- Each group will have **5 minutes to present and 1 minute for setup**. This time limit will be **strictly enforced** – groups should set up during the question session of the group before them. To enable this, unplug the video cable from your laptop before answering questions.
- Test (and debug) your laptop video projection *before* presentations begin. Time spent fiddling with display settings will count against your presentation time.
- Structure your presentation like a pyramid — begin with a one-sentence statement of your research result. This will get everyone on the same page. Then, offer a short description of what you did and why you did it. Then, explain things in detail.
- This presentation is short enough that you can **write out everything you want to say long-hand** (in your notes and not on the slide). Do this! This will allow you to convey information efficiently and effectively. **Read through it enough times so that you have it basically memorized**, but not so memorized that you get flustered if you skip a word or someone asks a question.
- **Demonstrate** your system if you created one (via recorded videos) and tell a story about how the user would use it.
- Know your audience! You can expect that everyone in the class knows everything you learned in class. So, you don't need to re-introduce the whole field of HCI. A sentence or two to situate your work in the field is good, but spend the rest of the time telling us what *you* did.
- When presenting, stand near your slides. And look at the audience.
- When people walk away from your presentation they should understand: your project's goals (and why they matter) and your project's results (and their implications). The audience should be convinced of the importance, novelty and validity of your research.

# Table of contents

# Motivation

- **Reading is hard!**
- Active highlighting benefits understanding and knowledge retention[1]
- Take time to take your own notes[2]
- Non-linear note-taking is beneficial[3]
- Constrained highlighting improves reading comprehension[4]

Existing solutions try to improve reading comprehension, but what about *review* time?

# Results

Automatic topic grouping does not seem to suggest faster review times, but it may encourage students to make deeper connections in their notes.

# Demo

**BEYOND BEING THERE**

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**ABSTRACT**

A belief in the efficacy of imitating face-to-face communication is an unquestioned presupposition of most current work on supporting communications in electronic media. In this paper we highlight problems with this presupposition and present an alternative proposal for grounding and motivating research. and development that frames the issue in terms of needs, media, and mechanisms. To help elaborate the proposal we sketch a series of example projects and respond to potential criticisms.

**Keywords**: Telecommunications, CSCW.

# Experiment Overview

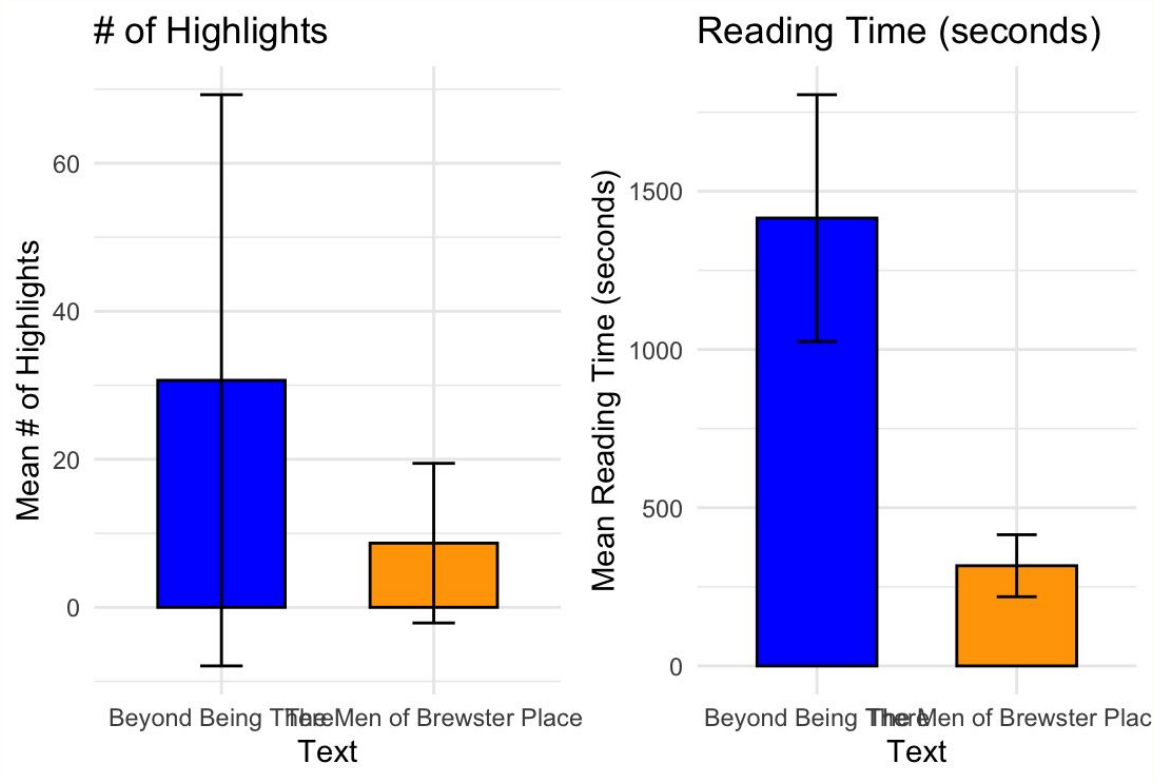
# Experiment Overview

- Passages chosen:
  - “The Men of Brewster Place” (Short Passage)
  - “Beyond Being There” (Long Passage)

- **Phase 1**
  - Participants divided into two groups: Group A and Group B
  - Group A read the short passage with the tool and the long passage without it
    - Group B read the passages with conditions switched
- **Phase 2**
  - Participants were allowed to review their highlights on both passages
  - Participants were evaluated with a short quiz

# Results

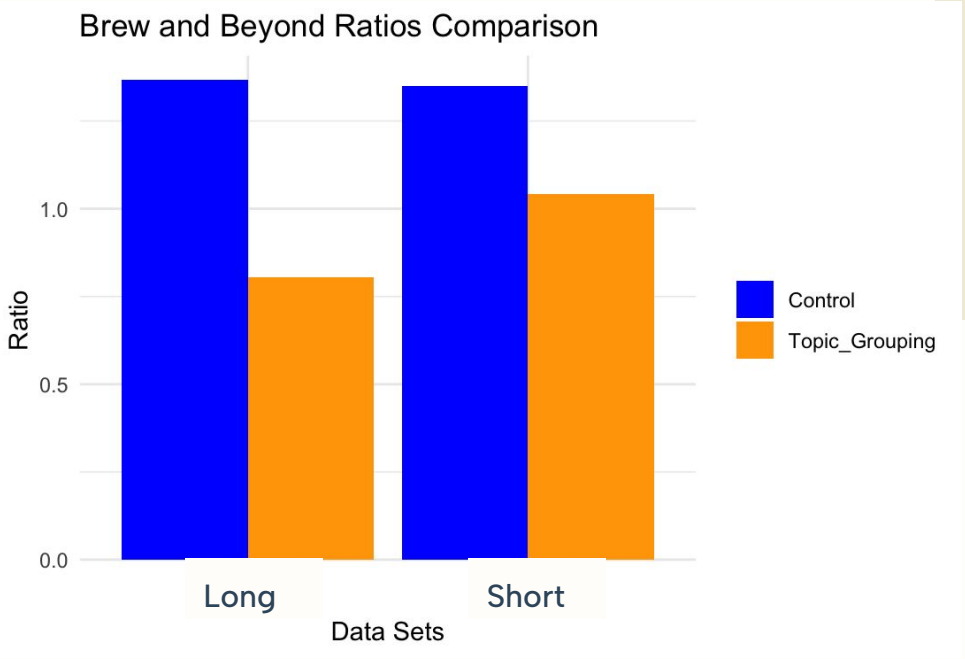
# Phase 1 Results



# Phase 2 Results

$$Reading\ Ratio = \frac{Control\ Time}{Group\ Time}$$

- *Not statistically significant!*
- For scores, the topic grouping scored higher in both
  - 86% vs. 100%
  - 73% vs. 80%



# Qualitative Results

- How users interact with the tool in 2 phases
  - They try grouping the topics sparingly in the beginning
  - Spend most of the time highlighting
  - Once there are a lot of highlights, they regroup the topics
- *“It would be easier to highlight with a pen.” - P3*
- *“I must return to the quote in the beginning... Let me return to what they mean by mechanism.” - P2*

# Limitations and Further Work

# Limitations and Further Work

- Small # participants due to 2 phase approach and time (n =4)
- Limited Front-end experience

- More Testing
  - Using longer readings
  - Using more conceptually complex readings
  - More participants
  - Longer time period between initial reading and eval
- Introduce user defined groups
- Higher Tool Fidelity
- Formalizing and measuring the cognitive load of reviewing

# 06 Questions