­Week 16 Meeting Minutes

* Wilcoxon sign-ranked test – look this up and use to compute
* Student t test – other way to
* Mean difference in scores is different
* Unpaired t tests! – look these up

Steve Draper Meeting

* How to collect emotions: people often are unaware of their actual emotions
* Lectures will have their own ideas – may not use the tool, leave to teacher to make what they do it
* Prepare overall response calculations for lectures – mvp the people this is targeted for
* Describe and reflect on your experience in this lab – as a whole
* Background colours for new reflection cells – be aware of poor colour
* Reflections can be fleeting – remember to tell participants to write down notes when they come to them –
* Do they feel they can type the moment they have the thought – clean up later
* The amount of writing = better learning – making practical link to theory
* Tweak it enough, some students have deeper thinking based on the reflections – include questions that they would only know if they reflected and went beyond the material
* This is very good – above – understand the reasons
* For example, Q about the nature of the loop – somewhat sideways view – have they reflected – for example, why a for or while – why do student not understand a loop – how difficult is it to use a while loop when we could use a for?
* How to detect a higher quality of learning - this would be good for dissertation
* Participants being asked “are they sure” or “how sure are you”
* How confident are you? – simple quick prompts throughout the to help self-monitor metacognition
* metacognition – dissertation
* Embed ideas and prompts to reflect – which parts would be hard- ask the user to reflect at those parts