Subject: Re: Teaching IDL Courses

Posted by Paul Van Delst[1] on Mon, 22 Aug 2011 22:34:59 GMT

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Craig Markwardt wrote:
> I think seeing something develop slowly - organically - on a black/
> white board can help a listener learn and remember something. The
> content is revealed at human speed. As opposed to projected slides -
> where "everything" is already there on the screen and the audience
> just views it passively.

Doesn't that depend on how a presenter puts together, and uses, the slides?

I don't claim to be a great teacher/communicator by any means, but I've used the animation feature of powerpoint[*] to
(what I think of as) pretty good effect: highlighting inconsistencies in the prepared slides after people in the
audience have expressed confusion, or introducing subtopics slowly (at human-speed, if consecutive mouse-clicks count as
such).

As such, I don't think projected slides (with everything at once) are the problem - it's the speed of introduction, as
you point out. Most people (myself included) pack waaaaay too much in their presentations. Less is more I reckon. But
then it becomes a balancing act between covering the material contained in a few slides to fuller effect, and keeping
people interested over several months because that's how long the course will take to complete.

cheers,

paulv

[*] The more subtle animation features only.