

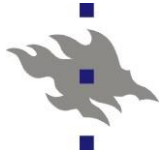


HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Seminar Guidelines for Participants

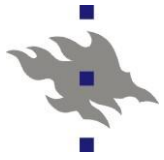
Jussi Kangasharju

Partly based on material by Tiina Niklander and Timo Alanko

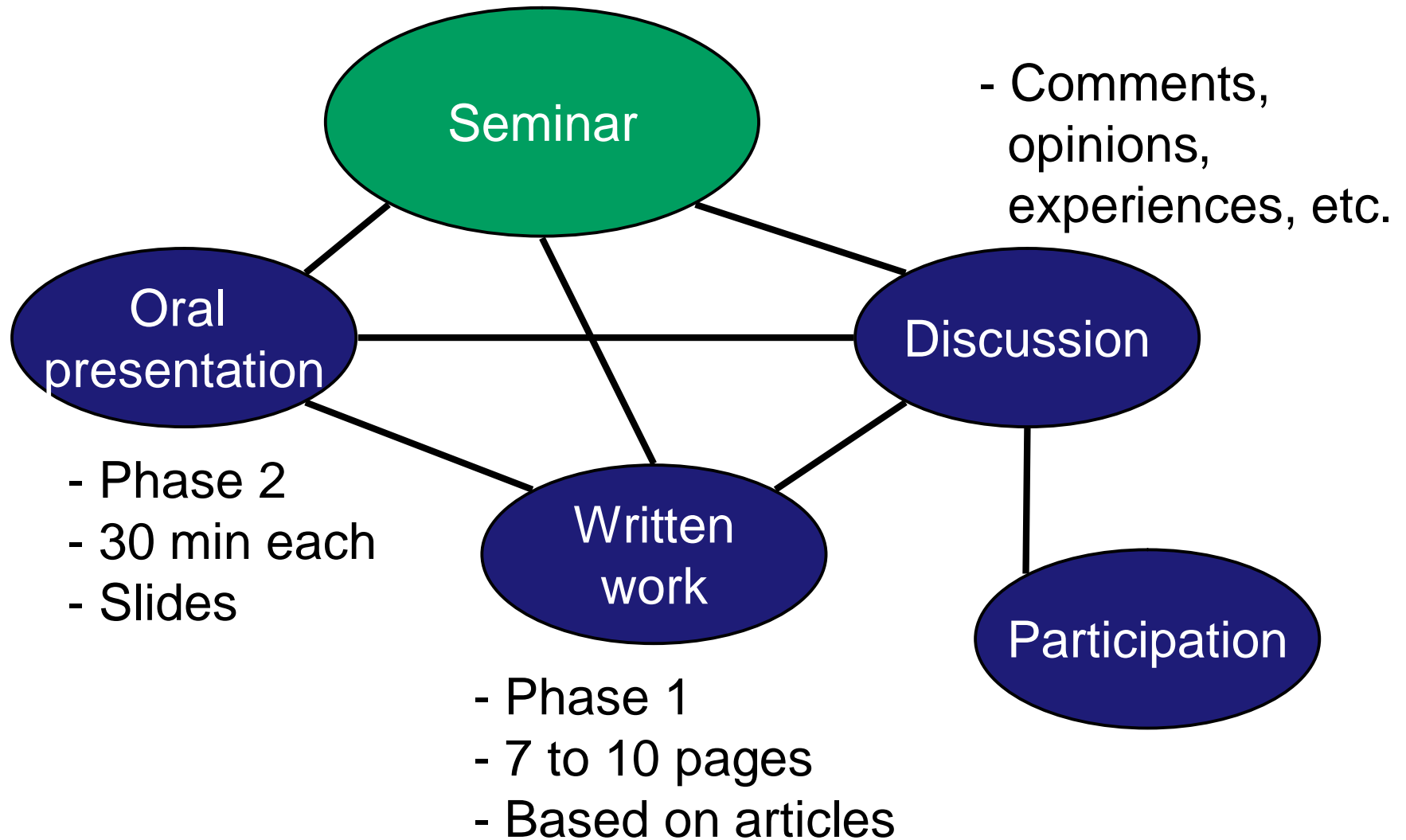


Outline

- n General information about seminars
- n Tips for writing
- n Tips for presentation
- n Quoting, citing, and plagiarism



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*

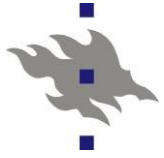


Goals (continued)

- 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

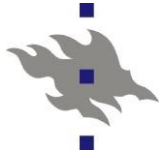
} *The goal*

n Actual content

n Results

} *New knowledge*

n Evaluation of the research paper



Written Work

n Structure

- n Terminology, Background

- n Questions

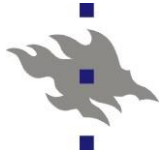
- n Methods

- n Results, evaluation

- n References (essential, others)

n Concise presentation, independently understandable

n Extended abstract (?)



General Tips

- n Keep your sentences short!
- n I really mean it, keep them short!

- n Two reasons:
 - n Easier to keep grammar correct
 - n Easier for reader to follow

- n In our template, sentence over 5 lines is “too long”
- n Exception: Comma-separated list of **short** items
- n If you have a (long) comma-separated list of long items à
Re-think and reformulate as several shorter sentences



Using Commas

- n English uses commas differently from many other languages (e.g., Finnish)
- n Some points:
- n Parenthetical remarks have commas around them
- n Expressions e.g. and i.e. are always parenthetical
- n Don't start sentence with e.g. or i.e.
 - n Write: "For example" or "That is" or "In other words"



Capitalization of Titles etc.

- n Capitalize all principal words (nouns, pronouns, adjectives, verbs, adverbs) and first word of title

- n **Examples:**

- n *A Simple Example*

- n *This Is a Simple Example*

- n *Getting More Complicated with Examples*

- n **Figure and table captions:**

- n Same rule applies

- n Sometimes only first word is capitalized



Capitalizing Section, Figure, Table

- n In section 2, we show ...
- n In Section 2, we show ...

- n In the next section, we discuss ...
- n In the next Section, we discuss ...

- n Results are shown in Figure/Table 3.
- n Results are shown in figure/table 3.

- n In the Figure above, we can see ...
- n In the figure above, we can see ...



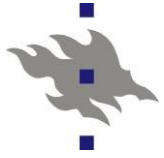
Capitalizing Section, Figure, Table

n In Section 2, we show ...

n In the next section, we discuss ...

n Results are shown in Figure/Table 3.

n In the figure above, we can see ...



Active vs. Passive Voice

- n Avoid passive voice, prefer active voice!
 - n “Passive voice is to be avoided, active voice to be preferred”
- n Active is stronger, passive is weaker (in general)

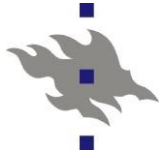
- n Often quite easy to change:
- n Request is sent by the client -> Client sends request.

- n For tricky sentences, use “we”
 - n Studies were conducted → We conducted studies
- n “We” is acceptable even in single-author papers!
 - n “I” is practically never used
 - n Even Master and PhD thesis use “we”



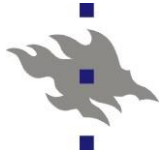
Using Citations

- n References not just a source of figures/tables! J
- n Must use references in text
- n When you state a claim from paper à **Cite!**
- n What should be cited?
- n Anything that is not “common knowledge”
- n What is “common knowledge”? It depends...
- n Better to cite more, easier to cut later
 - n Removes confusion about your opinion vs. others



Writing Style

- n Scientific writing has its own style
- n Students at master level write differently
- n Usually student style is a bit colloquial
- n Scientific writing style is NOT expected in a seminar
- n If you wish to go on to a research career (read: do a PhD), then you'll need to learn later J



More Hints

- n Be consistent!
 - n Write concepts/things/names the same way

- n Remember: It's your paper, you decide how to write it!

- n Buy the book "Elements of Style" by Strunk & White mentioned on the website
- n Small, cheap, extremely useful

- n For bigger help, check Chicago Manual of Style
 - n Not worth buying, unless you really, really, really, write really, really, really a lot. Better go to a library



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** making the audience follow the talk very **difficult**. In other words, do not spend too much time to follow the speech, because all the time and attention goes to reading the slides.

This becomes even worse, if the presentation is directly read from the transparencies. **There is no point in reading anymore.** Also, the presenter reads very complex sentences that try to cover in a very long sentence a lot of the **material** without any details and focus.



Example: Portable and Handheld Devices in a Distributed System

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

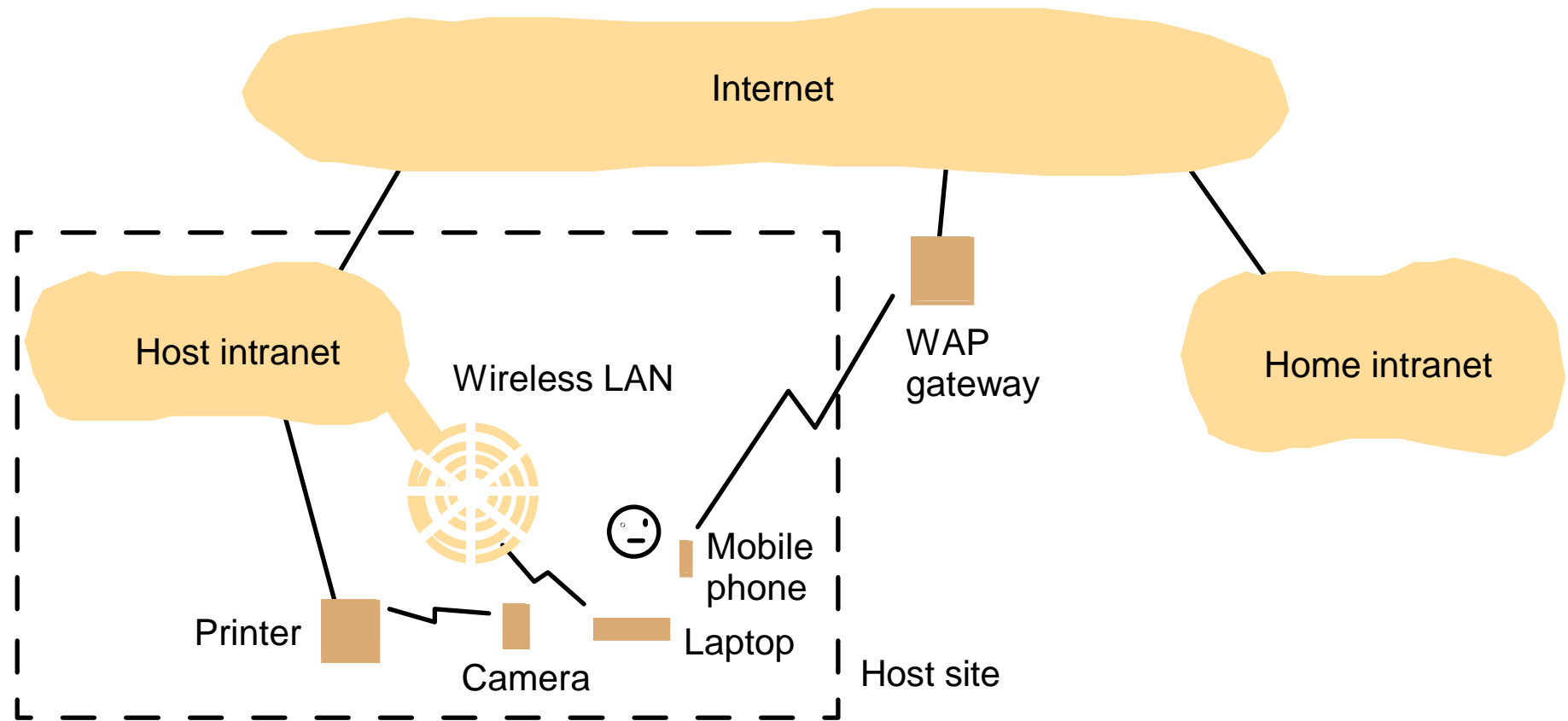
- n Connection points
 - n WAP
 - n WLAN
 - n USB
 - n Intranet, Internet

How to clarify?

Figure !



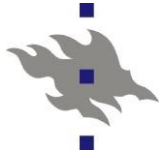
Figure: Portable and Handheld Devices in a Distributed System





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



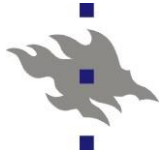
Oral Presentation: Voice

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, 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



Citing, Quoting, and Plagiarism

- n Copying text/figures/anything from others is plagiarism!
- n Plagiarism is **NOT** allowed
 - n Don't even try, you will be caught
- n However:
- n Copying **AND** citing the source is called **quoting** J
- n Quoting **IS** allowed
 - n As long as not everything is quoted...
- n Seminar website has links about how/what to quote



How Does Jussi Spot Copying?

For text:

- n Writing style is different
- n Choice of words is different
- n **Do not attempt to “change just a bit here and there”**
- n Definite proof of fraud vs. “unintentional copying”
- n Finding original source takes about 15 seconds J

For figures:

- n Screenshots always leave some traces
- n Again, why mess when citation gets you off the hook?



So, What to Do?

- n Always, always, always **CITE** source if using material directly from some other source (even if your own)
- n You can copy figures from papers, but **CITE!**

For text:

- n Quote (= copy + cite) **IF** exactly same words are needed
 - n For example, description of an algorithm
- n Otherwise, reformulate in your own words
 - n Occasional identical sentence is not the end of the world
 - n An identical paragraph is too much

If in doubt, ask first!



How to Start

n Locate material

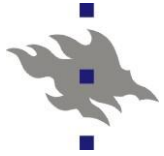
n Read articles

n Use the structure model

n Make first sketch of the structure

n Go into more details

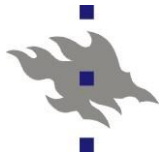
n 'Scientific Writing'—course material useful



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



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?