Schedule for Virtual Mini Conference on Mon May 25

Zoom: https://chalmers.zoom.us/j/9259762080

12:45-13:00 Welcome

- **13:00-13:20 ”5G Network slicing”** + Q/A 10min (incl. change of speaker group)
- **13:30-13:50 ”5G New radio”** + Q/A 10min (incl. change of speaker group)

14:00-14:10 Break

- **14:10-14:30 ”Energy efficiency and sustainability in wireless networks”** + Q/A 10min (incl. change of speaker group)
- **14:40-15:00 ”Localization & sensing”** + Q/A 10min (incl. change of speaker group)

15:10-15:20 Break

- **15:20-15:40 ”Machine-to-machine communications”** + Q/A 10min (incl. change of speaker group)
- **15:50-16:10 ”Multi-antenna techniques in wireless networks”** + Q/A 10min (incl. change of speaker group)

16:20-16:30 Break

- **16:30-16:50 ”Satellite and high altitude platforms for communications”** + Q/A 10min (incl. change of speaker group)
- **17:00-17:20 ”Vehicular communications”** + Q/A 10min (incl. change of speaker group)

17:30-17:45 Wrap-up of the virtual mini conference

Mandatory to attend the whole Virtual Mini Conference, and please be active asking questions!

Remember to upload your Presentation slides and Logbook to Canvas before the end of the day, Mon May 25!

SSY145 Final Presentation Criteria

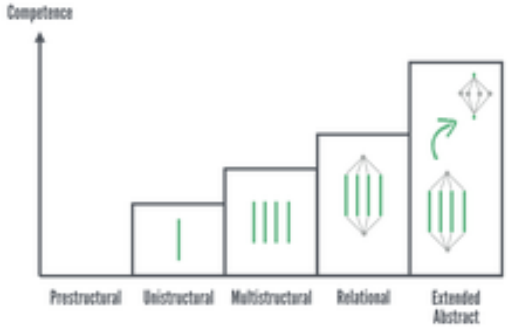
	Structure	Visuals	General Impression	Contact with Audience (Ind)
Excellent	***Organization:*** Clear, logical; presented at start ***Parts:*** Thorough introduction that points purpose; conclusion sums up and points back to intro ***Linking:*** used smoothly throughout presentation to enhance understanding	***Design:*** clear and uniform; very easy to read and follow ***Aid:*** clearly support presentation and enhance audience understanding ***Content:*** clearly illustrate and reinforce content	***Group Impression:*** professional and well-prepared; excellent command of content ***Timing:*** within time limit	Excellent eye contact and openness to audience; establishes a dialogue ***Style:*** spoken language used; well-adjusted to situation and audience ***Slides:*** used effectively to enhance audience understanding ***Notes:*** limited reliance on notes
Good	***Organization:*** generally clear; presented at start ***Parts:*** clear introduction and conclusion ***Linking:*** used throughout presentation	***Design:*** clear and uniform in general; easy to read and follow ***Aid*:** support presentation and informative ***Content*:** illustrate and support content	***Group Impression:*** professional and prepared; good command of content ***Timing*:** within - 1 minute of time limit	Good eye contact and openness to audience ***Style*:** spoken language used on the whole; adjusted to situation and audience ***Slides:*** used effectively on the whole ***Notes:*** used occasionally but use does not interfere with delivery
Satisfactory	***Organization:*** generally easy to follow ***Parts:*** brief introduction and conclusion present ***Linking:*** used occasionally	***Design:*** generally easy to read but not always uniform ***Aid:*** informative in general ***Content:*** informative in general	***Group Impression:*** prepared on the whole; comfortable with content ***Timing:*** within -2 minutes of time limit	Fairly good eye contact ***Style:*** spoken language used on the whole though style might not be consistent or adjusted to situation or audience ***Slides:*** referred to ***Notes:*** support individual presenter but eye contact is still made
Inadequate	Difficulties following presentation because of lack of clear structure	Visuals are present but not informative and are difficult to read or follow at times, or visuals are not present.	Group is clearly unprepared such that it disturbs communication. Timing is much too short or you were cut off at time.	Style is inappropriate for the situation. Heavy dependence on or reading aloud from notes.

Assessment Criteria Oral Presentation - Technical Content Perspective

- Give background and motivate the importance of the field
- Present your system model(s)
- Present your studies
- Highlight your key findings
- Conclusions

John B. Biggs observed learning outcomes (SOLO) taxonomy will be used as input to the *technical assessment* of your demonstrated *technical* learning level.

John B. Biggs Observed Learning Outcomes (SOLO) Taxonomy



- **Extended abstract** – The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
- **Relational** – The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.
- **Multi-structural** – The student's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.
- **Uni-structural** – The student's response only focuses on one relevant aspect.
- **Pre-structural** – The task is not attacked appropriately; the student hasn't really understood the point and uses too simple a way of going about it.

Source: Wikipedia, https://en.wikipedia.org/wiki/Structure_of_observed_learning_outcome