



Einführung in die Posterpräsentation

Seminar für Bachelorstudierende
Atmosphäre und Klima; HS 2023,
Jan Wohland

Warum reden wir über Poster?

Ihr präsentiert ein Poster in der letzten Session vom Seminar (21.12.)

1 Poster pro Forschungsgruppe

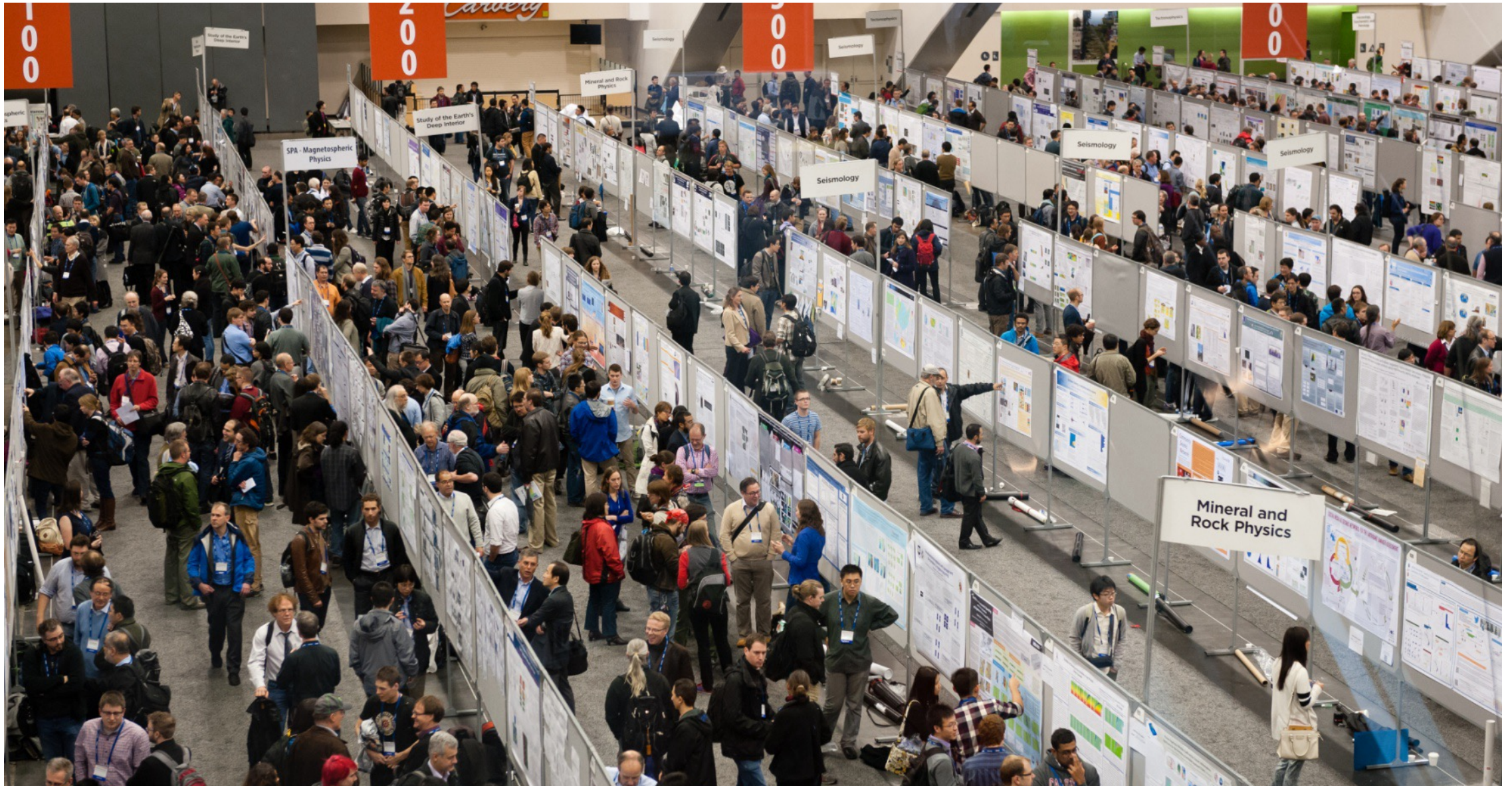
Anwesenheit erforderlich → Diskussionen am Poster

Kurze Posterpräsentation vorbereiten (ca. 2 Minuten)

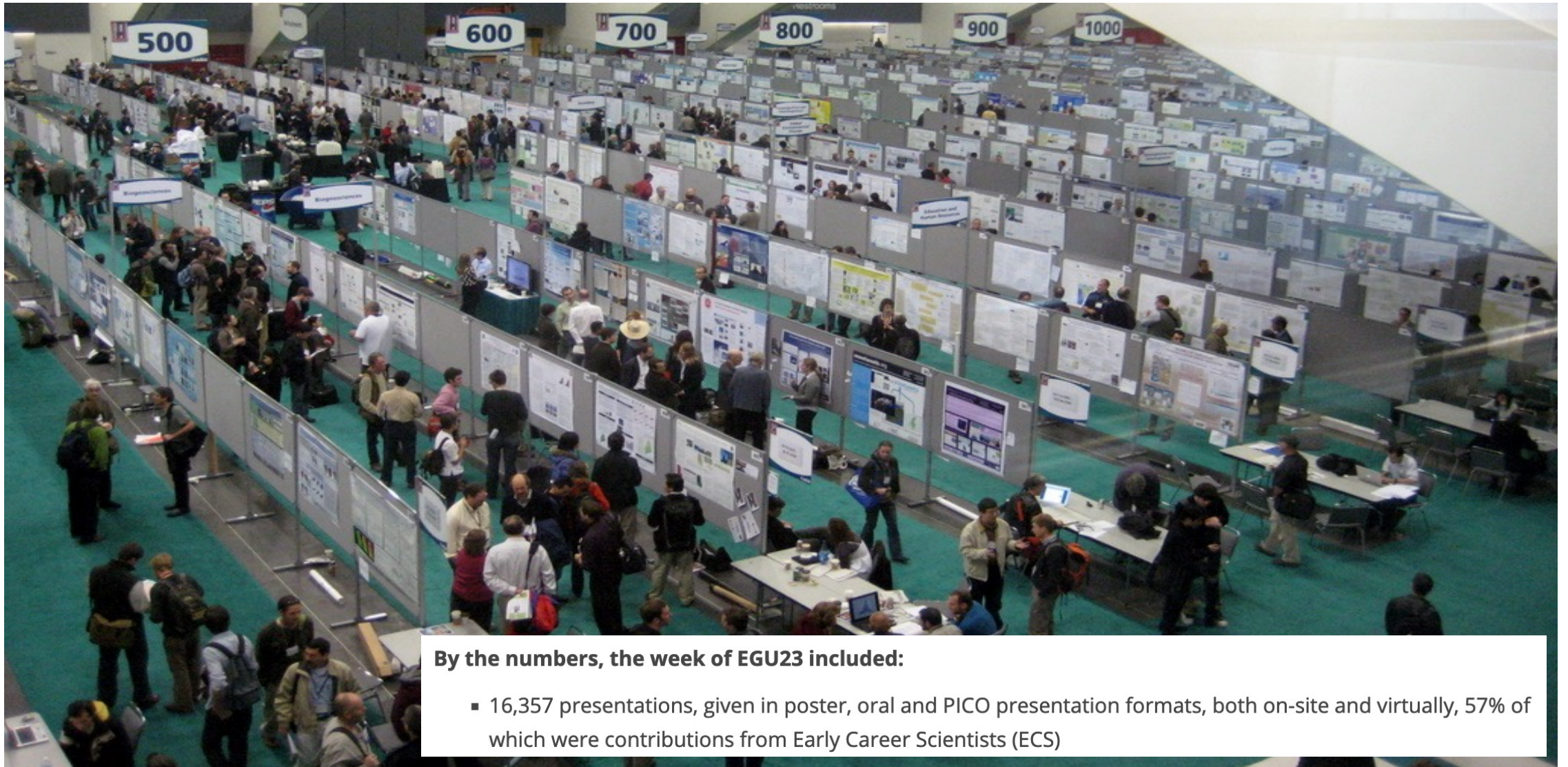
→ Was steht in den Papern der anderen Gruppen-Mitglieder?

IAC Mitarbeiter besuchen die Poster

Poster Session AGU (American Geophysical Union)



Poster Session EGU (European Geophysical Union)



By the numbers, the week of EGU23 included:

- 16,357 presentations, given in poster, oral and PICO presentation formats, both on-site and virtually, 57% of which were contributions from Early Career Scientists (ECS)

Warum präsentieren WissenschaftlerInnen Poster?

- 2 Standard Konferenz Formate: Poster und Präsentation
 - Präsentationen generell schwieriger zu bekommen
 - Unterschiedliche Möglichkeiten für die Interaktion: Posterdiskussion können viel detaillierter sein
 - Poster sind meistens besser für work in progress
 - Präsentationen haben mehr Prestige und werden oft mehr wahrgenommen

Was muss auf das Poster?

Titel/Überschrift des Posters

Why does it matter / Introduction

Name und Titel der Studierenden sowie das Logo der Institution

Literaturangaben

Acknowledgements (wer hat geholfen → z.Bsp, PhDs, Professoren, Freunde, Kommilitonen,....)

Querformat (bei uns)!

ETH zürich Organisationseinheit verbal optional auf 2 Zeilen

Title for the poster, as brief and concise as possible

Author one¹, Author two², Author three³
¹Organisational unit, ETH Zurich; ²Organisational unit, University X; ³Organisational unit, University Y

1 Introduction

This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live the blind texts. Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.

2 Method Overview

- This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live.
- Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean. A small river named Duden flows by their place and supplies it with the necessary.

3 Materials

- This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia.
- A small river named Duden flows by their place and supplies it with the necessary regalia. It is a paradisematic country.

4 Conclusion

- This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia.
- There live the blind texts. Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.

Lorem Ipsum	dummy text	dummy text
dummy text dummy text	■	■
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dummy text	■	■

5 Results and Discussion

This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live the blind texts. Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.

Triggerfinanzierung: 1326 (72%)
1848 (28%)
18% (7%)
7% (3%)

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References

- This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live the blind texts.
- Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.
- A small river named Duden flows by their place and supplies it with the necessary regalia.
- It is a paradisematic country, in which roasted parts of sentences fly into your mouth.
- This is a dummy text. Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live the blind texts.
- Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.

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<https://ethz.ch/staffnet/en/service/communication/corporate-design/templates/scientific-poster.html>

Barriers, enablers and related strategies in relation to supported post-secondary education for people with mental health challenges: a pilot organizational case study*

Robert McEwan¹, Priya Subramanian², Erica Lundberg^{1,2}, Abraham Rudnick² (arudnic2@uwo.ca)

1. Fanshawe College, London, Ontario; 2. University of Western Ontario, London, Ontario

Abstract

Objective: In this project, we searched for enablers and barriers of successful completion of a college education for persons with mental health challenges. **Methods:** We examined relevant available documents published or posted by the college, including college policies, information web sites, minutes of committee meetings and college brochures, and we documented the references in these documents to issues related to students with mental health challenges. We also conducted individual semi-structured interviews with administrators, faculty, support staff, and counsellors from the college, asking them to identify and elaborate on such enablers, barriers and related strategies to facilitate supported education. **Results:** The college has addressed the requirements of the Ontario Human Rights Code by developing structures and processes which appear to meet the college's responsibility to provide appropriate educational accommodations for students with disabilities. However, these structures and processes depend on disabled students being proactive in their search for educational accommodations for their disabilities, which may act as a subtle and invisible barrier for many students with mental health challenges. **Conclusion:** Further research on supported education for persons with mental health challenges is required.

Introduction

1. Psychiatric symptoms are reported by 5-12% of the college student population (Megivern et al., 2003).
2. Anecdotal evidence suggests that the dropout rate for students with psychiatric concerns is even higher than the 60% dropout rate of other high-risk students (Fanshawe College 2008).
3. Students with mental health challenges may face personal, environmental, and system barriers at the college, which may contribute to their increased risk of dropout (Loewen, 1993).
4. Supported post-secondary education (Collins et al., 1998) may prevent such students from withdrawing from college, but is highly underused (Megivern et al., 2003).
5. Although there have been some promising studies regarding supported post-secondary education outside of Canada (e.g., Dunn et al., 2008; Mowbray et al., 1999), generalization from these findings to the Canadian context may be problematic.
6. With a better understanding of barriers and enablers of supported education of College students with mental health challenges, various departments at the college may be able to improve their services to students with mental health challenges. The result could be a lower dropout rate and later on a higher employment rate for students with mental health challenges. More immediately, the result could be more satisfaction on the part of students with mental health challenges and others involved.

Objective and Questions

We aimed to study barriers, enablers and related strategies in relation to supported post-secondary education of people with mental health challenges in a Canadian College (Fanshawe College in London, Ontario). These three components of the study objective – what are **barriers**, what are **enablers** and what are **suggested strategies** – composed the three main research questions.

Methods

1. Design and setting: Cross-sectional organizational case study (Yin, 2008), using semi-structured interviews with Fanshawe College employees and document review.
2. Sample: A purposive sample of 13 College employees were interviewed, consisting of teachers, counsellors, administrators, and support staff. Sample size for the interviews was determined according to relevant published norms for qualitative data saturation (Morse, 2000). All relevant available College and related documents were reviewed.
3. Instruments and data collection: The interviews were based on an interview guide created by the investigators, and were conducted by a trained and supervised research assistant. Documents were reviewed by the principal investigator based on a document review guide created by the investigators.
4. Analysis: Comparative thematic analysis (Boyatzis, 1998) was conducted on the data. Credibility was established by triangulation of data collection methods and of information sources (interviews and document review) and by peer debriefing among the investigators.
5. Ethics: The ethics review boards of both Fanshawe College and the University of Western Ontario approved this project, and written voluntary informed consent was obtained from the participants (interviewed employees). Review of documents that were not in the public domain was approved by Fanshawe College's administration.

Results: Review of Documents

1. Official Policy Regarding Students with Disabilities

Policy 2-A-09 is the college's response to the requirement of the Ontario Human Rights Code, specifically the requirement that all individuals, regardless of disability, have the right to an accessible education. Persons with mental illness are considered to have a disability covered by Policy 2-A-09 and the college states its commitment to providing appropriate accommodation for these students. In Policy 2-A-09, an accommodation is considered appropriate if "it will provide an equal opportunity to attain the same level of performance, or to enjoy the same level of educational benefits experienced by others." (Section 2.2) This policy, although generic, may be considered an **enabler**.

2. Direct Evidence from Other Documents

We examined dozens of documents, including college policies, information on the Fanshawe College website, minutes of meetings from various committees, and a range of brochures published by the college. In all of that material, the term "mental illness" was used only a few times. In each instance there was an almost identical reference to mental illness as a non-visible disability. Such relative dearth of direct reference to mental health challenges may be considered a **barrier**.

3. Indirect Evidence from Other Documents

We reviewed indirect evidence, i.e., how the response of the college to students with mental health related disabilities compares to the college's response to students with other types of disabilities. It is common in all the material which we examined to group together all students with disabilities. This is particularly true when talking about accommodations, many of which have a generic applicability to many types of students and learning styles.

In many instances, this generic approach to disability is an **enabler**. The Course Registration Guarantee for a Student with a Disability form illustrates the usefulness of such a generic approach. Students who meet the entrance requirements of the program and who need to take a part-time course load because of their disability are guaranteed a place in a program by means of this policy. This is an excellent example of a process which acts as an enabler for all students with disabilities, not only those with mental health challenges. Other examples of generic enablers include access to the Bursary for Students with Disabilities for those who meet the financial guidelines, use of extended time on tests, access to free tutoring services, and access to the computer laboratory.

Yet, it appears that many accommodations clearly benefit some sub-groups of students more than others. For example, in the Accessibility Plan (September 2009), there is a focus on the accessibility of the physical facilities, such as a rest area for students with medical/chronic pain issues and private voice-to-print study rooms. Within the report, there is also a description of accommodations designed for particular target groups: technology purchases for apprentices with disabilities, transitions workshops for Grade 11 students with learning disabilities, an audit of services of ASL contracted interpreters, transitions workshops for students sponsored by WSIB, instructional videos for Apprentices, and a research project focusing on employment for students with mental health challenges. Thus, for some purposes, the generic approach to disability is also a **barrier**.

Also, the information outlining the availability of accommodations may be missed by some students, which can be a **barrier**.

Results: Interviews with College Employees

Barriers:

1. Lack of awareness and of knowledge of Disability Support Services (DSS) before students begin their schooling.
2. Obscure location of information about DSS in the application package.
3. Inadequate counselling prior to choosing a program, sometimes leading to a mismatch between student abilities and the required abilities for the program.
4. Lack of student self-awareness of the need for support services.
5. Reluctance by the student in disclosing disabilities to the DSS or disclosing them too late in the course.
6. Stigmatizing attitudes by peers, by staff and by the students themselves in relation to individuals with psychiatric disabilities; and the belief of some faculty that accommodations are an advantage rather than a compensatory strategy.
7. Fatigue from past failures in the use of DSS inside and outside the college.
8. Compounding effects of one or more additional physical disabilities.
9. Active psychiatric symptoms and side-effects of medications.
10. Lack of designated study space at home, financial burden, and other unmet basic needs, such as safe housing and food.
11. Absence of mandatory confidential communication between DSS and the faculty member regarding the student's disability and accommodations required.
12. Lack of flexibility in completing a course over an extended time period, due to effect on government financial assistance.
13. College emphasis on meeting attendance criteria, which can be challenging for some individuals with psychiatric disabilities e.g., poor motivation or sedation as side-effect of medication.
14. Financial and resource constraints in the college, e.g., insufficient numbers of student success advisors.

Enablers:

1. Presence of (formal or informal) supports prior to college entry.
2. Tours of the college prior to start-date and a single point of contact for all information in the college.
3. Internal student characteristics such as extroversion, assertiveness, active help-seeking and sociability.
4. Peers, i.e., being part of a study-group, acquaintance with other students who have experience with mental illness, on and off-campus peer support groups, and peer tutors.
5. Family and friends as key off-campus supports, particularly in relation to making decisions about course-load and other academic commitments. However, such natural supports were thought to be challenging to access for those students whose hometown is not London.
6. Active interventions by the DSS when the student's academic progress is in crisis, e.g., advocacy and negotiations.
7. Presence of multiple campus-based supports such as the library service, helpdesk for computer-related issues, the learning centre, taxi chits to transport students to emergency room if needed, and emergency funds and bursaries to facilitate accommodations.
8. The availability of accommodations, both inside the college and during field placements, through the DSS office.
9. The student success plan, a learning plan created by the student with the DSS counsellor and the student success advisor.
10. Group teaching sessions by the DSS on certain psychiatric disabilities for employees of the college.
11. Availability of online courses and the posting of tutorial notes online as potentially helpful strategies for students with psychiatric disabilities, although level of technological savvy required and/or cognitive challenges may deter some individuals from pursuing them successfully.
12. Excellent working relationship with outside agencies focussed on rehabilitation and employment.

Suggested strategies:

1. Reduction in the student-teacher ratio and reducing the use of large-group teaching.
2. A greater emphasis on pedagogy and continuing professional development.
3. Planned computerized system to ensure follow-up of students who attend the disability support services office.
4. A certificate of achievement of specific skills for non-completers to help demonstrate job-readiness.
5. An automatic confidential disclosure directly by disability support services to the faculty and a computerized system to remind faculty of the students who need accommodations prior to tests and assignments.
6. More flexibility regarding definition of full-time studentship.

Discussion and Conclusion

1. An enabler is that Policy 2-A-09 provides an appropriate framework that meets the college's responsibility for providing accessible education to students with disabilities.
2. A central barrier is that students may not be sufficiently aware of the disability-specific support services which are available to them in the college. This may not be sufficient for individuals with mental health challenges, who often do not follow the traditional educational progression, who do not have an established community support network, or who may have a learning disability or other cognitive impairment that may pose difficulty with this type of information provision.
3. Another central barrier is that, currently, the Disability Services are reactive, as the student must self-refer to them, must provide the appropriate documentation, must arrange to meet with the counsellor, and must have the ability to maintain that contact. Furthermore, any help related to his or her disability only becomes systematically available after the individual has been accepted into the college.
4. Yet another potential barrier is that students with mental health related disabilities are not as clearly identified for accommodation as are students with other types of disabilities.
5. The needs for educational accommodations of students with mental health challenges may be more difficult to satisfy than those of students with other types of disabilities. Like students with other forms of disabilities, students with mental health challenges may need exam accommodations in the form of extended times or distraction-reduced settings, as people with mental illness they may also need flexibility in terms of course completion dates, greater pre-admission counselling, more proactive and ongoing direct intervention by the disability counsellors, and more wrap-around services in collaboration with community agencies.
6. Additional enablers and barriers were found, starting in the period prior to the enrolment process and up to exit from the college. These include factors related to the student's personal characteristics, the different disabilities experienced, and the services and on-campus and off-campus supports available to students.
7. Suggested strategies to enhance supported education for students with mental health challenges included enhancement of current strategies, such as increasing the number of student success advisors; introduction of new strategies, such as implementation of automated confidential disclosure (which would require ethical deliberation); and policy change, such as more flexibility regarding definition of full-time studentship.
8. Our study is limited, partly because it has a relatively small sample size, partly because it is cross-sectional, and partly because it examined only one organization. Still, its findings are suggestive.
9. Our findings point to a variety of barriers, enablers and related strategies that, if addressed, may enhance supported education for students with mental health challenges and, following that, could improve outcomes for these students.
10. Further research on supported post-secondary education for people with mental health challenges is required. As part of that, our group is studying combining supported post-secondary education with supported employment for individuals with mental health challenges, in order to try to improve vocational outcomes for this population.

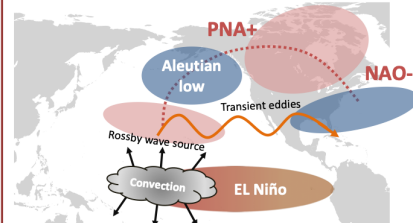
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1 Introduction

The **El Niño Southern Oscillation (ENSO)** exerts a remote impact on the North Pacific and North American winter climate. Both observational and model studies have suggested nonlinearities in this teleconnection. However, it remains unclear if possible nonlinearities arise from the forcing strength or the forcing location in the tropical Pacific, or from factors external to the tropical Pacific. To separate these factors, an idealized model is forced with seasonally varying sea surface temperature (SST) with **linearly varying strength at a fixed location**.

Nonlinearity in the North Pacific response has important impacts on the **teleconnection to the North Atlantic/European region across North America** and through the stratosphere (Jiménez-Esteve and Domeisen, 2018). In addition, nonlinearity in ENSO teleconnections may have important consequences for potential changes in the diversity of ENSO with climate change.



Schematic of the El Niño wintertime North Pacific teleconnection
Red/blue shading denote positive/negative geopotential anomalies. The dotted red line indicates the direction of propagation of the PNA Rossby wave train.

2 Model Simulations

In this study we use *Isca* (Vallis et al., 2018), a framework for idealized modelling of the global circulation of planetary atmospheres. It uses the **GFDL dynamical core** and simplified parametrizations, including **moist and radiative processes**.

We design a set of **experiments to mimic the tropical Pacific ENSO-like SST forcing**. The simulations consist of a climatological run, following the 1958-2016 monthly climatology from NOAA ERSSTv4 (Huang et al. 2015), and 4 experiments with ENSO-like forced SSTs (with **linearly varying strength at a fixed location**). Forced SST anomalies are obtained by regressing the standardized ONDJF mean Niño3.4 index onto the SST field for each month into the future for January to July and into the past for December to May. To generate a **smooth seasonal cycle** the May–July values are averaged between the regressions into the future and the past.

MODEL CONFIGURATION

- T42 resolution and 50 levels in the vertical up to 0.02 hPa
- Prescribed seasonally evolving sea surface temperatures and sea ice.
- Simple convection scheme (Betts-Miller) but no cloud microphysics.
- Multi-band radiation scheme (CO₂, ozone, water vapor)
- Realistic topography and land-sea contrast following Thomson and Vallis (2018)

Experiments	Years	Niño3.4 DJF anomaly
Strong El Niño	129	3.0 K
Moderate El Niño	129	1.5K
Climatology	130	0.0 K
Moderate La Niña	129	-1.5K
Strong La Niña	129	-3.0K

3 From the tropical convection to the Aleutian low

First, we study the model North Pacific winter (DJF) response to the 4 idealized tropical Pacific ENSO SST forcings (see table in section 2). We analyze the response in terms of precipitation, upper tropical troposphere divergent wind and North Pacific sea level pressure (SLP). The chain of mechanisms that lead to the nonlinear North Pacific response is described below.

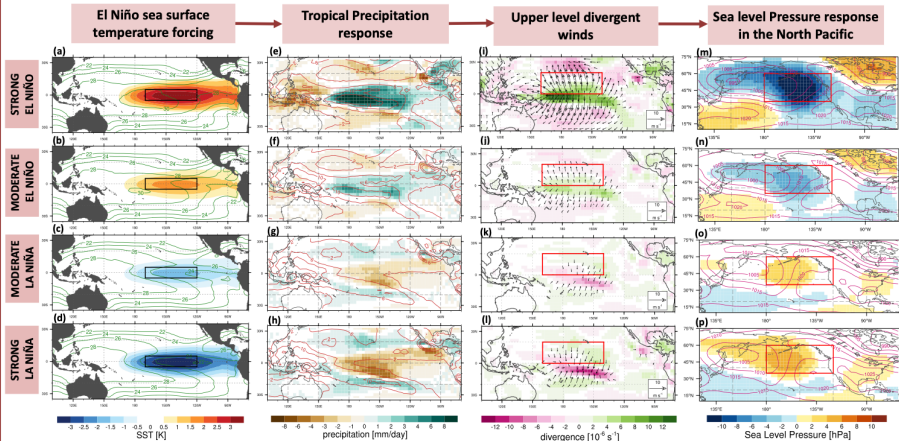


Figure 1. (a–d) December–January–February (DJF) SST forcing, (e–h) mean precipitation (resolved + parameterized), (i–l) divergence (shading), (m–p) SLP response at 150 hPa and (m–p) SLP response in the North Pacific region, for strong and moderate El Niño and strong and moderate La Niña forcings. Red boxes indicate the area where (i–l) the meridional divergent wind and (m–p) the Aleutian low SLP indices are defined, that is, [0–20°N, 160–220°E] and [35–60°N, 180–240°E], respectively. Only statistically significant values above the 99% confidence level are shown. Contour lines indicate absolute values of the respective fields

4 Seasonal evolution

- While the forced SSTs are linearly spaced by design, the divergent wind response exhibits nonlinear behavior with respect to the forcing. This nonlinearity also appears in the extratropical SLP response.
- For strong El Niño events SLP anomalies in the eastern North Pacific reach almost -10 hPa in JFM, whereas for moderate events they only reach -3 hPa. For moderate La Niña the DJF SLP anomalies reach around 2 hPa and for strong La Niña only slightly over 3 hPa.
- The peak in SST anomalies is in December (see NDJ mean), while for the upper divergent wind the response peaks 1 month later (DJF).

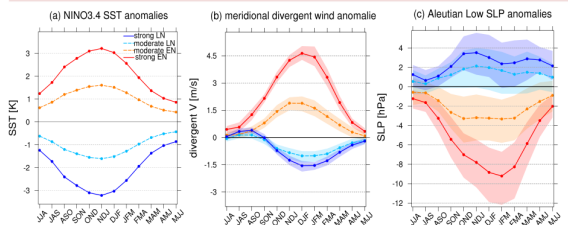


Figure 2. Seasonal evolution of the 3-month running mean of (a) the Niño3.4 index anomalies, (b) the meridional divergent wind index response, and (c) the Aleutian low SLP index response. Shading upper and lower limits display the upper and lower quartiles, respectively. The indices are computed by averaging over the boxes in Figures 1.

5 On the origin of the nonlinearity

The nonlinearity can be traced back to the relationship between the SST and the tropical upper troposphere divergent wind (due to convection). The relationship between the divergent wind and the extratropical SLP response is very linear.

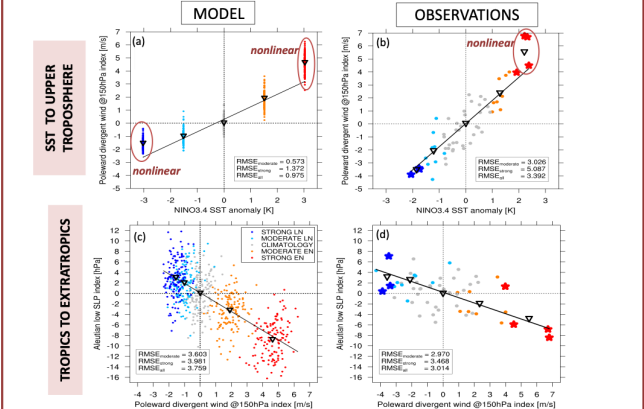


Figure 3. (a) *Isca* model and (b) JRA-55 reanalysis (Kobayashi et al., 2015) DJF tropical upper troposphere poleward divergent wind anomaly index with respect to the Niño3.4 anomaly. Panels (c) and (d) as in panels (a) and (b) but for the poleward divergent wind and the Aleutian low SLP anomaly indices, respectively.

6 Spatial pattern of the nonlinearity

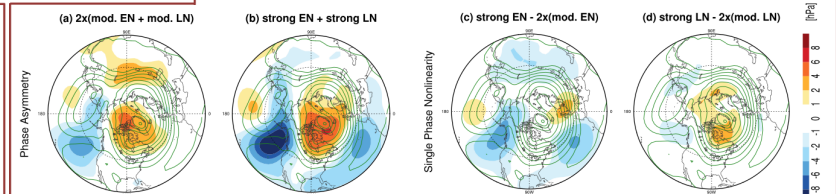


Figure 4. DJF model sea level pressure response asymmetry for (a) twice the moderate and (b) strong ENSO forcings. (c) El Niño and (d) La Niña single phase nonlinearity. Green contours indicate climatological values computed from the climatological simulation. The contour interval is 5 hPa.

- The **asymmetry** is found to be stronger (more than double) for strong events than for moderate events. For a strong ENSO forcing, the asymmetry is more than 8 hPa in the eastern North Pacific and extends well into the North Atlantic.
- The **single phase nonlinearity** is stronger for El Niño than for La Niña phase. In the North Atlantic, a negative NAO dipole anomaly suggests the existence of nonlinear eddy feedbacks that strengthen the negative NAO during strong El Niño events.

7 Conclusions

1. In a simplified physics atmospheric model, linear changes in strength of ENSO SST forcings yield nonlinear teleconnections in the Northern Hemisphere.
2. The ENSO teleconnection to the North Pacific exhibits strong nonlinearity mainly for strong El Niño.
3. The North Pacific extratropical nonlinearity can be traced back to the relation between convection (divergent wind) and the underlying SST in the tropical Pacific.

Poster rule 1: Look at me! – Title

Your title is a condensed statement of the **main message**, make it large and clear!

Make it as **interesting** as possible: in question form, unusual choice of words – be creative!

How about a headline (everyday language, understandable to a larger audience) rather than a title?

(Material by Pamela Alean-Kirkpatrick 2004)

OCEANOGRAPHY

Fresh news from the Atlantic

The Atlantic overturning circulation plays a key role in large-scale climate but how it varies is not well known. Now a study proposes that the weakening it may have experienced in the late 1970s is unprecedented over the last millennium.

Didier Swingedouw

IMPACTS

Heated debate on cold weather

Erich M. Fischer and Reto Knutti

Arctic warming has reduced cold-season temperature variability in the northern mid- to high-latitudes. Thus, the coldest autumn and winter days have warmed more than the warmest days, contrary to recent speculations.

CLIMATE SCIENCE

Autopsy of two mega-heatwaves

Record-breaking heatwaves in 2003 and 2010 surprised both the public and experts. Observations provide new insights into how temperatures escalated to unprecedented values through the interaction of boundary-layer dynamics and land surface drying.

Erich M. Fischer

Poster rule 1: Look at me! – Visual impact

A large portion should be graphics. If you are forced to display words, use flow diagrams, keyword lists or selective tables.

Minimum amount of text: «the less - the better»

Clear structure and layout

Good use of font size and colour

(Material by Pamela Alean-Kirkpatrick 2004)

Poster rule 2: Read me!

Make your poster easy to read and easy to follow.

The shorter the text, the greater the chance that people will read your poster.

Use a large and easy-to-read font, readable from at least 3 meters

Leave enough white or empty space (large line and paragraph spacing)

(Material by Pamela Alean-Kirkpatrick 2004)

Poster rule 2: Read me!

Figure captions: All figures should have self-explanatory captions and legends

Structure: Make it clear in which order the poster should be read

Structure: Designate distinct areas for objectives and conclusions.

(Material by Pamela Alean-Kirkpatrick 2004)

Poster rule 2: Read me! – Warnings

Background pictures or colors are attractive but tend to make affect readability

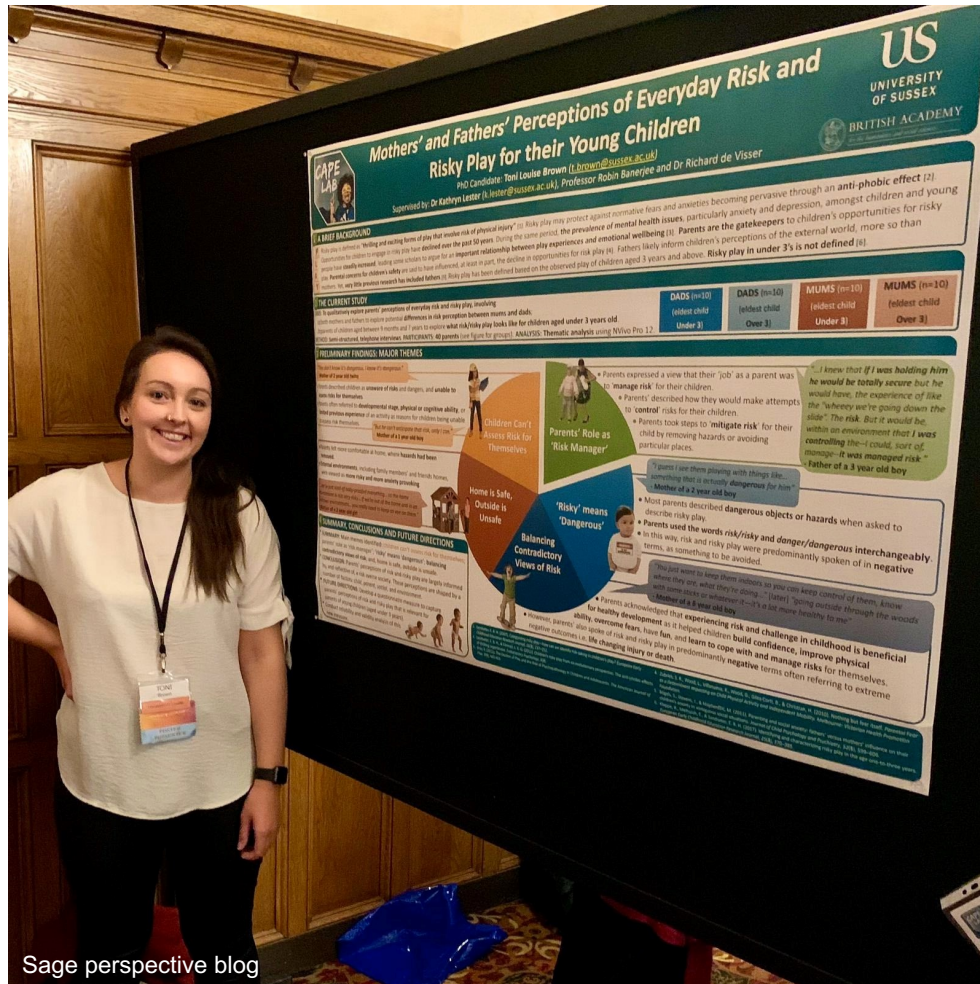
Colours and contrast are different on screen and on printouts. Try on A4 or A3

Make sure that figures, figure legends are readable



(Material by Pamela Alean-Kirkpatrick 2004)

Was passiert am Poster?



Sage perspective blog

Gesprächsbereitschaft signalisieren

Besucher begrüßen

Can I walk you through my poster? (Wenn ja, dann 2-3 Minuten Zusammenfassung)

Feedback notieren

Diskutieren

Selber rumlaufen wenn möglich: auch die anderen haben gute Poster

Drucken

- In Powerpoint A0 PDF exportieren, bzw. A0 Seitenformat einstellen
- PDF als Test auf A4
- Druck über Webportal:

<https://www.print-publish.ethz.ch>

Plakate+Poster → Poster Grossformat

→ A0, Standardpapier, farbig, ohne zusätzliches Material, keine Laminierung

WICHTIG!!! Rechnung: → Interne Verrechnung via Kostenstelle

Kostenstelle: FOLGT

Bitte drucken sie das Poster unter Ihrem Namen

Mail an mich sobald gedruckt, sonst wird nicht bezahlt!