

Hauptseminar Sommersemester 2015:

Cognitive Computing

Dr. Frank J. Furrer

Seminar Day 2: 10-July-2015

Content:

1. Introduction (F.J. Furrer)
2. Presentations and Feedback (all)
3. Final Words (F.J. Furrer)

Introduction

State of the Papers (2nd Round) – General Comments:

Good:

- Topics chosen and delineation
- Storylines
- Content
- Structure
- Personal contributions

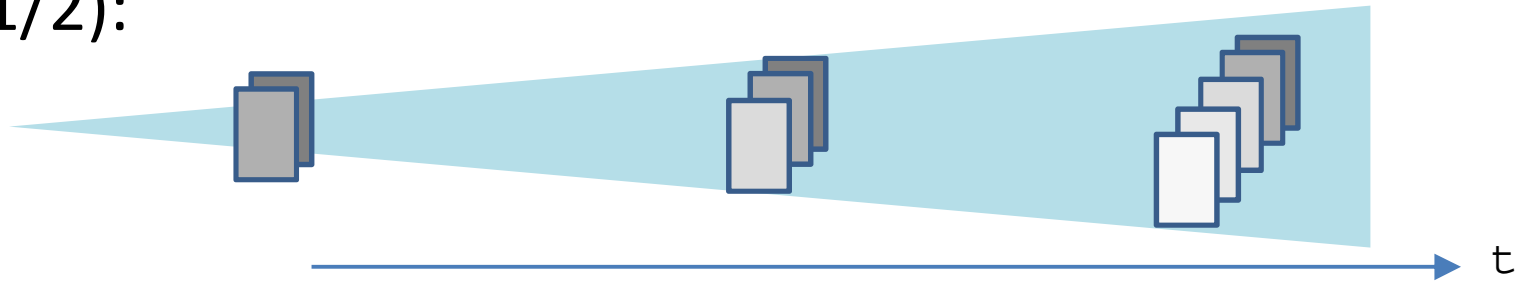
Not yet satisfactory:

- State of the art (Existing work)
- **Visibility** of personal contributions
- Conclusions (recommendations, ...)
- Number of figures (!)



Focus

Focus (1/2):



Key statements	Where and how communicated in the paper	Clarity & impact satisfactory?
<u>Primary</u> key statement:		
<u>1st secondary</u> key statement:		
<u>2nd secondary</u> key statement:		
<u>3rd secondary</u> key statement:		
... is more adequate?		



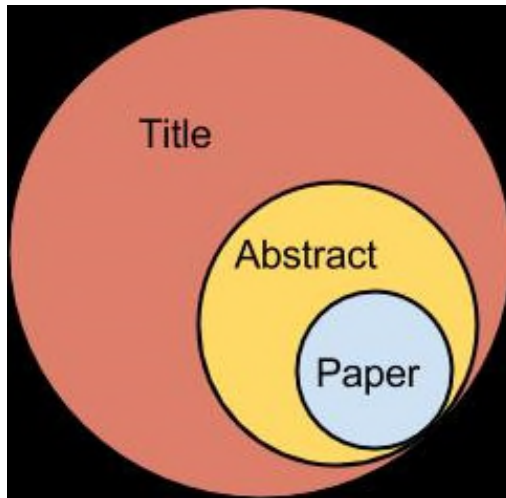
Focus (2/2):

Concept (Begriff)	Really necessary for the storyline of the paper?
<u>Concept (Begriff) 1:</u>	
<u>Concept (Begriff) 2:</u>	
<u>Concept (Begriff) 3:</u>	
<u>Concept (Begriff) 4:</u>	
... etc.	



3 areas of improvement:

Title



<http://blogs.nature.com/naturejobs/2014/11/03>

... catching
... promising
... seducing

Storyline



<http://www.hans-und-renate.de/2011/09>

... logical
... "simple"
... convincing

Unnecessary Concepts



<http://www.deviantart.com/morelikethis>

... minimize
... define
... consistency

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Author



Reviewer

<http://clipartzibraz.com>



<http://physicsworld.com>

- Innovation
- Storyline
- State of the Art
- Content
- Author's Contribution
- Conclusions & Recommendations

- Competence
- Conflict of Interest
- Fairness
- Ethics

Reviewer Ethics (1/2):

Reviewers should:

- ✓ Decline any review for which you feel not > 95% fit for (competence, time, ...)
- ✓ Decline any review if there is a conflict of interest (similar work, ...)
- ✓ Provide timely reviews (... otherwise the journal editor is in trouble ☹)
- ✓ Keep manuscript and names of authors confidential
- ✓ Provide a fair, substantiated, comprehensive review
- ✓ Deliver comprehensive, useful recommendations to author(s) and editor
- ✓ Report any suspicion of misconduct (illegal or unreferenced copying, ...)

Irene Hames: **Peer Review and Manuscript Management in Scientific Journals – Guidelines for Good Practice.**
Blackwell Publishing, Oxford, UK, 2007. ISBN 978-1-4051-3159-9

Reviewer Ethics (2/2):

Reviewers should NOT:

- ✓ Attack or make any personal comments about the author(s)
- ✓ Agree to review a manuscript just to gain insight of it for personal benefit
- ✓ Use information in the manuscript for their own or other's benefit
- ✓ Contact anyone else with respect to the review
- ✓ Request that authors include citations to their own work
- ✓ Contact the authors directly about any manuscript they review

Irene Hames: **Peer Review and Manuscript Management in Scientific Journals – *Guidelines for Good Practice***. Blackwell Publishing, Oxford, UK, 2007. ISBN 978-1-4051-3159-9

Skill:

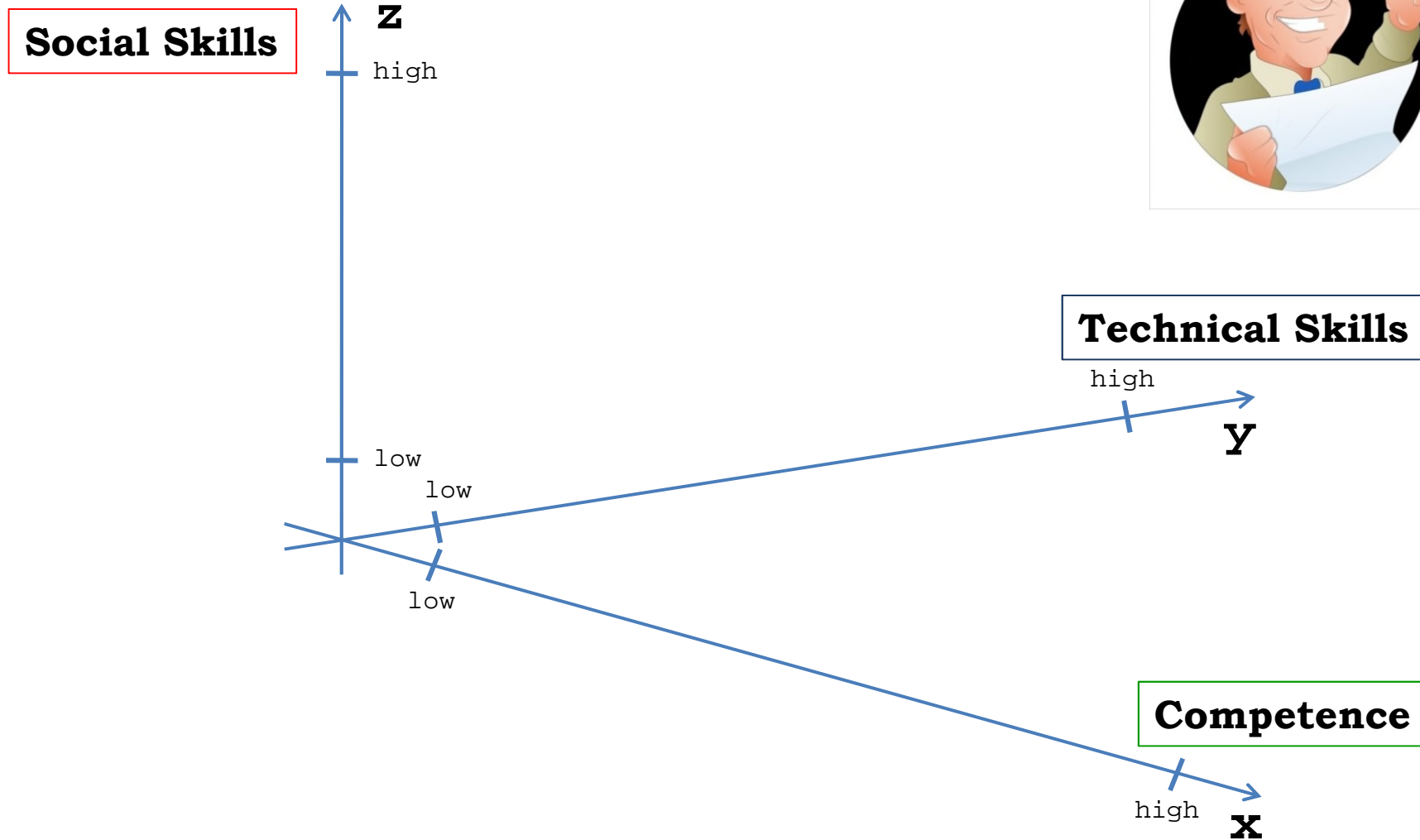
The ability to do something well

[The New Oxford Dictionary of English]

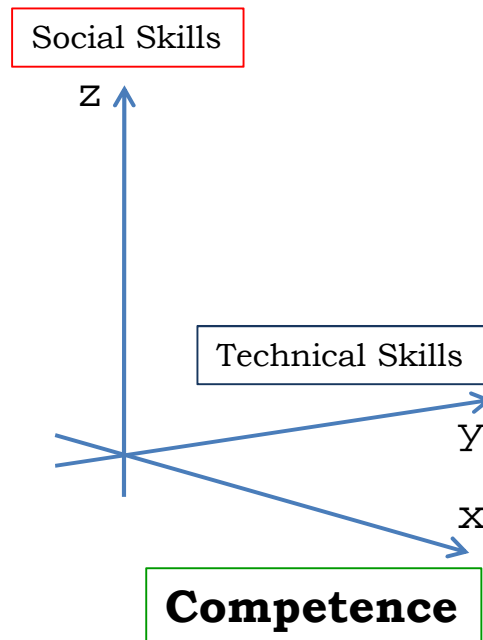


<http://www.inman.com>

Skills Coordinate System



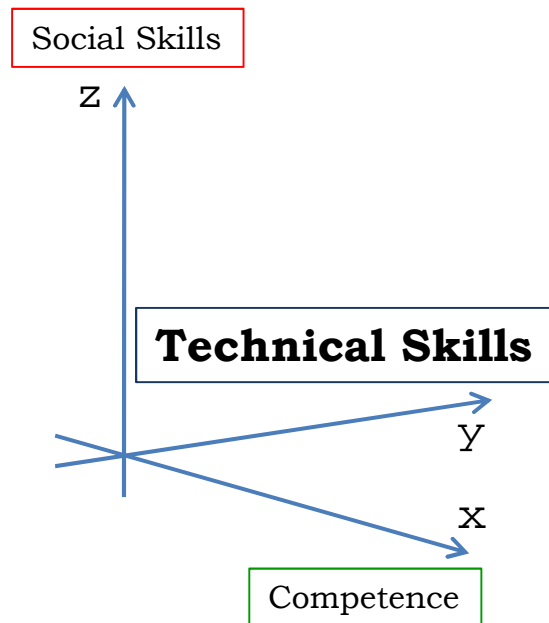
Skills: **Competence**



(Professional) Competence

- IT knowledge
- IT (practical) experience
- State-of-the-Art knowledge (broad, hardware, software, processes)
- Technology mastering (HW & SW)
- Business knowledge
- Innovation capability
- Vision

Skills: **Technical Skills**



Technical Skills

- Communication skills (speech & writing)
- Presentation skills (oral, graphical & writing)
- Logical reasoning capability
- Efficiency & effectiveness
- Languages
- „Architecture Feel“ (Simplicity & beauty)

Efficiency:

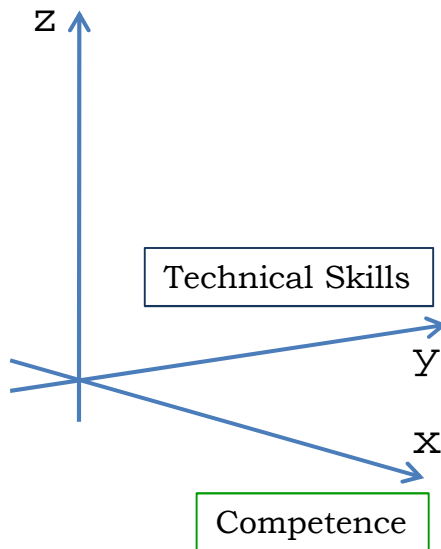
Doing the things right

Effectiveness:

Doing the right things

Skills: **Social Skills**

Social Skills



Social Skills

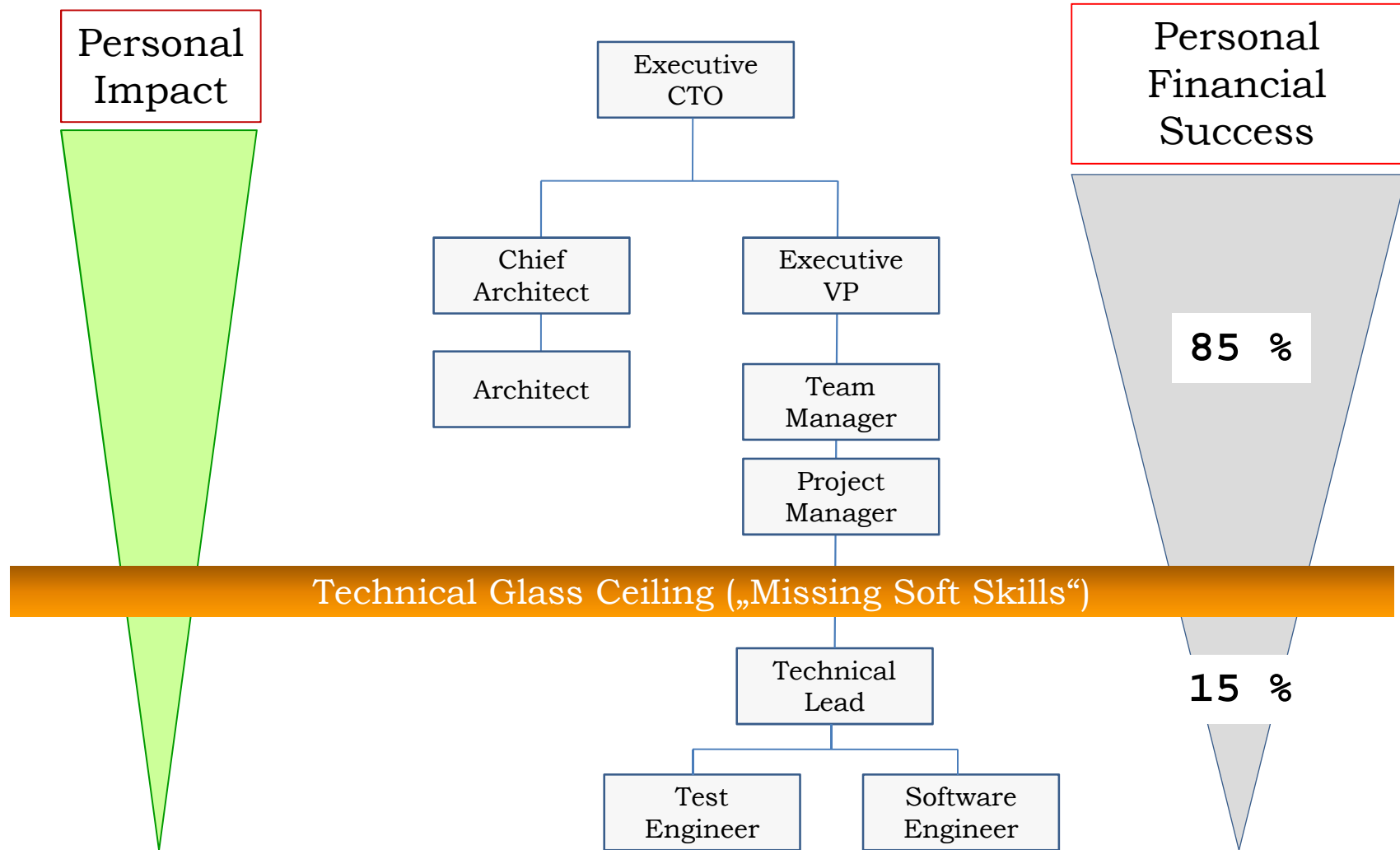
- Negotiation skills
- Persuasion capability
- People interaction capability
- Enthusiasm
- Leadership
- Life-long learning
- Socializing/Networking
- Team Work
- Honesty (Ethics)
- Work-life balance



<http://samingersoll.com/life-work-balance/>

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Hard Skills ↔ Soft Skills: Which are more important?



Dale Carnegie, 1937
ISBN 978-1-4391-9919-0

Dave Hendricksen, 2012, ISBN 978-0-321-71729-0

Presentations and Feedback

Procedure

Presentation
(15 mins)



FEEDBACK: Each participant:

1. One positive comment
2. One improvement comment

Audience
Feedback
(10 mins)

Storyline	• Logical	Excellent	<input type="checkbox"/>
	• Consistent	Good	<input type="checkbox"/>
	• Attractive	Improvable	<input type="checkbox"/>
Illustrations Pictures	• Clear	Excellent	<input type="checkbox"/>
	• Fitting/Adequate	Good	<input type="checkbox"/>
	• Granularity	Improvable	<input type="checkbox"/>
Animation	• Power of Expression	Excellent	<input type="checkbox"/>
	• Support of Speaker	Good	<input type="checkbox"/>
	• Focussed (emphasizing the message of the slide)	Improvable	<input type="checkbox"/>
Density	• Speed	Excellent	<input type="checkbox"/>
	• Unnecessary effects	Good	<input type="checkbox"/>
	• Timing	Improvable	<input type="checkbox"/>
Delivery	• Too dense (per slide or per time unit)	Excellent	<input type="checkbox"/>
	• Too slow (more material per slide or per time unit)	Good	<input type="checkbox"/>
	• Balance of slides	Improvable	<input type="checkbox"/>
Delivery	• Bullet point lists	Excellent	<input type="checkbox"/>
	• Personal style	Good	<input type="checkbox"/>
	• Interaction with the audience	Improvable	<input type="checkbox"/>
Delivery	• Complementary speech/illustrations	Excellent	<input type="checkbox"/>
		Good	<input type="checkbox"/>
		Improvable	<input type="checkbox"/>

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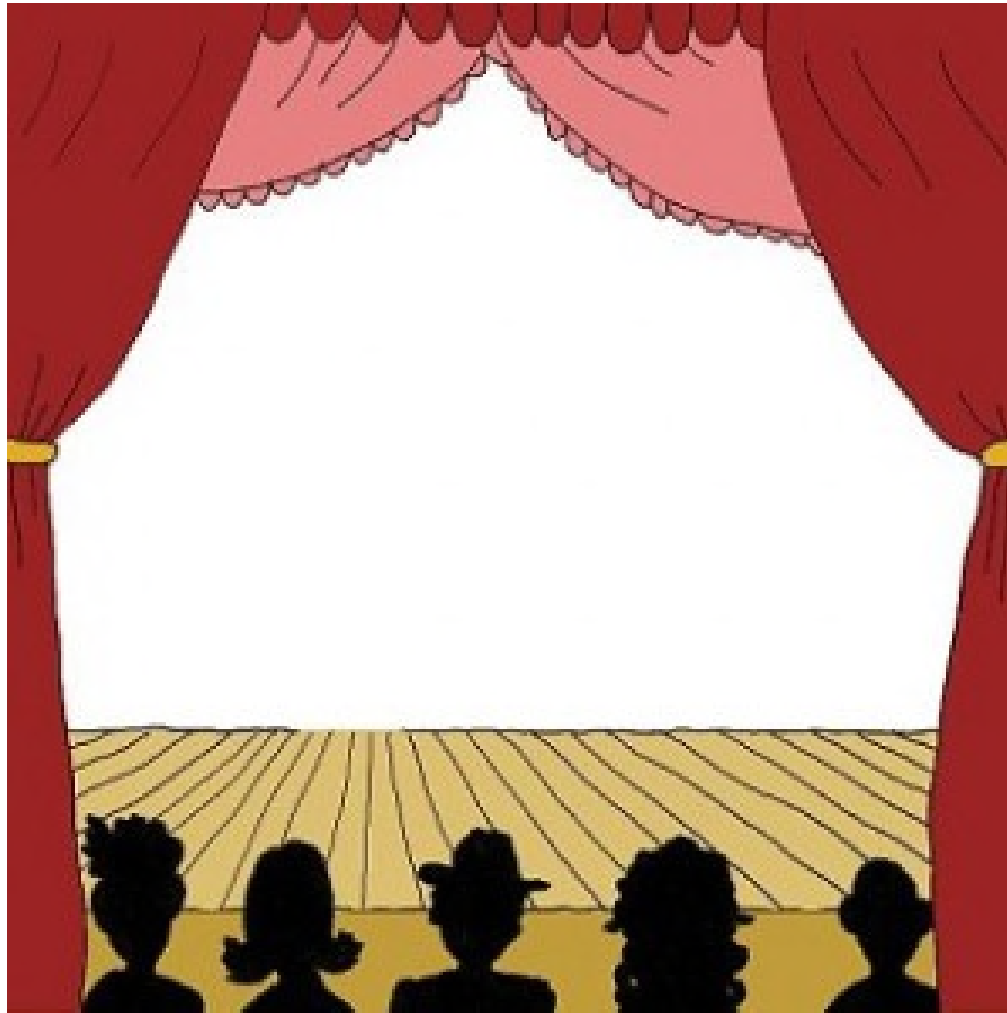
Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>	
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>	
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>	
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>	
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>	

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HS SS 2015: Cognitive Computing Schedule 2 nd Seminar Day July 10, 2015			
Name	Q _x	Presentation (15 min)	Feedback (10 min)
Introduction (F.J. Furrer)		09:00 – 09:15	
Robert Richter	3	09:15 – 09:30	09:30 – 09:40
Johannes Pietrzyk	3	09:40 – 09:55	09:55 – 10:05
Ben Blau	2	10:05 – 10:20	10:20 – 10:30
Tyler Butler	1	10:30 – 10:45	10:45 – 10:55
Break		10:55 – 11:15	
Tobias Nett	1	11:15 – 11:30	11:30 – 11:40
Philipp Schröppel	1	11:40 – 11:55	11:55 – 12:05
Felix Mai	1	12:05 – 12:20	12:20 – 12:30
Final Words (F.J. Furrer)		12:30 – 13:00	

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<http://www.ioannamartin.tv/inspiration/will-you-ever-meet-your-ideal-client/>



... the stage is yours!

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Name	Presentation	Feedback
Robert Richter	09:15-09:30	09:30-09:40

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

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Name	Presentation	Feedback
Johannes Pietrzyk	09:40-09:55	09:55-10:05

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

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Name	Presentation	Feedback
Ben Blau	10:05-10:20	10:20-10:30

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

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Name	Presentation	Feedback
Tyler Butler	10:30 – 10:45	10:45 – 10:55

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

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Name	Presentation	Feedback
Tobias Nett	11:15-11:30	11:30-11:40

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

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Name	Presentation	Feedback	
Philipp Schröppel	11:40-11:55	11:55-12:05	
Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	Excellent <input checked="" type="checkbox"/>	
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	Excellent <input type="checkbox"/>	
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	Excellent <input type="checkbox"/>	
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	Excellent <input checked="" type="checkbox"/>	
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	Excellent <input type="checkbox"/>	
		Good <input checked="" type="checkbox"/>	
		Improvable <input type="checkbox"/>	

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Name	Presentation	Feedback
Felix Mai	12:05-12:20	12:20-12:30

Storyline	<ul style="list-style-type: none"> • Logical • Consistent • Attractive • Clear 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Illustrations Pictures	<ul style="list-style-type: none"> • Fitting/Adequate • Granularity • Power of Expression • Support of Speaker 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Animation	<ul style="list-style-type: none"> • Focussed (message of the slide) • Speed • Unnecessary effects • Timing 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Density	<ul style="list-style-type: none"> • Too high • Too low • Balance of slides • Bullet point lists 	<p>Excellent <input checked="" type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>
Delivery	<ul style="list-style-type: none"> • Personal style • Interaction with the audience • Complementary speech/illustrations 	<p>Excellent <input type="checkbox"/></p> <p>Good <input checked="" type="checkbox"/></p> <p>Improvable <input type="checkbox"/></p>

Final Words

Excellent, motivated and valuable
work has been done!

I like it a lot.

After the delivery of the final paper (August 7, 2015):
... you have earned 3 ECTS Credits
These will be credited by Katrin Heber



<http://audioto.ru/best/ects-credits-system>

Exception: Benjamin Blau and Tyler Butler will receive their seminar assessment next week

Feedback from your side?

Was the Hauptseminar too demanding?



Timewise?

Just right: _____

Too much time invest: _____



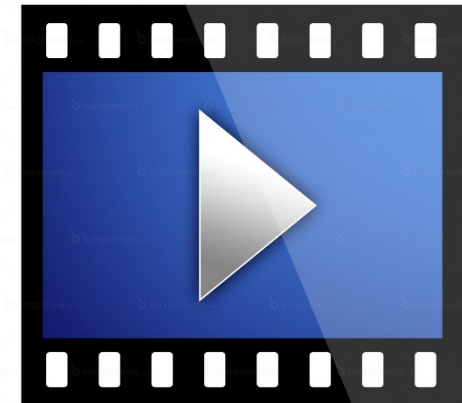
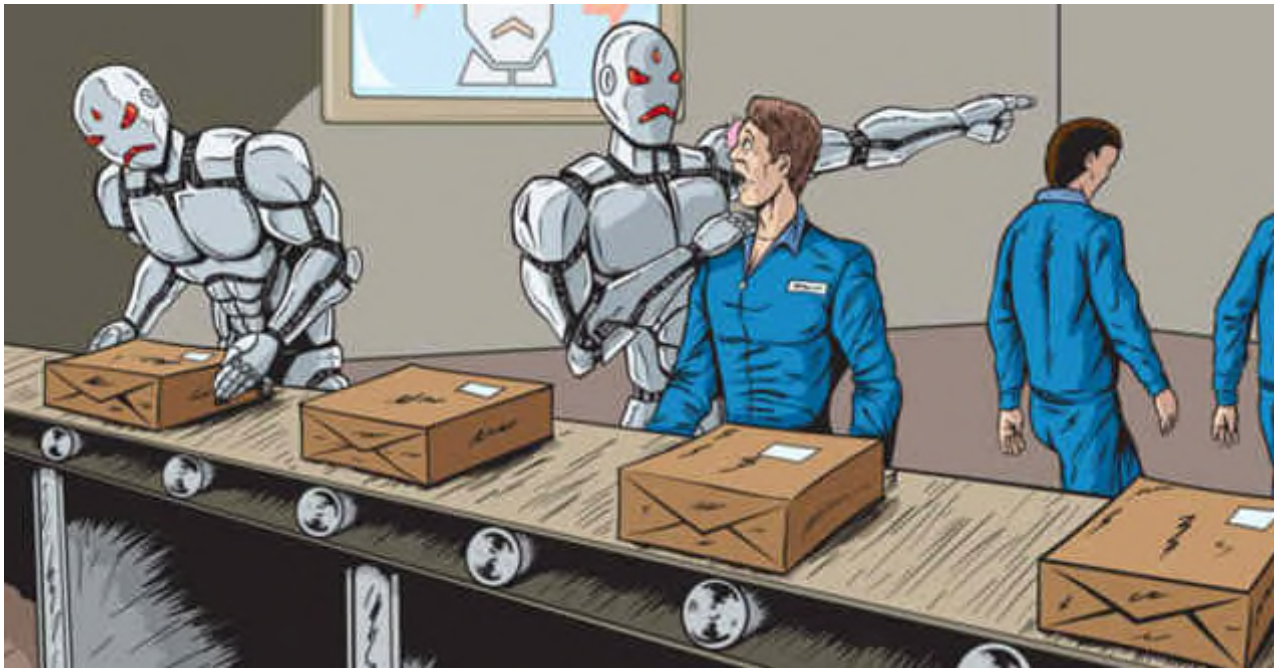
Content-wise?

Just right: _____

Too difficult: _____

«Humans need not apply»

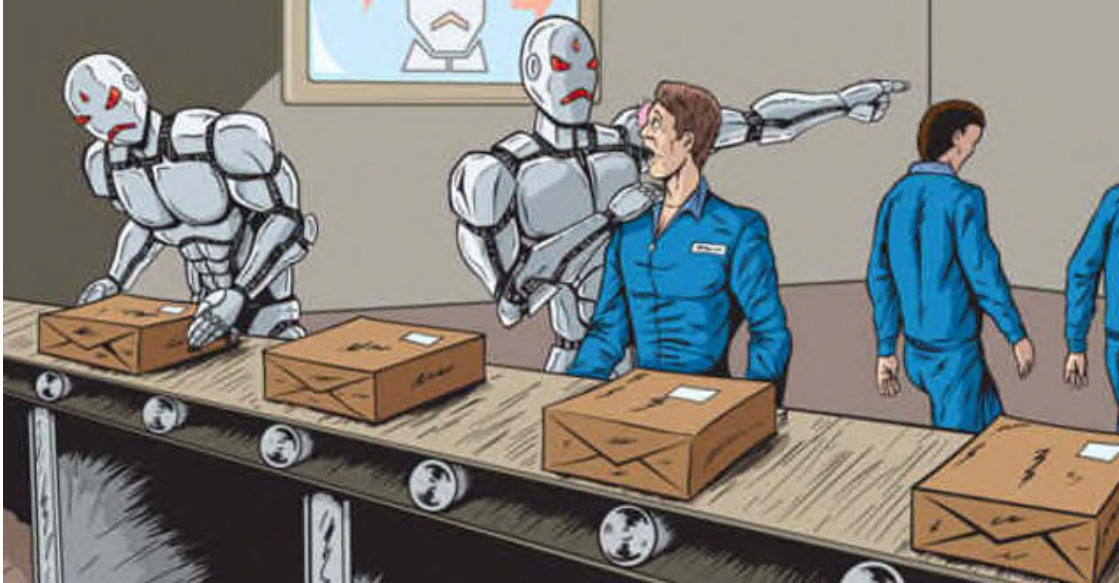
<http://www.worldstarhiphop.com>



www.youtube.com/watch?v=7Pq-S557XQU

«Humans need not apply»

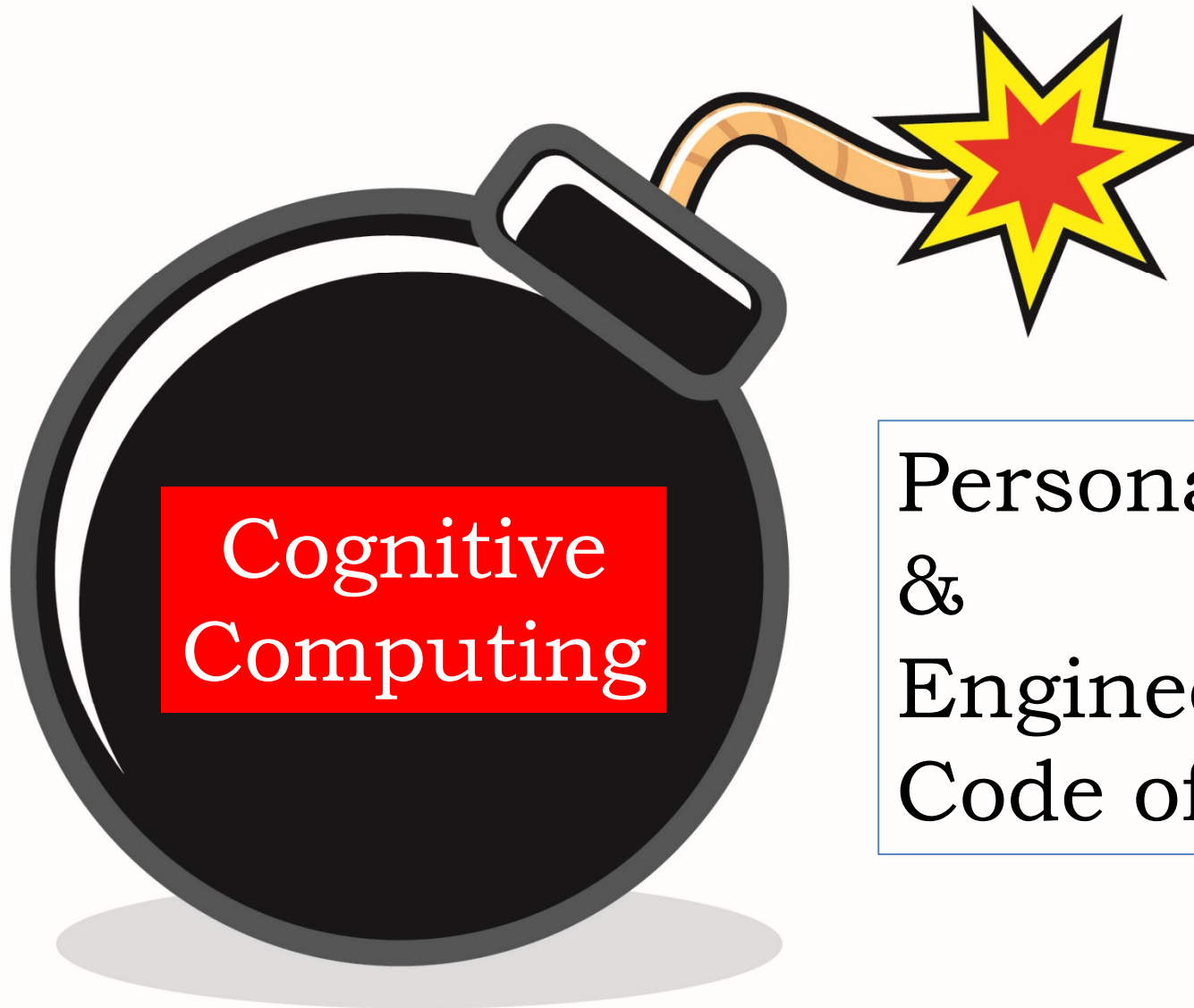
<http://www.worldstarhiphop.com>



Why this film as the final contribution?

... We as engineers have a responsibility towards people and society!

<http://newsucluzd.hol.es>



Personal
&
Engineering
Code of Ethics

IEEE Code of Ethics: “I agree:”

1. to accept responsibility in making decisions consistent with the safety, health, and welfare of the public, and to disclose promptly factors that might endanger the public or the environment;
2. to avoid real or perceived conflicts of interest whenever possible, and to disclose them to affected parties when they do exist;
3. to be honest and realistic in stating claims or estimates based on available data;
4. to reject bribery in all its forms;
5. to improve the understanding of technology; its appropriate application, and potential consequences;
6. to maintain and improve our technical competence and to undertake technological tasks for others only if qualified by training or experience, or after full disclosure of pertinent limitations;
7. to seek, accept, and offer honest criticism of technical work, to acknowledge and correct errors, and to credit properly the contributions of others;
8. to treat fairly all persons and to not engage in acts of discrimination based on race, religion, gender, disability, age, national origin, sexual orientation, gender identity, or gender expression;
9. to avoid injuring others, their property, reputation, or employment by false or malicious action;
10. to assist colleagues and co-workers in their professional development and to support them in following this code of ethics.

<http://www.ieee.org/about/corporate/governance/p7-8.html>

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<http://www.huffingtonpost.com>

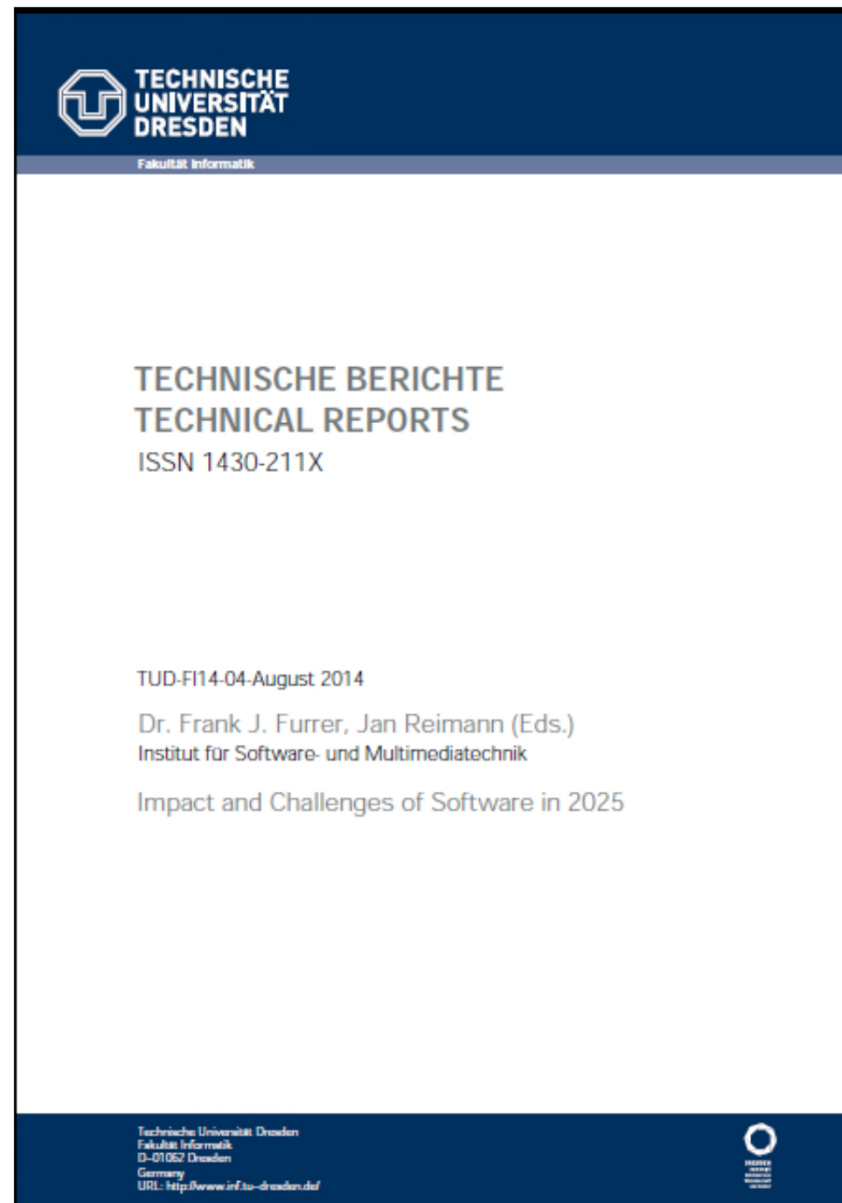


Be aware of your engineering actions and decisions
and their impact and consequences



I enjoyed this Hauptseminar and thank you sincerely for your very active participation

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http://bit.do/HS2015_CognitiveComputing