Making an Effective Research Poster

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Why present a research poster?

- Great experience for first time presenters
- Experience presenting your research in a formal setting
- Get feedback from peers, faculty, and other experts
- Share ideas and learn from others
- Network with in your area of study
- Enhance your resume
What is a Research Poster?

- A summary of research
- A way to share ideas and generate discussion
- A visual display
- Includes a mixture of text, graphs, pictures, tables, etc.
Purpose of a Research Poster?

- Video: How to Design a Research Poster Part I

https://www.youtube.com/watch?v=WCKhmKeAXY0
Components of a Research Poster

- Title
  - Authors and Institutional Affiliation
- Abstract
- Introduction
- Methods
- Results/Findings
- Discussion/Conclusions
- Acknowledgements
- References
- Contact Information

Remember that posters may take different formats
**Title:** Keep it short, 10 words or less.
Abstract: Should be concise and to the point, including the essential components of research. (not required for URC Conference – use an introduction)
Introduction: Introduce your topic or issue, what is the purpose of your work, and provide any critical information needed for the audience to understand your research.
Methodology:
This section outlines the methods, procedures, data collection process, and materials for your research.
**Results/Findings:**
Outline the key findings of your research.

Utilize visual aspects of your data to support your findings such as quotes from interviews, charts, tables, or graphs that summarize the data.
Discussion/Conclusion: Briefly review the purpose of your research, key findings, and most importantly for this section discuss why your work is relevant and important, and the future work if relevant.
Acknowledgements: Credit all individuals who have provided you with support in completing this work, including any funding support.

References: If any sources are cited, include a reference list, this can usually be in a smaller font
Research Poster Best Practices

- Video: How to Design a Research Poster Part II

https://www.youtube.com/watch?v=kD_zCBT3GUk
Examples of Research Posters

If you can read this you must be nocturnal...

Abstract

Introduction

Methods & Materials

Discussion

Conclusion

References

Acknowledgements
Examples of Research Posters
Examples of Research Posters

Active Video Game Use and its Effects on Sedentary Behaviors
Draycen D. DeCator, M.A., Yvette Ramirez, & Jocelyn Smith Carter, Ph. D.
DePaul University

Introduction
Despite a lot of research attention, the obesity epidemic in United States youths is a continuing problem (Centers for Disease Control and Prevention, 2012). The problem is receiving more attention from researchers hoping to reverse the trend of increasing Body Mass Indices (BMIs). An area of recent interest around the use of active video games (AVGs) to increase physical activity levels in youth (e.g., Madalina, Mihurcu, & Jull, 2012). Having an understanding of the way in which AVGs can help decrease BMI can lead to the creation of AVGs with an increased likelihood of being played, and can thus increase the number of youth that will benefit from the game.

Results from previous studies using AVGs have shown that children given an AVG spent less time playing sedentary video games and spent more time playing AVGs (Mihurcu et al., 2008). These children also had lower waist circumference and compared to the control group that did not receive an AVG. In a review by Active Healthy Kids Canada, the results did not support AVG’s as a method to help children be more physically active (Chaput et al., 2012), but suggested that AVG’s may help reduce time spent sedentary. Therefore, youth with high levels of baseline sedentary behaviors may benefit most from AVG use. The success of introducing AVG’s will also likely depend on characteristics of the youth, such as age, sex, ethnicity, and agency of participation. A significant AVG x sedentary time interaction was found (β = 0.26, p < .001). Additionally, the combination was found to be a significant independent predictor even when accounting for the AVG use x sedentary time interaction (β = 0.33, p < .05). However, a three-way interaction between AVG use, sedentary time, and age was found to be non-significant (β = 0.03, n.s.).

A simple slopes analysis was conducted to help interpret the significant interaction (Figure 3). The analysis showed that AVG use was most predictive of BMI for youth with low sedentary tendencies, whereas children with high sedentary tendencies benefited less from high AVG use. The differences between the slopes was found to be significant (p < .05).

Discussion
The current study proves support for AVG use as a predictor of BMI at least for youth with already low sedentary tendencies. Emerging intervention programs that seek to promote AVG use as a form of physical activity should take into account that the success of introducing AVG’s will likely depend on already established behaviors of the youth. However, the current study does not support a link between sedentary time and AVG use.

Future studies should examine the effect of introducing AVG’s to youth longitudinally, to see if AVG use can lead to decreases in BMI or if the current findings are due to a confound variable predicting lower BMI. Higher AVG use and lower sedentary tendencies. In addition, there is a need to delineate the findings of the current study with populations in other areas as the current results are limited to a predominantly Caucasian and African American population in the Midwest.

References
Examples of Research Posters

Community Building Through Assessment:
Creating a Culture of Practice

Sarah Jardeleza, Gabe Ording, Julie Libarkin: CENTER FOR INTEGRATIVE STUDIES IN GENERAL SCIENCE

COMMUNITY OF PRACTICE?
Can CISGS be transformed into a community of practice (Wenger 1998) through assessment?

WHY ASSESSMENT?
• Easy segue for scientists: assessment and evaluation are similar to experimentation and scientific processes
• Discipline-Based Education Research (DBER; NRC 2012)
• Continuous improvement of teaching and learning

OUTCOMES:

Global Learning VALUE Rubric Review:
1. Professional development related to rubrics
2. Collaborative iterative feedback for rubric improvement
3. Alignment of instructor’s course goals with the rubric
4. Shared effective rubric-related instructional activities
5. Developed innovative rubric-related instructional activities
6. Improved community of practice with faculty across disciplinary boundaries.

Energy Concept Inventory:
• What is a set of concepts common across CISGS?
• Syllabus review, faculty discussion = Energy
• Research /Development
• AAAS Project 2061, etc.

Table 1. Faculty and student interaction with assessment process (% by AY for lunch meetings or semester for surveys)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students: Surveys</th>
<th>Faculty: Surveys</th>
<th>Faculty: Lunch Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>62%</td>
<td>37%</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>39%</td>
<td>32%</td>
<td>56%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>39%</td>
<td>30%</td>
<td>52%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>49%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>49%</td>
<td>37%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Which of the following contain(s) energy? CHOOSE ALL THAT APPLY.

- A) Rocks sitting on a hill
- B) Rocks rolling on a hill
- C) Rocks sitting on the ocean floor
- D) Rocks rolling on the ocean floor
- E) I do not know

Faculty DBER Projects:
1. Dr. Remke Van Dam – Weather, Climate, Water, and Communication
2. Dr. Jon Stoltzfus – Flipped REAL Classroom
3. Drs. Julie Libarkin, Stephen Thomas, Gabe Ording

Figure 3. Ideal student and expert models of the greenhouse effect.

FUTURE STEPS
• Faculty Collaborative DBER AOP Assessments
• Coordinated embedded assessments
• Automated course reports for faculty as requested
• Continued Collaborative Publications
• Collaborative Grants

CITATIONS
Presenting Your Research

- Remember that you are the expert!

- Don’t block your poster
  - Have more than one presenter?

- Treat your poster presentation like a conversation
  - Allow for questions

- Practice!
  - Prepare 1-2 sentences per section
Presenting Your Research

- Prepare and practice for common open-ended questions
  - Tell me about your research…
  - How does this relate to the field?
  - How will this research impact your future research?

- Be enthusiastic about your work
  - Have more than one presenter?

- Practice projecting your voice
  - Have water

- Dress appropriately