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| **Class Date: 2/15** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: How can we create pattern that works for any size using for loops?**

1. Get to class on time so that we can get more examples done up on the board.
2. Checking to see if students are able to produce for loops on their own by now.
3. Reevaluating the work done from last class to observe other uses of for loops
4. Introducing nested for loops for use with size variance in simple pattern programs

**Meeting Agenda:**

3:00-3:20

Number Pattern: The instructor shall begin class with an example, to gauge if students are grasping the material taught in lecture and reviewed in the supplemental course. This example teaches about the concept of code repetition through for loops, that tests for understanding while also introducing new material.

3:20-3:35

Group Work: If time permits, the instructor shall go over another for loop example that introduces a concept that will lead into the content that is to be covered next week. Students shall be broken up into groups so that they may think of possible solutions to the problem. Students shall discus and write down some form of code for fifteen minutes. The instructor shall look to make sure that everyone has at least attempted to solve the problem using code.

3:35-3:50

Odd Dashes: This type of for loop problem includes a slight variation to what the students have been introduced to thus far. After about 5 minutes of speculation and discussion about the problem with the students, the instructor will review a possible solution with the class. Students will be responsible for solving this problem on their own, and the solution will not be included in an email.

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

* The number pattern is an exercise made to test current understanding of the material, based on what has already been covered in class. At the same time, this example demonstrates the fundamental idea behind using for loops for code repetition, without duplicating, (read copy and pasting), code that already exists in the solution.
* The odd dashes problem introduces the students to dynamic code, by allowing the solution to work for any variable, SIZE. This example will lead into the final lesson on for loops on Wednesday.
* In order to keep the students working outside of class on their own, I decided not to send out an email with the solution to the example today. I don’t want the students relying on solutions without having them struggle a little, while they do the work on their own.

**Reflections: How effective were the implemented strategies?**

* We seemed to have established our class dynamic and routine. Students are ready to learn, and prepared to participate in our classroom discussion to find a solution to the problem. Usually when leading these collaborative discussions, I like to use Socratic questioning to get the students to come up with solutions together, so that all I have to do is guide the conversation for their learning.
* Students have become more comfortable with their groups in class. I noticed that the students were improving and that they had written down similar answers, meaning that they are working together to come up with solutions. I’m trying to find other ways to improve communication between students without overusing group work. Maybe another icebreaker?