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| **Date: 11/9** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Objective(s):**What are the most important concepts that the students need to work on today?

* Understanding how to approach large projects.
* Knowing how to isolate and test specific functions of the code.
* Applying these isolated modules and patching them together into a single project file.

**Opening technique(s):**

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| **Time** | **Content to be Covered** | **Description of Activity/Process** |
| 3:00 | Started out class covering a few basic methods, yesTo() and getGuess(). | With project two coming on the way, I asked the students what they wanted to tackle first of the methods in the project. Some students suggested getGuess, and I decided to add the yesTo method. I then decided to split up the small class into two groups of five, one group for each method. |
| 3:10 | Working in groups to solve the methods selected in class. | During this process, I gave the students some time to really work out the code for each one of these problems. At first, both groups didn’t know what to do, so I guided them by giving them some suggestions that I wrote out on the board. After some more struggling, both groups were able to flesh out most of the code together. |
| 3:30 | Having the students type in their solutions using a wireless keyboard | This time, as opposed to me writing out the solutions on the board or computer myself as I usually do, I decided to give the students a chance to really own the material by having them type up their solutions using a wireless keyboard. While the idea turned out great, the keyboard wasn’t working too well, so I had them come up to my computer instead to type up the solutions. I really thought that this method was effective and will definitely be using it again in future SI sessions. |
| 3:40 | Cleaning up the students’ code and actually running the solution that they came up with. | An important part of the learning process for computer science, and engineering as a whole, is seeing a working solution right in front of you. As I mentioned in my previous write up, practicality is key in this class, and to actually run their solution that they came up with and to have them see it working was something that proved to be quite effective.  We only had time for one of the groups’ code in class, so I polished up the second groups’ code and sent it over to them via email to take a look at. |

*Possible activities to use: Informal Quiz, Reciprocal Questioning, Paired Problem Solving, Note Review, Text Review, Board work Model, Sequencing, Incomplete Outline, Jigsaws, Preview, Review, Matrix, Chart Timeline, One-Minute Writing, Concept Map*

**Why did you implement these activities and process?**

* Help students to understand how to break down problems into smaller problems to solve.
* Provide an environment that allows students to have fun while learning.

**Reflections on effectiveness of activity/process, challenges, insights to improve for the future and assess how you are developing as a SI leader:**

* Using a wireless keyboard is a great idea! I highly recommend it!
* I’m also thinking of using a website that allows students and the SI leader to cooperate with a shared code that everyone can edit at the same time. If I end up using that, I’ll talk about how effective that is.