
Subject: Re: Teaching IDL Courses

Posted by [Craig Markwardt](#) on Sun, 21 Aug 2011 19:49:25 GMT

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On Aug 18, 11:25 am, David Fanning <n...@idlcoyote.com> wrote:

- > The strange thing is, I think people learned more
- > when the course content was a mess than they learn
- > today. Sometimes I'll lecture for three days and then
- > ask a class to write a short program without my help.
- > Fewer and fewer people, it seems to me, are up to the
- > challenge.

I used to attend seminars and take notes. The purpose of notes was mostly to keep me awake and mentally engaged -- I never go back and referred to the notes again.

Once I was taking notes at a talk and the speaker noticed this. He made a point of announcing it to the rest of the audience, and made a big production of handing me a preprint of his recent paper so that I wouldn't have to take notes anymore. Sorry dude, that's not why I'm taking notes. [That, and coffee doesn't help me stay awake.]

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.

Craig
