The presenter mastered the topic of Machine Learning because, as a PhD Candidate, he has focused all of his work on this subfield of Artificial Intelligence. However, he was not able to convey clearly the information from a pedagogical perspective. He used a significant amount of mathematical formulas and Machine Learning-specific terms I have never heard before and, unfortunately, he did not explain. Furthermore, he did not explain all the words and all the concepts before talking about them. Additionally, he also went really into depth on the theoretical concepts. He briefly mentioned their concept, but the concepts were not clearly explained. As a result, his presentation was extremely theoretical. Unfortunately, I lost track of his research project and I did not understand what he was talking about after approximately 20 minutes the guest lecture started. The audience would have been more engaged if he explained all the concepts he used during his presentation. Moreover, his PowerPoint slides have a significant amount of formulas, which he explains sometimes.

The guest lecturer tried to explain some highly technical and specific concepts with formulas and graphs as well. Unfortunately, the audience was disengaged because the vast majority were Master’s students. The only people who were engaged during the seminar and were able to formulate intellectual and relevant questions were the professors who joined the videoconference. In my opinion, the seminar seemed more like a lecture in a regular class setting, instead of a smooth, relaxed, and intriguing introduction to the topic because, to my perspective, the PhD Candidate who gave the guest lecture assumed the audience knew about his research topic.

Besides my discussion on his presentation methods, I would like to mention that I could relate some of his research to a research project I participated in during a summer in the Electrical Engineering department at Stanford University when I was an undergraduate student. During my undergraduate degree, I was majoring in Electrical Engineering and took all my classes in Analog Circuits. Within this field, I was extremely intrigued and passionate on Power Electronics. Thus, during my summer at Stanford I worked in a Power Electronics laboratory where I implemented and tested a circuit that worked as a spark plug to create plasma from Argon, a noble gas. The goal of the plasma creation system was to stabilize the orbit of a geosynchronous cube-sized satellite that was pushed out of its orbit due to the Sun’s gravity.

It is interesting all the research simulations that can be done using Machine Learning to decrease costs in testing and, of course, time. The presenter talked about working in a project where it did battery research, where a significant amount of time was saved due to charging and discharging times of electric batteries and avoiding trial and error procedures with inefficient battery protocols. This type of simulations can decrease the time on electric vehicle research resulting in electric vehicles mass production. Finally, we could have affordable and mass-produced vehicles that could move people and replaced traditional combustion engine cars.

In my perspective, I think that this presentation was intellectually interesting for me because it was completely relatable to the classes I have taking for my Master’s program, Artificial Intelligence, and during my undergraduate degree, Power Electronics and Electronic Circuits. For my undergraduate classes, I have done similar circuit predictions; however, my projects were not based on already known, implemented, tested, and mass-produced electrical components. As a student working on these projects and attending to this videoconferences, I could see all the potential of these tools for real-life industry applications.