

# Student seminars 2017-18

**When:** January 11-16-18

**How long:** 15-20 min maximum per student

Selection of a research article by each student and calendar of presentations will be finalized by the end of December

Giving a seminar is not an obligatory activity, it may add additional points to the final grade. English will be the language for the slides and for the oral presentation

# Suggestions on how to make a good seminar

## subdivide the presentation in:

- INTRODUCTION of the topic (5-6 min)
- SCIENTIFIC QUESTIONS (few seconds)
- EXPERIMENTAL DATA (6-8 min)
- DISCUSSION/CONCLUSIONS (3-4 min)
- OPEN QUESTIONS / PERSPECTIVES (1-2 min)
- BIBLIOGRAPHY (articles used for the presentation, including research and review articles)

## Bibliographic Search Activity and article selection for student presentations

- The **Bibliographic Search Activity** will serve to build up a data base of **research articles** on the different Topics covered during the course. After the end of each Topic, the students will have a fixed amount of time (about 1 week) to search an interesting research article related to the Topic and upload it on Moodle, in a Topic-specific folder. This activity is obligatory and will count (15%) for the final grade.
- For each Topic, the teacher will select 4-5 articles among all those uploaded by the students, and will move them to a folder called “articles selected for student presentations”.
- By the end of December, each student has to **select one research article for her/his own presentation** among those approved by the teacher (present in the folder “articles selected for student presentations”)
- When the student knows what article she/he is going to present, it is important to search one or more review articles to introduce the specific topic in the seminar presentation.

# EVALUATION CRITERIA

## SEMINAR ORGANISATION:

- slides quality
- subdivision of the presentation
- clarity of speech
- effectiveness and capacity to draw attention

## CONTENT:

- comprehension of technical aspects and of the experimental design
- identification of scientific questions and of the most relevant results
- result interpretation and discussion
- ability to contextualize results in the literature framework and set future prospects

- links with the Topic materials covered during the course