Checklist Guide for Poster Preparation

Layout

- Use the template to set up your layout. The template can be found at the link below.
  - [https://sites.google.com/site/ubbclsgenomeannotation/educational-resources](https://sites.google.com/site/ubbclsgenomeannotation/educational-resources)
  - Columns: top to bottom, left to right
  - Template size is set by Design/Slide size/Custom size: 48X36 inches
- Use the same font size and type for all sections.
  - 28 point font, Arial Narrow, for body text
  - 30 point font, Arial Narrow, for section headers
- Check grammar.
- Check spelling.

Title

- An appropriate length is 6-12 words.
- Font size should be readable from 3-5 feet away
  - Use a 78 point font, Trebuchet MS.
- The title should be descriptive of the project.
- Include your beginning and ending DNA coordinates in the title.
- An NSF logo should be included in all posters, in the upper right hand corner.
- You may add a logo or image for your school adjacent to that.

Authors and Affiliation

- Use a 48 point font, Trebuchet MS, for author names.
- Use a 36 point font, Trebuchet MS, for authors’ affiliation (your school).
- Include all authors who have made a significant contribution (students and supervising teacher).
- Multiple student contributors can be listed alphabetically, or in the order of their relative contribution.
  - If multiple students contributed the same effort, then indicate with an asterisk * and list alphabetically.
  - Add a foot note, e.g., * indicates the same effort
  - You will acknowledge other significant contributors to the project (e.g. Dr. Rama Dey-Rao, Dr. Stephen Koury) in the acknowledgements section.
- The supervising author (teacher) should be listed last, as the senior author.

The Abstract should be about 300-400 words.

- The abstract is like a miniature version of your poster.
- Your abstract should contain the following sections: Background, Objectives, Methods, Results, Conclusion.

The abstract should address the following questions:

- Is the research question presented clearly?
- Are investigation methods understandable?
- Are the results summarized in an easily understandable manner?
- Is your abstract detailed enough to understand the purpose and findings of your study?
The **Introduction** should be 3 paragraphs long.

- The **first paragraph** of your introduction should contain background information on the importance of this research question or educational approach.
- The **second paragraph** of your introduction should describe previous work done and, more importantly, describe what is NOT known.
- Include a **map of your gene neighborhood** to show the area you are investigating.
- The **last paragraph** of the introduction should summarize the current study.
- Throughout your introduction, all specific statements of fact, not from your own work, have to be accompanied by a **reference** to the source of that information, using the format for a single author (Author last name, year), or multiple authors (First author last name et al., Year).
- For example, "*Kytococcus sedentarius* is a well-recognized contributor to human foot odor (James et al., 2013)."
- Students should be putting these facts into their **own words** so that they understand and are comfortable presenting.
- When citing previous work, make sure that the students are not copying any statement word for word from that source.
  - You may want to search any suspiciously technical sentences by using quotes in Google.
  - Reinforce concepts of originality, plagiarism, and correct scholarly acknowledgement as needed.

**Materials and Methods**
The **Materials and Methods** section will be provided to you as a table, summarizing the modules used and the information derived from each module.

**Results**
Your **Results** section will summarize the findings of your research, using images captured from your online lab notebooks. You can add an arrow or a box to highlight specific areas of interest in complex figures. A figure legend, accompanying each figure, will summarize the significance of each finding.

**Figures**
- Select images that clearly demonstrate results of interest.
  - Avoid unnecessary or redundant data.
- If you choose to put **multiple images** into a single figure, make sure that they are arranged neatly in a composite.
  - Each panel of a multi-figure composite should have a capital letter in the upper left hand corner, so that you can describe each panel specifically in the figure legend.
    - For example, ‘Panel A shows the probable localization of this protein to the cytoplasm.”
- You can add arrows or boxes to highlight regions in a complex figure.
- Make sure that the resolution of each image is sufficient to see necessary detail.

**Table(s)**
• You may choose to summarize the results from multiple gene targets in one table.
• Your table should include headings so that it is easily understandable.

**Figure Legends**

All of your images and tables should have figure legends accompanying them. The figure legends should address the following:

• The legends should describe all essential details of the entire figure.
• If you have added arrows or boxes to highlight specific data, make sure that the legends explain their significance.

**Conclusions**

• The conclusions should accurately summarize the data, without overstating or understating the significance of the results.
• For multiple gene targets, it is usually most convenient to summarize your results in the form of a table. See poster template for example.
• You can add bullet points summarizing additional specific points of interest.

**References**

• All references that were cited in the introduction should be listed here.
• References should be formatted consistently in a scientific journal style.
• For example:

**Acknowledgements**

• You should acknowledge all other significant contributors to the project (e.g. Dr. Rama Dey-Rao, Dr. Stephen Koury) in the acknowledgements section.
• Please include the following statement:
  “This work was supported by the National Science Foundation ITEST Strategies Award Number 1311902”.

**Oral Presentation**

• Can the student describe the research question?
• Can the student describe why this project was performed?
• Can the student describe each portion of this study and how the data was obtained?
• Can the student describe the potential significance of this data?
• Could the student answer questions clearly?
**Poster Presentation Session**

- The Poster Session is your chance to shine and present your hard work, in a conversational setting.
- The poster presentations will be divided into two sessions, with alternating presenters.
- **Faculty judges** will be assigned to evaluate posters for quality of work and presentation.
- **High school participants** will also be assigned three (3) posters of the alternate session to evaluate.
- The evaluations will be used to acknowledge **outstanding posters and presenters**.
- All genome annotation students will receive a certificate of participation.

**Poster Presentation: Best Practices for Students**

- Practice presenting your poster before the formal session, so that you are relaxed and comfortable answering questions about your work.
- Professional appearance: Be engaging and enthusiastic.
- Stand by your poster for your entire assigned time period.
- Acknowledge all people who approach your poster in a welcoming manner.
  - Introduce yourself.
  - Ask them if they would like you to take them through your work.
  - If they prefer to read it first, let them know that you will be happy to answer any of their questions when they are ready.
  - Stand by in case they have any questions, but don’t block your poster.
- If more people come to your poster in the middle of your presentation, acknowledge them with a nod, and include them in the dialogue as well.
- Be 100% present and welcoming at all times.
  - During the poster session, your primary interactions should be with the attendees at your poster.
  - No cell phones, hand-held devices or other distractions!
  - No cliquey circles that might discourage people from approaching you
- There may be times when no one is at your poster. This is normal!
  - Wait patiently with a pleasant and welcoming demeanor.
  - We will do our best to keep you busy presenting the whole time.
  - Don’t drift away from your poster…
- No one expects you to know it all.
  - If someone asks you a question that you can’t answer, simply acknowledge that you don’t know. That’s totally ok.
  - Don’t get nervous and invent possible answers with no supporting proof.
    Here are some examples of good ways to admit you honestly just don’t know:
      - “That’s an interesting question. I never thought of that.”
      - “We didn’t have the time to get to that module, but that would be interesting to investigate”.
- Relax and enjoy presenting the results of your hard work! You have earned it.