**Y1A 2021**

Project Brief

Academic year: 2021-2022

Educational year: Year 1

Block: Block A

Credits: 15 ECTS

Osiris Code:

Last update:

Contact:

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# Creative Briefs

A creative brief is like an open invitation. It invites the student to propose their own creative vision while still giving a clear direction on the desired outcomes. It is quite customary in the data science industry for projects to have abstract requirements. A typical example being “Can we improve our existing business processes using data?”.

Similarly, our creative briefs set out to align with specific learning goals. The requirements set in the brief below will lead junior data scientists to learn about different topics, while still allowing for creative freedom in proposing and implementing a solution. Select an approach that best fits your personal learning goals, investigate the requirements, and amaze us with your creative problem solving!

## Brief Outline

In this project, you will be exploring the *lifecycle of a data science project* by implementing in practice, the concepts you have learned in the workshops. You will be provided with a Github repository where you are expected to document the process of forming your idea, as well as the evolution of the solution.

## Project Kick-Off

In the first week of the project, you will have time to meet with each of the lecturers, who will each take time to discuss and direct one particular aspect of the project. The aim in this time is to provide a strong, solid foundation for the rest of the project – so pay attention carefully to the feedback and direction given, and execute it as efficiently and accurately as you can. This period of work is not covered by the assessment, but will heavily affect how easy it is for you (and the rest of the team) to work towards the assessment later on.

## Creative Brief DS1: Poster Presentation

|  |  |  |
| --- | --- | --- |
| **Genre** | Conference Poster Presentation | |
| **Description** | As a data scientist you will expected to present your projects to multiple stakeholders. Posters are an informal alternative to a full presentation. In addition, creating a poster forces you to think more about including information that is relevant, while discarding information that may not be relevant (due to the space limits on a poster). Finally, posters are an ideal means to unleash your creative side. A badly designed poster, even with amazing data analysis, remains a badly designed poster. | |
| **Technology** | You are free to use any software to draft the poster. | |
| **Requirements** | Introduction | What is the problem statement? |
| Dataset | Describe the data. |
| Data visualisation | Include relevant visuals. |
| Results | Do we have a data-driven solution to the problem statement? |
| Discussion | Critically look back at your solution |
| References | Cite any sources used. |
| **References** | [Making a better research poster - YouTube](https://www.youtube.com/watch?v=AwMFhyH7_5g) | |

## Learning Objectives

### **Question articulation**

In particular, the student can translate business requirements into data science problems that can be answered by data description, data visualization, correlation and/or regressions.

### **Visualization & Reporting**

Students will understand different data visualization methods available and choose the appropriate graphical representation to gain insight from data and interpret the visualisations appropriately. Further, the results are reported in an insightful manner.

# Timeline

## Week 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 9-10 | 10-11 | 11-12 | 13-14 | 14-15 | 15-16 | 16-17 |
| Monday |  |  |  | on |  |  | Q&A and day recap |
| Tuesday | Exercises – Practise basics | | | | | | Day reflection |
| Wednesday |  |  |  |  |  |  | Q&A and day recap |
| Thursday |  |  |  |  |  |  | Q&A and day recap |
| Friday | Exercises – Practise basics | | | | | | Day reflection |

## Week 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 9-10 | 10-11 | 11-12 | 13-14 | 14-15 | 15-16 | 16-17 |
| Monday |  |  |  |  |  |  | Q&A and day recap |
| Tuesday | Exercises – Practise | | | | | | Day reflection |
| Wednesday |  |  |  |  |  |  | Q&A and day recap |
| Thursday |  |  |  |  |  |  | Q&A and day recap |
| Friday | Exercises – Practise | | | | | | Day reflection |

## Week 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 9-10 | 10-11 | 11-12 | 13-14 | 14-15 | 15-16 | 16-17 |
| Monday |  |  |  |  |  |  | Q&A and day recap |
| Tuesday | Exercises – Practise basics | | | | | | Day reflection |
| Wednesday |  |  |  |  |  |  | Q&A and day recap |
| Thursday |  |  |  |  |  |  | Q&A and day recap |
| Friday | Exercises – Practise basics | | | | | | Day reflection |

# Assessment

## Intended Learning Outcome and indicators:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| ILO | Missing | Poor | Insufficient | Sufficient | Good | Excellent |
| **Question articulation** | The problem statement is not translated to a data science problem. | The problem statement is rephrased without using data science concepts. | The problem statement is rephrased using the wrong data science concept (e.g., correlation instead of regression). | The problem statement is rephrased using the correct data science concept, with a wrong implementation/ interpretation. | The problem statement is rephrased using the correct data science concept, with a correct implementation/ interpretation. | The problem statement is rephrased using the correct data science concept, with a correct implementation, and the problem statement is further improved.  (Above and beyond). |
| **Visualization & Reporting** | Visualisation and reporting of findings is missing. | Unsuitable visualisation is used, and findings interpreted wrongly. | Suitable visualisations are included, but not interpreted. | Suitable visualisations are included but interpreted wrongly. | Suitable visualisations are included and interpreted correctly. | Suitable visualisations are included, interpreted correctly, and novel visualisations are proposed. (Above and beyond). |

Assignment; Requirements; Deliverable; References: see the file [DS1-AssesmentPoster\_Template.pptx](https://edubuas.sharepoint.com/sites/DevTeamAAIDM/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc={217F0ADE-5F00-4ADB-B45E-CF4F75175AE5})