

INTRODUCTION TO PRESENTATION SKILLS

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION



MOLLY GRACE

FELLOW IN BIOLOGY, WADHAM COLLEGE
DEPARTMENT OF ZOOLOGY
NERC KNOWLEDGE EXCHANGE FELLOW

WELCOME TO PRESENTATION SKILLS

WHAT I LEARNT TODAY



COURSE OBJECTIVES

1. Equip participants with the tools and techniques needed to give a successful presentation in a variety of formats
2. Create a foundation for presenting your current project through practice

Each subject area within the MPLS Division has its own specific requirements for research presentations and it must be stressed that this course does not seek to address these.



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

PARTS OF THE COURSE

1. Why are presentation skills important?
2. Conquering Fears- Tips and Tricks
3. Presenting for the audience (new: virtual presenting)
4. Design tips and tricks (PPT/poster)



WHY ARE WE HERE?



imgflip.com

GROUP ACTIVITY: WHY DO WE CARE ABOUT GIVING PRESENTATIONS?

In what different situations might you need/
want to give a presentation?



WHY ARE WE HERE?

Presentations are incredibly important for:

1. Networking and feeling part of your field
2. Getting to a conference in the first place
3. Finding collaborators
4. Getting funding/ a job
5. Public engagement



GROUP ACTIVITY: WHY DO WE CARE ABOUT GIVING PRESENTATIONS?

What are some possible presentation formats/styles?



TIPS TO OVERCOME NERVOUSNESS



Controlling your nerves is good for

- 1) Your emotional state
- 2) The audience's emotional state

Speaking Up Without Freaking Out



<https://www.youtube.com/watch?v=XIXvKKEQQJo>

TIPS TO OVERCOME NERVOUSNESS- BEFORE

Practise:

- Write down what you want to say



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

M Grace The Past Is a Foreign Country - PowerPoint

Molly Grace Share

File Home Insert Design Transitions Animations Slide Show Review View EndNote X8 Nuance PDF Tell me what you want to do...

Cut Copy Layout New Reset Calibri (Body) 20 A A Text Direction Align Text Convert to SmartArt

Paste Format Painter New Slide Section Font B I U S abc AV Aa Drawing

Clipboard Slides Paragraph Align Text Convert to SmartArt

Find Replace Styles Select Editing

1

Using knowledge of the past to set conservation goals in the present

Molly Grace
IUCN SSC Species Conservation Success Task Force
29th January 2019, The Royal Society

IUCN SSC NERC Department of Zoology ICCS

2

TALK OUTLINE

1. How are conservationists setting goals at present?
2. What are the issues with our current strategy?
3. What are we proposing?

3

TALK OUTLINE

1. How are conservationists setting goals at present?
2. What are the issues with our current strategy?
3. What are we proposing?

BONUS: How can you get involved?

4

SHIFTING BASELINES

HOW MUCH CAN YOU CATCH FROM A DAY OF FISHING?
• Anecdotes and the

1950s: Giant gurnards, dogfish, Greater sandeel, and even herring

Let me start by thanking Sam and Erin for putting together such a fantastic meeting. There have been so many great talks over the past 2 days and it's definitely a tough act to follow.

So, I'm here representing the depressingly large group of conservation biologists who never really think about the past. We've been kind of blissfully oblivious to all of the amazing work that's been presented here, aside from the little bits we can glean from a departmental seminar. BUT, you'll all be happy to know that we've recently realised that we need to take our heads out of the sand and start thinking about historical data if we want to do meaningful conservation. And I'm part of a recently formed IUCN Task Force, the species conservation success task force, which is exploring this issue and proposing a new conservation metric which draws on historical data. Ana, who we just heard from is part of this task force as well.

Slide 1 of 73 Notes Comments 15:47 01/02/2019 99%

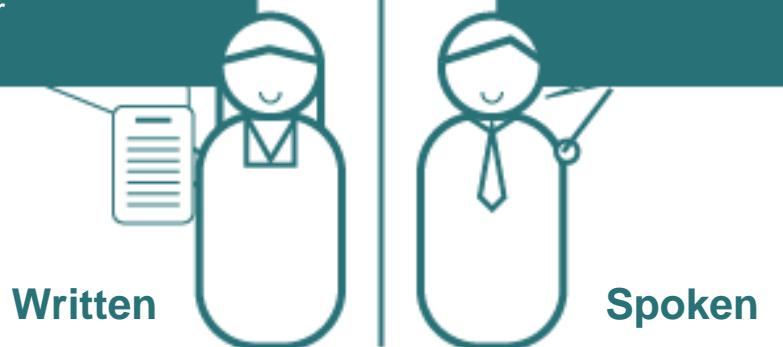
Use the “Presenter Notes” space to your advantage

TIPS TO OVERCOME NERVOUSNESS- BEFORE

- Language should be less formal than in a paper

- Was not able to
- In the abovementioned experiment
- This research aimed to discover

- Couldn't
- In the experiment I mentioned earlier
- I wanted to find out



TIPS TO OVERCOME NERVOUSNESS- BEFORE

Practise:

- Practise OUT LOUD, preferably to others (muscle memory)
- “UM”/ Too fast/ Too quiet



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS- BEFORE

Practising in front of
others is SCARY

...but SO necessary



TIPS TO OVERCOME NERVOUSNESS- BEFORE

Practise:

- Also helps with **TIMING**
 - Helps you- clearer, more efficient presentation
 - Considerate of others



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS- BEFORE

Come prepared:

- Test with equipment at site
- Have a backup
- Online presenting (familiarise, tech check)



UNIVERSITY OF
OXFORD

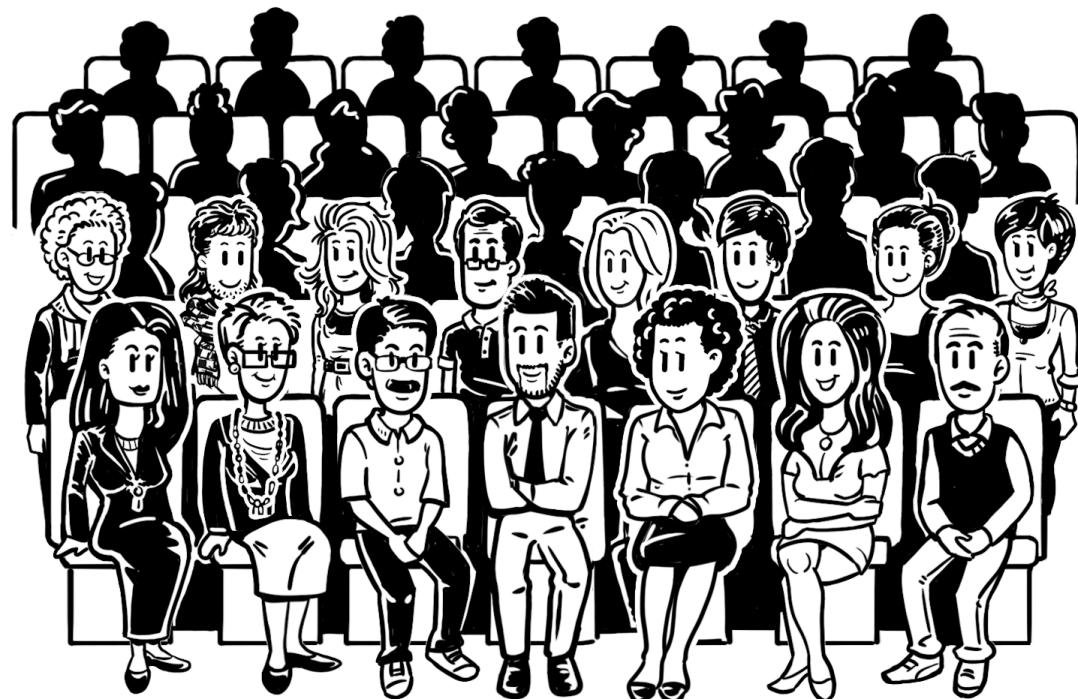
UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS- DURING

During the presentation:

- Introduce yourself

**Most people
forget to do this,
but it makes a
HUGE difference**



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS- DURING

Put audience at ease by
including phrases that signal

- Intro
- Conclusion



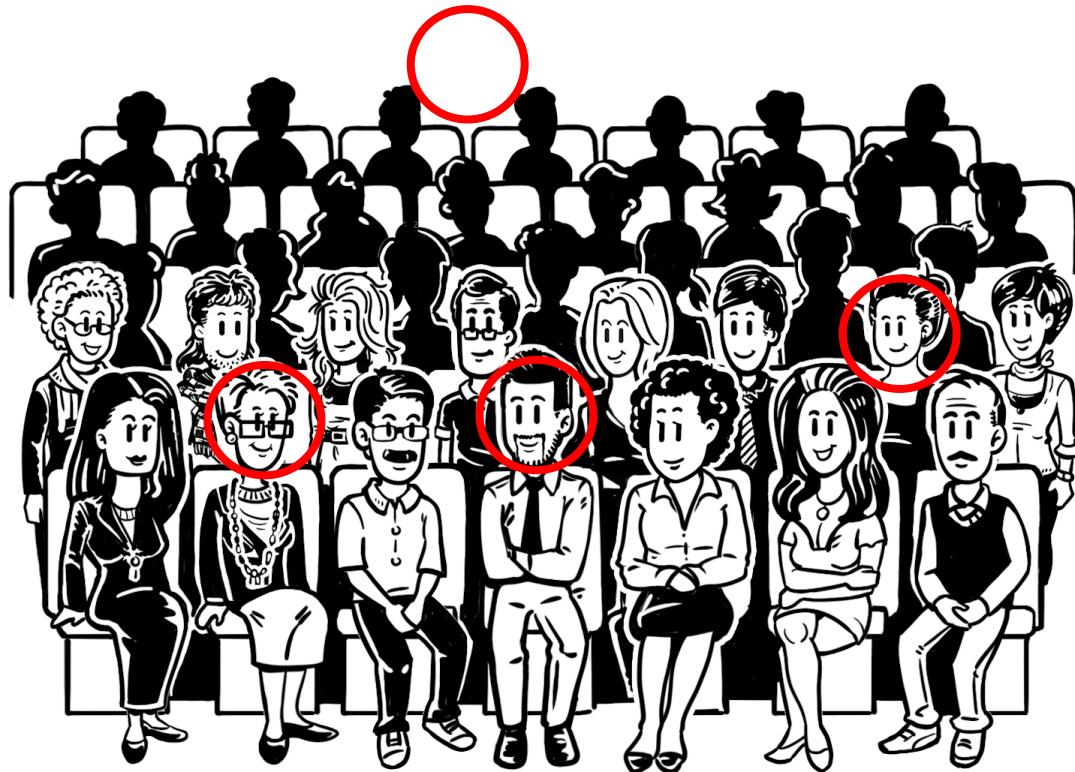
UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS- DURING

During the presentation:

- Focal point(s)



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS

Presenting in a language that is not your native language:

- **People are impressed,
not critical**
 - Practice even more
important
 - Reading from notes is OK
 - Notes in a virtual presentation- hack





File Home Insert Design Transitions Animations **Slide Show** Review View Tell me what you want to do...

From Beginning Current Slide Present Online Custom Slide Show **Set Up Slide Show** Hide Slide Rehearse Timings Record Slide Show Set Up

Play Narrations
Use Timings
Show Media Controls

Monitor: Automatic

Use Presenter View

32

33

34

35

Set Up Show

Show type

- Presented by a speaker (full screen)
- Browsed by an individual (window)
- Browsed at a kiosk (full screen)

Show options

- Loop continuously until 'Esc'
- Show without narration
- Show without animation
- Disable hardware graphics acceleration

Pen color:

Laser pointer color:

Show slides

- All
- From: 1 To: 110
- Custom show:

Advance slides

- Manually
- Using timings, if present

Multiple monitors

Slide show monitor:

Automatic

Resolution:

Use Current Resolution

Use Presenter View

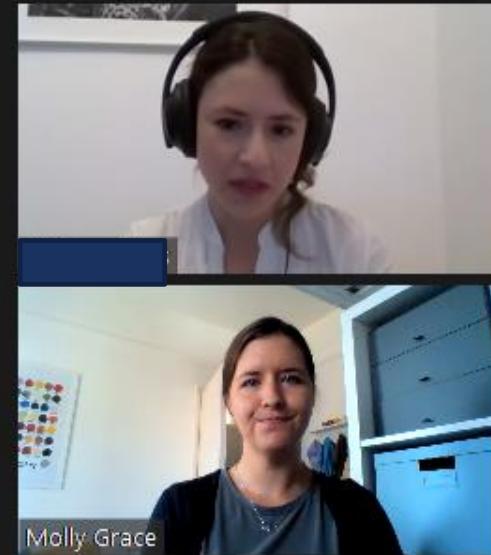
OK Cancel

What they see

TIPS TO OVERCOME NERVOUSNESS

Presenting in a language that is not your native language:

- **People are impressed,
not critical**



What you see

TIPS TO OVERCOME NERVOUSNESS

Presenting in a language that is not your native language

- People are *impressed*, not *critical*



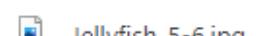
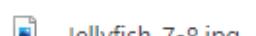
UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Slide 33 of 111



Presentation notes

Slide 1- be sure to say....



Show all

TIPS TO OVERCOME NERVOUSNESS

Answering questions:

- Questions are GOOD
- Rephrase → respond
- It's OK to say “I don't know”



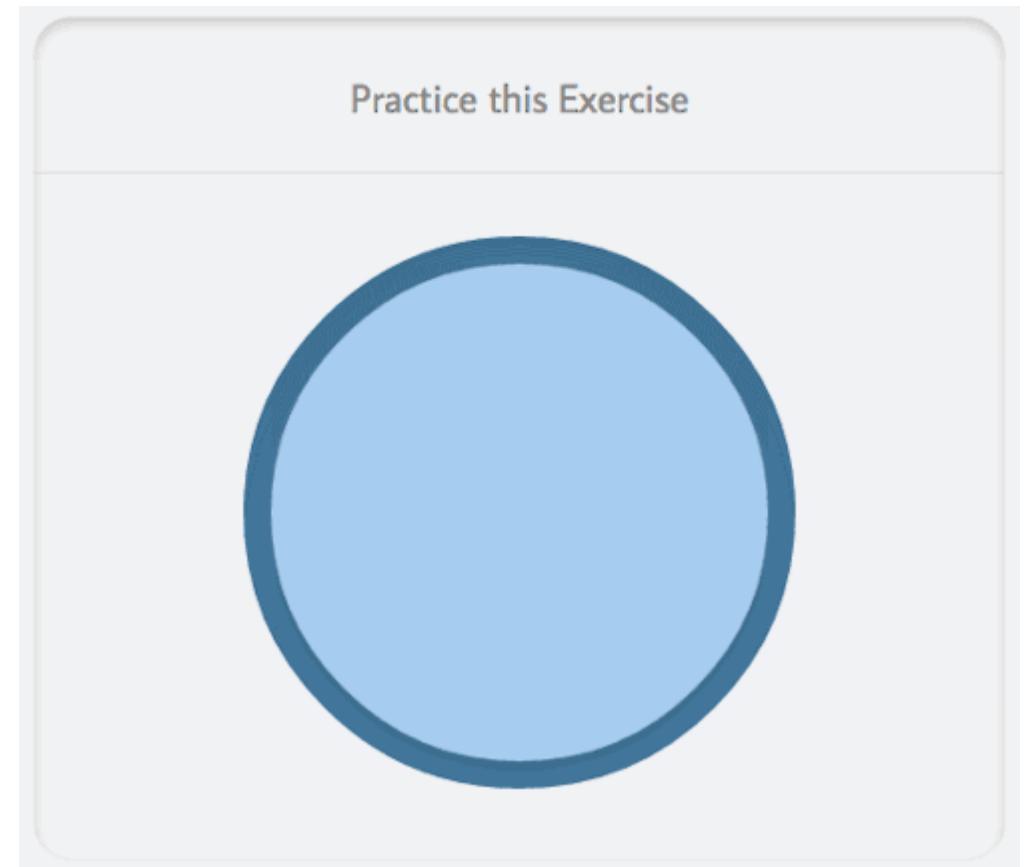
UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

TIPS TO OVERCOME NERVOUSNESS

Controlling your physiological response:

- Wake up your body and voice
 - Get rid of nervous energy
- BREATHE
- Hydration



PRESENTATION PRACTICE (BREAKOUT ROOMS)

3-minute presentation:

- Introduce yourself
- What do you do here at Oxford?
- What do you find most fascinating about your work?
- Conclusion

Prep:

1. Write down what you plan to say
2. Read it out loud to yourself so that you hear how it flows and time yourself. Make any necessary edits.
3. Read it to yourself out loud again!



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

PRESENTATION PRACTICE (BREAKOUT ROOMS)

Group members

- I. Give one **CONSTRUCTIVE** comment on how they might improve in future presentations



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

PRESENTATION PRACTICE (BREAKOUT ROOMS)

PRESENTATION TIME!

(3 minutes each)



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

PRESENTATION **D**EIGN





Photo credit :The Howard League

**WHAT PROPORTION
OF TALKS DID YOU
ACTUALLY ENJOY?**



PRESENTATION DESIGN

CAREER FEATURE · 23 AUGUST 2018

Prioritize the needs of the audience when giving a presentation

Speakers inadvertently prepare presentations for themselves rather than their audiences. A few mental exercises can help presenters to avoid this pitfall.

David Rubenson 



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

THINK ABOUT THE AUDIENCE

- Novels, movies, TV- capture our attention with conflict or mystery
- Story = flashy?
 - Tap into psychology
- Purpose of research is not to create a good story, BUT



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD

MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Photo credit : ProWritingAid

TELLING STORIES: HOW WOULD WE BEGIN A TALK ABOUT THIS RESEARCH?



We are trying to optimize the current 21-step synthesis of Talinexatol to improve its overall yield from around 5% to 20% or higher. The two avenues we are exploring are (1) optimising the lower yields steps, or (2) developing an entirely new pathway to the target molecule.



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Credit : Sarnecka Lab Blog



<http://www.peakpx.com/426963>

Does anyone know what this is? Right, it's a jellyfish. It's actually the rare, deep-sea jellyfish Scyphozoa talinexae, and right there [pointing to picture], inside its gooey little gut, is a substance called Talinexatol, which is amazingly effective at fighting cancers of the mouth and foot in humans. The problem is, this guy is so hard to find and lives so deep in the ocean, we just can't get enough Talinexatol for medical use.

Credit : Sarnecka Lab Blog



The good news is, it's possible to make Talinexatol in the lab.

<https://pixabay.com/en/chemist-laboratory-periodic-system-3014142/>

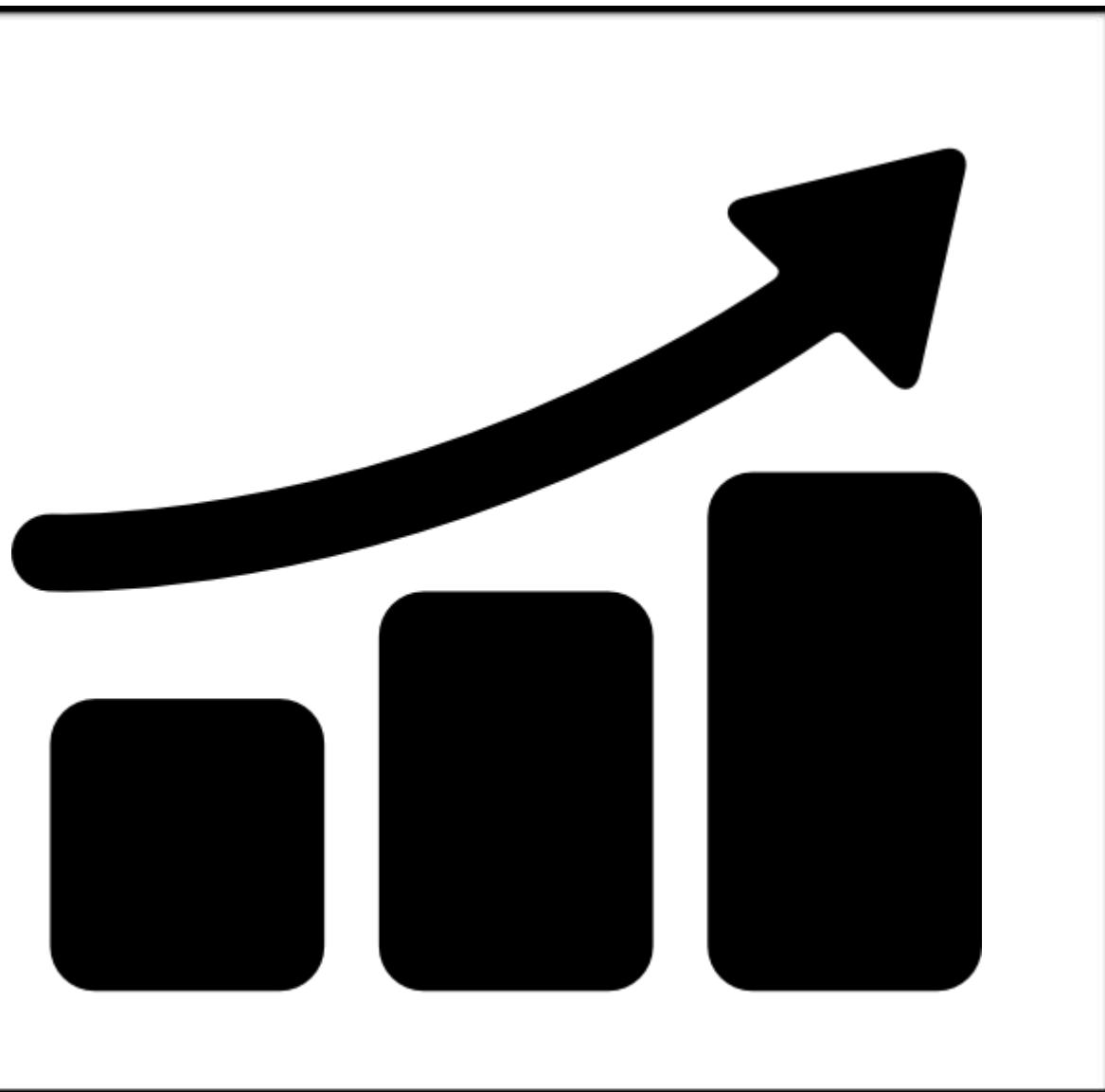
Credit : Sarnecka Lab Blog



<https://pixabay.com/en/laboratory-analysis-chemistry-2815640/>

The bad news is, it's a very long process. Not only time-consuming but also labor-intensive, super expensive and not very efficient.

Credit : Sarnecka Lab Blog



Today I'm going to tell you how we're optimizing the current 21-step synthesis of Talinexatol to improve its overall yield from around 5% to 20% or higher, which should make it practical to produce in the quantities needed to treat cancer.

THINK ABOUT THE AUDIENCE

- Start with the problem/question and resolve it by the end
- Have one key point per slide (avoid information overload)
- What do you know that they don't?
 - Practice helps with this!
- Not just “WHAT”



THINK ABOUT THE AUDIENCE

- **What:** What has happened with this research? What were the methods and what were the results and conclusions?
- **Who:** Who has conducted this research, who will benefit from it and who has funded it?
- **Where:** Where did this research take place, at which organisation/s and geographical location?
- **When:** When did this take place, when did the project start and when did it finish?
- **Why:** Why did this research happen? Why was there a need for it?



INDIVIDUAL EXERCISE: FINDING THE QUESTION

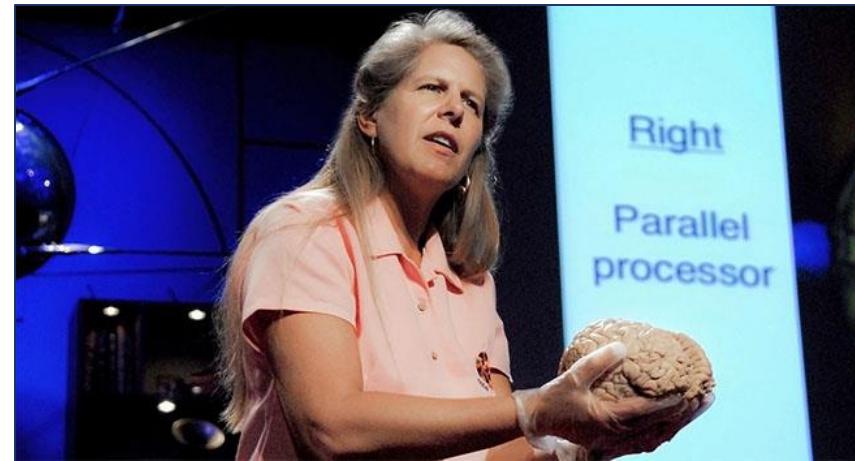
- Think about the next talk you're going to give. Write down the “what”, “when”, “why”, “where” - what research are you presenting?
- Now think about the “why” - how would you frame your talk with a problem or question to get the audience engaged? Write the strategy down.



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

THINKING ABOUT THE AUDIENCE: GOING THE EXTRA MILE?





VISUAL DESIGN



VISUAL DOS AND DON'TS

- Limit amount of words and avoid large blocks of text



UNIVERSITY OF
OXFORD

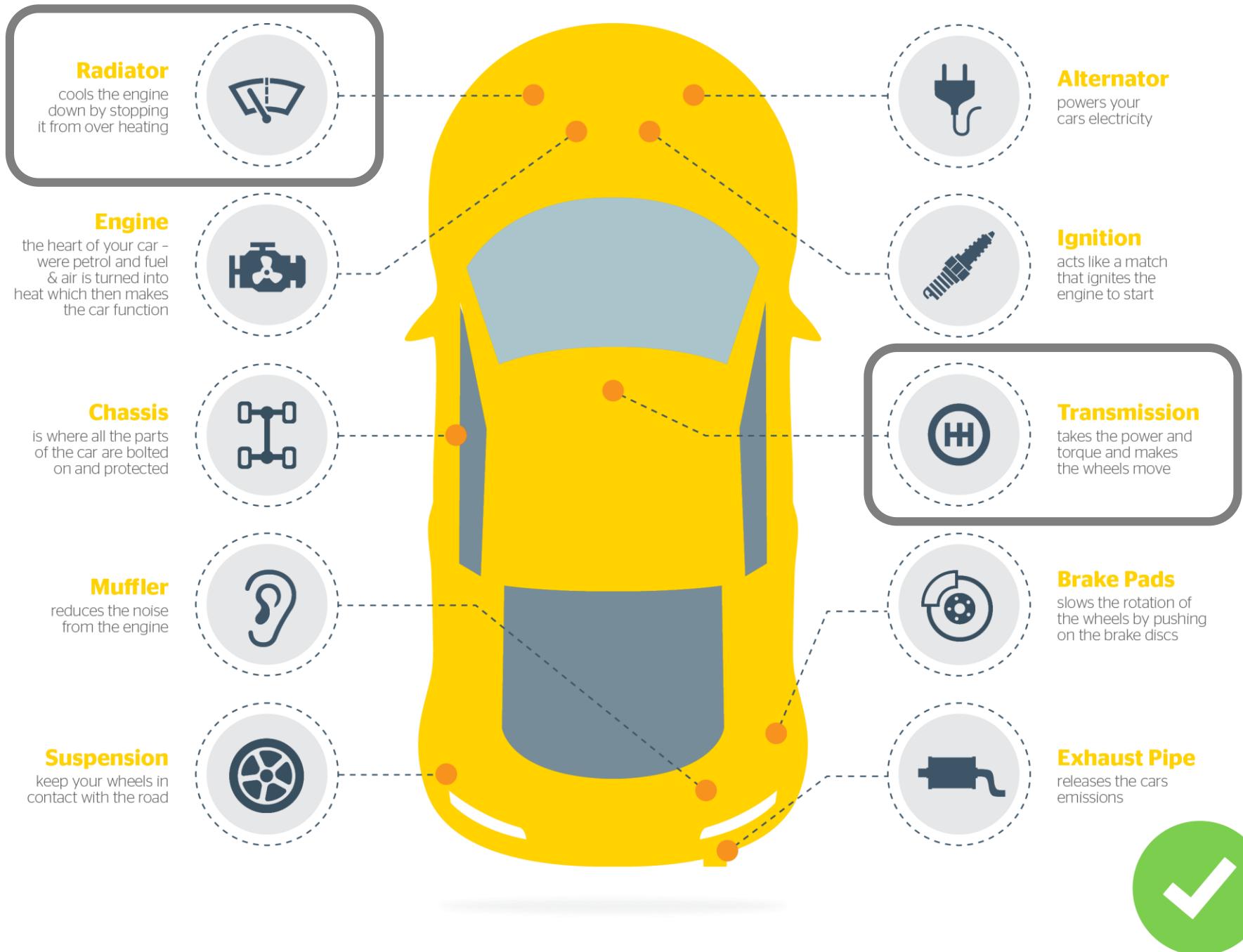
UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Hundreds of individual parts make up the essential components of the modern automobile. Much like the human body, these parts are arranged into several systems, each with a different function. Each system is necessary for making the automobile run, keeping it safe, and reducing noise and pollution.



The major systems of an automobile are the engine, fuel system, exhaust system, cooling system, lubrication system, electrical system, transmission, and the chassis. The chassis includes the wheels and tires, the brakes, the suspension system, and the body. These systems will be found in every form of motor vehicle and are designed to interact with and support each other.





VISUAL DOS AND DON'TS

- Limit amount of words and avoid large blocks of text
- Introduce elements piece by piece

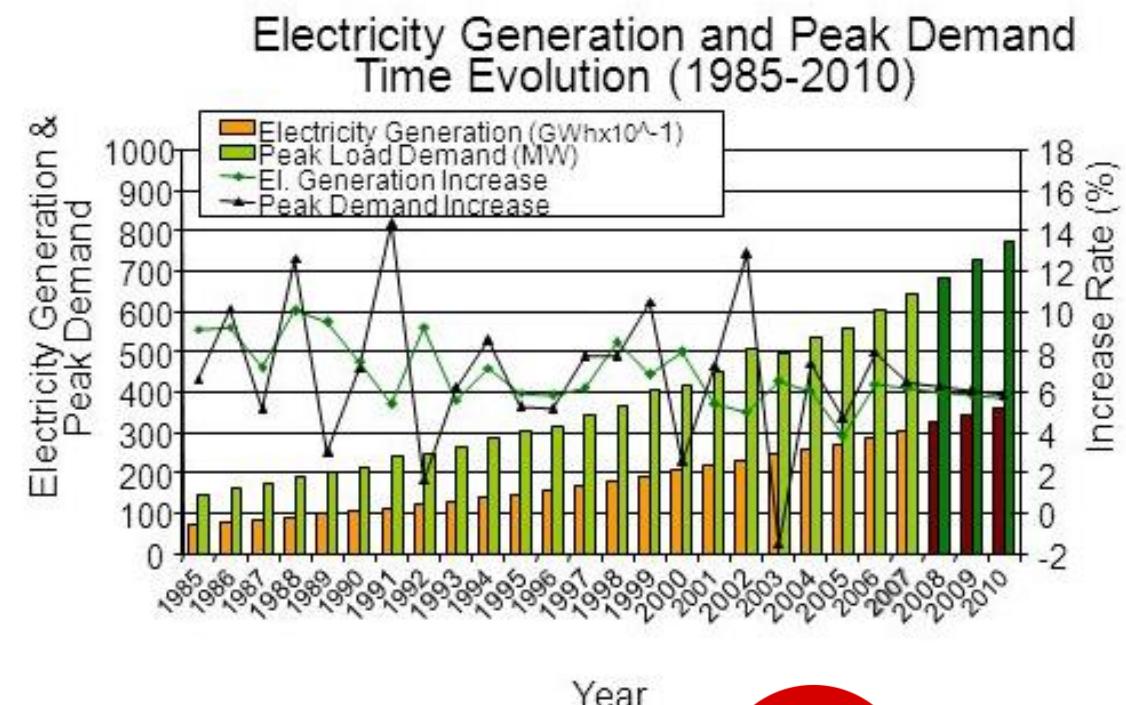


UNIVERSITY OF
OXFORD

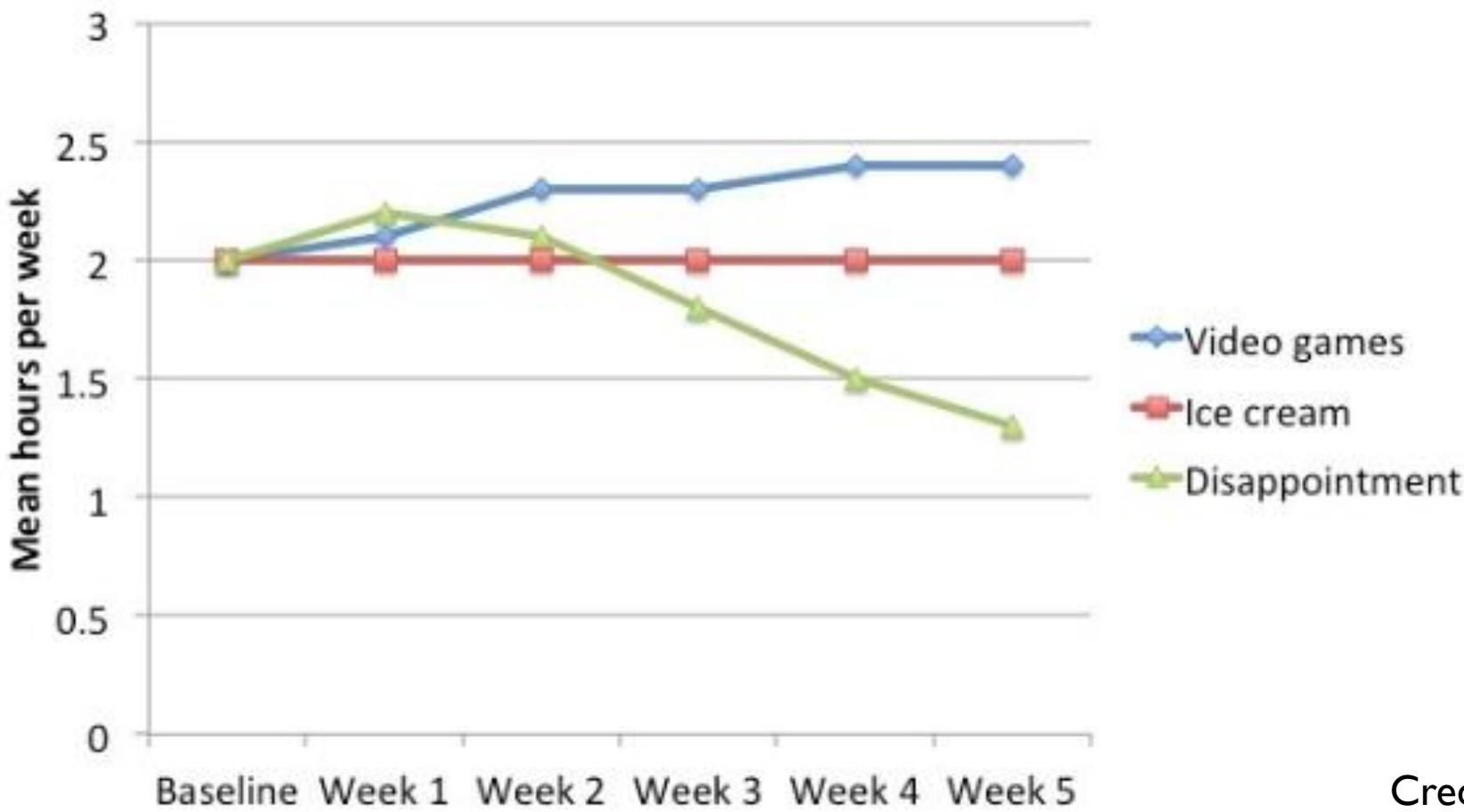
UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

AN UNNECESSARILY BUSY SLIDE

- Demand for electricity has increased over time
- Generation of electricity has increased to meet demand
- The increase rate has more than tripled
- Peak demand has increased over time
- But the year on year increase fluctuates over time



Practice Time



Credit: Sarnecka Lab Blog

Practice Time



Our main outcome measure was practice time—the number of hours each student spent practicing the violin each week.

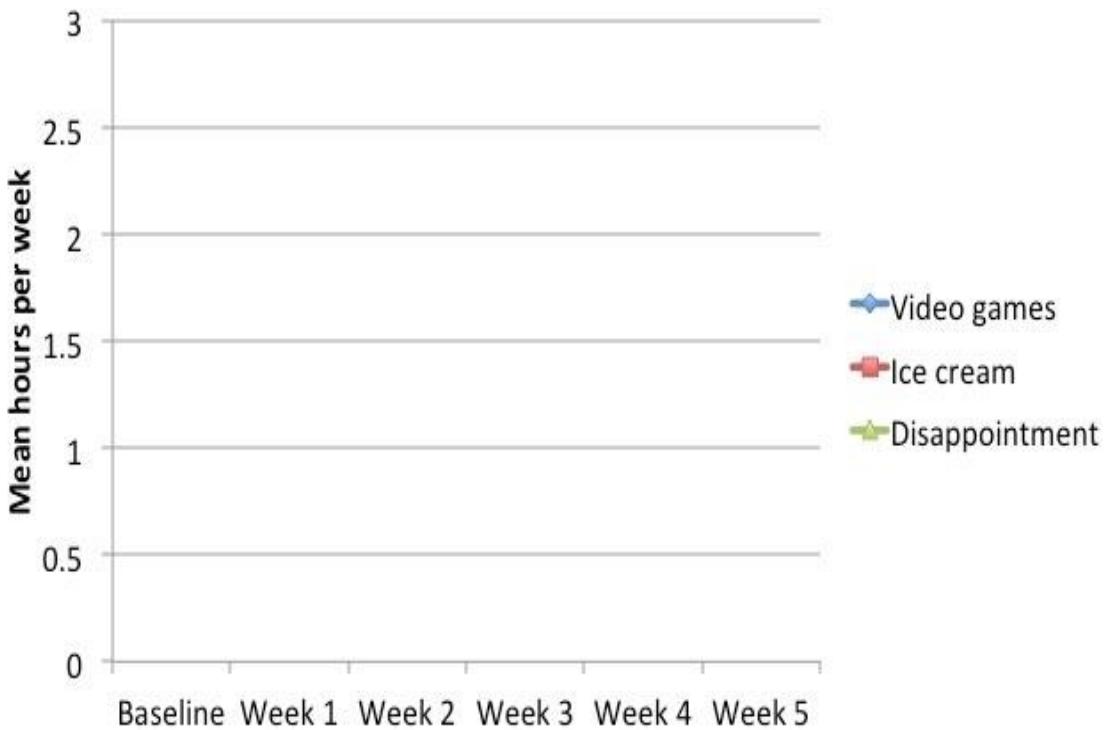
Credit: Sarnecka Lab Blog

Practice Time



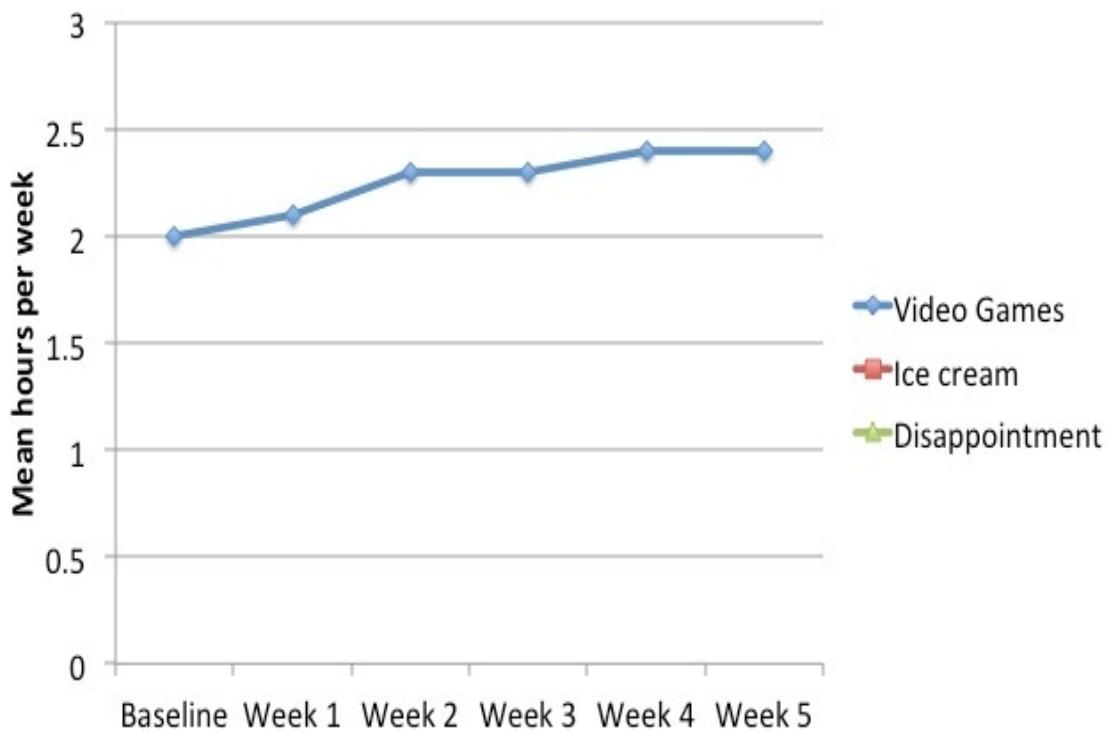
We asked them to record their practice time for one week as a baseline measure, and then we followed each family for five weeks.

Practice Time



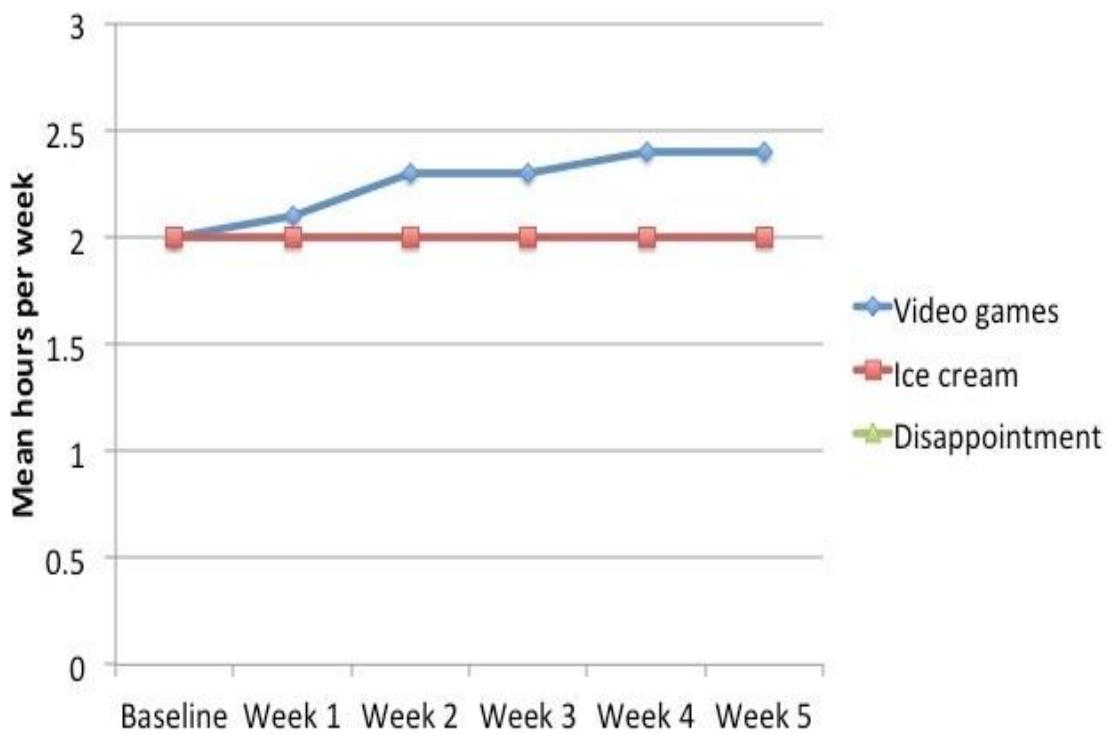
Student 1 earned 10 minutes of video games for every 10 minutes of violin practice; Student 2 earned a spoonful of ice cream for every ten minutes of practice; and Student 3 was told that her parents would be very disappointed in her if she didn't practice for at least two hours.

Practice Time



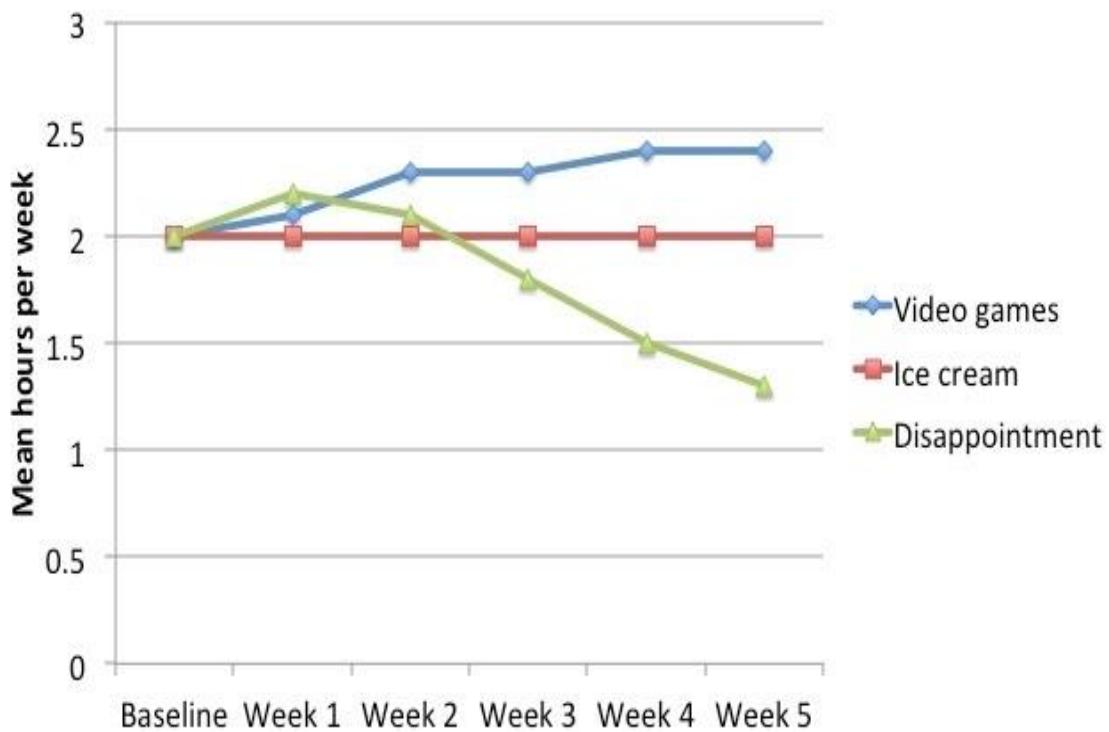
Student 1 kept up her practice over the five-week period, of the study, and even increased it from 2 hours to almost 2.5 hours by the end.

Practice Time



Student 2 stayed right around two hours practice time per week.

Practice Time



Student 3 practiced slightly more than the other two for the first week, but her practice time steadily decreased over the period of the study, and by the end she was practicing only about 1 hour and 20 minutes per week.

VISUAL DOS AND DON'TS

- Limit amount of words and avoid large blocks of text
- Introduce elements piece by piece
- Font size must be readable, even (especially) in figure labels/axes

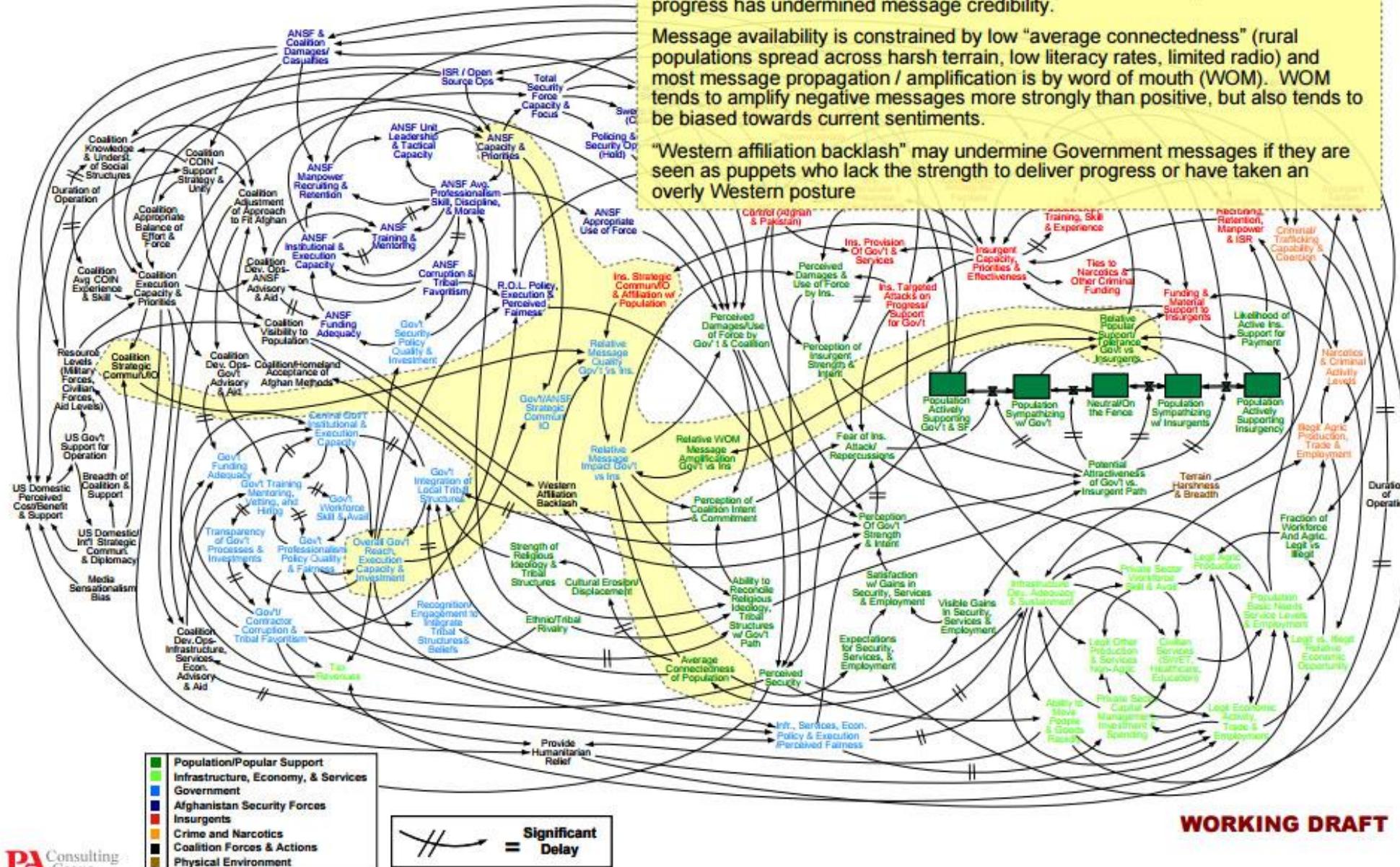


UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Afghanistan Stability / COIN Dynamics

- Claim the Information Initiative



WORKING DRAFT

VISUAL DOS AND DON'TS

- Limit amount of words and avoid large blocks of text
- Introduce elements piece by piece
- Font size must be readable, even (especially) in figure labels/axes
- You MUST adapt figures for a presentation



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Table 4.5. Candidate model set for overall abundance of anurans.

model	df	AICc	ΔAICc	Akaike weight
glm(abundance ~ treatment + site + humidity, family=poisson)	6	131	0	0.999
glm(abundance ~ treatment*site + humidity, family=poisson)	10	145	14.2	0.000826
glm(abundance ~ 1, family=poisson)	1	154	23.3	8.93E-06
glm(abundance ~ treatment, family=poisson)	3	155	24.0	6.19E-06
glm(abundance ~ site, family=poisson)	3	159	28.1	8.06E-07
glm(abundance ~ treatment + site + temp, family=poisson)	6	160	29.3	4.42E-07
glm(abundance ~ treatment + site, family=poisson)	5	160	29.7	3.48E-07
glm(abundance ~ treatment*site, family=poisson)	9	166	35.4	2.06E-08
glm(abundance ~ treatment*site + temp, family=poisson)	10	170	38.9	3.49E-09
glm(abundance ~ treatment*site*humidity, family=poisson)	17	204	73.3	1.22E-16



FACTORS EXPLAINING ABUNDANCE



model	df	AICc	ΔAICc	Akaike weight
treatment + site + humidity	6	131	0	0.999
treatment*site + humidity	10	145	14.2	8.26E-04
I (null)	1	154	23.3	8.93E-06
treatment	3	155	24.0	6.19E-06
site	3	159	28.1	8.06E-07
treatment + site + temp	6	160	29.3	4.42E-07
treatment + site	5	160	29.7	3.48E-07
treatment*site	9	166	35.4	2.06E-08
treatment*site + temp	10	170	38.9	3.49E-09
treatment*site*humidity	17	204	73.3	1.22E-16



As environmental noise increased, the number of birds observed decreased
(McClure et al. 2013)

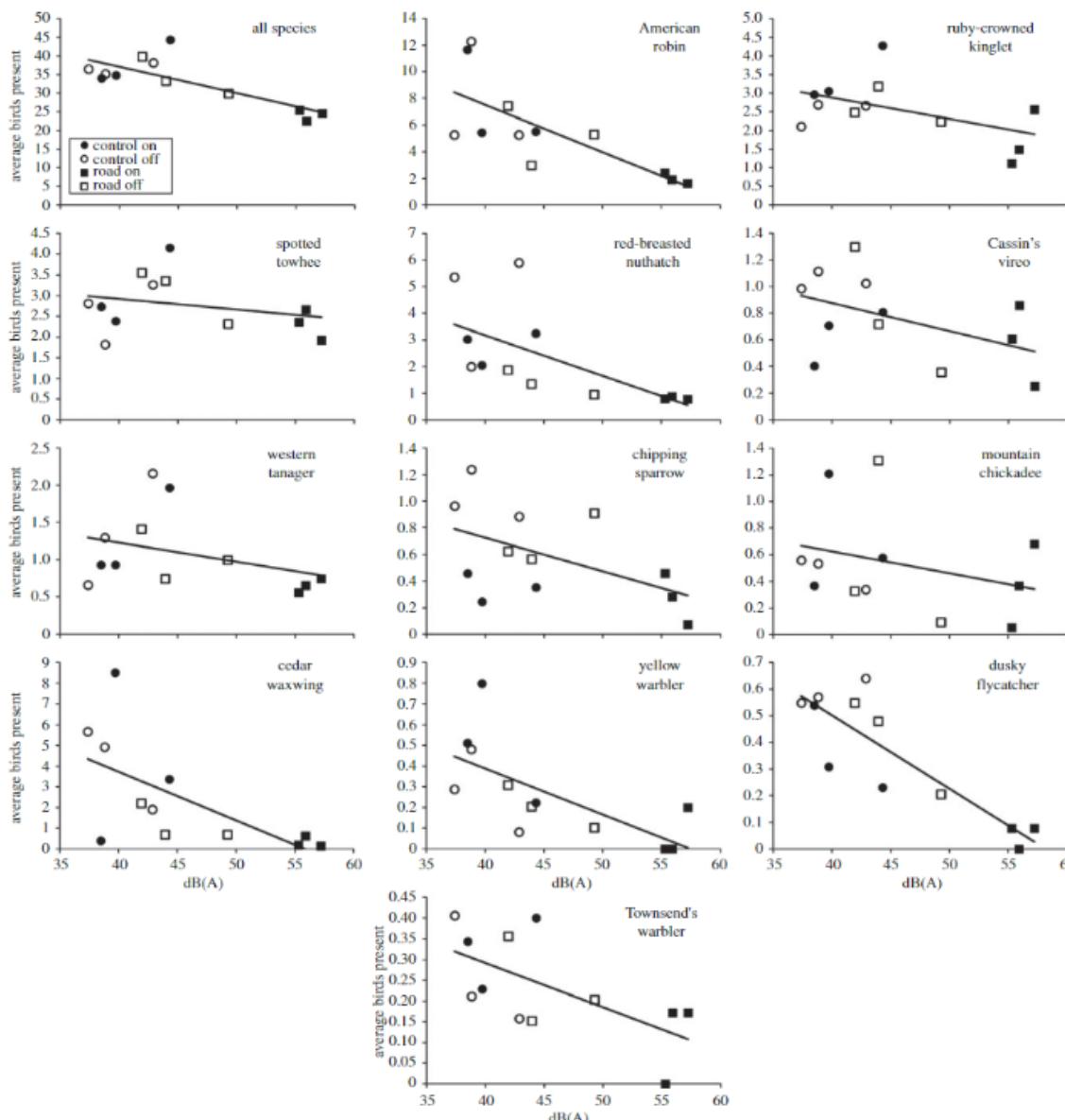
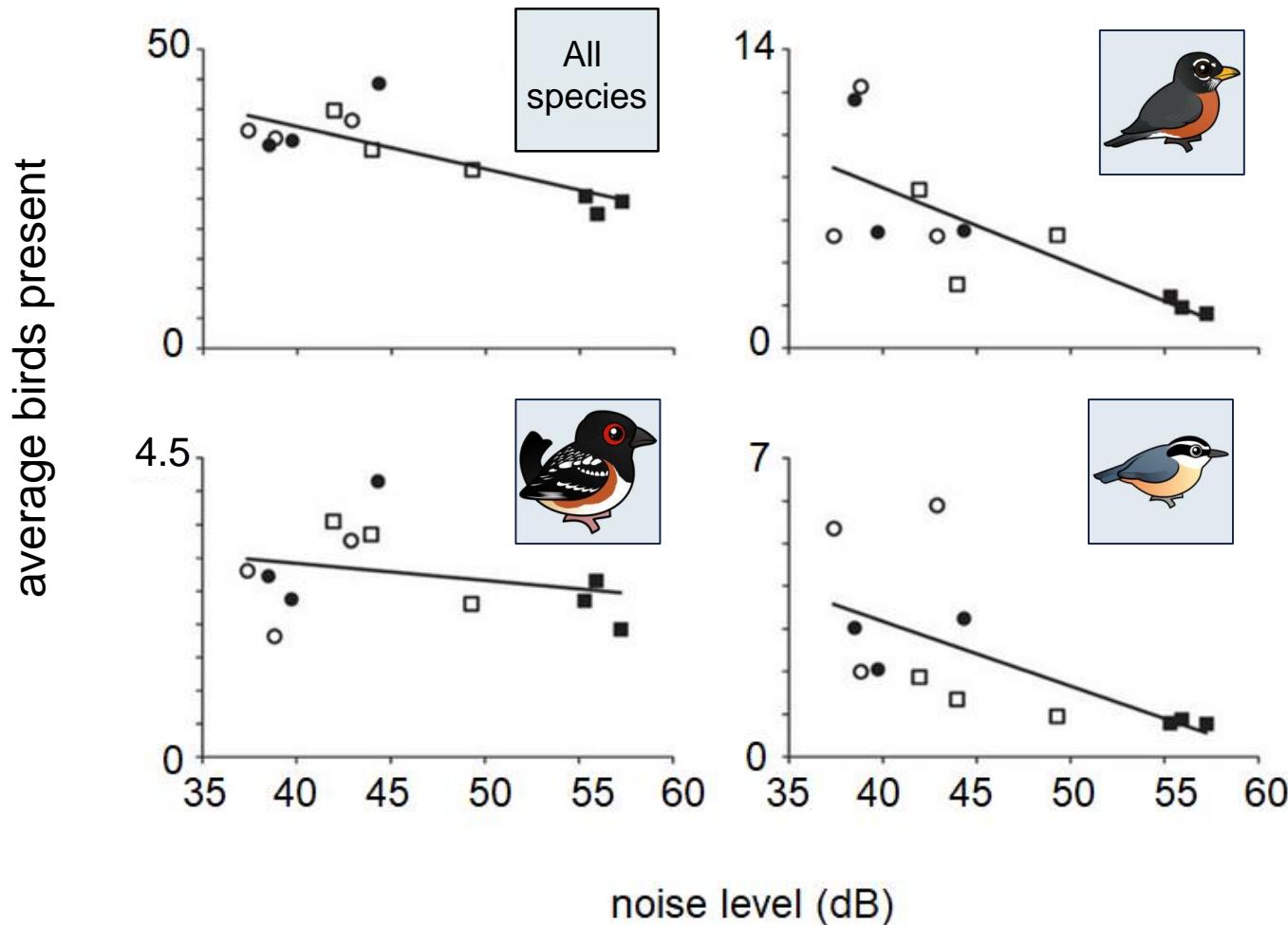


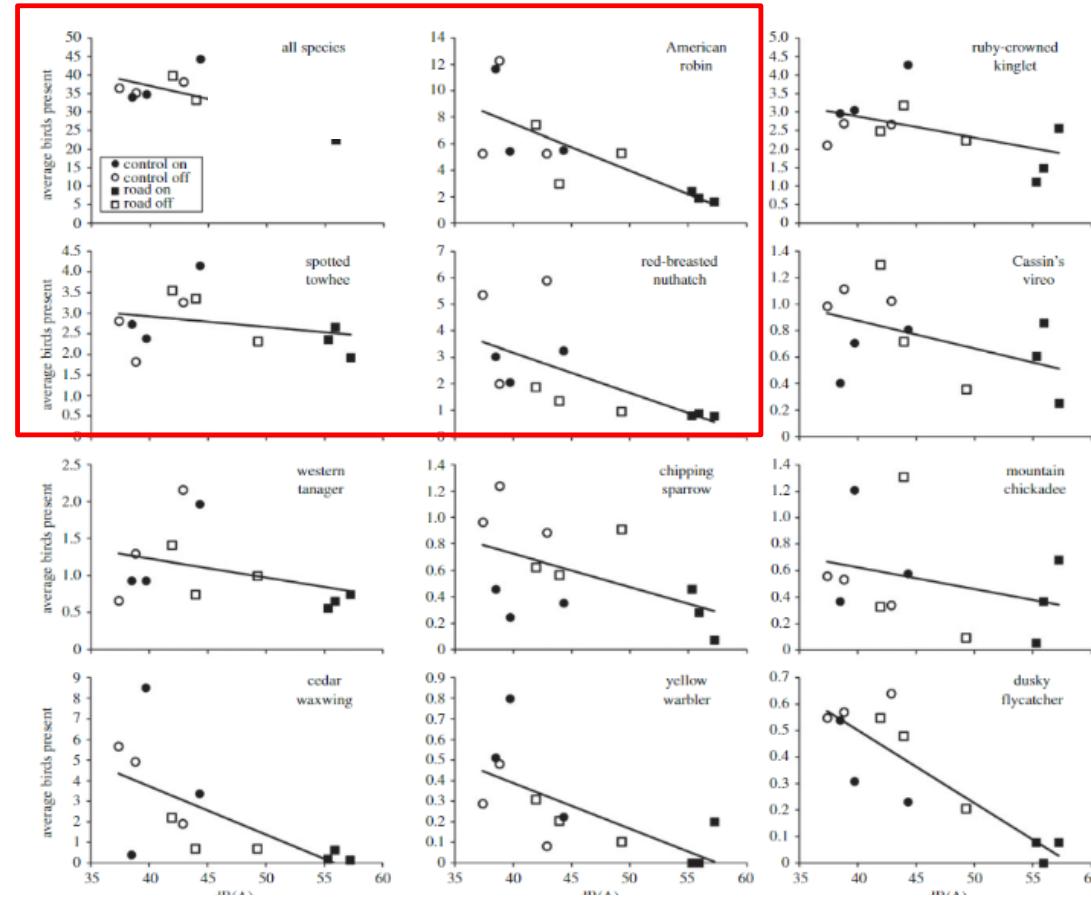
Figure 2. Average numbers of birds present per survey during noise-on and noise-off periods along the phantom road and at control sites in the Boise Foothills in southwestern Idaho. Only species with significant differences in abundance among treatments or background sound levels are shown.

BIRD OBSERVATIONS DECREASED WITH NOISE



BIRD OBSERVATIONS DECREASED WITH NOISE

The pattern
was the same
for all 12
species studied



GIVING CREDIT WHERE CREDIT IS DUE

ALWAYS cite ideas, figures, and images that aren't yours!

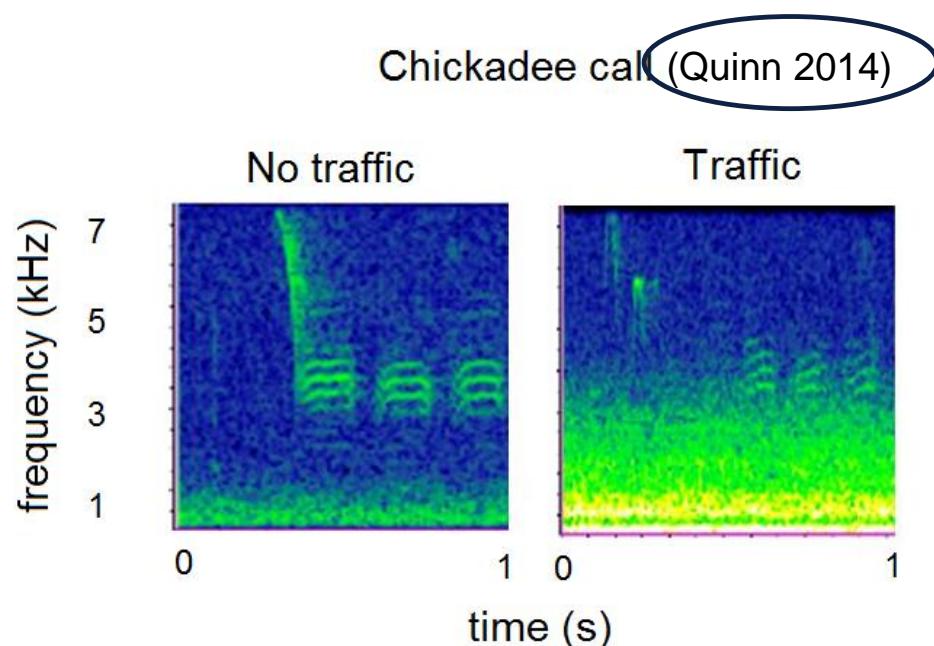


Photo by R.W. van Devender



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

MAKE IT EASY FOR PEOPLE TO FIND YOU

- Including social media links is becoming commonplace
- Shameless self-promotion works!



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION



QUANTIFYING SPECIES CONSERVATION SUCCESS: THE IUCN GREEN LIST OF SPECIES

Molly Grace
Species Conservation
Success Task Force



NatureEcoEvo

@NatureEcoEvo

Following

Wrapping up the presentations at #rsfossil, @mollykgrace talks about how the forthcoming @IUCN green list—which measures species recovery against a set historic rather than recent baseline—is being put together



The IUCN Green List of Species

The Next Phase in the Evolution of Red Listing The goal of the IUCN Red List of Threatened Species™ is: To provide information and analyses on the status, trend...

iucn.org

7:49 AM - 29 Jan 2019

5 Retweets 6 Likes



1 5 6



Tweet your reply



Christopher Lyon
@Christophlyon



Jack Williams
@IceAgeEcologist

Following

.@mollykgrace IUCN developing criteria for 'Green List' of recovered species that are viable and functional within indigenous range. Key Q: what time should be used to set indigenous range? 1500, 1750 likely. Forming a WG, looking for input Akcakayetal 2018 Con Bio #RSfossil

7:55 AM - 29 Jan 2019

4 Retweets 4 Likes



1 4 4



NatureEcoEvo

@NatureEcoEvo · Jan 29
Q&A: what's the point of the green list? Is it attainable given change? @mollykgrace: It helps us define what recovery looks on an arbitrary baseline, and in the short term at least niche available #fossil

1 1 3



NatureEcoEvo

@NatureEcoEvo · Jan 29
More Q&A. @mollykgrace Green list also has a PR function: status has improved but still within red categories that "morph down the drain". May further incentivise conservation #rsfossils

1 1 4



7:59 AM - 29 Jan 2019

1 Retweet 3 Likes

1 1 3



Jens Svenning
@JCSvenning

Following

.@mollykgrace presents #IUCN work integrating historic baselines into assessments of species recovery, w @AnaSLRodrigues et al. -key is assessing indigenous ranges; for estimates of these for all late-Quaternary mammals check PHYLACINE bit.ly/phylacine #RSfossil #greenlist

8:05 AM - 29 Jan 2019 from London, England

4 Likes



1 1 4

A PHRASE TO NEVER SAY....

“You don’t really need to pay attention to what’s on the slide”

THEN WHY DID YOU MAKE IT?????



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

BONUS ROUND

What's wrong with the next figure?

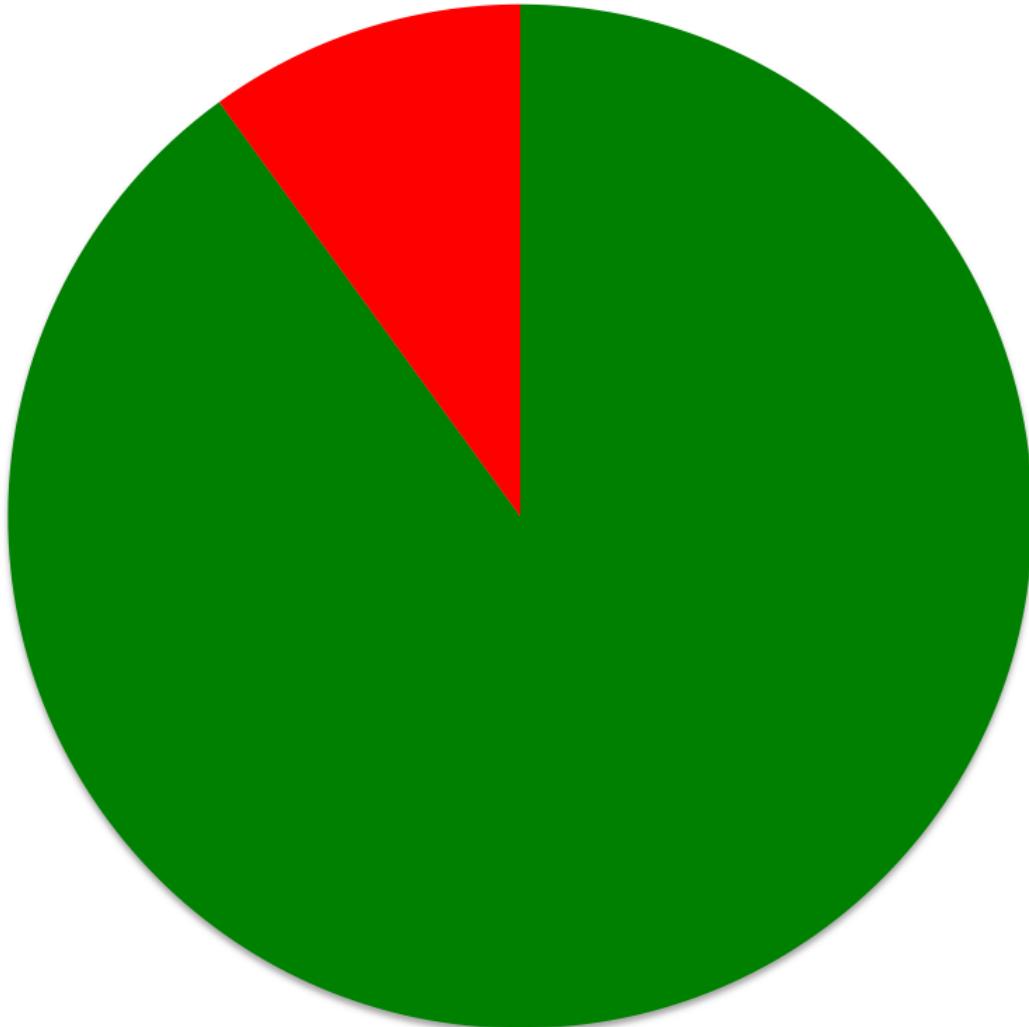


UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

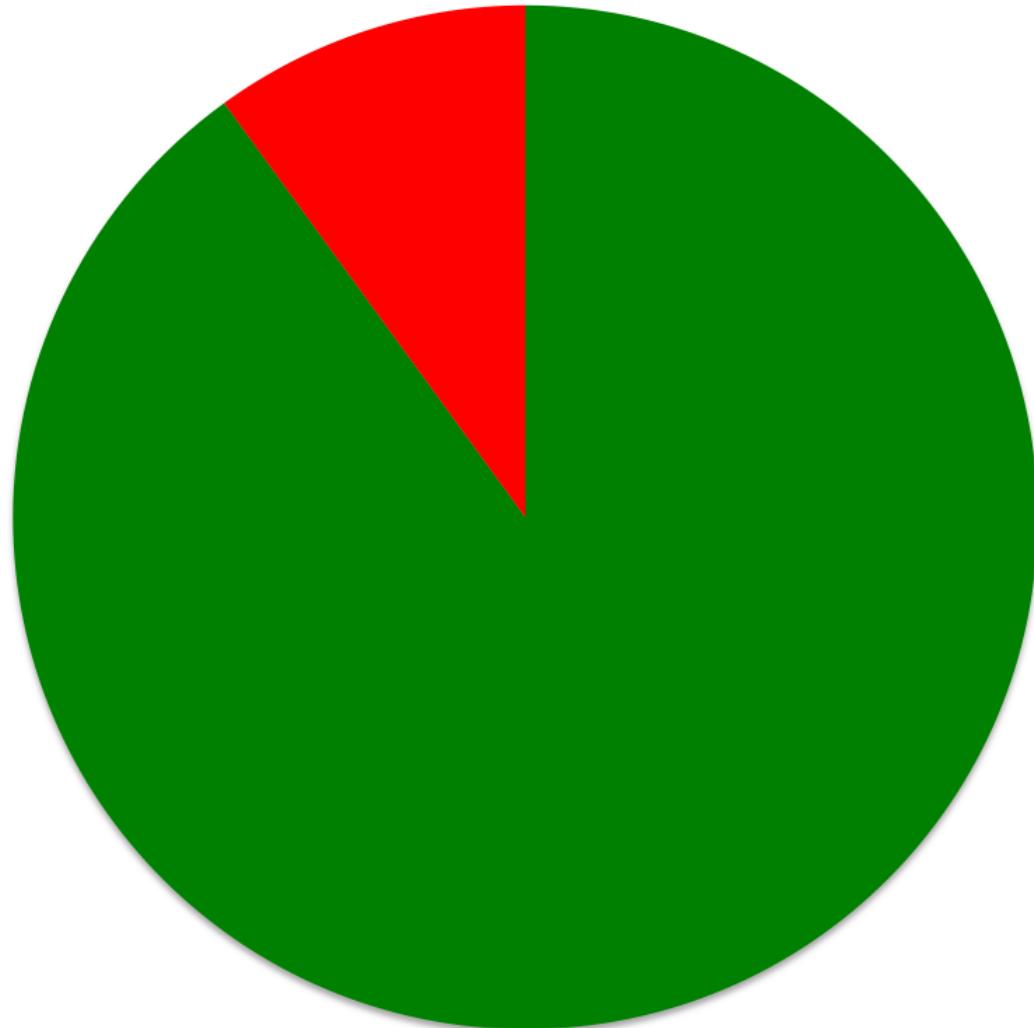
Handedness in the global population

■ Right-handed ■ Left-handed



Red-green colorblindness in men

■ Don't have it ■ Have it





(RE)DESIGN TIME



SLIDE REDESIGN (CHAT OR MICROPHONE)

Our challenge: take a terrible slide and decide how we would change it to make it better.



UNIVERSITY OF
OXFORD

UNIVERSITY OF OXFORD
MATHEMATICAL, PHYSICAL AND LIFE SCIENCES DIVISION

Chilean Exports

- Fresh fruit leads Chile's export mix - Chile emerges as major supplier of fresh fruit to world market due to ample natural resources, consumer demand for fresh fruit during winter season in U.S. and Europe, and incentives in agricultural policies of Chilean government, encouraging trend toward diversification of exports and development of nontraditional crops - U.S. Dept. of Agriculture, Economic Research Service Report
- Chile is among the developing economies taking advantage of these trends, pursuing a free market economy. This has allowed for diversification through the expansion of fruit production for export, especially to the U.S. and Western Europe. Chile has successfully diversified its agricultural sector to the extent that it is now a major fruit exporting nation. Many countries view Chile's diversification of agriculture as a model to be followed.
- Meanwhile, the U.S. remains the largest single market for Chile's fruit exports. However, increasing demand from the EC and Central and East European countries combined may eventually surpass exports to the U.S., spurring further growth in Chile's exports.
- If you've read this far, your eyes probably hurt and you've been reading this tedious long-winded text instead of listening to me. I'm insulted- can't you see I'm doing a presentation up here? Look at me! Congratulations, however, on having such good eyesight.

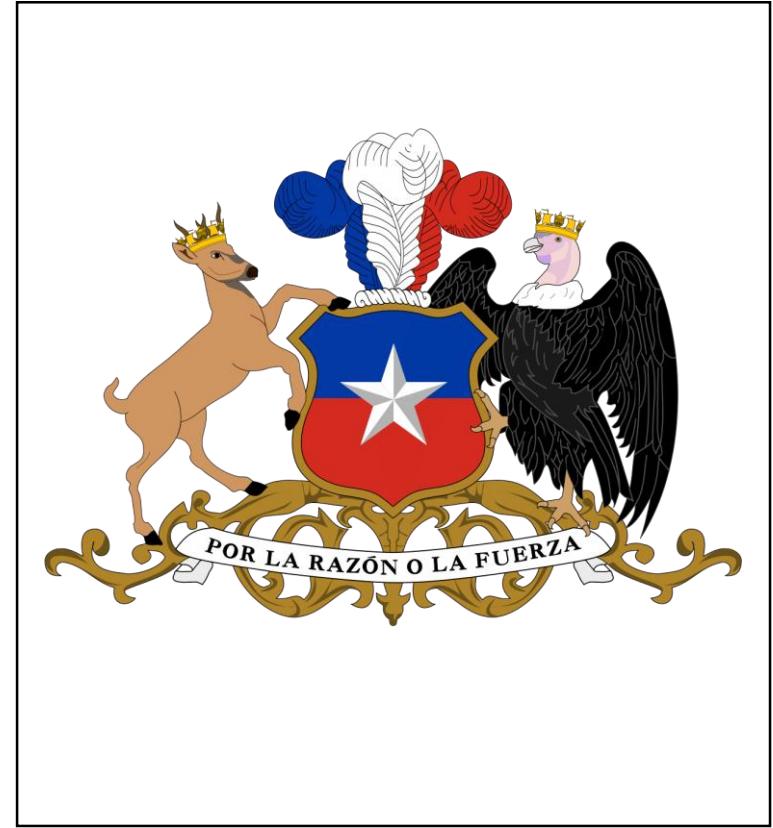
Chile is a major global supplier of fresh fruit



Spans many latitudes =
suitable conditions for a
diverse array of crops



High winter demand
from temperate
countries

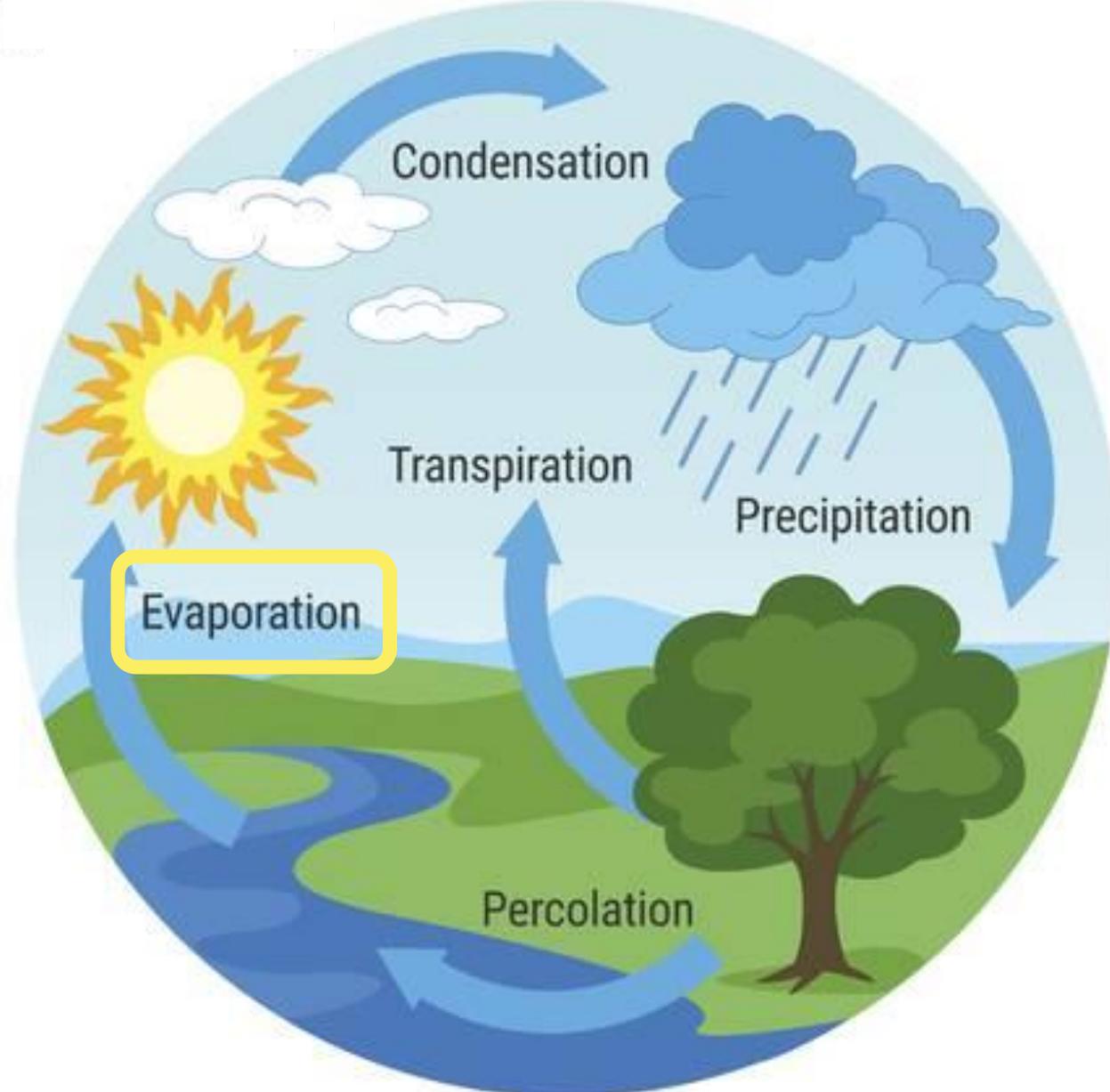


Agricultural
incentives from
government

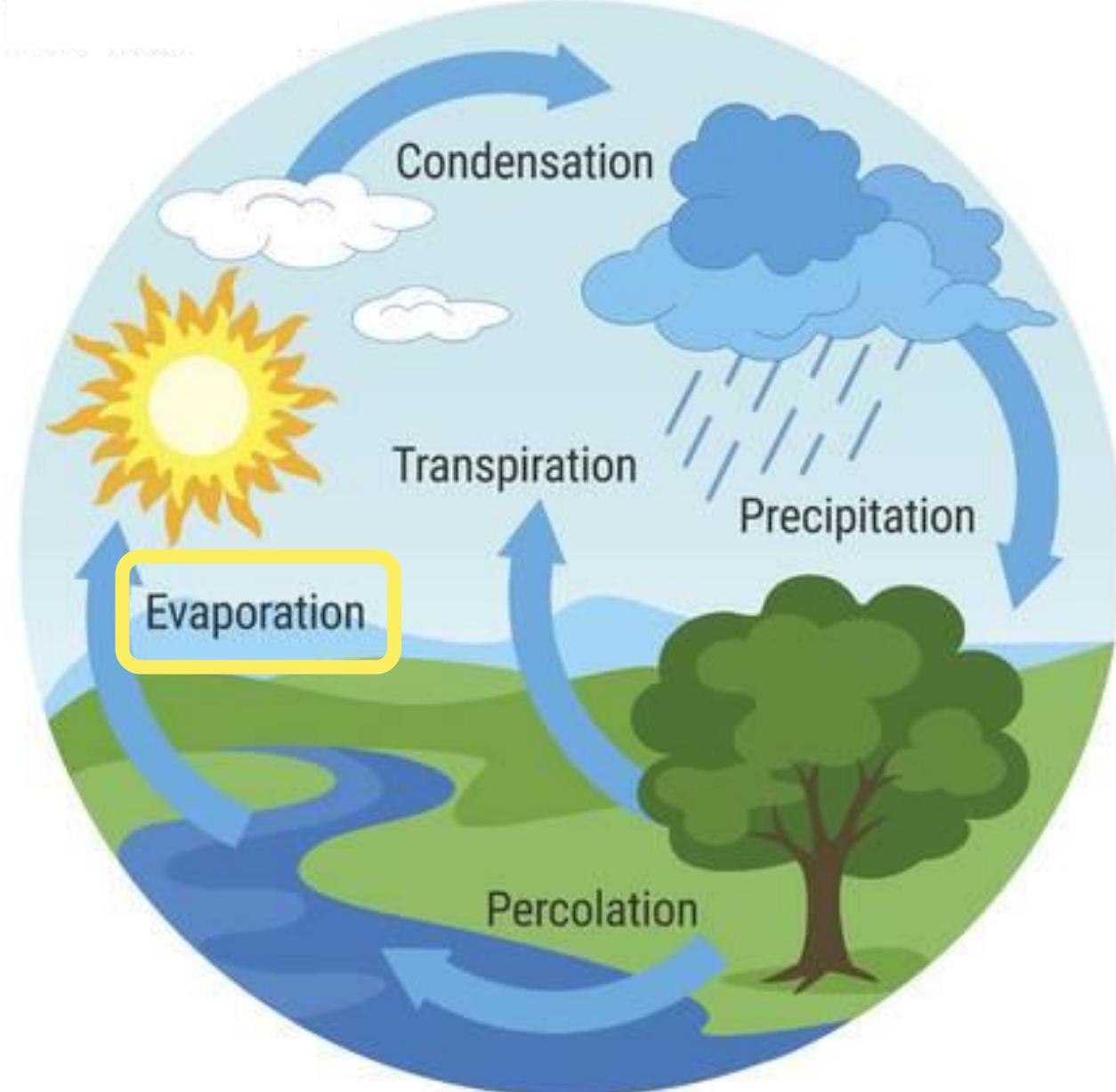
THE WATER CYCLE

- Water falls from the sky as precipitation
- This water either gets used by plants or percolates into the ground
- Trees and other plants release water during a process called transpiration
- Water also evaporates back into the atmosphere
- Water in the atmosphere condenses into rain and will fall as precipitation, beginning the cycle again!

THE WATER CYCLE



Evaporation:
the process by
which water changes
from a liquid to a gas
or vapor.





POSTERS



A collage of various science fair posters from different fields of science, including biology, chemistry, and physics. The posters feature a variety of designs, from clean and organized layouts to cluttered and poorly presented ones. Some include charts, graphs, and diagrams, while others focus on text and images. The overall theme is to demonstrate what makes a good or bad science poster.

Poster Title Heading Open Sans Light 172pt

Head author name in **bold**¹. Other author names here². Other author names here³. Other author names here⁴. Other author names here⁵. Other author names here⁶. Other author names here⁷. Other author names here⁸.

Affiliations, credits, contributors, organisations, funding partners etc. Affiliations, credits, contributors, organisations. Affiliations, credits, contributors, organisations, funding partners etc. Affiliations, credits, contributors, organisations.



INTRODUCTION

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

METHODOLOGY

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

FINDINGS

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

MORE FINDINGS



These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.



These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

CONCLUSI

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

References & Acknowledgements: These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

- Title should be big and attention-grabbing
- NO ABSTRACT
- Header bars and boxes help delineate sections
- Results (or expected results) should be primarily images
- Conclusions= take-home messages
- Text size
- References
- Promotion

Poster Title Heading Open Sans Light 172pt

Head author name in **bold**¹. Other author names here². Other author names here³. Other author names here⁴. Other author names here⁵. Other author names here⁶. Other author names here⁷. Other author names here⁸.

Affiliations, credits, contributors, organisations, funding partners etc. Affiliations, credits, contributors, organisations. Affiliations, credits, contributors, organisations, funding partners etc. Affiliations, credits, contributors, organisations.



INTRO

or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

METHODS

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

FINDINGS

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

References & Acknowledgements: These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.



Further information

For more details, you can contact Molly Grace:



Email address



Social media accounts

I placed business cards here

CONCLUSI

These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background. These paragraphs in 30 point text, justify alignment, solid black or grey, on white background.

HOME messages

- Text size
- References
- Promotion

**ANY OTHER
QUESTIONS?**



THANKS!



Molly Grace
Zoology Department
Wadham College
molly.grace@zoo.ox.ac.uk