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| **Class Date: 3/28** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: How much of their projects have the students finished over the break?**

1. If they haven’t started, are students ready to discuss about possible approaches to solving this project?
2. How can we break down the project into smaller, manageable problems?
3. Do we have the knowledge necessary to start on the project yet?

**Meeting Agenda:**

3:00-3:15

Announcements: Start out by taking role. The instructor shall indicate to the students that they are required to show up to class, and that they signed an agreement on doing so through the syllabus. An email will be sent out to get the message out to the other students who are missing from class today. The instructor will also mention that they will now be attending the Friday lab sections to aid students in lab work.

3:15-3:20

Project 1 Introduction: The instructor shall guide students as they continue to work on their projects. Depending on what the class decides, the students will be given the option to either work in small groups

3:20-3:50

Student Solutions: The instructor shall ask if anyone has started the project yet. Assuming that not many people have started, the instructor will review common methods of approach for these types of project assignments. The instructor will ask the students to discuss amongst each other how to break up the problem into smaller sub problems. After a couple of minutes, students will be encouraged to share what they talked about in their small groups, and from there the class will decide how they would like to approach the assignment. Depending on the number of students who have done the required Practice Its thus far, the instructor shall help the students with the method they pick to do during class.

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

* Some students liked the idea that I would now be attending their lab sections. Hopefully this proves to be beneficial for them in the long run, instead of having them come to office hours.
* Reiterating to everyone that attendance is mandatory should help them to understand that, while I’m usually lenient about it, it is still a requirement to get credit for the course. Sending out an email to remind students about this was done to reach out to students who haven’t been coming to class as often.
* Having everyone break up into small groups was a new idea that I decided to try out for project assignment. It should help the students to do most of the thinking on their own, as opposed to me telling them how to break it up.
* I found that most students didn’t even knew how to write the method that they chose, so we spent some time reviewing the some of the new tools talked about in the newest chapter. I specifically had them focus on the Scanner class. I made sure to have them apply what they learned by asking them how to use what we learned in other settings.