How to make a
RESEARCH POSTER

by
OURA

Celebrating Undergraduate Research & Creativity (CURC) Showcase

Come up with a PLAN

Research

So you've researched your topic. You feel prepared to present your argument and ideas.

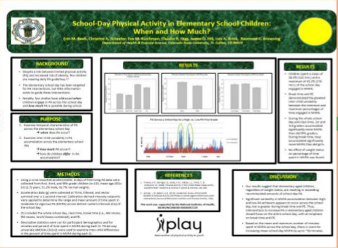
Make sure the information you share is accessible to your audience... Faculty, Staff, and other Students.

Audience

Outline

Create a rough outline of the important or provocative ideas of your research.

Putting it all together...



School-Day Physical Activity in Elementary School Children: When and How Much?

BACKGROUND

PURPOSE

RESULTS

RESULTS

METHODS

REFERENCES

DISCUSSION

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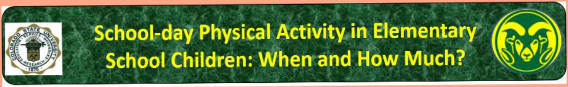
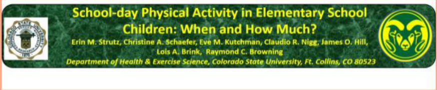
Title



School-day Physical Activity in Elementary School Children: When and How Much?

- Make it concise and interesting
- Representative of main findings
- Make it LARGE enough to read from afar
- Should be the biggest thing on your poster



School-day Physical Activity in Elementary School Children: When and How Much?

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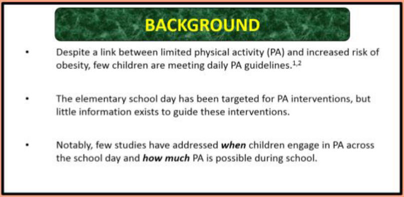
Authors

- Discuss authorship with mentor
- Presenter is listed as the first author
- Include everyone who played a role in your project
- List institutions each author is from

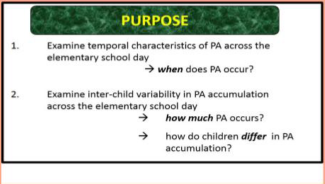


BACKGROUND

- Despite a link between limited physical activity (PA) and increased risk of obesity, few children are meeting daily PA guidelines.[1,2]
- The elementary school day has been targeted for PA interventions, but little information exists to guide these interventions.
- Notably, few studies have addressed ***when*** children engage in PA across the school day and ***how much*** PA is possible during school.

Background/ Introduction

- Keep it brief
- What are the 2-3 key sentences that are needed to put your project into context?



PURPOSE

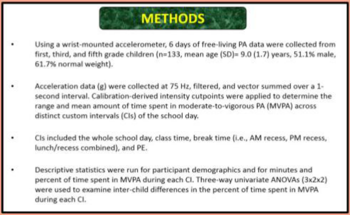
1. Examine temporal characteristics of PA across the elementary school day
   → ***when*** does PA occur?
2. Examine inter-child variability in PA accumulation across the elementary school day
   → ***how much*** PA occurs?
   → how do children ***differ*** in PA accumulation?

Purpose

Why did you do what you did?

Why is it important/ relevant?

Can include hypotheses here (if applicable)



METHODS

- Using a wrist-mounted accelerometer, 6 days of free-living PA data were collected from first, third, and fifth grade children (n=133, mean age (SD)= 9.0 (1.7) years, 51.1% male, 61.7% normal weight).
- Acceleration data (g) were collected at 75 Hz, filtered, and vector summed over a 1-second interval. Calibration-derived intensity cutpoints were applied to determine the range and mean amount of time spent in moderate-to-vigorous PA (MVPA) across distinct custom intervals (CIs) of the school day.
- CIs included the whole school day, class time, break time (i.e., AM recess, PM recess, lunch/recess combined), and PE.
- Descriptive statistics were run for participant demographics and for minutes and percent of time spent in MVPA during each CI. Three-way univariate ANOVAs (3x2x2) were used to examine inter-child differences in the percent of time spent in MVPA during each CI.

Methods

Be clear and concise

Bulleted steps are helpful

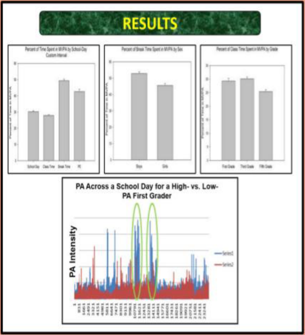
Have enough detail so that your audience has an idea of what you did

What type of study was it? (Quantitative/Qualitative)

Who/what was your study population?

What techniques did you use?

Results



RESULTS

- Children spent a mean of 30.3% (122 min.) and a maximum of 43.2% (176 min.) of the school day engaged in MVPA.
- Break time and PE demonstrated the greatest inter-child variability
- During the whole school day and class time, 1st and 3rd graders accumulated significantly more MVPA than did fifth graders. During break time, boys accumulated significantly more MVPA than did girls.
- No effect of weight status on percentage of time spent in MVPA was found.

Should make up the bulk of your poster

~50% images and ~50% text

What were your MAIN findings?

No need to present ALL of your results

No need to interpret or present implications

Discussion

DISCUSSION

- Our results suggest that elementary aged children, regardless of weight status, are meeting or exceeding recommended amounts of school-day PA.
- Significant variability in MVPA accumulation between high- and low-PA achievers appears to occur across the school day, but is greater during break time and PE. Thus, interventions to increase PA in elementary aged children should focus on the entire school day, with an emphasis on break time and PE.
- Based on the mean and maximum number of minutes spent in MVPA across the school day, there is room for increasing mean school-day MVPA by up to ~50 minutes.

Keep it brief

What do your findings mean in the real-world?

Why are your findings important and exciting?

What is a possible next step?

Acknowledgements

Mention any funding sources

In an undergraduate conference, it's good to acknowledge mentor

Include anyone who helped with the project

References

REFERENCES

1. Troiano, R.P., Berrigan, D., Dodd, K.W., Mâsse, L.C., Tilert, T., & McDowell, M. (2008). Physical activity in the United States measured by accelerometer. *Medicine & Science in Sports & Exercise,* 181-188.
2. Janssen, I. & LeBlanc, A.G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity,* 7(40).

- Optional component
- Only include if you cited anything, particularly in your introduction section

Other Tips

- All section titles should match
- Minimize text
- Keep it simple
- Should be readable from 5ft away
- Should flow logically (left to right, top to bottom)
- Tell story with tables, graphs, and figures

Proofread!

DON'T!

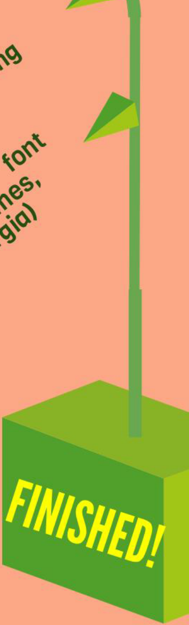
- Use distracting backgrounds
- Use too many useless images

Use colored text (unless highlighting key words)

Use too much text

Use acronyms without defining them

Use a "serif" font (e.g., Times, Georgia)



For more information regarding printing, check out the 'How to Print a Research Poster' Infographic!

See you at CURC (APRIL 22)

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Piktochart
make information beautiful