

Transcript Student

Audio file

[audio1652584818_2023_03_24.m4a](#)

Transcript

Viviane Rehor

OK, see. OK. Perfect. Perfect. OK starting. I need you to look at the consent form. This is just like some formal. Thing for the study, so I will post a link. Can you go to that link and just like quickly read what's there? It's basically the same as the invitation and everything and. Press the like agree button thing if you.

Student

Obviously if you.

Viviane Rehor

Want to agree on all the stuff?

Student

OK. OK. Sorry I don't have to. Use you and you know. That ohh in the chat.

Viviane Rehor

Yeah, it's in the chat, yeah.

Student

Or is it?

Viviane Rehor

It should be. Something Google Docs like a Google Docs link.

Student

Or the chat seems empty for me.

Viviane Rehor

I tried. OK can you see now?

Student

Ohh yeah there we go.

Viviane Rehor

OK, perfect.

Student

OK. OK, done.

Viviane Rehor

Perfect. OK then. We start with. The first part, which is where you do some. Exercises, so I'll send you the link for those exercises. Uh, for this part, if it's OK for you, uh, would it uh, could you? Share your screen. Like the like for.

Student

Yeah, sure.

Viviane Rehor

OK so.

Student

Or this is a host disabled participant screen sharing?

Viviane Rehor

Yeah, yeah, I had this problem.

Viviane Rehor

This problem with my sister before. Right now, maybe.

Student

OK. OK.

Viviane Rehor

Perfect. OK. So just read the text beforehand, and then whenever you're ready, you can just start with the first exercise, which is the even or odd.

Student

One, OK. OK.

Viviane Rehor

OK. Perfect. Just before we start, I do like a timer for all the exercises just so we don't go over time like because we have four small parts. So I do a 30 minutes timer for all the. Exercises you do. Now and it would be great like if you could speak out what you're thinking while you're. Solving the exercises.

Student

OK. Did you? Did you say you are putting in at that time around or you need to?

Viviane Rehor

Yeah, I put a timer on one second. That's why the sky timer thing is also in the. OK. Yeah. No, no, I. Decided OK so. Just speak out about what you're thinking. Also, you can critique the buttons or you don't know where something is or whatever. Feel free to say out whatever you're thinking.

Student

OK. OK, Step 2. With smaller pieces. OK. Take notice of these, OK? About regular pieces. OK. So I guess we want to start at the beginning, look for something that has something to do with the input. OK. I guess that's gonna be this. Oh, am I not able to? Move the ball.

Commented [RV1]: Step I & II: Did not read Step1 at all, searched for interaction in Step 2, when none was found, skipped-

Viviane Rehor

If you want to go to the explanation again, you can click on the small information like thing in the right top corner. There's a small eye and then you get like these explanations for the.

Student

Whole pieces from left to right and take them together in the right order. OK. Yeah, I assume we start here. Set point #2. The number with the message type a number OK that. That makes sense. And then we've got it, we've got the. 2 minutes. OK. Yeah. Divide it by. And then if the remainder is. Zero then it's even. And if it's not?

Viviane Rehor

OK, perfect. Then you. Can just go onto like click the mic is complete and go onto the logic and like the just the next. One in the row.

Student

OK.

Viviane Rehor

Yeah, just multiple exercises like like that.

Student

Problem that logically evaluates the and. OK, just give me a second. It was false. OK. We tried some Boolean endless booleans. Tell me. OK, so there is Boolean expressions. That's a Boolean means OK. OK. I think it probably would have been a. Actually, no, that's not a big deal.

Viviane Rehor

No you can.

Student

It just took me a took me. It took me a minute to realize that there there was input. To we have to the we expect the the we're going to be reading off inputs. I assume it would just be like a list or something or what you're building values.

Viviane Rehor

Yeah, the explanation doesn't say that you need an input. That's true. Yeah, I get that.

Student

Repeat condition for each in the list. OK, let's see. Not too sure how to make sense of this this error screen. Let's read through it. Again and. Maybe for? Cool. OK, I. Won't I won't rush you this time.

Viviane Rehor

Here just one, maybe you might click on the like small I again because there's something about this like white puzzle piece.

Student

All right. That's not the truth. OK, maybe it was just because of that white thing. OK. No, but that's the next one.

Commented [RV2]: Usability: Did not read the tips thoroughly

Commented [RV3]: Level of cognitive strategy: The student directly showed a level 5 approach with the easy SPPs

Commented [RV4]: Feedback: Python error stack trace was not helpful, could not be understood.

Commented [RV5]: Usability/Blockly: Did not understand that the inactive pieces should not be used (did not read the tips thoroughly). Found solution by just leaving it out.

Viviane Rehor

Just until the timer ends, you can. Do however many there. Are there are enough so that you don't run out of?

Student

It's OK.

Viviane Rehor

Exercises while the time runs.

Student

OK. I hope this is useful. I don't. I just don't feel like I might be running a bit slow.

Viviane Rehor

This is really really useful.

Student

OK, I'm gonna try and start with the same basic. My I think I'll just do the same same structures last time and then. And then add it for. What I'm trying to achieve. OK. They don't want it just to be 1 value. OK. Yeah, that's. Seems seems. Seems following. OK. We didn't think that one through as much I. Probably just thought it. Get as close to the previous exercise as possible. OK. Count the number of times the target value pairs in the list. OK. So can look for the start OK. Ohh and then. I think we might be cutting corners a bit by looking where certain variables are created and then putting them before where they actually appear.

Viviane Rehor

So using like kind of the trick to OK this can't be afterwards because the variable hasn't been set.

Student

OK. And then just to be sure. I'm going to. Be just make sure every variable has like. A is used. And then. OK.

Viviane Rehor

Looking good.

Student

Reads in a list of numbers and prints the. Sum of all values. There's in the list the single digit positive numbers. OK, before I follow it up, I'm probably gonna read that again. But before I do, just make sure. Since I'm starting to see a pattern. I don't know if that's good or bad. Just gonna start with the. Reading bit every time. You need a. To go through the list again with. The for loop. OK, that's fine.

Viviane Rehor

Very good.

Student

In the list of words. Print out if or words. Start with the letter S. For the week. Assuming this at the end bit. Or words start with the letter S OK. Guest set the guest number, in this case 7. OK, write program

Commented [RV6]: Problem-solving strategy. For equivalent exercises he tried to find the same solution and then tweak it (logicl AND, logical OR, replace false).

Commented [RV7]: Problem-solving strategy: Using the 'scope' trick.

Commented [RV8R7]: + looking if 'every variable has like. A is used'

Commented [RV9]: Problem-solving strategy: Starting with read ins every time.

reads in numbers. Read in numbers. Not sure what that means. It's gonna that we're gonna try and generate a number. Or keep generating numbers or get from a list or. I'll just read in the guest number, I guess. And immediately when the next number is red, well I guess correct. Ohh OK. OK, so the whole thing is going to take place in here. OK. I'm probably looking at the the the labels more than the actual code fragments. Just thinking which one would go first and then I. Think I'd probably just check after. OK. And come on tomorrow. People are guess greater than 0.

Viviane Rehor

OK.

Student

I'm not too sure. Not too sure. With this when?

Viviane Rehor

You might look at either like try to click the evaluate button again and look at the output maybe. Like there would be a possibility because there. You see what it. Does it help? I don't know. OK, I don't know. If it helps. But or you might read the text a little bit more closely, because you're really, really close to the answer, but there's just one bit in the text that you can actually. You can also just say continue here and read the text again or yeah, close it. Well, both are fine. And read. Read the text. It's just just very minor thing.

Student

I'm assuming this has something to do with. Actually might not be. Because the way. Where it will go now I keep looking at. I keep looking back to this cause it seems like it will. It will print too low even if it is equal. Because that counts as being. Uh, not greater than? So even if the guess is. Right, it will print. Too low and right number of tries. OK, you guys always have. Type guest number. Ohh maybe. I'm not sure if I'm able if if the if I should since I'm able to change what's inside the if statement if that means that I short or if I should be leaving it the way that it's been already. Uh. Uh, so?

Viviane Rehor

For this one, you're not, but it could be like in the future, but for this one it's it's. Not the case.

Student

OK. Guess the number so.

Viviane Rehor

But you were really. Very close to the solution. Maybe just like go back to the state you had and then think of like what would happen if the person just would put in the like, the right guess at the first time. Like if if they would guess directly the correct number will happen that in your.

Student

I think, yeah. Yeah, I'm not too sure.

Viviane Rehor

You're very, very close.

Commented [RV10]: Problem solving-strategy: Don't reads the code blocks carefully, shows problem solving strategy by using the actual label descriptions to get the purpose of the code blocks and use the code blocks accordingly.

Commented [RV11]: Up until the first medium exercise 'Guessing game' he never had to split ifs, he wasn't sure that he was supposed to do that. Combining is easier for easy exercises, later merging makes it harder. Cognitive Level: 3-4

Student

Yeah, I'm food.

Viviane Rehor

And maybe like there is this, how does your puzzle look in the code right now? Bit like down there, maybe it helps you to look.

Student

At the code. Sorry, could you say that again?

Viviane Rehor

Like in the left right corner there's this. How does the puzzle look in code right now? Bit with the small error you can look at the code in Python, it might have you if you like about the while loop when it goes in and when it doesn't. OK.

Student

OK. Yeah, I appreciate that.

Viviane Rehor

Maybe a task?

Student

Thanks again. Yeah, I think that'll help. I didn't see that before 1. Getting close.

Commented [RV12]: Translation: 'didn't see that before'. Uses it to understand his code because he is familiar with python.

Viviane Rehor

Because for the 1st guest it should also print. Like obviously also if it's a later guess that's correct. But if if the person just guesses the number in the first try, you should somehow get to the print out right, right number of. Write and number of tries they.

Student

Yeah, I think. OK. Yeah. Reasons you listen before you see you need to post lists. OK. Because we need to get. The lists. OK. Yep, that seems fine. OK, I'm not sure where item. OK.

Commented [RV13]: Problem-solving strategy: At first keeps blocks per pattern together, afterwards reads through and tweaks. Did work in earlier problems, doesn't work anymore with medium problems. Level of Cognitive Strategy 'Union of lists' 3.

Viviane Rehor

Oh yeah. Sorry, you're. Not supposed to change those. That's my bad.

Commented [RV14R13]: 3-4

Student

And then. The list, the type list of numbers. To a second list. And create an empty list. That's fine. If 0 equals. In let's find first cursive. Zero if the item is not found. Item isn't found. I'm sure what first we could probably do this. OK. Just to just to. Oh, OK. I'd like to read the numbers and when next numbers read for all the numbers in the list, it should output first. If the number is even or odd. And whether is the current master of maximum. OK. OK, so this time it seems like there's no. OK there is. I see but. OK. Ohh 3 seconds. Yeah, I'm not sure where I went wrong here. And the number.

Viviane Rehor

Really really, really close. Yeah, I think that's.

Commented [RV15]: Problem solving strategy: 'Find even or add and max' 4.

Student

OK.

Viviane Rehor

It OK, perfect. Also the time for the first part is over. So now we like do your small question about what you just did. So yeah, in general. So what did you think about those exercises? Were they easy or too hard or fun? Or like boring or?

Student

Hey, I'd say I'd say they were fun. Yeah, it was. It was a new way of using concepts I already know and also. I think it was helpful seeing. But although since I'm I'm only used to Python since I did one CT it was it was. I think it was. It was good for me that I was able to.

Commented [RV16]: Usability: Liked it.

Viviane Rehor

See the code.

Student

Yeah, yeah. And then, I mean in the. Hang on, I should probably. In the actual in these bits are they're not written the same as I'm normally used to, but I was still able to eventually get used to them and understand what they mean. It made it made me feel like I I knew what the. What? What the? Corresponding like you know what they do and just I think that helps my understanding and. Made me like, sure, sure of myself.

Commented [RV17]: Blockly: Motivated by understanding a second language. It felt good to still understand the new language

Viviane Rehor

OK. And like in the easy Heart Department, would you think it would have been like, better to do this earlier in first semester sometime or is it now good or what? What is your thinking on? Like hard, easy or.

Student

Yeah, I think it was a. It was a good challenge, yeah. And then.

Commented [RV18]: Where to place? Appreciated it at this point.

Viviane Rehor

For a second semester.

Student

The second semester I think it I think it works as a good. Maybe a good refresher? But I might not be a good. Yeah, nothing actually.

Viviane Rehor

OK. So could you kind of describe your strategy like the the like you always had like some I don't know, so OK, this is what I do. First and like just your strategy to solve one exercise well, what what's your strategy?

Student

So I think first step would use tended to be looking at the the titles. I think they. I'm not sure. Maybe maybe they helped a bit much like. Maybe it would have been, maybe it would have been better for if they weren't there. I'm not too sure about that. When I say that.

Commented [RV19]: Pattern labels: They helped too much almost. But he only did the 10 simple exercises.

Viviane Rehor

Still, but still like the pieces in those groups, but without the headlines or, like, totally doubled up.

Student

Yeah, I think I think John Waldorf. As for the rest of the process, and I guess I usually look for the beginning and end just to try and clear out as much as possible. So like uh, just so that I know what like say this was the beginning and. And yeah, so just so that I have the, the, the. The more difficult that I get, the more simple ones out of the way. So that, yeah. And then. I think this is where it varies the most. I guess. I guess I understand. Look, read the. Read each word and like specific phrases. And try and liken them to specific. Bits of code so like reading numbers I'd look for. I'd look for a for loop or. Or while loop. Ohh yeah, for instance ends immediately when something is set, so I'd look for a while loop. Yeah, I'm sure. What else else I can I can say there.

Commented [RV20]: Get Read ins and Prints out the 'more simple ones out of the way' first. Read the description and connect them to specific bits of code. First looking for a loop and connecting the words too which kind of loop 'ends immediately when' -> while loop.

Viviane Rehor

OK. Yeah, that's that's definitely helpful. And what did you think of having the code down there? I mean, like you didn't look at it at first, which was kind of intended I it was like collapsed in the beginning to not distract you from the actual exercise. But like as help to find the solution which you think it's good which you liked it. To be like expanded in the beginning so that you immediately to see OK, we. Have the Python code there. What do you think?

Student

I think it was fine the way it was collapsed and collapsed to begin with and it's better than it if I feel like it's nicer to have like a a A.

Viviane Rehor

Of the colon.

Student

It's a kind of. A guide, a bit of a guide rather than just getting just like cheating and finding the answer or something, or just having. Yeah, it's like. If I'm, if I'm stuck, it's like a a like a nudge in the right direction. Yeah, yeah.

Commented [RV21]: Translation to python: Liked it as a small guide but also liked that it was collapsed in the beginning.

Viviane Rehor

OK. And just to be clear, so the like all the titles like the headlines of the groups you thought they were helpful, but maybe a little bit too like helpful because you. You or like you didn't have to look as much at the code below or.

Student

Yeah, I did, yeah, I'd. Say that.

Viviane Rehor

OK. OK. Then we do like a compared to normal person puzzle persons puzzle. So I just sent you a link to some normal normal Moodle. Parsons puzzles. I have to find the chat again. OK, there's the link so you can go to this link. And Scroll down and click on Group B. So study quiz B yeah and then just start with the with the quiz. I also do a 20 minute timer so we don't. Get overtime and then.

Student

Yeah. OK.

Viviane Rehor

Side with those and you can also do this speaking out loud. What do you? Think what you. Do again with those exercises. OK. OK.

Student

And reading list the numbers and prints out. All the numbers and symbols. By three or not? I think that probably is a bit too helpful of a of a of a him.

Viviane Rehor

OK.

Student

I think that's always. I guess I just start off looking for only looking at the things that are not indented or. Numbering numbers. OK, it's ugly. I'm just going to check over. OK. Probably gonna start rather than reading the rest of it. Actually know. Maybe I should read the rest. Of it. And it's really really. OK. Start with the reading. In words. In cases the. Whole program ends with with these conditions. Yes, that goes up the highest. OK, again I find the ending, so I'll put that at the. End just to get out of the way. Oh, I forgot, forgot the delay that. These work for Alpha Alphabet where the earlier.

Commented [RV22]: Comparing to PPs: Same strategy input and output at the endings first.

Commented [RV23R22]: Level of cognitive strategy 4-5.

Viviane Rehor

I think it's like the the way you would think it does.

Student

A little bit.

Viviane Rehor

You can just like. So if it's like a higher numbers later in Alphabet.

Student

Oh, OK. OK. OK. The end. Go to start. I'm not sure I know insert. Being said like statement, maybe I should I.

Commented [RV24]: Usability: PPs sometimes the python code was to complicated (inserting in lists at specific positions).

Viviane Rehor

It's OK if you're not. I actually. I'm I haven't. Completely so on your last curriculum. It's fine if you have.

Student

Read the numbers end immediately when the next numbers read. OK. OK. OK. Should go to the end. If number is less than or equal to. It should. OK. N equal. What's the current minimum? If words divisible by three. You want a list of words and makeup sentence. Print out a string words because it's all of the words in reverse order and each word reverse to. OK. I'm guessing this goes at the end. And this would go at the start. Also at the start and. Yeah, well, no, no understand. For word and words. You would equal string. And you were was. OK. That's in Word. That equals string, the letter was. So how Mary said much about my focus, I'm just them looking at. Each I'm going. Maybe it's a bad method, but I've been going. Block by block. And then look in which? Whether it seems like it goes. Where where? It seems it

goes in the current loop that I'm making. That equals string letter was letter new word. OK. So then it's. Close and that's 20's. Should I treat this like a as if? I was in in an exam like if I get stuck then I should then I can like skip on.

Viviane Rehor

Yeah, I guess so, I mean. You have the timer and if you if. You think? Yeah, yeah. You can go to the next one if.

Student

OK.

Viviane Rehor

You think you would rather skip this one?

Student

Yeah, yeah, I'm not too sure. At least contain the amount of rainfall for each day. Occasionally makes a mistake and wasn't active for Sunday. Ignore those. OK and. OK. Time listen numbers. They ingrained. Yep, it's for each day. So for day it rains. I'm assuming it's we start with. The biggest, the most general condition which is needs to be positive integers. If day equals zero, is greater than 0. Put that there. OK, we need to make some rain first. And count I guess. Listen now. But I think it doesn't, no. Call this one. Count is greater than 0, so there are positive integers. And there was rain and. Average equals somewhere divided by count. OK, that's fine. The longest program which? Used to be. Find write the ohh write the find longest program. Longest sector block of target. OK. And then print three. Let me see. OK. Start with the input. And with the. Go for what? What seems to be? Like start variables that need to be defined at the start. Just put them. For not in numbers. If no equals target. Then cut equal, then cut plus one plus. Else length equals 0. Ohh OK and Max equals line count else and come equals 0. If ohh. If line comes to create the maximum line coming OK. OK. That was that was that was an easy one. I think that one would have been be a better question to I think I think this one would have been a better question.

Viviane Rehor

At our earlier.

Student

And to try and write out the code. Uh, ourselves. Rather than with the blocks. I think they helped quite a lot. And what were you going to ask?

Viviane Rehor

If you would have had this question rather earlier in the because it's kind of like it's increasingly difficult, but then you are like, OK, this is an easy one. If you rather had it like more in the beginning of the line of exercise or something.

Student

All right, and I think. I think it does still. I think it does still ramp up, I think it's. Fine where it is. Truck segment for running walking. Cycling is a list of numbers. What's on the trail? A list of numbers representing a sequence of heights. Right. And it. A sequence of heights along the trail. OK. And and

Commented [RV25]: Comparing to PPs: After first step go through blocks (indentation HELPS) and check if it goes in 'goes in the current loop that I'm making'

Commented [RV26]: Comparing to PPs: No immediate feedback!

Commented [RV27R26]: 'Find longest' was too easy, the 'lines helped quite a lot'.

Commented [RV28]: Problem solving starts: Shows structural thinking, starting with the 'most general condition'. Uses control flow wording, structural

block her. Or maybe more markers in between? For trail segment print truth the same as level and false or wise. The traffic is now the difference between the maximum minimum elevation on the segment is less than or equal. 10 meters. OK.

Viviane Rehor

It's the most difficult one, so just. Try it on.

Student

A list of numbers as a list of numbers representing a sequence of heights along the trail. OK. OK, for indexing range OK. We'll stop these. OK. Start plus one. What's the difference between a maximum and minimum elevation? So the maximum minimum numbers? Less than or 10 part. OK. You will make. And find the maximum value and the minimum I guess. Or you could numbers in index OK. OK. Your value is less than minus value. Is greater than Max, Max equals value. Ohh OK. Print Max plus. X plus mean. Less than or equal to 10. What was the difference between them?

Viviane Rehor

That's true.

Student

Ohh right. So. That that should be a minus or or my.

Viviane Rehor

Yeah, might, might. Might be my bed. Ignore, ignore. That I will check, I will check that. Just assume it says if the difference is. Lower than 10. OK. And the time is up, you can just say finish attempt. It doesn't matter if you if you get this one right, just like to finish attempt and submit. I think you get a like they are relatively graded so so just like like it doesn't matter if they're wrong or right. Because it's not. Possible to say in Moodle that there are two correct solutions? So if like some setting is switched up, it still says it's not 100% correct, which is weird. Just like I I believe the answers but don't care like you can definitely look at it and stuff, but. Sometimes it said it like example for this one like it doesn't matter which if you do the words first or the new word first in the beginning or something like so. So it can't just, it just can't do that. Don't worry about those. So I just do like like 4 small questions and then we're finished with everything. So for this one. Fun, boring, hard, easy, like. Same question. As for the other one, what do you say?

Student

Phone and hard, I'd. Say it's harder than the other. One probably because of the the mall. Complicated question. Well, actually. I think the. But yeah, yeah, yeah, probably harder, probably harder.

Viviane Rehor

Yeah, just because of the more complicated questions or also because of other reasons.

Student

Ohh no my hesitate. Well, my hesitation was thinking where they complicated questions cause this one was a. To read, but it was actually not it. Was actually not too bad. I I. I guess I could call it harder because there was a lot there like this this, but I guess I I kept reading back over this trying to understand it when it probably wasn't as important.

Commented [RV29]: Comparing to PPs: Feedback is not immediate and multiple correct solutions can't be given due to Moodle requirements.

Commented [RV30]: Comparing to PPs: PPs were 'harder'.

Viviane Rehor

Also for the like the first couple of ones which were like, I guess kind of the same level of difficulty in general like the first three or four like maybe like. Comparable to the ones in the other one.

Student

Yeah, yeah, let's say so.

Viviane Rehor

So would you say those were easier? Or harder than? The other ones. If they're like the question. In general, is the same level of difficulty.

Student

I think the first few were easier than. Were easier than than the ones in the in the other one.

Commented [RV31]: Comparing to PPs: Easy ones were easier, hard ones were harder.

Viviane Rehor

OK. And what would you say your strategy for solving these questions was different from the other strategy? And if so, how?

Student

I I don't think it was. Two different. Yeah, I don't think I think it was. I think it was quite, I think it's pretty much the same.

Commented [RV32]: Problem solving strategy: He thought he used the same strategy in both.

Viviane Rehor

OK, so which one would you prefer in general?

Student

Probably the probably the Moodle one, but I don't know if that's maybe that's just me thinking because the exams were. Moodle if I remember correctly and then.

Viviane Rehor

So you're more used to that or.

Student

Probably. I'm probably taking it. From a more like. Rather than like actually. I think in terms of being more familiar with the code and understanding, you know coding and programming, I think the other one was probably better because it had. It didn't just use Python like this one. But I I think. For like 1 CT, I think I'll probably prefer to use this one, so it's the same format as the exam. What is it? I don't even remember actually, but I remember the the weekly quizzes had this exact same format.

Commented [RV33]: Comparing to PPs: He liked PPs better from his point in his education because he is 'familiar' with Moodle and python code and these are better practice exercises since the 'exams were in Moodle'.

Viviane Rehor

And if you would have, uh, like normal puzzles like these ones here in Moodle, but you would have like the pieces like in groups as in the other one, would you think there would be like a good exercise or not?

Commented [RV34R33]: 'The weekly quizzes had the exact same format'

Student

Yeah, I think that would. Be a good exercise.

Viviane Rehor

Like and a little bit easier than. The totally jumped up once just like grouped.

Student

Yeah, I think that's a good middle middle ground.

Commented [RV35]: Variant: Grouped PPs would be 'a good middle ground'

Viviane Rehor

OK. And did you think you're you're solving strategy somehow like changed over time or it was more like OK, you got the hang of it and then you stuck to the same strategy all over, both types of exercises?

Student

I think I think it was the second I think I I slowly got the hang of it and stuck to it like I started off quite slow with the for the first set of questions.

Viviane Rehor

OK. And here you obviously didn't have like the the small headlines. And you thought they were too easy, so it was good that here we had no headlines because it would have been too easy for those exercises.

Student

Yeah, I think so.

Commented [RV36]: Variant: Grouped PPs would have been too easy.

Viviane Rehor

OK. I guess then we're actually done. Uh, thank you very much. I would send you an e-mail because there's like an afterwards like some demographic survey thing you fill out and then I think Quintin would send you the voucher. I actually have to ask him how it works, but I guess, like my professor. He would send you the voucher after you took the demographic survey, but it's just like, I don't know, 12 questions about like.

Student

OK.

Viviane Rehor

I don't know like normal things like age or something for. Yeah, yeah. OK, great. Thank you very much.

Student

That was a good practice for me. I haven't done this for a while.

Viviane Rehor

That's good. That's good. It's also. Nice to see how you solved it. It was always fun if you, like, get the small tweak to the right solution. So yeah, thank you. Alright, thanks. Have a nice day then.

Student

You too.

Viviane Rehor

Bye bye.

Student
Right.

