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PLEDGED

We know that young Meno is a potentially dangerous, self-confident young man who is not guided by wisdom or patience. Just as Socrates teaches Meno, the discomfort of questioning is essential to gaining true knowledge. Reflecting on the Year One course, I argue that learning, whether through Meno or Phyton, is not just about acquiring facts but about recognizing knowledge through practice, experiencing growth through challenges, and understanding that the learning process is never complete. By applying the philosophical framework of Meno and my experiences with programming with Python, I have come to realize that true learning is achieved not by mastering content but by questioning assumptions.

Throughout the Year One course, we learned the basics of Python, including syntax errors, loops, functions, etc. Learning these, we used functions and loops to help create a number-guessing game, which needs very good observation because one little mistake could cause it to not run properly. We tend to run into problems when typing the code, and when this happens we have to look over everything we typed because missing a space will cause a problem, so we need to be very careful when typing it. Learning programming will mirror the process of seeking definitions and questioning knowledge by requiring clear definitions of concepts, which challenge assumptions through debugging, and embracing the unknown to achieve a deeper understanding that will reflect Socrates' philosophical method that was used in Meno.

Throughout the course, we met many problems, which included struggling to understand the concepts of abstract programming. Also, when debugging was needed, we would need help from both the S.I. and our professor because the error was either a big error or a small error that

we did not understand or notice. We would be given assignments that would give us a step-by-step process, and during it, I would sometimes struggle with it due to a tiny mistake I didn't notice.

When debugging code, it takes a lot of patience and observation. Mainly because coding can be a lot, and it will take time to look over a fix depending on what you did. Also, if you're new to coding, it can be challenging because you have to understand the error and how the coding works. If you are new to coding and have errors in debugging, easy ways to fix them are to have readable errors, debugging tools, professors, etc. Balancing the assignments with other assignments was a bit difficult for me, mainly because of how much I work out of school, and I would usually work five days a week, which was hard for me to keep up with school work. There were times when I was close to getting behind on schoolwork, but I was able to be given another day off from work, which made it way easier for me to get work done.

When I relate my experiences of Year One with Meno, I can say that I thought the programming would already be difficult, but when I learned more about it, I began to see that it was way more difficult. When I compare it with Meno, I go to the time when Socrates had the confidence to know the true meaning of virtue, which turned out to be more broad than he thought. After learning how much more difficult coding is, I began to pay more and more attention to each lesson, and I have built a somewhat better understanding of how much coding takes.

When we were shown how the coding for a number-guessing game worked, I had to spend a little more time trying to figure out how to get it to work properly. I had help from a professor, and I just found out that it was only a space that I needed for the code to actually work. Our S.I. was also helpful, and he gave a good explanation of how these things can affect

the coding of the game. Finding these things out made me want to be more observant when I am typing the code.

My experiences in the Year One course, alongside the reflections on Meno, have taught me that learning requires lots of patience, persistence, and the ability to embrace challenges. Like Meno questioning assumptions, my journey in programming has taught me how valuable observation and practice are. While overcoming these challenges and balancing responsibilities, I’ve realized that learning is a process of growth and discovery.