Poster Design Workshop for FNAT Students

6 March 2017

http://libguides.viu.ca/presentations

This presentation draws from https://connect.le.ac.uk/posters - an excellent poster tutorial
Beginnings

• What is the most important/interesting/astounding finding from my research project?

• How can I visually share my research with conference attendees? Should I use charts, graphs, photos, images?

• What kind of information can I convey during my talk that will complement my poster?
Who’s Your Audience?

• **General audience**? If so, they won’t have any familiarity with your subject area – avoid the use of jargon, use basic descriptions only.

• If you’re presenting for an **audience in your field**, it’s okay to use jargon and technical terms
Designing a Logical Reading Flow
Designing a Logical Reading Flow

Title, authors, contact details

Introduction
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus ut libero sed enim semper sollicitudin.

Method

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Results


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Figure 1

Figure 2: Nam sollicitudin

Conclusion
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References
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Design Tips

• Important information should be visible from 10 ft away
• Title is short and draws interest
• Text is clear and to the point
• Use headlines, font size, bullets, and numbering to help organize

Title: the biggest text

Heading
Design Tips cont.

• Use a consistent and uncrowded layout

• Remember acknowledgements, name, institutional affiliation

• Use 2-3 colours + black (best for small text)
  • http://colorschemedesigner.com/csd-3.5/
INTERNET INEQUALITY: THE IMPACT OF HOME INTERNET ACCESS ON SCHOOL SUCCESS

ABSTRACT
In addition to a wide education gap between Hispanic and non-Hispanic White students, there also exists a persistent gap in home internet access between these groups. In my research, I identify a link between these two trends by analyzing data from the Current Population Survey. My research shows that lower rates of home internet access contribute to educational gaps between ethnic groups and that home internet access relates to higher school success.

BACKGROUND
Percent of Households Lacking Internet Use, by Race and Ethnicity

- Hispanic
- Black
- Non-Hispanic White
- Asian

0 10 20 30 40 50 60 70 80 90

- Total internet access has increased but gaps in access persist between race/ethnic groups
- Factors affecting access include income, ethnicity, age, and level of education
- Previous studies suggest both positive and negative effects of home computer access on education

METHODOLOGY

DATASET
- Used cross-sectional data on students ages 13-17 from the 2009, 2010, and 2012 Current Population Surveys

SUCCESS ESTIMATOR
- Generated a variable measuring grade retention to estimate school success for each student

REGRESSION MODEL
- Employed an Ordinary Least Squares regression model to identify correlations between internet access and school success

RESULTS
- Hispanic students are significantly more likely to be below grade level than their White peers
- Differences in school success are mostly attributed to income
- Some differences can be explained by differences in access to home internet
- Students who lack internet access, regardless of race or income, have lower success in school

CONCLUSION
- Home internet access has a significant impact on school performance, and it explains a difference in educational outcomes between first generation Hispanics and Whites. While increased home internet access may decrease grade retention and dropout rates, it is unlikely to affect gaps in school success between different racial and ethnic groups

I would like to thank [name] and the UT Department of Economics for supporting this research project.
Indigenous Place Names & Language Revitalization

"Our place names are holders of story, history, teachings, events - our collective and individual intimate connections and interaction with place... It is time to find these names, learn them, and saturate our homelands with our peoples, our languages and our ceremonies." - Leanne Simpson

PLACE NAMES AS IDENTITY

Language, sacred history, ceremonial cycle and place are all intertwined and dependent on one another to unify a people. A sense of place plays a critical part in forming our sense of self and community. Language of place is a dialogue with the land, surfacing from direct interaction with the physical environment. Indigenous place names hold stories of identity: spiritually, governmentally, and epistemically. Each particular story entails ongoing lived relationships which contain the continuance of the ‘language play’. Holding these stories of direct relationship demonstrates an occupancy in the land which counters the mindset of ‘Terra Nullius’ and illustrates Indigenous presence.

POST-COLONIAL GEOGRAPHY

Creating a post-colonial geography requires translation and bridging between different spatial knowledge traditions, and often Indigenous geographies are forced to fit a top-down colonial cartography. There is also a risk that artificially fixed ‘culture maps’ may pedestalize, essentialize, and ‘Other’ Indigenous people, while simultaneously denying political agency. In the case of the Salish Sea eco-zone the impetus came from scientists, and ultimate authority lied in colonial governing boards. All of this means that creating a truly post-colonial geography requires acknowledging the stories, as well as recognizing the spiritual, governmental, and resource-based values of Indigenous geographies.

HAIDA GWAI I - Resource map

The Haids have demonstrated occupancy and asserted sovereignty through place naming and mapping. Decades of resistance to colonial authority, in part led to the 2010 ‘giving back’ of the name “Queen Charlotte Islands” and the legitimation of a toponym which speaks to Haida self-identity and strengthens relationships to the land and seascape. Though this act was authorized in far detached government offices, and may serve the continuance of provincial and federally drawn colonial cartography, there has been great headway in localizing decision making and resource management. The “Ocean & Way of Life” map (left) visualizes some stories that have developed from the interactions of the Haids on their land and utilizes the Haids language to blend resource mapping and cultural mapping.

By transforming our language of geography we can acknowledge and respect Indigenous presence and sovereignty in the land. It will further create accessible venues of interest and learning of First Nations language, stories, and world-views.
Photo Sizes (300dpi vs 72dpi)

This is a picture copied from the internet – it looks ok on screen…

…but if you print it out – it doesn’t look so good.

If you enlarge the image by 400% (equivalent of going from A4 to A0) the image quality becomes very poor.
Printing

• Check your poster carefully before printing
• Print it out on a letter-sized piece of paper
• Ensure the printer is able to print the size you’d like (36” x 48”)
• Give the printer as much lead time as possible (>week)