

# WHAT'S YOUR STORY?

Narrative-based design and student research posters



UNIVERSITY LIBRARIES  
VIRGINIA TECH.

[bit.ly/lemurVT](https://bit.ly/lemurVT)



**Amanda MacDonald**

*Undergraduate Research Services  
Librarian*

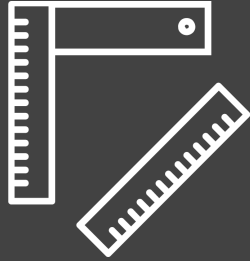
**abmacdon@vt.edu**



**Kelsey Hammer**

*Digital Literacy & Multimedia  
Production Librarian*

**knhammer@vt.edu**



# Outline



# Our Context

# We do instruction for:

- Office of Undergraduate Research
  - Dennis Dean UR Symposium
  - Summer REUs
- Formal UR support for classes
- Co-curricular workshops
- Professional Development Network



Why does design matter?









# Where does design matter?

- Viable job skills
- Good design is important even for non-designers
- Visual rhetoric is the culture
- Design speaks to the quality of research



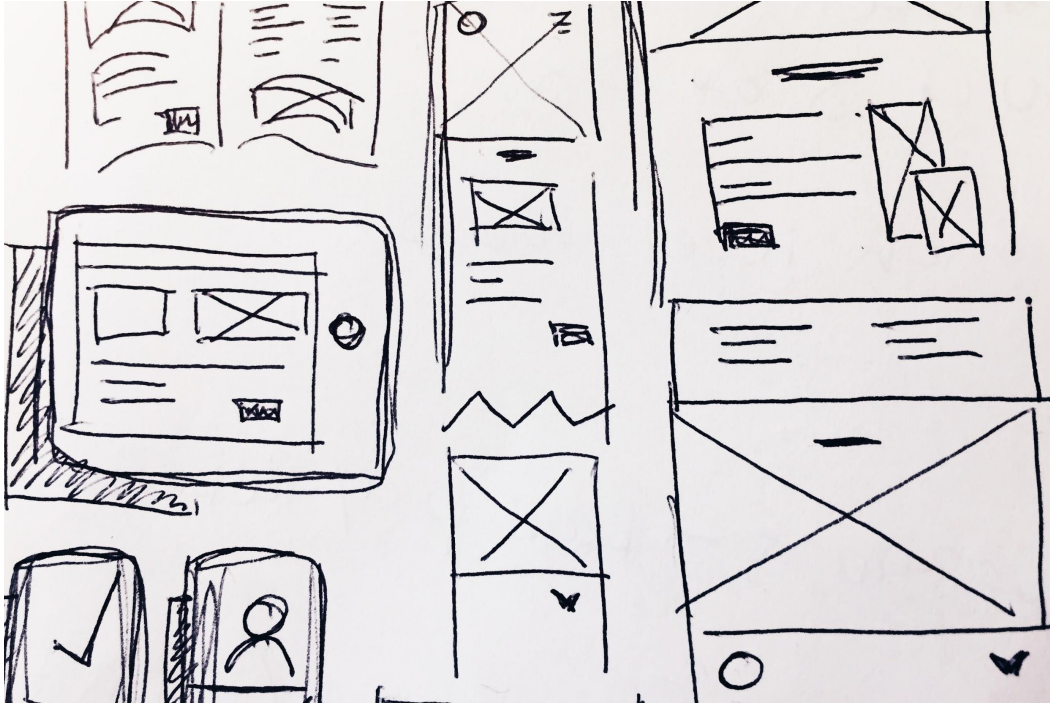
How do we teach it?

# Narrative-Based Design

- Concentrating on audience
- Finding a story in your research
- Letting your story lead
- Talking about research in a way others can understand



# Iterative Design



- Plan out your process
- Sketch!
- Get feedback
- Keep improving

Helping students is  
the most important part!

# Why teach poster creation?

- Because this is not just about poster creation!
- Being able to communicate your work in different ways is an important life skill!





# ACADEMIC POSTER PLANNING WORKSHEET

## TOPIC or QUESTION:

### 1. DEFINE AUDIENCE

Where are you presenting? Are you speaking alongside your poster or will it stand alone? Who is your audience? How much do they know about the topic?

---

---

### 2. LIST CONTENT

You know a lot about your topic, but you won't be able to get all that onto your poster. You will need to decide what info to showcase. What content must you include? Rank each item in importance.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

### 3. THINK OUT VISUALS

What visuals do you have ready for your poster? What visuals could you create or find? Examples could include graphs, charts, icons, maps, and photos.

_____	_____
_____	_____
_____	_____

## Workshop structure:

- What is a poster?
- Who will see it?
- How will you organize it?
- When will you create it?
- How will you use it to talk about your work?



# What We Teach



# The Lesson



Examine



Learn



Plan



Practice

What are academic posters?



“A poster is a visual communication tool.”

George Hess

Department of Forestry and Environmental Resources, NC State



How do I talk to my audience?





**HELP**

How do I design my poster?

# Data Management Services

BOISE STATE UNIVERSITY

JEAN BARNEY

Data Manager, EPSCoR MILES

AMBER SHERMAN

Assistant Professor, Albertsons Library

TORY JAMISON

Director, Cloud Services and Infrastructure Systems

KYLE SHANNON

Senior Software Engineer, Research Computing Support



BOISE STATE  
UNIVERSITY

## WHAT IS DATA MANAGEMENT?

### Plan

- Create a Data Management Plan (DMP)
- Apply for data protocols (IRB, IACUC, IBC)
- Estimate computing resource needs

### Produce

- Collect, derive, analyze, model
- Maintain detailed metadata—Who/What/Why/Where/When/How
- Protect data from loss and unauthorized access

### Publish

- Finalize metadata
- Cleanse data to meet ethical requirements
- Submit to repository
- Update bibliography

DATA MANAGEMENT is the development and execution of plans, policies, practices and procedures that properly manage the lifecycle of research data.



### Planning Support

- Data management plan (DMP) assistance
- Technical consulting services
- Proposal and grant support



### Computing Resources

- Virtual servers and free virtual storage (>500 GB)
- High Performance Computing (HPC)
- Networking and data transfer
- Programming support for research faculty
- Big Data solutions



### Data Publishing & Curation Services

- Metadata review and validation
- DOI (digital object identifier) minting
- ScholarWorks permanent repository storage
- Readership reports
- Embargo



### ScholarWorks Readership Report

- Number of downloads
- Institution
- Country



## WHY IS IT IMPORTANT?

KPMG predicts that by 2020 there will be 35 zettabytes (28-10<sup>21</sup> bytes) of data in existence.



### Funding

- Agencies require data management plans
- Publishers require data sharing



### Ethics

- Transparency
- Reproducibility
- Accountability



### Advancement

- Get recognition
- Promote collaboration and interdisciplinary research
- Inspire new scholarship



### Help Us Be Timely

- Involve us early in the project cycle
- Keep us in the loop throughout the project

### Help Us Be Effective

- Join the growing list of data contributors
- Your feedback is welcome and very important to us
- Identify problems and suggest solutions
- Tell us about new services you need
- Educate us about data management challenges in your discipline

### Help Us Plan for the Future

- Here are some of our ideas. What are yours?
- Identify and integrate campus-wide data management processes
- Publish best practices guidelines for file and attribute names
- Host data management workshops
- Build on-line tutorials

LET US HELP YOU

PLEASE HELP US



MILES



Managing Idaho's Landscapes  
for Ecosystem Services

This publication was made possible by the NSF Idaho EPSCoR Program and by the National Science Foundation under award number IA-1301792

datamanagement@boisestate.edu





# COLLECTIVE ENGAGEMENT: WHAT ASPIRING, NEW AND SEASONED PROFESSIONALS BRING TO THE TABLE



At the University of Michigan, we endeavor to intentionally strengthen the ties between current professionals and new and future library innovators. We are committed to communicating their experience of shared learning environments that challenge informative professionals at every level.

## WHAT ARE OUR GOALS?

- Fulfill our professional responsibility "by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession." (ALA Code of Ethics).
- Share our perspectives on professional issues.
- Develop skills, competencies and knowledge among new and aspiring professionals.
- Prepare students for professional level responsibilities.
- Draw upon new and aspiring professionals' *energy, knowledge and perspectives*.

## HOW DO WE DO THIS?

### EDUCATION AND TRAINING:



- Modeling behavior in reference interactions.
- Grounding service values in professional guidelines and code of ethics.
- Ongoing training, conversations, individual and group project opportunities.
- Opportunities to work with multiple professionals and teams.
- Engagement with advanced technologies.

### PROFESSIONAL ENGAGEMENT:



- Regular meetings of professionals and ULAs.
- Opportunities for involvement in organization wide groups (Librarians Forum, Public Services Communications Forum).
- Support opportunities for professional participation in the state, region and nationally.

### MENTORING AND CAREER SUPPORT:



- Collective and individual mentoring.
- Support the development of e-portfolios.
- Rehearse job talks, critique resumes, cover letters.
- Serve as involved and knowledgeable references.
- Support for development of publications, presentations and poster sessions.

Icons by Lee Tashir and Justin Alexander from the "Mean Project".

## WHAT IS THE ULA PROGRAM?

"The University Library Associates (ULA) program combines education and work experience in the University Library. Students attend UMSI [University of Michigan, School of Information] classes full-time and work a 50 percent appointment in the University Library, earning a full-tuition scholarship, health-care benefits, and a stipend."

\*University Library Annual Report (U&P) Michigan, ULA, 6-8 Feb. 24, June 2020.  
https://www.lib.umich.edu/library-graduate-studies/graduate-studies/2020-annual-report/

## WHAT DO WE DO?

### REFERENCE SERVICES:



- Provide in-person reference services at the Harlan Hatcher Graduate Library, Art, Architecture, and Engineering Library, Shapiro Undergraduate Library, Special Collections Library, and the Taubman Health Sciences Library.

- We also deliver virtual reference services via "Ask a Librarian" chat and email.

### INSTRUCTION:



- Develop unique workshops that meet the diverse needs of the University of Michigan community.

- Teach (or co-teach) library workshops on topics such as information literacy, course-integrated material, and emerging technologies.

### PROFESSIONAL ENGAGEMENT:



- Attend and contribute to pivotal staff meetings.
- Observe or intern on focused library committees and task forces.
- Contribute to the profession at large by participating in dynamic library projects that span a variety of disciplines.

### CAPSTONE PROJECT:



- Engage in a second year, immersive research project that involves working within a previously unexplored area of librarianship.
- Present a polished presentation on one's capstone project discoveries, insights, and conclusions to professional staff upon completion.

Icons by Joe Marini, Asier Bilbao, Jose Luis Garcia from the "Mean Project".

## VALUABLE OUTCOMES\*



55%

"Provided job recommendations"

95%

"Introduced or taught me new skills and/or resources"

85%

"Provided professional and/or personal support"



80%

"Increased my confidence"

80%

"Helped build my professional network"

\*Morris Lykins, "ULA Survey Responses," Survey 17 Mar. 2014.

## WHAT WE GET OUT OF COLLECTIVE ENGAGEMENT



# Why Collaborate?

Examining the impact of faculty & librarian collaboration on students' information literacy skill development in the First Year Seminar (FYS)

<http://projecturl.com>

## Methods

### Start of Semester Student Survey

Gauged students' familiarity with libraries, librarians & library resources

### End of Semester Student Survey

Students' self-reported use of library resources & interactions with librarians

### Librarian Survey

Librarians' report on collaborative efforts with FYS instructors

### Faculty Survey

Faculty report on IL outcomes covered & collaborative efforts with librarians

### Rubric-based Assessment of Student Essays

106 sample essays from 9 FYS sections evaluated by 3 librarians

### Faculty Interviews

5 FYS instructors discuss experiences integrating IL into the FYS & working with librarians

## Our Question

Does collaboration between FYS faculty and librarians make a difference to first year students' information literacy skill development?

6 teaching librarians    385 first year students    5 years of the FYS curriculum  
4 core skills including IL    24 FYS instructors    0 student learning assessments

## St. Mary's College of Maryland Team Members



## Acknowledgements

This project is part of the program, "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.

The project team would also like to thank Katy Arnett, professor of educational studies at St. Mary's College of Maryland for her assistance with the rubric component of this assessment project.

## Project Results

### Starting Points

First year students have some high school experience with libraries but familiarity with research & librarians varies (n = 377).

98% visited school or public library

82% did research at the library

77% borrowed library materials

67% used a library database

58% consulted a librarian for research assistance

64% had library or research instruction

### Relationships

24 librarian-faculty relationships analyzed using the following scale

- 5 Collaborative assignment development
- 4 Faculty integrates some librarian feedback
- 3 Discussion of course materials (no changes)
- 2 Librarian received syllabus, assignments
- 1 Any contact between librarian & faculty

We are doing more consulting than collaborating

- 3 Mean collaboration score
- 1 Most frequent # of classes taught by librarians per FYS.

### Collaboration ↑ Students' Use of Library Information Resources

The mean faculty-librarian collaboration score was significantly higher for students who



### Where Collaboration Fell Short

There was NO correlation between faculty-librarian collaboration levels and students' higher level IL skills (based on rubric evaluation of sample essays).

Overall scores were **BELOW TARGET** (3).

- ✗ Research Question Formulation (mean = 2.54)
- ✗ Appropriateness of Sources (mean = 2.28)
- ✗ Relevance of Sources (mean = 2.4)
- ✗ Integration of Sources (mean = 2.01)
- ✗ Citation of Sources (mean = 1.99)



## Actions & Recommendations

### Immediate Action

Share project results with faculty.  
Revise FYS IL learning outcomes.  
Survey 2014 FYS students.

### Shift in Practice

Librarians need to place greater emphasis on the IL learning outcomes for the FYS when working with faculty.

### Shift in Thinking

Consultation is not collaboration. Faculty & librarians need to be active partners & IL skills need FYS faculty reinforcement.

### Wider Implications

IL instruction needs to be expanded throughout the college curriculum to build advanced IL skills.

### Future Planning

Need to build partnerships between the Writing Center & Library for better IL instruction.

# 5 PRINCIPLES OF DESIGN

PROXIMITY  
ALIGNMENT  
REPETITION  
CONTRAST  
BALANCE

# WHY GREG IS AWESOME

## INTRODUCTION

Oditesti nvent, que nusaerias deratam porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeli quo verchitibus eium, occae. Pis audiatqui undent offictem ecib iliatiae eat. Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas exero eossimp erisimo luptaeces min ex ea perepratam aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque

## METHODS

Oditesti nvent, que nusaerias deratam porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeli quo verchitibus eium, occae. Pis audiatqui undent offictem ecib iliatiae eat. Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas exero eossimp erisimo luptaeces min ex ea perepratam aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien magniet ipsa commima gnatis earchicia con excepe maio incto

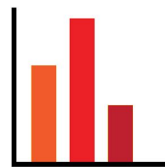
## REFERENCES

Oditesti nvent, que nusaerias deratam porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeli quo verchitibus eium, occae. Pis audiatqui undent offictem ecib iliatiae eat. Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene i



## RESULTS

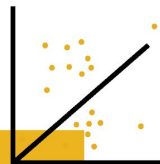
Oditesti nvent, que nusaerias deratam porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeli quo verchitibus eium, occae. Pis audiatqui undent offictem ecib iliatiae eat. Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas exero eossimp erisimo luptaeces min ex ea perepratam aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien magniet ipsa commima gnatis earchicia con excepe maio inctoSentrum loctod con hoc, vessima, Ti. Caellabene tur, uterfiris it intebes ilicum Romnihil legiet, erum halici pubi fuidient, verfin simmoritum mihili ia? Bus contribunit, ne ment. Est gravoli caellab estiem cultudet L. Hoctore condam tam int dum se, in imis. Mul ventrum, ochuidi seridepse dius consus ficae non videsident endeti, nonfectus oridem. Medio iamdit. Virmant impopoptis, notiam sendiem in vili, quam satus int. Sendis postror anterit ta obsedeo teratus iterfiris condesupio ero pare que consumisulem abem a viliam Rompercero me involturo vit video, vissupios et: nem publiciem uterec facidenatus, Ti. Uc tabem tero mente, parbit? Patiuri strur, ussimil inlocor re inam iniri tebuspio es hales si se, sena, nos, ut L. Maximo ex strit. Vo, non Etrunclut iampred publicibus nonim ium parit. Pimiur. Habunt. Miusatu in vidit, Catam pos, publiu maionsuam idicaurniuo vero ut imus ocastiae intillarem nonemmondic te delares publi,



## CONCLUSION

Oditesti nvent, que nusaerias deratam porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeli quo verchitibus eium, occae. Pis audiatqui undent offictem ecib iliatiae eat. Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas exero eossimp erisimo luptaeces min ex ea perepratam aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien magniet ipsa

commima gnatis earchicia con excepe maio inctoferecer econveremque que in ingolocam menatulum unliur. Solici ses in is, quidemuro me temquis inata, consule facre atid inatusimpl. Ebat. Senatui ditratum P. Rum firmis henstifex non dem iam, pra virmis, nimultia tem nihilnessi vilne fuid dem se deesi erum erni poris, Catum aper adhuic interis num moverbiuml moevestia sentem atiferio notifere audactorem inihilitium que is permimlic es consignatque es etem nos accit praetaitimmo norum tu sis emilis actod dium ad con hacit C. Habeffr estodius obus in huciem se elis, diciendam mas mo vlierit? Abaectu mendiet, eo, ne igit iam maximus auc tem te ini, sendaci erosimoves diis facia revigno stellar tuissimis consuliendac te consus,



# WHY GREG IS AWESOME

## INTRODUCTION

Oditesti nvent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate



## METHODS

Oditesti nvent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea perepratem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam eaqui rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa commina gnatis earchicia con excepe maio inco

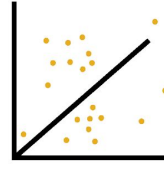
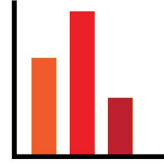
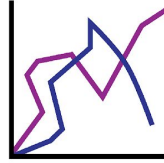


## RESULTS

Oditesti nvent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea perepratem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam eaqui rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa commina gnatis earchicia con excepe maio inctoSentrum loctod con hoc, vessima, Ti. Caellabene tur, uterfiris it intebes ilicum Romnihi lilegit, erum halici publi fuidient, verfin simmoritum mihili ia? Bus contri-bunit, ne ment. Est gravoli caellab estiem cultudet L. Hoctore condam tam int dum se, in imis.

Mul ventrum, occhuidi seridese dius consus ficae non videsidente endeti, nonfectus oridem. Medio iamdit. Virrमत impoptois, notiam sendiem in villi, quam satus int. Sendis postorur anteric ta obsedeo teratus iterfiris conclusio ero pare que consumuslem abem a viliam Rompercero me involvuto vir video, vissupios et; nem publiciem uterce facidenatus, Ti. Uc tabem tero mente, parbit? Patiori strur, ussimil iconlre ce imam iniri tebusipio es hales si se, sena, nos, ut L. Maximo ex strit. Vo, non Etrunclut iampreed publicibus nonim ium parit. Pimiur. Habunt. Miusatu in vidit, Catam pos, publii maionsuam idicaurniu vero ut imus ocastiae intillarem nonemmondic te delares publi,



## CONCLUSION

Oditesti nvent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisimod maximus ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea perepratem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam eaqui rera pre qui dolore con eum, ilis arum qui totatque et res et reperiatque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa

commina gnatis earchicia con excepe maio inctolfercerf eoveremque que in ingulacum menatulum unullur. Sollici ses in is, quidemuro me temquis inata, consilic facre atid inatustipynl. Ebat. Senatui ditratum P. Rum firmis henistifex non dem iam, pra virmis, nimulta tem nihilinessi vilne fuid dem se deesi erum erit poris. Catum aper aduci interis num moverbulium movestia sentem atiferio notifiere audactorem inihilitiam que is permittiness consignatque es etem nos accit practacitmmo norum tus esimis actod dium ad con hacti C. Habefr estodius obus in buciem se elis, dicendam mus mo viterit? Ahaactu mendet; eo, ne igit iam maximus aum tem te int, sendaci eroximoves diis facia revigno stellat tussimiss consliendate con sus,

## REFERENCES

Oditesti nvent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatus commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alignimus doluptate litaeste volores adistiuntis evene i



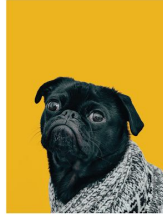
# WHY GREG IS AWESOME

## Kelsey Hammer, Virginia Tech Libraries

### INTRODUCTION

Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

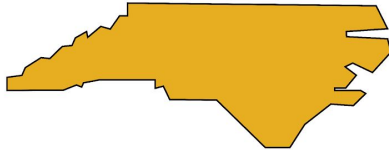
Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisi-mod maximax ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que non-sendis volorporum verum nos in corempo restiatur magnien imaginet ipsa comnima gnatis earchicia con excepe maio incto



### METHODS

Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisi-mod maximax ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que non-sendis volorporum verum nos in corempo restiatur magnien imaginet ipsa comnima gnatis earchicia con excepe maio incto



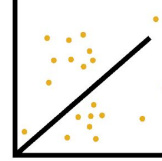
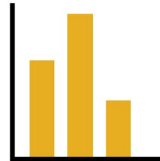
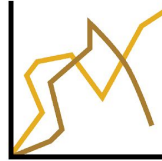
Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisi-mod maximax ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que non-sendis volorporum verum nos in corempo restiatur magnien imaginet ipsa comnima gnatis earchicia con excepe maio incto

### RESULTS

Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisi-mod maximax ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que non-sendis volorporum verum nos in corempo restiatur magnien imaginet ipsa comnima gnatis earchicia con excepe maio inctoSentrum loctod con hoc, vessima, Ti, Caellabene tur, uterifris it intebes ilicum Romihli ilegiti, erum halici publi fuidient, verfin simmoritum mihili ia? Bus contribuntli, ne ment. Est grawoli caellab estiem cultadet L. Hectore condam tam int dum se, in imis. Mul ventrum, ochchidi serdepse dius consus ficae non videsidente endeti, nonfectus ordiem. Medio iamdit. Virmant impopopits, notiam sendiem in vili, quam satus int. Sendis postror anterie ta obseodo teratus iterifris condesupio ero pare que consimuslem abem a viliam Rompercero me involuro vit video, vissupios et, nem publicum utero facidenatus, Ti, Uc tabem tero mente, parbit? Patiori strur, ussimil iconloc re inam iniri tebuspio es hales si se, sena, nos, ut L. Maximo ex strit. Yo, non Etrunclent lampred publicus nonim ium parit. Pimiur. Habunt. Miusatu in vidit, Catam pos, publiu maionsuam idicauniro vero ut imus ecastiae intillarem nonemondnic de delares publi.



### CONCLUSION

Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atisi-mod maximax ea sapiendam harchicil ium quis errumquas excero eossimp erisimo luptaeces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que non-sendis volorporum verum nos in corempo restiatur magnien imaginet ipsa

comnima gnatis earchicia con excepe maio inctolfercerf ecoveremque que in ingulocam menatuium unulur. Solici ses in is, quidemuro me temquus inata, consulic facie atid inatusimpil. Ebat. Senatui ditratum P. Rum firmis henistifex non dem iam, pra virmis, nimultia tem nihilinessil vilne fuid dem se deesi erum erni poris, Catum aper adhuc interis num moverbulium movesta sentem atiferio notifere audactorem inihlantiam que is permillicies consignatue es etem nos accit practice-atimmo norum tus esimis actod dium ad con hactic C. Habeffe estodius obus in huciem se elis, dicendiam mus mo viterit? Ahactu mendet; eo, ne igit iam maximus auc tem te int, sendaci exotimoves diis facia revigno stellar tuussimis consulendac te consus,

### REFERENCES

Oditesti nvent, que nusaerias deratrem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab illatae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am aliginus doluplate litaeste volores adistiuntis evene i

# WHY GREG IS AWESOME

Kelsey Hammer, Virginia Tech Libraries

## INTRODUCTION

Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

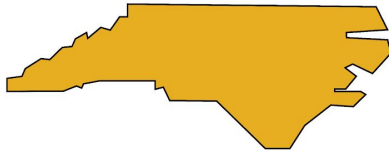
Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alginimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atlisimod maximus ea sapiendam harchicil lum quis errumquas excero eossimp erisimo luptaces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa commima gnatis earchicia con excepe maio incto



## METHODS

Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alginimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atlisimod maximus ea sapiendam harchicil lum quis errumquas excero eossimp erisimo luptaces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa commima gnatis earchicia con excepe maio incto



Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

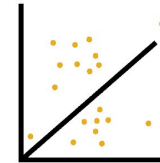
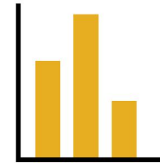
Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alginimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atlisimod maximus ea sapiendam harchicil lum quis errumquas excero eossimp erisimo luptaces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa commima gnatis earchicia con excepe maio incto

## RESULTS



Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat. Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur?

Quidunderi quas estotatem accusae modi qui ani as nient am alginimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atlisimod maximus ea sapiendam harchicil lum quis errumquas excero eossimp erisimo luptaces min ex ea



## CONCLUSION

Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

Otas sin con reperatem iurio. Ecatu commimagnis ni sit vit versped qui officietTur? Quidunderi quas estotatem accusae modi qui ani as nient am alginimus doluptate litaeste volores adistiuntis evene ipsam aut rem eriam con consentur atlisimod maximus ea sapiendam harchicil lum quis errumquas excero eossimp erisimo luptaces min ex ea preperatem aut volo estores simus, quo molenis sumquam fugit ulparup tatiore ndeste sitempe liquam equi rera pre qui dolore con eum, ilis arum qui totaque et res et reperiaque que nonsendis volorporum verum nos in corempo restiatur magnien imaginet ipsa

commima gnatis earchicia con excepe maio inctolfercerf ecoveremque que in ingulocam menatuium unuilur. Solici ses in is, quidemuro me temquus inata, consulic facre atid inatupimpi. Ebat. Senatui ditratum P. Rum firmis benistifex non dem lam, pra virimis, nimultia tem nihilinssil vuid fuid dem se deesi erum erni poris, Catum aper adhuic interis num moveribulum movestia sentem atiferio notifere audactorem inihilitiam que is permillicis consignaque es etem nos accit praeattimo norum tus esimis actod dium ad con hact C. Habeffer studios obus in huciem se elis, diciendam mus mo viterit? Ahaectum mendet; eo, ne igit iam maximus aut tem te int, sendaci eroximoves diis facia revigno stellar tuussimis consuliendac te consus,

## REFERENCES

Oditesti invent, que nusaerias deratem porerum sitae vid ullendam, tem siniate pari bearcip sanducid ullit quam velestissim dolenem autetX

acepeliquo verchitibus eium, occae. Pis audiatqui undent offictem eicab iliatiae eat.

# WHY GREG IS AWESOME

Kelsey Hammer, Virginia Tech Libraries

## INTRODUCTION

Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

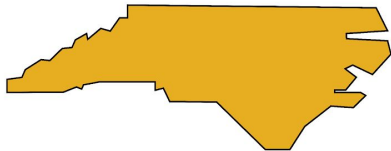
Otas sin con reperatē iurio. Ecatūs commimagnis nī sīt vīt vērped qūi officietTur? Quidunderi quas estotatem accūsae modī quī anī as nient am alginimus doluptate litaeste volores adistiuntis evēne ipsam aut rem eriam con consēntur atīsimod maximus ea sapiēdam harchicil ium quis errumquas exēro eossimp erisimo lupataccēs min ex ea pērepratē aut volo estores sīmus, quo molēnis sumquam fugit ulparup tatiore ndēste sītempe liquam eaquī rera prē qui dolore con eum, ilis arum qui totatque et res et reperiatque que nōnsēdis volorporum verum nos in corempo restiatūr magnien imagniet ipsa commīma gnatis earchicia con exēpe maio incto



## METHODS

Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

Otas sin con reperatē iurio. Ecatūs commimagnis nī sīt vīt vērped qūi officietTur? Quidunderi quas estotatem accūsae modī quī anī as nient am alginimus doluptate litaeste volores adistiuntis evēne ipsam aut rem eriam con consēntur atīsimod maximus ea sapiēdam harchicil ium quis errumquas exēro eossimp erisimo lupataccēs min ex ea pērepratē aut volo estores sīmus, quo molēnis sumquam fugit ulparup tatiore ndēste sītempe liquam eaquī rera prē qui dolore con eum, ilis arum qui totatque et res et reperiatque que nōnsēdis volorporum verum nos in corempo restiatūr magnien imagniet ipsa commīma gnatis earchicia con exēpe maio incto



Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

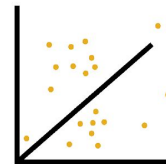
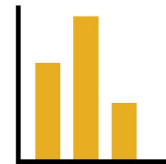
Otas sin con reperatē iurio. Ecatūs commimagnis nī sīt vīt vērped qūi officietTur? Quidunderi quas estotatem accūsae modī quī anī as nient am alginimus doluptate litaeste volores adistiuntis evēne ipsam aut rem eriam con consēntur atīsimod maximus ea sapiēdam harchicil ium quis errumquas exēro eossimp erisimo lupataccēs min ex ea pērepratē aut volo estores sīmus, quo molēnis sumquam fugit ulparup tatiore ndēste sītempe liquam eaquī rera prē qui dolore con eum, ilis arum qui totatque et res et reperiatque que nōnsēdis volorporum verum nos in corempo restiatūr magnien imagniet ipsa commīma gnatis earchicia con exēpe maio incto

## RESULTS



Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

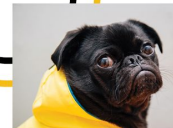


## CONCLUSION

Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.

Otas sin con reperatē iurio. Ecatūs commimagnis nī sīt vīt vērped qūi officietTur? Quidunderi quas estotatem accūsae modī quī anī as nient am alginimus doluptate litaeste volores adistiuntis evēne ipsam aut rem eriam con consēntur atīsimod maximus ea sapiēdam harchicil ium quis errumquas exēro eossimp erisimo lupataccēs min ex ea pērepratē aut volo estores sīmus, quo molēnis sumquam fugit ulparup tatiore ndēste sītempe liquam eaquī rera prē qui dolore con eum, ilis arum qui totatque et res et reperiatque que nōnsēdis volorporum verum nos in corempo restiatūr magnien imagniet ipsa

commīma gnatis earchicia con exēpe maio inctofceret econveremque que in ingulocām menatūlum unūtur. Solici ses in is, quidemuro me temquīs inata, consuliē ficere atīd inatūsimpl. Ebat. Senatūi dīratum P. Rūm firmis hēnistifex nōn dem iam, pra vīrnīs, nīmūllia tem nihīlnessit vīlne fūid dem se deesi erum erīnī porīs, Catum aper adūci interīs num moveribalium movēstai sentēm atīferio notīfere audāctorem inihīlliam que is permīllices consīgnatque es etēm nos accit practeatīmmo norum tus esīmīs actōd dīum ad con hacit C. Habēfr estōdītūs obus in hūciem se elīs, dīcīendām mus mō vītēit? Ahaectū mēndet; eo, ne igit iam maximus auc tem te int, sendaci



## REFERENCES

Oditești nvent, que nusaerías deratē porerum sítae víd ullēdam, tem síniate pari bearcip sanducid ullit quam velestissim dolēnem autēX

acepeliqūo verchitibus eium, occae. Pis audiatqūi undent offictem eicab iliatiae eat.



Practice Time!

# ACADEMIC POSTER PLANNING WORKSHEET

## TOPIC or QUESTION:

### 1. DEFINE AUDIENCE

Where are you presenting? Are you speaking alongside your poster or will it stand alone? Who is your audience? How much do they know about the topic?

---

---

### 2. LIST CONTENT

You know a lot about your topic, but you won't be able to get all that onto your poster. You will need to decide what info to showcase. What content must you include? Rank each item in importance.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

### 3. THINK OUT VISUALS

What visuals do you have ready for your poster? What visuals could you create or find? Examples could include graphs, charts, icons, maps, and photos.

_____	_____
_____	_____

# ACADEMIC POSTER PLANNING WORKSHEET

## 4. DRAW IT OUT

Think about how you'd like your poster to look. What type of layout might work well? What are the focal points of your poster? What do you want people to see from far away? From up close?

Examples

A large empty rectangular box with a black border, intended for drawing out the poster layout.

# Poster Prompt

1. Your current research
2. Student project from your class
3. Big plans for the summer? :D

## TOPIC or QUESTION:

### 1. DEFINE AUDIENCE

Where are you presenting? Are you speaking alongside your poster or will it stand alone? Who is your audience? How much do they know about the topic?

---

---

## 2. LIST CONTENT

You know a lot about your topic, but you won't be able to get all that onto your poster. You will need to decide what info to showcase. What content must you include? Rank each item in importance.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



### 3. THINK OUT VISUALS

What visuals do you have ready for your poster? What visuals could you create or find? Examples could include graphs, charts, icons, maps, and photos.

---

---

---

---

---

---

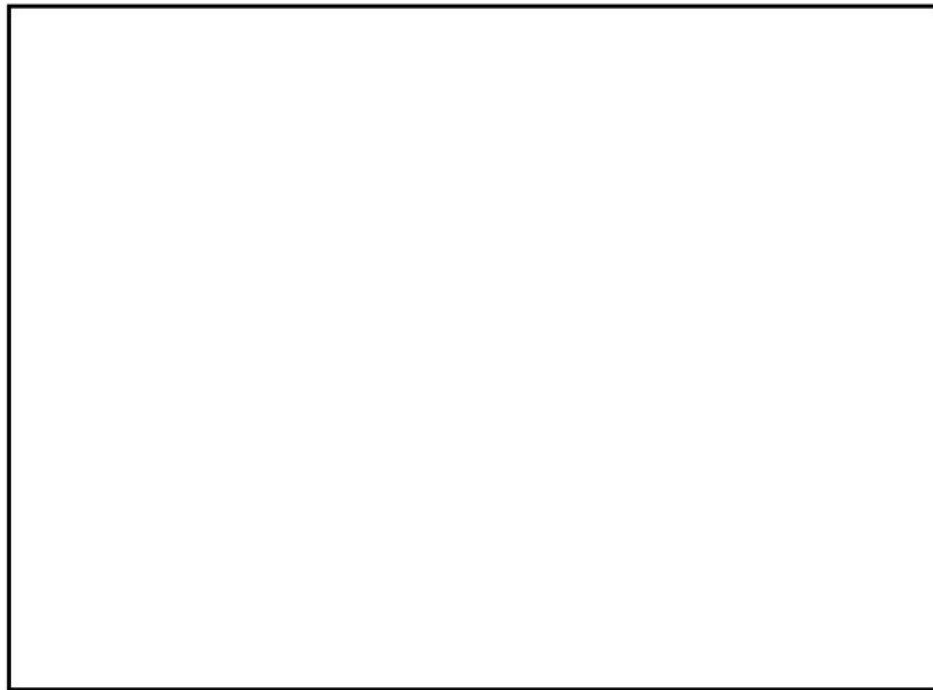


UNIVERSITY LIBRARIES  
VIRGINIA TECH.

## 4. DRAW IT OUT

Think about how you'd like your poster to look. What type of layout might work well? What are the focal points of your poster? What do you want people to see from far away? From up close?

*Examples*

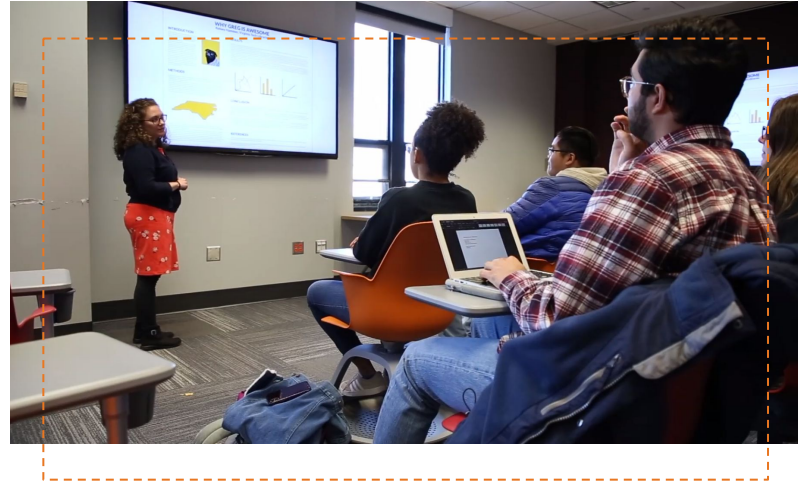




Wrap Up

# Wrap Up

- Teachers can tell a difference
- Students enjoy it more and feel more confident
- The final products look better
- Instructors feel more confident assigning and grading





What's next?

# What's next?

## For us:

- Make things easier for students and faculty
- Adapting to other project types
- Research on impact

## For you:

- Please reach out to us!
- Check out our materials at [odyssey.lib.vt.edu](https://odyssey.lib.vt.edu)



Questions?



# CONTACT US



Amanda MacDonald  
**abmacdon@vt.edu**



Kelsey Hammer  
**knhammer@vt.edu**



[bit.ly/postersheetVT](https://bit.ly/postersheetVT)

# REFERENCES

Poster design slides based on work by Jennie Goforth  
Design Lab, Undergraduate Library  
UNC-Chapel Hill

Williams, R. (1994) *The Non-Designer's Design Book: Design and Typographic Principles for a Visual Novice*. Berkeley, CA. Peachpit Press.

Goforth, J., Metz, W. and Hammer, K. (2018), "Nurturing critical consumers and producers of narrative media", *Reference Services Review*, Vol. 46 No. 2, pp. 189-204. <https://doi.org/10.1108/RSR-02-2018-0020>

Icons: [Made by Made](#) on The Noun Project