



POSTER & PRESENTATION DESIGN

AECGSA | Taylor Ruth

Agenda

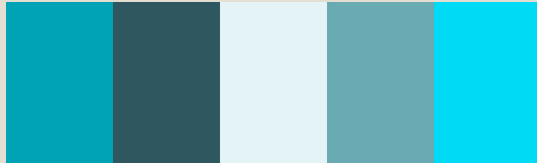
- Basic Design Principles
- Paper Presentation Tips
- Poster Design

Color

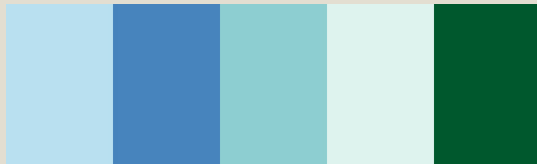
- Select background and font colors carefully
 - *Don't use it arbitrarily— color should mean something*
 - *Make sure to use colors that contrast well together*
- Colors evoke emotion
 - *Red – angry, aggressive*
 - *Yellow – happiness, energy*
 - *Blue – calm, professional*

Color schemes

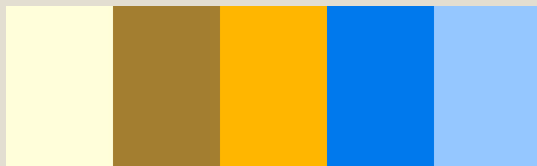
■ Monochromatic



■ Analogous



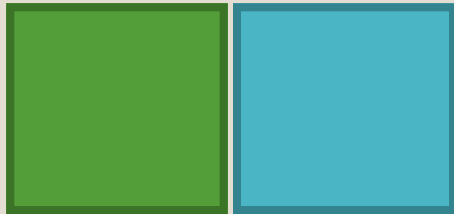
■ Complementary



Color resources

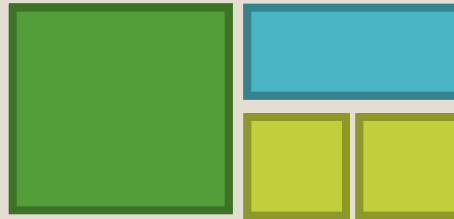
- Adobe Color <https://color.adobe.com/create/color-wheel/>
- Color Scheme Designer (now Paletton) <http://colorschemedesigner.com/csd-3.5/>
- UF colors — more than just orange and blue!
<http://www.identity.ufl.edu/resources/color/>

Balance



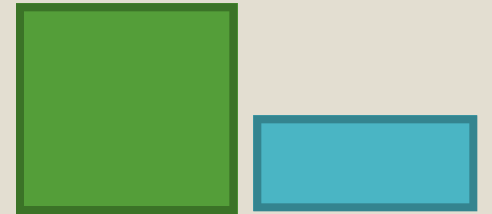
Symmetrical

VS



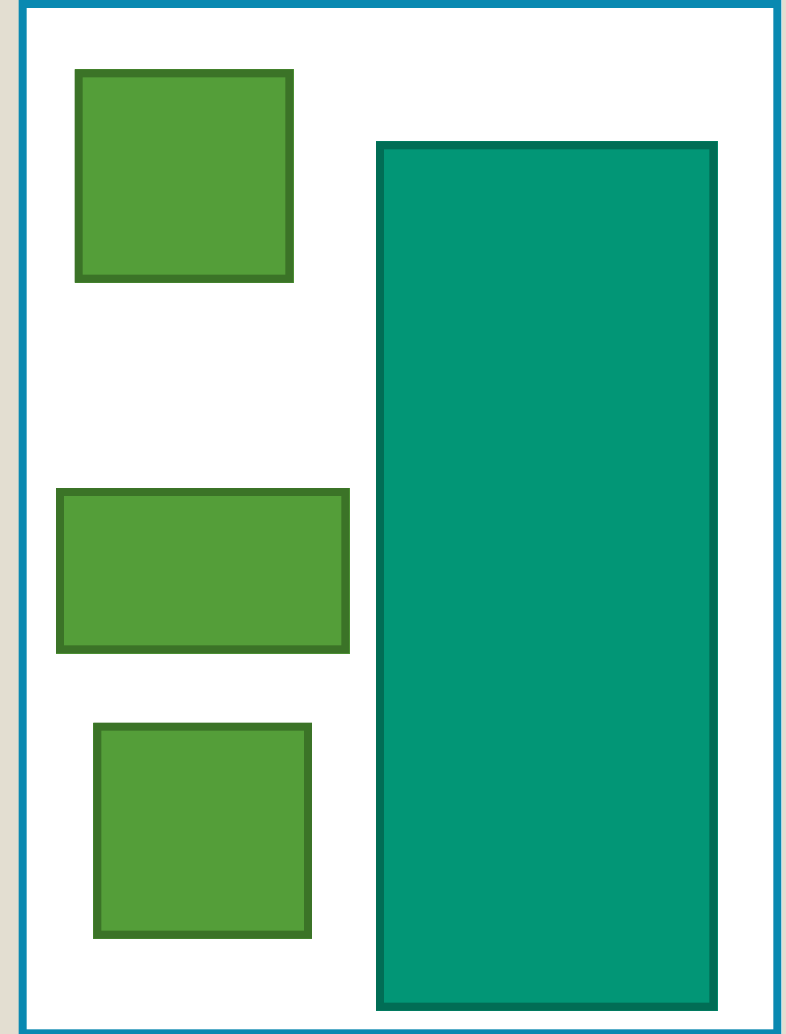
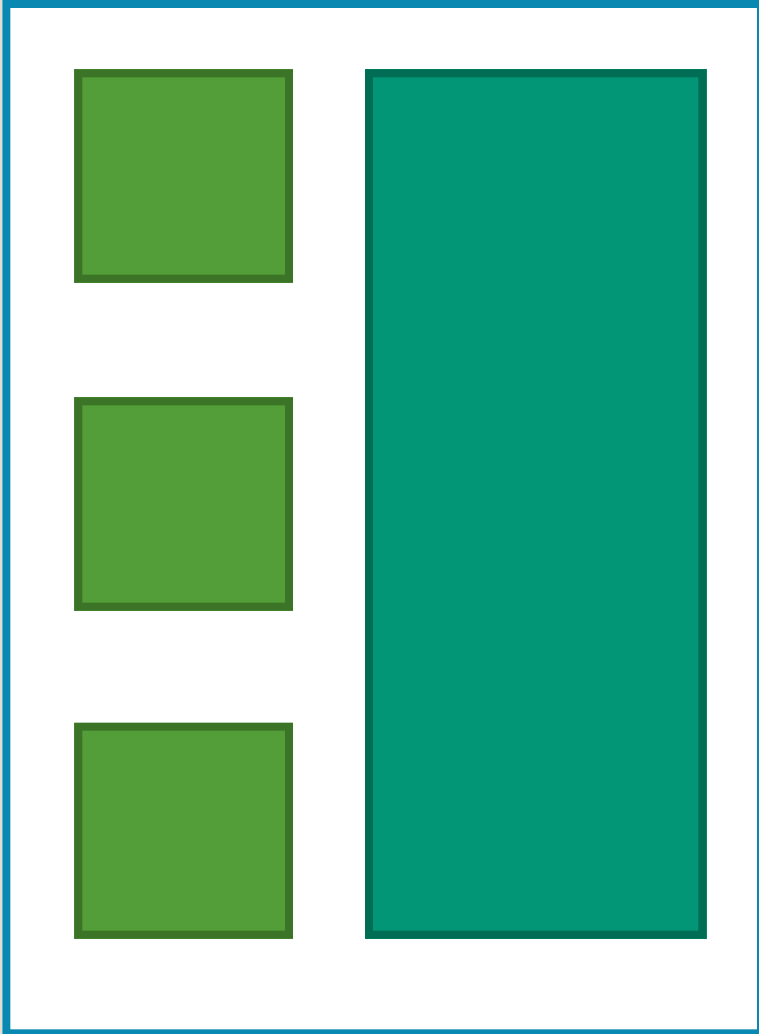
Asymmetrical

VS



Not Symmetrical

Alignment



Grouping

- Use headings and colors



UF/IFAS Range Cattle Research and Education Center

9th Youth Field Day

WHEN: June 23, 2016
8:00 a.m.-2:00 p.m.

WHO: Students ages 8-18, parents and youth leaders

WHERE: 3401 Experiment Station Road, Ona, FL

WHAT: Morning class rotations, lunch, and learning expo



Morning Class Stations

- Harmful Internal Microscopic Bugs and Shot Placement
- Pasture Management and Rotational Grazing
- Caught on Camera: Monitoring Florida's Wildlife with Game Cameras
- Livestock Handling
- Career Explorations with UF/IFAS CALS



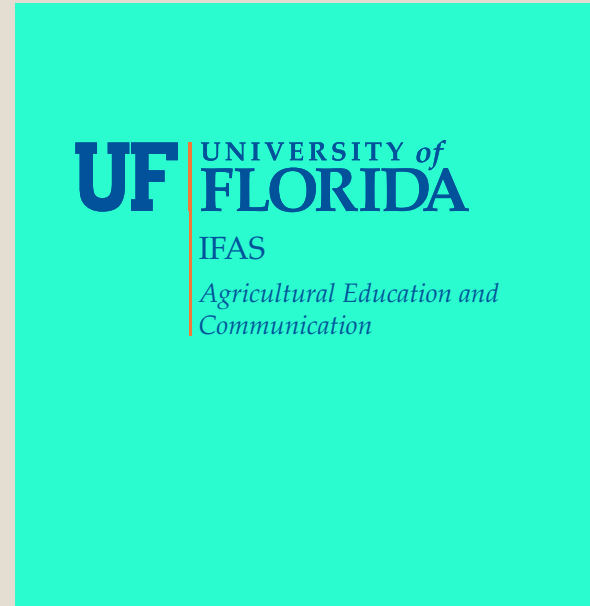
REGISTRATION OPENS APRIL 18: \$10 • MAY 19: \$12 • DAY OF EVENT: \$15 • SPACE IS LIMITED!

TO SEE DETAILS AND TO REGISTER, GO TO
<http://rcrec-yfd-2016.eventbrite.com>

Questions? Contact us at ona@ifas.ufl.edu or 863-735-1314, ext 204

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/>
 - Logos <http://ics.ifas.ufl.edu/branding.shtml>
 - Use your Gatorlink login
 - *Stock Exchange*
 - <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

Good
Contrast

Poor
Contrast

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*
 - *Curly*
- Know your audience/purpose of design
 - *Just because you 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 (Aertsens, Verbeke, Mondelaers, & Huylenbroek, 2009)
- Behavioral control most important predictor of purchasing intent (Sjöberg, Kim, & Reicks, 2008)

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Influence of Persuasive Communication on Florida Consumers' Attitude toward Genetically Modified Food

Taylor K. Ruth and Joy N. Rumble

UF IFAS
UNIVERSITY of FLORIDA



Center for
Public Issues Education

UF IFAS
UNIVERSITY of FLORIDA

AGRICULTURAL
EDUCATION AND
COMMUNICATION

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AGRICULTURAL
EDUCATION AND
COMMUNICATION

Table 2

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

Predictor	<i>b</i> (CI)	<i>SE B</i>	β	<i>p</i>
Constant	4.395 (4.027, 4.762)	.187		.000
Marital Status	-0.175 (-0.301, -0.049)	.064	-.118	.007*
Political beliefs	-0.085 (-0.125, -0.045)	.020	-.184	.000*
NE Region	-0.135 (-0.316, 0.046)	.092	-.075	.142
MW Region	-0.217 (-0.403, -0.030)	.095	-.112	.023*
W & P Region	0.045 (-0.117, 0.207)	.083	.028	.583
Age	0.008 (0.002, 0.013)	0.003	.124	.005*

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

* $p < .05$.

Don't do this! Make your tables in PowerPoint!

Animation

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

Example

	<i>B</i>	<i>p</i>
Constant	-.397	.147
Green Giant	.009	.898
AgLabs	-.044	.552
USDA	.059	.428
Prior Risk Perception	.776	.000
Prior Knowledge	-.042	.292
Source Credibility	.416	.000

General Tips

- Focus on the findings and discussion
- Come prepared with presentation on flash drive
 - *Do not 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

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Introduction

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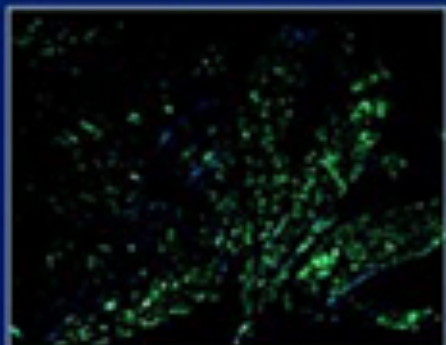
Questions

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Hypothesis

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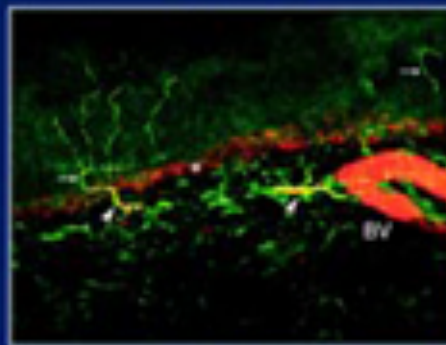
Results



Methods & Materials

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Results



Methods & Materials

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Discussion

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Conclusion

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References

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Acknowledgements

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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



METHODS



1. Juvenile snook are raised to fingerlings (100-200 mm) in the aquaculture facility



2. All snook are tagged with identifying markers for individual growth measurements

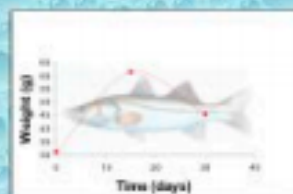


3. Fish are placed in cages within variable habitats at the research sites for 40 days.
4. Fish are weighed and measured for growth

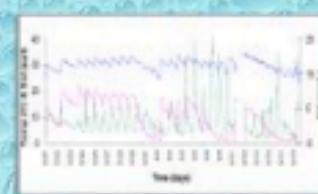


RESULTS

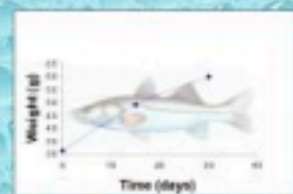
North Creek Lower (High Variability)



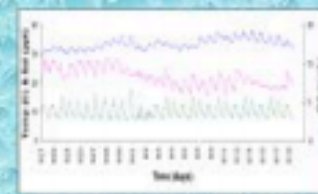
Negative Growth:
Dissolved Oxygen (mg/L)
0-22
Salinity (ppt)
2-21
Temp (°C)
25-34



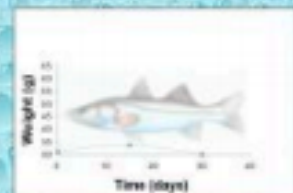
North Creek Middle (Medium Variability)



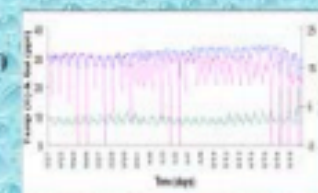
Positive Growth:
Dissolved Oxygen (mg/L)
0-8
Salinity (ppt)
16-28
Temp (°C)
30-38



North Creek Upper (Low Variability)



Slow Growth:
Dissolved Oxygen (mg/L)
0-4
Salinity (ppt)
16-30
Temp (°C)
26-33



DO (mg/L) Sal (ppt) Temp (°C)

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

The screenshot shows the PowerPoint interface with the Design tab selected. A red box highlights the 'Design' tab in the ribbon. A green arrow points from the text 'Under "Design Tab" Go to Page Setup to Change the Dimensions' to the 'Page Setup' button in the top right corner. Another green arrow points from the text 'Set Dimensions to 36X24' to the 'Page Setup' dialog box. The dialog box shows 'Slide sized for: Custom' with 'Width: 36 in' and 'Height: 24 in' set. The 'Orientation' section shows 'Slides' and 'Notes, handouts & outlines' both set to 'Portrait'. The status bar at the bottom indicates 'Slide 1 of 1' and 'English (United States)'.

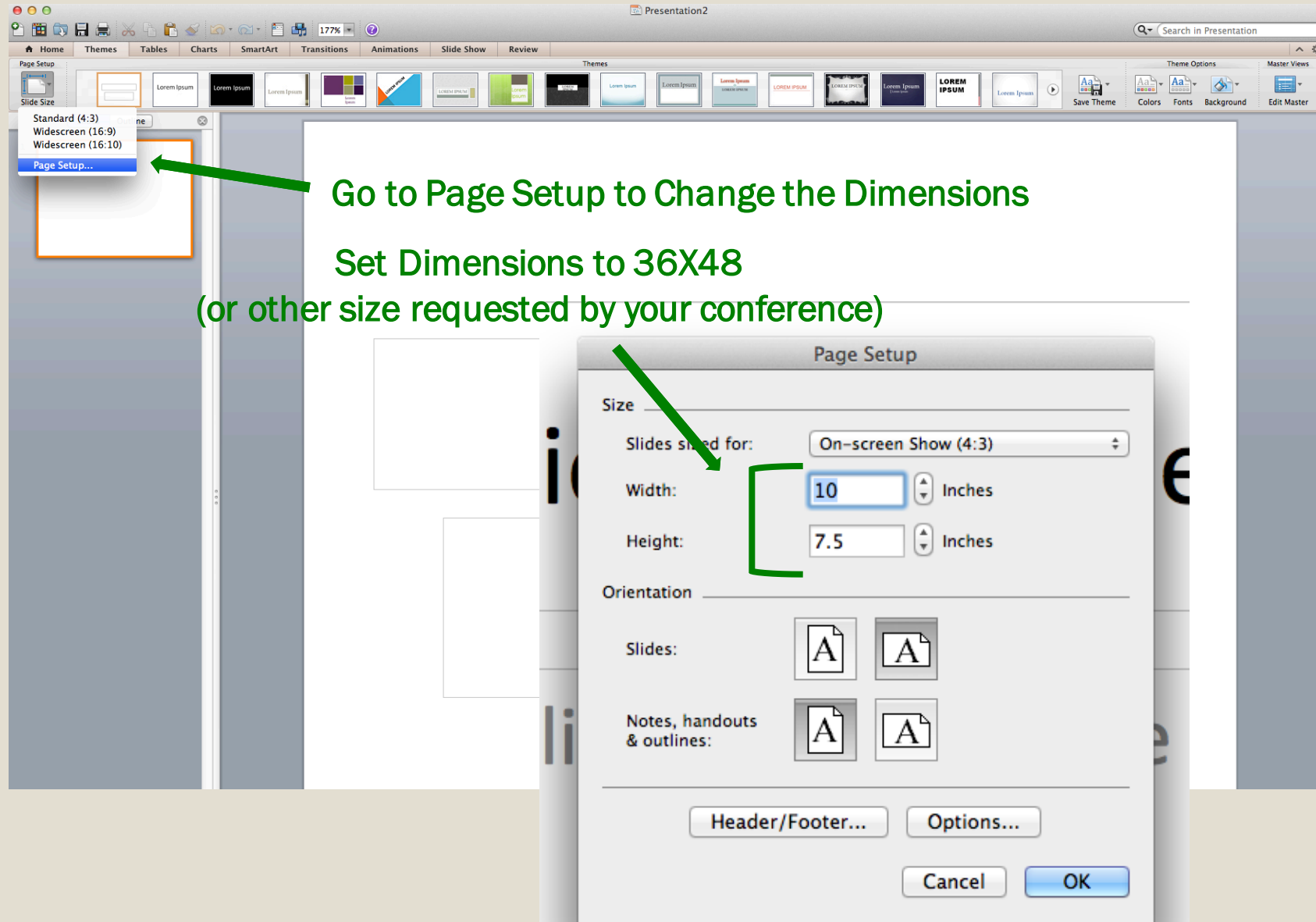
Under "Design Tab" Go to Page Setup to Change the Dimensions

Set Dimensions to 36X24

Similar on PC. It will say "Custom Slide Size" instead of "Page Setup"

Slide 1 of 1 English (United States)

Using PowerPoint – Old Mac



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

New Document

Document Preset: [Default]

Intent: Print

Number of Pages: 1

Start Page #: 1



☒ Facing Pages

☐ Primary Text Frame

Page Size: Letter

Width: 8.5 in

Height: 11 in

Orientation:  

Columns

Number: 1

Gutter: 0.1667 in

Margins

Top: 0.5 in

Bottom: 0.5 in

Inside: 0.5 in

Outside: 0.5 in

Bleed and Slug

	Top	Bottom	Inside	Outside
Bleed:	0 in	0 in	0 in	0 in
Slug:	0 in	0 in	0 in	0 in

OK

Cancel

Save Preset...

Fewer Options

PowerPoint & InDesign

- 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 (-)*

Content/Layout

- 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!

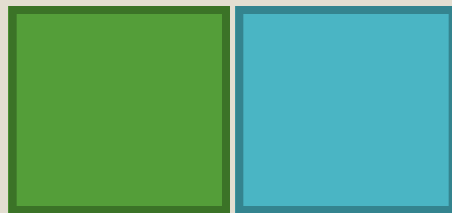
- Oranges
- Apples
- Bananas
- Strawberries

VS

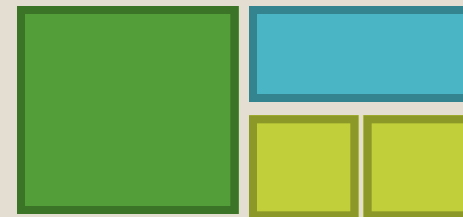
- Oranges
- Apples
- Bananas
- Strawberries

Content/Layout

- Use descriptive headings to grab attention
- Use text boxes
- If using InDesign use text 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

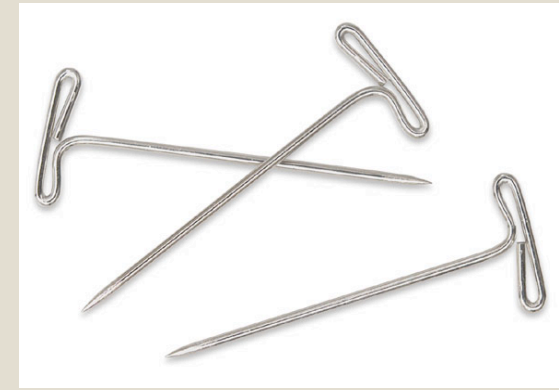
- Helps protect the poster during travel
- Looks snazzy at the conference
- Will withstand the travel and will still look nice to hang in the hallways of Rolfs
- Target Copy
 - *Estimating ~\$30ish*
 - *Call for a more accurate quote*
 - (352) 376-3826
 - <http://target-copy.com/>

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://aaeeonline.org/posters/PosterFiles/AAEE%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

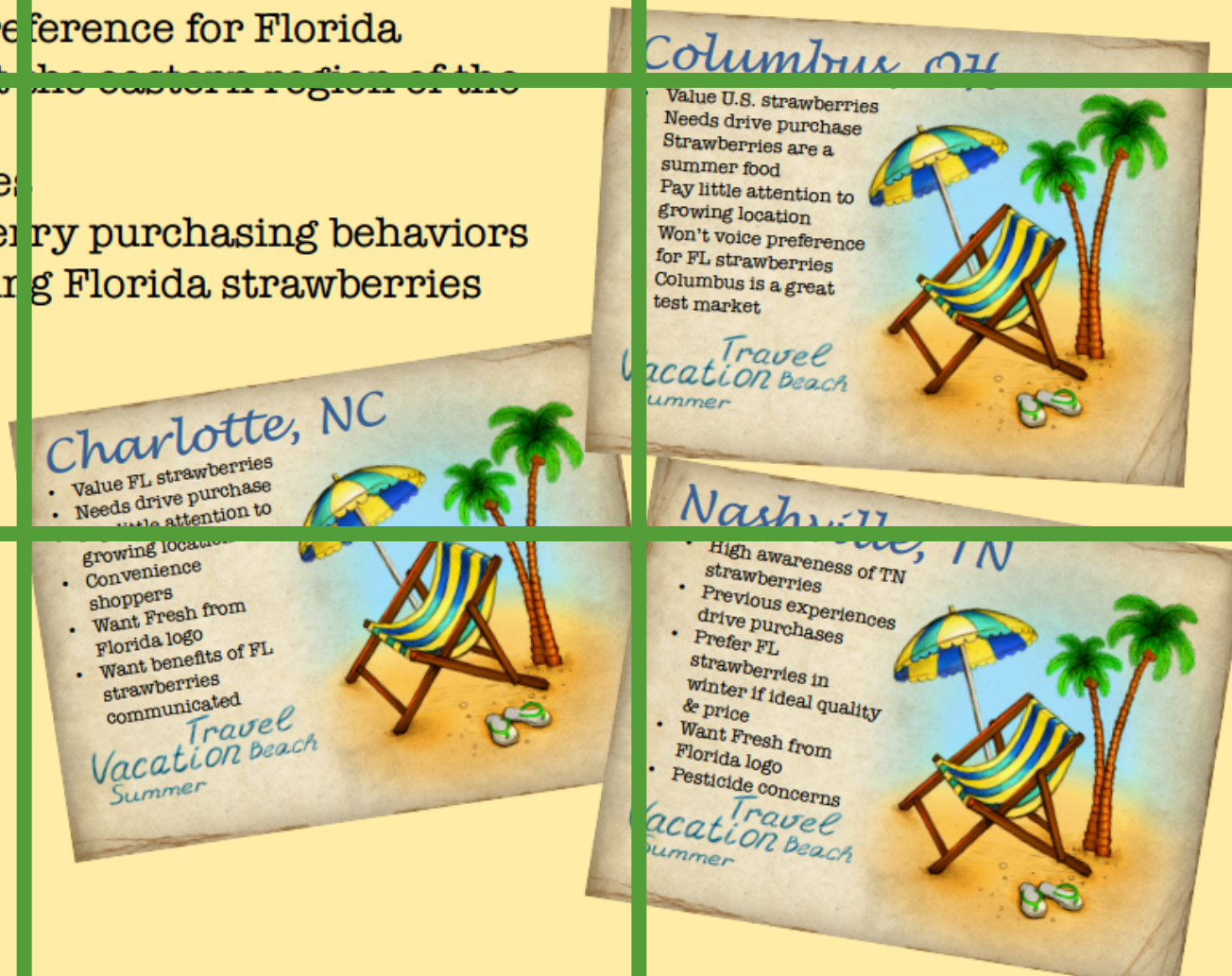
Project funded by the Florida Strawberry Research and Education Foundation

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

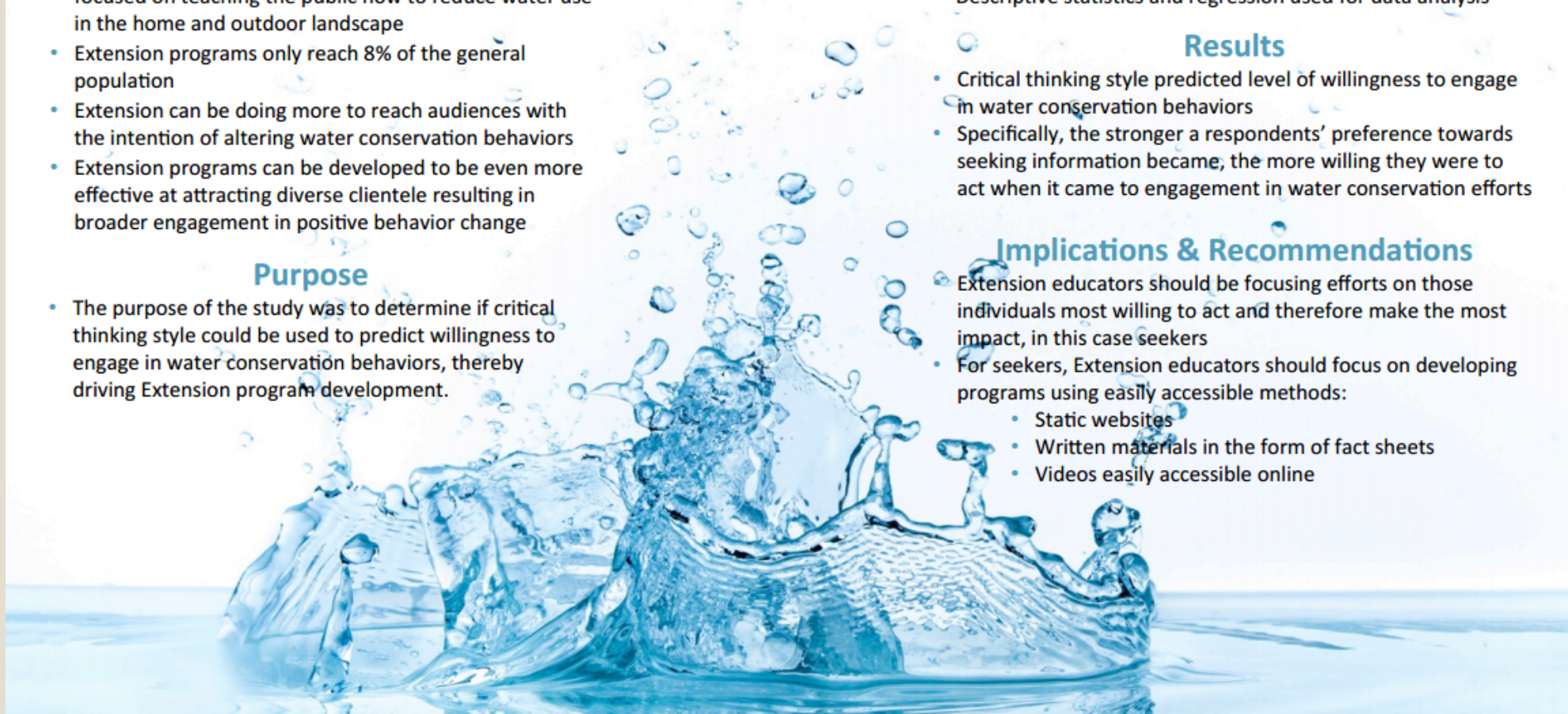
- Online survey design
- UFCTI & Willingness to Act Scale
- Nonprobability opt-in sampling methods
- Data weighted to be representative of the Florida general public
- Descriptive statistics and regression used for data analysis

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





Search



Pinterest



Texas Tech



Using Pinterest to Engage Alumni and Current Agricultural Communications Students

Pins From:

Makenna Lange

Dr. Erica Irlbeck

Get Started

9 Boards

Pins

Likes

Followers

Following



Create A Board

Tech Love



Edit

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 (Kowalik, 2011).
- Pinterest is "gaining popularity at lightning speed" and it "drives more traffic than Google+, LinkedIn, and YouTube combined" (Hansen, Nowlan, and Winter, 2012, p. 2). Pinterest's popularity is easily shown with more than 30 million unique visitors a month (Site Analytics, 2013).
- 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" (Kowalik, 2011, p. 214).
- By creating a Pinterest account for the department, both current and former students will be engaged with "things" they find interesting and useful.

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 150 pins attached to it and grows regularly. Many of the pins have also been repinned 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.

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 included are:
 - Fun with Fonts
 - Photography
 - Video
 - Layout and Design
 - Getting a Job
 - Tech Love
 - Places We Will Go (Study Abroad)
 - 4-H/FFA
 - Infographics
 - Teaching Tips
 - AP Style/Writing Tips
 - 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.

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- Hansen, K., Nowlan, G., & Winter, C. (2012). Pinterest as a Tool: Applications in Academic Libraries and Higher Education. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 7(2), 1-11.
- Leonard, N. (2012, April 17). Colleges use pinterest to reach out [Web log post]. Retrieved from www.nextgenjournal.com/2012/04/colleges-use-pinterest-to-reach-out/

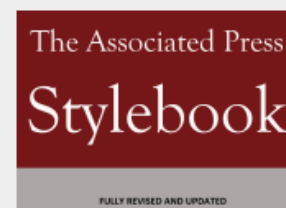
Resources Needed

- To set up a department Pinterest account, the researchers needed an email address that could be used solely for the account as to not bombard the faculty in charge with emails in regard to notification emails.
- 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:
 - Recruiting faculty and graduate students to contribute
 - 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 type of information they wish to provide, and the amount of time they would like to spend each week pinning.

Getting a Job



Edit

Fun with Fonts



Edit

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 used] to manage conflict, improve understanding, and build relationships" (Grunig & 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 direct 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

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

- 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 BlogSpot or Google Wave.

Future Plans/Advice to Others

- While this study followed previous recommendations from Grosseck and Holotescu (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 with 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 Leal, & Joy N. Rumble
University Florida

Introduction

- There are 48 million foodborne illnesses yearly (CDC, 2011).
- Consumers do not exhibit consistent food safety behaviors (Alshurraf et al., 2015; Cody & Hogue, 2003).
- Young adults are less likely to use proper food safety behaviors (Abbott et al., 2009; Mayer & Harrison, 2012).
- A 10% reduction in foodborne illnesses would prevent five million illnesses (CDC, 2011).

Conceptual Framework

- Social Cognitive Theory.
- Enactive learning occurs through performing behaviors.
- Vicarious learning occurs through observations of others (Behrns, 2012).

Wash Produce

- Baby Boomers 72%
 - Gen. X 69.8%
 - Millennials 49.6%
- $p = .003$

Defrosting

- Gen. X 46.7%
 - Baby Boomers 36.7%
 - Millennials 18.9%
- $p < .001$

Millennials less likely to:

- Separating raw foods ($p = .03$)
- Peeling skin off produce ($p = .05$)
- Read expiration dates ($p = .02$)

Info. from Parents

- Millennials 28.8%
- Gen X 28.6%
- Baby Boomers 24.8%

Methods

- Online survey
- 500 Florida Residents
- Non-probability sampling
- Weighted demographics
- Millennial: $n = 132$
- Generation X: $n = 106$
- Baby Boomers: $n = 215$
- Descriptive statistics and Pearson Chi square test

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.

Recommendations

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

ANY QUESTIONS?

