

Bachelor's Thesis and Seminar

2023-2024



**Aalto University
School of Arts, Design
and Architecture**

Namkyu, Teemu and Antony

11th of January, 2024

Today's agenda

Introduction: Teaching team

Scope and purpose for the thesis and the seminar

Practicalities and organization

Seminar schedule and the thesis process

Instruction for seminar sessions

Supervisor / advisor assignments

Teaching team

Supervisors (Responsible Teachers)

Checking the status, giving feedback & grading

- Dr. Namkyu Chun (DAM & DoD)
- Dr. Antony Joseph (DoD)
- Dr. Teemu Leinonen (DAM)

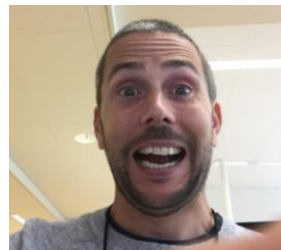
Advisors (Doctoral Researchers)

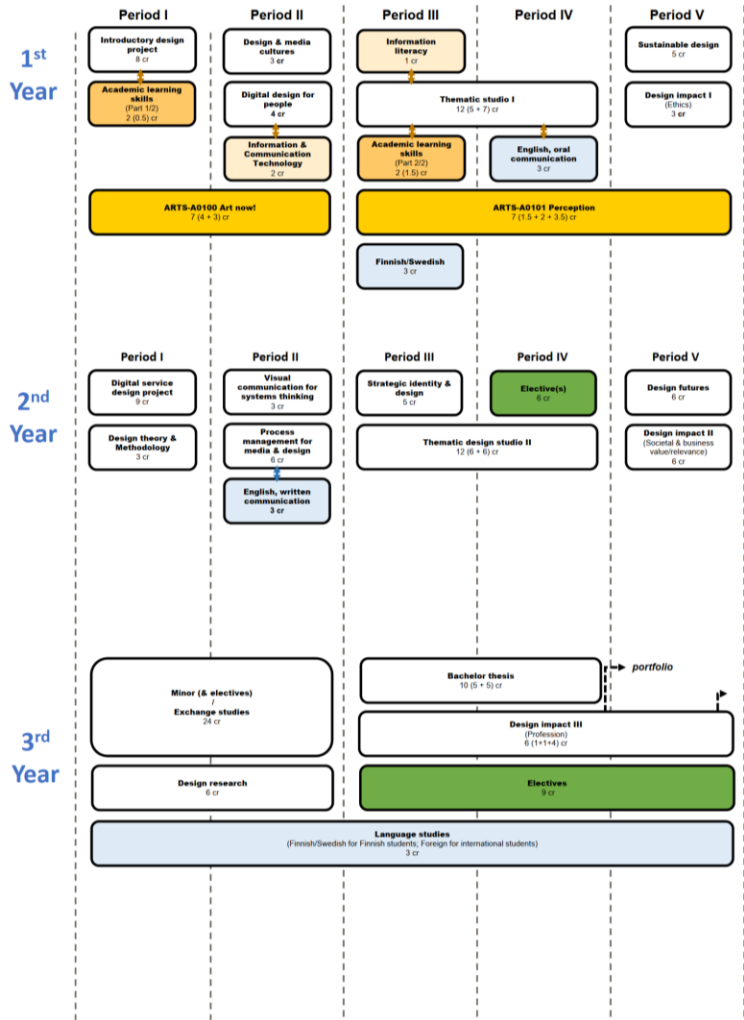
Helping you carry out your research

- Talvikki Kollmann (DoD)
- Camilo Sanchez (DoD)
- Cvijeta Miljak (DAM)

+ Language Centre: Matthew Billington

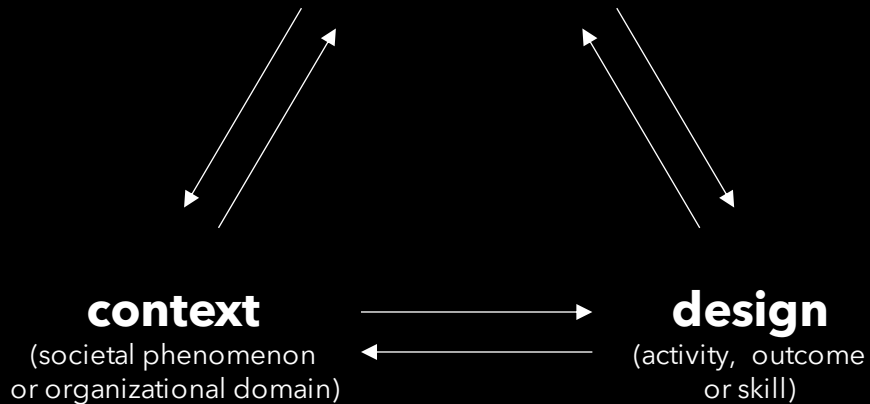
Supporting your academic writing



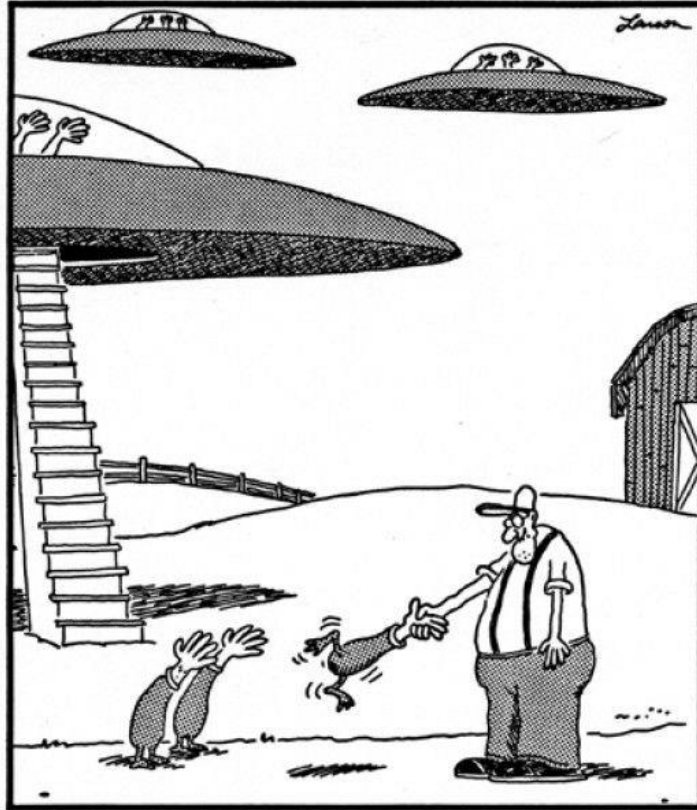


research

("theoretical" and empirical knowledge)



Why 'systematic'?



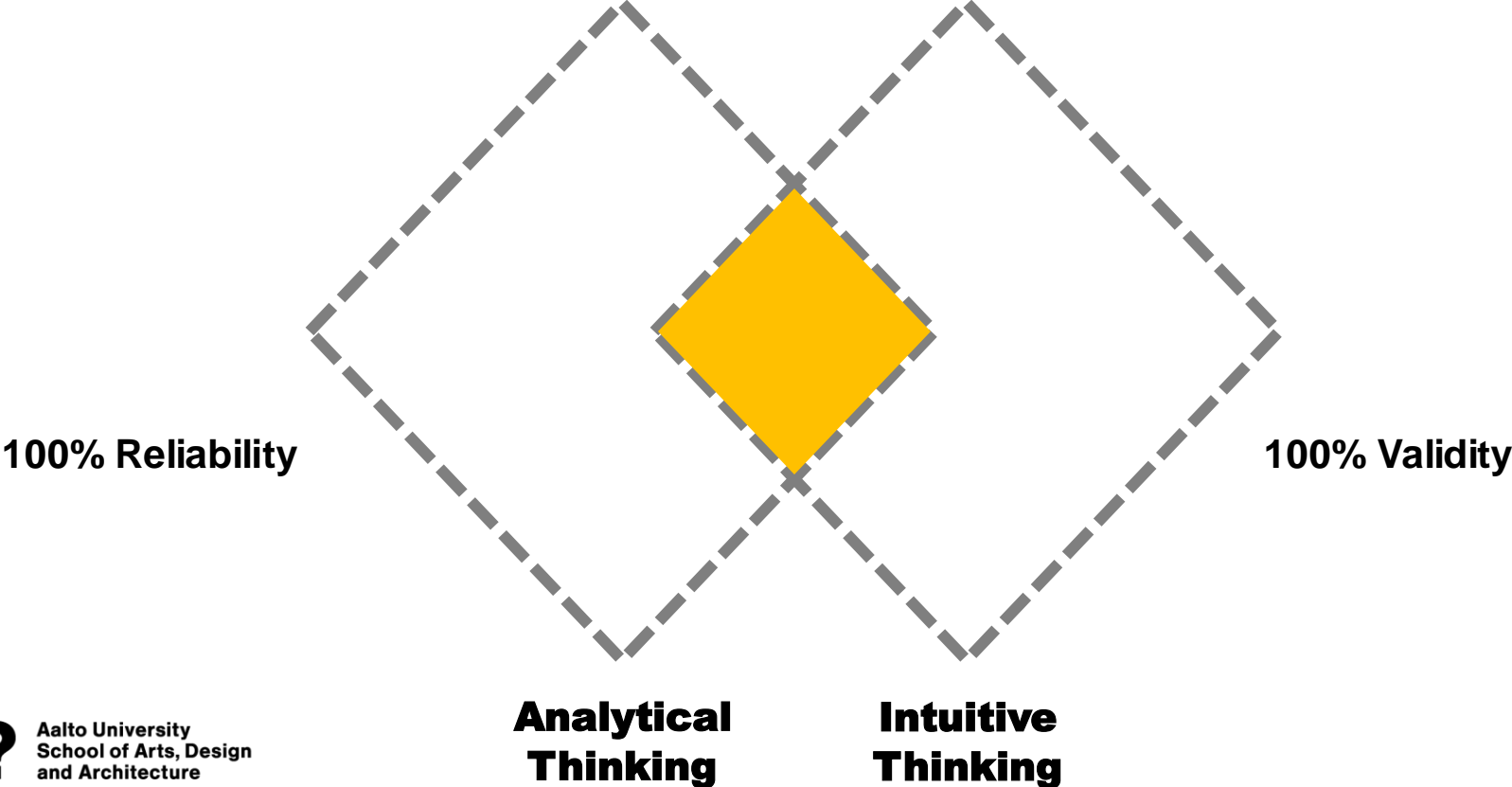
Inadvertently, Roy dooms the entire earth to annihilation when, in an attempt to be friendly, he seizes their leader by the head and shakes vigorously.



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and Architecture

Design thinking

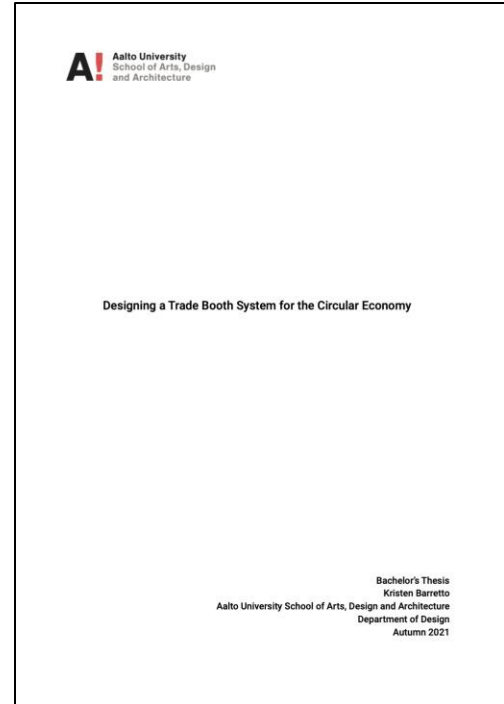
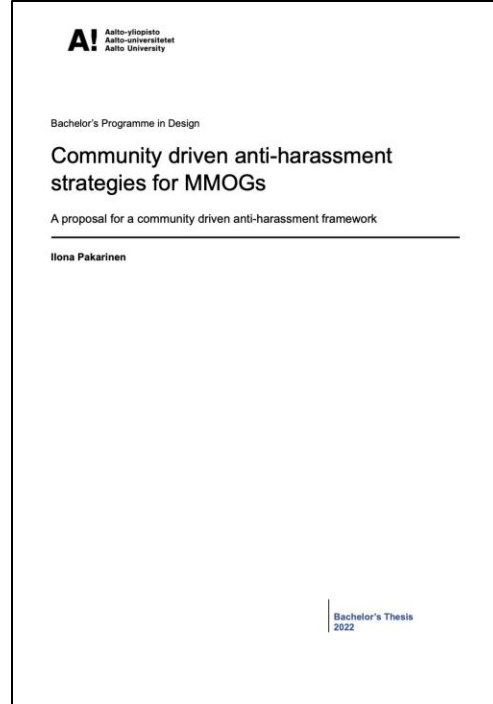
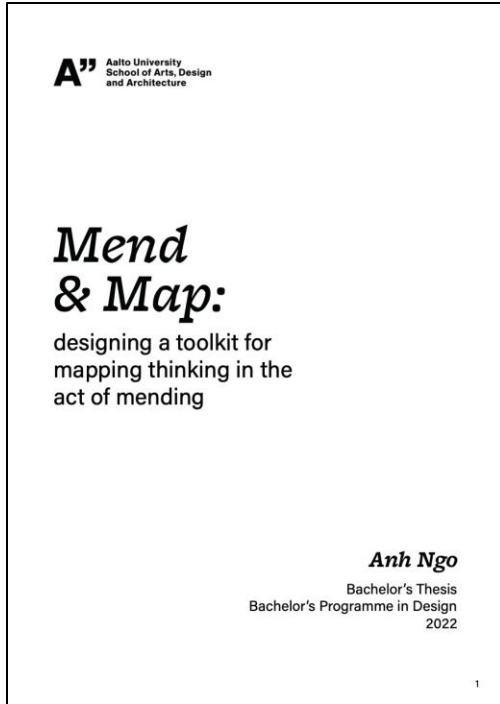
by Roger Martin



What do you have in the end of the course?

"Bachelor of Arts Thesis

What do you have in the end of the course?



What do you have in the end of the course?

A? Aalto-yliopisto
Taiteiden ja suunnittelun
korkeakoulu

Aalto-yliopisto, PL 11000, 00076 AALTO
www.aalto.fi

Taiteen kandidaatin opinnäytteen tiivistelmä

Tekijä Juulia Jokinen

Työn nimi Kehollisuutta ja kirjainmuotoja – Feminismi typografiassa ja kirjainmuotoilussa

Laitos Taiteen ja median laitos

Koulutusohjelma Visuaalisen viestinnän muotoilu

Vuosi 2022 **Sivumäärä** 33 **Kieli** Suomi

Tiivistelmä

Tutkin kandidaatin opinnäytetyössäni feminististä typografiaa ja -kirjainmuotoilua, ja sen merkitystä visuaalisen viestinnän muotoilulle. Opinnäytetyöni on tutkielman ja produktion yhdistelmä, jossa tutkitaan feminististä typografiaa ja produktio on kirjaintyyppi, jonka muotokieli on otettu raskausarvista. Tutkielman ja produktion on tarkoitus tukea toisiaan ja omilla tavoillaan tarkastella aihetta.

Tutkielmassa tutkitaan sitä, mikä määrittelee feministisen typografian. Feminististä typografiaa on yleensä tehty tarpeesta tuoda jokin aate tai kannanotto esille. Tutkielmassa käydään läpi feministisen typografian filosofiaa, historiaa, erilaisia tekijöitä ja esimerkkejä. Esimerkeillä osoitetaan, että feminististä typografiaa ja kirjainmuotoilua on aina ollut, ja kerrotaan, miten sen esiintynyt typografian historiassa. Opinnäytetyössä käsitellään naisten historiaa typografian ja kirjainmuotoilun alalla, ja todetaan että naistekijöitä on aina ollut, heidän työstään on vain kerrottu ja sitä on tallennettu eri tavoin kuin miestekijöiden.

Tutkin kokeellisempaa kirjainmuotoilua, ja tutkin samalla sen suhdetta kehollisuuteen. Raskausarvet valikoituivat kirjaintyyppiin lähtökohdaksi siksi, että ne ovat hyvin stigmatisoituja ja niiden ajattelaan olevan vain naisten ongelma. Produktio pohjautuu vahvasti feministiseen kehollisuuteen, jota käsitellään työssä myös.

Opinnäytetyön lopputulos on se, että feminististä typografiaa ja kirjainmuotoilua on aina ollut. Se on tärkeä osa-alue visuaalisen viestinnän muotoilussa, sillä se mahdollistaa itselmaisun ja oman äänen esille tuomisen niille, joita ei yleensä kuulla valtavirrassa.

Avainsanat visuaalisen viestinnän muotoilu, typografia, kirjainmuotoilu, feminismi, kehollisuus, kirjaintyypit, raskausarvet

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THESIS TEMPLATE

Title page

Acknowledgement / Preface

Introduction

Literature Review

Research Approach



Results / Findings

(Design / Production)

Conclusions & Discussion

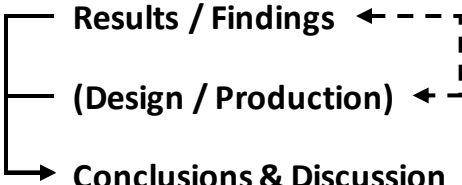
- Practical (design) implications
- Limitations & suggestions for future research

References

Appendices

What do you derive (conclude) from the results and production in relation to what has been said earlier in literature?

(Is the production informed by the research or is the production informing / supporting the research?)



Bachelor's Thesis and Seminar: Content

- Students prepare a bachelor thesis on a subject suitable for their major throughout the course.
- Students are supported in their thesis work through seminars and meetings (e.g. supervisor, advisor, language teacher)
- The seminars and meetings are grounded in the work of the students and structured to support them:
 - to refine and define the scope of their thesis
 - to acquire, analyze and structure the material for their thesis
 - to present their work in accordance with established principles for academic writing and communication.
- **Workload: 10 ECTS \approx 27 hours x 10 (270 hours)**

Assessment

The Bachelor's thesis (final submission via eAge) is assessed according to the evaluation criteria (see the ARTS Bachelor's Thesis Guidelines).

The first draft of the bachelor's thesis manuscript must be uploaded for review prior to the presentation to the corresponding folder in the Assignment section on MyCourses no later than the 19th of April (first due for Submission 1, other due dates TBA).

NOTES!

80% minimum participation to the seminar sessions (you may miss one session).

Completion of Academic Writing sessions is compulsory due to the maturity test (More detailed info of these sessions will be to be instructed separately via MyCourses).

Violation of research ethics, including plagiarism, is treated seriously.

EVALUATION CRITERIA

FROM AALTO ARTS
BACHELOR'S THESIS
GUIDELINES(See MyCourses >
Material)

The evaluation criteria below apply to the bachelor's theses of the School of Arts, Design and Architecture. The final grade is given for the thesis as a whole using those evaluation criteria which are relevant for the thesis. The grade is not an average grade based on the grades given for the individual areas of evaluation; emphasis may be put on those criteria that are most relevant for the thesis, while criteria that are not applicable to the thesis may be ignored. The bachelor's thesis is evaluated on a grading scale of 0 (fail)/1 (passable)/2 (satisfactory)/3 (good)/4 (very good)/5 (excellent) where 5 is the highest grade (Aalto University Degree Regulations for Bachelor's and Master's Degrees, 2021, section 7) In the grades 3–5 of the chart, the previous standard of quality is included in the next.

Fail	1	2	3	4	5
<p>The thesis shall not be passed if it has several major shortcomings, contains plagiarised material or otherwise fails to meet the minimum requirements for an approved thesis.</p> <p>Thesis aim and definition of the topic</p> <ul style="list-style-type: none"> - Definition of the topic - Definition of the research problem and thesis objectives - Definition of the research questions 	<p>The definition of the topic is vague.</p> <p>The choice of topic is poorly justified and the objective of the thesis is unclear.</p> <p>The research question or problem is poorly described and the choices are poorly justified.</p>	<p>The scope and objectives of the thesis are inadequately defined.</p> <p>The topic is relevant to the field from an artistic, professional or research viewpoint. However, the viewpoints presented are inadequately discussed.</p> <p>The research question or problem has been described and justified to a satisfactory extent.</p>	<p>The topic has been defined but the objectives are not crystallised.</p> <p>The topic is relevant to the field and the thesis looks at it from a perspective that is central to the field. The thesis demonstrates that the author has a broad knowledge of the practices of the field.</p> <p>The research question or problem is well-justified and well-described.</p>	<p>The thesis has a clearly defined objective and scope.</p> <p>The topic is essential for the field and the viewpoints presented are well-justified. The thesis opens up new perspectives on the topic for potential future research.</p> <p>The research question or problem is well-formulated and leads to knowledge acquisition that benefits the field of study.</p>	<p>The thesis scope is clearly defined. Thesis goals and research questions demonstrate mature thinking.</p> <p>The topic has significance for the field and the thesis author has generated new knowledge on it.</p> <p>The research question or problem is of interest to the field of study and leads to results that benefit the field of study.</p>
<p>2 Production component of the thesis</p> <ul style="list-style-type: none"> - Quality of the production (artistic/professional) - Creativity and problem-solving skills in the artistic or productive process - Documentation of the production 	<p>The production is poor and lacks originality. There are major shortcomings in the execution of the production.</p> <p>The thesis demonstrates a low level of creativity or poor problem-solving skills.</p> <p>The process has been documented but there are major shortcomings in the documentation.</p>	<p>The production is satisfactory but lacks originality.</p> <p>The thesis demonstrates some creativity or problem-solving skills.</p> <p>There are notable shortcomings in the documentation of the process.</p>	<p>The production is good but not particularly original.</p> <p>The thesis demonstrates adequate creativity or problem-solving skills. The whole process is well-executed.</p> <p>The process has been duly documented.</p>	<p>The production is very good and original.</p> <p>Creativity and problem-solving skills evident in the work.</p> <p>The process has been documented clearly and informatively.</p>	<p>The production meets the requirements of an excellent bachelor's thesis production and adopts an original approach to the topic.</p> <p>The description of the process demonstrates the student's notable creativity and problem-solving skills during the process.</p> <p>The process has been documented clearly and in a manner that supports the topic excellently.</p>
<p>3 Methodology and processing of research data</p> <ul style="list-style-type: none"> - Command of research methods and techniques - Data collection and processing 	<p>Major shortcomings in the command of the selected methods or techniques have affected the results.</p> <p>The data is inadequate or poorly related to the topic. There are major shortcomings in processing the data.</p>	<p>The choice and command of methods and techniques support the attainment of the goals in a satisfactory manner.</p> <p>The data is limited or one-sided or relates to the topic only to a satisfactory extent.</p>	<p>The choice of methods or techniques supports the discussion of the topic. The thesis demonstrates good command of the methods and techniques.</p> <p>There is an adequate amount of purposeful data. There may be some shortcomings in the data.</p>	<p>The thesis demonstrates very good command of the methods or techniques and excellent skills in applying them.</p> <p>The data is purposeful for the thesis objectives and research questions.</p>	<p>The student applies and critically evaluates the selected methods or techniques.</p> <p>The data is comprehensive and purposeful and supports the research objectives well. The data collection has been executed excellently.</p>
<p>4 Discussion and command of the topic</p> <ul style="list-style-type: none"> - Conceptualisation of the topic and linking it to a broader context. - References 	<p>The student has poor command of the topic and its framework. The thesis repeats what the author has learnt or is written beside the point.</p> <p>The sources cited are very few or poorly connected to the discussion of the topic.</p>	<p>The topic is identified and described correctly but the thesis does not progress to discuss the connections between phenomena or concepts.</p> <p>The sources cited are few or one-sided or relate to the topic to a satisfactory extent.</p>	<p>The thesis demonstrates the student's command of the topic. The thesis contains precise definitions and synthesis. The thesis is descriptive and repetitive.</p> <p>An adequate number of relevant sources cited</p>	<p>The student has a good command of the topic and the background material. The thesis explores and discusses the reasons underlying the topic and related concepts. The thesis draws parallels, makes comparisons or assessments concerning the connections or differences between the discussed topics and concepts.</p> <p>A wide range of relevant sources are cited.</p>	<p>The thesis demonstrates the student's broad-based knowledge of the background material and the topic. The argumentation is solid. The topic is examined comprehensively and critically, while indicating the inherent characteristics of the topic and its links to a broader context. The thesis demonstrates profound learning and insight.</p> <p>A comprehensive body of information has been collected from reliable sources (source evaluation). A wide range of relevant sources are cited.</p>
<p>5 Results and conclusions</p> <ul style="list-style-type: none"> - Conclusions and interpretation - Student's reflection on their own work and description of follow-up measures 	<p>The results and conclusions of the thesis remain unclear and are poorly presented.</p>	<p>The results and conclusions are not presented in a polished manner.</p>	<p>The results and conclusions are clearly presented, but the student's reflection on them is lacking.</p>	<p>The results and conclusions are clearly presented. The student has reflected on the results. The thesis clearly answers the research question(s).</p>	<p>The results and conclusions are presented clearly and insightfully. The research question(s) have been answered comprehensively.</p>
<p>6 Language and presentation</p> <ul style="list-style-type: none"> - Writing style and presentation of the thesis - Oral presentation - Formatting of the thesis - Citing and referencing, list of references - Structure of the thesis 	<p>The thesis is poorly written.</p> <p>The student has prepared for the oral presentation poorly, and there are shortcomings in the contents, presentation skills and/or time management.</p> <p>The thesis layout is confusing, difficult to read and does not facilitate understanding of the topic.</p> <p>The list of references or in-text references have a significant number of errors. The student lacks the skill to compile a list of references or cite sources. Some sources have been omitted (from either the list of references or in the text).</p> <p>The thesis is structured incoherently or resembles a list.</p>	<p>There are spelling mistakes and difficult sentence structures.</p> <p>The student has prepared for the oral presentation inadequately, and there are shortcomings in the contents, presentation skills and/or time management.</p> <p>The formatting and/or overall appearance of the thesis needs improvement. The visual material is of poor quality or inadequate for the purpose.</p> <p>There are several different types of errors in list of references and in-text references.</p> <p>There are some structural inconsistencies in the thesis.</p>	<p>The language is mostly clear, but there are some shortcomings in fluency and correctness. The abstract is compliant with the guidelines.</p> <p>The student has prepared for the oral presentation adequately. The presentation is illustrative and the delivery easy to follow. There may be shortcomings in the contents, presentation skills or time management.</p> <p>The formatting is purposeful and carefully considered but it may have some shortcomings.</p> <p>The list of references and in-text references are mostly correct.</p> <p>The thesis is purposefully and logically structured and the topic is discussed coherently.</p>	<p>The language is fluent and the style is appropriate for the topic. There are only minor spelling mistakes.</p> <p>The oral presentation is well prepared and the delivery is easy to follow. The student demonstrates some skills in interaction and receiving feedback.</p> <p>The thesis is well-structured and easily readable. The formatting is purposeful.</p> <p>There may be a few errors in the list of references or in-text references.</p> <p>The thesis is purposefully and logically structured and the topic is discussed with insight and cohesion.</p>	<p>The language of the thesis is clear and correct and the language facilitates the understanding of the topic. Sentence structure is varied.</p> <p>The oral presentation is insightful and well prepared. The delivery is easy to follow and keeps to the schedule. The student demonstrates skills in receiving feedback and engages the audience with ease.</p> <p>The thesis is polished, illustrative and excellent visually and artistically. The visual material is particularly illustrative; the text and pictures support each other exceptionally well.</p> <p>The list of references and in-text references are flawless.</p> <p>The structure of the thesis is clear and logical. The thesis is a coherent whole, and the structure supports the reading experience and understanding the contents.</p>
<p>Thesis process</p> <ul style="list-style-type: none"> - Management of the thesis process and keeping to the schedule - Work during the seminar and acting as an opponent (in accordance with the seminar structure of the programme) 	<p>There are major shortcomings in the thesis process management, e.g. the student has not accepted the help offered to a sufficient degree or has submitted the thesis late (incl. late submission), the student has failed to respond in time when the thesis advisor has contacted them.</p> <p>The student is not prepared for their task as the opponent.</p>	<p>There are shortcomings in the thesis process management (e.g. assignment(s) submitted late, thesis submitted late)</p> <p>The student is ill-prepared for their task as the opponent.</p>	<p>For the most part, the process was well managed.</p> <p>The student is prepared for their task as the opponent.</p>	<p>The process was managed very well. The student is able to manage time and work independently. The student works on their own initiative. There may be minor shortcomings in these areas.</p> <p>The student is well-prepared for their task as the opponent. The commenting is purposeful.</p>	<p>The process was seen through in a professional manner. The student has excellent time management skills, works independently and on their own initiative.</p> <p>The student is well-prepared for their task as the opponent, the comments are critical and encouraging and contain concrete examples.</p>

EVALUATION CRITERIA

Main-criteria	Sub-criteria
1. Thesis aim and definition of the topic	<ul style="list-style-type: none">- Definition of the topic- Definition of the research problem and thesis objectives- Definition of the research questions
2. Production component of the thesis [IF APPLICABLE]	<ul style="list-style-type: none">- Quality of the production (artistic / professional)- Creativity and problem-solving skills in the artistic or productive process- Documentation of the production
3. Methodology and processing of research data	<ul style="list-style-type: none">- Command of research methods and techniques- Data collection and processing
4. Discussion and command of the topic	<ul style="list-style-type: none">- Conceptualisation of the topic and linking it to a broader context- References
5. Results and conclusions	<ul style="list-style-type: none">- Conclusions and interpretation- Student's reflection on their own work and description of follow-up measures
6. Language and presentation	<ul style="list-style-type: none">- Writing style and presentation of the thesis- Oral presentation- Formatting of the thesis- Citing and referencing, list of references- Structure of the thesis
7. Thesis process	<ul style="list-style-type: none">- Management of the thesis process and keeping to the schedule- Work during the seminar and acting as an opponent (in accordance with the seminar structure of the programme)

"The final grade is given for the thesis as a whole using those evaluation criteria which are relevant for the thesis. The grade is not an average grade based on the grades given for the individual areas evaluated: emphasis may be put on those criteria that are most relevant for the thesis, while criteria that are not applicable to the thesis may be ignored."

Maturity test

To be completed before the thesis presentation!

- **Students with Finnish upper secondary school diploma**
 - LC7108 Kirjoita asiantuntevasti (for Finnish-speaking students)
 - **TBC** (for Swedish-speaking students)
- **Students with international upper secondary school diploma**
 - Completion of Academic Writing sessions during the Seminar
 - Evaluation of thesis abstract (submit via the Seminar MyCourses)
 - See Aalto's instruction how to write an abstract ([LINK](#))

How to get the manuscript ready?

Students must participate the following seminar sessions (if missing, discuss with your supervisor):

Seminar 1: Presenting the revised thesis plan (18th of January)

Seminar 2: Presenting the literature review (25th of January)

Seminar 3: Presenting the data (8th of February)

Seminar 4: Presenting preliminary findings (26th of March)

Each seminar session is organized with the following structure:

1. Individual student presenting the corresponding work (only assigned supervisor/advisor attended)
2. Supervisor/advisor summarizing the group's presentations at the end of the session.

For each meeting (other than seminars), prepare to discuss: (A) what I have done, (B) what I will do next, and (C) where do I need help.

Review the materials from IRDM for corresponding works.

BREAK

Schedule

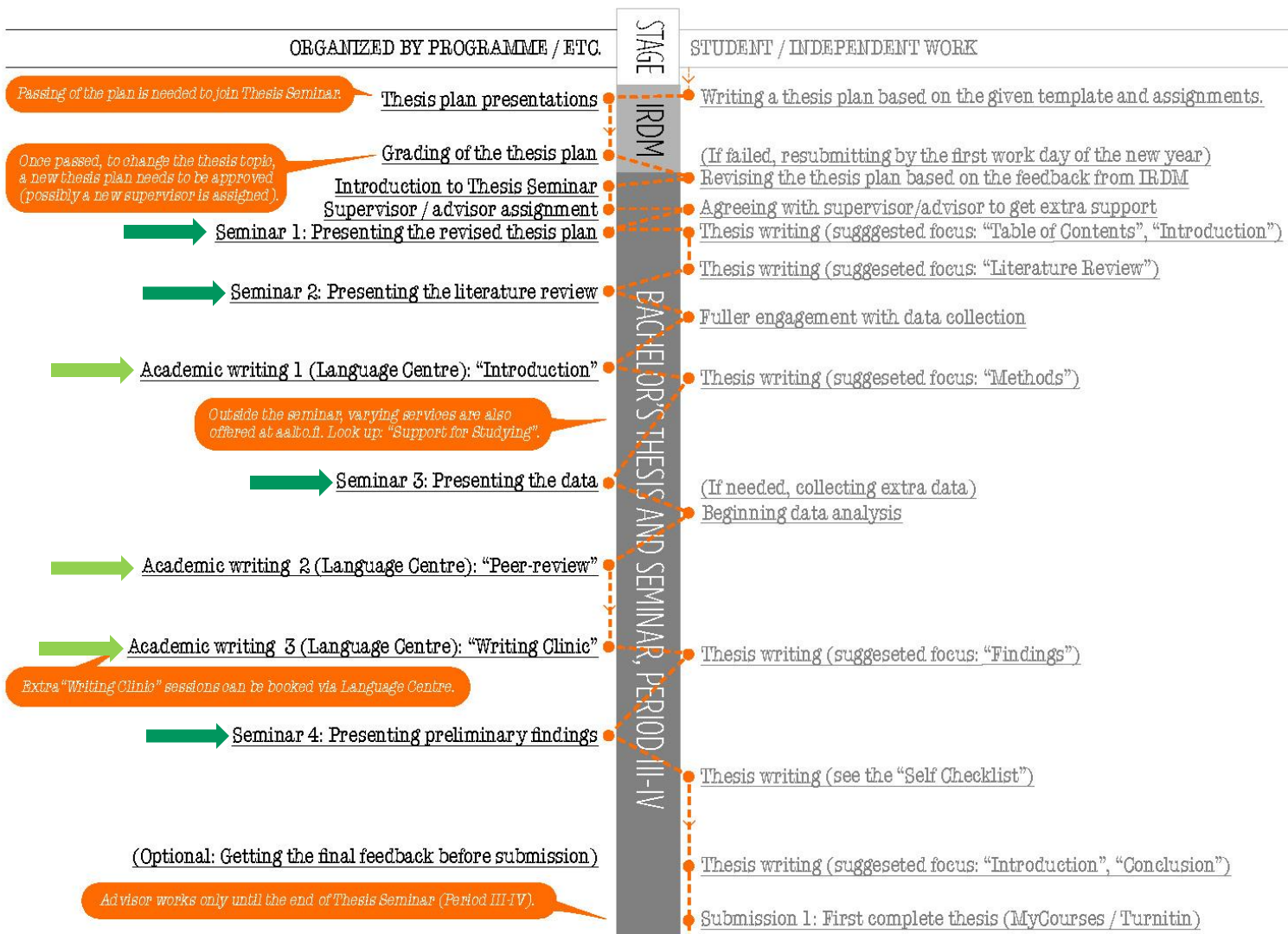
Highlight: Compulsory sessions

Per.	Date	Time	Room*	Session	Content
III	11-Jan	13:15-16:00	Y347	Course overview	Practicalities, introduction of supervisor/advisor
III	18-Jan	13:15-16:00	Y347 (T), U414a (N), U414c (A)	Seminar 1	Presenting the revised research plan
III	25-Jan	13:15-16:00	Y347 (T), U413c (N), U414c (A)	Seminar 2	Presenting the literature review
III	1-Feb	13:15-16:00	M347	Academic writing 1	Introduction to academic writing
III	8-Feb	13:15-17:00	Y309b (T), U413a (N), U414c (A)	Seminar 3	Presenting the data
III	22-Feb	10:00-12:00	U119 and Zoom	Optional workshop	Data coding workshop by Emilija Veselova
IV	5-Mar	13:15-17:00	Y347	Academic writing 2	Peer-review [paired work]
IV	11 to 22-Mar	Book a slot and check the location		Academic writing 3	Writing clinic [individual work]
IV	26-Mar	13:15-16:00	Y346 (T), U414b (N), U414c (A)	Seminar 4	Presenting preliminary findings
IV	19-Apr	TBC	U119	Optional workshop	Final check up before submission
			*NOTE: Here T means Teemu's group, N means Namkyu's group, A means Antony's group		

Minor changes may occur

BA THESIS PROCESS

1/2



BA THESIS PROCESS

2/2

(See MyCourses > Materials)



DEGREE CERTIFICATE

Presenting the revised thesis plan

Date: 18th of January

Based on the feedback received from IRDM Final and your further thinking over the holidays, you may have revised your thesis plan (if not, revise asap).

Submit the revised version and prepare to present what your thesis is, what changes you have made, and why.

In particular, consider the following:

- **Focus and relevance:** Is the scope of your thesis sufficiently clear, defined and interesting both practically and academically?
- **Feasibility:** Can you actually carry out the plan according the schedule, workload, availability of potential research participants and so forth?

During the session, we will review and discuss your latest plan. Thus, **be ready to present your plan in 5-8 minutes**. If you have decided to not make any changes, justify why.

Upload the PDF to MyCourses before 8:00 o'clock on the 18th of January.

Presenting the literature review

Date: 25th of January

Further expand your thesis plan and references for the thesis template: Plan to review the literature or start reviewing the literature for your thesis (to write up asap!)

Read the literature review section of previously theses from the programme to reference the structure (available via [Aaltodoc](#)).

Prepare for presenting the following in 5-7 minutes:

1. A summary of the literature / or the plan for reviewing the literature
2. Your justification for selecting the literature (in relation to your research questions / objectives),

(If you have reviewed already)

Key takeaways from the literature review, and how the takeaways may be used in your research (e.g. interviews or/and data analysis).

Upload the PDF to the Assignment folder on MyCourses before 8:00 o'clock on the 25th of January.

Presenting the data

Date: 8th of February

Organize your data that you have been collecting through interviews.

Basic requirements (see IRDM MyCourses)

- In-person/ online interviews with 7 different individuals
- Each interview duration minimum 30 mins (ideally 40-60 mins)
- All interviews should be recorded and transcribed
- Signed consent forms to be collected from all interview participants

Prepare for presenting the following in 5-7 minutes:

- A summary of your interview participants (key information),
- Your justification for recruiting the participants (in relation to your research questions / objectives),
- Self-assessment (quality of the data)
- If you don't have enough data, your plan for further collecting data (why / whom / when)

Upload the PDF to the Assignment folder on MyCourses before 8:00 o'clock on the 8th of February.

Presenting preliminary findings

Date: 26th of March

Briefly walk through how you analyzed the data and show a **codebook** to illustrate your logic from the data to findings. Its goal is to confirm your logic with your supervisor / advisor (if they agree with your logic, or if they understand what you wrote).

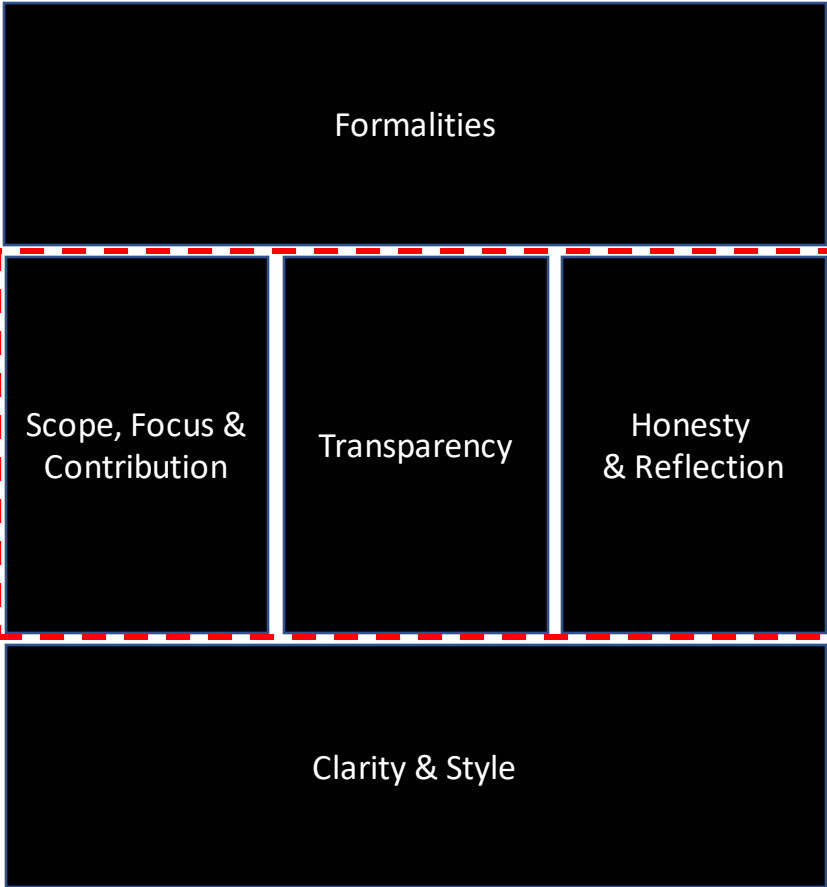
Optional: You may reflect on the data coding workshop facilitated by Emilija (22 Feb) and explain how you implemented to your thesis.

Prepare for presenting the following in 5-7 minutes:

- A summary of your early-stage findings,
- Codebook sample exemplifying your logic (from data to findings)
- Optional: Any further reflections to the literature from the findings
- Optional: If production is planned, early prototypes / sketches from the current findings
- If you don't have any findings yet, your plan for further analyzing data

Upload the PDF to the Assignment folder on MyCourses before 8:00 o'clock on the 26th of March.

**AFTER THE SEMINAR SESSIONS
AND BEFORE SUBMISSION 1?**



SELF-CHECKLIST

To be used in discussion with
your supervisor and advisor
(See MyCourses > Material)

Thesis Contents

Thesis Presentation

For each presentation, **30 minutes are allocated**; Max 15 minutes presentation and 15 minutes discussion (your supervisor asks questions in the first 10 mins)

Your thesis presentation should be structured as a **research (conference) presentation** in which you describe the scope of your research and what you have found. For guidance, a research presentation typically covers the following:

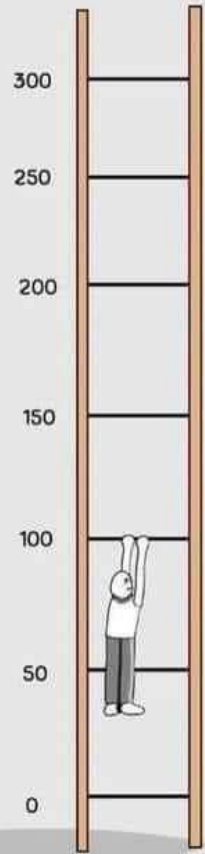
1. The background reasoning for your thesis in terms of why your topic is interesting/relevant both academically and practically (including how your project is grounded in prior literature),
2. The questions of inquiry (i.e. research questions) you set out to address through your thesis,
3. How you executed your research in terms of how data was collected and analyzed,
4. Your findings (and conclusions as well as design production if applicable), and
5. A general reflection in which you briefly elaborate on the quality/relevance of your findings and the limitations recognize in your own work as well as how envision how it could be developed further.

Final words

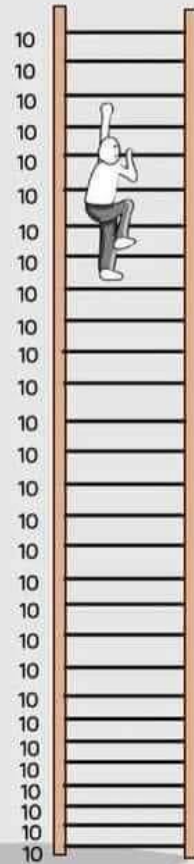
From now on, your main channel of discussion on your thesis is with your supervisor (advisor available also in Period III-IV).

- Familiarize yourself with the Seminar Schedule, Thesis Process, Thesis Template, ARTS Thesis Guidelines (especially the evaluation criteria), and Self Checklist.
- Agree with your advisor how your group will organize extra meetings in addition to those 4 seminar sessions (FYI, there is a limit).

By the way, how are the interviews going?



inconsistent
ladder



consistent
ladder



Questions?

Post them on MyCourses

(others might have the same one...)

SUPERVISOR / ADVISOR ASSIGNMENT

Namkyu (Talvikki)	Hitomi Asaka
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	Nicole Kajander
	Harim Kwon
	Yuzu Nakamura
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	Katarina Blind
	Mathilda Hahn
	Owein Iveson
	Marta Ligaj
	Lilo Molin
	Wen Ouyang
	Soyoung Park
	Inga Turska
Oscar	Vilis Zuromskis
	Elina Ludborza

Highlight:

No participation needed for the Seminar