# Milestone 2 Oral Presentation

As part of Milestone 2 evaluation, every student is expected to give an oral presentation in Week 9 or 10.

## Administrative Matters:

All presentations will be conducted physically (unless otherwise informed by your examiner).

**Todo (by 6 October (Thursday), 2pm )**

* Use the doodle poll listed below to pick a **one-hour slot** that all team members can attend. **Indicate your team number in the doddle poll**, e.g. "T08", "T39", etc.
* The slots are first-come-first-served. Please choose **only one slot**.
* Contact the evaluator if you are unable to find a common slot.

|  |
| --- |
| **Teams:** 1, 2, 4, 5, 6, 7, 9, 10, 13, 28 |
| **Evaluator:** Wai Kay |
| **Doodle**: <https://doodle.com/meeting/participate/id/enr0WDpe> |

|  |
| --- |
| **Teams:** 8, 11, 12, 14, 15, 16, 17, 18, 19, 20, 25, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41 |
| **Evaluator:** Ganesh |
| **Doodle**:  <https://doodle.com/meeting/participate/id/e7LqokBa> |

|  |
| --- |
| **Teams:** 3, 21, 22, 23, 24, 26, 27, 29, 30, 32 |
| **Evaluator:** Sanka |
| **Doodle**:  <https://doodle.com/meeting/participate/id/bD9O9Qxd> |

**Note that this OP slot is independent from your project consultation slot, i.e. you still have the normal consultation in that week.**

## Presentation Key Information

**Objectives of Oral Presentation**

The milestone 2 oral presentation serves two purpose:

1. For you to practice oral presentation **on technical subject**.
2. For the instructors to feedback on your component design / approach.

When preparing your presentation, keep the twin objectives in mind. Note that this oral presentation is graded **on communication skill** and not on quality of development work. You should use this chance to present and discuss key design decision with the instructor, without worrying about showing the "wrong approach".

**Presentation Structure**

The team should divide the members into pairs. The students in each pair must be presenting on different components (e.g., one student on Program Parser and the other on PKB or another on Testing).

The team should also decide which pair should give the presentation in each of the 20-minute block within the slot. Each pair should be in the scheduled room only for their own presentation. Each pair should be ready for presentation **10 minutes before their slot.**

For example, if the time slot is 10:00~11:00am, the 1st pair should present in 10:00-10:20, the 2nd pair should present in 10:20~10:40am, and the last pair (or the remaining student, if any) should present in 10:40~11:00am.

**Content of the presentation:**

Each student has **7 minutes** to present (and answer questions on) the design of the SPA (own) component developed, including details such as data structure and/or algorithm, testing, and component’s interactions with other SPA components. (If the main contribution of the student is on system testing, the student can present details on those tasks instead.)

|  |  |
| --- | --- |
| **Component that student is working on** | **Components + Interactions to be discussed** |
| Program Parser | Program Parser + Design Extractor, OR  Program Parser + PKB1 |
| Design Extractor | Program Parser + Design Extractor, OR  Design Extractor + PKB |
| PKB | Program Parser + PKB1, OR  Design Extractor + PKB, OR  Query Evaluator + PKB |
| Query Parser | Query Parser + Query Evaluator |
| Query Evaluator | Query Parser + Query Evaluator, OR  Query Evaluator + PKB |
| System Testing | System Testing |

1 Only if Program Parser has direct interactions with PKB without a Design Extractor in the middle.

After the presentations of both students in the pair, **the remaining 5-6 mins is for Q+A and feedback**.

**Notes and Tips:**

1. Talk coherently and fluently using a language that is (sufficiently) consistent with the SPA and module vocabulary. Avoid script-reading.
2. You can use your report as a reference to do the presentation. Separate slide deck is not required to be prepared for the presentation.
3. You can assume that the evaluator knows about the general architecture of the SPA system (as presented in Basic SPA lecture). If basic information are to be repeated (e.g. major components, basic role of major components), please keep it brief.
4. Keep your actual presentation to **~7 minutes** to allow for questions. The evaluator will **stop your presentation after 7 minutes**.

## Marking Scheme:

The presentation accounts for 5% CA. Each student is graded individually as shown in the table below.

|  |  |  |
| --- | --- | --- |
| **Level** | **Grade** | **Description** |
| Satisfactory | A | Student can convince the evaluator that he/she fully understands the topic discussed. |
| B | Student can convince the evaluator that he/she understands the topic discussed, but some doubts are left unanswered after the session that evaluator feels that there are still a small portion of the topic was not mastered. (i.e., Student do not communicate well enough that he/she fully understands the topic, but most of the content has been covered by the student.) |
| Unsatisfactory | C | Student cannot convince the evaluator that he/she understands the topic discussed and student will need to redo his/her oral presentation separately. (i.e., Student cannot answer convincingly with almost all the prompts that was given). |
| F | Did not attend, or student stayed silent most of the time for the given 10 minutes. |