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| **Class Date: 2/24** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: How prepared are students for the midterm?**

1. How much do they know about escape characters? (Ch 1)
2. How confident are they in writing their own nested for loops? (Ch 2)
3. How confident are they in evaluating code with methods, for loops and changing variables? (Ch 2, 3)

**Meeting Agenda:**

11:05-11:10

In preparation for the midterm, the instructor shall go over the midterm practice pdf with the students, making sure to read each problem to the students, given them time to ask if they would like to go over the particular problem being explained. If students have no preference as to which problems should be reviewed. The instructor shall go over the problems involving method tracing (#1), and variable tracking with scope (#2, #5).

11:10-11:25

Method Tracing Attempt: If time permits, the instructor shall give the students some time to attempt the problem on their own, or within small groups. The instructor shall use this time to write the complete problem on the board, so that students can have a visual model to follow in preparation for developing a though process for approaching these problems on paper.

11:25-11:50

Method Tracing Solution: The instructor shall lead a collaborative class discussion, picking on students if necessary, to allow students to solve parts of the problem as the instructor guides them through the step by step process. The instructor shall make sure to draw and indicate the visual cues present in constructing a visual though process on the board. The students shall be encouraged to follow and to draw the process when attempting to solve more problems like these.

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

* Code tractability will be on the midterm and even though the class instructor insists that the students use visual step by step processes as noted above, the students aren’t give a comprehensive lecture on how to actually do this on their own. For this reason, I have decided to introduce this method to them in the supplemental class.
* Getting the students to work on the problem themselves first will allow them to know what they don’t know, which can help them to realize just how much studying they really need to do before the test on Thursday.

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

* The students, albeit the same few, volunteered to answer questions when I chose to stop and let the students figure out what to do next. I would have preferred that more students actively participated, however they were paying attention, which in the end, is the main takeaway. I’m constantly trying to change up the way I run class to appeal to students, so that they can remain interested.