

## PERSONAL INFORMATION

## Stefano Marchesin



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## WORK EXPERIENCE

18/04/2017–18/07/2017

## Internship

HES-SO Valais - MedGIFT, Sierre (Switzerland)

The internship has been defined and planned for the investigation of state of the art techniques in medical information retrieval to be used in conjunction with Entity Extraction and Entity Linking methods and techniques.

HES-SO Valais will partially financially support the internship.

## EDUCATION AND TRAINING

10/2011–09/2014

## Bachelor in Information Engineering

EQF level 6

University of Padova, Padova (Italy)

First Year:

Mathematical Analysis

Introductory computer science

General Physics

Linear Algebra and Geometry

Computer Architecture

Second Year:

Mathematical Analysis 2

General Physics 2

Data Structures and Algorithms

Signal and Systems

Electrical Science

Statistical Data Analysis

Third Year:

Electronics

Telecommunications

Systems and Models

Project Management

Theory of Computation

Digital Electronics

Control Theory

Final Mark: 103/110 (in exact three year time)

10/2014–12/2016 **Master in Computer Engineering** EQF level 7  
University of Padua, Padova (Italy)

First Year:

Information Retrieval  
Operations Research 1  
Data Structures and Algorithms 2

Second Year:

Computer Networks  
Game Theory  
Distributed Systems  
Stochastic Processes  
Databases

Final Mark: 110/110 (in exact two year time)

11/02/2015–30/06/2015 **Erasmus + for Study** EQF level 7  
Universitat Politècnica de Catalunya - Master in Innovation and Research in Informatics, Barcelona (Spain)

Main subjects:

Machine Learning  
Open Data  
Operating Systems  
Concurrency, Parallelism and Distributed Systems  
E-Business

08/2016–11/2016 **Erasmus + for Traineeship** EQF level 7  
Trinity College Dublin, Dublin, Éire/Ireland

Research period with the final objective of preparing a master thesis.

The thesis discussed an adaptive cross-site user modelling platform to test information exchange methods. The objective was to identify and evaluate different mechanisms of information exchange that could be subsequently used by websites to provide tailored personalisation to users. The goal required the implementation of a third party user model provider that, through the use of an API, interfaced with custom-built module extensions of websites based on the Web-based Content Management System known as Drupal.

01/2017–Present **Collaborator of the IMS Research Group** EQF level 8  
Department of Information Engineering, University of Padua, Padova (Italy)

- Attending the Bayesian Machine Learning course of the PhD School of Information Engineering
- Working on a long paper submission for the UMAP 2017 conference
- Working on a long paper submission for the SEBD 2017 conference

- Preparing the PhD project for the application to the PhD School of Information Engineering of the University of Padova; the project is going to be influenced by the research results obtained during the internship at HES-SO Valais

PERSONAL SKILLS

Mother tongue(s) Italian

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C1	C1	C1
TOEFL iBT 108/120					
Spanish	B2	B2	A2	A2	A1

[Related document\(s\): TOEFL-iBT.pdf](#)

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user  
Common European Framework of Reference for Languages

Communication skills Good team work skills acquired in various academic activities where the collaboration with different people was required

Organisational / managerial skills Capacity of working in stress conditions, due to the numerous activities of academic and athletic kind.

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Proficient user	Proficient user	Proficient user	Proficient user	Proficient user

Digital competences - Self-assessment grid

Capacity of using programming languages and tools. During my studies at the University of Padova I learned Matlab, Simulink, Java, SQL and LaTeX. During the Erasmus period in Barcelona I learned Python, Sparql, R and some hints of CUDA. During the internship in Dublin I learned PHP and JavaScript.

Driving licence B

ADDITIONAL INFORMATION

Conferences IRCDL 2017 (20th January 2017):  
Presentation of the paper "An Adaptive Cross-Site User Modelling Platform for Cultural Heritage Websites" and accepted for inclusion in the post-proceedings  
Authors: Maristella Agosti, Séamus Lawless, Stefano Marchesin, Vincent Wade

Conferences KARS 2017:  
Presentation of the paper "Towards open-source shared implementations of keyword-based access systems to relational data" (The paper will be published online in a volume of the CEUR-WS proceeding series)  
Authors: Alex Badan, Luca Benvegnù, Matteo Biasetton, Giovanni Bonato, Alessandro Brighente, Alberto Cenzato, Piergiorgio Ceron, Giovanni Cogato, Stefano Marchesin, Alberto Minetto, Leonardo

Pellegrina, Alberto Purpura, Riccardo Simionato, Nicolò Soletti, Matteo Tessarotto, Andrea Tonon, Federico Vendramin, and Nicola Ferro

**Conferences** ECIR 2016 (20-23 March 2016):  
Volunteer helping during the research paper presentation sessions.

ANNEXES

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- TOEFL-iBT.pdf

TOEFL-iBT.pdf



TOEFL iBT® Test Taker Score Report

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL RECORDS.

**Name:** Marchesin, Stefano  
Last (Family/Surname) Name, First (Given) Name Middle Name

**Email:** smarchesin92@gmail.com

**Gender:** M      **Registration Number:** 0000 0000 2801 9217

**Date of Birth:** 29 Oct 1992      **Test Date:** 25 Jun 2016      **Sponsor Code:**

Marchesin, Stefano  
Via Porara n.95/1  
Mirano, VE 30035  
Italy

**Country of Birth:** Italy      **Inst. Code** | **Dept. Code**

**Native Language:** ITALIAN

**Test Center:** ITTT44A - ASCI-Onlus

**Test Center Country:** Italy

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----- Security Identification -----

**ID Type:** National ID      **ID No.:** xxxxxxxxxxxxxxxxxxxxxxx2613      **Issuing Country:** Italy



TOEFL iBT Scaled Scores	
Reading .....	<b>29</b>
Listening .....	<b>30</b>
Speaking .....	<b>24</b>
Writing .....	<b>25</b>
<b>Total Score</b> .....	<b>108</b>

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the <b>HIGH</b> level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.</p> <p>Test takers who score at the <b>HIGH</b> level, typically</p> <ul style="list-style-type: none"> <li>have a very good command of academic vocabulary and grammatical structure;</li> <li>can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;</li> <li>can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and</li> <li>can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</li> </ul>
Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the <b>HIGH</b> level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the <b>HIGH</b> level typically can</p> <ul style="list-style-type: none"> <li>understand main ideas and important details, whether they are stated or implied;</li> <li>distinguish more important ideas from less important ones;</li> <li>understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and</li> <li>synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>



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Speaking Skills	Level*	Your Performance
Speaking about Familiar Topics	Fair	Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication.
Speaking about Campus Situation	Fair	Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles, and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary, and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.
Speaking about Academic Course Content	Good	Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.
Writing Skills	Level*	Your Performance
Writing based on Reading and Listening	Good	You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> <li>• slight imprecision in your summary of some of the main points and/or</li> <li>• use of English that is occasionally ungrammatical or unclear.</li> </ul>
Writing based on Knowledge and Experience	Good	You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> <li>• use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or</li> <li>• elaboration of ideas or connection of ideas that could have been stronger.</li> </ul>

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL RECORDS.

This score report provides four section scores and a total score. An analysis of your strengths and weaknesses in English is included. The level pertaining to each skill should not be generalized beyond the performance on this test. Skill levels and their associated descriptions are not intended for use by institutions as part of their admissions criteria and will not be shared unless you grant permission.

**Information About Scores:** The following scaled scores are reported for the TOEFL iBT test. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

Sections	Scaled Scores
Reading	0-30
Listening	0-30
Speaking	0-30
Writing	0-30
<b>Total Score</b>	<b>0-120</b>

**Institution Codes:** The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

**Score Legends:**

Reading Skills	
Level	Total Scaled Score Range
High	22-30
Intermediate	15-21
Low	0-14

Speaking Skills	
Level	Total Scaled Score Range
Good	26-30
Fair	18-25
Limited	10-17
Weak	0-9

Listening Skills	
Level	Total Scaled Score Range
High	22-30
Intermediate	14-21
Low	0-13

Writing Skills	
Level	Total Scaled Score Range
Good	24-30
Fair	17-23
Limited	1-16
Score of Zero	0

DEPT.	WHERE THE REPORT WAS SENT
00	Admissions office for undergraduate study or an institution or agency that is not a college or university
01, 04-99	Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law

Additional information about TOEFL iBT scores can be found on the Test Takers section of the TOEFL website at [www.ets.org/toefl](http://www.ets.org/toefl).

\* Skill levels for speaking and writing individual skills are estimates of performance at the item level. The total writing and speaking scaled scores and ranges are more accurate. Therefore it is not appropriate to combine the individual skill levels. Doing so may lead to apparent inconsistencies between the diagnostic feedback and reported writing and speaking scores.

**IMPORTANT NOTE TO SCORE USERS:** This PDF score report was downloaded and printed by the test taker. It is not an Official Score Report sent by ETS directly to an organization designated by the test taker. If you find it necessary to verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.