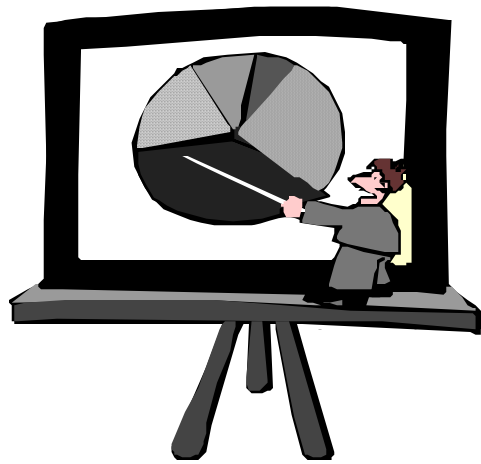


Creating Visual Displays



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Preparing The Content

A. Introduction

To design a good display board, first discuss (and decide) with your G/T teacher the venue and function of the display board.

1. Possible *venues* for display boards:

- Judges at a county, state, or national competition
If the display board will be entered into a contest, in advance, acquire a copy of the published specifications, and meet all of them.
- Peers and adults at a G/T Fair or the Student Learning Conference
- Attendees at a presentation given elsewhere

2. Possible *functions* of display boards:

- A stand-alone display where viewers walk by to read its contents
- Illustrating a talk where attendees may be sitting some distance away
Take into consideration how far away from the display board the viewers and evaluators will be.
- The display board will be a permanent, educational installation at some site
Consider placing artifacts on the table in front of the board to enrich the audience's understanding.

B. The Hypothesis Section

List in this section what assumptions or predictions you have made.

Format For The Hypothesis

The hypothesis is usually located at the upper section of the left wing panel either above or below the purpose section.

FORMATTING THE HYPOTHESIS	
Title Size	60 points
Title Style	Bold, centered, all caps optional
Text Size	24 points preferred
Text Style	Plain, justified
Line Spacing	1 to 1.5 spaces
Paragraph Spacing	2 spaces
Paragraph Indent	Optional

C. The Purpose Section

1. The display board should clearly state the purpose of the research.
2. In the purpose section, tell the audience the following things:
 - What were you trying to accomplish
Far too often, display boards simply summarize in attractive ways information that is already available in books or on the internet.
 - Why did you do this project
 - What question(s) were you asking? OR What hypothesis were you testing
 - What gap in the knowledge are you addressing
3. Researchers presuppose a target audience, describe this audience in this section.

Examples of target audiences:

- Parents visiting a neonatal clinic
- Consumers of long-term care insurance
- Small business owners purchasing print ads

Format For The Purpose

1. Since the purpose is all text, it is important to make it readable to someone standing three feet away from the board.
2. The purpose is usually located at the upper section of the left wing panel.
3. Use a clear font such as Helvetica or Times, without shading, shadowing, or curves.
4. Avoid hyphenating text as much as possible.

FORMATTING THE PURPOSE	
Title Size	60 points
Title Style	Bold, centered, all caps optional
Text Size	24 points preferred
Text Style	Plain, justified
Line Spacing	1 to 1.5 spaces
Paragraph Spacing	2 spaces
Paragraph Indent	Optional

D. The Procedure/Method Section

1. For scientific boards:
 - Include a detailed description of each step taken
 - Give a complete list of materials
 - Use active verbs to clearly and concisely state your procedure/method
 - Placing a lab notebook on the table in front of the board can be used to illustrate how meticulously the experiment was conducted
2. For social science, fine arts, and mathematical boards:

This section should be organized logically, often chronologically, and clearly describe each aspect of the work completed, such as:

 - An annotated bibliography based on extensive library and electronic research
 - Contacting, surveying or interviewing experts
 - Procedure for examining, designing, or testing models
 - Designating a target audience and outlining the design and distribution of questionnaires
 - Method of compiling data

Format For The Procedure/Method Section

1. If a procedure section is inured, use bullets when possible.
2. The procedure is usually located below the purpose on the lower section of the left wing panel.
3. Use a clear font such as Helvetica or Times, without shading, shadowing, or curves.
4. Avoid hyphenating text as much as possible.

FORMATTING THE PROCEDURE	
Title Size	60 point
Title Style	Bold, centered, all caps optional
Text Size	24 point preferred
Text Style	Plain
Line Spacing	1 to 1.5 spaces
Paragraph Spacing	2 spaces
Paragraph Indent	Optional
Bullet Items	Preferred

E. The Results Section

1. This section documents in the form of charts, graphs, models, products, and photographs, the proceeds of the investigation.
2. Captions should accompany each of these artifacts.
3. Use computer-generated graphs and charts whenever possible.
If a picture is worth a thousand words; graphs and charts are worth a hundred pictures!
4. When questionnaires are used, place them in a binder on the table in front of the board.
5. Scientific competitions frequently have specific formats to follow for this section, and should be adhered to.
6. Save interpretation and analysis of this data for the summary and conclusion sections.

Format For The Results Section

1. The results usually comprises the center section of the presentation board. It is the focal point of the presentation.
2. The results usually include a mix of text and artifacts such as charts, graphs, photographs, or the product produced.
3. Graphs require a key, labeled axes, and a title.
4. Charts require labeled rows and columns, and a title.
5. It is customary to use a short caption of explanation for each item.
6. Avoid placing items in a grid-like pattern.

FORMATTING THE RESULTS	
Title Size	60 pt
Title Style	Bold, centered, all caps optional
Figure Numbering	Optional
Figure Font Size	18+ points
Figure Style	Bold, centered, all caps optional
Caption Font Size	12 to 14 points
Caption Style	Plain
Caption Numbering	Only if figure is numbered

F. The Conclusion/Summary Section

1. This section is where the data is analyzed and interpreted.
2. Just providing graphed survey data is not a conclusion.
3. Demonstrate higher order thinking: Application, analysis, synthesis and evaluation.
4. Present insights and speculate about patterns in the data.
5. State whether the data supports or negates the hypothesis. Negating the hypothesis can be an important discovery.
6. If the results were inconclusive, be honest about it, and present modifications that might have yielded more reliable information.
7. All studies have limitations, point out these limitations. Acknowledging inevitable limitations demonstrates scholarly sophistication and humility, and addresses critics' questions.
8. List topics worth further investigation.

Format For The Conclusion/Summary

1. Like the purpose, the conclusion/summary section is all text.
2. The conclusion/summary is usually located on the upper section of the right wing panel.
3. Use a clear font such as Helvetica or Times, without shading, shadowing, or curves.
4. Avoid hyphenating text as much as possible.

FORMATTING THE CONCLUSION	
Title Size	60 points
Title Style	Bold, centered, all caps optional
Text Size	24 points preferred
Text Style	Plain, justified
Line Spacing	1 to 1.5 spaces
Paragraph Spacing	2 spaces
Paragraph Indent	Optional

Constructing The Presentation Board

A. Introduction

Preparing the materials and carefully planning the layout of the board before beginning its actual construction, is paramount to the timely completion of a professional looking display.

Thus...

1. Type all text
2. **C.U.P.S.:** Check your **C**apitalization, tense and active verb **U**sage, **P**unctuation, and **S**pelling
3. Condense the text: Less is more!
4. Use bullets whenever possible
5. Prepare computer-generated graphs and charts
6. Using the Display Board Planning Sheet in this packet, draw a layout plan
7. Have the teacher sign-off each required step
Remember, the quality of your board will be seen by your audience as a Direct reflection of you!

B. Choosing The Board Color

There are often preset requirements at contests and presentations regarding board size, type, and color.

When there is a choice, consider these points:

1. A header board for the title focuses the viewer's eye more readily than affixing the title to the top of the board proper. It can be the same or contrasting color to the board. Or it may be white.
2. Use color symbolically. Example: Red and white if the presentation is on the American Red Cross.
3. Black boards allow the greatest flexibility for choosing paper backing colors for the text and artifacts.
4. Boards with shelf pockets may be useful for 3-D or heavy artifacts.

C. Choosing Paper Colors

1. To give the artifacts and text the best possible presentation, it is highly recommended that each item be mounted on fadeless paper. Fadeless paper is recommended because it retains its color and is very light weight.
2. A color scheme of two or three complementary paper colors that also coordinate with the board color is recommended.
3. Items can be mounted on one or two sheets, varying the color order/combination. For example, blue on lime for the center of the board; lime on blue for left and right wing panels.
4. Background colors should not conflict with the content. Bright, primary colors conflict with topics such as sudden infant death syndrome, or end-stage cancer treatment.
5. Scientific experimentation display board items are often backed on black if the board color is white.
6. Fadeless paper is available at the Teacher Support Center for a fee.

D. Backing The Artifacts

1. Text and artifacts are mounted to the background papers and presentation board with either spray adhesive or glue stick. Spray adhesive is *repositionable* and is the recommended method.
2. Laminated items can only be mounted with mounting film or rubber cement. Rubber cement requires a long drying period and edges of items adhere poorly.
3. To ensure even cuts, papers should be trimmed on a slide cutter.
4. These cutters and adhesives are available at the Teacher Support Center for use at no cost.

Please see a staff member for special instructions on the adhesives and cutters.

E. Laminating

1. Laminating makes items resistant to soiling and damage.
2. However, laminated items are more difficult to mount. The edges frequently curl up and items may fall off the display board.
3. Lamination makes the items shiny and somewhat harder to read.
4. Lamination is available at the Teacher Support Center for a fee.

F. Title/Header Board

1. Using a header board makes the title more prominent, and adds considerably to the stability of the board when it is standing on a table.
2. Titles should be descriptive, interesting, and concise. Two short lines are preferred to one long line.
3. If there is a prescribed format for the title, use it. A standard format in academics is: **Category, Colon, Topic**. Such as *Kindergarten: A Great Start*
4. Other than scientific/professional symbols, each word of the title begins with a capital letter.
5. Titles can be a computer-generated banner, individually die-cut letters, or a small poster. Finished letter size should be between 2" and 3" tall, centered and bolded.
6. Poster making is available at the Teacher Support Center for a fee. There is no fee for die-cut usage.

Please see a staff member for special instructions on the die cut machine and poster maker.

G. Format For The Name Plate And Acknowledgments

The name plate is customarily located on the bottom corner of the right wing panel.

If there is a prescribed format for the name plate, use it.

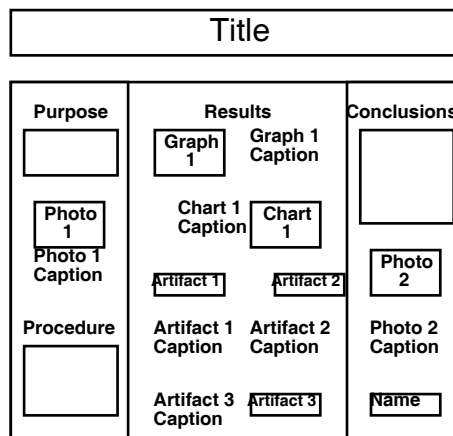
A standard format in academics is:

1. Your Name
2. School Name
3. Mentor Name(s)-Include Dr. or Ph.D., etc.
4. Mentor's Official Company Name
5. Acknowledgment of other individuals who significantly contributed to your project

FORMATTING THE NAME	PLATE
Your Name Size & Style	24 points. Bold
School Name Size & Style	20-22 points. Plain
Optional Date Size & Style	20-22 points. Plain
Mentor's Name Size & Style	18 points. Plain
Company Name Size & Style	18 points. Plain
Acknowledgments	18 points. Plain

H. Planning The Layout

1. Print all materials and gather all artifacts.
2. Several small pages are preferred to one long page of text.
3. Using the required format, lay all items, headings and captions on the board.
4. Allow at least 1/2" to 1" of board space between each item. More is better.
5. Remember that each item will be backed on fadeless paper. Thus, allow an additional 1/2" to 1" spacing all around each item when making the layout plan.
6. Avoid placing items in a grid-like pattern. Objects attract the most attention, and keep readers interested longer, if they are placed at different heights and angles.
7. Most readers focus on the middle of the center panel, thus, place the most important results in the upper section of the center panel.
8. The bottom two inches of the board is like a dungeon, no one wants to go there. This area is difficult for readers to see and is usually reserved for the nameplate and any artifacts that will sit on the table in front of the board.
9. Draw this rough plan on the display board planning sheet. Have the teacher sign it.



Display Board Planning Sheet

Left Wing Panel 12" w x 36" h		Header Board 36" w x 9" h
* sizes may vary		
Center Panel 24" w x 36" h		
Right Wing Panel 12" w x 36" h		

Scale: 1" = 6"

Student: _____ **School:** _____

This board has been reviewed by me and meets the following criteria: (1) meets all guidelines for contests or fairs; (2) is neatly typed in recommended formats, (3) is free of grammatical or spelling errors, (4) has charts and graphs that are computer-generated, with captions; (5) includes supporting artifacts and their captions; (6) includes names and acknowledgements with correct spelling and titles (7) has a concise, accurate and informative title.

G/T Teacher: _____ **Date:** _____

Ticket of Admission to Faulkner Ridge

Your G/T teacher must sign this “ticket of admission” before you will be given access to the Faulkner Ridge resource center. This is your ticket of admission. Don’t leave home without it. Your teacher’s signature indicates s/he has reviewed and approved the written **plan on the other side of this ticket and** all your **text** and **artifacts** before coming to Faulkner Ridge.

G/T Resource Teacher _____

School _____

G/T Teacher’s Phone number _____

Make sure you call ahead to tell Mrs. Susan Kirby that you are coming: 410-313-7009. The center is open until 5:00, Monday through Friday. **It is not open on weekends or holidays.**

Directions:

Head **east** on **MD-216/Scaggsville Rd** toward **US-29 N**

At the 3rd traffic circle, **US-29 N** ramp to **Baltimore**

Merge onto **Columbia Pike/US-29 N**

Take exit **18A-B** for **Broken Land Pkwy W**

Merge onto **Brokenland Pkwy**

Turn **left** at **Twin Rivers Rd**

Turn **right** at **Faulkner Ridge Circle**

Turn **left** immediately after to get to the **Faulkner Ridge Center**