

Didactics 4.4

It's time for a little bit more didactics to end this week. What I like so much about these courses is that we're doing two things that relate to each other in a way. The first thing is that we cover a lot of grammar lessons by analyzing sentences. So you're giving your students a sentence and they have to point out what the subject of the sentence is and what the finite is. But thanks to programming you can turn these around, since kids are formulating their own sentences which do have to be formulated correctly.

By formulating sentences this way you can enrich your grammar lessons for the kids. You can offer more variation in class, as it is not only and simply giving them sentences they have to analyze. In Scratch it's only a really basic sentence with just the subject and a finite. But maybe you can imagine that this is the start of something really valuable. You can later add objects or clauses with the right conjunctions. A simple lesson like this with lists is the foundation of a great grammar class. Other than what the students might be used to. What's also really cool about this class, and I already gave that away a bit in the previous video, is that students will definitely ask 'is this okay miss, as is "you" really a subject or is it a finite?' That is of course a highly conditioned reflex since we're so used to respond to students and provide them feedback as a teacher. The cool part is that you can say now and I also really try to do that is, 'Yeah buddy, I don't know that either, I don't know whether "right" is the subject or a finite. You can check yourself whether this sentence is correct or not. Click the green flag and you evaluated yourself.'

Look at it as a sort of empowerment. Kids evaluate their own work because they generate something automatically. I think that that's a really powerful principle and one of the reasons why it is so cool to program. As you can build things with it based on the principles of rules. Which you can determine yourself.