



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Seminar Guidelines for Participants

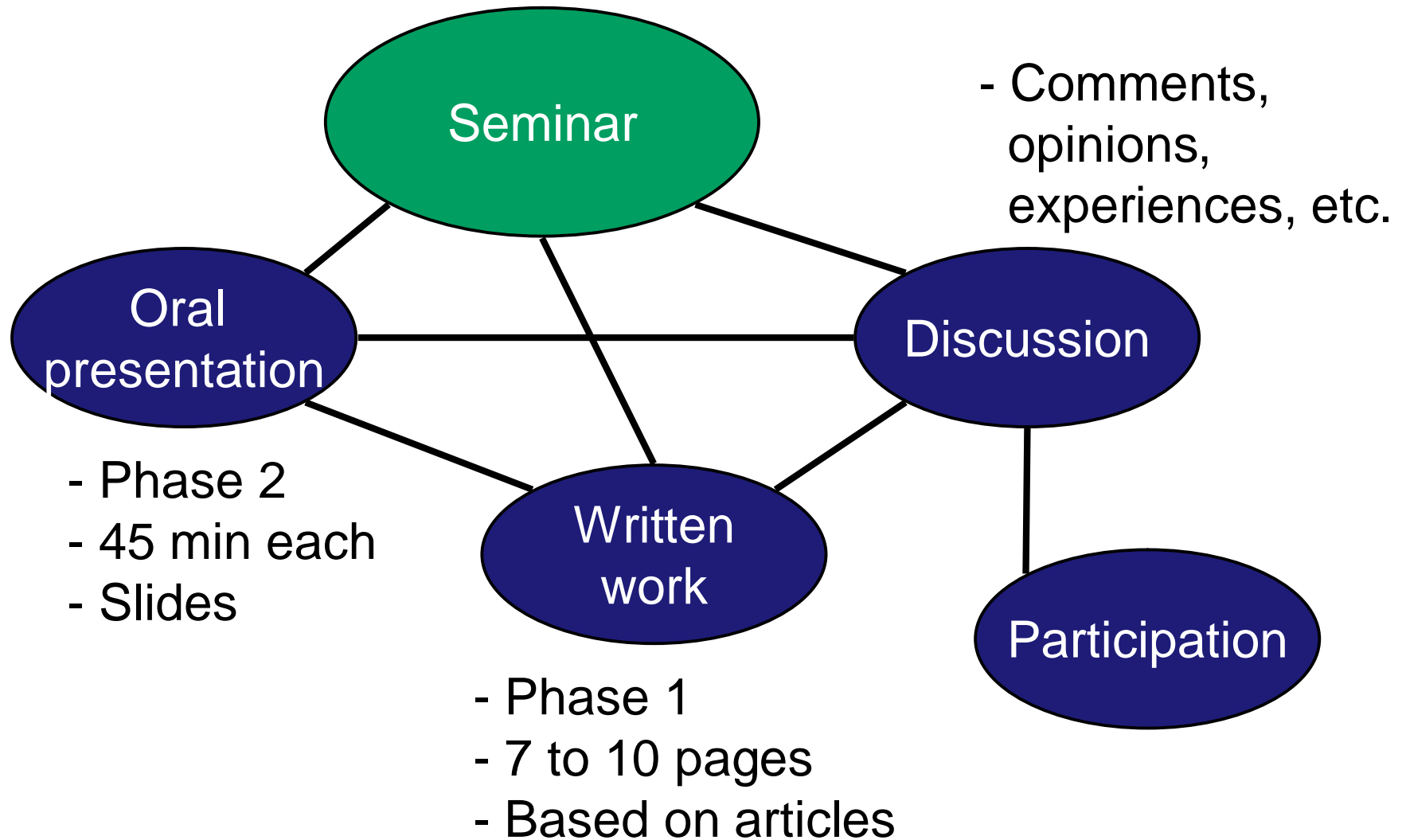
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based on material by Tiina Niklander and Timo Alanko





Seminar Structure





Grading

- n Written work

- n Presentation

- n Review of work written by others

- n Participation in discussions

 - n Comments, questions, ...



Teaching Goals of a Seminar

- n The development of communication skills
- n The development of intellectual and professional competence
- n The personal growth of students (and the tutor)

source: *Brown & Atkins: Effective teaching on Higher Education*



Goals (continued)

- n Improving the presentation skills
 - n Practice written and oral presentations

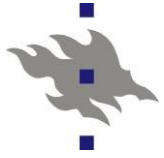
- n Study new subject
 - n Get an overview of the current trends
 - n Learn some part in more details

- n Learn the research methods used in that specific field



Some Types of Thinking

- n Analyzing
- n Logical reasoning
- n Evaluating evidence or data
- n Appraising and judging perceptively
- n Thinking critically
- n Synthesizing
- n Speculating creatively
- n Designing
- n Arguing rationally
- n Transferring skills to new contexts
- n Problem-solving



Outline Model

n Environment & problem

n Problem solving principle

} *The goal*

n Actual content

n Results

} *New knowledge*

n Evaluation of the research paper



Written Work

n Structure

n Terminology, Background

n Questions

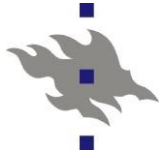
n Methods

n Results, evaluation

n References (essential, others)

n Concise presentation, independently understandable

n Extended abstract (?)



Oral Presentation: Slides

n **key words**, no sentences, mistakes

n Figures, pictures

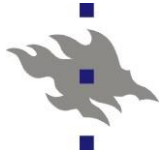
n Tables, lists

n Numbers (used in the presentation)

n **Examples**

n Do not overfill one page

n Avoid too small font sizes (this is 14), this is 18, **this is 24**, this is 12



Font Sizes

n 32 points

n 28 points

n 24 points: smallest useable in Auditorium

n 20 points

n 18 points: smallest useable in a presentation (maybe too small)

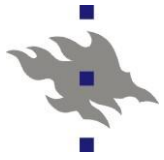
n Our university's template is really bad in this respect... L

n 16 points

n 14 points

n 12 points: Normal size in written papers

n 10 points: A bit small even for printed reports



Slide Layout

Please, try to **avoid** full sentences. They make following the talk very **difficult** for the audience. There is no time to follow the speech, because all the time and concentration goes to reading the slide.

This becomes even worse, if the presentation is directly read from the transparencies. **There is no point in listening anymore.** Also, the presenter eagerly uses very complex sentences that try to cover in one extremely long sentence most of the **material** without losing any details and facts.



Example: Portable and Handheld Devices in a Distributed System

- n Devices
 - n Mobile phone
 - n Laptop
 - n Camera

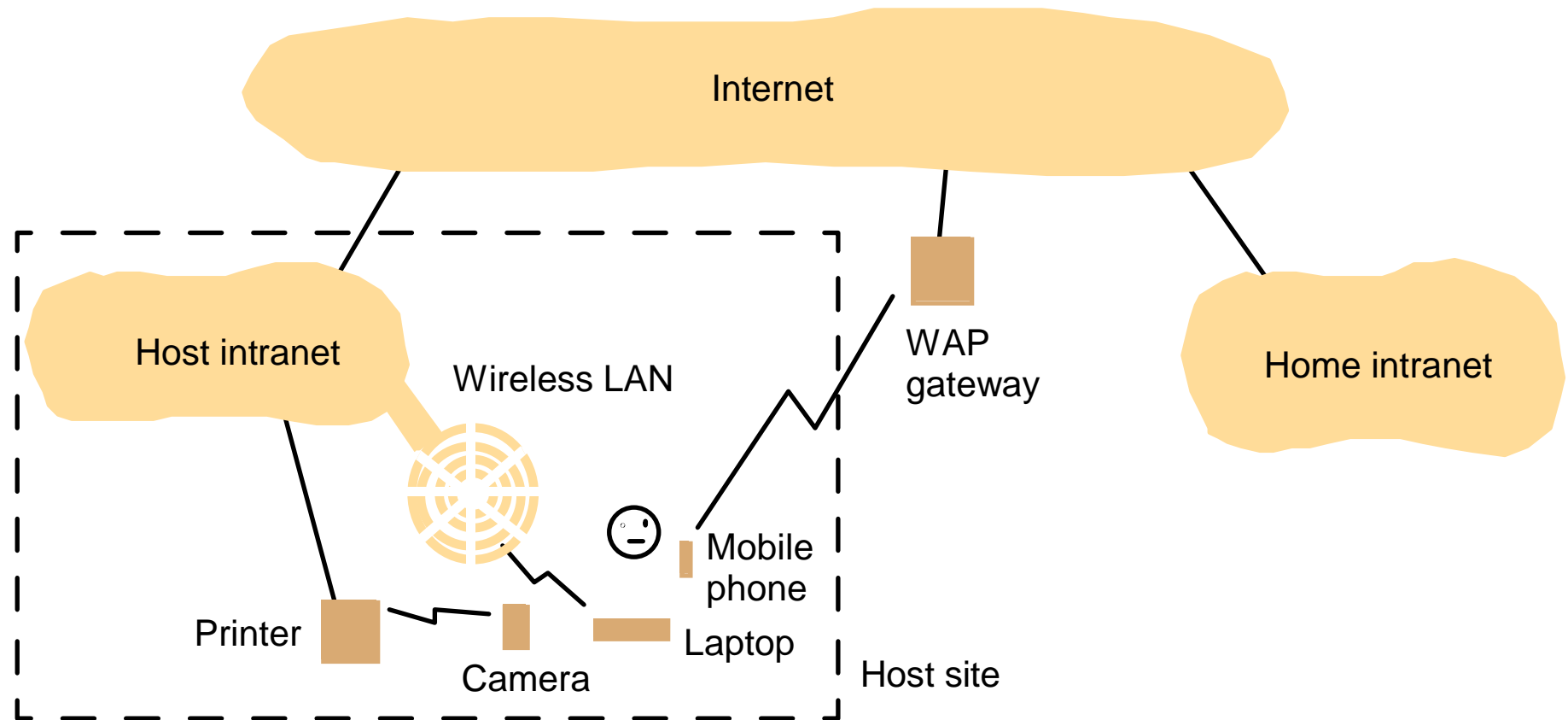
- n Connection points
 - n WAP
 - n WLAN
 - n USB
 - n Intranet, Internet

How to clarify?

Figure !



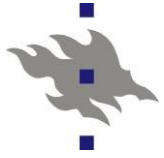
Figure: Portable and Handheld Devices in a Distributed System





Oral Presentation: Speech

- n Based on the transparencies
- n Each item on the transparencies covered
- n Nothing else is handled (except shortly)
- n Other notes
 - n To remember facts, extensions
 - n Presentation hints
- n Use short sentences



Oral Presentation: Voice

n Clarity and strength

- n Avoid sitting
- n Speak to the furthest person

n Voice makes the structure

- n Stressing
 - Importance
 - New topic
- n Pauses
 - New topic



Oral Presentation: Other Things

- n Computer, transparencies, blackboard

- n Notice the audience

- n Movements

- n *Hands*

- n **Practice**, practice,

 - n NEVER write down the whole oral presentation

 - n If uncertain, speak (and time) the whole presentation on your own or for a small audience



How to Start

n Locate material

n Read articles

n Use the structure model

n Make first sketch of the structure

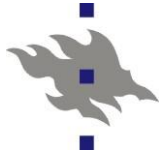
n Go into more details

n 'Scientific Writing'—course material useful



Examples of Probing Questions

- n Does that always apply?
- n How is that relevant?
- n Can you give me an example?
- n Is there an alternative viewpoint?
- n How reliable is the evidence?
- n How accurate is your description?
- n You say it is x , which particular kind of x ?
- n What's the underlying principle then?
- n In what situation would this rule break down?
- n What distinguishes the two cases?



How to Find Articles and Information?

- n Google is your friend and Google Scholar even more so
 - n <http://scholar.google.com>
 - n Also CiteSeer: <http://citeseer.ist.psu.edu/cs>
- n IEEEExplore: IEEE's digital library
 - n <http://ieeexplore.ieee.org>
- n ACM Digital Library
 - n <http://portal.acm.org/dl.cfm>
- n IEEE and ACM work from our university network
 - n "Work" = Full access to articles

- n Traditional library J