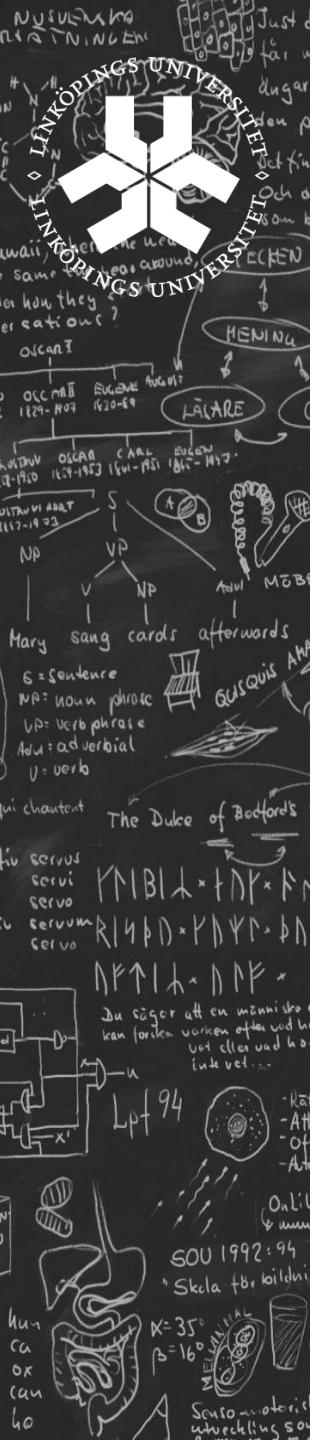

Seminars introduction

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Seminar organisation

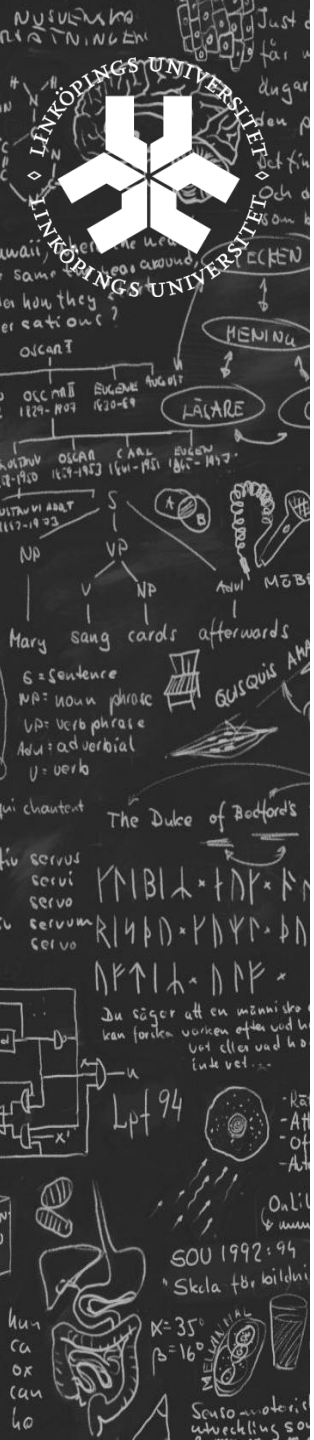
- Presentation and discussion of articles
  - 1 introductory occasion + 6 regular occasions
  - 2 presentation sessions per regular occasion
    - 20 minutes presentation
    - 20 minutes discussion
    - 5 minutes personal presentation feedback
- 1+11 articles to read
  (each student is presenting one article)
- Two different roles

Rule 1: be in time!

Student roles

- Leader
  - Each student has this role **once** with one assigned article
  - Tasks
    - **Present** the article and **lead** discussion
    - Write **report** about the article

- Participant (each student 7 occasions, for 12 articles)
  - Browse the article to get what it is about, try to see where the concrete results are, prepare 2 questions to share
  - Have a copy of the paper in front of you, listen and take notes during the presentation
  - Discuss topics relevant to *this particular paper*
    - Hint: a relevant question is one that could not be asked on every paper



Presentation and Discussion

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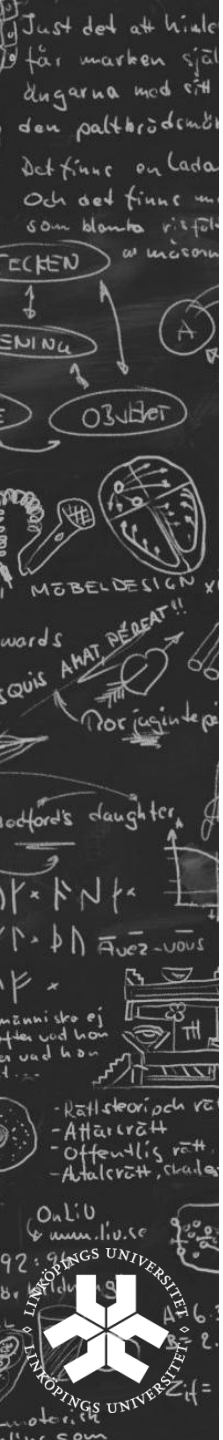


Leader: Presentation of article (content)

- Components to cover:
  - Main problem addressed by the article
  - Background terminology for the group to understand
  - **Method** for the study carried out
  - Choose **main outcomes** to discuss
    - Focus *selectively* on facts and numbers
  - Formulate conclusions

- Place the work in the life cycle of ICT from lecture 1 (design, production, use, end-of-life phase, recycling)
  - As time goes by relate your new knowledge to the earlier papers in the course

- Elaborate with your own sentences and use graphs from the paper for convenience, **but do not copy big tables**
- **Do not read from notes**

Leader: Presentation of article (content)

- If there are main elements of your paper that you do not understand, take the opportunity to discuss with your teacher in advance
- Good descriptions of the work done in article leads to better discussions, and also helps your own report on the article
- You can write your report summary and prepare the presentation at the same time if you have time

Leader: Presentation of article (practice)

- Arrive early and check that your laptop works with the projector in the room **before** the presentation
  - If you do not have a laptop you need to plan for alternatives
- Use slide numbers so listeners can refer to them later on
- When you present a chart or a curve describe the Y and X axes first, to focus attention on the results
  - Spend time in describing a chart
- Have a local copy of the presentation (to avoid potential cloud/network related issues)
- Voluntary but strongly recommended: Send the presentation slides **before** your seminar to the seminar group teacher to get feedback
  - Before 3 p.m. the working day before the seminar
  - Integrate teacher suggestions for improvement in your actual version

Time your presentation!

- Aim for 20 minutes
- Around 15 slides are recommended so you have time to spend on each slide
  - If your article has too many charts and curves you need to **select** the most important ones to fit your time
- Rehearse the presentation before the session!
  - Too short a presentation means that you did not use the potential to explain and create a ground for discussion
  - Too long a presentation takes away time from discussions
- A miss-timed presentation is indicative of lack of preparation

Participants: Discussion questions

- Questions by the participants are posted to a form with a link that is sent by your group teacher
  - **Before** the start of the seminar

- Forms are logged into with the LiU-ID and are saved as part of the examination

What is active participation?

A student actively participating (grade 3):

- Has browsed through the paper to be presented by another student before the seminar and knows what it is about, has a copy of the paper discussed open in class
- Has prepared 2 questions specific to that paper to be shared with others before the discussion starts
- Uses roughly 1/10 of the available discussion time

Grades 4 and 5:

- Uses precise terminology that appears in course material
- During the seminar, refers to tables, curves, sections during the discussion
- Listens, takes notes, clarifies questions, answers other students' questions

Leader: Discussion leadership

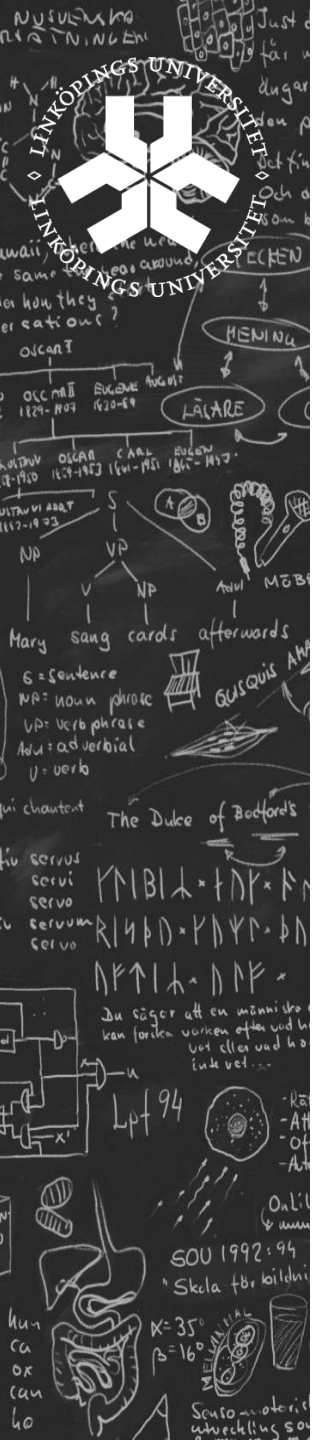
- **Before** the presentation
  - Prepare your own discussion points
    - Charts/curves that are hard to understand
    - Aspects not enough discussed in the article
    - Possible ways to improve the work
    - Prepare **open questions** that helps to start the discussion
    - Consider what you are unsure about, and mention it, so that the discussions may **enrich your own report**
  - External material complementary to the article
    - If you have found material that enriches the discussion you may have it ready to mention
- **During** discussions
  - Ensure each participant question ends up clarified
  - Make sure everyone gets a turn

Leader: Discussion leadership

- Starts by asking what was not clear
- Be prepared to answer technical questions related to your presentation, but **let participants answer each other first**
- **Solicit new questions at the end of the round, especially from less talkative participants**
- Use your own list if the discussion fades and time is left

After the session

- The presenter gets a 5-10 min individual feedback on the presentation and if needed, what requires to be improved to come up to a satisfactory level
  - In a separate room
- The quality of the discussion is often related to how much participants learnt in the session
  - Reflect on how the discussions went



Writing your own report

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Own article report

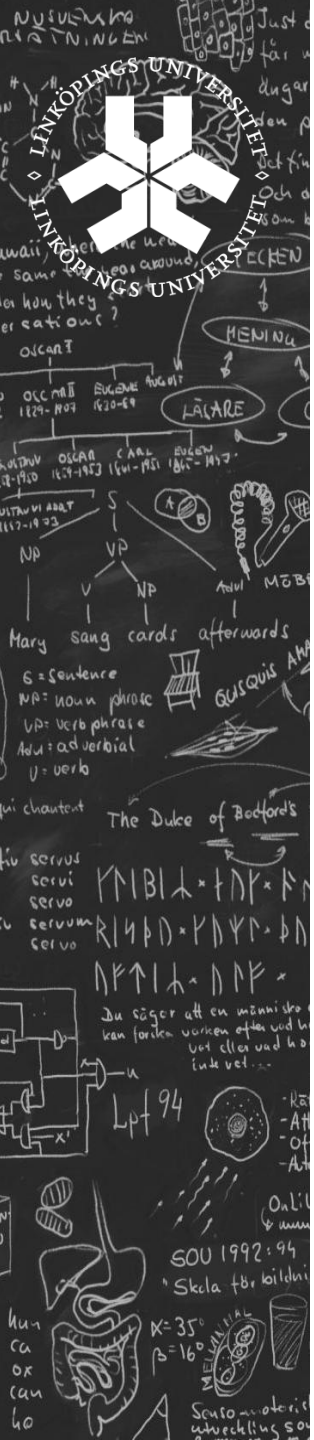
- Use the provided template on the course web page
  - Length: 3-4 pages (even for grade 4!), read the guidelines!
- Three sections
  - Summary of the article in your *own sentences*
    - As if you want another reader to get what was done, use scientific terms, and focus on the methods used and outcomes
  - Discussion
    - Weak and strong points in the method/results, and why
    - Claims or facts that need elaboration, or points that remain unclear, even after the discussion
    - No copy/paste figures or tables from the paper
  - Related work
    - Search 2 related works published **after** your article
    - Do not mention full author names or title inside the report text!
- Grounded statements
  - Always cite **your sources** when stating your point
  - Refer to relevant sections of your paper to justify your statements

Text style

- Use a language similar to the research articles you are reading, specially their “related works” sections’ style
- Avoid acting as a text reviewer (“I think they did a good explanation of this” or “they wrote nicely”)
- AI tools can optionally be used to improve your English but start with your own text first
  - You are responsible for the content and its correctness
  - As usual, plagiarism through copying text from others is not allowed
- Before handing in: Ensure your report is spellchecked and find obvious language issues

Report: Delivery terms and method

- First step: Hand in **2 weeks after your presentation**
  - One (pdf) copy by e-mail (urkund or the like)
  - Addresses given on the examination page
- The teacher sends the report back to the student with feedback for correction (max 2 weeks after hand-in)
- Second step: The student has **one week** to send a correction
  - Final grade is decided after this last step



Examination

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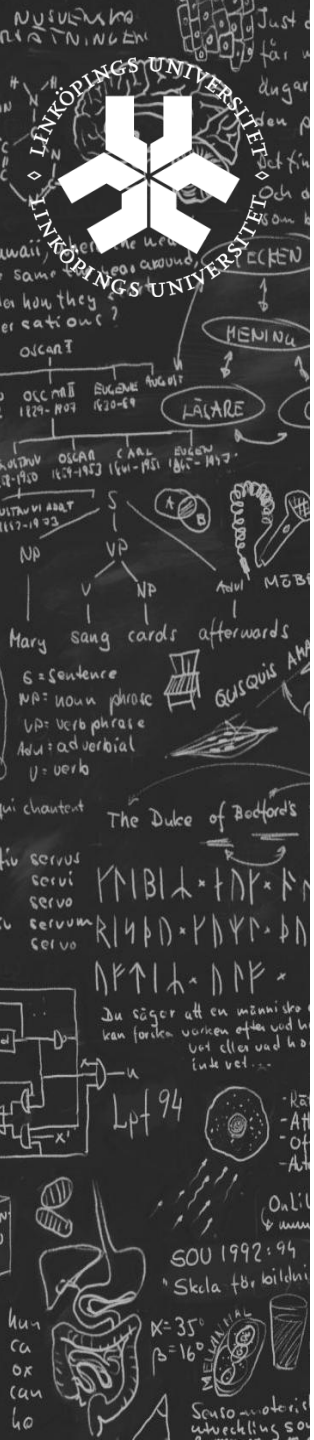
Examination

- Grading criteria: as described in the web page
  - Refer to the course web page to refresh your memory!
- See it as an opportunity for learning!
  - Do not worry! If you are below satisfactory activity the teacher will write to you (before the middle of the course)

Examination - retake

- Reports below the required standards after correction (version 2) lead to Grade U in the course
  - Revised report handed in during the retake period
  - Check the dates that will appear in **June** and **August** for that!
- Recall: **Attendance to all seminars is compulsory**
  - Talk to your teacher in advance in case of legitimate absence
  - If absent from own presentation or need to improve this skill: will (re)do it in the retake period, in front of an audience fixed by the teacher

- If you are not able to attend at **your own presentation** please notify your teacher **ASAP!**



Search for & summary of related work

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Why related works?

- What is related work?
  - Approaches that deal with the same or similar topic, or improve the outcome, published **after** your article
- Why do you learn this?
  - Good to know how to find existing solutions
  - To be able to compare them with other ones or to avoid reinventing the wheel
  - See if the weaknesses you identified were also noted by other researchers
  - Learn to write scientific text
- Reference formatting: see guidelines in the course web!
  - https://www.ida.liu.se/~TDDD50/report/ReportTemplate.pdf

Where can we find related work?

- Only peer-reviewed publication material is accepted as a related work, with a proper link to a publisher
  - Not Wikipedia, any Google hit, Researchgate, Arxiv, some university web portal, blog…
- Articles are reviewed by experts before publishing
  - At Springer, IEEE, ACM, Elsevier, ...
  - Check the bad publishers here: https://beallslist.net/
  - Made available in publishers' portals
    - Free or under subscription (paid by LiU in our case)
  - https://liu.se/biblioteket/databaser (ingenjörsvetenskap, datavetenskap, …)
- Articles can be found by using specific search engines
- You can also check who cited your presented article after the publication

Articles that are called Surveys

- A survey article is a special kind of research article, providing overview on a specific subject, a sort of orientation map
  - Does not have its own result
  - Do not mix it up with “survey” as a method for gathering data in empirical research! (you have that in article [6])
- **Survey papers** are **not accepted** as related works in your article summary
  - But they may be helpful in finding related works, use them as collections of pointers
  - There are journals specialised in scientific surveys:

    http://www.comsoc.org/cst or https://dl.acm.org/journal/csur
- Surveys usually suggest a logical organisation of the analysed works: use them to better grasp the context and understand alternative approaches

Questions?