaluated realizing it is as important to understand when statistics are not relevant to a study as it is to select and use proper statistics in another study. It follows that a value of "3" could be awarded to the presenter for not electing to conduct a statistical analysis of study data. Similar logic applies to scoring the "interpreted relevant statistical tests" sub category under PRESENTATION.

The total presentation score a judge awards a student is the simple sum of the three major category scores EXPERIMENT, POSTER, and PRESENTATION. The total possible score for the three categories are: EXPERIMENT = 24; POSTER = 18; PRESENTATION = 18, thus the total possible score a single judge can award is 60 points.

The final score a presentation receives in a poster session is the simple sum of the scores awarded by the three individual judges. The total possible score that can be awarded is 180 points.

EXPERIMENT

- ◆ evidence of originality
- ◆ evidence of individually developed procedures
- ◆ isolation of variables
- ◆ control of variables
- ◆ use of appropriate statistics
- ◆ sufficient data collected
- ◆ data supported conclusions
- ◆ statement of limitations provided

POSTER

- ◆ problem/hypothesis clearly stated
- ◆ display easily interpreted
- ◆ pictures/drawings/outline of procedures
- ◆ technical aspects met - size maximum 1M x 1M
- ◆ relevant non-repetitious material displayed

PRESENTATION TO JUDGE

- ◆ abstract provided
- ◆ clear summary of procedures
- ◆ reference to relevant literature
- ◆ provided suggestions for further research
- ◆ discussed conclusions
- ◆ interpreted relevant statistical tests

Figure 1. Poster Session Evaluation Categories.

Poster Session Judges. Poster session judges are drawn from attending symposium sponsors. To accomplish the judging task as thus far described, approximately one judge is required for every five projects presented in the poster format. This planning factor is effected by the length of the poster sessions. We try to limit the number of poster presentations to be judged by a single judge in a poster session to four.

Poster Session Awards. Poster session winners are not identified, although this practice was used to make session awards for the first six years that poster sessions were held. We often found; however, that first place poster presentations in one session received lower total evaluation scores than lower placed presentations in other sessions. For the past two years all project evaluations lumped together following the sessions. Presentations are then rank ordered based upon their scores, and awards subsequently made to the projects with the highest scores.

The total number of projects selected each year to receive awards depends upon the number of awards available. Our philosophy is to reward the maximum possible

number of presenters. During the 1995 Symposium we presented twenty seven awards to poster session presenters. This year, research textbooks were provided as awards. In the past, however, we have provided handbooks of chemistry and physics, and dictionaries as awards.

The number and source of awards changes from year to year. During the years when handbooks of chemistry and physics were awarded, the books were donated to the Pacific Region Symposium by CRC Press of Boca Raton, Florida. Now poster session awards are purchased from various sources.

Length of Poster Sessions. Poster session length depends upon: (1) the number of available judges; (2) the number of students who will present in each session, and; (3) the number of students who will be talking to presenters. Pacific Region poster sessions are one hour long. During the 1995 Symposium nine poster sessions were conducted as previously mentioned. Approximately 1/2 day is required to conduct nine poster sessions. The sessions were conducted during three session periods (see Appendix C). Three poster sessions were conducted at the same time during each session period. Further, a fifteen minute break down and setup period was allowed between each session period.

Assignment of Students to Poster Sessions. Students are assigned randomly to poster sessions. The task is, however, not as simple as it first appears. Care must be taken to insure that when judges assigned to judge student projects the projects are not from their school. Conversely, assignment is eased because there are no other symposium activities being conducted at the same time as the poster sessions. All students are assigned to sessions by their symposium registration number. Several computer programs have been used in the past for this task. They include AppleWorks

database, Microsoft Exel, and Microsoft Access. For additional details see Appendix A to this document.

Assignment of Judges to Students. Sponsors are assigned first to serve as judges in specific poster sessions (see Appendix B to this document). Then they are assigned to judge specific projects (care must be taken not to assign judges to student projects from their respective schools). This task is accomplished using symposium registration numbers. Although not done previously, in 1996, registration numbers will be coded so the school of origin can be rapidly identified for all participants. The task will be accomplished by adding a third letter to the alpha portion of the registration code. In this manner, participants from one school can be identified by the letter, "A," participants from another school by the letter, "B," and so on. This year a student registration code looked as follows. ST007, while a sponsor from the same school received SP004 as a registration code. For the 1996 Symposium, those individuals would be programmed as STA007 and SPA004, respectively. Identifying students and teachers from the same school then becomes easy. STA coded students are easily identified as coming from the same school as SPA coded sponsors, and thus not matched in the judging assignment process. The same computer programs are used with this task as are listed in the previous section (Assignment of Students to Poster Sessions).

Identification of Students Within Poster Sessions. Students are identified within poster sessions by their registration number. Accordingly, each poster presenter is asked to place his or her symposium registration number on a piece of yellow sticky paper. The paper upon which the registration is written is placed near the upper right corner of the poster. This allows judges to rapidly identify the projects they must evaluate.

SUMMARY

The inclusion of poster sessions in a Junior Science and Humanities Symposium provides an opportunity to involve all student symposium participants in the research presentation process. Programming, managing and judging such sessions is made easy using computer power even though symposium managers must contend with large numbers of variables as part of the programming process.

REFERENCES

- Kennedy, M., Personal conversation. University of Colorado, Boulder, January 1995.
- Wilde, P., Personal conversation. Office of Naval Research, Tokyo, Japan, March 1995.

APPENDIX A

Examples of Student Assignments to Poster Sessions

Steps. The first step in symposium programming and the one which eventually leads to the assignment of students to poster sessions occurs before students register for the Symposium. In the symposium programming phase each person to attend the Symposium is assign an alpha numeric registration code. Examples of those codes are provided in Table A-1. The alpha portion of the code is used to identify symposium participants as either students or non-students. The two alpha segments shown in Table A-1 are SP and ST. The ST segment is used for student Symposium participants only, while the SP code is reserved for non-students.

The second part of a registration code is the three digit numeric portion. The first numeric code shown in the Table A-1 is 001. Additional codes are assigned sequentially in the order Symposium applications are received without regard for whether the participant is a student or a non-student.

When Symposium participants register they are asked to remember their alpha numeric code, and are informed that many Symposium assignments have been made by registration code.

Table A-1
1995 Pacific Region Symposium Registration Information

REGISTRATION NUMBER	NAME	ROOM ASSIGNMENT
SP001	OSNER, R.	R101
SP002	SUYAMA, T.	R102
SP003	SCHLENKER, R	R127
SP004	OWENS, U.	R309
SP005	SYKORA, W.	R307
SP006	HAYAKOWA, MR.	R107
SP030	SAXTON, S.	R315
SP034	MCGINNISS, TERRY	R230
SP043	FULLERTON, C.	R215
SP044	JOURNEY, JIM	R530
SP045	DUGGLEBY, WM	R105
SP046	TAYLOR, VICKI	R415
SP047	PENELL-WILCOX, D.	R330
SP048	FALLON, BROCK	R325
SP069	JOE YAKURA	R124
SP070	PASTEL, ROSS	R104
SP071	SCOTT JOHNSON	R103
SP072	GRUBER, BETTY	R430
SP073	SPAIN, JULIAN	R326
SP091	MASON, EDGAR	R301
SP095	THOMAS, JOHN	R501
SP099	BRILEY, ANNE	R201
SP100	WEAVER, JIM	R510
SP122	SULLIVAN, DAVID	R106
SP132	LARSON, ROGER	R520

SP136	THOMPSON, ED	R320
SP140	MARTZ, SUSAN	R324
SP149	ROBERTSON, J.	R310
SP156	FERRANTE, TONY	R327
SP162	CHAPMAN, SALA	R402
SP163	AKIKO YOSHIKAWA	R125
SP181	AZUSA JOHNSON	R126
SP182	MOORE, TED LEE	R123
ST007	RAHMAN, S.	R116
ST008	SUPACHANYA, S.	R4
ST009	GOFF, ANGELA	R2
ST010	CUMMINGS, J.	R508
ST011	PARK, EUGENE	R111
ST012	KIM, JIMI	R3
ST013	HAN, JENNIFER	R2
ST015	LEE, SUE	R3
ST016	MATSUYAMA, GINA	R4
ST018	BOYLES, DEBORAH	R1
ST019	LOH, REBECCA	R4
ST020	ASADA, MATT	R503
ST023	CHO, HEA E.	R1
ST024	SWANSON, TERESA	R311
ST025	DURBIN, ELLEN	R2
ST026	SO, JANET	R308
ST028	AHN, SARAH	R1
ST029	LEE, JEE	R3
ST031	SEPARA, VALERIE	R303
ST032	LOMAN, SHELDON	R526
ST033	SMITH, JOURDAN	R306
ST035	MATSUO, J.	R414
ST036	WHITTINGTON, J.	R318
ST037	GOODMAN, M.	R222
ST038	CZUPRYK, J.	R213
ST039	GARDNER, R.	R221
ST040	PETTIS, N.	R113
ST041	DOMINGO, K.	R217
ST042	HEW, IRIS	R225
ST049	WOLFF, SHANNON	R321
ST050	MCLEOD, JAMIE	R417
ST051	DUMONCEAIX, N.	R219
ST052	BORGESON, C.	R204
ST053	REIHER, SARAH	R426
ST054	KLINE, ALISON	R409
ST055	FOLEY, RYAN	R512
ST056	SEAMAN, NAOMI	R302

ST058	POLK, MISHA	R423
ST059	WOOLFORK, BRENT	R121
ST060	KIMBLERN, M.	R408
ST061	CLEGG, MELISSA	R211
ST062	MALINAO, SYM	R529
ST063	PLISKA, JIMMY	R114
ST064	GARDNER, G.	R220
ST065	BAYLOCK, THOM	R505
ST067	POLK, KHARY	R115
ST068	TROEMNER, K.	R313
ST074	AZURIN, E.	R504
ST075	DELONG, GRACE	R216
ST076	DORMAN, ALICIA	R218
ST077	HAUFEMEISTER, B.	R517
ST078	JACKOWSK, JAMES	R403
ST079	KEVERLINE, TIFF	R406
ST081	MAFFEO, ZION	R528
ST082	MAPANOO, JASON	R122
ST083	MAXIE, EVAN	R109
ST084	OSHIRO, TAMMY	R421
ST085	PETRONZIO, ADAM	R112
ST086	SHIMABUKURO, Y.	R304
ST087	VILLARTA, ROBERT	R120
ST088	WALKER, ERICA	R316
ST089	WHITE, BETHANY	R317
ST090	WILLIAMS, MIKE	R328
ST092	HWANG, JOHN	R521
ST093	MILLER, VIRGINIA	R418
ST094	SZOKA, CHRIS	R118
ST096	HAYNES, LUCINDA	R224
ST097	CARLSON, AMANDA	R208
ST098	TURNER, K.	R314
ST102	AYERS, COLLEEN	R202
ST103	HSIEH, CHIA	R229
ST104	OVERTON, ANGIE	R422
ST105	KAHLEY, MATTHEW	R515
ST106	WILLIAMS, KERI	R319
ST107	ADAMS, JOSEPH	R502
ST108	BRANDERHORST, M	R205
ST109	LIGOCHIN, EMILY	R411
ST110	PSINGAN, RUTH	R424
ST111	KARASKO, KRISTIN	R404
ST112	KESSEL, ROBERT	R523
ST113	RIDGEWAY, F.	R427
ST114	ZOGLMAN, JOANNA	R323

ST115	JONES, RYAN	R522
ST116	BENGAMIN, DIANA	R203
ST117	SMITH, JESSICA	R305
ST118	LOFTIS, AMANDA	R412
ST119	MINKLE, PATRICIA	R419
ST123	DELA CRUZ, R.	R511
ST124	HAYNES, GRAHAM	R518
ST126	SPIRES, SIRMA	R329
ST127	HIRATSUKA, C.	R227
ST128	LOUTHAN, JAMES	R527
ST129	CHISENHALL, B.	R210
ST130	BERNARDO, J.	R506
ST131	SHAW, JEFFERY	R117
ST138	MATSUNO, RAYNA	R413
ST139	TODD, LINSEY	R312
ST141	MCGREY, KYLE	R110
ST142	DANIELS, LISHA	R214
ST143	GANN, HAWAN	R513
ST144	LACOURSE, T.	R410
ST146	LEE, BRYAN	R525
ST147	HILL, FUNMILAYNO	R226
ST148	CURRY, DARREL	R509
ST150	RABUYA, GAIL	R425
ST151	CREDENOLA, B.	R507
ST152	MCGRATH, TINA	R416
ST153	GRONDIN, BLAISE	R516
ST154	GROFF, CYNTHIA	R514
ST155	HOSAKI, RALPH	R519
ST157	BROWN, JENNIFER	R207
ST158	HOLZ, REBECCA	R228
ST159	LE BEC, LANRENT	R524
ST160	WYSIN, DAVINA	R322
ST161	KELLEY, AMBER	R405
ST165	CEDEL, BECKY	R209
ST166	ROA, JETREX	R428
ST169	CLEMONS, KENDRA	R212
ST172	GRIER, AMANDA	R223
ST173	ROBY, SHANIS	R429
ST174	BRONSON, MARY	R206
ST175	NEWELL, MELISSA	R420

Student formal research paper presenters are the first people to be identified as part of the Symposium poster session programming process. All students not selected to make formal presentations are assigned to poster sessions. When assignments to poster sessions are made, the computer database or spread sheet used is sorted alphabetically from A to Z by students last name. An entry from 1 to 9 is then made in the poster session field of students computer record poster. The entries are made sequentially from Poster Session 1 to the end (in the case of the Pacific Region Symposium for 1995, to 9). If the first student assigned to a poster session, is assigned to Poster Session 1, then the next student in the alphabetical listing is assigned to Poster Session 2. An example of that assignment is shown in Table A-2. Examination of Table A-2 shows some students registration codes have additional numbers included parenthetically after the code. ST009, for example, is followed by "(19)." Likewise, ST025 is followed by "(19)." The parenthetically included numbers identify research project partners. Students ST009 and ST025, therefore, worked on the same research project.

When students register for our Symposium they are given two documents related to poster sessions. First is the one shown in Table A-2, and the second is a Symposium Schedule of Events. They are asked to locate the poster session, to which they have been assigned, by consulting Table A-2. Subsequently, student poster session presenters are asked to identify the location and time of the poster session by consulting the Symposium Schedule. A copy of the schedule is included as Appendix C.

Table A-2
Assignment of Students to Poster Sessions 1-9

POSTER SESSION 1	POSTER SESSION 2	POSTER SESSION 3
ST009 (19)	ST007	ST010
ST025 (19)	ST035	ST042
ST054	ST074	ST049
ST077	ST096	ST058 (20)
ST102	ST143	ST064 (20)
ST138 (10)	ST144	ST065 (7)
ST139 (10)	ST151 (23)	ST068 (7)
ST150	ST155 (23)	ST083
ST169 (3)		ST113
ST173 (3)		
POSTER SESSION 3	POSTER SESSION 4	POSTER SESSION 5
ST010	ST011 (15)	ST015 (16)
ST042	ST012 (15)	ST029 (16)
ST049	ST039	ST037 (11)
ST058 (20)	ST040	ST038 (11)
ST064 (20)	ST085	ST060 (19)
ST065 (7)	ST087	ST061 (19)
ST068 (7)	ST116	ST088
ST083	ST146 (8)	ST093
ST113	ST147 (8)	ST127
	ST148	ST130
POSTER SESSION 7	POSTER SESSION 8	POSTER SESSION 9
ST018 (18)	ST041	ST008
ST024 (18)	ST067	ST062
ST026 (13)	ST081	ST076
ST028 (13)	ST090	ST079
ST036	ST092	ST114
ST075	ST118	ST129
ST078	ST126	ST153
ST115	ST152 (12)	

ST117
ST172

ST154 (12)
ST157

APPENDIX B

Assignment of Judges to Poster Sessions and Students

Table B-1 provides an example of the assignment of judges to research projects. The Table does not include the entire cadre of judges who evaluated research posters during the 1995 Symposium but rather, just a sample. Judges are listed at the tops of the fields and the research posters they will judge vertically under a respective judges name. Judge Briley whose Symposium registration number is 099, for example, has been assigned to evaluate students whose registration numbers are 025, 054, 102, 169 and so on. Notice that there is a 1/ in front of each of those numbers. The 1/ indicates these students are assigned to Poster Session 1. Following the Poster Session 1 assignments, notice in Briley's list, 4/011/012. The 4/ indicates a judging assignment in Poster Session 4. The 011/012 means the research project is the work of two students. The registration numbers of the students who conducted the project are 011 and 012. In this manner, every research project is assigned at least three judges. Upon further examination, we find that Thompson also judges student 025 along with Briley.

Every judge is normally assigned as a judge in three of nine Poster Sessions.

Table B-1
Judging Assignments of Specific Individuals

BRILEY 099	CHAPMAN 162	FALLON 048	FERRANTE 156	GRUBER 072
1/025	2/143	2/035	3/010	2/074
1/054	2/144	2/074	3/042	2/096
1/102	2/151/155	2/096	3/156	2/143

1/169	5/015/029	5/127	6/016/023	5/037/038
4/011/012	5/037/038	5/130	6/053/063	5/130
4/040	5/088	5/131	6/084	5/131
4/116	8/090	5/141	6/086	5/141
4/146/147	8/092	8/041	9/079	8/067
7/075	8/126	8/067	9/114	8/081
7/078	8/162	8/081	9/153	8/090
7/117		8/152/154		
7/172				

SULLIVAN 122	SYKORA 005	THOMAS 095	THOMPSON 136	WEAVER 100
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1/054	2/007	3/049	1/025	1/009
1/138	2/035	3/065/068	1/102	1/077
1/139	2/151/155	3/083	1/138	1/139
1/173	5/060/061	3/085/064	1/169	1/150
4/011/012	5/088	6/089	4/039	4/039
4/087	5/093	6/123	4/085	4/040
4/146/147	5/127	6/128	4/116	4/148
7/018/024	8/041	6/158/159	7/018/024	7/075
7/115	8/126	9/008	7/026/028	7/117
7/117	8/152/154	9/076	7/031/032	7/172
7/172	8/157	9/129	7/115	
		9/162		

APPENDIX C

Spring 1995 Pacific Region Symposium Schedule

Poster sessions are normally conducted on the same day. In the 1995 Symposium, poster sessions were conducted on Monday between 8:30AM and noon. Poster Session 1 was located in Conference Room 1 between 0830 and 0930, and so on.

Figure C-1
Spring 1995 Pacific Region Symposium Schedule

SYMPOSIUM SCHEDULE MARCH 26-31, 1995

<u>SUNDAY</u>	<i>MARCH 26</i>
1100	Depart Yokota Air Base Officers Club
1500-1600	Register at the Tsukuba City Training Center
1700	Dinner
1900	Sponsors Meeting - Location to be Announced
2300	Lights Out
<u>MONDAY</u>	<i>MARCH 27</i>
0700	Breakfast
0830-0930	Poster Sessions 1 (Conference RM 1), 2 (Conference RM 2) & 3 (First Floor of the Training Center)
0945-1045	Poster Sessions 4 (First Floor of the Training Center), 5 (Conference RM 1) & 6 (Conference RM 2)
1100-1200	Poster Sessions 7 (Conference RM 2), 8 (First Floor of the Training Center) & 9 (Conference RM 1)
1200	Lunch
1300	Field Trip A - Tsukuba Mountain Field Trip B - Kasama Pottery Factory Field Trip C - High Energy Physics Institute
1800-2000	Stand-up Reception at Tsukuba University (University Hall)
2100	Sponsors Meeting - Location to be Announced
2300	Lights Out
<u>TUESDAY</u>	<i>MARCH 28</i>
0700	Breakfast
0830	Grades 9-12 Formal Presentation Session I (Tsukuba City Hall) Field Trip D - Geology Institute
1200	Lunch
1300	Grade 8 Formal Presentation Session I (Tsukuba City Hall) Field Trip E - Geology Institute
1630	Shopping Trip in Tsukuba City
1745	Sponsors Meeting - Location to be Announced
1800	Dinner
1915-2100	Grade Eight Research Seminar 1 (Training Center Conference Room 2)
2300	Lights Out

<u>WEDNESDAY</u>	<i>MARCH 29</i>
0700	Breakfast
0830	Grades 9-12 Formal Presentation Session II (Tsukuba City Hall) Field Trip F - Tsukuba Botanical Gardens *
1000	Guest Speaker - William Duggleby U. S. Embassy Tokyo
1030	Grades 9-12 Formal Presentations
1200	Lunch
1300	Field Trip G - Sericulture Institute Field Trip H - Construction Research Institute Field Trip I - Tsukuba Mountain
1730	Sponsors Meeting - Location to be Announced
1800	Dinner
1915-2100	Grade Eight Research Seminar 2 (Training Center Conference Room 2)
2300	Lights Out
<u>THURSDAY</u>	<i>MARCH 30</i>
0700	Breakfast
0830	Grade Eight Formal Presentation Session II (Tsukuba City Hall) Field Trip J - Geology Institute
1200	Lunch
1300-1600	Field Trip K - Martial Arts Ishiga City Field Trip L - Martial Arts Ishiga City Field Trip M - Martial Arts Ishiga City
1630-2100	Cultural Exchange Program - Ishiga City
2300	Lights Out
<u>FRIDAY</u>	<i>MARCH 31</i>
0700	Breakfast
0900	Awards Ceremony (Tsukuba City Hall)
1100	Sponsors Meeting - Location to be Announced
1130	Checkout of the Training Center Lunch
1200	Bus to Narita Airport Bus to Haneda Airport Bus to Yokota Air Base

* Admission fee is 20 yen per student; two adult sponsors - free admission.
