

**KU LEUVEN**



## Scientific Posters

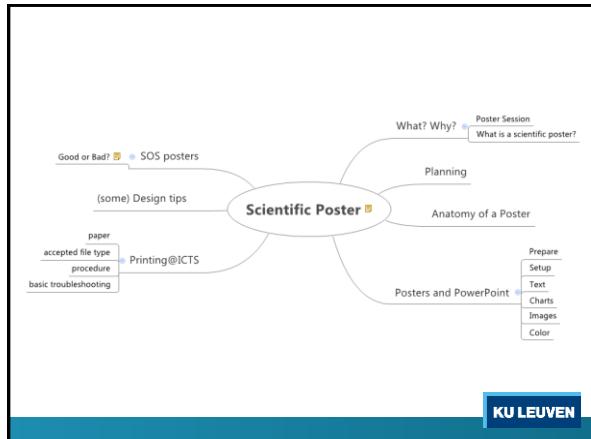
introduction

### Objectives

- Create posters that are:
  - Readable
  - Informative
  - *Template posters*
- Use PowerPoint to create them
- Get them printed

*A good poster can't make up for bad research,  
but a bad poster can make good research hard to recognize!*  
[www.waspacegrant.org/for\\_students/student\\_internships/wsgc\\_internships/posterdesign.html](http://www.waspacegrant.org/for_students/student_internships/wsgc_internships/posterdesign.html)

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*"Criticism and testing are of the essence of our work.  
This means that science is a fundamentally social activity, which  
implies that it depends on good communication."*

-Hermann Bondi - (Quoted by Robert A. Day in *How to Write & Publish a Scientific Paper*, The Oryx Press (1998), p. 16.)



## Poster session: definition

- Definition educause (<http://www.educause.edu/>):  
Poster sessions are **informal, drop-in sessions** that allow presenters to share their (campus) experiences with colleagues on a **one-to-one basis**. Poster presenters should be prepared to provide a **brief verbal explanation** of their experiences or applications that may be illustrated through a set of **visuals** attached to a large bulletin board or via laptops/screens, etc.
- Other important elements:
  - **Location**
  - **Poster stand**

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## Scientific poster: definition

- A scientific poster is a method of **professional communication** that **visually** tells the **comprehensive**, but **condensed, story** of a research project. While a poster can be **effective alone**, a presenter at a planned gathering enhances the poster by **engaging** interested visitors in **dialogues** that:
  - explain the research,
  - expand the provided information, and
  - ensure the visitor leaves with the desired takeaway message about the project.
- The purpose of a poster presentation is to create **rapid, concise & visual communication of research**.

(Holmann, A. H. *Scientific writing and communication: papers, proposals, and presentations*; Oxford University Press, New York, 2010; pp 499-515)

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## Scientific poster?

- Present your **research**
  - Is a picture of your research at a certain stage  
Summary of a project, specific expertise, ...
- **Stand on its own and backup your talk**
- **Synchronous:**
  - all the information is viewed at once
  - Scan from title to conclusions

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## Scientific poster?

- **Large:** to be viewed from a distance
- Is **hybrid** form of communication
  - Not a paper
  - Not an oral presentation
- **Visual communication:**
  - Legible
  - Comprehensible (even without extra explanation)
  - Concise
  - Organized
  - Has something to say
  - Focused

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## Scientific poster?

- **Draw attention**

- Ad for a project, research, ...
- A few seconds to capture the attention
  - <https://www.nngroup.com/articles/how-long-do-users-stay-on-web-pages/>
- Eye catching

- **Communicate effectively**

- 3–5 min to get your message across
- Audience is walking (talking, eating, ..)
- Get the message across to as many people as possible
- Will be photographed

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## Scientific poster?

- **Initiate**

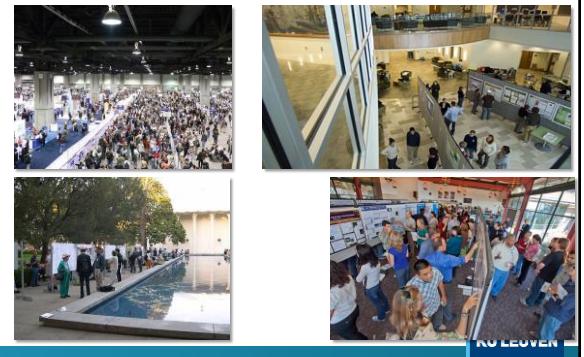
- Discussion/conversation  
has useful information to point to during conversation
  - Networking
- Source of information
    - Summary / advertisement of your work
    - posters must be **intriguing** and **straightforward**

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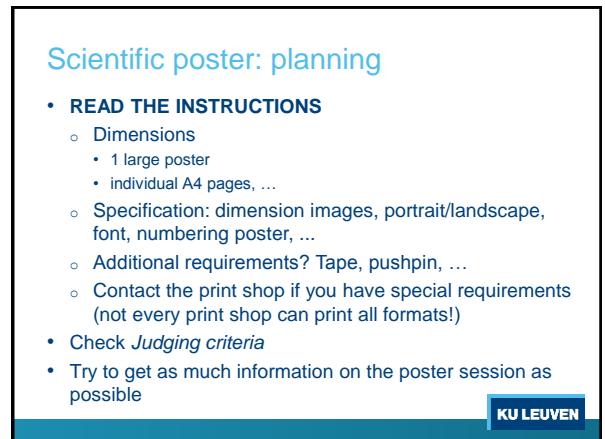
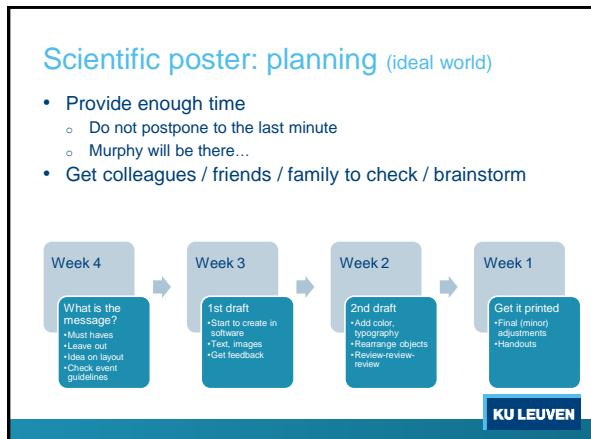
## Poster session: location



## Poster session: location



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**slas 2013** 2nd annual CONFERENCE & EXHIBITION

**For Presenters**

**Poster Presentations**

Presenting a poster at SLAS2013 is an effective way for participants to communicate their research to their colleagues and is often the "presentation method of choice" for many scientists.

Abstracts for presentation consideration at SLAS2013 are no longer being accepted. Please watch for details regarding SLAS2014 abstract submission in January 2013.

**Deadlines for Submission:**

- Friday, October 26: To Be Included in the Printed Final Program
- Monday, December 31: Final Submission Deadline

Please note that a final schedule of poster presentations including poster abstract and poster images is available within the SLAS2013 Poster Gallery. [Click here](#) to view poster presentation details.

**Poster Presentation Guidelines:**

Poster Sessions are scheduled for Monday, January 14 and Tuesday, January 15 in the SLAS2013 Exhibit Hall from 1-3 pm. Posters may be displayed for the duration of exhibition hours on both Monday and Tuesday. Poster presenters will be assigned a poster presentation date upon acceptance of their submitted abstract.

Presenters must be present for the duration of their scheduled poster presentation session to "present" their poster content. However, SLAS encourages poster presenters to display their posters for the duration of exhibit hall hours on both exhibition dates (Monday, January 14 and Tuesday, January 15).

**Poster Set-Up:**

- Arrive by 10:30 am (on Monday, January 14)
- NOT LATER THAN NOON

## 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 of his/her work?

([www.ncl.ac.uk/fms/postgrad](http://www.ncl.ac.uk/fms/postgrad))

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## Planning

### Content



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## Basics of communication

- Know your :
  - Subject
  - Audience
  - 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/>)

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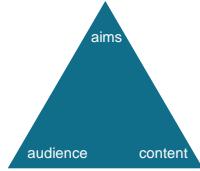
## Scientific poster: content

- 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



Based on  
ro.uwe.ac.uk/FileStore/LearningObjects/LearningObject212/cp3\_relation.pdf

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## Scientific poster: content

- Audience?**
  - Who is my audience?
    - Colleague competitor
    - Colleagues from the same domain
    - Colleagues outside domain
  - What does the audience know about my research?
  - What does the audience want to know about my research
- You and your audience**
  - Capture their attention
  - Inform your audience
  - Why does your work matter?

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## Scientific poster: content

- Make a storyboard**
    - What is the message that I want the audience to remember?
    - What is the logical order to bring the message?
-  **Consider:**
- Decide on your conclusion and build the poster around that
  - Will I reuse my poster?

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## Scientific poster: 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)

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**Planning**

Layout

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

- Many scientists claim they're not "artsy" enough to make a good poster.
- But it is still an *academic* poster.
  - You're there to present your science, not your creativity.
  - If the goal is simply to not look terrible, there are some simple layout guidelines you can follow to accomplish that.
- Taken from Katie Everson: [www.kmeverson.org/academic-poster-design.html](http://www.kmeverson.org/academic-poster-design.html)

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**Objectives**

```

graph LR
    Poster[Poster] --> Template[Template]
    Poster --> Scratch[Scratch]
    Template --> FailSafe[Fail safe]
    Template --> Faster[Faster Fill out the objects]
    Template --> UniqueQ[Unique?]
    Scratch --> Freedom[Freedom]
    Scratch --> UniqueP[Unique!]
    Scratch --> TimeConsuming[Time consuming]
  
```

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### Poster 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
- LESS IS BEST – LESS IS MORE



## Visual writing

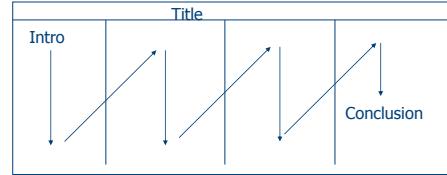
- Structure with blocks
  - Text blocks
  - Graphics
  - Balance
- Guide the eye
- Emphasize what is most important
- Let your topic inspire you
- Use color intentionally

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

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## Guide the eye

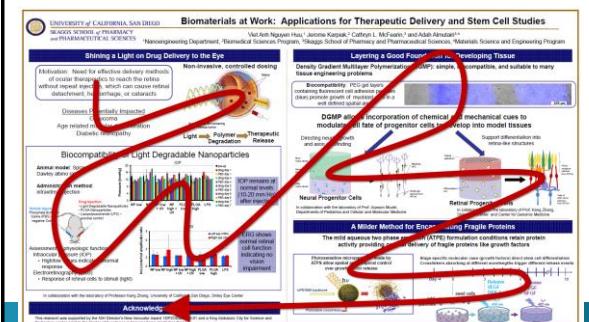
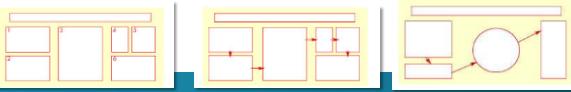
- Read a poster as a newspaper
- Use columns, try to place the important points at eye level



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## Guide the eye

- 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

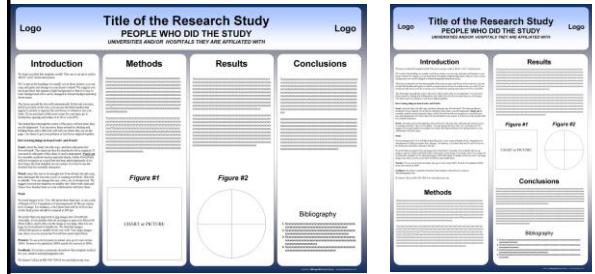


## Poster layout: template or inspiration?

- Some organizations have their own template
- Department can have a template
- Dienst communicatie
  - [https://www.kuleuven.be/communicatie/marketing/templates/kuleuven\\_postersjabloon.html](https://www.kuleuven.be/communicatie/marketing/templates/kuleuven_postersjabloon.html)
  - Standard template
  - Scientific posters
  - no white borders allowed!
  - Portrait only
- Web:
  - Search for: powerpoint template scientific (academic) poster
  - Other people will use the same template...

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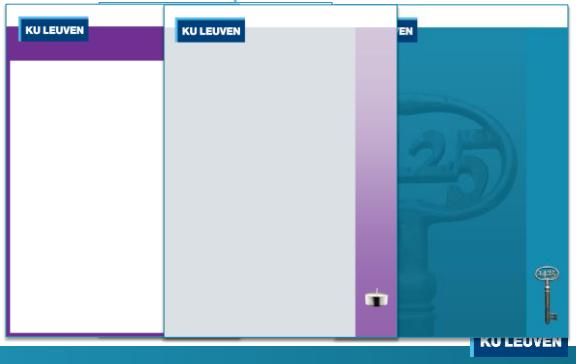
## Standard format for a research poster



www.postersession.com

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## KU Leuven templates



Planning

Review!!!

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## 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?



## 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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## Scientific Posters

The elements  
20% Text,  
40% Graphics,  
40% Empty Space

### Elements

- Title
- Author(s) + affiliation
- Abstract/Introduction
- Method(s)
- Data/results
- Conclusion(s)
- References
- Acknowledgements

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**Element: title**

- Must be very interesting
  - conveys of what your poster is about
  - if acceptable for the conference/ audience make the title catchy to get people's attention (provocative...)
  - Audience must be tempted from a distance
- Visible and readable at 5 m
- Concise
  - If too long, make it shorter, reformulate
  - Do not decrease the font size
  - Avoid the use of ':'

**YOUR THESIS TITLE**

Confidential: check half a decade of your life in one sentence.

the extent of your knowledge is limited by the depth of your research. this is not just a matter of being clever; it is also a matter of being honest.

"Witty catchphrases" | Length-enhanced superlative | Obscure topic for people care about.

the best way to make your thesis stand out is to make it stand out. this means that your thesis should be unique and interesting, and not just a copy of someone else's work.

the most common mistake is to make your thesis too long. this can be avoided by keeping it concise and focused.

obscure topics are often more interesting than well-known ones, but they may not be as suitable for a general audience.

**Element: title**

- Idea: the title should be the simple answer to the main issue that your poster addresses  
[www.lisabmarshall.com/uncategorized/sample-scientific-posters/](http://www.lisabmarshall.com/uncategorized/sample-scientific-posters/)
- Compare:
  - "A Study of Automobile Emissions Generated at Drive Up Windows"
  - "5% of Air Pollution Derives from Cars Idling at Drive Up Windows"
  - "5% of Air Pollution from Idling at Drive Up Windows"
  - "Drivers Spend an Average of 7.2 Minutes Idling at Drive Up Windows"
  - "Drive Up Windows pollute and frustrate"

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## Element: title



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## Element: authors/affiliation

- Write the first name in full
  - Initials and titles are not needed
  - A photo of the person who is presenting the poster, or highlight / underline the name
  - Check with advisor on the list of the collaborators
  - Do not forget the affiliation

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**FIRST ATTEMPT TO GENERATE AGE-SPECIFIC 3D-GEOMETRICAL DATA, BONE DENSITY AND BONE THICKNESS OF THE DEVELOPING SKULL  
A pilot study**

H.Dalay, M.D., Ph.D.; T.Cijntje, M.Sc.; S.Vander Sloten, Jr., Ph.D.; J.Geffen, M.D., Ph.D.  
Department of Neurosurgery, Erasmus Medical Center Rotterdam, Nieuwe Maasweg 12, 3000 DR Rotterdam, The Netherlands; Department of Biomechanics and Biomedical Engineering Design (3BMD), K.U.Leuven, Leuven, Belgium  
Division of Experimental Neurosurgery, The Sol & Neva Foundation, C.C. Leuven, Leuven, Belgium

**Abstract**  
It is well known that the human skull displays major structural and functional changes during the first 10 years of life. These changes are mainly due to the growth of the brain and the development of the facial skeleton. The aim of this study was to generate age-specific 3D-geometrical data, bone density and bone thickness of the developing skull. This will help to better understand the biological mechanism of the skull growth and to improve the surgical planning of craniofacial surgery.

**Introduction**  
The skull undergoes major structural and functional changes during the first 10 years of life. These changes are mainly due to the growth of the brain and the development of the facial skeleton. The aim of this study was to generate age-specific 3D-geometrical data, bone density and bone thickness of the developing skull. This will help to better understand the biological mechanism of the skull growth and to improve the surgical planning of craniofacial surgery.

**Materials and Methods**  
Sixty healthy volunteers aged between 1 and 10 years were recruited for the study. All subjects were scanned with a 3D optical scanner (Opteva, 3D Systems) and their skull models were generated. The skull models were then used to generate 3D-geometrical data, bone density and bone thickness. The data were then analyzed using statistical methods.

**Conclusion**  
We believe that this study will provide valuable information about the development of the human skull and will have great potential for the future of craniofacial surgery.

**WELL-BEING CONCEPT RESEARCH**

**Acknowledgements**  
The authors would like to thank the HSE 2012 Survey team for their hard work and dedication. We would also like to thank the participants for their participation in the survey.

**References**  
1. HSE 2012 Survey Report. Health Survey for England. London: Office for National Statistics; 2012. Available from: <http://www.hscic.gov.uk/doc/120717/hse2012-report.pdf>.

**Conclusion**  
The results of this study show that the majority of adults in the United Kingdom are overweight or obese. This is a significant public health concern as obesity is associated with a range of health problems, including cardiovascular disease, diabetes, and cancer. The results also suggest that there is a significant difference in the prevalence of obesity between different demographic groups, such as age, gender, and ethnicity. These findings highlight the need for targeted interventions to address the issue of obesity in the United Kingdom.

**Abstract**  
The aim of this study was to investigate the relationship between age and the prevalence of obesity in the United Kingdom. The data were collected from the HSE 2012 Survey, which is a nationally representative survey of the population aged 16 and over. The survey included questions on weight, height, and smoking status. The data were analyzed using statistical methods.

**Conclusion**  
The results of this study show that the prevalence of obesity in the United Kingdom is highest among adults aged 50 and over. This is a significant public health concern as obesity is associated with a range of health problems, including cardiovascular disease, diabetes, and cancer. The results also suggest that there is a significant difference in the prevalence of obesity between different demographic groups, such as age, gender, and ethnicity. These findings highlight the need for targeted interventions to address the issue of obesity in the United Kingdom.

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[www.apostersonline.com/sgs2012/?q=poster1545](http://www.apostersonline.com/sgs2012/?q=poster1545)

<http://clickadesign.me/2013/11/15/my-research-poster/>

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## Element: abstract

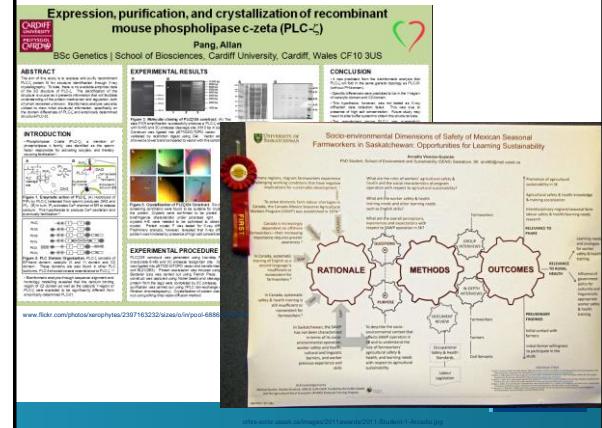
- If it is not required, DON'T.
- Most of the times your abstract will be printed in the conference catalog.
- If you do include an abstract in your poster try to make it very short. It should be a very brief summary of the poster

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## Element: introduction

- Engage your audience
  - Essential points / positioning the research
  - Explains why this work is important
  - Minimum of background information and definitions.
  - Provide a description and justification of your experimental method(s)
  - Include your hypothesis.
- Must be a help to the structure of the poster
- Summary 150 – 200 words
- Complete Clear Concise Cohesive**

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## Element: data/results – text

- KISS (keep it short and simple)
- Remove all non-essential information
- Avoid footnotes
- Avoid abbreviations, acronyms, jargon, ...
- Use no more than 1000 words
- Use charts as visual eye-candy
- Rule-of-thumb:
  - 20% text
  - 40% graphics
  - 40% space
- Format is domain dependent (mechanical engineering <> sociology)

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## Element: data/results - text

The ideal anesthetic should quickly make the patient unconscious but allow a quick return to consciousness, have few side effects, and be safe to handle.

- Ideal anesthetics**
- Quick sedation
  - Quick recovery
  - Few side effects
  - Safe to handle

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## Element: data/results - text

- Too much text
- Boring
- Better, still some room for improvement

**Cooling Effects of Dust Purge Holes on the Tip of Gas Turbine Blades**  
Eric Gauthier, Jason Christopher, and Koenraad  
ASME 2013-  
Abstract: This paper presents the results of a numerical investigation of the cooling effect of dust purge holes on the tip of a gas turbine blade. The cooling effect is evaluated by comparing the heat transfer coefficient at the tip of the blade with and without dust purge holes. The results show that the heat transfer coefficient is significantly reduced at the tip of the blade when dust purge holes are present. The reduction in heat transfer coefficient is attributed to the fact that the dust purge holes provide a cooling air flow that helps to cool the tip of the blade. The results also show that the heat transfer coefficient is reduced at the tip of the blade when the dust purge holes are located at the top of the blade. The reduction in heat transfer coefficient is attributed to the fact that the dust purge holes provide a cooling air flow that helps to cool the tip of the blade. The results also show that the heat transfer coefficient is reduced at the tip of the blade when the dust purge holes are located at the bottom of the blade. The reduction in heat transfer coefficient is attributed to the fact that the dust purge holes provide a cooling air flow that helps to cool the tip of the blade.

**Using students' personal stories for learning**  
N Catherine, J Goodfellow, P Ross,  
Dr M Corrigan, Dr J Johnston, Mrs C Thomson, Dr K McGlade.  
Dr M Corrigan, Dr J Johnston, Mrs C Thomson, Dr K McGlade.

## Using students' personal stories for learning

**Background**

- The development of cynicism and a decline in attitudes towards professionalism among medical students as they progress through their medical years has been well reported in the literature.
- New techniques are being increasingly employed to help understand complex social interactions.
- This project is interested in how professional identities are formed and how the observed phenomenon of the loss of idealism observed during training, could be addressed with healthcare students. Data was collected from student peer to peer video interviews.

**Methods**

- 11 first (n=6) and fourth (n=5) year students participated in the study.
- Student researchers kept reflective diaries and "field" notes.
- Transcripts of interviews.
- Themes from interviews were identified.
- Website structures brainstormed.

**Acknowledgements**

All 41 first and fourth year student participants, Queen's University Belfast Information Services

**Results**

- The game board presentation incorporates important elements relevant to medical students' development as an entry pathway, elements of chance and external factors.
- Interviews identified most relevant or important as identified in the interview will inform the design of the game board. Expect themes included students' expectations, their idealism, their previous experiences and ideas of professionalism in medical school.

**Conclusions**

- Discrepancies between expectations and experiences may contribute to the emergence of cynicism.
- The tool developed may be implemented through web technologies to prepare students for the realities of studying medicine and the challenges of professional identity.
- Stories collected will form a web based learning resource.

**References**

1. Helm S, Skarlicki H. (2005). Proto-professionalism: how professionalization occurs during medical school. *Journal of Business Ethics*, 58(4), 361-375.
2. Hofferty F, Franks K. (1999). The hidden curriculum, ethics teaching, and the socialization of medical students. *Journal of Medical Ethics*, 25(1), 53-57.
3. Johnston J, Corrigan M, McGlade K, Steele K. (2011). Medical students' attitudes to professionalism: a cross-sectional survey. *Journal of Clinical Pharmacy and Therapeutics*, 36(2), 133-139.

<http://www.epostersonline.com/asme2013/?q=node/42&postview=true>

## City of Lit - Iowa City UNESCO City of Literature Mobile Application Research & Development

**BIOGRAPHIES**  
Life stories of local authors emphasize their connection to Iowa City  
**LITERATURE**  
Annotated resources both online and offline connect key texts to the people who wrote them  
**MULTIMEDIA**  
Audio and video features including interviews, photography and group discussions with authors and texts  
**MAPS**  
Annotate maps use text, images, and GPS location to mark the locations where authors live or worked in Iowa City

## Element: data/results - charts

- Table:
  - Limited number of data
  - Label columns
- Charts:
  - Large set of data points
  - Do not forget to label plots, axes, ...
- Charts must be readable at a distance of 2 m!
- Get all the charts in a uniform way, size

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**Teaching Human Factors to Medical Students: A Simulation Based Course** Hull and East Yorkshire Hospitals NHS Trust  
Suga Pathmanathan, Faiza Chowdhury, Jivendra Gosai, Rebekah Molyneux, Makani Purva

**Introduction**  
The role of human factors in medical error has been well-recognised with 80% of all errors being attributed to human factors particularly problems in communication<sup>1</sup>. A preliminary survey of medical students undergoing an optional placement at our simulation centre suggested that they had no formal knowledge or training in communication skills at a pre-clinical level. To address this issue addressing the need of human factors in medical students was evaluated.

**Methods**  
We recruited candidates who were medical students. Prior to the course each candidate was given a pre-course questionnaire to evaluate their confidence in basic clinical skills, communication, knowledge of human factors and ability to practice both non-clinical and clinical tasks. The course commenced with an overview on human factors. A practical session on BMAR was provided. The final session was a 15 minute scenario; the candidate is covering a ward of four patients and interacting with the patients and other healthcare professionals. The candidate is asked to identify what they can do differently to improve patient care and how this can be communicated to other healthcare professionals. The scenario was then re-run after the debrief session with another candidate. Following the debrief, each candidate was asked to complete a post-course questionnaire to evaluate the effectiveness of the course.

**Results**

	Mean Pre-Course	Mean Post Course	P Value
Confidence in:			
Knowledge of Human Factors	3.30 (1.00)	4.60 (0.78)	<0.001
Handling difficult patients	3.30 (0.80)	4.60 (0.50)	<0.001
Handling difficult people	3.00 (0.80)	4.60 (0.40)	<0.001
Dealing with difficult situations	3.00 (0.70)	4.15 (0.17)	<0.001
Practising non-clinical tasks in an effective manner	3.00 (0.50)	4.60 (0.22)	<0.001
Recognising when to call for senior support	3.00 (0.00)	4.30 (0.82)	<0.001

**Discussion**  
The increases seen in confidence levels demonstrates the impact of the course in learning about Human Factors. We believe that by developing this, we can fit in the gaps in Human Factors training and help to reduce medical errors. Number One Foundation School has recently included this in their curriculum delivery and we plan to evaluate the course for all year one foundation doctors in our region.

<http://www.epostersonline.com/asme2013/?q=node/83&posterview=true>

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**Assessment of Bench top model to enhance student performance as assessed by DOPS**  
A Mahmood, S Mallappa, N Kamal, A Jethwa, J Pitkin  
Imperial College London

**Introduction**  
Medical students may find certain clinical procedures challenging to achieve satisfactory levels of skill and confidence in a restricted 7 week Ondo rotation.

• An interesting use of training on bench top model is compared to non-intervention group in order to evaluate impact on skill and confidence levels.

• Aim was to evaluate the introduction of 'DOPS' on cervical smear examination to year five medical students. The objective was to provide students an opportunity to learn and improve their skills and confidence.

**Methods and Results**  
Fifth year medical students were divided into two groups:  
• One group had a BTM Bench top model practice session before the actual DOPS.  
• The other group went ahead for DOPS following a traditional teaching session.

Feedback was collected through post assessment questionnaire:  
• 90.47% from Group 1 agreed they felt more prepared to perform CSE on a patient.  
• The other group felt less prepared due to a patients, owing to a better understanding of the procedure and the terminology involved.  
• 85.71% felt NHCS programme was more clearly enforced while preparing on a BTM.

**Conclusion**  
Cervical smear examination is an important, practical skill to learn as it is a requirement to manage our patients.  
• Using low fidelity simulation such as BTM for cervical smear examination training increased student confidence and may facilitate transition of skills from practice on a model to the outpatient clinic.  
• Also, a follow up longitudinal study is necessary to assess their performance in the outpatient clinic setting.

<http://www.epostersonline.com/asme2013/?q=node/76&posterview=true>

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## Element: conclusion

- Important part of the poster
  - Tie your conclusion back to your hypothesis and results.
  - Discuss why your findings are meaningful and relevant.
  - Include the future directions of your research.
  - Emphasize the important/strong points
- Use bullets to distinguish the different elements

**Distinguishing between competence-dependent errors and performance-related mistakes in language learners' written texts**  
S. K. Hwang, J. H. Kim, and S. H. Kim  
Dept. of English Education, Korea National University of Education, South Korea

## Element: acknowledgements / references

- Acknowledgements**
  - Funding,
  - Who was helping you out with your research
- References**
  - Only the important – no literature study
  - Can be expanded during conversation

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## Element: acknowledgements / references

**V53B-2838**  
AGU 2012

**Comparison of Volcanic Gas Compositions obtained using a Portable Sensor Package and Evacuated Flasks from Cascade Range Volcanoes (USA)**

Peter Kelly<sup>a</sup>, Cynthia Werner<sup>b</sup>, Bill Evans<sup>c</sup>, Steve Ingriselli<sup>c</sup>, Dave Tucker<sup>d</sup>

<sup>a</sup> Cascadia Volcano Observatory, U.S. Geological Survey, 1300 SW Central Avenue, Vancouver, WA, 98663 USA  
<sup>b</sup> University of Washington, Seattle, WA, USA  
<sup>c</sup> U.S. Geological Survey, Menlo Park, CA, USA  
<sup>d</sup> University of California, Berkeley, Berkeley, CA, USA

**1. Introduction**  
Differences in volcanic gas compositions have been used to distinguish between different volcanic systems. These differences are often attributed to the presence or absence of certain elements in the system, such as sulfur, chlorine, and iodine. However, the presence of these elements does not necessarily mean that they are present in all systems. For example, Mount Rainier, which is a stratovolcano, has a relatively low concentration of sulfur dioxide (SO<sub>2</sub>) compared to other stratovolcanoes like Mount St. Helens. This is because Mount Rainier is a shield volcano, which means it has a more fluid lava flow than a stratovolcano.

**2. Instrumentation**  
The SARKUS was built to be used in the field to measure volcanic gases. It consists of a portable sensor package and evacuated flasks. The sensor package contains sensors for SO<sub>2</sub>, Cl<sub>2</sub>, I<sub>2</sub>, H<sub>2</sub>S, CO<sub>2</sub>, N<sub>2</sub>O, and CH<sub>4</sub>. The evacuated flasks are used to collect samples of volcanic gases for later analysis in the laboratory.

**3. Mount Baker, WA (3236 m)**  
W. a comparison of the volcanic gas composition at Mount Baker, WA, and Mount Rainier, WA. The data shows that the volcanic gas composition at Mount Baker is similar to that at Mount Rainier, with high concentrations of SO<sub>2</sub> and Cl<sub>2</sub>.

**4. Mount Hood, OR (3429 m)**  
W. a comparison of the volcanic gas composition at Mount Hood, OR, and Mount Rainier, WA. The data shows that the volcanic gas composition at Mount Hood is similar to that at Mount Rainier, with high concentrations of SO<sub>2</sub> and Cl<sub>2</sub>.

**5. Discussion Points**  
• The SARKUS can be built to be used in the field to measure volcanic gases.  
• The sensor package contains sensors for SO<sub>2</sub>, Cl<sub>2</sub>, I<sub>2</sub>, H<sub>2</sub>S, CO<sub>2</sub>, N<sub>2</sub>O, and CH<sub>4</sub>.  
• The evacuated flasks are used to collect samples of volcanic gases for later analysis in the laboratory.

**6. Thanks!**  
• The authors would like to thank the USGS for their support and funding of this project.

**7. References**

• Peter Kelly, Cynthia Werner, Bill Evans, Steve Ingriselli, Dave Tucker, Comparison of Volcanic Gas Compositions obtained using a Portable Sensor Package and Evacuated Flasks from Cascade Range Volcanoes (USA), AGU 2012, V53B-2838, AGU 2012.

## Element: acknowledgements / references

**Effects of Early Life Pathogenic Exposures and Obesity on Childhood Inflammation Levels in Galápagos, Ecuador**

Kelly M Houck<sup>a,b</sup>, Amanda L Thompson<sup>a,b</sup>, Mark V Sorenson<sup>a</sup>, \*University of North Carolina, Chapel Hill, <sup>b</sup>Carolina Population Center

**Introduction**  
Early life pathogenic exposures and childhood obesity are associated with increased levels of inflammation in children. We hypothesize that early life pathogenic exposures and childhood obesity are associated with increased levels of inflammation in children.

**Cross-Sectional Prevalence of Elevated Childhood CRP in Galápagos, United States and China**

**Hypothesized Relationships with CRP**

**Analytical Method**  
Mixed effects logistic regression model adjusting for child's sex, race, ethnicity, and family income.

**Adjusted Mixed Effects Coefficients of Log-Transformed CRP**

**Discussion**  
These findings suggest that childhood pathogenic exposures and childhood obesity are associated with increased levels of inflammation in children.

**Notes**  
• The authors would like to thank the USGS for their support and funding of this project.

**Acknowledgments**  
The authors would like to thank the USGS for their support and funding of this project.

**References**

• Kelly M Houck, Amanda L Thompson, Mark V Sorenson, \*University of North Carolina, Chapel Hill, <sup>b</sup>Carolina Population Center, Effects of Early Life Pathogenic Exposures and Obesity on Childhood Inflammation Levels in Galápagos, Ecuador, AGU 2012, V53B-2838, AGU 2012.

## Element: contact information

- Include contact info:
  - E-mail
  - Phone

**The Impact of Lee Silverman Voice Treatment (LSVT) on Voice Handicap & Communication Effectiveness**

David S. Ford, M.S.<sup>1,2</sup>; Andrew Palmer, M.S.<sup>1,2</sup>; Linda Bryans, M.A.<sup>1,2</sup>; Joshua Schindler, M.D.<sup>1,2</sup>; Donna J. Graville, Ph.D.<sup>1,2</sup>; and Michael J. Cawthon, Ph.D.<sup>1,2</sup>  
1. University of Colorado Health Sciences Center, Denver, CO; 2. University of Colorado Hospital, Aurora, CO

**Research Questions**  
Does Lee Silverman Voice Treatment (LSVT) reduce voice handicap and improve communication effectiveness?

**Methods**  
A prospective study comparing LSVT to a control group who did not receive treatment.

**Results**  
LSVT significantly reduced voice handicap and improved communication effectiveness.

**Conclusions**  
LSVT is effective in reducing voice handicap and improving communication effectiveness.

**Keywords:** Lee Silverman Voice Treatment, Voice Handicap, Communication Effectiveness

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## Scientific Poster

Working in PowerPoint

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### Content

- Before you start
- PowerPoint setup
- Text
- Images
- Charts
- Color



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## Before you start

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### Note for technophobes

- Do not use Word!
  - Works well for A4, enlarging to A0 is disappointing
  - Difficult to get it printed on a large format
- Do not convert a PowerPoint presentation into a poster
  - 100% bad result



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**Percutaneous Nephrolithotomy in pediatric age group - single center experience**  
Dr. H. I. Bhakar, Assistant Professor, Department of Urology, Shaheed Zulfiqar Ali Bhutto Medical College, Hospital, Islamabad

<http://www.epostersonline.com/siu2013/?q=node/47&posterview=true>

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## PowerPoint?

**PowerPoint: the non-graphic designer's graphic designing friend** (Nikki Dudley)

- ✓ Easy to start with.
- ✓ Available.
- ✓ Common use.
- ✓ Office-suite, Microsoft world.
- ✓ Templates available.
- Presentation software, not designed for posters
- No color management, Printing can be a problem
- RGB, no CMYK mode

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## Software

- <http://academia.stackexchange.com/questions/1880/software-are-to-use-for-creating-posters-for-academic-conferences>
- Inkscape, Illustrator, Corel Draw, ...
  - more powerful,
  - steeper learning curve.

	Powerpoint (presentation software)	Graphical software
Ease of use	Ok	Learning curve
Graphics handling – text wrap	No	Excellent
Layers	No	Many
Autoflow between text boxes	No	Yes

## Get ready

- Have all the information bits collected before starting the production.
- Collect all information in 1 folder (source code)
  - Images (correct format)
  - Graphics (correct format)
  - Data
  - Text
- Get the layout sketched on paper

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## Step1: the framework

Sketch the layout	On paper!
Setup the canvas	Create blank slide Set the final dimensions Set grid and guides Set a background
Insert placeholders	Reflect the layout

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## Steps 2: fill it out

Convert title placeholder	Title Author(s) Affiliation
Add text	
Insert images	
Insert diagrams	
Insert charts	
Insert tables	

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## Steps 3: check it and tune it

Proof read	Spell check
Format and adjust	Aim for consistency

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Setup the framework



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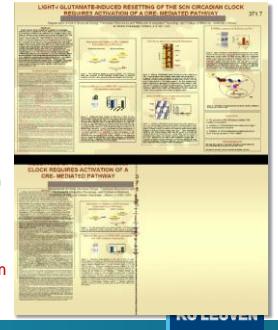
## Check

- <http://portfolio.it.ox.ac.uk/resource/course-pack/presentations-creating-conference-posters-using-powerpoint/2013>
- <http://www2.le.ac.uk/offices/ithelp/downloads/training/students/powerpoint-2010-posters-quick-guide>

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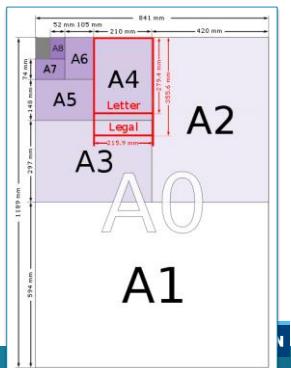
## Dimensions poster

- Immediately set the final dimensions
- Can be a problem with a template (scale correctly)
- Note:
  - Limit the size of your poster (2 m high posters are difficult to read!)
  - Do not make a larger poster than provided for
  - A0 (84\*118 cm), Oversize A0 (90\*125 cm)
  - PowerPoint: limited to 1.34/1.42m
  - Check with Print shop (max paper width)



## Table of Paper Sizes

Size	Height x Width (mm)
4A0	2378 x 1682 mm
2A0	1682 x 1189 mm
A0	1189 x 841 mm
A1	841 x 594 mm
A2	594 x 420 mm
A3	420 x 297 mm
A4	297 x 210 mm
A5	210 x 148 mm
A6	148 x 105 mm
A7	105 x 74 mm
A8	74 x 52 mm
A9	52 x 37 mm
A10	37 x 26 mm



## Page size

- Set the final dimensions immediately
- Portrait / landscape
- Design > Slide Size**
- Ontwerpen > Pagina-instelling**



## Dimensions poster

- Check with the organization for available space

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## Dimensions poster

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## Ruler & guides

- Ruler and guides are very helpful to place the objects
- Beeld > Liniaal (View > Ruler Guides)**
- Right click on slide, select ruler, grid and guides (liniaal raster en hulplijnen)
- Move the guide, make a new one with **ctrl**

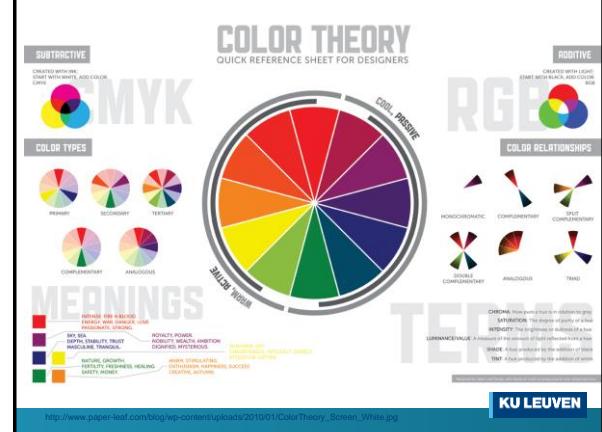
## Zoom

- 100%: See what the poster will look like.  
Good for checking alignment of elements, quality of images, etc.
- 33%: Good for editing text.
- Fit: Good for getting the overall layout.

## Color scheme

- Think about the colors to use
- Try to use only 2-3 different colors
- Check Color Theory to get your color scheme right
- Avoid using dark backgrounds
  - Saves on ink
  - Difficult to read

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## Set background

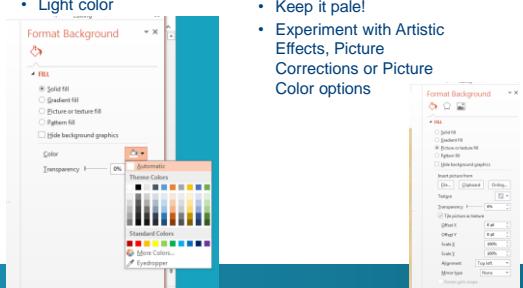
- Right click on background

- Solid fill

- Light color

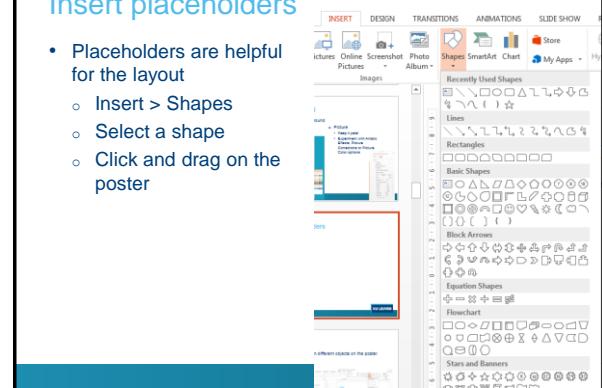
- Picture

- Keep it pale!
- Experiment with Artistic Effects, Picture Corrections or Picture Color options



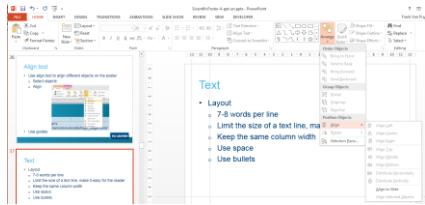
## Insert placeholders

- Placeholders are helpful for the layout
  - Insert > Shapes
  - Select a shape
  - Click and drag on the poster



## Align tool

- Use Align tool to align different objects on the poster
  - Select objects (ctrl to select several objects)
  - Align



- Use guides

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## Shortcut keys

Key	Action	Key	Action
Ctrl + A	Select all objects	Ctrl + Y	Repeat last action
Ctrl + B	Bold	Ctrl + Z	Undo last change
Ctrl + C	Copy	Ctrl + Mouse wheel	Zoom in and out
Ctrl + D	Duplicate	Ctrl + drag	Create a copy of an object
Ctrl + G	Group selected objects	Ctrl+arrow	Move selected object one pixel at a time
Ctrl + Shift + G	Ungroup selected objects	Tab	Toggle through objects
Ctrl + V	Paste	Shift + Left click	Select multiple objects
Ctrl + Alt + V	Paste Special	Shift + drag	Move selected objects in 1 direction

<http://www.vеodin.com/powerpoint-2010-shortcuts/>

## Hands on

1. Start from scratch
  - Create blank poster
  - Set poster orientation and size
    - Height 120cm
    - Width 90 cm
  - Setup guides
  - Put placeholders
2. Use a template (landscape)
  - Setup guides
  - Reshuffle the layout if needed

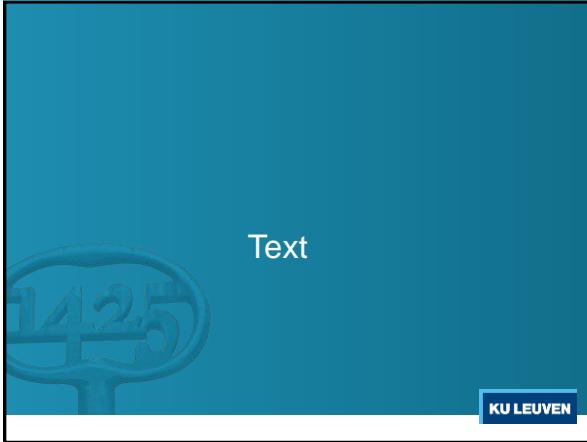
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## Cheating tip

- Start with KU Leuven template
- Have your favorite template from internet, use it in the KU Leuven template
- Adjust the colors
  - Instant eye-dropper: <http://instant-eyedropper.com/>
- Start filling out the boxes
- Example: handson-AFF\_A0\_start.pptx



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## Text in a text box

- Select Text Box
  - Click where the Text Box should start. While you type, the Text Box will grow.
  - Click-and-drag the Text Box to determine the width. (Autofit or not)
- Shape (placeholder)
  - Click the shape you want.
  - Click where you want the shape to go, and drag it to the size you want.
  - Right-click the AutoShape, click Edit Text, and then type your text.

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### Resize text box

- Click inside box (dashed border), changes happen to text inside

**Text**

**Format Shape** dialog box showing the **TEXT BOX** tab selected. It includes options for Vertical alignment (Middle), Text direction (Horizontal), and margin settings (Left margin: 0.25 cm, Right margin: 0.25 cm, Top margin: 0.13 cm, Bottom margin: 0.13 cm). There is also a checked checkbox for Wrap text in shape.

**Text**

- Use the properties
- Lipsum.com

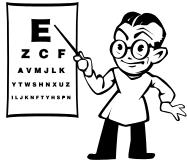
### Text

- Select 'Edit Text' to enter text
- Select 'Format Shape' to change the properties

**Format Shape** dialog box showing the **TEXT BOX** tab selected. It includes options for Vertical alignment (Middle), Text direction (Horizontal), and margin settings (Left margin: 0.25 cm, Right margin: 0.25 cm, Top margin: 0.13 cm, Bottom margin: 0.13 cm). There is also a checked checkbox for Wrap text in shape.

## Font: dimensions (lower bound)

- Title: 96 pt
- Author: 72 pt
- Affiliation: 36-48 pt
- Section header: 36 pt
- Text: 24 pt



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## Font

- Use standard fonts
  - less problems when printing
- Easy to read
  - Arial, Calibri, Tahoma, Verdana
- Stick to two fonts
  - Be consistent
  - Leave out:
    - Word art
    - drop shadows
    - gradients

*Word  
art?*

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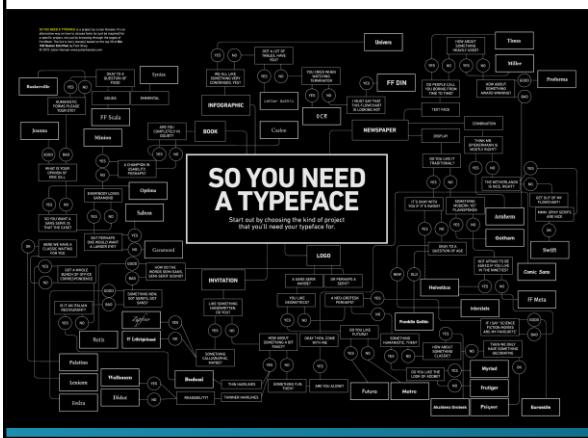
## Font

- The quick brown fox jumps over the lazy dog -arial-
- The quick brown fox jumps over the lazy dog -calibri-
- The quick brown fox jumps over the lazy dog -tahoma-
- The quick brown fox jumps over the lazy dog -verdana-
- The quick brown fox jumps over the lazy dog -courier-
- The quick brown fox jumps over the lazy dog -times new roman-
- The quick brown fox jumps over the lazy dog -bodoni poster-
- The quick brown fox jumps over the lazy dog -comic-
- The quick brown fox jumps over the lazy dog -vivaldi-
- The quick brown fox jumps over the lazy dog -curlz-
- **The quick brown fox jumps over the lazy dog -ravie-**

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## Periodic Table of Typefaces

H	I	D	S	T	R	T	Tr	Ba	G	C	M	L	F	D	A	O	F	S	M	E	B
U	Ak	St	Th	R	T	Tr	Ba	G	C	M	L	F	D	Ts	If	Go	W				
Bg	Fg																				
In	Di																				
Lg	Av	Of	Sc	Bs	Ar	Le	Sr	Sa	Be	J	Gr	Gc	Ch	Am	Bc	N	Ma				
Tg	Ng	Fe	Q	Cl	Ro	Io	Sw	Jo	A	K	Pa	Cb	Sp	Po	Cg	Ta	Ce				
Óc	Ci	P	Óa	Bl	Eg	Co	Mm	Ca	Íf	Óf	Ag	Vf	Óf	Wf	Wr	Ós					
Z	M	H	A	In	Óc	Br	an	Bo													



## Text

- Layout
  - 7-8 words per line
  - Limit the size of a text line, make it easy for the reader
  - Keep the same column width
  - Use space
  - Use bullets

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The ideal line length for text layout is based on the physiology of the human eye... At normal reading distance the arc of the visual field is only a few inches – about the width of a well-designed column of text, or about 10 words per line. Research shows that reading slows and retention rates fall as line length begins to exceed the ideal width, because the reader then needs to use the muscles of the eye and neck to track from the end of one line to the beginning of the next line. If the eye must traverse great distances on the page, the reader is easily lost and must hunt for the beginning of the next line. Quantitative studies show that moderate line lengths significantly increase the legibility of text.

The ideal line length for text layout is based on the physiology of the human eye... At normal reading distance the arc of the visual field is only a few inches - about the width of a well-designed column of text, or about 10 words per line.

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If the eye must traverse great distances on the page, the reader is easily lost and must hunt for the beginning of the next line. Quantitative studies show that moderate line lengths significantly increase the legibility of text.

<http://www.warff.org/media.acu/2b9933a2-1316-41a3-82b7-e9944825a2b5>

## Rivers of whites

```

as soon as the spacing
exceeds two characters,
your performance col-
apses: rapid reading
becomes impossible. You
find yourself in the
shoes of a beginning
reader — the bigram neu-
rons in your letter box
area have stopped
responding!

```

Taken from L. Tetian, Designing Academic Posters  
<https://www.warf.org/media.acu/2b9933a2-1316-41a3-82b7-e9944825a2b5>

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## Title

- Title
  - < 6 words, capital letters only allowed
  - Careful with capital letters only, too busy



## Text: title box (1 text box)

- Type text
  - title on top
  - Put line around text box
    - Shape Options
    - Solid line
  - Insert shape (rectangle)
    - Dark background
    - Send to back
    - Change font color of title

This is the title

This is text.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque finibus hendrerit magna id luctus. Donec venenatis risus in nulla fermentum, mollis mollis felis dictum. Donec non ultrices neque. Suspendisse enim enim, gravida viverra sem ut.

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## Text: title box (separate text box)

- Type text
  - 2 text blocks
  - Select both
    - Align
    - Put border
      - Shape Options
      - Solid line
  - Select title block
    - Set background
    - Change font color of title if needed

This is a title

This is text.  
 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque finibus hendrerit magna id luctus. Donec venenatis risus in nulla fermentum, mollis mollis felis dictum. Donec non ultrices neque. Suspendisse enim enim, gravida viverra sem ut.

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## Text

- Emphasis
  - Use **bold** instead underline. – use it moderately -
  - Use different font, font size, color
  - Avoid italics
  - Be uniform, consistent in dimensions, style and font

## Text: emphasis + aligning

**Abstract**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent purus ipsum, mollis vitae sollicitudin ut, volutpat eget libero. Suspendisse vel nisl erat. Vestibulum varius posuere mauris pharetra euismod. Aliquam eget magna massa, ac lacina tortor. Vivamus gravida, sapien a dapibus tincidunt, neque felis volutpat tortor, at aliquet turpis ligula vita lectus. **Pellentesque** velit arcu, fringilla a pellentesque quis, varius eu felis. Fusce tincidunt dignissim imperdiet. Aliquam et nibh, vitae vestibulum risus. Ut at quam dui, vel suscipit libero. Etiam lectus augue, lobortis at ullamcorper sit amet, fringilla nec nulla. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.

**Abstract**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent purus ipsum, mollis vitae sollicitudin ut, volutpat eget libero. Suspendisse vel nisl erat. Vestibulum varius posuere mauris pharetra euismod. Aliquam eget magna massa, ac lacina tortor. Vivamus gravida, sapien a dapibus tincidunt, neque felis volutpat tortor, at aliquet turpis ligula vita lectus. **Pellentesque** velit arcu, fringilla a pellentesque quis, varius eu felis. Fusce tincidunt dignissim imperdiet. Aliquam et nibh, vitae vestibulum risus. Ut at quam dui, vel suscipit libero. Etiam lectus augue, lobortis at ullamcorper sit amet, fringilla nec nulla. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.

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## Text

- Align
  - Align (text and text blocks) provides a sense of order
  - Align left, do not use justify

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## Align: center

**REPLACE THIS TEXT WITH YOUR TITLE**  
REPLACE THIS TEXT WITH YOUR NAME  
REPLACE THIS TEXT WITH YOUR AFFILIATION

ABSTRACT	REFERENCES	DISCUSSION
<p>Click here to insert your abstract text. Type it in a copy and paste from your word processor or other text editor.</p> <p>This box will automatically re-size.</p> <p>To change the font size of the text box, double-click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font size.</p> <p>To change the font style of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font style like 'bold' or 'italic'.</p> <p>To change the font color of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font color like 'red' or 'blue'.</p> <p>To change the font size of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font size like '12pt' or '14pt'.</p> <p>To change the font style of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font style like 'bold' or 'italic'.</p>	<p>Click here to insert your references text. Type it in a copy and paste from your word processor or other text editor.</p> <p>This box will automatically re-size.</p> <p>To change the font size of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font size.</p> <p>To change the font style of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font style like 'bold' or 'italic'.</p> <p>To change the font color of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font color like 'red' or 'blue'.</p>	<p>Click here to insert your discussion text. Type it in a copy and paste from your word processor or other text editor.</p> <p>This box will automatically re-size.</p> <p>To change the font size of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font size.</p> <p>To change the font style of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font style like 'bold' or 'italic'.</p> <p>To change the font color of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font color like 'red' or 'blue'.</p>

**METHODS AND MATERIALS**

Click here to insert your introduction text. Type it in a copy and paste from your word processor or other text editor.

This box will automatically re-size.

To change the font size of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font size.

To change the font style of the text box, click on the border and select 'Text Box'. Then right-click on the border and select 'Format Text Box'. Under 'Font' tab, choose a different font style like 'bold' or 'italic'.

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**CONCLUSIONS**

Click here to insert your conclusions text. Type it in a copy and paste from your word processor or other text editor.

This box will automatically re-size.

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Figure 2: A scatter plot showing the relationship between two variables.	Figure 3: A line graph showing the trend over time.
Table 1: A table showing the mean values for each group.	Table 2: A table showing the standard deviation for each group.

**CONTACT**

Your Name  
Your Title  
Your Email  
Phone Number

**EN**

## Align: justify

**REPLACE THIS TEXT WITH YOUR TITLE**  
REPLACE THIS TEXT WITH YOUR NAME  
REPLACE THIS TEXT WITH YOUR AFFILIATION

ABSTRACT	REFERENCES	DISCUSSION
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**CONTACT**

Your Name  
Your Title  
Your Email  
Phone Number

**EN**

**Align: left**

**TEMPLATE PROVIDED BY GENIGRAPHICS – 800.790.4001**  
**REPLACE THIS TEXT WITH YOUR TITLE**  
John Smith, MD<sup>1</sup>; Jane Doe, PhD<sup>2</sup>; Frederick Smith, MD, PhD<sup>1,3</sup>  
<sup>1</sup>University of Affiliation, <sup>2</sup>Medical Center of Affiliation

**INTRODUCTION**  
Click here to insert your introduction text. Type it in a copy and paste from your Word document or other application. You can change the font style and size by clicking on the border edge and selecting 'Font' from the context menu. This text box will automatically re-size to fit.

To change the border style of this text box, click on the dashed border, select 'Border and Shading...' from the context menu and choose a different border style. The font size and color can also be changed by clicking on the text itself.

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**METHODS AND MATERIALS**  
Click here to insert your methods and materials text. Type it in a copy and paste from your Word document or other application. You can change the font style and size by clicking on the border edge and selecting 'Font' from the context menu. This text box will automatically re-size to fit.

To change the border style of this text box, click on the dashed border, select 'Border and Shading...' from the context menu and choose a different border style. The font size and color can also be changed by clicking on the text itself.

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**RESULTS**  
Click here to insert your results text. Type it in a copy and paste from your Word document or other application. You can change the font style and size by clicking on the border edge and selecting 'Font' from the context menu. This text box will automatically re-size to fit.

To change the border style of this text box, click on the dashed border, select 'Border and Shading...' from the context menu and choose a different border style. The font size and color can also be changed by clicking on the text itself.

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**CONTACT**  
User Name:  
First Name:  
Last Name:  
Phone:  
Email:

**Download**

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## Hands on

- Create a Title + Author list
- Put text boxes on the poster (use [lipsum.com](http://lipsum.com))
- `handson-AFF_A0_text`

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**Images**

**KU LEUVEN**

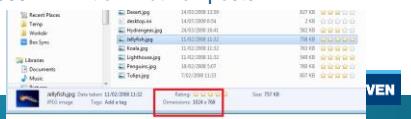
## Images

- Useful information: <http://it.med.harvard.edu/ris>
- Get the correct resolution
  - Avoid clip-art (be professional)
  - No web images
  - No overkill on resolution (scan, digital pictures)
  - Process images outside PowerPoint (Photoshop, gimp, pixlr.com)
- Turn off image compression
  - File > Options > Advanced
  - Check 'Do not compress images in file'

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## Images: resolution

- Dimensions
  - Keep aspect ratio (lock aspect ratio)
  - Inspect at full size (100%)
- Use the right type (png, tiff, jpeg)
- Check the resolution: have enough pixels!
  - Open explorer window
  - Find out how many dots wide the image is
  - Divide by 300 => limit on width on poster



## Copyright free images

- Morgue File - <http://www.morguefile.com/>
- Wikimedia Commons - <http://commons.wikimedia.org/>
- Library of Congress Prints & Photographs online <http://www.loc.gov/pictures/>
- Google Images using the 'usage rights' filter.
- Flickr Creative Commons - Only search within **Creative Commons**-licensed content
- FreeFoto.com
- Image\*After - <http://www.imageafter.com/>

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### Geavanceerd zoeken naar afbeeldingen

Afbeeldingen vinden

met:

al deze woorden:

of de volgende woorden:

deze woord of deze woord of deze woord of deze woord

geen van deze woorden:

Zet een voorbeeld van voor welke de zoekterm moet aanwezen:

Vervolgens zoeken op:

afbeeldingsformaat:  alleenstaand  alleenstaand en niet gekoppeld

beeldverhouding:  alle beeldverhouding  de grootte van afbeelding vast

kleuren in afbeelding:  alle kleur  full colour  zwart-wit  transparant  deze kleur  Zoek afbeeldingen die de gegeven kleuren hebben

type afbeelding:  alle type  alleen  alleen maar afbeeldingen die de gegeven gevonden worden

regio:

site of domein:

SafeSearch:  Meest relevante resultaten weergeven

bestands-type:  alle soorten  Zoek afbeeldingen van de gegeven bestandssoort

gebruiksrechten:  niet gefilterd na licentie  Zoek afbeeldingen die de gebruiksopties kant gebruiken

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<https://www.flickr.com/search/?find=>

**flickr** Sign Up Explore Create

Photos People Groups

Any license

All creative commons  
Commercial use allowed  
Modifications allowed  
Commercial use & mods allowed  
No known copyright restrictions  
U.S. Government works

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## Images

- Do not forget:
  - Legend
  - Scale
- Images with a small border seem to look better





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## Images

72 ppi 1 inch square	150 ppi 1 inch square	300 ppi 1 inch square
-------------------------	--------------------------	--------------------------





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Valerie Griffith (udavis - powerup with powerpoint)

## Images

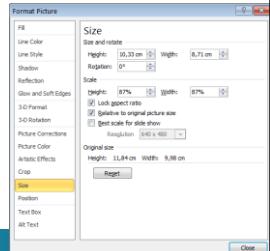
- Insert:
  - Use insert menu (best choice)
  - Copy/paste using the clipboard (image quality can decrease)
  - Default resolution in PowerPoint is 96 dpi
- Image can be edited further  
**Picture tools > format**




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## Images

- Select
- lock aspect ratio
- Relative to original picture size



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## Logo

- K.U.Leuven logo's: <https://www.kuleuven.be/communicatie/marketing/intranet/logosensedes>
- Take care:
  - Resolution
  - Transparency

## sedes

- Tip: change background
- Insert sedes.eps (insert > picture)
- Select sedes, choose 'Picture Tools – Format' > Color > Set Transparent Color > click the transparency tooltip on the image

## Tip

- Image in a shape
  - Insert shape
  - 'Picture or texture fill' the shape with an image from file

## Hands on

- Insert an image to the poster
  - Arenberg-240\_150.jpg
  - Arenberg-1680\_1050.jpg

Set the width of the images at 25 cm

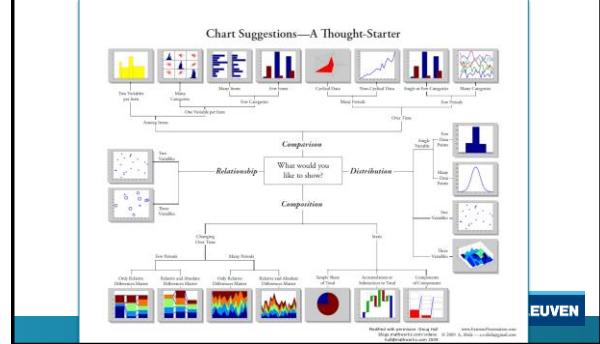
handson-AFF\_A0\_image

# Chart

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## What chart?

- Andrew Abela: [extremepresentation.typepad.com/blog/2006/09/choosing\\_a\\_good.html](http://extremepresentation.typepad.com/blog/2006/09/choosing_a_good.html)



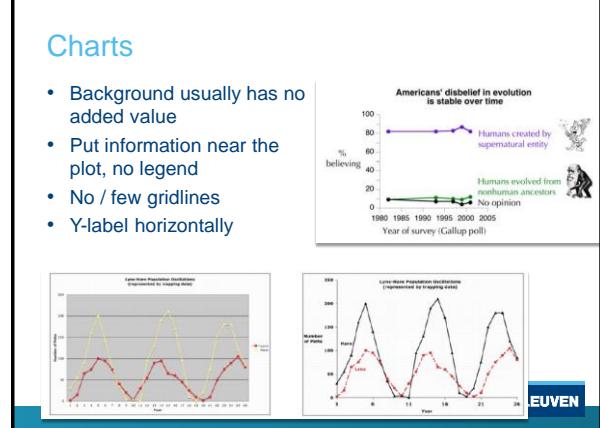
## More info

- <http://labs.juiceanalytics.com/chartchooser/index.html>
- <http://extremepresentation.typepad.com/blog/data-visualization/>
- <http://datavizblog.com/tag/chart/>
- <http://www.smartdraw.com/diagrams/>

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## Charts

- Background usually has no added value
- Put information near the plot, no legend
- No / few gridlines
- Y-label horizontally



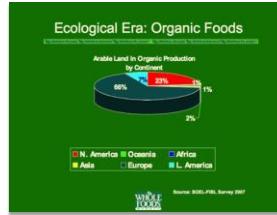
## Charts

- Keep the same color palette
- Text on charts in same font type as other text fields
  - If not possible in source software, add text boxes as axis labels
- Put meaningful captions
  - Same rules as for title: short and clear

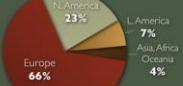
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## Charts

- Avoid 3D-charts if possible



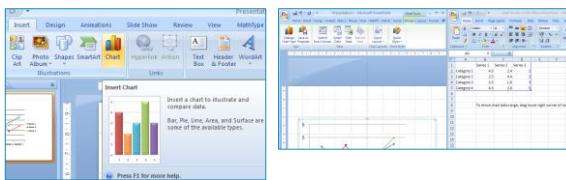
**Arable land in organic production**



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## Charts powerpoint

- Start from scratch within PowerPoint
- **Insert > Chart (Invoegen > Diagram)**  
Make a choice and spreadsheet opens



- Chart can be changed > Design

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## Charts excel

- Copy chart in Excel
- **Paste (Plakken) (in Home menu)**
  - Embed: information is also in ppt
  - Link
  - Copy as a picture – in case of problems



## Charts from sources other than MS

- When putting charts from different sources (Matlab, SAS, SigmaPlot, ...):
  - Be uniform
  - Try to use the same fonts
  - Import as picture
  - emf (enhanced meta file) gives good results
- For charts and diagrams try
  - Gliffy: <http://www.gliffy.com/>
  - Lovely Charts: <http://www.lovelycharts.com/>

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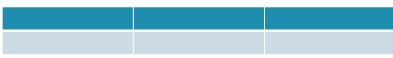
## Table

- Tables work best when the data presentation:
  - Is used to look up or compare individual values
  - Requires precise values
  - Values involve multiple units of measure
  - Limited number of values
- Graphs work best when the data presentation:
  - Is used to communicate a message that is contained in the shape of the data
  - Is used to reveal relationship among many values
- Use Insert > Table
- Format table

[http://www.informationguides.com/how%20to/07-2105\\_lozovskiy](http://www.informationguides.com/how%20to/07-2105_lozovskiy)

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## Table

- Insert > Table
  - Select layout
- Layout / Design can be changed
  - Table Tools
- Uniformity
  - Keep same fonts
  - Keep same color palette
  - Clear captions

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## Hands on

- Use ExampleChart.xlsx to create a chart
  - Include the chart into the poster
- Use 'Insert Chart' within Powerpoint
- hands-on-AFF\_A0\_charts
- weather-data.xlsx

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## Color

### Color

- Use color to:
  - Highlight / emphasize
  - Separate / associate information
- Limit the color palette, no coloring page
  - Do not overwhelm the reader
  - Should not compete with the information
- Use colors in a consistent way

*“Color should be used in the same way that type size is used: to emphasize importance, not decorate a page.”*

— Alexander White



### Color: background

- Use 1 background color
  - Take a light color
  - Avoid the standard PowerPoint textures
  - Dark font on light background reads better  
<http://www.hhs.gov/web/policies/webstandards/backgrounds.html>
  - Dark backgrounds tend to use a lot of ink (paper curl)

### Color: background

• White background will reduce the impact of bright colors



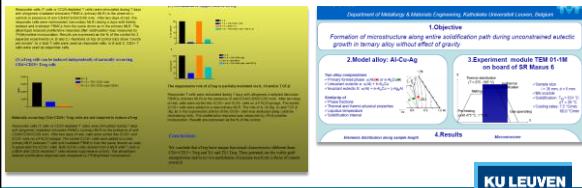

• Grey background will enhance bright colors




## Color: gradient, transparency

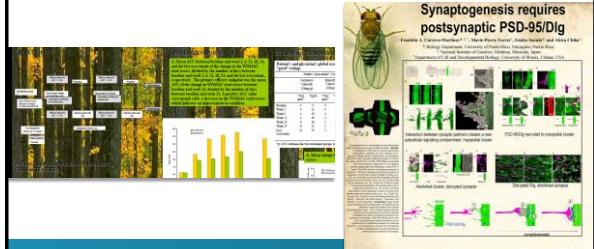
### Gradient

- Be careful
- Print can be bad (banding)



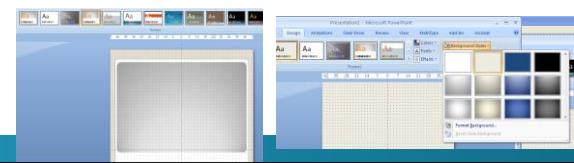
## Color: background image

- Usually disappoints
- Keep it really on the background!
- Print can be a problem (transparency)



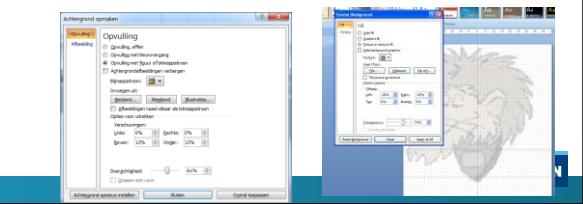
## Background

- grays and muted/pale colors help foreground information standout (cool colors)
- Keep backgrounds subtle; no busy backgrounds
- Different options in PowerPoint
- Design > Themes (Ontwerpen > Thema's)
- Background Styles (Ontwerpen > Achtergrondstijlen > Achtergrond opmaken)



## Background

- Picture in background
- Achtergrond opmaken > Opvulling met figuur (Format Background > Picture fill)
- Change transparency



## Contrast

- Text blocks on white or pale background, dark fonts
- Use dark background / light letters for title, section headers
- Color blindness?!  
Red/green combinations

<http://jhy.iam.u-tokyo.ac.jp/color/>  
<http://www.vischeck.com/vischeck/vischeckImage.php>



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## Contrast

- Use clear contrasts
- Text shadow can disappoint
- Must be legible at 2m

- Solid
- Gradient
- Photograph
- Graphic

- Solid
- Gradient
- Photograph
- Graphic

- Solid
- Gradient
- Photograph
- Graphic

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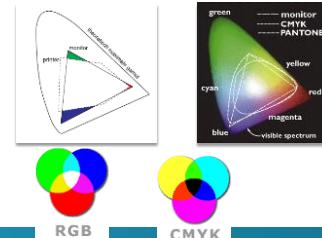
## Colorblindness

- Check ColorOracle  
<http://colororacle.org/index.html>

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## Color: print

- The color on the computer screen is not the color that will be printed!
- Range screen > range printer  
<http://www.overnightprints.com/difference-between-cmyk-rgb>



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Extra

### SmartArt

- Can be useful graphical communication.
  - Don't overuse it.
  - Use it if it can simplify the presentation of the content.
- Select the type that corresponds the best with your message.
- Some layouts are limited in the number of objects.

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What kind of message you have?

- Comparison?

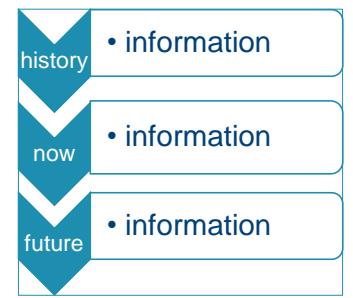
<b>Case 1</b>	<b>Case 2</b>
Strong points	Strong points
Weak points	Weak points

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

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### What kind of message you have?

- Evolution
- Cause and Effect?



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

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## What kind of message you have?

- Cycle?

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

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## Smart art example

**Anesthesia Quality Institute**

**Conclusion**  
An integrated regimen and LMS model can facilitate case-based reporting to MOC Part IV.

**Results**  
87.5% of participants intend continued improvements in the following areas: Clinical Performance, Peer colleagues, and the Case Evaluation is rated 4.5 out of 5.0. Data from 1000+ participants has been collected over 20 months with 741 individuals currently active.

**Email Now: [education.anesthesia.org/PPAI](http://education.anesthesia.org/PPAI)**

## Smart art example

**COLLEGE OF EDUCATION + HUMAN DEVELOPMENT**

## Text: spell check

**• Set the proofing language**

- Select the text that you want to check.
- Review > Language > Set Proofing Language

**• In the Language dialog box, select the language you want to use for the dictionary.**

**• Repeat steps 1-3 for each section of text that you want to check.**

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## Text: spell check



- Select all text
  - View > Outline
  - Ctrl-a to select all text
  - Set proofing language
- Check spelling
  - On the Review tab, in the Proofing group, click Spelling.
  - Shortcut: press F7 to start the spelling checker.

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## Text: count the number of words



- File > Info > Advanced Properties > Statistics

ScientificPoster-4-ppt-en.pptx - PowerPoint

Properties

Show Document Panel  
Edit properties in the Document Panel or the ribbon ribbon.  
Advanced Properties  
See more document properties

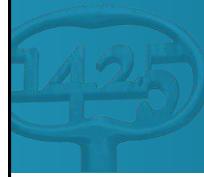
OK Cancel

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**Scientific Poster**  
printing@ICTS



**ICTS Print Service**

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### Note for technophobes

**Cut-and-Paste (the analogue way – the traditional way)**

- Print separate A4's and glue it together
  - ✓ Useful at the design stage
  - ✓ Fast, simple
  - Not always a success
  - Emergency use only



### Where to print@ICTS?

- AGORA, Room 00.E01  
E. Van Evenstraat 4, 3000 Leuven  
[bib.kuleuven.be/english/agora](http://bib.kuleuven.be/english/agora)
  - HP DesignJet z6100.
  - Opening hours:  
Mon-Fri: 08.00-23.00h  
Sat: 09.00-17.45h
- ICTS Klantencentrum  
de Croylaan 52B (basement)  
Room 91.14, 3001 Heverlee
  - HP DesignJet z6200.
  - Opening hours:  
Mon-Fr: 08.00-12.30h and 13.00-16.00h.

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## Paper

- Prints are made on roll (36" – 91 cm width)
- Glossy paper
- 140g paper



## Paper

### Glossy

- ✓ Crisp, clear and sharp images
- ✓ Richer color
- ✓ Shiny finish
- ✓ Colors remain vibrant
- ✓ Good ink absorption
- Smudges / finger marks appear easily, cannot be cleaned easily
- Glare forces viewing the print from selected angles

<http://blog.print-apa.com/2009/10/what-kind-of-paper-to-use-gloss-or-matte-finish/>

### 140g - matte

- ✓ Professional outlook, especially for black-and-white prints.
- ✓ Smudges and fingerprints are not easily identifiable.
- ✓ Absence of glare.
  - Photos may look grainy
  - Issues regarding texture or patterns

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## Paper

Format	Width (mm)	Height (mm)	140g paper	Glossy paper
Oversize A0	900	1245	€ 25,00 per poster	€ 31,30 per poster
A0	841	1189	€ 24,00 per poster	€ 30,00 per poster
A1	594	841	€ 16,80 per poster	€ 21,00 per poster
A2	420	594	€ 12,00 per poster	€ 15,00 per poster
Non standard	900	Up to 25.000	€ 20,00 per meter	€ 25,00 per meter

Borders cut DIY: free  
No cardboard or plastic boxes / tubes

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## Accepted File type

- Poster in PDF should have the correct final dimensions
  - Check the PDF file
    - is everything on the poster?
    - typo's, etc.
  - When the PDF looks good, you can be pretty confident that the printed version will also be OK.
- No software specific files (Illustrator, AutoCad, Photoshop, etc.) – the software is not available at the ICTS print stations
- Emergency only: ppt / pptx

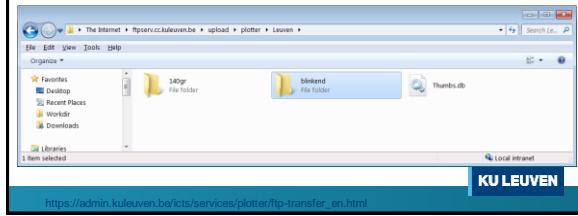
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## Procedure

1. Fill out form HP DesignJet plotter service (fill out all the information!  
<http://icts.kuleuven.be/sc/plotter>
2. Transfer the PDF file to the correct folder  
Do not put the file in 'done'

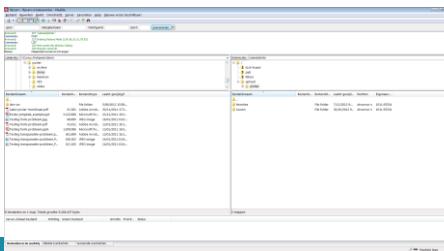
## Transfer PDF file

- **using Windows Explorer**
  - Open Windows Explorer  
[ftp://ftpserv.cc.kuleuven.be/upload/plotter/...](ftp://ftpserv.cc.kuleuven.be/upload/plotter/) .
  - Open another windows explorer and select the file to transfer, drag and drop this file into the appropriate folder.



## Transfer PDF file

- **using Filezilla**  
<ftp://ftpserv.cc.kuleuven.be/upload/plotter>



## Some remarks

- Not suited for large volumes (max. 10 copies)
- Delivery:
  - Mail is sent when print is finished
    - usually within 24h – when busy within 3 days
    - In case of a correct request
  - Contact in case of problems
- Sorry, no full size proofs
  - Print A4 and proof

## Troubleshooting

### Prevent problems

- Try to use only 1 computer to develop your poster.
- Stick with 1 software version.



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### Color

- The color on the computer screen is not the color that will be printed!
- Range screen > range printer

1:All colors  
2:Computer monitor gamut  
3:CMYK press gamut

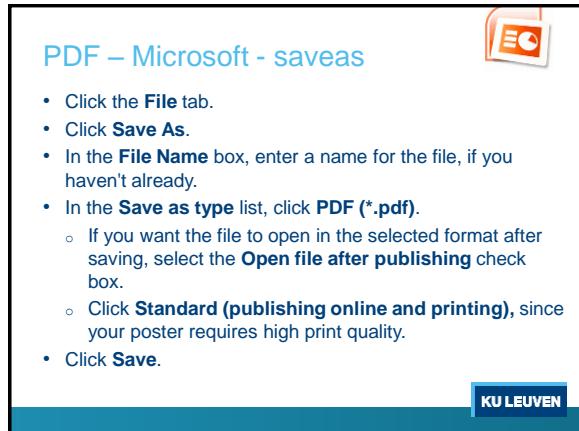
- Red, Green, and Blue are "additive colors"
- Cyan, Magenta and Yellow are "subtractive colors".

### No color management

- HP designjet have the HP Embedded Spectrophotometer
- Consistent colors
- No additional calibration software is available, nor calibrated monitor. – we are working on it

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PDF – Microsoft - saveas



The screenshot shows a Microsoft Word window with a white background. At the top, there's a ribbon with tabs like Home, Insert, Page Layout, etc. Below the ribbon, the title bar says "PDF – Microsoft - saveas". On the left, there's a vertical ribbon on the left side with icons for Home, Insert, Page Layout, etc. In the center, there's a large text area with a bulleted list of instructions. At the bottom, there's a blue footer bar with the text "KU LEUVEN" in white.

- Click the **File** tab.
- Click **Save As**.
- In the **File Name** box, enter a name for the file, if you haven't already.
- In the **Save as type** list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.
  - Click **Standard (publishing online and printing)**, since your poster requires high print quality.
- Click **Save**.

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## Scientific Posters

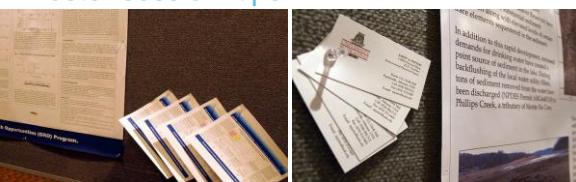
presentation

### Poster session: tips

- Transport poster
  - carrying case
  - scissors, tape
- Take the pdf file with you
- Handout (poster, paper)
- Business card
- Candy?!
- Dress?!



### Poster session: tips



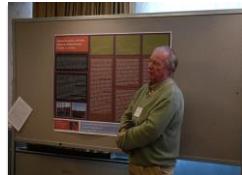
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### Poster session: presentation

- Characteristic of an effective presentation ([http://www.vanderbilt.edu/AnS/Chemistry/groups/sulikowski/Sulikowski\\_Research\\_Group/Resources.html](http://www.vanderbilt.edu/AnS/Chemistry/groups/sulikowski/Sulikowski_Research_Group/Resources.html))
  - Organized
  - Rehearsed
    - Prepare oral conversation/presentation (30 sec., 1 min., 2 min.)
    - Get the essential points in a few sentences (3-4)
  - Visual appeal
  - Relevant to audience
  - Enthusiasm works
    - Make eye contact with the audience, do not stare at the poster
    - Do not use a cheat sheet

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## Poster session: presentation



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## handouts

- Small version of poster?
  - Every word must be readable on A4
- More detailed write-up
  - Consider 2 sided with small poster one side – write up on back

Taken from N. Clark : *Creating Professional Posters* (FSU – college of medicine)

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## More?

- QR code



- Tablet spot



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## More?

- Eposter

- Youtube
- Prezi



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### Sources: websites

- Zen Faulkes blog  
[betterposters.blogspot.com](http://betterposters.blogspot.com)
- Colin Purrington  
[colinpurrington.com/tips/academic/posterdesign](http://colinpurrington.com/tips/academic/posterdesign)
- George Hess, Kathryn Tosney, Leon Liegel  
[www.ncsu.edu/project/posters](http://www.ncsu.edu/project/posters)
- Justin Matthews  
<http://justinlmatthews.com/posterhelp/posterguide/>

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### Betterposters.blogspot

#### Bad poster bingo

Different parts of poster don't line up	Boxes within boxes	Asym. Bevels	More than three typefaces	Long-winded title
Gradient fills in coloured boxes	Big blocks of text	Photographic background	Unlabelled error bars on graphs	Pixelated pictures
More than five colours	Institutional logo bookending title	Free space	ALL CAPITALS	Text with shadows, gradients, or bevels
Abstract	Underlined text	Comic Sans	3-D graphs	Choking tablet or phone during presentation
Tables showing data that could be in a graph	Poster does not fit on poster board	Comic Sans (it's that annoying)	Objects almost touching or overlapping	The answer is

By Zen Faulkes, betterposters.blogspot.com  
Inspired by: <http://www.monicosmetier.com/bad-presentation-bingo/>

## Sources

- Articles
  - Steven Block, Do's and Don'ts of Poster Presentation, Biophysical Journal, Volume 71, December 1996, pp 3527-3529  
[www.stanford.edu/group/blocklab/dos%20and%20donots%20of%20poster%20presentation.pdf](http://www.stanford.edu/group/blocklab/dos%20and%20donots%20of%20poster%20presentation.pdf)
  - The scientist  
[the-scientist.com/2011/09/01/poster-perfect](http://the-scientist.com/2011/09/01/poster-perfect)
  - Nature  
[www.nature.com/naturejobs/science/articles/10.1038%2Fnj7387-113a](http://www.nature.com/naturejobs/science/articles/10.1038%2Fnj7387-113a)
- Professional poster printing (tips + templates)
  - [blog.postersession.com](http://blog.postersession.com)
  - [www.posterpresentations.com](http://www.posterpresentations.com)
  - [www.makesigns.com/SciPosters\\_Home.aspx](http://www.makesigns.com/SciPosters_Home.aspx)
  - [phdposters.com](http://phdposters.com)
- Poster journal
  - [www.eposters.net](http://www.eposters.net)
  - [www.epostersonline.com](http://www.epostersonline.com)

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## A day in the life of

- follow Steve Hamblin in his poster adventure ([winawer.org/blog/2012/07/09/memoir-of-an-academic-poster/](http://winawer.org/blog/2012/07/09/memoir-of-an-academic-poster/) read also ([winawer.org/blog/2012/08/11/memoir-of-an-academic-talk/](http://winawer.org/blog/2012/08/11/memoir-of-an-academic-talk/) a talk is not a poster!)
- what if it goes wrong?  
[scienceblogs.com/mikethemadbiologist/2011/05/27/some-advice-for-the-lonely-stu/](http://scienceblogs.com/mikethemadbiologist/2011/05/27/some-advice-for-the-lonely-stu/)
- Field Guide to Scientific Conferences: an Ecological View  
[rrresearch.fieldofscience.com/2012/04/conference-social-skills.html](http://rrresearch.fieldofscience.com/2012/04/conference-social-skills.html)
- An underwhelming experience  
[gjmorris.com/2012/02/05/getting-over-an-underwhelming-poster-presentation-experience/](http://gjmorris.com/2012/02/05/getting-over-an-underwhelming-poster-presentation-experience/)
- Poster designing: a warm welcome to Hell!  
[blogs.warwick.ac.uk/researchexchange/entry/poster\\_designing\\_a/](http://blogs.warwick.ac.uk/researchexchange/entry/poster_designing_a/)
- Tip of Curtis Hettenhower, start from a template pimp it  
[www.hettenhower.org/content/welcome-and-creating-scientific-poster](http://www.hettenhower.org/content/welcome-and-creating-scientific-poster)
- [www.insidehighered.com/blogs/gradhacker/5-pointers-better-poster](http://www.insidehighered.com/blogs/gradhacker/5-pointers-better-poster)

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## SOS Poster



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## Examples

- CCMR Cornell Center for Materials Research  
(found at <http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf> - accessed nov. 30 2015)
- <https://ps-spencer.posterous.com/perfect-posters>  
(accessed april 6, 2013)
- <https://www.utexas.edu/ugs/our/poster/samples>

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## SOS Poster

<b>Ideal</b>	<b>Avoid</b>
<ul style="list-style-type: none"> <li>• Be seductive</li> <li>• Creative communication of research</li> <li>• Clear structure (flow) of information</li> <li>• Images and charts (visuals) instead of text</li> <li>• Initiate communication</li> <li>• Handouts can help</li> </ul>	<ul style="list-style-type: none"> <li>• Paper on a poster format</li> <li>• Too much text           <ul style="list-style-type: none"> <li>◦ Only the essentials</li> <li>◦ Remove unnecessary details</li> </ul> </li> <li>• Excess of color / combinations</li> <li>• Intense background</li> </ul>

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## Elsevier tips

**TIPS FOR DESIGNING BETTER RESEARCH POSTERS**

Research posters are a common way to share the results of projects in academic university. Researcher present posters at conferences or a common way to communicate their work to a research area or a broader audience. The poster is a good way to introduce your work to a wider audience, such as your colleagues, students, or the general public. It is not easy to achieve those goals when putting up your work in a hallway. Here are some tips for you to make your research posters look better.

- PREPARATION**: Before creating your poster, you should consider the following questions:  
What is our target audience? What do we want to communicate? What do our audience need to know?
- TEXT**: Keep in mind that most Posters are read from left to right. Make sure that the text is easy to read and understand. Use of bullet pointing and headings, make it easy to read. Make sure that the text is large enough to be read from a distance. Make sure that the text is large enough to be read from a distance.
- PRESENTATION**: Save the file in a PDF format with the common size. If possible, use a presentation software like Microsoft PowerPoint. Consider creating a short video of your poster.
- LAYOUT**: Don't cover every free space with text. Lighten up the layout by leaving some white space. Use high-contrast colors and create a good balance between text and graphics.
- PHOTOS AND GRAPHICS**: Use diagrams, graphs or other visual elements to convey information easily. Make sure that the photos are clear and the graphics are good. Make sure that the photos are clear and the graphics are good.
- COLOR**: For your graphics, use a limited color palette. Avoid using too many colors or gradients. Make sure that the colors are well balanced. Make sure that the colors are well balanced.
- SOFTWARE**: Microsoft PowerPoint is the easiest, most user-friendly software. It is the best option for poster design. Avoid using Microsoft Word, as it is not designed for posters. Instead, use a poster template or a presentation software like Keynote or Prezi, which are perfect for posters.

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## A poster is not a paper

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**My Poster is a paper**

This poster is a wall of text. It contains a large amount of dense, single-spaced text arranged in a grid-like structure. The text is organized into several sections with headings, but the overall layout is not visually appealing or easy to read. The KU Leuven logo is visible at the top and bottom.

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## A poster is not a slide set

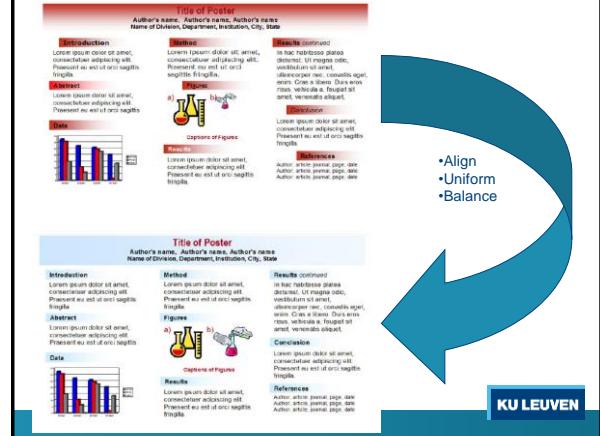
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**My Poster is a slide set**

This poster features a grid of nine smaller slides arranged in three rows of three. Each slide contains text and images, similar to a presentation slide. The layout is clean and organized, making the information easier to digest. The KU Leuven logo is visible at the top and bottom.

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- A good example  
<http://ashkuff.com/blog/?p=18>



- Title too small
- Different text boxes do not form a unit
- Contrast between dark background and white text box is too intense
- Left part: too much text
- Clear title
- Large text box forms a unity
- Images aligned
- Pale colors are more eye friendly
- Balanced by spreading the image and the chart

<http://www.beamerposter.com/posterdesign.html#badexamples>

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## Examples

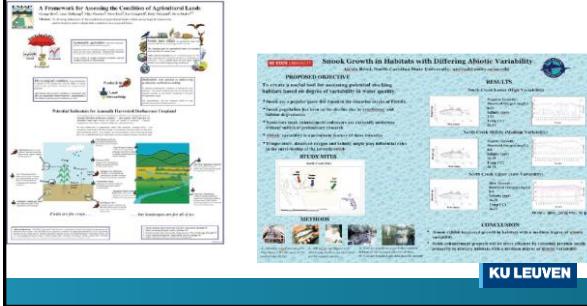
- Contrast
- Different backgrounds distract
- Trop is Teveel
- exhausting

<http://www.beamerposter.com/posterdesign.html#goodexamples>

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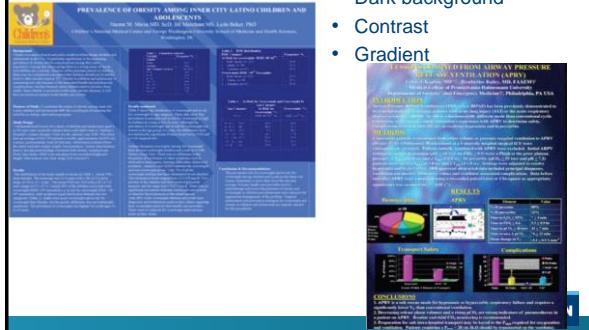
## Examples

- Where to start?
- Careful with standard PowerPoint background



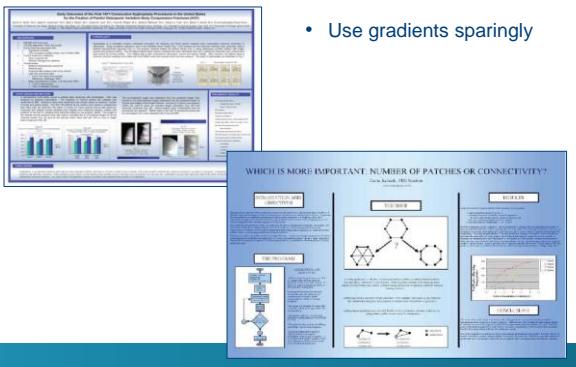
## Examples

- Dark background
- Contrast
- Gradient



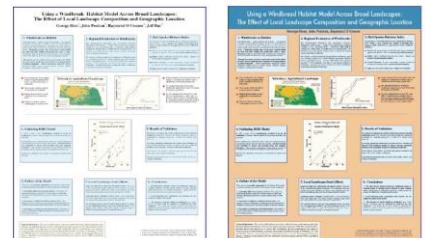
## Examples

- Use gradients sparingly



## Examples

- Color can help or not?



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## Examples

Pilot Study - Tracking Student ETSU TBLIP During an 'NCAAW' Men's Soccer Match with Special Emphasis on Physical Application  
Jared J. Heymann, Claire J. Parker Sturt, Katherine D. Weaver, and Alan L. Chaitanya  
Center of Excellence for Sport Science and Coach Education, ETSU

Heads Above the Parrot: Birdcage Leadership Development Series Happen  
Barbara Gruenwald  
University of Wyoming

## Examples

A PROSPECTIVE, LONG TERM, RANDOMIZED COMPARISON OF THE BIPOLE PLACMA TAPERISATION OF THE PROSTATE, MONOPOLAR AND BIPOLE RESECTION IN CASES OF AVERAGE SIZE PROSTATES  
Bogdan Gruenwald, Razvan Mihalescu, Florin Stoenescu, Dragos Georgescu, Marius Jene, Cristian Moldoveanu, Petruzel Gruenwald  
Department of Urology, 'Sfanta John' Emergency Clinical Hospital, Bucharest, Romania

**ABSTRACT**  
Introduction & objective: A prospective, long term, randomized comparison of the bipolar plasma vaporization (BPPV), monopolar and bipolar transurethral resection of the prostate (TURP) with regard to surgical efficacy, complication rate and follow-up results.

**METHODS**  
Prospective and 1, 3, 6, 12, 24 and 36 month evaluation.

	BPPV	Monopolar TURP	Bipolar TURP
Age (mean ± SD)	62.8 ± 6.7	62.8 ± 6.7	62.8 ± 6.7
PSA (mean ± SD)	9.6 ± 4.7	9.6 ± 4.7	9.6 ± 4.7
Pre-operative International Prostate Symptom Score (IPSS) (mean ± SD)	20.8 ± 6.7	20.8 ± 6.7	20.8 ± 6.7
Post-operative IPSS (mean ± SD)	1.6 ± 1.6	1.6 ± 1.6	1.6 ± 1.6

**RESULTS**  
In the BPPV and BPPV + monopolar TURP groups there was a significant decrease in PSA levels (1.6 ± 1.6 and 1.6 ± 1.6 ng/ml) compared to the monopolar TURP group (1.6 ± 1.6 ng/ml).

**CONCLUSION**  
BPPV represents a valuable endoscopic treatment alternative for BPH patients, with superior outcomes and lower complication rates.  
The long term follow-up emphasized durable improvements in terms of postoperative quality of life and sexual function, with no differences by comparison to monopolar and bipolar TURP.

## Examples

Inorganic Biochemistry of Iron Proteins  
Jared J. Heymann, Claire J. Parker Sturt, Katherine D. Weaver, and Alan L. Chaitanya  
Duke University – Department of Chemistry – Durham, NC

Inorganic Biochemistry of Iron Proteins  
Jared J. Heymann, Claire J. Parker Sturt, Katherine D. Weaver, and Alan L. Chaitanya  
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## Examples

MÉCANIQUE QUANTIQUE EN CHUTE LIBRE  
Vers des mesures ultra-précises des mouvements  
I.C.E.  
Institut d'Optique Graduate School, ONERA, Observatoire de Paris, SYRTE, CNES

**Techniques:**  
Spintronique, Ultra-stabilité, Dynamique Spectroscopique, Détection d'interférences et Flow Kondo

**Objectifs:**  
Particules = boules de billard  
Ordre = vagues  
2 particules se rétrécissent à l'infini  
Un observateur = 2 particules  
2 particules interagissent  
La superposition d'ondes peut être nulle

**Meilleur de mesure par la chute de masse**  
Pour mesurer l'accélération d'un avion, il suffit de regarder la chute d'un objet:  

- Si l'objet est immobile par rapport à l'avion, celui-ci chute avec l'accélération de la pesanteur.
- Si l'objet par la droite, l'avion tourne à gauche.
- Si l'objet par la gauche, l'avion tourne à droite.

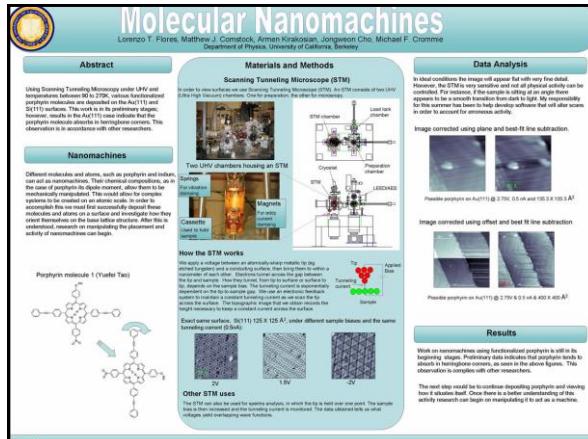
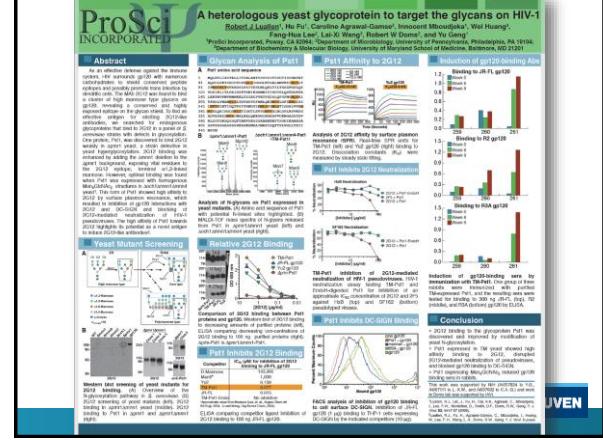
**Interférométrie atomique**  
Les atomes ont des très petites sondes à température ambiante.  

- Mais quand on les refroidit
- ⇒ Ainsi basse température les atomes se déplacent plus lentement, on peut les utiliser en interférométrie.

**Accéléromètre atomique**  

- Un mélange d'atomes est lancé en vol libre.
- On le sépare en deux paquets de vitesses vitales différentes par accélération.
- Deux autres impulsions lasers permettent de recombiner les deux paquets.
- Le décalage entre les deux trajectoires est la par interférence
- ⇒ Cela permet de mesurer l'accélération du référentiel de l'expérience.

## Examples



**WHEN BAD THINGS HAPPEN TO OLDER PEOPLE: THE ROLE OF INTERVENING EVENTS ON THE DEVELOPMENT OF DISABILITY**

Thomas M Gill MD, Heather Allore PhD, Theodore R Holtorf PhD, Zhenchao Guo PhD Yale University School of Medicine

**WHAT WE Learned**

Illnesses and injuries leading to either hospitalization or restricted activity represent important sources of disability for community-living older persons, **regardless of the presence of physical frailty**.

**These Intervening events may be suitable targets for the prevention of disability.**

**BACKGROUND**

A more complete understanding of the disabling process would likely facilitate the development of interventions for preventing disability among community-living older persons.

**OBJECTIVES**

To evaluate the relationship between intervening events and the development of disability.

To determine whether this relationship is modified by the presence of physical frailty.

**METHODS**

Prospective study of 754 nondisabled, community-living persons, aged 70+ years.

Categorized participants into two groups according to the presence of physical frailty, which was defined on the basis of slow gait speed.

Followed participants with monthly telephone interviews for up to 5 years:

- To determine the occurrence of disability
- To ascertain exposure to intervening events, which included illnesses and injuries leading to either hospitalization or restricted activity

Table 1: Association Between Intervening Events and Disability  
Data from Gill et al. (2013)

Intervening Event	Prevalent Disability	New Disability		
		No Event	Event	Frailty
Hospitalization	14	31	63	60
Physical Illness	51	52	52	52
Nonfatal Injury	117	75	30	—
Restricted Activity	51	53	73	—
Physical Illness	41	53	52	—
Nonfatal Injury	66	53	52	—

Acutes are statistically significant ( $P < .001$ )

**Please Don't Measure My "Burden"**  
Duty and Satisfaction Are What Matter to Me

Lyla C. Arvelo-Flechas PhD, RN  
The University of Texas Health Science Center at San Antonio  
HGN Institute

**What We Learned & Where We Are Headed**

Measures for burden in the majority population may not assess the concept fully, as these measures focus primarily on the impact of caregiving duties and the interventions to minimize negative effects as they are in concepts that express the impact more poorly.

Duty, involvement and satisfaction are proposed as positive expressions of what Latino caregivers mean by their burden. Further qualitative exploration of these concepts will provide the basis for instruments to measure these, types of caregiver perception not considered in current theoretical models.

**CULTURALLY INFORMED CONCEPTUAL ORIENTATION OF CAREGIVING**

**Assumptions**

- Each culture gives people a way to live their lives. This "way" is passed from one generation to another primarily through language.
- More than a way to communicate, it is a way to live out cultural reality (Spradley, 1979). Ways of perceiving, categorizing, and acting are based directly from one's language.
- The linguistic (cognitive) categories we use to perceive, categorize, and act are meaningful (Ortakus, 2005). (Fark, 1993). Meaning makes us to make sense of our lives and experiences as humans.

**MDO using NanoPS: Material Design by Optimization using Atomistic Electronic Structure Code for Nanosystems**

Wenbo Bi\*, Jianbo Yu\*, Peiqi Guo\*, Erik Aldridge\*, Lin Wang, Ming Tang, Robert Krasnoff\*

\* National Renewable Energy Laboratory, Golden, Colorado, United States  
\*\* Department of Materials Science and Engineering, University of Wisconsin-Madison, WI, USA

**Abstract**

NanoPS is a software package that is designed to help in the material design for nanosystems. It can predict the physical and chemical properties for various materials using the first-principles calculations. NanoPS is used to predict the properties for branched tetrapod nanomaterials. This work will demonstrate how the branched tetrapod nanomaterials can be used in energy conversion applications.

**NanoPS** is a software package that is designed to help in the material design for nanosystems. It can predict the physical and chemical properties for various materials using the first-principles calculations.

**Material Design**

Material design is a process of finding the best material for a specific application. In general, material design involves the following steps:

1. Define the material properties required for the application.
2. Identify the materials that have the required properties.
3. Select the best material for the application.
4. Optimize the material properties for the application.
5. Verify the material properties for the application.

**Surface Passivation by Optimization**

The calculation of the electronic structure of the surface passivation of the branched tetrapod nanomaterials is performed using the first-principles calculations. The results show that the branched tetrapod nanomaterials have good surface passivation properties. The passivation layer can be controlled by the optimization of the passivation conditions. The optimization results show that the passivation layer can be controlled by the optimization of the passivation conditions.

**Acknowledgement**

Contract grant sponsor: U.S. Department of Defense; Contract grant number: W81XWH-12-2-0002. The funders had no role in the design of the study and collection, analysis, and interpretation of data and in writing this manuscript.

Correspondence to: J. E. Aldridge, Department of Materials Science and Engineering, University of Wisconsin-Madison, WI, USA.

**Adapting Five Key Social Instruction Strategies to the CS Educational Environment**

Danielle Wilson, Karen Foushee, Ryan Campbell • University of Washington  
Rebecca Bohne, Rachel Seep • Minnesota State University  
Eline Scott • Seattle Pacific University  
Seattle Pacific University

**SOCIAL INSTRUCTION STRATEGIES**

The community of learners model encourages distributed instruction, communication, and collaboration, and in increasing diversity in the classroom.

**CHALLENGE**  
How can we better support all students, not just students from underrepresented backgrounds?

**SOLUTION**  
Model how learning is best done in diverse environments. Encourage learners to engage with each other in real life situations, providing opportunities for collaboration, communication and interaction across race (ICs), NeoGeoCrit (ICZ), CER, etc.

**RECIPROCAL LEARNING**  
Empowering students to learn from each other while solving challenging problems.

**ACTIVE LEARNING**  
Strategic, self-organized, and purposeful learning.

**COLLABORATIVE CO-CREATING AND TEACHING FOR ALL - ETC**  
In pair programming, students often take on different roles (one mainly dependent role: driver and navigator).

**GUIDED INSTRUCTION**  
Gradually reducing scaffolding of the learning process.

**CHALLENGE**  
How can we encourage students to have time for in-class exercises?

**SOLUTION**  
Quick surveys like "What do I know about this?" and the "measuring point" exercise point toward specific goals before attempting new material.

**CHALLENGE**  
How can we increase student participation and engagement?

**SOLUTION**  
For novice programmers, completing a program instead of a project can increase motivation and success and a focus on code function.

**By Christina Millen Gravatt**  
ENVS 499 April 24, 2006  
Advisor: Dr. Yvette Bordeaux

**Abstract**

The Isle of Arran, known as "Scotland's Island of Mystery" is located in the Firth of Clyde off Scotland's West Coast. Geologically, the Isle is divided into two distinct halves; leaving the northern half of the island dominated by granite peaks with the southern half being limestone. Agriculture has been described "as the lifeblood of the Isle of Arran". The construction of farmhouses, roads, fencing, dikes, sub-buildings, etc. have all had an impact on the Isle. Agriculture, however, has had a profound effect on the landscape.

**LAND AND MAN**  
**The Effects of Eighteenth & Nineteenth Century Agriculture on the Northern Half of the Scottish Isle of Arran**

**Conclusion**

Today the landscape has lost its peat zones, soil, and nutrients, and with the loss of vegetation, changes in hydrological patterns are occurring. The loss of vegetation and the physical loss of man filled topsoil have affected the flora on the Isle. The Industrial Revolution and Enlightenment "Empire" of the 18th and 19th centuries on the Isle of Arran reduced the number of small farms, creating a few larger units and the introduction of sheep and deer grazing which forever altered the landscape of the Isle of Arran.

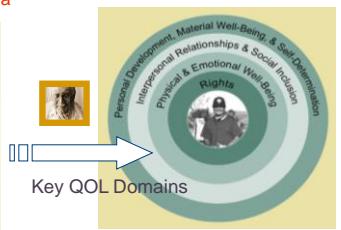
## A Life of Quality?



Tara L. Nickie, MSW  
University at Albany, SUNY  
tn7719@albany.edu

Systematic review and meta-analysis of interventions relevant to quality of life for persons with intellectual disabilities and dementia

**Background**  
Shifts in population, life expectancy, and associated prevalence rates have brought attention to services for persons with intellectual disabilities (ID) and dementia, which are ill-prepared to meet growing needs.  
**Objectives**  
Synthesis of ID literature in order to assess: 1) the evidence base for interventions designed to improve QOL-related outcomes, and 2) their relevance for persons who are aging with dementia.  
**Methods**  
Use of a QOL conceptual framework with targeted domains/indicators (Schultz & Venitaggio, 2002). Electronic and hand searches to uncover published studies involving young adults with ID, journals, conference proceedings, reference lists, etc.  
**Results**  
Narrative synthesis of studies and find/random effects meta-analyses by classified QOL domain.



A dissertation funded by the John A. Hartford Doctoral Fellows Program in Geriatric Social Work, administered by the Gerontological Society of America



**Research in the Polar Regions**

The Arctic and Antarctica hold interest for many types of researchers. For example, glaciologists study ice and snow, while atmospheric scientists study the air and clouds. Biologists study plants and animals, while geologists study the landforms, weathering and glacial cirques. Thrombiologists research the plants and animals, which are especially adapted to the polar regions. Researchers also study the effects of climate change on the polar regions. This research can affect policies influencing the polar regions, and the people of the Arctic, who are being affected by climate change.

How do researchers study the polar regions? They live in or visit the regions and observe the environment, take measurements, collect samples, and sometimes even live in the field for months at a time to collect data from satellites and their automated ground instruments that monitor conditions in remote locations.

**What you hear is what you get?**  
*Imju'zil Music* Investigating Absolute and Relative Pitch in L2 Phonology

Moving on from previous studies linking language learning ability to musical ability, my research takes a more specific look at the musically trained ear and its potential role in second language pronunciation.

This is fundamentally based on the hypothesis that more accurate auditory perception skills are a key to more precise production abilities, thus leading to more native sounding pronunciation and intonation in the second language.

**Who'd live in a house like this?**

" WANTED. Families, particularly women and children to work in the Textile Mill. They may be provided with comfortable houses..."

(from an advert placed by mill owner Thomas Doherty in 1811)

Home of the first water-powered cotton mill, the Derwent Valley in Derbyshire presents a fascinating insight into the world of textile workers living within purpose-built communities.

Employees were provided with housing, schooling and a weekly refuse collection ... but at what cost?

Did these workers live in an industrial utopia or in Blake's "dark satanic mills?"

Through the archaeological examination of building design we can turn bricks and mortar into an understanding of the economic, social and cultural lives of these communities.

Join me as we go through the keyhole to examine the homes of the working-class.

Suzanne Lilley  
Department of Archaeology



THE UNIVERSITY of York

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**SR CHANDRASEKHARENDRA SARASWATHI VIVEKA MAHAVYUTALA DEPARTMENT OF CIVIL & STRUCTURAL ENGINEERING**

**NATIONAL LEVEL WORKSHOP ON**  
**"INNOVATIVE, COST-EFFECTIVE MATERIALS & MODERN TECHNIQUES IN CONSTRUCTION INDUSTRY"**

**ORGANIZED BY**  
**DEPARTMENT OF CIVIL & STRUCTURAL ENGINEERING**

**IN ASSOCIATION WITH**  
**COLLEGE OF ENGINEERING & TECHNOLOGY, PUNE, PUNE STATE, 411004**

**COORDINATOR:** U. S. M. KRISHNAMOORTHY, E-mail: usmkrishna@rediffmail.com  
**ORGANIZER:** DR. K. S. RAMESH, E-mail: ksramesh@rediffmail.com  
**REGISTRATION FEE:** Rs. 200/-  
**LAST DATE FOR REGISTRATION:** 15/07/2016  
**VENUE:** COLLEGE OF ENGINEERING & TECHNOLOGY, PUNE, PUNE STATE, 411004

**WORKSHOP CODE:** CSE-NCM-16  
**WORKSHOP CODE:** CSE-NCM-16  
**WORKSHOP CODE:** CSE-NCM-16



**"Swine Diagnostic Pathology"**

**Assoc. Prof. Dr. Matti Kleipe**  
Michigan State University, USA

Mobile: 03-216-9421, 087-511-3210  
e-mail: kleipe@vetsci.vt.edu  
gsm: +91-98401 1,300  
e-mail: kleipe@vetsci.vt.edu

From 19-20 August 2016  
Fee: 60/-  
Venue: VETSCH, VITAMIN, VET-TECH, VET-ART, VET-SCIENCE, VET-CLINIC, VET-INDIA

## Questions?

- Contact:  
[Frank.VanPuyvelde@kuleuven.be](mailto:Frank.VanPuyvelde@kuleuven.be)

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## Scientific Poster

### (some) design tips

*Right and wrong do not exist in graphic design.  
There is only effective and non-effective communication.*  
Peter Bilak

[casestudios.co/infographic-of-infographics](http://casestudios.co/infographic-of-infographics)

## Infographics

### INFOGRAPHIC • INFOGRAPHICS

Data visualization is a popular new way of sharing research. Here is a look at some of the visual devices, informational elements, and general trends found in the modern day infographic.

#### DESIGN

CHART STYLE  
Percentage of infographics with the following chart types:

Chart Type	Percentage
Bar Chart	32%
Line Chart	24%
Infographic	18%
Infographic Chart	14%
Infographic Bar Chart	10%

KEY INFO  
Percentage of infographics with key info:

Key Info Type	Percentage
Average number of symbols per key info	5.3
Icons	29%
Text	28%
Images	18%
Logos	12%

BASE COLOR  
Percentage of infographics using base colors:

Base Color	Percentage
Red	29%
Blue	22%
Green	18%
Yellow	12%
Black	10%
White	5%

#### CONTENT

COUNTRIES FEATURED  
Relative popularity of different infographic themes:

Theme	Percentage
Business	44%
Science	17%
Technology	12%
Health	10%
Politics	9%
Environment	8%

SECTION

- INFOGRAPHIC
- INFOGRAPHICS
- INFOGRAPHIC

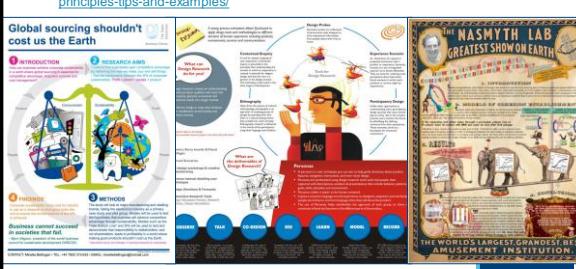
CREDITED SOURCES  
Number of sources per infographic: 2.0

NOTE  
Relative popularity of countries per infographic: 4.28

\*RICHEST AND POOREST AMERICAN NEIGHBORHOODS

**Infographics**

- <http://sixrevisions.com/graphics-design/40-useful-and-creative-infographics/>
- <http://www.onextrapixel.com/2010/05/21/huge-infographics-design-resources-overview-principles-tips-and-examples/>



<http://graphicdesign.stackexchange.com/questions/9452/examples-of-good-academic-poster-design>

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**Infographics**

- <http://aaaspolicyfellowships.org/sci-fly/pictures-worth-1000-words-visualizing-data-infographics>
- Randy Krum's website:
  - <http://www.coolinfographics.com/>
  - Software tools: <http://www.coolinfographics.com/tools/>
- <http://flowingdata.com/>
- <http://blog.threestory.com/wordpress/topics/data-visualization>
- <http://researchexplainer.com/tag/infographic/>
- <https://infogr.am/>
- <http://piktochart.com/>
- <http://visual.ly/>

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## icons

- Don't use ugly clip art
- <https://thenounproject.com/>

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## Word clouds

- <http://www.wordle.net/create>
- <http://www.tagxedo.com/>
- <http://tagcrowd.com/>



## Principles of Graphic Design

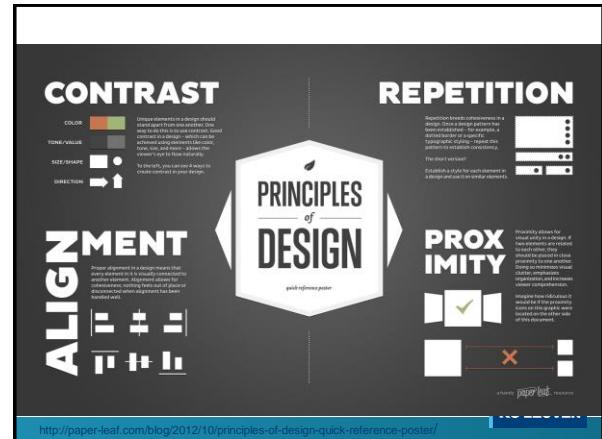
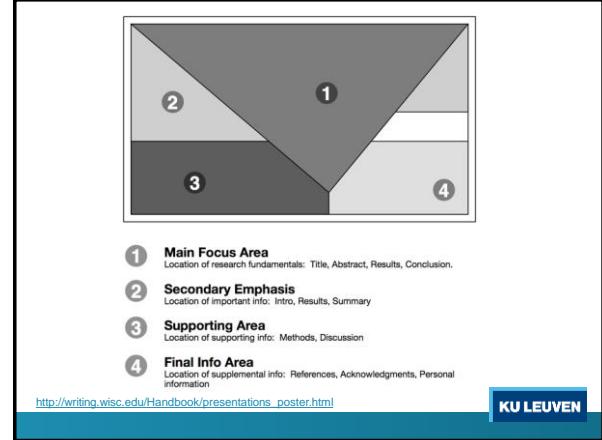
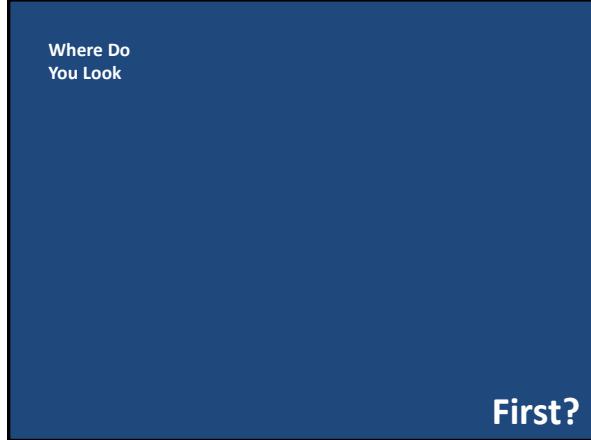
### Sources:

- [http://en.wikipedia.org/wiki/Design\\_elements\\_and\\_principles](http://en.wikipedia.org/wiki/Design_elements_and_principles)
- <http://www.johnlovett.com/test.htm>
- <http://abduzeedo.com/>
- <http://www.youdesigner.com/>
- [issuu.com/collectivememory/docs/poster-design](http://issuu.com/collectivememory/docs/poster-design)
- <http://justcreative.com/2008/06/13/how-to-design-learn-the-basics/>
- Williams, Robin. *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. 2<sup>nd</sup> edition. Berkley, California: Peachpit Press, 2004.
- <http://aea365.org/blog/dvr-tig-week-mandi-singleton-on-six-steps-for-creating-an-attractive-engaging-and-informative-poster/>

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## Where Do You Look

First?



**LINE**

**COLOR**

**TEXTURE**

**SHAPE**

**SIZE**

**SPACE**

<http://www.nhsdesigns.com/principles/>

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## Principles of Graphic Design: CRAP

- **Contrast:**  
“If two items are not exactly the same, then make them different. Really different.”

• **Repetition**  
“Repeat some aspect of the design throughout the entire piece.”

• **Alignment**  
“Nothing should be placed on the page arbitrarily. Every item should have a visual connection with something else on the page.”

- **Proximity**  
“Group related items together... so the related items are seen as one cohesive group rather than a bunch of unrelated bits.”

<http://www.nhsdesigns.com/principles/>

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### Contrast

- If elements on your page are not the same, make them very different.
- Contrast in size, color, etc.
- Make a visual splash where parts of the page stand out.
- Contrast attracts the attention of your viewers.

**CONTRAST**

Taken from <http://lab.christianmontoya.com/designing-with-crab/designing-with-crab-cc.pdf>

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### Contrast

#### ANOTHER NEWSLETTER!

##### Exciting Headline

“Dull, uninteresting newsletters get the same recycling prints. We’re here to change that. Look at our latest issue. Lots of fun new designs, lots of cool new fonts, lots of great new features and more! And don’t worry, there are still some oldies but goodies.”

##### Thrilling Subhead

“Dull, uninteresting newsletters get the same recycling prints. We’re here to change that. Look at our latest issue. Lots of fun new designs, lots of cool new fonts, lots of great new features and more! And don’t worry, there are still some oldies but goodies.”

##### Another Exciting Headline

“Dull, uninteresting newsletters get the same recycling prints. We’re here to change that. Look at our latest issue. Lots of fun new designs, lots of cool new fonts, lots of great new features and more! And don’t worry, there are still some oldies but goodies.”

#### Another Newsletter!

##### Exciting Headline

“Dull, uninteresting newsletters get the same recycling prints. We’re here to change that. Look at our latest issue. Lots of fun new designs, lots of cool new fonts, lots of great new features and more! And don’t worry, there are still some oldies but goodies.”

##### Thrilling Subhead

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<http://www.nhsdesigns.com/principles/contrast/page02.php>

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**Repetition**

- Repeat visual elements throughout the page.
- Repetition develops the organization and creates a strong brand
- Repetition focuses on consistency.
- Repetition comes through unity and consistency in font, alignment, headings, etc

Taken from <http://lab.christianmontoya.com/designing-with-crap/designing-with-crap-cc.pdf>

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**Repetition**



[http://www.creativepro.com/files/story\\_images/posters.pdf](http://www.creativepro.com/files/story_images/posters.pdf)

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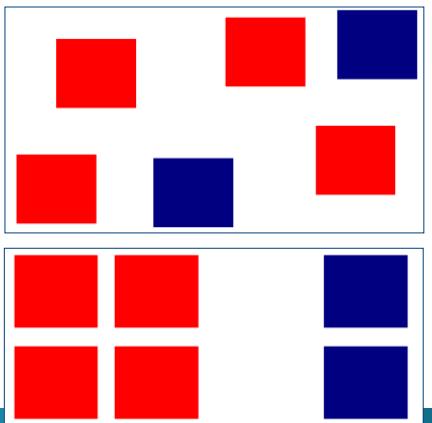
**Alignment**

- Nothing should be placed arbitrarily. Do not toss elements randomly at your page or simply try to fill space.
- Every element should have a visual connection with another on the page.

Taken from <http://lab.christianmontoya.com/designing-with-crap/designing-with-crap-cc.pdf>

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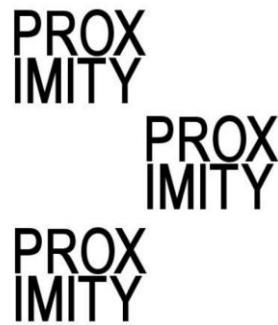
**Alignment**



<http://suewells.forestry.ubc.ca/files/2013/03/design-principles-jamie-EDITED.pdf>

## Proximity

- Items related to each other should be grouped close together.
- Grouping organizes information and reduces clutter. Focus on clarity in organization.



Taken from <http://lab.christianmontoya.com/designing-with-crap/designing-with-crap-cc.pdf>

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## Proximity

[www.nhsdesigns.com/principles/proximity/](http://www.nhsdesigns.com/principles/proximity/)

**My Flowers**  
Marigold  
Pansy  
Rue  
Woodbine  
Daisy  
Cowslip  
Carnation  
Primrose  
Violets  
Pink

**My Flowers**  
Marigold  
Pansy  
Rue  
Woodbine  
Daisy  
Cowslip  
Carnation  
Primrose  
Violets  
Pink

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## Emphasis

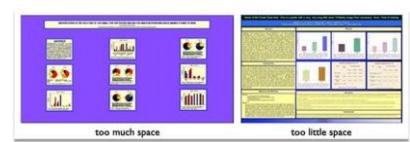
- Put emphasis: make the most important element the most prominent:
  - Make it large
  - Make it bold
  - Place the element in a different shape (color/format)
  - Make it intense, while surroundings are pale
  - Add a border
  - Surround with white space
  - Tilt it at a different angle

<http://www.slideshare.net/shira73/graphic-design-for-non-graphic-designer>

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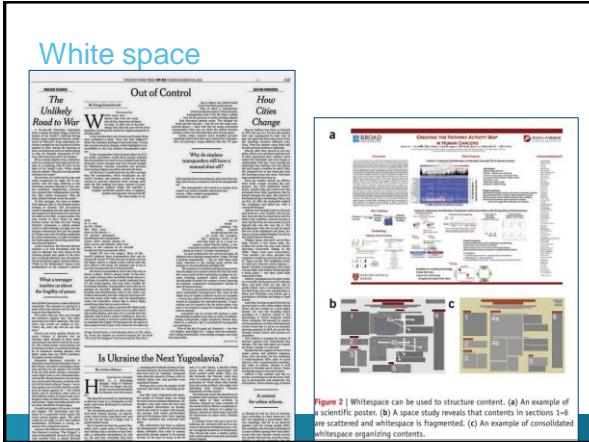
## White space

- Used to give some structure.
- Be consistent: same spacing around images, charts, ...



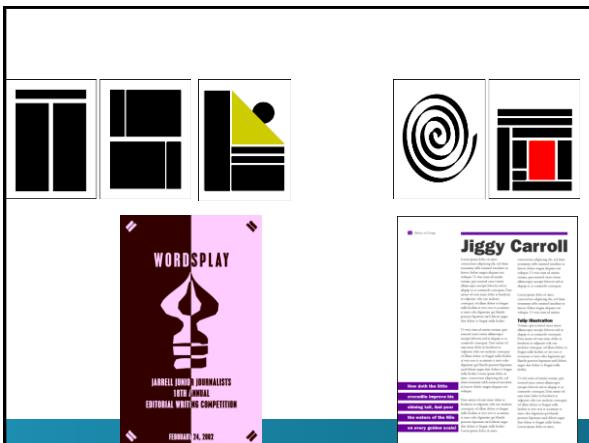
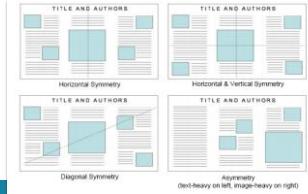
<http://www.ncsu.edu/project/posters/NewSite/>

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## Balance

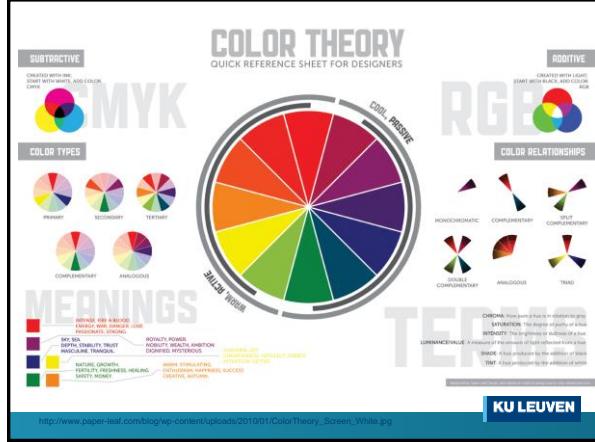
- Visually balance color, objects, shapes, ...
  - Make it aesthetically pleasing
  - Symmetric: static
  - Asymmetric: dynamic
  - Radial



## Color

- Use color combinations to evoke a feeling
- Color should help to make your poster easy to read
- Color helps to draw attention

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[http://www.paper-leaf.com/blog/wp-content/uploads/2010/01/ColorTheory\\_Screen\\_White.jpg](http://www.paper-leaf.com/blog/wp-content/uploads/2010/01/ColorTheory_Screen_White.jpg)