Research posters

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Poster presentation and feedback

o Poster session

   o Practice presenting your work in a particular, restricted framework

      o Being brief is more difficult than not!

      o Forces you to boil it down to the essential message

      o Useful skill for posters, papers, talks, meetings, interviews,….

o You (PhD students) have prepared your posters

o You will present them here in mixed groups

o You (postdocs) get to review the posters and provide feedback

o Outcome: feedback for presenters, reflecting on reviewing for reviewers

What should go in?

o Title: brief, precise, catchy to attract attention

o Author names, affiliation, email

o Introduction (no separate abstract)

> Elements similar to paper structure

    o create interest

    o include only absolute minimum on background

    o be very explicit about novelty / contribution

o Motivation

o Existing work

o Approach

o Core findings, ideas, solutions, etc.

o (if applicable) experiment design and results

o Lessons learnt

Structure

o Make it clear visually what the order is, provide structuring headings

o Break into short lists of texts or paragraphs, no long texts

   o Use columns, boxes, etc.

o Identify your most important aspects and make them stand out
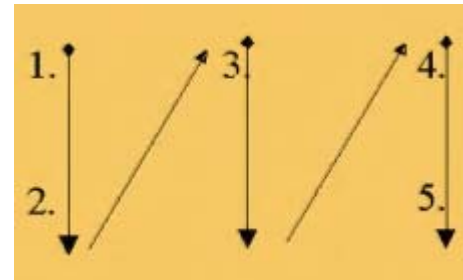
Visual considerations

o Go for readability, clarity

  o Use clear titles

    o Summarize your content, create precise descriptions (not "Introduction", not "Graph 1")

o If there is something you would like to highlight, do so

o Aim for illustrations that "tell the whole story"

  o To the extent possible, if someone just looks at the pictures, they should still get a feeling of what you did

The poster presentation

o Poster should also work without you

o Be prepared to give a full presentation of the poster in 3-5 minutes

    o Your audience might not know your particular research topic; or they might work on it themselves

    o Try to engage your audience (and do not talk to the poster)

The template

o Is the poster clearly structured, easily readable and aesthetically pleasing to the viewer?

o Is the content focused to the main messages, with clear explanations of goal and contribution?

o Do the figures (i.e., tables and graphs) convey the intended message?

o Without verbal explanation, can readers grasp the intent of the poster?

o Did the presenter convey the content in a logical, continuous manner, engaging the audience?

o In summary, how would you rate the poster presentation?

o Candidate for Best Poster Award?

How does this work now?

o Each PhD student has up to 7 minutes (including questions!!) to present their poster

    o Change posters when you hear the whistle!!

o We work in groups

    o Group allocations are put up in the room

    o Groups are mixed so that we have a diverse audience

o Postdocs take notes on the template sheets we hand out

    o We discuss among postdocs before giving feedback

Thank you.

Questions? Comments?

o A nice idea for future use
  o Put your poster on your office door
  o Used at MPI says Gerth

Acknowledgements, resources

o The Scientist, http://www.the-scientist.com/?articles. view/articleNo/31071/title/Poster-Perfect/

o Nichole Jonas, https://science.nichd.nih.gov/confluence/ display/~jonasnic/Elements+of+Style

o Purrington, C.B., Designing conference posters, http://colinpurrington.com/tips/poster-design

o http://colinpurrington.com/wp-content/uploads/2011/ 09/scientific-poster-advice-purrington.pdf

o [Cornell]
www.cns.**cornell**.edu/documents/**ScientificPosters**.pdf

Reviewing

o Your experience

o The good / the bad

o What I would wish there was in every review

Review

o What – brief summary (possibly incl. Judgement)
o Strong / weak points
   o Any work can be rejected
   o Look for reasons of acceptance
      o Even for reject, that's the road to continue
      o Is the problem actually important / relevant?
   o Balance with standards (what are these?)
      o Experience
      o Look at old proceedings / journal issues
      o Study the call
         o E.g. some workshops accept unfinished work
      o Ask your peers / host
   o How to improve the paper
      o What would it take for the work to be accepted
      o Does it live up to its own claims?
o Good tone, talk about work, not authors
o Give reasoning for your judgement
o Authors cannot ask questions, so be concrete

How to work with reviews

o It's a done deal

    o Often one would hope for more (time spent, more thoroughly read, better written, more detailed)

    o Can seem unjust

        o Might actually be

    o Try to accept it, and work out the reasons

        o If they point out a minor detail, maybe they just did not like the work

            o Why were they not excited? Work on motivation / contributions

            o Is it not a detail? Think critically

            o How could they misunderstand? Work on explanations / descriptions

        o Any review reflects a point of view

The content of the review

o Some points are easy to understand

    o Fix or argue

o Some points are difficult to interpret

    o Discuss with peers / supervisor

    o Leave for a while and come back

    o Look into how to address these

    o For conferences – if you misunderstand, it might not be an issue, if it makes your work better

o Carefully address reviewer points

    o You may also choose not to change something, but it is often a good idea to then argue for your reasons in the paper

        o Avoid too specific add-ons for conference papers

Notes from the retreat –
Ideas for future postdoc events

o How to write a research proposal

  o How to write the grant

  o Understanding the grant environment in Denmark

  o Arrange as event

o Academic career counseling

  o Should I stay in academia or not?

o How do I integrate into industry from a PhD/postdoc?

  o Arrange event with people of different backgrounds to discuss pros and cons of industry and academia

o What is needed in order to get an academic position (at AU or elsewhere)?

o How do you do an academic interview? Preparing your documents for an application

o How do you do a literature search / review for your related work section? (mostly students, but also some postdocs)

o Supervising students (unofficially) at PhD or Master level

o Transition of going from TA to being in charge of teaching

  o Decide what is taught