

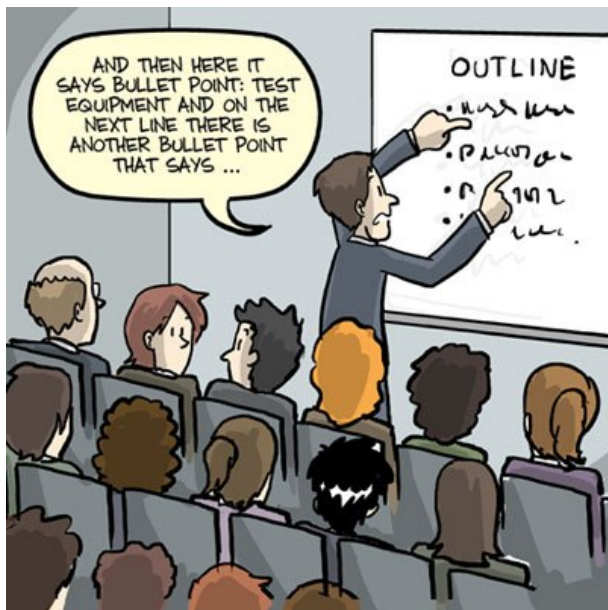
# Oral (Scientific) Presentations

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UdS & DFKI

Summer Semester 2018

4th June 2018



What follows is not  
a scientific presentation!

# Outline

- 1 Introduction
- 2 Content & Structure
- 3 Tips & Recommendations
- 4 References & Remarks

# Introduction

*Before starting to prepare a presentation...*

*think on:*

- 1 The topic
- 2 The audience
- 3 The time

# Introduction

*Before starting to prepare a presentation...*

*think on:*

- 1 The topic
- 2 The audience
- 3 The time
- 4 The content & structure

# Introduction

*A talk is a story*

**Introduction, Development, and End**

# Content & Structure

- 1 Introduction
- 2 Content & Structure**
- 3 Tips & Recommendations
- 4 References & Remarks



# Content & Structure

*Introduction, Development, and End*

**A talk is a story**

**with a trailer and maybe a spoiler**

# Content & Structure

*Introduction with trailer and spoiler*

## 1 Front slide(s)

- Who (collaborators too!) and **what**
- Attention getter?

# Content & Structure

*Introduction with trailer and spoiler*

## 1 Front slide(s)

- Who (collaborators too!) and **what**
- Attention getter?

## 2 Table of contents

# Content & Structure

## *Introduction with trailer and spoiler*

### 1 Front slide(s)

- Who (collaborators too!) and **what**
- Attention getter?

### 2 Table of contents

### 3 Introductory section

- Attention getter?
- **Need** and task  
( Main message and preview )

### **1** Task definition

**1** Task definition

**2** Your approach, **key idea**

- 1 Task definition
- 2 Your approach, **key idea**
- 3 Theory, model and **results**

- 1 **Sum up** your main conclusions
- 2 Which are the **strong points** (as compared to others)
- 3 How are you going to improve your **weak points**
- 4 Any **further work**?
- 5 **Thanks**



# Content & Structure

*A talk is a story*

**Introduction, Development, and End**

**20-30%, 60-70%, and 10%**

# Content & Structure

*End?*



www.phdcomics.com

# Content & Structure

*End?*

- Back-up slides
- Leave time for questions
- Learn from others

# Tips & Recommendations

- 1 Introduction
- 2 Content & Structure
- 3 Tips & Recommendations**
- 4 References & Remarks

# Tips & Recommendations

*As a rule of thumb...*

- Be **confident** (but not pedant),  
no one knows more about your talk than you
- Use common sense and, in general,
  - **1 slide per minute**
  - **Visuals** (doesn't mean animations!)
  - **Examples**

# Tips & Recommendations

## *Verbal and nonverbal communication*

- Make **eye contact**, don't talk to the screen
- Do **not hide** behind the computer and read

# Tips & Recommendations

## *Verbal and nonverbal communication*

- Make **eye contact**, don't talk to the screen
- Do **not hide** behind the computer and read
- Speak **loud** and,
- **change** your pitch, rhythm, and timbre

# Tips & Recommendations

## *Verbal and nonverbal communication*

- Make **eye contact**, don't talk to the screen
- Do **not hide** behind the computer and read
- Speak **loud** and,
- **change** your pitch, rhythm, and timbre
- Do **not rush**, especially towards the end
- Make **pauses**, you can use the ToC



# Tips & Recommendations

## *Visual communication*

- One idea per slide
- High contrast
- Few text (and summarised)
- Large (and simple) font

# Tips & Recommendations

## Visual communication: One idea per slide

Theme	% Students with Complete Answers	% Students with Partial Answers	% Students with Unsatisfactory Answers
Reproduction	91	76	28
Theory of evolution	51	76	47
Evolutionary relationships	25	76	78
Genes	21	45	28
Mutations	2	33	58
Interpreting genetic evidence	5	1	53
Genetic disease	5	31	56
Recombinant DNA	8	77	58

Source: National Science Foundation

Science 1995

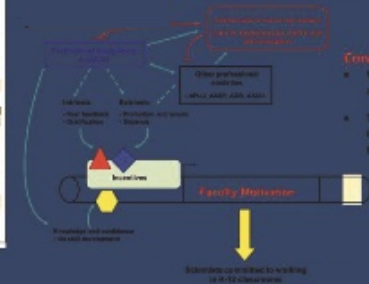


Source: Trends in International Mathematics and Science Study

By John W. Heston



Source: SAT/ACT Survey of Student Attitudes



### Conclusions

- Wide variation in the quality of U.S. genetics standards
- U.S. genetics standards are insufficient for preparing the next generation of genetic scientists

# Tips & Recommendations

*Visual communication: Density of text*



*This is a document.*



*This is a slide.*

# Tips & Recommendations

## *Visual communication: Contrast, Font size*



# Tips & Recommendations

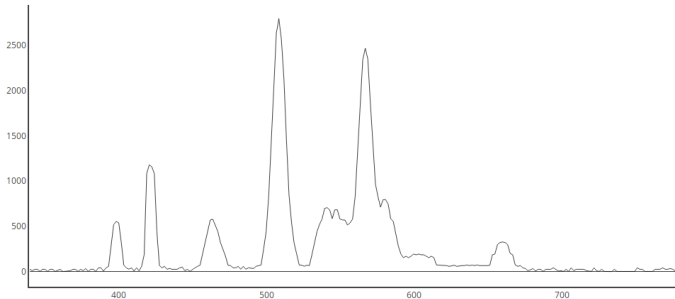
## *Specific to scientific talks*

- Readable plots with axis and labels
- Readable tables
- Non-misleading information
- Acknowledge other's data

# Tips & Recommendations

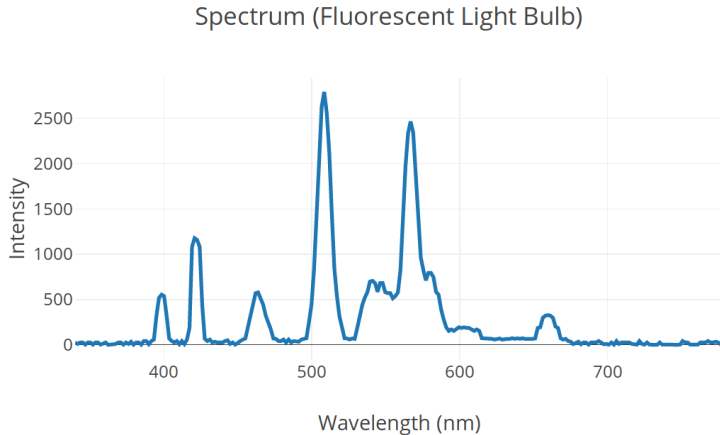
*Visual: Clear plots (No!!)*

Spectrum (Fluorescent Light Bulb)



# Tips & Recommendations

*Visual: Clear plots*



# Tips & Recommendations

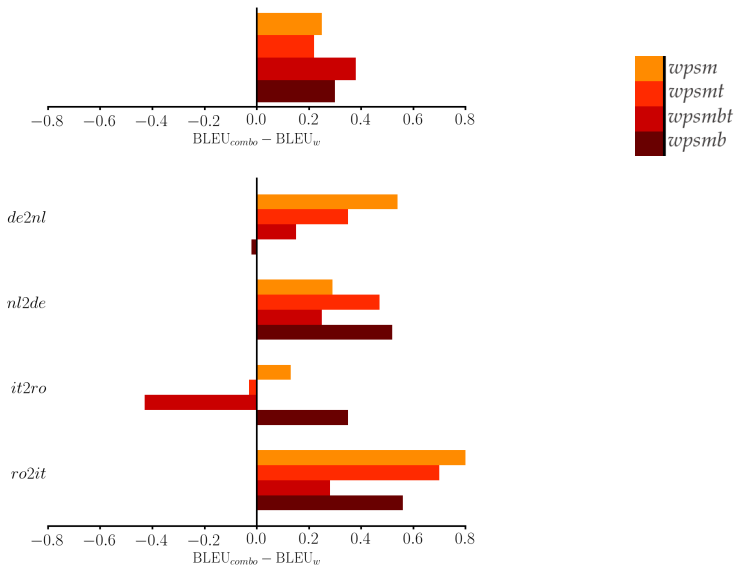
*Visual: Clear tables with comprehensible data (No!!)*

	beam size		factors + 4-ensembles (beam size 10)						
	w5	w10	w	wb	wt	wpsmb	wpsm (SUB1)	wpsmt (SUB2)	wpsmbt (SUB3)
<i>de2it</i>	18.02	19.20	19.78	20.28	19.67	<b>20.35</b>	20.10	20.05	20.33
<i>it2de</i>	18.05	19.49	19.90	20.42	20.30	20.22	20.42	20.06	<b>20.45</b>
<i>de2nl</i>	18.82	21.11	21.75	22.51	21.62	21.73	<b>22.29</b>	22.10	21.90
<i>nl2de</i>	18.82	20.76	21.52	21.99	21.56	<b>22.04</b>	21.81	21.99	21.77
<i>de2ro</i>	15.85	17.57	18.23	18.46	18.19	<b>18.60</b>	18.23	18.00	18.40
<i>ro2de</i>	18.56	20.05	20.87	21.23	20.78	21.34	<b>21.49</b>	21.12	21.41
<i>de2en</i>	30.11	31.67	32.65	32.97	32.71	33.34	33.11	32.91	<b>33.51</b>
<i>en2de</i>	24.61	26.06	27.02	27.26	26.97	27.36	27.15	27.10	<b>27.44</b>
<i>en2it</i>	26.33	27.90	28.88	<b>29.35</b>	28.69	29.06	28.99	28.94	29.34
<i>it2en</i>	31.22	32.56	33.46	33.20	33.25	33.49	33.53	33.33	<b>33.87</b>
<i>en2nl</i>	28.60	30.24	31.27	31.08	31.26	30.80	30.90	31.17	<b>31.44</b>
<i>nl2en</i>	33.86	35.39	36.20	36.57	36.03	36.92	36.82	36.55	<b>37.40</b>
<i>en2ro</i>	23.65	25.28	26.38	26.18	25.76	26.37	25.85	26.08	<b>26.47</b>
<i>ro2en</i>	32.02	33.59	34.34	34.82	34.34	<b>35.31</b>	34.87	34.89	35.09
<i>it2nl</i>	19.03	21.05	21.58	21.91	21.48	21.41	<b>21.79</b>	21.77	21.54
<i>nl2it</i>	19.80	21.23	21.72	21.97	21.71	21.81	21.61	<b>21.84</b>	21.83
<i>it2ro</i>	16.42	18.14	19.16	18.94	18.68	<b>19.51</b>	19.29	19.13	18.73
<i>ro2it</i>	17.37	19.50	20.04	20.84	20.28	20.60	<b>20.94</b>	20.74	20.32
<i>nl2ro</i>	17.28	18.42	19.09	19.39	19.07	19.35	19.09	<b>19.45</b>	19.42
<i>ro2nl</i>	19.28	21.21	21.70	21.65	22.00	22.21	<b>22.61</b>	22.20	22.50
Concatenation	22.68	24.31	25.08	25.32	25.01	25.38	25.33	25.30	<b>25.46</b>



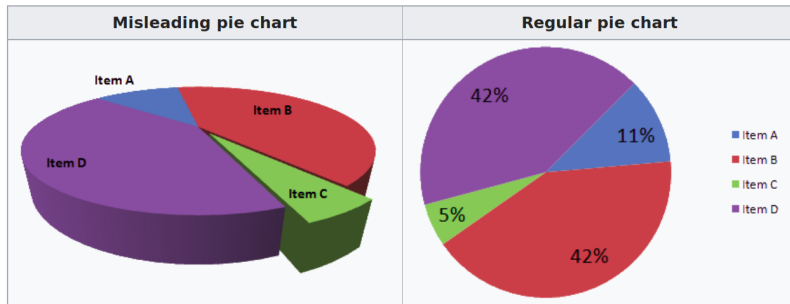
# Tips & Recommendations

*Visual: Clear tables with comprehensible data (a plot?)*



# Tips & Recommendations

*Visual: Non-misleading visualisations!*



[https://en.wikipedia.org/wiki/Misleading\\_graph](https://en.wikipedia.org/wiki/Misleading_graph)

# References & Remarks

- 1 Introduction
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# References & Remarks

## *Where to know more*

- Publishers such as Springer or Elsevier have tutorials
- Learn by listening to others
- If we have time, we'll go through Lucia Dettori talk  
[www.uvm.edu/~aellis5/Dettori.2007.Research.talk.101.ppt](http://www.uvm.edu/~aellis5/Dettori.2007.Research.talk.101.ppt)

# References & Remarks

*For Lab 3:*

1 The topic

2 The audience

3 The time

# References & Remarks

## *For Lab 3:*

- 1 The topic  
*assigned paper*
- 2 The audience  
*students (assume no previous knowledge on the topic)*
- 3 The time  
*15 min (2 min review) + 5 min questions*
- 4 The content & structure  
*detailed! –not a research talk yet*

53 people clipped this slide

### When you review a journal article...

- You must answer these questions:
  - What is this about
  - Why is the topic important
  - What was done
  - Key result (or “what happened?”)
    - Implications on practice OR on research activities
  - What was left unanswered (according to authors)
- ... and this is the real test of your understanding:
  - Your critique of the article

[https://www.slideshare.net/Skarrila/  
how-to-review-a-journal-paper-and-prepare-oral-presentation](https://www.slideshare.net/Skarrila/how-to-review-a-journal-paper-and-prepare-oral-presentation)

# References & Remarks

*For Lab 3: Review*

ACL review form

https:

[//acl2018.org/downloads/acl\\_2018\\_review\\_form.html](https://acl2018.org/downloads/acl_2018_review_form.html)



# References & Remarks

## *For Lab 3: Review*

### Summary and Contributions

Describe a summary of the paper, and list the main contributions claimed for the work in this submission, in the order of strength (primary contributions should be presented first).

Describe the contributions of this work as *you see them*, not as the authors see them. For example, the authors may think their method is a key contribution; however, you may think the method lacks novelty, but the data and evaluation are significant contributions. We recommend to give between 1 and 3 contributions.

Summary:

Contribution 1:

Contribution 2:

Contribution 3:

# References & Remarks

## *For Lab 3: Review*

### Strengths

What are your strongest arguments supporting the acceptance of this submission?

For each argument you give, **please provide detailed explanations and/or evidences supporting your argument, so as to facilitate the area chairs to evaluate the significance of the submission.** To trade off between thoroughness and compactness, we recommend to give between 3 and 5 arguments, ordered by the arguments importance (primary arguments should be presented first).

Strength argument 1:

Strength argument 2:

Strength argument 3:

Strength argument 4:

Strength argument 5:

# References & Remarks

## *For Lab 3: Review*

### Weaknesses

What are your strongest arguments against the acceptance of this submission?

Note that the authors are supposed to reply to your weakness arguments during the author response period. For each argument you give, if applicable, **please provide detailed explanations and/or evidences supporting your argument, so as to facilitate the authors to reply**. To trade off between thoroughness and compactness, we recommend to give between 3 and 5 arguments, ordered by the arguments importance (primary arguments should be presented first).

Weakness argument 1:


Weakness argument 2:

Weakness argument 3:

Weakness argument 4:

Weakness argument 5:

## References & Remarks

A close-up photograph of a typewriter keyboard. A sheet of white paper is placed over the keys, and the word "Questions?" is typed in a dark, monospaced font. The typewriter's metal frame and the edges of the keys are visible around the paper.

Questions?

# Oral (Scientific) Presentations

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Summer Semester 2018

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# Back-up slides

*Tell a story... but be careful!*

THESE CHARTS SHOW MOVIE CHARACTER INTERACTIONS.  
THE HORIZONTAL AXIS IS TIME. THE VERTICAL GROUPING OF THE  
LINES INDICATES WHICH CHARACTERS ARE TOGETHER AT A GIVEN TIME.

