(EL)² Poster Presentation Tips

Adapted from a presentation given by
Prof. Angela Gutches
Department of Psychology

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Academic Internship Administrator
Office of the Dean of Arts & Sciences / Hiatt Career Center

http://www.brandeis.edu/experientiallearning/EL2/PosterPresentationTipsweb.pptx
(EL)$^2$ is a University-wide symposium highlighting the many ways undergraduates connect experience to their Liberal Arts education.

This is a great opportunity for undergraduates to:

- Gain experience in presenting your work in a formal setting
- Receive feedback from faculty and peers
- Share ideas and learn from other students
- Enhance your resume
Goals of Experiential Learning

When creating your poster, remember Experiential Learning is:

An Intellectual Challenge
- Tackle real-world problems for which there are no answers in the back of the book.
- Challenge your powers of observation, analysis and creative thinking.
- Test theories against the concrete; experience, create and prove new theories.

A Practical Experience
- Explore the world of a professional in the field.
- Ask yourself, "Is this field the right fit for me?"
- Sharpen applications for graduate school and employment by documenting skills and experience.

Opportunity for Personal Growth
- Develop skills to work in groups or independently.
- Appreciate differences in learning style, values and world view.
- Practice taking informed risks, and learn from mistakes as well as successes.

www.brandeis.edu/experientiallearning/for students/index.html
Posters:

- Usually 1 foam board
- No tri-folds
- 40” x 30 or 32”
- White or black
- Project Title
  - Name
  - Year
  - Contact Info
Posters: What’s your story?

- What did you do?
  - Why interesting? Important?

- But not ONLY about what you did
  - Outcomes? Who was affected?
  - Reflection? How were you affected?
  - Helpful information/advice to share with others?

  - Why would others want to know about this?
Make an Outline:

- Begin to make a mental outline
  - What journey do you want people to take?
- What were the biggest issues?
- …Unexpected results?
- …Proudest achievements?
- …Lessons learned?
- What are your next steps?
Effective Posters:

- Readable
- Legible
- Well-Organized
- Succinct


Effective Presentations: Readable

- Limited time to convey your message to your audience
  - May have <3 minutes/person
  - What are your most important points?
- Choose one memorable message
- Avoid grammar & punctuation mistakes
- Do the topics resonate with the audience?
  - Why should they know this?
  - The “grandmother” rule: Would she understand it?
Effective Presentations: Legible

Studies show you only have 11 seconds to grab and retain the audience’s attention.

- Aim for “visually clean and pleasing”
- Can they read it from 6-10 feet away?
- A poster is not a cut-up essay
  - (Again) What are your **most important** points?
  - Large font!! (30+ point)
  - High contrast font colors
  - Borders or mounting sections of text help
Effective Presentations: Well-Organized

Spatial organization makes the difference between reaching 95% rather than 5% of the audience.

- Audience shouldn’t have to hunt for main idea/takeaways
- Space in-between sections; Visually neat
- A good flow of logic
- Impactful, short titles
  - Avoid jargon
  - Borders or mounting sections of text help
Effective Presentations: Succinct

- Don’t overwhelm them, entice them!
  - Think of 1-2 sentences to say to everyone
  - What are your most important points? Your one memorable message?

- Keywords and Section headings that make an impact

- Pictures and graphs instead of paragraphs
Keep in Mind...

- Show, don’t tell
  - Less (text) is more
  - Bullet points

- Can you use organization’s handouts?

- Photos & figures speak volumes and break up sections

- Use of color (if you can)
  - Printing
  - Borders/mounting
Suggested Headings / Sections:

May differ depending on the type of poster (Science Research vs. others)

- Personalized Titles
- Methods
- Outcomes
- Research Topic/Problem
- Organization/Lab

- Challenges
- Successes
- Lessons Learned
- Highlights of the Experience
- Next Steps… where is this taking you?
See For Yourself

Note the next slide…

- Too much information
- Too many details
- Too little space between sections
- Results aren’t obvious
INTRODUCTION
False recognition of related information occurs more frequently with age. For example, older adults are more likely to false alarm to new exemplars drawn from categories of previously studied pictures, such as a new picture of a cat after encoding pictures of other cats (Koutstaal & Schacter, 1997; Koutstaal, 2003). Recent data (Aminoff, Schacter, & Bar, in press) illustrate that related contextual information can lead to false recognition in young adults. Items that occur in the same spatial contexts (e.g., stove and a dishwasher from a kitchen context) are prone to false recognition. Because contextual false memories rely on related information, older adults may be expected to exhibit elevated rates of false recognition. However, contextual information can support accurate memory and the benefits from it may be relatively intact with age (e.g., Chee et al., 2006; Gutchess et al., 2007). This study investigated the influence of age on false memories for contextual information.

Experiment 1

METHODS
28 young (M age = 23.7) and 28 older (M age = 71.4) adults viewed photos of individual objects on light gray backgrounds. Participants incidentally encoded 84 strong context picture pairs (see below) and 39 weak context picture pairs (e.g., camera & scissors) by rating the extent to which the picture pairs constituted a context (1=objects don’t fit a context, 2=only the depicted objects fit a context, 3=only a few more objects fit a context, 4=many more objects fit a context). Pictures were presented for 2000 msec, followed by a rating scale for 2000 msec, and trials were interspersed with fixation trials. After a 24-hour retention interval, participants judged whether words corresponded to pictures they had studied on the previous day. In a self-paced design, participants decided whether or not they saw a corresponding picture in the first part of the study for 162 words, and made a “Remember”, “Know”, or “New” judgment. 84 of the words corresponded to studied strong contexts, with 42 targets and 42 lures. 79 words were weak context items, with 39 target and 39 lure.

RESULTS

We replicated previous findings for young adults that strong contexts enhanced both hit and false alarm rates. While older adults showed a similar increase in hit rates for strong contexts, their false alarm rate was no higher for strong than weak contexts. This finding contrasts previous research showing an increase in false alarms with age to related information.

Experiment 2

The results of Experiment 1 suggest that young, but not older, adults are more prone to commit false memories to strong contexts than weak contexts. Although this finding represents a potential exception to the tendency for older adults to have higher rates of false memories for related information, it is possible that older adults found the contexts less rich than younger adults, or did not generate contextually-related items during encoding to the same extent as young. Experiment 2 explored these possibilities.

METHODS
17 young (M age = 23.2) and 17 older (M age = 74.6) adults participated in this experiment. With the exception of the nature of the memory test, the methods were identical to Experiment 1. Participants completed an inclusion test (adapted from Brainerd & Reyna, 1998; Schacter, Cendan, Dodson, & Clifford, 2001), making judgments of whether the words presented at recognition corresponded to, or were related to, a previously studied context. This modified recognition test allowed us to assess the extent to which young and older adults encoded the contexts and assessed the recognition items as related to them.

RESULTS

Results indicate that young and elderly do not differ in the extent to which they consider items to be related to previously studied contexts. This suggests that the results of Experiment 1 do not reflect age differences in ideas about what constitutes a context, or the ability to generate items related to a context.

DISCUSSION

In Experiment 1, we present evidence that strong related contextual information, compared to weak contextual information, leads young adults to commit memory errors disproportionately more than older adults. This finding contrasts a wealth of literature showing that older adults falsely recognize related information more than young adults (e.g., Koutstaal & Schacter, 1997; Koutstaal, 2003). Although for both young and elderly hit rates are similarly higher for strong contexts than weak, Experiment 2 addresses the extent to which contexts were considered differently across the age groups. On the basis of age-equivalent performance on an inclusive memory test and similar ratings of contextually-related triplets, we rule out the alternative explanation, that contexts were impoverished or less meaningful for older adults than young. Even under conditions in which young adults are prone to commit memory errors, older adults are no more prone to falsely endorse items strongly related to specific contexts than those weakly related to many contexts. We suggest that the rich, supportive information provided by contexts can facilitate memory with age, supporting accurate recognition without leading older adults to generate false memories.

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CONTACT: gutchess@brandeis.edu
See For Yourself

Better...

- Much more space between ideas
- Sections are clear
- Discussion reduced and readable
- Graphics steal the show
- Want to spend time getting gist

Don’t overwhelm them, entice them!
INTRODUCTION
-Age differences in memory performance disappear when the content is socioemotional or personally meaningful (Rahhal et al., 2002; May et al., 2005).
-According to Socioemotional Selectivity Theory, emotional, specifically positive, information, is prioritized with age (Carstensen, Isaacowitz, & Charles, 1999), but it may be that the advantage of emotion holds only for remembering general ideas as opposed to specific details.
-There is evidence that the way in which older and younger adults differ in memory performance based on the positivity or negativity of images changes as a function of whether that memory is for general or specific information (Kensinger, Garoff-Eaton, & Schacter, 2007).
-We sought to compare how young and older adults remember both general and specific information when that information is socioemotionally relevant or neutral.

METHODS
-Each pairing presented for 5 sec. during encoding; participants were asked to form an impression of each individual.
-During recognition & recall phase, each face & name presented again; participants were asked: "What else do you remember about this person?" (assessed memory for the associated behavior/characteristic - specific memory).
-"What kind of impression did you form of this person?" (forced choice of good, bad, or neutral, which assessed memory for the character/impression of the individuals - general memory.)
-"What else do you remember about this person?" (assessed memory for the associated behavior/characteristic - specific memory).

RESULTS
Response Bias
- Evidence for systematic bias in the way participants guessed: older adults incorrectly used “positive” label more than younger adults (t(38) = -3.610, p = .001)
- Applied a guessing correction based on the adaptation of Cohen’s (1960) kappa statistic, as devised by Isaacowitz et al. (2007).

Corrected General Memory
-Young participants outperform older (F(1, 38) = 6.990, p = .012, η² = .155)
-Memory for positive and negative better than memory for neutral stimuli for both age groups (F(1, 19) = 27.107, p < .001) & (F(1,19) = 18.485, p < .001)
-Memory for positive information equal to that for negative for both age groups (F(1, 19) = 3.484, p = .077) & (F(1, 19) = 1.923, p = .182)

Kappa-Corrected General Memory Score Averages (+SE) by Age

Specific Memory
- Performance in this domain judged according to two sets of criteria, “strict” and “lenient”.
- Only when judged by “strict” criteria, is there a main effect of valence (F(2, 76) = 9.667, p < .001, η² = .203), with neutral information remembered better.
- But younger adults remember more detailed information overall than older adults, (F(1,38) = 65.070, p < .001, η² = .631 (strict) & F(1,38) = 44.020, p < .001, η² = .537 (lenient)).
- Trend for an interaction only with “lenient” criteria (F(2, 76) = 5.252, p = .008, η² = .062), with older adults appearing to benefit from valenced information relative to neutral.

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CONTACT: gutches@brandeis.edu
Finalizing your Presentation

- Proofread!!
- Get feedback from friends or mentors before printing
  - Clear & easy to understand?
  - Clean & well designed?
  - Memorable message?

- Know what you most want to tell people
  - 1-2 sentence version; 3 minute version
A Few Posters from Last Year

Last year’s official program
Students present their posters during the poster session.
The Effect of Denervation and Reinnervation of Sympathetic Neurons on Myocytes

Nithya Setty, '09, BIO
Deis Bikes: Brandeis Bicycle Rental Program

What is Deis Bikes?

Deis Bikes is the bicycle sharing program of Brandeis University. Our mission is to promote bicycling as a desirable means of transportation in a greater effort to strengthen a culture of sustainability on campus. Based out of the Shapiro Campus Center, bikes and helmets can be rented for a maximum of one day, free of charge, and are maintained weekly by student mechanics.

How does Deis Bikes serve the Brandeis Community?

The idea for Deis Bikes began as an environmental sustainability initiative on the Brandeis campus. Currently, the Brant Van, campus shuttles, and personal cars are the most common modes of transportation for travel around campus and Waltham, but these emit carbon dioxide and other pollutants that are damaging to the environment. Previously, biking was an untapped transportation resource at Brandeis, and we wanted to fill that void. Deis Bikes provides a convenient way to get to class, encourages off-campus exploration, and promotes a healthy body and environment.

What We Learned:

• We learned to apply our academic knowledge of principles of environmental sustainability to make a direct impact on our campus community.
• We learned to operate effectively as a group and in conjunction with campus partners to achieve a common goal.

Process

Beginning in the Fall 2008 semester, members of both the Student Union Senate and Laura Goldin’s Greening the Ivory Tower class formed the ‘Deis Bikes Team’ to begin planning a bicycle rental program. During regularly scheduled meetings we discussed the logistics of the program and read about bike-sharing programs at other schools to help us get started. After approval and funding from the Student Union Senate, we purchased each bike used from Craigslist and brought them in for an initial tune-up at the local bike shop, Spoke n’ Wheel. We also purchased tools, locks and helmets. This project would not have been possible without the collaborative efforts of:

- Janna Cohen-Rosenthal, Campus Sustainability Coordinator
- Mark Collins, Vice President of Campus Operations
- Dennis Fink, Facilities
- Professor Laura Goldin, Environmental Studies
- Stephanie Grimes, Student Activities
- Frank Spinola, Spoke n’ Wheel

Deis Bikes Team:
- Paul Balik ‘10
- Caroline Cappello ‘11
- Lisa Frank ’09
- Lian Griffin ‘11
- Keith Lawezyk ’11
- Chenchao Lu ’09
- John Paykin ’11

Mechanics:
- Connor Kassidy ’11
- Mali Fritt Education

Newspaper article

‘Deis Bikes: Brandeis Bicycle Rental Program
Caroline Cappello, ‘11, THA, Chenchao Lu ’09, BIO & ECON, Lea Giddens, ’11, IGS, Lisa Frank ’09, POL, Paul Balik ’10 POL, Susan Paykin, ‘11, IGS

• Simple design
• Colorful/use of contrasting colors
• Basic but important Sections (What We Learned)
• Supporting graphics
• Newspaper article
Living the Conflict: Bringing Positive Change to Arab-Israeli Relations

Marnina Cowan, '10, IGS & HBRW

The Project
During my fall semester abroad at the University of Haifa, I ran an intensive English leadership program for Arab teenagers in Northern Israel. I worked through the organization ‘Makom Bagalil’ and their ‘Scheinit’ (Neighbors) program. In my weekly meetings, I planned discussions and activities centered on identity and about what being Arab in a Jewish country means.

Personal Reflection
“Goodbyes are never easy... As their bus pulled away, one of the students opened the bus window and they all yelled “We love you!” I had tears in my eyes. I wish others could have been there to witness an American Jewish university student crying as she waved goodbye to a group of Arab teenagers. The goodbye was so hard, because I felt as though I was losing a part of myself. It’s hard to believe that in just three sessions, during a month and a half, a Jew can get so close to a group of Arab students. What made this goodbye especially hard was that I finally understood that both the students and I were leaving the semester as changed individuals. We found a basis for Arab-Jewish dialogue and most importantly, for friendship.”

Outcomes
- Students became increasingly comfortable in English
- They took initiative in the discussions and began arguing with each other
- This was one of the first times that the students’ individual opinions were emphasized (in their communities decisions are collective)
- Students benefited from dialogue—for many, this was their first encounter with an American

Living the Conflict: Bringing Positive Change to Arab-Israeli Relations in Israel
Marnina Cowan, '10, IGS & HBRW
Life in the Emotional Lab: Two Student Perspectives
Dawn Schwartz '09, PSYC & Jonah Cohen '10, PSYC
• Border around poster = contrasting color
• Bordered sections
• Bullets instead of sentences
• Creative section titles: -In Hindsight -Samples

Experiential Internship with the Museum of Fine Arts, Boston
Allison Young, Brandeis University ’09

Before the Internship...

My Personal Goals and Objectives:

- To gain valuable experience working in an important and renowned arts institution
- To learn how arts education can benefit youth from a variety of backgrounds
- To interact with arts works outside of the classroom, and apply knowledge gained at Brandeis to the career world

About Matt Career Center’s “World of Work” Internship Funding Program:

“The program offers awards for Brandeis first years, sophomores and juniors who want to intern during the summer with organizations that do not have the financial resources to provide a salary.”

Museum Learning and Public Programs

Mission Statement: We strive to engage all audiences with the collections of the MFA and art of the world through accessible and imaginative learning experiences.

Philosophy of Learning:

- Object-based learning, whether guided or self-directed, is at the heart of the museum experience
- Encouraging original works of art allow visitors to connect with the human experience in other times and places, and in their own
- Multiple viewpoints are valid and the richest learning occurs when we honor the diversity among visitors’ personal and cultural backgrounds, levels of knowledge, and learning styles.

Community Partners:

- IBA - Inquilinos Barrios en Accion
- CODA - United South End Settlement
- YWCA In Roxbury and Jamaica Plain
- Boys and Girls Clubs of Boston
- Camp Harbor View
- BMO - Boston Charities Neighborhood Centers
- Vine Street Community Center, Roxbury
- Children’s Hospital, Boston

Artful Adventures

MLPP program for school groups
- Combines gallery exploration with an art-making activity
- Customized to the age group, background of children, learning curriculum outside the MFA, or expressed interests of organization
- Themes may include Mashe, Mythology, Ancient Egypt, Women and Art, Fantastic Creatures, Animals in Art, among many others constantly being changed and created.

Community Arts Initiative

MLPP staff and interns also brought art activities and lessons to community centers around Boston.
- Imperial and staff leave the MFA and drive to sites with materials and preparations.
- Often the same group was visited every week which resulted in building relationships with students.

Sample “Artful Adventure”

Art-Making Activity

Distribute mirrors to each student and have them paint self portraits.

Materials Required:

- Mirrors
- Canvas (4”x4” pieces)
- Acrylic Paints (red, blue, yellow, black, white, with an introduction of complementary and mixing colors)
- Palette paper so each student can mix their own paint
- Tite and Henk solvents
- Others of water for every few students

In Hindsight...

- Created and executed lesson plans and led groups of all ages
- Learned about the MFA’s Collection and gained more art historical knowledge
- Increased network/contacts
- Challenges: Becoming a better public speaker and group leader
- Successes: Participating in a program that allowed a diversity of youth groups to engage with art and learn about both themselves and the experience of others through the stories told to the museum.
- Mostly, this experience allowed me to help students in underprivileged neighborhoods through artistic expression.

Internship with the Museum of Fine Arts, Boston
Allison Young, ’09, FA & ANTH
What will your symposium poster look like?
Apply now!
Rolling applications;
notifications in October & February

Questions? experientiallearning@brandeis.edu

You’re experienced, but are you engaged?

(EL)$^2$
Experiential Learning, Engaged Learners

March 18$^{th}$, 2010