## Describe the issue / challenge that you were having before you implemented the new technique.

Throughout the term, I have noticed that during the class time I provide for students to work on assignments, they were continuously raising their hand and asking me to assist them on finding out what the issues are with the code that they are writing. I would say to them, you need to debug it. Run the tools available and find the bugs yourself. It became apparent quite quickly that some students were really struggling with this type of task.

## How would you assess your new instructional strategy, motivation technique or classroom management skill? What worked well? What would you do differently?

I decided to try an active/collaborative learning approach, where I grouped strong students with weaker students to work on an in-class assignment together. The assignment was an application that I wrote that contained ten bugs, and the student’s task was to find, list and fix all of the bugs in the application. I made it into a friendly competition where the first group to show me the completed work won. Overall, I thought that the technique worked very well. As I walked around the classroom, it was obvious that the students were engaged and enthusiastic. This class in particular seems to really enjoy competition. The next day, many students provided positive feedback indicating that they learned a great deal. The next time I use this technique, I will probably have teams of two instead of three.

## What other instructional technique, motivation technique or classroom management skill would you like to try?

I would like to try the “Catch-up” technique described in this article: <https://teaching.cornell.edu/resource/getting-started-active-learning-techniques>. My “lectures” consist of me writing code to demonstrate the topic for the day. Some students follow along without any issues, but others struggle to keep up. I think providing some time after the lecture for the students to discuss what we just did with their neighbor would enable the students who fell behind to compare what theirs with that of their neighbor and discover what they are missing.