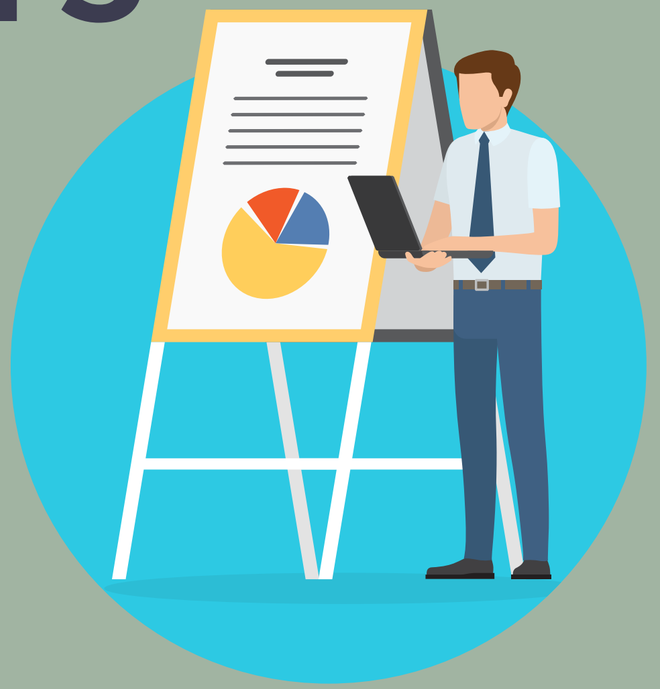
Research Posters



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WHAT IS A RESEARCH POSTER?

- A poster that showcases your research findings in a simple and viewer-friendly format
- Markets yourself to peers and professionals
- An “elevator” pitch to your audience about your project

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WHAT IS ON A RESEARCH POSTER?

A research poster should include the following sections:

- Introduction
- Methodology
- Results (research findings)
- Importance of research
- Conclusion & references

Always remember to thank the sponsor of your research & include your school logo

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ELEMENTS OF A RESEARCH POSTER

- **Title:** Clear and concise, captures the main focus of the research.
- **Authors and Affiliations:** Names of researchers and the place they did the research at (usually where they work or go to school).
- **Background/Introduction:** Brief interview of the research topic and rationale.
- **Methods/Methodology:** Description of research design, data collection methods, and key procedures.
- **Results:** Presentation of key findings, often visualized with graphs, tables, or images.
- **Discussion/Conclusions:** Interpretation of results and major implications.

VISUAL CONTENT ON POSTERS

Visual components that can be included:

- Lists, timelines
- Key quotations/text from human research subjects
- Graphs, charts
- Maps
- Photos
- Illustrations

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VISUAL CONTENT ON POSTERS

- Resist temptation to overuse color
- Use color for meaning and significance
- Use color to highlight important content

Consider color for:

- Background
- Frames around poster components
- Bullet points
- Headlines of text, headings

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PRESENTING YOUR POSTER

Poster presentations are casual. Generally, multiple people present posters at once and viewers come up and spend different amounts of time with them, depending on their interest in the topic.

When you have a poster viewer, engage them in conversation. Give them your name (and get theirs) and then walk them through your research in 3-5 mins. Ask them questions and get them engaged.

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Poster example

K. Kornegay,
R. Anderson, D. Morrish,
and B. Heibel
Agricultural Sciences,
College of Applied Arts,
Texas State University

Determining the Impact of Professional Development on the Importance to Teach Welding

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The rising STAR of Texas

Introduction and Framework

- Adequate welding education remains necessary, as welding is used in the fabrication process across many industries
- For instructors to provide students with correct training, skill and knowledge for welding, they must first acquire a wealth of knowledge, skills, and confidence of their own
- Human Capital Theory

Education and Training
- Education
- Knowledge
- Welding skills
- Confidence
- Communication

→

The Family
- Students
- Classroom
- Curriculum
- Environment

→

Economic Development
- Students
- Yourself
- School

Methods

- SBAE teachers served as participants in a 10-day, intensive Agricultural Mechanics Academy workshop
- A paper questionnaire was developed
- Attendees were asked to rate (1=not important, 5=extremely important) the importance to teach 52 competencies from 7 distinct welding constructs

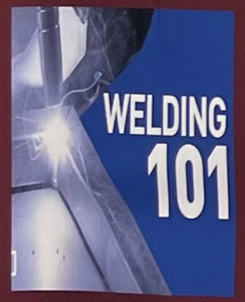
Objectives

1. Determine impact on perceived importance to teach requirements and basics of welding.
2. Determine the impact of a welding workshop on perceived importance to teach seven distinct welding constructs

Conclusions

- These results may cause a shift in how SBAE teachers instruct their classes whenever they return to their post-secondary level classrooms.
- Researchers saw a clear drive in the teachers, wanting to continue attending welding-related and professional development workshops

Results



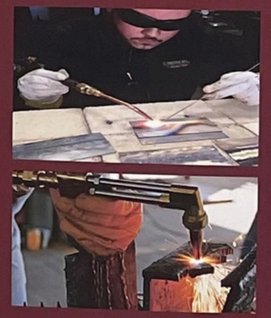
Basics Welding – increased by 0.10


Shield Metal Arc Welding – increased by 0.12


Gas Metal Arc Welding – increased by 0.16


Gas Tungsten Arc Welding – decreased by -0.34


Flux Cored Arc Welding – increased by 0.13


Oxy-Acetylene Welding & Cutting– increased by 0.07


Shield Metal Arc Welding – decreased by -0.14

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Now let's make one together!



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