

# Clase 4: Presentar y comentar un artículo de investigación en Economía

Seminario de Tesis PEG  
Econ 4600

Ignacio Sarmiento-Barbieri

Universidad de los Andes

February 1, 2023

# Agenda

- ① Cronograma
- ② Review: The Structure
- ③ Why presentations?
- ④ Designing Slides
  - Specific Tips for this Seminar (and all!)
- ⑤ Presenting Slides
- ⑥ Commenting a Paper

# Agenda

- ① Cronograma
- ② Review: The Structure
- ③ Why presentations?
- ④ Designing Slides
  - Specific Tips for this Seminar (and all!)
- ⑤ Presenting Slides
- ⑥ Commenting a Paper

# Cronograma

Fecha	Actividad
<b>Primera Parte</b>	
Enero 23 - Febrero 1	Estructura y presentación de un trabajo de investigación en Economía
Febrero 6 - 22	Discusión individual con el profesor (horario de atención y horario de clase)
Febrero 27- Marzo 13	Presentaciones (15 min.) + Comentarios (5 min.) y discusión en grupo
<b>Primer documento (Marzo 17) 30% Nota</b>	
Marzo 20 - 24	<b>Semana de Receso</b>
Marzo 27 - 30	Discusión individual con el profesor (horario de atención y horario de clase)
Abril 3 - 7	<b>Semana Santa (Semana de trabajo individual)</b>
<b>Segunda Parte</b>	
Abril 10 - 19	Discusión individual con el profesor (horario de atención y horario de clase)
Abril 24 Mayo 17	Presentaciones (25 min.) + Comentarios (5 min.) y discusión en grupo
<b>Documento Final en PDF (Mayo 28)</b>	

# Cronograma de Presentaciones (preliminar)

		Presentador 1	Presentador 2	Presentador 3
Feb 27	Presenta	Gutierrez Ardila, Elkin Eduardo	Gallego Gonzalez, Andres Felipe	Serrano Matiz, Gabriela
	Comenta	Gallego Gonzalez, Andres Felipe	Gutierrez Ardila, Elkin Eduardo	Forero Buitrago, Juan Camilo
Marzo 1	Presenta	Forero Buitrago, Juan Camilo	Reyes Rincon, Camilo	Neira Hernandez, Santiago
	Comenta	Serrano Matiz, Gabriela	Neira Hernandez, Santiago	Reyes Rincon, Camilo
Marzo 6	Presenta	Brand Forero, Daniela	Amado Morales, Laura Gabriela	Daza Pardo, Maria Valentina
	Comenta	Amado Morales, Laura Gabriela	Brand Forero, Daniela	Cedeño Ocampo, Gustavo Adolfo
Marzo 8	Presenta	Franco Laverde, Daniel Eduardo	Quiroga Sierra, Miller Santiago	Cedeño Ocampo, Gustavo Adolfo
	Comenta	Quiroga Sierra, Miller Santiago	Franco Laverde, Daniel Eduardo	Daza Pardo, Maria Valentina
Marzo 13	Presenta	Guerra España, Jorge Alberto	Velasquez Rey, Juan Nicolas	
	Comenta	Velasquez Rey, Juan Nicolas	Guerra España, Jorge Alberto	

# Agenda

1 Cronograma

2 Review: The Structure

3 Why presentations?

4 Designing Slides

- Specific Tips for this Seminar (and all!)

5 Presenting Slides

6 Commenting a Paper

# Review: The Structure

- ▶ Título, Abstract
- ▶ Introducción
- ▶ Revisión de la literatura
- ▶ Marco Teórico
- ▶ Contexto institucional
- ▶ Datos

# Review: The Structure

- ▶ Marco Empírico
- ▶ Resultados
- ▶ Pruebas de robustez
- ▶ Mecanismos y Extensiones
- ▶ Conclusiones
- ▶ Apéndice

- ▶ HW: nueva intro + estructura del paper.

- ▶ Fecha de entrega:

$\min \{ \text{Lunes 13 de febrero 6pm, Día cita individual (4hs antes)} \}$  (1)

# Agenda

① Cronograma

② Review: The Structure

③ Why presentations?

④ Designing Slides

- Specific Tips for this Seminar (and all!)

⑤ Presenting Slides

⑥ Commenting a Paper

# Motivation

- ▶ **Good ideas do not sell themselves**
- ▶ **Busy people often prefer communicating through presentations**
  - ▶ Reading is too time consuming.
  - ▶ Asking questions/interacting helps to understand new material.

# Know what your audience cares about

- ▶ You are selling your research, which presumably you believe in.
- ▶ It is not dishonest to try to explain to others why you believe in it.
- ▶ You cannot sell ideas without understanding what your audience cares about and how they think.
- ▶ What is convincing to you may not convince others.

# Agenda

- ① Cronograma
- ② Review: The Structure
- ③ Why presentations?
- ④ Designing Slides
  - Specific Tips for this Seminar (and all!)
- ⑤ Presenting Slides
- ⑥ Commenting a Paper

# Don't assume people know what you know...

- ▶ Don't overestimate your audience.
- ▶ People cannot digest a lot of new material in one sitting.
- ▶ Much of what now seems obvious to you is not obvious and actually has to be spelled out.
- ▶ It is almost impossible to make a presentation too simple.
- ▶ People must feel they understand your work well enough to critique it.
  - ▶ They will not "buy" something if they feel they can't evaluate it.
  - ▶ If they do not feel this, you are sunk.

## ...but don't try to show how hard you worked

- ▶ Really good ideas in economics are often obvious ex-post.
- ▶ But don't try to show how hard you worked.
- ▶ The only way to manage this problem is to frame the talk correctly.
- ▶ If you can make the idea feel obvious now but remind the audience why it wasn't obvious before, they will buy the idea, and they will buy it from you.

# Agenda

- ① Cronograma
- ② Review: The Structure
- ③ Why presentations?
- ④ Designing Slides
  - Specific Tips for this Seminar (and all!)
- ⑤ Presenting Slides
- ⑥ Commenting a Paper

- ▶ There are two presentations throughout the semester: 15 min. and a 25 min.
- ▶ The first presentation should cover the following points, same as the document.
  - 1 Título de la tesis.
  - 2 Resumen (abstract).
  - 3 Pregunta de investigación bien definida.
  - 4 Hipótesis a trabajar.
  - 5 Revisión preliminar de la literatura y contribución del trabajo a esa literatura.
  - 6 Descripción de los datos y/o del modelo teórico.
  - 7 Metodología propuesta (debe mostrarse que hay una correspondencia clara entre la teoría, los datos y el método de estimación).
  - 8 Bibliografía (Sólo los artículos mencionados en el texto).
- ▶ But presentations do not follow the same structure!!!

# Structure of the presentation

- ▶ There are two presentations throughout the semester: 15 min. and a 25 min.
- ▶ These presentations may be organized as follows:
  - ▶ Slide 0: Title slide
  - ▶ Slide 1: Motivation (Hook/Positioning)
  - ▶ Slide 2: Clear Research Question (the research question could also be at the end of the motivation slide)
  - ▶ Slide 3: What this paper does (1 slide is good, 2 slides max)- identification strategy in 1 sentence, data in 1 sentence, headline results (if you have some)
  - ▶ Slide 4: Antecedents/Value Added/Lit Review
  - ▶ Slide 5: Data
  - ▶ Slide 6: Empirical Strategy
  - ▶ The rest of the slides are going to be dependent on the needs of the individual presentation. “if in doubt, leave it out”

# Restrict the number of slides and the material on each slide

- ▶ Put only the bare essentials on the main slides
- ▶ Use landscape and large font (can you read this?)
- ▶ Any software is fine (beamer, power point, etc.)
- ▶ Convey one message per slide
  - ▶ Summarize the message in the headline.
  - ▶ Use at most ten bullet points to deliver the message.
  - ▶ Restrict each bullet point to one line.

# Plan to say everything that is on the slides

- ▶ If you don't plan to say it, then leave it out. Plan to say more than is on the slides
- ▶ I need 2–3 minutes to deliver one slide.
- ▶ I first say what is on it, then I explain and rephrase it, then I go beyond it.
- ▶ Where possible, graphs > tables.

# Antecedents/Value Added/Lit Review

## Literature

1. **Firms and earnings inequality:** Davis and Haltiwanger (1991); Abowd, Kramarz, and Margolis (1999); Card, Kline and Heining (2013); Card et al (2018); Borovickova and Shimer (2018); Song et al (2019); Bonhomme et al (2020); Haanwinckle (2020); Lamadon, Mogstad and Setzler (2021); **Bonhomme, Lamadon and Manresa (2019)**
  - **contribution:** structural representation of earnings variance decomposition allowing for networks
2. **Production networks:** Oberfield (2018); Huneeus (2019); Lim (2019); Dhyne, Kikkawa, Mogstad, and Tintelnot (2020); Kikkawa et al (2020); Acemoglu and Azar (2020); Eaton et al (2018); Demir et al (2020); Alfaro-Urena et al (2019); Adao et al (2020); **Bernard et al (2020)**
  - **contribution:** add heterogeneous workers and imperfectly competitive labor markets
3. **Labor market power:** Van Reenen (1996); Kline et al (2019); Berger, Herkenhoff and Mongey (2019); Azar, Berry and Marinescu (2019); Chan, Kroft and Mourifie (2019); Dube et al (2020); Jarosch, Nimczik and Sorkin (2021); Kroft, Luo, Mogstad, and Setzler (2020); **Lamadon, Mogstad and Setzler (2021)**
  - **contribution:** a richer theory of firm production in heterogeneous buyer-seller networks 
4. **Production function estimation:** Olley and Pakes (1996); Levinsohn and Petrin (2003); Ackerberg et al (2015),..., **Doraszelski and Jaumandreu (2018)**
  - **contribution:** new method for measuring factor prices with heterogeneous workers and inputs

4

# Antecedents/Value Added/Lit Review



## Referrals Matter

Around 50% to 70% of jobs are found through referrals at all skill levels

Myers Shultz 1950, Rees 1960, Rees Shultz 1970, Granovetter 1974, 1995,  
Topa 2011, ...

**Connections predict increased future employment, wages:**

Marmaros Sacerdote 2002: random roommate assignment  
Beaman 2009: random refugee settlement  
Laschever 2013: Doughboys random assignment



**Employers benefit – better information, lower turnover, fewer accidents, more patents, higher profits/worker, ... :**

Fernandez et al 2000, Brown et al 2012, Fernandez Galberin 2014, Burks et al 2015, Pallais and Sands 2016, Dustman et al 2016, Bond Fernandez 2019, ...

# Antecedents/Value Added/Lit Review

The screenshot shows a video conference interface with various controls at the top: 'Cámara video' (video camera), 'Seguridad' (Security), 'Participantes' (Participants), 'Chat', 'Votaciones' (Votes), 'Uso compartido de pantalla' (Shared screen usage), 'Pausar el uso compartido de pantalla' (Pause shared screen), 'Anotar' (Annotate), 'Control remoto' (Remote control), and a button for 'Hablando: Laura I'. A green bar indicates 'Está compartiendo la pantalla' (Sharing screen) and a red button says 'Dejar de compartir' (Stop sharing). Below the interface, a presentation slide is displayed with three main bullet points:

- **Determinants of marriage markets in developing countries**  
(Ashraf et al., 2020; Bau, 2019; Bhalotra and et.al, 2020; Banerjee, et al, 2013; Chiappori et.al, 2017; Corno, et al, 2020; McGavoc,2021; Vandenbroucke, 2017)  
Contribution: under-explored dimension of shocks = migration outflows.
- **Households responses to natural disasters**  
(Deryugina, et al, 2018; Gignoux and Menéndez, 2016; Gunnsteinsson, et al, 2022; Hanaoka et.al. 2018; Khanna and Kochhar, 2022; Kirchberger, 2017)  
Contribution: hidden heterogeneity of migrants in marriage outcomes
- **Consequences of forced migration for left-behind and migrants**  
(Bahar et.al. 2021; Chyn, 2018; Fasani et.al. 2022; Lu et.al., 2021; Nakamura et al., 2021; Rozo and Vargas 2021; Sacerdote, 2012; and Sequeira et.al. 2021)  
Contribution: marriage outcomes, setting, and potential channels

# Empirical Strategy

Hablando: Tatiana Reyes Hinrich...

## Main Empirical Strategy: Difference-in-Differences

### Potential Outcomes

- $Y_i = (Y_i(\mu), Y_i(\mu'))$ : potential outcome from the program assigned by  $\mu$
- Realized outcomes:  $Y_i = \mathbb{1}\{t(i) = 2012\} \cdot Y_i(\mu) + \mathbb{1}\{t(i) = 2013\} \cdot Y_i(\mu')$

### Parameters of interest

$$\tau(PU) = \mathbb{E}[Y_i(\mu') - Y_i(\mu) | PU_i = 1] \text{ and } \tau(PD) = \mathbb{E}[Y_i(\mu') - Y_i(\mu) | PD_i = 1]$$

### Design: difference-in-differences

- 2 treatments:
  - Pulled-Up: access to a higher rank program
  - Pushed-Down: access to a lower rank program
- Control: group of students unaffected by the reform
- Assumption: parallel trends
  - Evidence from previous time periods. No change in outcomes with placebo exercise.



# Make figures, graphs, and tables accessible

- ▶ Design each figure to convey one message summarized in the title (it's ok if it is not the exact same figure of the paper)
  - ▶ Label the axes and the curves clearly.
  - ▶ Use large font (typically much larger than in the paper).
  - ▶ Plot at most 3 time series on each figure.
- ▶ Keep tables simple
  - ▶ Put only the numbers that you plan to talk about More
  - ▶ If you need more than 10 numbers, consider turning the table into a figure.
- ▶ Never have 0.0000 point estimates or standard errors. Change units in these cases.
- ▶ Be able to provide a real life interpretation of your estimates.

# Make figures, graphs, and tables accessible

**Table 10**

Socio-economic changes and the complementarity between park proximity and homicide risk.

Panel A	Estimator	Dependent variable:									
		In(Population density)		White, fraction		African-American, fraction		Latino, fraction			
		Neighborhood spatial differences (NSD)									
		(1) NSD	(2) NSD + IV	(3) NSD	(4) NSD + IV	(5) NSD	(6) NSD + IV	(7) NSD	(8) NSD + IV		
Park within 1/16 mile		-0.0531** (0.0206)	-0.0504 (0.0241)	0.0055 (0.0061)	0.0111 (0.0066)	0.0059 (0.0044)	-0.0006 (0.0052)	-0.0083 (0.0043)	-0.0046 (0.0048)		
Homicide Risk		0.0595*** (0.0058)	0.1157*** (0.0129)	-0.0528*** (0.0040)	-0.0996*** (0.0076)	0.0377*** (0.0042)	0.0679*** (0.0090)	0.0147*** (0.0034)	0.0318*** (0.0064)		
Park within 1/16 mile × Homicide Risk		0.0144 (0.0072)	0.0167 (0.0094)	-0.0012 (0.0021)	-0.0073** (0.0027)	0.0023 (0.0021)	0.0078** (0.0028)	-0.0022 (0.0021)	-0.0030 (0.0026)		
Observations		364,269	364,269	364,269	364,269	364,269	364,269	364,269	364,269		
Panel B		Dependent variable: In(Median income)									
		Median age		Renter, fraction		Vacant, fraction		Unemployed, fraction			
Park within 1/16 mile		NSD 0.0014 (0.0112)	NSD + IV -0.0005 (0.0131)	NSD 1.2943*** (0.2584)	NSD + IV 1.4997*** (0.3072)	NSD -0.0126 (0.0077)	NSD + IV -0.0135 (0.0091)	NSD 0.0043** (0.0022)	NSD + IV 0.0022 (0.0027)	NSD 0.0017 (0.0012)	NSD + IV 0.0012 (0.0016)
Homicide Risk		NSD 0.09011 (0.09698)	NSD + IV [0.00000]	NSD [0.1852] [0.00000]	NSD + IV [0.3075] [0.1224]	NSD [0.1224] [0.00000]	NSD + IV [0.5851] [0.2287]	NSD [0.5851] [0.5851]	NSD [0.00000] [0.00000]	NSD [0.00000] [0.00000]	NSD + IV [0.00000] [0.00000]
Park within 1/16 mile × Homicide Risk		NSD -0.0006 (0.0048)	NSD + IV -0.0045 (0.0062)	NSD -0.1249 (0.1039)	NSD + IV -0.2910* (0.1314)	NSD 0.0038 (0.0027)	NSD 0.0059* (0.0035)	NSD -0.0018* (0.0010)	NSD -0.0003 (0.0014)	NSD 0.0001 (0.0007)	NSD + IV 0.0008 (0.0009)
Observations		364,269	364,269	364,269	364,269	364,269	364,269	364,269	322,368	322,368	

Notes: Sample includes a interpolated yearly series of socio-economic characteristics from the 2000, 2010 Censuses and the 2011–15 ACS at block level. All specifications include neighborhood fixed effects and year fixed effects. Neighborhood refers to the 3/8 miles radius around a park. Standard errors clustered at the neighborhood level are in parentheses. Benjamini and Hochberg (1995) adjusted p-values in brackets.

Specifications also include controls for park proximity between 1 and 2/16th miles and it's interaction with Homicide Risk, which we omit for clarity of exposition as these coefficients are never statistically significant.

\* Significant at 10% level; \*\* significant at 5% level; \*\*\* significant at 1% level according to Benjamini and Hochberg (1995) adjusted p-values.

# Reveal rows sequentially

Mean at $t = -1$	Difference-in-Differences Estimates		
	1 Year	2 Years	3 Years
(1)	(2)	(3)	(4)

There are other ways to do this

Consider whether it is better to have all the context, or control

If you haven't practiced, the clicking through slides will be artificial

## Reveal rows sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
	(1)	(2)	(3)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)	0.08 (0.04)	0.12 (0.04)

There are other ways to do this

Consider whether it is better to have all the context, or control

If you haven't practiced, the clicking through slides will be artificial

## Reveal rows sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
	(1)	(2)	(3)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)	0.08 (0.04)	0.12 (0.04)
Outcome 2	60.90 (17.02)	-0.73 (0.10)	-1.13 (0.11)	-1.58 (0.12)

There are other ways to do this

Consider whether it is better to have all the context, or control

If you haven't practiced, the clicking through slides will be artificial

## Reveal rows sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
	(1)	(2)	(3)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)	0.08 (0.04)	0.12 (0.04)
Outcome 2	60.90 (17.02)	-0.73 (0.10)	-1.13 (0.11)	-1.58 (0.12)
Outcome 3	18.98 (6.74)	0.77 (0.13)	1.28 (0.13)	1.62 (0.12)

There are other ways to do this

Consider whether it is better to have all the context, or control

If you haven't practiced, the clicking through slides will be artificial

## Reveal columns sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
		(1)	(2)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)		
Outcome 2	60.90 (17.02)	-0.73 (0.10)		
Outcome 3	18.98 (6.74)	0.77 (0.13)		

This is a bit more difficult to get working every time, but can be very nice  
Just don't overuse it  
You can even talk about your results down here!

## Reveal columns sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
	(1)	(2)	(3)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)	0.08 (0.04)	
Outcome 2	60.90 (17.02)	-0.73 (0.10)	-1.13 (0.11)	
Outcome 3	18.98 (6.74)	0.77 (0.13)	1.28 (0.13)	

This is a bit more difficult to get working every time, but can be very nice

Just don't overuse it

You can even talk about your results down here!

## Reveal columns sequentially

	Mean at $t = -1$	Difference-in-Differences Estimates		
		1 Year	2 Years	3 Years
	(1)	(2)	(3)	(4)
Outcome 1	2.58 (2.55)	0.11 (0.04)	0.08 (0.04)	0.12 (0.04)
Outcome 2	60.90 (17.02)	-0.73 (0.10)	-1.13 (0.11)	-1.58 (0.12)
Outcome 3	18.98 (6.74)	0.77 (0.13)	1.28 (0.13)	1.62 (0.12)

This is a bit more difficult to get working every time, but can be very nice

Just don't overuse it

You can even talk about your results down here!

# Agenda

① Cronograma

② Review: The Structure

③ Why presentations?

④ Designing Slides

- Specific Tips for this Seminar (and all!)

⑤ Presenting Slides

⑥ Commenting a Paper

# Don't confuse people with elegant variation

- ▶ Use the same concepts throughout the talk
  - ▶ If you introduce, say, the firm, then it's the firm.
  - ▶ Save people the effort it takes to realize that synonyms (company etc) mean the same.
- ▶ Use established concepts, conventions, notation

# Use active verbs and parallel structures

## ► OK

- ▶ Using active verbs makes presentations lively.
- ▶ Presentations are easier to follow if parallel structures are used.

## ► Better

- ▶ Use active verbs to make presentations lively.
- ▶ Use parallel structures to make presentations easier to follow.

# Provide direction

- ▶ Offer recalls, transitions, and previews
  - ▶ Where are we coming from?
  - ▶ Where are we going?
- ▶ Periodically collect people that you may have lost
  - ▶ “The key point is ...”
  - ▶ “What I want you to take away is ...”
  - ▶ “Any questions?”
  - ▶ “Everyone on board?”

# Take charge of the room

- ▶ Take ownership of the room. You are responsible for what happens during your talk. This is your time.
- ▶ It does not matter that the audience is more accomplished than you. You have something to tell them.
- ▶ It does not matter if you make a fool of yourself. Commit.
- ▶ People will forgive committed foolishness. They will not forgive you for not taking the seminar - or their time - seriously.

# Take charge of your presentation

- ▶ Present the work you have, not the work you wish you had.
- ▶ Nobody else knows what you wanted to get done but couldn't:
  - ▶ That information is not in their minds.
  - ▶ Do not put it there!!!!

# Nosce te ipsum: Understand the biology behind the reactions of your body

- ▶ Your body interprets a big talk as an existential crisis
  - ▶ gets ready to fight and releases adrenaline
  - ▶ stops higher reasoning and goes on autopilot.
- ▶ Some adrenaline is necessary to help you perform.
- ▶ Too much adrenaline prevents you from delivering, except in fights.

# Nosce te ipsum: Learn how to manage the reactions of your body

- ▶ Manage your adrenaline through deep breathing, meditation, physical exercise, yoga.
- ▶ Put a lower limit on how bad things can turn out
- ▶ Routinize as much as possible
  - ▶ You will make mistakes when you improvise, particularly under pressure (that's why the training of airplane pilots aims to minimize improvisation).
  - ▶ Think ahead and address expected problems.
  - ▶ PREPARE, PRACTICE, PRACTICE.

# PREPARE, PRACTICE, PRACTICE

- ▶ **Routinize as much as possible**

- ▶ “90% of a presentation is routine and the other half is mental”. (Yogi Berra)

- ▶ **Tape yourself**

- ▶ Watching yourself makes you aware of all the goofy things you do.
  - ▶ That's painful and your voice will sound weird to you, but that's also educational.

- ▶ **Give practice presentations**

- ▶ Experience how your presentation feels when you speak out in front of others.
  - ▶ Get feedback, wait for a few days, and critically re-evaluate.

# General advice

- ▶ 15 and 25 minutes are not a lot of time.
- ▶ 2 minutes per slide is a decent benchmark.
  - ▶ For a 15 minute presentation you should have about 7 slides
  - ▶ For a 25 minute presentation you should have about 12 slides
- ▶ IMPORTANT: Have someone take notes for you (it can be your commenter), they should write down all the comments and questions that were made.
- ▶ I record all lectures, if you want a specific recording let me know

# Agenda

- ① Cronograma
- ② Review: The Structure
- ③ Why presentations?
- ④ Designing Slides
  - Specific Tips for this Seminar (and all!)
- ⑤ Presenting Slides
- ⑥ Commenting a Paper

1 Cronograma

2 Review: The Structure

3 Why presentations?

4 Designing Slides

- Specific Tips for this Seminar (and all!)

5 Presenting Slides

6 Commenting a Paper

# Commenting a Paper

## Objective: improve the paper

- ▶ Begin by telling the audience why the paper is important: what is the “big picture”?
- ▶ Summarize the paper in one (maximum two) slide(s). (5 min. is not a lot of time!!!)
- ▶ Identify 2-3 points related to the paper that you want to draw attention to.
  - ▶ Focus on the “big picture”: it is less interesting to discuss minor details.
  - ▶ It is important to be critical, but it is much better if you propose solutions to the problems you identify.
  - ▶ Try to give a different perspective: a new angle or a reformulation of the problem.
- ▶ Be respectful!

# Thanks!

<https://ignaciomsarmiento.github.io/>  
i.sarmiento@uniandes.edu.co

# More: Extra Stuff

Extra stuff

▶ Back