

Seminars introduction

Presented by:

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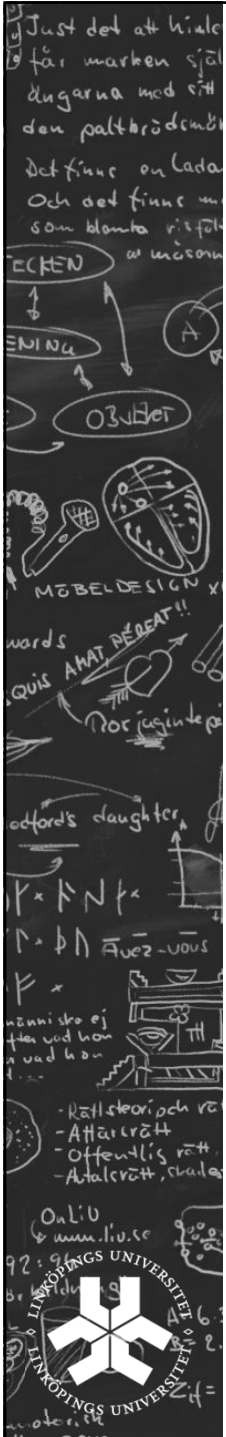
Linköping University

Sweden

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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 sessions, 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





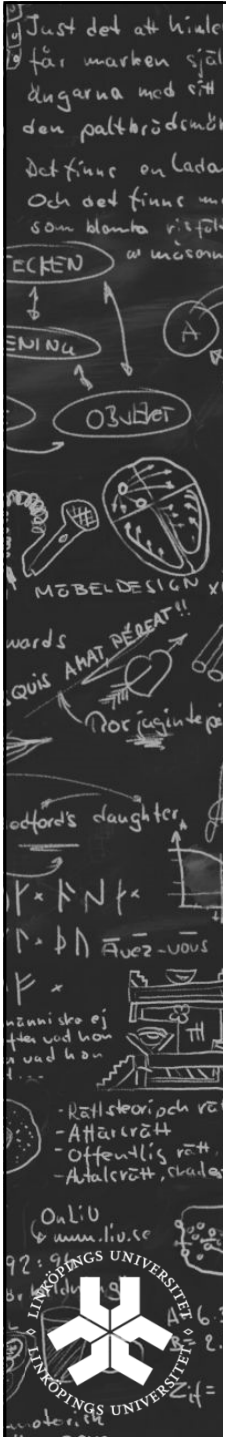
Presentation and Discussion

Leader: Presentation of article (content)

- Components to cover:
 - Main problem addressed by the article
 - Background needed for your group for their understanding
 - Focus *selectively* on facts and numbers
 - Solution applied, **method** for the study carried out
 - Choose **main outcomes** to discuss, 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**

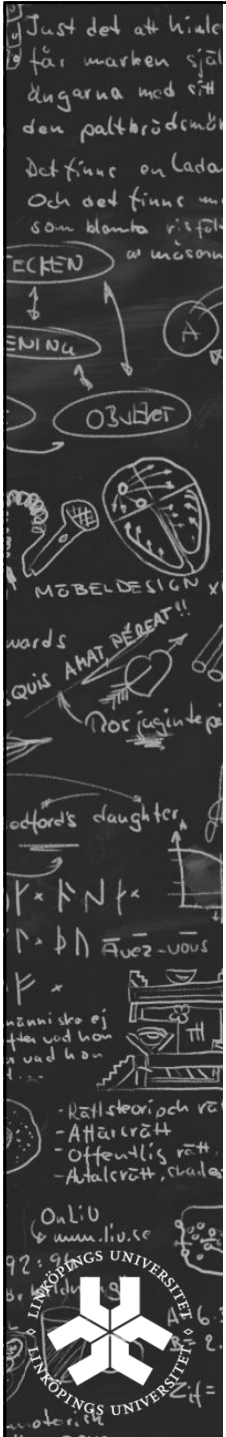
Leader: Presentation of article (content)

- 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



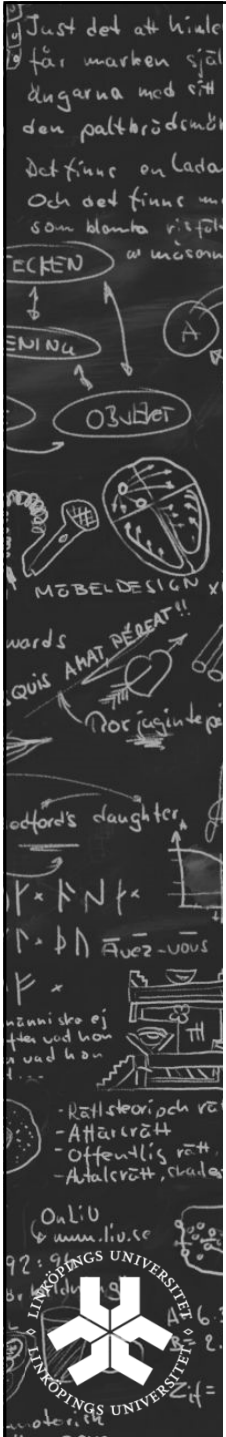
Leader: Presentation of article (practice)

- Will be in a physical room
 - 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 the 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 4 p.m. the last working day before** your seminar to the seminar group teacher, in order to get feedback
 - Integrate teacher suggestions for improvement in your actual version



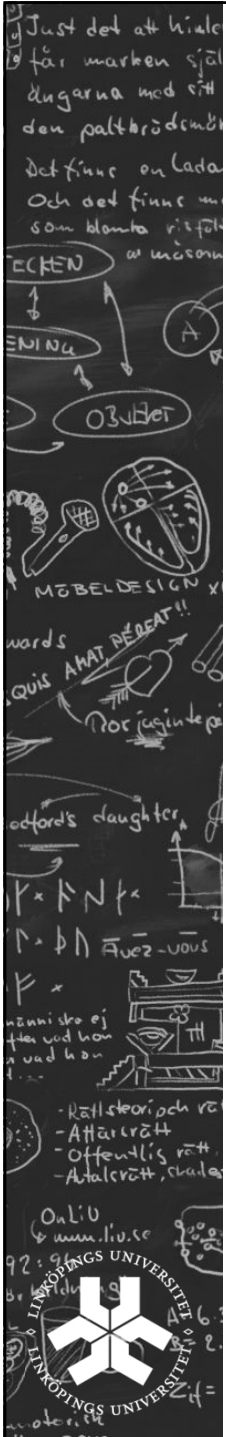
Time your presentation!

- Around 10-15 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



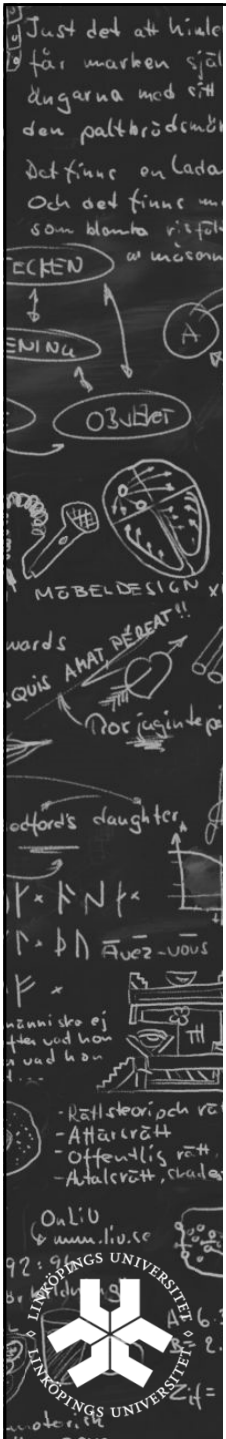
Participants: Discussion questions

- 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



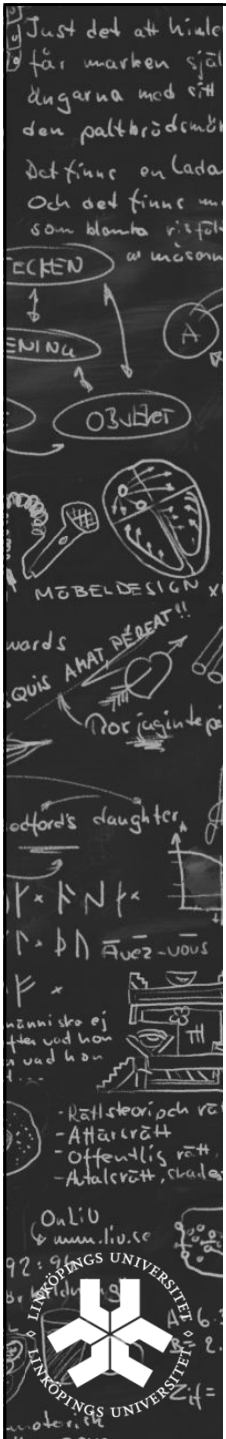
Leader: Discussion leadership

- **Before the presentation**
 - Prepare your own discussion points
 - Opinion about the key ideas
 - 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**
 - Leader goes around the group in turn to see what the questions are, and have 1-2 minutes to ensure each participant question ends up clarified



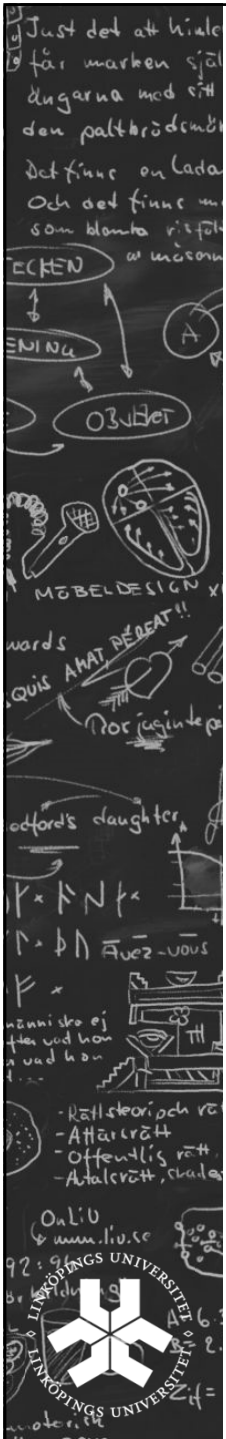
Leader: Discussion leadership

- Starts by asking what was not clear
- Be prepared to answer technical questions related to your presentation, but **let participants to 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



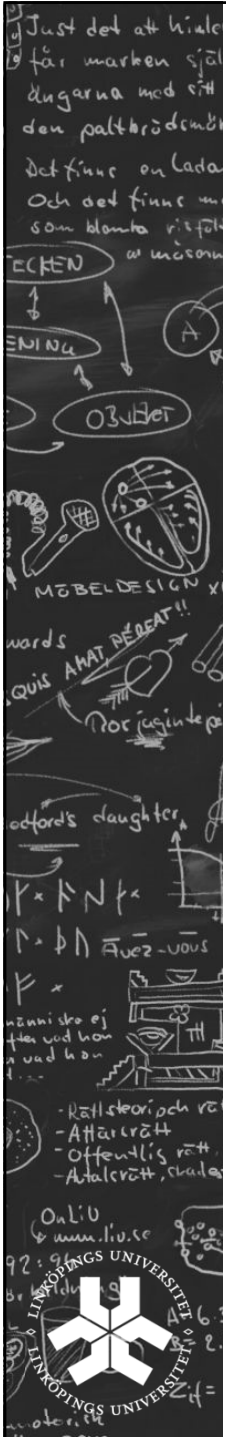
After the session

- 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

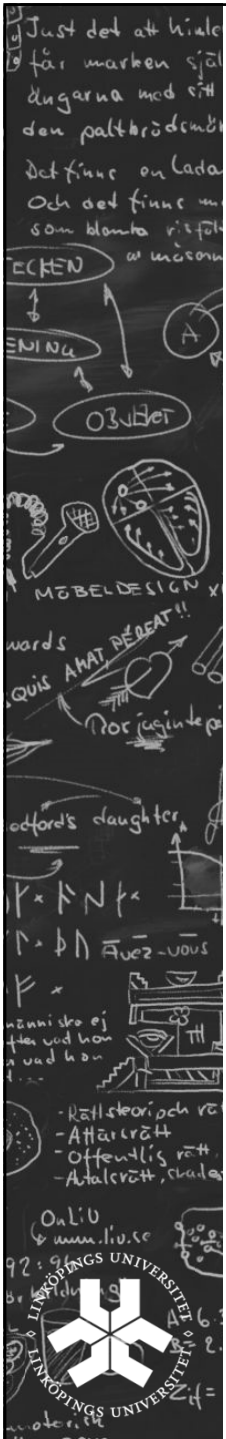


Own article report

- 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
 - No copy/paste figures or tables from the paper
 - Claims or facts that need elaboration, or points that remain unclear, even after the discussion
 - 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

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”)
- Note that things are unclear to you may be clear to others, so ask the teachers **before** your presentation if you do not get aspects of your article



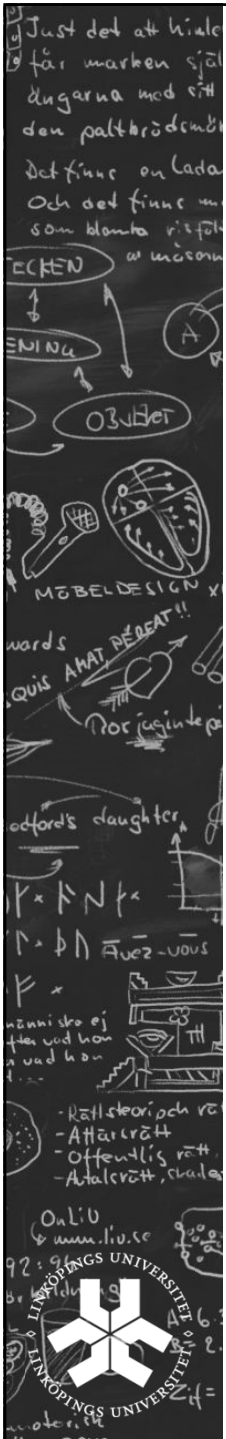
Report: Delivery terms and method

- 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
 - Note that text generated by AI tools is not allowed
- The teacher sends the report back to the student with feedback for correction (max 2 week after hand-in)
- Second step: The student has **one week** to send a correction
 - Final grade is decided after this last step



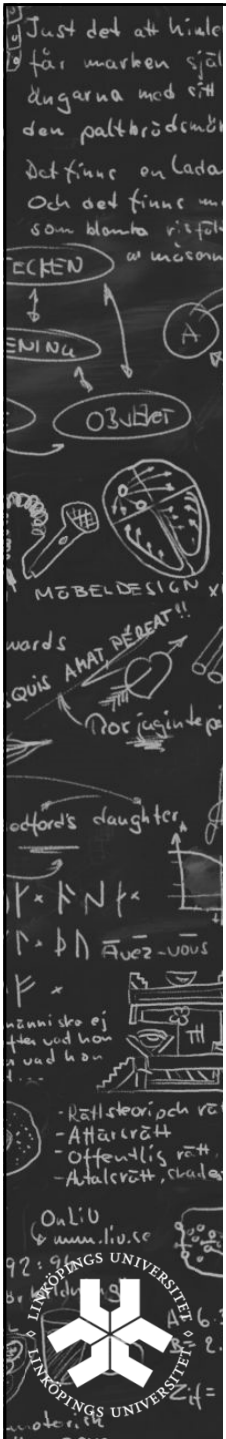
Examination

- Grading criteria: as described in the web page
 - Refer to the course web page to refresh your memory!
- What is *active* participation?
 - Taking part and being on time is a good start!
 - Asking relevant questions, some **specific ones** relating to **method/approach, results, curves, outcomes**
 - Answer other people's questions
 - Relating what we learn here to terms/concepts learnt in earlier sessions
 - Teachers are able to distinguish shallow participation from well-prepared discussion (for a grade 4 and above)
- 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!**

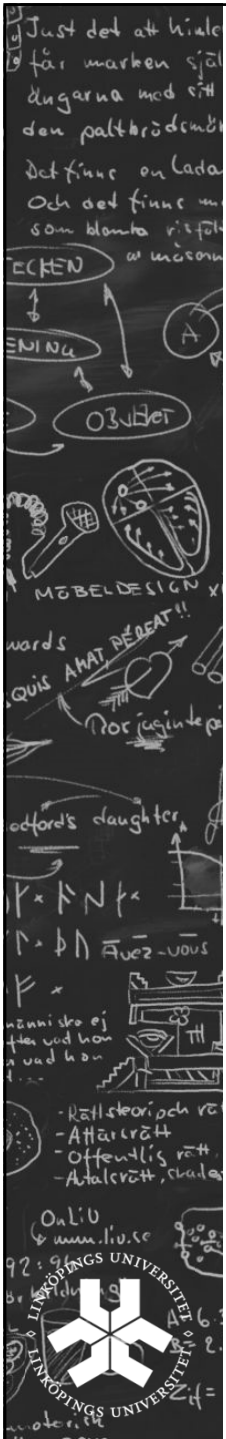




Search for & summary of related work

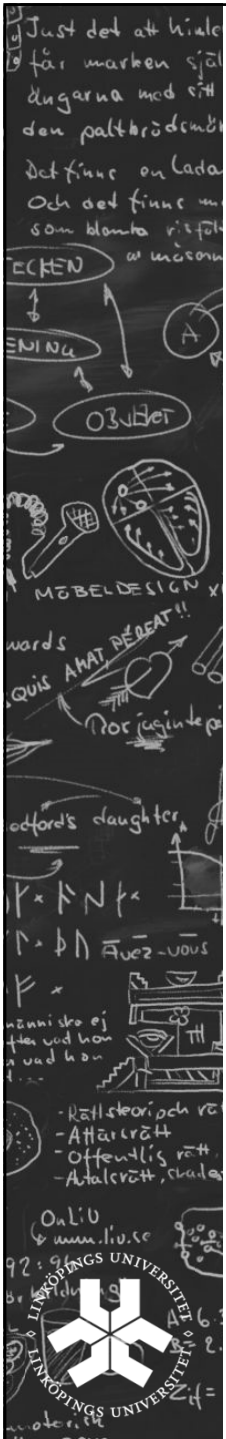
Why related works?

- What is related work?
 - Approaches that deal with the same or similar topic, or improve the outcome
- 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>



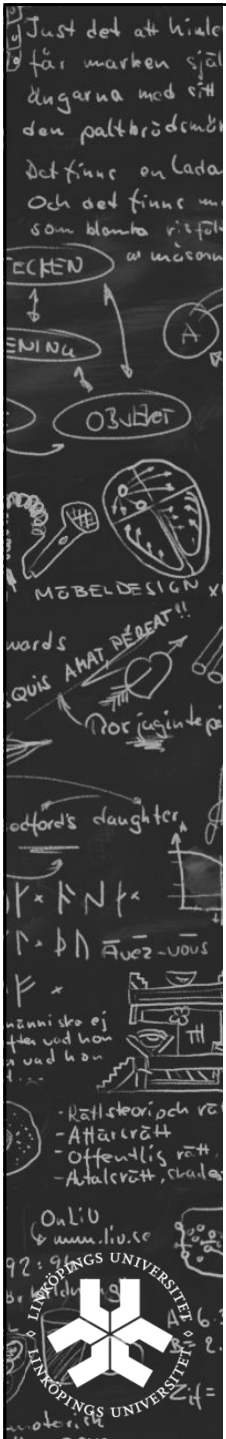
Where can we find related work?

- 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, ...
 - 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?



Just det att hiale
får marken själ
dugarna med sitt
den paltbröden
Det finns en lada
Och det finns m
som blanda ritfö
EKEN
ENINU
OBJET
MÖBELDESIGN
words
QUIS AMAT DECAT!!
Por iuante p
odford's daughter
Y x T N T x
T x b n Avez-vous
F x
zinni sko ej
fies uod tron
uad h o n
- Rättsteori och rät
- Arter rät
- Offentlig rät
- Arter rät, studa
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