

Guidelines for Quiz 3

August 27, 2022

Abstract

This document discusses how to approach the quiz 3 and various elements and their purpose. Further, note that this is an initial set of instructions to start the process. Further, clarifications and instructions will be added and provided.

1 Groups

Each student must have a group. Size of the group may vary between 2 to 4 members. Each student will select one talk and would be responsible for submitting a textual summary/review/analysis of the talk. However, the students within the group are allowed to have discussion.

2 Talks

These talks are delivered by software practitioners. Some topics have matured and hence their content does not vary from one expert to another. However, topics such as Agile has been in debates since inception. So, these selected talks collectively may present multiple views on the same topic. This provides us with an opportunity to listen, and perhaps, find our own arguments in support of one side.

3 Selection of Talks

I have tried to keep the topics restricted to the domain of software engineering and relevant to our courses. Many of the titles may indicate a subject that you may have studied or be comfortable with. At the same time, there might be other titles that could be not entirely familiar. This makes your selection approach crucial. Hence, I would suggest to first find a few titles that appear of interest and then watch the presenter for 5 to 10 minutes. After that finalize your decision and let your group member know (**as no two member of same group can select a talk from same cluster/class**).

Talks are divided into different classes. Each class has been labeled. For easier distribution and availing choices I have kept the mapping algorithm simple. Based on the mapping algorithm each group can select talks from multiple classes. Only restriction is that **no two students in the same group** can select talks from same class. This way, at the beginning, each group have **seven**

classes of talks to choose from (as there are seven odd/even class of talks), and minimum 14 talks. However, as the other members of the group select the talks number of choices will decrease as other members can not select talks from the same class. Now, in case of any conflict, which should not be given the sufficient number of choices, you can form a new group; and thus, can select the talk of interest.

4 Goal of the Quiz

The goal of this exercise is centered around two of many key aspects of learning: collaboration and communication. You are encouraged to listen and help your fellow group members to formulate a clear understanding of the talk-subject. So that they can communicate effectively. In this process, I hope and expect, you too have a few eureka moments that would improve your communication.

5 Extracting and processing Data from the Talk

Extraction or documentation of the talk would be more productive if you know the purpose beforehand. Since you are expected to present the same talk in your own words but in far fewer words; it will be advised to have a few advantageous th let me say a few words on what is not-expected from this exercise: a summary of the talk-subject loosely based on presenter's words and sequence. Below I present one way to extract useful pieces of knowledge from the talk while watching it.

1. Prepare a list of questions or key aspects about the title that you would expect to know more about in the talk.
2. While watching the video, prepare a detailed notes of the talk.
3. Divide the detailed notes into multiple sections;
4. Would be great if you can divide the detailed notes into multiple ways.
5. Now, forget the details and focus on just the keywords; and in what order you would have presented
6. Organize the concise version of your thoughts with help from the notes.

6 Submission

Now, to measure the progress and contribution, I would require each student to submit following three texts.

1. An outline: an ordered list of keywords providing an outline of your version of the talk-content
2. Abstract: One paragraph (approx 7 to 9 statements) that provide what the talk was about, what key aspects it covered, and who would be benefited by watching it.

3. A summary: This part will be further explained in class.

Each student needs to present the talk-subject in their own words; concise and precise.