COMP3821/9801: Extended Algorithm Design and Analysis

Project Poster Presentation Specification and Marking Rubric

Due Dates: 19/11/2025 (poster printing) and 21/11/2025 (presentation)

This document outlines the specification for the poster presentation option, and provides the marking rubric that will be used for grading.

If you would like your poster printed by us, your poster should adhere to the specs listed here, and be submitted on MOODLE by **Wednesday, 19th November, at noon (12pm)**. If your poster does not adhere to the specs, or is not submitted by this time, you must print your own poster to bring to the poster presentation, and submit an electronic version on MOODLE by Friday, 21th November, 11:59pm.

Poster Specification

You are required to present your project in the poster session. Your poster should contain the following information:

1. group number
2. project title
3. names and zIDs each of your group members
4. summary of the project content and context
5. work completed throughout the project, such as
   - literature review,
   - a description of any implementation work you conducted, including a link to a code repository if appropriate,
   - a description of any experiments conducted, or
   - a discussion of any results obtained
6. brief conclusion (interesting take-aways, potential future work), and references (typically 2–4)

You need only include whichever items are applicable to your project. For example, in a purely scholarly project, your presentation will be almost entirely literature review.

It should be printed on a single A1 sheet in portrait format.

Use plenty of figures, visual stimuli, and examples. An audience member should be able to quickly grasp what the project is about by looking at the context and summary, and grasp the key ideas of your project by glancing at your poster. Moreover, the poster should entice audience members to stop by and ask you questions about your project. The poster then serves as a visual aid to help you explain your project during the poster session.

Presentation Expectations

We anticipate that the poster session will be split into two 1-hour sub-sessions, one for odd-numbered groups and one for even-numbered groups. During your allocated sub-session, at least one group member (ideally more than one) will be standing by your poster, ready to explain your project to any audience members who stop by. You should be prepared to give a brief (approximately 1-2 minute) overview of

your project to interested audience members, and then answer any questions they may have. For more in-depth discussions and demonstrations, you may rely on additional support documents or a laptop if you wish.

During the other sub-session, you are free to visit other posters and ask questions of your peers about their projects.

The audience will include COMP3821/9801 staff and students, industry representatives, and other academics and research students.

The tentative program is

- 2:05pm - 2:15pm. Preparation of room.
- 2:15pm - 2:30pm. Groups set up their posters and prepare any additional supports where relevant (handouts, laptop)
- 2:30pm - 3:30pm. Odd-numbered groups present their posters.
- 3:30pm - 4:30pm. Even-numbered groups present their posters.
- 4:30pm - 4:45pm. Groups remove their posters.
- 4:45pm - 4:55pm. Cleanup of room.

Marking Rubric

Poster Design [5 Marks]

Grade	Level of Achievement
0–1	No poster or inadequate poster that does not function as a visual aid to talk about the project
2–3	The poster is useful and functional, but there is a major issue or several minor issues with formatting, graphs, overflows, readability, or visual appeal.
4–5	Visually appealing, clear, and well-designed, professional-looking poster.

Poster Content: Summary [3 Marks]

Grade	Level of Achievement
0	No summary and context, or inadequate summary making it unclear what the project is about.
1–2	The summary lacks clarity with respect to the project contributions or motivations, or how the project fits into a wider context.
3	Clear summary reflecting the content of the project. It is put in context with own contributions clearly identified. Clear communication of importance and motivation for the project.

Poster Content: Main Body [9 Marks]

Grade	Level of Achievement
0–3	The main part of the poster has serious issues, does not demonstrate a minimal understanding of the project topic, and indicates little effort invested.
4–5	The main part of the poster describes aspects of the project, but does not serve its function as a visual support to present a summary of the project or to talk about specific aspects more in depth. A major revision would be needed to turn it into a fully functional and useful poster.
6–7	The main part of the poster mostly conveys the main ideas of the project, but may be too verbose, lack some important aspects, lack clarity, or does not convey the impressive merits of the project.
8–9	The main part of the poster conveys the key ideas of the project succinctly and is a great visual aid to engage the audience and explore aspects of the project more in-depth. It serves to highlight the impressive merits of the project.

Poster Content: Conclusion and references [3 Marks]

Grade	Level of Achievement
0	No conclusion and no references.
1–2	Some effort has been made to add a conclusion and references.
3	The conclusions provides interesting take-aways, or identifies potential future work or open questions. The main relevant references are provided and formatted correctly.

Verbal: Overview [5 Marks]

Grade	Level of Achievement
0–2	Verbal dissemination is poor and you are left unsure what the work is about.
3–4	Some deficiencies in the presentation clarity, audience engagement, effective delivery, or the use of visual aids.
5	The aim of the project, the work completed, and conclusions drawn are clear. The poster is used as a visual aid where adequate and the presentation is engaging and crisp.

Verbal: Question Handling [5 Marks]

Grade	Level of Achievement
0–2	Either is unable to answer questions about the work, or attempts to answer but struggles with the subject matter.
3–4	Able to answer some questions, but perhaps with some significant gaps in knowledge. It is clear that the student understands their work.
5	Provides in-depth answers that demonstrate commanding knowledge of the subject matter.