**In-class presentations**

For an in-class presentation by a student, you will be judged on how well other people understand the material at the end of the class.

When you present someone else's paper in class, you should cover not only the technical details (people generally do a good job of this), but also what is novel and why others didn't do it before. That is just as important but very often overlooked. Focus on what is important about the subject, not just on what is easy to explain or to give an example for.

Know what your main point is, and don't get bogged down in easier-to-understand but less interesting details. Try not to bring up a topic until you are ready to discuss it in detail — don't bring it up multiple times.

Encourage questions — it's the best way to deepen understanding — and be able to answer them. If other students wrote questions in a reading summary, be responsive to them. When you ask a question, don't assume the answer in the form of your question. For example, don't ask, “Was there anything novel in the presentation, or not?” but “What was novel in the topic?” It can be very effective to ask a question that reveals understanding of a subtle or easy-to-misunderstand point (but an important one!) in the paper, because this will lead the audience members to reflect both on the topic and on the way they read and understood it. Don't be too abstruse, and don't get bogged down in unimportant details just to show your mastery of them.

Examples are often very helpful. Augment your talking with visuals on the board or slides. Either is fine. The board may encourage more interaction (and it slows you down in a beneficial way), but does require pre-planning; don't just go up and start drawing. Most people find comfort in having pre-prepared slides, and slides can be a good choice because they can be more legible and detailed, can include animations, etc. Don't waste a huge amount of time on elaborate slide decks, though; that is not the point.