

**Tips for Poster Session Moderators:**

**Strategies and Tactics for Facilitating Effective Poster Sessions**

As a moderator of poster presentations, you have a critical role in participants’ learning process. You are a facilitator, connector, supporter, extender and clarifier – all in support of participants’ **learning**. Your success is built on your expertise and ability to listen carefully to presenters’ comments and be prepared to:

* ***Acknowledge presented work, ask*** presenters ***clarifying*** questions to help ensure there are no misunderstandings
* ***Make*** ***connections,*** when appropriate, from one presenter to another and across audience questions
* Provide ***additional information***, if needed, in order to help participants ***grasp*** key concepts and points
* **Facilitate** a discussion among learners and presenters
  + ***Rephrase*** participants’ questions to help facilitate discussion, when necessary
  + ***Repeat questions and summarize important points before moving on to next questions***

**POSTER SESSION MODERATOR TIPS FOR SUCCESS**

A key to success is being **prepared** for your role as moderator. To help ensure effectiveness, ACC recommends that you:

* Read ACC correspondence about your role and responsibilities
* Review poster presentation materials before the session
* Prepare questions for presenters that you can use to stimulate discussion
* Arrive early and introduce yourself to poster presenters before the start of the session
* Review your proposed questions with the presenter(s) if there is time for collaboration
* Review layout of session space (see ACC correspondence)

Use these tips to help you moderate your session effectively:

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| **Goal** | **What to do to help meet goal** | **Phrases to use that support goal** |
| Connect with the learners | * Move around the space * Share a personal or professional antidote that connects to session content * Thank presenters and thank learners for questions | * Thank you for that question. * *Like you*, I’m interested in hearing more, learning more * “*We*” are here (not “you” are here) * Recently encountered a case in practice related to these findings…has anyone else? |

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| **Goal** | **What to do to help meet goal** | **Phrases to use that support goal** |
| Facilitate learning from poster presenters | * Repeat audience questions, when appropriate * Make links between presenters’ comments and audience’s experiences * Compare and contrast points from presenters * Ask presenters to respond to a divergent perspective(s) * Use body language and hand gestures that show connection between audience and presenters * Summarize key points for a synthesis of presentations | * Based on what Dr. Jones just said, what is your perspective? * How is your experience different from Dr. Smith’s? * Putting things together, I’m hearing… * In summary… |
| Facilitate transfer of learning to practice | * Make connections from content in session to other sessions or developments in the field * Share information about resources and/or how participants can further learn about the topic * Ask learners to share what they plan to do as a result of what was learned (and be prepared to share something you plan to do) | * Let’s think about how we might use this… * What questions do you *now* have about your practice based on this? * How does this impact what you do? * Here are some things I’m going do next |



**Moderator’s Prep Worksheet**

**Title of Session**:

**Location**:

**Presenters**:

**Prep Notes:**

|  |  |
| --- | --- |
| **Questions for presenters you can use to stimulate discussion** |  |
| **Any potential controversial topics?** |  |

**Your plans for:**

|  |  |
| --- | --- |
| **Connecting with the learners** |  |
| **Facilitating learning from poster presenters** |  |
| **Facilitating transfer of learning to practice** |  |