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

<table>
<thead>
<tr>
<th>Different parts of poster don’t line up</th>
<th>Boxes within boxes</th>
<th>Zigzag order</th>
<th>More than three typefaces</th>
<th>Long-winded title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradient fills in coloured boxes</td>
<td>Big blocks of text</td>
<td>Photographic background</td>
<td>Unlabelled error bars on graphs</td>
<td>Pixelated pictures</td>
</tr>
<tr>
<td>More than five colours</td>
<td>Institutional logos bookending title</td>
<td>Free space</td>
<td>ALL CAPITALS</td>
<td>Text with shadows, outlines, or bevels</td>
</tr>
<tr>
<td>Abstract</td>
<td>Underlined text</td>
<td>Comic Sans</td>
<td>3-D graphs</td>
<td>Checking tablet or phone during presentation</td>
</tr>
<tr>
<td>Tables showing data that could be in a graph</td>
<td>Poster does not fit on poster board</td>
<td>Comic Sans (it’s that annoying)</td>
<td>Objects almost touching or overlapping</td>
<td></td>
</tr>
</tbody>
</table>

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
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://colinperrington.com/tips/poster-design;](http://guides.nyu.edu/posters; http://colinperrington.com/tips/poster-design;)


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/logo-downloads/)

- [https://www.tcd.ie/local/identity/powerpoint/](https://www.tcd.ie/local/identity/powerpoint/)
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

----->>>>>>>>>>
Colour

- Dark lettering on light background

  Light lettering on light background is hard to read

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

- People read left to right
- Things can get confusing
  
  - If you put things in random places
- 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.
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
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?
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
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
A0 – Size matters

- Aesthetics, content, accuracy, organisation and clarity (& oral explanation)

- This is larger than DSAI dimensions... can hold more information
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:
What are the current barriers and affordances to local food access in Austin area elementary schools? What points in the phases of production and distribution of food from farm to cafeteria could be altered to allow local farmers to supply products to school lunch programs?

Purpose:
"To identify the barriers and affordances for incorporating local foods into school lunch programs and propose a plan for a future program model.

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 FMNIs

AUSTIN FARMS
- Johnson's Backyard Garden
- Beeghly Creek Farm
- South Austin Farm
- East Austin Farm
- Chick-fil-A

VEGETABLES, FRUITS & HERBS
- Green Gold Farms
- Austin Growers
- South Austin Farm
- East Austin Farm
- Chick-fil-A

EGGS
- Green Gold Farms
- Austin Growers
- South Austin Farm
- East Austin Farm
- Chick-fil-A

MEAT & DAIRY
- Austin Growers
- South Austin Farm
- East Austin Farm
- Chick-fil-A

Non-Governmental Organizations
- Local Farmers
- School District Staff
- Educators
- Public Policy

Proposed Methods:
- Implementing policies and procedures that support the integration of local food into school meals
- Developing partnerships with local farmers and community organizations
- Educating staff and students about the benefits of local food
- Providing resources for farmers to market their products to schools

Emerging Results:
My research suggests that barriers and affordances of the school food system in the Austin area add to the existing knowledge. The model can be replicated in other areas to improve access to local food in schools. The proposed plan involves a collaborative effort among stakeholders to promote local food in schools.
Information-seeking behaviour in people with lung cancer and the World Wide Web: Does Dr Google promote early help seeking?

Julia Mueller, Professor Chris Todd, Dr Simon Harper, and Dr Caroline Jay

1. Background

Lung cancer has the lowest survival rates among common cancer types, in the US approximately 150,000 people die of lung cancer every year. A recent study by the American Cancer Society estimated that, 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 information sources (with a focus on the Web) in the help seeking behaviour of individuals with a lung cancer prior to diagnosis.

3. Methods

Sample: A total of 20 individuals diagnosed with lung cancer from 20 different sites in England. Data collection:

- A survey to assess the use of key information sources for symptom evaluation prior to diagnosis.
- Semi-structured interviews with a purposeful selection of participants and their families.

Data analysis: Survey data was collected and coded by the researchers. Semi-structured interviews were transcribed and coded using the Framework software. A theoretical framework of themes, sub-themes and how they relate was used to develop a thematic approach to identifying and categorizing emerging themes.

4. Results

4.1. Survey results

Participants:

- Sample size: 123
- Age: 60-88 years
- Male: 63.5%
- Smoking status: 34 never smokers, 21 current smokers, 78 former smokers (1 missing)

5. Consequences of pre-diagnosis Web search

- Symptomatic help-seeking (finding help is not needed)
- Symptomatic help-seeking (finding help is needed)
- Pre-diagnosis Web search

6. The role of family

- Family members played a key role in influencing and encouraging help-seeking.
- Family members provided support and reassurance to the patient.
- The role of the family was crucial in helping the patient to make informed decisions.

7. Conceptual model of the role of online information in help-seeking

8. Conclusions & Future Plans

While affected individuals are fully aware of their symptoms and their need to seek medical advice, they tend to discuss their symptoms with family and friends, who in turn seek the Web to assist their search. According to the findings of this study, individuals’ help-seeking behaviour is influenced by the role of family members and the availability of online information. Further research is needed to understand the factors influencing help-seeking behaviour among those experiencing lung cancer symptoms.
• Very fussy and word heavy
• Poor choice of graphics, too many colours
• Text boxes don’t line up > distracting
- Clean design
- Appropriate graphics
- Note: large title
• Very hard to read!
• Too much text
LOVELY COLOUR SCHEME

PROBABLY NOT POWERPOINT THOUGH!

BACKGROUND GRAPHIC A LITTLE DISTRACTING PERHAPS?
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)

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 raised as children across borders by irregular migrant parents, forced 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 still underpins broader 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 marginalized, with restricted education and livelihoods, schooling similar narratives globally.

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

Background

LACK OF DOCUMENTATION

- Despair and poverty frequently erodes social capital, resulting in a lack of appropriate immigration documentation.
- Young lives become defined by state fear of arrest, vulnerability to exploitation, migration, 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 documentation." (informant, Sept 2019)

PROTRACTED DISPLACEMENT

- Two-thirds of displaced populations spend on average 20 years in Tactial IDP camps.
- Over 11 million 10 to 24 year olds displaced globally, spending their formative development years in social marginalisation.

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 “scarcity”
- Qualitative case study, in-depth, detailed descriptors and narratives reveal the reader’s “vicarious experiences”
- Grounded theory methods support a systematic approach to data collection and analysis
- Reflexivity strengthens rigour, integrity and validity
- Dual Site Ethics Process (TCD & Kale Tung Migrant Community Ethics Board)

DATA COLLECTION PROCESS

Phase 1: September 2019 (complete)
- 20 key informant interviews
- June - December 2019 (in progress)
- Extended, simmered data collection
- In-depth semi-structured interviews - visual prompts
- 38-35 documented men & women aged 18-25
- November 2016 (participated)
- Volunteer & Member Checking

FOR FURTHER INFORMATION

Derina Johnson - johnsode@tcd.ie

KEY REFERENCES

"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

Context

Myanmar (Burma)
- History of military dictatorship and human rights violations
- Military presence in border areas
- Issues of displacement and forced migration

Thailand
- refugee camps and relocation
- ethnic and social isolation

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
- "It’s not safe to go out... This is not our own country" (GC, 21)

Physical vulnerability & poverty
- Poverty & lack of access to education, health care, and social services
- "I was deported... I don’t know anything. I don’t want to talk about anything." (GC, 21)

Social isolation
- Young undocumented women feel trapped in their home as they fear for their children’s safety
- "Nothing restricts access to key social connections & Thai language skills - critical informal pathways to educational & work opportunities." (GC)

Social pressure of marriage
- Pressure from family & societal expectations to marry
- "I didn’t have parents, and there was no one who I could depend on... As a girl, I was not supposed to stay alone (crippings)... I was afraid that it would become serious... so I decided it would be better to get married." (GC, 24)

Unplanned pregnancies
- Aware of the risks of reproduction & lack of access to health care
- "It [ssp] happened. I was taking pills but it got worse... Actually we were not planning on having a baby yet." (GC, 24)

Black market medical treatments
- Language issues & perceptions of discrimination & poor treatment in Thai hospitals
- "Someone told me to go to the hospital to check my uterus, but they said nothing happened. When I came back I took the 'holy water' - a concoction of multiple random 'curative' medications. I was afraid to go back" (GC, 22, 20)

Parenting and poverty
- Harmed children at a young age perpetuates future uncertainty & the cycle of poverty
- "I have to work hard here so my children can have a good life." (GC, 24)

Methodology

- Qualitative, bottom-up, participatory research
- Social constructionism provides ‘theoretical scaffolding’
- Dual-life Ethics Process (TCD & New South Migrant Community Ethics Board)

FIELDWORK
- Phase 1: 28 key informant interviews (Sept 2014)
- Phase 2: 40 in-depth semi-structured interviews utilizing visual prompts with young men & women (28-25, recruited from migrant communities, refugee camps & regional Thai universities, June 2015 - April 2016)

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

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!

“I’ve got an elevator pitch, an escalator pitch, and, just to be safe, a stairway pitch.”
DSAI Postgraduate Network

- Research Skills
- Presentation Skills
- Creating Posters
- Writing Skills

- Special speakers
- Networking
- Engagement with experts
- Peer meet-ups
- Financial Support
- Logistics
- Publications
- Identify & meet gaps
- Student-Led Initiatives

https://youtu.be/QAv7-JxpKf0
Thank You

Derina Johnson
johnsode@tcd.ie