

Review of: "[Commentary] #BetterPoster: The gateway to accessible science"

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Potential competing interests: No potential competing interests to declare.

The paper introduces a fresh perspective on designing scientific posters that focuses on making them more accessible and inclusive for scientists with disabilities. The #BetterPoster model is still developing, but it offers a blueprint for creating science posters that are universally designed and easy to comprehend. The notion of crafting posters that have a greater impact on everyone, including people with disabilities, is pertinent and vital. Overall, the article provides novel and essential information that warrants publication.

The article showcases a satisfactory understanding of the pertinent literature in the field and cites relevant sources, including studies in educational psychology and user experience design. The authors also reference news articles and other publications that underscore the growing popularity of the #BetterPoster approach. However, a more in-depth discussion of the research on accessibility and inclusivity in scientific communication would have improved the paper.

Although the paper is not based on an empirical study, the authors' experiences and observations in the field serve as the foundation for their argument. They draw upon theory and concepts from educational psychology and user experience design to support their thesis. To support their claims, the authors provide evidence and examples, such as the experience of academic researcher Bonnielin Swenor, who has low vision. The paper is well-structured and uses appropriate methods.

The authors present their ideas and arguments coherently and analyze them effectively. They provide supporting evidence and construct a compelling case for the #BetterPoster approach. The authors also demonstrate how virtual #BetterPoster designs can be more accessible for scientists with disabilities. The implications align with the paper's findings and conclusions, and the authors successfully bridge the gap between theory and practice.