

Mastering
Poster
Presentations
and Crafting
Effective
Conclusions

The Outline:

- **Objectives, Functions, and Issues**
 - Academic/Scientific Quality
- **Visual Impact**
 - Key Points and Title Test
- **Engagement Zone**
 - Within 2 Meters
- **Effective Message Conveyance**
 - Visual and Textual Integration
- **Poster Power Dynamics**
 - Scale, Diversity, and Quality
- **Software Platforms**
 - Traditional and Electronic Tools
- **Conclusion Mastery**
 - Effective Techniques and Endings

Evaluation of Sensor-Based Technologies and Nitrogen Sources for Improved Spring Wheat Recommendations



College of Agriculture

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 Martha F. Allen, Western Agricultural Research Center, Lincoln, Montana

ABSTRACT

1. A spring wheat yield trial was conducted in 2010 and 2011 at Central and Lincoln, Montana. The trial was designed to evaluate the impact of nitrogen fertilizer and nitrogen source on spring wheat yield and nitrogen use efficiency. The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band). The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band). The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band).

INTRODUCTION

1. The objective of this research was to evaluate the impact of nitrogen fertilizer and nitrogen source on spring wheat yield and nitrogen use efficiency. The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band). The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band).

MATERIALS AND METHODS

1. The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band). The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band).

RESULTS

1. The results of this research showed that nitrogen fertilizer and nitrogen source had a significant impact on spring wheat yield and nitrogen use efficiency. The trial was conducted in a 2x2x2 factorial design with two nitrogen sources (urea and urea-ammonium sulfate), two nitrogen rates (100 and 150 lb N/acre), and two nitrogen application methods (broadcast and band).



RESULTS

Year	Location	N Source	N Rate	Yield (bu/acre)		NUE (%)	
				2010	2011	2010	2011
Central	Broadcast	Urea	100	45.2	48.1	32.1	35.4
		Urea-AS	100	46.8	49.5	33.5	36.8
	Band	Urea	100	47.1	50.2	34.2	37.9
		Urea-AS	100	48.5	51.8	35.8	39.5
Lincoln	Broadcast	Urea	100	42.1	44.5	28.5	31.2
		Urea-AS	100	43.5	46.2	29.8	32.8
	Band	Urea	100	44.2	47.1	30.5	33.5
		Urea-AS	100	45.8	48.9	31.8	34.8



Figure 1. Relationship between nitrogen fertilizer rate and spring wheat yield for different nitrogen sources and application methods.

DISCUSSION

Year	Location	N Source	N Rate	Yield (bu/acre)		NUE (%)	
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LiSiS: An Online Scientific Workflow System for Life Sciences Research

C. C. Barnes, K. G. Ashdown, J. Antoniak, I. Kozlov, I. Kozlovskaya, C. A. Wierman, Y. J. Peng and C. S. Pattison
 Department of Computer Science, University of Utah
 Department of Biological Sciences, University of Utah

Introduction



- Web-based Scientific Workflow Management System
- Global Workflow Support for Distributed Resources
- Property Propagation Model Building and Query
- Existing Workflow Model Building for Storage and Query
- Integration with External Tools (e.g., BLAST)

Workflow



Architecture



Poster Presentations: Objectives, Functions, and Issues



Visual Impact:

Vivid displays for key points.

Enhances engagement and understanding.



Scale and Diversity:

Ranges from 20 to hundreds.

Diverse showcase of impactful research.



Efficient Selection:

Title and abstract in proceedings.

Delegates efficiently choose of interest.

Poster Presentations: Objectives, Functions, and Issues

Visual Medium for Key Points

- Utilizes structured formats like **IMRAD**.
- Closer to an "**illustrated Abstract**" concept.

Integration of Visual and Textual Elements

- Sections include introduction, methods, results, and discussion.
- Incorporates graphs, illustrations, and overall format.

Effective Message Conveyance

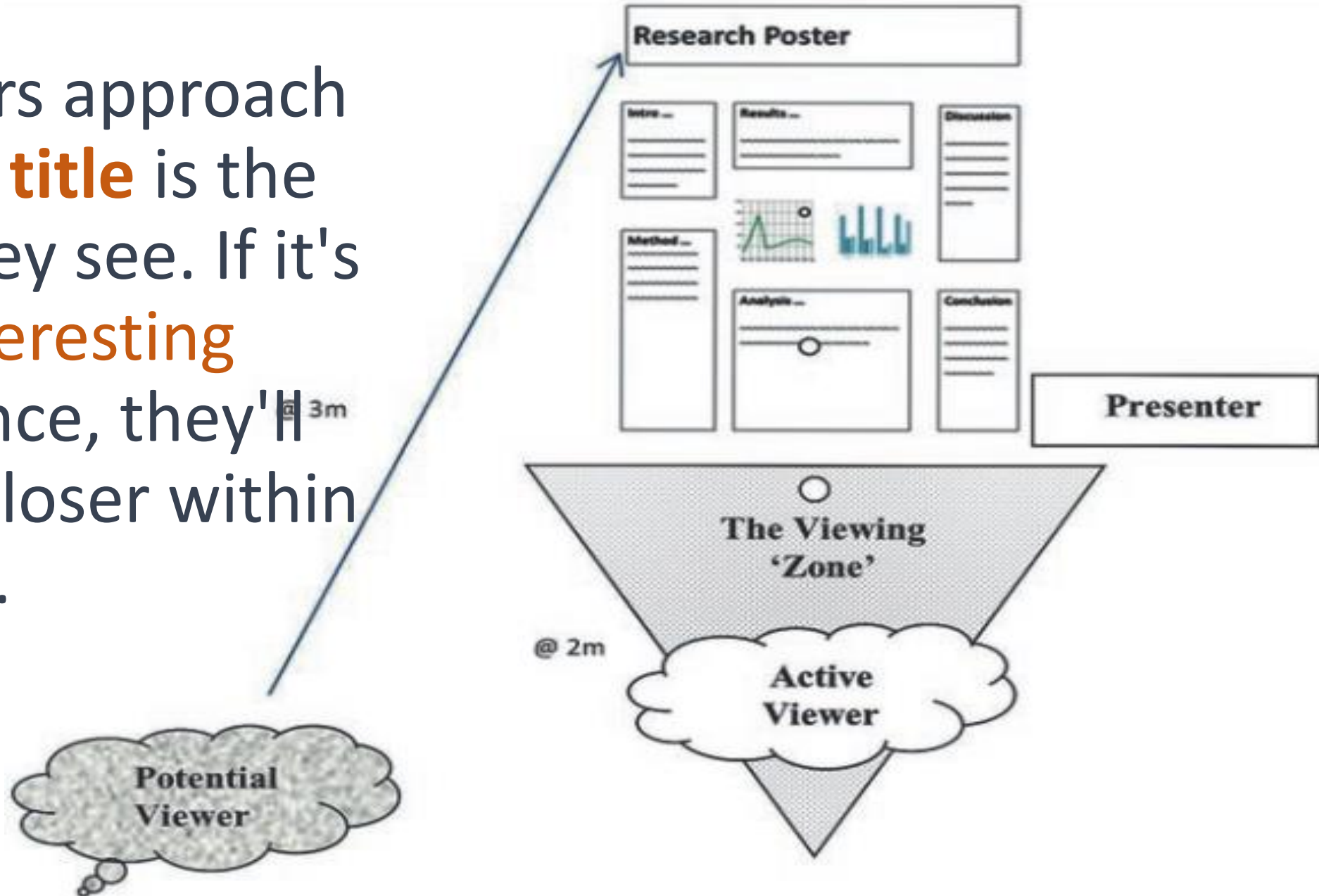
- Overall format captures viewer's **attention**.
- Successfully communicates the intended **message**.

Poster Presentations: Objectives, Functions, and Issues

An academic/scientific poster, while requiring detailed information, is **not** a journal article on display. It serves as an **interactive medium**, aiming to stimulate dialogue between the viewer and the presenter, striking a balance between arousing **interest** and providing **information**.

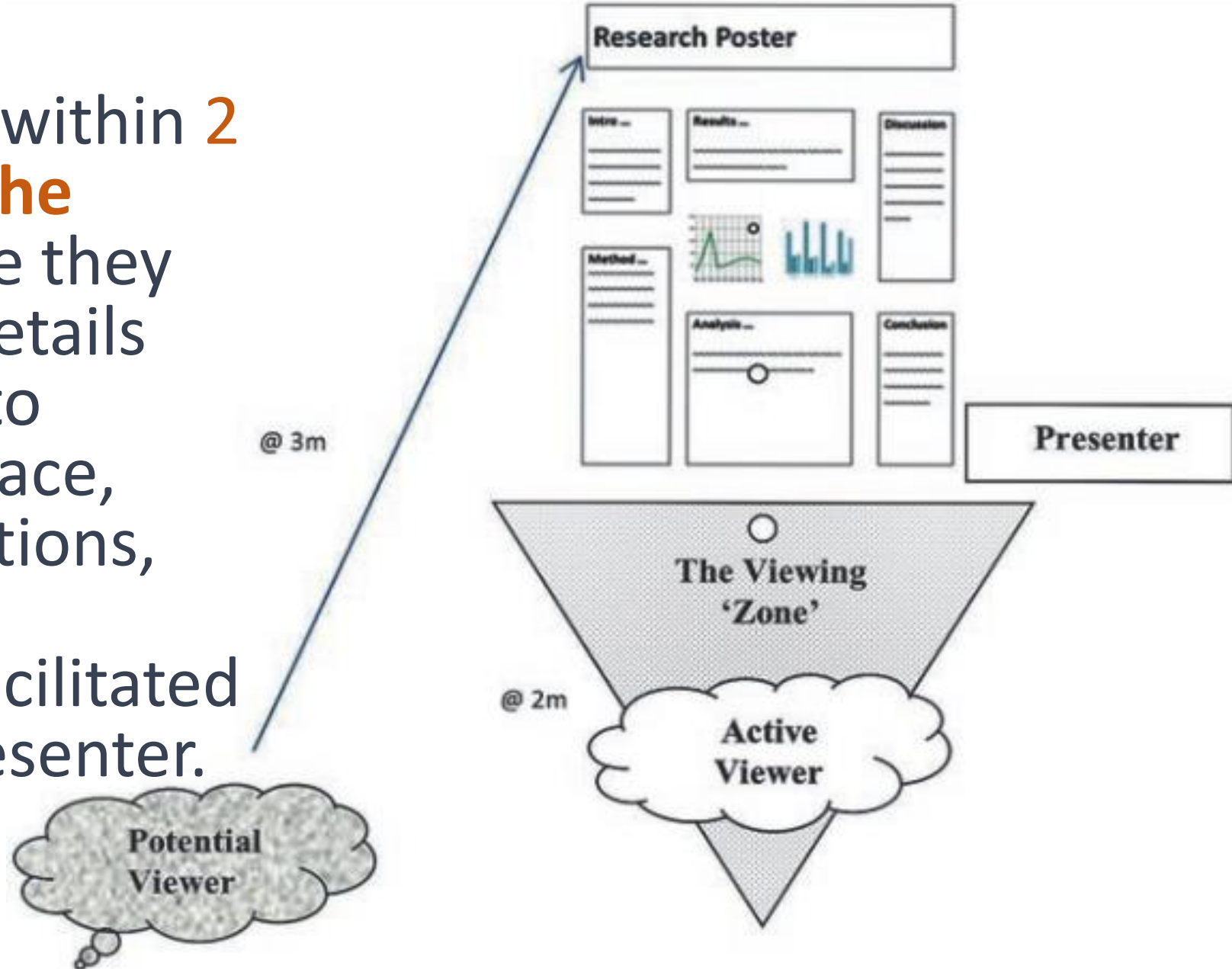
Poster Power: The Title's 3-5 Second Test

- When viewers approach a poster, the **title** is the first thing they see. If it's **clear** and **interesting** from a distance, they'll likely come closer within **3–5 seconds**.



Viewer Engagement Zone: Within 2 Meters

- As viewers approach within **2 meters**, they enter "**the viewing zone**," where they can grasp the main details without committing to interaction. In this space, viewers can **ask** questions, using the poster as a reference point for facilitated **dialogue** with the presenter.



Academic/Scientific Quality Oral Presentation

- **Conference Presentations Significance:**

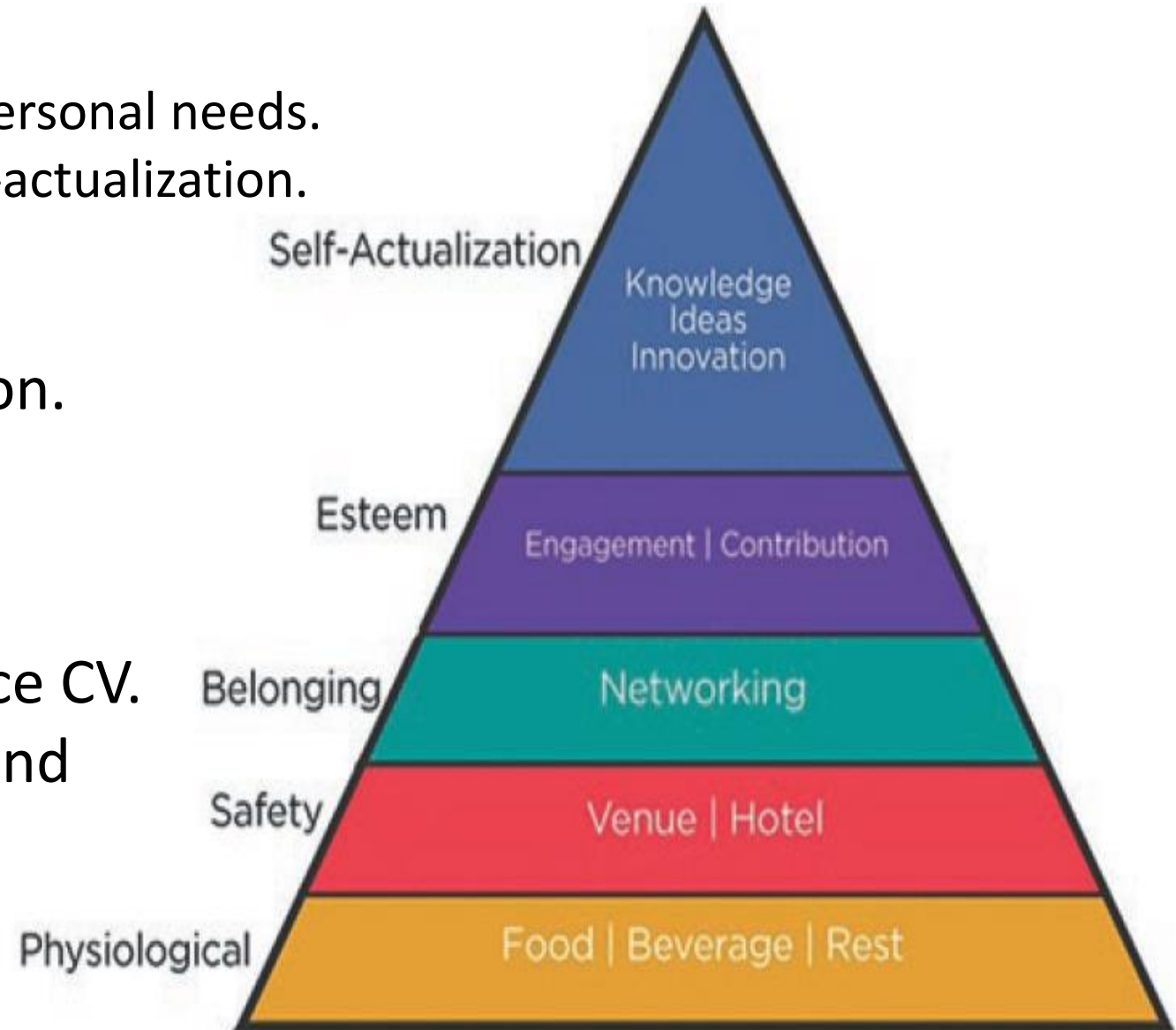
- Opportunity to share work and fulfill personal needs.
- Addresses belonging, esteem, and self-actualization.

- **Oral Presentations Visibility:**

- Being selected signifies recognition.
- A visible aspect of conferences.

- **CV Inclusion Value:**

- Conference presentations enhance CV.
- Marks of esteem, achievement, and professional engagement.



Academic/Scientific Quality Poster Presentation

- Poster presentations have now become the **predominant medium** of knowledge dissemination at conferences, in terms of the numbers of presentations delivered.

Top 10 highest contributory fields

- 1. Medicine 59,233*
- 2. Engineering 7669*
- 3. Biology 7294*
- 4. Anatomy and phys. 6131*
- 5. Education 5464*
- 6. Psychology 5422*
- 7. Public health 5142*
- 8. Chemistry 4325*
- 9. Pharmacy (+) 3195*
- 10. Lang. and lit. 2409*

Software Platforms for Traditional and Electronic Posters

Traditional Poster Design Tools:

- QuarkXPress
- InDesign
- Freehand
- OmniGraffle
- CorelDRAW

Electronic Poster Design Tools:

- Microsoft PowerPoint
- LaTeX
- Scribus
- Illustrator
- Inkscape
- PosterGenius

INTRODUCTION

Lerner's syndrome is a condition characterized by dysregulation of the normal pituitary axis and hypogonadism following a recent anamniotic abortion (AFA) before. Transsexuals is a rare condition with few reports on long-term safety of different treatment protocols and on the physical outcomes of medical treatment.

There is no consensus on normal pituitary dysfunction in those taking Estrogen hormone therapy in the medical transition to the female sex role.

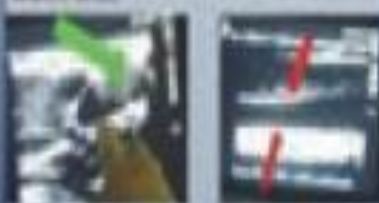
We are hereby presenting a case of a transsexual transiting with reported Lerner's syndrome.

CASE PRESENTATION

A 38-year-old male transsexual transiting to female sex role and hormone therapy for 10 years. He reported symptoms of hypogonadism, including decreased libido, decreased energy, and decreased muscle mass. He also reported symptoms of hyperproliferation, including increased hair growth and acne. He was treated with testosterone replacement therapy and had a partial response. He was then treated with a combination of testosterone and estradiol and had a complete response.

Physical examination revealed mild hypogonadism with decreased libido and decreased energy. Laboratory studies revealed low testosterone and low estradiol levels. The patient was treated with testosterone replacement therapy and had a partial response. He was then treated with a combination of testosterone and estradiol and had a complete response.

Discussion: Lerner's syndrome is a rare condition characterized by dysregulation of the normal pituitary axis and hypogonadism following a recent anamniotic abortion (AFA) before. Transsexuals is a rare condition with few reports on long-term safety of different treatment protocols and on the physical outcomes of medical treatment.



DISCUSSION

Lerner's syndrome is a rare condition characterized by dysregulation of the normal pituitary axis and hypogonadism following a recent anamniotic abortion (AFA) before. Transsexuals is a rare condition with few reports on long-term safety of different treatment protocols and on the physical outcomes of medical treatment.

Physical examination revealed mild hypogonadism with decreased libido and decreased energy. Laboratory studies revealed low testosterone and low estradiol levels. The patient was treated with testosterone replacement therapy and had a partial response. He was then treated with a combination of testosterone and estradiol and had a complete response.

Discussion: Lerner's syndrome is a rare condition characterized by dysregulation of the normal pituitary axis and hypogonadism following a recent anamniotic abortion (AFA) before. Transsexuals is a rare condition with few reports on long-term safety of different treatment protocols and on the physical outcomes of medical treatment.

CONCLUSION
 Lerner's syndrome is a rare condition characterized by dysregulation of the normal pituitary axis and hypogonadism following a recent anamniotic abortion (AFA) before. Transsexuals is a rare condition with few reports on long-term safety of different treatment protocols and on the physical outcomes of medical treatment.



Framework for Information Literacy

The purpose of this framework is to provide a common language for describing the skills and knowledge that students need to be successful in the 21st century. The framework is organized into six domains, each with a set of performance indicators. The framework is designed to be flexible and adaptable to different educational contexts.

Framework for Information Literacy

Framework for Information Literacy

<h4>Scholarship is a Conversation</h4> <p>Scholarship is a conversation between the community of scholars and the community of students. It is a process of inquiry and discovery that is ongoing and evolving.</p>	<h4>Research as Inquiry</h4> <p>Research is a process of inquiry and discovery that is ongoing and evolving. It is a process of asking questions and seeking answers.</p>	<h4>Authority is Constructed and Contextual</h4> <p>Authority is constructed and contextual. It is a process of evaluating information and determining its value.</p>
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<h4>Formal as a Process</h4> <p>Formal is a process of inquiry and discovery that is ongoing and evolving. It is a process of following rules and procedures.</p>	<h4>Searching as Exploration</h4> <p>Searching is a process of inquiry and discovery that is ongoing and evolving. It is a process of finding information and using it to answer questions.</p>	<h4>Information has Value</h4> <p>Information has value. It is a process of evaluating information and determining its worth.</p>
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Framework for Information Literacy

See us at the 2012 ACRL Annual Meeting in Boston, MA. Visit the ACRL Framework web page to learn more: <http://www.acrl.org/framework>



Examining Health Literacy Disparities in the United States: A Third Look at the National Assessment of Adult Literacy (NAAL)

Al Wood, David S. Thornquist, Andrew Powers, John Whitley
 National Center for Health Communication, National Center for Health Communication, National Center for Health Communication, National Center for Health Communication

Introduction

For research to inform a health care of diverse populations...

The authors of reports from the 2003 National Assessment of Adult Literacy (NAAL) found that individuals with lower health literacy skills are more likely to have poor health outcomes...

It is vital that we understand the differences in health literacy skills across diverse populations...

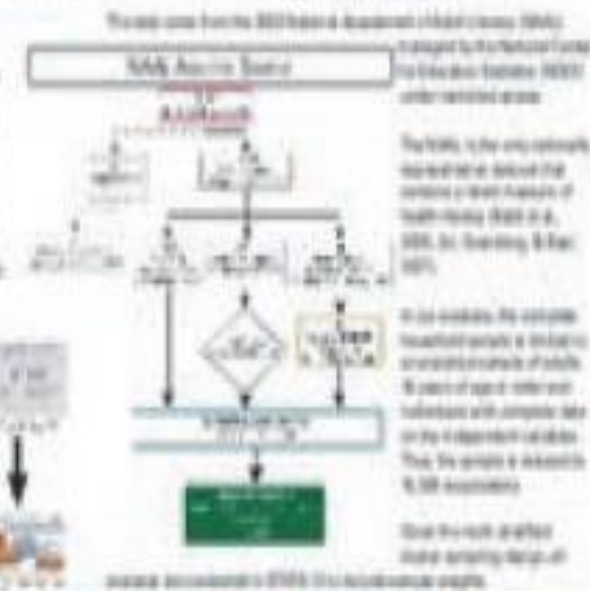
Health literacy skills are important for understanding and managing chronic conditions...

Research on health literacy is needed to help us understand the barriers to health care...

Objectives

- 1. Examine the relationship between health literacy and health outcomes.
- 2. Determine whether health literacy is associated with health outcomes.
- 3. Examine the relationship between health literacy and health outcomes.

Data & Methods



Health Literacy and Health Outcomes

Health literacy skills are important for understanding and managing chronic conditions...

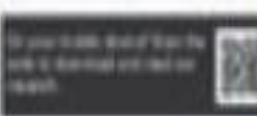


Results

Results of weighted logistic regression (WLR) indicated that individuals with lower health literacy skills were more likely to have poor health outcomes...

Conclusions

- 1. The findings of this research suggest that health literacy is an important determinant of health outcomes.
- 2. Improving health literacy skills is an important goal for health communication programs.
- 3. Research on health literacy is needed to help us understand the barriers to health care.



Turbocharging mental health nursing collaboration and partnerships: Professional use of Twitter

Paul McNamee
 @mcm1978

Full examples of tweets embracing social media

1. Health Promotion

2. Sharing Conference Information

3. Online Engagement Tools

4. Outreach and Apply Education Lessons

The Importance of Conclusion

- **Message:**

- Summarizes main points.
- Leaves a lasting impression.

- **Impact:**

- Reinforces core ideas.
- Guides audience's final takeaway.

- **Note:**

- **Example:**

"In conclusion, our journey through XYZ has revealed the critical role of A, the impact of B, and the potential of C."

Effective Techniques

- ***Closure Strategies:***

- Recap key insights.
- Pose thought-provoking questions.

- ***Engagement:***

- Encourage reflection.
- Create a memorable ending.

- **Note:**

- **Example:** "Let's revisit the pivotal moments we explored today. How might these insights shape your perspective moving forward?"

Ways to End Effectively

- ***Actionable Takeaways:***

- Propose **actionable** steps.
- Inspire **further** exploration.

- ***Memorable Closing:***

- Use impactful **quotes**.
- End with a **powerful statement**.

Note:

- **Example:** "As you leave today, consider implementing X in your daily routine. Remember, small actions lead to significant change."

Ways to End Effectively

1. Signalling the end of the presentation.
2. Summarizing the main points.
3. Recommending or suggesting something.
4. Inviting questions.

Look at these sentences from the presentation and put them in the correct category in the table.

- 1 I'll just run through the three different options ...
- 2 We'd suggest ...
- 3 Now I'll be happy to answer any questions you may have.
- 4 We'd therefore recommend that we ...
- 5 Before I stop, let me go through my main points again.
- 6 Well, this brings me to the end of my presentation.

Now add these phrases to the table above.

a Thank you all for listening.

b In my opinion, we should ...

c We just have time for a few questions.

d To sum up then, we ...

e OK, I think that's everything I wanted to say ...

g I'd like to run through my main points again ...

f Are there any questions?

h As a final point, I'd like to ...

i I'm now nearing the end of my talk ...

j Just to summarize the main points of my talk ...

k What I'd like to suggest is ...

Thank you
