Delivering scientific presentations and posters for impact

CLIMB
Collaborative Learning and
Integrated Mentoring
in the Biosciences

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Northwestern University
Fall 2012

Deliver your presentations for impact

But why?

Because reviewers are considering impact

NIH criteria

Overall Impact: Reviewers will provide an overall impact/priority score to reflect their assessment of the likelihood for the project *to exert a sustained, powerful influence* on the research fields involved

NSF criteria

- **Intellectual Merit**
- **Broader Impact**

Let's start with 2 activities

In these activities, what helps and what makes it difficult to remember?

1. **Memorize as many letters as possible**

2. **Remember as much of the text as possible**

What are some challenges in scientific presentations and posters?

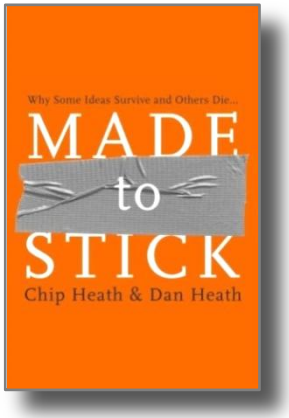
What are some strategic advantages in scientific presentations?

We will address:

1. **Principles of Effective Communication**
   - challenges in communication
   - ideas that "stick"
   - speaking in different communication styles
2. **Some Practical Suggestions**
   - tips for creating slides
   - good and poor examples
   - sample video

Part 1:
Principles of Effective Communication

What's a "sticky" idea?



A sticky idea is understood and remembered, and has a lasting *impact* to change people's opinions or behavior

Similar to the NIH definition for impact

The project must exert a *sustained, powerful influence*

Why is it so hard to communicate effectively? Because of The Curse of Knowledge

- **Research at Stanford with tappers and listeners**
  - tapper was given a popular song
  - listener had to guess the song
  - beforehand, tapper was asked to predict the % of songs that would be guessed correctly
  - tappers predicted: ~50%
  - actual: 3% (!)

- **The Curse: those with knowledge (tappers) are cursed with not understanding the audience's (listeners) perspective**

telling ≠ effective communication

Instead, transform your ideas to

Transform your ideas to stick

Use as many of these 6 key principles as possible:

Simple: find and share the core message

Unexpected: get their attention – surprise or twist

Concrete: help people understand – be specific

Credible: help people believe – give evidence

Emotional: help people to care – inspire

Stories: share ideas to simulate and inspire

Speak to a broad audience using the Myers-Briggs types

How do you prefer:

- to relate to people?
  - **E**xtroverts
  - **I**ntroverts
- to gather information?
  - **S**ensors
  - I**N**tuitors
- to make decisions?
  - **T**hinkers
  - **F**eelers
- to relate to the outside world?
  - **J**udgers
  - **P**erceivers

Apply a mix of communication styles

	Communication strengths	Potential problems
S-types	○ visual and audio info ○ concrete information ○ details; real experiences ○ realistic; grounded	○ dry or flat ○ random details ○ lack meaning
N-types	○ inspirational ○ stories; visionaries ○ big picture & patterns ○ significance; analogies	○ vague ○ ambiguous ○ not concrete

Communicate to inform and inspire your audience!

Part 2: Some Practical Suggestions

How do you start?

- What core messages need to "stick"?
  - prioritize your messages

- Don't just try to compress a longer talk
- Don't just "get through the material"

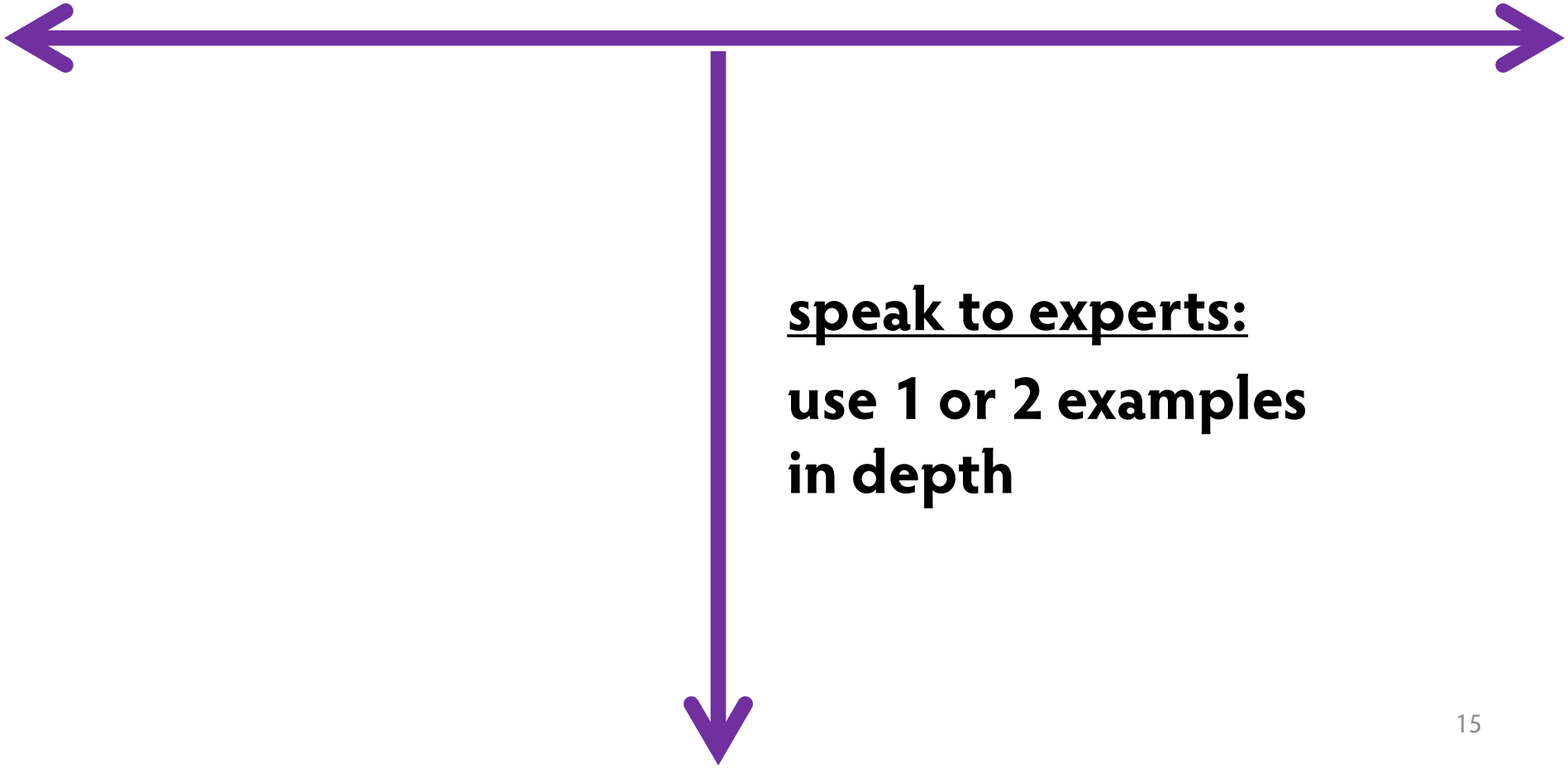
Craft a scientific story

- **the classic elements of a story are:**
  - thesis – intro characters, context, significance
  - antithesis – problem or question
  - synthesis – wrap up and conclusions

- **set your story with clear rhetorical markers**
  - context and significance
  - complication
  - question or problem
  - hypothesis or proposal

One challenge is to go broad *and* deep

speak to broad audiences: use analogies and illustrations



speak to experts:

use 1 or 2 examples in depth

Creating Slides

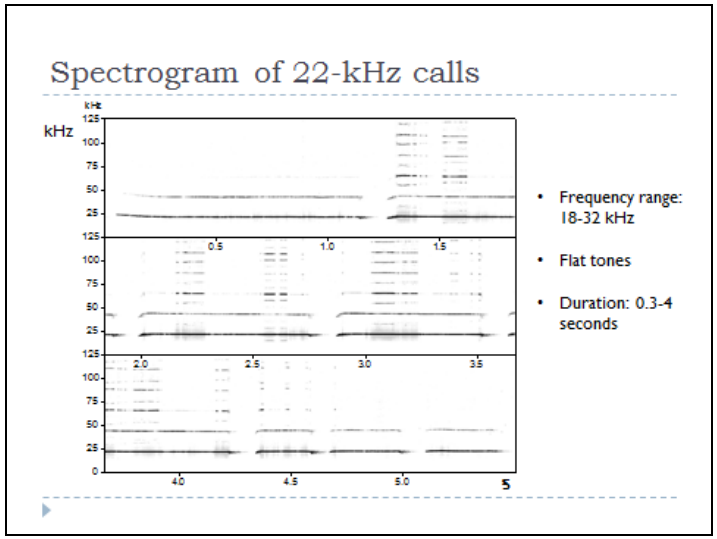
- **Plan to spend 1-2 minutes per slide**
  - 10 min talk: 6-9 slides
  - 30 min talk: 15-20 slides
  - etc

- **Maximize the "info to ink ratio"**

$$\frac{\textbf{info}}{\textbf{ink}}$$

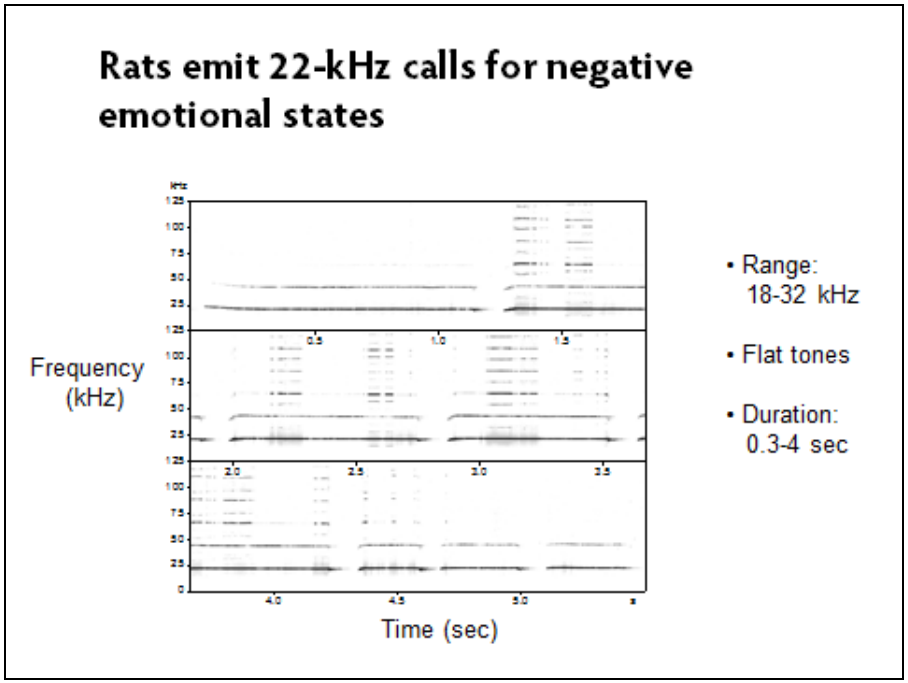
Use "message" titles

"Topic" titles only give the topic of the slide.



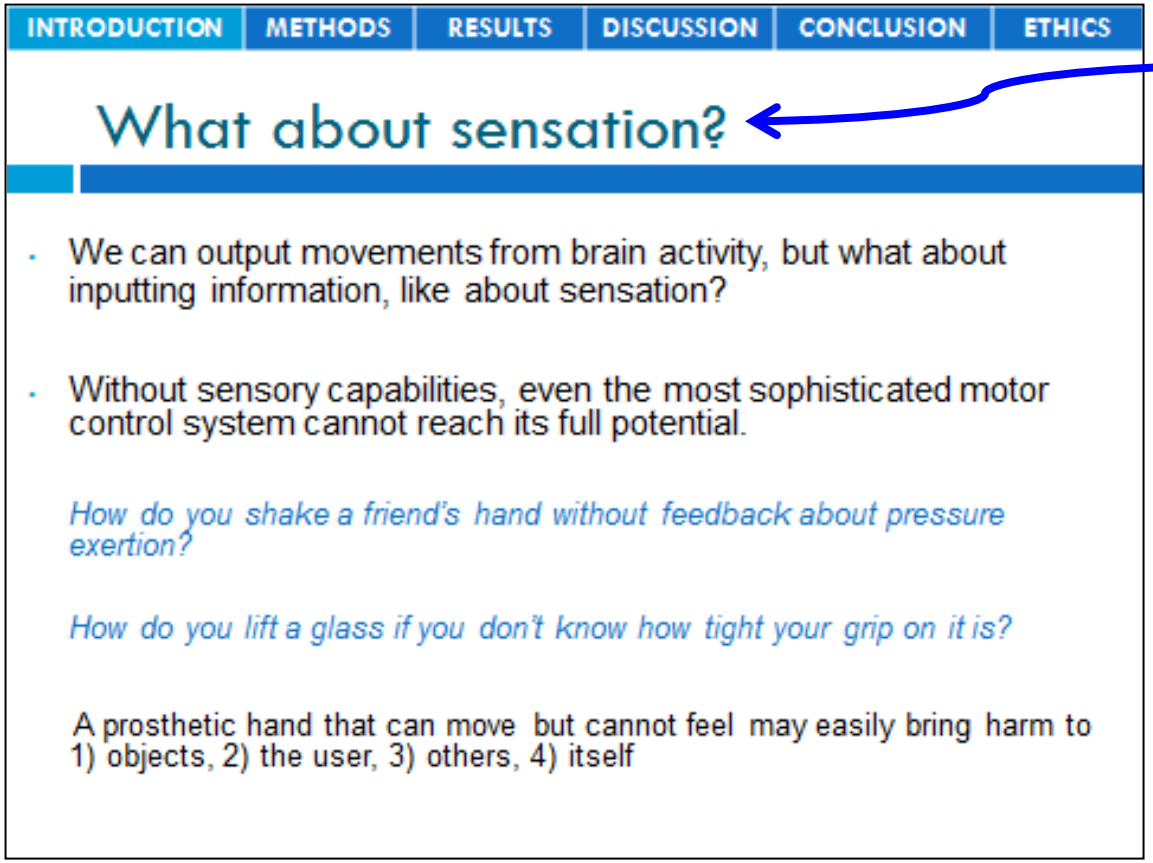
"Message" titles deliver your whole message.

Studies show more people remember content in message titles.



Example of good format

Good use of outline



Good use of a question title

Convert bullet lists into word tables

(if possible)

bullet lists

#1: How do you prefer to relate to people?

- Extroverts:
  - gain energy by interacting with many other people
  - are sociable and outgoing
  - generally have multiple friendships
  - talk easily about themselves; are expressive
  - think out loud
  - generally prefer to initiate
- When working with an extrovert:
  - be social and respond to their expressiveness
  - give them feedback – verbal and nonverbal
  - allow them to think out loud; be a sounding board
  - talk with them in person
- Under stress, extroverts:
  - react with increased activity
  - can be impatient during lengthy, solitary activities

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word tables

#1: How do you prefer to relate to people?

Extroverts:	• gain energy by interacting with many other people • are sociable and outgoing • generally have multiple friendships • talk easily about themselves; are expressive • think out loud • generally prefer to initiate
When working with an extrovert:	• be social and respond to their expressiveness • give them feedback – verbal and nonverbal • allow them to think out loud; be a sounding board • talk with them in person
Under stress, extroverts:	• react with increased activity • can be impatient during lengthy, solitary activities

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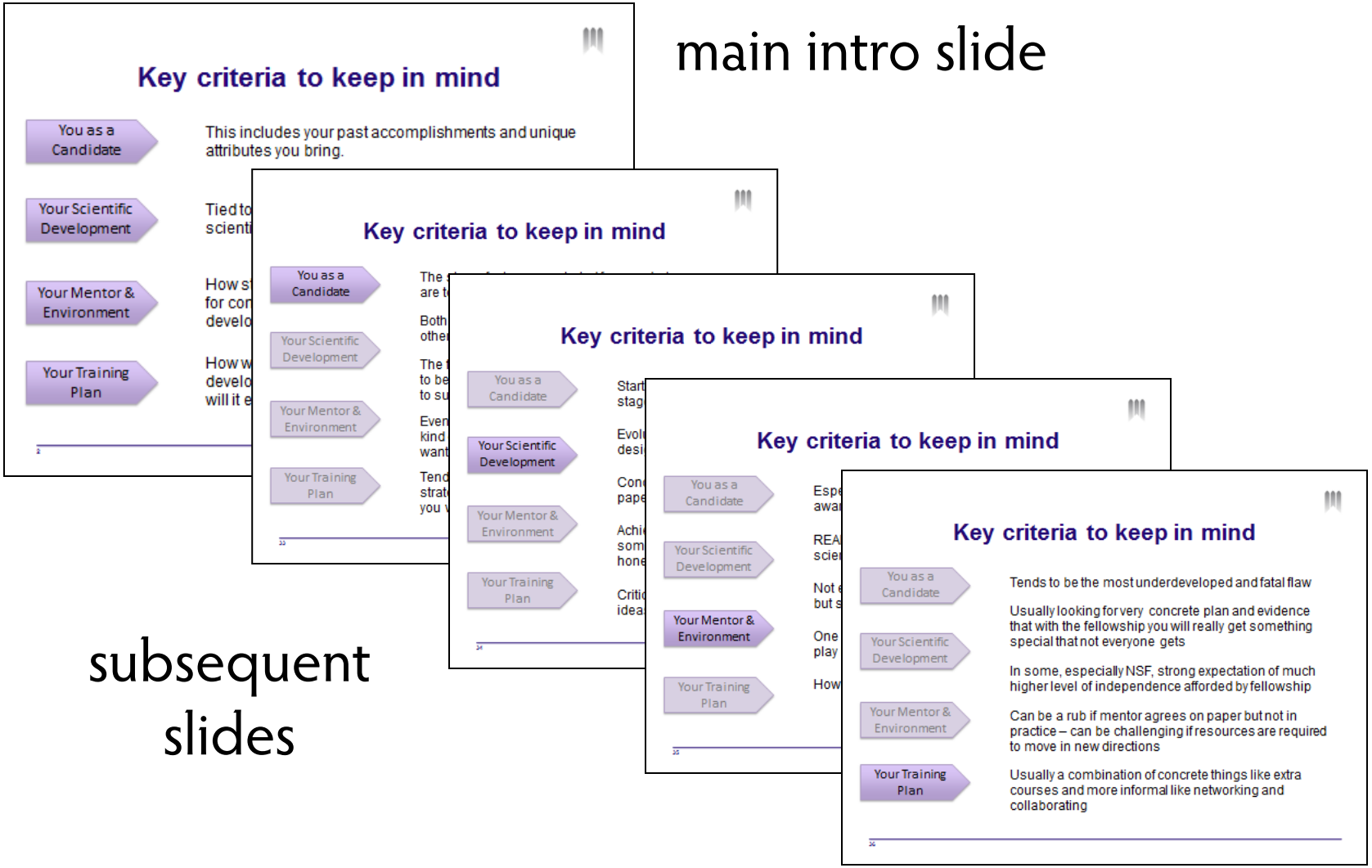
better use of space with larger fonts

Here's a good example of word tables

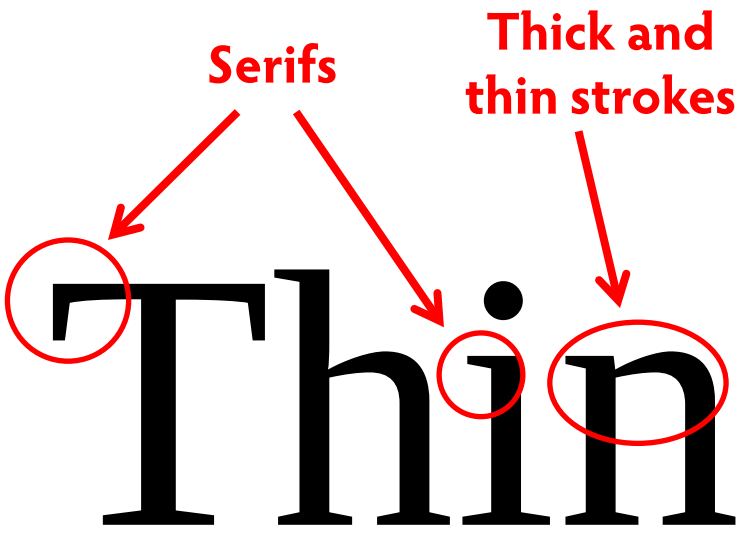


main intro slide

subsequent slides

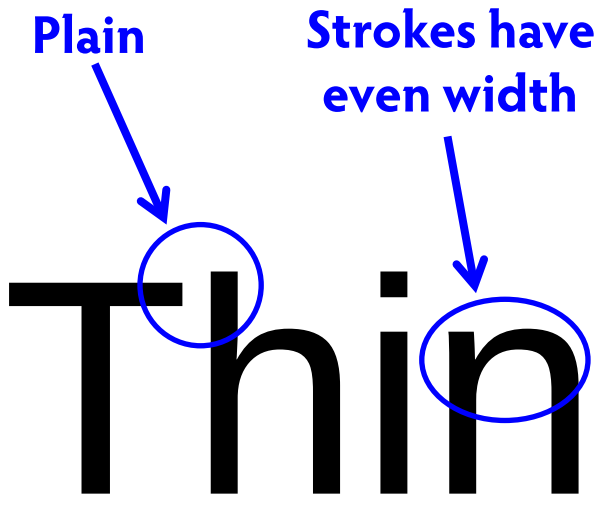
Only use sans serif fonts

Serif Font



Times New Roman

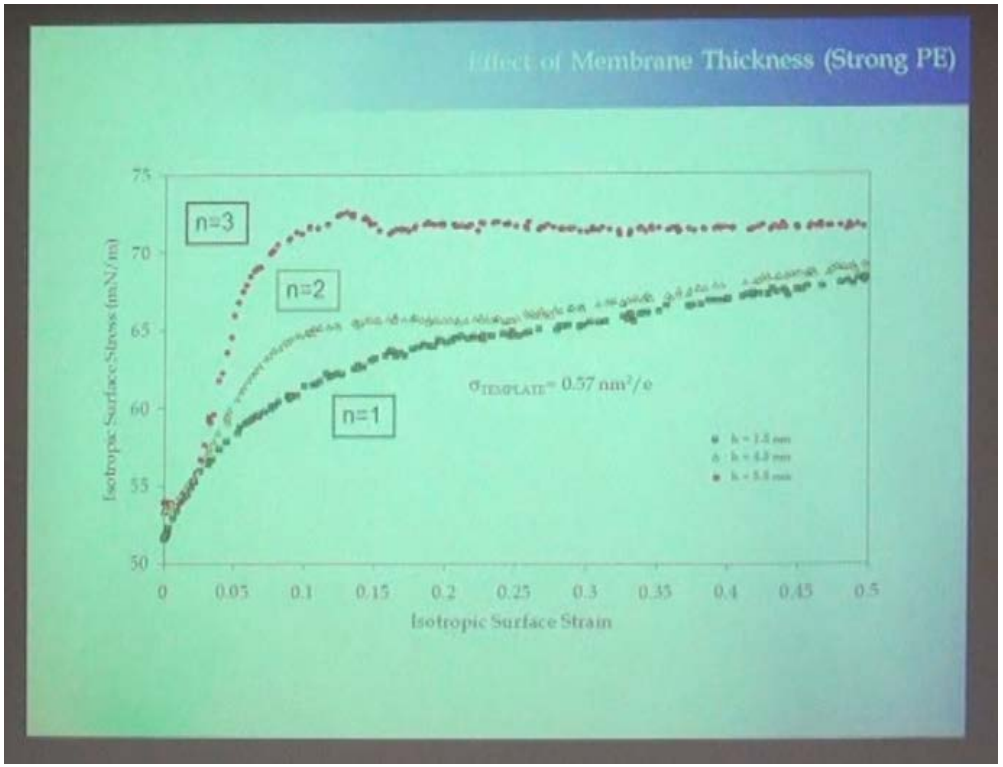
Sans Serif Font



Arial

easier to read

Avoid using color gradients



What you see on your monitor is <u>not</u> what the audience sees on the screen.

Additional tips for creating slides

- **Organize experiments for clear communication**
  - trials done in lab
    - trial A; trial B; trial C; trial D – last trial works
  - during a presentation
    - chronological order: A, B, C, D
    - better order: D and then A, B, C (briefly)
  - don't drag the audience through useless information

- **To minimize slides, place extra content on slides or handouts for afterwards.**

Suggestions for delivering your talk

- **If you get nervous, try memorizing your introduction.** (more tips on handout)
- **Eye contact helps to relate with your audience.**
- **Connect your spoken words with the slides.**
- **Your physical posture …**
  - affects the audience's *perception* of you
  - and your *performance* as well
- **Practice and get feedback – early and often**

Make your poster "skimmable"

Analysis of Parenchymal Texture Properties in Breast Tomosynthesis Images

Despina Kontos, Predrag R. Bakic and Andrew D.A. Maidment

Department of Radiology, University of Pennsylvania, 3400 Spruce St., Philadelphia, PA 19104

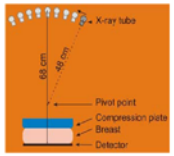
Purpose

We are studying parenchymal texture in Digital Breast Tomosynthesis (DBT) as a measure of Cancer Risk. We compare to standard Mammography[1].

Long-term goal: Test the hypothesis that DBT can provide more accurate measures of Cancer Risk.

Digital Breast Tomosynthesis (DBT)

A novel 3D x-ray imaging technique in which 3D tomographic images of the breast are reconstructed from multiple 2D x-ray source projection images[2].



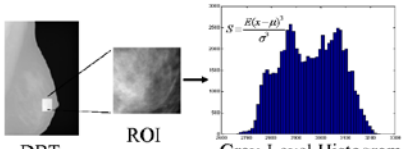
DBT geometry

DBT advantage over projection Mammography:

- Superior normal tissue and lesion visualization
- Superimposition of non-adjacent tissue is avoided

Methods: Texture Analysis

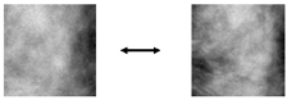
We computed the skewness S of the gray-level histogram for 256x256 retroareoral ROIs[2] in the Source Projection images acquired from 9 women.



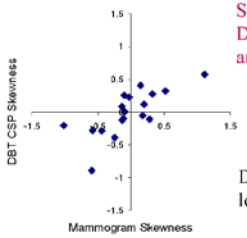
DBT ROI Gray-Level Histogram

Results: DBT comparison to Mammograms

We compared skewness from DBT Central Source Projections (CSP) and corresponding Mammograms.



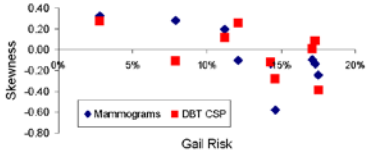
DBT ROI Mammogram ROI



Skewness values from DBT and Mammograms are correlated (ρ=0.74).

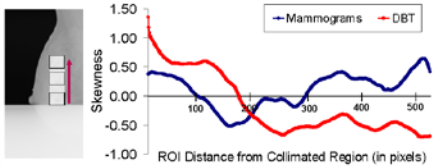
DBT ROIs appear to be less skewed (p=0.09).

DBT skewness follows similar trends as in Mammograms when plotted versus the Gail breast cancer risk values for the contralateral breasts.



Results: Effect of Scatter in DBT

At acute angles, our DBT geometry is such that the x-ray collimator is visualized[3]. We selected an ROI near the collimator and translated its position over 512 pixels.



The skewness is greater for DBT images near the collimated region due to the spatial dependence of the scatter near the boundary of the x-ray field.

Conclusions

Texture in DBT differs from Mammograms. This can be attributed to differences in image acquisition:

- Scatter effect
- Less compression force
- Lower radiation dose

We are investigating the potential of DBT to provide Cancer Risk biomarkers for tailoring individual treatment and forming preventive strategies.

Acknowledgement

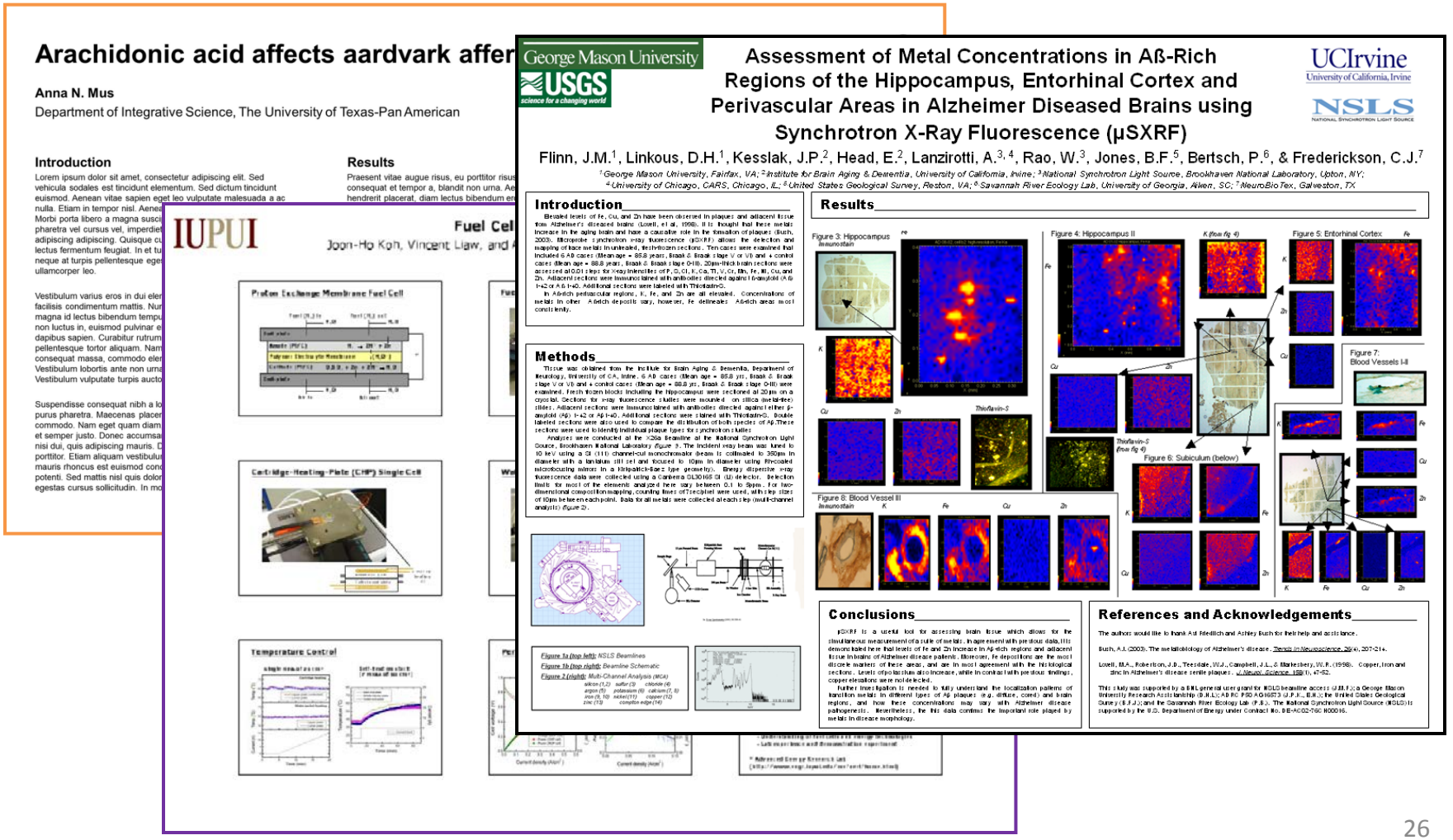
This work was funded by the Agfa/RSNA Research Fellowship in Basic Radiologic Sciences FBRS0601.

References

1.Li H, et al, Academic Radiology 2005; 12:863-873
2. Niklason LT, et al., Radiology 1997; 205:399-406
3. Carton AK, et al, Physics of Medical Imaging SPIE 2006

Contact Info: Despina.Kontos@uphs.upenn.edu

Avoid lazy conversions of papers or slides into a poster, or a "data dump"



Arachidonic acid affects aardvark affer

Anna N. Mus

Department of Integrative Science, The University of Texas-Pan American

Introduction

Results

IUPUI

Fuel Cel

Joon-Ho Koh, Vincent Liaw, and

Proton Exchange Membrane Fuel Cell

Cartridge-Heating-Plate (CHP) Single Cell

Temperature Control

George Mason University

USGS

science for a changing world

Assessment of Metal Concentrations in Aß-Rich Regions of the Hippocampus, Entorhinal Cortex and Perivascular Areas in Alzheimer Diseased Brains using Synchrotron X-Ray Fluorescence (µSXRF)

UCIrvine

University of California, Irvine

NSLS

NATIONAL SYNCHROTRON LIGHT SOURCE

Flinn, J.M.[1], Linkous, D.H.[1], Kesslak, J.P.[2], Head, E.[2], Lanzirotti, A.[3,4], Rao, W.[3], Jones, B.F.[5], Bertsch, P.[6], & Frederickson, C.J.[7]

[1]George Mason University, Fairfax, VA; [2]Institute for Brain Aging & Dementia, University of California, Irvine; [3]National Synchrotron Light Source, Brookhaven National Laboratory, Upton, NY; [4]University of Chicago, CARS, Chicago, IL; [5]United States Geological Survey, Reston, VA; [6]Savannah River Ecology Lab, University of Georgia, Aiken, SC; [7]NeuroBioTex, Galveston, TX

Introduction

Methods

Results

Figure 3: Hippocampus Immunostain

Figure 4: Hippocampus II

Figure 5: Entorhinal Cortex

Figure 6: Subiculum (below)

Figure 7: Blood Vessels I-II

Figure 8: Blood Vessel III

Figure 1a (top left): NSLS Beamlines

Figure 1b (top right): Beamline Schematic

Figure 2 (right): Multi-Channel Analysis (MCA)

Conclusions

References and Acknowledgements

More tips for posters

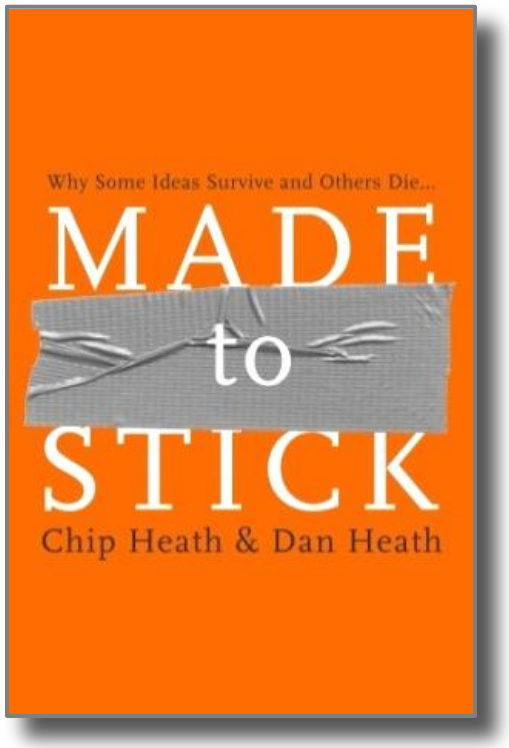
- **Engage your listener**
  - Ask about their research and interests
- **Viewers won't read paragraphs of text**
  - summarize in word tables or bullet lists
- **Annotate data with your main message**
  - explain the significance of the data
- **Take advantage of your medium**
  - **Give the big, "skimmable" picture**

Resources

- **Chip and Dan Heath's:** ***Made to Stick***
  - pdf's in Blackboard

- *Making Oral Presentations: Dealing with Nervousness*

- **Prezi**
  - alternative to PowerPoint



Transform your ideas to