Study guide External Internship

Master Science and Technology of Nuclear Fusion

Eindhoven University of Technology

Course code & credits:	3NFS15 (15 credits)
Level:	Master
Program:	Science and Technology of Nuclear Fusion (STNF)
Responsible lecturer:	Prof. dr. ir. Henk Swagten, h.j.m.swagten@tue.nl
Contact person:	Cynthia Tarchichi, Education coordinator AP, apse.education.coordinator.ap@tue.nl
Responsible STNF supervisor:	Examiner appointed for the external internship by the Examination Committee Science and Technology of Nuclear Fusion

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1. Introduction

The internship is primarily meant as an introduction to the professional environment and to get experience with state-of-the art fusion research or technology. It needs to be carried out in a company, university, or research institute, with a link to the field of fusion. The student will work on a project with a goal, a plan, and a beginning and an end. The student will write the project plan, in close collaboration with the local supervisor. The execution of the project will in general call for work as a member of a team. It is important that the students (learn to) stick to the planning, or rather, learn to do what is necessary to realize the project goals according to the plan.

Many of the fusion students do an internship abroad, and the field offers many opportunities for that. It is the intention that students follow at least 15 ECTS of their study program abroad. The international experience may consist of an external traineeship abroad, carrying out a graduation project (partially) abroad and/or taking courses abroad.

The procedure for finding a suitable internship is to first clarify for yourself where your interest lies. You can inform yourself about the possible projects either via our database fusionprojects.tue.nl (password: TokamakDonutQ10) or by asking other students. After this, one can make an appointment with one of the responsible academic supervisors. This supervisor will then try to find the best fit for a project with you and contact the potential daily supervisor (i.e., the person in charge of the project at the host location). It is strongly advised to take two different topics for your internship and your graduation project (e.g., design and research).

2. Learning outcomes of the external internship

After finalizing the external internship, you are able to:

- To gain experience with scientific/technical work in a professional, not necessarily academic environment. This may be in a fusion research institute, a university fusion research group or industry related to fusion energy development. The experience to be gained includes:
    - The writing of a project plan, including a time schedule.
    - Adherence to planning with good time management and goal-oriented work.
    - Development of the ability (analytic skills, initiative, creativity, and dedication) to carry out a project of good quality, as member of a team and/or independently.
- To develop the ability to write a clear report on the results of the project.
- To develop the ability to give a clear oral presentation of the work, which conveys the essence of the project, is well-structured, has presentation materials of good quality, and is well timed and executed.

3. Assessment of the external internship

You will finalize the internship with an internship report and a presentation at TU/e. Your responsible Fusion academic supervisor, also first TU/e examiner, together with a second TU/e examiner and in consultation with the external/daily supervisor, will assess your internship on each of the grading criteria according to the rules mentioned in the Internship assessment protocol.

3.1 Retake

In case the first TU/e examiner has graded the project with a final grade <6.0, and/or one of the components 'Report', 'Presentation', or 'Implementation of the work itself' is graded <6.0, or if by the agreed end date including allowed extra time the report and/or presentation are not delivered, the Internship Project will be graded with an insufficient grade.

In that case a retake is offered. Together with the first TU/e examiner you will agree on what actions need to be taken in order to improve the project, e.g., rewrite the report and/or deliver the presentation again.

For the 15 credits External Internship the time allocated for the retake is at most 160 hours (an equivalent of 4 full-time weeks). Discuss the planning together with the first TU/e examiner.

An extension of the retake is not possible. If by the end date of the retake the pass criteria are still not fulfilled or the report and/or presentation are not delivered, the student fails the External Internship. In general, a new project should be started.

4. Location external internship

Students are expected to carry out at least 15 credits in an international environment (internship, part of graduation project, or courses). If the internship is carried out in an international environment, then it is still allowed that (part of) the graduation research is carried out in an international environment.

For a more precise description of the regulations for the location of the external internship, please consult the Program and Examination Regulations (PER) NF.

For more information on going abroad, please check the International experience NF page on the education guide

5. Planning a 15 credits internship

Before the start of the project, the academic supervisor and the student agree on a scheduled end date, using as a general rule that a 15 credits internship corresponds to 10 weeks of full-time equivalent effort. This end date is filled out on the registration form. It is the express intention that the project, including the submission of the final report and the final presentation, is completed by this end date.

Should the student not succeed in making this deadline, at the latest 4 weeks after the agreed end date the student must submit the final report and give the final presentation. If the student also fails to meet this extended deadline, this will result in an insufficient grade and the student will enter a retake procedure as described above in chapter 3.

The final grade will only be entered in the administration after the final internship report has been received electronically by the administration.

* In the Fusion Master, every student has competence development interviews (CDIs), i.e., interviews with a staff member (chosen Fusion mentor) in which the development of the student with regard to the academic competences as defined in the ACQA framework is reviewed. In principle 2 are held in the first year or the 2nd before the Internship and the 3rd before the graduation project.

When planning your external internship, you should keep (public) holidays and part-time work into account, also for the allowed extra time. When needed, you can also distribute the workload over a longer period (part-time work), but keep in mind that this can cause a study delay. Before filling in the

registration form and starting your external internship, you should discuss your final planning with your responsible Science and Technology of Nuclear Fusion supervisor, and also with the external supervisor, and together come to an agreement on the start and end date. The end date of the external internship includes the submission of the external internship report and delivering the presentation.

By filling in the start and scheduled end date on the registration form of the External Internship, you agree that you are committed to completing the project no later than 4 weeks (the allotted additional time) after this scheduled end date.

6. Monitoring process of the external internship

The monitoring process of the external internship runs from the start date of the project to the day the internship report is handed in. The process is coordinated by the academic supervisor.

Near the initial end date of the internship as indicated on the registration form, both you and your responsible Science and Technology of Nuclear Fusion supervisor need to discuss together whether it is still feasible to have the external internship report handed in at least five working days before the end date of the external internship.

6.1. Personal circumstances

If personal circumstances cause a delay, you and your responsible Science and Technology of Nuclear Fusion supervisor should contact the MSc. academic advisor. You can discuss whether continuation of the current project would be a feasible option. When there is a possibility for continuation of the project, new agreements regarding the throughput time of the project need to be made with the education coordinator.

Permission for a longer extension can be asked of the Examination Committee in certain conditions comparable to those mentioned in Appendix 2 to Article 1.3.3, paragraph e, of the Regulations of the Examination Committee. In any case the following personal circumstances must be recognized: illness, exceptional family circumstances, pregnancy and childbirth, dual career (top talent), or other situations involving circumstances beyond the student's control.

7. Guidelines internship report

The outcomes of the external internship have to be described in a compact, written report in English, preferably not exceeding 30 pages. The format of the report needs to be agreed by your responsible Science and Technology of Nuclear Fusion supervisor. Main points of focus here are structure (research question, approach, analysis, conclusion), scientific quality of arguments, quality of the presented knowledge on the topic, including state-of-the-art and literature, clarity of the report. A checklist can be found in the appendix, to guide students and supervisors on the essential elements of the external internship report.

During the internship, you prepare for the (final) presentation. A checklist can be found in the appendix, to guide you through the essential elements.

8. Organization of the internship

Properly organizing your internship will take some time. Following the steps below can help you with this. It is very important that you follow these steps proactively. It is your responsibility to make sure that you arrange things in time and follow procedures accurately.

8.1 First year NF Master and Preparing the internship

When?	Who?	What?
Preferably, first quartile after start master's program together with your first CDI (possibility to discuss SPF during your 1st CDI). However, it is allowed to complete the SPF within the first ½ year of your Master.	Student	Get approval of your study program. You should list your desired study program on the NF Study Program Form, discuss it with your mentor in your CDI-I and submit the fully completed form to the Study Program Committee NF via Osiris Zaak, Send a copy (Cc) to your mentor too. The Study program for the Combined Master's Program NF-MAP or a double diploma program should be submitted at the education guide for double diploma programs. Also have a look at the regulations of the ER of your cohort (and appendix too). You can find these forms on the education guide. Please read Manual SPF on Canvas and CDI on the education guide too.
Preferable first quartile after start master's program however it is allowed to be held in the first ½ year of your Master. You will be invited to these interviews by email by the secretariat. Please respond quickly; Please make an appointment with your mentor yourself if you need more information on your internship or graduation project.	Student with your mentor	Have your first competence development interview (CDI-I) Read on the education guide information on CDI and the mentor (you can choose 1 mentor for your CDIs and the study progress, and also for information on your internship and graduation project). For choosing a mentor you will receive an email from the secretariat soon after you have started with your Master Fusion. Summary is sent to you and to Secretary Fusion.
Before the start of the external internship.	Student with your mentor	Have your second competence development interview (CDI-II) before you start your internship. Read on the education guide information on CDI. Summary is sent to you and to Secretary Fusion.
	Student	Enroll yourself for the correct course code in Osiris.
	Student	Fill in the registration form external internship Master Science and Technology of Nuclear Fusion with the information as agreed upon by you and your responsible Science and Technology of Nuclear Fusion supervisor. When you start your internship project, it is standard practice for the student and the company (and in some cases the TU/e as well) to enter into an agreement concerning the internship project. This agreement lays down conditions/arrangements regarding such things as working hours, an internship allowance, intellectual property rights and (if necessary) a duty of confidentiality. The company might have its own company contract; but it is preferred to use the TU/e's model work place contract. The contract can be a tripartite contract (you, the company and TU/e sign it) or a bipartite contract (only you and the company sign it). You fill in the registration form internship contract prior to the start of the Internship. Do not sign your contract until it has been checked. A copy of the registration form will be sent to CSA AP. • If you use a standard TU/e agreement (e.g. the work place agreement), CSA AP will have your contract signed by the managing director. (So, your responsible TU/e supervisor should not sign contracts)

		• If you use a non-standard TU/e agreement (e.g., company contract) or if modifications have been made to the standard agreement, CSA AP will forward your contract to the education lawyers for a legal check. Then, the education lawyer will make sure you receive the final version of your contract that you can sign. Please be aware that the process of reviewing, changing, and signing a contract can easily take one month. Therefore, send your contract to CSA AP as soon as possible.
	Student	Read the assessment protocol for the external internship Master Science and Technology of Nuclear Fusion.

8.2 During the external internship

When?	Who?	What?
During or after the internship	Student & supervisor	Work on your Internship report during the internship or afterwards. Checkups with supervisor.

8.3 Finalizing the external internship and the report

When?	Who?	What?
Before the end of the internship	Student with acad. supervisor(s) and Secretary Fusion	Schedule your final presentation in Science Lunch I/write an abstract and send it to the secretariat before the presentation. Have a look at the education guide under downloads: How to write a good report and How to give a good presentation. Also check canvas for information on Science Lunches. Consult your supervisor and contact the secretary Fusion for the date (and venue or online) and send an email with the title of your presentation and the abstract (if ready) in PDF with title, date of presentation and your name to the secretariat. The secretariat will send an invitation to the SL email list. A 15 EC internship corresponds to 10 weeks of full-time equivalent effort. This end date is filled out on the SPF. It is the express intention that the project, including the submission of the final report and the final presentation, is completed by this end date.
Before the final presentation	Student/academic supervisor	Send the final report to the secretariat/Complete the form assessment Internship. Student or supervisor sends the final report to the secretary (also for the plagiarism check) before the presentation. The supervisor will send the assessment to the secretariat asap. The secretary will send the final report and the assessment digitally to the Student Administration (CSA-AP) to register your grade in Osiris.

Appendix EXTERNAL INTERNSHIP MSC STNF – Checklist for Report

CHECKLIST for REPORT

Assessment, length limit, scientific level, general recommendations

- ☐ The report will **be graded by the first TU/e examiner (this is the responsible STNF supervisor), in consultation with the external supervisor(s).** The first TU/e examiner (i.e., responsible FUSION supervisor) informs the external supervisor about the assessment procedures and rubrics before the start of the internship.
- ☐ The **key assessment criteria** of your report can be consulted in the Assessment Protocol External Internship MSc Science and technology of Nuclear Fusion.
- ☐ The report is sufficiently compact. Without references and appendices, you should typically not exceed **30 pages**. The length of individual sections/chapters should be carefully balanced considering their relevance and importance within the full report.
- ☐ The **scientific level of your report** should be such that typically other MSc-SNTF students in the research group, working on similar subjects, can follow the content. It can be assumed that topics and theory within BSc courses, including related courses within your track, are familiar, and do not need to be repeated (see later in Main chapters / sections).
- ☐ Before starting up the actual writing process, **discuss with your supervisors the general outline and structure of your report.** This may guide you in carefully planning timely delivery of sections or chapters, including the required feedback from your supervisors and its implementation. For details on structure and chapters, see the next sections.
- ☐ Based on the outline of your report, it is strongly advised to **startup up the writing process at an early stage** in your project, to warrant sufficient progress and to prevent a too high workload at the end. Involve your supervisors in discussing the progress in your report, e.g., by identifying what sections can be written at an early stage, and how to deal with feedback and corrections.

Structure

- ☐ When you are able to identify the **main conclusions based on the core results**, the whole report should revolve around explaining and supporting this. This requires an introduction and motivation of the project, and concise background theory and experimental or theoretical tools. Then you will report on results including discussion and conclusions. This is the core of your work, and the rest of the report should support this in a direct and compact way.
- ☐ In the chosen **structure of the report**, the reader is optimally guided through all chapters of the full report. All individual chapters and sections are carefully tied together and always placed within the larger framework of the report.
- ☐ Apart from the main sections or chapters (see below: Introductory part & Main chapters / sections), the report has **four compulsory parts**. The report starts with (1) **Title page**, (2) **Summary or Abstract**, and (3) **Table of Contents**, and is completed at the end by (4) **References or Bibliography**.
- ☐ **Appendices are / supplementary** material is usually added to give additional details in data and analysis, not suitable (in extent and/or detail) for the main chapters in your report. In the main chapters, properly refer to this additional material.
- ☐ The full report, main chapters including supplementary sections, should warrant the **replication of your research** (data, analysis, etc.). Others should be able to repeat and confirm the basic findings of your study, using the information given in your report.

☐ Lists of Abbreviations, Symbols, Tables, and/or Figures can be optionally added to the report, usually before the start of the Introductory part. Keep the use of acronyms to a minimum.

Title page, title of the report

☐ The title page containing at least:

(1) Title, optional subtitle (2) Student initials, surname, ID (3) Study load of external internship, 15/30 EC (4) Name of Master's program(s) + master track (5) Month and year of finalized report (6) Name of the responsible STNF supervisor, also first TU/e examiner (7) responsible STNF supervisor's research group, department, (8) Name of the 2nd examiner, (9) 2nd examiner's research group, department, (10) Name of external supervisor(s), including full affiliation

☐ The **title of the report is compact and contains key words** of the research, methods, or techniques. It optionally hints towards the overall result or conclusion of the thesis work.

☐ A **subtitle is optionally added** when more detailed key words are required to frame the research, methods, or conclusions.

Summary / Abstract

☐ The summary/abstract at least contains:

(1) Background of the work (2) Research objectives or hypothesis (3) Research methodology, and (4) Obtained main results and factual conclusions.

☐ **The abstract is sufficiently concise** for the reader to have fast access to the impact of the work. Typically, it fits to half a page, and never exceeds a full page.

Introductory part

☐ To clarify the motivation and objectives of your work, the introduction usually starts with an adequate **scientific, technological, and/or societal background** to the work, including a representative selection of references to relevant scholarly literature.

☐ After identifying the open issue or quest in the research field, the introductory part should clearly state **your motivation and actual research objectives** of the present study.

☐ In connection to motivation and objectives, the introductory part optionally includes a **short, written outline of the remaining chapters/sections** of the thesis, to optimally guide the reader. It may also optionally include a preview of the main conclusions of your thesis work.

Main chapters / sections

☐ Following the Title page, Summary/Abstract and Table of Contents, (and preceding the references) the report contains a selection of logically structured main chapters/sections, typical examples:

Introduction (see earlier), Background, Technology Assessment, Methods, Research Tools, Theory, Results, Interpretation, Discussion, Recommendations, Outlook.

Please note that these chapter/section titles are just examples, these are not mandatory!

A customized selection and ordering of these typical chapters/sections is used such that the actual results and discussion are well positioned within the entire report. Alternative titles for your chapters, which are specific to your project and your storyline, can be considered. As mentioned earlier, discuss this with your supervisor at an early stage!

- ☐ In view of the length-limit indication (<30 pages), **chapters on theory, methods and tools are carefully configured preferably without extensive reproduction of textbook-like elements.** Use appropriate references (ideally including hyperlinks) to other sources when writing these chapters, and keep in mind that these parts should be written in a way to optimally introduce the actual research results and discussion.

References/Bibliography and Appendices/Supplementary

- ☐ The **list of references/bibliography**, positioned at the end of the report, is logically structured and sufficiently clear, using a consistent format. In the main text, references to this list are systematic and precise. A reference management tool is recommended.
- ☐ A standard **reference/bibliography style** has been chosen that is commonly accepted, such as used in physics papers by American Physical Society (APS), Institute of Physics (IOP), or Nature/Science.
- ☐ **Appendices / Supplementary material** can be included to avoid a too lengthy or detailed report and/or to facilitate reproduction of the actual research.

Technical requirements: figures, tables, equations, symbols, concepts

- ☐ For style/conventions/type facing **of figures, tables, equations, symbols** etc., the guidelines in Experimental Physics courses of the BSc program Applied Physics at TU/e can be consulted.
- ☐ For style/conventions/type facing, also **typical (applied) physics papers can be consulted**, see e.g., guidelines at the American Physical Society (APS), Institute of Physics (IOP), or Nature/Science journals.
- ☐ Relevant **physical/technological concepts, parameters and symbols** are introduced at their first occurrence. When using **equations and physical arguments** that are not derived or introduced in thesis, and which cannot be considered as basic physics knowledge, they should be properly cited.
- ☐ All **figures and tables carry a caption** containing all the information necessary to understand what is actually shown. The full interpretation/explanation of the figure/table should be in the main text, it does not belong to the caption.
- ☐ All **figures and tables are referred to in the main text**. Numbering is dictated by appearance in the text. All **equations carry a number**, unless they are integrated as part of the main text, and all **equations are part of a running sentence**. Automatic numbering of figures, tables and equations is recommended.

Appendix EXTERNAL INTERNSHIP MSC STNF – Checklist for Presentation

CHECKLIST for PRESENTATION

Assessment, audience, duration, general recommendations

- ☐ The presentation will be **graded by the first and second TU/e examiner**, **in consultation with the external supervisor(s) if possible.** The first TU/e examiner is the responsible STNF supervisor. The first TU/e examiner informs the external supervisor about the assessment procedures and rubrics before the start of the internship.
- ☐ The **key assessment criteria** for your presentation can be consulted in the Assessment Protocol External Internship MSc STNF. This includes all elements listed in item 2a. Content and structure, and item 2b. Performance.
- ☐ The **presentation should last 12 minutes**, thereafter follows a **discussion of typically 15-20 minutes.** Generally speaking, presenters in physics often spend about 1 minute per slide, which means that presentations are typically supported by **10-15 slides** (excluding a series of slides belonging to an animated sequence).
- ☐ The **scientific level of the presentation** should optimally match the audience. Ensure that the presentation is at a level such that all other BSc and MSc-STNF students in your research group are able to grasp the essentials of your talk. It can be assumed that topics and theory within BSc courses, including related courses within your track, are familiar. Still, those not directly involved in your project usually need more introduction and explanation than you might think.
- ☐ Unlike your report, your **presentation is not meant to show all you have done** in the project. In most cases, this means you have to boil down your work its essence and make it understandable even for the non-experts. Not all subjects covered in the report need to be contained in the presentation, also the order of subjects can be completely different.
- ☐ You are strongly advised to **carefully prepare and practice your presentation** well in advance, preferably with your supervisor(s) or other students working on similar subjects. This will help you optimize the timing (12 minutes), design and physics content, including your actual performance. A presentation earlier held at the host institute may help to prepare for the presentation at TU/e.
- ☐ Before designing and detailing your slides, **discuss with your supervisor(s) the outline of your talk,** which is related to the main message and subjects to be discussed. See the following section.

Message and motivation, subjects, structure

- ☐ To make a strong outline, it is very important to **identify the main take-home message of the presentation.** Try to capture the message of your presentation in a single sentence. Identify which topics need to be explained and what results need to be shown in order to convey the main message. All you present is there to explain or support the take-home message!
- ☐ At the start of your talk, **try to immediately catch the attention** by clear opening sentences or statements. Consider showing a compact, catchy version of the project title or to immediately highlighting the main take-home message. Carefully practice these first sentences, these are key in getting and keeping the attention of the audience. A catchy image on the opening slide may also help to attract attention.
- ☐ In the first part of the talk, you should carefully **introduce the motivation behind the project**. This requires giving sufficient background information about physics or technology in this particular field, within the research (sub)group.

- ☐ In the introductory part, clearly mention the **actual research question of your work**. This is typically followed after the motivation and narrows down to your actual contribution or quest. You may anticipate the conclusions to better guide the audience through your presentation.
- ☐ Keep the attention of the audience by a **coherent and recognizable structure** of the presentation and consider implementing intermediate conclusions. As mentioned, be critical in selecting what is needed to support the message, in terms of background, theory, results, figures, etc. Be aware that the words you speak when moving from one slide to the other are very important in creating a clear storyline – prepare those links with care.
- ☐ Unlike your report, **a table of contents or outline is not required** to guide the audience, it may even weaken the narrative; a well-prepared message, storyline and supporting slides are much more essential.
- ☐ For each figure, scheme or diagram you are showing, **take time to explicitly highlight and explain all details of graphs**, such as what is plotted along axes and what the different curves or data sets mean. You know what is in the graphs, but an audience needs enough time to consume this new information and recognize what is shown.
- ☐ You should finish the presentation in a natural way, which most likely puts the **main conclusions, take-home message, or outlook**, at the end of your talk. Keep the concluding part compact to regain full attention from the audience. Try to close the circle by answering the research question you posed at the start of the presentation.

Stage performance

- ☐ By preparing yourself optimally, you should be able to **demonstrate engagement, confidence, enthusiasm, and liveliness.** Since this is one of the key elements for a successful presentation, specifically ask for feedback on these aspects while practicing the presentation with others.
- ☐ It is **natural to be nervous about your presentation**. You have to learn to recognize the symptoms and to appreciate them for optimizing your performance. By systematically practicing and analyzing your presentations, you gain experience and nervosity may actually help your performances. You may consider using video recordings of your presentation in the preparation phase.
- ☐ When **speaking to the audience**, your voice should be loud enough with a clear articulation and lively intonation. Use a conversational pace but try to make variations when appropriate. Use body language or even supporting tools and try to continuously keep eye contact with your audience.
- ☐ As a **junior scientific presenter**, the sentences you are using should be compact and at a proper scientific level, and your explanations and reasoning should be correct and clear, and structured in a logical way. Only use physics terms and English that you feel comfortable with. Make sure that all your statements are supported by either data or references.
- ☐ A good way to test your presentation is to record yourself on camera and then **critically review your own performance** given all the feedback you already received. Compare it with your own experience of what you liked and disliked at other presentations or lectures. Obviously, you may consider sharing your recordings with fellow students/friends for additional feedback.

Technical requirements

- ☐ When designing your slides, **use current TU/e templates** online available.
- ☐ Mention **your name, supervisors at the host institute and at TU/e** (usually but not necessarily all on the title slide). Acknowledge others that contributed to your work, number your slides. Give correct references when using pictures and other material, from literature or other sources.

- ☐ To ensure the audience is mostly concentrating on you and your narrative, **use a limited number of compact phrases or words on your slides**. The format/layout of these text elements on your slides should be coherent and well-readable during the full presentation. In many cases, a slide carries a dedicated title of your slide with a limited number of words, and the main conclusion of that slide is displayed as well – make this coherent for the full presentation.
- ☐ Put great effort into **carefully designing your figures, schemes, and diagrams,** preferably eye-catching and as simple as possible, containing limited elements that are very well visible in size and color. Consider breaking up figures or diagrams into parts and introduce them sequentially. As a rule of thumb: figures/graphs from the report should be fully redesigned for use in your talk. Often figures from literature need to be remade or simplified. Properly align different graphical elements and text to assure a structured layout.
- ☐ Using **tables with numbers** is in most cases not recommendable, as well as **mathematical derivations**. In the case of showing **formulas or equations**, usually try to show these in a compact, understandable, and attractive way.
- ☐ Use **animations in your slides** when it will benefit your narrative and performance, e.g., when explaining a complicated concept, or when elements in figures are added sequentially. Make sure to carefully prepare and practice animated sequences when you do add them. Avoid too many control/mouse clicks – in particular assure that information stays projected enough time.

Questions and discussion

- ☐ After **finishing the presentation**, usually applause will be given, and the audience (including examiners) are allowed to ask questions. As a rule of thumb: do not end with a question, in particular “Are there any questions?” but you may thank the audience for their attention, and you could add “I will be happy to answer any of your questions.” Discuss with your supervisor in advance who is initiating/regulating the questions, which is usually the chair of the meeting.
- ☐ For all **questions after the talk**, repeat the question in your own words and direct your answer to the entire audience. When needed, immediately go back to the slide in question for supporting the discussion (in PowerPoint: type slide number, press enter)
- ☐ In **answering questions**, explain your thoughts naturally and open-mindedly, similar to scientific discussions. Show respect for all types of questions and try to judge whether your answers are well received. If you do not fully understand the question, ask for further clarification.
- ☐ Be prepared for unexpected **questions or interruptions during your presentation**. Discuss with your supervisor in advance how to handle these situations.
- ☐ Consider having **back-up slides** when you anticipate additional discussion on specific results or subjects. Make sure you are able to quickly navigate to this supporting material.