presenting:
the conference poster

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Gerstein Science Information Centre, University of Toronto Libraries
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today’s agenda:

• Prepping for Conferences
• Presentation skills
• Posters: the good, the bad & the ugly
• Design Dos and Don’ts
why the conference poster?

- Disseminate new research
- Receive feedback
- Network with community
- Test drive academic/research life
- Visual ‘ad’ for your research
Conference Culture: Top 10 Tips
Finding Conferences

Directories

Professional associations

Databases: Published proceedings
Presentation skills:

- Learn from other presenters
- Practice, practice, practice
- Make eye contact
- Prepare for difficult questions


practice your elevator pitch:

✅ #1: Setup of prob /justification of your research

✅ #2:
  • Point of your research

✅ #3:
  • Impact of your work

Adapted from Scientific Posters, Leslie Roldan, MIT presentation (2014)
presenting the poster:

- Write down mini speech for each poster section
- Practice walking though the poster and referring to figures for each section
- Describe figures, but not minute details

Adapted from Scientific Posters, Leslie Roldan, MIT presentation (2014)
help yourself:

- HELP GUIDES
- PRESENTATION PRACTICE ROOMS
- ACADEMIC SUCCESS CENTRE

http://library.utoronto.ca
www.studentlife.utoronto.ca/asc
templates and advice at colinpurinton.com/tips/academic/posterdesign if anyone is here for advice. E.g., aim for 800 words for your poster. And if you think nobody will visit your poster, consider attaching candy. Much, much more at the site above.

Photo pool

View 112 photos

Discussions

Title | Author | Replies | Last Replied | Latest Post
---|---|---|---|---
For a super presentation, wear your poster as a cape! | Colin Purinton | 0 | Colin Purinton | 7 months ago
PLEEAAAASE Help | Samim Maromou | 1 | AJC1 | 8 months ago
Poster makeovers at Zen Faulkner’s Better Posters | Colin Purinton | 0 | Colin Purinton | 1 year ago

www.flickr.com/groups/pimpmyposter
PAIR (5 minutes) with partner
- On first page, pick two posters (one you like vs one you dislike)
- Note 2-3 items that you like/dislike

SHARE (3 minutes) with class
- Talk briefly about the poster you looked at (pros/cons)
THIS IS A TITLE:
Anatomy of a Research Poster

**Intro**
- the 'Why'
- state goals/purpose
- give context
- what's your novel theory/take?

**Results**
- qualitative + quantitative data
- tables, figures, charts, images

**Discussion**
- discuss relevance of results
- acknowledge and failures/issues

**Methods**
- brief description
- figures & flowcharts > long paragraphs
- statistical methods

**Conclusion**
- point out major result and tie back to initial theory or goals

**Step 1**

**Step 2**

**Step 3**

**WORKS CITED**
- cite in consistent style
- use citation management program
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This is a title:
Anatomy of a Research Poster

Logos here

Your name here

Dimensions:
- Width: 48 inches
- Height: 36 inches
CREATING A BUZZ AT YOUR LIBRARY
FILM EVENT PLANNING ON THE FLY

BACKGROUND

In March 2012, the opportunity arose for Macdonald Campus Library (McGill University, Montreal, QC) to host its first-ever film screening. To generate interest in the event, the library secured the appearance of Canadian film director Marium Heron for a special Question and Answer session following the screening of the 2011 documentary Vanishing of the Bees.

Since Macdonald is a satellite campus located in the town of Ste-Anne-de-Bellevue (30 minutes west of Montreal), Macdonald students are not always able to attend special events that take place at McGill University's downtown campus. Moreover, these types of events are usually run by departments or student groups, rather than the library.

Macdonald Campus Library's event was unique in that it was the first time the library had hosted a screening, and also served as an ideal opportunity for the library to connect with its campus and local communities.

The library also used this occasion to promote its collections—in particular, its small but growing film collection. As an academic library that primarily collects for Agriculture and Environmental Sciences, this has meant that the non-fiction and largely documentary content of its films is often overshadowed by the wider feature film selection downtown.

METHODS

Calculating the fact that the director was in town, the library decided to indicate to patrons a quick screening Question and Answer period. Due to the tight two-week deadline and budgetary constraints, some key steps were taken to ensure the event’s success.

Publicity

Given the short timeline and limited budget, the library determined that advertising to students would be beneficial, as they are more likely to participate in events that appeal to their interests.

Partnerships

The library involved the Agricultural Students Society (MAGS) and Macdonald Agricultural Association (MAA) in the planning of the event. This helped to ensure that the event was well-received by the students and faculty.

LOCAL ARRANGEMENTS

The event planning checklist included:

• Setting up with event space
• Selecting a film that aligns with the library's collection
• Preparing materials for the screening
• Setting up the library with a workshop

RESULTS

Over 80 people attended the event, and the survey response rate was about 5%. The majority of those surveyed (95%) responded “Yes” to the question, “Would you like to see similar events from the library in the future?” and 85% wanted to be added to the mailing list for future events.

As expected, the largest group in attendance was composed of students (60%), but it was surprising to see that almost a quarter of those surveyed were either alumni or community members.

Most of the response was positive, but there were also a few suggestions and ideas about the next film event.

FUTURE DIRECTIONS

As a result of the positive interest and reception, library funding has been secured for a pilot cross-campus film series based on a similar model, set to launch in Fall 2012. Audience surveys will also be distributed in order to assess the marketing strategies used to promote this film series.

SUGGESTED READINGS & RESOURCES

American Library Association Public Programs Office
Suzanne A. Melville, J. A. Corn, Bowling Green State University Libraries
Chicago American Library Association
American Library Association Public Programs Office
Suzanne A. Melville, J. A. Corn, Bowling Green State University Libraries

Vincci Lui, Liaison Librarian
Macdonald Campus Library, McGill University
vincci.lui@mcgill.ca • Tel: 514-343-1920 x6003

Poster presented at 2012 CLA Conference—by Vincci Lui
Title: Better late than never: Using clickers to engage the (not-so-new) freshman

Introduction:

While it can be fairly easy to incorporate active learning in small-medium classes with teaching on the librarian’s home turf (such as the library’s e-classroom), the same techniques in a freshman seminar may not be as effective, due to physical and social constraints — for example, bigger classes can make it harder to invite student participation, as students might be nervous speaking in front of their peers. Larger class size has been shown to hinder the delivery and effectiveness of some common classroom active-learning strategies, such as group discussion and practice (45) — for example, the sheer number of students, limited time and fixed seating/standing group interactions, and lack of a computer lab excludes hands-on activities like database searching.

Given these old and new teaching challenges, it became necessary to find strategies to improve upon the traditional lecture approach of the typical one-shot seminar.

The seminar’s objectives were to:
- Engage and encourage student participation
- Establish levels of student’s existing knowledge and knowledge gaps
- Minimize information repetition by addressing relevant topics

Presentation Style and Tools:

The average freshman tends to be a reluctant participant — in fact, a 2014 national survey on student engagement discovered that only half of McGill freshmen asked questions in class discussions (46). To help capture student attention and increase participation, I reframed the session as a quiz-based game. In adopting a format that students are familiar with, using quiz-based strategy, questions were designed to quickly students on existing knowledge, and as such, an application-based approach to prior knowledge. The session was designed to sound like a quiz, rather than a test.

Student Incentive:

At the start of class, students were told that they would be participating in a quiz game. I explained to them that the session was designed to be fun, and that everyone could participate at their own pace. Using personal examples, students could respond to questions about the library and research. As an incentive to participate, and to encourage greater reflection in their answers, they were told that their answers would remain anonymous, and that the outcome of their responses would be fed into the next question set and flow. For example, if the majority answered a question correctly, then the corresponding topics were skipped; conversely, if the majority chose incorrectly, then the question was rephrased to ensure that responses were clear. The quiz was designed to be as interactive as possible, allowing students to ask questions and receive feedback immediately.

Engagement Strategy:

The session was designed to be engaging, with interactive components such as group discussions, individual quizzes, and team-based challenges. These strategies were chosen to cater to different learning styles and to create a more dynamic learning experience. Additionally, incorporating feedback and self-assessment tools allowed students to gauge their understanding and progress throughout the session.

Pre-existing knowledge and gaps:

The in-class session was designed to assess students' existing knowledge and gaps in understanding. By doing so, the session aimed to provide a personalized learning experience that addressed individual needs. A quiz format was used to engage students, and the feedback provided allowed for immediate clarification and adjustment of teaching strategies if necessary.

Conclusion:

Overall, the seminar was well received, with positive feedback from both students and faculty. The session was designed to be interactive and engaging, with a focus on active learning and student engagement. By using a quiz format and incorporating feedback, the seminar aimed to assess and improve students' understanding of library resources and services. The feedback provided allowed for continuous improvement and adjustment of teaching strategies, ensuring a dynamic and effective learning experience for all participants.
Introduction

This study is part of a longitudinal study assessing the development and outcome of children adopted from China. Between 2001 and 2003 studies examined attachment relationships and measures of growth in infants. Reassessment of children and mothers 10-12 years later examine the study from the perspective of parents with pre-teenaged daughters, in particular the amount of parental stress experienced.

Past parental stress research findings suggest Chinese immigrants and adoptive parents experience higher levels of stress, due to their higher expectations and being faced with acculturation struggles. During the onset of puberty greater parental stress is also experienced. Research objectives include (1) comparing levels of stress across groups, (2) determining whether puberty is a factor of parental stress, and (3) implications of family functioning across cultural groups.

Method

Sixty-seven mothers of adopted (n=30), Caucasian (n=19) and Chinese (n=18) daughters participated in interviews and completed a self reported Parent Stress Index (PSI), outlined below. Adopted mothers and Caucasian groups were reassessed from past studies, and an new cultural comparison group of immigrant Chinese parents were newly tested. Below Table 1 outlines family characteristics.

Measures

  - 36 question self report measure, examining difficult child, defensive responding, parental distress, parent-child dysfunction
- Parent Interview: Liekert Scale of Parent Perceived Puberty levels
  - Growth in height, body hair, breast development, mood changes

<table>
<thead>
<tr>
<th>Background of families</th>
<th>Adopted (n=30)</th>
<th>Caucasian (n=19)</th>
<th>Chinese (n=18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Mothers age (years)</td>
<td>52.24</td>
<td>4.67</td>
<td>45.63</td>
</tr>
<tr>
<td>Child age (months)</td>
<td>145.93</td>
<td>11.56</td>
<td>130.90</td>
</tr>
<tr>
<td>Number of Children</td>
<td>2.00</td>
<td>0.95</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Table: Background of families

Discussion

- Currently, participants continue being tested
- Parents of adopted children experience the lowest levels of stress as evidence of their parenting capabilities
- Stress is a transactional characteristic affected by several factors – not limited to culture and onset of puberty
- Unequal sample sizes result in large degrees of variance. More participants may result in significant results
- Higher stress levels do not indicate clinical levels of stress (PSI percentile greater than 85 considered clinical)
- Stress levels indicate family functioning and long term outcomes of adoption
- An additional cultural measure would add more dimensions to parental stress

References


contact: sophi.loge@gmail.utoronto.ca
design dos & don’ts:

• Choose fonts wisely!
• Minimize colours
• Consistent, high-quality images
design dos & don’ts:

Gill Sans in 60pt
Gill Sans in 30pt
Gill Sans in 20pt

Verdana in 60pt
Verdana in 30pt
Verdana in 20pt

Calibri in 60pt
Calibri in 30pt
Calibri in 20pt
colour-challenged?:

www.pictaculous.com
colour-challenged?:

http://color.adobe.com
content dos & don’ts:

- Catchy titles and concise headings
- Showcase your data
- Edit, edit, edit
- Bullet points or columns > lengthy paragraphs
- Forget the jargon
- Cite it right!

APPLES vs. ORANGES: The Great Debate

Apples native to Ontario

Oranges native to California
http://creativecommons.org/
where to find images:

- Compfight
- Morguefile
- Google Images
- Journals
- U of T databases
where to find images:

- Clkr
- Iconfinder
- The noun project
## data dos & don’ts:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINE PLOTS</td>
<td>Averages/means</td>
</tr>
<tr>
<td>BOX PLOTS</td>
<td>Medians</td>
</tr>
<tr>
<td>SCATTER PLOTS</td>
<td>Correlations/relationships</td>
</tr>
<tr>
<td>REGRESSION PLOTS</td>
<td>Causation</td>
</tr>
<tr>
<td>BAR GRAPHS</td>
<td>Count</td>
</tr>
</tbody>
</table>

Choose the Right Chart Type for your Data

Charts help you visualize numeric data in a graphical format but the problem is there are just too many types of charts to choose.
<table>
<thead>
<tr>
<th>LAYOUT</th>
<th>IMAGES</th>
<th>DATA</th>
<th>PROCESS</th>
</tr>
</thead>
</table>
| • Microsoft PowerPoint  
• Microsoft Publisher  
• KeyNote for Mac  
• Adobe InDesign  
• Adobe Illustrator  
• LaTeX | • Microsoft PowerPoint  
• Adobe Photoshop  
• Adobe Illustrator  
• Microsoft Picture Manager  
• Paint.NET  
• GIMP (GNU Image Manipulation Program) | • Microsoft Excel  
• OpenOffice | • Microsoft PowerPoint  
• OmniGraffle  
• CmapTools*  
• bubbl.us* |
ERROR 202-322: The option or parameter is not recognized and will be ignored.$

NOTE: UH OH. :-(
Time to brush up on your scientific computing skills.

SOFTWARE CARPENTRY BOOTCAMP

WHAT: 2-day hands-on learning
  * R & RStudio (and how to grow a program in a modular, testable way)
  * Unix Shell (and how to automate repetitive tasks)
  * Git & GitHub (and how to track & share work efficiently)

WHO: Graduate students & faculty in science & medicine

WHEN: Nov 19-20, 9:00am-4:40pm

WHERE: Instruction Lab, Gerstein Science Information Centre
  Light refreshments will be served.
  Note: Lunch will not be provided.

MORE DETAILS & REGISTRATION: http://ow.ly/U8Jkd

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Create a design

Social Media Posts

Twitter Post  Social Media  Pinterest Graphic  Facebook Post  Facebook App  Tumblr Graphic  Instagram Post

Documents

US Letter  Presentation (16:9)  Presentation  A4  Letterhead (US)  Magazine  Letterhead (A4)  Résumé

Blogging & eBooks

NEW  NEW  NEW  NEW  NEW  NEW

www.canva.com
HAVE A QUESTION? JOIN THE CLUB!

ASK YOUR ENTREPRENEURSHIP LIBRARIAN

HOW CAN I GET AN OVERVIEW OF THE LUXURY APPAREL INDUSTRY?

I'm hoping my master's project will help me form a startup.
how do i get started?

where can I get annual stats on how many healthy people are screened for Alzheimer's?

how can I get help with patenting my app?

any advice on which databases I should use?

What are the requirements for borrowing a U of T lab?
do we have access to case studies?

I STILL HAVE MORE QUESTIONS. WHEN ARE YOUR OFFICE HOURS?

http://guides.library.utoronto.ca/ENTREPRENEURSHIP
Select the infographic format you would like to use.

- **Infographic**
  - Long-form graphics perfect for the web

- **Presentation**
  - Fixed-ratio slides for online presentations

- **Poster**
  - Eye-catching ads and banners

- **Report**
  - Two-page visual reports

Search infographic

www.piktochart.com
before you print:

- Poster dimensions
- Clarity
- Layout
- Image resolution
- Typos
- Logos and affiliations
- Name and contact info
- Print shop requirements
Setting up your poster
EXERCISE: Start your own poster!

1) Open PowerPoint (3 mins)
   - Resize page setup (or download template from guide)
   - Set up basic text + image layout

2) Work on poster (10-15 mins)
   - For the methods section → think of at least one graphic/chart that could support your points
   - For the results section → think of at least one image/graphic that you can include to show the process
KEY TIPS

1) Starting off:  
Set up the RIGHT page dimensions

2) Along the way:  
SAVE + embed fonts

3) Finishing up:  
Save as PDF
Posters and Presentations
Tips on creating effective posters and presentations, including templates, suggested tools, and video tutorials.

Planning it out
What software or tools should I use?

Designing a Poster
- Microsoft PowerPoint or Publisher (available on most library computers or purchase at U of T Bookstore)
- Adobe InDesign (available on Digital Commons workstations or purchase at U of T Bookstore)

Making an Oral Presentation?
- Microsoft PowerPoint
  - Books on using PowerPoint
- KeyNote for Mac
  - Book on using KeyNote

Alternative Tools and Apps (free):
- Prezi (web and iPad app)
  - Youtube tutorials
  - Prezi Guide from the UTSC Library
- Google Slides (web and Chrome app)
  - how-to guide
- Halku Deck (web and iPad app)

Getting Started
Whether you’re preparing for a class presentation, or an oral or poster

Editing Images?
- Adobe Photoshop (available on Digital Commons workstations or purchase at U of T Bookstore)

http://guides.library.utoronto.ca/posters_presentations
works cited
