Conference Posters for All Libraries: Tips and Tricks for Posters that Educate, Advocate, Praise and Promote

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VLA Annual Meeting, Oct 2016

What *is* a “conference poster”?

- Visual representation of an idea
  - Heavy on graphics
  - Light on text
- Hybrid of a paper and a presentation
  - Both a durable product and personal interaction
  - Grey literature
  - Citeable
  - Reuseable
- Small, contained chunk of information
- Stereotype is of research reports – but can be used to advocate, educate, promote, and praise depending on need!

Educate: Research Report

Teaching Students to Evaluate and Provide Consumer Health Information

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UNC ESHELMAN SCHOOL OF PHARMACY

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

INTRODUCTION

- Consumer Health Information (CHI) is designed for non-health care personnel. Functional Health Literacy (FHL) measures the ability to read, understand, and apply medical information.
- The recommended reading level for CHI is 6th to 8th grade.
- Student pharmacists need practice reading, evaluating, and writing CHI.

OBJECTIVE

- To develop PY1 students' abilities to evaluate and provide consumer health information (CHI) via writing exercises.
- This consisted of three aspects: knowledge of the topic of CHI and FHL; development of skills in recognizing and communicating CHI; and development of a positive attitude regarding the pharmacist's role in providing CHI.

METHODS

Teaching Methods

Self Reflection	Interactive Lectures	Writing Assignments
Students viewed "Low Health Literacy: You Can't Tell by Looking," an online video from the American Medical Association. Students wrote a self-reflection on what they learned from the video. Self-reflections were reviewed by faculty.	How to Evaluate CHI on the Internet. Students used their laptops in class to explore and discuss alternative medicine websites. Functional Health Literacy and Tools. Students evaluated instructions for pregnancy tests and patient handouts for diabetic foot disease.	#1: Individual website review. Students picked an herbal or alternative medicine website and wrote a review of the CHI provided. #2: Group patient handout. Students created a patient handout about an assigned prescription drug.

- 149 first year pharmacy students enrolled in the Pharmaceutical Care Lab course were involved.
- Writing assignments were graded by faculty using standardized rubrics.
- Student comments from the self-reflections and grades on assignments were used to assess the teaching methods.

Website Review Rubric

Evaluation Criteria	Points	Comments
Website chosen provides information on herbal products or alternative therapies	X/4	
Page length is at least one page and no more than three pages and meets font, spacing, and margin format	X/2	
Header of paper includes: 1.Name of the website 2.Website URL 3.Student name 4.TA name 5.Lab day and time	X/5	
Review is complete and covers the following: 1.Type of site (e.g. for profit, non-profit, government, etc.) 2.Target audience (e.g., health care provider or patient) 3.Presentation format (e.g. text only site or multimedia) 4.Site quality/awards (quality of information provided, quality references, user friendly, etc) 5.Unique aspects of site 6.Strengths/weaknesses	X/14	
Review is grammatically correct and free of typographical errors.	X/5	
	Total X/30	

Patient Handout Requirements

1. One page long, both sides of the page
2. SMOG score less than 8.99
3. List at least four references
4. Include the standard information such as:
   - Purpose/use
   - Dosing and administration
   - Side effects
   - Contraindications/precautions

RESULTS

Self-Reflection Papers

- 148 students responded to the video
- Three students (2%) stated negative comments:
  - "I learned that people are dumber than you might think"
  - "If you talk to people like they're stupid they'll understand"
  - "I keep thinking, if this is such a shameful secret, why not learn how to read better?"
- Remaining 98% recognized this is a large problem with a high level of shame attached.
  - Many were surprised by the extent of the issue
  - A subset also mentioned the pharmacist's role in CHI and patient education

Writing Assignments

Assignment #1 Individual Website Review n=149	Mean 28.2/30 points (94%) High= 30 (n=66) Low = 0 (n=1)
Assignment #2 Group Patient Handout n=54 groups	Mean 31.7/35 points (91%) High= 35 Low= 21

CONCLUSIONS

- Knowledge attainment is the easiest goal to reach.
  - Not an area of high a priori knowledge
  - Simple concepts to internalize
- Skills development is likewise attainable via standardized writing assignments.
  - Students scored well on both writing exercises
- Attitude development is more difficult.
  - Most students seem to "get it" when prompted in class; unclear how future behavior may change
  - Need to evaluate attitudes at several points in the PharmD curriculum

Educate: Research Report

Transformation in Open Access Publishing at Two Universities

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1: Medical Center Library, Duke University; 2: Health Sciences Library, University of North Carolina at Chapel Hill

Question

How are Open Access (OA) journals affecting publishing by biomedical faculty at UNC Chapel Hill and Duke University?

Study

- Analyze articles authored by Duke or UNC faculty in free full-text journals from Jan. 2004 to July 2005

Conclusions

- It is possible to compare faculty OA publishing between two institutions
- Large scale OA publishing patterns are similar; differences begin to appear on the smaller scale
- The OA environment is complex but warrants further study

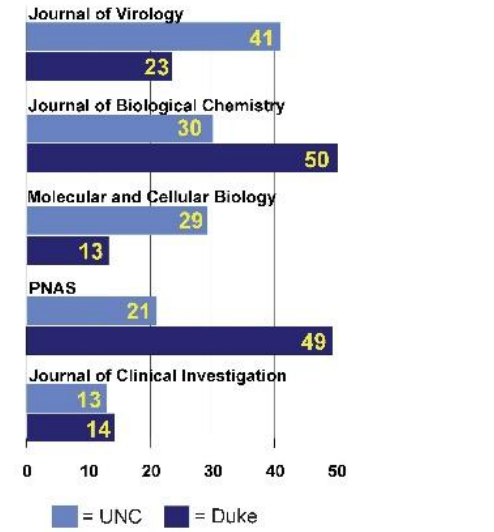
Questions for Further Study

- What factors influence authors' decisions?
  - Who influences choice of where to publish?
  - How important is OA policy over impact factors?
  - Is the embargo period a factor in choice?
- How does OA publishing compare to overall publishing behavior?
- Will choices about OA change over time?

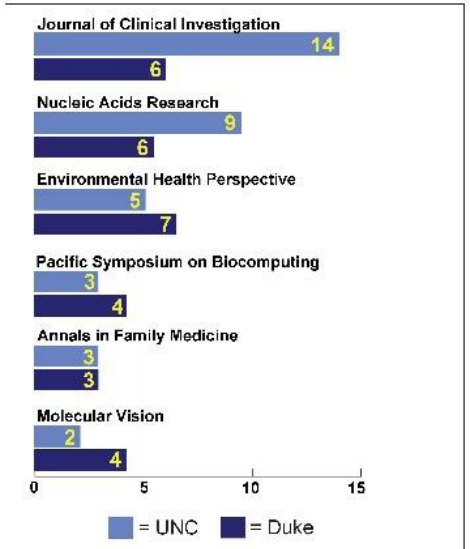
Possible Answers (Warlick 2006)

- Authors' stated factors for journal choice:
  - Target audience
  - Impact Factor / perceived quality
  - Prestige & quality
  - OA status is LEAST important factor overall

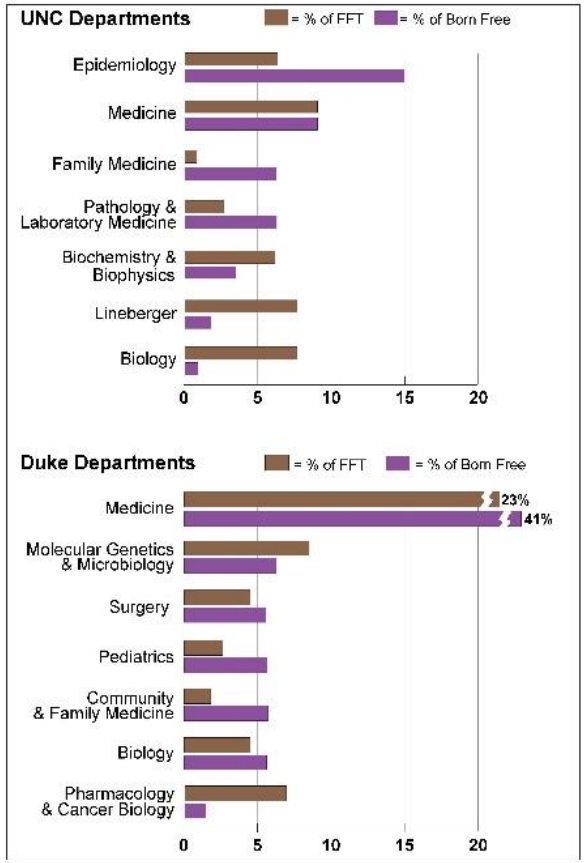
Common Free Full-text Titles in Top Ten



Common Born Free Titles in Top Ten



Publishing in Free Full Text and Born Free Journals by Department Affiliation



Other Free Full-Text Titles in Top Ten

UNC	Duke
Molecular Biology of the Cell (18)	Eukaryotic Cell (18)
Genetics (11)	Journal of Immunology (11)
Pediatrics (10)	JAMA (10)
Applied & Environmental Microbiology (9)	Journal of Clinical Microbiology (9)
Nucleic Acids Research (9)	Circulation (9)

Other Born Free Titles in Top Ten

UNC	Duke
BMC Neuroscience (6)	Respiratory Care (8)
Breast Cancer Research (4)	CMAJ (6)
BMC Public Health (4)	Oncologist (4)
Perspectives on Sexual and Reproductive Health (3)	PLOS Biology (4)

Free full-text articles, January 2004 to July 2005: UNC = 410; Duke = 490

Born free articles, January 2004 to July 2005: UNC = 99; Duke = 90

Basic Tips

- Wine and cheese competition
  - Conference poster sessions are often during receptions
  - Most people don’t like to talk to strangers
  - Need a hook to attract visitors
- Show, don’t tell
  - Use few, high-impact words
  - Emphasize graphics – photos, charts, graphs, etc.
- Make layout consistent, clean, & balanced
- Make the purpose obvious – and stick to it

Educate: Project Description

Connecting the Libraries and Athletics through Information Literacy Instruction to Strength and Conditioning Interns

Goal: To build a relationship between the libraries and athletics by connecting the Health Sciences Librarian and university athletics at James Madison University.

In the summer of 2015, the Associate Director of Strength and Conditioning approached the Health Sciences Librarian to discuss library support for their student interns.

A problem-based, information literacy instruction session was included in the didactic training of Strength and Conditioning interns. A collection of core journals and books was identified and developed. Access to these resources is facilitated through a guide tailored to the interdisciplinary nature of this population.

The methods closely parallel those used for traditional outreach to new academic programs, but were adapted to the unique setting in University Athletics.

A result of this collaboration was the development of new relationships with academic support personnel in athletics.

Instruction

- Evidence-based practice workshop for Strength and Conditioning interns
- Library orientation for football players during Freshman Academic Day
- Research basics session for football players

Outreach

- Formation of a student athlete interest group
- Informational meeting with student athlete academic advisors
- Promotion of subject guide to Strength and Conditioning interns and coaches

Extending library outreach to University Athletics is an opportunity to support student athletes both academically and "on the field".

Future goals of this project include broader involvement with freshman orientation activities and other academic support programs and creation of a subject guide for student athletes.

Acknowledgements

Travis Pelletier, Associate Director for Strength and Conditioning
Stephanie Hutchinson, Learning Specialist
Quintrel Lenore, Academic Advisor (football)

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JAMES MADISON UNIVERSITY

Educate: Project Description

Development of a Faculty Writing Club to Promote Scholarship

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Jena L. Ivey, PharmD, CGP, **Jennifer Stegall-Zanation,** PharmD, BCPS,
K.T.L. Vaughan, MSLS, AHIP, **Timothy J. Ives,** PharmD, MPH, BCPS, FCCP, CPP
UNC Eshelman School of Pharmacy

INTENT

- One of the strategic initiatives of the Division of Pharmacy Practice and Experiential Education is to facilitate individual scholarship, professional service, and leadership in education and practice.
- Faculty desired assistance with incorporating scholarship into their daily activities.
- Therefore, a writing club was established to promote and support scholarship through topic discussions and internal peer review of abstracts, posters and manuscripts.

PROCESS

A senior faculty member serves as the facilitator

⇩

Group meets monthly

⇩

Discussion topics are determined by members of the writing club

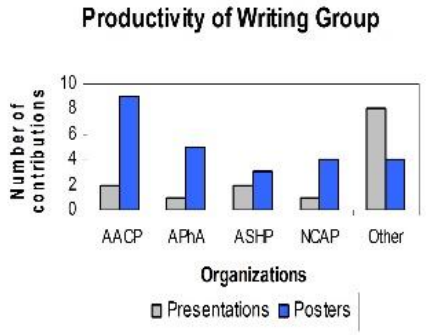
Discussion Topics (Sept 2008 – May 2009)	
Designing an effective poster	Introduction to grantsmanship
Developing a research project	Peer review of posters
Journal impact factors	Serving as a journal reviewer
Introduction to COS (Community of Science)	Writing an abstract

- In order to facilitate communication among writing club members, a Blackboard™ site and PBwiki® page were created.
- In order to showcase scholarly achievements, two display boards were set up in the Division's office suite. Faculty members place copies of posters, book chapters and publications on the display boards.

OUTCOMES

- Participants (n = 20):
  - 19 faculty members (15 on campus and 4 off-campus)
    - 13 Clinical Assistant Professor
    - 6 Clinical Associate Professor
  - 1 PYG1 community resident
- Our Blackboard™ site allows for posting of relevant articles, sharing of documents, and hosts a calendar of scholarly conferences with submission dates.
- Productivity: 27 abstracts/posters, 14 invited presentations and 7 manuscripts

Display boards within Division's office suite.

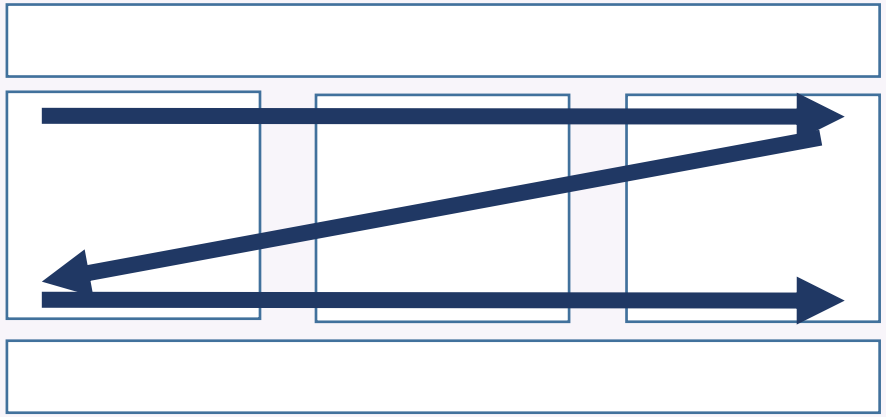


IMPLICATIONS

- Creation of a writing club facilitates individual scholarship and helps mentor new to mid-level faculty.
- Members of the writing group benefit from having a health sciences librarian as a participant and facilitator.
- Sharing materials via Breeze Conferencing and Blackboard™ allows those who are not physically present to benefit from the group.
- The writing club decided to discontinue use of the PBwiki® page since the group was more comfortable with Blackboard™.
- The number of abstracts, invited presentations, and manuscripts will continue to be monitored in order to document the success of the group.

Poster Layout & Creation

- Typical layout*:



- Facilitate “Z-reading”
- Use a PowerPoint template
- Consider print or digital formats
- Fun is ok!

*Except when you do something different

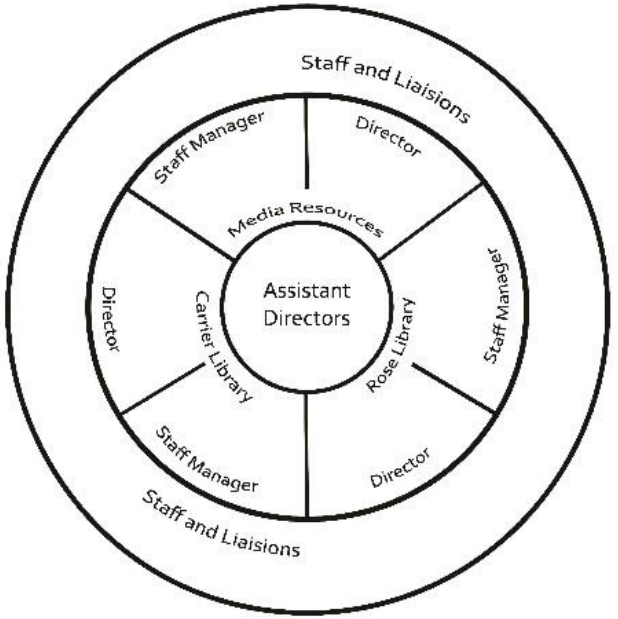
Advocate

Leading from the Center Out:

The Joint Library Services Leadership Team at James Madison University

In a system with multiple service points, how can leadership work together to keep the library as a whole relevant and central to students?

Carrier Library	Media Resources	Rose Library
Director	Director	Director
Assistant Director		Assistant Director
Staff Manager	Staff Manager	Staff Manager
Staff	Staff	Staff
Liaisons	Liaisons	Liaisons



Competitive Model

Collaborative Model

Separate	Physical Spaces	Separate
Separate	Philosophy	United
Unique	Services & Outreach	Joint
Competitive	Planning & Budgeting	Shared
Personality	Driver of Collaboration	Positions
Departmental Services & Outreach	Assistant Directors' Focus	Collaborative Services & Outreach

K.T. L. Vaughan, Kristen S. Shuyler, Kelly Miller-Martin, and Erika Peterson

VLACRL October 2015

Promote & Praise

T3: Mapping Innovations that Matter

K.T.L. Vaughan, MSLS
Librarian for Bioinformatics & Pharmacy, UNC-Chapel Hill Health Sciences Library

Sciences
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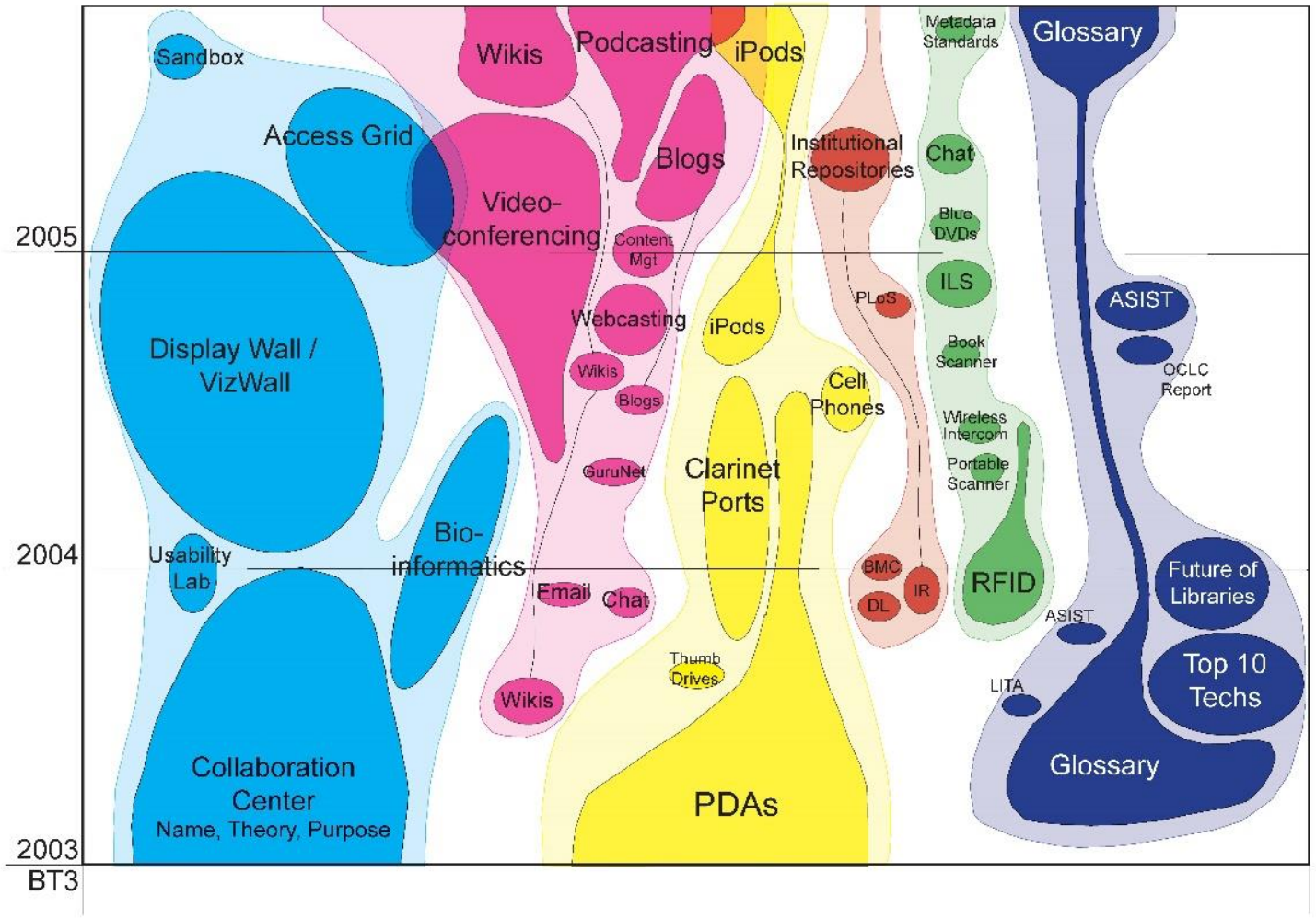
The Technology Think Tank (T3) is a learning committee responsible for monitoring the development of new information technologies in a context of its impact on Health Sciences Library programs and services.



This chart is adapted from a style of phylogenic trees popular in the 1970s.

Width of each category and topic indicates relative time and effort spent by the T3 on investigating and discussing the topic.

- Collaboration Center
- Communication Technologies
- Mobile Technologies
- Scholarly Communication
- Library Technologies
- Education

Presentation Tips

- Know what the physical requirements are
  - If printed, will it be pinned to a board, mounted and leaning on an easel?
  - What are the maximum dimensions allowed?
  - If digital, what is the filetype needed?
  - Will you have a table and power for extras?
- Give yourself space to stand
- Prepare a way to connect afterwards
- Prepare the elevator speech
- Know what’s happening to the poster next

Promote

JMU Libraries & Educational Technologies Framework for Liaison Librarians

Liaison librarians develop and manage research and information services and programs based on users' needs. These services may be delivered in person or online, to any number of faculty, staff, and students at a time. This document provides a framework for fulfilling these responsibilities and applies to LET faculty and staff within Research & Education Services and to liaison librarians administratively located outside the department.

Terminology used

"Subject areas" includes all JMU academic departments and university units served by LET Research & Education Services. The term may be used to refer to individual departments or units or it may be used collectively.

"Users" includes JMU students, faculty, and staff other than those employed within LET. The term may be taken to potentially include any member of the JMU community outside of LET.

Howard Carrier
Michael Cartwright
Brian Cockburn
Brian Flota
Kelly Giles
Michael Mungin
Emma Oxford
Elizabeth Price
Lara Sapp
Carolyn Schubert
Yasmeen Shorish
Kristen Shuyler
Brian Sullivan
Liz Thompson
K.T. Vaughan
David Vess
Malia Willey

Outreach & Engagement

Liaison librarians actively engage with users in assigned subject areas to develop strong working relationships in support of programs and goals

Core Expectations

1. Anticipate and respond to needs and priorities of users in subject areas and to strategic directions of LET.
2. Demonstrate and cultivate awareness of issues in library and information science and in subject areas.
3. Seek and develop collaborative relationships within subject areas and with users in the areas of teaching, research, collections, and scholarly communication.
4. Communicate effectively with users in subject areas, individually or in groups, and facilitate connections between subject areas, users, and LET.
5. Promote library services, programs, and collections to users in subject areas; promote services and programs of subject areas to faculty and staff in LET.

2016-17 Projects

- Explore and potentially implement an undergraduate essay award program.
- Explore a games night event open to JMU students.

Instruction, Reference & Consultation

Liaison librarians provide users with group and individual instruction and consultation services in their subject areas and other in-depth specialized areas of expertise. These services support knowledge and skills development in information and other metaliteracies, scholarly communication and information-based research, and the ethical use of information.

Core Expectations

1. Use knowledge of subject area scholarship to inform instruction and consultation activities.
2. Support the integration of information literacy and related skills into the curriculum.
3. Deliver effective instruction and consultation sessions.
4. Demonstrate an understanding of basic principles of instructional and assignment design.
5. Understand basic copyright principles and their application to teaching practice.
6. Use assessments of student learning and user needs to improve instruction and consultation practices.

2016-17 Projects

- Research and pilot methods for gathering useful student feedback.
- Explore possible ways of providing peer support for instruction. Potential development of a pilot project.
- Create an asynchronous instructional materials library.
- Develop learning outcomes for faculty instruction.

Research & Scholarly Communication

Liaison librarians bring knowledge and practices from library and information science and scholarly communication, as well as subject areas, to the development and support of research partnerships at the university and in the larger community.

Core Expectations

1. Provide a holistic program of research support to faculty, staff, and students in subject areas.
2. Foster interdisciplinary collaborations in research and information services across the university community.
3. Work closely with users in subject areas to understand and support their changing research needs and patterns of scholarly communication.
4. Inform users about research and scholarly communication issues and trends.
5. Promote activities supporting LET and university research and scholarly communication initiatives.
6. Work with LET colleagues to answer users' queries, responding and making referrals as appropriate.

2016-17 Projects

- Form a Research Interest Group to facilitate peer support and collaboration.
- Hold a "speed dating" event to share research interests and make connections between colleagues.

Collections

Liaison librarians work with colleagues in LET, across the university, and in regional and national consortia to develop a holistic library collection that serves the needs of the university across formats, locations, and liaison areas. Collections work involves identifying, selecting, and deselecting materials in support of teaching and learning, research, and engagement.

Core Expectations

1. Select and deselect materials in relevant formats.
2. Contribute to holistic collection management in support of the general information and scholarship needs of users.
3. Assess and make decisions regarding the acquisition, retention, and preservation of collections based on local collection characteristics and usage, whether individually or through collaborative collection management.
4. Work with colleagues to enhance the acquisition, access, discovery, and use of collections.
5. Use collections as a basis for engagement with the university and community.

2016-17 Project

- Review and recommend options for organization of subject resources on the website.

Learn!

SCIENCES LIBRARY

Peer, Partner, or Service Provider:
Identifying Novel Library Liaison Roles in Academic Health Sciences

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[1]UNC Health Sciences Library, [2]UNC Eshelman School of Pharmacy

UNC ESHELMAN SCHOOL OF PHARMACY

Objective

To identify library services for liaisons to academic health sciences schools. An understanding of current services can inform the evolution of current and emerging liaison roles.

Methods

A group of 9 health sciences librarians individually brainstormed what services they currently provide in their liaison work and those they would potentially provide given additional resources and/or demonstrated constituent interest. The group then reconvened to compare lists. The resulting lists were collected and analyzed for clusters such as reference, outreach, and teaching activities, and for overlap among current and potential services.

Results

The quantity and variety of services currently provided by liaisons was impressive, at more than 75 services in **11** categories. In addition, liaisons suggested a large quantity and variety of potential services. Most (27 of 34) of the potential services are already being provided by another liaison to her constituency. The seven exceptions are in outreach, technology support, and scholarly communication. Many of the services listed go beyond the librarian as simply a service provider, instead casting the liaison in the role of research or teaching partner and faculty peer.

Implications

These results support the reimagining of the librarian's role in academic health sciences environments. The next step is to identify new roles of highest potential utility to constituents in the health and life sciences.

Health Sciences Liaison Services

Please help us with Part 2 of this study by marking the below services as follows:

Faculty: Services I **have** used || Faculty: Services I **would** use || Librarians: Services I **have** provided || Librarians: Services I **would** provide

Reference
- Quick questions
- Literature searches
- Clinical Support
- Email/chat
- General subject "Lib Guides"

Teaching
- Course-integrated
- On-Demand
- Online
- Course-specific webpages
- Video modules
- Orientation
- Search process
  - Evidence-based practice
- Specific databases
- Citation management
- Preceptor training
- Special topics
  - NCBI databases
  - Data management
  - Ethics
  - Informatics
  - Social media

Consultations
- Scheduled consultations
- Open office hours
- Search process
- Specific databases
  - PubMed, CINAHL, Web of Science
- Citation management
  - Citation styles (APA)
  - Specific programs
- Technology/tools
- Special topics
  - Scholarly communication
  - Data management
  - Systematic Reviews

Outreach
- Students (graduate & professional)
- Faculty
- **New departments**
- **Clinical units**
- Global health / international
  - Mission trips
- **Social media / blogging**
- Library exhibits & programs

Research Support
- Student research day
- Grant matching
- Data management

Technology Support
- Mobile technologies
- Classroom management
  - Sakai
  - Blackboard
- Online meeting programs
- Tool / software identification
- Moderate online courses
- **Digitization projects**
- **E-portfolios**
- **Usability studies**

Collection Development
- Liaison to faculty
- Reference collection areas
- Database trials management
- Reserves/course readings

Scholarly Communication
- Assist with publishing process
  - Recommend journals
- Legal issues
  - Copyright
  - Open Access
  - NIH Public Access Policy
- Faculty CV review for tenure
- **Institutional repository projects**
- Poster review

Professional development
- Subject conferences / webinars
- Continuing professional education
- Publishing / presenting research

Library Activities
- Strategic planning
- Library committees & meetings
  - Collection management
  - Liaison group

Faculty Activities
- Strategic planning
- Project management & development
- Committees & meetings
  - Faculty meetings
  - Departmental events
  - Curriculum committee
  - Accreditation committee
  - Research committee

Additional Services
Please add your suggestions using the supplied Post-it notes.

Key
- Current services
- **Potential services**
- Current AND potential services

Common Worst Practices

- Too many words!
- Too many colors
- Too many fonts
- Font size too small (see: too many words)
- Not enough whitespace (see: too many words)
- Confusing layout
- No flow
- Unbalanced
- Confusing point/purpose

Don't do this!

PIGS IN SPACE: EFFECT OF ZERO GRAVITY AND AD LIBITUM FEEDING ON WEIGHT GAIN IN CAVIA PORCELLUS

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ABSTRACT:

One ignored benefit of space travel is a potential elimination of obesity, a chronic problem for a growing majority in many parts of the world. In theory, when an individual is in a condition of zero gravity, weight is eliminated. Indeed, in space one could conceivably follow ad libitum feeding and never even gain an gram, and the only side effect would be the need to upgrade one's stretchy pants("exercise pants"). But because many diet schemes start as very good theories only to be found to be rather harmful, we tested our predictions with a long-term experiment in a colony of Guinea pigs (Cavia porcellus) maintained on the International Space Station. Individuals were housed separately and given unlimited amounts of high-calorie food pellets. Fresh fruits and vegetables were not available in space so were not offered. Every 30 days, each Guinea pig was weighed. After 5 years, we found that individuals, on average, weighed nothing. In addition to weighing nothing, no weight appeared to be gained over the duration of the protocol. If space continues to be gravity-free, and we believe that assumption is sound, we believe that sending the overweight — and those at risk for overweight — to space would be a lasting cure.

INTRODUCTION:

The current obesity epidemic started in the early 1960s with the invention and proliferation of elastane and related stretchy fibers, which released wearers from the rigid constraints of clothes and permitted monthly weight gain without the need to buy new outfits. Indeed, exercise today for hundreds of million people involve only the act of wearing stretchy pants in public, presumably because the constrictive pressure forces fat molecules to adopt a more compact tertiary structure (Xavier 1965).

Luckily, at the same time that fabrics became stretchy, the race to the moon between the United States and Russia yielded a useful fact: gravity in outer space is minimal to nonexistent. When gravity is zero, objects cease to have weight. Indeed, early astronauts and cosmonauts had to secure themselves to their ships with seat belts and sticky boots. The potential application to weight loss was noted immediately, but at the time travel to space was prohibitively expensive and thus the issue was not seriously pursued. Now, however, multiple companies are developing cheap extra-orbital travel options for normal consumers, and potential travelers are also creating news ways to pay for products and services that they cannot actually afford. Together, these factors open the possibility that moving to space could cure overweight syndrome quickly and permanently for a large number of humans.

We studied this potential by following weight gain in Guinea pigs, known on Earth as fond of ad libitum feeding. Guinea pigs were long envisioned to be the "Guinea pigs" of space research, too, so they seemed like the obvious choice. Studies on humans are of course desirable, but we feel this current study will be critical in acquiring the attention of granting agencies.

MATERIALS AND METHODS:

One hundred male and one hundred female Guinea pigs (Cavia porcellus) were transported to the International Space Laboratory in 2010. Each pig was housed separately and deprived of exercise wheels and fresh fruits and vegetables for 48 months. Each month, pigs were individually weighed by duct-taping them to an electronic balance sensitive to 0.0001 grams. Back on Earth, an identical cohort was similarly maintained and weighed. Data was analyzed by statistics.

RESULTS:

Mean weight of pigs in space was 0.0000 +/- 0.0002 g. Some individuals weighed less than zero, some more, but these variations were due to reaction to the duct tape, we believe, which caused them to be alarmed push briefly against the force plate in the balance. Individuals on the Earth, the control cohort, gained about 240 g/month ($p = 0.0002$). Males and females gained a similar amount of weight on Earth (no main of effect of sex), and size at any point during the study was related to starting size (which was used as a covariate in the ANCOVA). Both Earth and space pigs developed substantial dewlaps (double chins) and were lethargic at the conclusion of the study.

CONCLUSIONS:

Our view that weight and weight gain would be zero in space was confirmed. Although we have not replicated this experiment on larger animals or primates, we are confident that our result would be mirrored in other model organisms. We are currently in the process of obtaining necessary human trial permissions, and should have our planned experiment initiated within 80 years, pending expedited review by local and Federal IRBs.

ACKNOWLEDGEMENTS:

I am grateful for generous support from the National Research Foundation, Black Hole Diet Plans, and the High Fructose Sugar Association. Transport flights were funded by SPACE-EXES, the consortium of wives divorced from insanely wealthy space-flight startups. I am also grateful for comments on early drafts by Mañana Athletic Club, Corpus Christi, USA. Finally, sincere thanks to the Cuy Foundation for generously donating animal care after the conclusion of the study.

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Links & Resources

- Better Posters (blog): http://betterposters.blogspot.com/
- Designing Conference Posters (Colin Purrington): http://colinpurrington.com/tips/poster-design
- Advice for Making Posters in PowerPoint (U Alabama): https://undergraduateresearch.as.ua.edu/presenting-your-work/making-posters/
- Free PowerPoint Poster Templates (Genigraphics): https://www.genigraphics.com/templates

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2:15-3pm TODAY

Outside the Exhibit Hall

KT Vaughan

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