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9.71 Functional MRI of High-Level Vision
Fall 2007

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Final Projects 9.71 Fall 2007

I. New schedule:

1. This outline is due one day before SES #10 and will form part of your grade for the project. All of you have received extensive feedback - you should now take this feedback into account and use it to turn in a much-improved outline.
2. On SES #10, we will not have presentations - instead, I will lecture about visual experience (scheduled on SES #12 in the syllabus).
3. On SES #11 and SES #12, we will have student presentations.

II. Presentations

There will be a strict time limit of 10 minutes of presentation and 10 minutes of class discussion for each.

A. Presentations on Experiment Proposals

These presentations should be very similar to the paper presentations you have already given earlier in the course – see my notes on presentations from the earlier presentations. The main difference is that you will not have data to present. Instead, you will present several alternative predictions of how the data might come out. You will then discuss how each of these possible outcomes will answer the question you posed or will bear on the hypothesis. After that you can discuss the implications of these possible outcomes, and any further control experiments you may need to do to address remaining open questions.

B. Presentations Reviewing the Literature relevant to a specific research question

These presentations should be very similar to the paper presentations you have already given earlier in the course – see my notes on presentations from the earlier presentations. The main difference is that you will start by explicitly stating and motivating a larger-scope question, and instead of talking about one experiment in detail, you will describe several studies more briefly – preferably each of the experiments you describe will address a different facet of the larger question. Obviously you won't have time to go into the methods of each of these studies in detail, so you will have to figure out what the essential elements are of each of the most relevant studies. See my lecture slides from the course for examples of how to do this. A critical aspect of these presentations will be to identify any emerging consensus in the literature that answers some part of the larger question, but also crucially to identify unanswered questions that either has not been addressed in the literature, or that have been addressed with conflicting results.

III. Written term Papers (Due at the beginning on SES #13)

See my previous handouts for guidelines on written term papers. Those guidelines cover the format of term papers proposing experiments. I will soon hand out guidelines for term papers that review the existing literature on a specific question, but these will be essentially an expanded written version of the presentations described in Part II above.