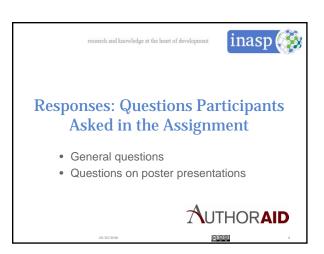
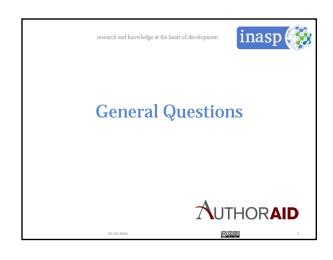


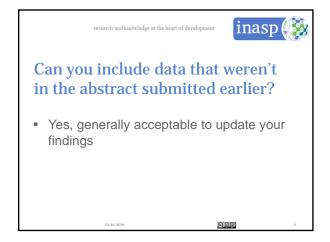


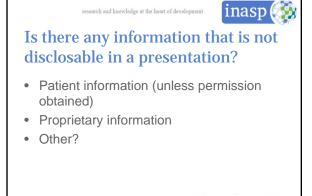
- Responses to questions on presentations in general and on poster presentations
- Group work: preparing and using checklists for poster presentations
- Responses to questions on oral presentations
- Group work: preparing and using checklists for oral presentations
- Wrap-up

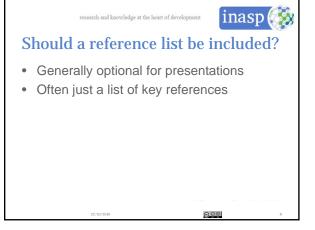


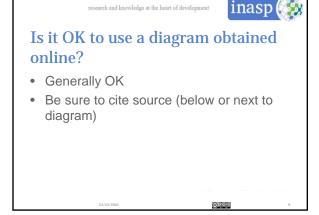


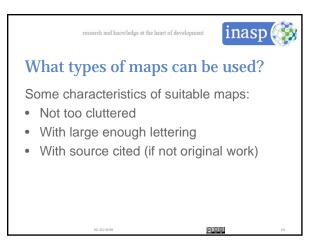


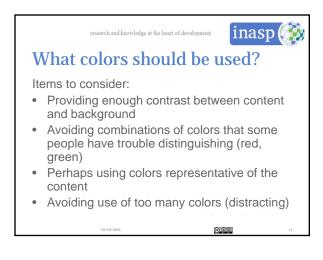




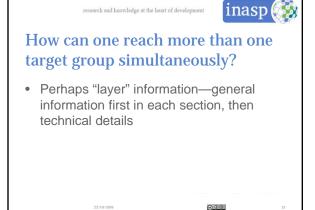




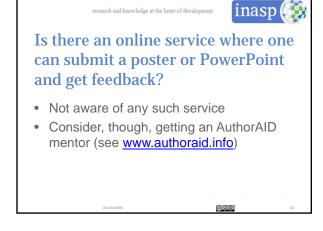




















- Generally should include the objectives, hypotheses, or research questions (at least implicitly)
- Background can also be useful

22/10/2016



Should one include acknowledgments?

- Optional, but brief acknowledgments may be nice
- (In oral presentations, showing a photo of the research team can work well)

22/10/2016 20





If logos must be included, where should they be put?

- Generally suitable to place them close to the top (near the author names and affiliations)
- Another option: near contact information at the end of the poster

22/10/2016 21





Should sections be numbered?

- · Generally not necessary
- However, do so if the order might not be clear

7/2016

000

research and knowledge at the heart of development



What's the ideal size of a poster?

- Usually must follow the instructions regarding size
- Otherwise, what might be some considerations?

22/10/2016

research and knowledge at the heart of development



What font size should be used in e-posters?

- Of course, check the instructions
- If the poster will be the same size as a conventional poster, the guidelines probably remain the same.
- Other?

/2016



• See <u>AuthorAID blog post</u> on this topic.

22/10/2016 25

Group Work: Preparing and Using Checklists for Poster Presentations Using the presentation that was emailed and your own experience and observations, prepare a checklist for evaluating poster presentations. If time permits, use the checklist to start evaluating posters by group

members. Be ready to report some points

from your group.

Tea

Tea

Fresearch and knowledge at the heart of development inasp (5)

Tea

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

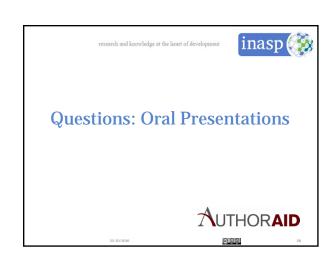
Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

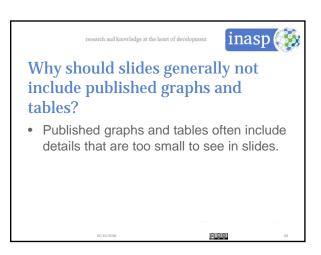
Fresearch and knowledge at the heart of development inasp (5)

Fresearch and knowledge at the heart of development inasp (5)

Fresearch and k









research and knowledge at the heart of development

- "An average of one slide per minute" is just a general guideline.



Can animations and videos be used?

- · Yes, if appropriate
- Should be used only to support what is being said
- · Should not distract from what is being said



How long should animations be?

- · Generally should be short
- Should be only long enough to make their
- Like other visuals, should support—not distract from—what is being said



- Depends in part on the handout's purpose for example:
 - Serve as an outline
 - Provide freestanding information
- A related issue: when to provide the handouts—again, depends in part on the purpose—for example:
 - Outline-type handouts: distribute beforehand
 - Supplementary reading: distribute afterward

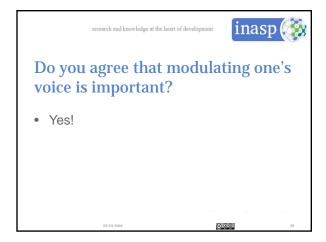


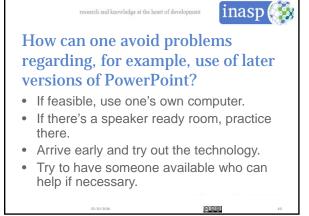
- · (Search for guidance using the information feature in PowerPoint)
- (Perhaps obtain guidance during or after today's workshop_

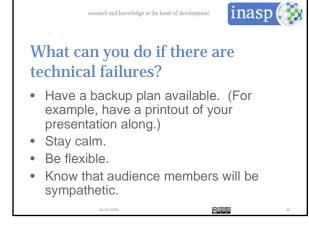


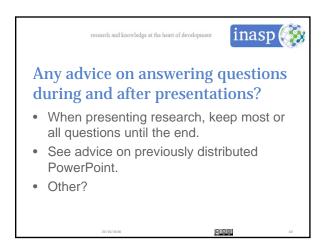
















Is it better to read the slide content or present it in one's own words?

- Generally it's better to use one's own words.
- If, however, there's a language barrier, reading the slide content might be advisable.

22/10/201

00

research and knowledge at the heart of development



Group Work: Preparing and Using Checklists for Oral Presentations

Using the presentation that was emailed and your own experience and observations, prepare a checklist for evaluating oral presentations. If time permits, use the checklist to start evaluating oral presentations by group members. Be ready to report some points from your group.

22/10/2016

000





