

Template Quarto slides

Add your name

16/10/2026

Prerequisites

! Important

Before completing this session, please carefully read about the prerequisites.

Prerequisite	Description	Link/Where to find it
Topic Name	Basic intro to X	OSC Website Link
Software Name	Configuring the environment	Download Link

Add references in the footer.

Presenter Notes: These are the **presenter notes**. You will a script for the presenter for every slide. In presentation mode, your audience will not be able to see these presenter notes, they are only visible to the presenter.

Add the script for this slide.

Instructor Notes: There are also **instructor notes**. For some slides, there will be pedagogical tips, suggestons for acitivities and troubleshooting tips for issues your audience might run into. You can find these notes underneath the speaker notes.

These are the prerequisites for this topic. Before you get started on this topic with your audience, you need to ensure that the audience fulfills these criteria. Outline any essential prerequisites (software, tools, other sessions etc.) here in table format. If you prefer bullet points to list the prerequisites, delete the table and use bullet points instead.

Accessibility Tips: Where applicable, this is a space to add any tips you may have to facilitate the accessibility of your slides and activities.

Questions from the previous session

Are there any open questions regarding **Topic**?

Presenter Notes: Script for the slide here.

Instructor Notes: This first slide is dedicated to clarifying questions from the previous session and/or to discuss assignments.

- Additional slides may need to be added depending on the nature of the homework assignments.
 - Critical for the learning process to ensure that learners are on the same page and have been able to achieve the learning goals of the previous workshop.
 - Not applicable if this set of slides corresponds to the first session of a new module.
-

Before we start: Survey time!

Question 1

What is your level of familiarity with [Topic] (e.g., basic concepts, terminology, or tools)?

- a. I have never heard of it before.
- b. I have heard of it but have never worked with it.
- c. I have basic understanding and experience with it.
- d. I am very familiar and have worked with it extensively.

Question 2

Which of the following concepts or skills do you feel most confident about in relation to [Topic]? (Select all that apply)

- a. Concept 1
- b. Concept 2
- c. Concept 3
- d. Concept 4
- e. I am not sure about any of these concepts.

Question 3

On a scale of 1 to 5, how comfortable are you with using [specific tool/technology] related to [Topic]? (1 = Not comfortable at all, 5 = Very comfortable)

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

Presenter Notes: Script for the slide here.

Instructor Notes: This survey serves to examine learners' prior knowledge about the topic. For an interactive delivery, use free tools such as for example [Particify](#) to create interactive surveys with QR codes before you deliver this lesson. The pre-session survey should serve to examine learners' prior knowledge about version control and related concepts. Note that this survey cannot be completed in an asynchronous setting because the survey results cannot be displayed.

Discussion of survey results

What do we see in the results?

Presenter Notes: Let us have a look at these results.

Instructor Notes:

- **Aim:** Briefly examine the answers given to each question interactively with the group. Use visuals from the survey to highlight specific answers.

Accessibility Tip: Have people work in pairs if someone did not bring their phone/does not have a phone. This survey also cannot be completed in an asynchronous setting.

Where are we at?

Previously:

- Point 1
- Point 2

Up next:

- Point 1
- Point 2

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Place the topic of the current session within a broader context.
 - Remind learners what you are working towards and what the bigger picture is.
-

Covered in this session

- Topic 1
- Topic 2
- Topic 3

Presenter Notes: This slides serves as an overview of the topics that are discussed, presented as bullet points.

Learning objectives

At the end of this session, you will be able to...

- **Install** and **load** ...
- **Import** external data ...
- **Explain** key components of ...

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Formulate specific, action-oriented goals learning goals which are measurable and observable in line with Bloom's taxonomy (Anderson et al., 2001; Bloom et al., 1956)

- Place an emphasis on the **verbs** of the learning goals and choose verbs that align with the skills you want to develop or assess.
 - Examples:
 - Learners will **describe** the process of photosynthesis or
 - Learners will **construct** a diagram illustrating the process of photosynthesis
-

Key terms and definitions

- **Key Term 1**
- **Key Term 2**
- **Key Term 3**

Presenter Notes: These are key terms we will revisit throughout the lesson. What comes to mind when you see each of them? Which ones are familiar, and which feel new? Take a moment to think about what they might mean.

Instructor Notes: Base yourself on conceptual change theory and examine existing concepts in relation to some key terms. Re-examine the formation of new concepts at the end of the lesson. Use a think-pair-share approach. First, have learners reflect individually on their associations with each term for a few minutes, then discuss in pairs for a few minutes, and finally share with the group. Allow about 10 minutes for this activity.

Key terms and definitions

- **Key Term 1:** Definition
- **Key Term 2:** Definition
- **Key Term 3:** Definition

Presenter Notes: Let's go through what these key terms mean:

Instructor Notes: Come back to this slide at the end of the lesson, no need to go through in detail at this point. Learners just need to know that this overview exists.

Introduction to topic

Presenter Notes: Add script for the slide here.

Instructor Notes:

- **Aim:** Core theoretical introduction of the topic.
 - For a 90-minute lesson, the instructor should try to “lecture” for only 20 minutes, learners should work in groups/pairs/on their own for at least 55 minutes of the lesson (+ a 15 minute break).
 - Pair theoretical aspects with practical exercises and group discussions according to the Think-Pair-Share style and according to Cognitive Load Theory (Sweller, 1980).
 - Use multiple slides for this part.
-

Topic content slide

 Important with Title

This is an example of a callout box to highlight particularly important information.

 Tip with Title

This is an example of a callout box to give important tips.

Presenter Notes: Script for the slide here.

Instructor Notes: **Aim:** Present relevant content - Highlight particularly important aspects with Quarto call-out boxes, for example:

Practical exercise

Task Name

- ☒ Step 1
- ☐ Step 2
- ☐ Step 3

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Design more practical exercises for learners to apply the new skills in practice.
 - Depending on the topic, the exercises should be in accordance with the learning objective(s).
 - Add a description of the task, as well as a checklist as an overview of that your learners need to be doing.
-

Recap

Presenter Notes: Script for the slide here.

Instructor Notes: A summary with the most important achievements and concepts up until now. This serves to consolidate and integrate new concepts.

Pre-break quiz

Question 1

Which species is the largest type of penguin?

- a. Chinstrap Penguin
- b. Emperor Penguin
- c. Adélie Penguin
- d. King Penguin

Question 2

What is the key biological feature that helps penguins swim efficiently?

- a. Hollow bones for buoyancy
- b. Webbed feet for paddling
- c. Waterproof feathers and flipper-like wings
- d. Gills to breathe underwater

Presenter Notes: Interactive quiz to check understanding and retention of learners. Use free survey software such as [Particify](#) to establish the following questions (shown on separate slides).

Instructor Notes: This pre-break survey serves to examine learners' current understanding of key concepts of the session. Guidance on interpreting the results:

- If more than 80% of the learners select the correct response option, show which one it is and move on.
 - If less than 80% of answers are correct, let them discuss with each other for 1-2 minutes which one they selected, and why, and afterwards let them re-take the question. If they're above 80% correct the second time, move on, else show the correct response and explain why it is correct (plus maybe why the others are not).
 - If more than 30% select a specific distractor answer, discuss it in class.
-

Post-break survey discussion

What do we see in the results?

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** To clarify concepts and aspects that are not yet understood
 - Highlight specific answers given during the survey
-

Topic content slide

Presenter Notes: Script for the slide here.

Instructor Notes:

Practical exercise

Task Aim

- ☒ Step 1
- ☐ Step 2
- ☐ Step 3

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Design more practical exercises for learners to apply the new skills in practice.
 - Depending on the topic, the exercises should be in accordance with the learning objective(s).
 - Add a description of the task, as well as a checklist as an overview of that your learners need to be doing.
-

Relevance and implications (if applicable)

- **Aim:** To work out the relevance of the topic to your learners.
- In an interactive setting, discuss how the new skills could be applied in practise with specific examples.
- Examine downfalls and practical obstacles.

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** To work out the relevance of the topic to your learners.
 - In an interactive setting, discuss how the new skills could be applied in practise with specific examples.
 - Examine downfalls and practical obstacles.
-

Assignment

- **Aim:** Explain the homework assignment and the rationale behind the homework.
- Examine whether/how it will be assessed
- Mention scoring rubrics, if applicable
- Design a peer-review system for assignments to place learners in role of reviewer and author

Presenter Notes: Script for the presentation here.

Instructor Notes:

- **Aim:** Explain the homework assignment and the rationale behind the homework.
 - Examine whether/how it will be assessed
 - Mention scoring rubrics, if applicable
 - Design a peer-review system for assignments to place learners in role of reviewer and author
-

Take-home message(s)

- Take-home message 1
- Take-home message 2

 Tip with Title

Add one practical tip in this box.

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** End lesson on clear take-home message that are interactively compiled by learners.
-

Recap: What have we done so far?

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Provide overview of the topics covered today and remind learners of the bigger picture.
-

Learning objectives: Check-In

Where are we at?

- ☐ **Explain** the importance ...
- ☐ **Familiarize yourself** with different ...

Presenter Notes: Let us pause for a quick check-in. Take a moment to look back at the learning objectives and reflect on how comfortable you feel with each one.

If you notice any gaps, this is the right moment to bring them up. Feel free to ask questions or start a discussion so we can address them before moving on.

Instructor Notes: Use this slide to encourage self-reflection rather than evaluation. Emphasize that learners are not expected to feel equally confident about all objectives at this stage. Keep the discussion supportive and brief, focusing on clarifying concepts rather than introducing new material.

To conclude: Survey time!

Question 1

What is your level of familiarity with [Topic] (e.g., basic concepts, terminology, or tools)?

- a. I have never heard of it before.
- b. I have heard of it but have never worked with it.
- c. I have basic understanding and experience with it.
- d. I am very familiar and have worked with it extensively.

Question 2

Which of the following concepts or skills do you feel most confident about in relation to [Topic]? (Select all that apply)

- a. Concept 1
- b. Concept 2
- c. Concept 3
- d. Concept 4
- e. I am not sure about any of these concepts.

Question 3

On a scale of 1 to 5, how comfortable are you with using [specific tool/technology] related to [Topic]? (1 = Not comfortable at all, 5 = Very comfortable)

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** This post-session survey serves to examine learners' current knowledge about the sumodule's topic.
 - Use free survey software such as participify or formR to establish the following questions (shown on separate slides)
 - Use identical questions as in the pre-session survey to be able to directly compare
-

Discussion of survey results

What do we see in the results?

Presenter Notes: Script for the slide here.

Instructor Notes:

- **Aim:** Briefly examine the answers given to each question interactively with the group.
 - Compare and highlight specific differences in answers between pre- and post-survey answers
-

References

Abele-Brehm, A. E., & Bühner, M. (2016). Wer soll die Professur bekommen? *Psychologische Rundschau*, 67(4), 250–261. <https://doi.org/10.1026/0033-3042/a000335>

Presenter Notes: Script for the slide here.

Instructor Notes: Highlight particularly relevant reading for your learners in bold.

Additional resources

- Videos
 - Useful resources
-

Contribution statement

Creator: Von Grebmer Zu Wolfsthurn, Sarah ( 0000-0002-6413-3895)

Reviewer: Ihle, Malika ( 0000-0002-3242-5981)

Consultant: Schönbrodt, Felix ( 0000-0002-8282-3910)

Licence and citation statement

This work was originally created by **FirstName Name** under a CC-BY-SA 4.0 [Creative Commons Attribution 4.0 SA International License](#). It was subsequently adapted by **FirstName Name**. This current work by **FirstName Name** and **FirstName Name** is licensed under a CC-BY-SA 4.0 [Creative Commons Attribution 4.0 International SA License](#). Code snippets are dedicated to the public domain and are licensed under a [Creative Commons Universal License](#) (CC0 1.0).

Please cite these materials as: Name, S., Name, M., & Name, F. (2026). *Slidedeck Title* [Quarto slides]. [LMU Open Science Center](#). <https://lmu-osc.github.io/teaching-material-for-novices/open-research-tools/topic>

Presenter Notes: The [Creative Commons Attribution 4.0 International SA License](#), or CC BY-SA 4.0, allows others to copy, share, and adapt a work in any medium, including for commercial purposes. These permissions are broad and cannot be withdrawn as long as the license terms are followed. The main requirement is attribution: users must give appropriate credit to the original creator, provide a link to the license, and clearly indicate whether any changes were made, without implying endorsement by the original author. In addition, the ShareAlike condition means that if someone modifies or builds upon the work, the resulting material must be distributed under the same CC BY-SA 4.0 license, or a compatible one. Finally, users are not allowed to apply legal or technical restrictions, such as DRM, that would prevent others from exercising these same rights.

Code snippets are dedicated to the public domain and licensed under a CC0 1.0 [Creative Commons Universal License](#). You may use, modify, distribute, and sell the code snippets for any purpose, without permission or attribution. The code snippets are provided “as is”, without warranty of any kind.

End of slide deck

Formatting elements for instructors - delete

- **Aim:** This section contains templates for different formatting elements, which can be modified and adapted for the instructor’s individual purposes. Delete when the slides are final.
-

Text with example links

- [Quarto Documentation](#)
 - [Reveal.js Documentation](#)
 - [Markdown Guide](#)
 - [GitHub](#)
-

Basic text formatting

- **Bold:** `**bold**` → **bold**
 - *Italic:* `*italic*` → *italic*
 - ~~Strikethrough:~~ `~~text~~` → ~~text~~
 - `Inline code:` ``code`` → `code`
 - `Blockquote:` `> Quote` →
“This is a quote”
-

Text with references

- Sample text for adding a reference in brackets (Abele-Brehm & Bühner, 2016). **Use square brackets in the qmd file.**
 - Sample text for adding in text-citation: Abele-Brehm & Bühner (2016) argue that climate change is accelerating. **No brackets used in the qmd file.**
-

Call-out boxes

Caution

Include text here.

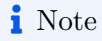
Warning

Include text here.



Tip

Include text here.



Note

Include text here.

Figure (centered) with caption and alt text



Figure 1: A penguin standing on ice.

Note for pptx template: Images are usually centered by default in PPTX output. However, the font size and the image size must be controlled in the PowerPoint template, not in Markdown. The text in quotes represents the alt text that is visible when hovering over the image in the slides. The alt text does *not* appear in the pptx and has to be added manually in PowerPoint.

Figure with bullet points



- First bullet point
 - Second bullet point
 - Third bullet point
-

Side-by-side figures



Figure 2: Figure 1: Penguin



Figure 3: Figure 2: Seal

Stacked figures with text





- First bullet point
- Second bullet point
- Third bullet point

Note for pptx template: Stacked figures cannot be resized in markdown but need to be resized afterwards in pptx directly.

Two-column text slide

Column 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Vivamus lacinia odio vitae vestibulum vestibulum.
Cras venenatis euismod malesuada.

Column 2

Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris.

Three-column text slide

Column 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

Vivamus lacinia odio vitae vestibulum vestibulum.

Column 2

Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris.

Column 3

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Simple table

Column 1	Column 2	Column 3
Row 1 Cell	Row 1 Cell	Row 1 Cell
Row 2 Cell	Row 2 Cell	Row 2 Cell
Row 3 Cell	Row 3 Cell	Row 3 Cell
Row 4 Cell	Row 4 Cell	Row 4 Cell

Complex Table

Category	Metric	Q1	Q2	Q3	Q4
Sales	Revenue	12,000	14,500	15,200	16,800
	Units Sold	1,200	1,450	1,520	1,680
Costs	COGS	5,000	5,200	5,400	5,600
	Operating Exp.	2,300	2,400	2,450	2,500
Profit	Gross Profit	7,000	9,300	9,800	11,200
	Net Profit	4,700	6,500	7,000	8,100

Note: Values are in USD thousands.

Notes for the pptx template: Font size, padding or row and colour number cannot be coded in markdown and have to be changed manually in the pptx output.

Task list

- ☐ Collect data
- ☐ Evaluate results
 - Done (for PowerPoint conversion)-
 - To do pptx friendly
- ☐ Task one
- ☐ Task two

Note: This slide converts to pptx, but will not be interactive with adding or eliminating a tick mark. This will convert into simple bullet points.

Linking to video with thumbnail



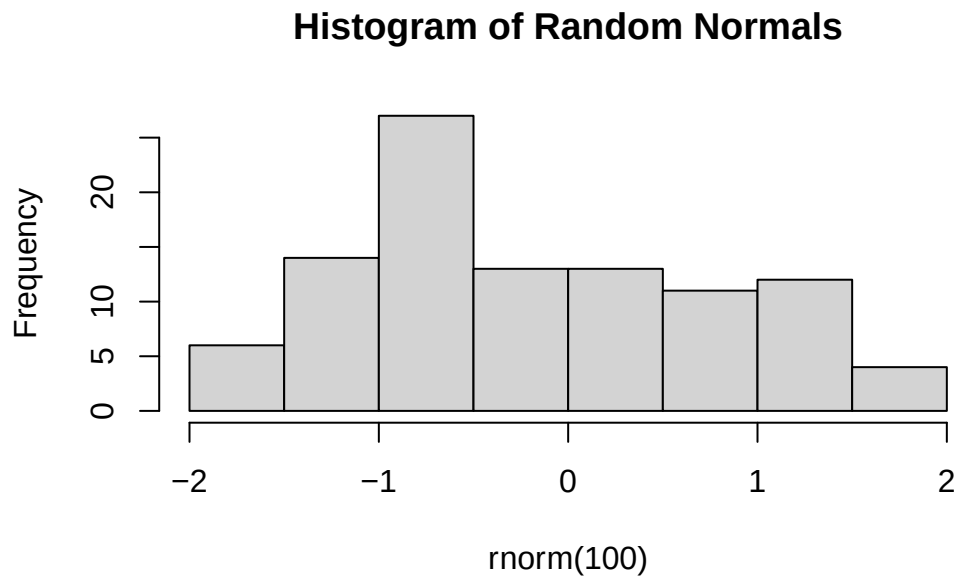
Figure 4: Click on the image to watch the video!

Code blocks

```
# A basic R code chunk  
x <- 1:10  
mean(x)
```

```
[1] 5.5
```

```
# A simple plot  
hist(rnorm(100), main = "Histogram of Random Normals")
```



Note: PowerPoint *cannot run R code*, therefore the code block this will appear as *formatted code text*, not executed output.

Features supported in html but not in pptx

Here is an overview of which features **cannot** be transferred to a pptx file from Quarto revealjs file (not exhaustive list):

- Custom HTML/CSS layout
 - Absolute positioning (position: absolute)
 - Flexbox / Grid layout
 - Custom margins, padding, alignment
-

Features supported in html but not in pptx

(continued)

- Fragments / incremental reveal
 - Click-to-reveal bullets or elements (.fragment)
 - Animations & transitions
 - CSS animations ((**keyframes?**))
 - Reveal.js slide transitions (fade, zoom, etc.)
-

Features supported in html but not in pptx

(continued)

- Interactive JavaScript components
 - Plotly, Shiny apps, interactive charts
 - Custom JS widgets
 - Embedded iframes and external content
 - YouTube embeds
 - Google Maps
 - Embedded websites
-

Features supported in html but not in pptx

(continued)

- Dynamic sizing / responsive behavior
 - Percent-based sizing (width: 50%)
 - Text shadows, letter spacing
 - Custom tables with HTML styling
 - Colored headers or rows
 - Cell borders and padding via CSS
 - Overlapping or rotated elements
-

Features supported in html but not in pptx

(continued)

- Rotated images or text
- Speech bubbles and callout shapes
- Bubble-style layouts
- Decorative shapes using CSS
- Embedded fonts and icon libraries
- Interactive quizzes or logic