

## ***Interactive comment on “Educational and artistic fun teaching tools for science outreach” by Marina Locritani et al.***

### **Anonymous Referee #1**

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The presented work is interesting and touches important and new aspects about teaching tools. Few comments following:

- a. the main touched areas are scientific dissemination and teaching. Are they different about targets and methods? Are artistic and visual elements differently intended and used in these two areas?
- b. On my opinion the 'visual approach' is of basic importance, especially in teaching scientific matters. As a first stimulus, emotion induces the desire of knowing, and, one of the most privileged sense reaching our inside is the view. I think 1. the first act is the creation of right visual signs making concepts visually touchable, 2. the second act consists in making them artistically attractive, 1+2 results in 3, generating the 'emotion of learning'. Of course, the target sensitivity is a limiting factor: a 6 year

old child requires a different approach vs. a 20 years old high school student. As an example, about the visual approach, Youtube is a source of many contributions. You can find many mathematical explanations; some are good in point 1, but scarce in point 2, and, viceversa. Some (actually, not many) are emotional in the sense of good  $1+2=3$  combination. Moving to text books, synonymous of more 'traditional teaching', it's harder to find a more efficient  $1+2=3$  combination. About teaching techniques, it should be nice to move towards a kind of 'emotion of learning' approach. On your perspective and experience, which are the limits to be overcome thinking about schools?

Please also note the supplement to this comment:

<https://www.geosci-commun-discuss.net/gc-2020-6/gc-2020-6-RC1-supplement.pdf>

Interactive comment on Geosci. Commun. Discuss., <https://doi.org/10.5194/gc-2020-6>, 2020.

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