



University of Pittsburgh

# Giving a Presentation

How to give a good presentation

How to give a good peer review feedback

School of Computing and Information

Department of Computer Science





# Presentation Logistics

- Next 11 weeks: CS 1900 internship presentations
- Final week: CS 1950 research presentations
- Check schedule on website that your name is there!
  
- All talks must be submitted to courseweb by Thursday midnight the day before your presentation
  - Preferred format: PDF
  - Alternative format: Powerpoint, Keynote
  - Please put a cover page with title, name, and organization  
(So that reviewer knows who you are and where you worked)
  - Please number your slides!



# On the day of your presentation ...

- Max 9 students per day / 5 minutes for each student
  - I will cut you off if you go over 5 minutes
  - I will hold up a sign when you only have 1 minute remaining
- Please DO NOT be late to class!
  - Presenters please come 5 minutes early to set up
- Designated front row for presenters
  - Presenters will sit in the order of their presentations
- Slides will be stored in order on in-class computer
  - At end of talk, please close your slides and open next slides



# Peer Review Logistics

- Please use the review form on course website
- Submit review by midnight at end of day of talk
  - Reviews are to submitted through courseweb
- Review assignment table to be posted this weekend
  - Assignments done using a Reviewer ID for anonymity
  - Each row has ID followed by 5 people you need to review  
If row is: “23” “John” “Jane” “Ben” “Mary” “Alex”,  
reviewer 23 is expected to review these 5 people
  - Your reviewer ID will be emailed to you individually



# Peer Review What Not To Do

- Don't be lax but also don't be harsh
  - I expect the majority of students to get 4 out of 5
- Don't judge presenter on the work done
  - Judge presenter on how the work was presented
- A peer review is not about ...
  - Humiliating your peer
  - Demonstrating your vast sea of knowledge
  - Complaining about how much time was wasted listening
  - Using wording that triggers an emotional response



# Peer Review What To Do

- Take care to write summary of talk
  - Shows your peer that you actually paid attention
- Support your overall merit score with data
  - Your subcategory scores should support your overall score
  - Your comments should give further justification
- Be constructive
  - Positive comments are just as valuable as negative ones
  - Remember, the goal is to help your peer



# Peer Review Requirements

- To be considered complete:
  - Review must contain summary of talk
  - Review must contain scores for all categories
  - Review must contain comments that support the score  
(Preferably both positive and negative feedback)
  
- Otherwise, your review will be marked as incomplete (0) even if you submitted



*Now let's talk about giving a good talk*



*But first, some slide design fails*



# Admire my beautiful slide

## OUTLINE

- **Introduction**
- **Experimental**
- **Results**
- **Discussion**
- **Conclusions**
- Future Work





# Admire my beautiful slide

- A slide is not a work of art - curb your enthusiasm
- Fonts, colors, and style should be consistent
  - If not, the difference should convey a meaning
- Also remember, a portion of population is color blind
- By the way, was that outline slide *really* necessary?
  - Most talks are structured that way - no information content



# Read my code

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## Algorithm 1 A simple recursive scoring scheme.

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```
1: Function score( $p \in \mathcal{P}, A.R \in \mathcal{R}, v \subseteq \mathcal{V}$ ) :  $\mathbb{R}$ 
2: // Filter credentials and initialize storage vector
3:  $C = \{c_i \mid c_i \in v.C \wedge \text{head}(c) = A.R\}$ 
4: Discard all  $c_i \in C$  of the form  $A.R \leftarrow P'$ ,  $P' \neq P$ 
5:  $\bar{s} = [1, 0, \dots, 0]$  // vector in  $\mathbb{R}^{|C|+1}$ 
6:
7: for all  $c_i \in C$  do
8:    $\bar{w}_i = v.\mathcal{A}.\text{weight}(c_i)$  // weight vector for  $c_i$ 
9:   if  $c_i = A.R \leftarrow P$  then
10:     $\bar{t} = [1, 1]$ 
11:   else if body( $c_i$ ) =  $B_1.R_1 \cap \dots \cap B_k.R_k$  then
12:      $\bar{t} = [1, B_1.\text{score}(p, B_1.R_1), \dots, B_k.\text{score}(p, B_k.R_k)]$ 
13:   else if body( $c_i$ ) =  $A.R_1.R_2$  then
14:     Find  $B \subseteq A.R_1$  such that  $\forall B_j \in B : P \in B_j.R_2$ 
15:      $\bar{t} = [1, \max_{B_j \in B} (B_j.\text{score}(p, B.R_2))]$ 
16:   if  $\bar{t}$  contains any 0 entries then
17:      $\bar{s}[i] = 0$ 
18:   else
19:      $\bar{s}[i] = \bar{t} \cdot \bar{w}_i$ 
20:
21: // Get master weight vector and combine all weights
22:  $\bar{w} = v.\mathcal{A}.\text{weight}(A.R)$ 
23: return  $\bar{s} \cdot \bar{w}$ 
```

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# Read my code

- Hate to break it to you but ...
- Nobody wants to read your code (if avoidable)
- If you really feel the need ...
  - At least explain at a high level what the code is trying to do
  - Focus audience attention at the part that is interesting



# I am a math whiz

$$\text{score}(p, A.R, v) = \sum_{(C_i, w_i) \in \text{osets}_\omega(v.C, A.R)} w_i \cdot \frac{1}{2}^i$$

$$\omega_{len}(C_s, \_) = \gamma^{\max_{p \in \text{paths}(C_s)}(\text{length}(p))}$$

$$\omega_{ind}(C_s, C) = 1 - \frac{\max_{C_i \in C \setminus \{C_s\}}(|C_s \cap C_i|)}{|C_s|}$$

$$\omega_{li}(C_s, C) = \alpha \cdot \omega_{len}(C_s, \_) + \beta \cdot \omega_{ind}(C_s, C)$$



# I am a math whiz

- Well guess what. Many are not.
- Translate math to plain English whenever you can



# Just read my text

## ■ Proof sketch:

**Monotonic.** To prove the monotonicity of Equation 6, we proceed by induction. We first assume that principal  $p$  has previously discovered the (ordered) collection of proofs and weights  $(C_1, w_1), \dots, (C_n, w_n)$  for the role  $A.R$ . The base case that we must consider is that a new pair  $(C_s, w_s)$  is discovered such that no weight  $w_i$  is less than  $w_s$ . In this case, this new pair will introduce a new term to the end of the summation calculated by Equation 6, thereby increasing principal  $p$ 's score for the role  $A.R$ .

Assume that  $(C_s, w_s)$  can be inserted before up to  $n$  terms in the sequence of  $(c_i, w_i)$  pairs while still preserving the monotonicity requirement. Now, assume that  $p$  has previously found proofs of authorization with the sequence of weights  $S = (C_1, w_1), \dots, (C_i, w_i), \dots, (C_{i+n}, w_{i+n})$  and has now discovered a  $(C_s, w_s)$  pair such that  $w_s > w_i$ , thereby needing to be inserted before  $n + 1$  terms in the sequence  $S$ . We first note that replacing  $(C_i, w_i)$  with  $(C_s, w_s)$  will generate a sequence  $S'$  that—when used in conjunction with Equation 6—will produce a score greater than that produced using  $S$ , since  $w_s > w_i$  and all other terms are the same. By the inductive hypothesis,  $(C_i, w_i)$  can then be re-inserted before the  $n$  final terms of  $S'$  while still preserving monotonicity.



# Just read my text

- Then why am I listening to you?
- Having too much to read can interfere with listening
  - Did you know?  
Reading and listening exercise same part of brain



*Content and delivery are just as  
(perhaps more) important*



# Issues with Content and Delivery

## ■ Issues with content:

- Why should we care about the problem?
- How will the results be useful in practice?
- Had no idea where talk was going!
- Missing context to understand problem setup

## ■ Issues with delivery:

- Lack of eye contact
- Lecturing to the board/laptop, not the audience
- Speaks too quickly / too slowly
- **Overruns allotted time**

# Structure your talk based on your audience and the time that you have



Your audience: Generally smart individuals

- Computer Scientists? Yes
- Knowledgeable about your area? Maybe
- Knowledgeable about your problem? Probably not

Time is usually limited

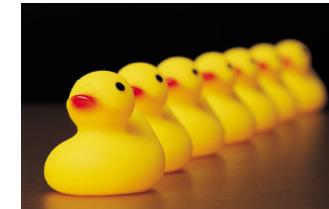
- Invited talk: < 1 hour
- Conference talk: 20 minutes or so
- Elevator talk: < 2 minutes
- Your talk: 5 minutes

This is not a lot of time...



***Bottom line:** Your audience should learn something from your talk*

# That's not a lot of time, how should I structure my talk to relate to these people?

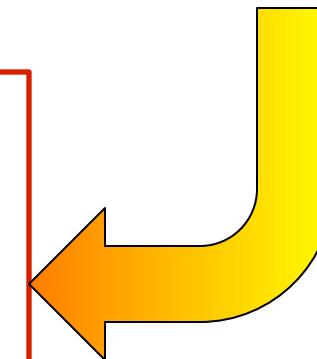


This is a **hard** ... with **interesting** problem...      applications...

... that builds on prior work...

Two sub-parts:

- You solved a problem
- You used neat technological advancements to do this



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**Hint:** Try to give audience one good take-home point



# It's not just *what* you say, but *how* you say it

## Body language says a lot

- Make eye contact with your audience
  - *Corollary:* Face your audience
- Some movement is good
- Don't speak too fast (or too slow!)



## Make useful slides

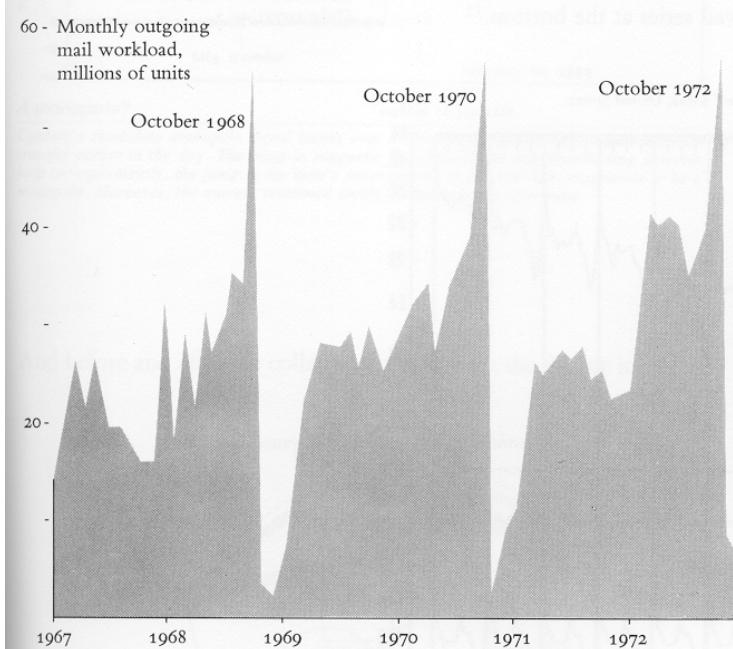
- **One** primary idea per slide
- Use slide titles to convey take-away message
- **Do not** read your slides!
- A picture is worth a thousand words...



# A picture is worth a thousand words

■ Edward R. Tufte, *The Visual Display of Quantitative Information.*  
Graphics Press (2001)

■ Graphic shows fluctuating mail workload in sync with the timing of political elections



The graphic is worth at least 700 words, the number used in a news report describing how incumbent representatives exploit their free mailing privileges to advance their re-election campaigns:

## FRANKED MAIL TIE TO VOTING SHOWN

Testimony Finds the Volume Rises Before Elections

WASHINGTON, June 1 (AP) — New court testimony and documents show that much of the mail Congress sends at taxpayer expense is tied directly to the political campaigns of Senate and House members. According to material filed in a lawsuit in Federal Court: "Senate Republicans put two direct-mail experts on the public payroll to advise them on how to use their free mailing privileges to get votes."

"An election manual prepared for Senate Democrats refers to newsletters as a "free forum," and sets up a timetable

for sending them as an integral part of a model re-election campaign.

Senator John G. Tower, Republican of Texas, mailed more than 300,000 specially printed letters at taxpayer expense as part of his 1972 re-election effort and received campaign volunteer offers and donations in response.

Representative Jacob K. Javits, Republican of New York, gave written approval in 1973 for a political mail program intended to better his image and payoff at the polls. He focused on areas where he needed votes.

In 1972, Congress passed a law prohibiting mass franked mailings within 28 days before an election. The sponsor of legislation was Senator Morris K. Udall, Democrat of Arizona, said in an interview that further changes were needed to curtail political abuse of franked mail.

Mr. Udall urged a 60-day pre-election cutoff for mass mailings and said he favored closing a loophole that recently allowed defeated Representative Frank M. Clark, Democrat of Pennsylvania, to send a

franked newsletter to his old constituents after he had left office. Mr. Clark is seeking to regain his old post.

### Practice Documented

Seldom has the political use of franked mail been so well documented as in recent testimony and documents filed in a suit by Congressmen Cause, the lobby group which is suing for an end to tax-financed mass mailings by Congress.

For example, Joyce P. Baker, a political mail specialist, said in a 1973 job proposal that she wanted to set up direct-mail programs for Republican Senators using franked mail.

"The purpose of such a program is to help an incumbent Senator get re-elected," she said.

She was put on the Senate payroll at \$18,810 a year in 1973 and 1974 and testified that during that time she aided Senator Peter H. Dominick of Colorado, Charles McC. Mathias Jr. of Maryland.

Another political mail specialist, Lee W. MacGregor, wrote a proposal for the use of franked mail by his chief, Senator Jarvis, in 1972.

Mr. Tower's proposal objective of the senatorial interest letters totaling approximately 803,333 franked mailings.

Tom Loeffler, a high-ranking campaign aide, wrote in a memorandum dated Oct. 27, 1972, that during the campaign Senator Tower had sent "31 special interest letters totaling

approximately 803,333 franked mailings."

Mr. Tower was not available for comment. His administrative assistant, Edwin Skiles, said in a telephone interview that the 1972 figures show the kind of political mail that could be translated into a vote at the polls on election day."

Mr. Udall was out of the country and could not be reached. His administrative assistant, Donald Kellerman, defended the use of franked mail in 1972 as within the law, and he defended the free-mailing privileges.

Postal Service figures show that in the 12 months before November 1974, Congress sent 222.9 million franked pieces of mail. But in the next 12 months, covering the election season of 1974, Congress sent 350.6 million, a jump of 57 per cent about what's happening," Mr. Skiles said.



# Practice, Practice, Practice

- Practice makes better
  - *Alone*: Work on your “script,” smooth out transitions
  - *Peer group*: Get used to other people being around
  - *Broader population*: Assess outsider comprehensibility
- “Flash” is good, but too much flash is distracting
  - *Good*: Animations to progressively build diagrams
  - *Bad*: Animating every slide transition, every line
- Make sure you refer to every item on a slide
  - If you don’t, it is always better to remove that item

It takes  
three weeks  
to prepare a  
good ad-lib  
speech

