Scientific Posters

Purpose, Planning & Preparation, Presentation

Step 1: Submitting the abstract

Platform or poster presentation?

Goal: convey findings/science to peers for comment/review

Prestige/CV

Personal or PI preference

Prep time

Status of work

Why a poster can be better...

Excellent networking/collaborative potential

Better discussion opportunity

You don't have a lot of data

It can speak for hours – you cannot

It's less embarrassing to say "I don't know"

You are not a great public speaker

You improve with each visitor

The Purpose of a Poster

- stand alone summary and advertisement of your work
- conversation (and collaboration, networking) starter

You want people to be interested

and understand what you've done

and why

An Effective Poster...

- delivers a clear message
- attracts a diverse and enthusiastic audience
- is NOT a research paper attached to a board
- shows rather than tells

Planning

Planning

know your audience

Design for 3 audiences

1. **Those in your specific field**
   - may seek out your poster & read carefully

2. **Those in related fields**
   - may be attracted to your poster if accessible
   - will need context
   - may have valuable insights about your work

3. **Those in unrelated fields**
   - may be attracted by clear and interesting message
   - not likely to read entire poster but may want to know the main points
   - will need context
   - may have valuable trans-disciplinary insights

Planning

- **Identify** one key message
- **Determine** what key results will be shown
- Set up **deadlines**
  - Leave time for consultations, re-working, even re-printing
- **Determine** content & size requirements, style, logistics
  - Conference / University / Lab / Session specific
  - One poster vs. 3 panels
  - University/lab template?

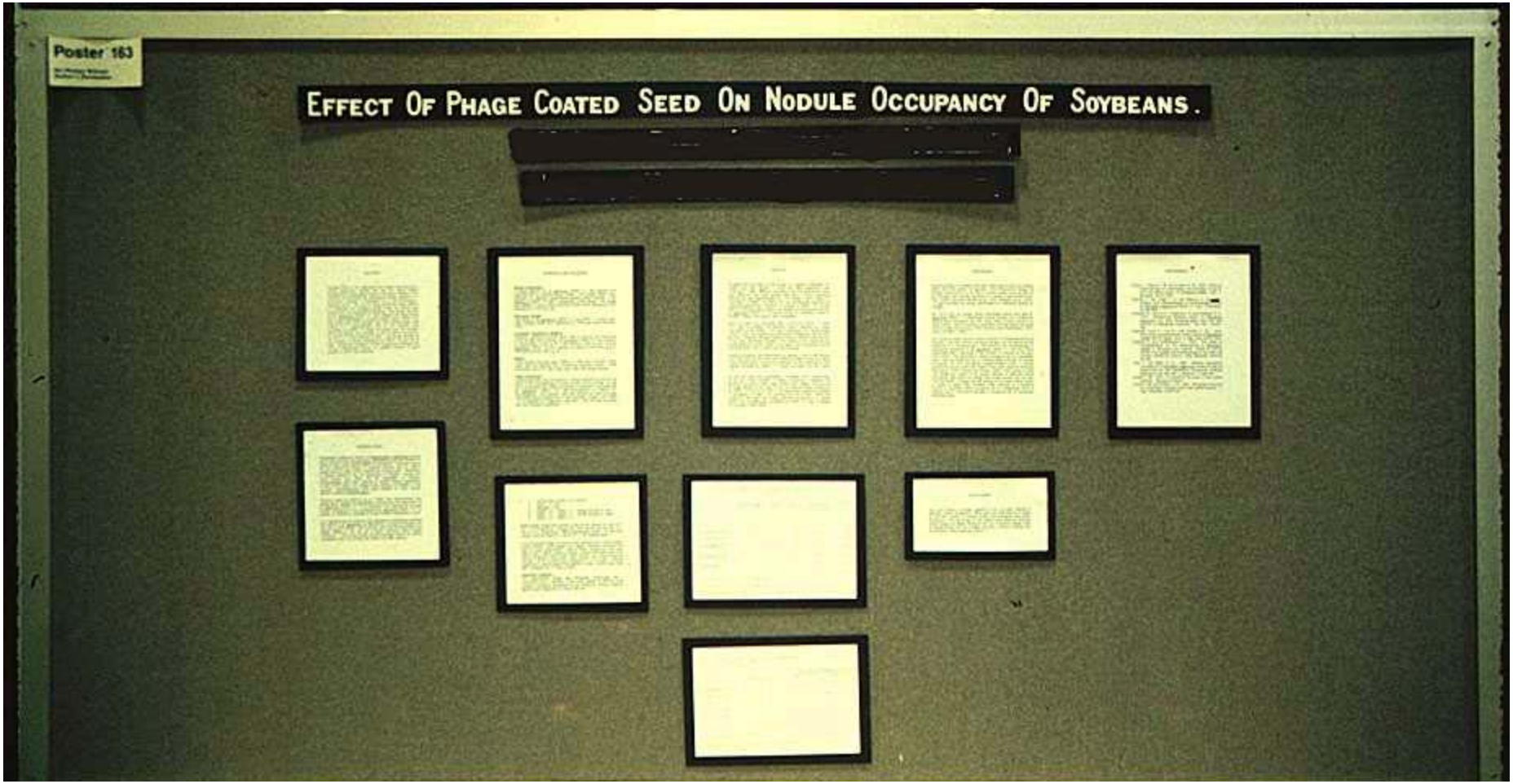
Poster Content

- Title
- Authors and Affiliations
- Introduction
- Methods
- Data and Results
- Conclusions and Future Work
- Reference and Acknowledgements

What's missing?

Abstract: only if REQUIRED

Poster Design



Southern Flounder Exhibit Temperature-Dependent Sex Determination

Introduction

Southern flounder (*Paralichthys lethostigma*) support valuable fisheries and show great promise for aquaculture. Female flounder are known to grow faster and reach larger adult sizes than males. Therefore, information on sex determination that might increase the ratio of female flounder is important for aquaculture.

Objective

This study was conducted to determine whether southern flounder exhibit temperature-dependent sex determination (TSD), and if growth is affected by rearing temperature.

Methods

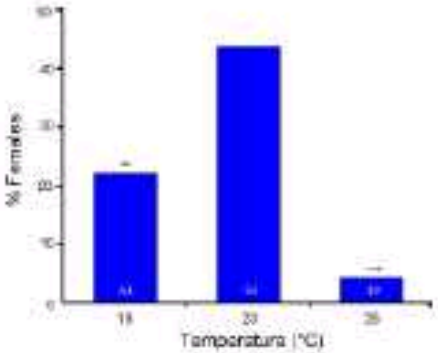
- Southern flounder broodstock were strip spawned to collect eggs and sperm for in vitro fertilization.
- Hatched larvae were weaned from a natural diet (rotifers/*Artemia*) to high protein pelleted feed and fed until satiation at least twice daily.
- Upon reaching a mean total length of 40 mm, the juvenile flounder were stocked at equal densities into one of three temperatures (18, 23, or 28°C) for 245 days.
- Gonads were preserved and later sectioned at 2-6 microns.
- Sex-distinguishing markers were used to distinguish males (spermatogenesis) from females (oogenesis).

Histological Analysis

Male Differentiation

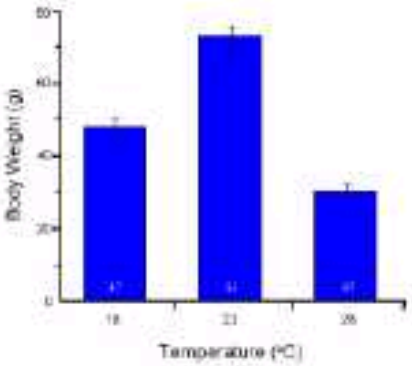
Female Differentiation

Temperature Affects Sex Determination

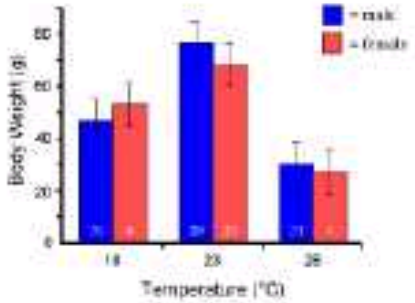


(***P < 0.01 and ***P < 0.001 represent significant deviations from a 1:1 male:female sex ratio)

Rearing Temperature Affects Growth



Growth Does Not Differ by Sex



Results

- Sex was discernible in most fish greater than 120 mm long.
- High (28°C) temperature produced 4% females.
- Low (18°C) temperature produced 22% females.
- Mid-range (23°C) temperature produced 44% females.
- Fish raised at high or low temperatures showed reduced growth compared to those at the mid-range temperature.
- Up to 245 days, no differences in growth existed between sexes.

Conclusions

- These findings indicate that sex determination in southern flounder is temperature-sensitive and temperature has a profound effect on growth.
- A mid-range rearing temperature (23°C) appears to maximize the number of females and promote faster growth in young southern flounder.
- Although adult females are known to grow larger than males, no difference in growth between sexes occurred in age-0 (< 1 year) southern flounder.

Acknowledgements

The authors acknowledge the Advanced Research Program at the National Marine Fisheries Service and the University of North Carolina Sea Grant College Program for funding this research. Special thanks to Lee Weiss and Beth Wrenn for help with the work.

Poster Design

- Title
- Layout
- Text
- Colours
- Graphics
- Details

Poster Design- Title

Assessment of the Role of Protein Kinase B in the Regulation of Mitotic Genes and the Control of Mammalian Cell Cycle Completion

Protein Kinase B and the Mammalian Cell Cycle

Protein Kinase B is Necessary for Mammalian Cell Cycle Completion

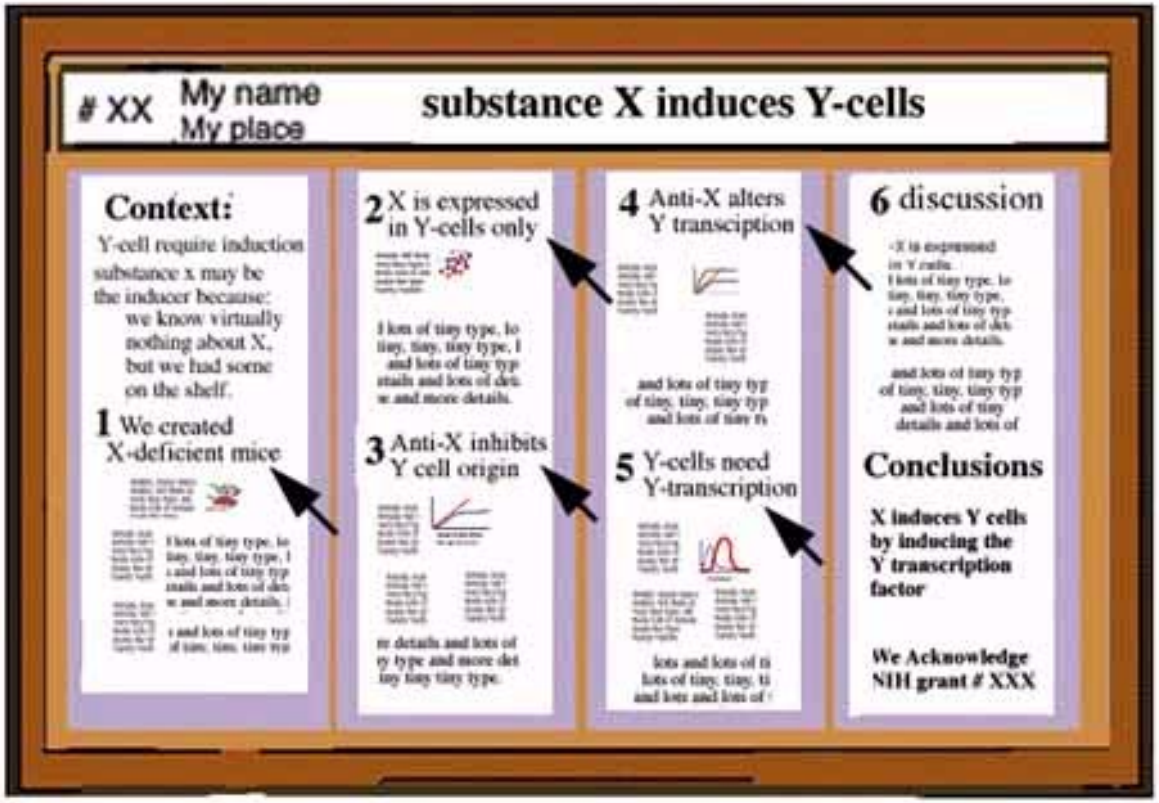
Is Protein Kinase B Necessary for Mammalian Cell Cycle Completion?

Poster Design: Layout

1. Ensure sequence is easy to follow

Poster Design: Layout

1. Ensure sequence is easy to follow
2. Columns easier than Left → Right



Poster Design: Layout

1. Ensure sequence is easy to follow
2. Columns easier than Left → Right
3. Avoid wide panels

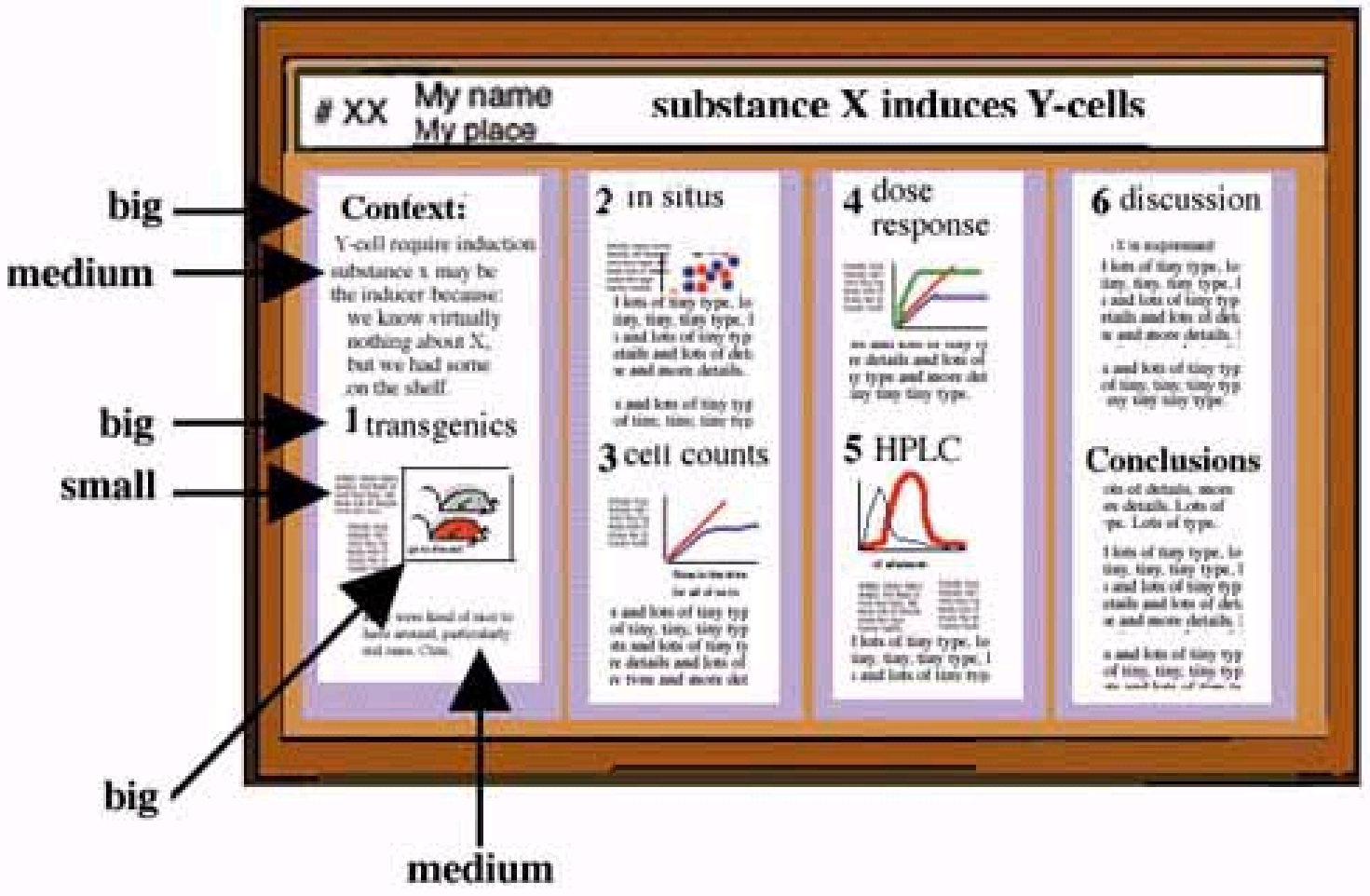
In vitro, IRAK-4$^{-/-}$ T cells also showed modest responses to allogenic DCs (Fig. 2A) and superantigen Staphylococcal Enterotoxin E (SEE) (Fig. 2B). Consistent with the observed in vivo responses, primary responses of OT-II Tg/IRAK-4$^{-/-}$ T cells to stimulation with OVA peptide–pulsed APCs were also markedly reduced (fig. S4). IRAK-4$^{-/-}$ T cells also exhibited hypoproliferation upon TCR activation when stimulated by an antibody to CD3 (CD3), which could be overcome by adding exogenous IL-2 or phorbol 12-myristate 13-acetate (PMA), but not ionomycin (fig. S5).

Poster Design: Layout

1. Ensure sequence is easy to follow
2. Columns easier than Left → Right
3. Avoid wide panels
4. Use a graphic hierarchy that reflects the relative importance of elements
5. Headings/Panels: can divide into Introduction/Background, Methods, Results, Discussion, Conclusions

BUT consider

- heading/panel = subject or technique
- heading/panel = take-home message


big
medium
big
small
big
medium
XX
My name
My place
substance X induces Y-cells
Context:
Y-cell require induction
substance x may be
the inducer because:
we know virtually
nothing about X,
but we had some
on the shelf.
1 transgenics
2 in situs
3 cell counts
4 dose
response
5 HPLC
6 discussion
Conclusions

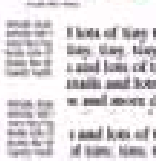
XX My name My place

substance X induces Y-cells

Context:

Y-cell require induction substance x may be the inducer because:
we know virtually nothing about X, but we had some on the shelf.

1 We created X-deficient mice



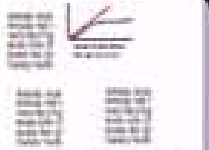
lots of tiny type, lo tiny, tiny, tiny type, l and lots of tiny typ mails and lots of det w and more details.

and lots of tiny typ of tiny, tiny, tiny typ

2 X is expressed in Y-cells only

lots of tiny type, lo tiny, tiny, tiny type, l and lots of tiny typ mails and lots of det w and more details.

3 Anti-X inhibits Y cell origin



re details and lots of y type and more det tiny tiny tiny type.

4 Anti-X alters Y transciption

and lots of tiny typ of tiny, tiny, tiny typ and lots of tiny ty

5 Y-cells need Y-transcription

lots and lots of ty lots of tiny, tiny, ty and lots and lots of

6 discussion

-X is expressed in Y cells. lots of tiny type, lo tiny, tiny, tiny type, and lots of tiny typ mails and lots of det w and more details.

and lots of tiny typ of tiny, tiny, tiny typ and lots of tiny details and lots of

Conclusions

X induces Y cells by inducing the Y transcription factor

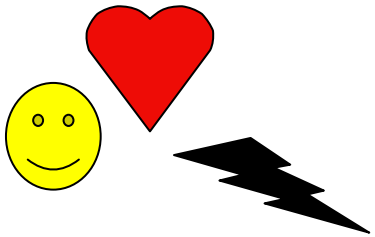
We Acknowledge NIH grant # XXX

Design Commandments

Layout and Flow

•Use “reader gravity” to facilit flow

•Use “visual grammar” to lead the reader through and emphasize the important things



First, we expect . . . to proceed from left to right. . . .
Second, we expect things to proceed from top to bottom, and,
third, we expect things in the center to be more important than things on the periphery.
Fourth, we expect things in the foreground to be more important than things in the background;
fifth, we expect large things to be more important than small things; and
sixth, we expect thick things to be more important than thin things. Note that type that is larger, thicker, or bolder than the surrounding type is usually more important: a heading, a title, or an especially important word in a passage.
Seventh, we expect areas containing a lot of activity and information to contain the most important information.
Eighth, we expect that things having the same size, shape, location, or color are somehow related to one another. . . . Finally, we see things as standing out if they contrast with their surroundings because of line thickness, type face, or color. (You should note that warm or hot colors—red, yellow, and orange—stand out more than cool colors—blue and green.)"

http://writing.colostate.edu/references/speaking/poster/pop13c.cfm

Poster Design: Text

1. minimize
2. minimize
3. minimize
4. One rule of thumb: 20% text
   40% graphics
   40% empty space
5. A poster is NOT a paper

Poster Design: Text

- Headings should be readable from 6 feet away
  36+ font (title as much as 100)
- All text should be readable from 3-4 feet away
  18-24 font size minimum, **larger = better**
- Use font that is easy to read
- Use consistent font/colour
- Use bullets or separate stat
- M & M details can be in figu
- Use active voice

This font I would not use

This one either, nor this one for that matter

Definitely not this one.

It's even less. . . easy to read. . .

Poster Design: Text

- Headings should be readable from 6 feet away
  36+ font (title as much as 100)
- All text should be readable from 3-4 feet away
  18-24 font size minimum, **larger = better**
- Use font that is easy to read
- Use consistent font/colour
- Use bullets or separate statements when possible
- M & M details can be in figure legends
- Use active voice

Poster Design: Text

It has been shown that X regulates Y.

X regulates Y.

The mitotic cell cycle is controlled by X.

X controls the mitotic cell cycle.

Poster Design: Text

Low concentrations of SO_2 cause bronchoconstriction in asthmatic patients. Since low concentrations of SO_2 may be totally absorbed in the upper airways and since the upper airways appear to be very sensitive to SO_2, we have explored the possibility that SO_2 evokes reflex effects by engaging afferent nerves in the upper airways.

Bronchoconstriction in asthmatic patients is caused by SO_2 in low concentrations.

Upper airways are sensitive to and totally absorb low concentrations of SO_2.

We hypothesized that SO_2 engages afferent nerves in the upper airways.

Poster Design: Text

Low concentrations of SO_2 cause bronchoconstriction in asthmatic patients. Since low concentrations of SO_2 may be totally absorbed in the upper airways and since the upper airways appear to be very sensitive to SO_2, we have explored the possibility that SO_2 evokes reflex effects by engaging afferent nerves in the upper airways.

- **Bronchoconstriction** in asthmatic patients is caused by SO_2 in low concentrations.
- **Upper airways** are sensitive to and totally absorb low concentrations of SO_2.
- We hypothesized that **SO_2 engages afferent nerves in the upper airways.**

Poster Design: Colours

- Better to use a light background and dark letters.

Light letters on dark is very tiring to read

- Use colours meaningfully, not arbitrarily.
- Don’t use more than 2-3 colours as a theme.
- Don’t use colours that are too bright-avoid red/green.

Too many colours or too much brightness

hurts the eyes...

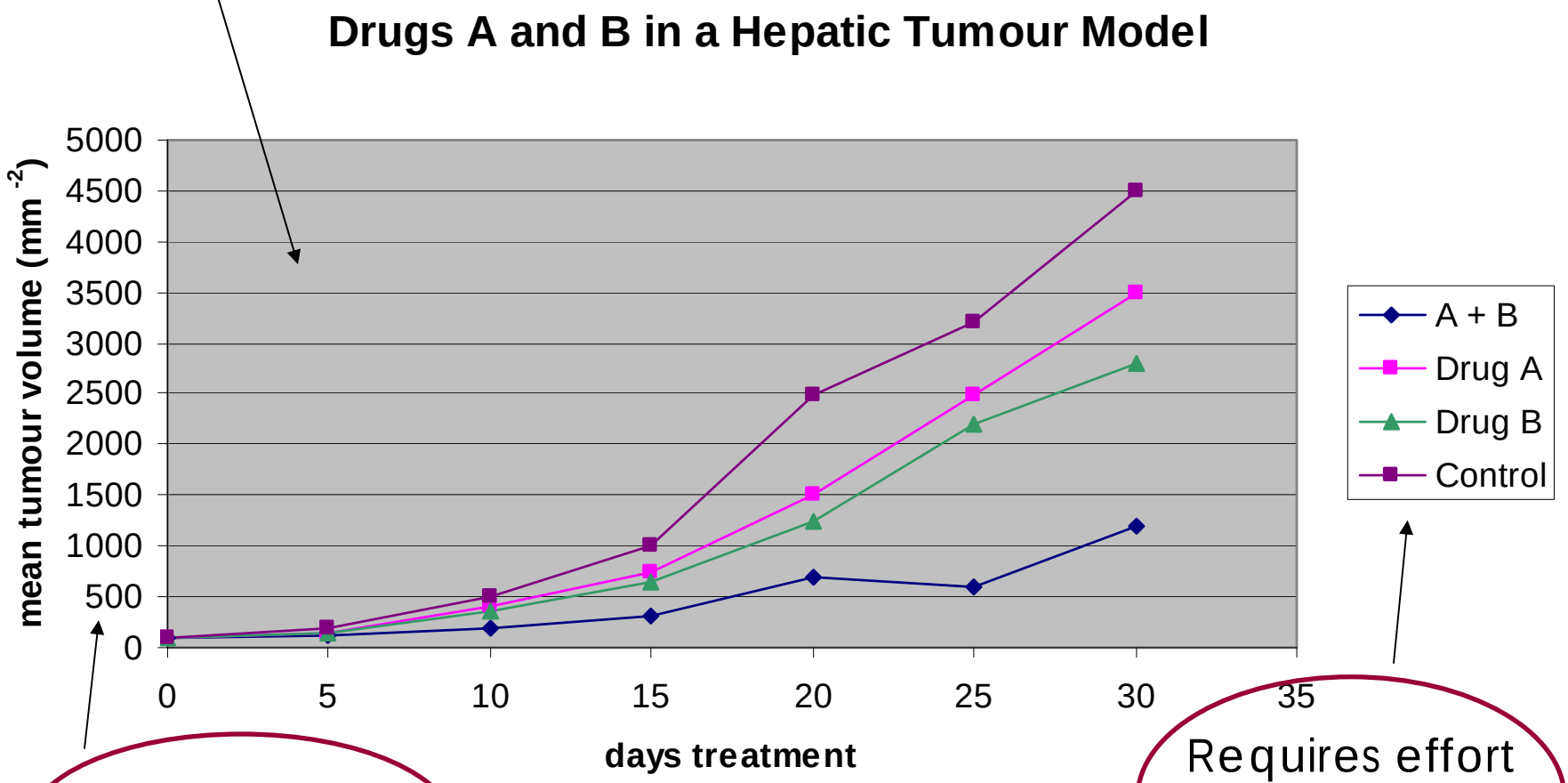
Poster Design: Graphics

- Image = 1000 words
- **RESOLUTION** is key - Re-evaluate "cut & paste
- Make message clear; minimize distractions
- **Information : ink** ratio as high as possible
- Keep format uniform if possible – consistency

- **DON'T** 3D, gridline, pattern or color axis planes unnecessarily

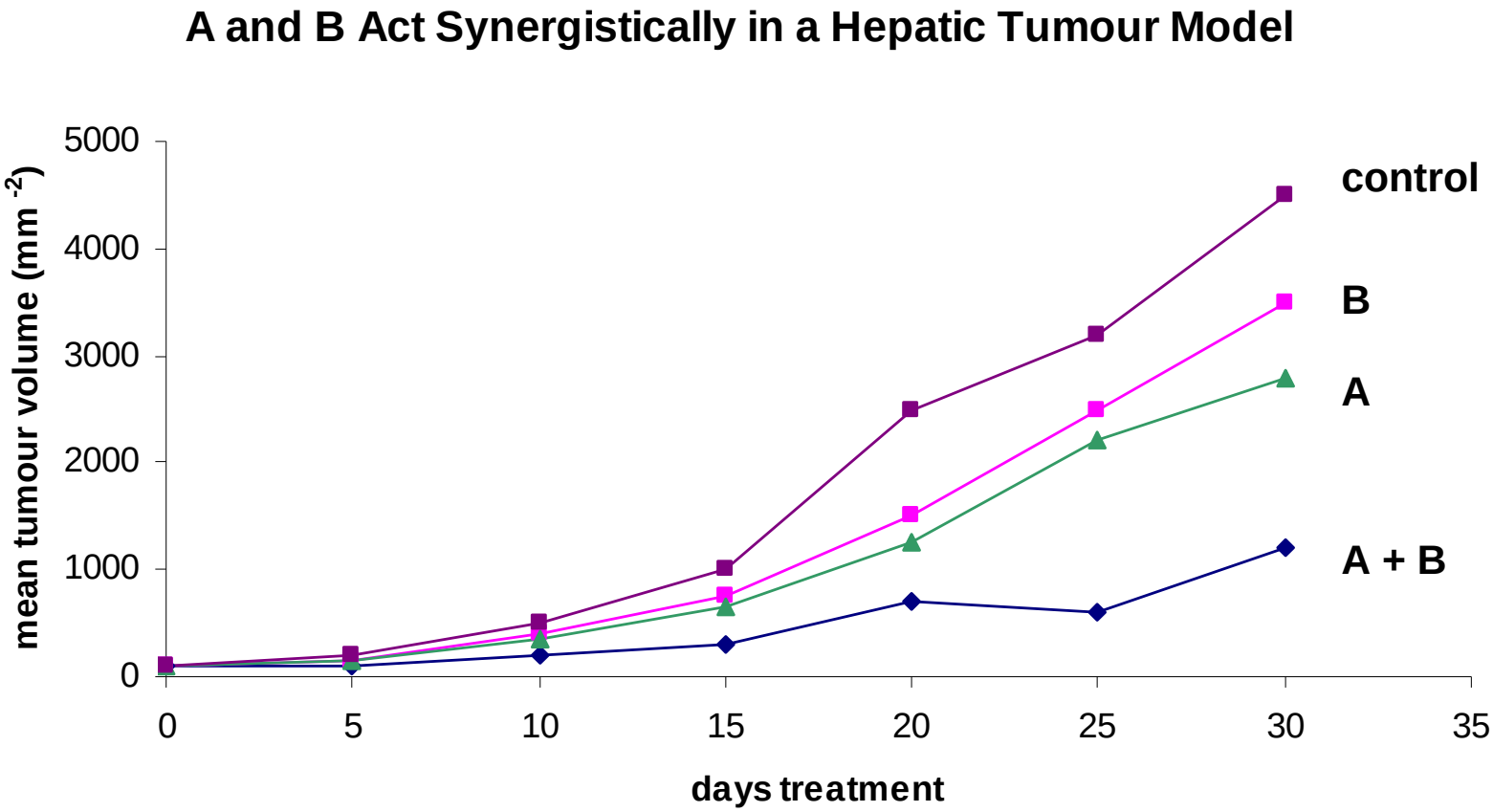
Don't need grid or background

Title doesn't convey message



Don't need all values

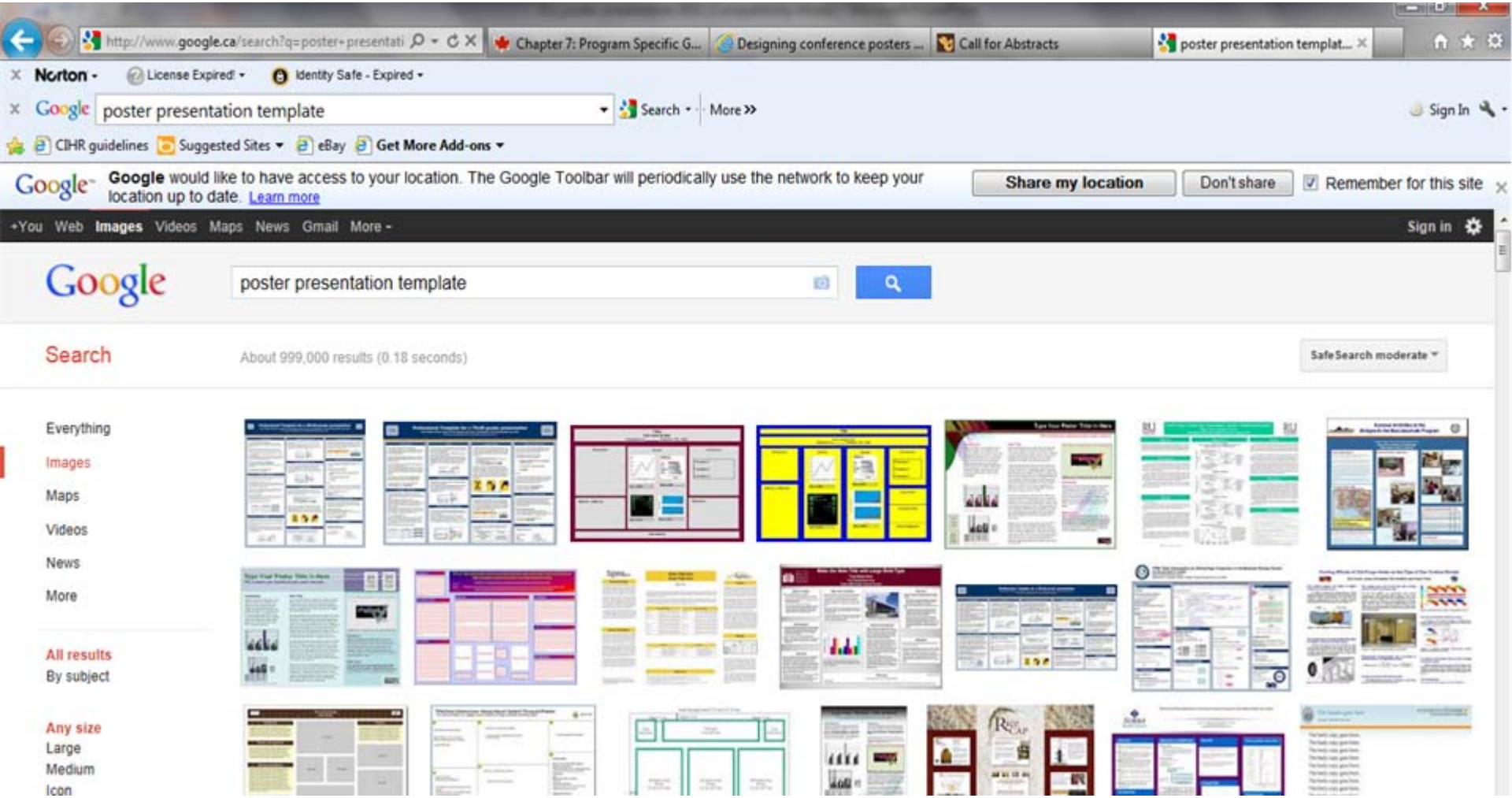
Requires effort to link legend to graph


A and B Act Synergistically in a Hepatic Tumour Model
mean tumour volume (mm -2)
5000
4000
3000
2000
1000
0
0
5
10
15
20
25
30
35
days treatment
control
B
A
A + B

Style…

"Poster Sessions" group on Flickr

Faculty of 1000 or F1000 Posters



Title that hints at the underlying issue or question

Format in "sentence case." This means only the "t" in "title" gets capitalized.

Your name(s) here
Your address(es) here

All columns should have *exactly* the same width and be separated from each other by *exactly* the same amount of white space.

Introduction

This template has column widths and font sizes optimized for printing a 36 x 56" poster—just replace the "tips" and "blah, blah, blah" repeat motifs with actual content, if you have it. Try to keep your total word count under 500 (really). More tips can be found at "Designing conference posters" at

http://colinpurrington.com/tips/academic/posterdesign

To see examples of how others have abused this template to fit their presentation needs, perform a Google search for "colin purrington poster template."

Your main text is easier to read if you use a "serif" font such as Palatino or Times (i.e., people have done experiments and found this to be the case). Use a non-serif font for your title and section headings.

Figure 1. Photograph or drawing of organism, chemical structure, or whatever…that might help lure people to your poster. Yes, I risked my life getting this photograph.

Materials and methods

Be brief, and opt for photographs or drawings whenever possible to illustrate organism, protocol, or experimental design. Viewers don't want to read about the gruesome details, however fascinating you might find them.

Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah.

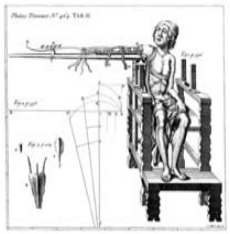


Figure 2. Illustration of important piece of equipment, or perhaps a flow chart summarizing experimental design. Scanned, hand-drawn illustrations are usually preferable to computer-generated ones. Just bribe or flirt with an artist to get them to help you out.

Results

The layout for this section should be modified from this template to best show off your graphs and other result-related illustrations. You might want a single, large column to accommodate a big map. Or perhaps you could arrange 6 figures in a circle in the center of the poster. Do whatever it takes to make your results *graphically* clear. And, for the love of God (or whoever), make your graphs big enough to read from 6' away.

Paragraph format is fine, but sometimes a simple list of "bullet" points can communicate results more effectively:

9 out of 12 brainectomized rats survived **(fig. 3a)**

Brainectomized rats ate less **(fig. 3b)**

Control rats completed maze faster, on average, than rats without brains **(fig. 3c)** (t = 9.84, df = 21, p = 0.032)

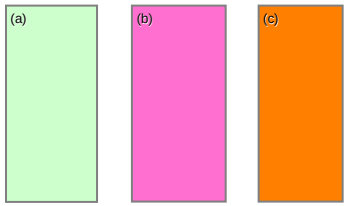


Figure 3. Make sure legends have enough detail to explain to the viewer what the results are, but don't go on and on. Don't be tempted to reduce font size in figure legends, axes labels, etc.—your viewers are probably *most* interested in reading your figures and legends!

Often you will have some more text-based results between your figures. This text should *explicitly* guide the reader through the figures.

Blah, blah, blah (**Figs. 3a,b**). Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah.

Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah (**Fig. 3c**). Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah (data not shown).

Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah, blah, blah (God, personal communication).

Putting titles on graphs makes your graph instantly understandable to your viewers. E.g., just TELL your viewer what's so cool or important about the graph…don't make them hunt for it.

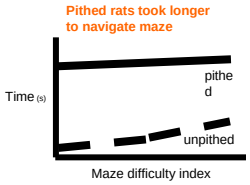


Figure 4. Label the lines manually (as above) and then delete the silly key provided by your charting software. The above figure would also be greatly improved if I had the ability to draw mini rats with and without brains.

Be sure to separate figures from other figures by generous use of white space. When figures are too cramped, viewers get confused about which figures to read first and which legend goes with which figure. Cramped content just looks bad, too.

Figures are preferred but tables are sometimes unavoidable. A table looks best when it is first composed within Microsoft Word, then "Inserted" as an "Object." If you can add small drawings or icons to your tables, do so!

Table 1. ANCOVA examining the effects of water treatment, parasite treatment, and initial height of nettle on nettle dry weight.

Source	df	Mean square	*F*-value	*p*-value
Water treatment	2	23.305	215.96	0.0001
Parasite treatment	1	0.049	0.455	0.5011
Nettle initial height	1	0.769	7.129	0.0084
Parasite treatment * nettle initial height	1	0.489	4.532	0.0348
Residual	163	0.108		

Put a figure here that explores one particular outcome in a complicated (and boring) table of results.

The presence of this band confirms that X is true.

Figure 5. You can use connector lines and arrows to visually guide viewers through your results. Adding emphasis this way is much better than making the point with words in the text section. Especially useful for when you cannot be at poster to guide viewer.

Conclusions

You can, of course, start your conclusions in column #3 if your results section is "data light."

Conclusions should not be mere reminders of your results. Instead, you want to guide the reader through what you have *concluded* from the results. What is the *broader* significance? Why should anyone *care*? This section should refer back, explicitly, to the "burning issue" mentioned in the introduction. If you didn't mention a burning issue in the introduction, go back and fix that -- your poster should have made a good case for *why* you did what you did. A good conclusion will also refer to the literature on the topic -- how does your research add to what is *already* published on the topic?

Blah, blah, blah. Blah, blah, blah. Blah, blah, blah. Blah.

Adhere to citation guidelines in your field *exactly*. People will find your mistakes. Trust mee.

Remember: **no period** after journal name (unless you use abbreviation).

Literature cited

Bender, D.J., E.M Bayne, and R.M. Brigham. 1996. Lunar condition influences coyote (*Canis latrans*) howling. *American Midland Naturalist* 136:413-417.

Brooks, L.D. 1988. The evolution of recombination rates. Pages 87-105 in *The Evolution of Sex*, edited by R.E. Michod and B.R. Levin. Sinauer, Sunderland, MA.

Scott, E.C. 2005. *Evolution vs. Creationism: an Introduction*. University of California Press, Berkeley.

Society for the Study of Evolution. 2005. Statement on teaching evolution. < http://www.evolutionsociety.org/statements.html >. Accessed 2005 Aug 9.

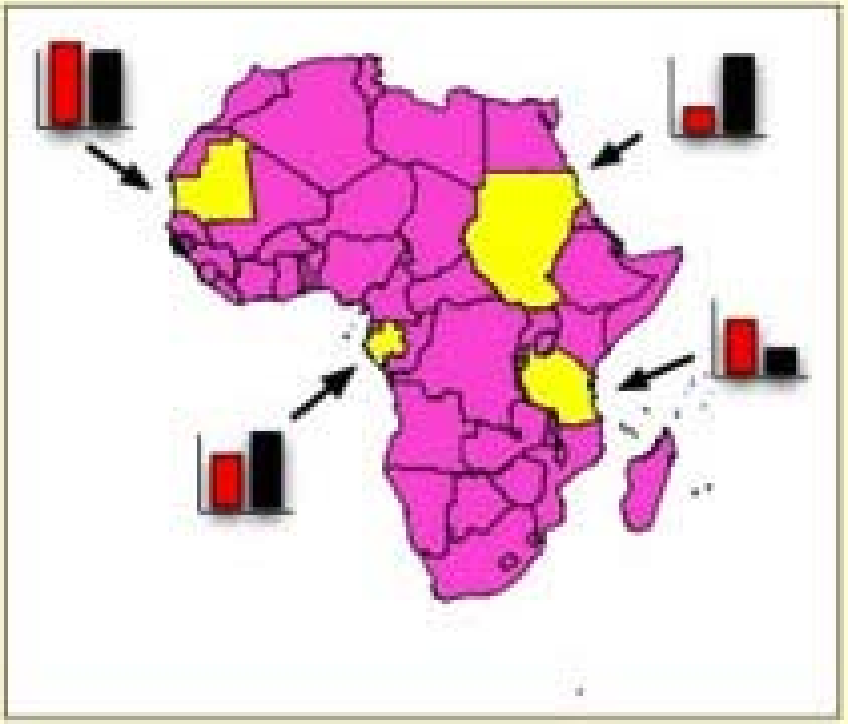
Acknowledgments

We thank I. Güor for laboratory assistance, Mary Juana for seeds, Herb Isside for greenhouse care, and M.I. Menter for questionable statistical advice. Funding for this project was provided by the Department of Thinkology, a Merck summer stipend, and the person who claims she's my mom. [Note that people's titles are omitted. Titles are TMI.]

For further information

Please contact *email@blahcollege.edu*. More information on this and related projects can be obtained at *www.yoursite.edu…* (give the URL for laboratory web site). A link to an online, PDF-version of the poster is nice, too.

Purrington, C.B. Designing conference posters. Retrieved Nov 15, 2011 http://colinpurrington.com/tips/academic/posterdesign.



Literature cited

Acknowledgements

Further information

Annoying logos, etc.

Purrington, C.B. Designing conference posters. Retrieved Nov 15, 2011 http://colinpurrington.com/tips/academic/posterdesign.

Beyond the science

- Acknowledge funding
  - Operating & personnel; Logos, emblems
- Acknowledge people
  - Colleagues, summer students, COOP students. etc
- Intellectual property
  - Poster presentation = public disclosure
  - Where will your poster be seen? Website, camera
- Contact information

Poster Design: Details

1. Powerpoint vs. Adobe Illustrator vs. LaTex, FrameMaker
2. Beware the MAC-PC bug
3. Use full names of authors
4. Use references sparingly
5. Print a colour 11” x 17” proof (~ everything should be readable)
6. Spell-check, have friends, colleagues proof-read your poster

    Lab/Hallway/lunch room post – leave post-its & pen

    Web: Flickr, Faculty of 1000, anonymous or not!

Presentation

Classic:

Poster up throughout the day
Set 1-2 hour interval to "man" poster

New twists:

Speed posters
Virtual posters

Preparing to present

- Make sure you can sum up your poster's key points and conclusions in 2-3 sentences MAX
- Practice 1,3 & 5 (? 10)-minute versions of your poster presentation
- Practice starting your spiel from different sections of your poster
- Anticipate the challenges
- Anticipate questions and how you will answer them
- Optional:
  - supplemental handouts, computer for video, candy, pins?

KNOW YOUR POSTER

Presenting Your Poster

Check out the venue

Presenting your poster

- **BE at your poster** at assigned time
- Dress appropriately
- Greet people with a smile and enthusiasm for your work
- Position yourself appropriately
- Find out why they are interested in your poster BEFORE you begin-tailor to interests
- Maintain eye contact - Reading or rambling signals "lack of knowledge“ – no notes!

Presenting Your Poster

- Have a 1-3-5 minute presentation prepared for people who ask you to “walk them through the poster”.
- Give the big picture, explain why the problem is important, use the graphics to illustrate your key points.
- Finish with a strong statement of conclusion and relevance
- Be **professional** – irrespective of setting

Presenting your poster

- Catch them with a one/two liner
- Use hand gestures to illustrate and reinforce key concepts and relationships—take time on figures.
- Be specific – not vague
- Summarize each section of the poster before moving on to the next section.
- Don’t restart when someone new arrives

  (don’t ignore--engage)

Presenting your poster

- Pay attention to non-verbal clues
  - Are you being clear?
  - Listen
- Maintain your professionalism
  - Criticism
  - Judges
  - Future collaborator – employer – reviewer
    - Who were they?
- Watch and learn!

Rules for a good poster

- **Poster acceptance means nothing**
  - not an endorsement of your work
- **Cater to your target audience**
- **Define the purpose** and style it accordingly
- **Title** is important

- **Use good layout**
  - avoid blocks of text
  - never use less than font 18-24
  - main points at eye level

Erren & Bourne (2007) PLoS Comput Biol 3(5):0777

Rules for a good poster/presentation

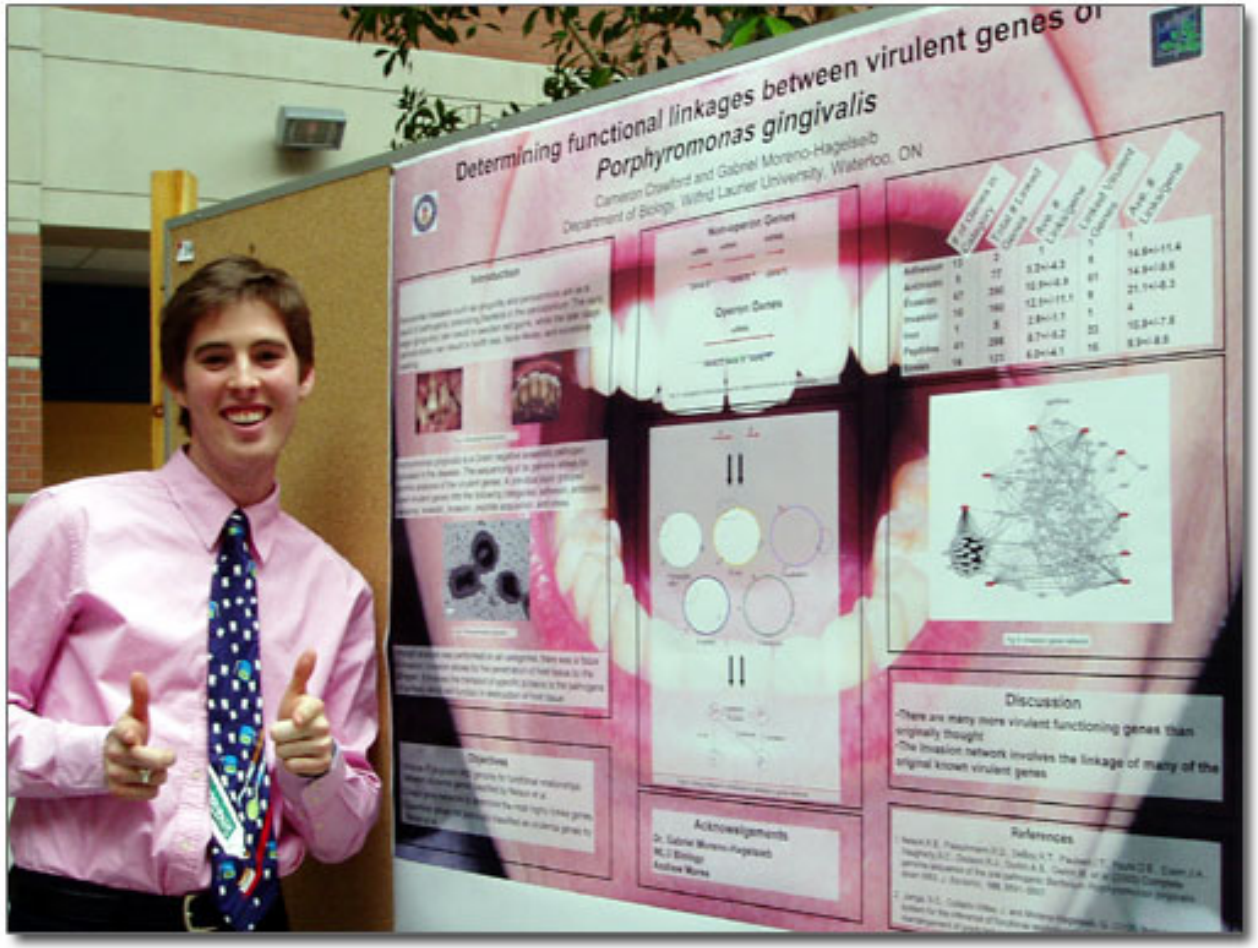
- **Sell your work in 10 seconds**
- **Take advantage of unique features of posters**
  - speculate on unpublished findings
  - distribute supplemental info
  - interact & ENJOY

Erren & Bourne (2007) PLoS Comput Biol 3(5):0777

Rules for a good poster/presentation

- **Keep it concise**
  - use images, graphs, tables
  - clear and obvious conclusions
- **Impact happens during and after poster session**
  - don't badger but make eye contact
  - opportunity to get feedback/critique
- **Show your personality**

Erren & Bourne (2007) PLoS Comput Biol 3(5):0777



Purrington, C.B. Designing conference posters. Retrieved Nov 15, 2011 http://colinpurrington.com/tips/academic/posterdesign.

Summary

Make it clear

Make it simple

Make it interesting

BE CLEAR, BE INTERESTING!

A twist of something new

Speed posters

45sec - 4 minute poster presentation

1-2 slides (max) as summary

- Interest subgroups or selected topics (2-4 minute, selected)

- Poster advertisement/preview to entire meeting (<1min)

http://www.youtube.com/watch?v=QpNTzH0ZcUU

CARME 2 min. poster presentations

Virtual posters

Electronically displayed poster at a meeting

Potential for live/internet session with attendees

i.e. Society for Entomology/non US presenters

Online version of technical research papers

References

- **Purrington, C.B. Designing conference posters. http://colinpurrington.com/tips/academic/posterdesign.**
- Erren TC., Bourne PE. Ten simple rules for a good poster presentation. 2007 PLoS Computational Biology 3(5):0077
- Shelledy DC. How to make an effective poster. Respir Care. 2004 Oct;49(10):1213-6.
- Briscoe, MH. *Preparing Scientific Illustrations*. Springer-Verlag, New York, 1996.
- http://www.biology.lsa.umich.edu/research/labs/ktosney/file/PostersHome.html
- http://www.owlnet.rice.edu/~cainproj
- http://cte.umdnj.edu/career_development/career_posters.cfm

Poster evaluation

Graduate Student Government Research Colloquium
February 25th & 26th, 2010
Poster Evaluation Sheet

Presenter: _____

Judge: _____

Category	Max Points	Points Awarded	Judge's Comment
Technical	**35 total**		
Research topic clearly described	15		
Sections on Methods, data, interpretations as appropriate	10		
Conclusion section which emphasizes the relevance of the research in the field of study	10		
Visual	**40 total**		
Title, author(s), affiliations, and contact information included	5		
Poster design logical and easy to follow	15		
Text easy to read, understand and free of errors	10		
Graphics clear contribute to the overall presentation	10		
Presenter	**25 total**		
Able to communicate technical information in an easy-to-understand way	10		
Confidently relays in-depth technical information	5		
Able to answer questions related to project	5		
Courteous and professional	5		
Total Score	**100**		

PATHOLOGY Graduate Studies – POSTER FEEDBACK RECORD

Section A: (This will not be communicated to the speaker)

Assessor Name : _____ **Poster Author:** _____

Section B: Please provide a score for each of the following statements

0: strongly disagree to **5: strongly agree**

Please use only whole and half integers [i.e. 3.0, 4.5, 5.0 etc...not 3.75 or 3.2]

		score
Abstract:	- Abstract was clear and contained relevant information	
Content:	- Topic and context were well described	
	- Sections organized appropriately	
	- Introduction/rationale section emphasizes the rationale of the study	
	- Experimental approach/results are clearly conveyed including titles/legends	
	- Conclusion section emphasizes the significance of the study	
	- "Level" of the poster is appropriate for the audience	
	- Poster can stand alone well, without "presentation"	
Visual:	- Title, author(s), affiliations, acknowledgements and contact info included	
	- Poster design logical and easy to follow	
	- Text easy to read and understand, free of errors	
	- Graphics are clear and contribute to the presentation	
Overall:	- I understood, the objectives of the presentation were met	
Overall assessment (out of 100) :		

Section C: Please comment on the strengths and challenges (**at LEAST 3 for each**)

List strengths of the poster and abstract
Suggest changes for the next poster and abstract from this presenter

Small group poster review

- posters to review in foyer
- 2-3 students/poster
- Take 5 minutes to review/critique poster
- Note strengths & weaknesses /scoring not necessary
- Present poster with comments to group
  - (2-3 min/poster)