

## Assignment 1B – Cloud Research Paper Presentation

Version 0.10

Presentation Dates: November 22, November 29, December 6, December 8, 2022

In Fall 2022, presentations will be given by TCSS 562 student teams, while all students will participate by providing peer feedback.

### Objective

Project teams may elect to prepare and present a review and critique of a recent research paper in cloud computing. The paper may optionally relate to the group's term project. Choosing a paper relating to the term project is recommended as the work is the complementary. The cloud research paper presentation serves many excellent purposes:

- Practicing presentation skills on a technical topic: the format of the TCSS 562 research paper presentation is similar to a research presentation at a conference or an MS Capstone or Thesis presentation. One major difference is the presentation is prepared by the team rather than an individual. The presentation provides an opportunity to first review a cloud computing research paper, and then disseminate key findings to the class.
- Learning how to review and critique technical papers and literature: Throughout a computer science career it will be necessary to learn and review new technologies. Often this involves reading and comprehending technical literature. Reviewing research papers is a great way to practice these skills. *Did you know that many computer science textbooks began as collections of research papers?*
- Reading/reviewing helps with writing: Reviewing and critiquing research papers is very helpful for gaining insight on how to write and evaluate one's own writing for the final term paper, and for other writing experiences you may encounter in your future career. One differentiating aspect of pursuing a graduate degree in computer science is that graduates often work in leadership roles where a higher emphasis is placed on verbal and written communication skills.

A list of recommended research papers for Fall 2022 will be maintained here:

<http://faculty.washington.edu/wlloyd/courses/tcss562/papers/>

Groups are to produce a slide presentation which describes and critiques the contributions of a related cloud research paper using the following structure:

1. General overview of the research paper
  - a. What is the problem being solved?
2. Summary of the primary contributions
  - a. What did the authors do to address the problem?
3. Overview of related work (based on the author's overview, plus one extra reference)
  - a. What have others done, and what was missing from their work?
4. Review of the paper
  - a. What is the technology or evaluation proposed?
  - b. What are the key findings?
  - c. Do the authors assess their approach? (yes/no)

- d. How do they evaluate their approach? What techniques are used?
  - e. What are the conclusions?
- 5. Critique of the paper
  - a. What are the primary strengths of their new system, or of the new benchmark/evaluation effort?
  - b. What are some weaknesses of the new system/approach?
  - c. How good is their evaluation? Is something missing? Is it believable? Repeatable?
  - d. Are there gaps in the work? What future work remains?
- 6. Class discussion of the paper

For the cloud research paper presentations, each group will present as a team, one research paper. Presentations should last from 15 to 20 minutes with 0 to 5 minutes for questions/discussion.

Groups are free to select a paper from the suggested list, or to recommend their own. Good papers will tend to be from IEEE, ACM, or USENIX peer reviewed conferences or related journals and will have been previously cited according to Google scholar.

(see <https://scholar.google.com> )

If there are any doubts regarding the relevance and quality of the paper proposed, please contact the instructor. If the paper is not approved, the instructor can recommend (or assign) an alternate paper(s).

See slides on **active reading** for advice on how to review technical writing and research papers:

<http://faculty.washington.edu/wlloyd/slides/ActiveReadingSlides.pdf>

Active reading involves reading with-a-pen-in-hand, and interactively looking up unknown material to increase your comprehension of the paper on the internet. Approach the paper from the point-of-view of a reviewer. Mark and find all typographical errors. While you're reading, circle and star main points, and write any questions that come to mind in the margins. The key with presenting a research paper is that we are not just reading the paper, but understanding it well enough to create an intelligible presentation that captures its key points.

## **PRESENTATION FORMAT FOR FALL 2022**

**Recorded presentations:** To support remote participation, presentations can be fully recorded and submitted to the instructor for replay during the Tuesday and Thursday class sessions. If a group chooses to submit a recording, instead of giving a LIVE presentation, group members should attend the TCSS 462/562 class session in person or via Zoom to answer questions regarding their presentation. If group members are unable to attend, then the instructor may email groups a list of questions captured from the presentation, and the group should provide a written response to the questions in lieu of LIVE synchronous participation.

**Online and mixed-mode presentations:** Fully online and mixed-mode presentations where some speakers are in the classroom and others are on Zoom are possible. Groups should inform the instructor how they intend to deliver the presentation when submitting a draft copy of the slides. The Zoom feed is projected live in the classroom. Fully in-person or online presentations are encouraged for simplicity as mixed mode presentations involve additional transitions.

**Use of transcripts are encouraged:** To support LIVE and/or recorded presentations at conferences and workshops, many of our students have used written transcripts to capture the speaker's narrative. With a transcript, ***the pressure is off*** when delivering a LIVE or recorded presentation. The script can simply be read for a LIVE presentation. For a recorded presentation, the recording can be paused and repeated in the event of errors. In general students report the effort put into preparing a written transcript pays off significantly in improving the quality of both live and recorded presentations.

## 1 Research Paper Presentation Organization

A recommended structure is provided below for the cloud paper presentation. Additional slides can be included outside of the outline where appropriate. Groups **should** aim for around 15-20 slides in total.

Talks should be decomposed into parts, where each team member focuses on producing slides and presenting the individual parts.

### Two-person team

Team member #1:	Title slide, talk outline, paper overview, background, provide summary of new technology, present key research contributions
Team member #2:	Present author's system evaluation and conclusions, critique the paper: identify strengths & weaknesses, identify GAPS in the research (i.e. open/unsolved problems) and opportunities for future work
Everyone:	Questions

### Three-person team

Team member #1:	Title slide, talk outline, paper overview, background, provide summary of new technology, present key research contributions
Team member #2:	Present author's system evaluation and conclusions
Team member #3:	Critique the paper: identify strengths & weaknesses, identify GAPS in the research (i.e. open/unsolved problems) and opportunities for future work
Everyone:	Questions

The critique of the paper is arguably the most important part of the research paper presentation. Even though only one team member presents the critique, **all team members** should participate in the development of the cognitive review and critique of the paper. Groups should be sure to say what they liked and disliked about the paper, identify issues with the paper, and suggest possible improvements. PLEASE IDENTIFY AT LEAST SOME WEAKNESSES – for many students this part can be fun. It is surprising how many shortcomings can be easily found in research studies. It is okay to identify even minor weaknesses, things such as typographical errors, organizational problems in the text, or ambiguous or mislabeled graphs for example.

## 2 Research Paper Review Presentation Format

### Recommended Research Paper Review Presentation Format

Slide No.	Major Topic	Questions to Answer / Topics
Title Slide	Identify paper being reviewed	Show title, authors, institution, and name of your group members who have prepared the review
Slide 1	Talk outline	Provides an outline of the key components of the talk

	<b><u>ONE SLIDE ONLY</u></b>	
Slides 2-4	Introduction: Paper overview	Introduce the problem the paper is about: What is the problem being solved? Why is it a problem? Why is it a problem that we (or the research community) is interested in solving? Do the authors state any research questions or hypotheses they investigate?
Slides 5-6*	Background / Related Work	What have others done related to the problem? What was important from what they found? What is missing from their work? <b>** INCLUDE 1 REFERENCE FROM OUTSIDE THE PAPER</b>
Slides 7-10*	Summary of new technology, approach, or benchmarks	Describe the new methodology, algorithm, approach, tool, technology, or benchmark/evaluation being proposed. This section covers about half of the paper...
Slide 11*	Key contributions  <b><u>ONE SLIDE ONLY</u></b>	Capture on one slide the key research contributions and key findings from the paper. Usually the authors will identify the key contributions in a short section. The idea is to present what they authors say the main contributions are (if they say). If -what does the new approach provide that we didn't <b>have</b> before? -what does the evaluation provide that we didn't <b>know</b> before?
Slide 12-14*	Experimental Evaluation	Describe the paper's experimental evaluation/approach. What experiments were conducted? What choices were made in the experimental design? What baseline methods were used for comparison? Summarize the key experimental results. (It is usually necessary to abbreviate and not present ALL results for a 20-min talk) This section covers about half of the paper...
Slides 15	Author's Conclusions	Present the author's key conclusions. The authors usually have a "conclusion" section. Repeat the key conclusion on 1 slide. Capture answers or any responses to prior research questions or hypotheses.
Slide 16*	Critique: Strengths	What are the primary strengths of the new approach/algorithm/method/ benchmark? Is the performance good? Are costs low? Is it scalable? Secure? Fault tolerant? In general, new approaches that don't provide at least a 10% performance improvement are not very significant depending on the problem. An order of magnitude (10x) improvement is preferred.
Slide 17*	Critique: Weaknesses	What are some weaknesses of the new approach? This could be things such as complexity/effort of applying the approach, or it's usability. How well has the proposed solution addressed the original problem? Is the new approach generally applicable? Or is it a domain specific solution to only a small set of use cases? In research, domain agnostic solutions can have broader impacts and importance than one-off solutions for a specific use case.
Slide 18*	Critique: Evaluation	How good is the paper's evaluation? Is something missing? Are the results believable? Is enough information available to repeat/reproduce tests? Are there problems with the graphs or the discussion? Is the analysis complete, or are some points left for the

		reader to try and understand on their own?
Slides 19	Identify GAPS  <b><u>ONE SLIDE ONLY</u></b>	Are there gaps and open problems remaining in the research? Did the authors fail to solve some aspect of the problem? What constraints and limitations exist for the solution? What future work remains?
Slide 20	Questions	A break for questions.

*\* - actual number of slides will vary depending on the paper*

### 3 Grading Rubric

#### [15% of course grade]

Cloud research paper presentation grades will be broken into five components:

#### 15% **Design quality of presentation/slides**

This is the overall quality of the presentation materials. Factors considered include the formatting and design of the slides. Slides should not have long sentences, but phrases that summarize key points. Slides should be designed to encourage speakers to naturally present material, as opposed to reading the material. **Slides should include slide numbers** to help speakers keep pace during the talk.

Corrections can be made AFTER the presentation. Final slides are due by Friday December 9<sup>th</sup>. Online the final version of the slides is considered when evaluating design quality of the slides.

#### 10% **Early review of slides**

Groups presenting on a Tuesday should submit slides via Canvas by Sunday @ 11:59p to receive constructive feedback and suggestions from the instructor. The instructor will try to provide feedback by late Monday or very early Tuesday. If slides are available sooner, and the group requests early feedback (by email), review will be provided earlier. For a Thursday presentation, slides should be submitted by 11:59p on Tuesday. Draft slides are not graded. 10% credit is awarded for providing a draft of the slides in advance to receive feedback before the talk. Due to the time required to review and provide feedback for slides, slides submitted less than 24 hours prior to the talk may not be reviewed, and the 10% may be forfeited.

#### 30% **Technical content**

The technical content grade will be evaluated by considering the in-class presentation and the content provided on the final slides submitted after the presentation. Both the technical content of the slides and the quality of the research paper critique will be considered. All groups have the opportunity to improve technical content of slides prior to the final submission by Friday December 9<sup>th</sup>.

#### 25% **Presentation quality, clarity, understandability**

The overall clarity and understandability of the presentation is worth approximately 25%. Clarity and understandability are improved by speaking slowly, deliberately, looking at the audience, pausing, as well as having well designed slides, and having practiced the presentation prior to class. Use of a transcript for the talk can improve the presentation. Groups can submit the written transcript to CANVAS to demonstrate effort to encourage a higher grade. The instructor will try to deliberately slow

down presentations to help improve group grades by interjecting when possible. The use of notes, notecards, or a transcript is suggested to prevent excessive reading from the laptop screen. Slides should consist of short bullets with only phrases, not complete sentences. The slide design should discourage presenters from simply reading slides. Use of notecards, can help with practicing the presentation. **Presentations should last no more than ~25 minutes. Presentations extending beyond 30 minutes will be cut-off due to time limitations.**

#### 20% Participation in presentations

##### For TCSS 462:

In lieu of an in-class presentation, students enrolled in TCSS 462 will submit peer reviews of class presentations (***TCSS 462 peer reviews are 100% of the class presentation grade***). To receive full credit, students should submit a minimum of 4 peer reviews (approximately 1 per day) of the presentations. Presentation peer reviews will be completed using a worksheet provided by the instructor. In addition to the reviews, students will write two questions about content in the presentation. These can be questions to help clarify content from the presentation that was not clear, or any related questions inspired by the presentation. To ensure intellectual depth of questions, questions should not have yes-no answers. These questions will be captured by the presentation peer review worksheet.

##### For TCSS 562:

On days TCSS 562 students do not deliver a presentation they will submit a minimum of 1 peer review per day, for a total of 3 peer reviews for the quarter. Peer review structure will follow as described above.

##### Extra Credit:

Students submitting more than 4 peer reviews of presentations (TCSS 462) or 3 peer reviews (TCSS 562) will be eligible for extra credit at the end of the quarter. A maximum of 2% extra credit is possible if completing a valid peer review for every presentation in the class (excluding the presentation delivered by the student).

All presentation peer reviews are due by Friday December 9<sup>th</sup> @ 11:59pm.

Students are ***highly*** encouraged to participate in the class presentations by asking questions at the end of each group's presentations in class.

## **4 Notes about the presentation**

Groups who's in-class presentation is scheduled early on will be graded less rigorously in a qualitative manner as needed. For example, if you are the first presentation, there is leeway to make mistakes, and also more time to correct slides before the final submission.

## **5 Presentation feedback**

Groups are **required** to submit draft slides for review by 11:59pm on the prior Sunday for a Tuesday presentation, or the prior Tuesday for a Thursday presentation. The instructor will provide constructive feedback on the slides. Slides should be prepared using Google Sheets or MS Powerpoint to facilitate adding review comments directly to the slides. Slides will be shared with the class via posting on the website.

## 6 Submission Deadline

Final project slides should be submitted to Canvas in PDF format by Friday December 9<sup>th</sup> at 11:59pm.

## 7 Topic Submission

A ranked list of preferred presentation topics should be submitted via Canvas by Wednesday November 16<sup>th</sup> at 11:59pm. Groups should also provide a ranked list of preferred presentation dates: **Nov 22, Nov 29, Dec 6, and Dec 8**. Presentation dates and topics will be awarded on a first come-first serve basis. The presentation schedule will be shared via Canvas on Thursday November 17<sup>th</sup>.

## 8 Change History

Version	Date	Change
0.1	11/8/2022	Original Version