## Interactive Instructional Activity Plan

| What is the name of the “Teaching Impacts of Technology: Relationships” course activity you are modifying? | Big O Notation |
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## Instructional Activities Outline

Note: Not ALL steps of the outline need to be interactive, but try to make the majority of the overall time interactive.

| **What happens (include what the teacher does and what the students do)** | **Resources needed (PI question, URLS, etc.)** | **In a few words, how is this interactive?** | **Est. Time (min)** |
| --- | --- | --- | --- |
| After the teacher shows this video (link in the resources needed column), students will discuss the ideas behind big O notation such as what big O notation measures, how terms are simplified, etc. After a few minutes, the teacher will ask a few students to describe their thoughts. | https://www.youtube.com/watch?v=\_\_vX2sjlpXU | This is interactive because the students must converse with each other about the ideas in the video | 10-15 minutes |
| Students will be given several equations and will be asked to solve and compare their answers with their peers. Groups will be formed, and each group must come up with an answer as well as explanation to each of the questions in their question set. Afterwards, the teacher will ask all groups to share their responses. | PI questions | Because the focus of this activity is on groups, students must work together in order to reach a conclusion for each of their questions. | 20 minutes |
| Students will do the same thing as in the previous row, except this time they are given comparison problems and must discuss them among members in their group. To clarify, what I’m referring to when I say comparison problems is that questions will contain two equations and students must decide which one is big O of the other. | PI questions | Once again, because the focus of this activity is on groups, students must work together in order to reach a conclusion for each of their questions. | 20 minutes |

<add rows if needed>