

We are very excited to be offering your poster session at ARMA International's 2009 Annual Conference and Expo in Orlando, Florida. This document will clarify the expectations for Poster Sessions.

Please feel free to contact us with any questions or additional suggestions you may have. Our goal is to better inform both the participants and the facilitators about the Poster Sessions in hopes of offering the most valuable education possible.

Thank you very much for your participation.

Guidelines for Interactive Poster Sessions

Poster Sessions provide an excellent forum for facilitators to present their content in an informal and interactive setting. This casual setting offers the chance for in-depth, one-on-one dialogue with facilitators. Posters showcase speculative, late-breaking research and results while introducing interesting, innovative topics. These highly interactive sessions allow facilitators and interested participants to connect with each other and engage in discussions about the content presented. Their strong visual impact attracts participants, which often results in the formation of small groups of individuals interested in a particular topic.

A poster is set up in a visual display format with a short abstract/summary, headlines, charts, graphs, images and information. Poster boards are 4' high x 8' wide, free standing and may be assembled with push pins, staples, or Velcro. Each poster will be provided with a 6 foot table and two chairs. You may utilize this table for handouts, examples, etc.

Poster session setup will take place from 3:30 p.m. – 5:00 p.m. Thursday, October 15, 2009. Set up your poster on the board assigned to you. Poster Sessions will take place Friday, October 16 from 8:00 a.m. - 10:00 a.m. Posters may be left up throughout the day but are to be taken down by 4:00 pm on Friday.

Getting There - From Idea to Presentation

Before creating your poster session you need to consider the following issues:

What will the participants know or be able to do as a result of viewing your poster?

- What is your key message?
- Is there a logical sequence in which your information should be presented?
- Who is your audience, what do they know of your project/information?
- How will your poster be displayed and how much space will you have?
- How will you get your poster to the venue?

It all starts with an idea

You must turn your idea into a succinct message that is self-explanatory, eye catching, and communicates to the audience quickly. Support it with a combination of images and short blocks of text.

Know your message

- What is the ONE thing you want your audience to learn?
- Focus on your message throughout the poster.
- If it doesn't reinforce your message, leave it out!!

Know your audience

Your audience determines the tone and content of your poster.

The audience should shape your poster.

1. Specialists. You can assume a high level of knowledge, use jargon, and take other presentation shortcuts.
2. Wide-ranging discipline. You can assume familiarity with the topic in general, but there are so many sub-specialties that jargon is to be avoided and language simplified.
3. Very general audience. You cannot assume familiarity with any discipline and must explain everything in the most basic terms.

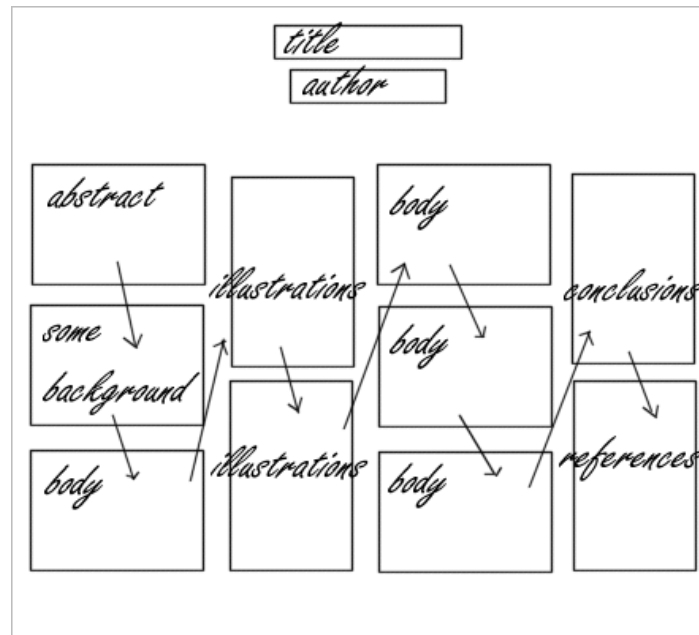
Writing an effective abstract/summary

Your abstract is a succinct description of your information. It should:

1. Explain why your information is important - set the context and preempt the question "What's in this for me?"
2. Describe the learning objectives for your poster. What will the attendee know or be able to do as a result of viewing your poster session?
3. Briefly summarize the key learning points for your poster.
4. Concisely state main points, conclusions, and recommendations. This is what most people want to know. Be specific and tell them what they need to know and what you recommend!

Creating an effective poster

- Headings help attendees find key sections – learning objectives, summary, main points, recommendations, etc.
- Balance the placement of text and graphics.
- Use white space creatively to define flow of information.
- Don't fight "reader gravity" that pulls eye from top to bottom, left to right.
- Column format makes a poster easier to read in a crowd.
- Prioritize your information. Decide what the most important element of your poster is and provide this first or make it stand out.
- Consider what information your audience needs before they read each section of your presentation, e.g. begin your presentation by summarizing the aim of your poster and then provide a brief background.
- The layout of your poster should reinforce the order in which your information is structured. Such as:



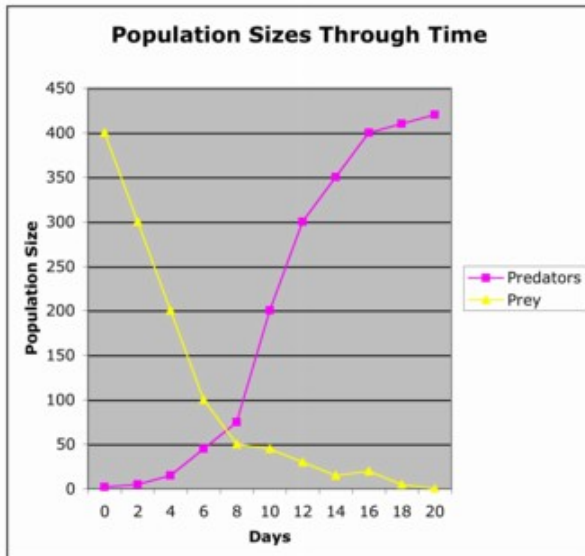
Graphics

- Graphs communicate relationships quickly.
- Graphs should be simple and clean.
- Stick to simple 2-D line graphs, bar charts, and (if you must) pie charts.
- Avoid 3-D graphs unless you're displaying 3-D data.
- Be sure to follow text guidelines (below) for graphs.
- Use photos that help deliver your message.
- Use art - but not too much - to attract attention. Focus on your data!

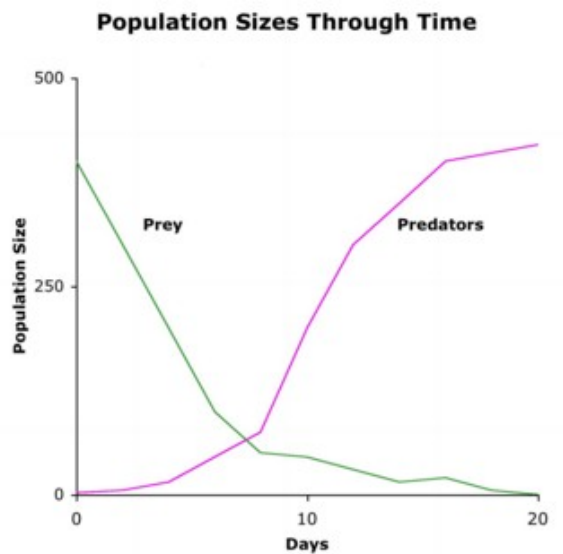
Keep Graphics Clean and Simple

As with everything else on a poster, your job is to communicate clearly and directly with your audience. You should work to eliminate anything that distracts from this.

Bad!



Better!



1. The first graphic contains detail that does not convey information relevant to the main point being made.
2. The second graphic looks cleaner and is easier to read and understand.

Text

- Minimize text - use images and graphs instead! Keep text elements to 50 words or less.
- Use phrases rather than full sentences.
- Use an active voice.
- Avoid jargon (depends somewhat on audience).
- Use a Sans-serif font (e.g., Arial, Tahoma, and Helvetica). Easier to read.
- Text should be large - at least 36 point for title panels; 24 point for text.
- Text in figures should also be large.
- Title should be at least two inches tall.
- Clearly and prominently display the title and facilitator(s) name(s). Lettering should be at least 1-1½" (120 point) high.

Color

- Use a light color background and dark letters for contrast.
- Avoid dark background with light letters - very tiring to read.
- Stick to a theme of 3-4 colors, no more.
- Overly bright colors will attract attention, but wear out readers' eyes.
- Consider people who have problems differentiating colors - one of the most common is an inability to tell green from red.

Software Tools

You can create your poster using a variety of software including Microsoft Word and Publisher, however, we would recommend using Microsoft PowerPoint.

- Microsoft PowerPoint is a good, relatively easy-to-use tool for creating posters. (See Instructions on last page).
- Adobe Illustrator and InDesign work well, but are more complex and expensive.
- Microsoft Excel can create and export graphics for PowerPoint - but you'll need to clean them up.
- Adobe Photoshop is great for manipulating images.

Edit & Evaluate

- Edit! Edit! Edit! to reduce text.
- If it's not relevant to your message, remove it!
- Have colleagues comment on drafts. Print a small version and circulate it for comment, or hang a full-size draft with pens and invite people to critique it.
- Evaluate your work. (See Poster Evaluation at the end of this guideline). Are your objectives and main message obvious? Will readers be able to contact you?

Presenting Your Poster Effectively

- Have a plan for what you'll do at the meeting.
- Session handouts will be provided online and electronically to attendees on a CD-ROM, if turned in prior to the deadline of August 7. Prepare additional handouts or take away's for approximately 100 attendees to facilitate interaction, offer additional detail, and/or provide reference material.
- Bring an ample supply of business cards and relevant documents.
- Arrive early at the display site. Bring a poster hanging kit with you.
 1. Push-Pins. These work most of the time. Good for cork boards, some fuzzy walls, and even some woods, if you have heavy-duty pins. Bring some heavy-duty pins for thick or hard surfaces and light-duty pins for thin or soft surfaces.
 2. UHU Holdit. This is a removable putty adhesive. Good for glass, block, wood, metal, and most other non-fabric surfaces. You pull off a little piece, stick it to the back corners of your poster and push your poster against the mounting surface.
 3. Velcro Tape. This has Velcro on one side and a sticky adhesive on the other. Use for fuzzy fabric surfaces. If you carry Velcro tape, you should also have scissors to cut it.
 4. Masking Tape. Bring single or double sided. Good for non-fabric surfaces. Will even work on some fabrics for short periods of time.
- Hang your poster square and neat.
- Bring copies of a handout for your readers. It should include a miniature version of your poster and more detailed information about your work, in an illustrated narrative form. Consider doing this on an 11x17-inch sheet of paper, folded in half. This allows three pages of information, in addition to the miniature of your poster. You want people to remember you and your work!
- Put handouts, business cards, reprints nearby - on a table or in an envelope hung with the poster.
- Consider leaving a pen and pad inviting comments from viewers.
- Make sure you are at your poster during your assigned presentation slot.
- Have a 3-5 minute presentation prepared for people who ask you to walk them through the poster.
- When making such a presentation, don't read the poster. Instead, give the big picture, explain why the problem is important, and use the graphics to illustrate and support your key points.

Evaluate the Results

Incorporate what you've learned into your next poster.



Example of an ARMA Poster. The text of this poster is too small making it difficult to read. The titles for the sections are not prominently displayed. There are no handouts, or signup sheets for additional resources.

Confessions of a Part 6 Appeals Grader and Mentor

1st Strategy

- Preparation
- Read, read, read
- Write, write, write
- Get a mentor
 - Formally, through ICRM website, or
 - Informally, through your chapter, or
 - Informally, through your manager



2nd Strategy

- The day BEFORE the exam
- Study nothing
- Plan a relaxing day at work
 - Take day off if you can
- Have a FUN evening
 - Dinner out
 - Movie
- Go to bed at a reasonable time



3rd Strategy

- Taking the exam
- Read the instructions FIRST
- Breathe
- Format the document to fit the instructions
- Re-read the instructions
 - Breathe
- Read the case
 - Make notes in your document as you read
- Understand the difference between
 - Statement of the Problem
 - Summary of Overall Findings
- Make your assumptions clear
- Breathe
- Make your proposed actions REALISTIC and consistent with Problem Statement
 - Conducting the first thing



How to Lose Points

- Present at the wrong level
 - Usually too high
 - Sometimes too low
- Actions are not realistic
- Actions not responsive to the Problem Statement
- Run out of time
- Information not organized as instructed
- Problem Statement and Overall Findings are confused
- Kitchen sink approach
 - Throw everything at the grader, maybe something will score



Seven Ways to Make Your Grader Cranky

1. Don't follow instructions
2. Don't format answer as specified
3. Throw in everything you can think of
4. Copy the answer for the 50 point case into the body of the 40 point case
 - a. Might slip by the first grader
 - b. Regraders get BOTH pieces
5. Only plate the answer
 - a. Propose actions or functions that aren't responsive to the problem
 - b. Use words you don't understand
7. Really blow grammar and spelling
7. Graders typically don't sweat the small stuff

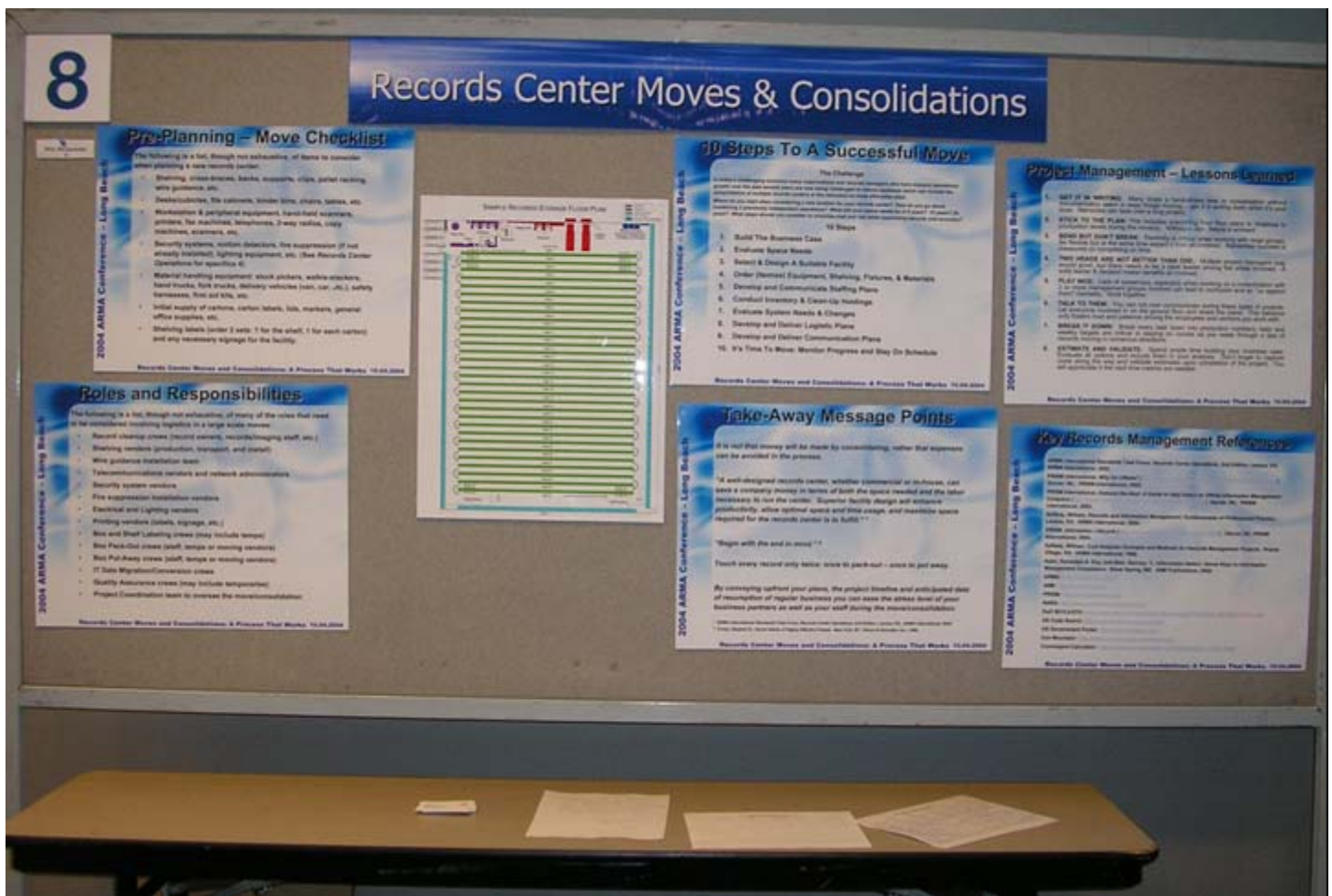


We (ICRM, Graders, Mentors) Want YOU!

- We want you to pass!
- It's a good thing
- For you
- For the profession
- For other records managers
- ICRM cannot pass you and I won't pass you, if
 - You're not prepared
 - You're not ready
 - You don't have it together
- Prepare and DO IT!



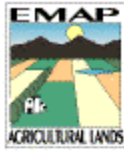
Example of a Poster. This example uses large fonts and bold colors that are easy to read. The graphics are engaging and this poster draws the attention of attendees.



Another example of an ARMA poster. The title and section headers are prominently displayed.



Poster example. This poster is cluttered, containing too much information and text that is difficult to read. Be succinct and to the point with your poster.



A Framework for Assessing the Condition of Agricultural Lands

George Hess¹, Anne Hellkamp², Mike Munster³, Steve Peck³, Lee Campbell³, Betty McQuaid⁴, Steve Shafer^{3,5}

Mission: To develop indicators of the condition of agricultural lands within an ecological framework, and to monitor and evaluate this condition on a regional basis.



Sustainable agriculture has been discussed, defined, and discussed in countless papers.

Definitions tend to be broad and encompass ecological, economic, social, and even policy dimensions. Although these dimensions are intertwined, each may be examined independently.

In our efforts, we might evaluate to examine only the ecological aspects of sustainability.



People place values on agricultural lands that must be addressed if monitoring is to be relevant.

The foremost goal for agricultural lands is to protect food and fiber for human uses.

Other desired outcomes can be considered goals for the larger landscape and conservation function as constraints on production. These include clean air and water, wildlife habitat, and aesthetically pleasing landscapes.

The ecological condition of agricultural land is defined by its productivity and the degree to which valued biotic and abiotic resources are conserved and protected.

Agricultural land in good condition is productive and does not compromise valued resources. Sustainability is the ability to maintain good condition over time.



Indicators were selected to reflect crop productivity and land stewardship.

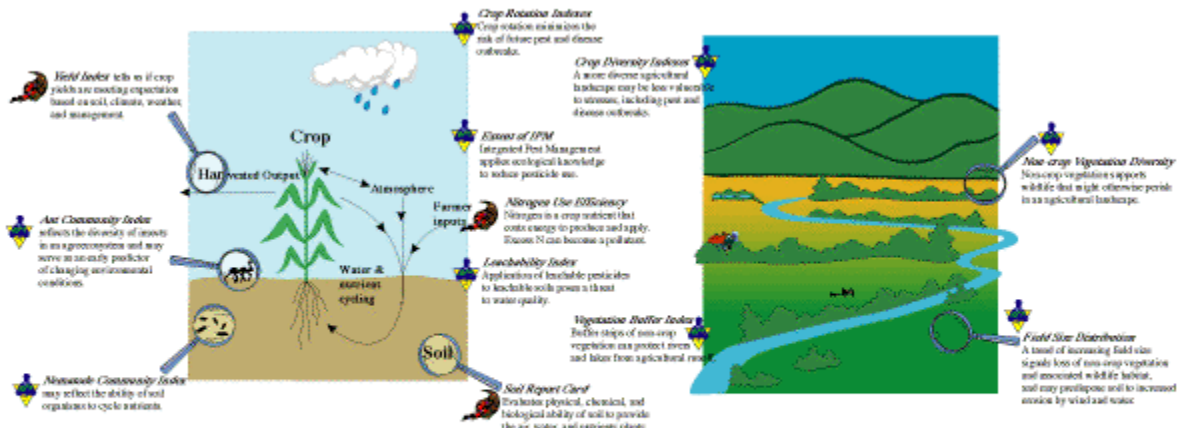
In making an assessment, condition is reported for each indicator. An overall condition may also be reported, but depends critically on the relative weighting of the goals for agricultural lands.

For sustainability, one can examine trends in crop productivity and stewardship practices.

Potential Indicators for Annually Harvested Herbaceous Cropland

As a starting point, we chose to concentrate our efforts on developing indicators for **annually harvested herbaceous cropland** — land planted with crops that are harvested every year whether the plants are annual or perennial. Common examples are corn, wheat, soybeans, alfalfa hay, and strawberries.

We also endeavored to supplement, rather than duplicate, existing efforts. Our conceptual framework is flexible enough to incorporate indicators based on data from other monitoring efforts. For example, an erosion indicator could be developed using the USDA Natural Resources Conservation Service's Natural Resource Inventory data.



Fields are for crops . . .

. . . but landscapes are for all of us.

Acknowledgements: The EMAP Agricultural Lands Research Group thanks the many individuals and organizations that made this effort a success. The individuals are too numerous to mention, but organizations include the USDA's Agricultural Research Service, Forest Service, National Aquatic Invasive Species Service, and National Resources Conservation Service; the U.S. Environmental Protection Agency; North Carolina State University; University of Maine; Oregon State University; University of Nebraska; and, well, I guess the list of organizations is pretty long, too. Thanks to all!

1. North Carolina State University, Forestry Department, Raleigh NC
2. Duke University Medical Center, Durham NC
3. North Carolina State University, Department of Plant Pathology, Raleigh NC
4. USDA Natural Resources Conservation Service, Raleigh NC
5. USDA Agricultural Research Service, Raleigh NC

Poster example. Single slide electronically produced posters are easy to set up and visually appealing. Be sure to use fonts large enough for participants to read from a distance.

Computer – Based Human Aging Curriculum: “The Geriatrics IQ”

Fadi H Ramadan, MD — Department of Medicine, State University of New York, Buffalo, New York

Introduction

Understanding human aging is a prerequisite to providing the best geriatric care. Age-related physiologic changes in different organ systems predispose older persons to specific diseases, or alter the presentation of disease. Strategies for disease treatment may need to be modified to accommodate for the age-related changes that occur in various organ systems. Age-related physiologic changes may contribute to geriatric syndromes.



Fig. 5. Examples of age-related physiologic changes, and their clinical significance.

Statement of the problem and program objectives

PROBLEMS: (1) Age-related physiological changes in organ systems and geriatric syndromes are often not accounted for in the assessment and treatment of hospitalized older patients. This may lead to under-diagnosis of geriatric syndromes, and/or inappropriate therapeutic interventions. (2) Faculty have heavy clinical responsibilities, where teaching becomes an added burden.

OBJECTIVES: (1) enhance the geriatric assessment skills of medical residents, and improve their ability to recognize and document common age-related physiologic changes, and geriatric syndromes, and (2) reduce the time faculty physicians spend on teaching during inpatient clinical rounds.



Fig. 7. The residents should be able to recognize the hunched, the weak face, and the use of a cane as risk factors for falls, and the edentulous as a risk factor for malnutrition.

Description of the project/intervention

The Human Aging Curriculum consists of a CD-ROM, that contains: (1) age-related physiological changes in organ systems, (2) geriatric syndromes, (3) multiple-choice, True/False, fill-in-the-blank self-assessment questions, and (4) quiz answers with outlines.

Week - 1:
Collect HAP forms & DIC summaries (assigned) by Thursday, before distributing the CD-ROM, or discussing the curriculum.
Friday - 1: Distribute the CD-ROM to residents, provide a brief group - presentation of the curriculum, (to present the objectives of the rotation and the curriculum).

Weeks - 2 to 4:
Daily (M - F = 7 sessions) (1) - minute bedside teaching sessions out of the Human Aging curriculum (findings are pointed out to the group, or asked to point them out, at the bedside, based on real cases) as part of the daily 3-hour to patient rounds.

Week - 4:
Collect HAP forms & DIC summaries (post-intervention) by Wednesday.

Friday - 4: Have the residents critique one HAP form, and a DIC summary that present examples of inadequate geriatric assessment. Residents submit a paper version of their answers to the questions contained in the curriculum.

Findings to date/Evaluation to date

The curriculum was piloted over 2 consecutive geriatric rotations, involving 10 medical residents. A check list was used to examine their admissions, and discharge notes for incorporation of geriatric terms (anorexia, dehydration, delirium, pressure ulcers, falls, etc.), in the physical examination, the assessment and plan, or the discharge diagnosis sections.

FINDINGS:

- (1) Residents found the CD-ROM to be very valuable in improving their assessment skills, and stimulated interest in geriatrics.
- (2) Increased participation occurred during rounds, where residents volunteered questions related to the curriculum.
- (3) The faculty physician felt less pressured to teach during busy clinical rounds, and referred residents to the curriculum for questions that required more detailed discussions.
- (4) Residents used more geriatric terms in their notes, particularly in relation to skin, cognition, and oral care assessments (there are terms used per note in the first week, to use of at least 2 terms per note by the fourth week).

Key lessons learned so far and next steps

A self-study curriculum, in a CD-ROM format, improve geriatric assessment skills, and documentation of medical residents, and partially lifts the heavy burden of teaching from faculty during inpatient rounds. The CD-ROM needs to be tested in a larger sample of residents, with more than one faculty member, and in different settings, to ensure reproducibility of results obtained in the pilot.

Questions

1. Would the curriculum have a long-term effect on residents' geriatric assessment skills?
2. How can long-term outcomes be measured, knowing that most senior residents who rotate through Geriatrics graduate in less than 12 months?

Literature cited

- Waldman RC, Parkhurst PE, Mowatt CL, et al. An interactive web-based tool for learning anatomy landmarks. *Acad Med* 2002;77:265-267.
- Lipman AL, Sade RM, Glotzbach AL, et al. The incremental value of internet-based instruction as an adjunct to classroom instruction: a prospective randomized study. *Acad Med* 2004;79:1949-1954.
- Shaw N, Kerr R, Carter YH, et al. Evaluation of an interactive educational tool for primary care researchers. *Med Teach* 2004;26:483-485.
- Mansory E, Charles J. Promoting self-directed learning for continuing medical education. *Med Teach* 2003;25:188-190.
- Goffin ED. Technology in the teaching of anatomy: enhanced student learning. *Adv Physiol Educ* 2003;27:146-155.
- Chumbley-Jones RS, Doherty A, Alford CS. Web-based learning: "forced educational method on type?" A review of the evaluation literature. *Acad Med* 2002;77(suppl):586-593.

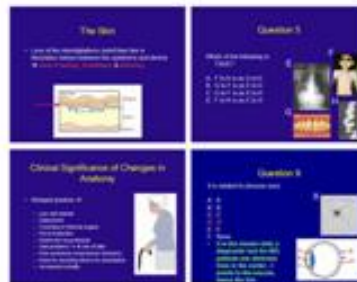


Fig. 4. Four demonstration slides from the Human Aging Curriculum. The left-hand slides are from the last section, the right upper slide is from the quiz section, and the right lower slide is from the answers section.

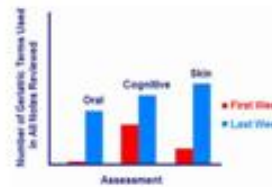


Fig. 6. Number of geriatric terms used in all residents' notes combined in the first week of the rotation (shown in red), compared to the last week of the rotation (shown in blue).

Poster example. This poster is well organized, but the font is too small.



WHO ARE THE BLOG PEOPLE?

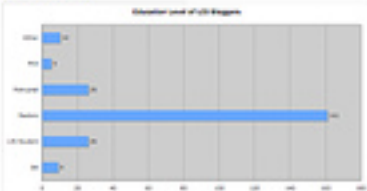
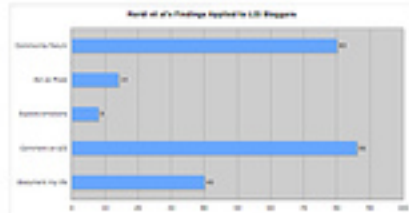
A Survey of Librarians and their Motivations for Blogging
Michael Stephens | University of North Texas SLIS | IRLS Interdisciplinary PhD | mstephens@unt.edu



RESEARCH QUESTION: WEBLOGS ARE A POWERFUL NEW COMMUNICATION MEDIUM WITHIN THE WORLD-WIDE WEB. SOME LIBRARIANS EMBRACE THE FORMAT AND SPEND THE DEVELOPING BLOGS DESIGNED TO COMMENT ON, IMPROVE AND ENHANCE LIBRARY SERVICES, AND TO DESCRIBE ISSUES AND EXPERIENCES IN THE LIBRARY COMMUNITY. WHILE SOME IN THE LIBRARY WORLD SHARE WEBLOG AUTHORS, RESEARCHERS SUCH AS MARCH ET AL. (2004) REPORT BLOGGING CAN BE USEFUL AS A MUSE FOR WRITING, AS A CATHARTIC RELEASE, AND INSTRUMENTAL IN COMMUNITY BUILDING. THIS LEADS THE RESEARCHER TO ASK THE QUESTION: TO WHAT EXTENT HAVE LIBRARY AND INFORMATION SCIENCE WEBLOG AUTHORS ADOPTED THE MEDIUM TO FURTHER THEIR GOALS AND OBJECTIVES FOR THEIR BOUTS/INFORMATION SHARING?

METHODOLOGY: A WEB-BASED SURVEY FEATURING 25 QUESTIONS. DATA COLLECTED FOR TWO WEEKS IN NOVEMBER 2005. QUESTIONS INCLUDED DEMOGRAPHICS, SOFTWARE USE AND OPEN-ENDED EXPLORATIONS. 238 RESPONDENTS CONTRIBUTED TO THE DATA.

WHY DO YOU BLOG? MARCH ET AL. (2004) INTERVIEWED 23 BLOGGERS TO DETERMINE WHY PEOPLE UTILIZE WEBLOGS. THE INTERVIEWS WERE MAINLY CONVERSATIONAL AND BASED ON A SERIES OF QUESTIONS CONCERNING BLOGGING HABITS, SCHEDULES AND THOUGHTS ON OTHER TYPES OF COMMUNICATION TOOLS. THE FINDINGS WERE USED AS A MULTIPLE CHOICE QUESTION IN THE SURVEY:



NOTE: NO RESPONDENTS FROM AFRICA, EASTERN EUROPE, OR MEXICO IN THE LOCATION CATEGORY

NEXT STEPS: INVESTIGATIONS OF THE FORMATION OF COMMUNITY THROUGH BLOGGING AND ANALYSIS OF WHY LIBRARY PEOPLE BLOG. THIS PRELIMINARY RESEARCH COULD LEAD TO FURTHER STUDY OF HOW LIBRARIANS USE THE NEW SOCIAL SOFTWARE TO IMPROVE LIBRARY SERVICES, INCLUDING THE ADOPTION OF WIKIS, FOLKSONOMIES AND MASS TAGGING.

WHY DO YOU BLOG?

The Blog People Respond:

I BLOG TO WORK THROUGH EMERGING IDEAS. I BLOG TO SHARE INITIATIVES I FIND INTERESTING WITH OTHERS WHO MAY FIND THEM INTERESTING AS WELL.

I BLOG TO ASK QUESTIONS.

TO KEEP A RECORD OF MY LIFE, TO COMMENT ON LIBRARY HAPPENINGS AND IDEAS, TO SAVE AND SHARE ITEMS I LIKE, TO BE PART OF A BIGGER COMMUNITY.

I BLOG IN ORDER TO DISCUSS THINGS WHICH I SEE AS IMPORTANT TO THE FELD OF LIBRARIANSHIP, ESPECIALLY PUBLIC LIBRARIANSHIP.

BECAUSE THERE IS NO SEMBLANCE OF GOOD LIB ACADEMIC DISCUSSION IN MY WORKPLACE.

WHEN I STARTED IT WAS TO VENT MY FRUSTRATIONS WITH THE JOB SEARCH PROCESS. LATELY, IT'S TO COMMENT ON THINGS LIB-RELATED THAT CAUSE MY INTEREST.

TO CONTRIBUTE TO A COMMUNITY OF BLOGGERS, TO COLLECT MY THOUGHTS ABOUT TOPICS OF INTEREST, AND TO ARGUE MYSELF.

TO ENGAGE IN DISCUSSIONS AND DEBATES ABOUT LIS ISSUES IN THE LIS/BLOGOSPHERE.

IN AN ECONOMY...

TO OPEN UP THE WORLD OF LIS BLOGGING TO OTHER LIBRARIANS IN THIS RURAL, TRADITIONAL STATE.

Stephens, M., Stephens, M., & Stephens, M. (2005). Why we blog. *Communications in Library Science*, 4(1), 1-10.

FOR MORE: WWW.LAMETHESIS.COM/BLOGPEOPLE



Poster example. This poster is well organized, but the font is too small.

Poster Evaluation

Use this evaluation to quickly evaluate the appearance and organization of your poster. This evaluation does not address the quality of the information.

Overall Appearance

- 0 Cluttered or sloppy appearance. Gives the impression of a solid mass of text and graphics, or pieces are scattered and disconnected. Little white space.
- 1 Pleasant to look at. Pleasing use of colors, text, and graphics.
- 2 Very pleasing to look at. Particularly nice colors and graphics.

White Space

- 0 Very little. Gives the impression of a solid mass of text and graphics.
- 1 OK. Sections of the poster are separated from one another.
- 2 Lots. Plenty of room to rest the eyes. Lots of separation.

Text / Graphics Balance

- 0 Too much text. The poster gives an overwhelming impression of text only, OR not enough text. Cannot understand what the graphics are supposed to relate.
- 1 Balanced. Text and graphics are evenly dispersed in the poster. There seems to be enough text to explain the graphics.

Text Size

- 0 Too small to view comfortably from a distance of 1-1.5 meters.
- 0.5 Main text OK, but text in figures too small.
- 1 Easy to read from 1-1.5 meters.
- 2 Very easy to read.

Organization and Flow

- 0 Cannot figure out how to move through poster.
- 1 Implicit. Headings (Introduction, Methods, etc.) or other device implies organization and flow.
- 2 Explicit numbering, column bars, row bars, etc.

Author Identification

- 0 None.
- 1 Partial. Not enough information to contact author without further research. This includes missing zip codes on addresses.
- 2 Complete. Enough information to contact author by mail, phone, or e-mail without further research.

Learning Objectives

- 0 Can't find.
- 1 Present, but not explicit. Buried at end of "Introduction", "Background", etc.
- 2 Explicit. This includes headings of "Learning Objectives", "Aims", "Goals", etc.

Main Points

- 0 Can't find.
- 1 Present, but not obvious. May be imbedded in monolithic blocks of text.
- 2 Explicitly labeled (e.g., "Main Points", "Conclusions", "Results").

Summary

- 0 Absent.
- 1 "Summary", "Results", or "Conclusions" section present.

Using Microsoft PowerPoint to Create a Poster

Introduction

These instructions are for creating what's called a "single sheet" or "strip" poster using Microsoft PowerPoint and using an ink-jet plotter for output. The plotter paper is just over 36 inches wide, the maximum width of your poster is 36 inches. The maximum length allowed is 54 inches. The paper can be arranged in either portrait (36" wide x 54" high) or landscape (54" wide x 36" high) mode.

Setting up PowerPoint

Note: These instructions might vary a bit among versions of PowerPoint.

First, open a new file and choose the blank page as your layout.

To design a large poster, you must identify the size of your paper. You can do this by going to the **File / Page Setup** menu -- enter the width and height you want, within the limitations given above. It should choose Portrait or Landscape automatically, based on the height and width you enter.

Once you've completed this, press **OK**. PowerPoint may display a message that the size exceeds that of the current printer -- just say **OK** to continue. You will now see a blank page in the appropriate dimensions. If the rulers are turned on, you'll see that it's the size you setup.

Creating Your Poster

You can treat this extra large page just like a PowerPoint slide -- write text, import items, create graphs and so forth. The difference is that for all but the largest font sizes, you will have to zoom in on the section you want to work with. Depending on which version of PowerPoint you have, zooming in may cause a "Slide Miniature" to appear -- this gives you an overview of your page. There is really no difference between what you've done before on standard sized slides and what you can do here -- there's just more space to do it.

Printing a Small Version

To see how your poster looks on paper, you can actually scale it to fit on a standard 8.5x11 inch sheet of paper. I recommend that you do this, because:

1. It's a good way to print and check your work, without wasting a huge sheet of paper
2. If you can't read it on the 8.5x11 page, your font is too small
3. It makes a great handout

To scale to 8.5x11, go to **File / Print**:

PC: Make sure your regular printer is selected. At the bottom of the dialog box is a checkbox that says **Scale to fit paper** -- check it and go.

Mac: In the dialog box, you will see a pull down menu on the left hand side, a line or two down. It probably says **General**. Click on that and select the pull down item that says **Microsoft PowerPoint**. Look for the box that says **Scale to fit paper** and check the box. Then, continue with your printing.

Printing the Big One

To print the actual poster, you will have to go to a printer or copy center.