The purpose of this presentation is to **inspire extraordinary YOU** to deliver an **extraordinary presentation** at the Undergraduate Scholarly Showcase.

If we see people crying and making job offers on the floor, we'll know it worked.

Megan Lamkin, PhD

Assistant Professor Educator & Program Director for Undergraduate Research

Experience-based Learning & Career Education

Step 1: Choose your presentation format

Six-slide Story:
Six slides in six minutes + 2 minutes for Q&A.
Location: TUC 4th floor Classrooms

Postcard Presentation:
Single slide with 4-minute elevator pitch + 1 question. Have ~50 "postcards" available to distribute (half- or full-sheet paper is fine)
Location: TUC Cinema

Poster: <u>Max</u> size 3' wide x 4' tall
Single slide enlarged and printed on poster paper. You stand at your poster for 90 minutes while people come by to talk to you.
Location: TUC Great Hall & Atrium

Step 2: Know how your presentation will be evaluated

The purpose of evaluation is to provide feedback that you can use to inform your next presentation.

As you advance academically and/or professionally, you will find that there is always a “next presentation”, i.e, an opportunity to disseminate information or otherwise communicate your work.

Please reference the project **evaluation form** so that you know what judges are looking for and have every opportunity to hit the mark.

2018 UNDERGRADUATE SCHOLARLY SHOWCASE PROJECT EVALUATION

PROJECT NUMBER: TITLE:

The main outcome was (circle all that apply): New Information Technical Innovation Creative Innovation

My level of expertise in this area is: (1) novice/beginner (2) intermediate to advanced
(3) expert (e.g., advanced degree &/or actively engaged in the field)

Please score each item where (1)=Strongly Disagree; (2)=Disagree; (3)=Neutral; (4)=Agree; (5)=Strongly Agree

FIRST GLANCE	Informative title	1	2	3	4	5
	Aesthetically appealing	1	2	3	4	5
	Not too wordy	1	2	3	4	5
	Images/Figures informative	1	2	3	4	5
Comments		SUBTOTAL: _____/20				
WITHIN 3 MINUTES	I understand the main question, problem, or need	1	2	3	4	5
	I understand why this work is important	1	2	3	4	5
	Use of scholarly literature bolsters rationale	1	2	3	4	5
	An appropriate strategy was used to answer the question/solve the problem/address the need	1	2	3	4	5
Comments		SUBTOTAL: _____/20				
BY THE END	The quality of work achieved by the student(s) is high	1	2	3	4	5
	The implication of this work is of value to society	1	2	3	4	5
	The presenter was engaging and I enjoyed the presentation	1	2	3	4	5
Comments		SUBTOTAL: _____/15				
		GRAND TOTAL: _____/55				

Step 3: Organize your content

Include the following:

Informative title
Big picture question
Specific project/question
Relevance/importance to the discipline or society
What you did (in general terms/1-2 statements)
What you found
What it means
What comes next

Note for post card presenters: Speak this content; use very few words on your slide

Remember to bring 15+ copies of your résumé if you are seeking employment opportunities

Step 4: Develop your presentation

3-5 hours/week for 4-6 weeks, or until you are satisfied

Consider the tips on the following slides

Attend Open Feedback Sessions (*optional*):

5-6:30 pm

731 Steger Student Life Center

March 5
March 7
March 21
March 28

Arrive by 6 to guarantee feedback

What you will find on remaining pages:

Postcard Presenter Tips (1 page)
Six-Slide Story Presenter Tips (1 page)
Poster Presenter Tips (23 pages)

Why 23 pages of tips for poster presenters?

It's time for revolution.

No more walls of words, people.
No more paragraphs.
No more jargon, no more acronyms.

Draw us in with an informative title and aesthetic appeal.

Keep our attention by telling us what you set out to do and why it matters.

Then inspire us by sharing what you did, and what you found or created as a result of your scholarly endeavor.

The bulk of content is aimed at poster presenters, but is relevant for all

Postcard Presentations

Single slide + 4-minute elevator pitch + 1 Question

Use very few words on slide

Audience wants to listen, not read

Title + 5-6 words is adequate

Use relevant, high quality images

1024x768 pixels for full-sized images; half that (512x384) for images that take up half the screen, etc.

Note: projectors are concerned with straight pixels not dpi (dots per square inch)

Print ~30-50 postcards for guests

Include title, contact information

May print on half-sheet or full-sheets of paper

Which do you like best? I like the 3 on the right. Each has a clear focal point and weight of components is well-balanced.

Content

Informative • Concise

Outline of information
Visual aid for presentation
Springboard for discussion

Format

Crisp background
Legible font
Relevant graphics

6 X 6 Rule

6 or fewer words per line
6 or fewer lines per slide

Engage the Audience

Eye contact
Project voice
Refer to slides

Citations & Acknowledgments

Cite in the text
Full citation at end
Thank people & sources of support

OK, poster presenters: you're up.

A judge or visitor can be expected to spend ~10 minutes at your poster.

In the past, students have been trained to think of their posters as "mini-manuscripts", but those days are done. The truth is, no one is going to read all of that, especially when there are so many cool things to see and learn in such a short time.

Application of DNA Barcoding to the Monitoring of Bushmeat

Yang Gao, Mentor: Dr. Sergios Kolokotronis

Sackler Institute of Comparative Genomics, American Museum of Natural History, NY

Abstract

Present trends in the rate of wildlife harvest point to an increase in the volume of bushmeat extraction. A significant portion of the economic worth of the bushmeat and fisheries trade amounts to $5-8m. Its illegal nature makes it hard to monitor it and to assess its impact on the health of wildlife populations. National and international legal frameworks have been put in place to monitor the wildlife trade, but they rely on accurate species identification that is difficult to obtain from morphological inspection of degraded and processed products. The use of a standardized mitochondrial DNA gene (*COX1*) is becoming routine in species identification in ecological and forensic contexts. Building on recent work from our group on the applicability of this barcoding gene as a practical metric for the detection of the species of origin of bushmeat, I tested a method based on even shorter gene fragments (350bp) across representatives from four taxonomic groups (bovids, cercopithecoid primates, alligators, and crocodiles). This method was successful with fresh tissue samples collected in the field and specimens from the AMNH Vertebrate Zoology Collections, and proved to be more challenging in the case of heavily processed products, such as leather.

Background

The hunting of wildlife in the tropics of Asia, Africa, and Americas has historically been conducted as means of subsistence and local commercial trade. The wildlife, commonly known as bushmeat, used to be the primary source of animal protein for the locals who lived at the edge of forests where domesticated meats were not available (Fa et al, 2005). Recently, however, the rate of bushmeat harvest has increased at an alarming rate due to population growth, increased access to remote forests, more advanced hunting methods, and an increased demand of international trade (Fa et al. 2005; Albrechtsen et al. 2007). The purpose of hunting and trading bushmeat has now included selling merchandises, such as leather products made from crocodile skins, for profit. The increase of bushmeat hunting has resulted in the decrease of wildlife sustainability, and overhunting of wildlife is considered a primary reason for loss of biodiversity in many tropical regions (Fa et al. 2005). The international trade in bushmeat is estimated to be worth US $5-15 billion per year. The value of the illegal portion of the trade is difficult to determine because of its illicit nature, but was still estimated to be US $5-8 billion per year, which is only secondary in value to smuggling of drugs among the world's underground economies (Baker 2008).

http://www.cdlib.org/inst/9jb/3dmfyvrs/32CHD35t-5tF4-4B81-81ED-AE32010DBE85/0/bushmeat.jpg

Eaton 2009, personal communication

Current regulations of wildlife trade depend on accurate identifications of distinct species or taxonomic groups. Species identifications traditionally rely on morphological characteristics, which can often be impaired due to the different types of products involved. Thus, more accurate methods of species identification are needed to improve the efforts to protect wildlife biodiversity. The use of molecular tools has been more frequently utilized to facilitate bioidentification (Waugh 2007).

The molecular tool for bioidentification is being formalized by the establishment of DNA sequence databases using a standardized gene fragment (Waugh2007). In 2003, Herbert et al have proposed to develop a database of gene fragment of the mitochondrial gene *COX1* as "barcodes" to classify the diversity of life (Herbert et al. 2003). The properties of a DNA barcode include minimal intraspecific variation among the sequences and a great interspecific variation among them. The cytochrome *c* oxidase subunit 1 (*COX1)* is the catalytic subunit of cytochrome *c* oxidase, the terminal electron acceptor in the respiratory chain, and codes for a transmembrane structure embedded in the membranes of the mitochondrial crista (Figure 1). Because the protein structure of *COX1* requires a high level of structural and functional constraint, variation among the gene sequences is small; however, there are sufficient variations between species (Waugh 2007). The proposed DNA barcode is a 645 basepair fragment toward the 5' end of the gene sequence. The effectiveness of *COX1* as DNA barcode has been tested in birds, mammal, fish, and groups of arthropods; its efficacy in identifying endangered species collected from wildlife trades has also been demonstrated (Waugh 2007; Eaton et al. 2009).

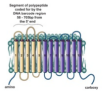

Figure 1. The predicted structure of COX1. The yellow portion indicates the area coded by the sequence used as the DNA barcode region (Waugh 2007).

Recent studies have also explored the potential of smaller barcodes to use on archival or heavily processed specimens that contained degraded DNA (Meunier 2008). A bioinformatics analysis was done using all *COX1* barcode sequences submitted to GenBank by 2007 to calculate the probability of having species-specific barcodes for varies size fragments. The study showed that barcodes as small as 100 bp can yield 90% success rate in species-specific identification test (Figure 2).

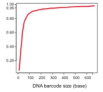

Figure 2. Graph of relationship between barcode fragment size and its success rate in specific-specific identification (Meusnier et al. 2008).

This project is a continuation of a study performed by Mitchell Eaton from the American Museum of Natural History to test the applicability of *COX1* barcode as a practical metric for the detection of the origin of bushmeat species, with specific emphasis on 350 bp short fragment barcodes (Eaton et al 2009). The table below (Table 1) shows the species included in this project as well as their statuses given by the Convention on the International Trade of Endangered Species (CITES) and the International Union for Conservation of Nature (IUCN).

Species	Appendix I	Appendix II	IUCN Red List
Alligator sinensis	X		Critically Endangered
Alligator mississippiensis		X	Low Risk, Least Concern
Caiman crocodilus		X	Low Risk, Least Concern
Caiman latirostris	X		Low Risk, Least Concern
Caiman yacare		X	Low Risk, Least Concern
Melanosuchus niger	X		Low Risk, Least Concern
Paleosuchus palpebrosus		X	Low Risk, Least Concern
Paleosuchus trigonatus		X	Low Risk, Least Concern
			Data Deficient
Crocodylus acutus	X		Vulnerable
Crocodylus intermedius	X		Critically Endangered
Crocodylus johnstoni		X	Low Risk, Least Concern
Crocodylus mindorensis	X		Critically Endangered
Crocodylus moreletii	X		Low Risk, Conservation Dependent
Crocodylus novaeguineae		X	Low Risk, Least Concern
Crocodylus niloticus	X		Low Risk, Least Concern
Crocodylus palustris	X		Vulnerable
Crocodylus porosus	X		Low Risk, Least Concern
Mecistops cataphracuts	X		
Osteolaemus tetraspis	X		Vulnerable
Osteolaemus osborni	X		Vulnerable
Tomistoma schlegelii	X		Endangered
Gavialis gangeticus	X		Critically Endangered
			Data Deficient
Cephalophus crossheki		X	Least Concern
Philantomba monticola		X	Least Concern
Cephalophus dorsalis		X	Least Concern
Cephalophus ogilbyi		X	Endangered
Cephalophus callipygus			Near Threatened
			Data Deficient
Cercopithecus cephus		X	Least Concern
Cercopithecus nictitans	X		Least Concern
Cercopithecus cenious	X		Vulnerable
Cercopithecus pogonias		X	Lower Risk
Lophocebus albigena		X	Lower Risk

Table 1. The names of species studied in this project, clustered in their taxonomical groups: alligator, crocodile, cercopithecoid primate, and ungulate. A species receiving an appendix I from CITES is in danger of extinction. Trading of this species requires permits from both the importing and exporting countries. A species of appendix II faces the possibility of extinction, and the exporting country in a trade is required to obtain a permit.

Materials and Methods

Sample collection

Crocodile and mammal specimens were collected from two field studies in Central Africa conducted by MJE. Tissue samples were collected from live captured animals or from meat markets and identified using morphological keys. South American alligators, as well as other voucher specimens were provided by the Yale Peabody Museum and the American Museum of Natural History. In addition, 16 processed leather products were illegal imports confiscated by the US Fish and Wildlife Service (USWFS) and donated to this study.

DNA extraction, amplification and sequecing

DNA was extracted from all specimens following the tissue protocol using DNEasy kits (Qiagen). Full length (650bp) and short fragment (350bp) barcodes were amplified by polymerase chain reaction (PCR) using universal *COX1* primer "cocktails" as well as primers designed for this study, and sequenced using BigDye v1.3 chemisty (Applied Biosystems Inc.; Ivanova et al. 2007).

Sequence analysis

Contigs were compared with voucher *COX1* sequences on GenBank and Barcode of Life Database (BOLD).

Results

Amplification of both the full-length barcode (645 bp) and short-fragment barcode (~350 bp) was done for each of the 143 specimen in this study. High quality target sequences were generated for majority of the specimens stored as tissue or blood samples (Table 2). Only 1 of the 32 extractions done on the leather products, however, yielded a short fragment barcode; amplification of full length barcode did not generate any useable data from any of the samples.

	# of specimens sequenced	Successful Full-fragment Barcodes (%)	Successful Short-Fragment Barcodes (%)
Crocodiles	79	95%	99%
Alligators	38	84%	89%
Ungulates	17	59%	94%
Primaes	13	85%	92%

Table 2. Number of specimens of each taxonomic group used in this study and their barcoding success rate. The percentages shown indicate the specimens that yielded high quality DNA sequences for further analysis.

Successfully sequenced barcodes were compared to the voucher sequences on GenBank and BOLD. For species that have been extensively sequenced, both databases assigned their long and short barcodes with the closet matching species congruent with those identified using the morphological keys. For species whose DNA sequences have not yet been published, GenBank assigns the different length barcodes of the same specimen with different species, whereas BOLD clustered them with the most similar species regardless of the barcode query length. The leather product that was successfully sequenced was labeled as a Dwarf Crocodile Skin Purse (*Osteolaemus sp.*) by USFWS, but was assigned to be Niles crocodile (*Crocodylus niloticus*) by both databases.

Conclusions

This study showed that extraction, amplification, and sequencing of fresh tissue and recent museum samples are successful with both full length (650bp) and short fragment (350 bp) barcodes, while more challenging with processed leather specimens containing more degraded DNA. The amplification and sequencing of short fragment barcodes were as successful and, in many cases, more successful than those of full length barcodes. In addition, the short fragment barcodes yielded similar success rate in species identification, confirming the results of the study done by Meusnier et al. This provides potential for further truncating the DNA barcode length to increase the success rate of identifying species of unknown bushmeat samples that are traditionally difficult to identify. Testing the efficacy of 150bp barcodes is in progress.

Acknowledgements

I want to thank the American Museum of Natural History for the lab space and tissue collections, Dr. George Amato for agreeing to let me take on this project, Dr. Sergios Kolokotronis and Dr. Mitchell Eaton for their guidance and mentorship, the people at the Sackler Institute of Comparative Genomics for the endless help, and fellow REUs for the wonderful experience. Funding was provided by the Bryn Mawr College Science Horizon Research Fellowship, which is supported by a grant from the Howard Huges Medical Institute (HHMI),

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Meusnier I, Singer GAC, Landry JF et al. (2008). A universal DNA mini-barcode for biodiversity analysis. BMC Genomics. 9: 214.

Waugh J. (2007). DNA barcoding in animal species: progress, potential and pitfalls. BioEssays. 29:188-197.

But don’t just take it from me. The [American Evaluation Association]() demonstrates the importance of design in generating broad interest in specialized subject matter.

I would still advocate for fewer words than what we see here (e.g., bulleted points vs paragraphs), but you get the idea.

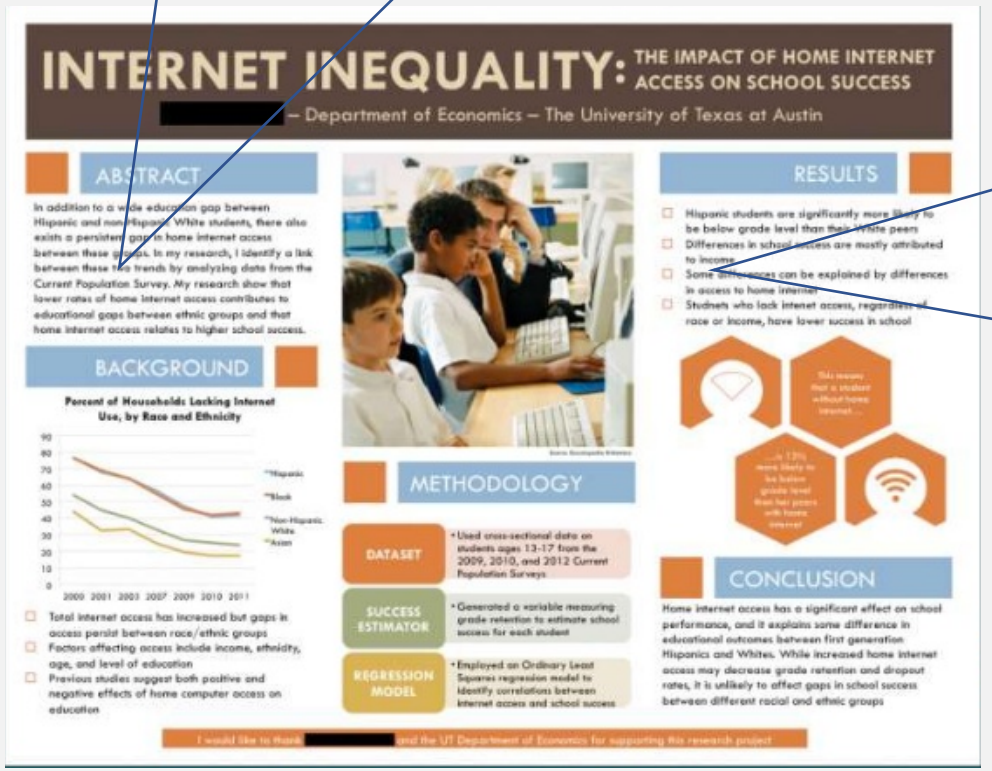
The **trend** in poster design is **moving away** from:

Landscape orientation
Giant posters (4’ X 3’ or larger)
Long column lay-out
2-color palette
Words tell the story
Paragraphs

…And is moving toward:

Portrait orientation
Small posters (2’ X 3’ or 1’ X 2’)
Lay-outs that break up columns
3-color palette
Bullet points
Pictures & figures tell the story

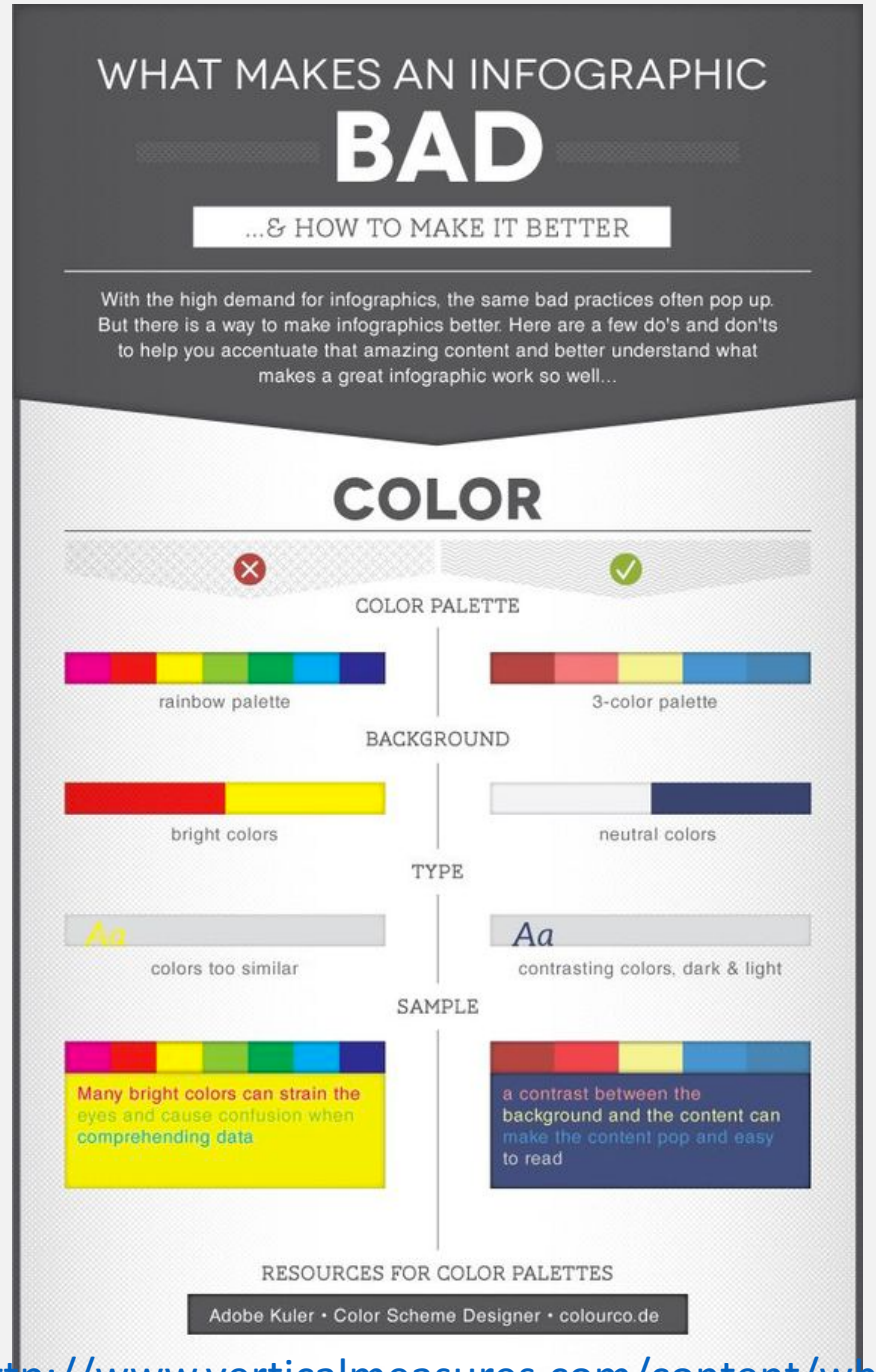
Rather than including an abstract, think of your whole poster as the abstract. Use top left to tell us the big picture question/problem & why it matters.

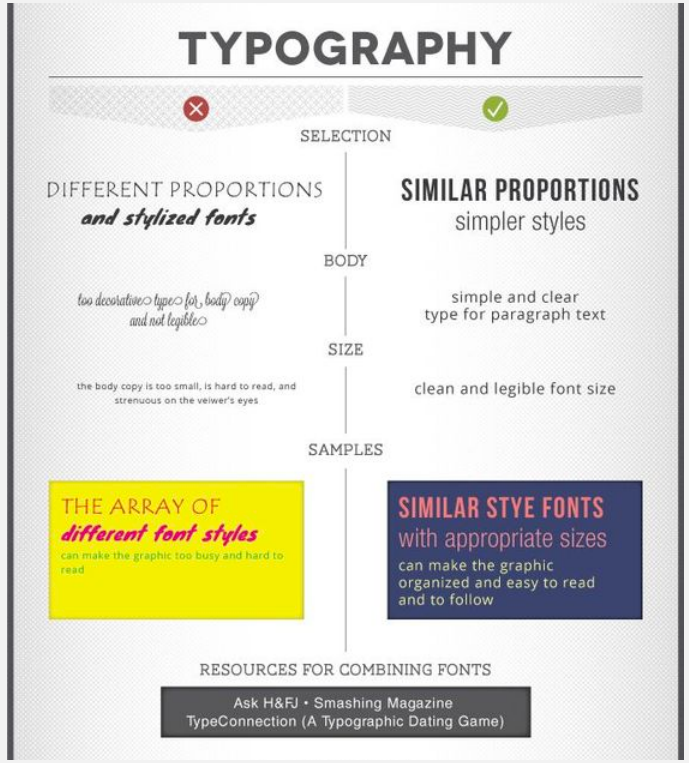


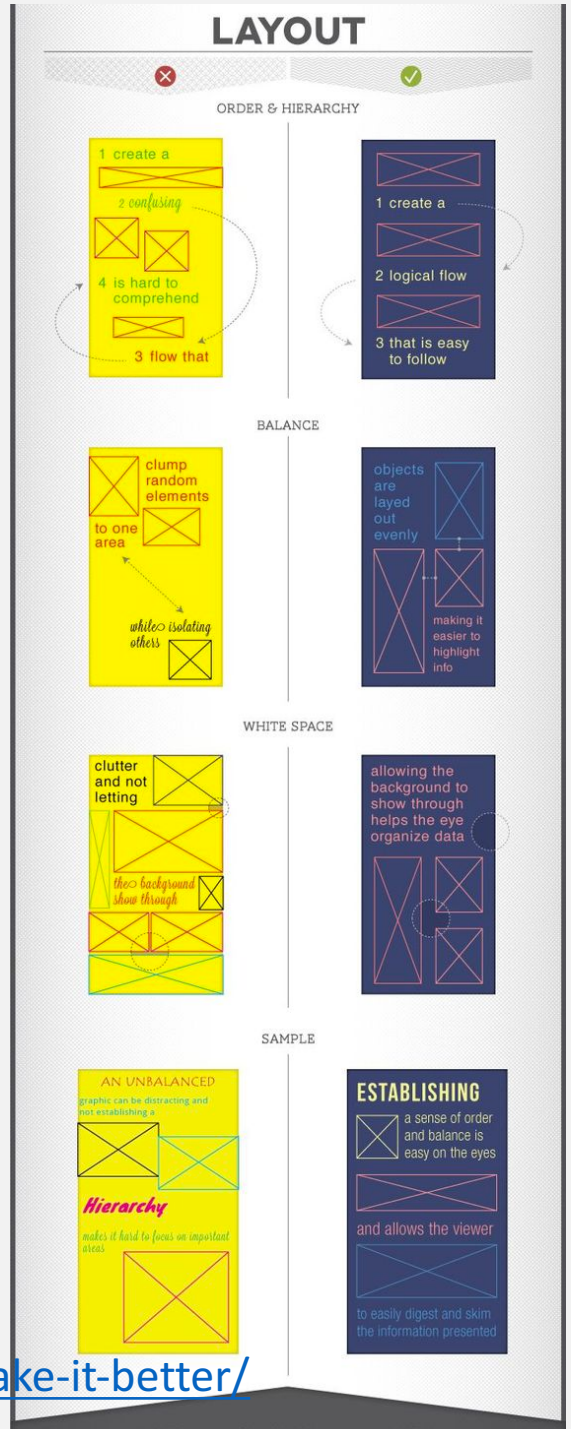
Increase impact: make your results your focal point; put methods off to the side.

Despite current trends, landscape-oriented posters with the 3-column layout can be as effective as portrait-oriented posters (*organization & use of images/figures are key*).

Tips from Designers







http://www.verticalmeasures.com/content/what-makes-an-infographic-bad-how-to-make-it-better/

Alternative layout option

Here is a template developed and generously shared by Dr. Claudia Rebola, Graduate Director at the School of Design in DAAP at UC.

Ok, not a template like you just fill in the boxes, but you recreate it rather easily.

After you have your slide set up for poster-size (see last page), simply insert boxes and align them like you see here.

MDes
deconstruct • construct • impact

Keyword 1 (that best defines your interest or thesis area)
Keyword 2 (that best defines your interest or thesis area)
Keyword 3 (that best defines your interest or thesis area)
Keyword 4 (that best defines your interest or thesis area)

TENTATIVE STATEMENT OF YOUR INTEREST AREA OR THESIS TITLE

Explanation of your general interest or thesis topic. State clearly the problem area (why is ti a problem, what is your unique point of view. You can use this space to pose questions such as:

What designers should be doing research for?

What tools do master of design need to prepare for leadership?

Tiriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio
Lorem ipsum dolor sit amet, consectetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo

You can use this space to place a series of images, or use the entire space for a single image, or combination of words and images and/or even diagrams to best

support the above. If projects or parts of the thesis completed, use this space to show the work.

You should also indicate the interconnection of disciplines that builds your interest or thesis work.

health

design

business

IMPACTS

Describe the relevance, significance and impact of your interest/thesis work (who benefits? What change may produce?

University of CINCINNATI

YOUR NAME/EMAIL

Brief bio about you

COMMITTEE MEMBERS (IF THESIS)OR FACULTY YOU WOULD LIKE TO INFORM YOUR WORK

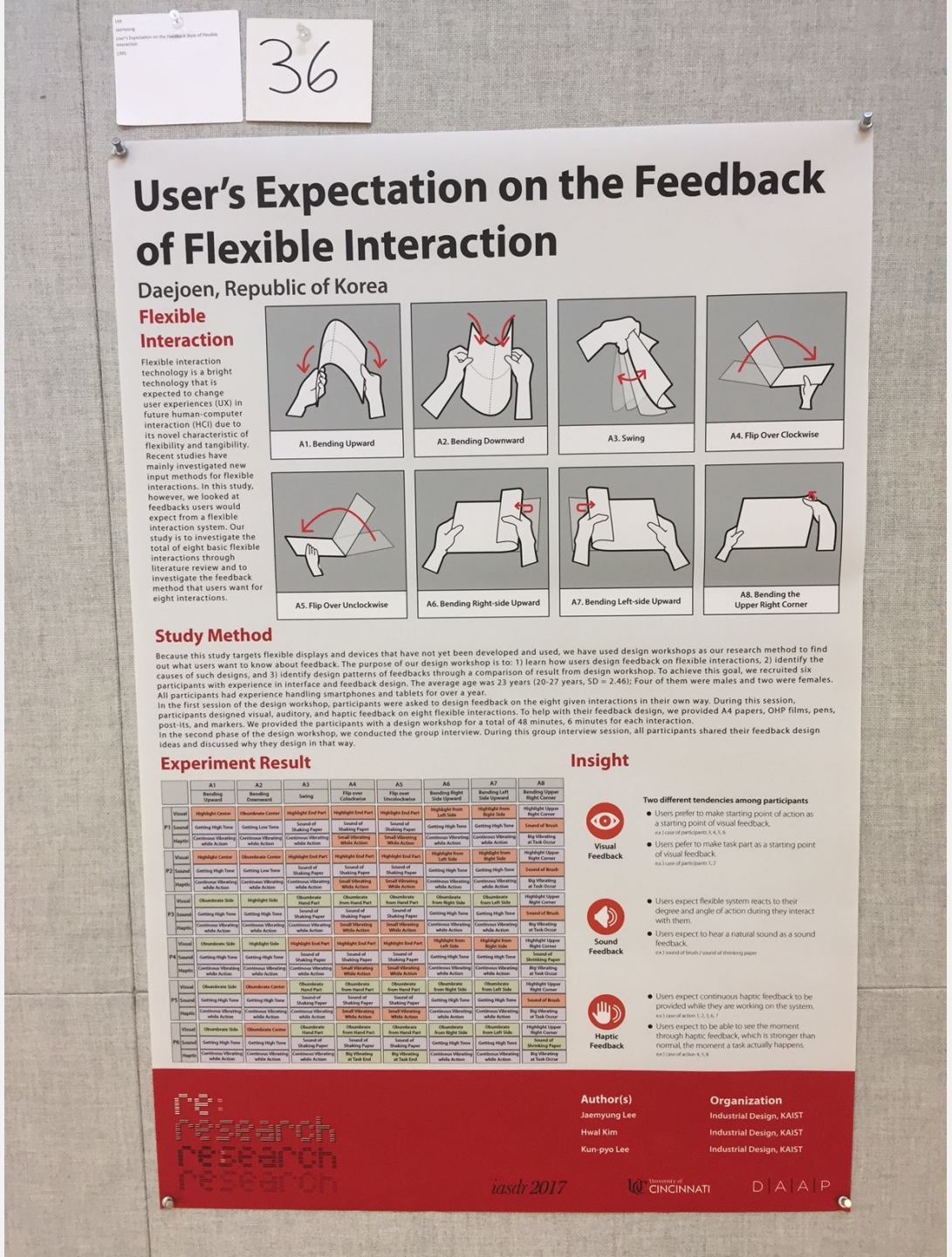
Dr. Claudia Rebola
Industrial Design
Advisor

NEXT STEPS

- Describe action next steps for your interest or thesis work in the form of bullet points
- Next steps
- Next steps
- Next steps

I don’t have an example of a poster using that template exactly, but this looks like a modification of that version.

In my opinion, this poster could be improved by providing bullet points in the methods and figuring out a better way to visualize the results .



Standard Components

Title
With authors' names & affiliations

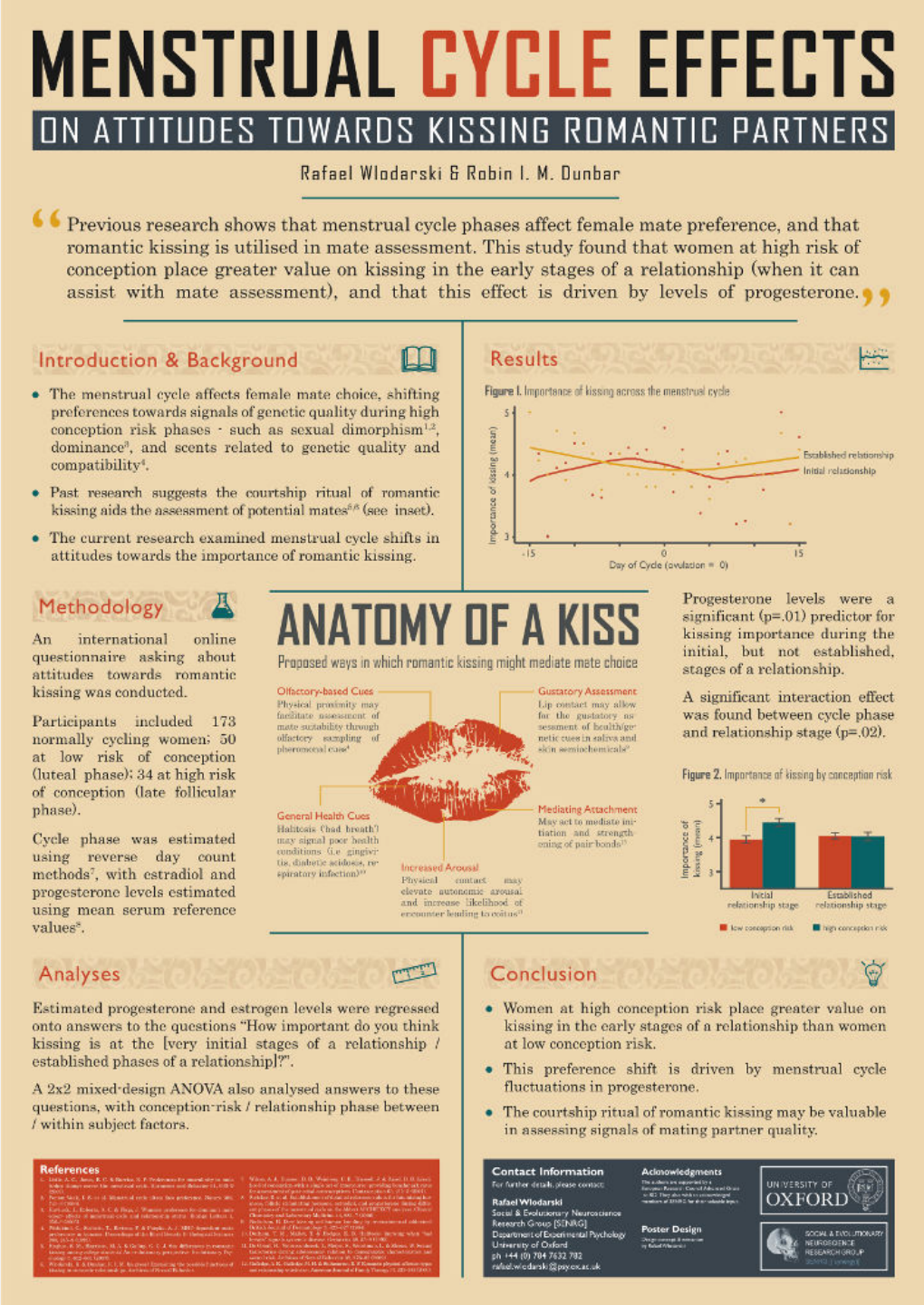
Background or Introduction
What is the question or problem? Why does it matter?

Methods
What did you do?

Results/Key findings/Outcome

Discussion/Conclusions/Impact
Big picture relevance of this new knowledge or innovation

Literature Cited + Acknowledgements
2-4 citations will suffice. Use them to underscore the value of your work.



MENSTRUAL CYCLE EFFECTS

ON ATTITUDES TOWARDS KISSING ROMANTIC PARTNERS

Rafael Wlodarski & Robin I. M. Dunbar

"Previous research shows that menstrual cycle phases affect female mate preference, and that romantic kissing is utilised in mate assessment. This study found that women at high risk of conception place greater value on kissing in the early stages of a relationship (when it can assist with mate assessment), and that this effect is driven by levels of progesterone."

Introduction & Background

- The menstrual cycle affects female mate choice, shifting preferences towards signals of genetic quality during high conception risk phases - such as sexual dimorphism[1,2], dominance[3], and scents related to genetic quality and compatibility[4].
- Past research suggests the courtship ritual of romantic kissing aids the assessment of potential mates[5,6] (see inset).
- The current research examined menstrual cycle shifts in attitudes towards the importance of romantic kissing.

Methodology

An international online questionnaire asking about attitudes towards romantic kissing was conducted.

Participants included 173 normally cycling women; 50 at low risk of conception (luteal phase); 34 at high risk of conception (late follicular phase).

Cycle phase was estimated using reverse day count methods[7], with estradiol and progesterone levels estimated using mean serum reference values[8].

ANATOMY OF A KISS

Proposed ways in which romantic kissing might mediate mate choice

Olfactory-based Cues: Physical proximity may facilitate assessment of mate suitability through olfactory sampling of pheromonal cues[9]

Gustatory Assessment: Lip contact may allow for the gustatory assessment of health/genetic cues in saliva and skin semiochemicals[10]

General Health Cues: Halitosis ('bad breath') may signal poor health conditions (i.e. gingivitis, diabetic acidosis, respiratory infection)[11]

Mediating Attachment: May act to mediate initiation and strengthening of pair bonds[12]

Increased Arousal: Physical contact may elevate autonomic arousal and increase likelihood of encounter leading to coitus[13]

Results

Figure 1. Importance of kissing across the menstrual cycle

Progesterone levels were a significant (p=.01) predictor for kissing importance during the initial, but not established, stages of a relationship.

A significant interaction effect was found between cycle phase and relationship stage (p=.02).

Figure 2. Importance of kissing by conception risk

Analyses

Estimated progesterone and estrogen levels were regressed onto answers to the questions "How important do you think kissing is at the [very initial stages of a relationship / established phases of a relationship]?".

A 2x2 mixed-design ANOVA also analysed answers to these questions, with conception-risk / relationship phase between / within subject factors.

Conclusion

- Women at high conception risk place greater value on kissing in the early stages of a relationship than women at low conception risk.
- This preference shift is driven by menstrual cycle fluctuations in progesterone.
- The courtship ritual of romantic kissing may be valuable in assessing signals of mating partner quality.

References

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Acknowledgments

Poster Design

UNIVERSITY OF OXFORD

SOCIAL & EVOLUTIONARY NEUROSCIENCE RESEARCH GROUP

Note:

Here, the focal point is used to provide background information.

Many would argue that it would be better to use the focal point to showcase the main outcome of the project.

Next up

Examples with commentary

One of my favorites.

Boxed sections cause foreground to pop

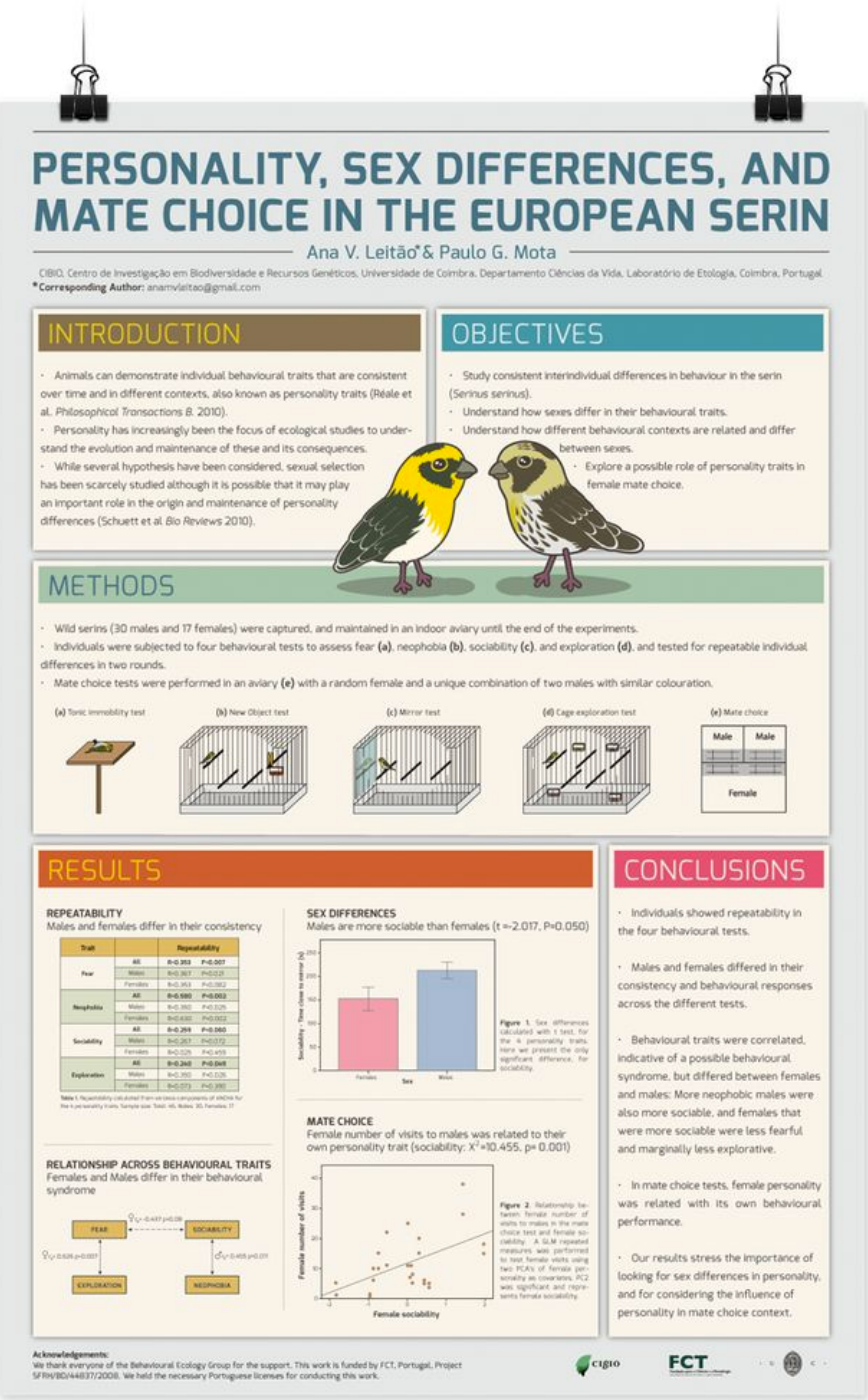
The picture of birds (focal point) draws me in & tells me it's about birds. The title tells me there could be cool things to learn about birds.

The layout guides my eye perfectly from one section to the next in a pleasing way.

Clean figures… bullet points

Acknowledgments in logo-form to reduce words… lots of good things happening here.

Tip: showcase results more strongly by placing them (vs methods) in the focal point zone



PERSONALITY, SEX DIFFERENCES, AND MATE CHOICE IN THE EUROPEAN SERIN

Ana V. Leitão* & Paulo G. Mota

CIBIO, Centro de Investigação em Biodiversidade e Recursos Genéticos, Universidade de Coimbra, Departamento Ciências da Vida, Laboratório de Etologia, Coimbra, Portugal

***Corresponding Author:** anamvleitao@gmail.com

INTRODUCTION

- Animals can demonstrate individual behavioural traits that are consistent over time and in different contexts, also known as personality traits (Réale et al. *Philosophical Transactions B.* 2010).
- Personality has increasingly been the focus of ecological studies to understand the evolution and maintenance of these and its consequences.
- While several hypothesis have been considered, sexual selection has been scarcely studied although it is possible that it may play an important role in the origin and maintenance of personality differences (Schuett et al. *Bio Reviews* 2010).

OBJECTIVES

- Study consistent interindividual differences in behaviour in the serin (*Serinus serinus*).
- Understand how sexes differ in their behavioural traits.
- Understand how different behavioural contexts are related and differ between sexes.
- Explore a possible role of personality traits in female mate choice.

METHODS

- Wild serins (30 males and 17 females) were captured, and maintained in an indoor aviary until the end of the experiments.
- Individuals were subjected to four behavioural tests to assess fear **(a)**, neophobia **(b)**, sociability **(c)**, and exploration **(d)**, and tested for repeatable individual differences in two rounds.
- Mate choice tests were performed in an aviary **(e)** with a random female and a unique combination of two males with similar colouration.

(a) Tonic immobility test — **(b)** New Object test — **(c)** Mirror test — **(d)** Cage exploration test — **(e)** Mate choice

RESULTS

REPEATABILITY
Males and females differ in their consistency

Trait		Repeatability	
Fear	All	**R=0.353**	**P=0.007**
	Males	R=0.367	P=0.021
	Females	R=0.353	P=0.082
Neophobia	All	**R=0.590**	**P=0.002**
	Males	R=0.390	P=0.025
	Females	R=0.630	P=0.003
Sociability	All	**R=0.259**	**P=0.080**
	Males	R=0.267	P=0.072
	Females	R=0.225	P=0.459
Exploration	All	**R=0.240**	**P=0.049**
	Males	R=0.390	P=0.026
	Females	R=0.073	P=0.390

Table 1. Repeatability calculated from variance components of ANOVA for the 4 personality traits. Sample size: Total: 46, Males: 30, Females: 17

RELATIONSHIP ACROSS BEHAVIOURAL TRAITS
Females and Males differ in their behavioural syndrome

SEX DIFFERENCES
Males are more sociable than females (t =-2.017, P=0.050)

Figure 1. Sex differences calculated with t test, for the 4 personality traits. Here we present the only significant difference, for sociability.

MATE CHOICE
Female number of visits to males was related to their own personality trait (sociability: X^2=10.455, p= 0.001)

Figure 2. Relationship between female number of visits to males in the mate choice test and female sociability. A GLM repeated measures was performed to test female visits using two PCA's of female personality as covariates. PC2 was significant and represents female sociability.

CONCLUSIONS

- Individuals showed repeatability in the four behavioural tests.
- Males and females differed in their consistency and behavioural responses across the different tests.
- Behavioural traits were correlated, indicative of a possible behavioural syndrome, but differed between females and males: More neophobic males were also more sociable, and females that were more sociable were less fearful and marginally less explorative.
- In mate choice tests, female personality was related with its own behavioural performance.
- Our results stress the importance of looking for sex differences in personality, and for considering the influence of personality in mate choice context.

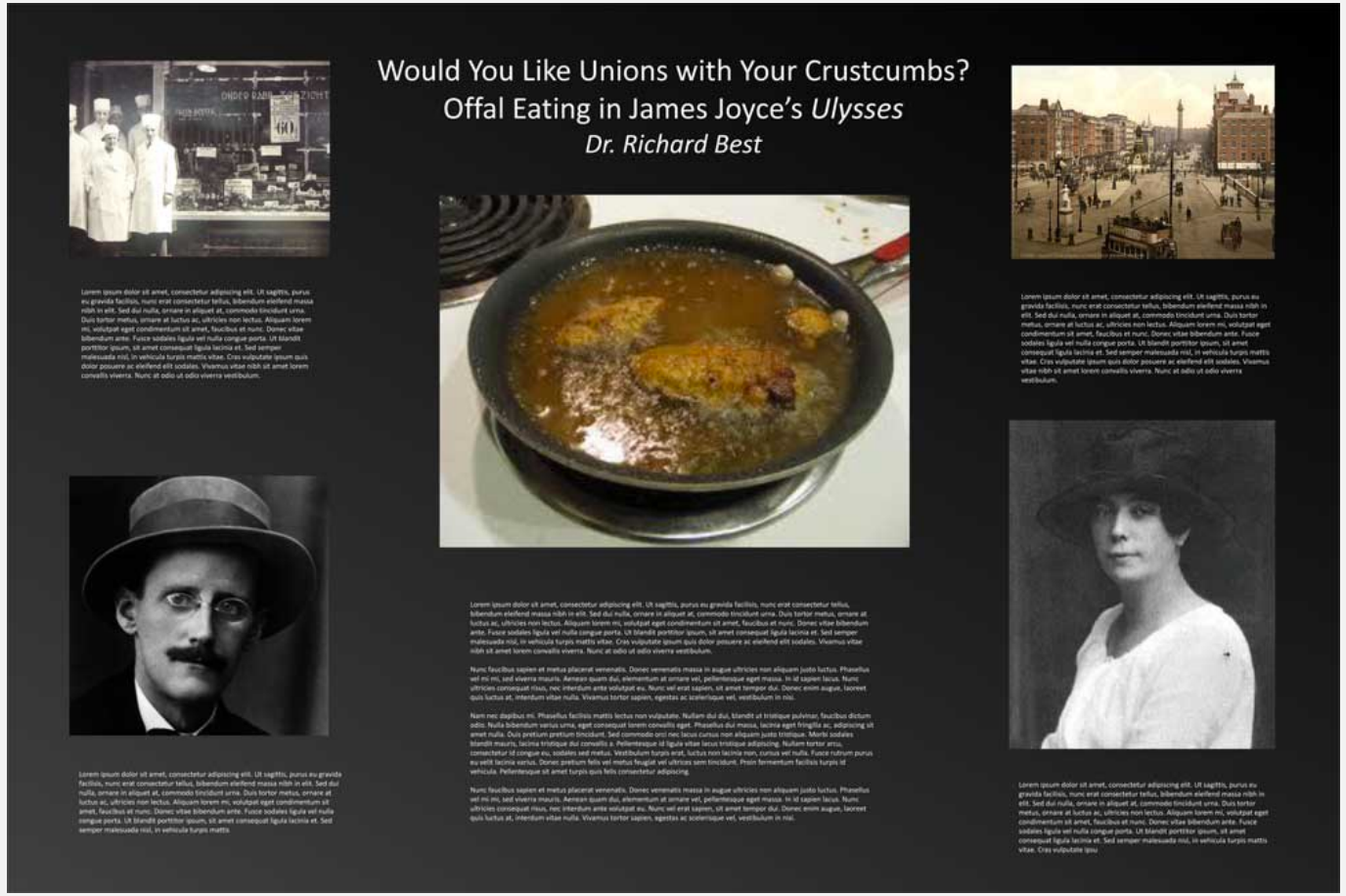
Acknowledgements:
We thank everyone of the Behavioural Ecology Group for the support. This work is funded by FCT, Portugal, Project SFRH/BD/44837/2008. We held the necessary Portuguese licenses for conducting this work.

cibio FCT

This one draws me in, but I'm not sure where to look after the bowl of soup (focal point).

Sections need subtitles and should be easier to read (less text, larger print).

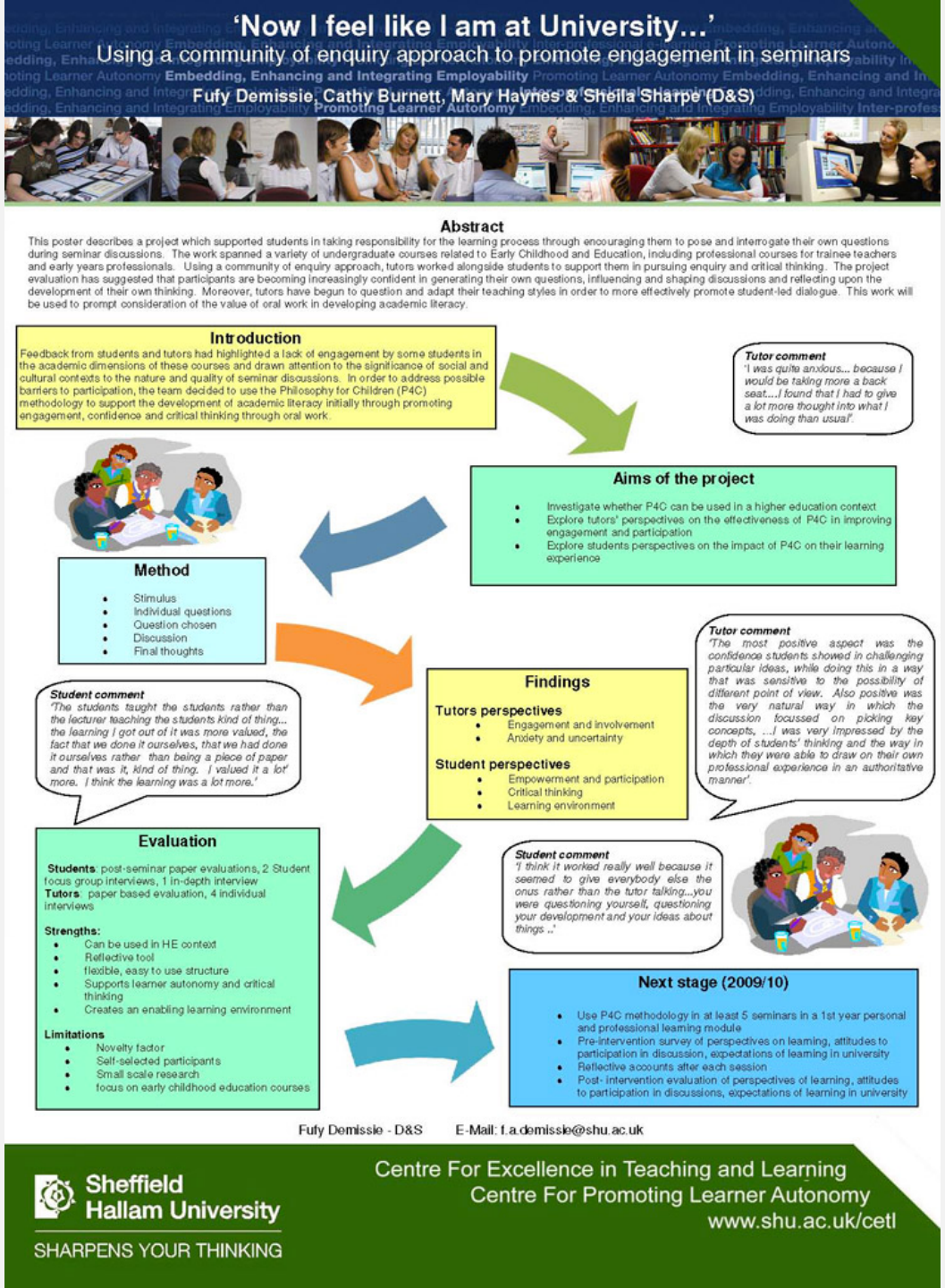
3-column lay-out works for me: enlarged center column + focal-point photo + use of negative space between columns generates a pleasing layout.



Samples from a poster presentation in DAAP at UC:

Clean, easy to read sections with stunning graphics.

Too many colors.
Not going to read the abstract.
Layout should direct the eye, not arrows



'Now I feel like I am at University…'

Using a community of enquiry approach to promote engagement in seminars

Fufy Demissie, Cathy Burnett, Mary Haynes & Sheila Sharpe (D&S)

Abstract

This poster describes a project which supported students in taking responsibility for the learning process through encouraging them to pose and interrogate their own questions during seminar discussions. The work spanned a variety of undergraduate courses related to Early Childhood and Education, including professional courses for trainee teachers and early years professionals. Using a community of enquiry approach, tutors worked alongside students to support them in pursuing enquiry and critical thinking. The project evaluation has suggested that participants are becoming increasingly confident in generating their own questions, influencing and shaping discussions and reflecting upon the development of their own thinking. Moreover, tutors have begun to question and adapt their teaching styles in order to more effectively promote student-led dialogue. This work will be used to prompt consideration of the value of oral work in developing academic literacy.

Introduction

Feedback from students and tutors had highlighted a lack of engagement by some students in the academic dimensions of these courses and drawn attention to the significance of social and cultural contexts to the nature and quality of seminar discussions. In order to address possible barriers to participation, the team decided to use the Philosophy for Children (P4C) methodology to support the development of academic literacy initially through promoting engagement, confidence and critical thinking through oral work.

Tutor comment
'I was quite anxious... because I would be taking more a back seat....I found that I had to give a lot more thought into what I was doing than usual'.

Aims of the project

- Investigate whether P4C can be used in a higher education context
- Explore tutors' perspectives on the effectiveness of P4C in improving engagement and participation
- Explore students perspectives on the impact of P4C on their learning experience

Method

- Stimulus
- Individual questions
- Question chosen
- Discussion
- Final thoughts

Findings

Tutors perspectives
- Engagement and involvement
- Anxiety and uncertainty

Student perspectives
- Empowerment and participation
- Critical thinking
- Learning environment

Student comment
'The students taught the students rather than the lecturer teaching the students kind of thing... the learning I got out of it was more valued, the fact that we done it ourselves, that we had done it ourselves rather than being a piece of paper and that was it, kind of thing. I valued it a lot more. I think the learning was a lot more.'

Tutor comment
'The most positive aspect was the confidence students showed in challenging particular ideas, while doing this in a way that was sensitive to the possibility of different point of view. Also positive was the very natural way in which the discussion focussed on picking key concepts, ...I was very impressed by the depth of students' thinking and the way in which they were able to draw on their own professional experience in an authoritative manner'.

Student comment
'I think it worked really well because it seemed to give everybody else the onus rather than the tutor talking...you were questioning yourself, questioning your development and your ideas about things ..'

Evaluation

Students: post-seminar paper evaluations, 2 Student focus group interviews, 1 in-depth interview
Tutors: paper based evaluation, 4 individual interviews

Strengths:
- Can be used in HE context
- Reflective tool
- flexible, easy to use structure
- Supports learner autonomy and critical thinking
- Creates an enabling learning environment

Limitations
- Novelty factor
- Self-selected participants
- Small scale research
- focus on early childhood education courses

Next stage (2009/10)

- Use P4C methodology in at least 5 seminars in a 1st year personal and professional learning module
- Pre-intervention survey of perspectives on learning, attitudes to participation in discussion, expectations of learning in university
- Reflective accounts after each session
- Post- intervention evaluation of perspectives of learning, attitudes to participation in discussions, expectations of learning in university

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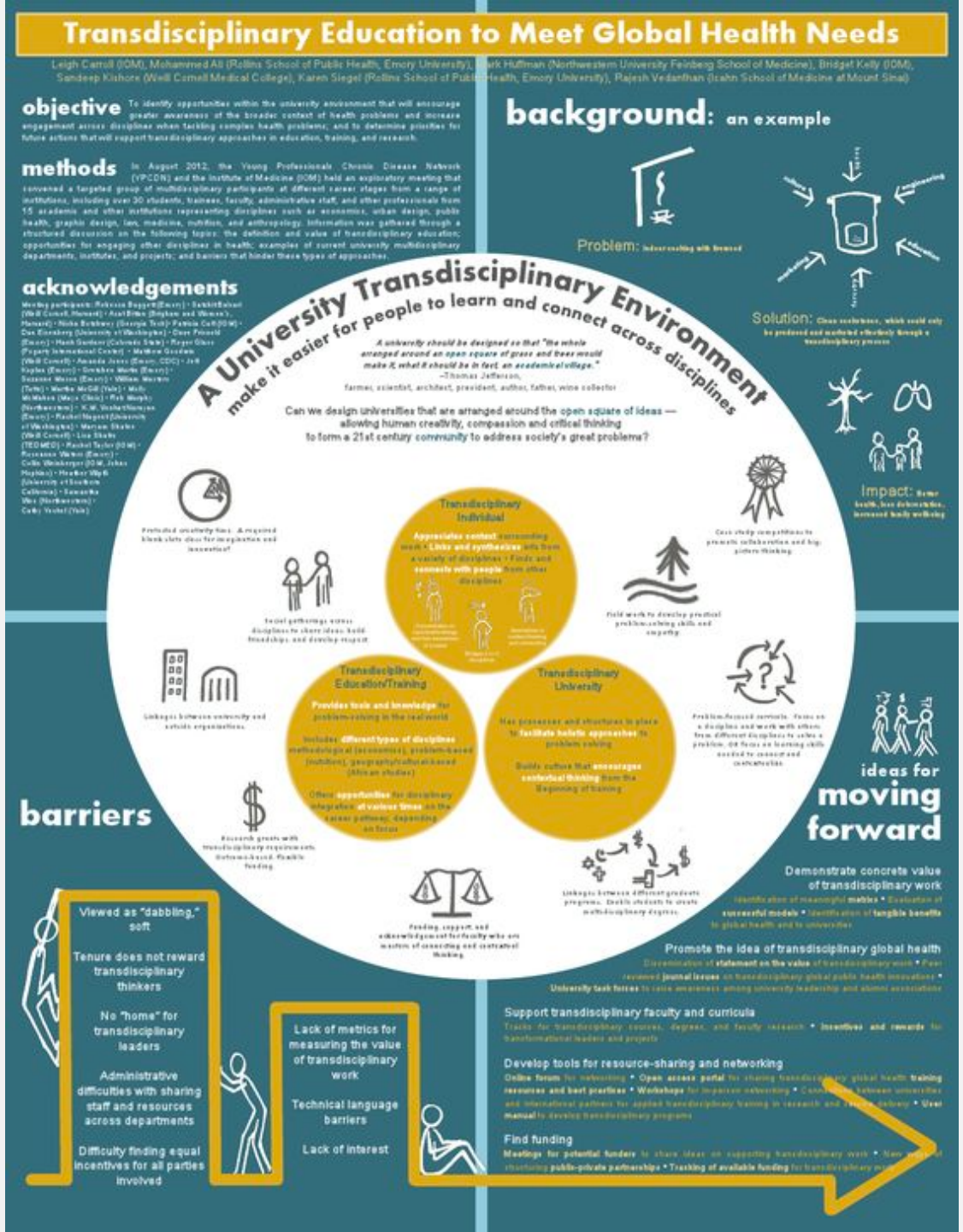
Circle in the center is nice way to break up the 2-column portrait orientation, but there are too many things competing for my attention at once.

Also, the text in upper left/lower right is too dense. Bullets better than paragraphs. Acknowledgements can go at the end/bottom.

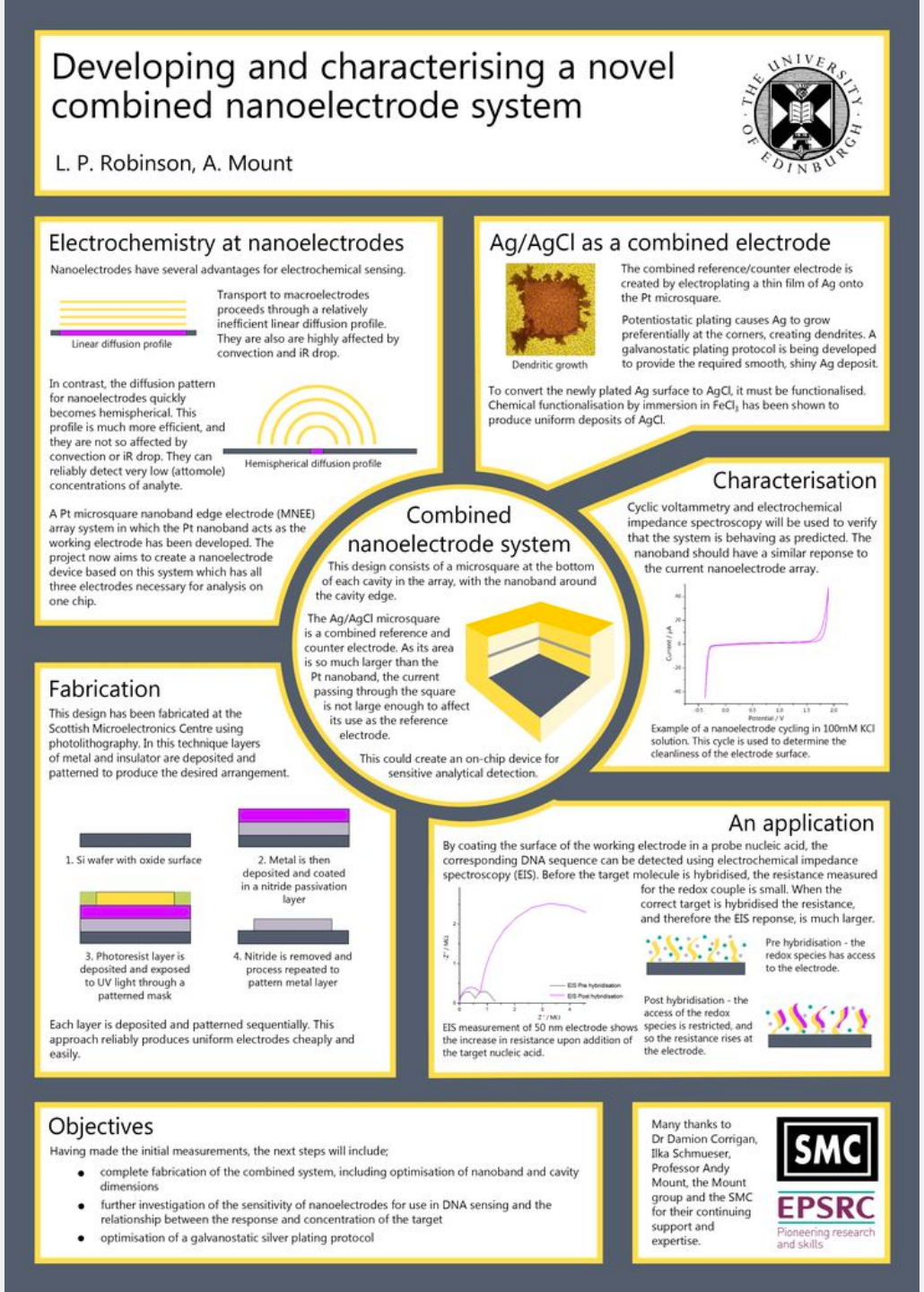
Pro Tip: Put key findings/innovative outcome in center.



A better use of the center-circle layout, I think. If I had one suggestion it would be to elect colors that created a more subtle contrast between foreground and background. This one kind of hurts to look at.

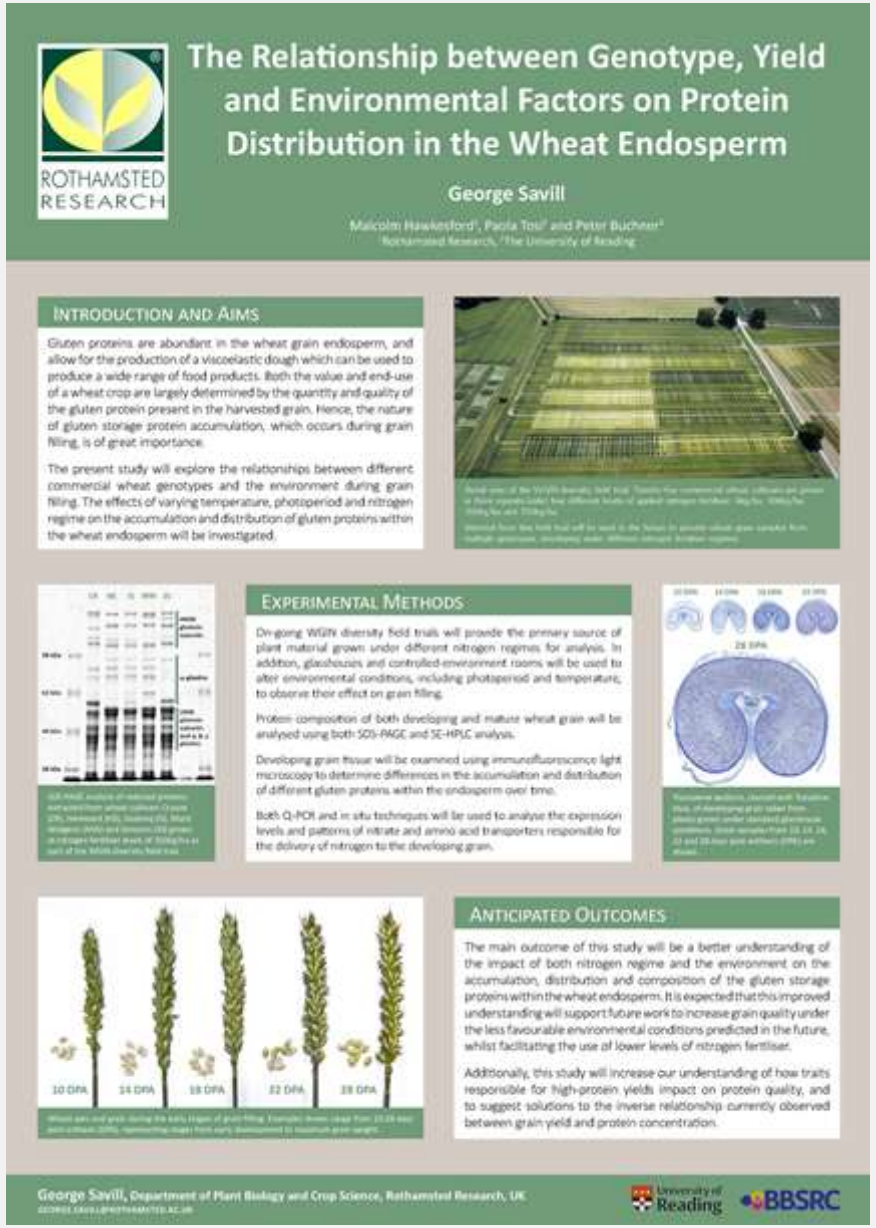
Nice, clean title

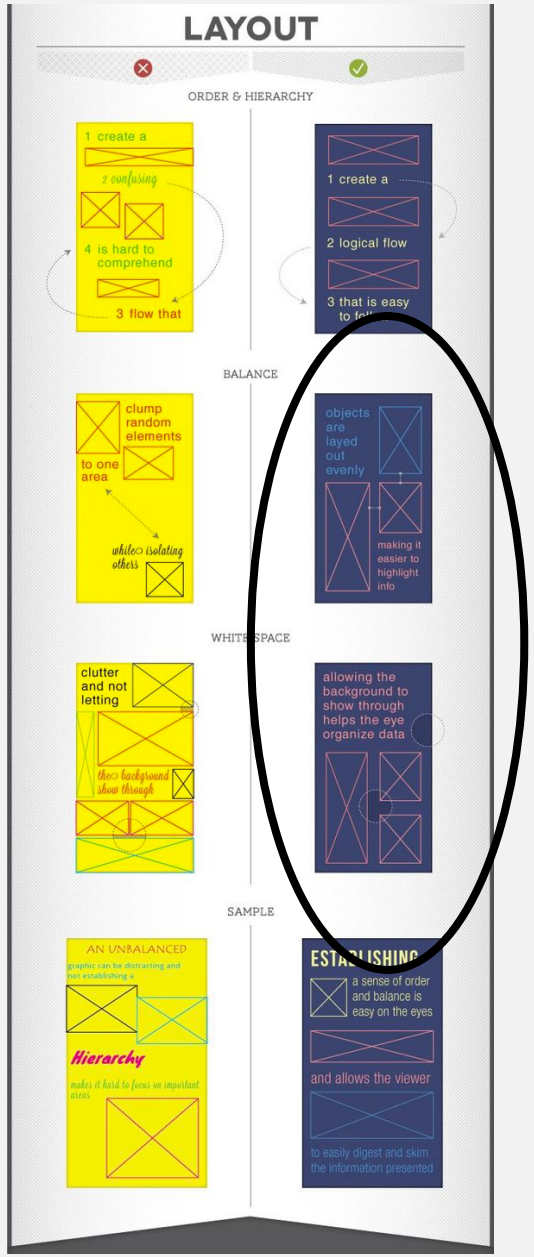
RE: section layout… I'm not sure how each of these sections relates to background/methods/results, etc. If the center circle represents the main result, I would label it "Innovative Outcome" or something like that.



A fine poster, but it would flow better if the author opted for one of the circled lay out options on the right.

The title could be more intriguing – e.g., Wheat Production Affected by both Genetics and Environment





Next up

An overview of elements that generated winning marks at a recent American Evaluation Association (AEA) Conference followed by the winning posters with commentary.

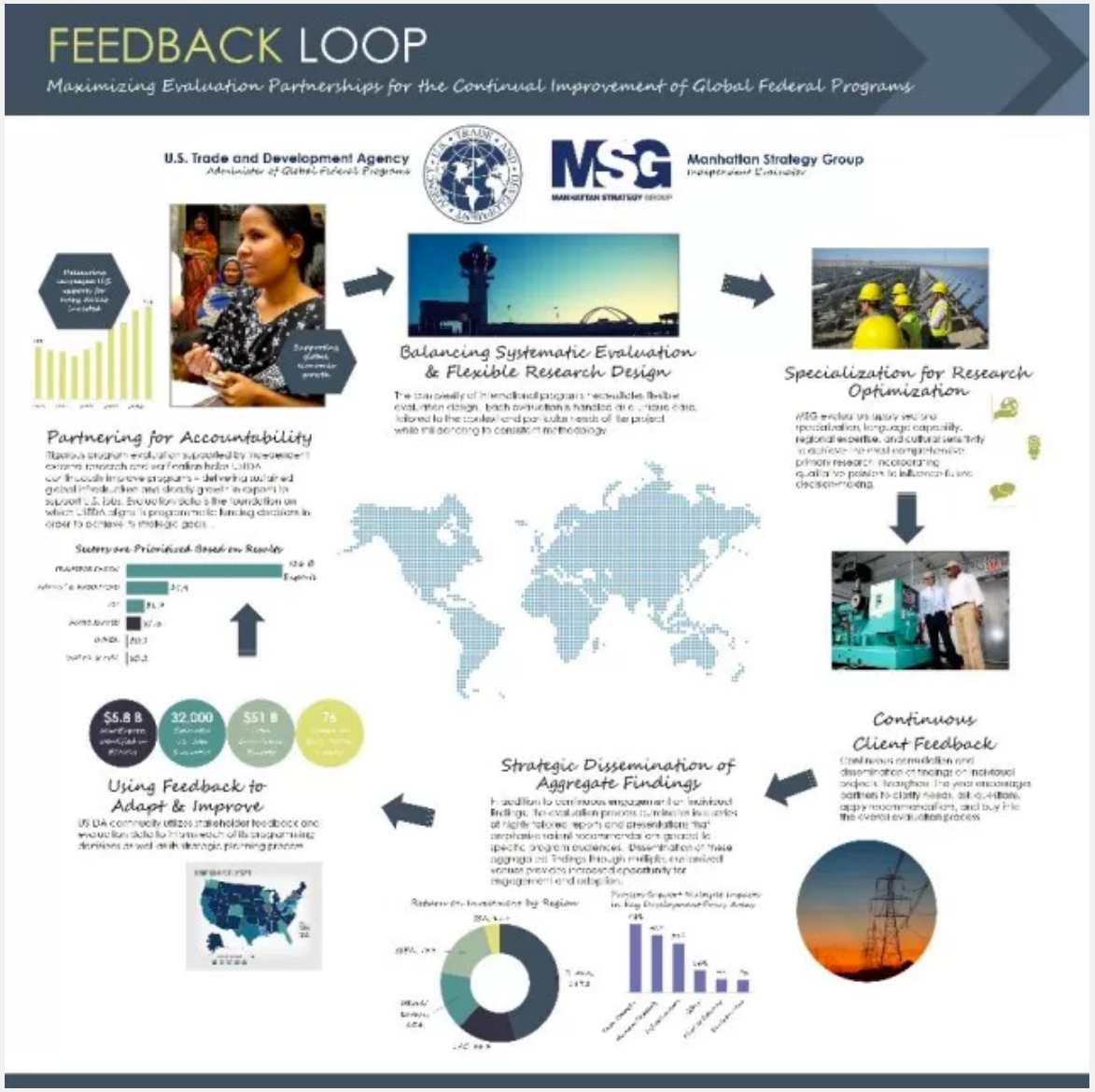
From the American Evaluation Association:

"What the winning designs had in common were an **emphasis on the results/findings** of the work featured in the poster. Most posters had the punchline, the findings or results, at the lower bottom right hand corner, which is the most de-emphasized real estate of the poster. Typically the amount of real estate that the findings/results took up was less than 25% of the poster.

In the **winning** designs, the **results/findings took up nearly half of the real estate** of the poster (The designs could have been even better if that information was located in the upper left hand corner--prime poster real estate). This is what drew us into these posters to learn more about what the presenters had learned from their work that they could share.

From the American Evaluation Association:

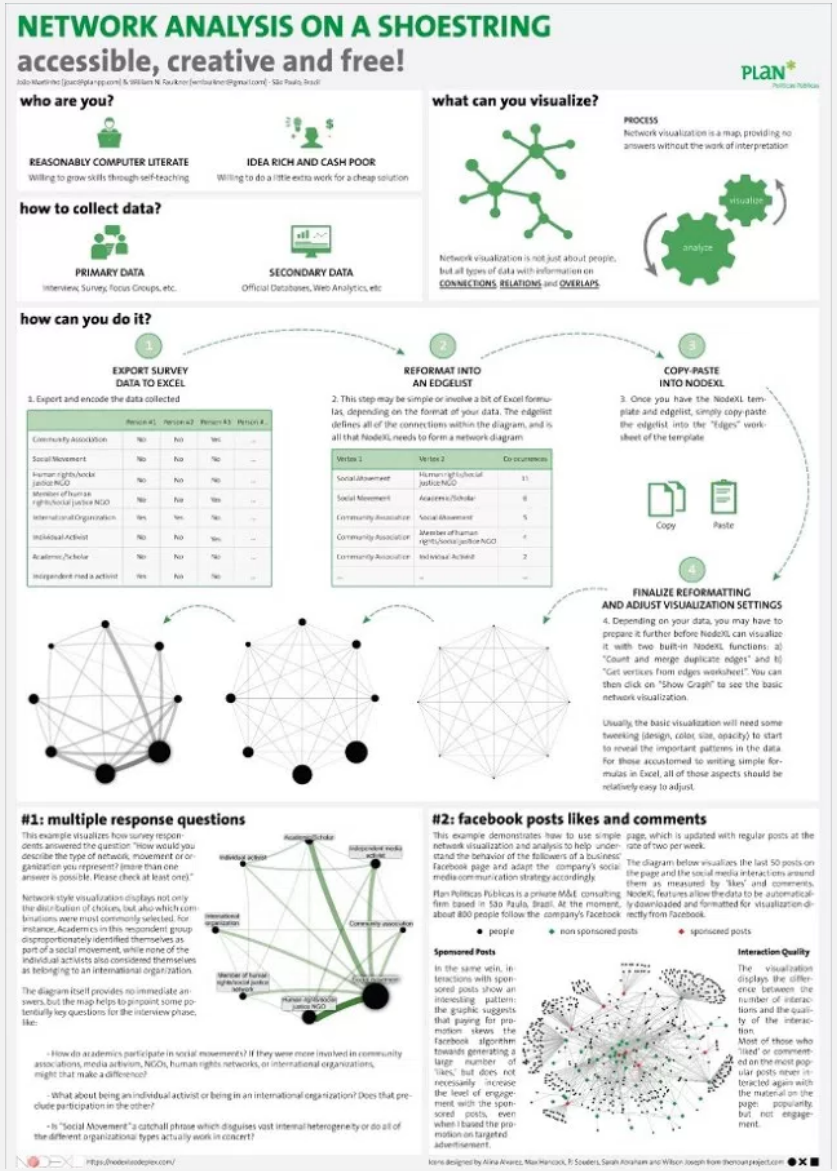
“The poster successfully uses colors, big pictures, and data visualization to communicate key points. The poster isn’t overloaded with text; rather, there’s just enough text to support the content. Nice!”



From the American Evaluation Association:

“The poster relies on one spot color (green), arrows, and light background colors to guide the reader through the poster and the work it represents. The bold headings framed as questions further serve to draw the reader in. Beautiful and engaging!”

Megan: I would have preferred a layout that guided the eye without arrows. This is an important reminder that poster judging is subjective. That is why we solicit feedback from more than 1 person.



[From the American Evaluation Association:](#)

“Note the central focus on the image, very succinct supporting text, a QR code to get more information about the study, the visual depiction of a complex topic (augmented reality).”

For more layout options & poster tips:

https://gradcollege.okstate.edu/content/poster-layout-tips-and-examples

Or just Google it – there's a lot of great information & examples out there.

Where to Print your poster on campus:

DAAP Computer Graphics Center http://daap.uc.edu/about/facilities/cgc.html/
Design Services http://www.uc.edu/ucomm/design_copywriting.html
Art & Design Services http://healthnews.uc.edu/communications/artdesign/
CECH Library http://www.libraries.uc.edu/cech/Services/poster-printing.html

Many departments offer free poster printing for their majors. Each may have its own rules in terms of size and ink options. For example, some require a white background to save on the cost of ink. In this case, it's a good idea to box your sections and give them a little color.

How to Create a Poster Using PowerPoint

Step 1 Gather your contents in the form of text, graphs and photos.

Step 2 Open PowerPoint, choose Blank Presentation and click OK.

Step 3 Choose the Blank slide layout and click OK.

Step 4 Go to File in the toolbar and click Page Setup.

Step 5 Enter the Height and Width of your poster.

Step 6 Click Insert on the toolbar, choose Text Box. A text box drawing tool will appear on your PowerPoint slide. Click and drag to create the box. This is where you will place your prepared text. Simply cut and paste from Word or type directly into the text box. The box will expand to fit the information entered. Remember to consider your font size and make it suitable for poster use. Font sizes of approximately 36 to 54 are recommended for titles, approximately 18 for text. Use your judgment for your specific poster needs. PowerPoint does not recognize all fonts; Arial and Times New Roman are recommended for use. Symbol is the font recommended for scientific symbols. To choose the characteristics of the text box such as line, color or size, go to Format in the toolbar or right click on the text box and select Format Text Box. You can copy and paste directly from Word documents into PowerPoint text boxes. We would suggest using black on a white background in text boxes for easy reading.

Step 7 To add logos, charts or photos, go to Insert in the menu bar and select Picture, and then From File and browse to your file containing your charts or scanned and saved pictures. Select it and click the Insert button.

Step 8 Once you have inserted your pictures, you can move or resize them to suit your needs. The dotted guide lines on the templates are there to tell you where on the sheet your boxes are and can help in getting things properly aligned. If you click and hold them, a box will appear giving the lines' locations on the sheet. You can then move them into position. They will not appear when the poster is printed. If the Guide lines are not visible on your screen, select View, then Guides.

Step 9 Once your text and pictures are in place, you may decide to add some color or texture effects. The color options and background effects are found under Format on the toolbar, or you may double click the border of any text box to view Format Text Box with color and line options.

Step 10 Carefully review your poster. It is a good idea to print it as an 8.5 X 11 and let your friends/mentors review it for you. Edit as needed.

Step 11 Print.