

Session Title and Content

Writing the Poster – for Content

Less is More or The Speedo Principle

The Good, the bad and the ugly

Every Word Counts

Learning Objective

The student should be able to identify the sections of a poster and describe what belongs and does not belong in each section.

Session format (Interactive between didactic and break-out sessions a total of 2 hours to 3 hours)

- Brief didactic introduction (30 minutes or less) about poster content and the essential components (see details below).
- Speaker explains how to use the bikini principle for the introduction.
 - Practice sessions with the methods section using the bikini principle (see below)
 - Each group could be given the short paper and they make each poster section.
 - Provide them with a classic physiology paper (students must read before the session)
 - Otto Loewi – “vagusstoff”
 - Fatt P, Katz B. Membrane potentials at the motor end-plate. *J Physiol.* 1950 Oct 16;111(3-4):46p-7p.
 - Wangensteen OD, Rahn H, Burton RR, Smith AH. Respiratory gas exchange of high altitude adapted chick embryos. *Respir Physiol.* 1974 Jul;21(1):61-70.
 - Ask instructors to submit their favorite classic physiology paper.
 - Share with the broader group (select 2-3 groups to present their poster)
- After reconvening from break-out session, the speaker will describe how to construct the results section of a poster.
 - Break-out sessions for results section
 - Choose another way to present data from a classic paper.

- Provide students with data for the results section.
 - They will construct data using markers and transparencies.
 - Share with the broader group (select 2-3 groups to present their poster)
 - Return to the didactic approach to describe the importance of summary and conclusions.
 - Critique of posters
 - Activity – presentation of the good, bad and ugly of posters.
 - Critique of posters for both content and design
 - There is a suggestion that this session be connected to the poster design section – for efficiency of effort.

Participant activities

1. Groups will be given a dummy paper with data sets and each group will create a section of the poster i.e. results, materials and methods, hypothesis etc.
2. Provide students sections of a poster and they will put it together into a final version (e.g. present them with 4 sets of each section on pieces of paper and the students put together what they think is the best poster.)
 - Final part of session groups will reconvene compare results (the nature of this will depend on the nature of the breakout session chosen).
3. Activity – presentation of the good, bad and ugly of posters.
4. Another activity we suggest is the critiquing of posters

Potential speakers

Need one main speaker and group section leaders.

Joan Lakoski

Someone involved in poster session judging at meetings. Those who judge minority poster sessions.

Nancy Kanagy

Tricia Hendrickson, Morehouse

*LaTonya Hammonds, Spelman

Alice Villalobos

Colleen Talbot, UC Riverside

Minority Issues

- Know your audience: Non-native English speakers may prefer more words on poster because they read better than they hear it.
- Sensitivity to use with humans and various ethnic populations and diseases
 - e.g diabetic patients versus patients with diabetes
- Common to most students may be nervous about preparation, advisors criticism.
 - Avoid jargon, abbreviations, spell-check, good resolution of images, etc.

Materials Needed

- Data sets and background information for making poster.
- Classic papers
- Posters to critique.
 - Sample posters – the good the bad and the ugly.
- Paper, glue, tape, posters, easels

Topics to cover:

1. Know your audience.
 - a. Walk on by
 - b. Want bottom line to remember.
 - c. Want to know overview of what you did and what you found.
 - d. Want more detail and results.
 - e. Want every detail and nitty gritty.

2. Title – Importance of title commanding attention. Should shout at you, be intriguing. When possible conclusion is stated in the title. Title should be short and avoid unnecessary words.
3. Background and introduction – bullet points, should include status of topic and what relevant question you are addressing. We suggest use of the inverted triangle – big picture, status, and hypothesis. If you have pictures even better. Questions – references? Older data?
4. There needs to be a clear statement of the question that will be addressed – the hypothesis.
5. Methods – experimental design, model if you have one, name methods rather than give detail – i.e. Northern blot.
6. Results – It is the focal point of the poster – without clear cut results you are lost. Results are different than results in a paper – give results with enough information to get your interpretation of the results across. Each figure should be able to stand alone. Make sure there is a story that unfolds – as you move from figure to figure. Don't necessarily present data in the order experiments were done. You can group conceptually related data together. How to choose results for poster. Use data that is directly related to hypothesis.
7. Rationale – viewer needs to know why you did experiments – may need specific section that is rationale – may not -depends on your poster.
8. Summary – a written summary of the results. Should be in a bullet point list – should be key findings – sometimes this is the first thing people read – if they don't grab the reader they will move on.
9. Conclusion – brief – emphasize single most important point – if you have more than one question you will need more than one answer. Make sure the conclusion addresses the hypothesis.
10. Acknowledgements of funding agencies

* If using animals/humans, include IACUC/IRB approvals.

* Funding acknowledgement

* Abstract included in poster? Is it a requirement?