Posters & Presentations Graphic design ideas Q & A

Michael.Ogrady@nottingham.edu.cn

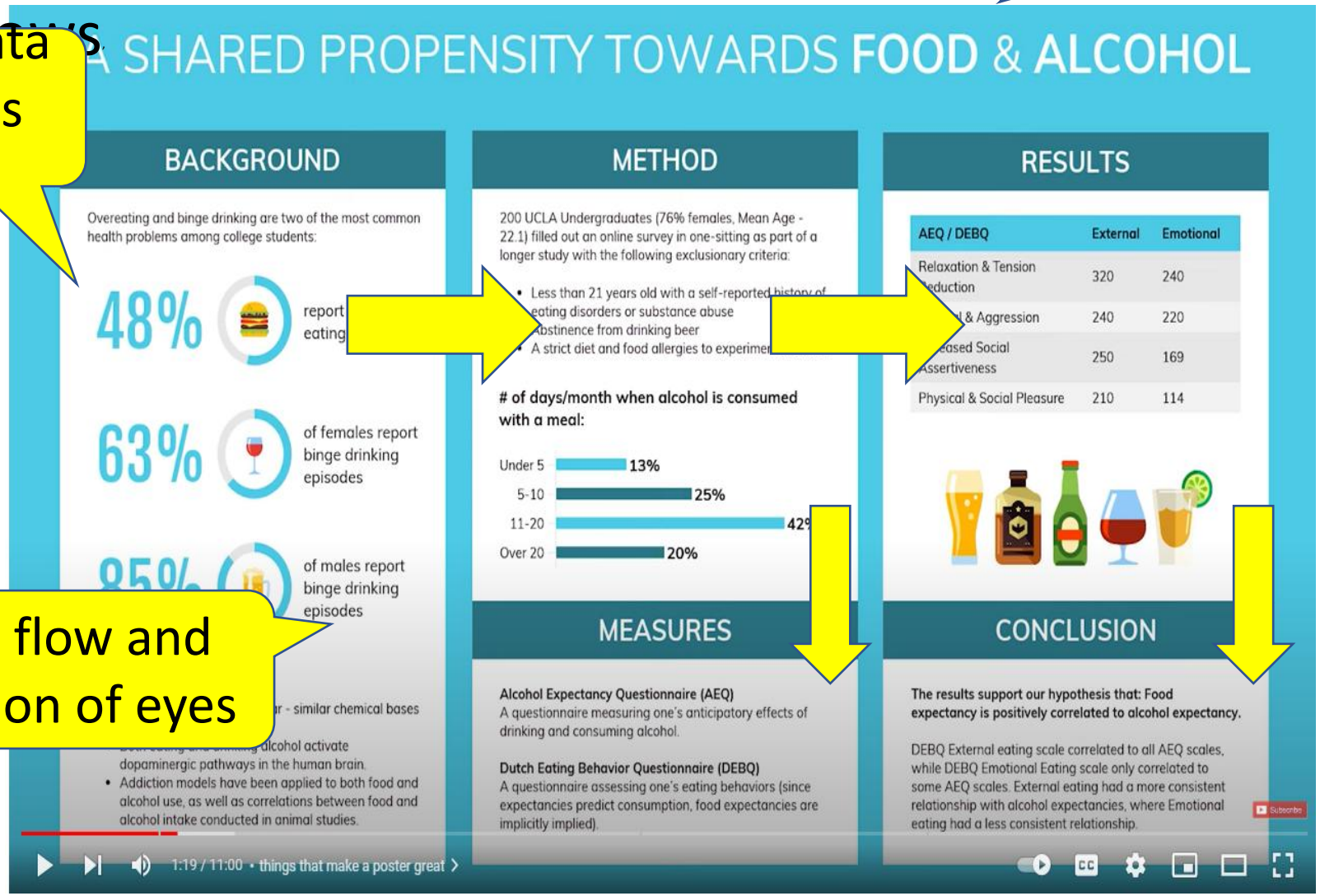
Group Demonstration	10%	The Demonstration (live and recording) is marked primarily on how well the implemented system is presented running live, and how the team responds to requests/questions about the implemented system.
Group Presentation	10%	The Presentation (live and/or recording) is marked primarily on the quality of the presentation, and how the team demonstrates their final project
Group and individual Q & A	10%	The Q&A is marked primarily on how the team handles questions and answers. Able to understand and respond effectively to a variety of questions. Language, content, vocab, phrases, pronunciation, process explanation.
Promotional Digital Artifact (video + poster)	5%	The Promotional Digital Artefact e.g. a short video to promote the final delivered system. It will serve as an advertisement, and may be used by the School or Campus as part of promotional materials. The Promotional Digital Artefact is marked primarily on how professional and attractive (and accurate) the content is.

POSTER DESIGN

It should have obvious ‘flow’- I start he
then move to here, then here….use box
arrows

Large Title

Key data jumps out



Clear flow and direction of eyes

INTERNET INEQUALITY: THE IMPACT OF HOME ACCESS ON SCHOOL SUC

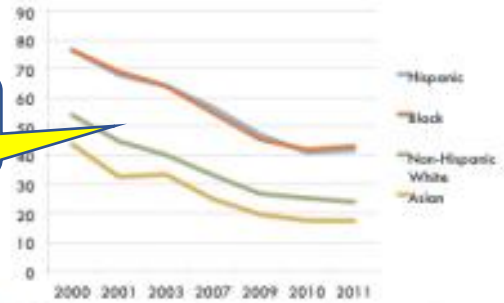
[redacted] – Department of Ec… niversity of Texas at Austin

ABSTRACT

In addition to a wide education gap between Hispanic and non-Hispanic White students, there also exists a persistent gap in home internet access between these groups. In my research, I identify a link between these two trends by analyzing data from the Current Population Survey. My research show that lower rates of home internet access contributes to educational gaps between ethnic groups and that home internet access relates to higher school success.

BACKGROUND

Percent of Households Lacking Internet Use, by Race and Ethnicity



- Total internet access has increased but gaps in access persist between race/ethnic groups
- Factors affecting access include income, ethnicity, age, and level of education
- Previous studies suggest both positive and negative effects of home computer access on education

METHODOLOGY

DATASET	• Used cross-sectional data on students ages 13-17 from the 2009, 2010, and 2012 Current Population Surveys
SUCCESS ESTIMATOR	• Generated a variable measuring grade retention to estimate school success for each student
REGRESSION MODEL	• Employed an Ordinary Least Squares regression model to identify correlations between internet access and school success

RESULTS

- Hispanic students are significantly more likely to be below grade level than their White peers
- Differences in school success are mostly attributed to income
- Some differences can be explained by differences in access to home internet
- Studnets who lack intenet access, regardless of race or income, have lower success in school

CONCLUSION

Home internet access has a significant effect on school performance, and it explains some difference in educational outcomes between first generation Hispanics and Whites. While increased home in… access may decrease grade retention and… rates, it is unlikely to affect ga… between different racial and…

I would like to thank [redacted] and the UT Department of Economics for supporting this research project

Large Title

Image

Visual design

Graph

Colour palette

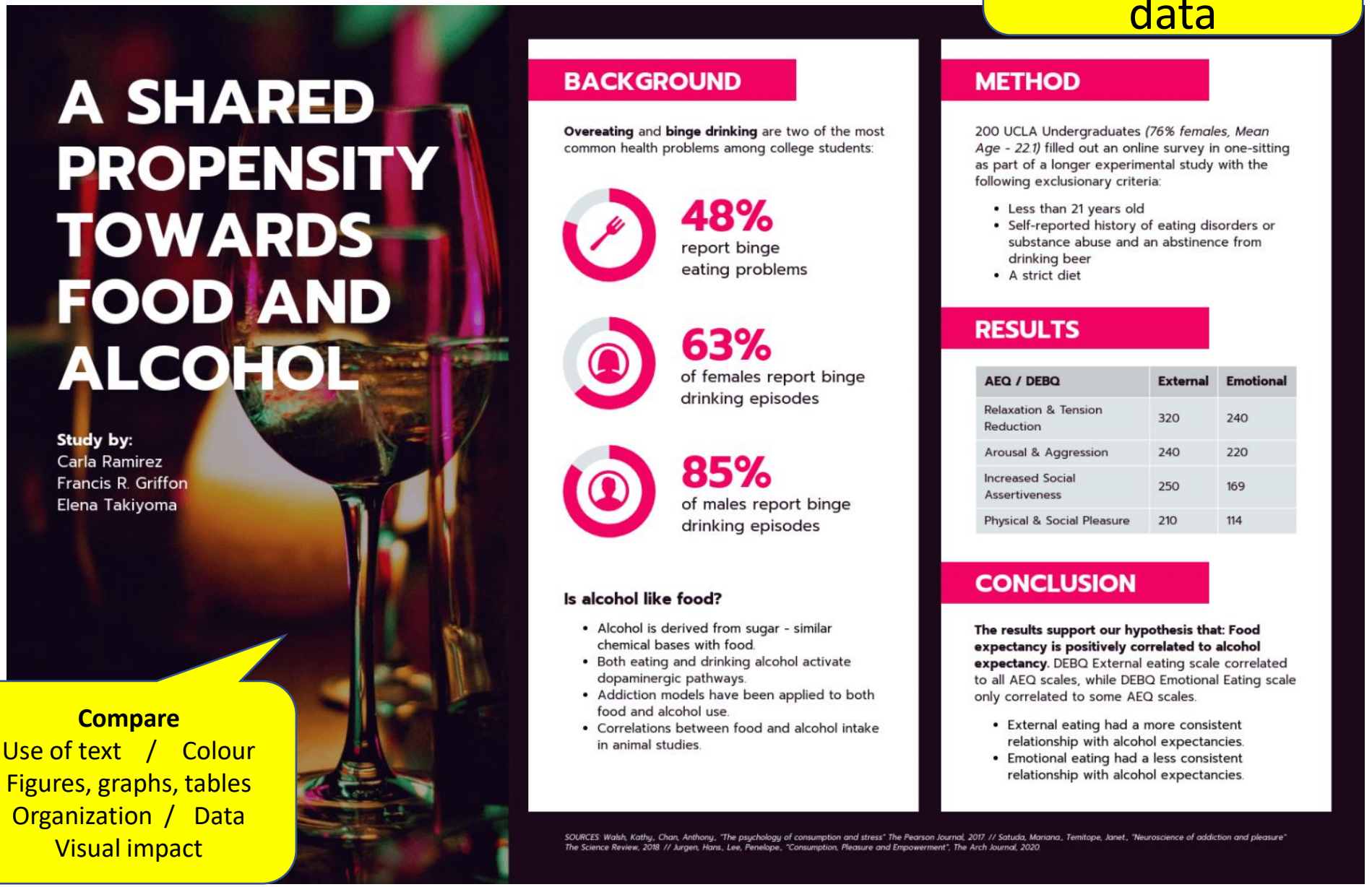
Large Title

3 or 4 colours using a palette

Essential text only

Poster 1

They are based on the same data



A SHARED PROPENSITY TOWARDS FOOD AND ALCOHOL

Study by:
Carla Ramirez
Francis R. Griffon
Elena Takiyoma

BACKGROUND

Overeating and **binge drinking** are two of the most common health problems among college students:

48% report binge eating problems

63% of females report binge drinking episodes

85% of males report binge drinking episodes

Is alcohol like food?

- Alcohol is derived from sugar - similar chemical bases with food.
- Both eating and drinking alcohol activate dopaminergic pathways.
- Addiction models have been applied to both food and alcohol use.
- Correlations between food and alcohol intake in animal studies.

METHOD

200 UCLA Undergraduates *(76% females, Mean Age - 22.1)* filled out an online survey in one-sitting as part of a longer experimental study with the following exclusionary criteria:

- Less than 21 years old
- Self-reported history of eating disorders or substance abuse and an abstinence from drinking beer
- A strict diet

RESULTS

AEQ / DEBQ	External	Emotional
Relaxation & Tension Reduction	320	240
Arousal & Aggression	240	220
Increased Social Assertiveness	250	169
Physical & Social Pleasure	210	114

CONCLUSION

The results support our hypothesis that: Food expectancy is positively correlated to alcohol expectancy. DEBQ External eating scale correlated to all AEQ scales, while DEBQ Emotional Eating scale only correlated to some AEQ scales.

- External eating had a more consistent relationship with alcohol expectancies.
- Emotional eating had a less consistent relationship with alcohol expectancies.

SOURCES: Walsh, Kathy., Chan, Anthony., "The psychology of consumption and stress" The Pearson Journal, 2017. // Satuda, Mariana., Temitope, Janet., "Neuroscience of addiction and pleasure" The Science Review, 2018. // Jurgen, Hans., Lee, Penelope., "Consumption, Pleasure and Empowerment", The Arch Journal, 2020.

Compare
Use of text / Colour
Figures, graphs, tables
Organization / Data
Visual impact

Poster 2

A SHARED PROPENSITY TOWARDS FOOD AND ALCOHOL

BACKGROUND

Overeating and binge drinking are two of the most common health problems among college students:

48% report binge eating problems

63% of females report binge drinking episodes

85% of males report binge drinking episodes

ALCOHOL IS LIKE FOOD

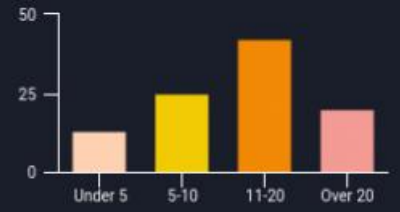
- Alcohol is derived from sugar - similar chemical bases as food.
- Both eating and drinking alcohol activate dopaminergic pathways in the human brain.
- Addiction models have been applied to both food and alcohol use, as well as correlations between food and alcohol intake conducted in animal studies.

METHOD & MEASURES

200 UCLA Undergraduates (76% females, Mean Age - 22.1) filled out an online survey in one-sitting as part of a longer experimental study with the following exclusionary criteria:

- Less than 21 years old
- Self-reported history of eating disorders or substance abuse
- Abstinence from drinking beer
- A strict diet and food allergies to experimental stimuli

# of times alcohol was consumed with a meal / month:



Alcohol Expectancy Questionnaire (AEQ)

A questionnaire measuring one's anticipatory effects of drinking and consuming alcohol.

Dutch Eating Behavior Questionnaire (DEBQ)

A questionnaire assessing one's eating behaviors (since expectancies predict consumption, food expectancies are implicitly implied).

RESULTS

Overeating and binge drinking are two of the most common health problems among college students:

AEQ / DEBQ	External	Emotional
Relaxation & Tension Reduction	320	240
Arousal & Aggression	240	220
Increased Social Assertiveness	250	169
Physical & Social Pleasure	210	114

CONCLUSION

The results support our hypothesis that: Food expectancy is positively correlated to alcohol expectancy.

DEBQ External eating scale correlated to all AEQ scales, while DEBQ Emotional Eating scale only correlated to some AEQ scales.

External eating had a more consistent relationship with alcohol expectancies, where Emotional eating had a less consistent relationship.

University of New York,
New York

STUDY CONDUCTED BY: Carla Ramirez, Francis R. Griffon and Elena Takiyoma, UNIVERSITY OF NEW YORK

RESOURCES: Walsh, Kathy., Chan, Anthony., "The psychology of consumption and stress" The Pearson Journal, 2017. // Satuda, Mariana., Ternitope, Janet., "Neuroscience of addiction and pleasure" The Science Review, 2018. // Jurgen, Hans., Lee, Penelope., "Consumption, Pleasure and Empowerment", The Arch Journal, 2020.

Poster 3

A SHARED PROPENSITY TOWARDS FOOD & ALCOHOL

BACKGROUND

Overeating and binge drinking are two of the most common health problems among college students:

48% report binge eating problems

63% ♀ of females report binge drinking episodes

85% ♂ of males report binge drinking episodes

ALCOHOL IS LIKE FOOD

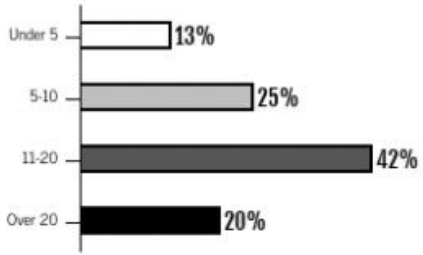
- Alcohol is derived from sugar - similar chemical bases as food.
- Both eating and drinking alcohol activate dopaminergic pathways in the human brain.
- Addiction models have been applied to both food and alcohol use, as well as correlations between food and alcohol intake conducted in animal studies.

METHOD & MEASURES

200 UCLA Undergraduates (76% females, Mean Age - 22.1) filled out an online survey in one-sitting as part of a longer experimental study with the following exclusionary criteria:

- Less than 21 years old
- Self-reported history of eating disorders or substance abuse
- Abstinence from drinking beer
- A strict diet and food allergies to experimental stimuli

# of times alcohol was consumed with a meal / month:



Alcohol Expectancy Questionnaire (AEQ)
A questionnaire measuring one's anticipatory effects of drinking and consuming alcohol.

Dutch Eating Behavior Questionnaire (DEBQ)
A questionnaire assessing one's eating behaviors (since expectancies predict consumption, food expectancies are implicitly implied).

RESULTS

AEQ / DEBQ	External	Emotional
Relaxation & Tension Reduction	320	240
Arousal & Aggression	240	220
Increased Social Assertiveness	250	169
Physical & Social Pleasure	210	114

CONCLUSION

The results support our hypothesis that: Food expectancy is positively correlated to alcohol expectancy.

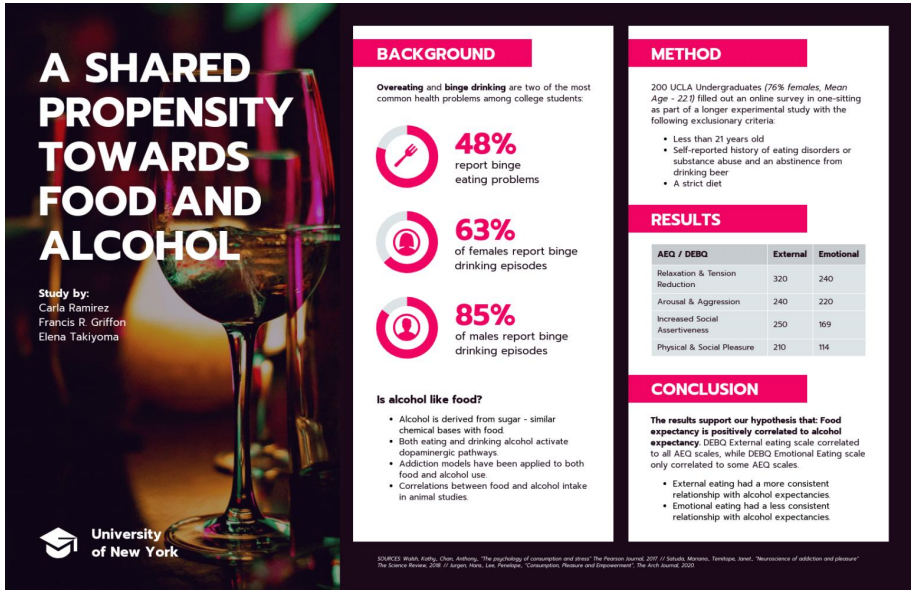
DEBQ External eating scale correlated to all AEQ scales, while DEBQ Emotional Eating scale only correlated to some AEQ scales.

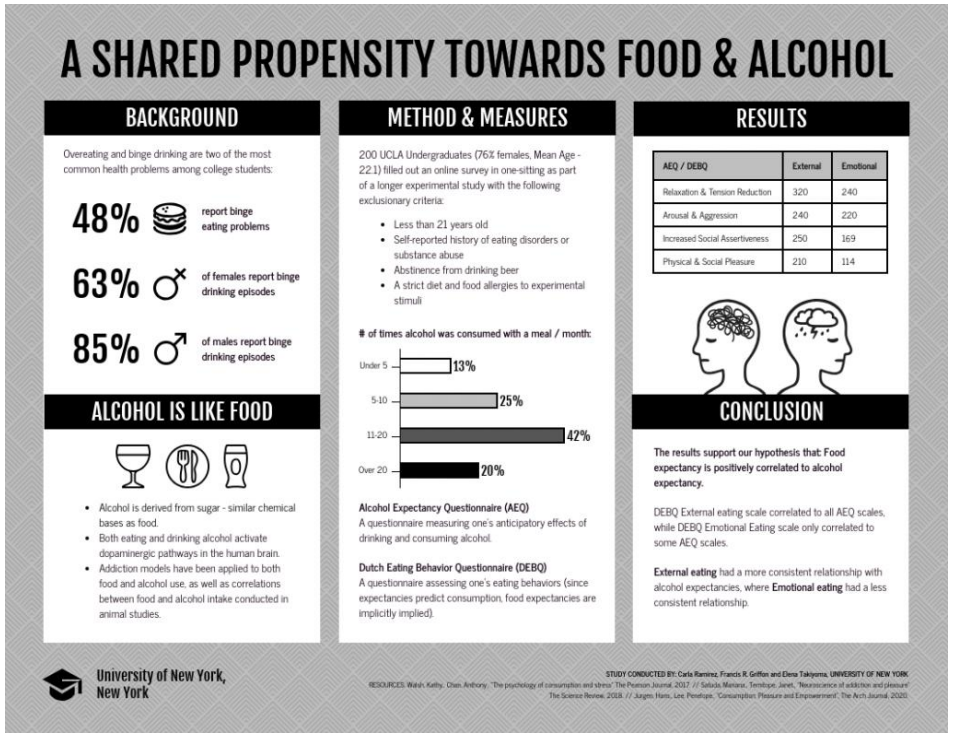
External eating had a more consistent relationship with alcohol expectancies, where **Emotional eating** had a less consistent relationship.

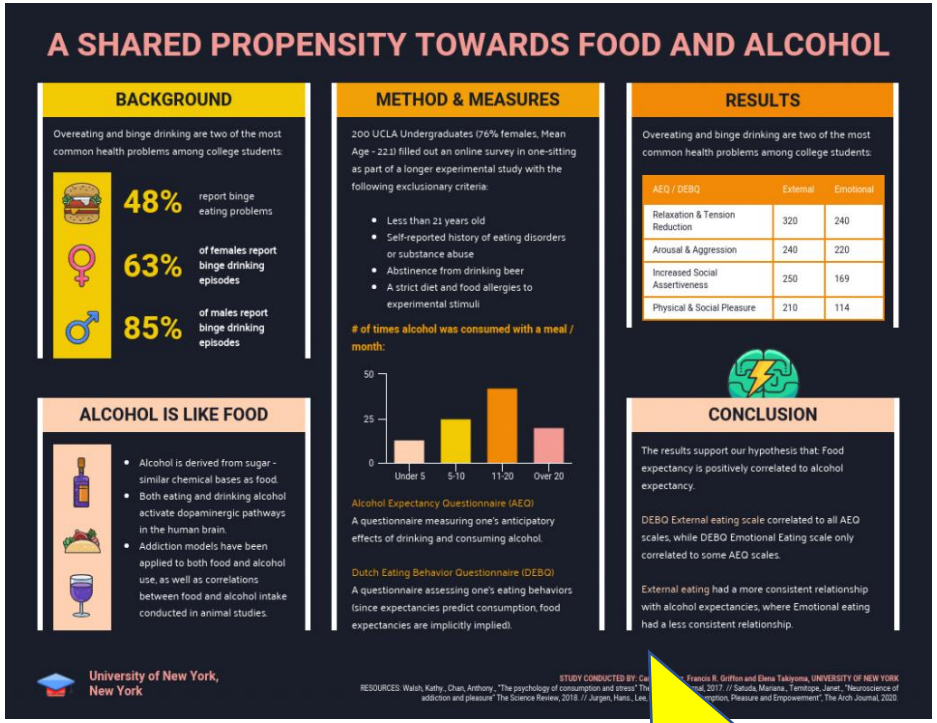
University of New York, New York

STUDY CONDUCTED BY: Carla Ramirez, Francis R. Griffon and Elena Takiyama, UNIVERSITY OF NEW YORK

RESOURCES: Walsh, Kathy. Chen, Anthony. "The psychology of consumption and stress" The Pearson Journal, 2017 // Saluda, Mariana., Tembope, Janet, "Neuroscience of addiction and pleasure" The Science Review, 2018. // Jurgen, Hans., Lee, Penelope, "Consumption, Pleasure and Empowerment", The Arch Journal, 2020.







Compare

Use of text / Colour

Figures, graphs, tables

Organization / Data

Visual impact

THE PLACEBO EFFECT

Do patients find expensive placebos more effective than cheap placebos?

PURPOSE OF THE EXPERIMENT

In what ways can fictitious costs impact the effectiveness of a placebo? To better understand how the 'placebo effect' takes place, we will provide placebos of different reported costs and measure their impact on the patients.

HYPOTHESIS

Providing placebos that are 'expensive' will amplify the placebo effect of actual placebos in patients.

METHOD

Participants
Participants suffering from Parkinson's Disease serve as placebo effect test subjects.

Method
Each participant receives an effective drug valued at $100 per dose and then motor function changes are measured. After each participant receives an effective drug said to be valued at $1500 per dose, then their motor functions are measured again.

CONCLUSION

While the degree of improvement in motor function for participants varied due to the administration of a $1500 placebo drug, all participants experienced improved motor functions. A higher cost for a placebo will improve patients' conditions even more.

The Massy Institute for Studies of Human Behavior

Study by Janelle Mauricio, Vanessa Garby, Shivinder Singh - The Massy Institute for Studies of Human Behavior // References: Kemputo, Odelle.. "The psychology of self-deception" The Anaptic Journal, 2017 // Setiadi, Evert., Temitope, Andrew.. "Neuroscience of Decision-Making" The Science Review, 2018 // Brahms, Hansen., Leigh, Anderson.. "The Need and Neurology for Happiness", The Arch Journal, 2020

The Placebo Effect: Are Expensive Placebos More Effective Than Cheap Placebos?

Purpose

In what ways can fictitious costs impact the effectiveness of a placebo? To better understand how the 'placebo effect' takes place, we will provide placebos of different reported costs and measure their impact on the patients.

Hypothesis

Providing placebos that are 'expensive' will amplify the placebo effect of actual placebos with participants.

Method

Participants suffering from Parkinson's Disease serve as placebo effect test subjects.

Each participant receives an effective drug valued at $100 per dose and then motor function changes are measured. After each participant receives an effective drug said to be valued at $1500 per dose, then their motor functions are measured again.

A comparison between motor function improvements following the administration of each placebo will help determine whether fictitious costs can influence the effectiveness of a placebo.

Results

The study found motor functions improve significantly more for participants following the administration of a reportedly $1500 placebo, compared to a reportedly $100 placebo.

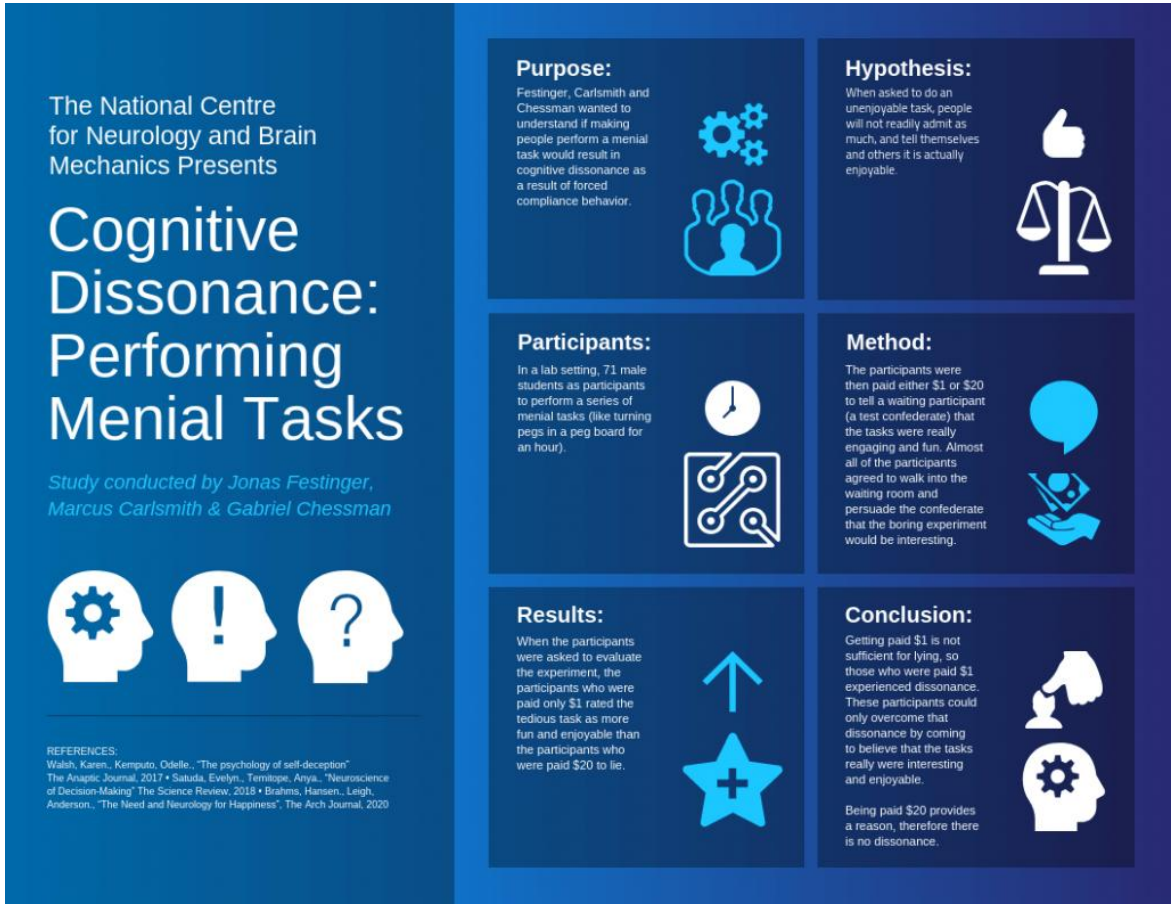
While the degree of improvement in motor function for participants varied due to the administration of a $1500 placebo drug, all participants experienced improved motor functions. A higher cost for a placebo will improve patients' conditions even more.

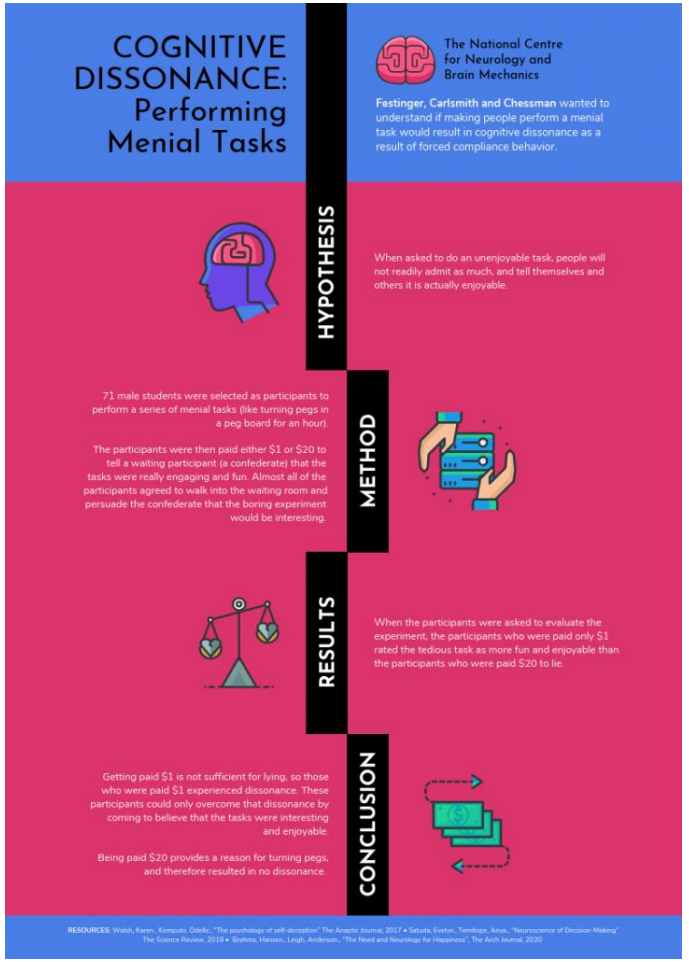
M.I.S.H.B

Study by Janelle Mauricio, Vanessa Garby, Shivinder Singh - The Massy I
References: Kemputo, Odelle.. "The psychology of self-deception" The Ana
Decision-Making" The Science Review, 2018 // Brahms, Hansen., Leigh, An

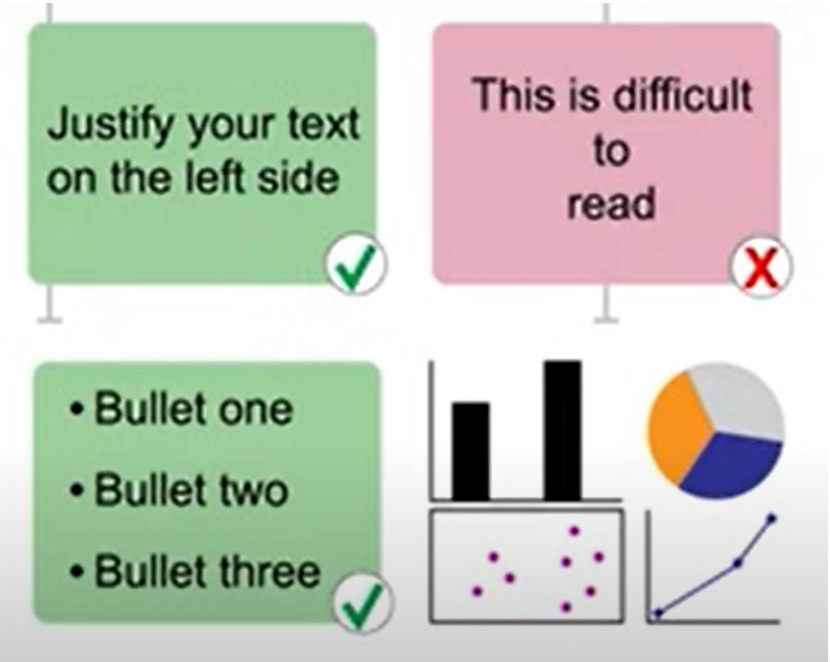
Compare
Use of text / Colour
Figures, graphs, tables
Organization / Data
Visual impact

Compare
Use of text / Colour
Figures, graphs, tables
Organization / Data
Visual impact

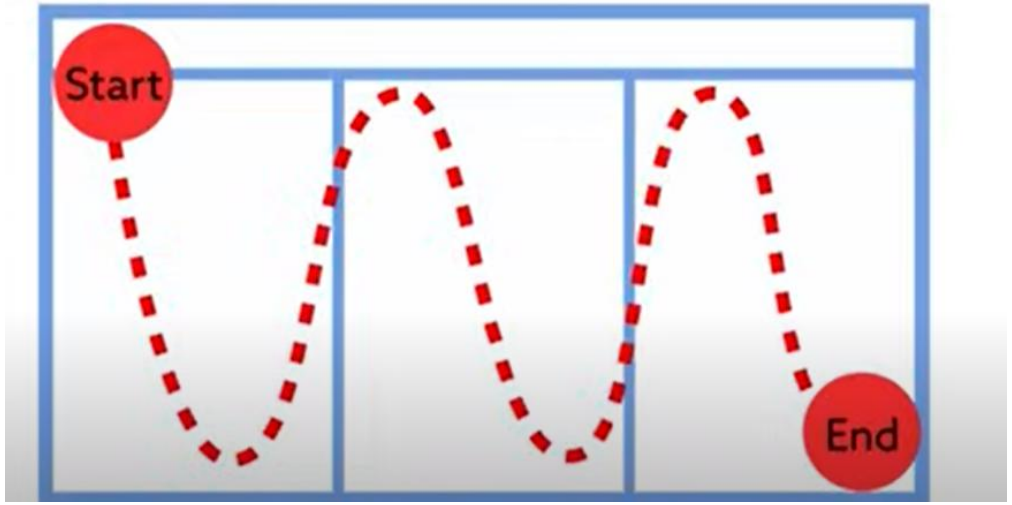




Bullet Points Justified Text

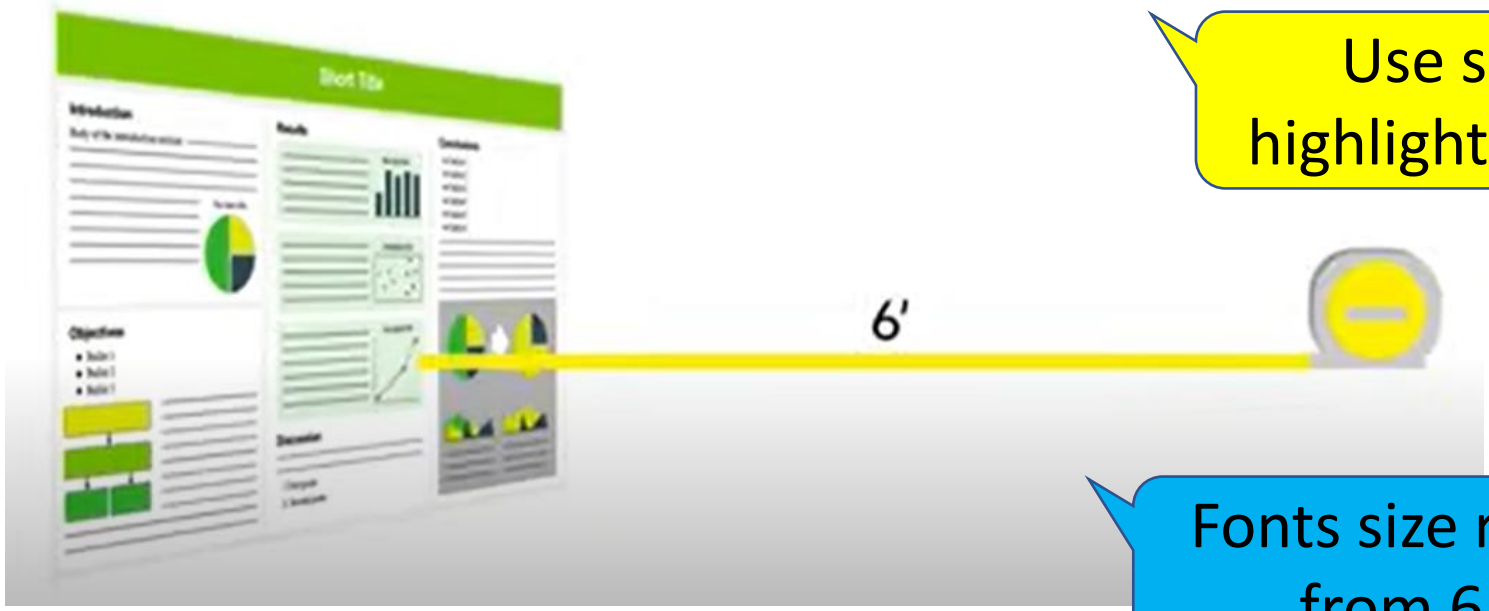


Tell a Story- left to right



Leave white space

Use space to highlight key points



Fonts size readable from 6 feet

No silly, unreadable fonts

Tahoma

Palatino

Cooper Black

Comic sans

Lucida Sans

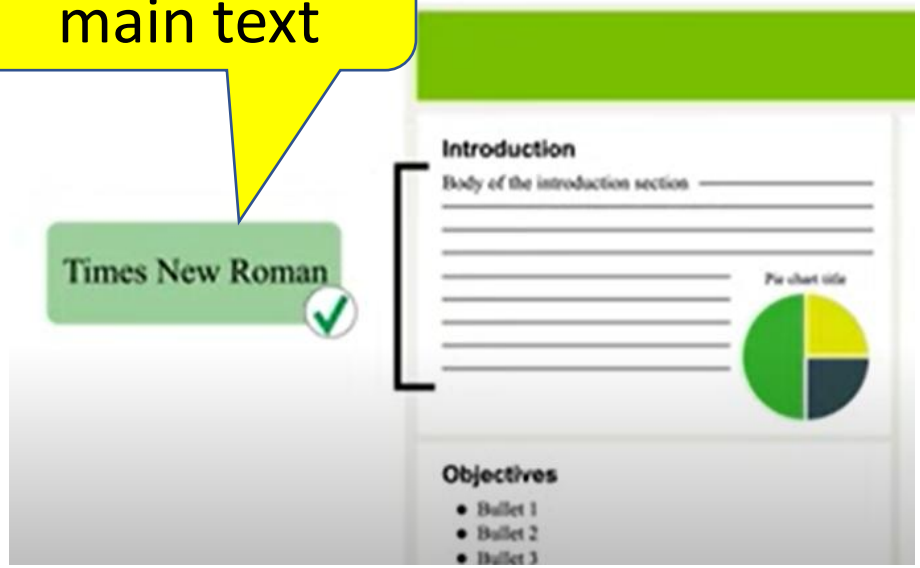
Cambria

Bookman Old Style

Georgia

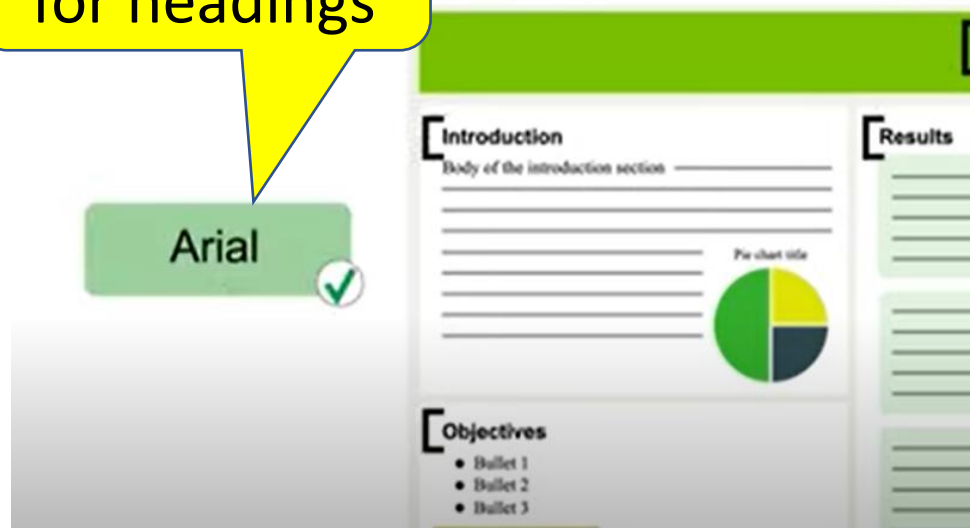
Serif font for main text

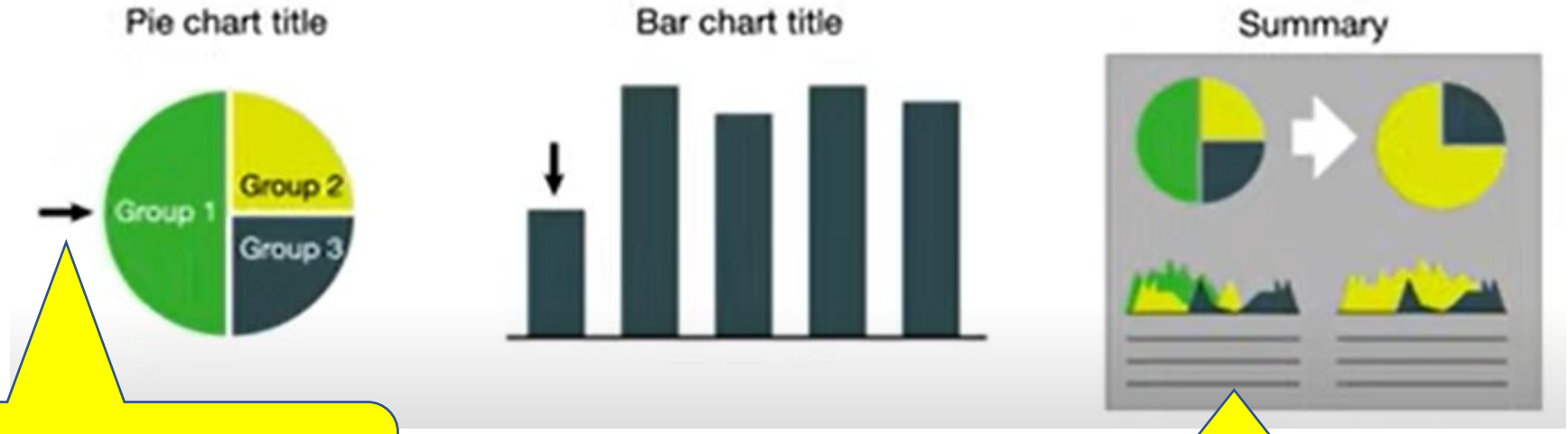
Times New Roman



Sans Serif font for headings

Arial





Arrows & simple labels on graphs

Summary graphs

Short, attention grabbing title

Area	Consider the following
Function of your poster	• Informative→ what does the audience already know? (too simple, easy, identify something new) • Technical analysis→ data amount and detail
Design	• Use good ready made templates, use a colour palette (colors that 'look good together') Choose a nice font; be consistent with font size and alignment; learn from someone who has a 'good eye' for design.
Structure	• Modify to a problem- solution if appropriate. The problem catches people's attention and then the 'solution' makes more sense
Order of information	• Think of the most logical order…..e.g. definition first…flow of ideas that can be easily followed by the eye
Text	• Use bullet points • Change sentence structure- avoid long sentences • Language accuracy- sentence and vocabulary • Don't hyphenate words
Images	• Are they necessary? Are they relevant? Are they well designed? • What exactly do they show? How do they link to the text?

PRESENTATION & VIDEO

3 Hand gestures

The ‘give’

The ‘show’

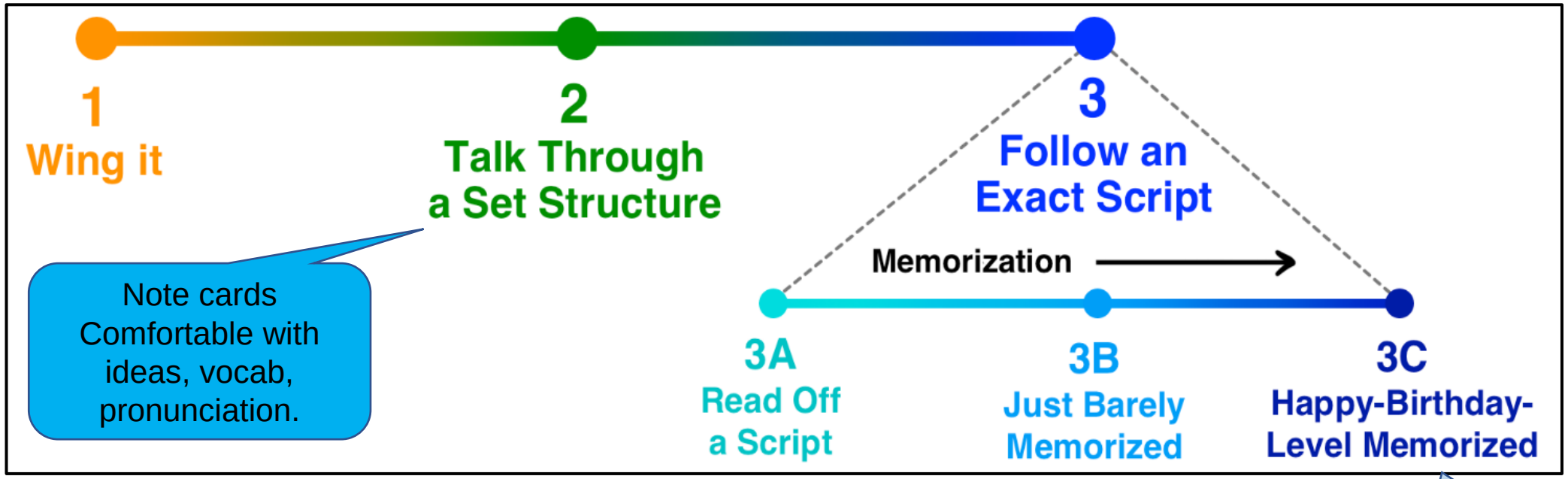
The ‘chop’

https://www.youtube.com/watch?v=cFLjudWTuGQ (6.20 – 10.30)

Palms up!

No finger pointing

Loosen up!



Note cards
Comfortable with ideas, vocab, pronunciation.

Problem- Safe but boring, robotic intonation, eye contact lost, **reciting not talking**

Audience reaction: I think I'll check my phone!

Problem: if using notes will have to look down at them. Mind focused on script and words not on the content. Loss of eye contact, **reciting, not communicating. Risky**

Audience reaction: I think I'll check my phone!

Script memorized cold- i.e. you don't have to consciously recall it

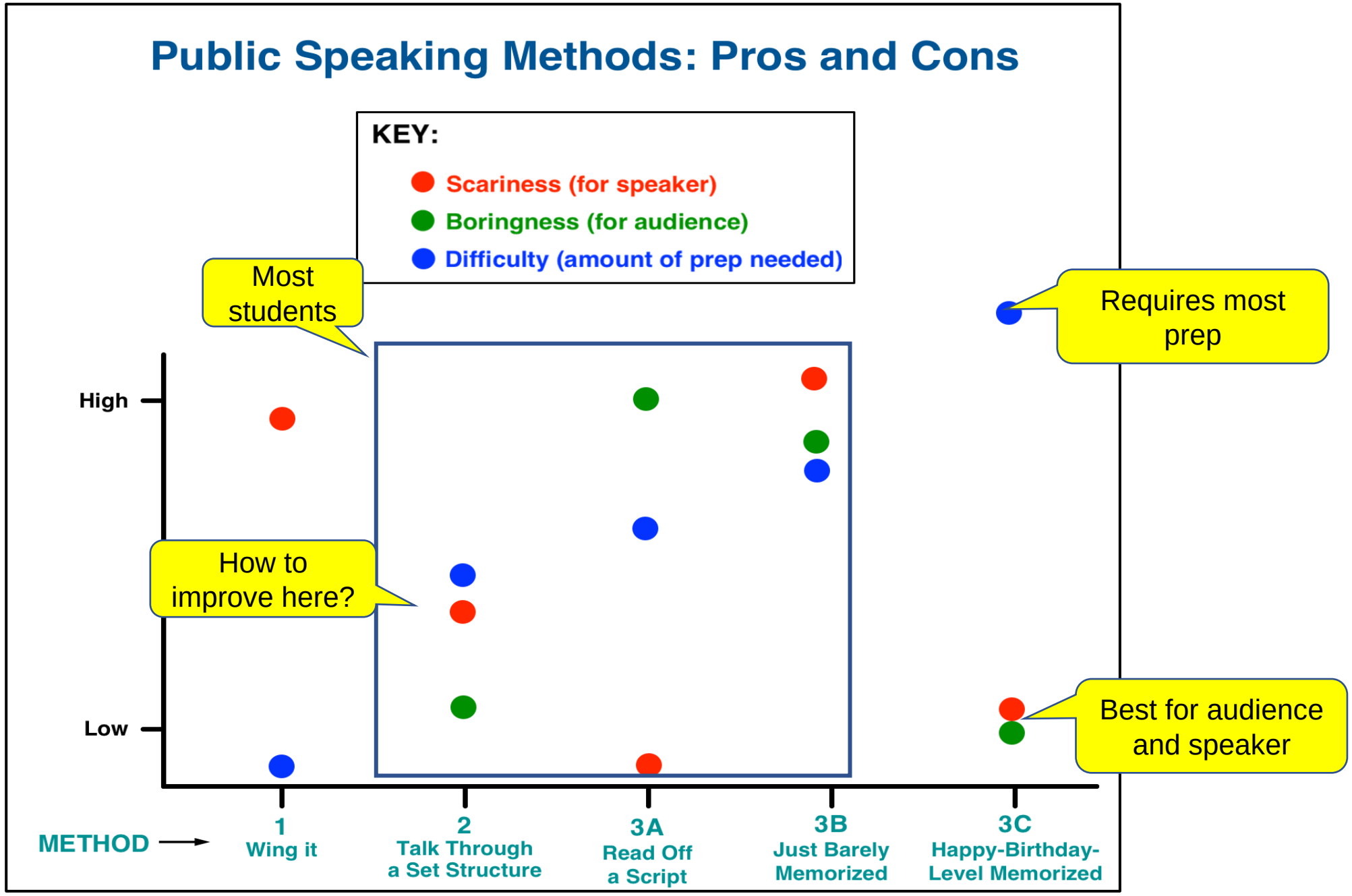
Conscious mind not try to remember the language or ideas, but is free to think-about the ideas, audience, eye contact etc.

The people at TED refer to two tests you need to pass to qualify as Happy-Birthday-level memorized:

1. If you record yourself saying the talk and play it back at 2x speed, can you say it out loud while it’s playing and stay *ahead* of the recording?

2. Can you recite the talk with no problem while simultaneously doing an unrelated task that requires attention, like following a recipe and measuring out the ingredients into a bowl?

Public Speaking Methods: Pros and Cons



Memorization method

	Read out loud from script	Recite without script
Sentence 1	3 times	3 times
Sentence 2	x 3	X 3
Sentences 3,4,5 etc		
Paragraph 2,3,4	Link paras together	Link paras together

- Speed and pausing
- Individual word pronunciation
- Difficult sounds
- Numbers, figures, percentages, acronyms
- Technical terminology
- Intonation of sentences
- Transition from sentence to sentence

- Voice Record and playback
- Video record and playback- feedback from a friend

Eye contact with screen
Notes, script location
Camera background and environment
One take / spliced sections

Good afternoon everyone and thanks for coming to my presentation. Today, I'm going to tell you about a very interesting development in the train industry- hydrogen powered trains. You may not have heard about these before, but within a few years they may become very common and change the face of our industry.

In my talk today, I'm going to outline the problem that hydrogen trains can help to overcome and then go on to look at the technology involved, and the advantages it has over diesel or electric trains. **I'll briefly outline** the business aspects of this development as well.

Ok, to being, here is a photo of a hydrogen-p train. As you can see, it looks very similar to an ordinary train. The main difference is in the power suppy. This one is called the iLint and is being developed b om. Currently Alstrom has orders for 60 hydrogen trains from German rail companies and has contracted to provide maintenance for 3 ill travel at around d140km/hour and will be able to travel 800km on a single tanks of hydrogen, carrying 300 passengers.

Structuring / signposting language

The reason for developing a hydrogen CO2 emissions from the train sector. In Germany, the target is to reduce CO2 by 40% by 2020 and to use 80% renewable energy by 20 hydrogen trains are an important part of reaching this aim.

Let me now turn to the technology and how it works. The basic fuel is hydrogen in a fuel cell which is used to generate electricity which powers the main engine. The only emissions are condensed water and steam. Thus, there are zero CO2 emissions in the train operation. Power which is not immediately used is stored in lithium ion batteries, and a converter is used to produced power for the air conditioning, doors, lights and digital displays. The power is managed by a smart power management system, and thus waste energy is minimized.

However, there is one major issue that needs to be considered and that is how hydrogen fuel is produced in the first place. It can be produced by electrolysis, which uses electricity to split water into hydrogen and oxygen, or chemically from natural gas by combining methane and high temperature steam. Both of these methods produce CO2 by the electricity they need. **But,** by using CO2 free wind power to produce electricity, which is then used to produce hydrogen, all CO2 emissions can be avoided.

Right, so we've looked at reasons for using hydrogen to drive trains and the technology behind it. **Now, let's turn our attention to** the business aspects of this development. So, what is the current state of play**? Well,** tests were carried out in 2017 and in early 2018, the first proper network trials will take place in Germany. **Currently** there are 4000 diesel trains running in Germany and Alstrom plans to replace many of these with hydrogen trains.

Another issue is the high cost of electrification of rail lines. In the Uk recently a number of planned electrification schemes were cancelled due to cost issues. **Thus** Alstrom predicts that there will be more demand for non-electric and non-diesel trains in the future. They are hoping that if their hydrogen trains prove to be cost effective and successful that they can supply trains to meet that demand.

OK, so that brings us to the end of my short talk. **I'd now like you to discuss** the following questions which I have prepared about the topic of greener trains in general, and more specifically about hydrogen trains. (612)

Introduce the topic

- *My name is … and I'm going to talk about …*
- *In this presentation, I will talk about/ outline / explain / go through / show*

Outlining

- *I will focus on*
- *Then I'll show*
- *Finally I'll highlight*

Sequencing/Ordering

- *firstly... secondly... thirdly…*
- *then... next... finally/lastly…*
- *let's start with...*
- *let's move/go on to...*
- *now we come to...*
- *that brings us to...*
- *let's leave that...*
- *that covers...*

Contradicting (*to say the opposite*)

- *In fact*
- *actually*

Summarizing

- *to sum up*
- *in brief*
- *in short*

Concluding

- *in conclusion*
- *to conclude*

Highlighting (*to stress*)

- *in particular*
- *especially*

Digressing (*to go off the point*)

- *by the way*
- *let's get back to...*

Giving reasons/causes

- *therefore*
- *so*
- *as a result*
- *that's why*

Contrasting (*difference*)

- *but*
- *however*

Comparing (*similar*)

- *similarly*
- *in the same way*

Giving examples

- *for example*
- *for instance*
- *such as*

Generalizing

- *usually*
- *generally*

Signalling the end

- *That brings me to the end of my presentation.*
- *That completes my presentation.*
- *Before I stop/finish, let me just say…*
- *That covers all I wanted to say today.*

Recommending

- *So, I would suggest that we…*
- *I'd like to propose…(more formal)*
- *In my opinion, the best solution is…*

Summarizing

- *Let me just run over the key points again.*
- *I'll briefly summarize the main issues.*
- *To sum up…*
- *Briefly…*

Closing

- *Thank you for your attention/time.*
- *Thank you for listening.*
- *I hope you will have gained an insight into…*

Concluding

- *As you can see, there are some very good reasons…*
- *In conclusion…*
- *I'd like to leave you with the following thought/idea.*

Inviting questions

- *I'd be glad to try and answer any questions.*
- *Does anyone have any questions?*

Tips for recording yourself reading your presentation.

- Type out parts (or all) of your presentation
- Separate them into lines, like above
- Practice reading at normal speed, focusing on individual sounds, intonation and rhythm.
- Practice difficult sounds or combinations of words again and again.
- Record yourself reading and listen to yourself to identify the problem words
- Come back a day later and record yourself again. By listening to your own voice you will become more aware of it and identify sounds or intonation that you need to work on. This will also help you with speed of delivery and pausing.
- Write down a list of individual words you find a bit tricky to pronounce and practice saying them individually- record yourself doing so.

  e.g. Technical words, words with many syllables, words with sounds which can be tricky for Chinese speakers.
- Write down small phrases or series of words that you find tricky. Record yourself saying them and listen back.

  Eg. Consonant cluster; phrases which are linked together; -ed endings; short words (prepositions)
- Send your sound file to a friend for them to listen and give feedback. And you do the same for them.

problem	cause	effect	solution
Speed of delivery too fast.	Nerves, over reliance on poorly memorized text, reciting not communicating. Conscious mind focusing on recitation, not on content or audience Poor rehearsal and timing planning Trying to cram in too many ideas; failure to identify essential info	Audience lost or lose interest and start thinking- I wonder if I have any Wechat messages Audience have to ‘work’ too hard to follow the talk and switch off	Either memorize to the ‘Happy Birthday’ level to free conscious mind to think about ideas, audience, eye contact. Improve selection of content. Plan and rehearse again and again for timing Use pausing to mark changes of points, sections- Count to 3 mentally before moving on. Record yourself

Poster Evaluation criteria

		Poor	Satisfactory	Good	Excellent
Marks		1	2	3	4
Q1	Was the poster followed the requirements on size and format, and can be read clearly using PPT full screen?	The poster has not met any of the requirements, or most of the contents could not be read clearly	The poster has met one requirement, and most of the contents could be read clearly	The poster has met both requirements and most of its contents could be read clearly	The poster has met both requirements and all contents could be read clearly
Q2	Was the poster of good quality and appropriate to the subject material?	The poster was of poor quality and/or not appropriate to the subject material	The poster was reasonably presented and appropriate albeit with some errors	The poster was of a good standard and appropriate and was clearly presented	The poster was of an excellent standard and was highly appropriate
Q3	Did the poster presentation delivery style inspire confidence?	The audience would have no confidence following the poster presentation due to poor communication and/or presentation style	Although improvements could have been made with regards to the poster presentation style, the audience would still have some confidence	The poster presentation was mostly clear and professional and as such the audience would have quite a lot of confidence	The poster presentation was of excellent quality and very professional and as such the audience would have full confidence
Q4	Was the message communicated to the audience	The audience could not follow the poster presentation and no key messages were retained	The messages were reasonably clear, but may not be retained	The key messages were generally well communicated and would be remembered	The key messages were clearly stated and understood by the audience and would be well retained
Q5	Were questions answered in an effective manner?	The presenter could not or would not answer questions	The answers to questions were acceptable	The answers to questions were good and appropriate	The answers to questions were of excellent quality and showed a detailed insight into the topic
Q6	Was the short presentation appropriate and correctly timed?	The talk was far too short or had to be stopped so as not to excessively exceed the time	The timing was acceptable, and the presentation was reasonably clear	The timing was good, and the presentation clearly explained the poster topic	The timing of the presentation and its content were excellent

Q & A

A: Reasons for choosing this application / topic / product.

- Where did the idea for your product come from?
- Is there a ‘gap’ in research or in the market that your product attempts to fill?
- Is your product ‘original’ or ‘novel’? In what ways?

B: Design process

- What was the easiest / most difficult part of the conceptualization and design process?
- What external support did you use during this research process- e.g. tutors, peers, friends, advisors etc.? What support did you get from them?
- Did you use AI to help you with your work? Which AI and how did you use it?
- What were the main study resources you used to learn about your topic for this research- e.g. textbooks, lecture or seminar notes and PPTS, online educational resources (videos, wikis, blogs, discussion forums etc.)? Can you recommend the best educational sources you found.
- How was the project work divided between team members? Did you have any team work problems?
- Did you encounter anything unexpected in your research or design process- i.e. quantitative or qualitative results or outcomes that were different from what you expected?
- If you were starting your design process again what would you do differently the 2nd time round and why?

C: Key terminology, concepts, ideas needed to understand your product / application.

- Explain 3 key terms / concepts that are important to your product / research.
- Why are they significant / relevant to your product research?

D: Detailed aspects of your software / product

- Describe the main features of your product and how they function in 1 minute / 3 minutes
- How well does your software actually work in practice? Does it have any limitations?
- How did you test your software? Describe the processes used.
- Highlight any of the key aspects of the written software: e.g. architecture, modularization, abstractions, naming conventions, layout, documentation

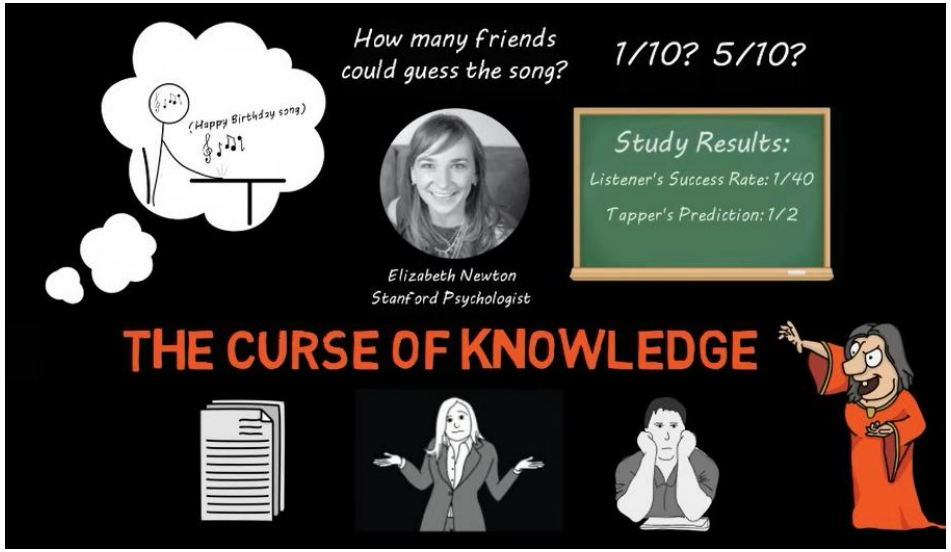
E: Linking this research / product to further work / external markets

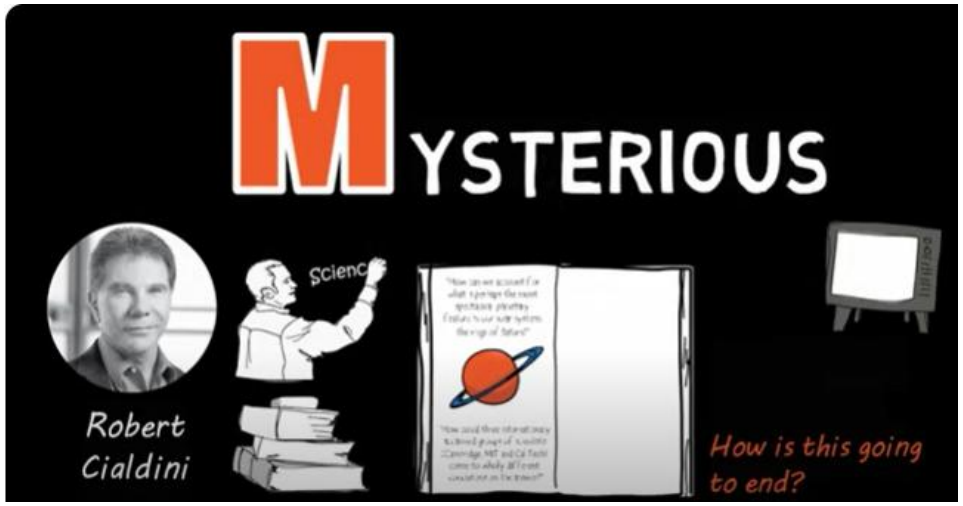
- Who would be interested in using your product? Other researchers, businesses, industry, universities, individuals? How could they use it?
- Does your product have wider applications in other fields? Which ones and how?
- Does your research have potential commercial applications? Have you researched the market in this area?

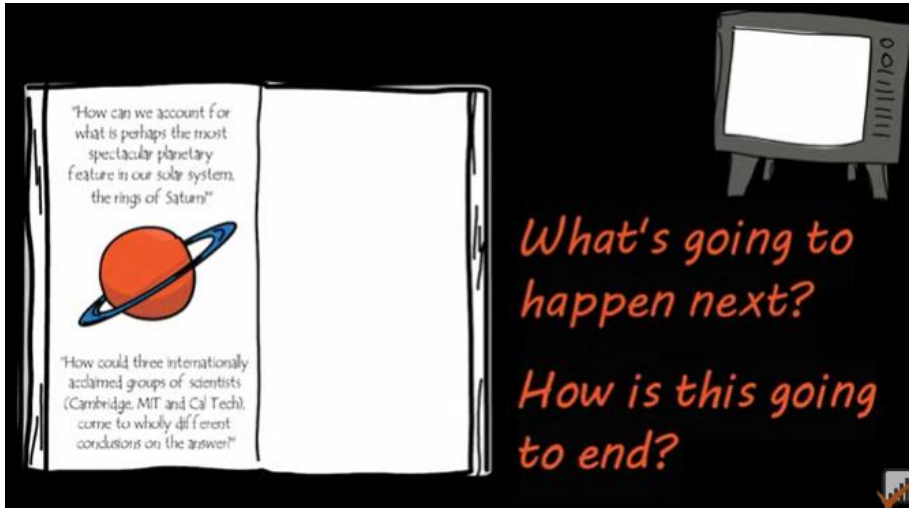
F: Problems in your work- A reviewer notices a problem in your work or asks you about choices you made. Can you think of examples of these choices from your work?

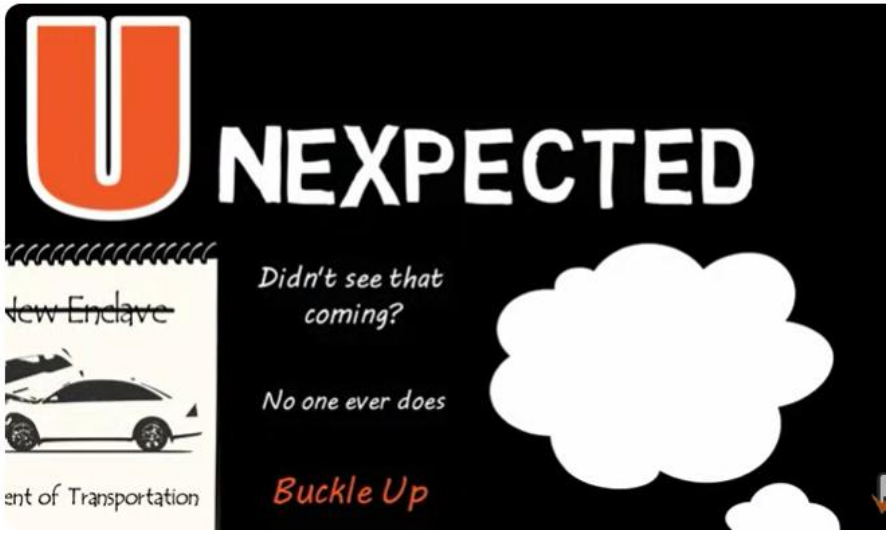
- You didn't do X or Y- why not?
- You didn't use X or Y- why not?
- Why didn't you use X instead of Y?
- Do you think X would have given you better results?

STICKY


How many friends could guess the song?
1/10? 5/10?
(Happy Birthday song)
Study Results:
Listener's Success Rate: 1/40
Tapper's Prediction: 1/2
Elizabeth Newton
Stanford Psychologist
THE CURSE OF KNOWLEDGE


MYSTERIOUS
Robert Cialdini
How is this going to end?


"How can we account for what is perhaps the most spectacular planetary feature in our solar system, the rings of Saturn?"
"How could three internationally acclaimed groups of scientists (Cambridge, MIT and Cal Tech), come to wholly different conclusions on the answer?"
What's going to happen next?
How is this going to end?

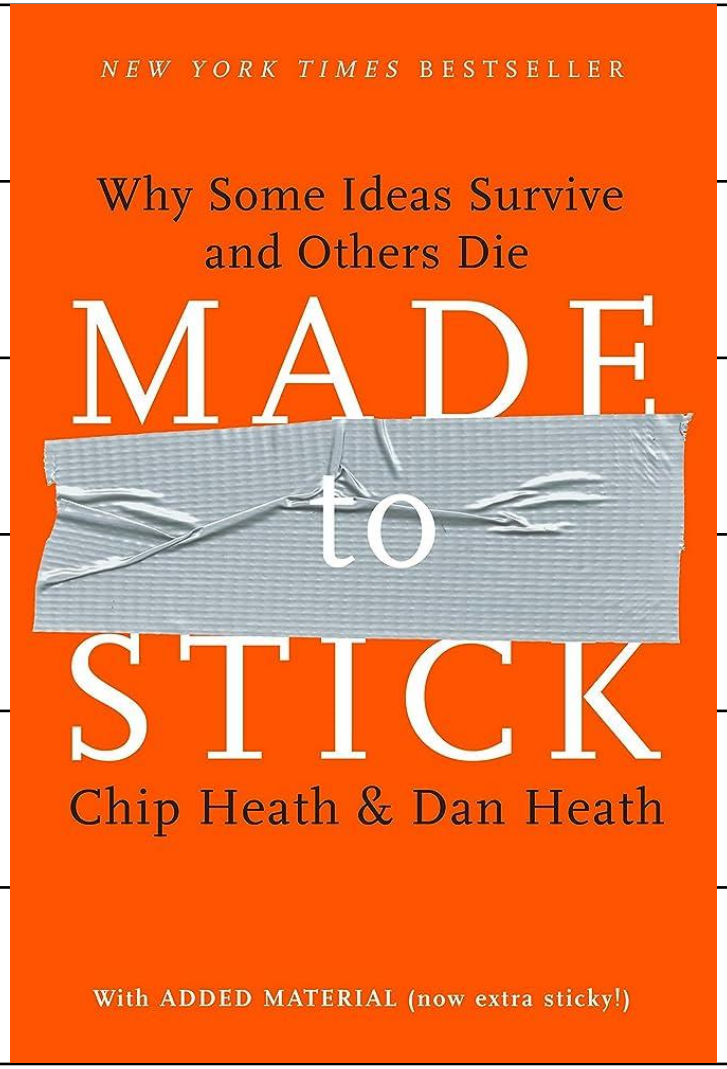

UNEXPECTED
Didn't see that coming?
No one ever does
Buckle Up


"What is my audience expecting to hear about this topic?"
"What would my audience find surprising or counterintuitive about this topic?"


PERSONAL STORY
Sequence
Struggle
Protagonist
Setting
3M
$1.14
?
$2.38
2004 STUDY
I care
They'll care
Introduce your idea with a personal story to elicit emotion

SUCCESs

S	Simple
U	Unexpected
C	Concrete
C	Credible
E	Emotional
Ss	Stories




© 2012 Melinda Walker ~ OneSquigglyLine.com
SIMPLE:
FIND THE CORE → PRIORATIZE
SHARE THE CORE → USE WHAT'S THERE
TELLS YOU WHAT TO SAY
UNDERSTANDABLE, MEMORABLE, AND EFFECTIVE IN CHANGING THOUGHT OR BEHAVIOR.
STICKY
UNEXPECTED:
GET ATTENTION- SURPRISE!
HOLD ATTENTION- INTEREST
BREAK THE PATTERN
MADE TO STICK
CHIP HEATH & DAN HEATH
RANDOM HOUSE ~ 2007
WHY SOME IDEAS SURVIVE & OTHERS DIE
THE VILLAIN
THE CURSE OF KNOWLEDGE!
I LOOK LIKE A FRIEND!
CREDIBLE:
HELP PEOPLE BELIEVE
EXTERNAL CREDIBILITY
INTERNAL CREDIBILITY
EMOTIONAL:
MAKE PEOPLE CARE
POWER OF ASSOCIATION
APPEAL TO SELF-INTEREST
APPEAL TO IDENTITY
SPEAK TO THE HEART
CHALLENGE CONNECTION CREATIVITY
CONCRETE:
HELP PEOPLE UNDERSTAND & REMEMBER
HELP PEOPLE COORDINATE
FIND COMMON GROUND
TALK ABOUT NOT DATA
SPEAK TO THE HEAD
STORIES:
GET PEOPLE TO ACT
TELL PEOPLE HOW TO ACT
GIVE PEOPLE ENERGY TO ACT
SIMULATE PROBLEMS TO SOLVE THEM
THINGS STICK WHEN PEOPLE...
PAY ATTENTION • UNDERSTAND & REMEMBER • CARE
BELIEVE & AGREE • ACT
STICKY = S.U.C.C.E.S.S
ALL 6 ARE NEEDED!!!

- **Simple:** Simplicity is achieved when an idea is stripped down to its core, to the most essential elements that make it work. Simple does not have to mean short (but it helps); what is important is that the single most important thing be highlighted.
- **Unexpected:** The best ideas represent a break from the everyday, the ordinary, the status quo. Once our attention is grabbed, sticky ideas refuse to let go, holding our interest by creating in us a need to discover the outcome, to see how things work.
- **Concrete:** We must present our ideas in term of sensory information. This is where most of the business communication goes awry. Speaking concretely is the only way to ensure that our idea means the same thing to everyone in the audience.
- **Credible:** Sticky ideas give us a reason to believe they're true (even when they're not). Statistics are useful, though they suffer from a lack of concreteness. Another source of credibility is personal experience. Ideas that can be put to question are more reliable.
- **Emotions:** Give your audience a reason to care about your idea. Sticky ideas resonate with us on a level below our immediate consciousness. Sticky ideas appeal to our wishes, desires, and hopes, and interlock with our image of ourselves. We are wired to feel things for people not for abstractions.
- **Stories:** Stories foster our imagination to widen our horizon of dwelling into different thoughts and feelings. Besides satisfying a number of the other principles of stickiness — offering surprises, concrete details, and emotional resonance — stories act as simulation chambers, allowing us to come to their morals on our own terms.