Presentation guidelines

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Full Research Guidelines are:

`https://jvgemert.github.io/ResearchGuidelinesInDL.pdf`

1 Giving a Talk

Make a deliberate choice for the medium for your talk (whiteboard/slides/...). This document assumes that slides are used. Also see the writing guidelines; several are also applicable to giving a talk.

Motivation	Content	Form	Analysis
TM1 Goal	TC1 1 slide 1 topic	TF1 Too much	TA1 Exps answer Q
TM2 Audience	TC2 Less is more	TF2 No TOC	TA2 Limitations
TM3 Refresh	TC3 Self-contained	TF3 Layout	TA3 Peer review
TM4 Unburden	TC4 Define terms	TF4 No sentences	
	TC5 No guessing	TF5 Animate	
	TC6 Multi-modal	TF6 Complete figs	
		TF7 Number slides	

1.1 Motivation of your presentation

TM1: What is the goal? What you want to get out of it. There is a reason for giving your presentation: What is it? (and, no, it is not: 'it is my turn' or 'they told me to'). It may help to share this reason with the audience.

TM2: Audience. Whom are you presenting for? What do you want the audience to take away? What is their background and what are they looking for? Help your audience find it. Avoid Jargon.

TM3: Refresh. Always start with 1 or 2 slides (re-)introduction. Do not assume your audience will remember anything from your last time; there may also be new viewers present. If it is important: briefly repeat it.

TM4: Unburden the audience. If the audience misinterprets the message: its the responsibility of the presenter to reduce the understanding effort. Audience understanding can be validated by asking them.

1.2 Content of the presentation

TC1: A single slide has a single topic. A slide has a title to scope the topic. It has a concluding phrase that makes the main point of the topic.

TC2: Less is more. Every word/figure/image should have an explicit reason to exist. Do this test: *Can I safely remove it yes or no?* Do not put information on the slide that you don't want to answer questions about (eg: parts of a figure you took from another paper). Presenting concisely and precisely takes time and effort; it enhances understanding.

TC3: Self-contained. The audience has not memorized the full presentation. Remind the audience of definitions or symbols when defined 'a long time ago'.

TC4: Define terms. Define all symbols/terms. Use a defined symbol/term consistently and uniquely.

TC5: No guessing Never expect the audience to do inference. If the viewer has to guess, the guess will often be not what you had in mind. Always explicitly write what the viewer is supposed to see/conclude. Ie: put the answer to the "So What" question on the slide.

TC6: Multi-modal There are various people in the audience whose preferences range from visually, formulas, auditory. Be sure to present a mix.

1.3 Syntax, layout and form

TF1: Do not present too much. A rough guideline: at least 1 minute per slide.

TF2: Do not use a table of contents. Avoid the default toc of "● Intro, ● Method, ● Exps, ● Conclusion"; this is expected, so this toc adds nothing. Another form (e.g.: visual abstract) can be useful.

TF3: Good layout eases the viewer's effort. Use the full screen. Be consistent. Not too much info in a slide.

TF4: Do not write long sentences. Use bullet points with one phrase per point. One phrase fits on a single line. Correct grammar is secondary, e.g., there is no need for complete sentences with a subject, a verb, etc.

TF5: Only use animations sparingly and IFF they add value. For example, to emphasize, or to prevent overload by iteratively making more content appear.

TF6: Figures are complete. Label all axis, show the units on the axis, use a legend with clear differences between entries and add a title to each (sub)figure so that the reader can directly see what is shown. Do not use too thin lines or too small of a font: It has to be seen from the back of the room. Add the conclusion you would like the viewer to draw.

TF7: Number your slides so that viewers can refer to them.

1.4 Presenting analysis

TA1: Experiments answer a question. If you present experiments, note that every experiment starts with a question. Write the question on the slide (maybe in the title?). The experiment should answer that question. Write the answer on the slide.

TA2: Limitations. What are the limitations of your method. No method will always be the best. Showing insight where it fails is strong. The goal of research is understanding.

TA3: Peer review. Find a peer to review each others presentations. Check if their presentation follows these guidelines. Keep in mind that if an honest viewer did not understand it, then the presentation should be improved (not the viewer).