POSTER DAY

Wednesday 21 November 2018 9:00am – 5pm

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WHAT IS POSTER DAY ABOUT?

Presenting your research as a visual summary

- Disseminate research
- Conferences

Evaluation

- Peers (giving and receiving feedback)
- Staff (who are not your supervisor)
- Get useful feedback about your study design and analysis strategy
HOW TO DESIGN A POSTER

Goal: stand out from the crowd!

• Focus on the most important information
• Emphasize graphics
• Choose colours wisely
• Leave white space
CONTENT

Title and names of authors

Introduction

Methods

No results: this is a proposal. Good space for results from previous research and hypotheses (expected results)

Tables & figures

Literature cited

Acknowledgments
SIZING

A1 size, PORTRAIT orientation

• Under page set up in Powerpoint, choose “custom” size, portrait, width=60cm, height=84cm

Use different text boxes for each section

• Use the grids and guides feature of Powerpoint to align the boxes
Introduction: What is your research question and why is it important?

Body text should have a **minimum** font size of 25. Keep sentences short and to the point. Use bullet points, graphs and images to break text up.

Titles should be around font size 100.

No results, but use graphics or visuals to display previous research, your hypotheses, or possible outcomes.

Use a numbered referencing style. This section can be in a small font size.

Overall organisation – an example
Your poster should not be your first draft.

- You need to be as succinct as possible.
- Double check for redundant words.
- Is there a simpler way of getting your message across?
- Proof read before uploading the poster

“The first draft of anything is suspect unless one is a genius”

Bernard Malamud
• Use separate text boxes for the different sections, so it is easy to later move these sections around

• Go to View > Guides
• Choose Snap to Grid to align the boxes
They all eat healthy, so I don't need to!
Vicarious licensing effect in healthy eating

Hypothesis spelled out
Graphs have labels
Canny title in big font
Graphs and minimal text
What is missing?

Figure is too small for the amount of information present

Font is too small

Too much space is devoted to decorative elements
Mind Full or Mindful?
How Mindfulness Affects Motivation

Introduction
The act of mindfulness is a practice that involves attention and awareness, often used to regulate emotion, improve interpersonal relationships and enhance some brain functions including self-insight, morality and intuition (Brown et al. 2007). There is no particular goal in mindfulness practice – it is simply to be present, even if that means accepting that your effort to be mindful is not perfect, and your mind wanders.
Motivation almost contradicts the essence of mindfulness – it is about acting deliberately to do something, or to change something. So how does the idea of motivation fit with mindfulness?

Aim
The purpose of this study is to gain a greater understanding of how mindfulness helps to motivate individuals in driving towards a meaningful or meaningful goal. One of the main reasons that people become demotivated is because they focus too much on what is in need of attention in their life that they become disinterested, and lose momentum. As the saying goes, an idle mind is a devil’s workshop and no longer happy. I propose that by being more mindful, and accepting things as they are, motivation becomes less of an obvious active behaviour, but more of an implicit characteristic. By being mindful, or practicing mindfulness on a regular basis, this enables us to be more accepting of our lives at present, and by reducing levels of rumination, eliminates this feeling of disengagement whereas we more often are consistent with ourselves. Mindfulness unlocks and focuses positive thought patterns, and reinforces these, allowing motivation to increase.

Hypothesis:
As ruminations decreases, motivation towards sticking to goals within weight loss plans will increase.

Study 1: Control Block
Participants are given a ten 10 minute relaxation track, and continue with their weight loss programme as normal, recording their levels of motivation using the questionnaire at the end of the day.

Study 2: Condition Block
Participants are assigned a 10 minute guided body scan mindfulness meditation to complete each day of the four weeks, and then fill in the questionnaire at the end of the day to track motivation levels.

Support statements with references
The aim needs to be more succinct.
Lots of white space
Appropriate font size
Hypothesis stands out

Mindfulness: awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally. - John Kabat-Zinn
Are sexualized images uploaded to social networking sites a result of self-objectification?

Will individuals who self-objectify upload images which are sexualized onto social media? With the increasing ease to upload images to social networking sites it is important to understand what drives individuals to upload images of an objectifying nature.

The aim of the present study is to build on previous research and further the understanding and consequences of self-objectification.

Hypothesis:
Individuals who self-objectify will upload more images of an objectified nature onto social networking sites.

Method:
This study will be conducted using online survey software. The online survey consists of five sections. The five sections are as follows:
1. Image upload
   - Participants are asked to upload five images that they would be unwise to upload onto social networking sites.
   - These images will not be seen by anyone other than the research team.
   - Images will be coded.
2. Demographic questionnaire
3. Social media usage questionnaire
   - A series of questions ranging from which social networking sites are used through to how often do you upload images of yourself to social networking sites.
4. Self-objectification questionnaire
   - Asks participants to rank a list of body attributes in ascending order from the greatest impact on psychical self-concept to the one with the least impact.
   - Scores will range from 25 to 25, with higher scores indicating a greater importance on appearance.
5. Objectified body consciousness
   - Questions developed by McKinley and Hyde (1998)
   - Questions consists of 24 questions overall:
     - 8-surveillance scale (e.g., I rarely compare how I look with how other people look)
     - 8-bias scale (e.g., When I can't control my weight, I feel like something must be wrong with me)
     - 8-control scale (e.g., It doesn't matter how hard I try to change my weight, its probably always going to be the same)
   - The scores were obtained by summing items for each scale and then dividing by the number of answered questions (non-missing items).

Acknowledgements
Student: Name

Supervisor: Steve Loughran, steve.loughran@ed.ac.uk

Name
Background

- The background section should focus on providing context and setting the stage for the research. It should be concise and clear.

Methods

- Methods section should outline the research design, data collection, and analysis. Focus on clarity and conciseness.

Results

- Results should be presented clearly and logically. Use bullet points where appropriate to highlight key findings.

Extract on data:

- Use data extracts to support findings. Ensure they are presented in a way that is easy to read and understand.
Everybody Talks: Examining the use of content and length predictions in Mandarin dialog

Main Experiment:
- Native Mandarin speakers will listen to four types of sentences and will be tasked with responding to these questions as soon as possible.

The four sentence types (experimental manipulation):

<table>
<thead>
<tr>
<th>Content/Length</th>
<th>Predictable Length</th>
<th>Unpredictable Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable Content</td>
<td>Lisa, from the fridge get me a can of...</td>
<td>In the Atlantic Ocean, did the titanic suddenly...</td>
</tr>
<tr>
<td>Unpredictable Content</td>
<td>At the store, have you ever bought some...</td>
<td>At university, are you in a...</td>
</tr>
</tbody>
</table>

Experimental Logic:
- By comparing the reaction times of the responses between sentence condition, we can determine whether people use content and length predictions in dialog, and extend this result cross-linguistically by looking at Mandarin Chinese.
- Dialog mechanisms may be a true linguistic universal, and cross-linguistic dialog research is needed to test this claim.

Thanks to Xuan, Yinyin, & Bingo for helping me with the creation of the Chinese stimuli and everything else!
IN PERSON HELP

Fang Jackson-Yang (Fang.Yang@ed.ac.uk) will run drop-in poster clinics in November

31 Oct (Wed): 4-5pm    7 George Square - S37

12 Nov (Mon): 12-1pm   1 George Square - G.8 Gaddum LT

16 Nov (Fri): 4-5pm    Dugald Stewart Building - 1.17
HOW TO SUBMIT YOUR POSTER

Submit your poster

- One poster per project (if Amy, BoJack and Caroline are working on the same project only Amy needs to upload the poster)
- Save as pdf and make sure that the dimensions are right
- Submit as supervisorsurname_yoursurname.pdf to a web folder [https://www.dropbox.com/request/QTWF5sJlbkbcl0uKn5xl](https://www.dropbox.com/request/QTWF5sJlbkbcl0uKn5xl)
- by Friday, 9 November

OR

- Print poster yourself using uCreate at Main Library (£5)
WHERE & WHEN

Poster Day

Wednesday 21 November 2017 9:00am – 5pm
Basement concourse, 7 George Square
In three (possibly four) sessions, organised by supervisor
Tea and coffee will be provided