Library Services Creation Suite

Guide to Designing A Poster Presentation

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https://middlesexcc.libguides.com/creationsuite

What is a Poster Presentation?

○ A poster presentation is a visual representation of a research paper or research project.

○ Typically research is involved, although it is possible to adapt a poster presentation for other uses.

When would you use a poster presentation?

- In the "real world," scientists and other professional scholars present poster presentations at academic conferences. This allows their colleagues a quick and easy way to learn about current research and findings.

- It is a common assignment in college, and prepares students for these real life uses.

Sample Poster Presentations

- The following two sample poster presentations come from the National Collegiate Honors Council.

Father Involvement and its Effect on Wives' Marital Satisfaction

Tasha Falslev, Utah State University
Department of Family, Consumer, and Human Development

Abstract

Does increased father involvement in childrearing increase marital satisfaction of wives in newlywed couples? Is a marriage more stable if the husband changes more diapers, reads more bedtime stories, and wipes more runny noses? Are married women happier in their marriages if their husbands cuddle their children more often? My results suggest this is true.

With increased knowledge about how fathers' involvement effects marital satisfaction, interventions can be structured to promote father involvement. In turn, this will foster healthier marriages. The healthier a marriage is, the more likely the family is to have strong relationships. Children raised in productive marriages tend to have similar marital relations, thus contributing to more healthy families.

Introduction

I surveyed 190 wives and 159 husbands in this study. Below is some significant demographic information.
- Couples surveyed had been married between 4 years, 2 months and 5 years, 6 months.

Educational Status	High School or Less	Technical School	Some College	Bachelor's Degree	Graduate Degree
% of Respondents	18.3%	5.1%	63.6%	73.0%	40.0%

Work Status	Full Time	Part Time	Working & Student	Full Time Student	Full Time Homemaker	Unemployed
% of Respondents	49.3%	11.3%	7.2%	3.3%	26.3%	2.7%

| Annual Income	Under $10,000 - $29,000	$30,000 - $59,000	$60,000 - $89,000	$90,000 +
% of Respondents	13.8%	47.4%	30.3%	8.7%

Methods

- My research was conducted as the second wave of a research survey administered by Dr. Thomas Lee.
- Couples were selected randomly from all Utah marriage license applicants in 2003.
- Couples were surveyed as individual spouses. The husbands answered questions about themselves while wives answered questions about their husbands.
- We measured husband's involvement by the questions found on the handout. Because these questions were found reliable, I combined them into a single independent variable.
- We measured wife's satisfaction by the questions found on the handout. Because they were all found reliable, I combined them into a single dependent variable.

Results

- Most husbands and wives I surveyed ranked their satisfaction between "somewhat satisfied" and "very satisfied."
- The majority of husbands reported that they often have enough energy to meet their child's needs. Most wives reported the same of their husbands.
- 92.8% of husbands reported they are very close or extremely emotionally close to their child. 86.1% of wives indicated their husbands are very to extremely emotionally close to their child.
- 55% of wives said their husbands are often available to spend time with their child in activities. 69.4% of husbands indicated the same of themselves.
- The following graph shows one of the most significant responses of husbands and wives:
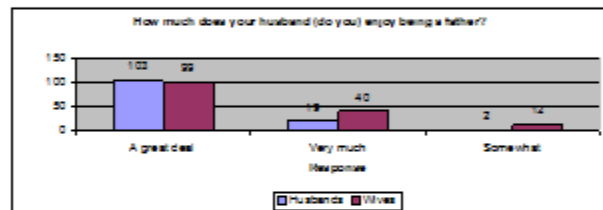
Conclusions

- A husband's involvement in childcare responsibilities is definitely associated with his wife's stress in parental duties.
- A husband's involvement in childcare responsibilities is also closely related with her marital satisfaction.
- A wife's stress in parental duties is very closely related to her marital satisfaction.
- Most husbands enjoy being a father a great deal and most wives report the same for their husbands.
- Marital satisfaction of most couples is very high.

Although I was not able to determine causation between fathers' involvement, wives' stress in parental responsibilities, and wives' satisfaction, determining that these items are correlated is still very significant. With further investigation, I may be able to prove causation between these variables.

If this is the case, this discovery could lead to better interventions for struggling marriages and families such as **therapy models focused on parenting strategies**. With better guidance and skill-building, more families can remain intact and have healthy relationships.

References:
Belsky, Jay, & Volling, Brenda L. (1991). Multiple Determinants of Father Involvement during Infancy in Dual-Earner and Single-Earner Families. Journal of Marriage and the Family, 53, 461-510.
Finley, G. E., & Schwartz, S. J. (2004). The Father Involvement and Nurturant Fathering Scales: Retrospective measures for adolescent and adult children. Educational and Psychological Measurement, 64, 143-164.
Harris, Kathleen M., & Morgan, S. Philip (1991). Fathers, Sons, and Daughters: Differential Parental Involvement in Parenting. Journal of Marriage and the Family, 53, 531-544.
Kalmijn, Matthijs (1999). Father Involvement in Childrearing and the Perceived Stability of Marriage. Journal of Marriage and the Family, 61, 409-421.
Schumm, W. R., Paff-Bergen, L. A., Hatch, R. C., Obiorah, F. C., Copeland, J. M.,
Meens, L. D. (1986). Concurrent and discriminant validity of the Kansas Marital Satisfaction Scale. Journal of Marriage and the Family, 48, 381-387.
Top photo provided by MyShots.com. http://www.myshots.com/gallery/daddy_s_girls-1907.html. Bottom photo provided by Microsoft Office Clip Art.

The Inspiration of Micrography for Art

The Hidden Beauty of Nature
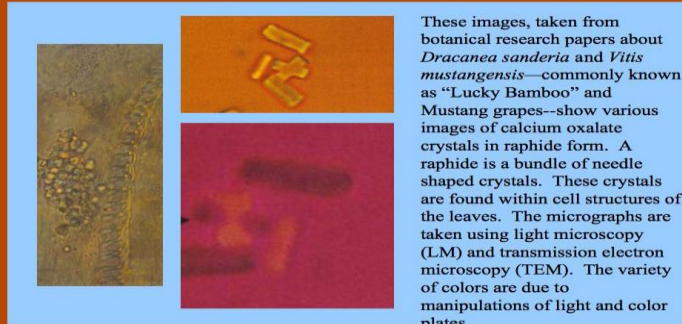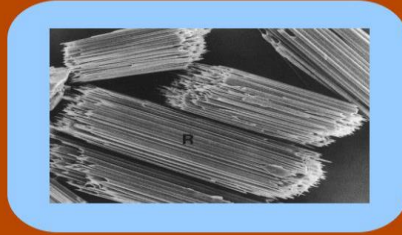
These images, taken from botanical research papers about *Dracanea sanderia* and *Vitis mustangensis*—commonly known as "Lucky Bamboo" and Mustang grapes--show various images of calcium oxalate crystals in raphide form. A raphide is a bundle of needle shaped crystals. These crystals are found within cell structures of the leaves. The micrographs are taken using light microscopy (LM) and transmission electron microscopy (TEM). The variety of colors are due to manipulations of light and color plates.
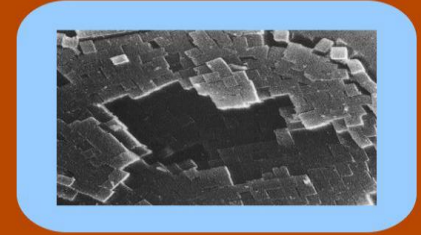
"Art imitates life."

We have all heard that statement. However, when art imitates a version of life that escapes our field of vision, the result is a form that pleases the eye and intrigues the mind.

In classical times, the artist strove to imitate life to the point of tricking the viewer. The art historian Vasari (c. 1550) provides anecdotal evidence of the results of this phenomenon when he notes the confusion of a viewer when confronted with a realistic painting or sculpture --a man trying to draw back a painted curtain, birds pecking at painted grapes, even a horse attempting to mount a sculpted horse.

As art has moved beyond realistic interpretations of life, delving into representing abstractions and concepts, science and technology have advanced to a point of allowing the average person a window into the inner workings of nature.

These micrographs demonstrate the intriguing inner world of nature; its ingenious design, its perfect symmetry and its delicate balance.

We are used to admiring the world as it surrounds us in our familiar every day life, but these micrographs introduce us to images of the unknown, the unfamiliar and the hauntingly beautiful sides of nature.

As problems arise, nature addresses them with the most elegant solutions possible, providing functional structures possessing inherent beauty.

In the case of the raphide, the crystals serve as a deterrent to predation in young leaves—they are as prickly in real life as they appear.

This sculpture, titled 'Raphide,' makes visible to the naked eye the natural crystalline form and represents both the beautiful and functional aspects of nature.
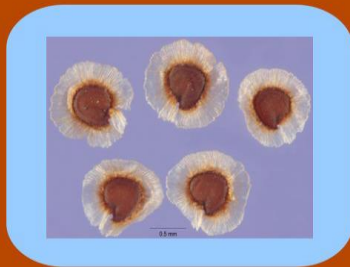
These images are of a seed form whose method of dispersal is through the actions of the wind.

The sculptural form was inspired from the photographs of Ken Kessler, an artist who did research at the Kew Royal Botanical Gardens in England, documenting the extraordinary aspects of nature's micro-structures.

His work can be found in the books Seed and Pollen.

The form is conditioned by the function of the seed, and the beauty inherent in that design is striking.

The visual draw to these structures as art is the alien, unrecognizable quality of the form.

That they are grounded, paradoxically, in the realities of nature, with economy of design and direct intent of purpose, make them that much more intriguing to the human eye.

General Poster Presentation Expectations

- The size for poster presentations is typically 48 inches wide by 36 inches tall, but this can vary widely, and you should check the specific guidelines.

- Your poster should present your information in a way that will be easily understood by anyone who looks at it.

- Despite this, you are typically expected to prepare a five-minute "elevator pitch" and answer any questions.

General Poster Presentation Expectations

- Your poster should be simple and brief.

- There will not be enough space to include all of the research and information that you have.

- The poster should be organized into different sections.

- Each section should include a summary of your main points for the section.

General Poster Presentation Expectations

O Each section will appear as a "Panel." Some people think of the panels like storyboards.

O Each panel should include the bare minimum amount of information necessary to explain your point. It will probably be tempting to include more information, but there is a minimal amount of space.

General Poster Presentation Expectations

○ **A popular way to organize the different headings in the sciences is as follows:**

  ○ **Introduction**

  ○ **The Research Question**

  ○ **Methodology (How the research was conducted)**

  ○ **Findings/Conclusions**

○ **You should be able to adapt this to your own outline to fit the topic you are working on.**

General Poster Presentation Expectations

- Font should be large:

  - Headings at least 48 pt.

  - Body text at least 18 pt.

  - The text for your references can be small (12pt)

  - Don't choose a font that is difficult to read.

- Your poster should be visually pleasing! You want it to look nice and attract people's attention.

Make your poster nice looking!

- Be creative and have fun. Consider:
  - Color
  - Images – Photographs, Drawings
  - Charts / Graphs
  - Maps
  - White space

General Poster Presentation Expectations

- Your title should be in a prominent place on the poster.

- Your name and major should also be obvious.

- Be able to explain your poster presentation in about 3-5 minutes for people who ask about it. You should not simply read or repeat the text of the poster presentation.

Presenting Your Poster

- Will it be...?
  - An online image as part of a virtual conference or class presentation
  - Flat poster on wall or display easel
  - "trifold" poster or display board on the table
- Will you...?
  - Create one big poster online & present online or print out
  - Create separate elements, print out, and arrange
- Recommendation: get a restickable or repositionable kind of glue stick to attach the poster to the board

Virtual Poster Sessions

○ **Online poster sessions involve presenting your PDF or Powerpoint online—via a recording, Zoom or other web conferencing**

○ **Will you be sharing one PDF, or multiple slides?**

○ **How will the class be sharing their posters?**

○ **Can/Will you be adding audio?**

Avoiding Plagiarism

- Plagiarism is using someone else's work without giving them credit

- If you copy someone's template or layout, credit it on your poster.

- Add in text style citations to data, charts, images or quotes

- Make sure to have a reference list/bibliography

References on Your Poster

- For college work, you need to cite your sources.

- 2 main placements options:

  - Lower left corner in smaller (12-14 pt) text
  - Separate Reference list
- Shortened forms of the bibliography formats

- Hanging indents usually not necessary

Useful Resource:

George Hess, Kathryn Tosney, & Leon Liegel, "Creating Effective Poster Presentations," North Carolina State University: https://go.ncsu.edu/posters

Title of the Paper Goes Here

Author(s)' name(s) go here

Abstract

It is very common to put the abstract in a prominent place so that passers-by can get a quick understanding of your project, particularly if you are in conversation with another conference attendee. Therefore your abstract should be brief, engaging, and to the point. While specific conferences and disciplines may have their own criteria, abstracts are typically between 200 and 500 words.

The abstract of your study should summarize your research. The abstract should (1) describe the problem that prompted your research, explain your approach to the problem, and (3) outline of the scope of your project. Your thesis statement should be easy to find in a well-constructed abstract.

Make sure that your font size is large enough to be read easily from a few feet away. The TLTC recommends a font size of 24-30 for body text. Don't choose a font smaller than 20-point. Remember the point of a poster is not to give the entire research paper but rather to get people's attention and engage them in conversation. Brevity is key.

Title of image

In a visual medium like posters, images, photos and diagrams can effectively grab attention and quickly describe the scope and conclusions of your topic. Be sure and include short descriptions of your images so that readers will know exactly how each image relates to the study. Images should do more than decorate they should explain and enrich your message.

Introduction

The layout in this example is only a suggestion. Studies in the Humanities can take very different forms. Your poster may require a different layout for proper presentation.

Visual Information

In a visual medium like posters, images, photos and diagrams can effectively grab attention and quickly describe the scope and conclusions of your topic. Be sure and include short descriptions of your images so that readers will know exactly how each image relates to the study. Images should do more than decorate they should explain and enrich your message.
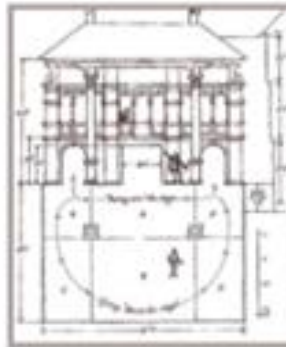
Diagram of Shakespeare's Globe Theatre

Chart Title
■ Result 1 ■ Result 2 ■ Result 3 ■ Result 4
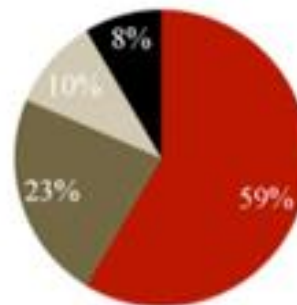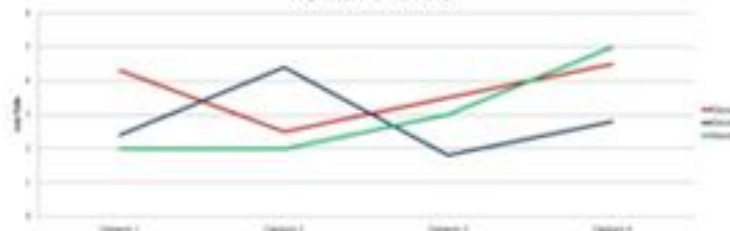
8% 10% 23% 59%

Chart Title

Methods

In many types of studies it is important to describe exactly how you gathered and analyzed the data for your study. A brief explanation of your process can help readers understand the nature of your data and how you arrived at your conclusions. Again, the TLTC recommends a font size of 24-30 for body text.

Conclusion

The conclusion is where you summarize your findings and analysis. A well-formed conclusion should explain how your study contributes to existing research. You should explain the significance and limitations of the present study as well as suggest avenues for future study.

Be sure to make the connection between your data and your conclusion(s) very transparent. While you will be there to explain your work, there will be some readers who will want to read on their own. Your text should speak for itself. As with all other sections of text on your poster, less is more. Also be sure and credit outside sources appropriately. Not only is this standard academic practice, it is quite possible that one of your sources may read your poster!

Again, the TLTC recommends a font size of 24-30 for body text.

References

Reference line #3
Reference line #4
Yet another reference goes here.

Balance and white space

Your poster should have a good visual balance of figures and text, separated by white space. Balance occurs when images and text are reflected (at least approximately) across a central horizontal, vertical, or diagonal axis. This axis is know as the axis of symmetry.

TITLE AND AUTHORS
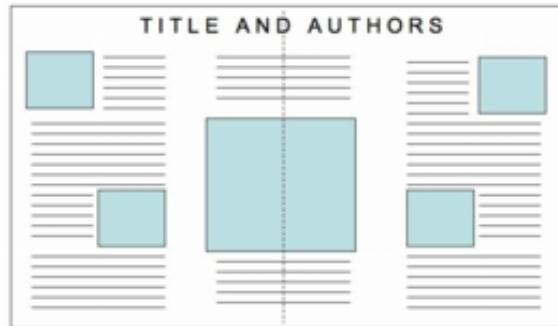
Horizontal Symmetry

TITLE AND AUTHORS
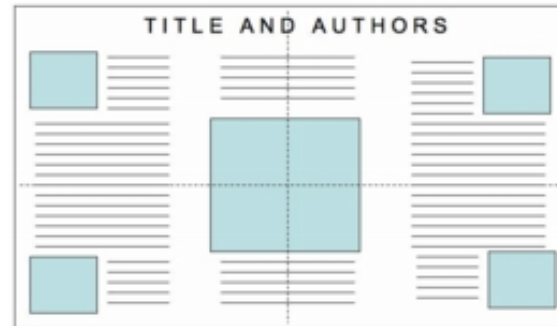
Horizontal & Vertical Symmetry

TITLE AND AUTHORS
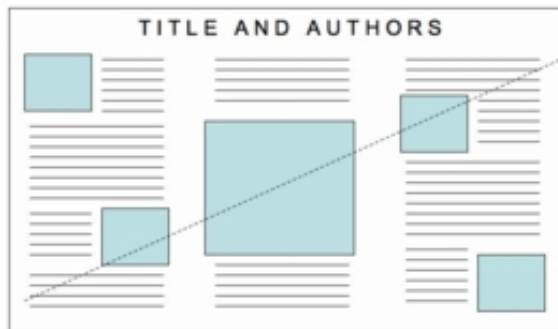
Diagonal Symmetry

TITLE AND AUTHORS

Asymmetry
(text-heavy on left, image-heavy on right)

http://www.ncsu.edu/project/posters/CreatePosterLayout.html

Use Clear "Visual Grammar"

- use a visual grammar to guide readers to the important parts of your poster.

- use a column format to make your poster easier to read in a crowd.

- use organization cues to guide readers through your poster.

- use "reader gravity" which pulls the eye from top to bottom and left to right (Wheildon 1995).

- use headings intelligently to help readers find your main points and key information.

Adapted from ncsu.edu

Vices, Scapegoats, and Evil Forces:
Magic in the Works of Miguel de Cervantes y Saavedra, Juan Ruiz de Alarcón, and María de Zayas y Sotomayor
XXX
Department of Romance Languages and Literatures

Washington University in St. Louis

Background

- The Golden Age of Spanish Literature ("Los siglos de oro") lasted from approximately 1492 until 1681.
- Magic was a part of daily Spanish life, especially in certain regions of the country.
- The Spanish Inquisition sought to eradicate popular practices of magic in order to assert control, adopting methods of fear.
- Moors were expelled from Spain by 1614.
- There was censorship of all published works in an attempt to control beliefs that contradicted Church doctrine.
- In order to publish works involving magic, authors had to reshape their ideas and present them in ways to evade censorship.

Focus of Research

- I explored works that were aimed toward two different audiences
- Cervantes and Zayas wrote prose for more educated audiences, while Alarcón wrote plays seen by the common man
- How did the depiction of magic differ between authors and modes of representation?
- How did censorship shape the authors' writing and depiction of certain groups?
- I focused on three main groups of people:
  - Innocent women
  - Moorish men
  - Real magic: witches, magicians, and the devil

Miguel de Cervantes y Saavedra

- Major satirist of the Golden Age
- Author of "El coloquio de los perros" as part of his Novelas ejemplares (1613)
- Evaded censorship by writing about magic in psychological terms
- The witches interact with the devil only under the influence of hallucinogens
- Despite not openly depicting magic, Cervantes utilizes talking dogs
- The high morals of the dogs counteract the supernatural aspect of their existence
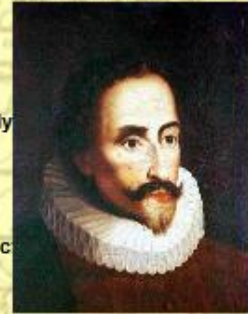
Miguel de Cervantes y Saavedra

Juan Ruiz de Alarcón

- Born in Mexico, but spent the majority of his life in Spain
- Wrote many *comedias* (comedies), including:
  - *Quien mal anda en mal acaba* (1620)
  - *El prueba de las promesas* (1634)
- Stereotypes females as foolish and Moors as partners of the Devil
- In line with the morals of the Catholic Church in his writing
- Yet, the use of magic is justified in the case of a noble, concerned father

Juan Ruiz de Alarcón

María de Zayas y Sotomayor

- Early feminist writer of the Golden Age
- Examination of parts of her two major works:
  - *Novelas amorosas y ejemplares* (1637): "El jardín engañoso"
  - *Desengaños amorosos* (1647): "La inocencia castigada"
- Uses magic to denounce most men
- Empowers the virtuous, independent women in her works

María de Zayas y Sotomayor

Conclusions

- Cervantes appears to share the same views of magic as the Inquisition, but shows the humanity of the witches in his work.
- Zayas and Alarcón appear to share society's stereotypical views of Moors.
- Zayas uses magic in a feminist manner: desperate men use magic to achieve their goals, but virtuous women triumph.
- Alarcón demonstrates opposing views: Moorish men have connections with the devil, and men can use magic for good reasons.
- It is clear that the Inquisition did not always view the use of magic in literature as a threat.

Acknowledgments

Answer the Question: Writing Proper Thesis Statements

Sidrah Shayiq
Department of Education

UMBC
AN HONORS UNIVERSITY IN MARYLAND

Overview

In social studies, a strong thesis statement is the first step to a well-written essay. Answering the essay question is the essential aspect of a thesis, yet many students struggle to complete this necessary part. Even if many of my students may be great at analyzing and interpreting different sources in their writing, it doesn't work if their essays don't form together coherently with a proper thesis as the central argument.

Objective:
Students will be able to improve their writing of thesis statements— and thus their essay writing skills overall— within four months (January-April 2016) through writing DBQs, BCRs, drills, and exit tickets.

Standards:
CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Methods

Student Population:
24 10th Grade Students in Honors World History.
10 African American Students
1 IEP T.L. ADHD
1 ESOL

Based line Data:
Students completed a Document Based Question (DBQ) Essay prompt in the beginning of the school year. It was the first time these students were writing a DBQ and they really struggled with every aspect of writing the essay. Many could analyze the individual documents, but they could not bring together their information to write an essay. Thus, I determined the first step for these students to grow as writers is to learn how to form a thesis statement.

Thesis Statement Rubric:
Scored out of 8 points
2 points for restating the question
2 points for proposing an opinion
2 points for grouping examples
2 points for clarity and format.

Target:
All Students achieve at least 6/8 points for the Thesis statements of their written assignments. This is the minimum needed of a thesis statement to write a well-formatted essay.

Assessments:
Pre-Assessment – Unit 3 BCR
Midpoint Assessment – First Draft DBQ
Final Assessment – Final Draft DBQ

Interventions:
Students completed many drills and exit tickets. These writing assignments varied from simple question and short responses, to specifically formatting a thesis statement or analyzing a reading to determine the thesis statement. Students were also given rubrics, revisions, and one-on-one teacher instruction on how to improve their writing.

Results

The following chart displays the students scores on their thesis statements assessments and the graph displays the students' average score on the entire writing assessment. Overall, 18/24 students reached the target score of 6 or higher, that is 75% of the student group. The students that did not meet the target still improved based on their primary thesis score. Also, the average overall assessment grades increased as well. The average of the Pre-Assessment was 51%, The Midpoint assessment was 57%, and the final Assessment was 81%.

Student	Pre-Assessment	Midpoint Assessment	Final Assessment	Target Met
A1M	4	1	6	YES
B1M	3	0	6	YES
C1S	2	4	6	YES
D1S	3	6	5	YES
D2M	0	0	4	NO
F1S	2	5	7	YES
G1M	2	4	7	YES
G2M	3	0	5	NO
H1M	0	0	4	NO
H2S	4	4	5	YES
I1M	2	0	6	YES
K1S	3	4	5	YES
K2S	4	6	6	YES
L1S	4	5	7	YES
L2S	0	5	5	YES
M1S	2	5	7	YES
M2S	4	4	6	YES
O1S	2	2	5	NO
R1M	4	0	6	YES
R2M	0	0	4	NO
S1M	1	0	3	NO
T1M	2	0	6	YES
V1M	2	4	6	YES
W1S	2	4	7	YES

Average Assessment Grade

- Pre-Assessment
- Midpoint Assessment
- Final Assessment

Conclusions

Scaffolding lessons, providing various writing tasks, and working one-on-one with students giving revisions allowed students to increase their skills in writing thesis statements. Not only did students' thesis statement become clearer, but they're overall skills in writing essays increased as well. For the students that did not reach the target to approve, it may be necessary to provide even more one-on-one instruction and closer guidance. Overall, this SLO was successful.

Will Manatees Still Exist in 2100?
Effect of Cold Winters and Watercraft Accidents

Jun Yoshizaki, Biomathematics Program, North Carolina State University, Raleigh, NC 27695
Email: jyoshiz@unity.ncsu.edu

1. Introduction

In Florida, the populations of West Indian Manatees, listed as endangered species in 1967, appear to be growing in recent years. At the same time, the total number of manatee deaths is increasing rapidly. Therefore, it has became more important to evaluate the long-term viability of the populations. I hypothesized that cold stress due to cold winters and accidents with watercrafts cause additional mortality, and examined the population trends during the next 100 years.

2. Objectives

- Simulate manatee population trends during the next 100 years under the assumptions that there is additional mortality due to
  1) cold stress only (temperature effect)
  2) accidents with watercrafts only (boat effect)
  3) both cold stress and accidents (combined effect)

- Investigate the relationship between the mean number of deaths due to watercraft accidents in each year and the probability of extinction within the next 100 years

3. Methods

- Model type: modified age based matrix model of female manatees
- Initial population size = 1600
- Mean boat collision deaths / year = 68 individuals
- Draw minimum temperature and the number of boat collision deaths in each year randomly from normal distribution
- Simulated 100 times for each model

▶ Basic Model Structure

$$\begin{pmatrix} N_0 \\ N_1 \\ N_2 \\ N_3 \\ N_4 \\ N_x \end{pmatrix}_{t+1} = \begin{pmatrix} 0 & 0 & 0 & 0 & 0 & f_x \\ S_1 & 0 & 0 & 0 & 0 & 0 \\ 0 & S_2 & 0 & 0 & 0 & 0 \\ 0 & 0 & S_3 & 0 & 0 & 0 \\ 0 & 0 & 0 & S_4 & 0 & 0 \\ 0 & 0 & 0 & 0 & S_5 & S_x \end{pmatrix}_t \begin{pmatrix} N_0 \\ N_1 \\ N_2 \\ N_3 \\ N_4 \\ N_x \end{pmatrix}_t - \begin{pmatrix} B_0 \\ B_1 \\ B_2 \\ B_3 \\ B_4 \\ B_x \end{pmatrix}_t$$

where N = population size
f = fecundity
S = survival probability
= 1 – (natural mortality + additional mortality)
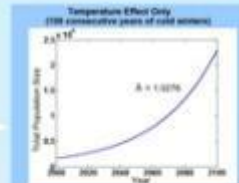B = # of boat accident deaths

4. Results: Graphs of Population Trends
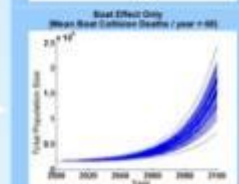
Model 1: No effect (natural mortality only)
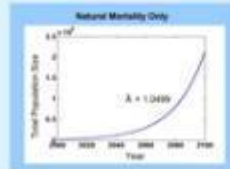
Without additional mortality, the manatee population keeps growing
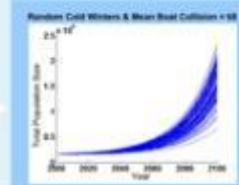
Model 2: Temperature effect

Even 100 years of consecutive cold winters do not cause the manatee population to decline
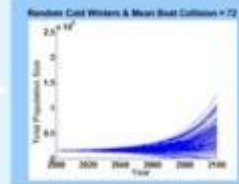
Model 3: Boat effect

A mean of 68 boat collision deaths / year causes slower population growth, but the population size still increases
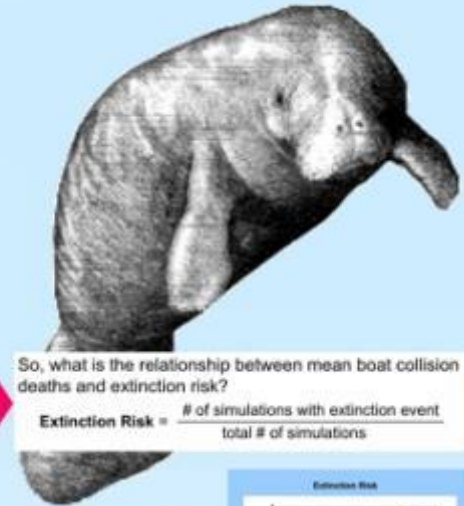
Model 4: Combined effect

Assuming randomly occurring cold winters and a mean of 68 boat collision deaths / year, population growth became even slower, but the population size still increases

BUT.......

If the mean number of boat collision deaths / year becomes 72, there is a chance that the population will become extinct

So, what is the relationship between mean boat collision deaths and extinction risk?

$$\text{Extinction Risk} = \frac{\text{\# of simulations with extinction event}}{\text{total \# of simulations}}$$

The extinction risk increases rapidly when the mean accident deaths / year exceeds 72
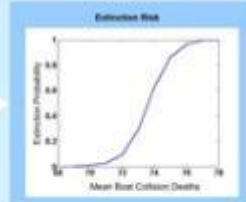
5. Discussion

- **Cold winters did not cause the manatee population to decline.** This result can be expected because there are thermal refuges during winter (e.g. power plant warm-water discharges) therefore, the mortality due to cold winters was very low. Developing a model that includes the effect of winter refuge loss could be interesting in future studies.

- **Current average boat collision deaths (i.e. 68 deaths / year) slowed population growth** however, did not cause the manatee population to decline.

- **Population growth became even slower when the effects were combined** (i.e. randomly occurring cold winters and mean boat collision deaths / year = 68) however, the population was still growing.

- **Increase in the mean boat collision deaths (even by a small number) could be a serious problem.** For a mean >= 78, the extinction probability became 1. The records show that the deaths due to accidents increased rapidly during last 5 years, therefore understanding the current situation of boat collision deaths is important to maintain manatee populations.

A Novel Approach to Campus Health and Wellness: The UCLA Healthy Campus Initiative

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Live Well is a campus-wide wellness movement with the goal of making UCLA the healthiest university campus in America.

http://healthy.ucla.edu/

CAMPUS POPULATION

Live Well includes the entire campus community:

~4,000 faculty

~26,000 staff

~42,000 students

~200 buildings = 17 million ft^2 built space

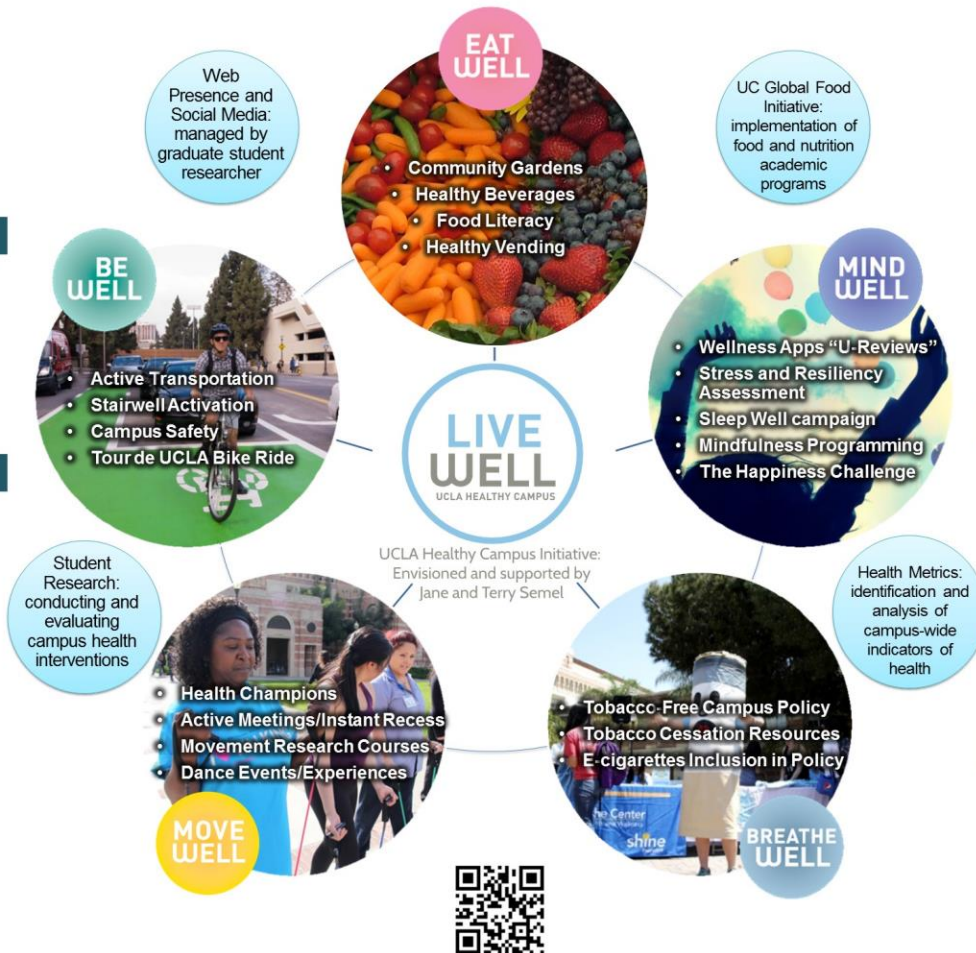419 acres (0.66mi^2); smallest UC campus

CORE VALUES

A "healthy campus" is a place that:

1. Fosters high-level wellness
2. Encourages personal responsibility
3. Respects diversity
4. Strives to reduce inequalities in health
5. Is integrative

PROCESS

- Support and integrate existing health-related groups, programs, and activities
- Use best practices to coordinate new approaches and programs
- Map campus assets and learn from different stakeholders
- Organize community collaborations and facilitate bottom-up approaches
- Host monthly steering committee meetings and area-specific working groups
- Fund and facilitate student projects related to Live Well goals and values
- Develop metrics to measure health and wellness changes
- Maintain a website and other campus communications for resources and events

STRUCTURE

Web Presence and Social Media: managed by graduate student researcher

UC Global Food Initiative: implementation of food and nutrition academic programs

EAT WELL
- Community Gardens
- Healthy Beverages
- Food Literacy
- Healthy Vending

BE WELL
- Active Transportation
- Stairwell Activation
- Campus Safety
- Tour de UCLA Bike Ride

MIND WELL
- Wellness Apps "U-Reviews"
- Stress and Resiliency Assessment
- Sleep Well campaign
- Mindfulness Programming
- The Happiness Challenge

LIVE WELL
UCLA HEALTHY CAMPUS

UCLA Healthy Campus Initiative: Envisioned and supported by Jane and Terry Semel

Student Research: conducting and evaluating campus health interventions

Health Metrics: identification and analysis of campus-wide indicators of health

MOVE WELL
- Health Champions
- Active Meetings/Instant Recess
- Movement Research Courses
- Dance Events/Experiences

BREATHE WELL
- Tobacco-Free Campus Policy
- Tobacco Cessation Resources
- E-cigarettes Inclusion in Policy

CHALLENGES AND SUCCESSES

Challenges:

- Cross-campus coordination of large groups
- Branding and recognition
- Student turnover and leadership transition
- Large and diverse campus population
- Wide range of health disparities

Successes:

- Bringing together diverse health groups
- Practical, action-based projects
- New data collection and publications
- Impact beyond the UCLA campus
- UC President Napolitano recommendation for a Live Well model at all UC campuses

KEYS TO SUCCESS

- Organizational integration
- Administration buy-in
- Interdisciplinary leadership
- Including non-traditional stakeholders
- Targeted and adaptable use of resources
- Combination of research and practice
- Collaboration between pods
- Graduate student researcher input
- FUN!

ACKNOWLEDGEMENTS

Finding Images for Posters

- ArtStor (library art database)
- Digital Public Library of America
- Creative Commons Search
- Google Images
- And more at middlesexcc.libguides.com/images
- Don't forget to give credit with a caption!

Designing a Poster in PowerPoint

- There are many ways to design a poster such as using Adobe Photoshop or InDesign or web-based Canva. Printing out individual pictures and sections of text to glue to a poster board can also be effective for in-person.

- However, designing a poster in PowerPoint may be the most straightforward way to create your poster.

- These directions follow the online Office 365 version of PowerPoint, but you could adjust them to earlier versions of PowerPoint.

Designing a Poster in PowerPoint

- You can use PowerPoint to easily add text and images onto ONE SINGLE SLIDE (this is the key difference vs. traditional PowerPoint presentations). Drag/drop/and resizing is user friendly.

- If you need the image to be a specific slide size for large-scale printing, learn the details of this and adjust the "Design ->Slide Size" settings BEFORE you design it.

Saving Your Poster

○ **Click "File," "Download as," and "Download as PDF."**
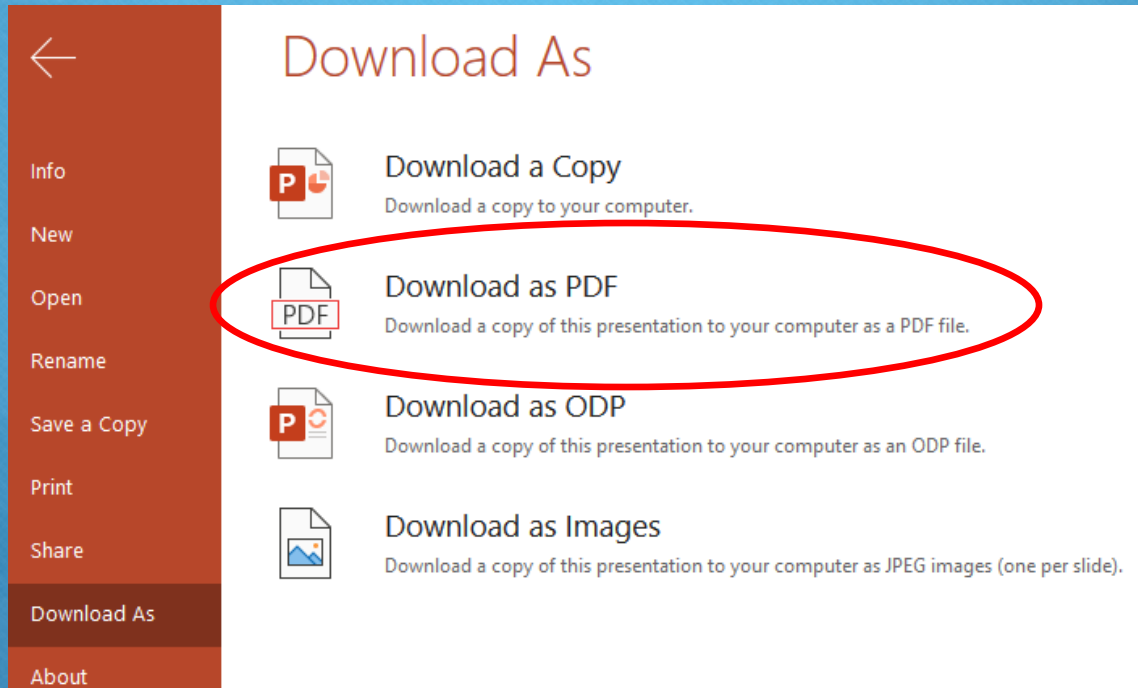
Virtual Poster Options

- Adding audio: If you don't have Office 365, use a free voice recorder software to record the speech & add to slide

- Share your Powerpoint using the Share options

- Save your Powerpoint as a PDF & upload

- Save your Powerpoint as a movie

Good Luck!

- Use your creativity to design and present a great poster presentation.

- Remember that the Library is here as a great resource to help you.

- Use the chat on the library website: https://www.middlesexcc.edu/library/

- Jennifer Heise, Reference and Instructional Librarian: jheise@middlesexcc.edu

- Joseph Pascale, Learning Center Coordinator: jpascale@middlesexcc.edu

Resources

- Powerpoint poster templates: posterpresentations.com/free-poster-templates.html

- George Hess, Kathryn Tosney, & Leon Liegel, "Creating Effective Poster Presentations," North Carolina State University: go.ncsu.edu/posters

- Find images: middlesexcc.libguides.com/images

- Example of Powerpoint saved as video: youtu.be/sgDbfA5k4Sc

- Example online poster presentation conference: https://docs.google.com/document/d/1i2pEpE7aGAv-UyhyaNWPVkLqLYAeyVRpK6CGC8URWHA/edit#

- Example online poster: https://drive.google.com/file/d/1zVKYv3PieGYaDTG5gNBj8VGpcxK4mDsR/view