

## APPENDIX F: POSTER GUIDELINES

You have a lot of room to be creative when making a poster and it is encouraged that you create a poster whatever way you think is best for showcasing your Project. Nonetheless, there are some general rules to follow to ensure that posters are as effective as possible.

1. Simple is good
2. Make important information stand out
3. Line things up
4. Don't make it crowded

**Banner / Title Section:** This is the section at the top which includes the title of the poster, the author(s), and the authors' affiliations (group the author is associated with). The title should be the largest text in the poster, and the author names should be the next largest. The title should be large enough for someone to read from several feet away. On a standard size print poster, this is somewhere between 96-120 pt.

Your affiliation will be the Group Name that you were part of as well as your school's name. Many researchers also put the logo of their affiliation in the banner. You may want to create a team logo!

**Alignment:** Always bear alignment in mind when putting together your headings, columns, text and graphics. Sections that aren't aligned can appear sloppy. For example, aligning each paragraph to the left edge of a column will drastically improve the professional look of your poster.

**Balance and Spacing:** Include a margin of about 10mm along all edges of the poster. This is neater than letting things overhang/be cut off, but also accommodates for printer 'bleed'.

Distribute the content and images in the poster so that it looks balanced e.g. you may space out your graphics evenly, or you might opt to keep text to one section and graphics to another.

**White or 'Empty' Space:** Be sure to include some white or empty space. Too much content is difficult for viewers to read the poster – 'can't see the wood for the trees'. The aim is to produce an uncluttered look which is aesthetically pleasing.

**Fonts:** Pick fonts that are readable and don't distract from the content of your poster. Don't choose script-type fonts as they are difficult to read, e.g. *Blackadder IT*. Some popular fonts include: Helvetica, Calibri and Arial.

Many people use one font for the headings and another for the body text, but one font for everything is fine. Be consistent with your choice.

**Headings:** Divide the poster into parts with major headings for each section. Make the headings distinct and consistent so that the viewer can easily see the structure of the content. You may also choose to add colour to a heading level to set it apart.

**Images:** Images, graphics and photographs are generally a very welcome addition to any poster. However, resolution is paramount. Avoid low quality downloads. Low resolution images will appear pixelated when printed at larger scales. Zoom into your poster at 100% during design to check the resolution as this shows the approximate print quality of your image. To ensure the highest resolution do not copy and paste directly onto your poster. Instead, use the Insert > Pictures option.

## POSTER EXAMPLES

Note: The poster content (text) is not intended to be readable at this print size, it is the overall layout and design that we are critiquing here.

### POOR DESIGN:

The following posters are messy looking. The arrows are confusing in both. The headings do not stand out. The blue font is hard to read in the first poster and the different font sizes is overwhelming in the second poster. Overall the effect of both posters is disorganised and unappealing.

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**Promoting and Fostering Undergraduate Research Through a Research Option in a Technical Communication Course**  
 Michael Alley, Jenny Lo, and Bevelee Watford  
 Engineering Education, Virginia Tech

**Introduction**  
 The Boyer Commission Report has urged universities to "make research-based learning the standard" for the education of undergraduates. Given how tight engineering curricula are, how can such curricula promote and foster undergraduate research?  
 One idea is to use the technical communication course, which already incorporates library research. This project assesses whether a research option of such a course could promote undergraduate research.

**Sites for Research Experiences**  
 Bucknell  
 East Tennessee State University  
 Georgia Tech (2)  
 University of Illinois at Urbana-Champaign  
 MIT  
 Penn State  
 South Carolina  
 Vanderbilt  
 Virginia Tech (8)  
 Woods Hole Oceanographic Institution

**Undergraduate Research Symposium**  
 Fall 2004: 42 presenters

**Preparing for Research (1-credit)**  
 Spring 2005: 20 students

**Documenting Research (2-credits)**  
 Fall 2005

**Assessment of Learning of Technical Communication**  
 Learning by those in pilot course  
 versus  
 Learning by those in standard technical communication course

**Results**

Aspect	Goal	Outcome
Participants in 2004 undergraduate research symposium (trigger for course)	25	42
Number of enrollees in course sequence	25	20
Percentage of enrollees from underrepresented groups	40%	55%
Number of enrollees who obtained summer research positions*	20	18

\*Two students selected company internships rather than research experiences. These students will document their internships in the Fall course.

**Conclusions**  
 The pilot course was a success at promoting research among undergraduates, especially those from underrepresented groups  
 The question to be answered is whether the students in this pilot course learn technical communication as well as students who take a standard technical communication course

**Undergraduate Research Symposium**  
 Fall 2005

Sponsor: NSF Grant 0341171  
 Program Officer: Ken Gentili

GOOD DESIGN:

The following posters are appealing. There is great use of graphics. The balance and spacing produces an organised effect. The colour palette is complimentary. Overall they are professional and interesting looking.

