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| **Class Date: 2/8** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: Get the students comfortable with for loops.**

1. Getting students to understand the three statements of a for loop.
2. Making sure that students can write a for loop with no syntax errors by the end of class.
3. Explaining the idea that when working with for loops, one needs to figure out the patterns associated with the problem before creating an adequate solution.
4. Making sure that students know how to utilize the for loop construct to their advantage, in order to produce solutions that satisfy the given problem.

**Meeting Agenda:**

3:00-3:10

Gauging the class: Before starting class, and going over the prepared for loop example, the instructor is to ask the class if they’ve covered for loops in class section already. This helps the instructor to cater the lesson to fit the needs of the students, especially those who haven’t learned about for loops yet.

3:20-3:35

Group Work: The instructor shall group the students together, grouping students by course section, so that they can work together using what they’ve learned together in lecture thus far. For future lessons, students from different sections might possibly be paired together instead, depending on what type of example needs to be solved. After five minutes of conversation, the instructor shall go around, checking on the progress the students are making together. If they are working on a laptop, the instructor should help them to get their code running, so that they can see the effects of their work in real time, establishing an understanding for their solution. Write hints on the board that might be helpful to the class if necessary.

3:35-3:50

Solution Guidance: After given the students an adequate amount of time to struggle with the problem, the instructor shall offer a solution, only through asking questions and taking suggestions from the students, as opposed to explaining the solution all on their own. If time is an issue, the instructor should consider completing the rest of the code and running the full code, for the sake of demonstrating that the solution actually works. The instructor shall email the students with the completed code for reference, which can be helpful if there wasn’t enough time in class to finish the lesson.

**Why did you implement these activities and process? How effective were they?**

* Understanding the needs of the students is an important especially because each section learns topics at different rates. Today in class, I found that some students had already covered their for loop lecture in class, while others still had yet to go over it.
* Grouping the students up helps them to exchange ideas. For today, I decided to keep them in groups of 2 to 4 people, keeping students grouped together by section. Since students really haven’t learned much about Chapter 2 yet, I thought that keeping sections together would allow them to discuss about what they have learned thus far in class.
* Allowing the students to produce the solution as a class is much beneficial to the students, if not just so much more fun. Probing answers in this manner allows the instructor to keep a two sided conversation going between the class and instructor acting as the guide. It’s more convincing and satisfying for the students, who can respond to the idea suggested, so that they can develop their own personal understanding based on the conversation.

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

* Today, I feel that class could have gone better. I ended up showing up late to class, and accidently opened up the example for next week, involving an understanding of the material that the students didn’t have yet. Since the coding problems look really similar, I didn’t realize my mistake, and ended up using it anyways.
* As a result, when trying to come up with the solution in class, I froze up for a moment, confused as to why I couldn’t develop a solution that only required topics covered thus far in lecture. To compensate, I ended up simplifying the problem twice. In the end, I made sure that I didn’t confuse the students by stopping and asking for questions through every step. They will be receiving an email soon with a solution to the problem, and we will be reviewing for loops one last time next week to make sure that everyone is on the same page.