Effective Lab Oral Report – Fall 2018

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We will present some of my slides and many Phys 403 student slides as examples. We can talk about why they are well constructed examples.

(All remarks about real slides are in these red boxes)

An eye-catching feature on slide 1

This is a technical presentation, so you must develop it as a logical sequence

Sentence title tells what the slide is about … the rest of the slide supports the assertion

- ✓ **What was the goal?**
  - What physics did you address?
  - What technology?
  - Define your special vocabulary here
- ✓ **What did you actually do?**
  - Apparatus / Procedures / Raw Data
- X **What are your results?**
  - Polished graphs, proofs, numerical findings
  - Principal difficulties and uncertainties
- X **Conclusions**

Fonts matter

Arial

Comic Sans

Times

Courier

Font size and slide background choice

Optical Pumping   - 32 bold (Title)

Tunneling   18-20 (Body text)

Courtesy to Wikipedia   14 (comments)

Font size and slide background choice

Optical Pumping - 32 bold (Title)

Tunneling 18-20 (Body text)

Courtesy to Wikipedia 14 (comments)

Too dark!

Font size and slide background choice

Optical Pumping - 32 bold (Title)

Tunneling 18-20 (Body text)

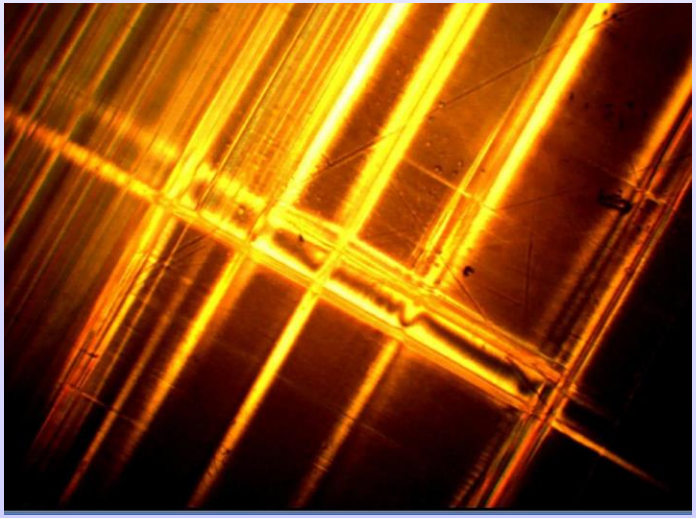
Courtesy to Wikipedia 14 (comments)

Make contrast between text and backgrtound

Presentation components and grading scale.

CRITERIA	Score
Title was sent to instructor on time (1)	
First slide has appropriate title, name, affiliation, date (2)	
Scientific background, goal and motivation were clearly and correctly presented (10)	
Research activities were clearly and correctly presented (10)	
Results were clearly and correctly presented (10)	
Technical aspects: good balance of text and figures, good quality figures, appropriate citations, correct spelling, correct number of significant digits, etc. (10)	
Time management: good balance between Introduction-Procedure-Results-Analysis, finished on time (4)	
Spoke clearly, at a good pace, loud enough, etc. (1)	
Answered questions clearly and correctly (2)	
Final Totals (50)	

OPTICAL STUDY OF FERROELECTRIC POTASSIUM DIDEUTERIUM PHOSPHATE (DKDP)

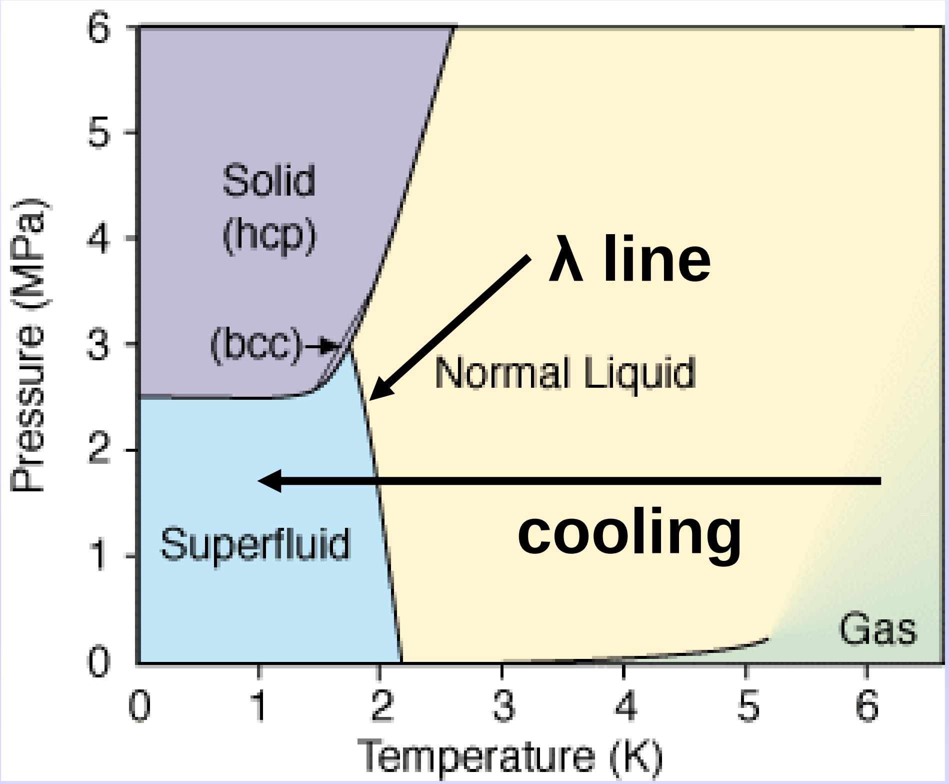


Student name
2/19/13

Physics 403, Fall 2013
University of Illinois at Urbana-Champaign

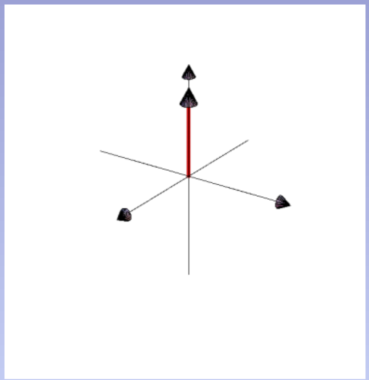
Phase transition of Helium 4

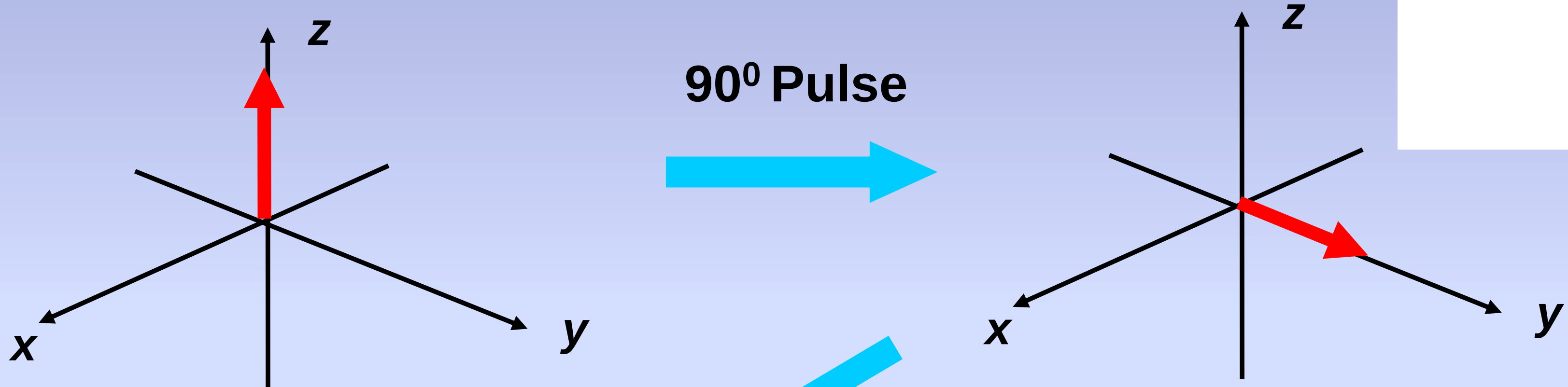
- **Below T_λ = 2.17 K, helium exists in mixture of superfluid and normal liquid helium.**

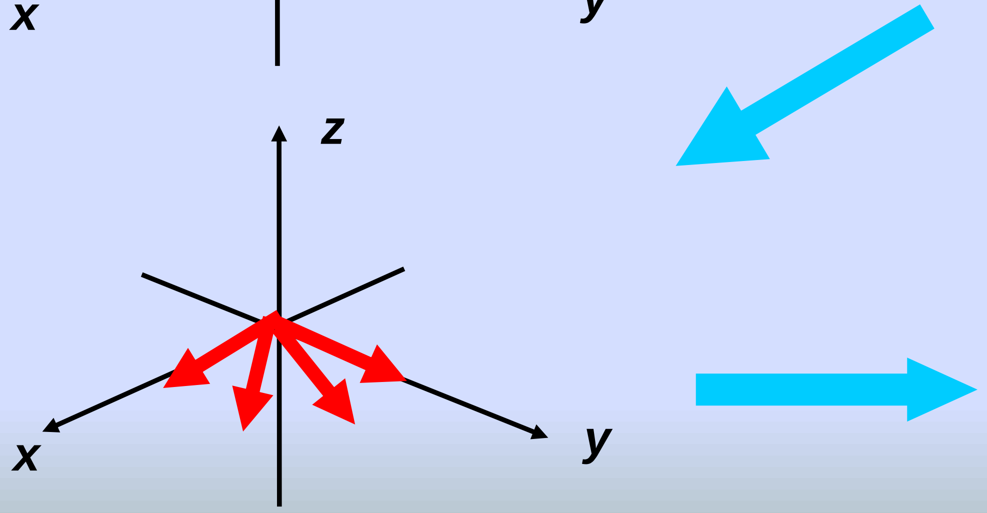


What happen if they are struck by pulses ?

A pulse or a series of pulses is used to change the net magnetization of system. Pulsed NMR!



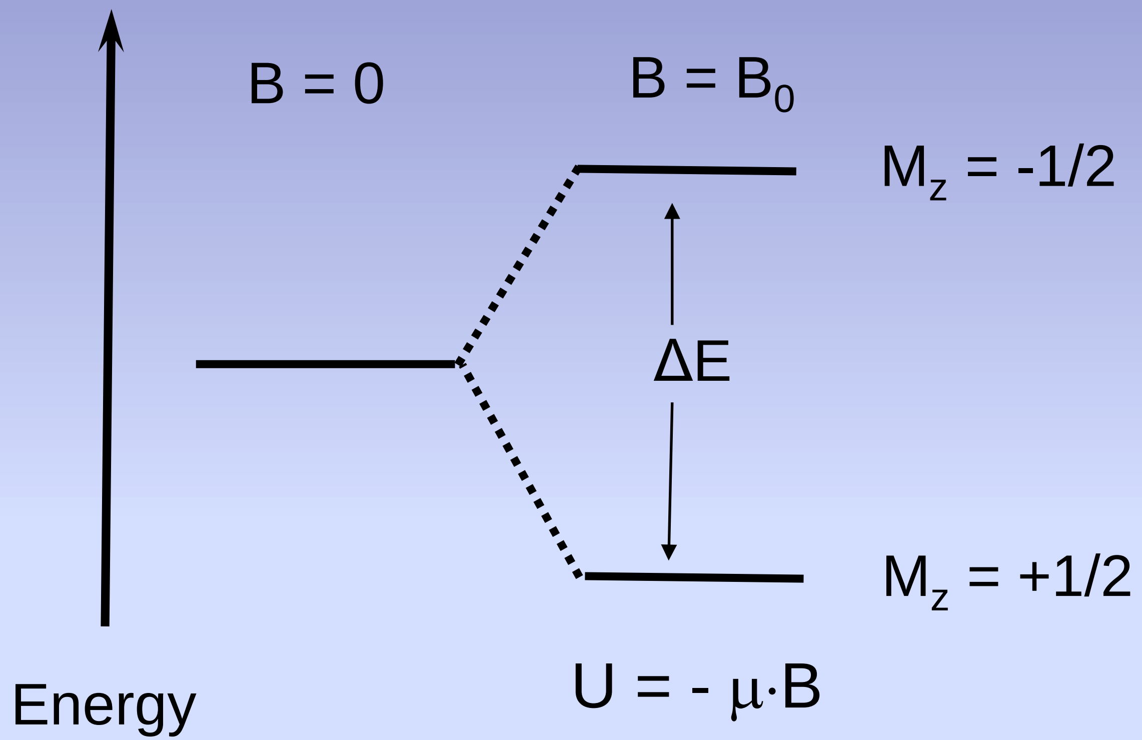


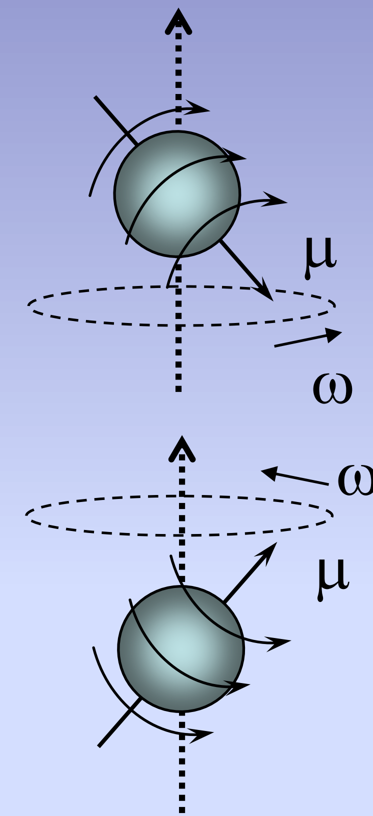


?

$$M(t) = M_0 e^{\frac{-t}{T_2}}$$

What happens to a nucleus in a magnetic field ?



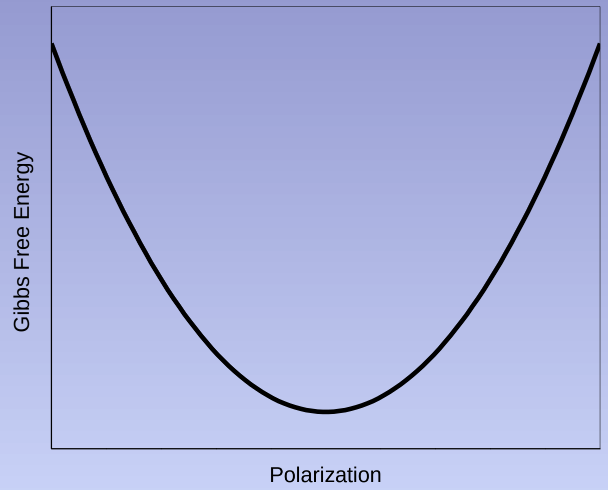


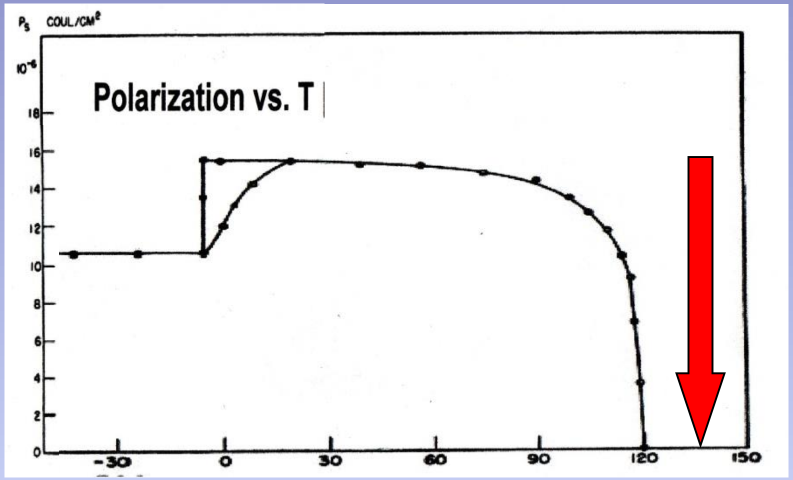
(Courtesy of Bishop. K)

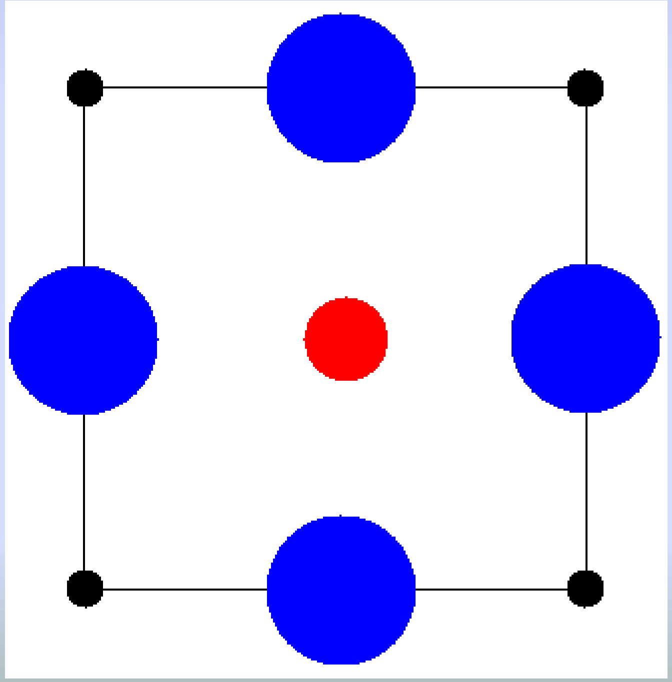
$$\Delta E = \gamma \cdot \hbar \cdot B_0 = \hbar \omega_0$$

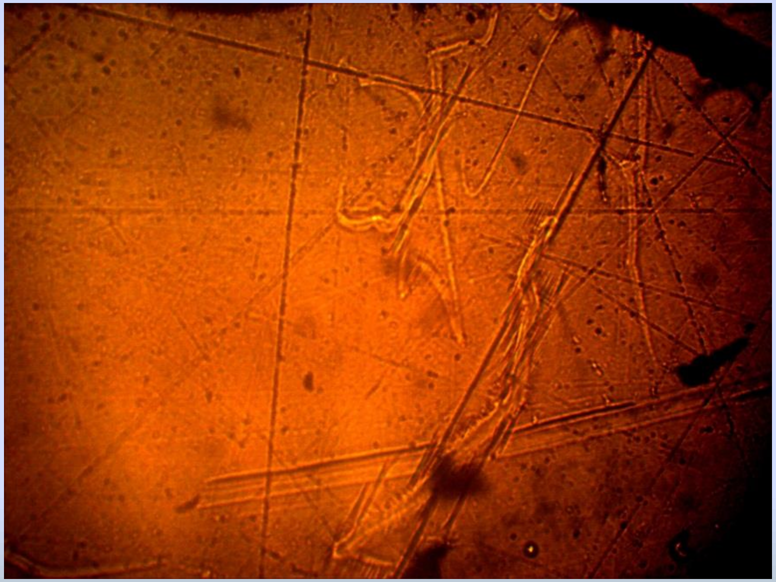
→ *Larmor frequency!*

Phase Transition in $BaTiO_3$

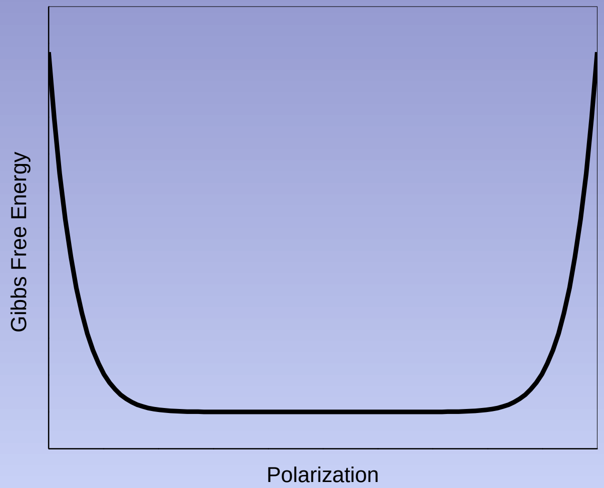


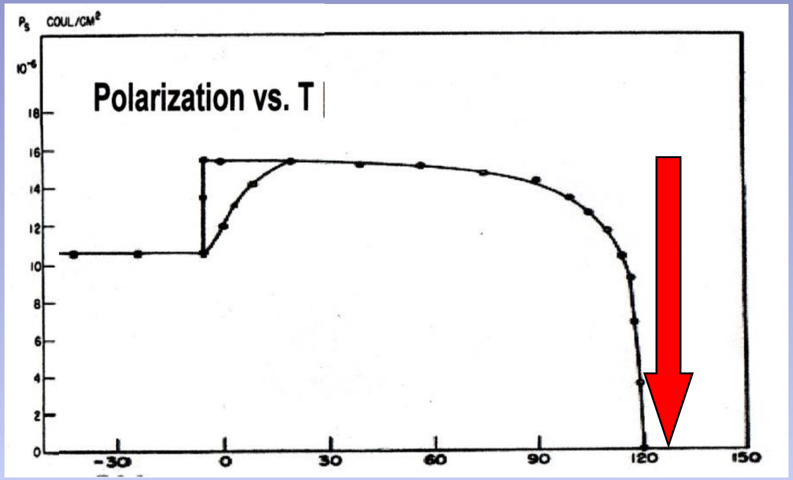


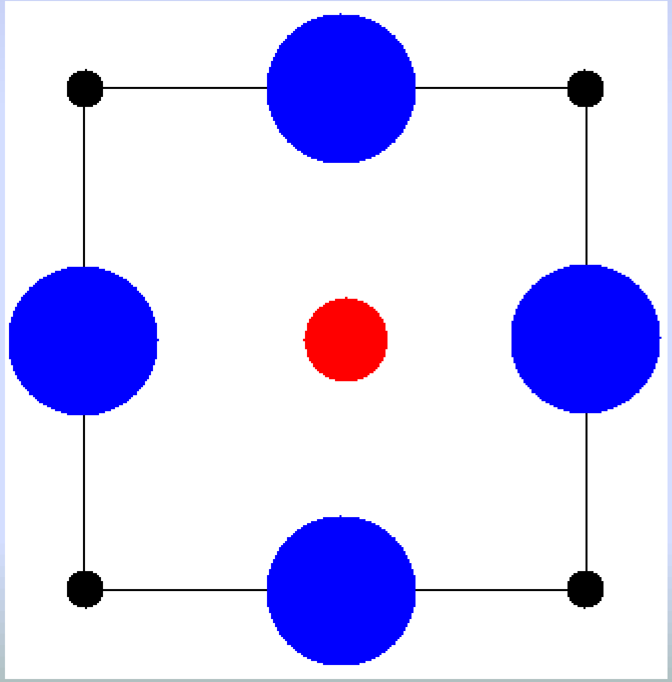


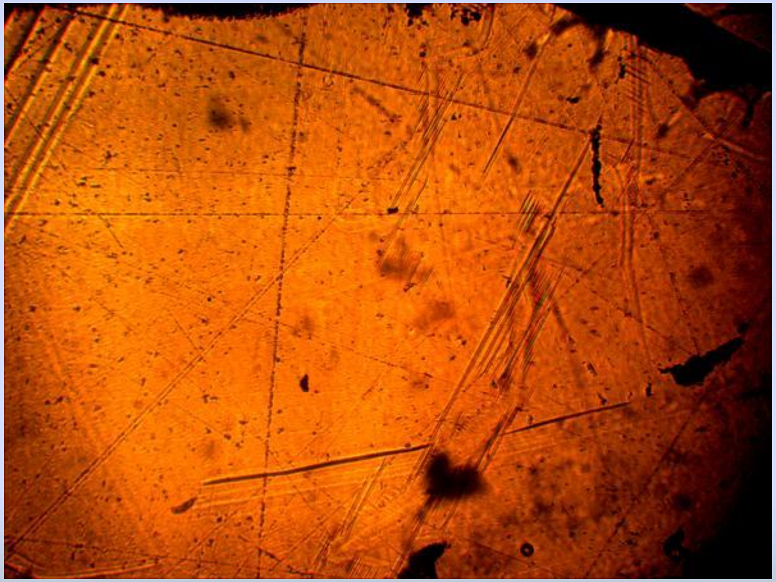


Phase Transition in $BaTiO_3$

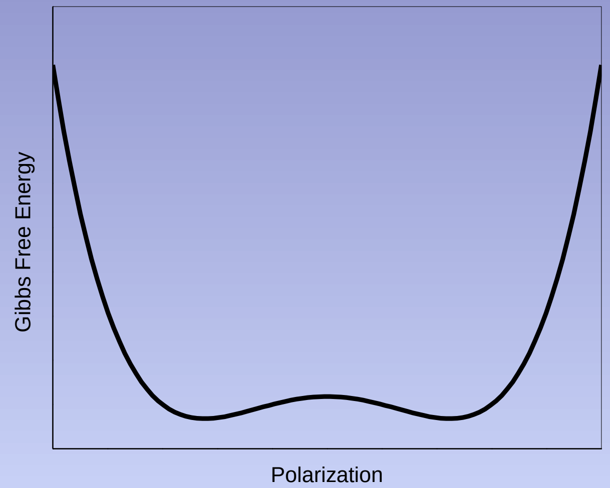


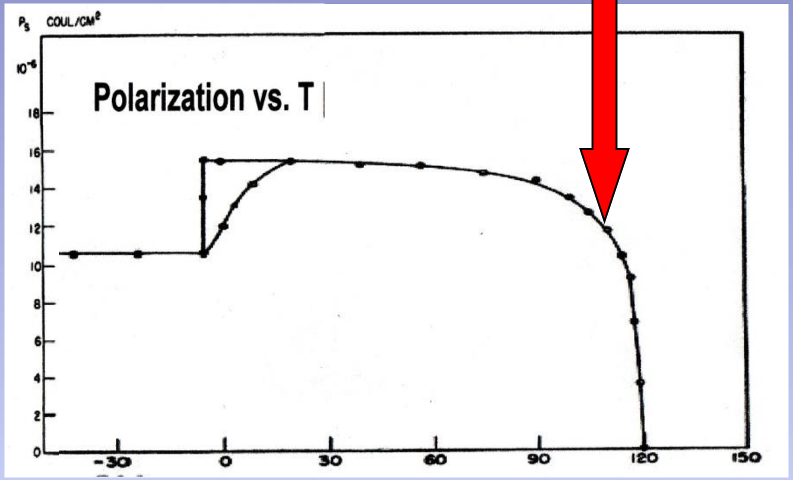


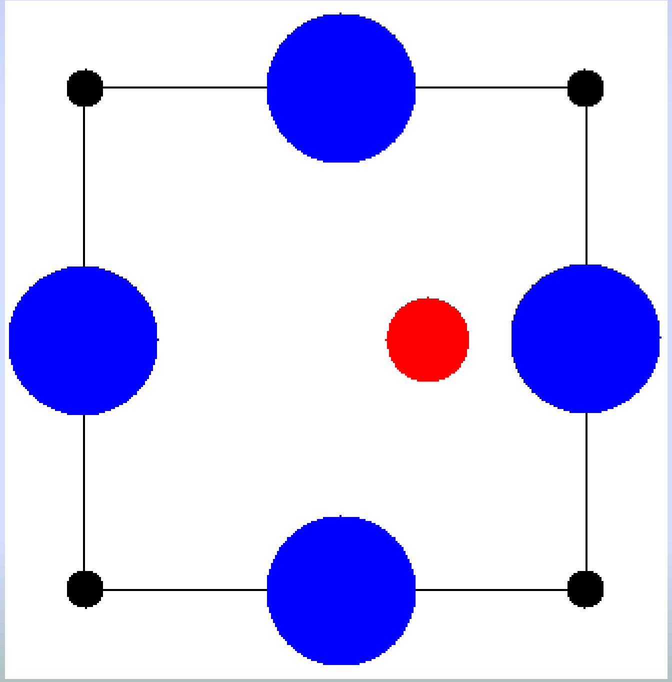


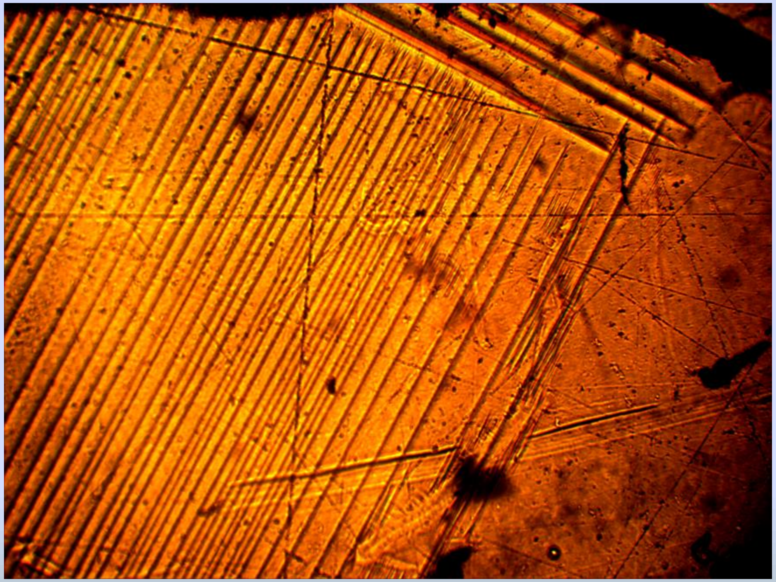


Phase Transition in $BaTiO_3$

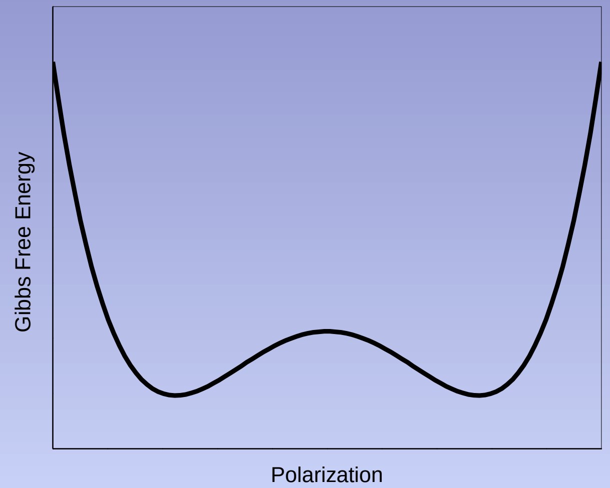


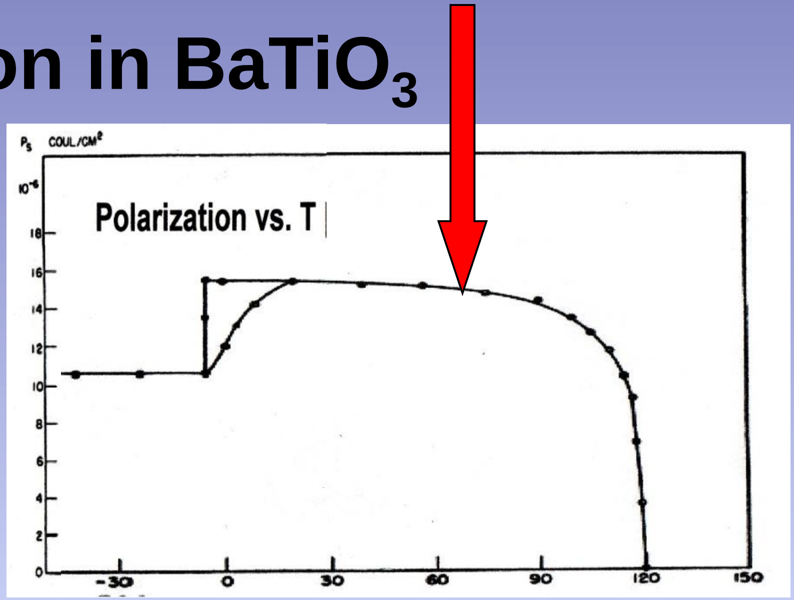


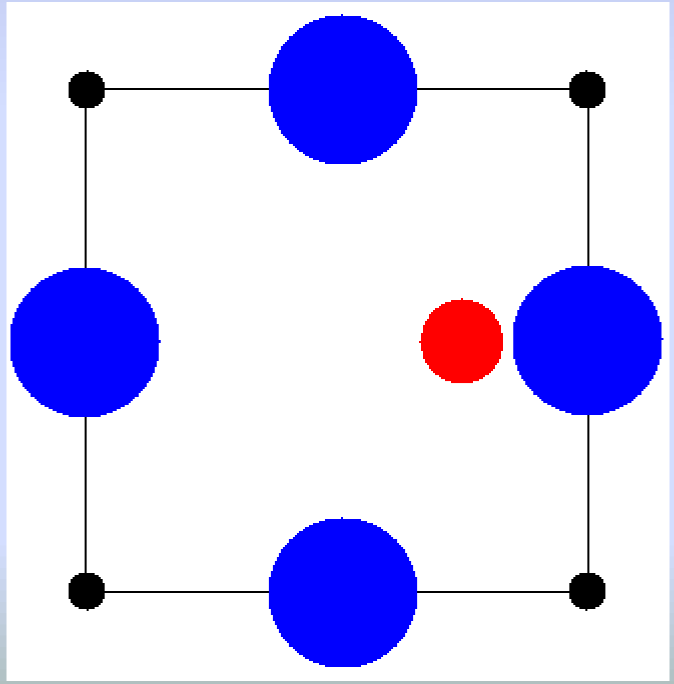


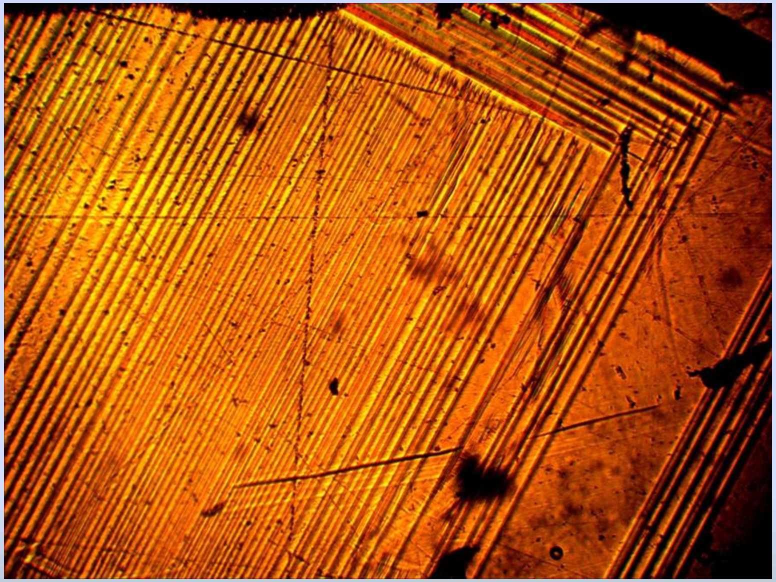


Phase Transition in $BaTiO_3$









ASIDE: Keep equations selective and informative

- What can an audience grasp in ‘real time’?
  - If they already know it, then they know it
  - If they don’t know it, they usually have to study it term by term
- Take a simpler approach
  - Substitute proportionalities for equalities ?
    - Can eliminates uninteresting constants
    - Can emphasize relationship of variables

$$\frac{1}{\tau} = \frac{G_F^2 m_\mu^5}{192\pi^3}(1+\delta)$$

$$\frac{1}{\tau} \propto G_F^2 (1+\delta)$$

  - Substitute words for blocks of standard terms?

Set them off attractively

$$\Gamma \propto (\text{phase space}) \times M_{ij}$$

  - Use builds and arrows to walk audience thru (see example)

When you really need your audience to understand a core equation that is central to your discussion, do it in parts and label them as you go

Excitation and fluorescence signal convoluted together

observed signal →

$$F(t) \propto \int_0^t E(t')\,F_\delta(t-t')\,dt'$$

excitation signal

simple fluorescence response (exponential)

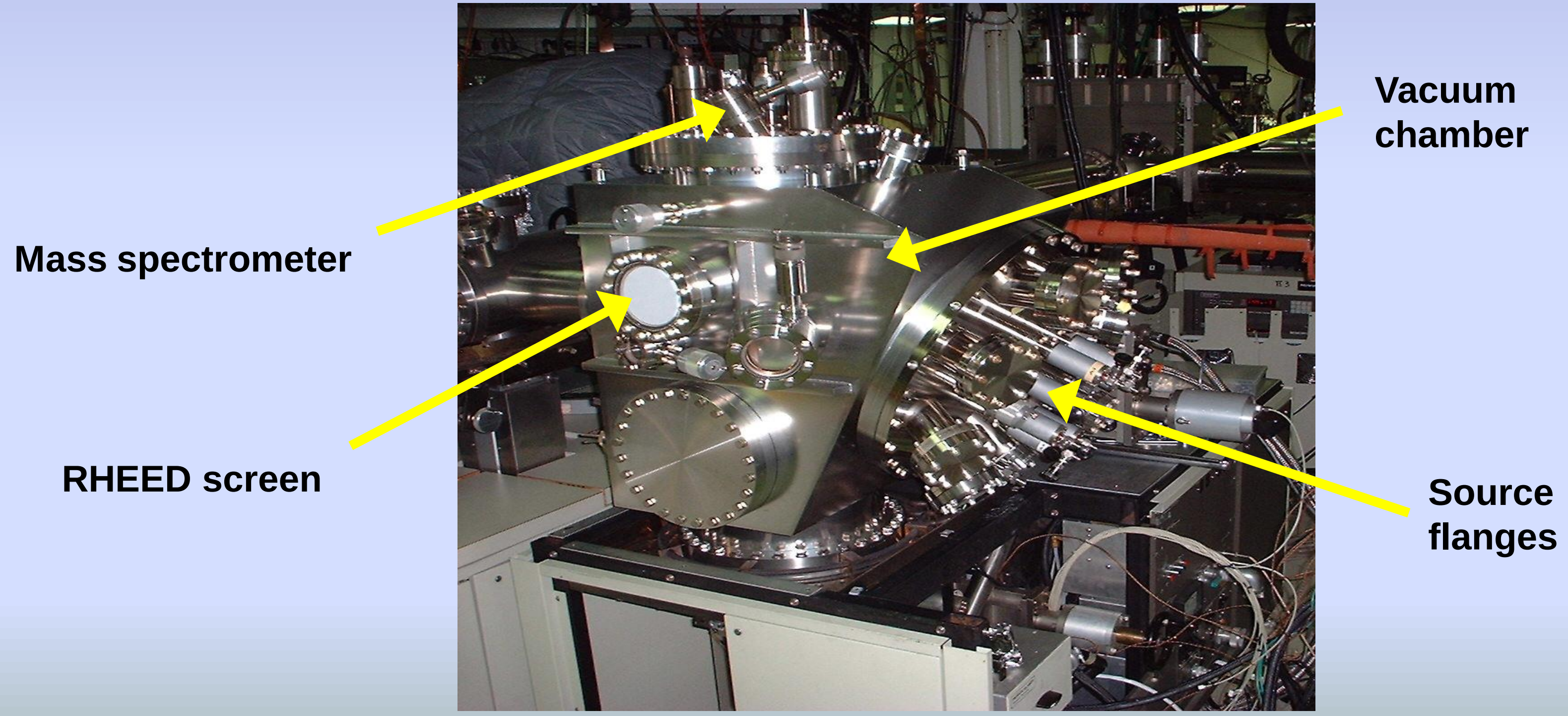
- Excitation as sinusoid is simplest:

$$E(t) = E_0 + 2E_1\cos(\omega t)$$

- Generalized through Fourier analysis
  - All periodic function can be expanded as sum of sinusoids

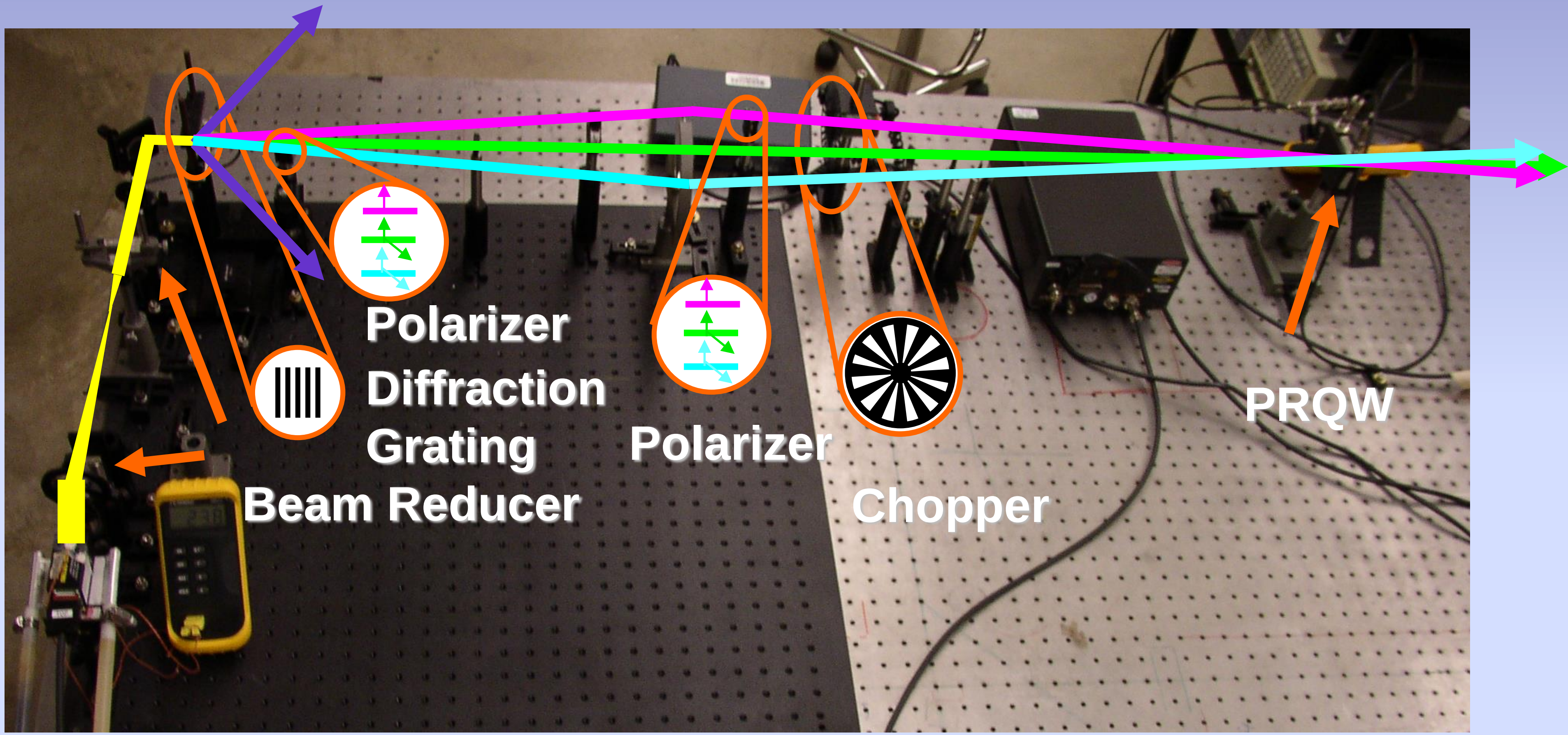
Show the equipment IF it helps explain your steps – not because you love it

- **Photographs give scale and reality – but you add labels**
- **Schematics provide concept**
- **Icons strip away unnecessary details**
- **All of these techniques can be useful**



Everybody loves an optical bench, but unless you map out the elements and the beam paths, it doesn't mean much

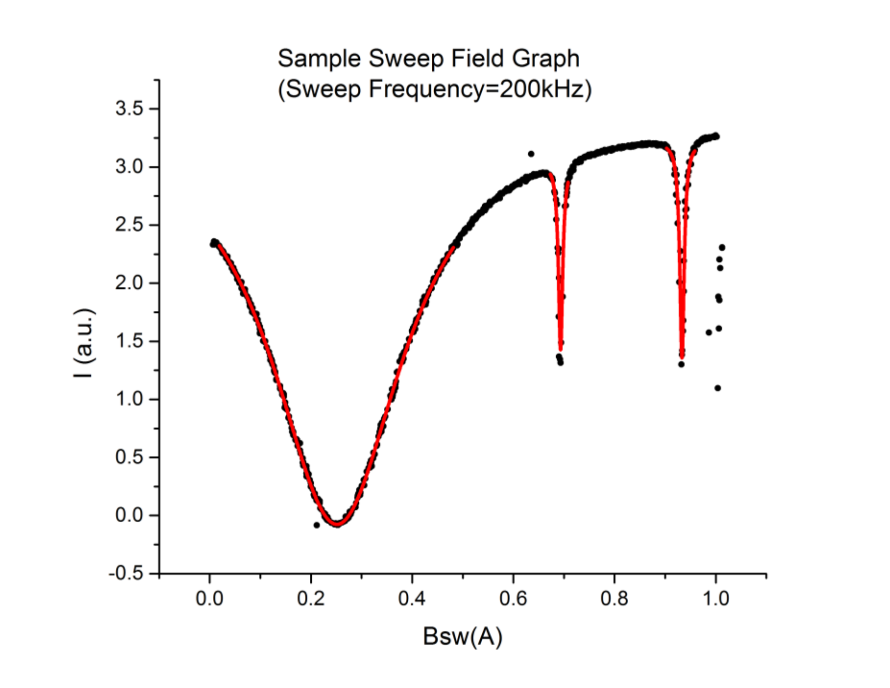
Experimental Apparatus



An example of image which is nice but does not help too much

Magnetic Field Calibration

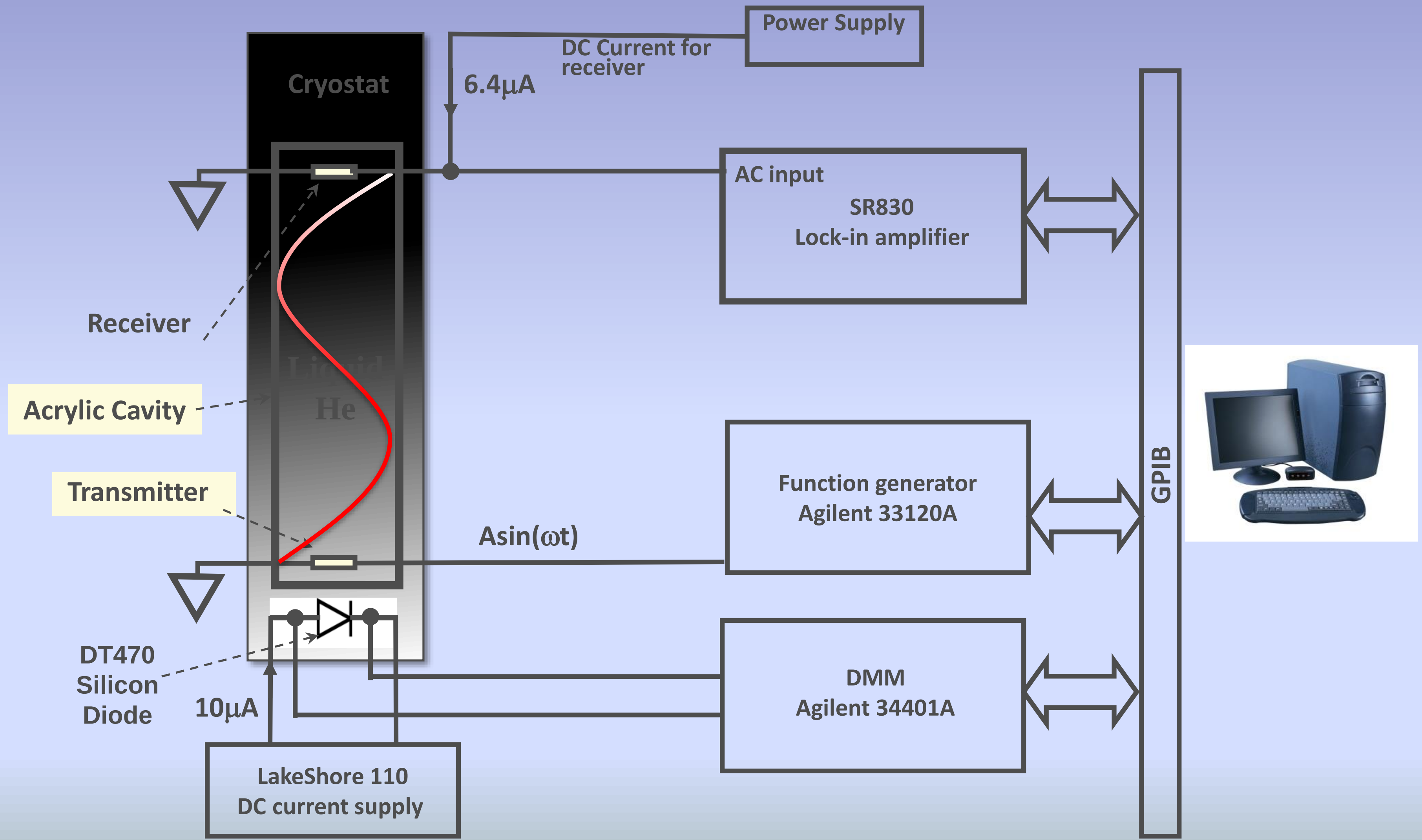
- The magnetic field from the Earth and other residual magnetic fields is minimized by rotating the stand and adjusting the vertical field coils to minimize the zero field peak width.
- With the main field coils off, the sweep field is applied to determine the center of the zero field resonance (was found to be at 0.251A; using the geometry of the coils, this corresponds to 0.151 gauss).
- RF field is adjusted to provide maximum transition probability.



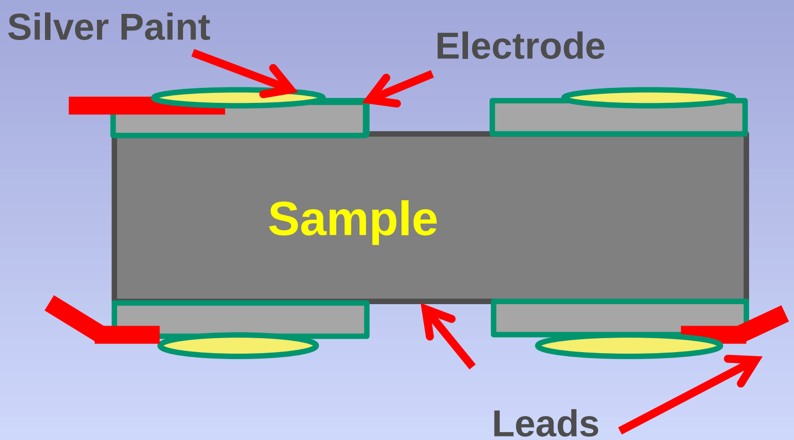
Too many words on slide

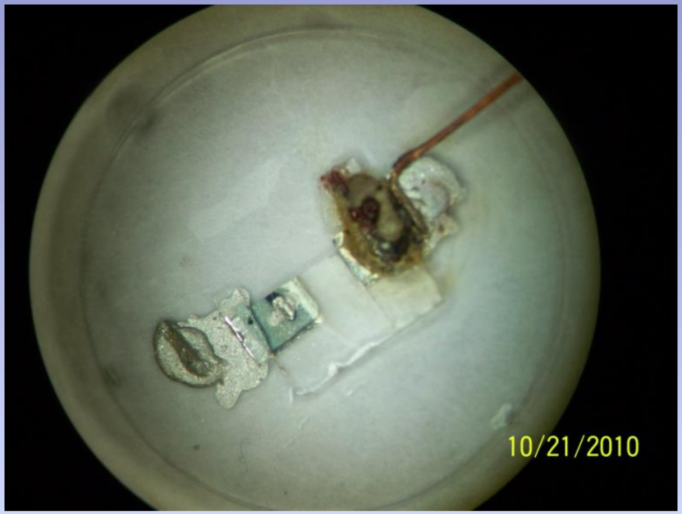
Setup diagrams, apparatus, measuring idea…

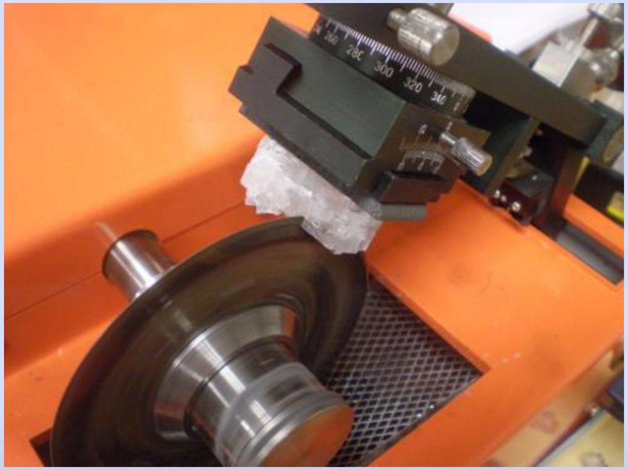
Schematic diagram adapted from notes

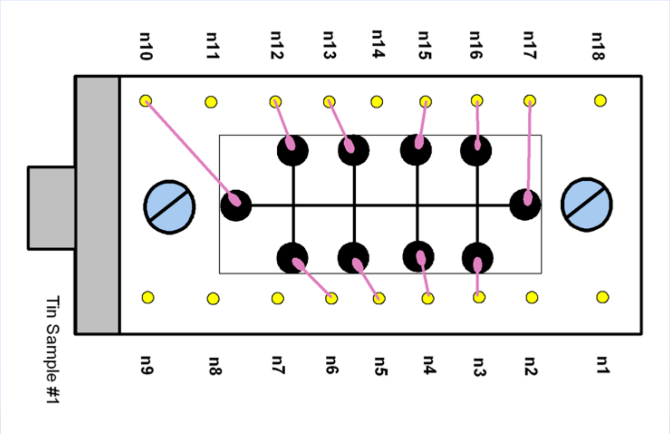


Samples: preparation, configuration etc.

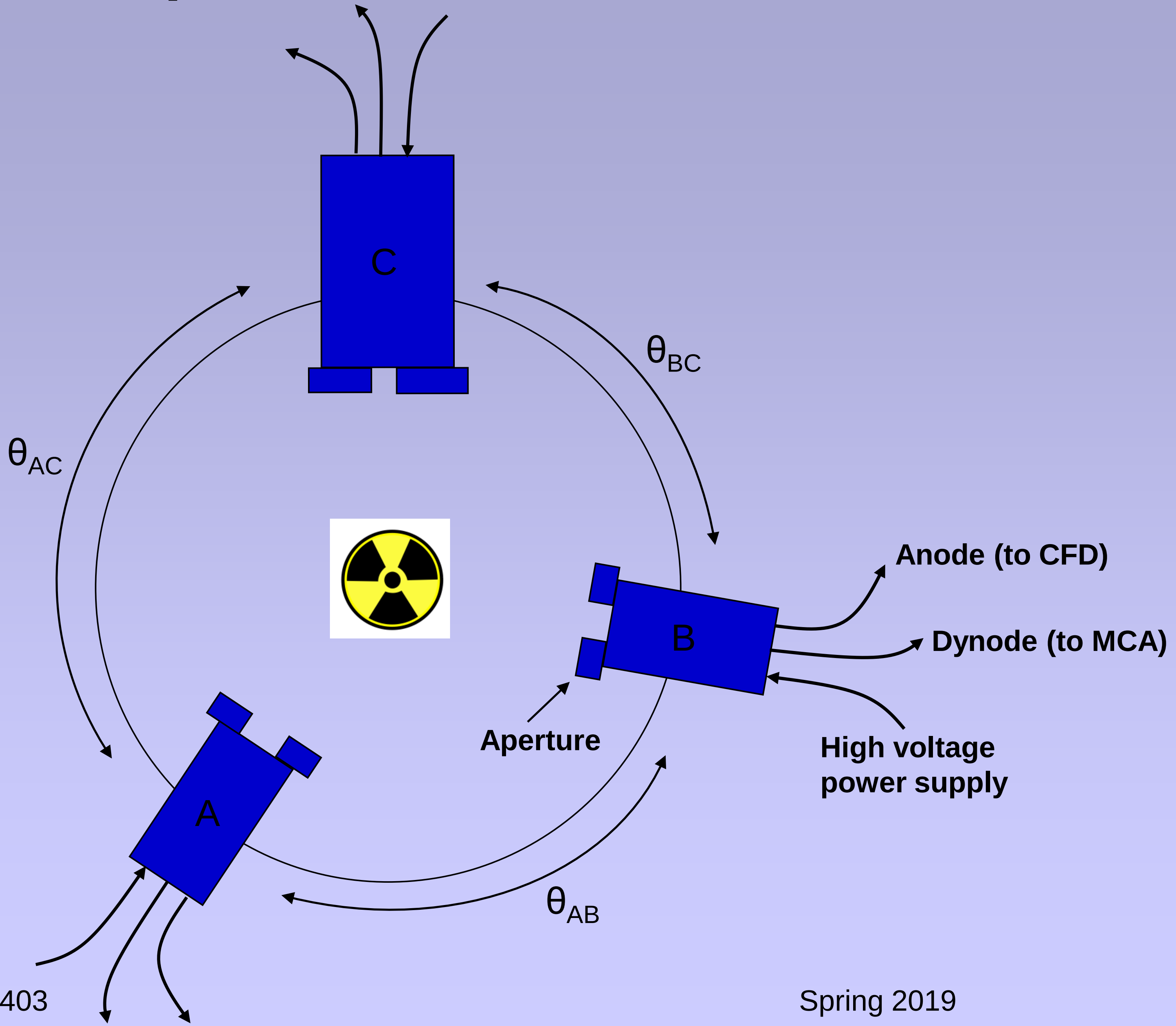




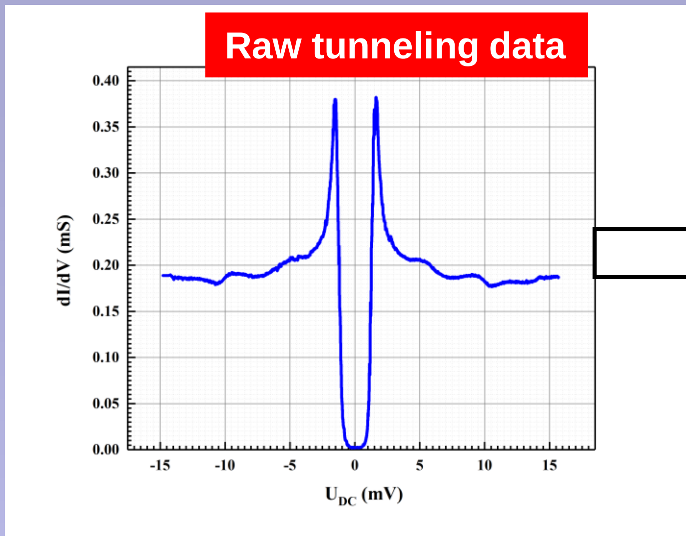


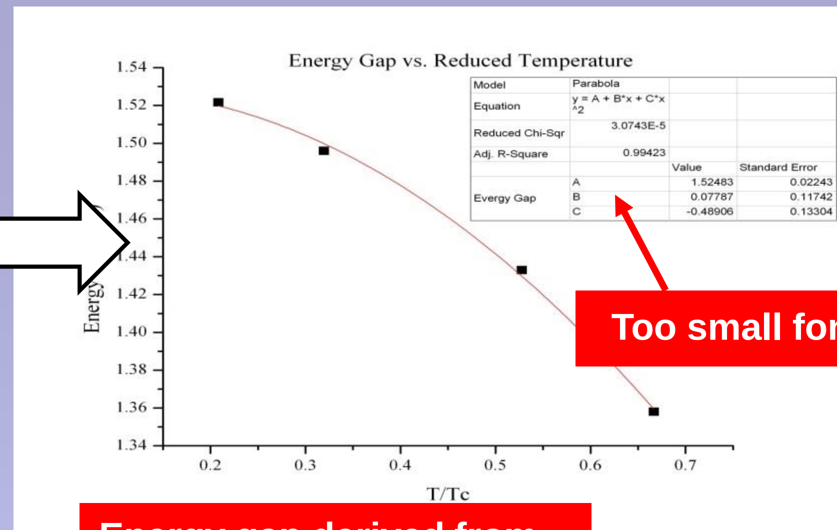


Setup of Source and Detectors

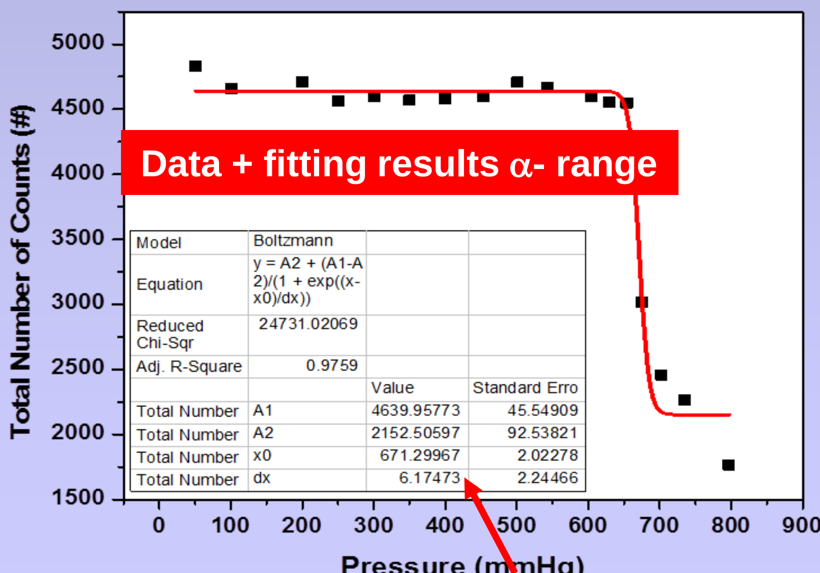


Results



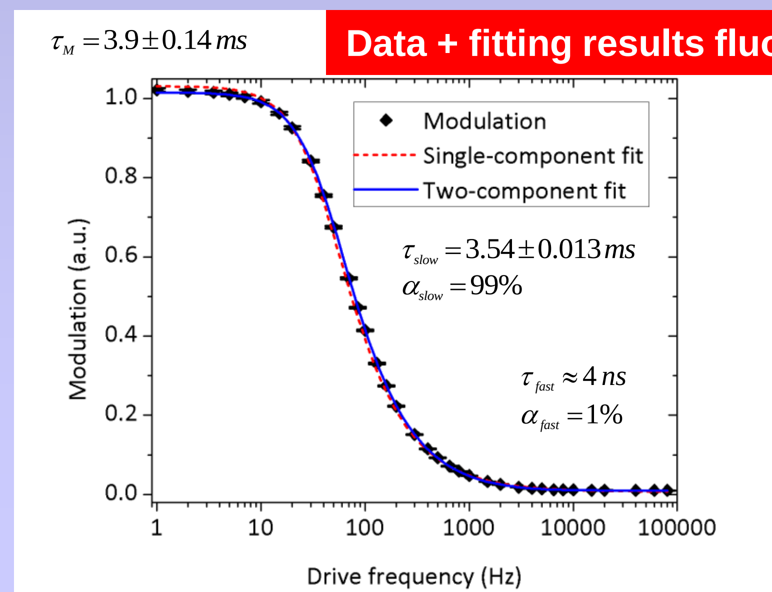


Energy gap derived from tunneling conductivity



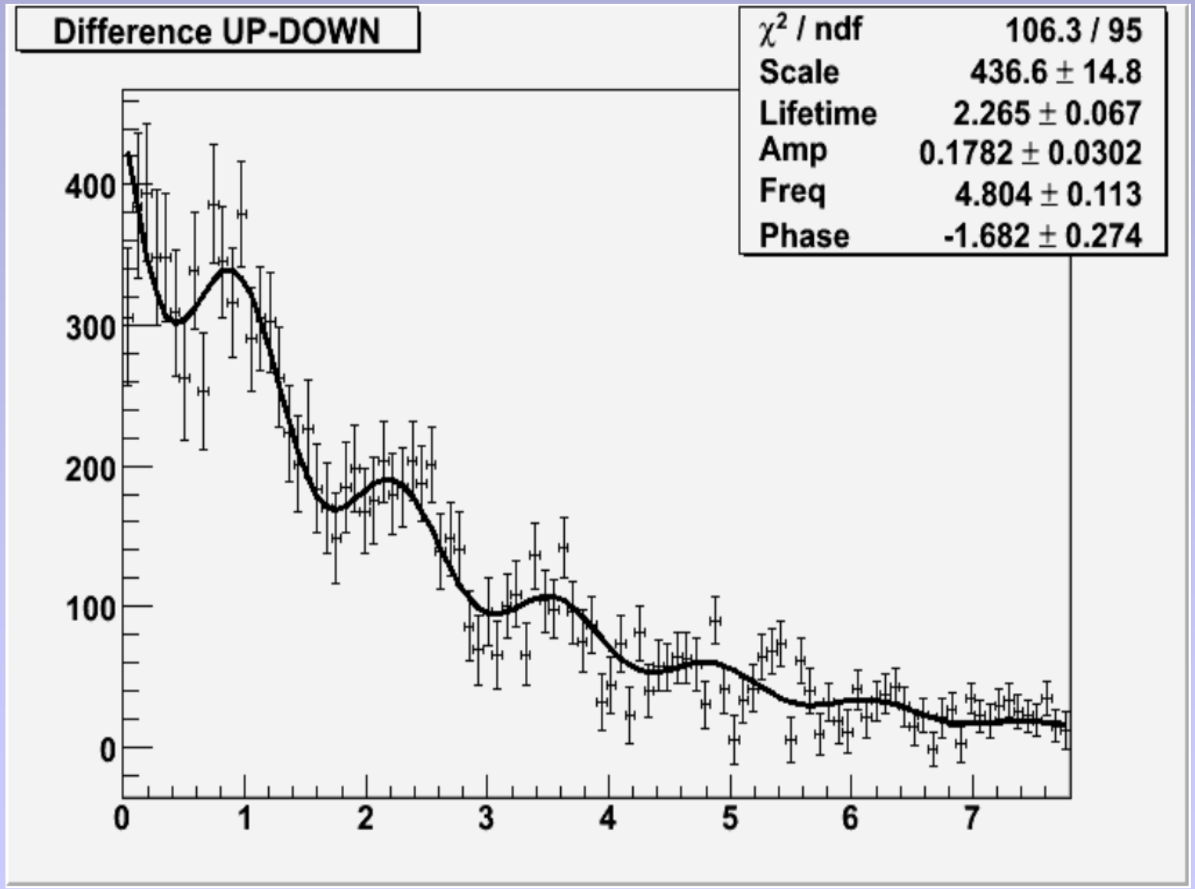
Too many SD !

Data + fitting results fluorescence



Difference in Up-Down (unnormalized)

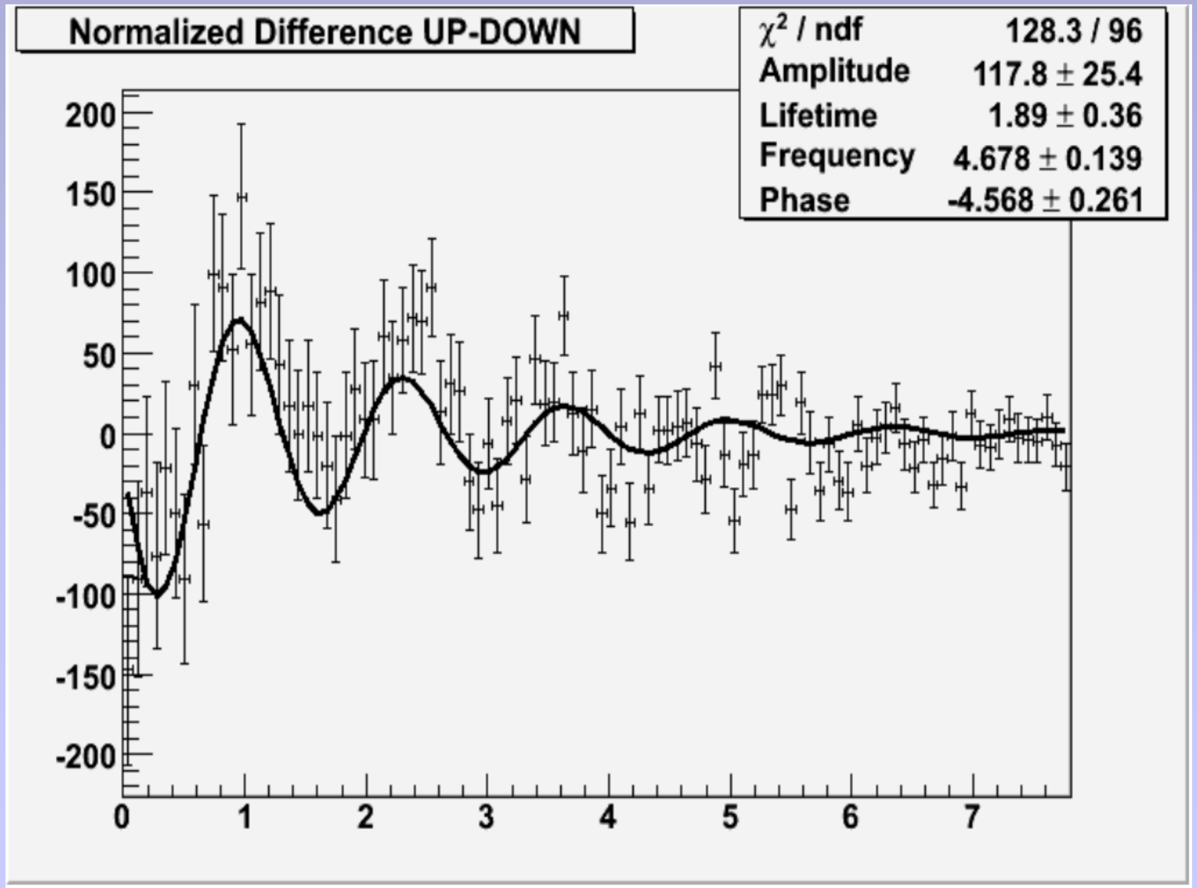
Fit equation $$Ne^{\frac{-t}{\tau}}\left(1+\alpha\cos(\omega t+\delta)\right)$$



Courtesy Samuel Homiller and Pakpoom Buabthong Fall 2013

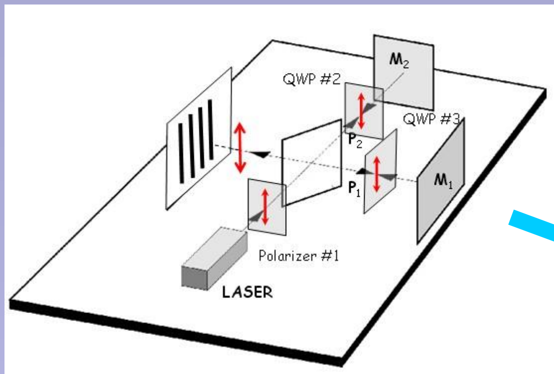
Difference in Up-Down (normalized}

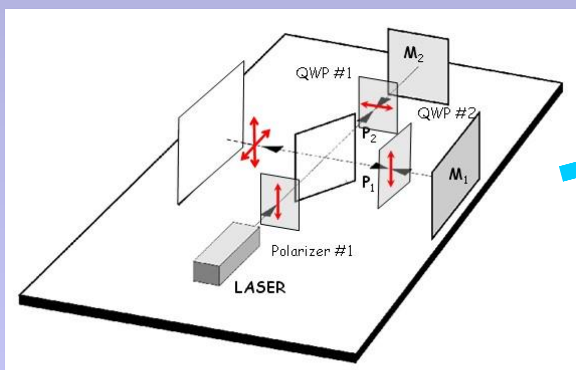
Fit equation $$Ne^{\frac{-t}{\tau}}\left(1+\alpha\cos(\omega t+\delta)\right)$$

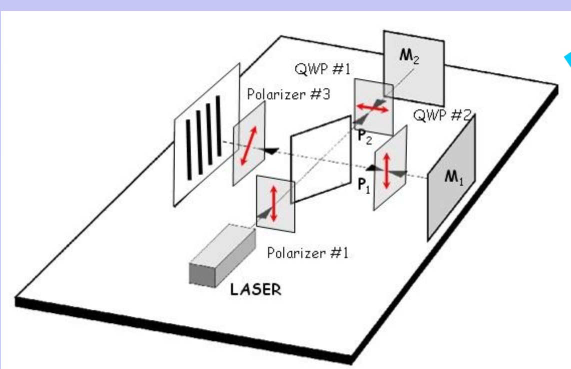


Courtesy Samuel Homiller and Pakpoom Buabthong Fall 2013

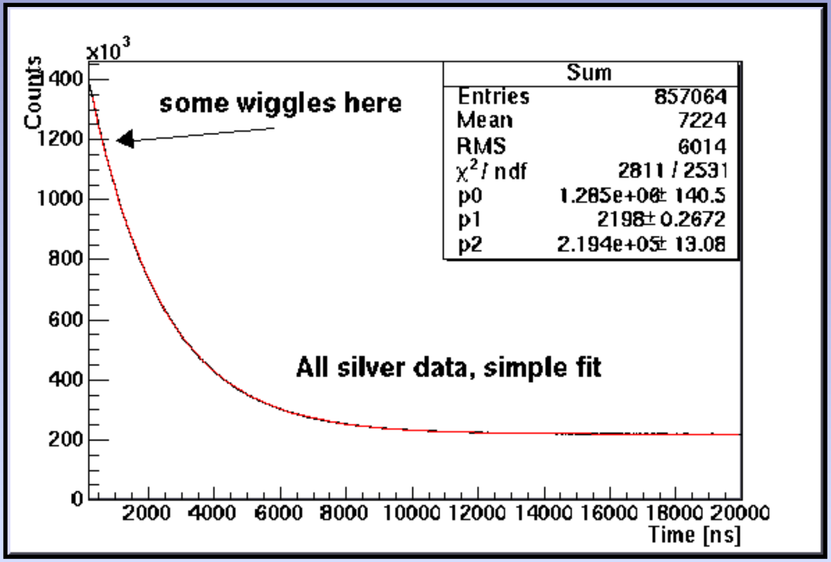
Results – witnessing a mystery?

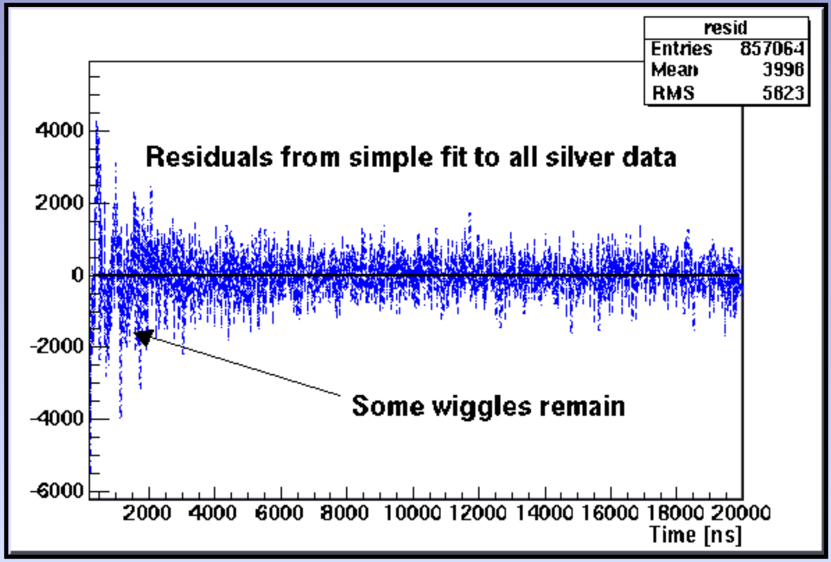


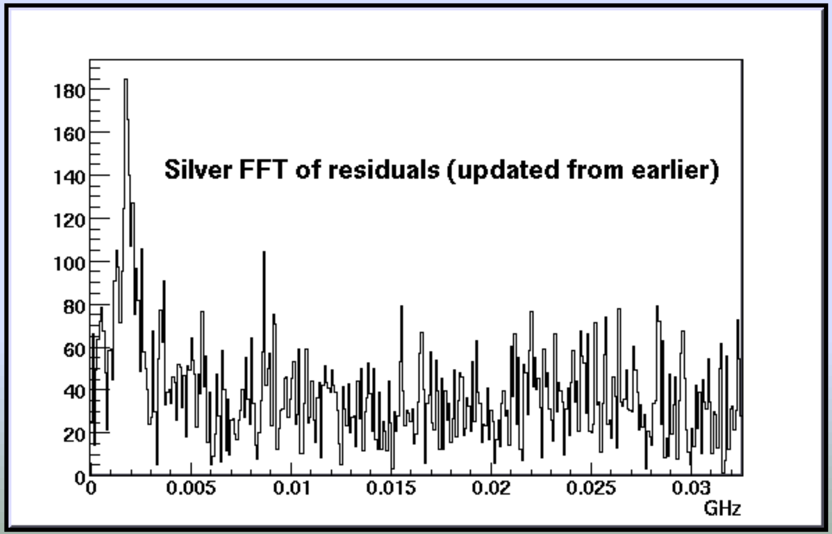




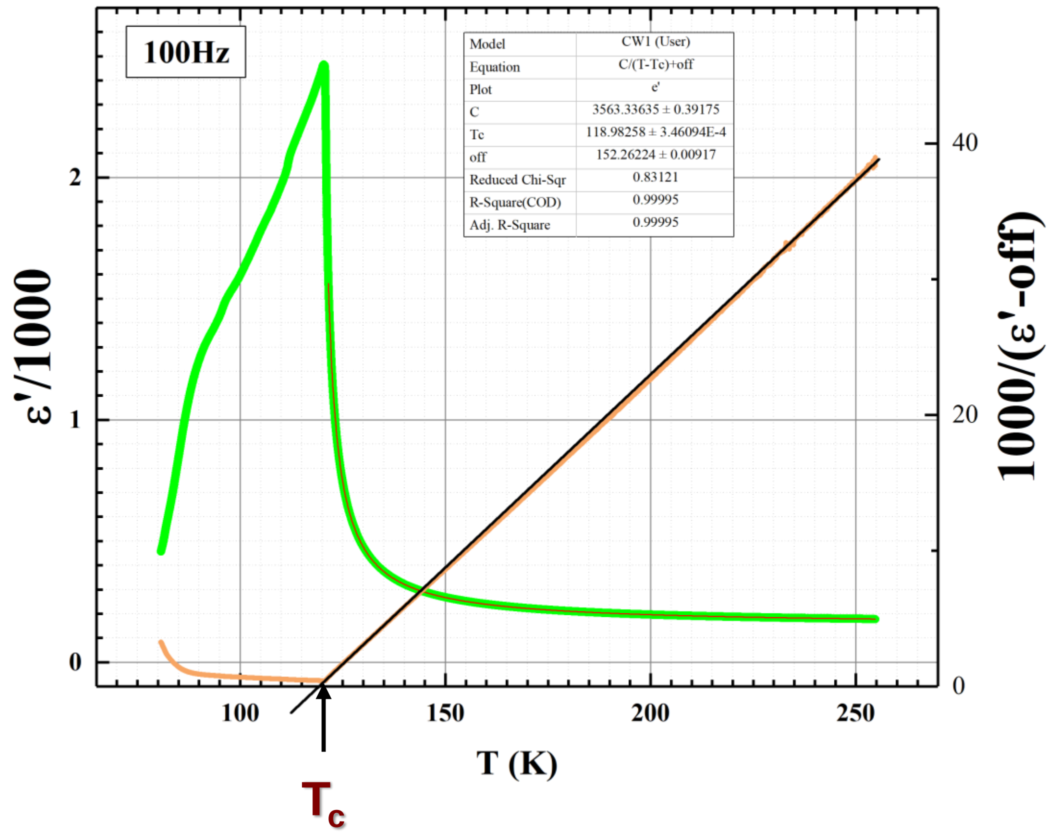
Presenting data is your most important and challenging task







Fitting to the Curie-Weiss law



$$\varepsilon' = \frac{C}{T - T_C} + off$$

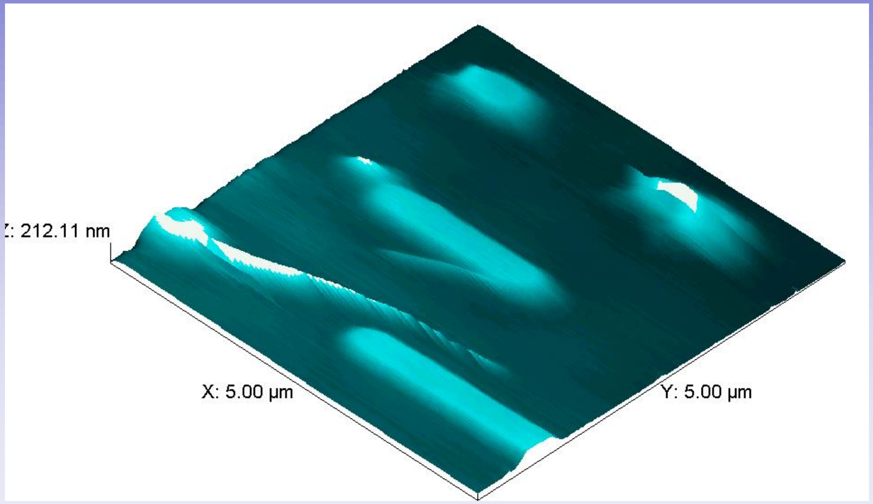
$$C = 3563.3 \pm 0.4\text{K}$$

$$T_C = 118.9825 \pm 0.0003\,\text{K}$$

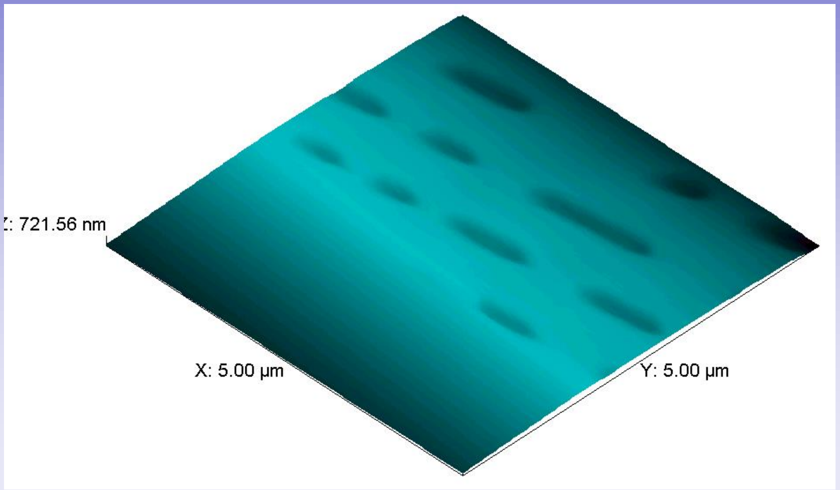
Courtesy Zongyuan Wang and Arnulf Taylor Su 2017

AFM of Optical Data Storage Media

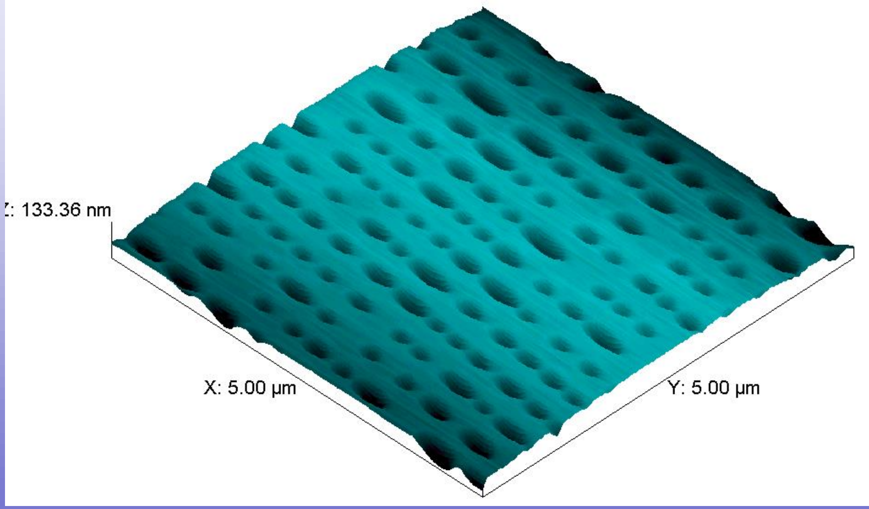
CD



DVD



Blu-Ray



	CD	DVD	Blu-Ray
Mark length	0.99 - 2.96	0.48 - 1.45	0.14 - 0.41
Track pitch	1.63	1.00	0.40
Track width	0.50	0.24	0.15

Units in µm

Fitting the data

$$V = C\sqrt{\left(\frac{T - T_{offset}}{T_\lambda}\right)\left(1 - \left(\frac{T - T_{offset}}{T_\lambda}\right)^{5.6}\right)} \Rightarrow V = C\left[\left(\frac{T - T_{offset}}{T_\lambda}\right)\left(1 - \left(\frac{T - T_{offset}}{T_\lambda}\right)^{\beta}\right)\right]^{\gamma}$$

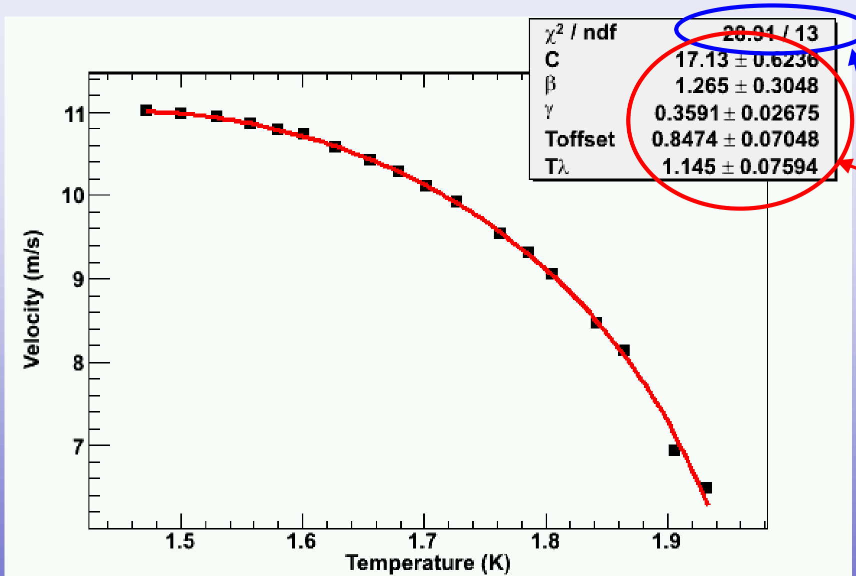
Offset, intrinsic to the experiment

Fit to the exponents as well

$$C \approx 26$$

$$T_\lambda \approx 2.17$$

Reference, where this equation came from?



Perform the 5 parameter fit-

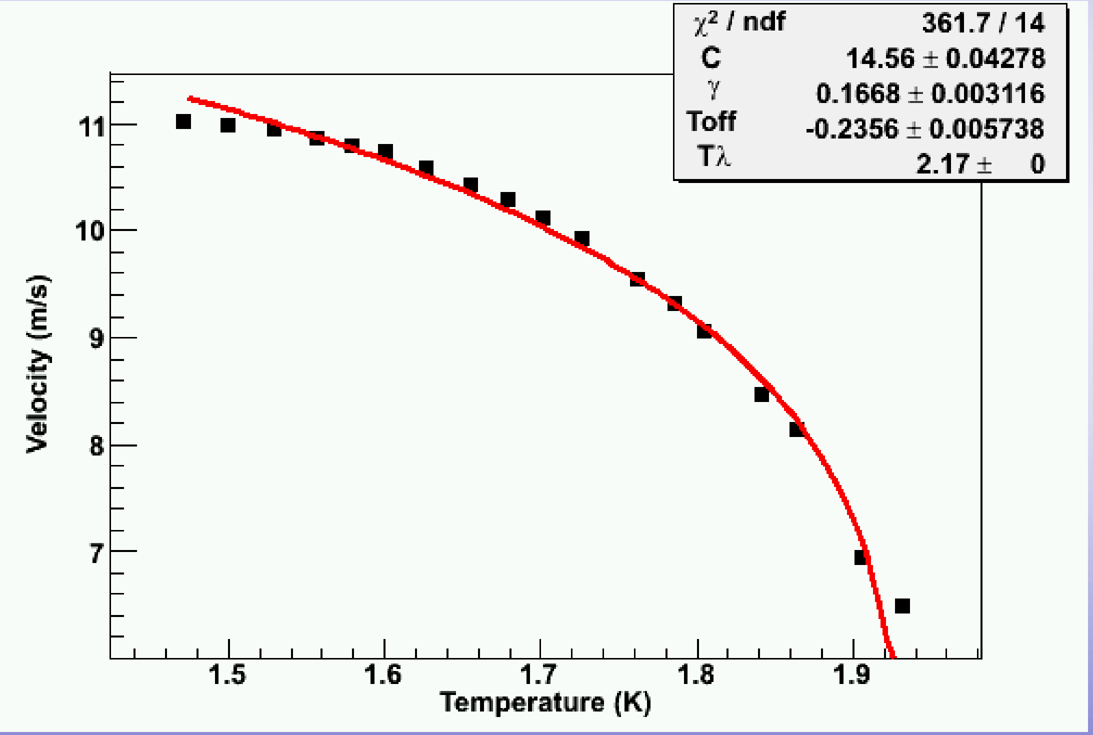
The values that are obtained are not very close to the expected values

Also, the fit is not the best

Try to fit the data with this function

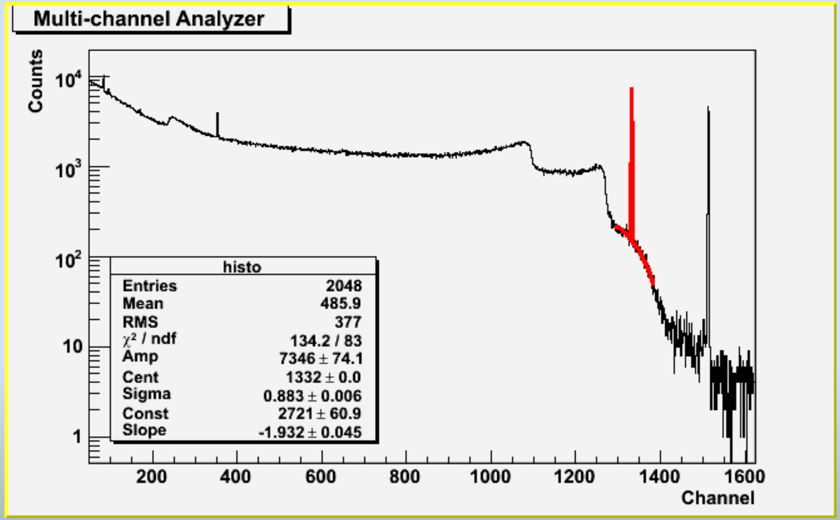
$$V = \left(1 - \frac{T - T_{offset}}{T_{\lambda}}\right)^{\gamma}$$

The data refuses to fit to this function

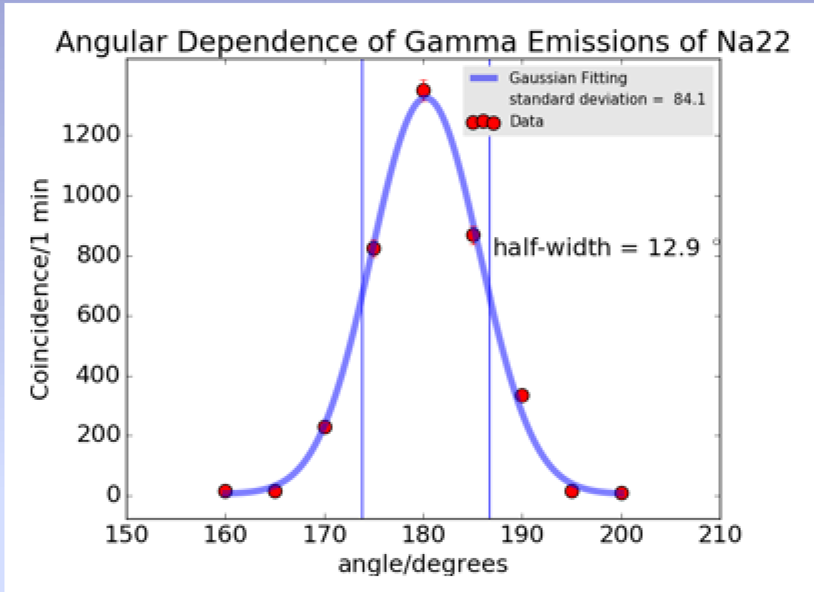


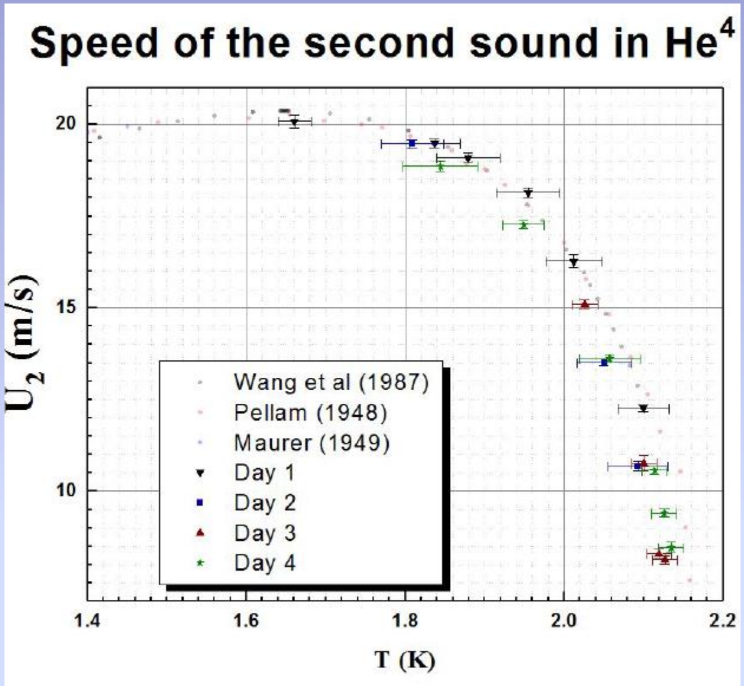
Finish your talk with the data analysis and conclusions and a slide showing the main points you want us to remember

- **Make sure you discuss the principal uncertainties.**
  - ***For most of these experiments, it will be how accurately does your instrument measure something***
  - ***A few experiments will also have statistical uncertainties … more data leading to a better finding***
- **Include a representative (simplified) graphic**
  - ***This slide will be up during question period so this graphic will get burned into people's memory***
- **Because this is a lab, offer some advice for others who follow**



Typical Problems

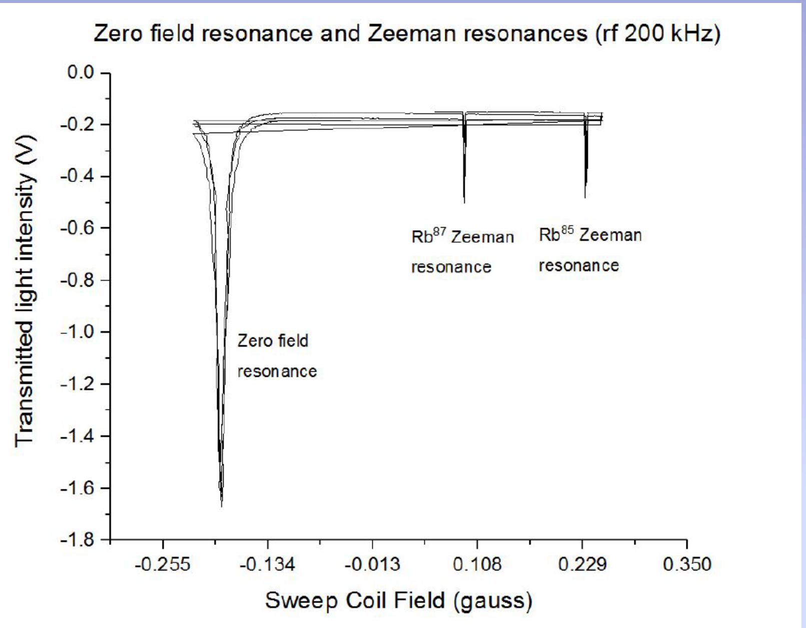




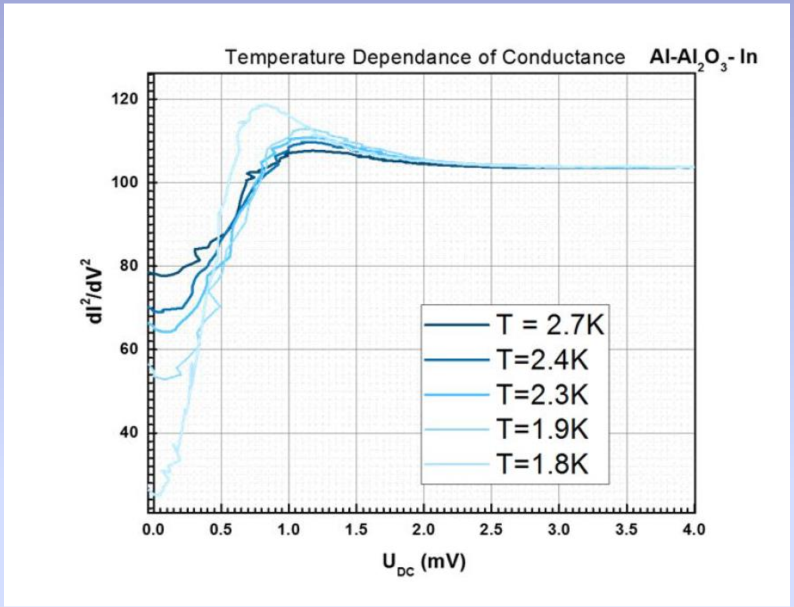
Nice Figure

Great Data but lines are too thick and symbols are too small

Typical Problems



Too many lines – graph should be "polished"



Use more contrast color for lines