

S3.10.3 Wallpaper or Instructional Aids: A Preliminary Case Study of Science Teachers' Perceptions and Use of Wall-Posters in the Classroom

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Education and outreach efforts associated with science and research organizations regularly utilize wall-posters as a convenient method to communicate scientific concepts to students, teachers, and the general public. Are these posters just “wallpaper” for classrooms, “advertising” for the science organization and its field of research, or, do posters have some value in the educational process? This preliminary issue-focused case study finds that science teachers value these wall-posters and use a spectrum of strategies to enhance both the educational setting and instructional process. At the simplest level, teachers use posters to enhance the aesthetics of the physical space by reducing sterility and contributing a “sciencey” look and feel to the classroom. At more complex level, posters provide visual introductions to content and stimulate student interest. Teachers’ examination of sample posters, representative of other posters produced by the science community, suggests a conflict between poster producers’ construction as stand alone communicators of content and teachers’ desire for posters to support their own communication of content in the classroom. While this study provides insights into teachers’ perceptions and use of wall posters, the preliminary nature of this study leaves many broad lines of questioning for further exploration.