

The Morrison Method: *A How-To Guide*¹

In an effort to make academic research posters more accessible to a lay audience and to maximize the information translated to conference attendees, the CHILD-BRIGHT 2020 Poster and Networking Session hopes to incorporate use of a new poster format. This new poster design –known as the [Morrison Method](#)– was developed by Mike Morrison; a PhD candidate in organizational psychology at Michigan State University that aims to streamline the insight transmitted to attendees by keeping it focused on what participants need to know.

Here is an example of a research poster formatted using the Morrison Method:

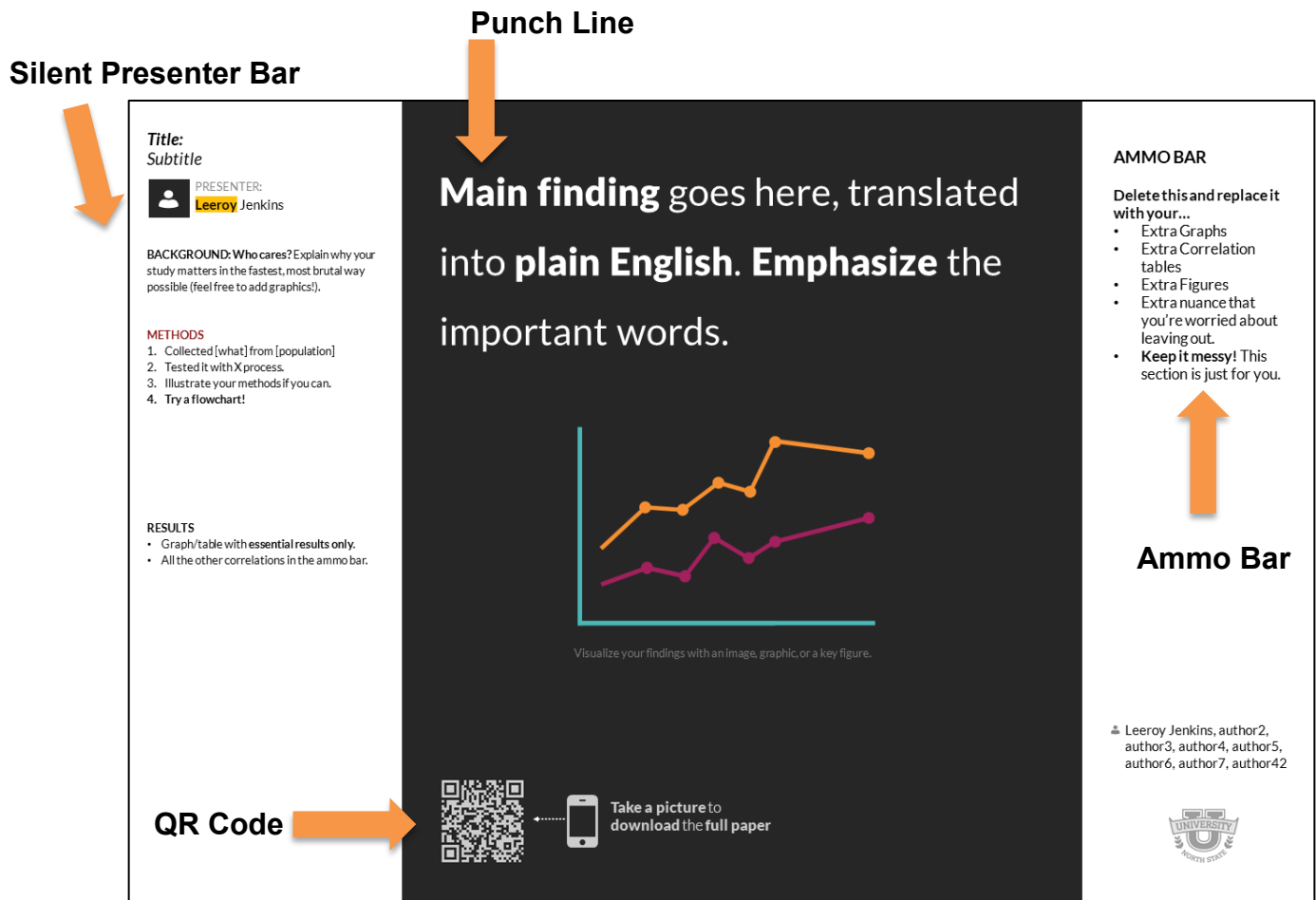


Example provided by @mikemorrison

The following guidelines are to help you design a research poster using this method. To aid in this, we have created a PowerPoint template that you can download and modify to suit your project. Following the walk-through guide, a number of example posters are included for your reference.

¹ Based on Morrison, M. A. (2019, May 8). #betterposter. Retrieved from osf.io/ef53g

Anatomy of a Research Poster Using this Method:



1. THE PUNCHLINE

The *punchline* is the main point you want people to take away from your poster. What is the minimum need-to-know information or main finding of your study? This information will serve as the basis for your punchline.

Translate this main finding into plain English. Plain language is interpreted faster and gets the reader's attention more easily. Include the punchline in the center of the poster and align it to the left. Aligning text in the center forces your eyes to do more work. Emphasize the important words by bolding them.

2. BACKGROUND

Choose an appropriate and attractive background to highlight the punchline. Consider using CHILD-BRIGHT colours provided in the PowerPoint template, or school colours. You may also consider using a background image that relates to the theme of your study.

3. AMMO BAR

On the right side of the poster (or whichever side you plan to stand on), create an *Ammo Bar*. This bar is for you to use when answering questions. Include any resources you need to answer questions, including but not limited to miscellaneous tables, figures, or graphs. This section is not meant as a stand-alone section - it is only for YOU, so design and layout are not important here.

4. SILENT PRESENTER BAR

On the left side of the poster (or whichever side you do **NOT** plan to stand on), create a *Silent Presenter Bar*. You may be busy talking to an attendee when someone else comes up to your poster wanting to learn more about your research. This *Silent Presenter Bar* should serve as a stand-alone section, giving an overview of your research in 1-4 minutes. Include all the information that you normally would on an academic poster. Feel free to follow the traditional intro/methods/results format. If you cannot fit everything into the 'Silent Presenter Bar', then you are including too much information. If the information does not all fit, try cutting down or moving some to the *Ammo Bar* section.

5. QR CODE

Perhaps someone wants even more information about your research. You can include a QR code linking to additional resources. This QR code may link to the full paper, a copy of the poster, a summary PDF of the research, standalone figures with captions, an expanded abstract, etc.

To create the QR code:

- 1) Upload the additional resources somewhere (on a website, google document or drive, PDF, etc.)
- 2) Obtain a URL
- 3) Use a free QR code generator to make a QR code for this URL
 - a) <https://www.qrcode-monkey.com>

Once you have a QR code, put it somewhere on your poster. Consider placing it below the punchline so it is easily accessible for scanning. Ensure that the QR code is large enough for someone to scan from a distance. We recommend a minimum size of 4 by 4 inches. Now, attendees can use the camera on their smartphones to find out more about your research

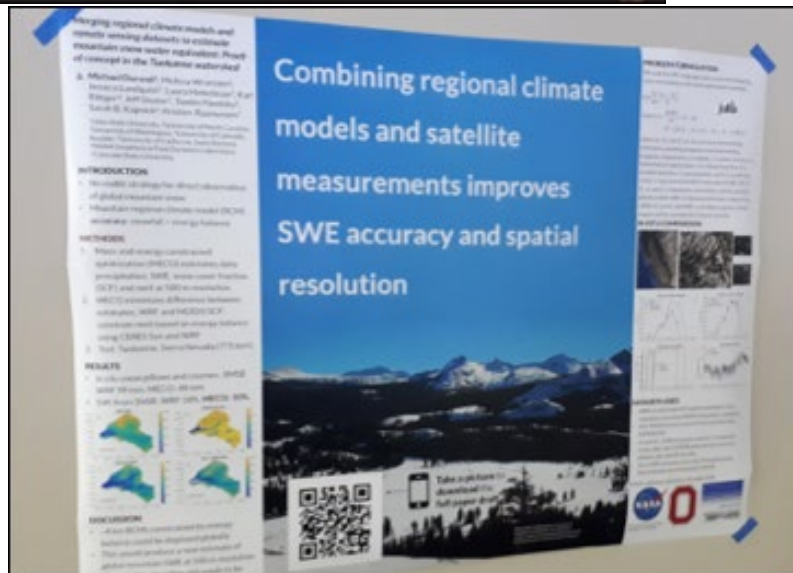
6. ADD IMAGES

To make the poster more visually appealing, consider adding images. Add a key figure (graph) or image that visualizes your findings.

Morrison-Method Poster Examples:

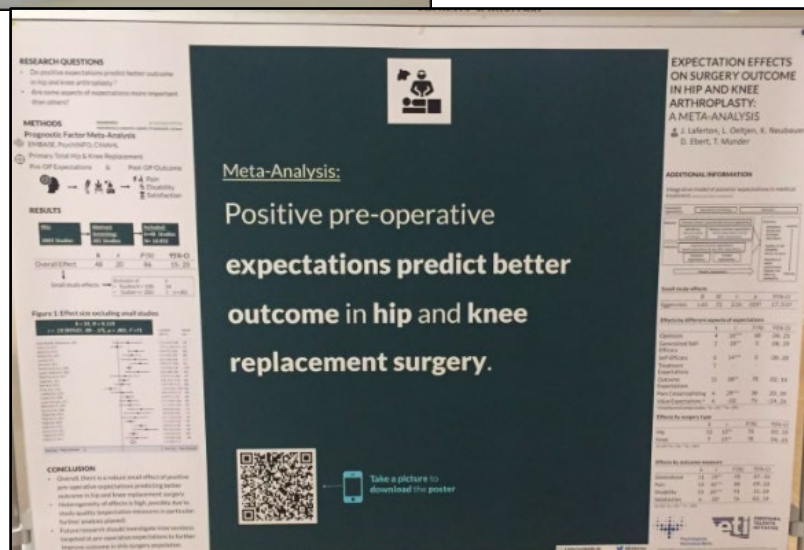


Example provided by @ElzaRechtman



Example provided by @hydrogawker
Mountain Photo by @mnthydro

Example provided by @jlaferton



Can't or won't? Do good intentions mitigate violations of reciprocal altruism agreements?
 Nora J. Balboa, Cary L. Brase
 Kansas State University

Emotional reactions to reciprocal altruism situations require action and are moderated by intent.

Changes in emotions before and after RA agreement by RA condition

Trust
 Your friend helps you but you are unable to help your friend

Dislike
 You are unable to help your friend

Dislike
 You are unable to help your friend and your friend helps you

Legend: Reciprocity, Reciprocity + Intent, Reciprocity + Intent + Punishment

Example provided by @NoraBalboa

Example provided by @milankloewer
http://www.milank.de/documents/kloewer_egu.pdf

Towards 16bit weather and climate models: Posit numbers as an alternative to floating-point numbers

Alan Hoggan, Alan Hoggan and Tom Palmer

Instead of 64bit floats
 110000000000100110011000011111011011010100010001000101101000110000

we can use 16bit posits
 1100110010010001

in weather & climate models

for faster simulations on future supercomputers

M. Crook, W. Benedict, M. Landez, J. Sotomayer, D. Martinez

LET-23 EGF receptor suppresses lipid synthesis via LET-60/ Ras and the transcription factor SBP-1/SREBP1

Link to Dropbox folder with poster and presentation

Example provided by @haley_neuro

Swim exercise in *C. elegans* extends neuromuscular and intestinal healthspan, enhances learning ability, and protects against neurodegeneration.

Swim exercise improves neuronal health in multiple *C. elegans* neurodegenerative models
Ricardo Laramieiro, Girish Harinath, and Monica Driscoll

Background
Exercise is a powerful anti-aging intervention. However, how exercise promotes health benefits for multiple tissues in the body remains poorly understood. We have previously shown that single swim exercise in *C. elegans* induces key features of mammalian exercise (Laramieiro et al., 2014; *Neurology*, 2017).

Exercise protocol

Results

Swim exercise in *C. elegans*...

- (i) ...enhances learning ability of WT animals
- (ii) ...increases chemotactic ability in an Alzheimer's disease model
- (iii) ...increases touch sensitivity in a Huntington's disease model
- (iv) ...reduces the number of gaps in GABAergic motor neurons in a tauopathy model

RUTGERS UNIVERSITY

Take a picture to access the full paper

Example provided by @mhermanUNLsbs

Example provided by @Amandisols

Refining spatiotemporal estimations of solute fluxes associated with chemical weathering

AN INTERDISCIPLINARY APPROACH

- Precise measurements of hydrologic and solute flux via PPMs (Fig. 2)
- Soil and geomorphological characterization to provide area integration to point measurements

STUDY BACKGROUND

- Current estimations of weathering rates often do not reflect spatial and temporal variability at the catchment scale.
- At Hubbard Brook, hillslope-scale gradients in soil development (Daly et al., 2014) vs. weather gradients (Gardner et al., 2014) and have driven an increase in groundwater chemistry (Daly et al., 2014; Fig. 3)

Figure 1 An interdisciplinary model of soil development from Kelly et al. (2014) showing differences in soil chemistry (D) (blue) and soil development (S) (red) between the 1980s and 2010s. How do fluxes of weatherable elements and DOC vary from edges to downslope gradient?

RESEARCH OBJECTIVES

To characterize spatiotemporal patterns of solute fluxes through the vegetation that are associated with chemical weathering.

Previous investigations suggest:

1. Predictable spatial differences in chemical weathering processes (rates of solute production in streamflow).
2. Variations in solute production and transport will reflect temporal signatures of weathering rates.

HYPOTHESES: THE CATCHMENT ARCHITECTURE OF WEATHERING

- Mineral dissolution and solute production will be greater in shallow bedrock dominated areas (P, organic acid & groundwater throughfall).
- Groundwater "trapping" patches within these zones will increase weathering rates and laterally transport weathering products downstream.

Figure 2 Precise flux estimates (PPMs) for the in situ measurement of hydrologic and solute flux. Removable cisterns are placed within shallow soils, and are then equipped to measure flow and solute rates generated during these integrated flux.

Figure 3 Weathering rates are heterogeneous across the catchment and vary along a predictable mountain gradient.

HYDROGEOLOGICAL INVESTIGATORS

Ferris, A. F., B. B. Borden, K. McGuire, B. Stieglitz, S. Bailey, J. Bowers, S. Coston, J. Barton, M. Schaefer, and D. Swan

WILSON TECH | UNIVERSITY OF VIRGINIA

Within steep glaciated catchments, mineral dissolution rates and solute production likely vary greatly over short distances, with strong lateral weathering gradients along hillslopes.

Example provided by @katta_spiel

Critically assessing technological experiences requires participatory evaluation.

Evaluating Experiences of Autistic Children with Technologies in Co-Design

4 Spiel Katta, TU Wien

INTRO

- Autistic children experience the world differently.
- Technology for their holistic well-being requires participatory design.
- How is their experience critically evaluated?

FINDINGS

- Without Participatory Evaluation, the children felt less involved in assigning meaning to the technology.
- Only by including them here, the technologies had a chance in becoming meaningfully integrated in their daily life.

DISCUSSION

- Critically evaluating experiences of marginalised people could generally follow such a participatory approach.

APPROACH

- 8 Case Studies, 9 Children
- Actor-Network Theory
- Critical Discourse Analysis
- Participatory Evaluation

TU WIEN

Take a picture to download the full paper

Additional resources/examples:

<https://osf.io/6ua4k/>

<https://www.youtube.com/watch?v=1RwJbhkCA58>