Guidelines and Resources for Presenting a Poster at a Professional Conference

A poster presentation is a way for you to communicate your work to an audience orally. Although your audience can read your poster, you should prepare an 'elevator talk' – if you ran into someone in an elevator, you could present your idea to them in under three minutes (it's a long elevator ride!). Although your paper should adhere to APA guidelines, you may bullet point your text where appropriate.

http://www.apastyle.org/learn/index.aspx

Here are great resources that not only show examples of posters, but include some useful tips. It is expected that you read this prior to designing your poster:

- 1. Cornell Center for Materials Research: http://www.cns.cornell.edu/documents/ ScientificPosters.pdf
- 2. Colin Purrington: http://colinpurrington.com/tips/academic/posterdesign
- 3. Sample psychology research posters: https://www.kimberleyduff.com/student-research
- 4. APA guidelines at the Western Psychological Association: http://westernpsych.org/poster-design/

Garr Reynolds at Presentation Zen has some of the best tips for preparing, displaying and communicating information. Please check out his website at http://www.garrreynolds.com/preso-tips/

Interested in what an actual conference poster session looks like, then check out these images of Cerritos College students presenting at past conferences, including sample posters:

https://www.kimberleyduff.com/student-research

Printing your poster:

For conference presentations, I've found that posterpresentations.com has some great free templates and offers competitive pricing. Fabric posters can be printed for even lower cost at https://www.spoonflower.com/

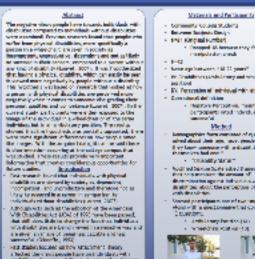
Poster boards are generally 48 inches high and 84 inches wide, you may have a poster that is 36 inches high and 56 inches wide.

Sample posters for guidance (see kimberleyduff.com for additional examples)



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How Instructor Attire, Body Language, and Verbal Habits Impact Student Learning

Debra Bragg, Gioria Avalos, Leslie Flores, Liliana Montes, Yaritza de la Mora, Tina Stokes Cerritos College



ABSTRACT

The effort of instructor strire, body language, and use of filler words The effect of instructor strice, body language, and use of filter wools were evaluated in the way those effectors affected student perceptions of the student's ability hums. Romanch studies conducted by Cars, Lavin, & Davies, (2005) and Schachary, Christonetick, Rovins, & Bilton, (1997) were used to determine the perceptions of students in the classroom. Student achievement improved when instructors were business or business cassed striry, when body language communicand confidence and authority, and the use of filter works was revolded. Prior research by Bennet. (2005), chows if instructors were body language in correct and effective ways, this will not only increase students' instruct in traching material but she help them comprehend the language correctly and effectively. In order to evaluate the validity of the hypothesis, perticipants in this study were shown two videous, mer with professional characteristics or one with unprofessional characteristics. characteristics, to determine the impact of instructor characteristic on learning, followed by a questionnaire. The hypothesis for this study was supported by the significant results analyzed using an ANOVA test.

INTRODUCTION

- Researchers were interested in the idea that an instruction' characteristics, professional or unprofessional could have an impact on a student's ability to learn effectively.
- It was predicted that the professional characteristics, attire, body language, and lack of verbal disfluencies, of an instructor would
- language, and lack of vorbal distfluencies, of an instructor would have a positive impact on a students ability to learn.

 The current hypothesis was based on previous experiences and research that suggested that learning increased whon a instructor had professional characteristics compared with instructors with suppreficulence characteristics. (Cent. Device & Levier, 2000)
 Prior research by Benzer (2013), from an instructory point of view, also demonstrated that professional characteristics were nor effective in promoting student learning.

OBJECTIVES

- To determine whether an instructors attire, body language, and speech disfluencies had an impact on student learning.
- It was hypothesized that the more professional the instructor, the more students were shilt to learn.
- It was hypothesized that the more unprofessional an instructo characteristics wore, the loss effective the instructor was in a classroom setting.

MICTHOOS

- . Age ranges from 18 to 35
- 44 females and 28 males



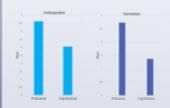


- - Independent variable Professional Video (well dressed, good body language, clear speech) "locturing" in a classroom.
- ional Video (casually dressed, poor body language, speech disfluencies) "locturing" in a classroom. Dependent variable
- Satisfactory or Usualisfactory or

Procedures

· Participants were shown a Professional or Unprofessional video Participants comploud the Study Questionnaire which included 3 Manipulation check questions.

- RESULTS and DESCUSSION Results were obtained using an ANOVA test
- · Significant satisfactory results were shown for professionalism
- F(1,72)=2.18, p+000
- Significant differences were seen between satisfactory Od+4.62. SD=0.6() and unsatisfactory mean results (M=3.05, SD= 0.96)



- The hypothesis was supported, this study showed that the professional attime, body language, and verbal habits of an institution has a satisfacture; impact on student licerning. Future studies can be modified to evaluate the different simulation of professional Augustiansiand Augustiansian Augustiansian Augustiansiand Augustiansian Augustian Augustian
- The results of this study clearly illustrate the imporours characteristics on their student's ability to learn.