Effective Conference Presentations and Networking

06 March 2018

@bonebroke9

Jess Beck – www.bonebroke.org

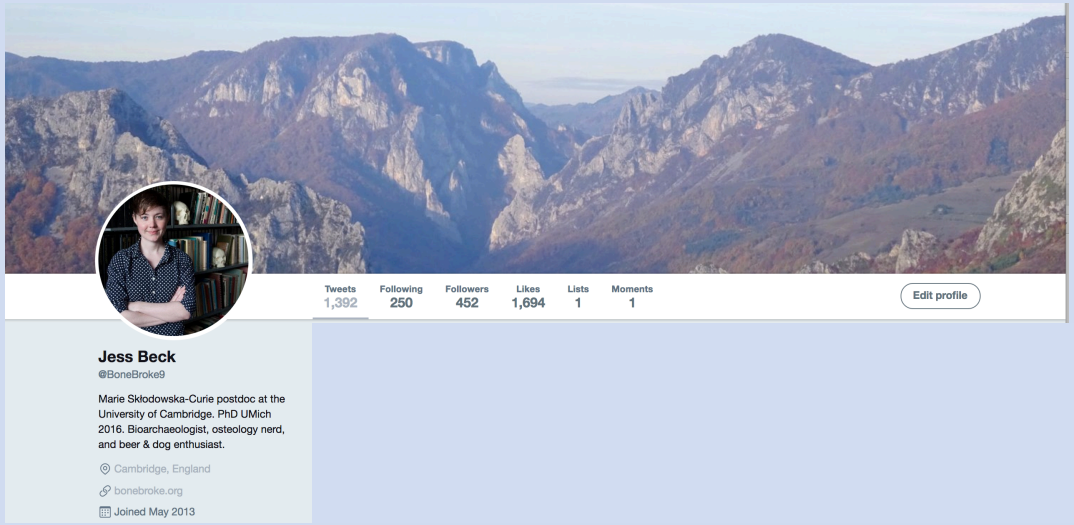
Department of Archaeology

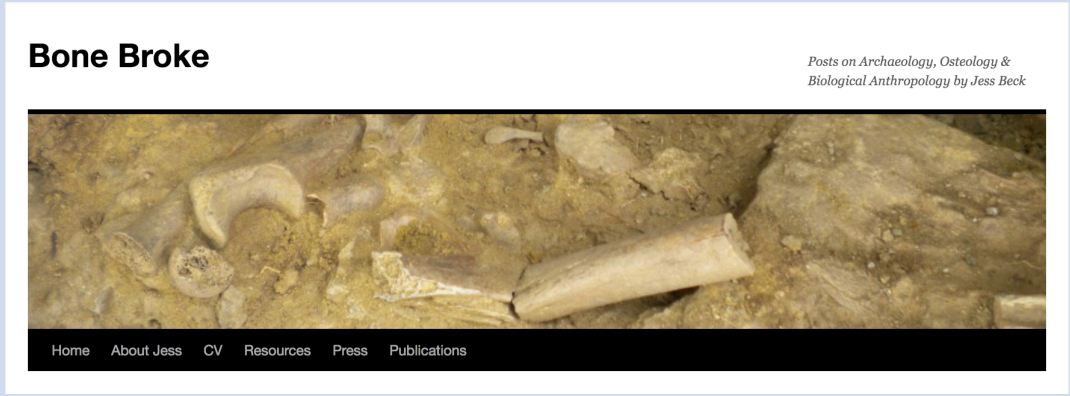
European Commission

Horizon 2020
European Union funding
for Research & Innovation

ABOUT ME

- 11 conferences in 5 years
- Presented 7 posters, 5 talks
- 17 authored or co-authored presentations
- Networking abilities: “Very strong-unless you do something very embarrassing like spill beer all over someone famous at the pub”
  - Dr. Colin Quinn





American Association of Physical Anthropologists

SAA
Society for American Archaeology

American Anthropological Association

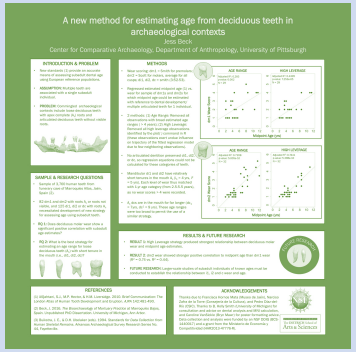
AGENDA

PRESENTATIONS

- Structure
- Graphics
- PowerPoint tips
- Posters
- Practice sessions

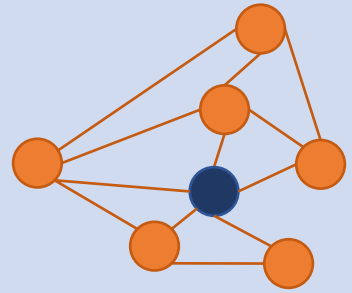
POSTERS

- Organization
- Examples
- Further info
- Presenting
- Practice sessions



NETWORKING

- Planning
- Strategies
- Scheduling
- Elevator Pitch



PRESENTATIONS

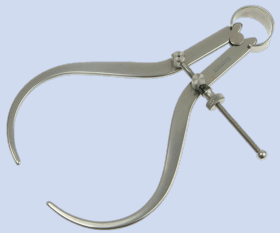
First steps

RESEARCH QUESTIONS

How is your research relevant to other fields?
What is your big question?

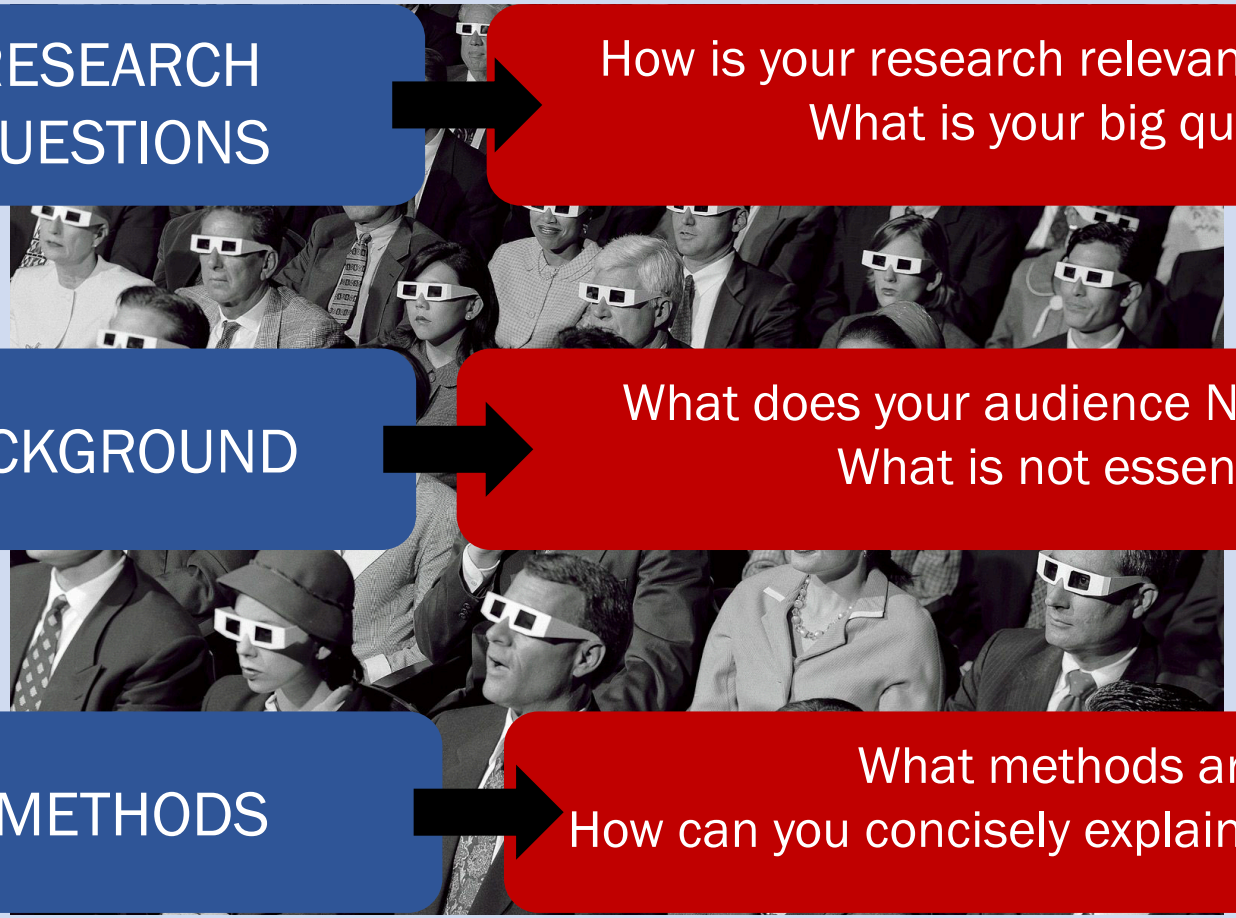
BACKGROUND

What does your audience NEED to know?
What is not essential?

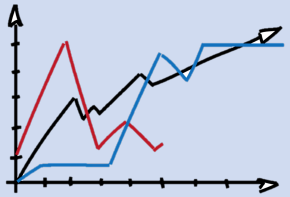


METHODS

What methods are key?
How can you concisely explain to non-specialists?



First steps

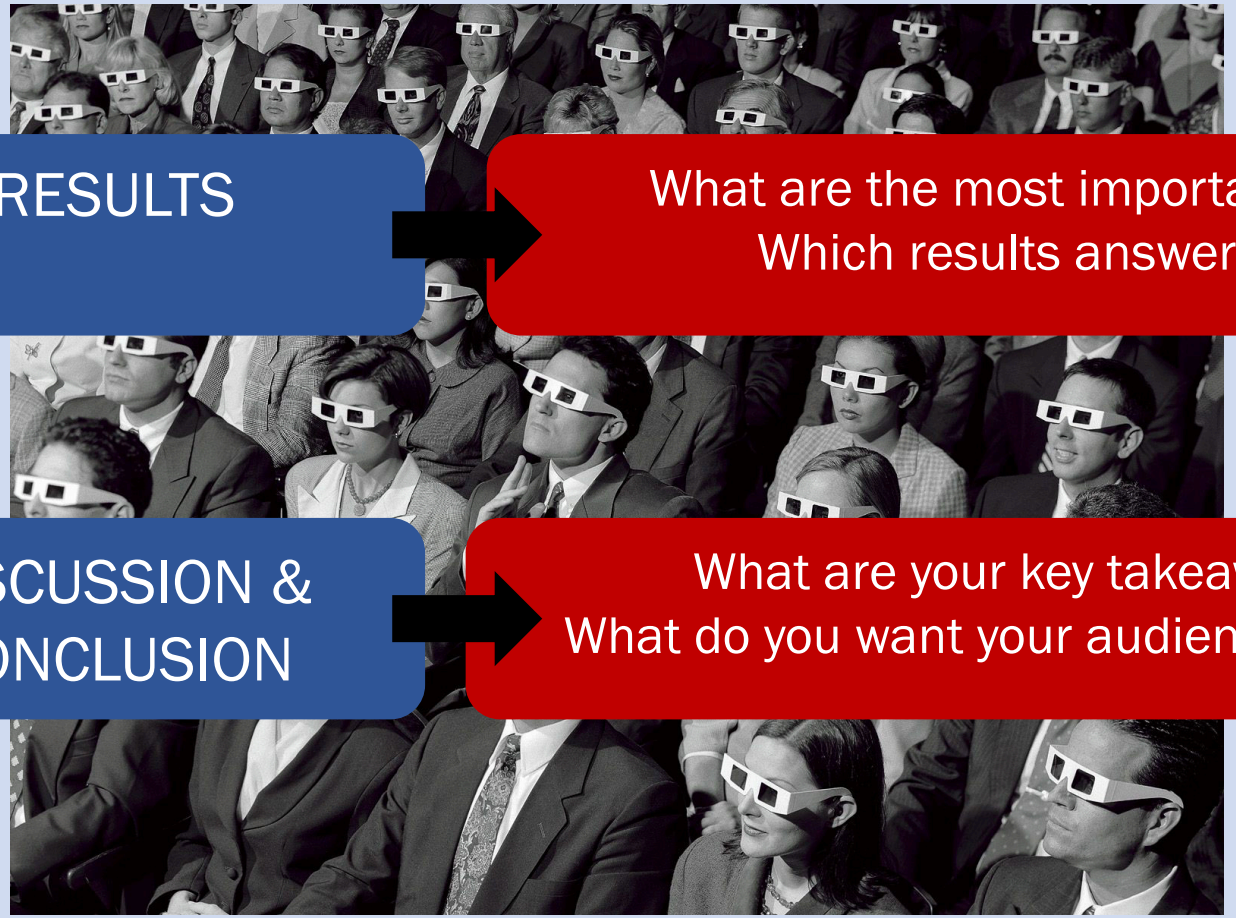


RESULTS

What are the most important outcomes?
Which results answer your RQ?

DISCUSSION & CONCLUSION

What are your key takeaway points?
What do you want your audience to remember?



Structure

AGENDA

RESEARCH QUESTIONS

MATERIALS

METHODS

SECTION 1

RECAP 1

SECTION 2

RECAP 2

RESEARCH QUESTIONS

CONCLUSIONS

CONCLUSIONS

RECAP & DISCUSSION

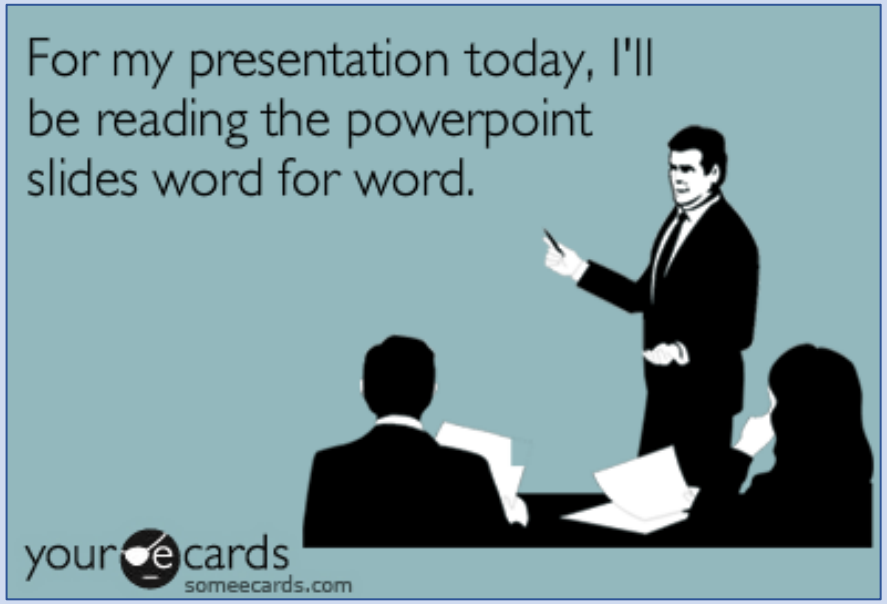
PRESENTATIONS

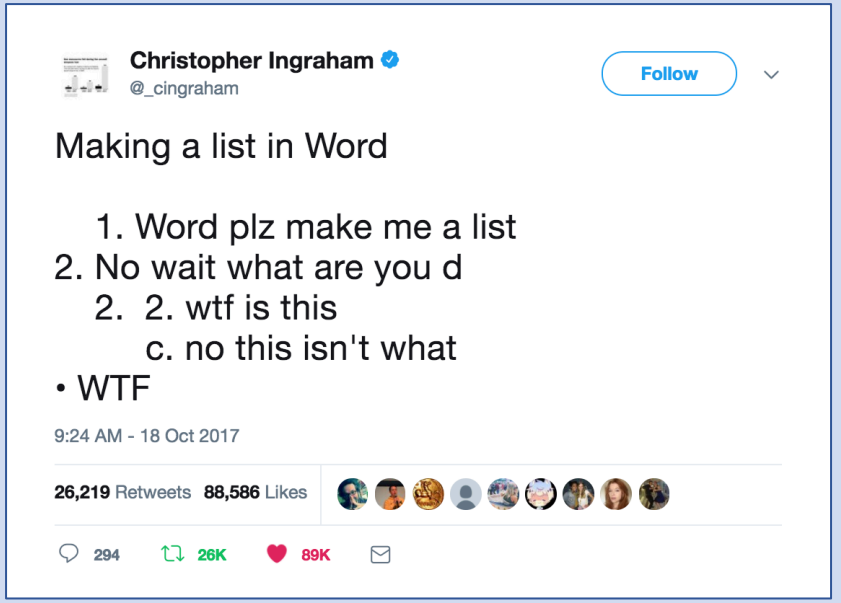
Graphics

- Limit text whenever possible. Only include information that is ess*ential*, such as statistical significance. Slide titles, key points, etc.
- Sans-serif fonts only.
- Solid color backgrounds are useful for contrast; all white can be glaring.
- If possible test your colors on a projector beforehand.
- Your audience will stop listening to you as soon as there are things for them to read.
- Font sizes < 24 pt are trouble, and people will have difficulty reading them.
- Make sure your graphics are clean and clearly relate to the story you are telling. I use graphics as a way to remind myself of the talking points of a particular slide, so as to not get lost.
- I include colored footer labels so that the audience can always figure out where they are.
- The “Remove Background” tool in PowerPoint is your friend. A free image-editing program called GIMP is also useful (the useful tool there is “color to alpha”).

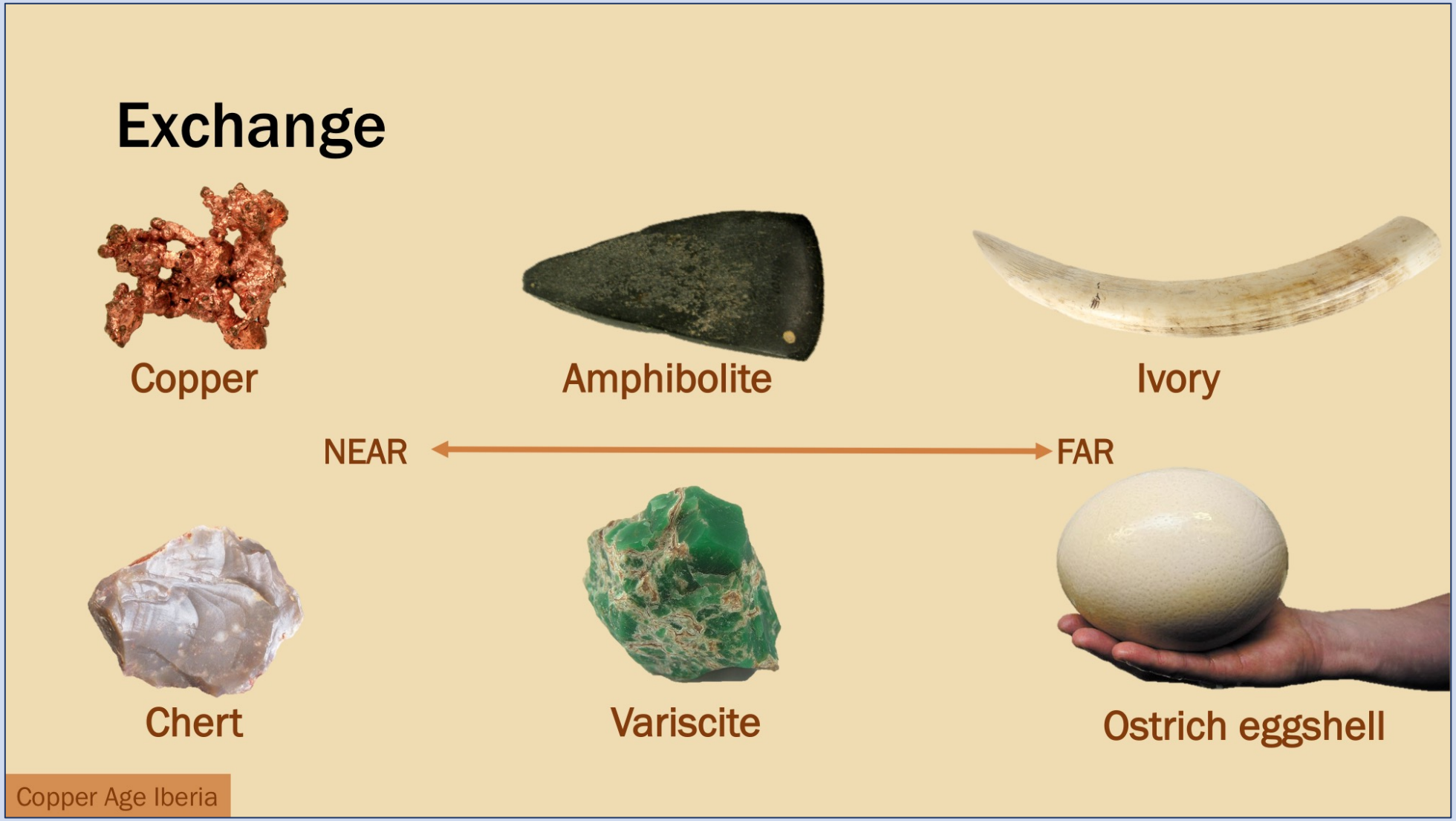
Graphics

- Limit text
- Do not read text
- Solid color light background
- Sans-serif font (≥ 24 pt)
- Clean and simple



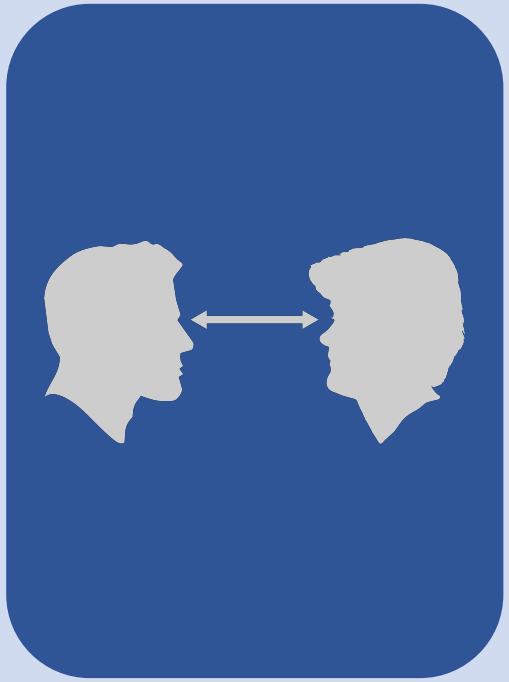


Graphics example



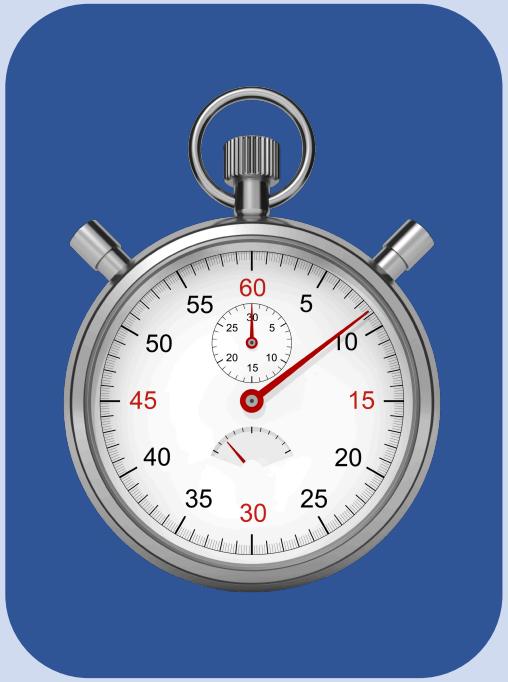
Presentation tips

BE ENGAGING



EYE CONTACT

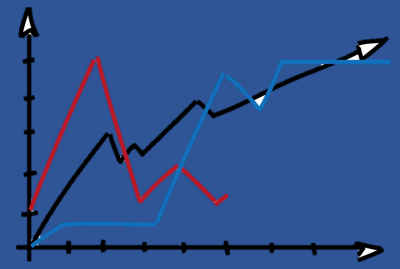
SPEAK SLOWLY



PRACTICE START

Presentation tips

BE CONSISTENT



EXPLAIN FIGURES

KEEP TO TIME

BE REDUNDANT

Presentation equipment

BACK-UPS

Gmail

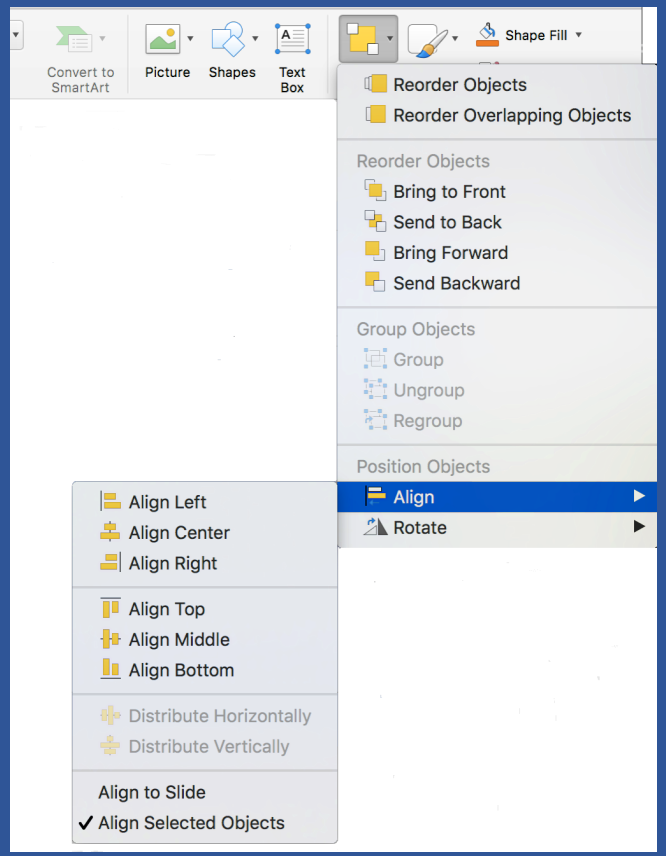
Dropbox

EQUIPMENT

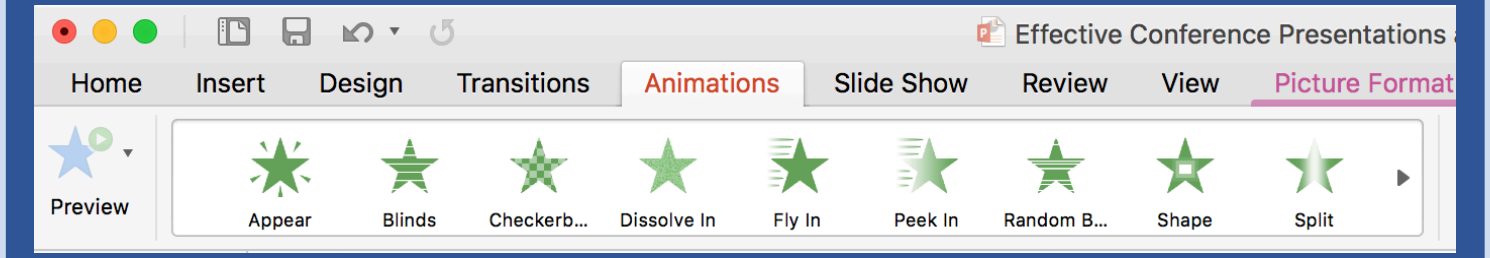
SUPPLIES

PowerPoint tools

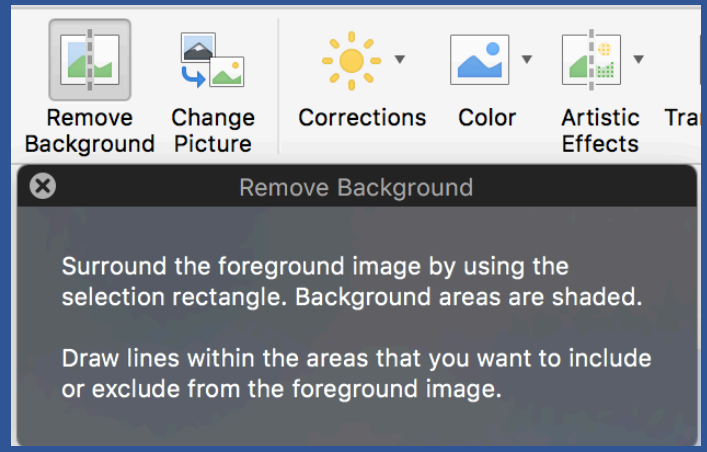
ALIGN



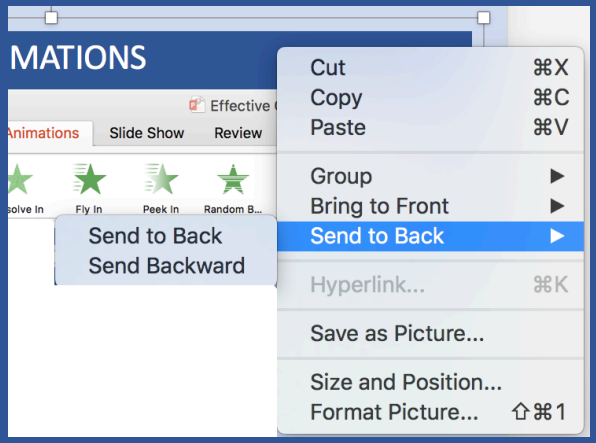
ANIMATIONS



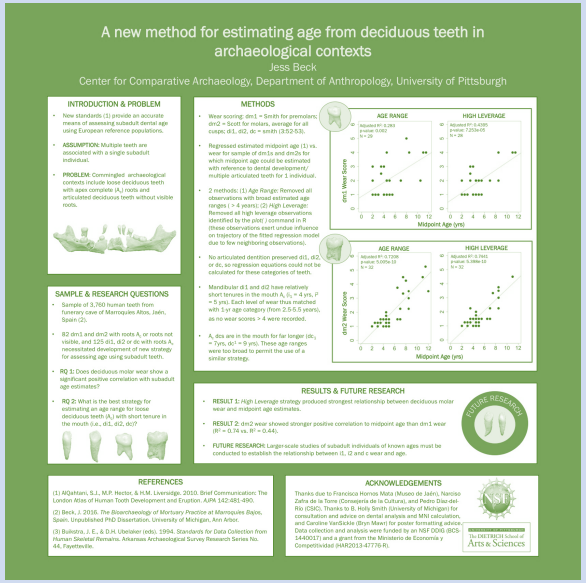
REMOVE BACKGROUND



SEND TO BACK



POSTERS



A new method for estimating age from deciduous teeth in archaeological contexts

Jess Beck

Center for Comparative Archaeology, Department of Anthropology, University of Pittsburgh

INTRODUCTION & PROBLEM

- New standards (1) provide an accurate means of assessing subadult dental age using European reference populations.
- **ASSUMPTION:** Multiple teeth are associated with a single subadult individual.
- **PROBLEM:** Commingled archaeological contexts include loose deciduous teeth with apex complete (A_1) roots and articulated deciduous teeth without visible roots.

SAMPLE & RESEARCH QUESTIONS

- Sample of 3,760 human teeth from funerary cave of Marroquíes Altos, Jaén, Spain (2).
- 82 dm1 and dm2 with roots A_1 or roots not visible, and 125 di1, di2 or dc with roots A_1 necessitated development of new strategy for assessing age using subadult teeth.
- **RQ 1:** Does deciduous molar wear show a significant positive correlation with subadult age estimates?
- **RQ 2:** What is the best strategy for estimating an age range for loose deciduous teeth (A_1) with short tenure in the mouth (i.e., di1, di2, dc)?

METHODS

- Wear scoring: dm1 = Smith for premolars; dm2 = Scott for molars, average for all cusps; di1, di2, dc = smith (3.52-53).
- Regressed estimated midpoint age (1) vs. wear for sample of dm1s and dm2s for which midpoint age could be estimated with reference to dental development/ multiple articulated teeth for 1 individual.
- 2 methods: (1) *Age Range*: Removed all observations with broad estimated age ranges (> 4 years); (2) *High Leverage*: Removed all high leverage observations identified by the plot.i command in R (these observations exert undue influence on trajectory of the fitted regression model due to few neighboring observations).
- No articulated dentition preserved di1, di2 or dc, so regression equations could not be calculated for these categories of teeth.
- Mandibular di1 and di2 have relatively short tenures in the mouth (A_1 t_2 = 4 yrs, I^2 = 5 yrs). Each level of wear thus matched with 1-yr age category (from 2.5-5.5 years), as no wear scores > 4 were recorded.
- A_1 dcs are in the mouth for far longer (dc_1 = 7yrs, dc^1 = 9 yrs). These age ranges were too broad to permit the use of a similar strategy.

RESULTS & FUTURE RESEARCH

- **RESULT 1:** High Leverage strategy produced strongest relationship between deciduous molar wear and midpoint age estimates.
- **RESULT 2:** dm2 wear showed stronger positive correlation to midpoint age than dm1 wear (R^2 = 0.74 vs. R^2 = 0.44).
- **FUTURE RESEARCH:** Larger-scale studies of subadult individuals of known ages must be conducted to establish the relationship between i1, i2 and c wear and age.

FUTURE RESEARCH

REFERENCES

(1) AlQahtani, S.J., M.P. Hector, & H.M. Liversidge. 2010. Brief Communication: The London Atlas of Human Tooth Development and Eruption. *AJPA* 142:481-490.

(2) Beck, J. 2016. *The Bioarchaeology of Mortuary Practice at Marroquíes Bajos, Spain*. Unpublished PhD Dissertation, University of Michigan, Ann Arbor.

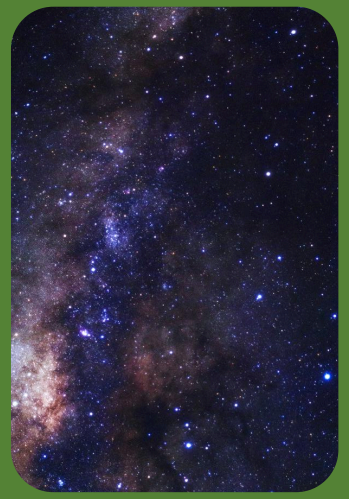
(3) Buikstra, J. E., & D.H. Ubelaker (eds). 1994. *Standards for Data Collection from Human Skeletal Remains*. Arkansas Archaeological Survey Research Series No. 44. Fayetteville.

ACKNOWLEDGEMENTS

Thanks due to Francisco Hornos Mata (Museo de Jaén), Narciso Zafra de la Torre (Consejería de la Cultura), and Pedro Díaz-del-Río (CSIC). Thanks to B. Holly Smith (University of Michigan) for consultation and advice on dental analysis and MNI calculation, and Caroline VanSickle (Bryn Mawr) for poster formatting advice. Data collection and analysis were funded by an NSF DDIG (BCS-1440027) and a grant from the Ministerio de Economía y Competitividad (HAR2013-47776-R).

Organization

FONT / SIZE



SPACE

- USE
- BULLET
- POINTS
- TO
- MAKE
- TEXT
- MORE
- CONCISE

BULLETS

BE REDUNDANT

Examples

Diachronic Change in Avifaunal Exploitation at Four Late Pueblo Village Sites in Southeastern New Mexico

Jess Beck – University of Michigan

UNIVERSITY OF MICHIGAN

UMMAA MUSEUM OF ANTHROPOLOGICAL ARCHAEOLOGY

Introduction

During the Late Prehistoric period, the Pecos River Valley sat at the crossroads between Plains and Pueblo interaction spheres. The occupants of the area pursued a semi-sedentary subsistence strategy, supplementing hunting and gathering with maize cultivation. Pecos peoples made long-distance forays to the central Texas plains to hunt bison, and participated in Pueblo exchange networks of fauna and exotic goods. Previous work suggests that the period between 1250 and 1450 led to increasing participation in expansive exchange networks, decreasing dependence on bison, and an escalation of regional violence (Speth & Newlander 2009). Importantly, the chronological gradation between the sites of Fox Place, Rocky Arroyo, Henderson and Bloom Mound allows us to examine the intensity and nature of avifaunal exploitation in relation to the transformative social processes unfolding in Southeastern New Mexico during this period.

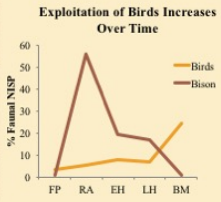
SITE	OCCUPATION (A.D.)
Fox Place	1250-1325, 1325-1400
Rocky Arroyo	1250-1275/1325
Henderson - Early	1250/1275-1325
Henderson - Late	1325-1400
Bloom Mound	1350-1450

Methods and Research Questions

The most recently excavated Bloom Mound avifaunal sample (N=282) was analyzed to determine element representation, NISP, MNI, and species composition. Bloom Mound (BM) data were compared to extant avifaunal analyses from Fox Place (FP), Rocky Arroyo (RA), Early Phase Henderson (EH) and Late Phase Henderson (LH) to examine intrasite and intersite variability in avifaunal exploitation. Specifically, I focused on answering the following questions:

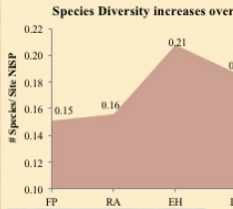
- Were birds exploited more intensively at later sites than earlier sites?
- Were different species emphasized during different time periods?
- Did birds fulfill similar needs (e.g. subsistence, ritual) at each site?

Were birds exploited more intensively at later sites than at earlier sites?



Over time, as violence in the area increased in intensity, Pecos peoples made fewer trips to Texas to hunt bison, while simultaneously increasing their exploitation of birds. The difference between the proportion of birds recovered from Henderson and Bloom Mound is statistically significant (Two Proportion T-test, $p < 0.0001$).

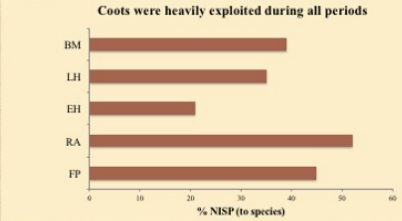
Were different species emphasized during different time periods?



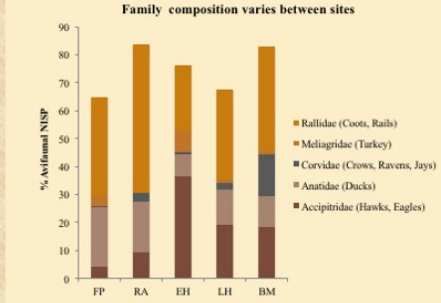
Average species diversity is 0.11 for earlier sites and 0.20 for later sites.

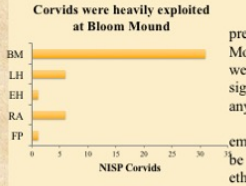
Fig 1: American Coot (*Fulica americana*)

The American Coot (*Fulica americana*) was the most frequently identified species at all sites. Coots were likely heavily exploited because their take-off pattern makes them vulnerable to net-hunting – "[a]n awkward and often clumsy flier, the coot requires long running takeoffs across the water's surface to become airborne" (Brisbin & Mowbray 2002).



Did birds fulfill similar functions at each site?





Crows and ravens were preferentially exploited at Bloom Mound, where some 31 corvid bones were recovered. This proved to be a significantly higher number than for any other site (Two Proportion T-test, $p < 0.0001$). This unique emphasis on crows and ravens may be related to their symbolic import, as ethnohistoric accounts of Pueblo ornithology suggest a recurring association with war and misfortune (Tyler 1979).

In a similar vein, the exploitation of both diurnal and noctural predators symbolically associated with hunting, death and witchcraft, increases in the collapsed sample of later sites (H & BM), relative to earlier sites (FP & RA).

Fig 2: Common Raven (*Corvus corax*)

There is a statistically significant 16% increase ($p < 0.002$) in the proportion of predatory birds exploited at later sites!

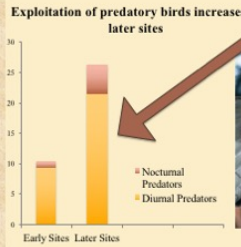


Fig 3: Red-Tailed Hawk (*Buteo jamaicensis*)

Conclusions

One important discovery that resulted from this preliminary analysis was the abundance of coot remains at all sites. The preponderance of Rallidae, in tandem with the paucity of ethnohistoric evidence for the ritual or symbolic use of coots in the region, suggests that these birds may have played an important subsistence role in Southeastern New Mexico during the Late Prehistoric period. Their precise use, however, does demand further investigation through an examination of skeletal element composition.

While coots may have been employed as a food source, ethnohistoric accounts suggest that most bird species were exploited for their plumage, which was used in the fabrication of ritual objects like prayer sticks, or ceremonial garb (Eckert & Clark 2009). Accordingly, the increasing procurement of avifauna as long distance bison hunting declined and regional violence increased could indicate a burgeoning reliance on ritual to offset the resultant social upheaval. Importantly, the types of birds that appear in greater numbers at later period sites are those associated symbolically with hunting, witchcraft and warfare (Tyler 1979).

References Cited

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Speth, John D. and Khori Newlander
2012 Plains-Pueblo Interaction: A View from the "Middle". In *Revisiting the Late Prehistoric in central Texas: The Toyah Phase*, Nancy Kenmotsu & Douglas Boyd (eds). Texas A &M University, College Station, TX.

Tyler, Hamilton A.
1979 *Pueblo Birds and Myths*. University of Oklahoma Press, Norman.

Acknowledgments

Thanks to John Speth for guiding me through the archaeology of Southeastern New Mexico, Janet Hinshaw for advice on avifauna, Richard Redding for assistance in species identification, and Nancy J. Akins, Steven D. Emslie and Reggie Wiseman for access to the Late Prehistoric data sets. Finally, thanks to the University of Michigan Museum of Anthropology for funding this work through GSRA position in Winter 2011, and to the Rackham Graduate school for funding my participation in this conference. All photos retrieved from ARKive online; http://www.arkive.org/

For further information

Please contact *jessbeck@umich.edu*. More information on this and my other projects can be obtained at *http://sitemaker.umich.edu/jess.beck/home* .

POSTERS

Examples

A new method for estimating age from deciduous teeth in archaeological contexts

Jess Beck
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- **ASSUMPTION:** Multiple teeth are associated with a single subadult individual.
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- 82 dm1 and dm2 with roots A_c or roots not visible, and 125 di1, di2 or dc with roots A_c necessitated development of new strategy for assessing age using subadult teeth.
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METHODS

- Wear scoring: dm1 = Smith for premolars; dm2 = Scott for molars, average for all cusps; di1, di2, dc = smith (3:52-53).
- Regressed estimated midpoint age (1) vs. wear for sample of dm1s and dm2s for which midpoint age could be estimated with reference to dental development/ multiple articulated teeth for 1 individual.
- 2 methods: (1) *Age Range:* Removed all observations with broad estimated age ranges (> 4 years); (2) *High Leverage:* Removed all high leverage observations identified by the *plot( )* command in R (these observations exert undue influence on trajectory of the fitted regression model due to few neighboring observations).
- No articulated dentition preserved di1, di2, or dc, so regression equations could not be calculated for these categories of teeth.
- Mandibular di1 and di2 have relatively short tenures in the mouth A_c (i_1 = 4 yrs, i^2 = 5 yrs). Each level of wear thus matched with 1-yr age category (from 2.5-5.5 years), as no wear scores > 4 were recorded.
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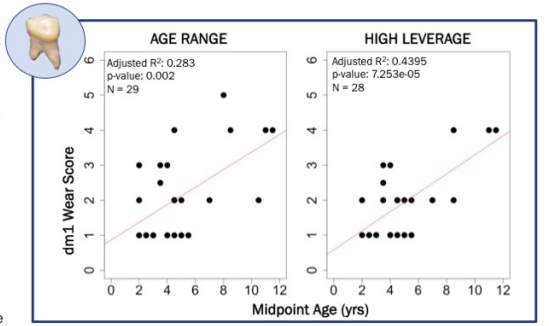

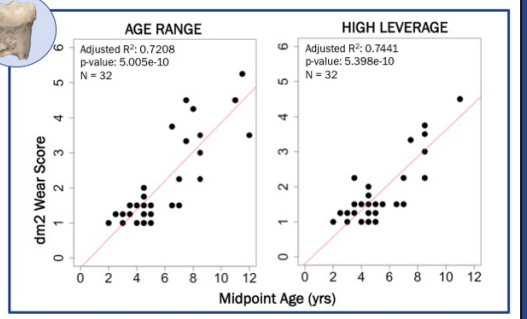

RESULTS & FUTURE RESEARCH

- **RESULT 1:** *High Leverage* strategy produced strongest relationship between deciduous molar wear and midpoint age estimates.
- **RESULT 2:** dm2 wear showed stronger positive correlation to midpoint age than dm1 wear (R^2 = 0.74 vs. R^2 = 0.44).
- **FUTURE RESEARCH:** Larger-scale studies of subadult individuals of known ages must be conducted to establish the relationship between i1, i2 and c wear and age.

REFERENCES

(1) AlQahtani, S.J., M.P. Hector, & H.M. Liversidge. 2010. Brief Communication: The London Atlas of Human Tooth Development and Eruption. *AJPA* 142:481-490.

(2) Beck, J. 2016. *The Bioarchaeology of Mortuary Practice at Marroquíes Bajos, Spain.* Unpublished PhD Dissertation. University of Michigan, Ann Arbor.

(3) Buikstra, J. E., & D.H. Ubelaker (eds). 1994. *Standards for Data Collection from Human Skeletal Remains*. Arkansas Archaeological Survey Research Series No. 44, Fayetteville.

ACKNOWLEDGEMENTS

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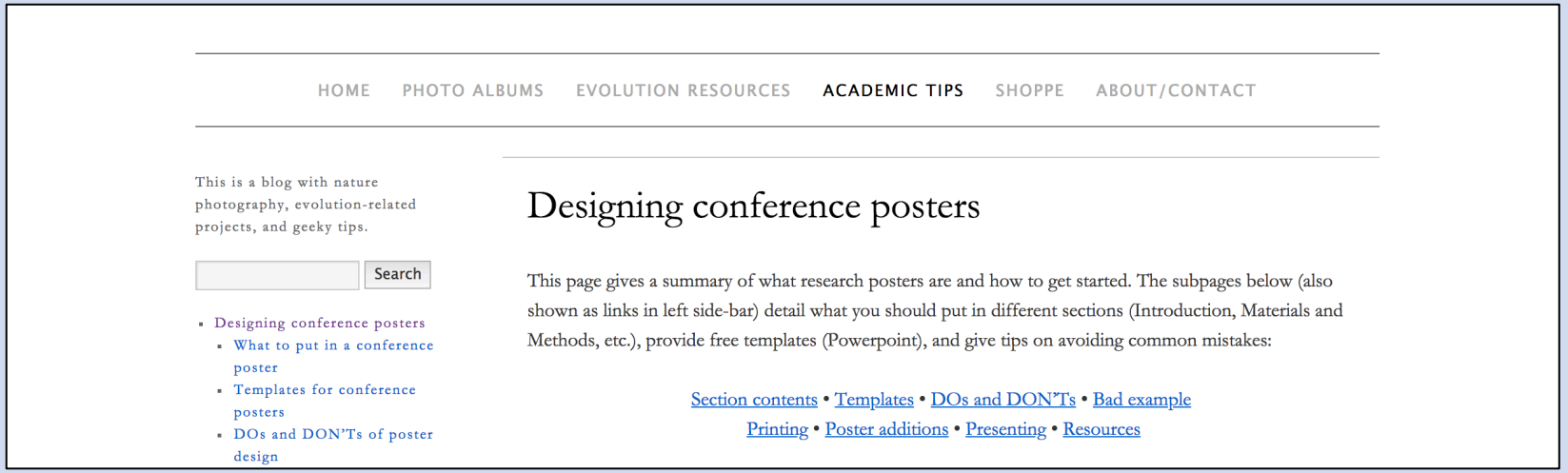
www.bonebroke.org

Further info



HOME PHOTO ALBUMS EVOLUTION RESOURCES ACADEMIC TIPS SHOPPE ABOUT/CONTACT

This is a blog with nature photography, evolution-related projects, and geeky tips.

Search

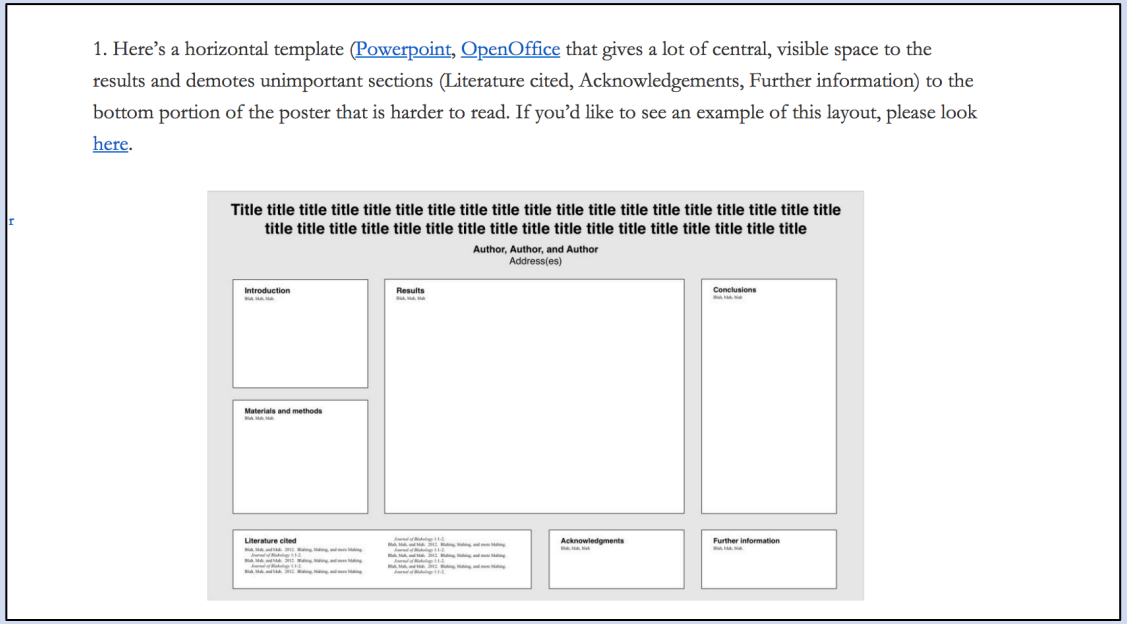
- Designing conference posters
  - What to put in a conference poster
  - Templates for conference posters
  - DOs and DON'Ts of poster design

Designing conference posters

This page gives a summary of what research posters are and how to get started. The subpages below (also shown as links in left side-bar) detail what you should put in different sections (Introduction, Materials and Methods, etc.), provide free templates (Powerpoint), and give tips on avoiding common mistakes:

Section contents • Templates • DOs and DON'Ts • Bad example
Printing • Poster additions • Presenting • Resources

https://colinpurrington.com/tips/poster-design



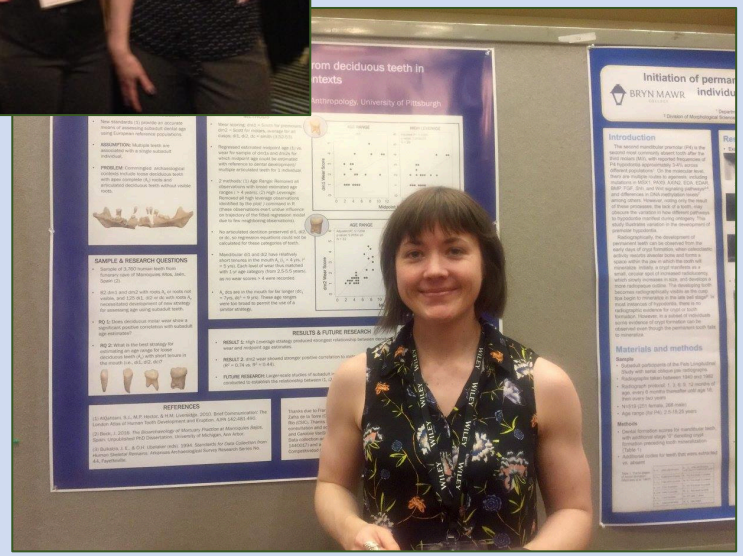
1. Here's a horizontal template (Powerpoint, OpenOffice that gives a lot of central, visible space to the results and demotes unimportant sections (Literature cited, Acknowledgements, Further information) to the bottom portion of the poster that is harder to read. If you'd like to see an example of this layout, please look here.

Title title title

Practice sessions

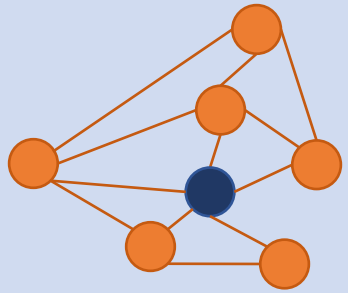
POSTERS

Presenting the poster



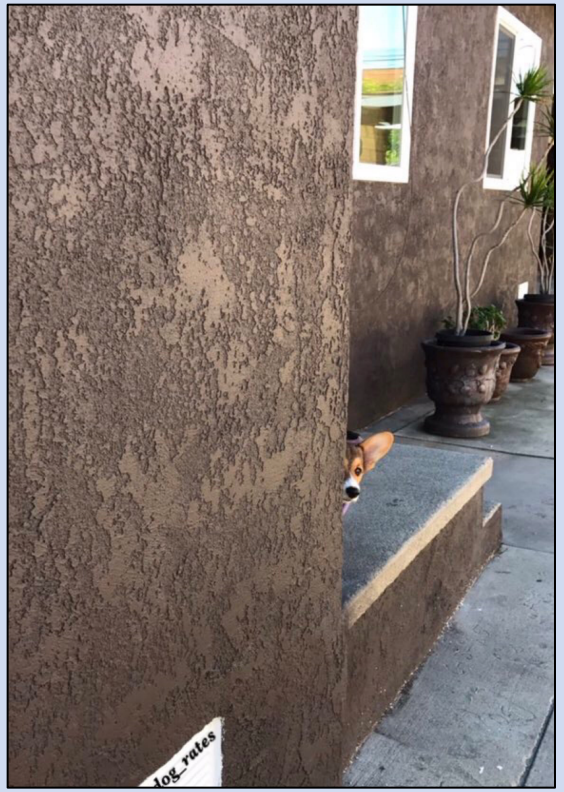
- Evaluate visitor background and interest
- Outline talking points in advance
- Give out business cards
- Printed copies of poster
- Collect email addresses (notebook)
- Water

NETWORKING



Planning

- Download conference program
- Identify sessions of interest
- Decide who you want to meet*
- Email in advance (2-3 weeks before)
- For busy people, suggest coffee/drink
- Breakfast is underutilized
- Write out a schedule
- Check email/twitter/constantly
- Have back-up contact (e.g. phone, WhatsApp)



Sample e-mail

Jess Beck <jessbeck@umich.edu> 3/31/15 ☆ Reply

to

Hi

My name is Jess Beck, and I met you briefly at the AAPAs in Calgary last year. I'm at the University of Michigan with and I'm one of the few bioarchaeologists in the grad program here. I saw you a few times across the room in St. Louis, but the fates never aligned so that we could chat. I asked about it, and she said you were going to the SAAs, so I figured I'd ask you in advance if you'd be willing to grab coffee some time during the conference.

I'll be on the job market in the fall, so my goal over the next six months is to talk to as many young female faculty as possible, particularly those who have recently been on the job market. Given that you're a fellow Kampsville alum and bioarchaeologist, I'd love to pick your brain about strategies that worked for you when you were applying for positions, and learn more about your professional trajectory in general (my one take-away from my discussions thus far has been that trajectories are diverse and unpredictable, but it helps to have a better understanding of the breadth of possibilities). If you'd like to know a little bit more about me before agreeing to this, feel free to visit my *extremely* nerdy osteology and bioarchaelogy blog (linked here). And I completely understand if you're too busy for a meet-up at this point in time - no hard feelings.

Anyhow, please let me know if you'd be availble or interested/willing to meet up. Thanks!

...

- Jess

- Polite (for American)
- Briefly describes research
- Outlines time-frame of meeting (coffee)

- Explicit goal (job market discussion)
- Multiple mutual connections
- Links to more background information
- WAY TOO LONG

Better e-mail

Dear [Person I Desperately Want to Meet],

I am a PhD student at the University of Cambridge, working with [name] and [name] on [topic].

I recently read your paper on [topic], and your results are very relevant to my dissertation research. We have a mutual acquaintance in [Name] who mentioned you will be at the AAPAs this year, and have provided her with helpful information about [topic] in the past.

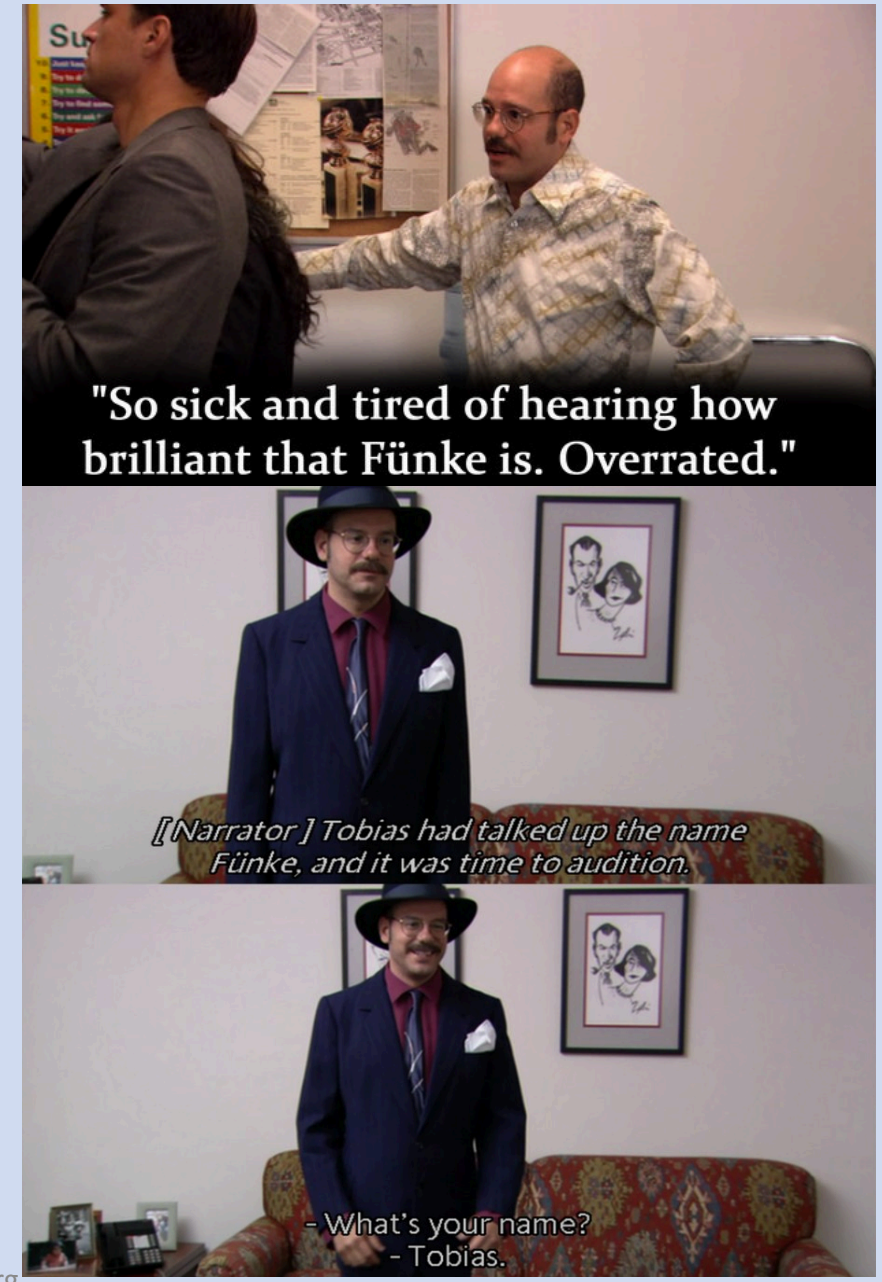
Would you be able to meet for a coffee in [city]? I will be in [city] from [date to date], and it would be great to discuss your research.

Best,

[Your name]

Networking strategies

- Present as a junior colleague
- Leverage your own connections
- Attend poster sessions
- Have business cards
- Be professional but friendly
- Follow people on Twitter after meeting
- Keep in touch



Scheduling

Schedule, Thursday March 30 – Sunday April 2

Day	Thursday, March 30	Friday, March 31	Saturday, April 1	Sunday, April 2
Morning	**8:00-10:00** – Bodies as Narratives: Revisiting Osteobiography as a Conceptual Tool (JRobb, Sabrina, Jane, Knüsel, Tilley, Scott)	**8:45** – Shooby – Mississippianization in Late Pisgah Communities…North Carolina, EMR 8, VCC **9:30** – Breakfast with CPQ and Rachel	**8:45** – Rachel Lee – Household Change and Social Complexity in Prehistoric Korea, EMR 18, VCC **9:00-10:00**– LR: Modeling Agro Pastoralism in Eurasia (Bryan, Luke, Stefani, Isaac) – WMR 209, VCC	**9:15** – JRS – Characterizing Ephemeral Paleolithic Occupations…Italy – EMR 8, VCC
Afternoon	**2:00** – Coffee with Gordon Rakita **2:00-4:00** – Bree – Poster Session EHB, VCC, 89-h **5:00** Coffee with Bryan Hanks and CPQ	**12:00** Lunch with Nathan (meet at main entrance to conference center) **2:00-4:00** – Jordan – Poster Session EEHB, VCC, 232-e **4:00** – Coffee/beer with Anna Osterholtz	**1:00** Beer or coffee with John Robb	/
Evening	**6:45** –Postmortem Manipulation, Movement, and Memory in Copper Age Iberia – EMR 1, VCC **9:15** – Leave open if drinks with session?	**5:00** – beer with Julien *8:00 beer with Andre?*	**7:30** – Dinner, Pitt visiting scholars, Steamworks Brew Pub	/

WMR = West Meeting Room, EMR = East Meeting RM, EEHB = East Exhibit Hall B

NETWORKING

Elevator Pitch

- Write out key points
- Practice with friends
- Make organic as possible
- No jargon!
- Emphasize broad importance

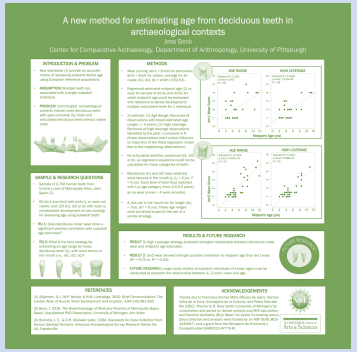
RECAP

PRESENTATIONS

- Structure
- Graphics
- PowerPoint tips
- Posters
- Practice sessions

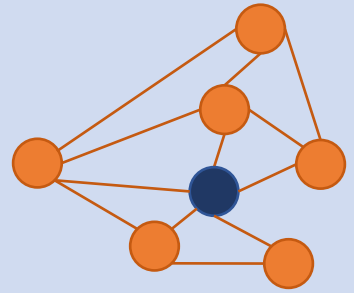
POSTERS

- Organization
- Examples
- Further info
- Presenting
- Practice sessions



NETWORKING

- Planning
- Strategies
- Scheduling
- Elevator Pitch



Q&A

?

Resources

POSTERS

Colin Purrington: https://colinpurrington.com/tips/poster-design

University of Liverpool: https://www.liverpool.ac.uk/media/livacuk/computingservices/printing/making-an-impact-with-your-poster.pdf

University of Oxford: https://weblearn.ox.ac.uk/access/content/group/e05e05d2-f4ce-4a24-a008-031832bd1509/LearningRes_Open/Course_Book_Ppt_TIUD_Conference_Posters10.pdf

*Last two links found by Catherine Kneale.

ELEVATOR PITCH

Notre Dame: https://graduateschool.nd.edu/assets/76988/elevator_pitch_8_28_2012.pdf

Thesis Whisperer: https://thesiswhisperer.com/2010/07/01/how-to-sell-your-thesis-in-3-minutes-or-less/

The End

- Email: jb2190@cam.ac.uk
- Twitter: @bonebroke9
- Blog: www.bonebroke.org

- I will share a pdf of this presentation with Michael & Marissa
- If you have questions or want advice, shoot me an email, I am happy to talk about these topics over McDonald coffee hour.