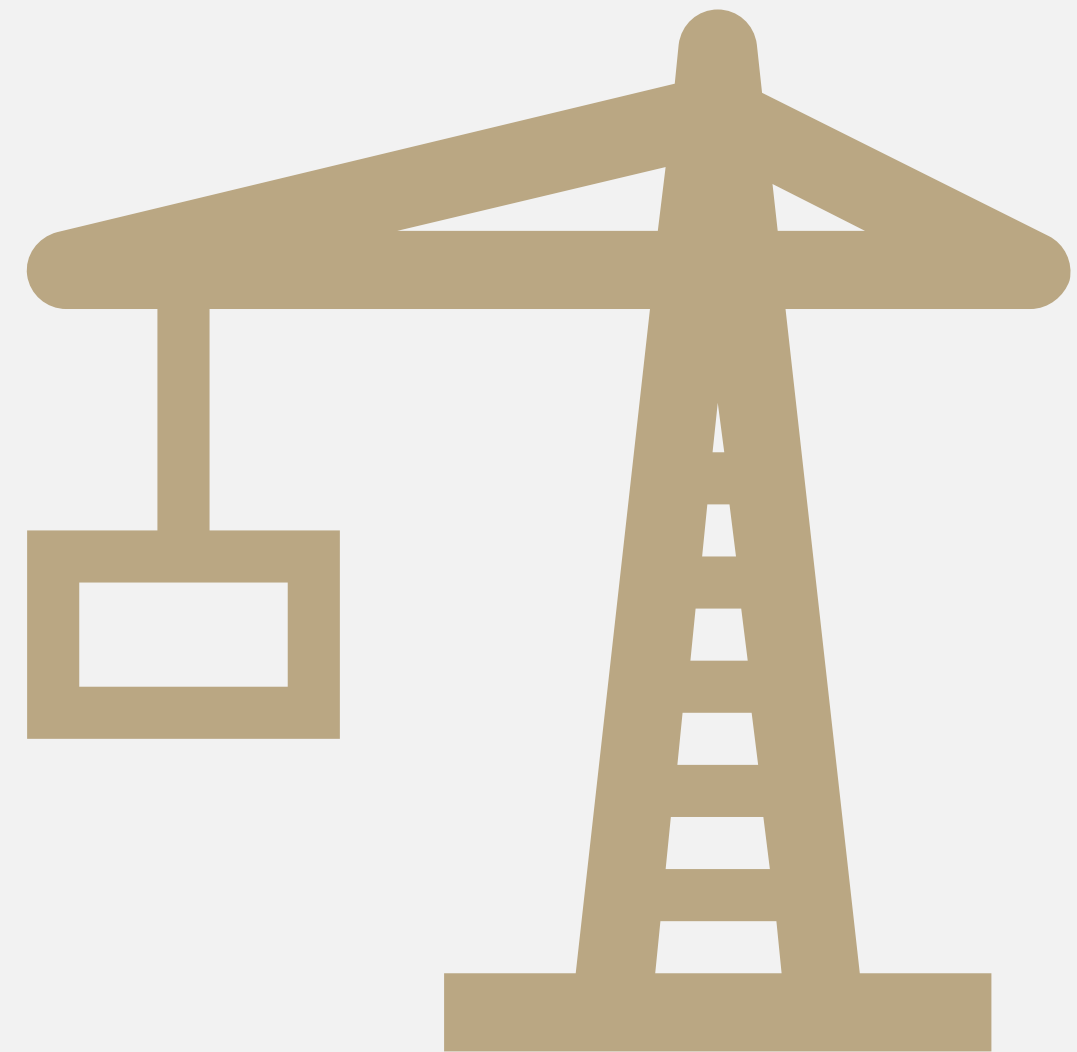


Teaching coding:  
What is a faded  
example?

# Like fill-in-the-blank, but with code

- Start with a nearly completed block and ask student to fill in the blanks
- As the exercise progresses, include more and more blanks until the student is basically coding independently
- Non-blank code is known as “scaffolding”



# Benefits of faded examples

- Students learn by example
- Students learn progressively more as they advance
- It's more interactive than a blank page



# Faded example, example

## # Faded example

# Print the first six rows of iris

head(\_\_\_\_)

# Assign the number of rows of iris

# to the variable iris\_rowcount

iris\_rowcount <- \_\_\_\_ (iris)

# Assign the number of columns of iris

# to the variable iris\_columncount

\_\_\_\_ <- \_\_\_\_

# Does the number of rows in iris equal

# the number of columns?

\_\_\_\_

## # Faded example solution

# Print the first six rows of iris

head(iris)

# Assign the number of rows of iris

# to the variable iris\_rowcount

iris\_rowcount <- nrow(iris)

# Assign the number of columns of iris

# to the variable iris\_columncount

iris\_colcount <- ncol(iris)

# Does the number of rows in iris equal

# the number of columns?

nrow(iris) == ncol(iris)

# LET'S TALK

## LINKEDIN

[linkedin.com/in/gjmount](https://www.linkedin.com/in/gjmount)

## EMAIL ADDRESS

[george@stringfestanalytics.com](mailto:george@stringfestanalytics.com)

## WEBSITE

[stringfestanalytics.com](https://stringfestanalytics.com)

