**ADVANCING OUT-OF-SCHOOL LEARNING IN MATHEMATICS AND ENGINEERING (AOLME) PROJECT**

**SESSION TRANSCRIPT**

**Completed by:** Selene Diaz Martinez

Video title: G-C3L1P-Feb28-D-Ivonne\_q2\_02-05

Date: Filmed on date: Transcribed August 2, 2020

Folder in which the video is included/stored: AOLME Drive: Cohort 3, Level 1, Polk, Feb 28

Students Involved: Kassandra, Maya, student 3

Facilitator: Ivonne

Activity/Topic:

Languages used: Spanish and English

Author:

Transcript:

**0:00 Video starts**.

Facilitator: can you go back up? so we can see what is missing? cause we have the operations there right? but how can we tell the computer to show us the results because the computer is doing it but it is not showing it to us so some command is missing right there

Maya: you can put ten zero

Facilitator: almost but… so we have to go up and see if what is missing, what is different from that… okay what do you see in there?

Maya: a three

Facilitator: and what is below?

Maya: one three

Student 1: like this, so like just read it

Maya: one ten thousand… ten thousand… ten hundred times plus

Facilitator: yeah and that goes in the parentisis, what is outside the parentisis?

Maya: the point

Student 3: thirty (unintelligible)

Facilitator: sorry? I don’t

Student 1: thirty? one hundred and thirty?

Facilitator: you can just read it right there

Student 1:oh this

Student 3: yeah

oh the third one hundred and thirty thousand… so what is in green letters? like we have the three up and down below we have what?

Student 1: the words right?

Facilitator: yes exactly… so what do you think? let’s erase the print and run it again. And it changed… so can we go up? so you see the command print in the one below, do you see print over there? so I guess we need print over there to show it to us, maybe at the end so we can give us the final answer, so yeah you click on it but you go, you are gonna make a new line like below everything

External man: [approaches the table] try this one, if it is to slow you can try this one

Facilitator: well it is… yeah let’s try this, can you do it Kassandra? so… they can see

Kassandra: so like the times too?

External man: (unintelligible)

Faciliator: okay… yeah I can survive… so hit enter and put the command green, and now the parentisis, so what would we like to print so the answer right? what is the answer there?

Kassandra: mmm two and then the multiple (unintelligible)

Facilitator: two?

Kassandra: or X

Facilitator: yeah I think we have to print like a letter

Kassandra: x two

Facilitator: and then hit run please… so he gave us the answer, so that is what is was missing, so what do you think we need to print command?

Kassandra: don’t be shy, it’s okay

Maya: to give the answer?

Kassandra: yeah

Facilitator: so how do you think we can explain the green command to them? like what do you… like for you what does it mean?

**5:04**

Kassandra: to me is like a command that you need, is like a command that for example you don’t put print on there but it’s obviously not gonna come out because you are telling it, right? that right? and it’s gonna give you the answer

Facilitator: yeah because the computer already knows the answer because is doing Y and then is doing X1, 1-3, and then what do you think is doing in the third? Actually like what is it… like why are the letters with the (unintelligible) with a different color?

Kassandra: These ones?

Facilitator: yeah the ones on the right side

Kassandra: oh these ones

Student 3: like it’s the answers

Facilitator: yeah

Kassandra: it’s like the steps

Facilitator: yeah it’s like an explanation, right? so you think that is part of the code?

Kassandra: mm yes

Facilitator: yes it is but it’s not doing anything, because those are instructions for us, but not for the computer, that is why it has like the pound and the first one is convert from a string to a number and the second one, what is it?

Kassandra: the second one is (unintelligible) like the numbers, so two times X plus three

Facilitator: yeah and I think this is like 2.2 when they do inverse operations here, I’m gonna get the boards [facilitator leaves the table]

Maya: ahora que vamos a hacer (*what are we gonna do now?*)

Kassandra: do we move to the second one, right? do you guys understand it right? si pasamos al segundo (*yes let’s move to the second*) (unintelligible) let’s use… use algebra and mathematics to program the guessing game with phytons, so in the guessing game we don’t know the number that the person is thinking, all we know is the operations we asked them to do, next write how the operations relate to the number we guess

[Facilitator returns with materials]

Facilitator: yeah I think

Kassandra: is there another (unintelligible) on this?

Facilitator: mmm?

Kassandra: is there another card on this?

Facilitator: a new (unintelligible)?

Kassandra: cause this is one is in this, is it the same as this one?

Facilitator: oh yeah 2.2… yeah it’s fine

Kassandra: okay

Facilitator: so

Kassandra: once I read it, do we just go to the next one?

Facilitator: you want purple or black? [gives the materials to students] Yeah I think for inverse operations we might need the board, so yeah we can draw… what is insert to eight? can someones scroll down please? [student 3 scrolls down] oh there you go, can you go a little bit up? yeah, that is it

Kassandra: so (unintelligible phrase)

Facilitator: yes that is exactly the same here as there, so yeah we can start

Kassandra: (unintelligible phrase) run the code multiple times and discuss what happens then make a predic… a predict on the changes… okay so run this one, multiple times but you have to click on it.. yeah

Facilitator: and you have to enter number?

Kassandra: yeah so like run it like two more times

Facilitator: oh yeah but you have to put a number now because this is a different, a little bit different game so pick on a number, there you go, enter… so now can someone say what is going on there

Kassandra: so it’s just (unintelligible) pusiste seis, dice multiply X by 2, sabes que significa la X? (*you put six, it says multiply X by 2, do you know what the X means?*)

Maya: multiplying?

Kassandra: no, x equals a number so X in this thing would be six so it’s pretty much saying multiply 6 by 2 and that gives us 12 and then adding 3 and that gives us 15, so this is just the steps to it, do we go to the next one?

Facilitator: yeah but we have to make sure that they have that because we have… we have to… they have to come up with the same game so they need to know

**10:48**

Kassandra: yes, do you guys understand? like can you guys repeat what I said?

Maya: okay so X means 6, so we have to multiply X by 2 which gives you 12 and then we have to add 3 and that gives you 15

Facilitator: so it seems like that what you did, in the number guessing game that is eactly what you did, but now the computer is doing the same right?

Kassandra: but it’s not giving you the steps… so in cell 2.B in (unintelligible) there are variable X,Y, and C, these ones [points to the computer] what is it variable? from this cell multiply times and change the numbers operations and rename the variables, okay so run this one

Facilitator: oh yeah you have to click on the other one, and now run it

Kassandra: so it’s this one?

Facilitator: yeah it’s working, cause you see that we have the start… but are we doing 2.B or just C

Kassandra: 2.B

Facilitator: yeah I think you can enter a number one, do you wanna do it or?

Kassandra: okay [student 3 starts typing]

Facilitator: so is it doing the same or not?

Kassandra: yeah.. okay so it shows us X,Y and C… so what do you guys think a variable is?

Student 3: a number

Kassandra: yeah it’s a number, so what we are gonna do is we are gonna change these numbers… so do you wanna do it or? so vas a cambiar los numeros (*so you are gonna change the numbers)*

Maya: yeah

Kassandra: so with this one, you change that one to…

Facilitator: but that it’s in cell 2.C

Kassandra: no that it is in cell 2.B cause it’s to change in operations

Student 3: like the letter?

Kassandra: yeah and to a different number… okay now change this one, oh you made it dificil (*difficult*) okay now what else do you think we need to change in here? if we change these two

Student 3: the numbers that will be here

Kassandra: yeah so for 2 it will be 4… no or yes right? is it right? or is it nine?

Facilitator: oh no ella esta bien, es 4 aja pero el mas 3 es diferente *(oh no, she is right, it is 4 but the plus 3 it’s different)*

Kassandra: and this one

Facilitator: ahora aja y creo que ya lo podemos correr verdad? *(now and I think we can move it right?)*

Kassandra: so run it

Facilitator: yeah we have to enter a number again, so roll up… because we yeah… so you can put the same seven and see if it’s different

Kassandra: so what changed?

Maya: it gives us a higher number

Kassandra: so this is… what she did is just change the number, so it’s just changing the operation, the number and yeah and the variables… so it’s to do the same thing that you told… said, the X is the same thing, the Y is the same thing and then C is just changing the number and then giving you a different operation

**15:40**

Facilitator: so you already run that and it’s giving you an error right?

Kassandra: this one?

Facilitator: yeah cause that right there is giving you an error

Kassandra this one?

Facilitator: oh yeah, when it says that is an invalid sintax that means something you are putting is wrong and you have to change it for something else, so what do you think there is like missing?

Maya and Kassandra: numbers

Facilitator: yeah exactly, instead of like what? there is something there that is weird like the question marks, you think that the numbers will be there instead? let’s try to put numbers there instead

Maya: this would be nine

Kassandra: nine

Facilitator: you girls are doing great, I always forget to change the one on the red letters

Kassandra: and then this one

Maya: and then I need six que no? (*right?*)

Facilitator: yes, then I always forget, I will say run it now but there is something else you know?

Kassandra: are you doing right or left?

Maya: nine?

Kassandra: and then run it, so keep the number

Facilitator: have you read it? you think that is it correct? so there is also something else missing, like we have the numbers

Maya: this right?

Facilitator: oh no that is fine, that is actually fine, we have to put something, not in the red letters but in the green ones, here so.. here enter a number, she entered five and there multiply by 9 say Y equals 9, is not multiplying right? because it’s not multiplying by anything that is giving you the same…

Maya: was it?

Kassandra: it’s frozen

Facilitator: you want us to give you the keyboard and the mouse system? [they pass the keyboard to Maya] oh it’s thinking, restart, oh my god… Okay we changed

Kassandra: (unintelligible phrase)

Student 3: (unintelligible phrase)

**20:20**

Student 3: I feel weird because of that… the camera

Facilitator: okay so where were we?

Kassandra: where were we?

Student 3: se me hace que mas abajo (*I think it is more lower)*

Kassandra: yeah, I think que si te pasaste (*I think that you pass it*)

Facilitator: 2. C, but just restart just to make sure that is blank so now we have to start from the beggining, well I think we have to change the numbers cause someone already play with it, yeah and Maya can change the Y… how about she does the red letters?

Student 3: the red letters?

Kassandra: yeah

Facilitator: yes

Kassandra: like these ones

Maya: que no tambien estos? (*and also these ones right?)*

Student 3: I know, and then that is all right?

Kassandra: is that all for now?

Facilitator: for nine?

Kassandra: no is that all for now?

Facilitator: perdona? esta atorado o did you run it? (*sorry, is it stuck or did you run it*?)

Kassandra: no I’m saying is it all we have to type in?

Facilitator: well we have to run and see

Kassandra: okay

Facilitator: so yes cause then by ten by ten is a hundred and ten minus eight is 92 so yes you got everything right.

**End of video.**