

Scientific Posters

Planning

1

Some reflection

- *Taken from Zen Faulkes*
- Design = decisions with empathy.
 - Empathy
 - Make the poster because it is convenient for the audience.
 - Decisions
 - Deliberate choices: why this size, this color, this shape?
 - Danger of templates: decisions are already made.
- Design works best if you have a clear idea what you are trying to accomplish.
- Creating a poster takes time and careful planning.

2

Planning

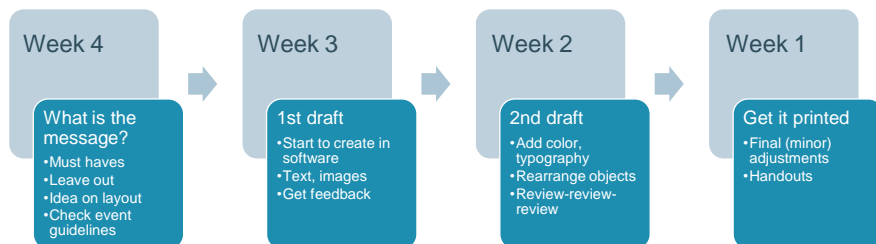
Logistics

Submitting the poster

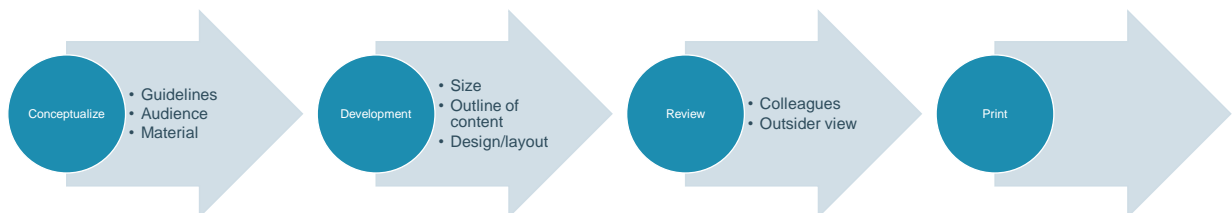
- Take care when submitting the poster title and abstract
 - Submitted far in advance
 - Make it high quality
 - Will be in program book, proceedings, special issues of journal, ...
 - Citable pieces of literature
 - People use it to plan their conference
 - Title: most important part of the poster
 - Abstract: as complete and precise as possible

Scientific poster: planning (ideal world)

- Provide enough time!
 - Do not postpone until the last minute
 - Murphy will be there...
 - <https://www.socialsciencespace.com/2018/05/4-steps-to-designing-an-award-winning-poster/>



Development steps



<https://dukeahead.duke.edu/sites/dukeahead.duke.edu/files/u94/Poster%20Creation%20Presentation.pdf>

Scientific poster: planning

• READ THE INSTRUCTIONS

- Make sure your poster meets all the formal requirements
- Dimensions 1 large poster
 - individual A4 pages, ...
- Specification: dimension images, portrait/landscape, font, numbering poster, ...
- Additional requirements? Tape, pushpin, ...
- Contact the print shop if you have special requirements (not every print shop can print all formats!)



- Try to get as much information on the poster session as possible
- Check *Judging criteria / rubric*

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8

Posterior Session Guidelines

All poster sessions will be held on Friday morning, April 20th. Please be prepared to have your poster set up at least 15 minutes before your session begins. Plan to be at your table for the entire time (1 hour 10 minutes) to answer questions and explain your research.

Posters sessions provide an informal forum to report innovative projects, introduce new services and resources, or test research ideas of interest to the off-campus library community. Posters may include narrations, tables, graphs, and handouts. They may be in print or electronic format or a combination of the two.

An articulate, expressive poster will contain only the crucial points of the research. Traditional elements include:

- Introduction—objectives, context and hypothesis, or predictions
- Methods—subjects, study site, and protocol
- Results—including graphs, clearly of electronic content etc.
- Discussion and conclusions—why the findings are significant
- Acknowledgments and references

Creating/submitting poster

Determine if a poster should not exceed 4 ft. The poster should be a balance between information and artistic. Posters should strive to highlight pertinent information while keeping in mind the logistics of attendees effectively reading and understanding the topic presented. The presenters name and institution should also be available on the poster.

Presenters are responsible for:

- The actual poster and visual materials which comprise the presentation
- The printing of any handouts.
- A sign or other device to direct the path to the poster.
- A sign-in sheet, a laptop.
- Posters must be taken down immediately after the session time.

Student Poster Competition

The Student Poster Competition gives undergraduate students a chance to present their cutting-edge research with other students and faculty from other universities in the region. Posters have the unique ability to display scientific findings in an engaging and illustrative way, and for the poster. Presenting your research in this way allows you to make a wide range of knowledge about their specific presentation, and the best presenters should be able to give a presentation, and possibly answer questions and be asked to present their research on all levels, whether giving a presentation or explaining your technical aspects of their project.

Deadline for Poster Registration: March 12, 2010

General Guidelines

Students may set up posters prior to the start of the poster session on Saturday, April 17. Please note that this session is limited to undergraduate students. When submitting your abstract, be sure to include your faculty advisor's name as a co-author. To help you prepare your poster, see the poster guidelines below.

Abstracts will appear in a handout distributed at the Poster Session.

Submission Guidelines

1. Each poster will have a single poster board on which to present your poster presentation. Please limit the size of your poster to 36" x 60" (48" x 60"). Posters can be printed on color or black and white. One-page posters are recommended. However, in the event that your poster will be made up of individual smaller panels, handouts, handouts, and/or CD/DVD is recommended. Some posters will be awarded, but it is recommended that you prepare one.
2. The following topics are suggested for inclusion in your poster in the following order: Title (project title, names and affiliations), Abstract, Project Objectives, Background, Materials and Methods, Theory, Results, Conclusions, and Acknowledgments.

Poster Presentation Guidelines

Poster sessions afford an opportunity for presenters to engage attendees in a rich discussion of their research during a 1.5-hour session at CROI. Presenting authors illustrate their study findings by displaying graphs, figures, diagrams, and text that describes their main findings (options), background, methods, results, and conclusions on posters that also serve as reference materials after the conference.

Improved Poster Format for CROI 2020

Poster Videos

Electronic Posters

Presenting Author Responsibilities

Requirements for Presentation Development

Publication or Presentation Prior to CROI

Format and Required Information

Displaying Your Poster

Poster Printing

See Also: Abstract guidelines | Oral presentation guidelines | Themed discussion guidelines | Housing guidelines | Registration | Embargo Policy | FAQs

New for CROI 2020: Template for an Alternate Poster Design

CROI is piloting a new poster format that is intended to attract interested attendees to your poster presentation by quickly focusing them on the main findings of the study. The format is optional, and we look forward to feedback from poster presenters and attendees.

<https://www.nutritioncare.org/uploadedFiles/Documents/ASPEN22/ASPEN22%20Poster%20Presentation%20Instructions.pdf>

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9

Basics of communication

- Know your :
 - Audience
 - Subject
 - Medium (poster)
- Common errors
 - Unsuitable for the target audience
 - Key message obstructed by too much information
 - Excessive text
 - Poor design
 - (<http://theta.edu.au/program/posters/designing-academic-posters-an-online-resource-to-develop-communication-skills-of-doctoral-candidates/> - accessed aug. 2015)

Planning

Audience

Think audience

- To make an effective story, first **know your audience**,
- Who is my audience?
 - Who do I want to reach?
 - What does the audience know about my research?
 - What information is new?
 - What elements need explanation?

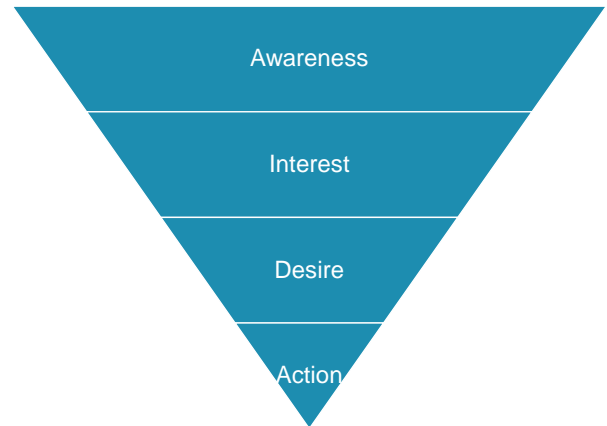


Think audience

- What does the audience want to know about my research?
 - What will capture their attention?
 - What will make your audience stay at your poster long enough?
 - What will they do with the information?
- What do you want from your audience? / Why do you want to convey that information?
 - The purpose of your poster
 - Start a conversation.
 - Feedback.
 - Networking.
 - ...

Think audience

- Consider the **context** of your audience,
 - Limited time?
 - Poster meeting at the end of the day?
 - Location of your poster
- **Interaction** with your audience.
 - Skimmers vs. In-depth
 - What do you want to happen?
 - Use your body language
 - Get collaboration
 - Get into discussion (talk to strangers!?)
 - Leave me alone
 - Leaving something for the audience to ask, can be a great ice breaker



Planning

Content

Think content

- The design and production of scientific posters can be split into 2 processes:
 - the creation of content: text, images, plots, graphs and data tables, ...
 - ▶ ***know your audience***
 - the design process
 - ▶ ***help your audience***

Think content

- Make a *storyboard*
 - What is the purpose of my poster?
 - What is the message that I want the audience to remember?
 - What should readers know once they have finished reading the poster?
 - What is the logical order to bring the message? Work backwards to determine what information is needed to get to that point.
 - Adapt the structure to your audience.
 - Familiar with your work? Leave out the descriptive part.
 - A specific interest? Focus on that.
 - ...

Think content

- Story
 - Introduction
 - What is this about?
 - Why is this interesting?
 - Main part
 - End
 - Conclusion
- Needs to be efficient
 - It is not a lecture
 - It is not an article

Think content

- Start from scratch
 - Do not make a summary of a paper
 - Do not start from an existing presentation / slideshow
- Make a clear choice on the essentials :
 - What problem(s) are tackled? (Objectives)
 - Why is this important? (Background)
 - How did I do it? (Methods)
 - What are the results? (Results)
 - What is the conclusion(s), implication(s)? (Conclusion)

Think content

- Write clear text.
- Discuss with colleagues.
 - Do it in an early stage!
 - Usually collaborative research program.
 - Get agreement on the key points.
 - Get agreement on author list.

Planning

Layout



The extremes

Full of information



Cry for discussion

Talk to me about my research



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25

My posters always look terrible--I'm just not creative!

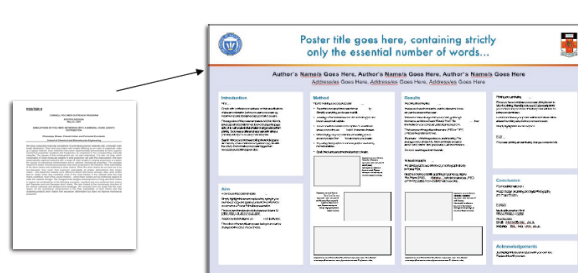
- Many scientists claim they're not "artsy" enough to make a good poster.
Designing a poster has nothing to do with art.
- But it is still a **research** poster.
 - You're there to present your science, not your creativity.
 - The goal is to spread your ideas, the design should help your audience to grasp the message.
 - If the goal is simply to not look terrible, there are some simple layout guidelines you can follow to accomplish that.
- <https://www.kmeverson.org/academic-poster-design.html>

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26

Think layout

- Start designing when you are satisfied with the content!
 - NO single simple recipe to create a poster.
 - Check as many samples as possible
 - Let your design fit the content
- Poster = illustrated abstract



<http://www.cns.cornell.edu/documents/ScientificPosters.pdf>

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27

Think layout

- Emphasize what is most important: what should the audience see first?
- Structure with blocks
 - Text blocks
 - Graphics
 - Balance
- Guide the eye
- Let your topic inspire you
- Use color intentionally
- Design consistency

<http://blogs.monm.edu/writingatmc/files/2013/03/Research-Poster-Design-Tips.pdf>

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28

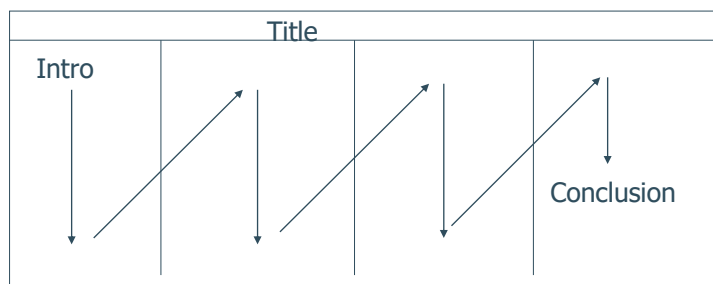
Visual thinking

- Find balance between similarity and contrast
 - Too much similarity is boring
 - Too many contrasts is confusing
- Guide people's attention with
 - Size: bigger == more important
 - Position: center top is the most important spot
- Provide an *entry point*
 - Get people connected to the content
 - Image
 - Headline

Taken from Zen Faulkes

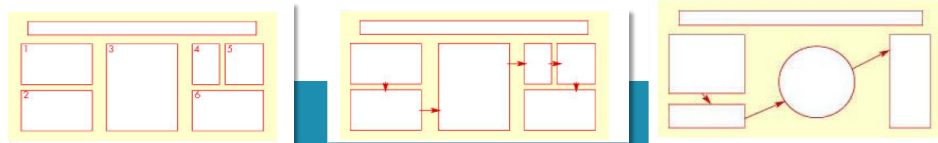
Guide the eye

- Read a poster as a newspaper
- Use columns, try to place the important points at eye level



Guide the eye

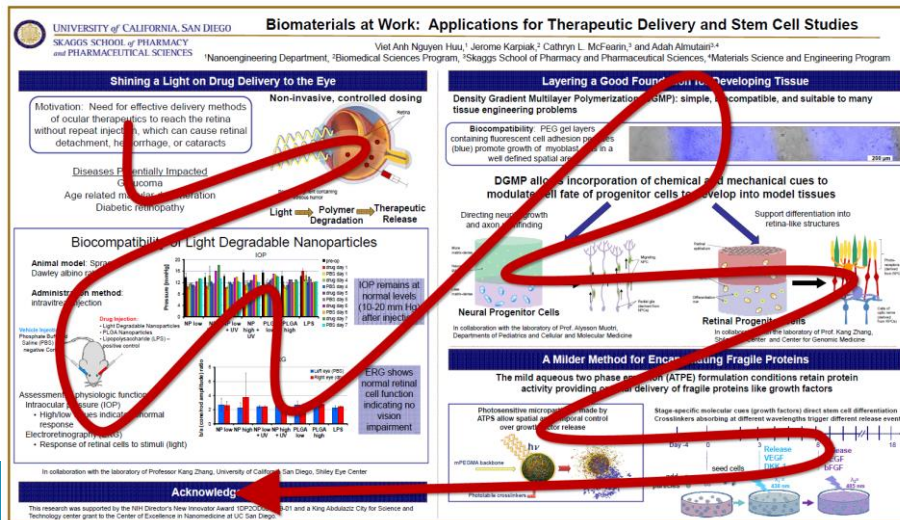
- Columns: safe way to set up a poster
- Use 3 to 5 columns (landscape)
1 tot 3 columns (portrait)
- Order the elements vertically from upper left to lower right
- Order the object logically
- Use sections
- Add graphics, tables, images
- Number sections or use visuals to guide the reader



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31

Guide the eye



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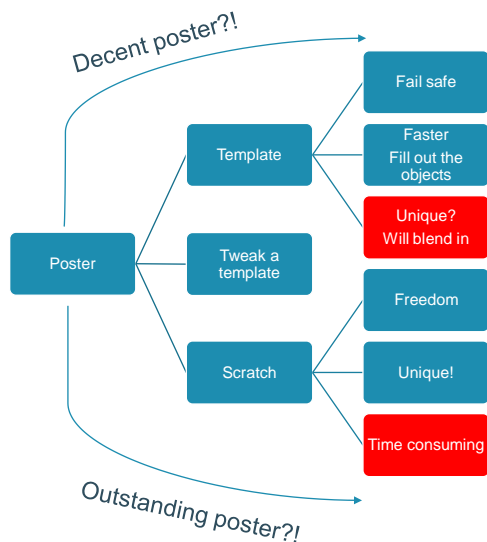
32

Poster layout: template or inspiration?

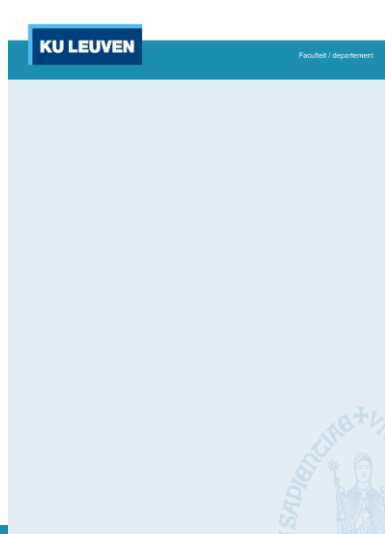
- Some organizations have their own template.
- Department can have a template.
- Dienst communicatie.
- <https://admin.kuleuven.be/mykuleuven/thema/ict-communicatie-evenementen/communicatierichtlijnen-tools/lay-out-en-drukwerk/postersjablonen>
 - Standard template
 - Scientific posters
 - no white borders allowed!
- Web:
 - Search for: powerpoint template scientific (academic) poster
 - Other people will use the same template...

Objectives

Majority of posters will follow
A tried and tested standard format



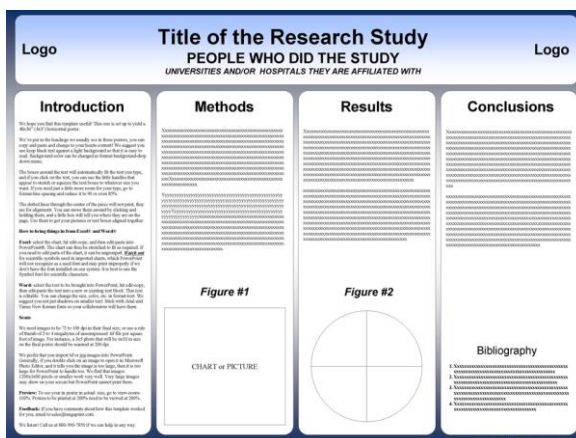
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36

Standard format for a research poster



www.postersession.com

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37

Poster 2.0

New and improved?

A shift toward visual representation of data

- Gray, A. L. et al. (2022) Innovative poster designs: A shift toward visual representation of data. American journal of health-system pharmacy. [Online] 79 (8), 625–628.
- Traditional Poster Design:
 - Advantages: Familiarity, detailed results, ample space for text and graphs, and ease of creation.
 - Disadvantages: Often too wordy, less visually appealing, and can overwhelm the audience, reducing engagement.
- Alternative Designs:
 - Better Poster:
 - Features: Simplified design with less text, prominent display of the main finding, and use of QR codes for additional details.
 - Advantages: Increases audience engagement and highlights key messages.
 - Disadvantages: Limited detail and smaller graphs.
 - Butter Poster:
 - Features: Utilizes visual communication principles like grids, visual hierarchy, and typography. Includes short and long versions of the poster synopsis.
 - Advantages: Flexible presentation, more graphics, and QR codes for extra information.
 - Disadvantages: More complex design, smaller text, and requires more time to create.
 - L Poster:
 - Features: Title and main idea prominently displayed in a corner, with content arranged in an L shape around it.
 - Advantages: Clear information flow, visually appealing, and uses images to display findings.
 - Disadvantages: Requires presenter presence for explanation, not suitable for all research types.

A shift toward visual representation of data

- Gray, A. L. et al. (2022) Innovative poster designs: A shift toward visual representation of data. American journal of health-system pharmacy. [Online] 79 (8), 625–628.



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40

See also

- McEvoy, N. L. & Tume, L. N. (2022) Creating a conference poster: Out with the old and in with the new, moving from the traditional to the improved modern poster format. Nursing in critical care. [Online] 27 (5), 619–622.
- Pedwell, R.K., Hardy, J.A. and Rowland, S.L. (2017), Effective visual design and communication practices for research posters: Exemplars based on the theory and practice of multimedia learning and rhetoric. Biochem. Mol. Biol. Educ., 45: 249-261. <https://doi.org/10.1002/bmb.21034>

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41

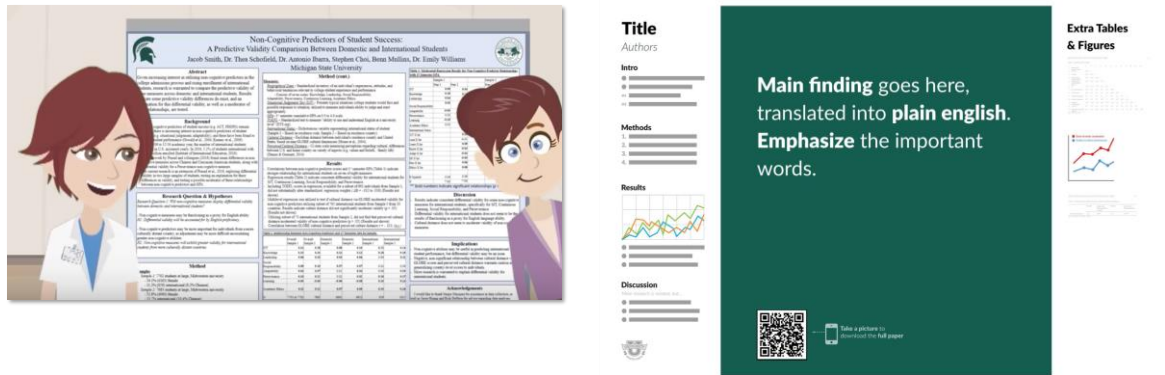
Poster 2.0: Better Poster

- Mike Morrison (@mikemorrison Michigan State University) - <https://osf.io/ef53g/>
- <https://youtu.be/1RwJbhkCA58>
- The typical conference poster:
 - Long on information and short on design
 - Overly technical and usually obscures the main finding(s) of the science being presented.
 - The time required to parse the information on a poster is too long (to really engage with 3-6 posters in an hour, severely limiting the dissemination of potentially useful knowledge through the scientific community).

Poster 2.0: Better Poster

- Alternative poster design
 - A **large, central, simple takeaway message** that summarizes the point of the poster in accessible language;
 - A **standalone** bar on the left with a very basic introduction, methods, and discussion;
 - An **ammo** bar on the right with anything that the presenter might want to have handy when talking about their poster.
 - A **QR** code linking to a full version of the study and a copy of the poster
- <https://www.qeios.com/read/P7N5BO>

Poster 1.0 vs Poster 2.0



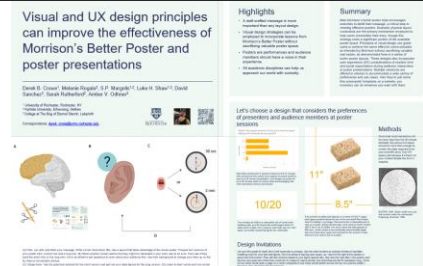
<https://www.insidehighered.com/news/2019/06/24/theres-movement-better-scientific-posters-are-they-really-better>

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44

Poster 1.5: Butter Poster

- <https://derekcrowe.net/butterposter>
- Highlights
 - A well-crafted message is more important than any layout design.
 - Posters are performances and audience members should have a voice in their experience.
 - Visual design principles can help make poster sessions more effective.
 - All academic disciplines can help us approach our world with curiosity.
- <https://www.forbes.com/sites/evaamsen/2019/06/18/a-graphic-design-revolution-for-scientific-conference-posters/#736ff3ac297c>



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45

Poster 1.5

- <https://www3.beacon-center.org/blog/2019/09/01/the-evolution-of-academic-posters-from-poster-1-0-to-better-poster-2-0-to-hybrid-poster-1-5/>
- hard to distill the main takeaway message, especially on preliminary and incomplete results.
- hard to distill an introduction, methods, results, and discussion into less than a quarter of the poster space.
- Poster 1.5
 - maintains the large, simple, prominent takeaway message and slightly abbreviated text,
 - but has significantly more text than 2.0
 - lacks the ammo bar.

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46

Poster 1.5

- More usage of Poster 1.5
- <https://www.posterpresentations.com/free-poster-templates.html>
- Check also <http://betterposters.blogspot.com/2019/04/critique-morrison-billboard-poster.html>

We Don't Have to Pick a Side: The Middle Is A Fine Place to Be

Appalachian
STATE UNIVERSITY

Andrew R. Smith
Appalachian State University

INTRODUCTION
Mike Morrison created a template for a "Better Scientific Poster" (BSP) (<https://osf.io/af53g/>). The BSP format has been praised by many, yet disparaged by others. The current project had 2 goals:
1. Create a template that I think could be useful.
2. Point out that we don't need to either love or hate the new format—the middle is just fine.

METHOD
To create a new template, I identified strengths of the BSP template and the traditional format.
BSP strengths: clear take-away message, minimal text, QR code.
Traditional format strengths: room for figures, reasonable text size on sides, large title to make finding posters in poster session easy, web link and email for people who don't like QR codes.

Why must we pick sides?
The new poster format is a revolution, or the new poster format is garbage!
Take the **good parts** of the new format, keep the **useful aspects** of the traditional format, add in your own ideas, and **create something better**.

RESULTS
Preliminary analysis: 75% increase in likes compared to traditional format and 24% increase compared to the BSP format.
Exploratory analysis: room for improvement in this template (just a bit, seriously 77%).

DISCUSSION
Sometimes it makes sense to pick a side. This is not one of those times.
Praise what you like, make suggestions for improvement, and then make something better.
Take Mike's ideas, incorporate some of mine, be creative, and let's make posters more useful.

Poster template: <https://osf.io/af53g/>
smithar3@appstate.edu



47

Poster 1.5

- <https://guides.library.yale.edu/academic-poster-resources/alternative-templates>

The screenshot displays a webpage with several sections. A red box highlights the 'General Templates' section, which includes 'Billboard Style' (Landscape and Portrait versions), 'Better Scientific Poster' (Landscape and Portrait), and 'Butter Templates' (Landscape and Portrait). Another red box highlights the 'Readings' section, which lists articles and a video on creating better research posters. A third red box highlights the 'Yale School of Public Health' and 'Yale Child Study Center' sections, which provide links to templates and a Google Drive folder.

- Square with Large 'Main Finding' Circle (Yale middle-grade blue and Yale blue - 44" wide by 40" high) -- best for text-heavy posters without visual aids
- Wide 'Better Poster' style with 'Main Finding' center (Yale blue - 56" wide by 28" high) - shared by the Yale Cardiovascular Research Group

Yale School of Public Health:

- Templates and Downloads

Yale Child Study Center

- Google Drive folder

General Templates

Billboard Style:

- Landscape version (.pptx)
- Portrait version (.pptx)

'Better' Scientific Poster

- Landscape and Portrait

'Butter' Templates

- Landscape version
- Portrait version

Readings

- How to Create a Better Research Poster in Less Time (video by Mike Morrison)
- How to design an effective scientific poster (article by Paul Byrne)
- Visual and UX design principles can improve the effectiveness of poster sessions (article by Derek Crowe)

48

Poster 1.5

- Martin Trauth
- Creating Better Scientific Posters
 - <http://mres.uni-potsdam.de/index.php/2019/08/20/creating-better-scientific-posters/>
 - <http://mres.uni-potsdam.de/index.php/2019/09/03/creating-better-scientific-posters-part-2/>
 - <http://mres.uni-potsdam.de/index.php/2022/04/15/creating-better-scientific-posters-part-3/>

49

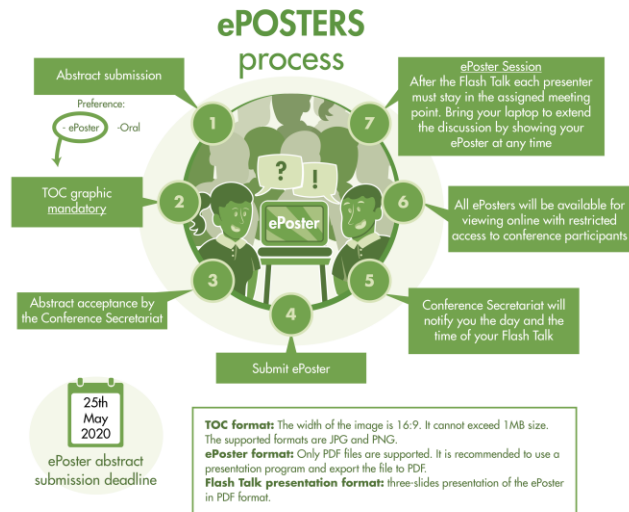
ePoster

Note: Traditional poster vs ePoster

- Traditional poster
 - Printed on paper
 - Recent development: printing on canvas
- ePoster
 - ePoster is the digital version of traditional posters.
 - Environmentally-friendly initiative
 - Setup might be different
 - <https://www.nanoge.org/HOPV20/eposter>
 - ePoster will be also presented through a Flash Talk during the ePoster Session.
 - Extended discussions and close conversations about the ePosters presented will take place in different meeting points onsite.

The cycle

- <https://www.nanoge.org/HOPV20/eposter>

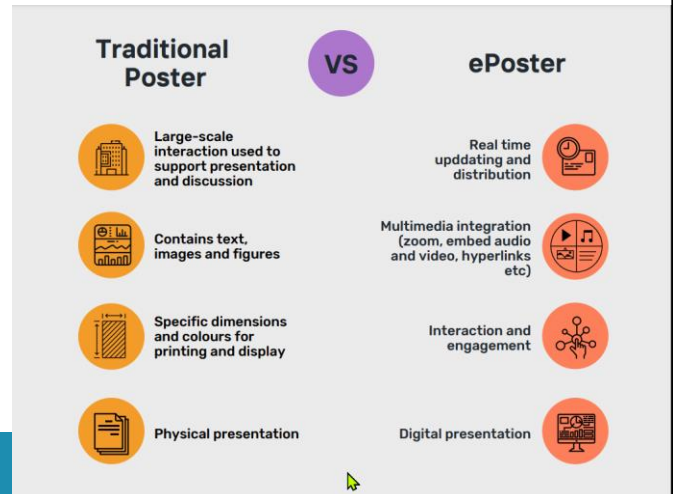


ePoster

- Large flat screen monitors in a dedicated ePoster display area
 - Can be co-located with traditional poster displays.
- Can present information that may not be possible to convey with a traditional printed poster.
 - enhance visualization to attract interest of attendees
 - use of videos
 - embedded media.
- A static screen will also be available where users can navigate through ePosters at their leisure.
 - rotate automatically and each will be shown for approximately one minute duration at a time.
 - able to navigate to specific posters from a main menu and pause individual posters to view them in more detail and access embedded content.
- <https://betterposters.blogspot.com/2016/06/what-is-eposter-format.html>

ePoster

- https://libguides.jcu.edu.au/ld.php?content_id=50397847



54

Planning

Review

55

Review, review, review: content

Critique from colleagues / outsiders

- Is the poster audience friendly?
Is the poster suited for the audience?
- Is title short and powerful, a reflection of the research?
- Do the objectives correspond with the content of the poster?
- Are the methods used well explained, understandable? Do they correspond with the conclusions/objectives?
- Are the conclusions strong enough?
- Is the language used clear, free of any jargon?

www.postgraduate.uwa.edu.au

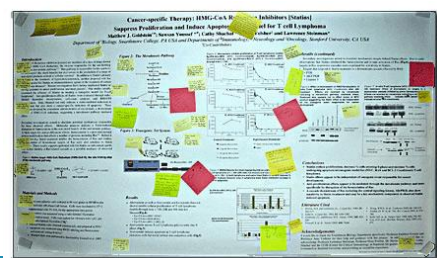


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56

Review, review, review: format

- Are the dimensions / shape correct?
- Is it readable from a distance (2-5 meter)?
- Is the layout ok, not too messy, consistent?
- Typos? Spell check!
- Other errors?



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57

Judging Criteria for Poster Presentation

- **First Impression:**
 - How difficult is it to read the poster?
 - How are color schemes used, are they easy on the eye?
 - How crowded is the poster?
 - Is there a good flow of information (logical, layout of information)?
 - Does the poster stimulate interest and discussion?
- **Layout:**
 - Is the poster visually jumbled?
 - How easy is it to follow the sequence in the poster?
- **Readability:**
 - Is font size or style easily readable?
 - How much text does the poster contain?
 - Are there many grammar or spelling mistakes?
- **Title:**
 - How specific/adequate/long/short is the title?
- **Identification:**
 - Can the author(s) be easily identified?
 - Is contact information available (i.e., Department/ University)
- **Aims/ Objectives:**
 - Are they clearly stated?
- **Methods:**
 - How detailed, appropriate, original are the methods and is there enough explanation?
- **Results:**
 - How clear and well labelled are graphs and figures?
 - How complex are graphs?
 - How well are the results presented?
- **Conclusions:**
 - Are any conclusions presented and if so do they reflect the aims and are they supported by the data?
 - Is there a memorable "take-home" message?
- **Scientific content:**
 - Was the research put into broader context/ justification for research?
 - Was the content suitable for experts and non-experts alike?
 - Was there sufficient scientific explanation?
- **Student:**
 - How much do the student's explanations demonstrate knowledge/ ownership/ enthusiasm for his/her work?

<http://www.ncl.ac.uk/fms/postgrad/skills/documents/JudgingCriteriaforPosters.doc>

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58

Judging Criteria for Poster Presentation

Page 1 of 2

Judging Rubric for Presentation of Research
adapted from the rubric developed by the American Society for Microbiology and the Committee for the Annual Biomedical Research Conference for Minority Students (ABRCMS).

Score	Goal, Hypothesis or Description	Methods	Results	Conclusions and Future Work	Presentation
5	<ul style="list-style-type: none"> • Project had a goal or a logical hypothesis that was stated clearly and concisely or the creative endeavor was well described. • Background information was relevant and summarized well. Connections to previous literature or works and broader issues were clear. • Broad impact beyond project clearly stated. 	<ul style="list-style-type: none"> • Excellent choice of empirical methods to address hypothesis or goal of project or demonstrates original thinking or approach to creative endeavor. • Excellent original thinking regarding innovation of technique or choice of how creative work will be presented. • Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included. 	<ul style="list-style-type: none"> • Substantial amount of high quality data were presented sufficient to address hypothesis or goal of project or original, creative work was presented. • Presentation of data was clear, thorough and logical or program notes were provided that provide insight into the creative process. 	<ul style="list-style-type: none"> • Reasonable conclusions were given and strongly supported with evidence. • Conclusion was connected to project goals or hypothesis and their relevance in a wider context was discussed. • Potential problems and alternative approaches were presented and discussed. 	<ul style="list-style-type: none"> • All expected components are present, clearly organized, and there is a logical flow to the presentation. • Text is concise, free of spelling or typographical errors; presentation is appropriate. • Figures and tables are appropriate and labeled correctly. • Photographs/tables/graphs improve understanding and enhance visual appeal.
4	<ul style="list-style-type: none"> • A logical goal or hypothesis was presented or the creative endeavor was adequately described. • Background information was relevant, but connections were not clear. • Mention of Broad Impacts beyond the project. 	<ul style="list-style-type: none"> • Very good choice of empirical methods to address hypothesis or goal or project or demonstrates very good original thinking or approach to creative endeavor. • Very good original thinking. • Clear discussion of controls or comparative groups; most controls or comparative groups were included. 	<ul style="list-style-type: none"> • Substantial amount of good data were presented sufficient to address the hypothesis or goal of project or creative work was presented. • Presentation of data was clear and logical or program notes were provided that provide some insight into the creative process. 	<ul style="list-style-type: none"> • Reasonable conclusions were given and supported with evidence. • Conclusion was connected to hypothesis or project goals but their relevance was not discussed. • Potential problems and alternative approaches were presented but not discussed. 	<ul style="list-style-type: none"> • All components are present, but not organized well. • Text is relatively clear, mostly free of spelling and typographical errors; presentation is appropriate. • Most figures and tables are appropriate and labeled correctly. • Photographs/tables/graphs improve understanding.
3	<ul style="list-style-type: none"> • A questionable hypothesis or project goal was presented or a description of the creative endeavor was incomplete or confusing. • Background information was relevant, but connections were not made. 	<ul style="list-style-type: none"> • Good choice of empirical methods to address hypothesis or goal or demonstrates good original thinking or approach to creative endeavor. • Good original thinking. • Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking. 	<ul style="list-style-type: none"> • Adequate amount of reasonably good data were presented to address hypothesis or project goals or the creative work seemed incomplete. • Presentation of data was not entirely clear or program notes were not entirely clear and the creative process was unclear. 	<ul style="list-style-type: none"> • Reasonable conclusions were given. • Conclusion were not connected to the hypothesis or project goal and their relevance was not discussed. 	<ul style="list-style-type: none"> • Most expected components are present, but not organized well. • Text is relatively clear, but some spelling and typographical errors. • Figures and tables not always related to text, or are not appropriate, or poorly labeled. • Photographs/tables/graphs limited and do not improve understanding.
2	<ul style="list-style-type: none"> • A questionable hypothesis was presented and was not well supported or the goal of the project was not clear or the creative endeavor was not described sufficiently. 	<ul style="list-style-type: none"> • Method not appropriate to address hypothesis or goal of project or demonstrates no original thinking or approach to creative endeavor. • No original thinking. • Controls or comparative groups not adequately described, some controls or comparative groups missing. 	<ul style="list-style-type: none"> • Some data were lacking, not fully sufficient to address hypothesis or project goal or the creative work was inadequate. • Presentation of data or program notes was included, but unclear or difficult to comprehend. 	<ul style="list-style-type: none"> • Conclusions were given. • Little connection to hypothesis or goal was apparent. • Potential problems and alternative approaches were not presented. 	<ul style="list-style-type: none"> • Some expected components are present, or organization is confusing and disorienting. • Text is hard to read due to font size or color, some spelling and typographical errors. • Figures and tables not related to text, or are not appropriate, or poorly labeled. • Photographs/tables/graphs limited and do not improve understanding.
1	<ul style="list-style-type: none"> • The hypothesis or goal was inappropriate or not stated or the description of the creative endeavor was missing. • Little or no background information was included. 	<ul style="list-style-type: none"> • Methods section missing. • No original thinking. • Serious lack of controls or discussion of controls. 	<ul style="list-style-type: none"> • Results are not yet available or reproducible or the creative work was incomplete. • Presentation of data or program notes was missing. 	<ul style="list-style-type: none"> • Conclusions were missing. • There was no connection with the hypothesis or project goal. 	<ul style="list-style-type: none"> • Some of the expected components are present, but poorly laid out and confusing. • Text hard to read, messy and contains multiple spelling and typographical errors. • Visual aids not used.

KU LEUVEN

59

Judging Criteria for Presenter

Page 2 of 2

Judging Rubric for Presenter

Score	Knowledge of Project	Logical Presentation	Background Information	Presence
5	Answers difficult questions clearly and succinctly.	Presentation is consistently clear and logical. Comfortably uses visual aids to enhance presentation.	Demonstrates a very strong knowledge of the project and project background.	Speaks clearly, naturally and with enthusiasm; makes eye contact. Presenter was well prepared and professional.
4	Answers most questions.	Presentation is clear for the most part, but not consistently. Comfortably uses visual aids to enhance presentation.	Demonstrates a good knowledge of the project and project background.	Speaks clearly, naturally; makes eye contact. Presenter was prepared and professional.
3	Has some difficulty answering challenging questions.	Presentation is generally unclear and inconsistent. Uses some visual aids to enhance presentation.	Demonstrates some knowledge of the project and project background.	Reads from visual aid or script some of the time. Presenter was semi-prepared and professional.
2	Has difficulty answering challenging questions.	Presentation unclear and illogical. Does not use visual aid to enhance presentation effectively.	Demonstrates poor knowledge of the project.	Reads from visual aid or script most of the time. Presenter was not prepared or professional.
1	Does not understand questions.	Presentation very confusing. Does not use visual aids to enhance presentation effectively.	Does not demonstrate any knowledge of the project.	Reads from visual aid or script all of the time. Presenter was unprepared and unprofessional.

[https://universitycollege.wsu.edu/units/undergraduateresearch/SURCA/docsart/Judging%20Rubric%20-%20combined_2012%20\(3\).pdf](https://universitycollege.wsu.edu/units/undergraduateresearch/SURCA/docsart/Judging%20Rubric%20-%20combined_2012%20(3).pdf)

Bottom line

Pay attention to:

- Audience
- Clear structure
- Visual impact

- <https://www.slideshare.net/muir31/designing-a-poster-for-conference-display-oct11>

AI?

AI?

- 10 AI Prompts to Help You Design Your Next Research Poster
 - <https://eposterslive.com/node/673>
- AI-Powered Poster Generator
 - <https://piktochart.com/ai-poster/>