Seminars introduction

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Seminar organisation

- Presentation and discussion of articles
  - 1 introductory occasion + 7 regular occasions
  - 2 presentation sessions per regular occasion
  - 20 minutes presentation
  - 20 minutes discussion
  - 5 minutes personal presentation feedback
- 14 articles to present
  (each student is presenting one article)
- Two different roles

Student roles

- Leader
  - Each student has this role once with one assigned article
  - Tasks
    - Present the article and lead discussion
    - Write a report about the article
- Participant
  - Prepare for the seminar
  - Bring a hard copy or digital version of the paper with you
    (not on the mobile phone)
  - Listen and take notes during the presentation
  - Ask questions and participate in the discussions

Leader: Presentation of article

- Very important to describe:
  - Main problem addressed by the article
  - Background to give to your group for its understanding
  - Solution applied or the study carried out
  - Outcomes achieved and conclusions
- Elaborate with your own sentences and use graphs from the paper for convenience
  - Do not read from notes
- Add 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 the attention on the results

Time your presentation!

- Around 10-15 slides are recommended so you have time to spend on each slide
- 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

Leader: Presentation of article

- 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
- Voluntary but strongly recommended: Send the presentation slides before 4 p.m. the day before your seminar (i.e. Tuesday or Friday) to the seminar group teacher, in order to get feedback
  - Integrate teacher suggestions for improvement in your actual version
- Either check that your laptop works with the projector in the room before the presentation, or one day before ask another student (if not possible, the teacher) to bring a laptop
Leader: Discussion leadership

Before the presentation
- Prepare your own discussion points
  - Opinion about the strength of the key ideas
  - Aspects not enough discussed in the article
  - Possible ways to improve the work
  - Consider what you are unsure about to mention it and as a result enrich your own report
- Prepare open questions that helps to start the discussion
- If you have found material that enriches the discussion you may have it ready to mention

After the presentation, during discussion
- Ask the audience for what was not clear
- Be prepared to answer technical questions related to your presentation, but let participants to answer each other first
- Allow participants to ask, help them to discuss, rotate and take turns
- Solicit questions, especially from quiet participants
- Use your own list if the discussion fades

Leader: Article report

Use the provided template on the course web page
- Length: 3-4 pages (even for grade 4!)
- Three sections
  - Summary of the article
  - Discussion
    - Weak and strong points
    - Claims or facts on which you do not agree, or points that remain unclear
    - Possible alternatives
  - Related work
    - Search sources with related work not present in the article (minimum 2 works) so that you see later development
- Other requirements
  - Always cite your sources when stating your point
  - Do not copy literal sentences, write your own sentences

Report: Delivery terms and method

Before handing in: Ensure your report is spellchecked and find obvious language issues
- First step: Hand in 2 weeks after your presentation
  - One digital copy by e-mail to Urkund
  - Addresses given on the examination page
- The teacher sends the report back to the student with feedback for correction (ca 1 week after hand-in)
- Second step: The student has one week to send a correction
  - Final grade is decided after this last step

Examination

Grading criteria: as described in the web page
- Refer to the course web page to refresh your memory!
- What is active participation?
  - Taking part is a good start!
  - Asking specific questions about results, curves, outcomes
  - Relating what we learn here to terms/concepts learnt in earlier sessions
  - Teachers are able to distinguish shallow participation from pre-prepared discussion (for a grade 4 and above)
  - But do not worry, focus on learning!
    - If you are below satisfactory activity the teacher will write to you

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 (due to legitimate reasons) please notify your teacher ASAP!
Setup of the classroom

- Most of the time it will be the same room (check the odd case in good time!)
- Tables will be arranged as a round table
- The seminar members will sit around this table
- After the session you help to rearrange

Setup of the classroom

- Each student should have a paper or digital version of the paper to refer to during the presentation and discussion
- Each student will have their name badge in front of them
- We will bring the badges in the first occasion

Search for related work

- What is related work?
  - Search for other articles (usually newer) with approaches that deal with the same or similar topic, or improve the outcome
- Why do you require this?
  - Because it is good to know how to find existing solutions
  - To be able to compare them with other ones or to avoid reinventing the wheel
- See guidelines in the course web!
  http://www.ida.liu.se/~TDDD50/seminars/information-search.en.shtml

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, Research gate, …
- Articles are published by editorial:
  - Springer, IEEE, ACM…
  - Available in their portals
  - Free or under subscription (paid by LiU in our case)
- Articles can be found by using specific search engines
- You can also check who cited your presented article later
Surveys

- A survey is a special kind of research article, analyzing previous scientific work on a specific subject.
- Survey papers are not accepted as related works in your article summary.
- Surveys may be helpful in finding related works: use them as collections of pointers.
- Surveys usually suggest a logical organization of the analyzed works: use them to better clarify the context and understand alternative approaches.
- There exist journals specialized in scientific surveys: [http://www.comsoc.org/cst](http://www.comsoc.org/cst)

Questions?