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| **Class Date: 2/17** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: Can students interpret for loop code on their own, before compiling the solution?**

1. Finalizing the last nuances of for loops.
2. Going over how to solve loops with multiple patterns per line that also differ in SIZE.
3. Tracing code with the students for the first time.

**Meeting Agenda:**

3:00-3:10

Time for Questions: Before starting the example problem, the instructor shall spend some time making sure that all students are caught up with the current material. Students will be given five minutes to talk amongst each other, to talk about what they have learned thus far in the course. The instructor will then take five minutes of questions for clarification of any of the topics discussed about in groups.

3:10-3:30

Whiteboard Work: Students will be given the opportunity to demonstrate their understanding of the material. Students will be assigned a different portions of the code to write solutions for. Students will then be given a chance to volunteer to come up to the board to write their part of the solution on the board. In the end, the full example will be completed by the students.

3:30-3:50

Clarification and Traceability: The instructor will spend time explaining how the code is run, or traced, line by line, making sure to answer any questions in between. During this process, the instructor shall make sure that the students are following along, by drawing visual aids on the whiteboard, verbalizing every intermediate step in the process of going from one line of code to another, and asking the students to fill in the blanks when the instructor pauses for input from the students. A comprehensive email detailing each of these steps, and the completed code in class will be sent out to the students.

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

* I wanted to give students time for clarification in the beginning just to make sure that everyone is okay with where we stand as a class, especially because the first midterm is coming up.
* As we have been covering for loops exclusively, I wanted to make sure that students have a good understanding of the material by now, to gauge what we need to go over as a class for the midterm review next week.

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

* I really liked giving the students a chance to write on the whiteboard this time. Deviating from conventional learning styles is important to keep students interested in the material. Also it changes the teacher-student dynamic, by allowing students to teach and run the class. I noticed that some students like working in this way, while other prefer to be taught the material in a more conventional style, so I’ll be sure to switch between these two learning styles appropriately.
* Code tractability isn’t covered in class, even though it is an important part of the learning process. Students should be able to understand what their code is doing before running it. Explaining the students’ work on the board seemed to help cater to those students who prefer lecture style instruction, so it helped everyone to feel included in a student lead class.