Effective Conference Presentations and Networking

06 March 2018
@bonebroke9
Jess Beck – www.bonebroke.org
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
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?

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Structure

AGENDA
RESEARCH QUESTIONS
MATERIALS
METHODS

SECTION 1
RECAP 1

SECTION 2
RECAP 2

RECAP & DISCUSSION
CONCLUSIONS
RESEARCH QUESTIONS

PRESENTATIONS

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Graphics

• Limit text whenever possible. Only include information that is essential, 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

Exchange

Copper
Amphibolite
Ivory
Chert
Variscite
Ostrich eggshell

Copper Age Iberia
Presentation tips

BE ENGAGING

EYE CONTACT

SPEAK SLOWLY

PRACTICE
START
Presentation tips

- Be consistent
- Explain figures
- Keep to time
- Be redundant

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Presentation equipment

BACK-UPS
- Gmail
- Dropbox
- USB drive

EQUIPMENT
- Laptop
- Wireless presenter
- HDMI adapter

SUPPLIES
- Water bottle
- Halls cough drops
- Protein bars
PowerPoint tools

ALIGN

ANIMATIONS

REMOVE BACKGROUND

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

Joe Paris
Center for Comparative Archaeology, Dept. of Anthropology, University of Pittsburgh

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

INTRODUCTION AND OBJECTIVES

This study aims to develop a new method for estimating the age of individuals from archaeological sites based on the eruption and shedding of deciduous teeth. The method utilizes a combination of macroscopic and microscopic features of the teeth to accurately determine age at death.

METHODS

1. **Eruption and Shedding Patterns**: The study examines the sequence of tooth eruption and shedding in children and 200+ year old corpses. Patterns are compared to establish a timeline for tooth development.
2. **Microscopic Analysis**: The tooth crowns are examined under a microscope to identify specific features such as enamel thickness and wear patterns. These features correlate with age.
3. **Statistical Modeling**: A statistical model is created to predict age at death based on the observed patterns.

RESULTS & FUTURE STUDIES

- **Correlation Analysis**: Statistical analysis shows a strong correlation between the eruption and shedding patterns and age at death. The model has an accuracy rate of 95%.

OUTLOOK

The developed method offers a non-invasive way to estimate age from deciduous teeth in archaeological contexts, providing valuable information for understanding past populations.
Organization

- Use bullet points to make text more concise.

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

JESS BECK – UNIVERSITY OF MICHIGAN

Introduction
During the Late Prehistoric period, the Pecos River Valley sat at the crossroads between Plateau 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 trips to the central Texas plains to hunt bison, and participated in Pueblo exchange networks of famine and exotic goods. Previous work suggests that the period between 1250 and 1450 saw increasing participation in expansive exchange networks, decreasing dependence on bison, and an escalation of regional violence (Smith & Newell 2009). Importantly, the chronological boundaries between the sites of Fox Place, Rocky Arroyo, Henderson, and Bloom Mound allow us to examine the intensity and nature of avifaunal exploitation relating to the transformative social processes occurring in Southeastern New Mexico during this period.

Methods and Research Questions
The most recently excavated Bloom Mound (archaeological sample N-256) was analyzed to determine element representation, NISP, MNI, and species composition. Bloom Mound (BM) data were compared to excavated assemblages from Fox Place (FP), Rocky Arroyo (RA), Early Phase Henderson (EH) and Late Phase Henderson (LH). LH was examined in terms and inter-site 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 roles (e.g., substance, ritual) at each site?

Conclusions
One important discovery that resulted from this preliminary analysis was the abundance of cost remains at all sites. The predominance of Killdeer, in tandem with the paucity of estrildid evidence (for the rail and the smeared face of costi) in the region, suggests that these birds may have played an important subsistence role in Southeastern New Mexico during the Late Prehistoric period. Their presence is, however, better documented for future investigation through an examination of skeletal element composition.

While contexts may have been employed as a food source, estimator accounts suggest that most bird species were exploited for their plumage, which was used in the production of small objects like prayer sticks, or amuletic girth (Glick & Clark 2009). Accordingly, the increasing procurement of avifauna or long-distance bison hunting declined and regional violence increased could indicate a growing reliance on ritual to fulfill the resultant social upheaval. Importantly, the types of birds that appear in greater numbers at later periods are those associated symbolically with hunting, witchcraft and warfare (Wyly 1979).

Reference Citations

Acknowledgments
Thanks to John Speth for guiding me through the archeology of Southeastern New Mexico, Janet Henrich for advice on avifauna, Richard Recking for assistance in species identification, and Nancy J. Alain, Susan E. Emelle and Ragge Wissman for access to the Late Prehistoric data sets. Finally, thanks to the University of Michigan Museum of Anthropology for funding this work through GSRF position in Winter 2011, and to the Rachbaum Graduate school for funding my participation in this conference. All photos retrieved from RFK: Online, http://www.arkiv.org/

For further information
Please contact Jess Beck at jbeck@umich.edu. More information on this and my other projects can be obtained at http://jessbeck.umich.edu/beck home .

POSTERS

www.bonebroke.org
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 pulpal dental age using European reference populations.
• ASSUMPTION: Multiple teeth are associated with a single subadult individual.
• PROBLEM: Demineralized archaeological contexts include loose deciduous teeth with apex complete (A), roots and articulated deciduous teeth without visible roots.

SAMPLE & RESEARCH QUESTIONS
• Sample of 3,380 human teeth from funerary case of Manroques Atllos, Jaen, Spain (2).
• 82 dm1 and dm2 with roots A, or roots not visible, and 125 dm3, dm4 or dc with roots A, 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) with short tenure in the mouth (ie, dm1, dm2, dm3)?

METHODS
• Wear scoring: dm1 = Smith for premolars; dm2 = Smith for molars, average for all cuspids: 61, 62, 6c = Smith (3.02-53).
• 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 y). (2) High Leverage: Removed all high leverage observations identified by the plot / (convar = R) (these observations exert an unusual influence on trajectory of the fitted regression model due to few neighboring observations).
• No articulated dentition preserved dm1, dm2, or dc, so regression equations could not be calculated for these categories of teeth.
• Mandibular dm3 and dm4 have relatively short tenures in the mouth A, li = 4 yrs, l2 = 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, li are in the mouth for far longer (dc, li = 7yrs, dl = 9 yrs). These age ranges were too broad to permit the use of a similar strategy.

RESULTS & FUTURE RESEARCH
• REASLT 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 (R² = 0.74 vs. R² = 0.44).
• FUTURE RESEARCH: Larger-scale studies of subadult individuals of known ages must be conducted to establish the relationship between L, li and age and wear of teeth.

REFERENCES

ACKNOWLEDGMENTS
Thanks to Francisco Herrera Mata (Museo de Jaén), Narisco Zafra de la Torre (Consejería de La Cultura), and Pedro Díaz-del-Rio (CSIC). Thanks to B. Holy Smith (University of Michigan) for consultation and advice on dental analysis and MINI calculation, and Carole Vierck-Smiley (Brian Moer) for pristate formatting advice. Data collection and analysis were funded by an NSF OISE: (BCS 1440017) and a grant from the Ministerio de Economía y Competitividad (MINECO 2015-67776-R).
Further info

https://colinpurrington.com/tips/poster-design
Practice sessions
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)
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 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 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 bioarchaeology 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 available 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

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

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

- Write out key points
- Practice with friends
- Make organic as possible
- No jargon!
- Emphasize broad importance
PRESENTATIONS
- Structure
- Graphics
- PowerPoint tips
- Posters
- Practice sessions

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

NETWORKING
- Planning
- Strategies
- Scheduling
- Elevator Pitch

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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

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• 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.