

Preparing Conference Poster
Presentations:
Everything You Need to Know

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Content

- Complete and self-supporting information
- Abstract, Introduction, Methods, Results, Conclusions
- Main points vs. detail
- Minimize narrative—use bullets
- Visual Aids
- Column format (so people don't have to cross in front of each other to read poster)
- Proof read your poster!

Style: General Principles

- Find out from the conference materials how large an area you have to display your poster.
- DON'T pin up a paper!
- People must be able to read your poster at a distance.
- It should be attention-grabbing, while still professional.
- Use color, graphs, figures, pictures and tables to illustrate important points.
- Construct a banner for the title.

General Principles...

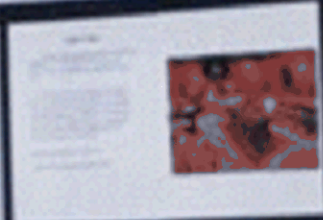
- Make use of University logos, stickers, and seals.
- Color/style-coordinate with members of the same lab.
- Remember, your poster is a reflection on you, your department/organization, and University—make it great!

Environmental Influence on Artist Use of Color

James B. Nolan and Robert L. Sobco
University of Nevada Reno



Introduction
The purpose of this study is to explore the relationship between an artist's environment and their use of color in their work. This study will focus on the work of James B. Nolan and Robert L. Sobco, two artists who have lived in Reno, Nevada, and whose work is heavily influenced by the local environment.



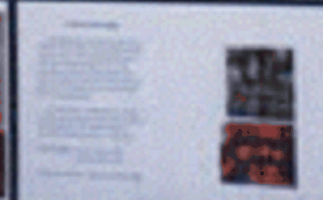
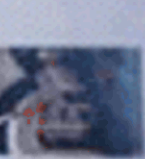
Methodology
The methodology for this study involves a combination of qualitative and quantitative methods. Qualitative methods include interviews with the artists and a content analysis of their work. Quantitative methods include a statistical analysis of the color palette used in the artists' work.



Results
The results of the study indicate a strong correlation between the artists' environment and their use of color. The artists' work is heavily influenced by the local environment, and their use of color is a direct reflection of their surroundings.



Conclusion
The study concludes that the environment has a significant influence on an artist's use of color. The artists' work is a direct reflection of their surroundings, and their use of color is a key element of their artistic expression.



References
Nolan, J. B. (2010). Environmental Influence on Artist Use of Color. Reno, NV: University of Nevada Reno.

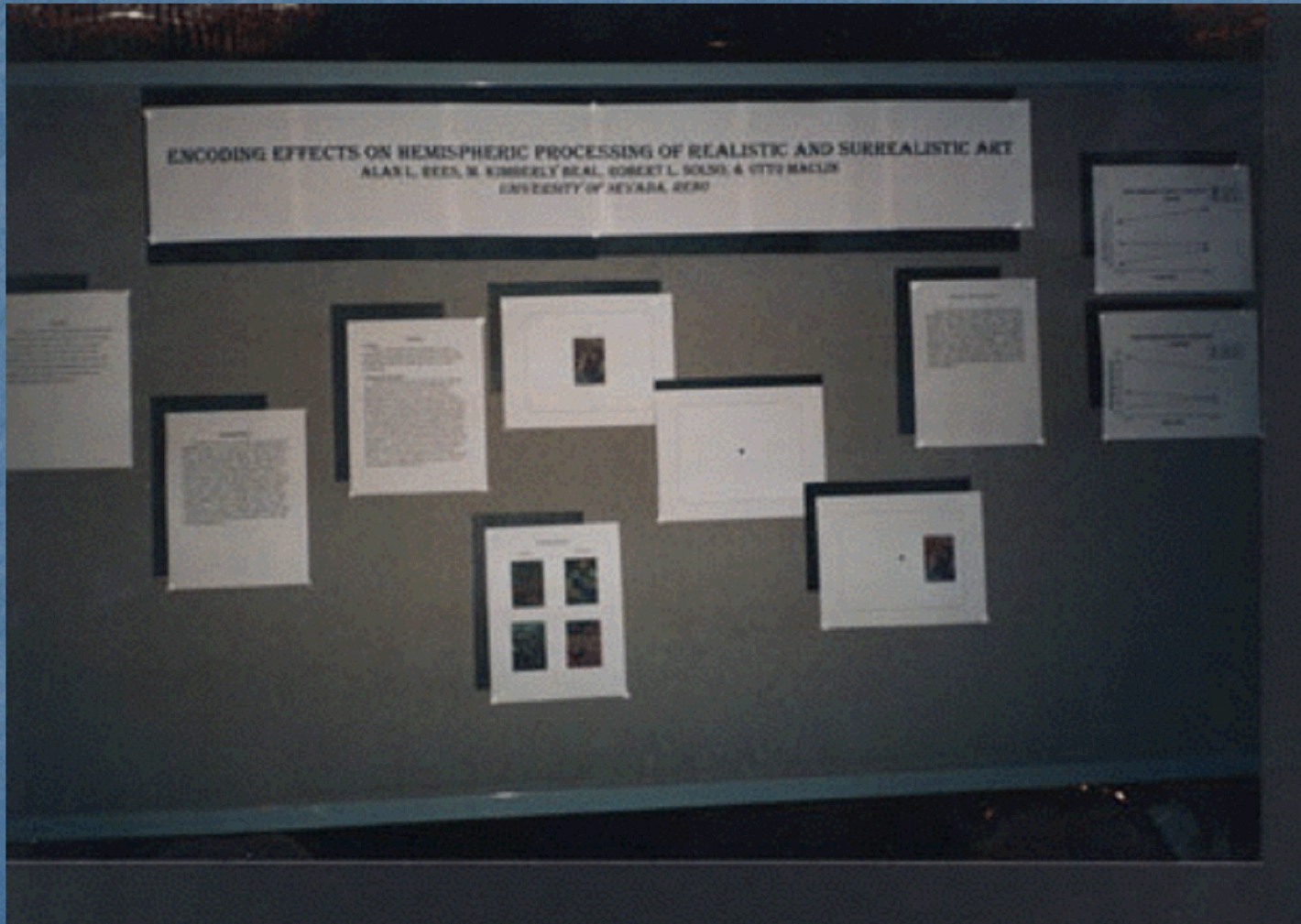


Appendix
Appendix A: Color palette used in the artists' work.

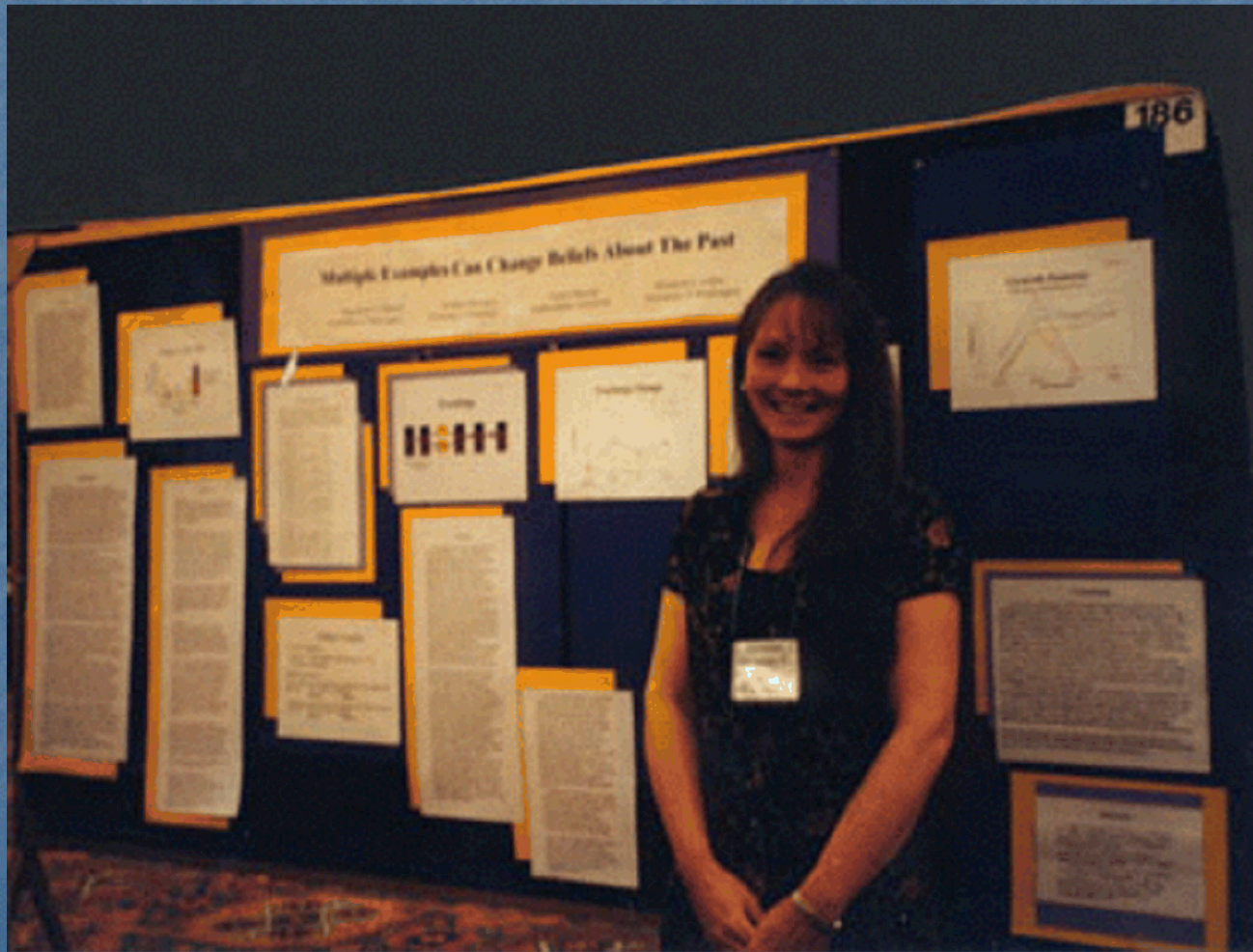
Style: Construction Paper Off-Set

- Use colored construction paper to off-set white 8 ½ x 11 manuscript pages.
- Use school colors or other bright colors.
- Total Cost: \$5

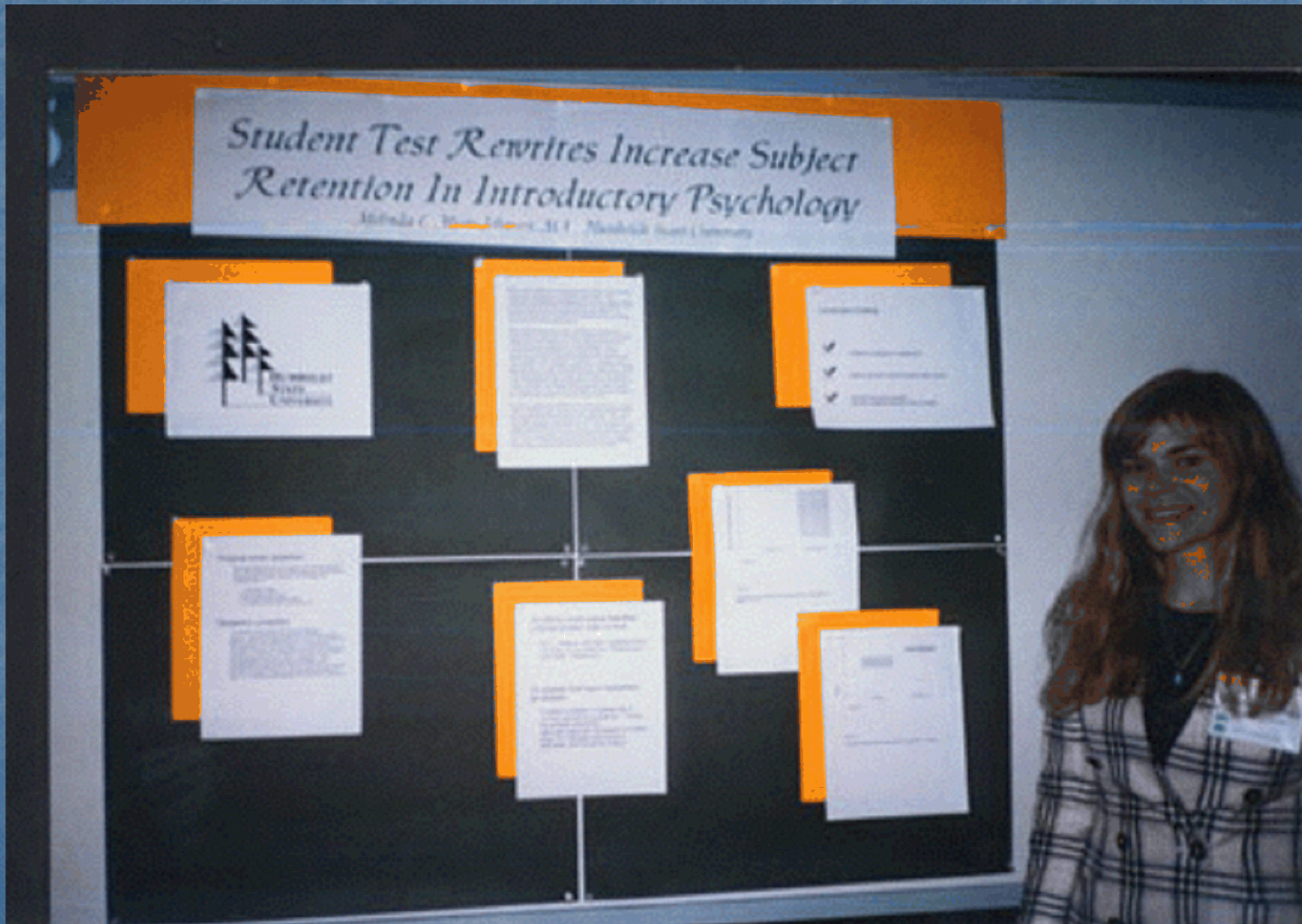
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Construction Paper Off-Set...



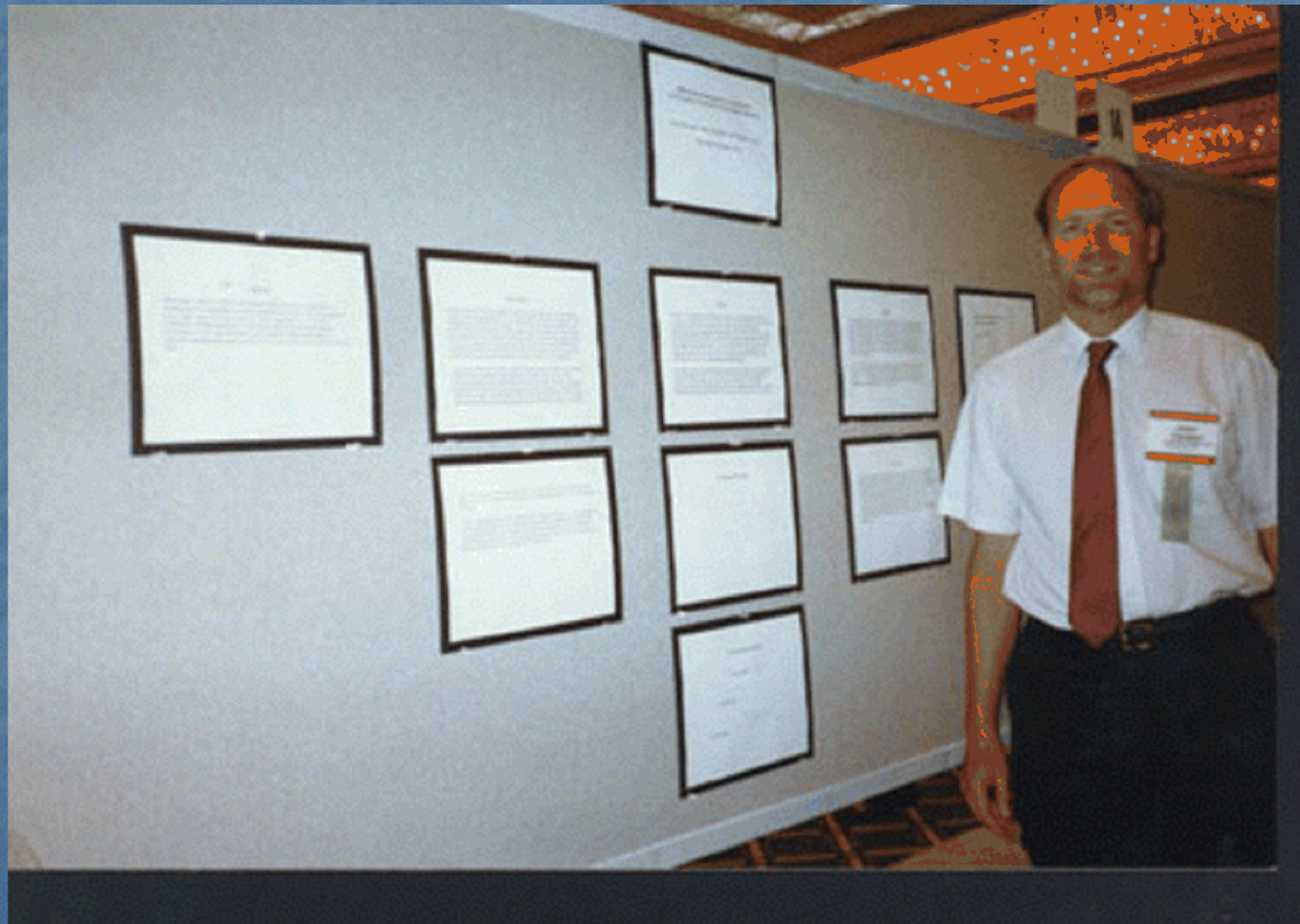
Construction Paper Off-Set...



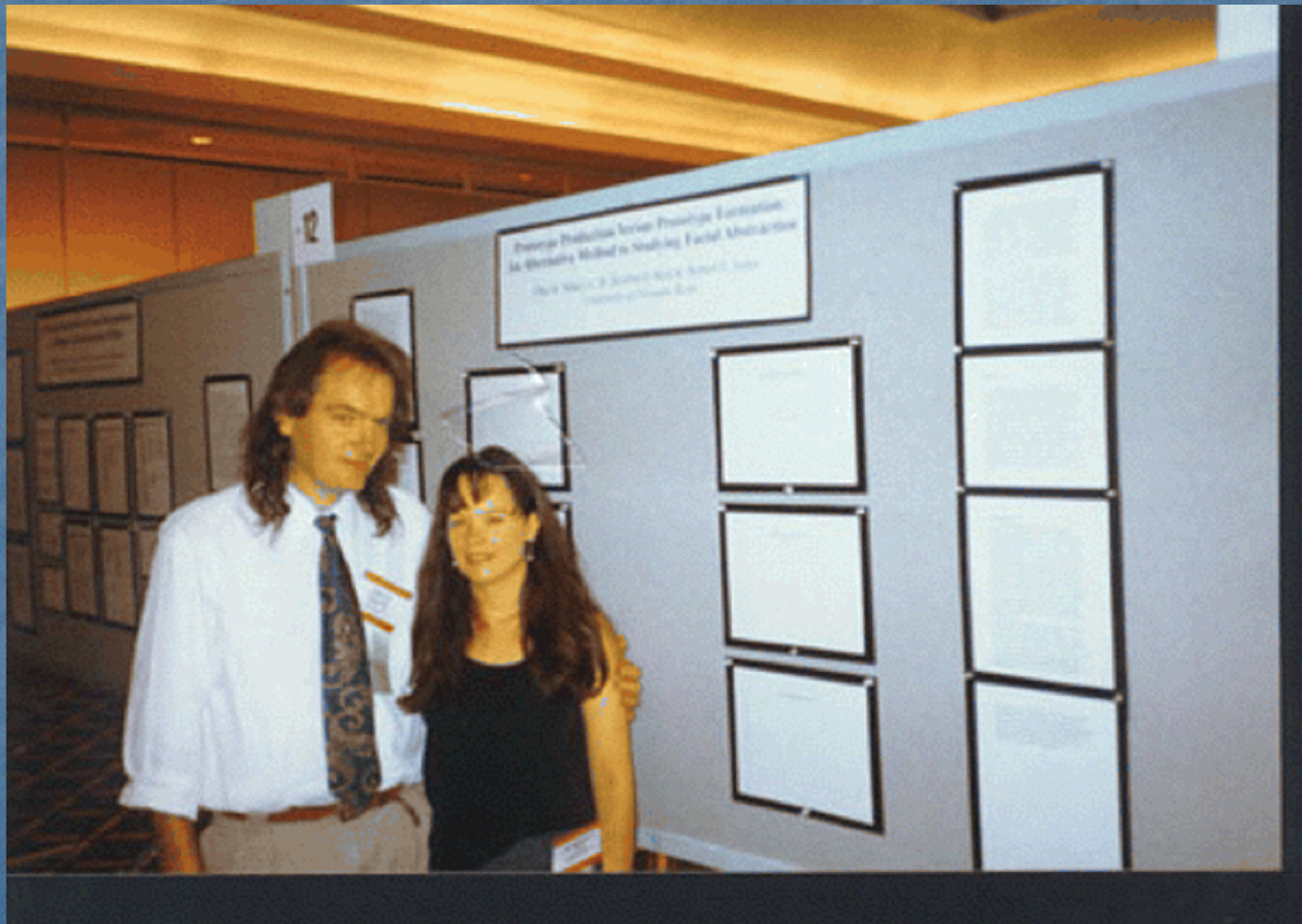
Style: Poster Board Off-Set

- Same principle as the construction paper style.
- Get poster board from Target, Wal-Mart, an art supply store.
- Use a paper cutter to cut poster board to size.
- Use spray adhesive or double sided tape to secure manuscript pages to poster board.
- Total Cost: \$10

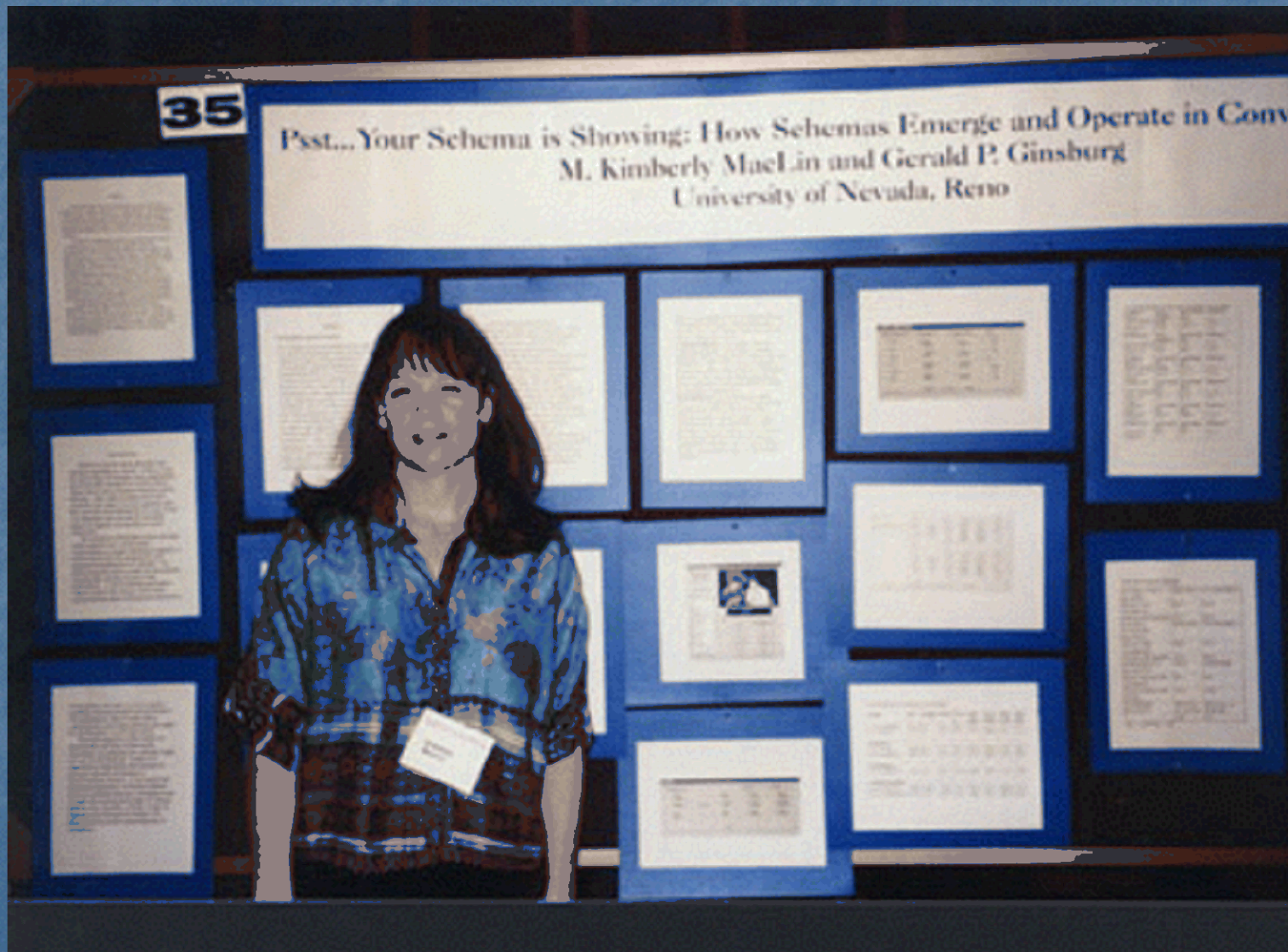
Poster Board Off-Set...



Poster Board Off-Set...



Poster Board Off-Set...



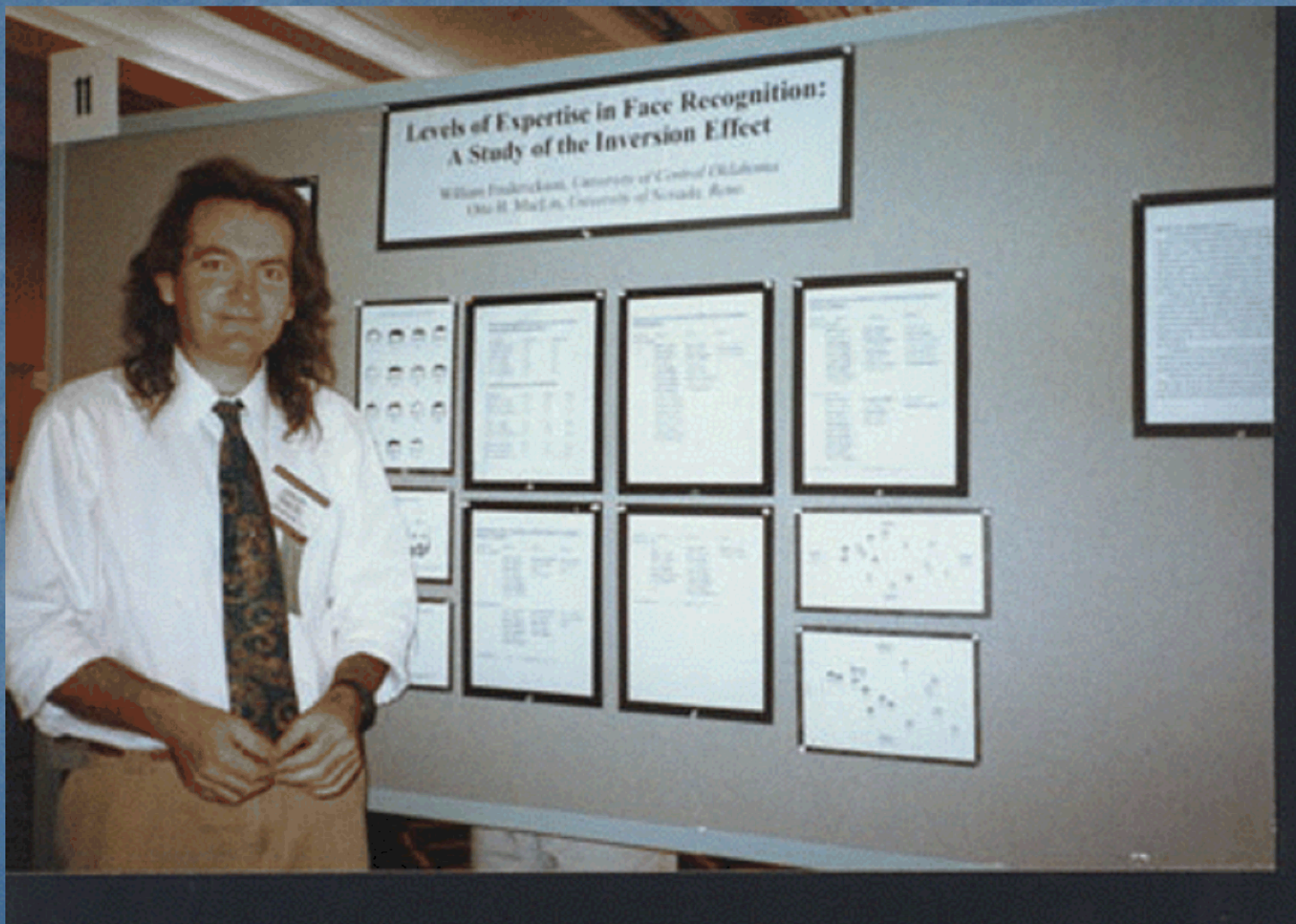
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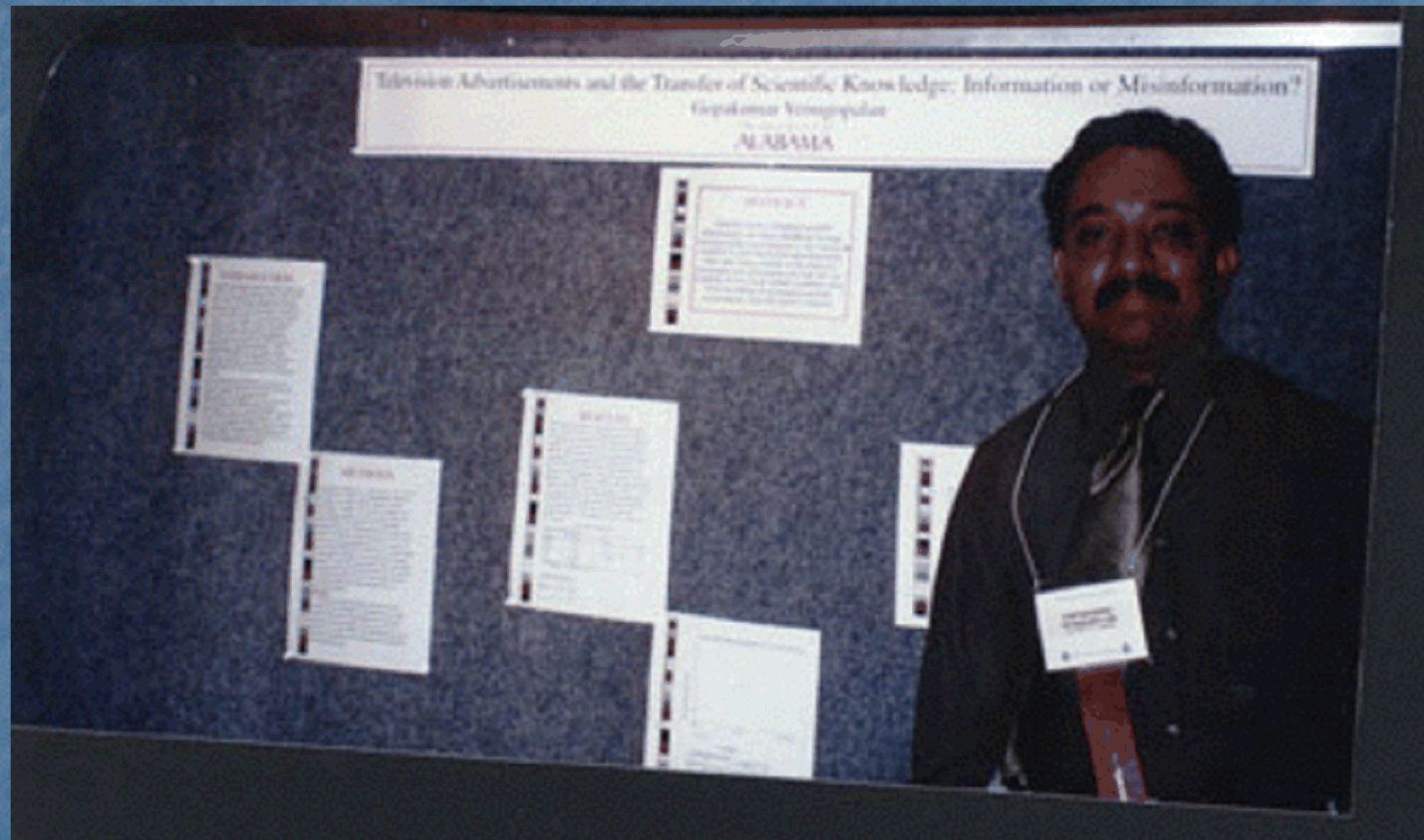
Poster Board Off-Set...



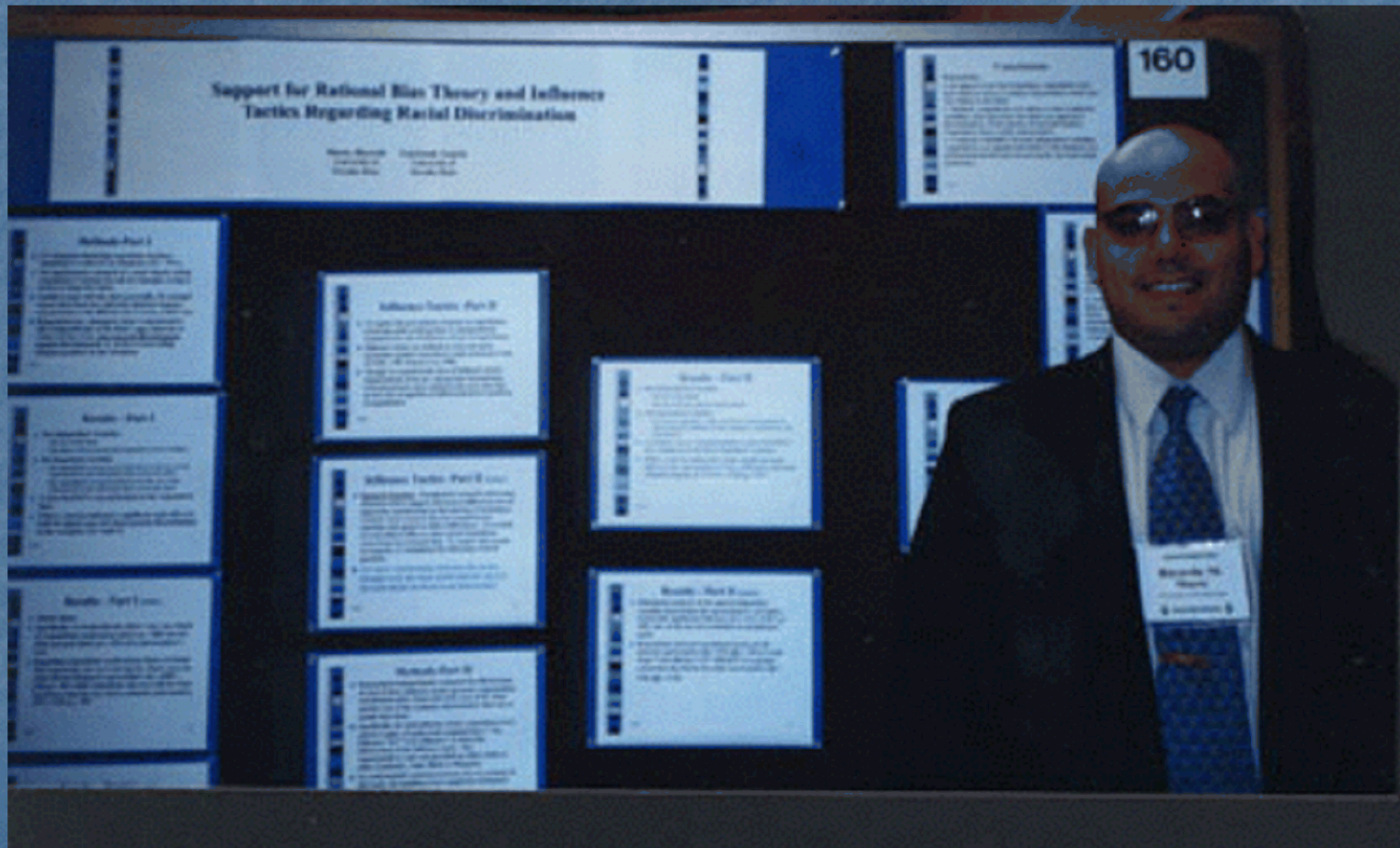
Style: PowerPoint

- Create your poster in PowerPoint.
- Print on high quality laser color printer.
- Have laminated for long-term durability.
- Alternatively, use pre-printed stationary for the same effect.
- Total Cost: About \$1 per page for laminating at Staples, 15 cents per color print at SAB computer lab.

PowerPoint...



PowerPoint...



Style: Blow-up Method

- Create poster in Word.
- In page-setup, choose landscape format, legal paper.
- Using 12 pt font for title and 8 pt font for text along with section breaks and columns create your poster in miniature on a single page.
- Print on high quality laser printer.
- Take to Kinko's or equivalent and have them enlarge.
- Total Cost: \$7-\$12

Blow-up Method...

A paradoxical age difference in the illusion of truth effect: Repeated warnings about false information increase belief in that information



Ian Skurnik, Denise Park, & Norbert Schwarz
University Of Michigan

Abstract

The "illusion of truth" effect occurs when repeating false information makes it seem true. In this experiment, people saw medical statements (e.g., Shark cartilage helps arthritis) that were explicitly identified as true or false either once or three times. Younger adults showed the illusion of truth effect after three days, but not immediately. Older adults, on the other hand, showed the illusion effect immediately. Paradoxically, after 3 days, the more times older adults had been warned that a statement was false, the more likely they were to think that the statement was true.

Introduction

The "illusion of truth" effect refers to a tendency to think that familiar information is true (Repp, Asan, & Farinacci, 1997). The effect occurs even when the information was originally identified as false, almost as if people tell themselves, "I think I've heard this somewhere before, so it's probably true." Drawing on general theories of recollection memory (e.g., Mandler, 1980), the illusion effect can be seen as a memory distortion, or an influence of vague feelings of familiarity after truth-specifying contextual details have faded from mind (Begg et al., 1992; Skurnik, Molesworth, & Johnson, 2006). The illusion of truth appears to increase over time (e.g., Brown & Nis, 1996), presumably because feelings of familiarity last much longer than detailed memories for context.

In addition, because of an age-related deficit in recollection of contextual information, but intact feelings of familiarity or processing fluency across the life span (see Spencer & Rao, 1995, for a review), elderly adults seem to be more susceptible to the illusion of truth (Law, Hawkins, & Cook, 1998). This pattern of age-related memory deficits suggests a paradoxical effect of repetition. Specifically, repeating information many times increases both its later familiarity and the likelihood of reflecting the context of its acquisition (Bartlett, Strater, & Falson, 1992; Jacoby, 1999). However, when recollective details fade from memory especially quickly, then truth judgments might be disproportionately influenced by the increased familiarity brought on by repetition. In other words, repeated warnings that a statement is false could backfire and increase their perceived truth.

Method

Thirty-two younger adults (aged 18-35) and 32 older adults (72-80) participated in a 2 (age: older or younger) X 2 (delay: 1/2 hour or 3 days) X 2 (of presentation: 1 or 3) mixed factorial design, with the last factor between subjects. First, participants read to learn 32 health statements (e.g., "Aspirin helps tooth enamel") that were presented either once or three times, the word "true" or "false" accompanied each statement at each presentation. (For obvious ethical reasons, all statements were actually true according to NIH publications.) Through processing, we selected statements whose truth value was equally unknown to older and younger adults. Statements were also equated for familiarity. After either 1/2 hour or 3 days, participants saw the statements again, with some statements called in, and indicated whether each statement was true, false, or new.

Results

For this procedure, the illusion of truth involves misremembering originally false statements as true more often than misremembering originally true statements as false. Equal likelihoods of these two types of responses would indicate random guessing to familiar statements, rather than a bias toward truth for familiar statements. This comparison was treated as a viable null-hypothesis.

A significant 4-way interaction for age, delay, presentation, and response type ($F(1,64) = 4.7, p = .03$) can be decomposed as follows. After 1/2 an hour (see Figure 1), younger adults did not show the illusion of truth effect ($p > .1$). Older adults showed the effect for statements presented once (thinking a false statement was true was more likely than thinking a true statement was false, $t(15) = 2.38, p = .02$, but only marginally for statements presented 3 times ($t(15) = 1.98, p = .07$). After 3 days (see Figure 2), younger adults showed the illusion effect for once-presented statements ($t(15) = 1.96, p = .03$, but not for three-presented statements ($t(15) = 1.83$). Older adults showed the illusion effect both for once-presented statements ($t(15) = 1.87, p = .04$) and for three-presented statements ($t(15) = 4.53, p < .0005$) after 3 days.

Figure 1: Illusion of truth effect after 1/2 an hour

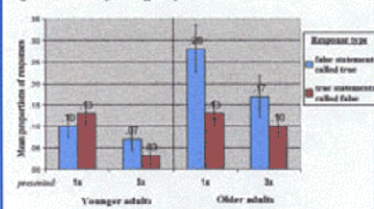
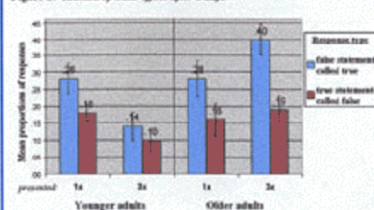


Figure 2: Illusion of truth effect after 3 days



Discussion

The illusion of truth is a robust tendency to call familiar information true. This tendency is probably accurate most of the time, but leads to errors when the familiar information was initially discredited (Skurnik et al., 2006). The current experiment investigated the effects of age, delay, and repetition.

Half an hour after learning health statements and their truth status, younger adults did not show the illusion of truth effect. That is, they were no more likely to call originally false information true than to call originally true information false. Moreover, repeating statements and their truth values at encoding improved younger adults' ability to remember truth status. When tested after three days, younger adults did show the illusion of truth for statements presented once but not for statements presented three times - repetition helped younger adults avoid the illusion of truth.

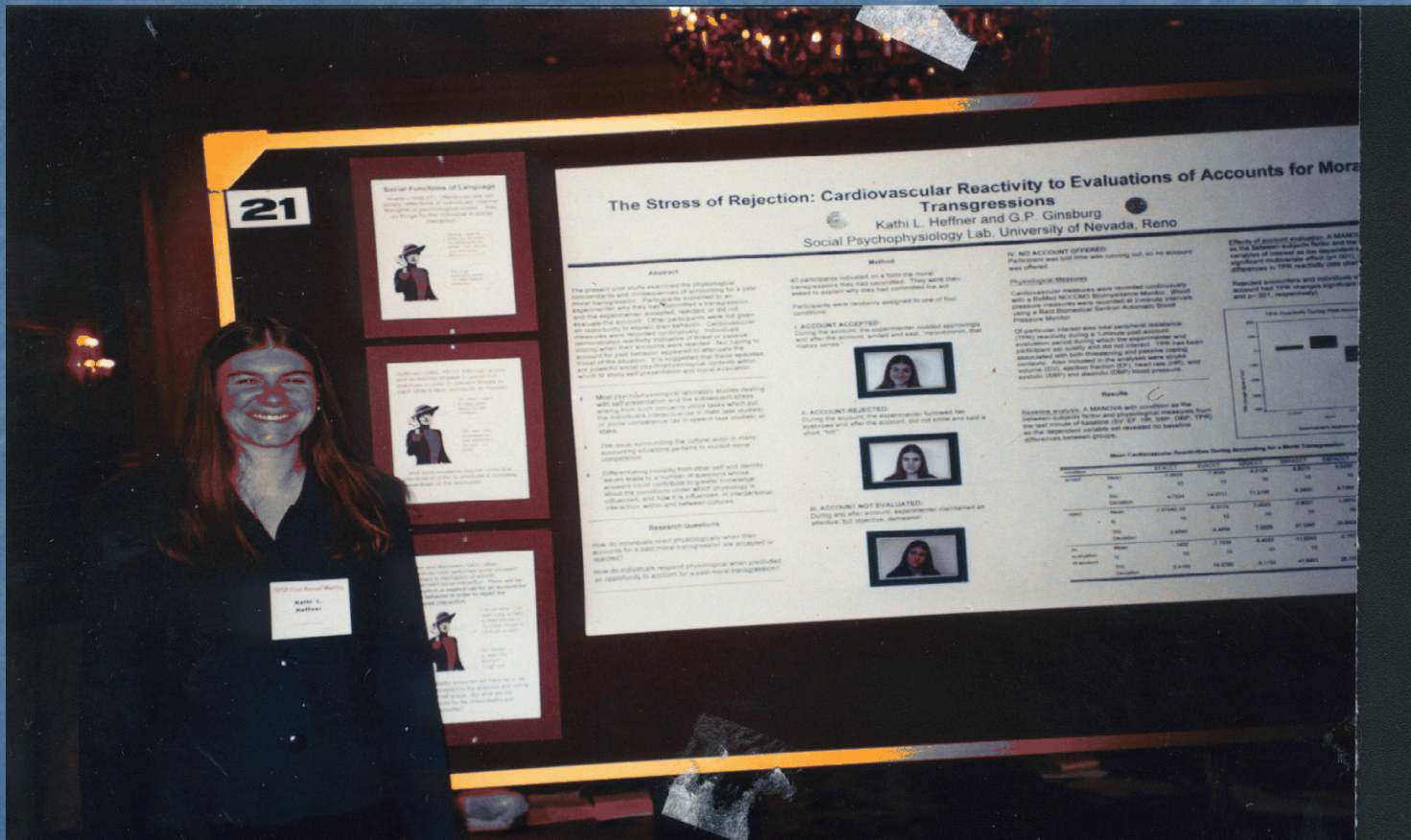
Older adults, on the other hand, showed the illusion of truth even after 1/2 an hour, but repetition helped them avoid the illusion effect (older adults' performance after 1/2 an hour was nearly identical to younger adults' performance after 3 days). After 3 days, older adults still showed the illusion of truth for once-presented statements.

Paradoxically, repetition increased the illusion of truth effect for older adults after three days, at which point fully 40% of the originally false statements seemed true. This "backfire" of repeated warnings about false information was completely due to an increase in the tendency to call three-presented false statements true (vs. once-presented false statements, $t(15) = 2.14, p = .03$). Consistent with a large literature on age-related memory changes, older adults seemed to find the repeated information highly familiar, but could no longer remember the truth-specifying context. In short, repeatedly warning your grandmother that it's not true that shark cartilage tablets help her arthritis will help her reject such treatment 1/2 an hour later, but after 3 days she may be more likely to think that shark cartilage is helpful than if you had warned her only once.

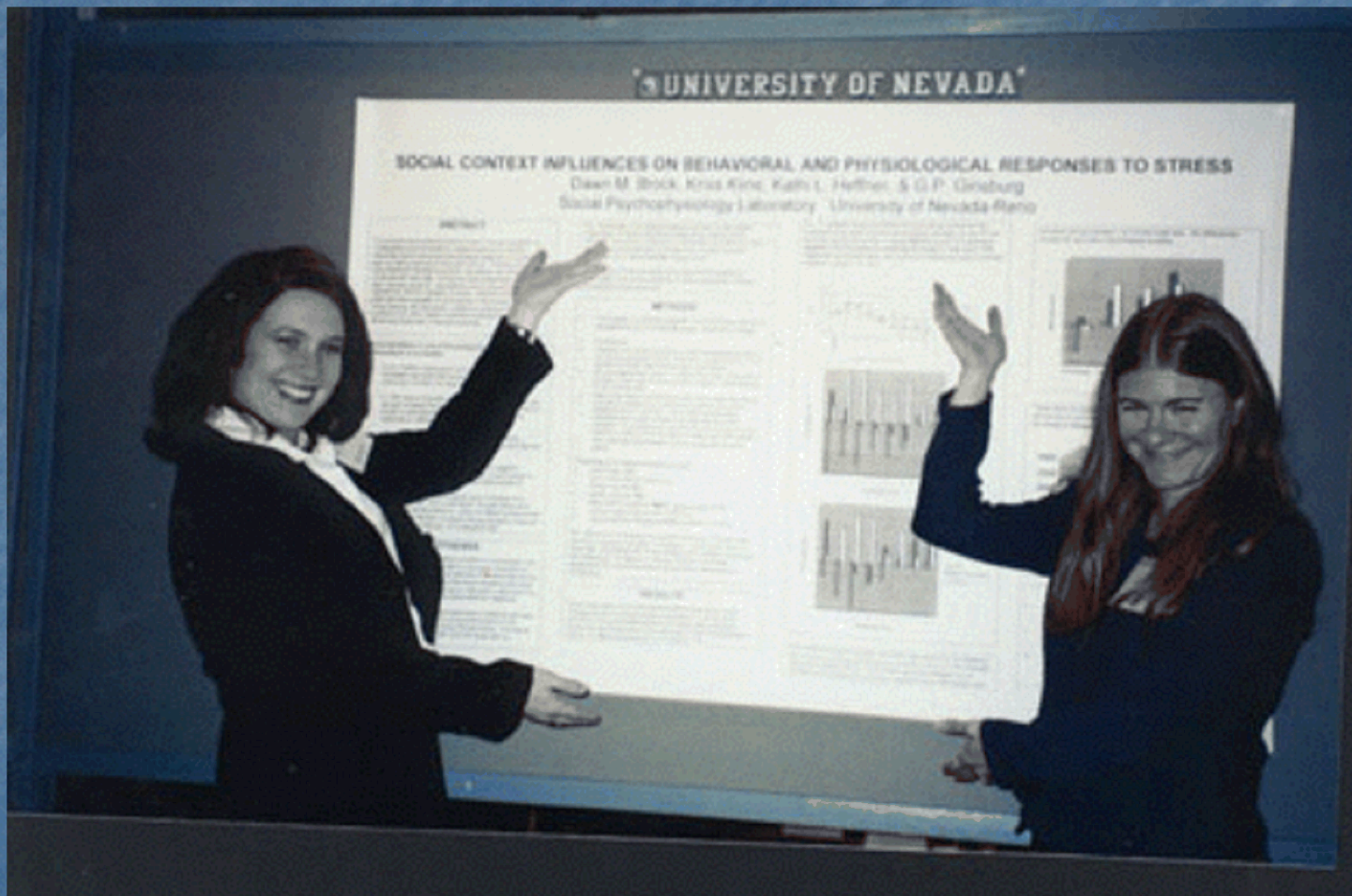
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- Skurnik, I., Molesworth, G. B., & Johnson, M. K. (2006). The illusion of truth and judgment: Misrepresenting influence or irrational bias? Manuscript under review.
- Spencer, W. D., & Rao, N. (1995). Differential effects of aging on memory for content and context: A meta-analysis. *Psychology of Aging*, 4, 521-539.

Blow-up Method...



Blow-up Method...



Your Handout

- Something for your readers to take home.
- If you are doing the blow-up method your original one page copy can also be your handout.
- If you are using PowerPoint, you can print out thumbnails of the slides or the outline view.
- Create one page “publication-looking” handout.
- Your research paper, if ready. If it is a draft say so! And note that the information should not be cited or quoted with permission.
- Make sure the handout includes a full citation including the conference name, date and location.
- If all else fails, have a sign-up sheet to gather emails and addresses so you can send information later.

Your Handout...

Presented at the American Psychology Law Society Conference
Austin, TX March 2002

Criminality Schemas & Eyewitness Identification: Methodological Considerations

M. Kimberly MacLin¹, Roy S. Malpass², Vivian Herrera², & Brandi Juntunen¹
¹University of Northern Iowa, and ²The University of Texas at El Paso

Abstract—Identifying a face in mock witness or eyewitness contexts is a complex cognitive process. However, it should be recognized that these cognitive processes are affected by relevant context information that is available to the witness. The situation of picking a person out of a photo spread lineup is laden with connotations of criminality and explicit criminal information is sometimes provided. Our previous research found that criminal information contaminates the cognitive processing of the verbal description and leads to misidentification of targets in a mock witness paradigm. Given the serious implications for eyewitness identification it was important to evaluate this "criminality effect" in an eyewitness context. This paper proposes methods designed to assess the effect of criminality on eyewitness identification.

Criminality

The literature has supported the notion that individuals hold well-formed criminal stereotypes (Ball & Green, 1980; Goldstein, Chance, & Gilbert, 1994; Shoemaker, South, & Lowe, 1977). Understanding the complex elements of these schemas or stereotypes and their effect on witness identification is critical.

We (MacLin & Herrera, 2001; Herrera, MacLin, & Malpass, 2002) have found that not only are there agreed upon elements of criminal schemas (see poster #47) but also that participants filter information through criminal schemas in making mock witness identifications.

Criminality & the Mock Witness

The situation of picking a person out of a photo spread lineup is clearly laden with connotations of criminality and explicit criminal information is sometimes provided (this person is wanted for a murder, burglary, etc). However, how does the presence of that information affect witness memory and identification?

Our previous research (MacLin, Malpass & Herrera, 2000; MacLin, Malpass & Herrera, 2001) examined how cognitive processing in a mock witness identification process was affected by differing information provided to the mock witness.

We examined the accuracy of research participants acting as witnesses in a mock witness paradigm in identifying a target (in target present or target absent lineups) under three different

information conditions: (1) physical information only; (2) criminal information only; and (3) both physical and criminal information.

A "criminality effect" is operating such that responses were skewed toward an individual who looked more like a criminal instead of the actual target which the physical description provided should have guided them to.

Given the serious implications for eyewitness identification of suspects it was important to evaluate this "criminality effect" in an eyewitness context.

Methodological Considerations

One of our goals was to preserve the eyewitness factors likely present in a real-world scenario yet benefit from experimental control. Thus, careful and thoughtful transposition of critical real-world variables to a laboratory setting was important.

Some variables to consider:

- Research context and ecological validity
- Plausibility of research scenario
- Surprise
- Faces of varying criminality

Stimulus Development: Finding a Perp

Males (N=33) were recruited from the University of Northern Iowa to have digital photos taken for possible use in a study.

Photos were head and upper body shot against a cinder block wall.

Research participants (N=29) acting as judges evaluated the photos on 7 point scales for typicality, distinctiveness, attractiveness, familiarity, likeability, memorability, and criminality.

They were also asked to provide a description of the face and indicate whether or not they knew the individual in the photo.

Criminality ratings were evaluated. Perp had to have a moderate to high criminality rating so lineups could be constructed around him such that in some instances he would have the highest criminality rating, and in others he would not have the highest rating.

Faces were excluded from consideration if: more than one judge indicated knowing the person; the person had dark hair (too few had dark hair, thus reasonable lineups would be difficult to construct around a perpetrator with dark hair); the person was wearing glasses or a hat in the photo.

Presented at the American Psychology Law Society Conference
Austin, TX March 2002

Stimulus Development: Crime Video

A video was created showing the theft of money out of a wallet in a graduate student group office space.

Efforts were made to ensure that the video looked "real" thus, the camera position was such that it appeared to be a surveillance camera (high, unobstructed, angled view).

Graduate students conversed, studied, worked on computers, and entered and exited the office. Seven minutes into the video, the perp who is alone in the office steals money out of a purse left on one of the desks.

The remaining portion of the video shows typical office activity; the owner of the wallet does not return during the portion of the tape that the participants are viewing (therefore there is no alert to the theft). The total video run-time is approximately 15 minutes.

The quality is good, providing opportunities to see side, front and back views of all students present (3 males—including the perp, and 6 females). The audio portion of the tape is not intended to be used.

Stimulus Development: Lineups

Three lineups were created:

- Target Present (TP)—5 visually similar foils, plus the perp comprise the lineup. The perp has the highest criminality rating.
- Target Present + High Criminality (TPC)—3 visually similar foils, plus the perp comprise the lineup. One of the foils has a higher criminality rating than all of the faces.
- Target Absent (TA)—6 visually similar foils comprise the lineup.

All lineups were subjected to a mock witness test of fairness (Malpass & Lindsay, 1990). Mock witnesses were provided with a physical description (derived from the judge's responses) and then asked to choose the man from the lineup.

White

Male
20-26 years old
Short, blond hair
Thin lips

Design

Criminality—Varying lineup construction
Research context—Varying awareness of true research purpose

Yielding a 3 (type of lineup: target absent, target present and target present + high crim) x 2 (research context: social perception study, eyewitness study).

Procedure

Eyewitness Study:

Participants will be told they are participating in a study on eyewitness identification and that they will be viewing a video and making a later identification. The participants will be given a lineup and a data sheet where they will indicate their selection as well as their confidence rating.

'Social Perception' Study:

Participants will be told they will view a closed circuit shot of office space in another building and that their task is to evaluate social distance, and various aspects of nonverbal communication on rating sheets provided to them. During a second session a week later they will presumably receive feedback on their nonverbal communication detection ability. The participants will be told that it was brought to the researcher's attention that some suspicious activity might have been viewed during last week's session, and that a member of public safety is there to follow-up and get additional information from them. They will then be given a lineup and a data sheet where they will indicate their selection as well as their level of confidence.

Discussion

A methodological goal of these proposed procedures is to evaluate the effectiveness and necessity of transposing as many critical variables from a "real" eyewitness situation (both in terms of estimator and system variables) into a laboratory procedure.

The main theoretical goal though is to evaluate whether the criminality effect is evident in eyewitness identification situations.

Conscientious researchers are already incorporating lineup calibration methods into their witness identification studies to ensure "fair" lineups.

However, current measures of lineup fairness do not take into account the "criminality" of the faces. We have already found this biasing criminality effect in a mock witness paradigm, with otherwise fair lineups, and if it is replicated in an eyewitness identification task, serious consideration must be paid to this overlooked bias inherent in both research and practice.

Contact Information

If you would like more information or would like a copy of the manuscript when it is ready, please contact Kim MacLin, Department of Psychology, University of Northern Iowa, Cedar Falls, IA 50614, or via email at kim.maclin@uni.edu. Check out our websites for information on our other research projects. Kim MacLin's: <http://fp.uni.edu/maclink> and Roy Malpass': <http://eyewitness.utep.edu>.

Don't Forget....

- Push pins
- At least 50 handouts
- Optional: business cards or address labels
- Carry your poster with you on your travels. Luggage does get lost!

The Big Day

- Dress professionally!! If you have ANY doubt as to what this might mean, ask a trusted friend or professor.
- Be prepared to give “tours” of your poster.
- Your poster session will typically be about 1.5-2 hours long.
- You are required to be present at your poster for that entire time, though you can (and should) sneak away to see other posters, just return promptly.
- Some conferences have a viewing period where your poster is up longer (before, after or both) than the actual session when you will be there.

The Big Day...

- Remember, this is a time to meet people and show off your research, so it is to your benefit to be present at your poster, AND to limit discussion with your friends (you can talk to them anytime).
- Relax! Enjoy the feedback, conversations and people you will meet. Remember, you DO know what you are talking about!

Useful Links

- www.uni.edu/harton/Poster.html
- http://fp.uni.edu/maclink/lab_documents.htm
- [http://www.kumc.edu/SAH/OTEd/jradel/Poster Presentations/PstrStart.html](http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html)