Preparing for a Poster Presentation

Health Sciences Library
St. Michael’s Hospital
March 27, 2019, 12:00-1:00
Hello, it’s me

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By the end of this session, you will be able to:

1. Describe elements which make for an effective poster
2. Execute best practices in design and layout
3. Understand elements to include in a research poster
4. Identify tools and software available to create posters
5. Prepare for presenting research and interacting with attendees
The session is divided into three parts:

1. Preparing for creating your poster
2. Creating your poster
3. Preparing for the presentation
BUT FIRST…
a short activity!
The effects of sub-anesthetic doses of the non-competitive NMDA receptor antagonist ketamine on reconsolidation and expression of fear memory in Sprague Dawley rats

Delcellier, K.1,2, Cayer, C.1,2, Kent, P.1 and Merali, Z.1,2
1Institute of Mental Health Research, 2University of Ottawa School of Psychology

Introduction

- Ketamine, a non-competitive NMDA receptor antagonist, has historically been used as a sedative in veterinary and human medicine.
- Recent reports suggest that it displays anti-depressant as well as anxiolytic effects at sub-anesthetic doses. Several non-competitive NMDA receptor antagonists that have been shown to disrupt fear memory processes, however surprisingly little work has been done on the effects of ketamine in this domain.
- The objective of this study was to investigate the effects of ketamine on reconsolidation and expression of fear memory in Sprague-Dawley rats.

Methods

Subjects: Male Sprague-Dawley rats (275-300 g) were maintained on a 12:12 light/dark cycle and given ad libitum access to food and water.

Drugs: Ketamine, dissolved in saline was administered intraperitoneally at doses 1.3 or 10 mg/kg. The control (vehicle) animals received an equivalent volume of saline alone.

Procedure: Rats were placed in conditioning chambers (Coulbourn Instruments) where they received either 1/6 footshocks (1.0 mA, 2 s duration) on a random schedule (contextual training) or 24 h-pairing of a 20 s tone with a 1.0 mA (1 s) continuous footshock delivered during the final second of the 20 s tone (cued training).

Experiment 1: Reconsolidation

Results

- Experiment 2: Expression

Conclusions

- Ketamine did not disrupt reconsolidation, which is contrary to previous research on other non-competitive NMDA receptor antagonists using CER.
- Higher doses (3 and 10 mg/kg) of ketamine were shown to disrupt the expression of fear memory in both contextual and cued conditions.
- High dose (10 mg/kg) of ketamine was shown to lower locomotor activity, leading to believe that its use would not be causing an increase in activity and therefore would not be interfering with the freezing behavior.
- The results of this study appear to indicate that ketamine is indeed implicated in the disruption fear memory processes, although there seems to be some differences with results previously reported on other non-competitive NMDA receptor antagonists using the same paradigm. Results such as these lead to the possibility of ketamine using a different mechanism.

Acknowledgements

I would like to thank everyone from Dr. Zul Merali’s laboratory for all of the assistance and wonderful help they have given me throughout the year. I would like to especially thank Christian Cayer and Jonathan James for their most appreciated help in data collection and the invaluable guidance they have given me, as well as Pamela Kent, who has been an incredible source of support and knowledge throughout this experience.

Future research

- Future research into ketamine’s effect on fear memory processes should focus on the possibility of its implication in a different mechanism in the amygdala, as well as its effects on fear memory acquisition.
- Implications of such studies could eventually lead to novel treatments for anxiety disorders, such as PTSD.
Developing and characterising a novel combined nanoelectrode system

L. P. Robinson, A. Mount

Electrochemistry at nanoelectrodes

Nanoelectrodes have several advantages for electrochemical sensing. Transport to macroelectrodes proceeds through a relatively inefficient linear diffusion profile. They are also highly affected by convection and drift. Dendritic growth

Ag/AgCl as a combined electrode

The combined reference/couneter electrode is created by electroplating a thin film of Ag onto the Pt microsquare. Potentiostatic plating causes Ag to grow preferentially at the corners, creating dendrites. A galvanostatic plating protocol is being developed to provide the required smooth, shiny Ag deposit.

Combined nanoelectrode system

This design consists of a microsquare at the bottom of each cavity in the array, with the nanoband around the cavity edge.

Characterisation

Cyclic voltammetry and electrochemical impedance spectroscopy will be used to verify that the system is behaving as predicted. The nanoband should have a similar response to the current nanoelectrode array.

Fabrication

This design has been fabricated at the Scottish Microelectronics Centre using photolithography. In this technique, layers of metal and insulator are deposited and patterned to produce the desired arrangement.

An application

By coating the surface of the working electrode in a probe nucleic acid, the corresponding DNA sequence can be detected using electrochemical impedance spectroscopy (EIS). Before the target molecule is hybridised, the resistance measured for the redox couple is small. When the correct target is hybridised, the resistance increases, and therefore the EIS response is much larger.

Objectives

Having made the initial measurements, the next steps will include:

- Complete fabrication of the combined system, including optimisation of nanoband and cavity dimensions
- Further investigation of the sensitivity of nanoelectrodes for use in DNA sensing and the relationship between the response and concentration of the target
- Optimisation of a galvanostatic silver plating protocol

Many thanks to Dr. Darren Corrigan, BlaSchneider, Professor Andy Mount, the Mount group and the SMC for their valuable support and expertise.
Option 3

EASIER, FASTER, BETTER?
How social media facilitate tacit knowledge sharing practices between employees within governmental bodies.

1. THE ISSUES

2. RESEARCH QUESTIONS

3. KEY THEMES

4. METHODOLOGY

EXPERIENCES LEARNED

TACIT KNOWLEDGE

ACADEMIC CONTRIBUTION
There is very limited evidence on the role of social media within governmental bodies in facilitating the sharing of tacit knowledge. This thesis will bring new understanding on this subject.

PROFESSIONAL CONTRIBUTION
This work will provide governmental bodies with an understanding of the place of social media in the context of knowledge work.

ORGANISATIONAL KNOWLEDGE
- The learning process occurs in individuals, teams, and on the organisational level.
- Modes of "learned, tacit" practices.
- SOCIAL MEDIA
Social media today bring benefits from WEB 2.0 technologies to facilitate the sharing of tacit knowledge.
- Video conferencing.
- Social networking.
- Collaborative tools.

KNOWLEDGE SHARING
Differences between can facilitate the sharing of tacit knowledge:
- Online Communities of Practice (CoPs) sharing informal knowledge.
- Exemplars models of knowledge sharing can serve as guidance.

METHOD 

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Contact details
Which poster appeals to you most?

To answer, visit www.menti.com and enter the code on screen.
A poster is not:

• A place to squeeze in all of your research data and technical lingo

• An academic paper printed out with accompanying images

Don’t be this poster!
A poster is:

- A communication tool
- A networking tool
- A conversation starter
What to include:

Most academic research posters follow similar headings to an abstract:

- Introduction and background
- Methods
- Results
- Discussion and conclusions
- Next steps
- Acknowledgements
- References
Another way to think about it:

- **The Windup** (quick summary / background)
- **The Hurdle** (what is the problem?)
- **The Vision** (how did you propose to solve it?)
- **The Action plan** (what did you do to solve / investigate it?)
- **The takeaway** (what is the most important thing you want your audience to know?)
- **Next steps** (where are you going from here?)
Spend time planning:

- Consider what details you would like to include in your poster, visualize how the layout should be organized, and contemplate how the flow of information could be mapped for your project.
The session is divided into three parts:

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2. Creating your poster

3. Preparing for the presentation
Programs to design your poster on

Library tested and approved

Canva
Getting started with your design: 5 rules to follow

1. Bullet points are your friend – but use them wisely

In your eyes: Critical reflection through team teaching
Allison Carr, Social Sciences Librarian, and Talitha Matlin, STEM Librarian, California State University San Marcos

What is Critical Reflection?

Examining our assumptions about teaching within historical, cultural, social, economic, and political contexts. It can be ideologically transformative. ¹

Transform your reflection into critical reflection by consistently focusing on unearthing and scrutinizing how power affects our educational interactions and our hegemonic assumptions. ²

Engage in critical reflection

Ask each other:

- Why do I believe what I believe about teaching?
- Do I teach in a way that actually works against my own best interests and/or the interests of my students?
- What are some assumptions I have about teaching and learning?
- What are some assumptions I have about my students?
- How do my experiences and background affect the way I teach?

A critical friend is a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend." ³

References


Team teaching: The colleague lens

Team teaching provides us with the opportunity for praxis – the combination of action (teaching) with reflection.

It offers:

- An environment to critically examine our own strengths and weaknesses in a safe and collaborative environment;
- An opportunity to invigorate and sustain our teaching in new ways;
- Each participant with a "mirror, mentor, or critical friend" who can provide a different version of the events we experience; ²
- Validation of our own instincts; ²
- A critical friend relationship where each participant is an advocate for the other. ³

#acrlteamteaching
Getting started with your design: 5 rules to follow

2. Design your poster to have a logical flow
Getting started with your design: 5 rules to follow

3. Less (words) is more
Getting started with your design: 5 rules to follow

4. Graphs are good … but in moderation
5. Stick to a colour palette

Online tools to help with colour theme considerations:

- www.canva.com/color-palette
- www.pictaculous.com
- www.color.adobe.com

![Image of a bee and sunflower with a color palette]

Colors:
- Peru #D2B33F
- Burly Wood #D0C865
- Dark Olive Green #92571A
- Dark Khaki #A8AE6A
- Beige #E8E3C8
Poster Templates


There is also a SMH template on the intranet:
- Under Quick Links --> Forms and Templates --> Templates --> Research Poster Template (36” X 72”)

St. Michael’s
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Sources of Inspiration

Faculty of 1000 posters: https://f1000research.com/browse/posters?&selectedDomain=posters

“Pimp my Poster” Flickr Group: http://www.flickr.com/groups/pimpmyposter
1) Visit posterbuzz.com and click the “Templates” tab

2) Find and download a template you like, then open it in Microsoft PowerPoint

3) Think of ways you would edit this template for your research, and try out some of the following:
   • Modify text content
   • Re-arrange sections
   • Add/Replace graphs or images
A few additional design tips:

• TRY TO AVOID ALL CAPITAL LETTERS

• Use only 1-2 fonts, and stick to simple ones

• All font on your poster should be a minimum of 32pt (standard range is 32-72)

• Check if there are any dimension requirements before you start designing
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The objectives of my research were to...

As you can see in this graph...

Something interesting I learned was...

I wanted to conduct this research because...

Using your poster as a tool to succinctly summarize and explain your research

As you can see in this graph…
Preparing your speech:

- 1-2 minutes in length
- Highlight the most important aspects of your research – do not worry about covering every detail
- Simplify your language as much as possible
Types of people you may encounter at your poster

The browser:
- May read your title and move on (not everyone will be interested in your project and that’s okay!)

The interested:
- May stay and look at your poster for awhile
- You can initiate conversation by asking “Would you like me to walk you through my poster?” or “Do you have any questions?”

The conversationalist:
- May have specific questions for you right away
- May have a lot they want to talk about
- You can always give them your contact information and follow-up
Questions to prepare for:

“Tell me about your research”

“Walk me through what’s on your poster”

• Why did you use that methodology?
• Can you explain what’s on this graph?
• What are your next steps for this research?
• Tell me more about your conclusions
It is okay not to know everything!

- “I’ve never considered that before, can you tell me more about it?”
- “I’m less familiar with that aspect of this research, but it’s an area I’d like to explore”
Final suggestions:

- Take business cards if you have them, or another way to easily distribute your contact information
- Another option is to print out smaller versions of your poster that you can hand out to people
- Don’t forget to have fun!
THANK YOU!

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