Growing Algorithmic Thinking Through Interactive Problems to Encourage Learning Programming

Sébastien Combéfis ^{1,3} Virginie Van den Schrieck ²
Alexis Nootens ³

¹Université catholique de Louvain
 Department of Computer Science Engineering (INGI)
 ²École Pratique des Hautes Études Commerciales (EPHEC)
 ³Computer Science and IT in Education ASBL

July 10, 2013

[IOI 2013, Brisbane, Australia]

Context

- Attracting pupils to informatics
- Teaching pupils programming
- Offering teachers support to teach algorithmic thinking

Online platforms

- Existing online platforms are focused on direct teaching of programming
- Pupils and even teachers do not know what is programming nor algorithm design

✓ Self-contained activities help teachers to support taught courses

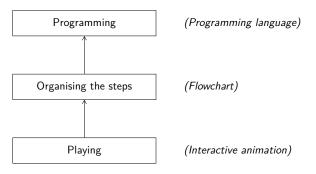
ILPADS

Interactive Learning of Programming and Algorithm Design Skills

- A website to support the learning of algorithm design and programming skills through interactive problems
- Proposes a set of activities related to an algorithmic problem

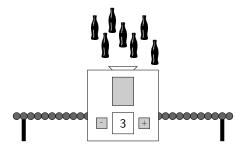
Activities

Activities are split into three stages



Interactive animation

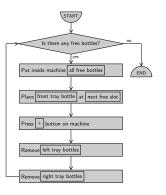
■ Play with an instance of the problem



✓ Discover the algorithm and build it in their mind

Executable flowchart

Execute and run a flowchart on an instance of the problem



✓ Concretise and take the algorithm out of their mind

Program

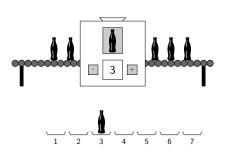
■ Write a Python program corresponding to the flowchart

```
while isAnyBottlesFree():
    putInMachine (ALL_FREE_BOTTLES)
    place (FRONT_TRAY_BOTTLE, NEXT_FREE_SLOT)
    press (PLUS_BUTTON)
    remove (LEFT_TRAY_BOTTLES)
    remove (RIGHT_TRAY_BOTTLES)
```

✓ Communicate the algorithm to the computer

Interactive aspect and feedback

- Interactive animation working like a comic strip
- Feedback textual messages to help the learner



You placed a bottle weighing 3 ounce on position 2 but there are two lighter bottles. Are you sure it is a correct position?

Coherence between stages

- Elements of flowcharts correspond to action by the learner
- Python functions correspond to flowchart elements



Conclusion

- Helping pupils learn new skills with active learning and feedbacks
- From algorithmic thinking to programming
- Need to be tested and evaluated for quality