Exercise 3: Beamer

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Markup Languages and Reproducible Programming in Statistics

Outline

working with equations
- Aligning the same equations
- Omit equation numbering
- Ugly...alignment

Discussion

Working with equations

We define a set of equations as

$$a = b + c^2, \tag{1}$$

$$a - c^2 = b, \tag{2}$$

$$\text{left side} = \text{right side}, \tag{3}$$

$$\text{left side} + \text{something} \geq \text{right side} \tag{4}$$

for all something > 0.

Aligning the same equations

Aligning the equations by the equal sign gives a much better view into the placements of the separate equation components.

$$a = b + c^2, \tag{5}$$

$$a - c^2 = b, \tag{6}$$

$$\text{left side} = \text{right side}, \tag{7}$$

$$\text{left side} + \text{something} \geq \text{right side} \tag{8}$$

Omit equation numbering

Alternatively, the equation numbering can be omitted.

$$a = b + c^2$$

$$a - c^2 = b$$

$$\text{left side} = \text{right side}$$

$$\text{left side} + \text{something} \geq \text{right side}$$

Ugly alignment

Some components do not look well, when aligned. Especially equations with different heights and spacing. For example,

$$E = mc^2, \tag{9}$$

$$m = \frac{E}{c^2}, \tag{10}$$

$$c = \sqrt{\frac{E}{m}}. \tag{11}$$

Take that into account

Discussion

This is where you'd normally give your audience a recap of your talk, where you could discuss e.g. the following

- Your main findings
- The consequences of your main findings
- Things to do
- Any other business not currently investigated, but related to your talk