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| **Class Date: 2/22** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: Do the students understand how methods work?**

1. How do we incorporate methods into existing structures that we’ve learned about?
2. Do I understand how to write my own method?
3. Do I know how to trace methods?

**Meeting Agenda:**

3:00-3:20

Methods Introduction: The instructor shall give a conventional lesson for the new concepts of methods, making sure to highlight the differences and unique uses that it introduces compared to what students already know about variables, scope and loops.

3:20-3:35

Group Worksheet: Students will be handed out a worksheet for them to follow along with during the lecture. Students will be given time to individually work on the practice problems on the back, then will be given time to discuss the right answers with their follow peers. (See Attachment)

3:35-3:50

DollarFigure: To demonstrate the use of methods in existing concepts, the students will be given an example requiring them to use methods to simplify a programing task involving repetitive for loop patterns. After students are given an opportunity to solve the problem on their own, the instructor shall review the simplified solution that can be achieved using methods calls to prevent code repetition. The shell will be emailed for the students for them to fill out on their own, based on what was gone over in class.

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

* I haven’t given a handout to the class yet, and wanted to see how effective it would be in aiding learning a new topic. The questions on the back test for understanding.
* Allowing the students to first solve the problem with their current understanding, the “long” way, will help them to acknowledge the practicalities and usefulness of the new solution that is discussed right after. It helps students to draw connections between their solutions compared to the new one.

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

* The students showed some support for the worksheets provided them, so I think I’ll start to make more for upcoming topics. They said that they enjoyed not having to take notes for once, allowing them to stop and pay close attention without the “distraction of writing.”
* The students were on top of their learning game today, coming up with solutions of their own that cater to the way that they perceive certain topics. While going over some for loop code today, a student suggested writing it in another way that they claimed was easier for them to understand. I had them come up to the board to explain it to the class. After the students finished explaining it, I asked the class how they preferred to see the problem. To my surprise, most everyone preferred seeing the solution the way the student had written it, which was fairly new to me. I have modified my style of teaching accordingly, and will keep this in mind for future classes. It’s surprising just how much we can all learn from each other as a group discussing material together.