Frequently Asked Questions

**How are you different from AP with WE service?**

A lot of our goals are similar, but our ways of achieving them are different. AP with WE service is a relatively high-touch program that uses up class time throughout the year -- something that can be very hard when preparing students for the AP exam. Our program focuses more on leveraging the time after the AP exam that many schools have (2-4 weeks) where teachers have the most flexibility. In addition, our program involves coding projects that interact with real data -- setting up something that resembles the real world for coding projects and not just classroom examples. Finally, the program isn't restricted to just APCS -- it's usable in any CS classroom!

**Can Stanford students come to the classroom to help teach?**

Unfortunately, due to time constraints, in most cases it'll be hard for us to guarantee any direct instructional help. We're going to try and create an intro video and maybe a video lesson for classes, to give some interaction with us. Coming in person will be based on the arrangements of each individual school (location, class times, etc).

**I've never seen design thinking before! Can I still teach CS+social good?**

No worries at all! Most teachers won't have familiarity with any of the material in advance -- the teacher we piloted with last year didn't either! Well personally guide you through how to teach the concepts and have developed concrete lesson plans that you and your students can follow. Teaching design thinking can be incredibly fun, and students tend to get very excited, so don't worry!

**How do I grade the curriculum?**

Some general guidelines for the projects: for the design thinking project, we recommend grading holistically and not making this a stressfully graded project. Typically, students get excited and go above and beyond, and if you'd like, you can use the 50-point scoring criteria we provide. For the coding projects, you can use the methods you typically do. The breast cancer classification project has unit tests that you can use for evaluation, but given that it's hard, you shouldn't grade solely on functionality. For the more qualitative coding projects with no single answer, a reasonable grading approach would be to evaluate whether students made a serious attempt, and if they did (and produce something functional), give full credit.

**Curriculum questions**

We try our best to explain each part of the curriculum in our teaching guides and slides for each topic. If anything isn’t clear after reading the information there, reach out to us directly for questions!

**I only have two weeks. What can I do?**

No worries! Our program is highly modular and broken into chunks -- a two week (assuming 45 minute classes) design thinking curriculum and two one week coding projects. You can choose any two week combination of these three items that suits your class best. Check out the sample timeline document for more info!

**I run on a block schedule with 80 minute classes. What can I do?**

Block schedules aren't a problem at all! We can coordinate specific details over a phone call, but it'll typically just involve grouping two days of our curriculum into one, which is great for basically any pair of days we have, since most sub-lessons (within each project) are 2-4 days long.