Seminar in Data Science and Information Technology Spring 2024

——Role-Playing Document

Throughout this course, we will adopt a new approach of reading and discussing papers on a weekly basis: Role-playing. **Each student will take one of eight specific roles for each week.** The role defines the lens through which they read the paper and what they bring to the discussion that week. Students cycle through roles throughout the course. The roles are outlined as follows:

1. **Presenter**. Students assigned this role will need to deliver a comprehensive presentation on the paper assigned for the week. They are expected to have a deep understanding of the paper and create well-structured slides to effectively convey the paper's content.

2. **Scientific Peer Reviewer**. Students assigned this role should consider themselves as reviewers and assume that the paper has not been published yet and is currently submitted to a top conference where they have been assigned as peer reviewers. They are expected to complete a full review of the paper answering all prompts of the official review form of the top venue in this research area (e.g., NeurIPS for Deep Learning and ACM SIGGRAPH for Geometry & Animation). This includes recommending whether to accept or reject the paper.

3. **Archaeologist**. Students assigned this role should assume that the paper is found buried under ground in the desert, and they are archaeologists who must determine where this paper sits in the context of previous and subsequent work. Students in this role are expected to find and report on one older paper cited within the current paper that substantially influenced the current paper and one newer paper that cites this current paper.

4. **Academic Researcher**. Students assigned this role should assume that they are researchers who are working on a new project in this area. They are expected to propose an imaginary follow-up project not just based on the current but only possible due to the existence and success of the current paper.

5. **Industry Practitioner**. Students assigned this role should assume that they work at a company or organization developing an application or product of their choice (that has not already been suggested in a prior session). They are expected to bring a convincing pitch for why they should be paid to implement the method in the paper, and discuss at least one positive and negative impact of this application.

6. **Hacker**. Students assigned this role should assume that they are hackers who need a

demo of this paper as soon as possible. They are expected to implement a small part or simplified version of the paper on a small dataset or toy problem, and should be well prepared to share the core code of the algorithm to the class and demo their implementation. (Note: Please do not simply download and run an existing implementation – though you are welcome to use and give credit to an existing implementation for "backbone" code.)

7. **Private Investigator**. Students assigned this role should assume that they are detectives who need to run a background check on one of the paper's authors: Where have they worked? What did they study? What previous projects might have led to working on this one? What motivated them to work on this project? (Note: Feel free to contact the authors through emails, but remember to be courteous, polite, and on-topic.)

8. **Social Impact Assessor**. Students assigned this role are expected to identify how this paper self-assesses its (likely positive) impact on the world. Have any additional positive social impacts left out? What are possible negative social impacts that were overlooked or omitted?