

Quality Summit 6 Poster Presentation Tips

FORMATTING

- For PowerPoint – 36” x 48” display
 - Use IES Branded Template
- Wording
 - Don’t overwhelm the reader with too much information
 - Use phrases instead of sentences as much as possible
 - Use bullets
 - Use appropriate grammar and spelling
 - Use active, not passive, verbs
- Avoid visual chaos that distracts the reader (e.g., numerous jagged edges, various-sized boxes and font sizes, gratuitous images)
- Provide visual cues to guide readers through your poster
- Use large enough print, graphs, charts, or designs to be read easily from a distance of at least 5 feet
- Fonts
 - Do not use ALL CAPS
 - Don’t mix a large number of fonts. Instead, make the headings/title a sans serif font (e.g., Arial, Helvetica) and the body text a serif font (e.g., Palatino, Times New Roman)
 - Note: Serif fonts are easier to read, especially at smaller font sizes
 - Use common fonts (e.g., Times New Roman, Arial) because you may not know which fonts will be on the computer that is used to print your poster
 - All type should be a **minimum** font size of 18 – preferably bigger
 - Font at the same level (e.g., heading, first level bullet) should be the same size and type throughout the poster
 - For example, if you make a slide heading 42 point Arial Black font, then all slide headings should be the same. Similarly, if you make the text for a first level bullet 32 point, Times New Roman, then all the other first level bullets should be the same
- Try to consolidate as much information as possible.
 - For example, if all of the authors of the presentation are from the same department and/or university, then there is no need to list it separately for each author. Just list it once
- If separate analyses found similar results, then try to consolidate the results into a table or concise summary of results.

SECTIONS OF THE POSTER

Heading

- Title of the poster
- Authors of the poster
- Title, major/department, and institution of the authors

Introduction

- Abstract (optional)
- Justification/Rationale – Why did you do this study? Who could benefit from the results?
 - Invest time in explaining a compelling reason for the study rather than just showing past literature that found similar results.
- Purpose – Exactly what did you do?
- Null or alternative hypotheses – If you are making a predication, then you should present the alternative hypotheses. If there is no previous research or theory on the topic, then use null hypotheses. Note: If the study is exploratory, then you may want to provide research questions.

Methodology

- Sample characteristics
 - Sample size
 - Gender
 - Age range and mean (or median if the age is skewed)
 - Ethnicity
- Any other characteristics that may be of interest to the study or viewer/reader
- Procedures – How were the data collected?
- Variables and measurement – How were the variables operationally defined?
- List variable, scale, number of items, response choices, and reliability (if applicable)

Results

- Analyses – briefly provide the rationale for the analyses conducted
- Findings – provide the findings in easy-to-read table(s) or concise bullets

Discussion – identify the most interesting findings and provide an explanation/rationale.

- Why did this study get the results? Is it similar to past research? Can theory explain the findings? Is there something about this data collection that made the results different?

Limitations (optional)

Implications

- Implications for practice – How can the findings help others (e.g., practitioners, educators, policy makers)?
- Implications for research – Based on the results and/or limitations of this study, what should future studies in this area do?

Acknowledgments

- Briefly and succinctly acknowledge the following:
 - Individuals who assisted with the project/poster (e.g., statistical advice, critique of poster, fieldwork/lab help);
 - Funding sources; and/or
 - Conflicts of interest