

# Poster presentation

A poster is a visual presentation that shows your research in a public medium. The purpose of a poster is to present your work concisely, visually and attractively to generate discussion between the presenter and the audience reading the poster.

Most conferences include poster presentations in their program as it is a means of publicising research in a more informal, less threatening setting than a large presentation. This can also be a great networking opportunity.

## Poster content

A poster of your research will have similar content and structure to a research report and is likely to contain the following sections/headings: Title, Introduction, Methods, Results, Discussion, Conclusion and References. Posters do not usually contain an abstract, as the poster itself is an abstract of your work.

The same rules for writing a good paper apply to writing a good poster. Organise the poster clearly, with a clear and concise introduction, a body section, and a conclusion as well as any other sections that you need to include. The introduction should catch the attention of the audience and logically lead into the body. Make sure all the information on the poster is relevant. The conclusion should tie in with the introduction and end with a clear message.

## Poster design

Microsoft PowerPoint is commonly used to create posters with a key advantage being that most computers have PowerPoint installed as standard which allows you to share your work easily. PowerPoint allows you to integrate a



range of media and produce diagrams and flowcharts easily. Posters are usually printed in size A0 or A1.

More poster design tips and sample posters can be found on the next page.

### Tip

Make sure you give yourself enough time to prepare. Posters take time to design, create, produce and practice (if you are presenting it).

## Poster presentation

At a poster presentation, you will normally be asked to stand beside your poster, say a few words, and answer questions. This allows people to discuss the content in a more informal, less threatening setting than during an oral presentation, which might have quite a large audience. It is also possible to have more detailed one-to-one discussions with the people who are interested in your poster. This is often a very good networking opportunity.

## Tips

Here are some tips for designing your poster to communicate your message most effectively.

- Have a clear and specific title that will attract the right attention to your work. Ensure the title can be seen clearly from three metres away.
- Organise and align your content with columns, sections, headings, and blocks of text. White space is important to increase visual appeal and readability (this is the "empty" space between sections).
- Format headings and subheadings consistently. This helps structure your information visually. Make sure the sections flow logically and smoothly and guide readers from one section to the next.
- Write concisely and include clear topic sentences. This will guarantee maximum understanding when reading your poster.
- Aid understanding by using dot points, lists, tables and graphs to increase clarity and quantity of the information.
- Use large text. The body text should be 18-24 points, headings 30-60 points, and title 72-100 points. A poster should be legible from about one metre, and attract interest from about five metres.
- Avoid jagged edges. Left-justify text within text boxes or fully justify blocks of text.
- Avoid fuzzy images. Make sure all graphics are high-resolution (at least 200 dpi) and easily visible.

## Sample posters

**Improving Test Anxiety**  
Loreen Pelt  
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COAD 6406

**Our Anxious Students**  
Passing the EOG often becomes a terrifying and nerve-wrecking experience for elementary students. Test anxiety is one factor that can impede students' standardized test success. To improve test scores and build student's confidence, the presenter provided a 7-week small group focusing on test anxiety and study habits. This poster presentation shares outcomes of the group, strategies to help other school counselors develop similar groups and resources to support counselors' work to address test anxiety.

**Rationale**  
Childhood and adolescence are at risk for developing mild symptoms of anxiety or full-blown anxiety disorders (Beardo, K., Knapp, S., & Pine, 2009). Von der Embse, Barkman & Sengul (2012) suggests an early onset of test anxiety at age 7. Likens, fourth and fifth graders at Neuse Charter School are developing anxiety related symptoms, especially related to tests and the end-of-year tests. According to Stearns & Moccini (2013), approximately 30% of all American schoolchildren suffer from some level of test anxiety. The test anxiety interferes negatively with the student's self-esteem, capacity of concentrating and may disrupt student's academic performance. These factors make it difficult for students to remember the material studied for the test (Stearns & Moccini, 2013). Therefore it is important to address the topic of test related anxiety with these fourth and fifth grade students.

**Implementation**  
Small groups met weekly for 7 weeks. The topics each week include:  
 ♦ Meeting 1- Introduction/breaker, Group Rules, Anxiety Assessment, and Student drafted goal.  
 ♦ Meeting 2- Focus on worry/anxiety thoughts. Why do they occur?  
 ♦ Meeting 3- How the body feels when we are anxious. Focus on positive thoughts.  
 ♦ Meeting 4- Situational practice, anxiety vs. positive thoughts.  
 ♦ Meeting 5- Introduction to Brain Gym exercises.  
 ♦ Meeting 6- Study Skills Foldable  
 ♦ Meeting 7- Take Control of the test  
 ♦ Concluding the small group, students completed a test using their strategies and skills learned from the group.

**Results**  
Prior to the small group sessions, students were averaging a grade of 88.5 in Reading, and 81.1 in Math. After completing of the small group, students averaged a grade of 89 in Reading, and 81.7 in Math. Students' EOG scores will be updated by June, 2015. No scores will be displayed at this time. Students who participated in the small group in February scored an average of 7 points higher in Math than those who participated in late March.

Average	Reading				Math			
	Pre-Group	Quarter 1						
88.5	88.5	88.5	88.5	88.5	81.1	81.1	81.1	81.1
81.1	89	89	89	89	81.7	81.7	81.7	81.7
81.7	89	89	89	89	81.7	81.7	81.7	81.7
89	89	89	89	89	81.7	81.7	81.7	81.7

**References**  
 • Beardo, K., Knapp, S., & Pine, D. S. (2009). Anxiety and Anxiety Disorders in Children and Adolescents. *Developmental Issues and Implications for DSM-IV*. *The Psychiatric Clinics of North America*, 32(3), 483-524. doi:10.1016/j.psc.2009.06.002  
 • Stearns, M., & Moccini, M. (2013). TEST ANXIETY. *Emotion Journal*, 4(3), 78-81. Retrieved from http://search.proquest.com/emj/v14/i4/industrial/1462851591?accountid=10639  
 • Von der Embse, N., Barkman, J., & Sengul, N. (2012). Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010. *Psychol. Res.*, 5(1), 57-71. doi:10.1002/pts.21660

From: <http://blog.ecu.edu/sites/blakek/files/2015/04/Slide15.jpg>

**Exercise and Mental Health in University Students**  
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**Abstract**  
The purpose of this study was to examine the relation between exercise habits and mental health in university students. Participants were instructed to fill out a brief questionnaire asking about their depression, anxiety, and stress levels, and also about their exercise habits. Type, location, and regularity of exercise were also examined. Results showed that symptoms of depression are lowest in people who exercise most regularly, particularly if that exercise is outdoor, group, or individual exercise. Results also showed a significant correlation between regularity of exercise and regularity of exercise dedicated to improving appearance.

**Hypothesis**  
Hypothesis 1: University students who engage in exercise most will experience fewer symptoms of depression, anxiety and stress.  
Hypothesis 2: Outdoor and group exercise will be associated with the lowest experience with depression, anxiety and stress.

**Methods**  
 ♦ Participants were 66 female and 21 male undergraduate students from the University of San Diego.  
 ♦ Participants responded to a questionnaire consisting of 5 sections:  
 1. Beck Depression Inventory  
 2. College Life Stress Inventory  
 3. Anxiety Level  
 4. Exercise Habits  
 5. Demographic Information  
 ♦ Participants were given a score for each of the following variables: depression, stress, anxiety, total exercise, group exercise, individual exercise, indoor exercise, and regularity of exercise dedicated to improving appearance.

**Results**  
 ♦ 47 students participated in the survey.  
 ♦ Calculated Pearson Product-Moment correlations among all the variables.  
 ♦ Results supported hypothesis 1: showing that high exercise scores were correlated with low depression scores, especially with respect to group, individual, and outdoor exercise.  
 ♦ Results did not demonstrate any significance between exercise scores and anxiety and stress levels.

**References**  
 ♦ The correlation between regular exercise and low depression scores may indicate that exercise helps reduce depression.  
 ♦ Students who wish to avoid depression may want to incorporate some exercise routine into their daily lives, particularly group, individual, or outdoor exercise.  
 ♦ Results showed a strong correlation between regular exercise and regularity of exercise dedicated to improving appearance.  
 ♦ Because sample may be more likely to engage in regular exercise, it would be useful to conduct this study with other student populations, and also with child, adult, and elderly exercise.  
 ♦ Because many students are exercising to improve their appearance, negative self-concept may be associated with an increase in exercise behavior, as well as an increase in depression.

From: <http://www.sandiego.edu/ugresearch/images/poster-chelsea-towler.png>

**Media-induced doubt in scientific consensus: What role does "balanced coverage" play?**  
Angie M. Johnston, Mark Sheskin, Maral K. Goddu, Dan M. Kahan, & Frank C. Keil  
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**INTRODUCTION**  
 • As a science journalist, how does one present information that is not only accurate and objective, but also fair and balanced?  
 • One method that journalists have often used is "balanced coverage" in which spokesmen for both sides of an issue present their points of view (usually heard from science vs. industry).  
 • However, there are often cases in which one side of an issue is supported by a clear majority of scientists (e.g., climate change), and it is unclear how balanced coverage might influence public perception of scientific consensus and deference to a majority view (the public isn't yet familiar with).

**EXPERIMENTAL DESIGN**  
**Experiment 1:** How does the amount of coverage a minority view receives influence deference to the scientific majority?  
 3 Conditions: 0%, 25%, 50%, 75%, and 100% minority coverage. (1) A negative linear relationship between quantity of minority coverage and deference to the majority.  
 Prediction 2: A staging effect, wherein participants become less deferent to the majority when the minority receives any coverage, and especially deferent at 0% minority coverage.  
**Experiment 2:** (50% coverage): How does providing the exact percentage of scientists in the majority outside the coverage effect (2) vs. adding a graph depicting this percentage help? (3) How does numeracy influence the impact of this information?  
 4 Conditions: 2 x 2 design crossing Verbal % and Graph  
 Prediction 1: Specifying majority with "97%" will increase deference to the majority (Leone et al., 2012).  
 Prediction 2: The graph may not be equally beneficial for those high and low in numeracy (e.g., Howe et al., 2011).

**MEASURES & STIMULI**  
**Deference Scale:** 8 items measured on a 5-point scale ranging from strongly disagree to strongly agree (e.g., "Evidence for gene-level selection is unimpaired" adapted from Cooper et al., 2012).  
**Scientific Consensus Estimate:** "What percentage of scientists do you think support gene-level selection?"  
**Numeracy Scale:** Shortened version with 8 items (2 CRT questions and 6 probability questions; Howe et al., 2011).

**EXPERIMENT 1 - RESULTS**  
 Article for 50% Coverage condition depicted below:  
**The Battle in Biology**  
 Introduction for Verbal % & Graph condition depicted below:  
**The Battle in Biology**

**EXPERIMENT 1 - CONCLUSIONS**  
 • The coverage effect is best characterized by a cubic function (i.e., a "staging effect,"  $\beta = .58$ ).  
 • Specifically, participants become less deferent to the scientific majority when the minority view receives any coverage at all, especially when the minority view receives 100% of the coverage.

**EXPERIMENT 2 - CONCLUSIONS**  
 • Defining the majority as "97%" increases deference to the scientific majority, regardless of numeracy ( $\beta = .44$ ).  
 • Likewise, specifying a "97%" majority increases estimates of the percentage of scientists in majority ( $\beta = 1.720$ ).  
 • However, when participants use the graph, but not "97%," participants' estimates of the percentage of scientists in the majority are highly influenced by numeracy ( $\beta = 5.59$ ).

From: [http://thepsychreport.com/wp-content/uploads/2014/03/2014\\_SPSP\\_Johnston\\_Sheskin\\_Goddu\\_Kahan\\_Keil-1030x772.jpg](http://thepsychreport.com/wp-content/uploads/2014/03/2014_SPSP_Johnston_Sheskin_Goddu_Kahan_Keil-1030x772.jpg)