**SlideQA**: Supporting Effective Q&A in an Offline Academic Presentation

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*equal contribution

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### Preliminary Studies

**Interview (N=5)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
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<tbody>
<tr>
<td>Q. Did you actively participate in the Q&amp;A session by asking questions?</td>
<td>![Pie Chart] 70% Yes, 30% No</td>
</tr>
</tbody>
</table>

- **Q. If no, why didn’t you ask any questions?**
  - “Because I don’t want to receive attention from others.” (P1)
  - “I was concerned about the quality of my question.” (P2)
  - “I couldn’t understand the contents.” (P5)

- **Q. Is there any difficulty in using the current Q&A system?**
  - “During I am asking, it is inconvenient to describe slide that is related to my question.” (P5)
  - “Compared to shortage of allocated Q&A time, especially for the large-scale presentation, the selecting question is not considering the main concerns that most of audience are interested in.” (P2)

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### SlideQA Design

**Problems**
- Personality influenced by culture
- Shortage of understandability
- Inefficient Q&A session process
- Inefficiency of recording question from audience

**Solutions**
- Real-time online community with slide sharing
- Linking questions to slides
- Automatically recorded list of questions

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### Evaluation Pilot Study

**Post survey & Interview (N=19)**

- **Task**: 15 min presentation + 5 min Q&A
- **Participants**: 19 graduate students
  - 2 presenters, 16 audiences, and 1 session chair
- **Method**: post survey & interview

**Level of Satisfaction & Reusability**

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Level of reusability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>5.50 (SD=1.12)</td>
</tr>
<tr>
<td>Presenter</td>
<td>5.00 (SD=0.00)</td>
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</tbody>
</table>

We asked about overall satisfaction and how likely they are to reuse SlideQA in a 7-point Likert scale.

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### Help Reviewing Slides

- Slide reviewing enabled the audience to personalize the pace of a slide show.
  - “I could freely revisit the past slide to make up for the missing part.” (P2)
  - “I could freely stay on the interesting slide to see in detail.” (P9)

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### Facilitate Slide-specific Questioning

- Slide-specific questioning brought easier and clearer interactions.
  - “When writing a question, I could remember what the presenter said in a certain slide, and so I can deliver the question more clearly.” (P17)
  - “Slide-specific questioning helped me to focus on the questions and think together.” (P13)

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### Future Work

- Balancing the trade-off between offline and online Q&A activities
- Dealing with distractions during the offline presentations effectively by automatically syncing the current slide.