CREATING AN EFFECTIVE POSTER

Amelea Kim
Graduate Research Assistant, UNC Health Sciences Library
PEOPLE TO KNOW

Barbara Rochen Renner, PhD
_Allied Health Sciences Liaison_
brrenner@email.unc.edu

Bob Ladd, MA
_Media and Instructional Design Specialist_
rjladd@email.unc.edu
919 – 962 - 0601

Amelea Kim
_Graduate Research Assistant_
ameleak@email.unc.edu

Amanda Haddock
_Graduate Research Assistant_
amandarh@live.unc.edu
## WHAT’S YOUR MESSAGE?

<table>
<thead>
<tr>
<th>Title</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your goal is to be:</td>
<td>Your goal is to be:</td>
</tr>
<tr>
<td>1. Informative</td>
<td>1. Concise but useful</td>
</tr>
<tr>
<td>2. Attention-grabbing</td>
<td>2. Keep between 300 – 800 words</td>
</tr>
<tr>
<td>3. Keep the puns to a minimum</td>
<td>3. Why should people care about your research?</td>
</tr>
</tbody>
</table>
SECTIONS YOU SHOULD INCLUDE:

- Title (including author and program affiliation)
- Introduction
- Methods
- Results
- Discussion and Conclusion
- References
- Any tables, figures, and photos
- UNC Affiliation Logo (on HSL Lib Guide)
HOW MUCH JARGON WILL YOUR AUDIENCE UNDERSTAND?
HOW MUCH JARGON WILL YOUR AUDIENCE UNDERSTAND?
How much jargon will your audience understand?

Photo courtesy of Department of Allied Health Sciences: www.med.unc.edu/ahs/ocsci
FUN WITH FONTs!

Times New Roman is a common serif font.

Serif: Good for titles!
RECOMMENDED FONTS

This is an example sentence so you can see the differences between fonts. [Garamond 40 pt]

This is an example sentence so you can see the differences between fonts. [Georgia 40 pt.]

This is an example sentence so you can see the differences between fonts. [Baskerville Old Face 40 pt]
FUN WITH FONTS!

Sans Serif

Good for main text!

**Arial** is a common sans serif font.
RECOMMENDED FONTS

This is an example sentence so you can see the differences between fonts. [Calibri 30 pt]

This is an example sentence so you can see the differences between fonts. [Candara 30 pt]

This is an example sentence so you can see the differences between fonts. [Ebrima 30 pt]

This is an example sentence so you can see the differences between fonts. [Browallia New 40 pt]
GENERAL FONT GUIDELINES

- Keep things simple
- Standardize your fonts
- Keep your fonts the same size in headings vs. paragraphs
SPACING

- Leading
- Kerning
- Tracking

https://creativemarket.com/blog/whats-the-difference-between-leading-kerning-and-tracking
“The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not”
-Mark Twain

“The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not”
-Mark Twain
The spacing between letters (you only have two letters selected when doing this)
The spacing throughout the word
FOLLOW YOUR READERS
TEXT COLORS/BACKGROUND

Dark on light?

Light on dark?
Finding Images

- Make your own!
- Public Domain (best option)
- Creative Commons (with conditions)
- Fair Use (don’t use)

- Be overly cautious with copyright: http://guides.lib.unc.edu/images

- Attribution – acknowledge and name the author/creator of the work
- Non-commercial – the work may not be used in a commercial product – i.e. sold for profit
- No Derivative Works – no remixing or editing of the original image/work is allowed
- ShareAlike – remix only if you let others remix whatever is created as a result
MAKING YOUR OWN IMAGES

Smart Art!

Excel charts!

Just take photos!

Insert a chart or graph in PowerPoint!
FINDING CREATIVE COMMONS IMAGES
OTHER IMAGE RESOURCES

- Unsplash.com: Free, high-resolution images under the Creative Commons Zero license (can use them for whatever purpose)
- The Noun Project: Free vector icons for use under Creative Commons.
  - YOU MUST GIVE CREDIT TO THE ARTIST
WHAT’S WRONG WITH THIS POSTER?
WHAT MAKES THIS BETTER?

Charting the Pharmaceutical Education Literature: Past, Present ... and Future?
K.T.L. Vaughan, MSS, University of North Carolina at Chapel Hill Health Sciences Library; William H. Campbell, PhD, University of North Carolina at Chapel Hill School of Pharmacy

Objective
This study characterizes major themes and trends in the pharmaceutical education (PE) literature of the past 35 years by analyzing subject headings assigned to a core set of articles from the American Journal of Pharmaceutical Education (AJPE).

Hypotheses
1. The PE literature is growing faster than the overall pharmaceutical literature.
2. Major themes in the literature can be identified using subject heading analysis (Bibliometrics).
3. Trends within these themes can be quantified using Bibliometrics.
4. Publication trends reflect policy and program trends in pharmacy education.
5. Trend analysis can predict future areas of PE.

Methodology
- Downdrailed citation and subject heading information from International Pharmaceutical Abstracts (IPA).
- Combined MeSH and domain-specific subject terms.
- Only complete indices of AJPE for study period.
- Managed citations using EndNote and RefWorks databases.
- Identified most popular subject headings and categories.
- Graphed trends as a percent of articles per year.

Growth of PE Literature
All three categories of literature (overall, PE, and AJPE) show growth in annual number of articles published over the study period.
The PE literature is growing faster than the overall literature (as indicated by IPA).

Major Themes in Pharmaceutical Education
Subject heading analysis identified 006 categories of subjects, with 15,031 total subject headings.
The number and percent of articles containing a subject category was determined. Several subject categories constitute a significant proportion of the overall PE literature from 1975-2005:
- Curriculum (17%)
- Sociology, economics, and ethics (21%)
- Pharmacy practice (16%)
- Administration (15%)
- Information processing and literature (10%)

Major Trends in Pharmaceutical Education

Trend #1: Curriculum, Teaching, & Learning
There has been a significant increase in the proportion of articles published on curricular issues in the past 35 years. Sudden increases occurred around the late 1980s and the late 1990s. In 2004/05, approximately three quarters of AJPE articles were about curricular topics.

Trend #2: Instructional Technology & DE
There has been an increase in the proportion of articles regarding technology in the past 35 years. Sudden increases occurred around the late 1980s and the late 1990s. In 2004/05, approximately three quarters of AJPE articles were about instructional technology topics.

Trend #3: Manpower & Personnel Issues
There has been a significant increase in the proportion of articles published on manpower and personnel issues in the past 35 years. Sudden increases occurred around the late 1980s and the late 1990s. In 2004/05, approximately three quarters of AJPE articles were about manpower and personnel issues.

Trend #4: Clinical Pharmacy & the PharmD
There has been a significant increase in the proportion of articles published on clinical pharmacy and the PharmD in the past 35 years. Sudden increases occurred around the late 1980s and the late 1990s. In 2004/05, approximately three quarters of AJPE articles were about clinical pharmacy and the PharmD.

Trends
Curriculum-related publications are the most frequent of all AJPE topics for the entire 35-year period of study.

Technology-related publications appear to increase in a manner consistent with general interest in internet and distance education.

Manpower-related publications peaked during the 1980s, reflecting the nation's priorities for research and expansion in this area.

Clinical pharmacy and PharmD appear to be strongly correlated, but with lag of 2-3 years. It will be interesting to observe whether these topics continue now that the PharmD debate is resolved.

Topics in the pharmacy education literature appear similar in content and relative frequency to other health professions, although this should be empirically determined through literature analysis.

Using Bibliometrics for Literature Analysis
Subject heading analysis (“bibliometrics”) works as a tool for quantitatively analyzing themes and trends in a body of literature due to the unique nature of controlled subject headings.

Subject headings describe the “subjectness” of an article more succinctly than an abstract and title.

Controlled vocabularies such as MeSH allow for flexibility in free text and uniformity in indexing.
What's wrong with this poster?

Same Space: New Uses

Jim Curtis, Carol Jenkins, and Bob Ladd, Health Sciences Library, University of North Carolina at Chapel Hill; David Bradford, Cline Design Associates, PA, Raleigh, North Carolina

To make a more functional, user-friendly and collaborative space, the Health Sciences Library underwent a major renovation. The new design includes an expanded reading area, improved lighting, and enhanced views of the surrounding campus.

The HSL is located on the first floor of the Health Sciences Library building. The renovation included the addition of new seating areas, improved lighting, and enhanced views of the surrounding campus.

Furniture and technology were selected to support new learning and collaboration needs. The new spaces include group study areas, individual study spaces, and comfortable seating areas.

Study rooms were arranged and designed to support group work and independent study. The new design includes interactive whiteboards, laptops, and other technology to support collaborative learning.

A new learning commons was created to provide a central gathering space for students and faculty. The commons includes a variety of seating options, including tables, chairs, and couches.

An emergency generator was added to ensure that the library remains operational during power outages.

William J. Mishkind, M.D.
WHAT MAKES THIS BETTER?

Same Space, New Uses: Transforming the Library for the 21st Century
Jim Curtis, Carol Jenkins, and Bob Ladd, Health Sciences Library, University of North Carolina at Chapel Hill; David Bradford, Cline Design Associates, PA, Raleigh, North Carolina

Background
- The Health Sciences Library is undergoing a total renovation in two phases, the first of which is completed.
- Goal: transform 8,000 square feet library to achieve the vision of a learning and teaching library

Space
- Goal: keep collections while saving space for learning, discovery, and technology
- Strategy: extensive use of compact shelving and 12,000 square feet converted from collections to other purposes

Inviting Environment
- Single service point provides gateway to services and collections
- Undisturbed technology
- Connections and rich woods soften the interior
- Stairs and elevator integrated into an openness, allowing natural light
- Cafe adds to encourage a sense of community and informal meeting place

Flexible Functionality
- Furniture and partitions maintain library flexibility
- Study rooms support group work interacting with technology
- Rooms accommodate small meetings

Upgraded Infrastructure
- Every seat has an internet connection, most are hardwired and powered, all overhead for wireless
- New server room supports up to 40 servers
- Emergency generator keeps many electronic services running in the event of a power outage

Lessons Learned So Far
- Prepare for sudden inspiration
- Staff morale is key
- “Gerrard is almost spelled backwards”
LET'S START MAKING A POSTER!
General Things You Need:

▪ Rough ideas of your title, headings, and text if you have it.
▪ Any images/graphs you want to use
▪ It might be difficult to make your poster without these items

Software Options:

▪ Powerpoint (You can design your poster directly on a slide)
▪ Adobe InDesign (steeper learning curve, but more design options)
Powerpoint Defaults (2013 Onwards)

- The default slide size is 16:9, which is usually the size you want for your poster.
- You can change or customize the slide size in the “Design” ribbon.
- Electronic only? You can leave size as is.
- Printing? You need to change the slide size on the design tab (custom).
  - For large posters (one dimension > 54”, design at half size and print at 200%).
USING ADOBE INDESIGN FOR POSTER-MAKING

- Steeper learning curve, but better for more serious design work
- More flexibility
- Applicable to many different design situations
AFTER YOUR POSTER IS FINISHED

- PRESERVE YOUR WORK in CDR and the OSOT Exhibit site, Occupation Matters
- Carolina Digital Repository
- OSOT Exhibit Site: https://hslosotexhibit.wordpress.com/
STUCK? SCHEDULE A CONSULTATION!

- You can meet one-on-one with an HSL staff member if you need help on your poster!
  - Ask US:  [http://asklib.hsl.unc.edu/](http://asklib.hsl.unc.edu/)
  - Bob Ladd - rjladd@email.unc.edu
  - Amelea Kim – ameleak@email.unc.edu
  - Amanda Haddock – amandarh@live.unc.edu
DESIGN RESOURCES

▪ Poster Design & Images: http://guides.lib.unc.edu/poster_design
▪ Designing Effective Posters: http://guides.lib.unc.edu/posters
▪ Butterick’s Practical Typography: http://practicaltypography.com/ (Free online book!)
▪ Undergrad Library (UL) Design Lab: http://library.unc.edu/house/designlab/
▪ For design or imaging help: request a consult at http://asklib.hsl.unc.edu/ or email Bob Ladd directly at: bob_ladd@unc.edu
▪ Adobe Creative Cloud: On Mac Computers HSL 1st floor and UL Design Lab