Polishing your poster and preparing for your presentation

29 November 2021 Modern Research Methods

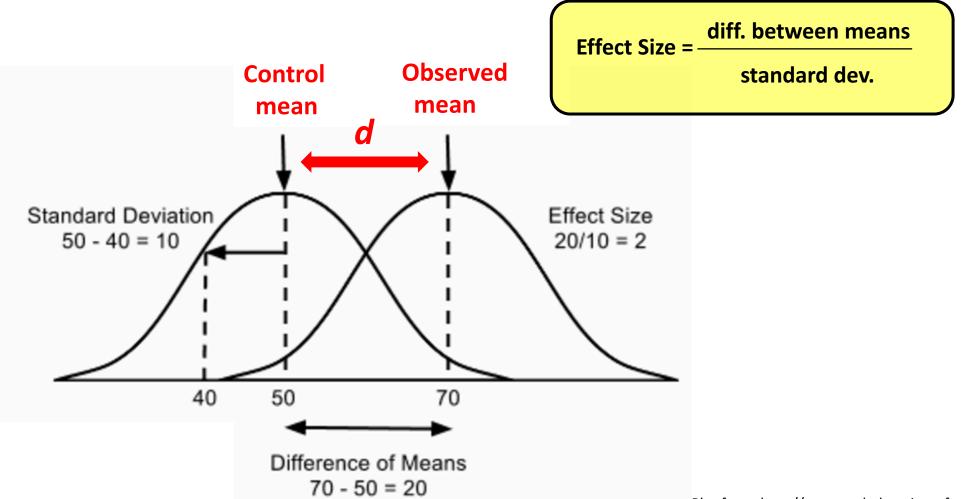
Poster presentations

- I've left comments on all the posters please address all these for the final poster
- Final draft due at noon tomorrow (I will download them at noon and send them off to be printed)
- Presentation scripts due at noon tomorrow

Revision notes

- You should have plotted the relationship between effect size and each of your moderators, and chosen 1-2 that are the most theoretically interesting
- Your moderator plots should be polished
- If possible, make specific moderator predictions in the background section
- While you won't be able to put all plots on your poster, you should know how all the moderators relate to effect size – someone may be interested!
- Explain clearly how effect size was calculated

Quantifying the magnitude of an effect

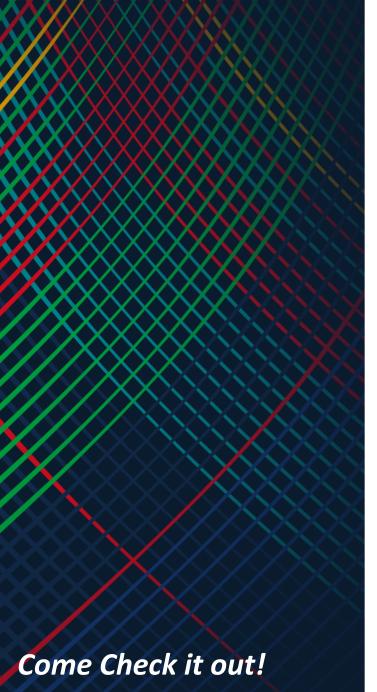


Plot from: http://www.realeducationreform.com/questions.html

Interpreting Cohen's d

Size	Description	Cohen's Intuition	Psychological Example
.2	"small"	Diff. between the heights of 15 yo and 16 yo girls in the US	Bouba-kiki effect in kids (~.15; Lammertink, et al. 2016)
.5	"medium"	Diff. between the heights of 14 yo and 18 yo girls.	Cognitive behavioral therapy on anxiety (~ .4; (Belleville, et al., 2004) Sex difference in implicit math attitudes (~.5; Klein, et al., 2013)
.8	"large"	Diff. between the heights of 13 yo and 18 yo girls.	Syntactic Priming (~.9; Mahowald, et al., under review) Mutual exclusivity (~1.0; Lewis & Frank, in prep)

(Cohen, 1969)



Undergraduate Psychology Poster Session

The students of Social, Cognitive, and Modern Research Methods invite you to a poster session.

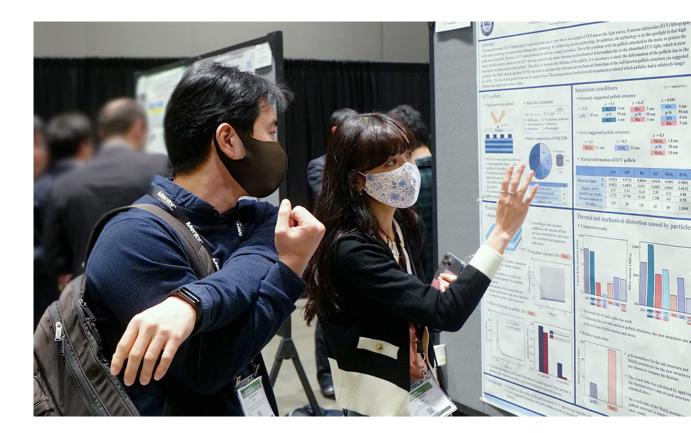
Thursday December 2nd 4:30-6pm Baker Hall 336 Classrooms

All faculty, post-docs and grads are invited to cast ballots for the best poster prize.

Take a break and check out the impressive research conducted this semester!

Poster presentation

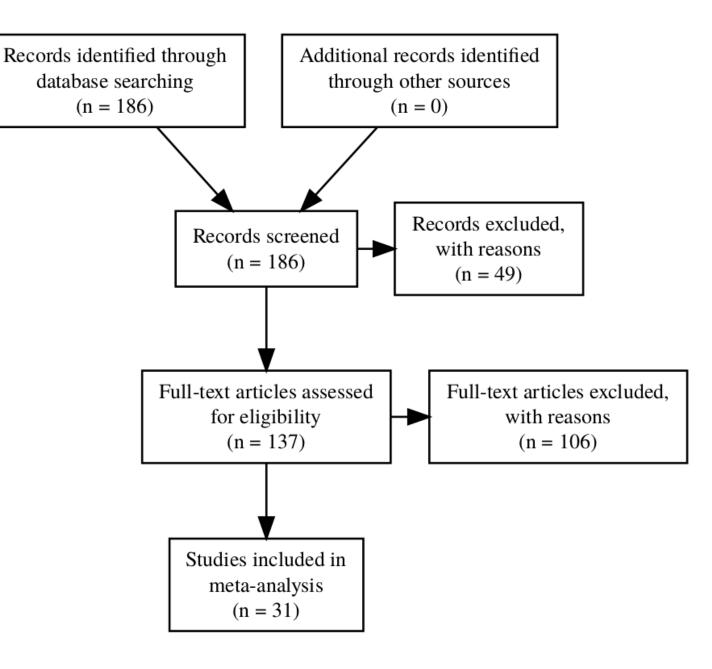
- First hour will be poster presentations
- Judges and community members will stop by your poster
- 3-4 min. presentation of your poster, with each group member presenting one part
- After presentation (or during), they will ask follow-up questions



Presenting Poster Guidelines

- Think of your poster as a visual aid to your oral presentation
- The poster should **help you** make your points
- Your oral presentation should include points beyond those that are explicitly stated on the poster.
- Make sure you clearly state when you're moving on to a new section (e.g. "Moving on to Methods....")
- Make sure you explain each of the figures
 - What they're called
 - How to interpret them
 - Assume the audience doesn't know what your plots mean

- "This is a PRISMA flow diagram
- It shows the phases of our systematic review of the literature
- [walk through the phases]

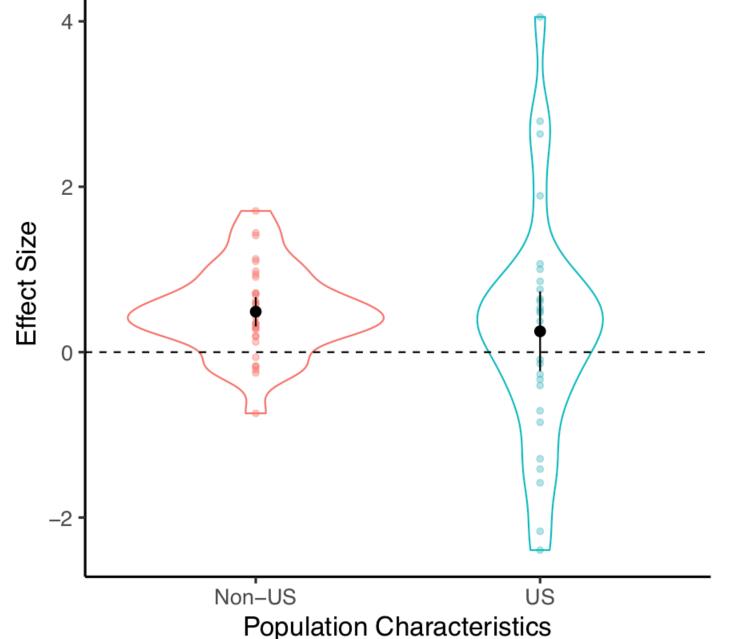


- "This is a Forest Post
- Each point is an effect size in our MA
- The left side identifies the study the effect size came from
- The right side shows the effect size estimate for that study
- The red diamond at the bottom shows the overall meta-analytic mean, which is ..."

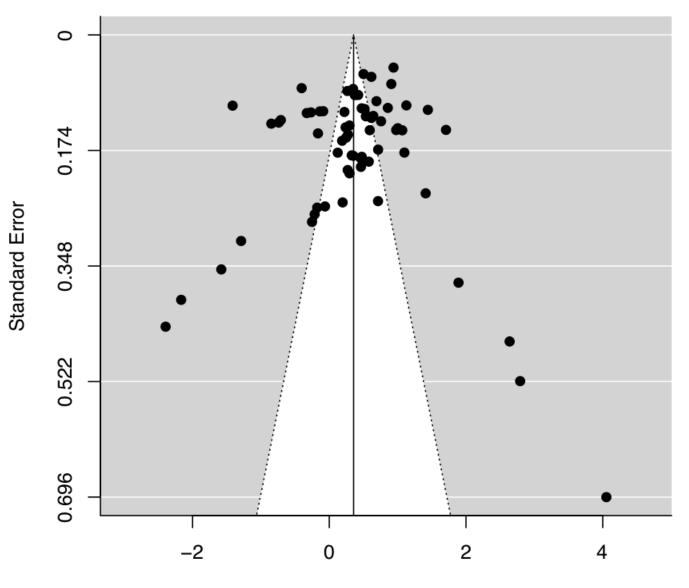
Study		Estimate [95%
schug2016		-0.17 [-0.46, 0.
	1 1	
schug2016	[= 1	0.27 [-0.02, 0.
blank2004		0.33 [-0.03, 0.
blank2004	H	0.12 [-0.22, 0.
blank2004	-	0.35 [-0.01, 0.
blank2004		0.58 [0.20, 0.
blank2004		0.46 [0.07, 0.
	(=) (=)	0.40[0.07, 0
blank2004	P■ 1	0.30 [-0.11, 0.
cadinu1996	: H	0.54 [0.29, 0.
cadinu1996		1.00 [0.73, 1.
cadinu1996		0.76 [0.50, 1.
cadinu1996		-0.71 [-0.96, -0.
cadinu1996		-0.33 [-0.56, -0.
cadinu1996	5	
		-0.14 [-0.36, 0.
cadinu1996		0.61 [0.37, 0.
cadinu1996	Ħ	0.22 [-0.01, 0.
cadinu1996	: H	1.07 [0.79, 1.
cadinu1996		-0.85 [-1.11, -0.
cadinu1996		-0.27 [-0.50, -0.
cadinu1996		-0.09 [-0.31, 0.
	E.	
gardham2001		-0.21 [-0.74, 0.
gardham2001	H	-0.18 [-0.69, 0
gardham2001	⊦≡∺	-0.25 [-0.80, 0.
gardham2001	ŀ≢·I	-0.06 [-0.57, 0.
harmon-jones1996		0.24 [-0.03, 0.
nesdale2004		1.10 [0.75, 1
nesdale2004		
nesdale2004		0.59 [0.31, 0.
		0.71 [0.38, 1
dunham2011		0.48 [0.12, 0.
dunham2011	í s i	0.25 [-0.06, 0.
falk2014		0.94 [0.84, 1.
falk2014		0.50 [0.38, 0.
ford 1998	-	4.05 [2.69, 5.
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	, H a H	-1.29 [-1.90, -0.
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ford 1998	. ⊢ ∎1	2.79 [1.77, 3.
ford1998	:	2.64 [1.73, 3.
ford1998	⊢■⊣	-2.17 [-2.95, -1.
ford1998		-2.39 [-3.26, -1.
ford1998		1.89 [1.16, 2.
gramzow2001		0.27 [0.10, 0.
gramzow2001	9	0.35 [0.19, 0.
guala2013	. 7 = 1	0.46 [0.10, 0.
guala2013	H=H	0.20 [-0.30, 0.
guala2013	: }- ∎-	0.71 [0.22, 1.
hechler2016		0.37 [0.20, 0.
hertel2001		0.30 [0.03, 0.
hunter2003	i i∎-i	1.41 [0.94, 1.
lodewijkx1999	· · · · ·	0.27 [-0.13, 0.
mccaslin2010		0.98 [0.70, 1
	: E	
moscatelli2008	_: =	0.86 [0.64, 1.
navarrete2012	H	-0.40 [-0.56, -0.
nesdale2001		0.91 [0.76, 1
otten2001		1.13 [0.92, 1.
otten2002		0.64 [0.41, 0.
platow1990	_ : [_]	-1.41 [-1.62, -1.
	- :	
platow1997	R	-0.74 [-1.00, -0.
sachdev1987		1.71 [1.43, 1.
sachdev1991	H	1.44 [1.22, 1.
sénémeaud2016		0.62 [0.49, 0.
sparks2017	É.	0.19 [-0.13, 0.
stroebe2005		0.69 [0.49, 0.
yamagishi2000	H	0.47 [0.26, 0.
yamagishi2000	: 🖬	0.52 [0.30, 0
yamagishi2009	H	0.42 [0.25, 0.
RE Model	•	0.36 [0.14, 0.
	-4 -2 0 2 4 6	

- "This plot shows effect size on the y -axis
- And population type on the xaxis (US vs. non-US)
- The dashed line shows an effect size of zero
- You can see that there is is a trend for the effect size to be bigger for non-us populations
- This means that non-us populations have stronger preference for the the ingroup to the outgroup"

ME effect size by Population Characteristics

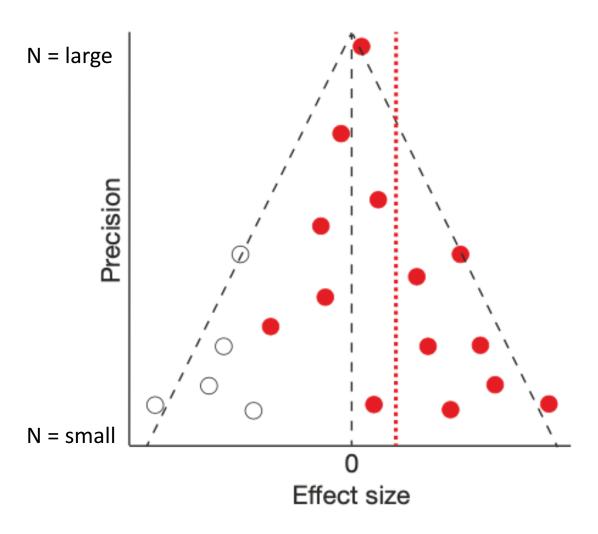


- "This is a funnel plot
- It shows the precision of the study on the y-axis
- And effect size on the x-axis
- The funnel corresponds to a 95% CI around the overall effect size mean
- Each point is an effect size
- If there is no publication bias, we should expect the points to by symmetrical"



Observed Outcome

Funnel Plots (from week 11)



- Scatter plot
- Red points are each an effect size
- X -axis = magnitude of effect size
- Y-axis = measure of how precise the study is (number of participants, SE)
- Black vertical dashed line is an effect size of zero
- Red dashed line is meta-analytic effect size
- Studies that are more precise (i.e. larger sample sizes) should have less variance around the true population effect size.

Successful poster



- 1. Polished and clear
- 2. Depth of understanding
- 3. Something interesting or surprising
 - These are your moderators!
 - Make clear prediction in background section about moderators
 - Come back to moderator in results
 - And summarize moderator in conclusion
 - Thoughts on what your moderator effect means why is there an effect?

Presentation scripts

- Presentation scripts due with your poster tomorrow
- Can be rough, but should include what each group member is going to say
- In class on Wednesday, we'll do a practice run through with each of your posters
- You'll need to practice with your group to get it down to 3-4 minutes

In class today

- Work on polishing your poster, making sure to address my comments
- If any comments unclear, ask me or Roderick
- Also work on script