Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Designing Posters

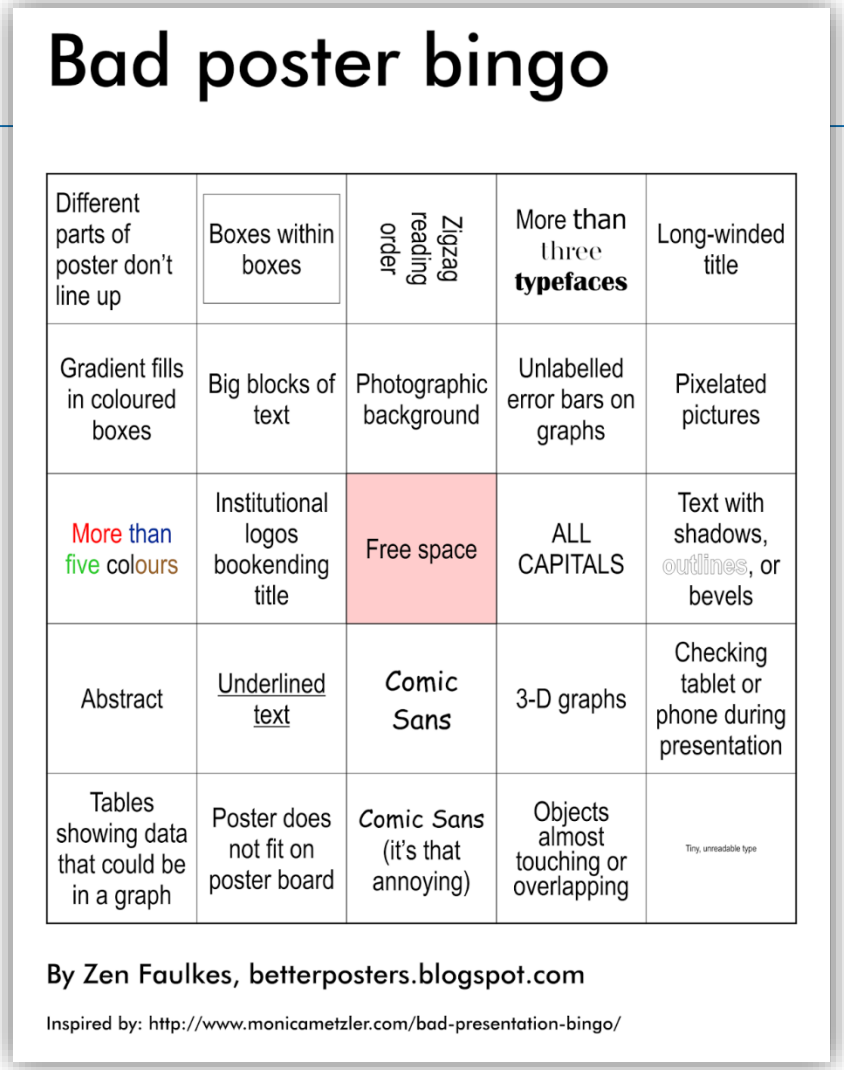
TIDI Development Research Week

Derina Johnson
PhD Candidate, School of Social Work and Social Policy
DSAI Steering Committee Postgraduate Representative

Date 1st November 2017

Today

- Core components
- Presenting research with clarity, confidence and conciseness.



Bad poster bingo

Different parts of poster don't line up	Boxes within boxes	Zigzag reading order	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 logos bookending title	Free space	ALL CAPITALS	Text with shadows, outlines, or bevels
Abstract	Underlined text	Comic Sans	3-D graphs	Checking 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	Tiny, unreadable type

By Zen Faulkes, betterposters.blogspot.com

Inspired by: http://www.monicametzler.com/bad-presentation-bingo/

A poster…

- Represents you
- (can) have immediate impact and draw further interest
- Helps you connect with people with similar focus and reach a broader audience
- Facilitates one-to-one conversations
- Is visible throughout conference
- Is easily shared – Twitter, Facebook

Derina Johnson – johnsode@tcd.ie

First steps

- Are you provided with guidelines?
  - Size, orientation

DSAI Conference:

Accepted posters must be prepared in portrait format and designed for printing in A1 size (594mm wide x 841 mm high). For guidance on developing posters see some examples here: http://guides.nyu.edu/posters; http://colinpurrington.com/tips/poster-design;

http://www.slideshare.net/LAICDG/laura-connaughton-poster-presentations-that-get-noticed-cdg-agm-2015

DSAI will print the accepted posters and set up the display. Therefore, submitting authors are not required to bring a printed poster to the conference.

Posters will be displayed in various locations around the conference venue and authors will be encouraged to stand near by their posters at break times. At least one author of each accepted poster must attend the conference.

Layout

- Trinity Identity

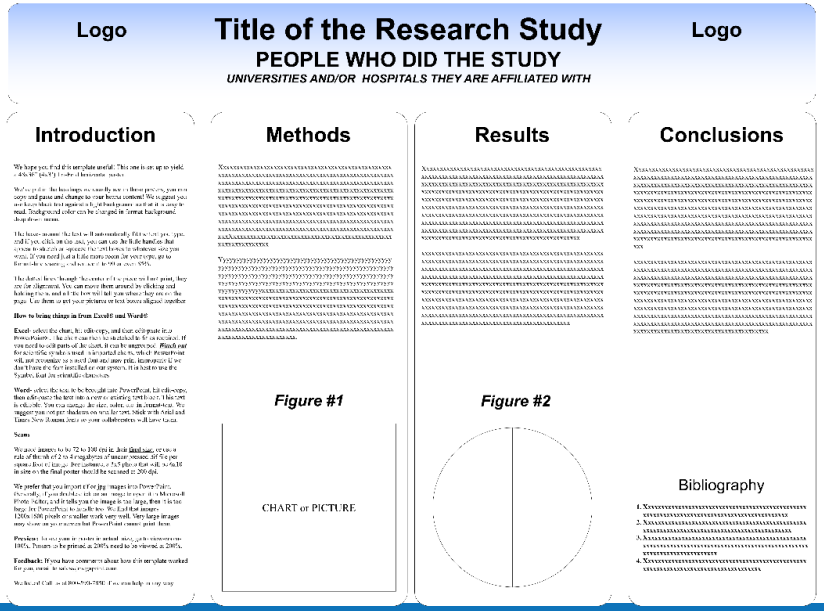
  "The Trinity logo should always appear in the top left-hand corner of documents, and should not be centred. The shield should be used together with the text as a full logo and the shield should never be used on its own. The logos should not be edited or amended in any way and a 3 cm space should be allowed around the logo in all directions with no other text appearing."

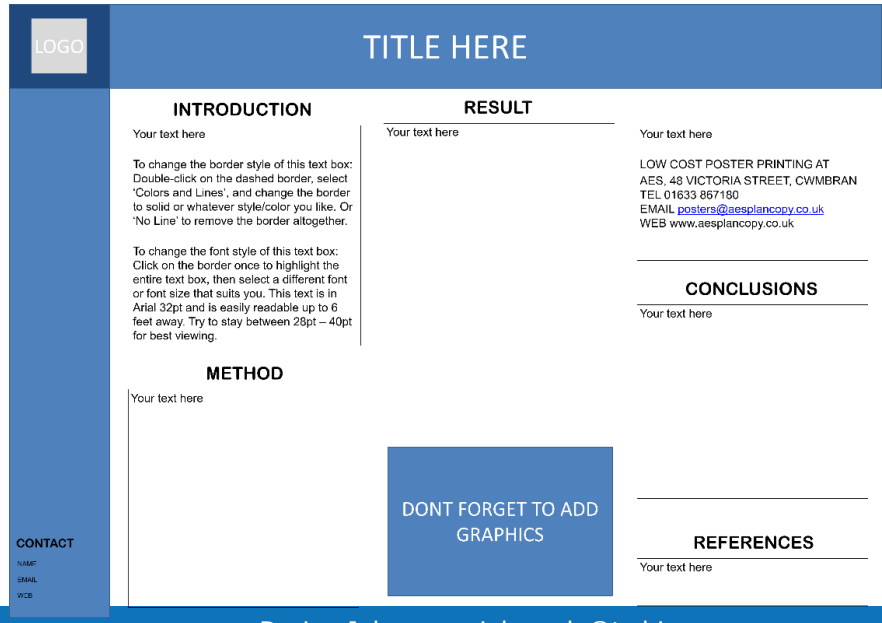
- https://www.tcd.ie/local/identity/logo-downloads/
- https://www.tcd.ie/local/identity/powerpoint/

Derina Johnson – johnsode@tcd.ie

What programme?

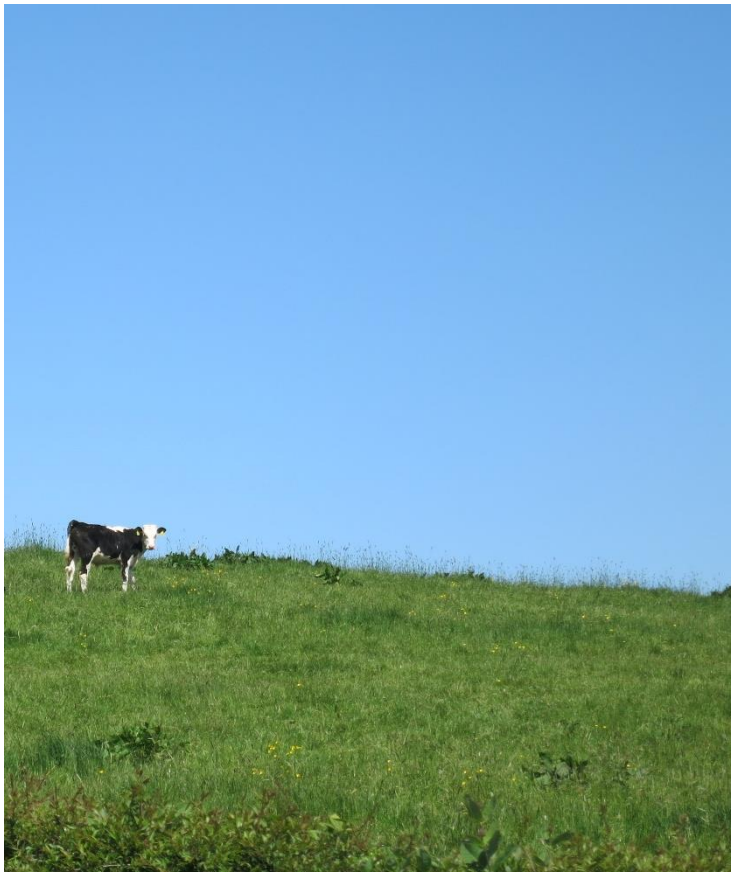
- PowerPoint: Simple and straightforward.
- Photoshop, Illustrator: More options and more complicated
- Many templates online. Play around with a couple
  - e.g. https://www.genigraphics.com/templates





How to make your poster work for you

- Colour
- Font
- Size
- Logical flow
- Use of negative space ----->>>>>>>



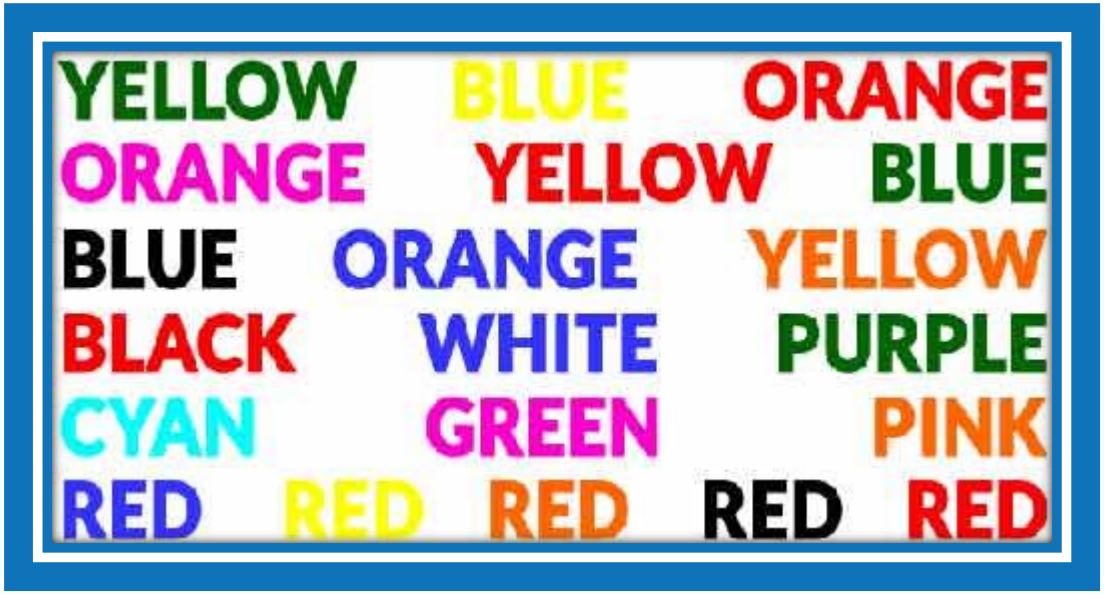
Derina Johnson – johnsode@tcd.ie

Colour

- Dark lettering on light background Light on dark background is tiring

  Light lettering on light background is hard to read

- Colour theme – 2-3 colours only - Trinity blue (eye dropper)



Derina Johnson – johnsode@tcd.ie

Font

- Main points need to be able to be read by 1 – 1.5m away
  - **Title:** 72-120 (Do you want it to be read from the other side of the room?)
  - **Subtitle:** 48-80 (To be read by someone passing by)
  - **Section Headers:** 36-72 (Drawing them in…)
  - **Body Text:** 24-48 (Readers)
- Sans-serif fonts for the title, subtitle, and headers: Helvetica, Arial, Calibri, Trebuchet, Tahoma, Verdana
- Serif fonts for text: Times New Roman
- Minimise use of underlines, *italics*, and **bold**

Derina Johnson – johnsode@tcd.ie

Logical Layout

- People read left to right
- If you put things in random places
- Things can get confusing

- Readers need to be able to quickly work out how to move through the poster
- 800-1000 words with white space between sentences
- Justified

Cramping your paragraph makes it hard to follow and doesn't encourage the reader to read on, no matter how compelling your poster about whether cats are a solid or a fluid, or maybe both.

Derina Johnson – johnsode@tcd.ie

What to include?

- Target audience
- Useful tables, graphs, pictures
- Summary NOT thesis… bullet points
- **Title**: Short & eye-catching
- **Authors & Affiliations**: Supervisor & funder
- **Contact details**
- **Your photo?**
- Typical Sections:
  - Aim, Rationale, Abstract, Context, Methodology, Findings, Implications, Conclusion, References

Derina Johnson – johnsode@tcd.ie

Content: What is the punchline?

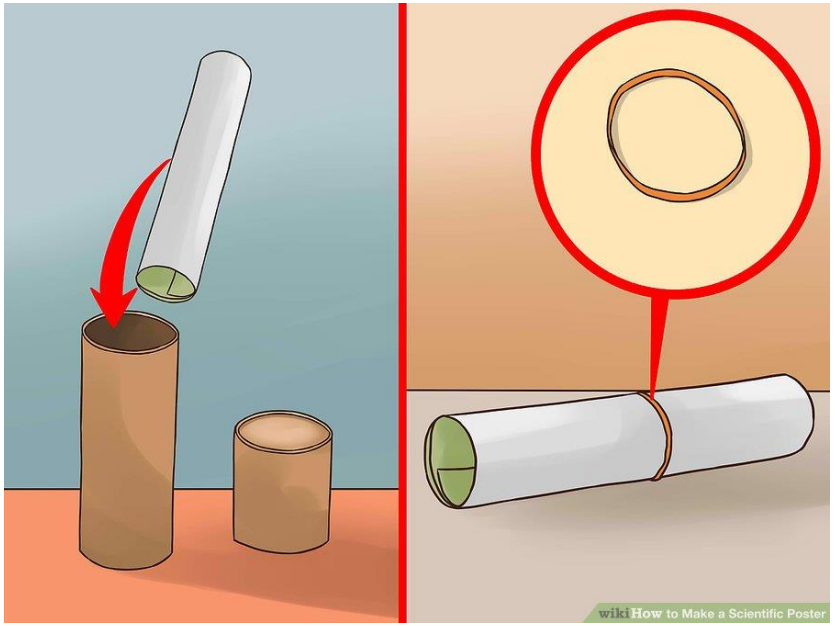
Your Poster. So much detail. It looks interesting, innovative and informative….

- Direct reader's eye to main message.
- Rationale, results, implications, conclusion, methodology…
  - What do you want your take home message to be?

Derina Johnson – johnsode@tcd.ie

Extra materials

- Provide people with an A4 or A5 Handout
  - Summary of the poster
  - Contact details
- Bring pen and paper to jot down feedback
- Bring business cards (if you don't have handouts)
- Poster storage – get a cardboard tube



Derina Johnson – johnsode@tcd.ie

Random additional tip

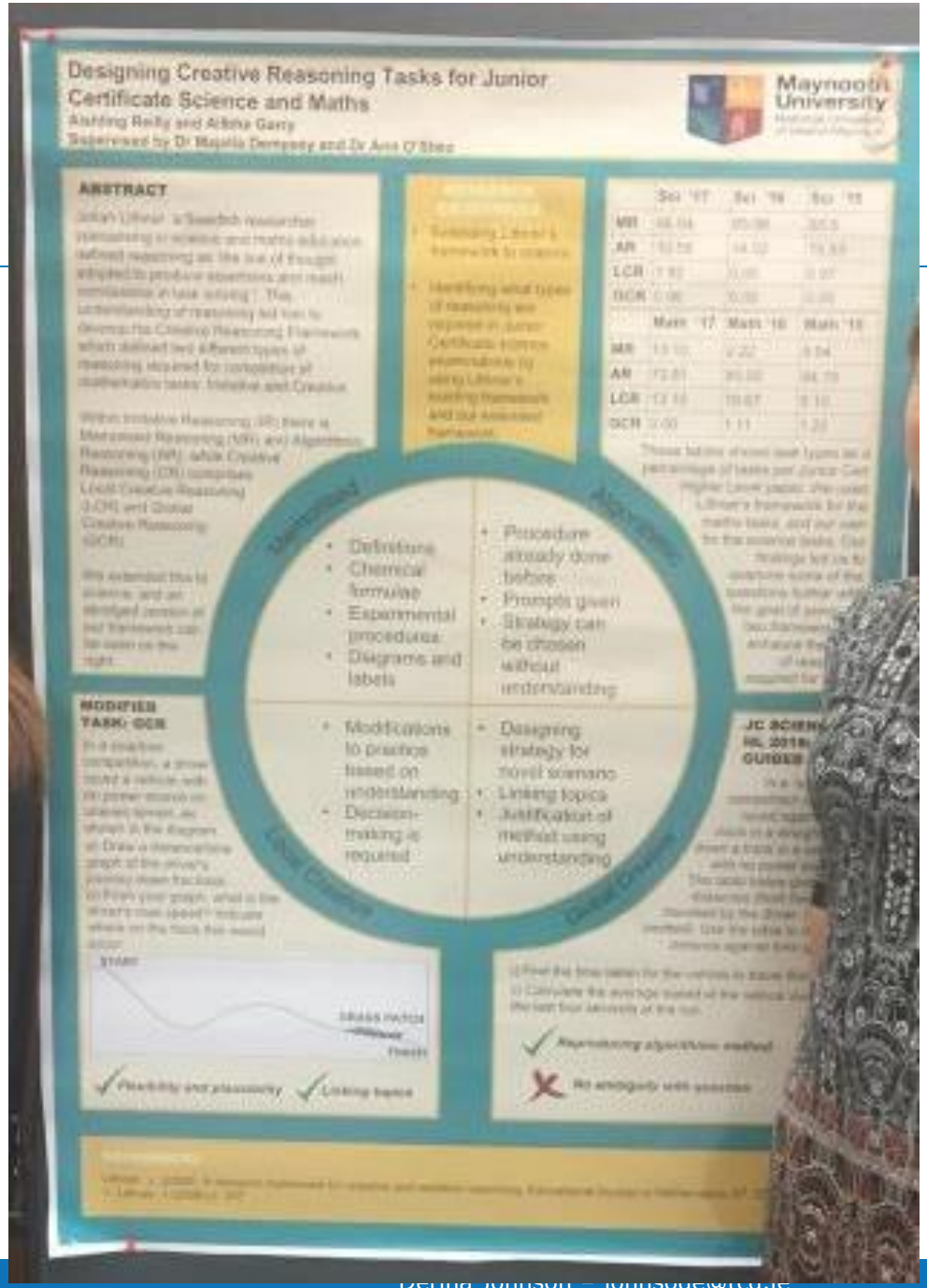
- Coordinate attire with your poster presentation – may get more attention according to this study:

http://www.cmaj.ca/content/169/12/1291.full.pdf+html

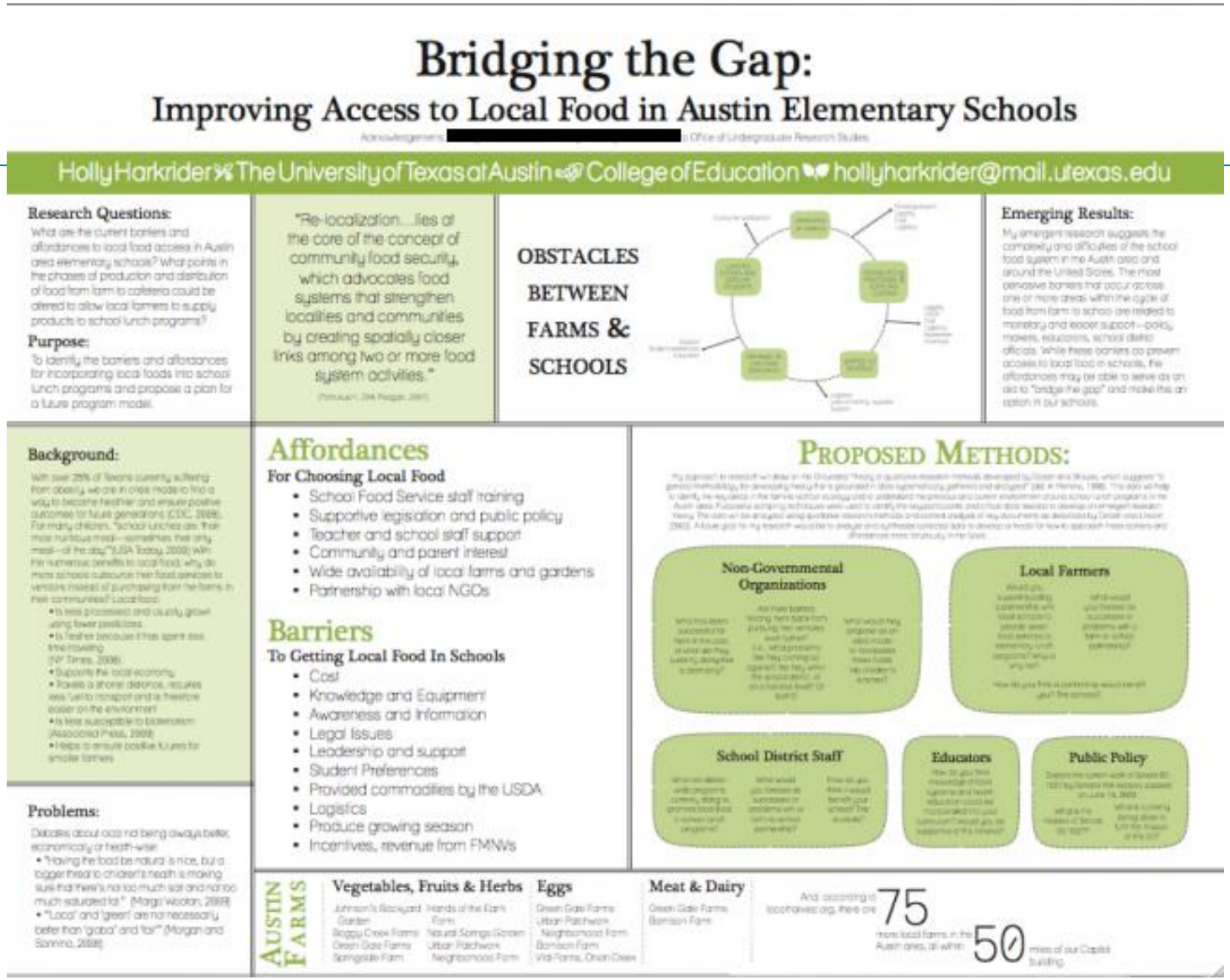
Derina Johnson – johnsode@tcd.ie

A0 – Size matters

- Aesthetics, content, accuracy, organisation and clarity (& oral explanation)
- This is larger than DSAI dimensions… can hold more information



Derma Johnson – johnsode@tcd.ie


Bridging the Gap:
Improving Access to Local Food in Austin Elementary Schools
Holly Harkrider The University of Texas at Austin College of Education hollyharkrider@mail.utexas.edu
Research Questions:
Purpose:
"Re-localization....lies at the core of the concept of community food security, which advocates food systems that strengthen localities and communities by creating spatially closer links among two or more food system activities."
OBSTACLES BETWEEN FARMS & SCHOOLS
Emerging Results:
Background:
Problems:
Affordances
For Choosing Local Food
School Food Service staff training
Supportive legislation and public policy
Teacher and school staff support
Community and parent interest
Wide availability of local farms and gardens
Partnership with local NGOs
Barriers
To Getting Local Food In Schools
Cost
Knowledge and Equipment
Awareness and Information
Legal Issues
Leadership and support
Student Preferences
Provided commodities by the USDA
Logistics
Produce growing season
Incentives, revenue from FMNVs
PROPOSED METHODS:
Non-Governmental Organizations
Local Farmers
School District Staff
Educators
Public Policy
AUSTIN FARMS
Vegetables, Fruits & Herbs
Eggs
Meat & Dairy
75
50

Information-seeking behaviour in people with lung cancer and the World Wide Web: Does Dr Google promote early help seeking?

Julia Mueller[1], Professor Chris Todd[1], Dr Simon Harper[2], and Dr Caroline Jay[2]

[1]School of Nursing, Midwifery and Social Work, University of Manchester [2]School of Computer Science, University of Manchester

1. Background

Lung cancer has the lowest survival rates among common cancer types. In the UK, approximately 40,000 people die of lung cancer every year. Patients frequently present at a late stage after having had symptoms for several months ("patient delay"). Given the increasing volume of health information online, the Web could be a key factor influencing individuals' decisions to seek medical advice.

2. Aim

This study aimed to explore the role of lay information sources (with focus on the Web) in help-seeking behaviour of individuals with lung cancer prior to diagnosis.

Do individuals affected by lung cancer or their friends / family research symptoms online?

3. Methods

Sample: Patients recently (≤ 6 months) diagnosed with lung cancer from 2 clinical sites in England.

Data collection

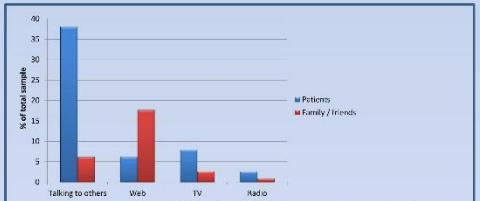
1. A survey to assess the use of lay information sources for symptom evaluation prior to diagnosis.
2. Semi-structured interviews with a purposive sub-sample of patients and their family / friends.

Data analysis: Survey data is analysed quantitatively to establish the proportion of the sample using various lay information sources. Interview data is analysed qualitatively using Framework Analysis (FA) to develop a theoretical framework of themes, sub themes and how they relate. FA is a flexible, pragmatic approach with straightforward and transparent methods.

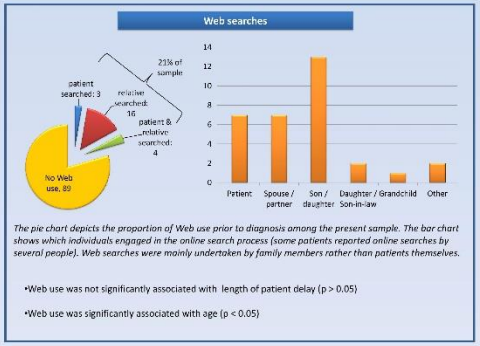
4. Results

4.1. Survey results

Participants	
Sample size	113
Age	66.6 ± 8.9 years; 42-87 years
Sex	m = 49, f = 64
Smoking status	3 never smokers, 25 current smokers, 78 former smokers (7 missing)



Percentage of the sample reporting use of different lay health information sources either themselves or by family members / friends. Based on patient self-reports. Patients mainly evaluated their symptoms by talking to others (family and friends).

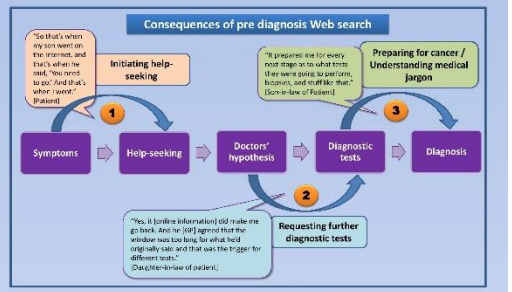


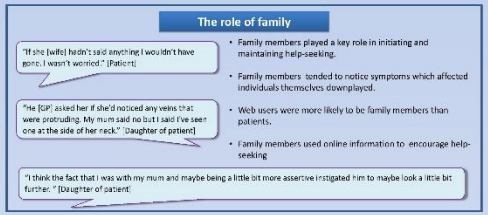
The pie chart depicts the proportion of Web use prior to diagnosis among the present sample. The bar chart shows which individuals engaged in the online search process (some patients reported online searches by several people). Web searches were mainly undertaken by family members rather than patients themselves.

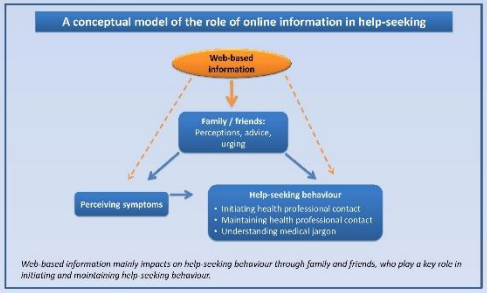
- Web use was not significantly associated with length of patient delay ($p > 0.05$)
- Web use was significantly associated with age ($p < 0.05$)

4.2. Interview results

- 24 interviews (10 with patients, 7 with relatives, 7 with patients and relatives)







Web-based information mainly impacts on help-seeking behaviour through family and friends, who play a key role in initiating and maintaining help-seeking behaviour.

5. Conclusions & Future Plans

While affected individuals are unlikely to research their symptoms online themselves, they tend to discuss their symptoms with family and friends, who in turn use the Web to appraise symptoms. Accessing appropriate information at this stage could be crucial for timely help-seeking, and for maintaining contact with health professionals.

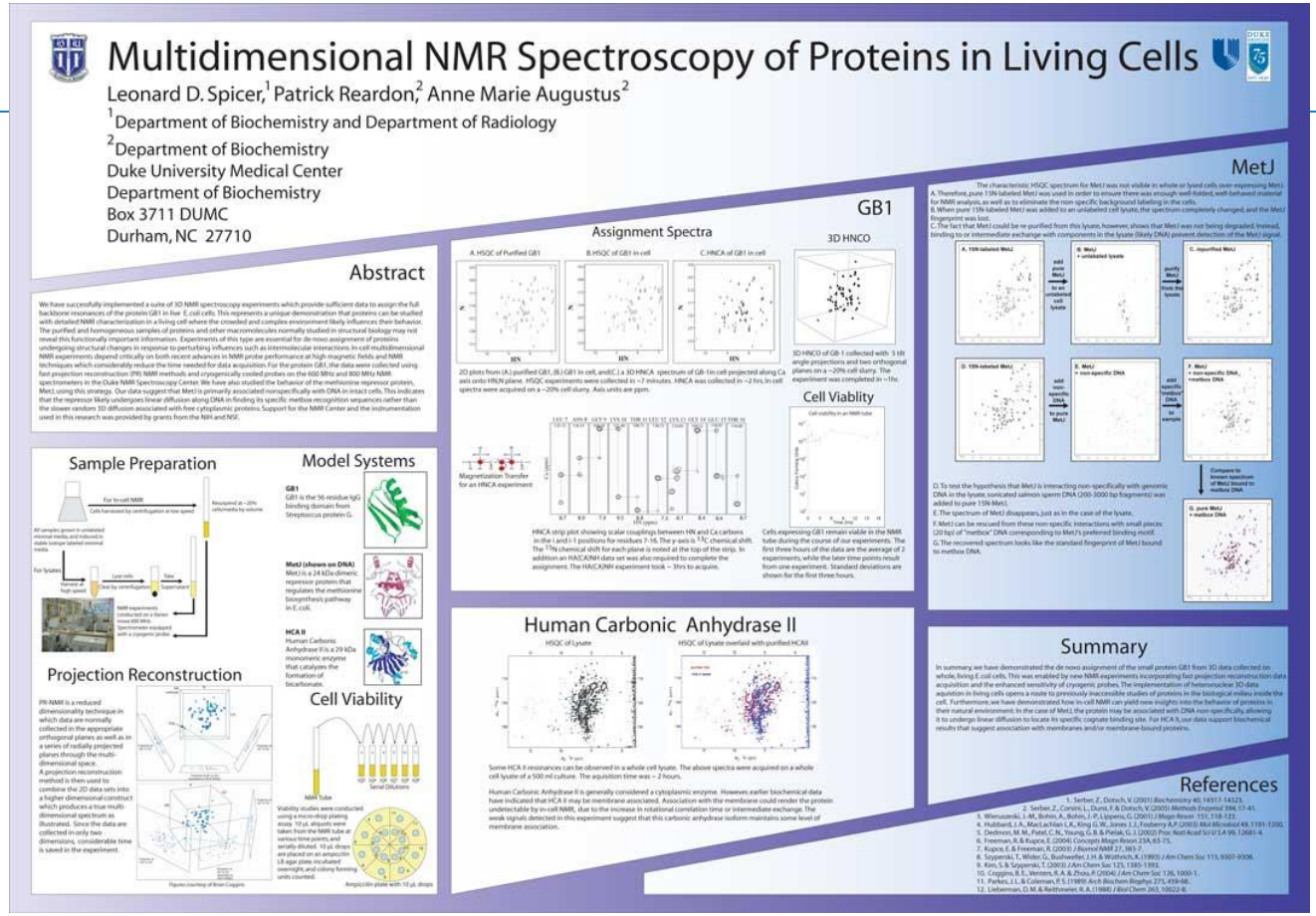
Based on findings from this study, we plan to develop and evaluate an online behaviour change intervention based on psychological theory to trigger early help-seeking among those experiencing lung cancer symptoms.

Trinity College Dublin, Th… n – johnsode@tcd.ie

- Very fussy and word heavy
- Poor choice of graphics, too many colours
- Text boxes don't line up > distracting

www.colinpurrington.com

- Clean design
- Appropriate graphics
- Note: large title



Derina Johnson – johnsode@tcd.ie

- Very hard to read!
- Too much text

https://www.makesigns.com/tutorials/poster-design-layout.aspx

- Lovely colour scheme
- Probably not Powerpoint though!
- Background graphic a little distracting perhaps?

A0 Size

Insecure Lives, Uncertain Futures

A case study of undocumented and displaced young migrants from Myanmar negotiating education and work in northwest Thailand

Derina Johnson, PhD Candidate **Professor Robbie Gilligan** (Supervisor)

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy
children's research centre

Abstract

Lack of documentation shapes young migrants' **lives, undermines human rights** and restricts access to education, health and justice, exacerbating poverty.

This is the harsh reality faced by **young people born to undocumented migrant parents**, or who as children cross borders by irregular migratory channels **to escape extreme poverty and humanitarian crises.**

While a **growing global phenomenon**, particularly in non-western contexts, **empirical and theoretical understanding of these lived realities** predominately relates to western contexts, leaving **non-western voices unheard.**

Adopting a **bottom-up, person-centred approach,** this **qualitative case study** seeks to uncover these **under-represented realities.** In the context of the **Thailand-Myanmar border,** generations of young migrants are growing up **undocumented, displaced and marginalised,** with restricted education and livelihoods, **echoing similar realities globally.**

With relevance to both international policy and programming, findings not only offers new insights into the **lived realities of young undocumented migrants in non-western contexts,** but also important theoretical understanding concerning **agency and adaptation within extreme adversity.**

Context

Myanmar (Burma)
- Decades of instability, military dictatorship and economic destitution

Thailand
- Host to millions of Myanmar migrants/refugees
- Restrictive immigration laws consider most as 'illegal aliens'

Uncertain Current Political Context

Study Site: Mae Sot
- Bustling border town, northwest Thailand
- Main entry point from Myanmar, home to hundreds of thousands of migrants
- Precarious immigration documentation increases vulnerability to exploitation, abuse and poverty

Background

LACK OF DOCUMENTATION

- Desperation and poverty frequently demands borders to be crossed by irregular migratory channels, resulting in a lack of appropriate immigration documentation
- Young lives become defined by daily fear of arrest, vulnerability to extortion, exploitation, and abuse

"They are not Thai or Burmese, so even though they **really try hard for their future** it is not effective for them as **they don't have any documents**"
(Key Informant, Sept 2014)

PROTRACTED DISPLACEMENT

- Two-thirds of displaced populations spend on average 20 years in 'virtual limbo'
- Over 15 million 10 to 24 year olds are displaced globally, spending their formative development years in social marginalisation

"It can **be traumatic to feel like you don't belong**, but it can also be traumatic to feel like you belong to some **place that will never have you.**"
(Key Informant, Sept 2014)

LIVED EXPERIENCE: EDUCATION & WORK PATHWAYS

- Long-term value of schooling is undermined by acute and immediate poverty and the restrictive labour market realities of undocumented migrant populations
- As these two key routes out of poverty are blocked so too are young migrants' hopes of a future without poverty and insecurity

"Officially, the Thai government allow the people to work, **not to learn**"
(Key Informant, Sept 2014)

COPING & RESOURCES

- Growing up in this 'clandestine existence', fear and isolation remain also concealed, and mental and emotional health overwhelmed
- However, flexibility, agency—albeit 'ambiguous' or 'constrained'—as well as extraordinary resilience is frequently observed
- Social capital and connections can play vital determining roles in young people's coping with insecure, uncertain futures These insights are critical to understanding how to support young people in such adversity.

"We survive, **we still survive**"
(Key Informant, Sept 2014)

NON-WESTERN CONTEXT

- 80% displaced people reside in non-western contexts
- Research predominately focuses on western contexts, leaving disparity in knowledge and understanding of the realities of growing up in adversity and poverty in non-western world contexts

Central Research Question

How do young men and women, growing up undocumented and displaced in non-western world contexts, understand and negotiate their precarious status, particularly in relation to their education and work pathways?

Method

THEORETICAL AND METHODOLOGICAL FRAMEWORK

- Social constructionism provides theoretical 'scaffolding'
- Qualitative case study gives in-depth detailed descriptions and enriches the reader's 'vicarious experience'
- Grounded theory methods support a systematic approach to data collection and analysis
- Reflexivity strengthens rigour, integrity and validity
- Dual-Site Ethics Process (TCD & Mae Sot Migrant Community Ethics Board)

DATA COLLECTION PROCESS

Phase 1
- September 2014 (complete)
- 20 Key Informant interviews

Phase 2
- June - December 2015 (in progress)
- Extended, immersed data collection
- In-depth semi-structured interviews + visual prompts
- 30-35 undocumented men & women aged 18-25

Phase 3
- November 2016 (anticipated)
- Validation & Member Checking

FOR FURTHER INFORMATION

Derina Johnson - johnsode@tcd.ie
Professor Robbie Gilligan - robbie.gilligan@tcd.ie

KEY REFERENCES

1. Cassiello, T. M. (2011). *Small dreams beyond reach: the lives of migrant children and youth along the borders of China, Myanmar, and Thailand*. Save the Children, U.K.
2. Chatty, D., & Mansour, N. (2011). Displaced Iraqis: Predicaments and Perceptions in Exile in the Middle East. *Refuge: Canada's Journal on Refugees*, *28*(1), 97-107.
3. Clark-Kazak, C. (2014): "'A refugee is someone who refused to be oppressed': Self-Survival Strategies of Congolese Young People in Uganda. *Stability: International Journal of Security and Development*, *3*(1), 13. doi:http://doi.org/10.5334/sta.dj
4. Evans, R., Lo Forte, C., & Mckelvie Fraser, E. (2013). UNHCR's Engagement with Displaced Youth. A Global Review. Geneva: UNHCR.
5. Gonzales, R. G. (2011). Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood. *American Sociological Review*, *76*(4), 602-619. doi:10.1177/0003122411411901
6. O'Connell Davidson, J., & Farrow, C. (2007). *Child Migration and the Construction of Vulnerability*. Save The Children Sweden, University of Nottingham.
7. Petchot, K. (2014). The Right to Education for Migrant Children in Thailand: Liminal Legality and the Educational Experience of Migrant Children in Samut Sakhon. In T.-D. Truong, D. Gasper, J. Handmaker, & S. I. Bergh (Eds.), *Migration, Gender and Social Justice: Perspectives on Human Insecurity. Hexagon Series on Human and Environmental Security and Peace* (Vol. 9). Berlin, Heidelberg: Springer. doi:10.1007/978-3-642-28012-2_17
8. Sigona, N. (2012). "I have too much baggage": the impacts of legal status on the social worlds of irregular migrants. *Social Anthropology*, *20*(1), 50-65. doi:10.1111/j.1469-8676.2011.00191.x
9. Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.
10. Ungar, M. (2008). Resilience across Cultures. *British Journal of Social Work*, *38*, 218-235. doi:10.1093/bjsw/bcl343

A1 size

"I am a girl so I cannot go anywhere"

Gender differences in managing life as a young 'illegal migrant' on the Thailand-Myanmar (Burma) border

Derina Johnson, PhD Candidate **Professor Robbie Gilligan**, Supervisor

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

children's research centre

Young Lives Adolescence, Youth & Gender Conference, Oxford 8-9 Sept, 2016

Context

Myanmar (Burma)
- Decades of instability, military dictatorship & economic destitution

Ongoing Uncertain Political Contexts

Thailand
- Host to millions of Myanmar migrants & refugees
- Restrictive immigration laws consider most 'illegal aliens'; little access to permanent residency or citizenship

Study Site: Mae Sot
- Bustling border town, northwest Thailand
- Main entry point from Myanmar, home to hundreds of thousands of 'illegal' migrants
- History of fluidity between Mae Sot migrant community & refugee camp 57km north
- Widespread vulnerability to exploitation, abuse & poverty

Background

The findings presented in this poster are part of a **wider PhD research study** - a **qualitative case study** exploring the **perspectives and experiences of undocumented & displaced youth** growing up on the **Thailand-Myanmar border.**

This poster discusses the **gendered risks & strategies** associated with **'illegal' migrant status** in the narratives of **undocumented young women.**

Despite the **majority of irregular migration and displacement** occurring in **non-western contexts**, these **realities** are often **underrepresented and hidden** as studies in the area typically explore western contexts.

The PhD study takes a **bottom-up, person-centred approach** to reveal these hidden **realities**, offering important insights into **youth agency and adaptation** amid complex contexts of **adversity and poverty** in **non-western contexts.**

Research on being 'illegal'

Growing up 'illegal'

- Undocumented migrant youth grow up as "illegal aliens" in their country of birth or where they've lived since childhood

→ Daily fear of detention; restricted mobility & access to education & secure work, healthcare, justice & social opportunities *(De Genova, 2005; Gonzales, 2011; Petchot, 2014; Suárez-Orozco et al., 2011)*

Growing up displaced & 'out of place'

- Distinctions between 'political' & 'economic' refugees, 'forced' & 'voluntary' migrants become blurred within realities of escaping violence & extreme poverty

→ Over 15m 10-24 year olds displaced globally spend their youth in the 'virtual limbo' of refugee camps & urban marginalisation *(Chatty & Mansour, 2011; Milner & Loescher, 2011; Pollock, 2011)*

Gendered implications

- Gendered implications of 'illegal' status & displacement incl.: educational pathways; available work & associated risks; vulnerabilities to abuse; social isolation; healthcare & justice *(Bloch et al, 2009; Caouette, 2001; Jacobsen & Nichols, 2011; Menjívar, 2006; Sciortino & Punpuing, 2009; Sigona, 2012)*

Female gender & 'ambiguous agency'

- Undocumented young women demonstrate 'ambiguous agency', their agentic actions situated within layers of social & cultural power relations & coercion *(Arnold, 2015; Willen, 2007)*

Full detailed reference list available

Methodology

- **Qualitative, bottom-up, person-centred case study**
- **Social constructionism provides 'theoretical scaffolding'**
- **Dual-Site Ethics Process (TCD & Mae Sot Migrant Community Ethics Board)**

FIELDWORK
- **Phase 1:** 20 Key Informant interviews (Sept 2014)
- **Phase 2:** 44 in-depth semi-structured interviews utilising visual prompts with young men & women,18-25, recruited from migrant communities, refugee camp & regional Thai university (June 2015 – April 2016)

CURRENT PHASE
- Analysis - initial and focused coding & memo writing
- Ongoing literature review

Emerging Findings - Key Themes

'Illegal' status heightens vulnerabilities of undocumented young women & perpetuates poverty

Physical vulnerability

- Young undocumented women are aware of their physical vulnerability and their lack of recourse to justice in Thailand

"I am a girl so I cannot go anywhere. For boys, wherever they go, they have freedom. For girls, (we're) afraid to go this place that place – if we meet bad people, it's not good" (WW, 18)

"It's not safe to go out... This is not our own country" (CC, 21)

"It's like living in the prison sometimes" (TH, 18)

Physical vulnerability & poverty

- Poverty & lack of secure work in refugee camps & migrant communities lead young women to risk being trafficked to Bangkok. Both en route & alone in the city, their vulnerability is stark

"I was scared... If I said anything I would die so I wouldn't complain about anything. I just followed" (SM, 21)

Social isolation

- Young undocumented women are often trapped in the home as families fear for their daughters' safety and to protect them from being 'ruined'
- This isolation restricts access to key social connections & Thai language skills critical informal pathways to educational & work opportunities

"Mother doesn't let me go anywhere as I am a girl...I just stay home. I cannot (practice) speaking" (WW, 18)

Social pressure of marriage

- Perceived vulnerabilities & social stigma associated with separated, undocumented young women can lead to early marriages

"I didn't have parents, and there was no one who I could depend on... As a girl, it was not appropriate to stay alone (=single). I was afraid that it would become chaos..., so (I) decided it would be better to get married." (TM, 24)

Unplanned pregnancies

- Married at a young age, lack of access to reproductive health education & healthcare result in unplanned pregnancies

"It (just) happened. I was taking pills but it got wrong. Actually we were not planning on having a baby yet." (TT, 18)

Black market medical treatments

- Language issues & perceptions of discrimination & poor treatment in Thai hospitals can lead undocumented young women to seek alternate treatments, such as risky black market methods

"Someone told me to go to the hospital to check my uterus, but they said nothing happened. When I came back I took the 'hnit-qwe seiq'" ('two cup medicine' = a large dose of multiple random 'cure all' medications, obtained from the market) (ZZ, 20)

Parenting and poverty

- Having children at a young age perpetuates future uncertainty & the cycle of poverty

"I had to face difficulties for getting married early and having children. Financial problems." (TM, 24)

"I save, I do it for my daughter, so that later we can go back to Myanmar... There's not much work.... We are many people so saving is a bit less" (TT, 18)

FOR FURTHER INFORMATION: Derina Johnson - johnsode@tcd.ie Professor Robbie Gilligan - robbie.gilligan@tcd.ie

“Tell me about your research / poster”

- Be able to give 1-2 minute elevator pitch

  AND

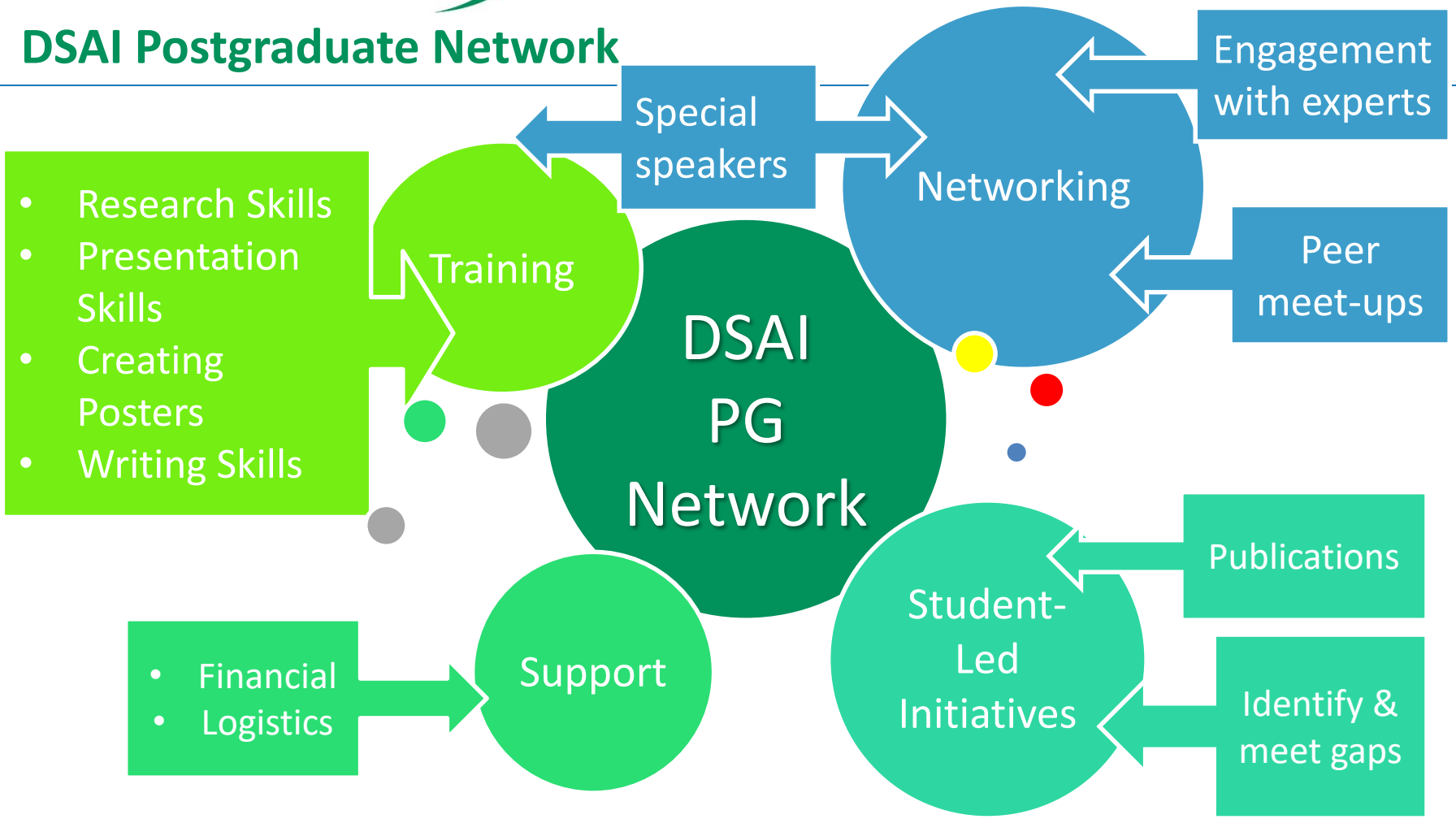
- 5 minute presentation

- Don’t read your poster

- Smile!

dsaIreland
a space for dialogue between development researchers policy-makers and practitioners

DSAI Postgraduate Network



https://youtu.be/QAv7-JxpKf0

Derina Johnson – johnsode@tcd.ie

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Thank You

Derina Johnson
johnsode@tcd.ie