Agenda

- Basic Design Principles
- Paper Presentation Tips
- Poster Design
Select background and font colors carefully
  - Don’t use it arbitrarily – color should mean something
  - Make sure to use colors that contrast well together
Colors evoke emotion
  - Red – angry, aggressive
  - Yellow – happiness, energy
  - Blue – calm, professional
Color schemes

- Monochromatic
- Analogous
- Complementary
Color resources

- Adobe Color  https://color.adobe.com/create/color-wheel/

- Color Scheme Designer (now Paletton) http://colorschemedesigner.com/csd-3.5/

- UF colors — more than just orange and blue! http://www.identity.ufl.edu/resources/color/
Balance

Symmetrical vs Asymmetrical vs Not Symmetrical
Alignment
Grouping

- Use headings and colors
Logos

- Make sure you find logos with transparent backgrounds
Images

- The format for images to be printed should ALWAYS be TIFF
- Check image size
  - *Photoshop-Image-Image Size*
  - *Will give you dimensions and pixels*
  - *Minimum of 300 pixels*
Images

- Free photo resources
  - *IFAS Communications (Be proactive)*
    - Photos [http://ics.ifas.ufl.edu/pictures/](http://ics.ifas.ufl.edu/pictures/)
    - Logos [http://ics.ifas.ufl.edu/branding.shtml](http://ics.ifas.ufl.edu/branding.shtml)
    - Use your Gatorlink login
  - *Stock Exchange*
    - [http://www.sxc.hu/](http://www.sxc.hu/)
    - Create a free account
Images

- Don’t do this to your photos

Always hold shift while re-sizing images to avoid

Always check image size to avoid and don’t push photos beyond original size
Text

- On print: Use serif font (with feet)
  - Easier to read
- On web/electronic: Use sans serif font (w/out feet)
- Keep bullet points to one line
- Do not write IN ALL CAPS
Contrast Helps Readability

Contrast Helps Readability

Contrast Helps Readability

Contrast Helps Readability
Text

■ Serif fonts
  - Garamond
  - Times New Roman
  - Lucida Bright

■ San Serif
  - Arial
  - Helvetica
  - Calibri
Good & Bad

■ NEVER use the following texts:
  - *Comic Sans*
  - *Curlz*

■ Know your audience/purpose of design
  - *Just because your can, doesn’t mean you should*

■ It is okay to use “fancier” fonts for titles/section heads NOT BODY TEXT

■ Download from dafont.com and 1001fonts.com
Rule of Thirds
PAPER PRESENTATIONS
Text

- Use San Serif font
- Stay Consistent!
- Do not go below 18 pt
  - 24 is the ideal font
- Be careful using light fonts on dark backgrounds
- References in a smaller text
Images

- Background images
  - *Not too busy*
  - *Adjust transparency or contrast*

- Can use one image on every slide that does not take up the whole screen

Research Problem

- Need to better promote Florida-grown strawberries due to increased pressure from imported competition
Theoretical Framework

- General attitudes and subjective norms could predict purchasing intent (Arvola, Lähteenmäki, & Tuorila, 1999; Holt, 2013)
- Experience increased correlations between attitude and behavior (Arvola et al., 1999; Holt, 2013)
- Moral norms could influence food purchase (Artsena, Verbeke, Moudeliers, & Huylenbroeck, 2009)
- Behavioral control most important predictor of purchasing intent (Sjoberg, Kim, & Reicks, 2008)
Table 2

Linear model of predictors of likelihood to pay attention to agriculture-related issues in the news.

<table>
<thead>
<tr>
<th>Predictor</th>
<th>$b$ (CI)</th>
<th>$SE\ b$</th>
<th>$\beta$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>4.395 (4.027, 4.762)</td>
<td>.187</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Marital Status</td>
<td>-0.175 (-0.301, -0.049)</td>
<td>.064</td>
<td>-1.18</td>
<td>.007*</td>
</tr>
<tr>
<td>Political beliefs</td>
<td>-0.085 (-0.125, -0.045)</td>
<td>.020</td>
<td>-1.84</td>
<td>.000*</td>
</tr>
<tr>
<td>NE Region</td>
<td>-0.135 (-0.316, 0.046)</td>
<td>.092</td>
<td>-0.75</td>
<td>.142</td>
</tr>
<tr>
<td>MW Region</td>
<td>-0.217 (-0.403, -0.030)</td>
<td>.095</td>
<td>-1.12</td>
<td>.023*</td>
</tr>
<tr>
<td>W &amp; P Region</td>
<td>0.045 (.0117, 0.207)</td>
<td>.083</td>
<td>0.28</td>
<td>.583</td>
</tr>
<tr>
<td>Age</td>
<td>0.008 (0.002, 0.013)</td>
<td>0.003</td>
<td>0.124</td>
<td>.005*</td>
</tr>
</tbody>
</table>

Note. $R^2 = .074$ for the model.

*p < .05.
Animation

- Just because you can, does not mean that you should!
  - Dr. Telg, multiple occasions
- Can be used to emphasize results
Example

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>-.397</td>
<td>.147</td>
</tr>
<tr>
<td>Green Giant</td>
<td>.009</td>
<td>.898</td>
</tr>
<tr>
<td>AgLabs</td>
<td>-.044</td>
<td>.552</td>
</tr>
<tr>
<td>USDA</td>
<td>.059</td>
<td>.428</td>
</tr>
<tr>
<td>Prior Risk Perception</td>
<td>.776</td>
<td>.000</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>-.042</td>
<td>.292</td>
</tr>
<tr>
<td>Source Credibility</td>
<td>.416</td>
<td>.000</td>
</tr>
</tbody>
</table>
General Tips

- Focus on the findings and discussion
- Come prepared with presentation on flash drive
  - *Do no expect the conference to have internet!*
- Bring a copy of your paper with you
- Relax – you are simply having a discussion with your peers
POSTER DESIGN
# I Can See!!!

Your name here, and names of others

Place the name of your institution here

## Abstract


## Results


## Discussion


## Conclusion


## Methods & Materials


## References


## Acknowledgements

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus sapien nibh, rhoncus eu rutrum a, ultrices sit amet ligula. Ut luctus ultricies nulla tincidunt commodo. Proin a erat elit, etiam lobortis mauris.
**PROPOSED OBJECTIVE**
To create a useful tool for assessing potential stocking habitats based on degree of variability in water quality.

- Snook are a popular game fish found in the estuarine creeks of Florida
- Snook population has been on the decline due to overfishing and habitat degradation
- Numerous stock enhancement endeavors are currently underway without sufficient preliminary research
- Abiotic variability is a prominent feature of these estuaries
- Temperature, dissolved oxygen and salinity might play influential roles in the survivorship of the juvenile snook

**STUDY SITES**

![Map of North Creek Sites]

**METHODS**
1. Juvenile snook are raised in fingerlings (100-200 mm) in the aquaculture facility
2. All snook are tagged with identifying markers for individual growth measurements
3. Fish are placed in cages within variable habitats at the research sites for 40 days
4. Fish are weighed and measured for growth

**RESULTS**

- **North Creek Lower (High Variability)**
  - Negative Growth: Dissolved Oxygen (mg/L)
    - 8-22
    - Salinity (ppt)
    - 2-21
    - Temp (°C)
    - 25-34

- **North Creek Middle (Medium Variability)**
  - Positive Growth: Dissolved Oxygen (mg/L)
    - 0-8
    - Salinity (ppt)
    - 10-28
    - Temp (°C)
    - 30-38

- **North Creek Upper (Low Variability)**
  - Slow Growth: Dissolved Oxygen (mg/L)
    - 0-4
    - Salinity (ppt)
    - 16-30
    - Temp (°C)
    - 26-33

**CONCLUSION**
- Snook exhibit increased growth in habitats with a medium degree of abiotic variability
- Stock enhancement projects will be more efficient by releasing juvenile snook primarily in nursery habitats with a medium degree of abiotic variability
Before you start

■ Find poster requirements
■ Have an idea for design and content
  – Sketch it out
  – Don’t forget white space
  – You don’t want a text heavy poster
■ Create a folder on your computer to house all of your poster content (text files, photos, fonts, logos, poster design, etc...)
Using PowerPoint

Under “Design Tab” Go to Page Setup to Change the Dimensions

Set Dimensions to 36X24

Similar on PC. It will say “Custom Slide Size” instead of “Page Setup”
Using PowerPoint – Old Mac

Go to Page Setup to Change the Dimensions
Set Dimensions to 36X48
(or other size requested by your conference)
Using InDesign

Set Dimensions to 36X48 (or other size requested by your conference)

- Use Lynda.com if you get stuck
- Free access through E-Learning
Guides, Gridlines, and Rulers are your friend
  – *PowerPoint*
    ▪ View- Guides
  – *InDesign*
    ▪ Layout-Ruler Guides
    ▪ Layout-Create Guides
    ▪ Pull guide lines from ruler bars

Zoom In and Out (Both PowerPoint & InDesign)
  – *PC* – *Ctrl* (+) or (-)
  – *Mac* – *Command* (+) or (-)
■ Think of poster as short story
■ Only include the MOST important information
  – You can fill in the gaps with your awesome presentation!
■ Avoid sentences and use bullet points if possible
■ White space is good!

- Oranges
- Apples
- Bananas
- Strawberries

vs

- Oranges
- Apples
- Bananas
- Strawberries
Content/Layout

- Use descriptive headings to grab attention
- Use text boxes
- If using InDesign use test boxes for text and frames for placing images
- Symmetry – Are you going for a symmetrical or asymmetrical look?

VS
Text

- **Size**
  - *Title: 100 pt or more*
  - *Headers: 72 pt or more*
  - *Body: 36 pt or more*
  - *Smaller text for references*

- **Sans Serif ok for title (without feet)**
  - *Example*

- **Serif for body**
  - *Example*

- **Limit to 1-2 fonts**
Printing

- CSE Lab (By the French Fries)
  - https://labs.at.ufl.edu/computer-labs/computer-science-and-engineering-cse/

- Architecture Lab
  - https://labs.at.ufl.edu/computer-labs/architecture/

- $3.00/foot

- $10.00/foot for high quality paper

- Other options
  - Target Copy
  - FedEx
Laminating

- Helps protect the poster during travel
- Looks snazzy at the conference
- Will withstand the travel and will still look nice to hang in the hallways of Rolfs

Target Copy
- *Estimating ~$30ish*
- *Call for a more accurate quote*
- *(352) 376-3826*
Traveling with a Poster

- Find a poster tube or buy one
  - Necessary whether traveling by car or plane
  - Share with a friend or two
- If flying
  - Check airline rules
  - Some may not allow it as a carry-on
  - If it has to be checked...
    - Consider duck-taping the lid on
  - OR print at a printing facility in the city of the conference – logistics may be challenging
Presenting

- You know it better than anyone else
- Have an elevator speech ready
  - Short version (~30 seconds) & long version (~2 minutes)
- Practice
- Handouts
  - Good for references, abstract, or anything that wasn’t visually attractive for your poster (e.g. theoretical model)
- Don’t FORGET something(s) to hang your poster with
- Have business cards on hand
- Have water
- Don’t forget to smile and shake hands 😊
Other Tips/Resources

- Get feedback from others when designing
  - Advisor
  - Peers
  - Other faculty or staff
- AAEE Tips for creating posters
  - [http://aaaeonline.org/posters/PosterFiles/AAAE%20Western%20Region%20Poster.htm](http://aaaeonline.org/posters/PosterFiles/AAAE%20Western%20Region%20Poster.htm)
- Don’t forget to add it to your CV/resume!
EXAMPLES
Florida Strawberries, a Taste of Summer all Winter Long

Joy N. Rumble
Project funded by the Florida Strawberry Research and Education Foundation

Purpose

• Increase demand and preference for Florida strawberries throughout the eastern region of the United States
• Ten focus groups, 5 states
• Identify current strawberry purchasing behaviors and barriers to purchasing Florida strawberries

Next Steps

• Focus groups in Brooklyn, NY and Boston, MA
• Focus group data to inform survey of residents throughout East Coast
• Message testing
• Dissemination of results
  • FSGA/FSREF
  • Academic
One Drop at a Time
Using Critical Thinking Styles to Plan Extension Efforts
Alexa J. Lamm

Introduction
- Water covers most of the planet but only a fraction is available as a major source of drinking water
- Due to an ever-growing population, the quantity of water available is decreasing
- Educational programs have been offered by Extension focused on teaching the public how to reduce water use in the home and outdoor landscape
- Extension programs only reach 8% of the general population
- Extension can be doing more to reach audiences with the intention of altering water conservation behaviors
- Extension programs can be developed to be even more effective at attracting diverse clientele resulting in broader engagement in positive behavior change

Purpose
- The purpose of the study was to determine if critical thinking style could be used to predict willingness to engage in water conservation behaviors, thereby driving Extension program development.

Methods
- Online survey design
- UFCTI & Willingness to Act Scale
- Nonprobability opt-in sampling methods
- Data weighted to be representative of the Florida general public
- Descriptive statistics and regression used for data analysis

Results
- Critical thinking style predicted level of willingness to engage in water conservation behaviors
- Specifically, the stronger a respondents' preference towards seeking information became, the more willing they were to act when it came to engagement in water conservation efforts

Implications & Recommendations
- Extension educators should be focusing efforts on those individuals most willing to act and therefore make the most impact, in this case seekers
- For seekers, Extension educators should focus on developing programs using easily accessible methods:
  - Static websites
  - Written materials in the form of fact sheets
  - Videos easily accessible online
Using Pinterest to Engage Alumni and Current Agricultural Communications Students

Introduction
- Many universities, colleges, and departments are using social media, most commonly Facebook and Twitter, to engage with prospective and current students as well as alumni (O'Neill, 2011).
- Pinterest is gaining popularity at lightning speed and it drives more traffic than Google+, LinkedIn, and YouTube combined (Ramey, Novella, and Klein, 2012, p. 2).
- Pinterest’s popularity is easily shown with more than 10 million unique visitors a month (Burt Analytics, 2012).
- There has been an active push for universities to utilize different platforms of social media for marketing and the engagement of students, finding that more and more prospective students and alumni are joining social networks (Norman, 2012, p. 24).
- By creating a Pinterest account for the department, both current and former students will be engaged with “things” they find interesting and useful.

How it Works
- The Texas Tech Agricultural Education and Communications Department established a Pinterest account.
- There are 12 “boards” associated with the account, each with a theme and information that would be helpful to both alumni and current students. The themes include:
  1. Farming/Fields
  2. Photography
  3. Video
  4. Lawns and Design
  5. Getting a Job
  6. Tech Love
  7. Places We Will Go (Study Abroad)
  8. A PZILLA
  9. Integrations
  10. Teaching Tips
  11. AP Style Writing Tips
  12. Resources
- The Pinterest account is operated by a faculty member and a graduate assistant in the department; however, other faculty have access to pin information on the boards. This allows them to become involved with students, and share information they find important or helpful.

Resources Needed
- To set up a department Pinterest account, the researchers needed an email address that could be used solely for the account as it is not bonded to the faculty in charge with emails in regard to notifications sent.
- Setting up and maintaining the Pinterest account can be a very time consuming task.
- It is important to make sure the account properly represents the department, college, and university, as well as making sure the information attached to it is appropriate.

Future Plans & Advice to Others
- Future Plans Include:
  1. Recruiting faculty and graduate students to contribute
  2. Promoting the Pinterest account more frequently to both alumni and current students
- The researchers advise that if other departments are interested in creating an account, plan out the types of information that they wish to provide, and the amount of time they would like to spend each week pinning.

References

Tech Love

Results to Date
- There are currently two faculty members and three graduate-level students contributing pins to the 12 boards.
- The Pinterest account currently has more than 50 pins attached to it and grows regularly. Many of the pins have also been repined by others.
- Several faculty members in agricultural communications are already using Pinterest in their classrooms, meaning many of the current students already have a Pinterest account.

Fun with Fonts
A Little Birdie Told Me: Using Twitter as a Discussion Tool

Authors: Lauri M. Baker, Christy Chiarelli, Quisto Settle, Kevin Kent

Introduction

Because social media are pervading students' lives, many teachers are implementing social media into classes. If social media are to become a successful technological component of education, there is a need to understand the successes and nonsuccesses of individual applications of social media in education. This study examined the effectiveness of one social media tool, Twitter, as a classroom discussion tool. Twitter is a microblog that allows its 175 million registered users to post messages up to 140 characters (2010). Twitter's inherent interactivity alters the medium from two-way asymmetrical communication to two-way symmetrical communication where all users have equal standing and "dialogue is mood" to manage conflict, improve understanding, and build relationships" (Grinning & White, 1992, p. 39).

Methodology

- Convenience sample (N=13)
- A descriptive survey methodology was utilized
- 100% response rate (n=13)
- College of agriculture honors course about climate change used Twitter as a discussion tool
- None of the students had previous experience with Twitter
- A hashtag (#) was used to track all student tweets
- Students were required to tweet about the course twice a week but were encouraged to tweet more and respond to class members with short replies.

Resources Needed

Twitter is a free service. Students can set up personal accounts at no charge. Students will need access to a computer or other device connected to the Internet to access their Twitter account.

Results

<table>
<thead>
<tr>
<th>Question</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of Twitter in this class enhanced my overall learning</td>
<td>1.9</td>
</tr>
<tr>
<td>The Twitter portion of this class was a waste of my time</td>
<td>4.09</td>
</tr>
<tr>
<td>Using Twitter caused me to think deeper about the class</td>
<td>2.18</td>
</tr>
<tr>
<td>I see value in using technology to submit course assignments</td>
<td>4.18</td>
</tr>
<tr>
<td>I am happy to have learned new media skills from this class</td>
<td>3.18</td>
</tr>
<tr>
<td>I am comfortable using new media for my personal use</td>
<td>3.9</td>
</tr>
<tr>
<td>I am comfortable using new media for educational purposes</td>
<td>4.18</td>
</tr>
</tbody>
</table>

- 50% preferred the discussion component of the course be done through the university's course management system.
- 25% preferred the discussions be done through Facebook.
- 0.2% preferred discussions being done through Twitter.
- A few students had suggestions for other discussion tools they would have preferred to use, specifically Blogger or Google Wave.

Future Plans/Advice to Others

- While this study followed previous recommendations from Grossack and Holostucka (2008) on how to implement Twitter as an educational tool, the students in this course were not receptive to its use.
- This course had majors throughout the college of agriculture, none of which were in majors related to communication or technology.
- Recommend a longer introduction to the technology in groups that are less familiar with the tool.
- Indicates a need for special attention to be paid throughout the process of Mishra and Koehler's (2006) framework for teaching technology, which involves the interaction of content, pedagogy, and technology.
- Future classroom use of Twitter should include more content related to the use of Twitter and integrate new developments related to Twitter with regard to content and real world use.
- The use of Twitter may be more effective in a less formal environment, like in an extracurricular organization using experimental learning practices.
Generational Differences in Food Safety Behaviors and Obtaining Food Safety Knowledge

Taylor K. Ruth, Arthur Leaf, & Joy N. Rumble
University Florida

Introduction
- There are 4 million foodborne illnesses yearly (CDC, 2011).
- Consumers do not exhibit consistent food safety behaviors (Comer et al., 2004; Cotty & Higgs, 2009).
- Young adults are less likely to use proper food safety behaviors (Sadler et al., 2009; Mayer & Littenberg, 2006).
- A 10% reduction in foodborne illnesses would prevent five million illnesses (CDC, 2011).

Methods
- Online survey
- 500 Florida Residents
- Non-probability sampling
- Weighted demographics

Discussion
- Millennials participated less in safe food behaviors.
- Older generations also contributed to food safety issues.
- All generations vicariously learned about food safety, most often from their parents.

Conceptual Framework
- Social Cognitive Theory.
- Effective learning occurs through performing behaviors.
- Vicarious learning occurs through observations of others (Bandura, 2002).

Conclusions
- Millennials 28.8%
- Gen X 28.6%
- Baby Boomers 24.3%

Recommendations
- Millennial-focused educational programs.
- Further explore how generations learn about food safety.
- Expand to a national survey.
ANY QUESTIONS?