*2022-2023*

**OSU Supplemental Instruction Session Planning Form**

SI Leader: \_\_\_\_\_\_Thomas Morton\_\_\_\_\_\_\_\_ Week of Semester:\_\_\_\_\_\_3\_\_\_\_\_

Course: \_\_\_\_CS 1113\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_Dr. Crick\_\_\_\_\_\_\_\_

Session Objectives

1. Students will be able to name the essential parts of a computer and a basic description of its function.

2. Students will be able to understand how to use a computational approach in problem-solving.

3. Students will be able to analyze and understand how proper formatting is essential to programming, and how improper formatting can cause significant loss or confusion in their respective industries.

Professor Meeting Notes:

Dr. Crick suggested that I focus on the fundamentals of computation and programming. Key areas should include proper formatting and breakdown of a larger problem set to reach a solution.

Opening/Introductory Activity

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| Activity Name:  Concept Mapping –  Essential Parts of a Computer | Session Objective(s) Met:  Objectives 1 & 3 | Time Allotted:  10 minutes | Materials Needed:  Marker and whiteboard  or  Chalk and blackboard | Targeted Learning Style(s):  Visual  Audial  Kinesthetic | Bloom’s Levels Used:  Applying, Understanding,  & Remembering |
| Explanation/Notes:  Going in order of birth month, each participant will write & draw a computer part on the board or draw a connection between two computer parts. Afterward, they will explain their understanding of that part or connection.  Questions are to be redirected to other students and additional commentary over parts and their relationship is provided. | | | | | |

Main Session Activity 1

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| Activity Name:  “To Cook a Dish” | Session Objective(s) Met:  Objective 2 | Time Allotted:  15 minutes | Materials Needed:  Pencil and paper or Google Doc for online | Targeted Learning Style(s):  Visual  Kinesthetic | Bloom’s Levels Used:  Creating,  Evaluating  Analyzing  Applying  Understanding  Remembering |
| Explanation/Notes:  Each participant will be assigned to a small group and asked to take 5 minutes to think of a simple dish requiring at least 4 ingredients and any utensils required to cook that dish. For the next 5 minutes, each participant will take turns listing each step required to prepare the dish – no matter how minute the detail (within reason). With the remaining 5 minutes, each group will receive a different group’s steps to prepare the dish and evaluate whether they could prepare the dish following these instructions. If not, they will be asked to think of what additional steps they need. | | | | | |

Main Session Activity 2

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| Activity Name:  “Mock Parts Reseller” | Session Objective(s) Met:  Objectives 1 & 3 | Time Allotted:  20 minutes | Materials Needed:  Pencil, paper,  Spreadsheet & whiteboard | Targeted Learning Style(s):  Visual  Audial  Kinesthetic | Bloom’s Levels Used:  Analyzing  Applying  Understanding |
| Explanation/Notes:  Using pre-provided mock customer names, each participant will create a “buy order” for a computer part on one of two pieces of paper passed around the room (or Google Doc). Afterward, participants will be split into two groups—customer and retailer. One stack of “buy orders” will be given to the retailer group and then 5-8 minutes will be allocated for the retailer group to deliver a product to a customer. If the order doesn’t match the spreadsheet exactly (and it won’t for many) it will not be delivered, confusion will ensue. Afterward, each participant will switch groups and the activity will be repeated.  A recap will be given to show the importance of proper formatting in the context of communication between websites, programs, businesses, & customers; especially for program outputs. | | | | | |

Closing Activity

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| Activity Name:  “Identify the Big Idea” | Session Objective(s) Met:  Objectives 1, 2, & 3 | Time Allotted:  5 minutes | Materials Needed:  None | Targeted Learning Style(s):  Audial | Bloom’s Levels Used:  Understanding  Remembering |
| Explanation/Notes:  Each participant will be asked to summarize, in their own words, a key concept or take away from the session. Questions about these concepts will be redirected or answered as necessary. | | | | | |

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| Plan for extra activity:  Predict Test Questions:  Participants will be asked to think of a potential test question over the topics covered so far. Afterward, other participants will be asked if they can answer the question. If the question doesn’t receive an answer, the SI Leader will fill in the blanks. | Extra notes: |