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| **Class Date: 2/29** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: Do students understand how to write their own code for the midterm?**

1. Are students comfortable writing their solutions on paper?
2. Do students understand how to come up with nested for loops and variable expressions?
3. Are students confident with their typecasting skills for double and int variables?

**Meeting Agenda:**

11:00-11:05

Attendance & Evaluation Forms: Time will be spent allowing students to fill out the Student Evaluation sheets. Turning in the sheet will count as attendance for the current class period.

11:05-11:10

In preparation for the midterm, the instructor shall ask the students once more if they would like to go over any problems in particular from the review sheet or the Practice Its. If students have no preference as to which problems should be reviewed. The instructor shall go over the writing nested for loop code (#3), and variable tracking with scope, which wasn’t able to be covered last class (#2, #5).

11:10-11:20

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. As variable tracking requires considerably less time to explain and evaluate in class, the instructor shall go over this problem (#2) asking students along the way what the answer to specific parts of the solution would be and why.

11:20-11:50

Nested for Loop Writing: Students will be given a change to write on paper their solution to problem #3 and afterwards, time to discuss the way to solve the problem. As the students are to write the solution on paper, the instructor shall go over the solution on the board as well. Students are to be encouraged to help solve the problem on the board as the professor influences student discussion during the process. Time will be left afterwards for the students to ask questions afterwards.

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

* The students need to be both mentally and physically prepared to take an exam and write solutions on paper. Although this doesn’t seem like much of a change, students are often caught off guard with how much they rely on the computer to help with syntax correction and code checking, which both aren’t present when writing on paper.
* 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?**

* Students really seemed to be disinterested in the material today as a whole. When leading the group in a class discussion to solve the nested for loop problem, very few students actually raised their hand to answer what they though the answer would be when I asked for a show of hands. For the first time, I noticed one of the students texting during the discussion, and I had to tell them to put their phone away. This irritated me a little, however it’s my responsibility to keep students interested. Maybe they’re all already prepared for this part of the midterm?