



**September 2025**

**Report**

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**Role:** Student Developer, Facilitator  
**Date:** 30 September 2025



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### 1. Executive Summary

#### 1. Executive Summary

During the month of **September 2025**, I continued to facilitate **Group G010** and the **Ghana Group**. The main focus for Group G010 was advancing through the Haskell curriculum and consolidating previously covered content. Learners successfully completed **Chapters 7-10** and also worked through the **solution for Chapter 14**, which helped reinforce their problem-solving skills and deepen their understanding of functional programming concepts.

Attendance records (see attached register) confirm strong and consistent participation from the core learners throughout these sessions. The group demonstrated collaboration in tackling both theoretical and practical challenges, with increasing confidence in independent problem-solving.

In contrast, the **Ghana Group** was unable to make progress this month due to ongoing **examinations**, which affected their availability. As a result, no chapters were covered in September for that group.

In addition to chapter facilitation, I continued to provide **personalized support** for learners where necessary, including guidance on environment setup and reviewing individual progress. The emphasis for September was on **deeper chapter mastery**, particularly in bridging gaps from earlier sessions and ensuring learners are prepared to handle advanced tasks.

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## 2. Group G010(20:00–21:00):

### 2.1 Attendees

- Makhaya Mulalo
- Leseba Seema
- Sambo Katlego
- Malwela Adivhaho
- Kole Armel

### 2.2 Activities Delivered

- **Advanced Chapter Facilitation:** Successfully guided learners through **Chapters 7, 8, 9, and 10**, ensuring they understood both theoretical concepts and their practical applications. Each session included walkthroughs, coding exercises, and Q&A discussions to strengthen comprehension.
- **Chapter 14 Solution Review:** Dedicated time to revisiting **Chapter 14**, focusing specifically on the **solution section**. Learners were encouraged to analyze the problem-solving approach, discuss alternative solutions, and implement the code independently to build confidence.
- **Collaborative Problem-Solving:** Encouraged learners to work together on exercises from Chapters 7–10. This not only reinforced understanding but also improved teamwork and peer-to-peer support.
- **Practical Reinforcement:** Integrated real-life coding tasks aligned with the chapters, helping learners apply abstract concepts to concrete programming scenarios.
- **Progress Consolidation:** Provided targeted feedback to address individual challenges, ensuring that all learners could follow the flow of lessons despite varying levels of progress.

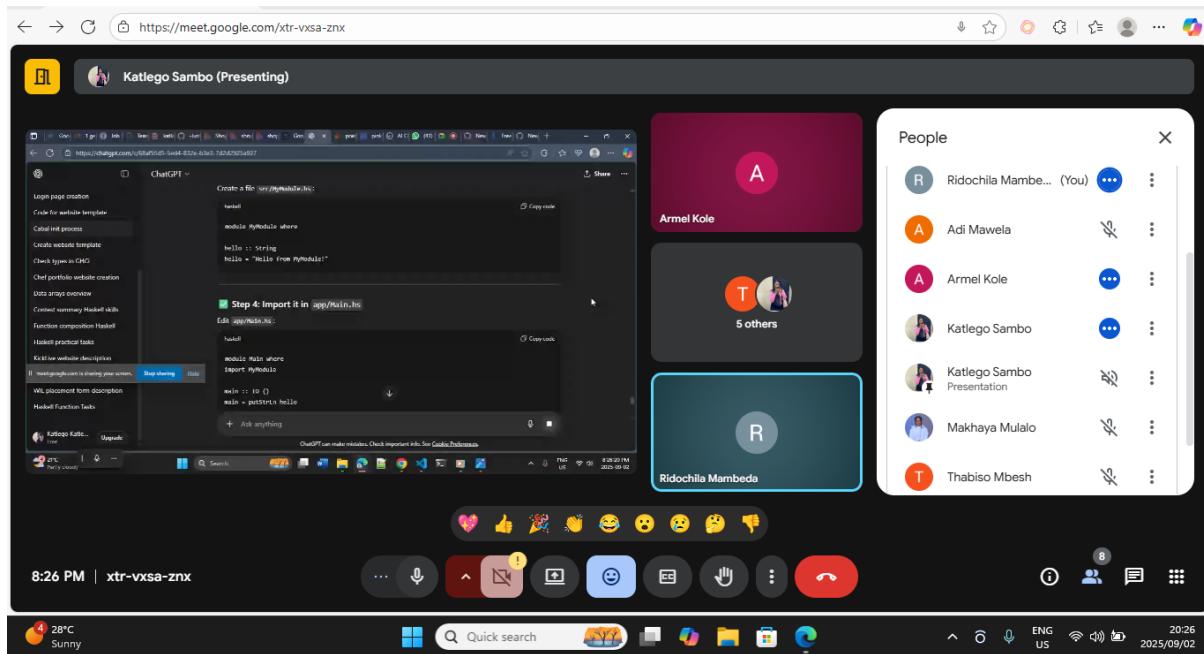
### 2.3 Attendance Summary

**02 September**

## Activities: Chapter 7

### Attendees

- Leseba,
- Mulalo,
- Katlego,
- Adivhaho,
- Armel

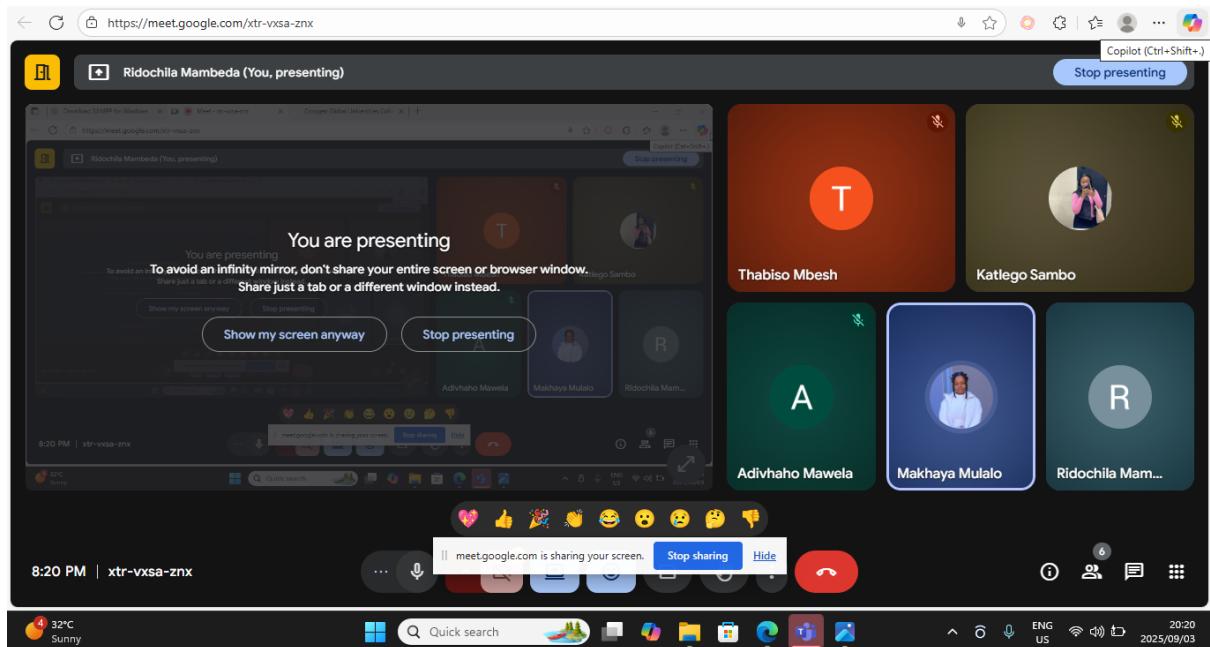


**03 September**

## Activity: Chapter 8

### Attendees

- Leseba,
- Mulalo,
- Katlego,
- Adivhaho

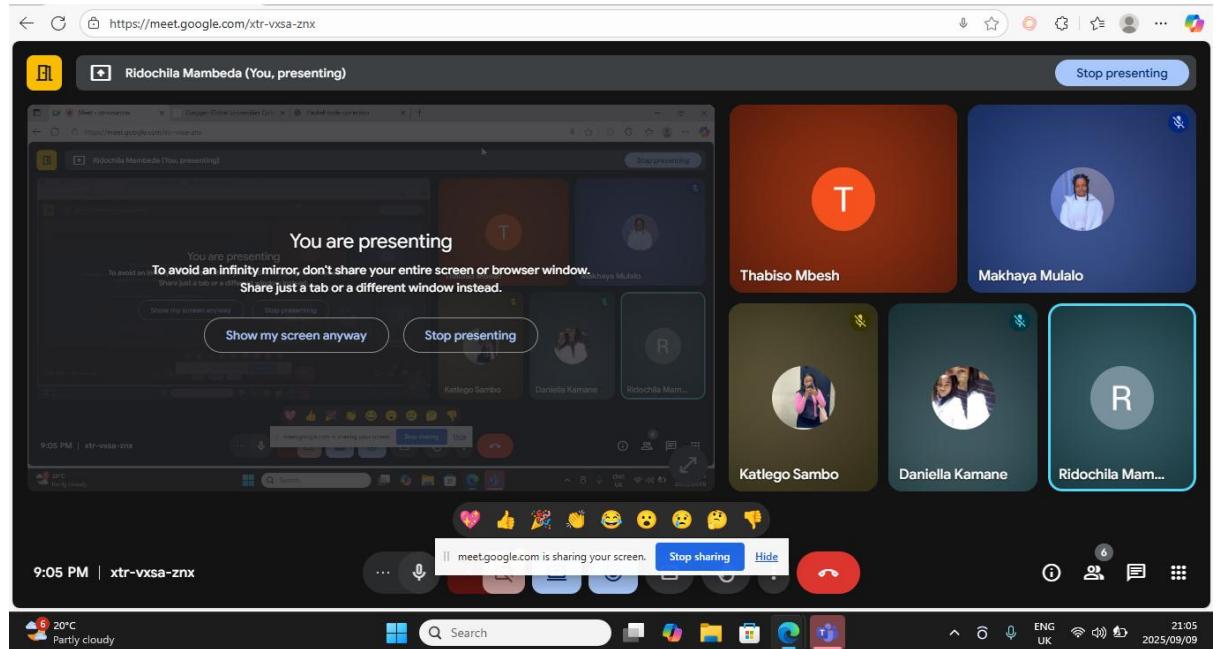


**09 September**

Activity: Chapter 9

Attendees

- Leseba,
- Mulalo,
- Katlego,
- Adivhaho

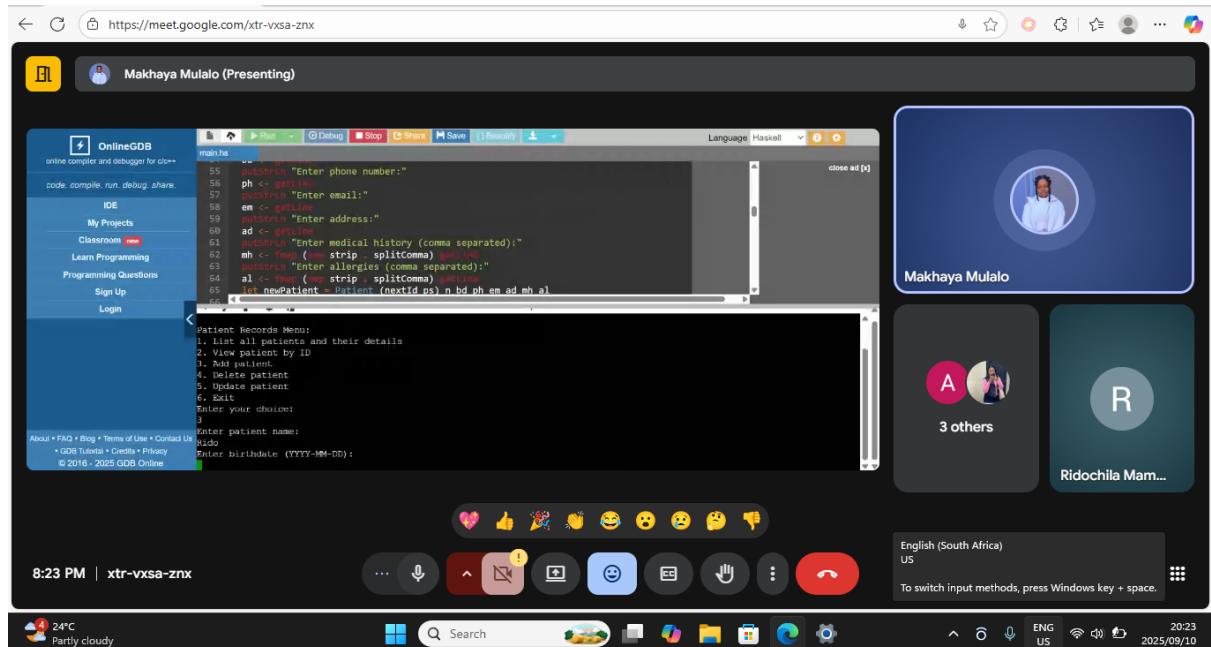


**10 September**

## Activity: Chapter 14 Practical Solution.

### Attendees

- Leseba,
- Katlego,
- Mulalo,
- Armel

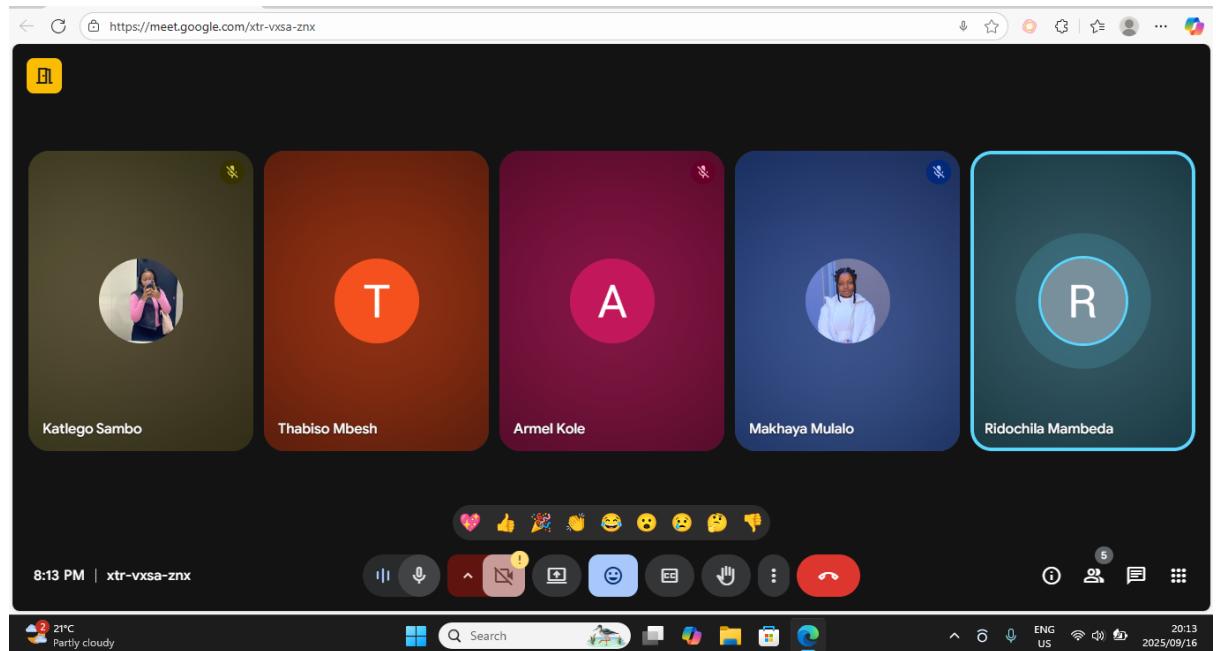


**16 September**

## Activity: Chapter 10

### Attendees

- Leseba,
- Katlego,
- Armel
- Mulalo

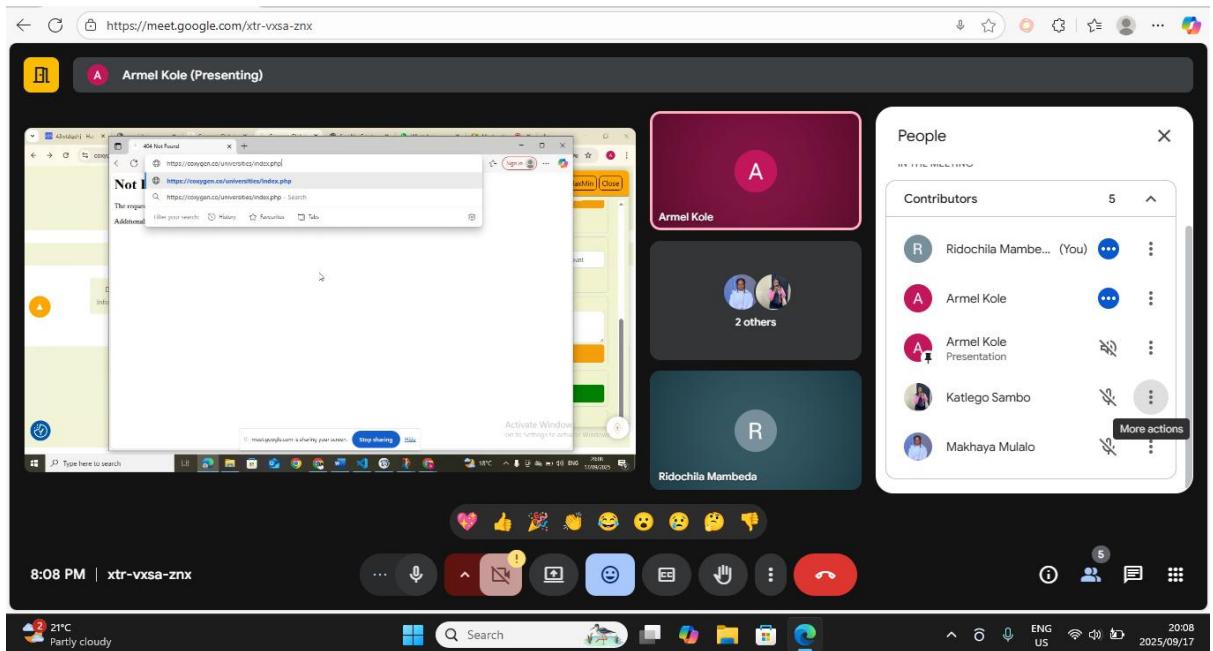


**17 September**

Activity: GitHub and Submissions

Attendees

- Mulalo,
- Armel
- Katlego,

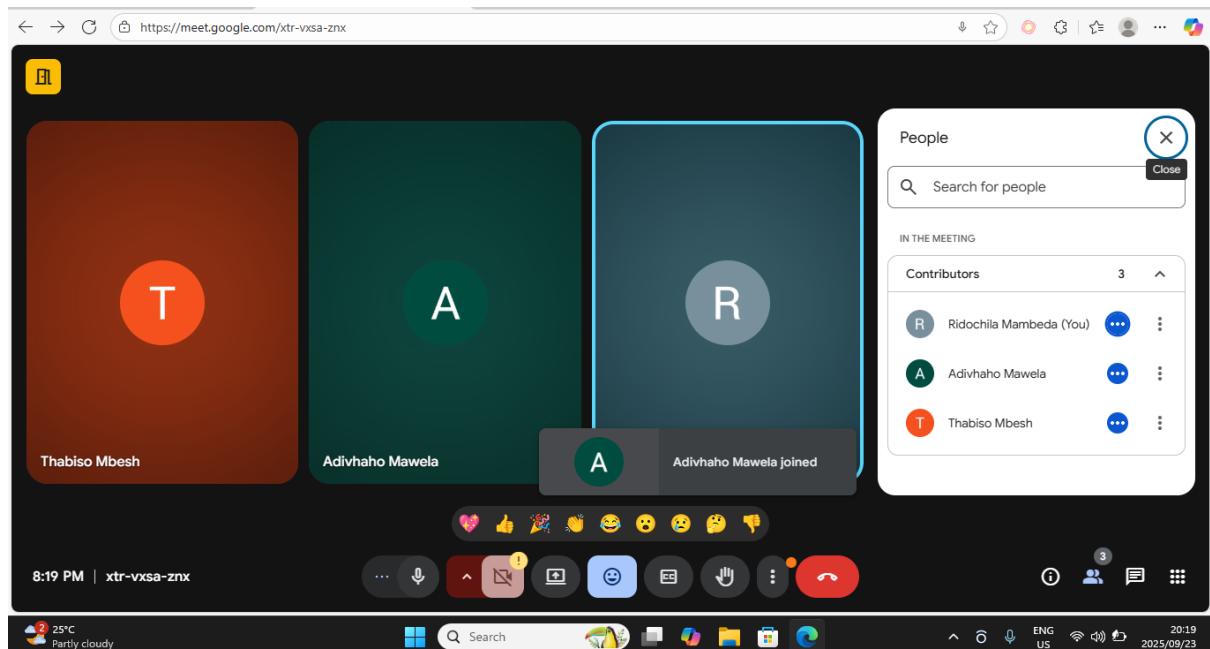


## 23 September

### Activity: Chapter 10 Solution

#### Attendees

- Katlego,
- Adivhaho,
- Leseba,
- Mulalo



## 24 September

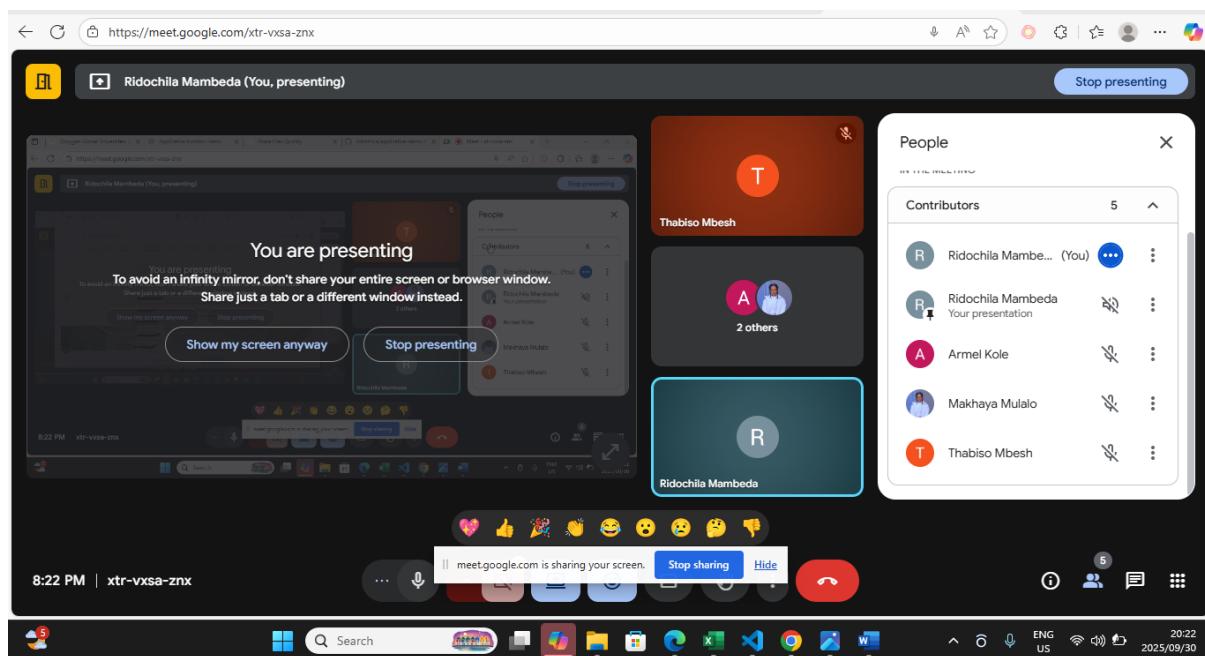
## Activity: Holiday

**30 September**

Activity: Chapter 10 Revision

Attendees:

- Thabiso
- Mulalo
- Katlego
- Armel



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### **3. Ghana Group(19:00-20:00)**

#### **3.1 Attendees**

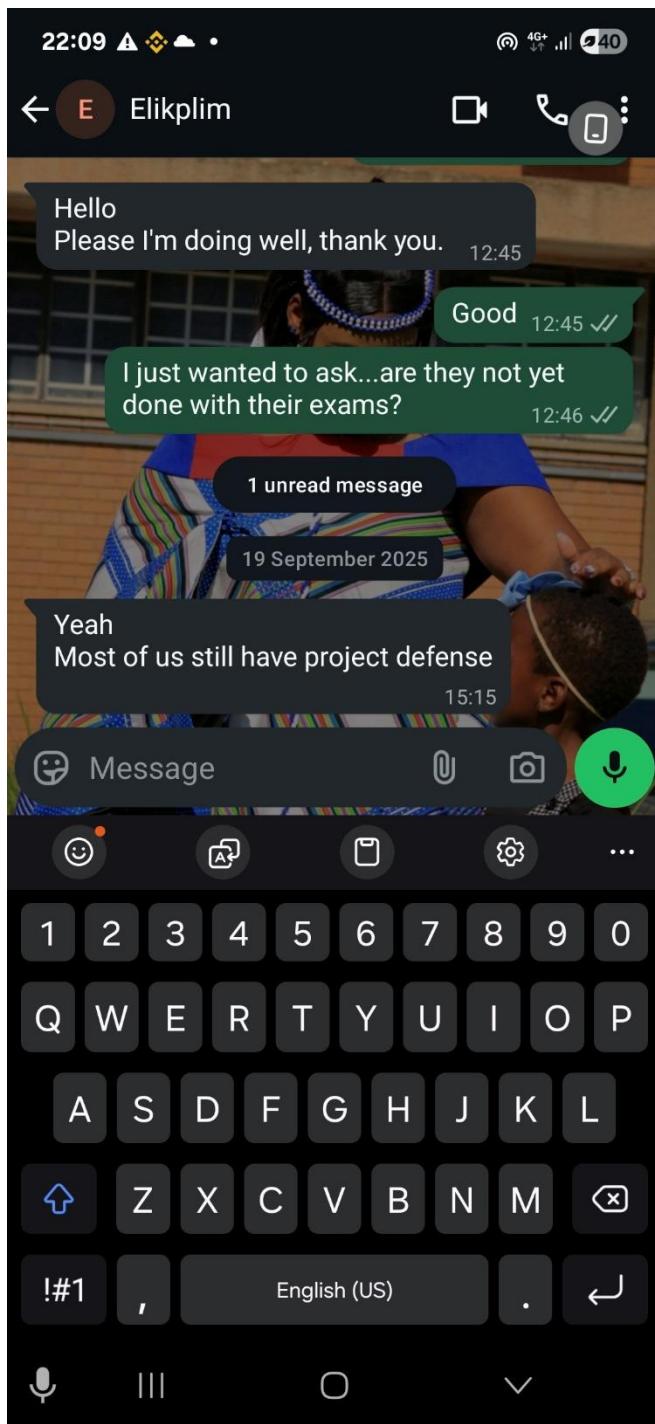
- Agbenyega Caleb

### **3.2 Activities Delivered**

During September, **very little progress was made in the Ghana Group** due to ongoing **examinations and school commitments**. Learners frequently gave excuses related to academic workload, which significantly impacted their participation and consistency.

As a result, **no new chapters were covered this month**, and the planned activities such as chapter walkthroughs, wallet practice, and enrollment support could not be carried out. The attached attendance register also provides evidence of these challenges, showing repeated instances of low or no attendance.

This highlights the need for **additional follow-up and re-engagement strategies** for the Ghana Group once examinations are completed, to ensure they do not fall too far behind the other cohorts.



### 3.4 Attendance Summary

**05 September**

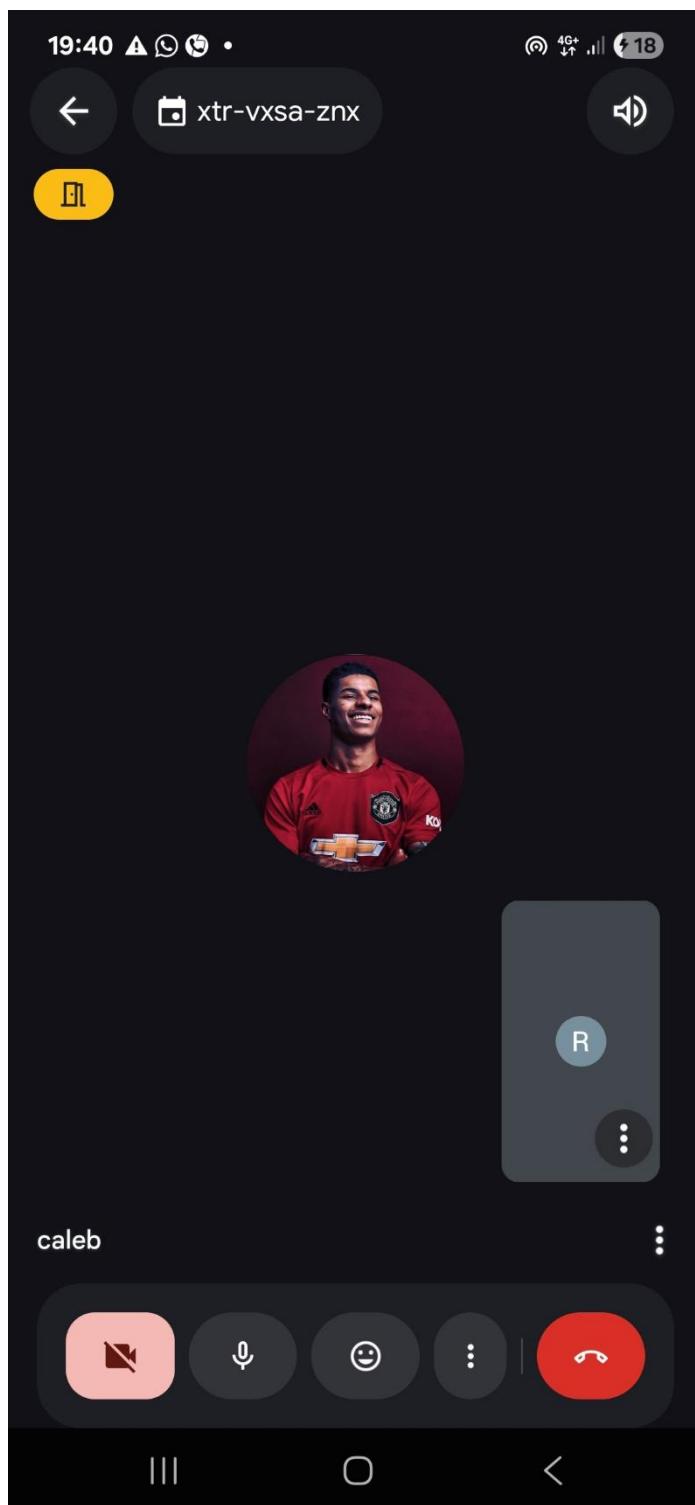
Activity: No one attended

**06 September**

Activities: Chapter 5

## Attendees

- Caleb,

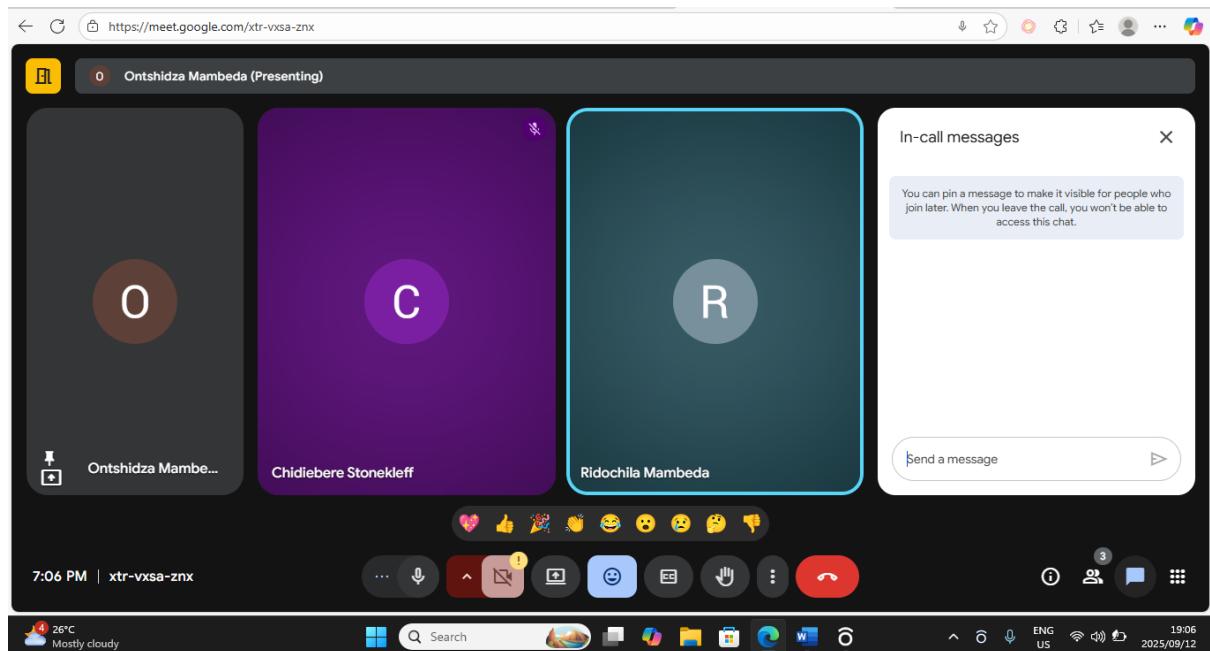


**12 September**

Activity: Chapter 1

## Attendees

- Ontshidza
- Chidiebere

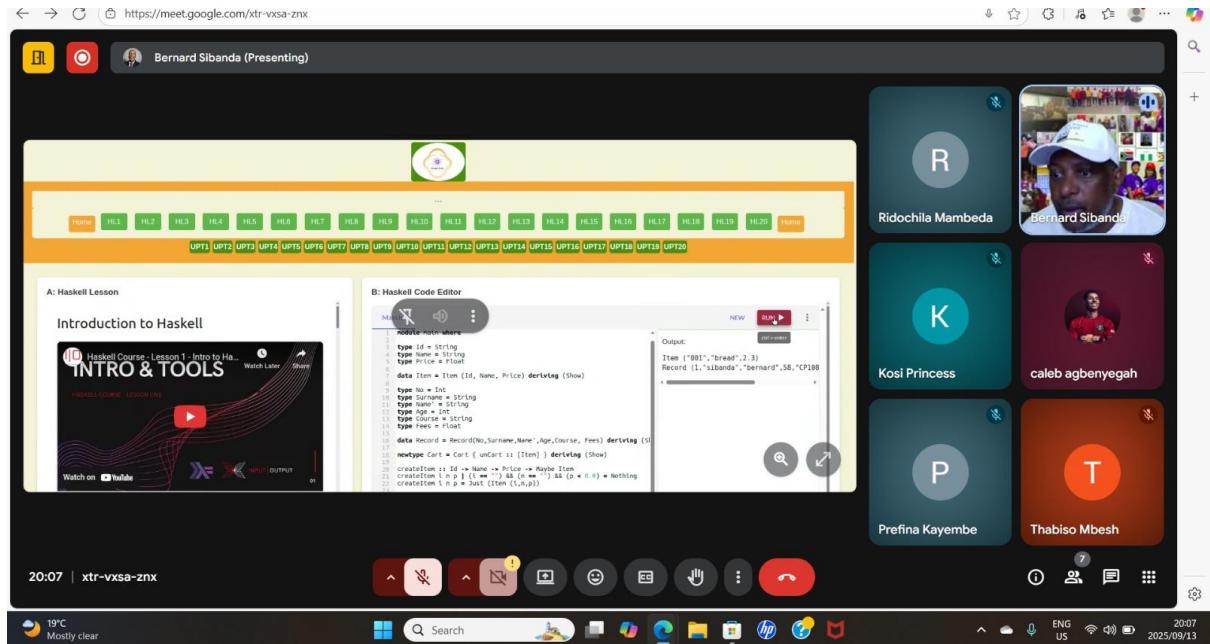


**13 September**

Activity: Sir was teaching Cart

## Attendees

- Caleb,
- Kosi Princess,
- Prefina Kayembe
- Thabiso mbesh

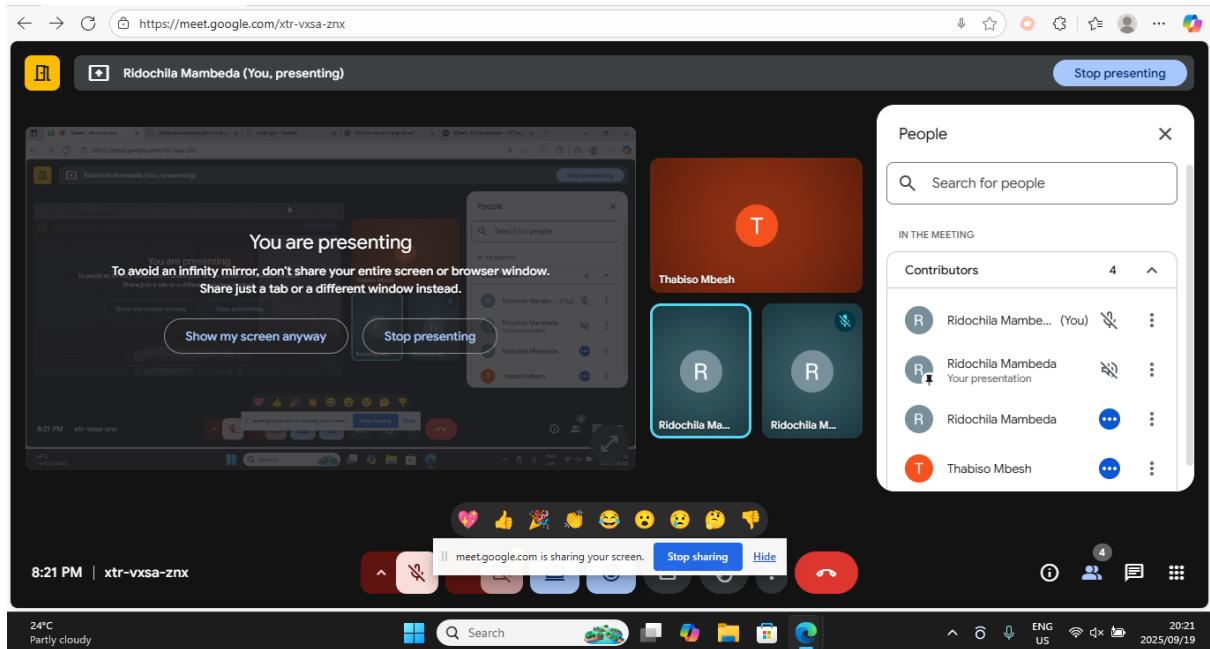


**19 September**

Activity: Working together with Thabiso on EBU task

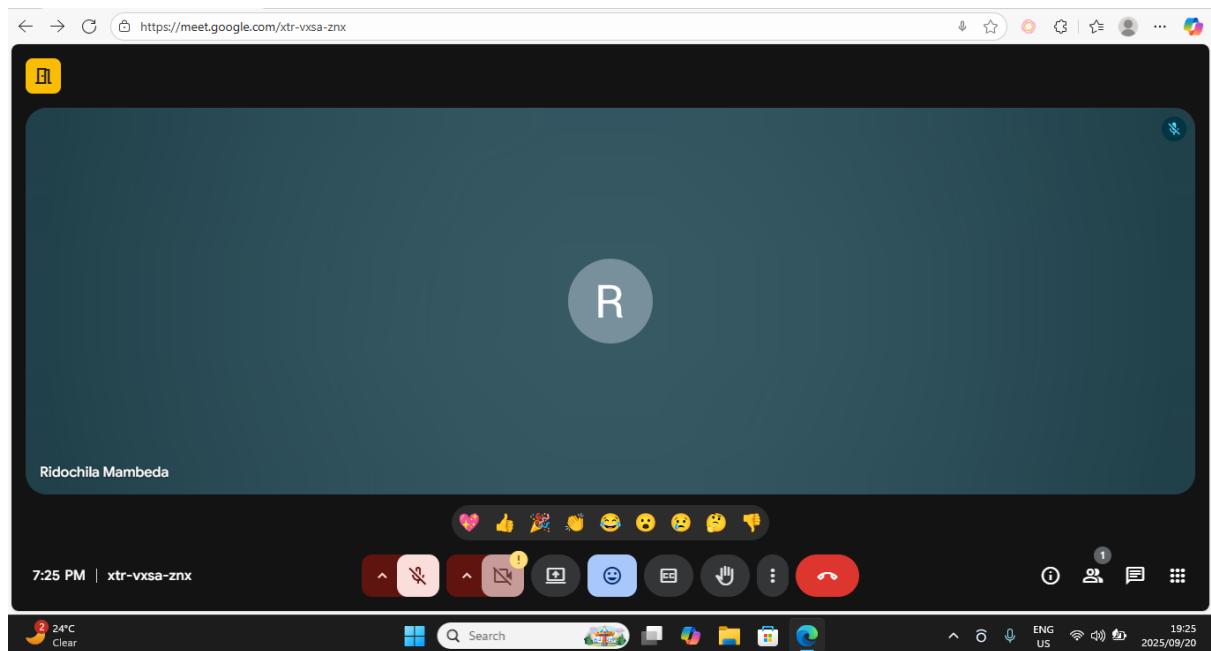
### Attendees

- Thabiso,



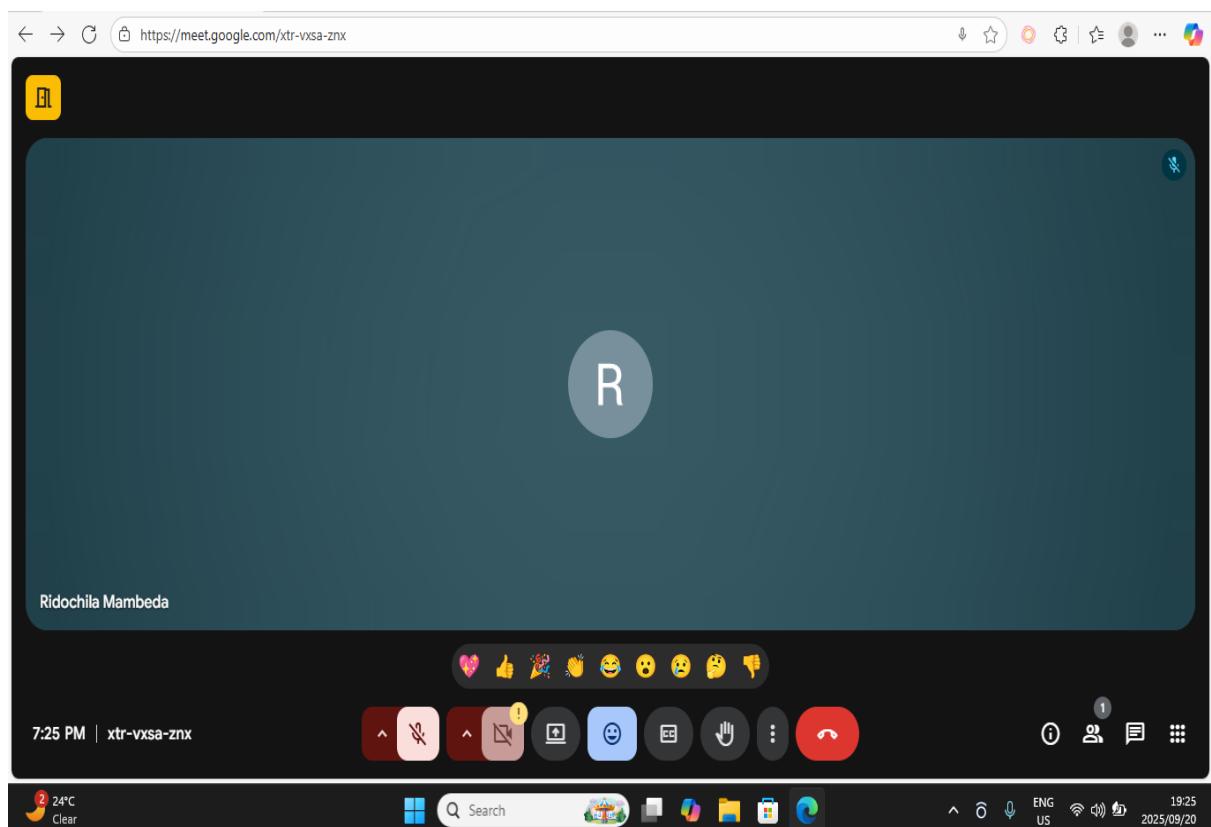
**20 September**

Activity: No one



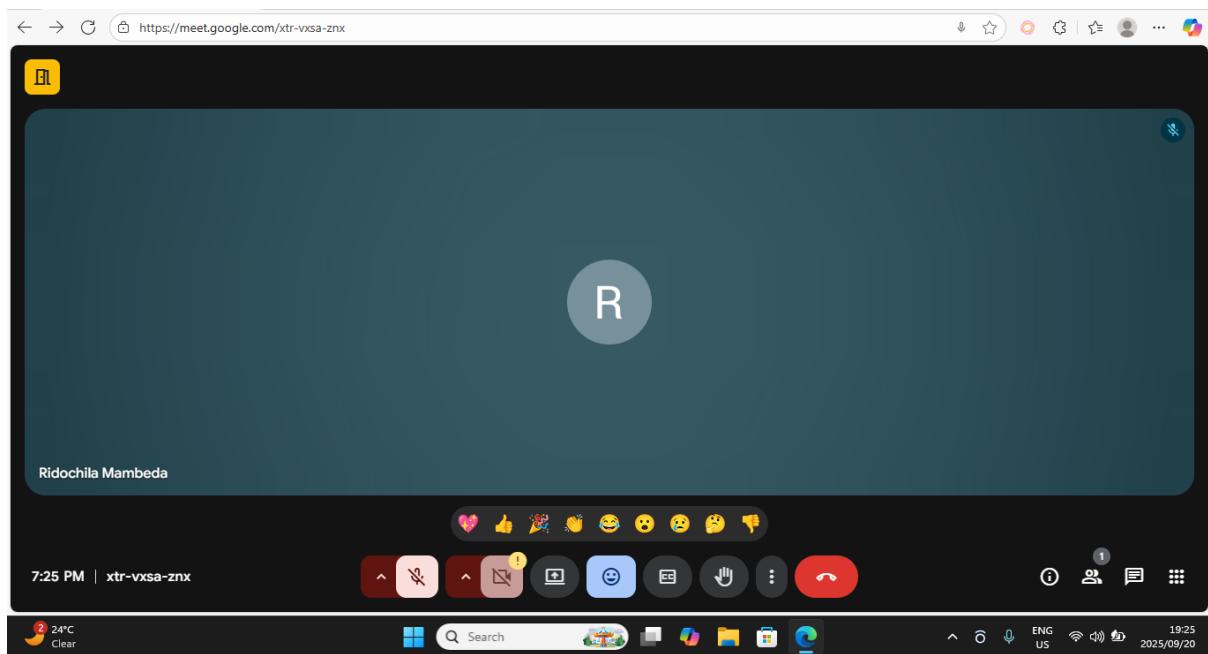
**26 September**

Activity: No one



**27 September**

No one



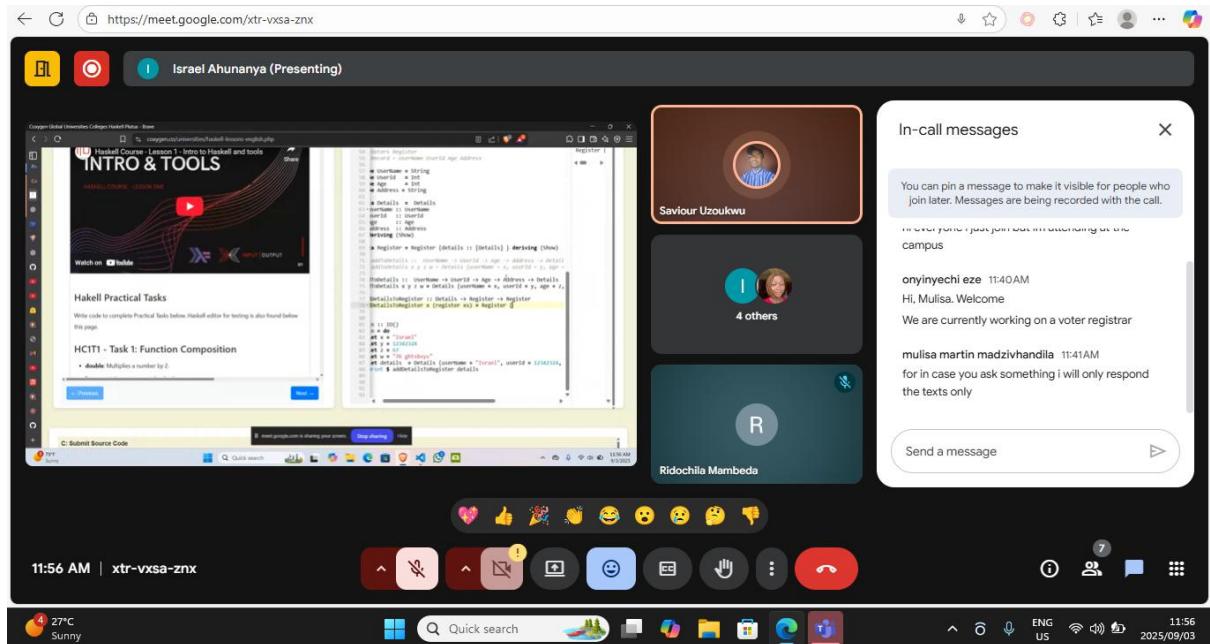
## 4. General Meetings

01 September

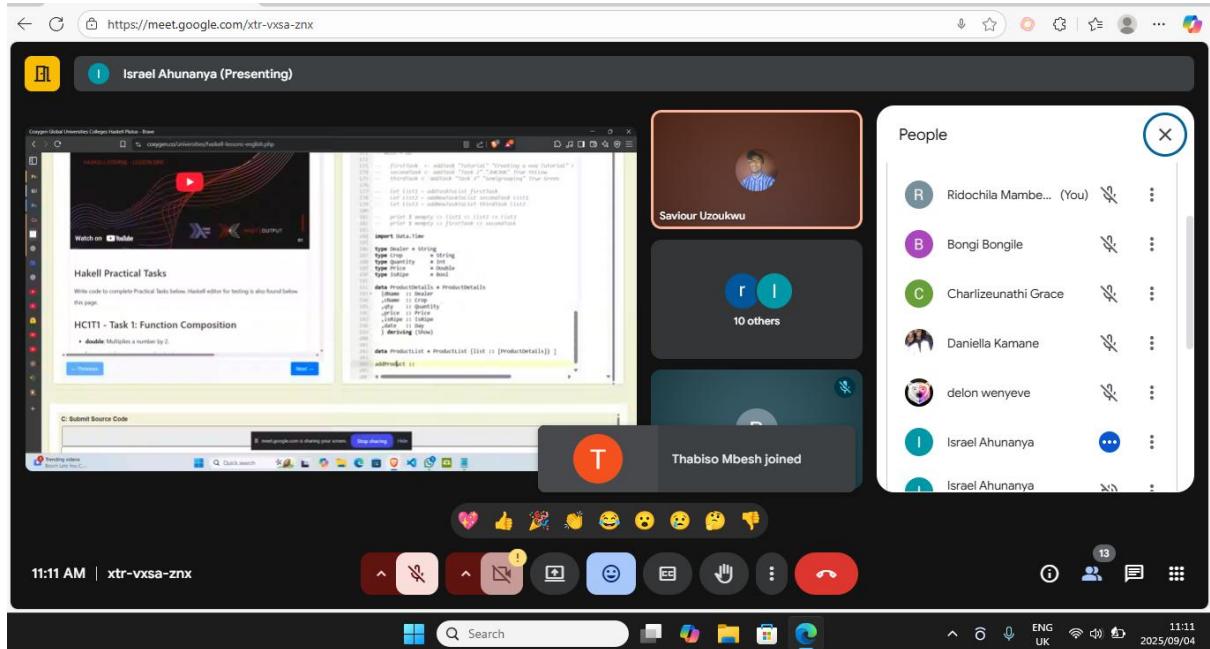
Activity: Creating Cart

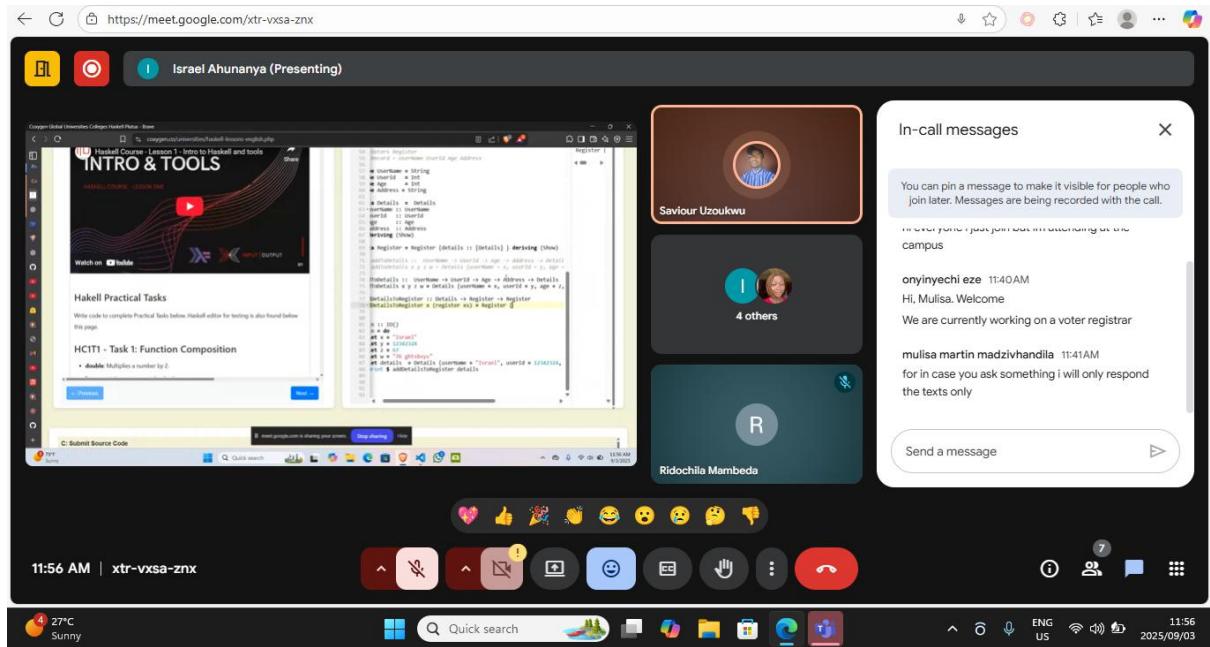
A screenshot of a Microsoft Edge browser window during a video call. The browser tab shows a presentation slide titled 'Introduction to Haskell' with the subtitle 'Haskell Course - Lesson 1 - Intro to Haskell and tools'. The slide features a video player and some text. To the right of the browser, a 'Restore pages' dialog box is open, indicating that Edge closed while other pages were open. The video call interface shows several participants in a grid: Bernard Sibanda (presenting), delon wenyeye, Israel Ahunanya, Daniella Kamane, 3 others, and Ridochila Mam... The bottom of the screen shows the meeting controls, a toolbar with various icons, and the system tray.

## 03 September



## 04 September





## 5. Personal Technical Contributions

- Help Documentation Updates:** Updated and improved the **Coxygen Global Haskell Plutus Universities website help documentation**, making it clearer and more user-friendly. The revisions focused on simplifying technical instructions, adding step-by-step walkthroughs, and ensuring learners can independently resolve common issues.
- Haskell Demo Applications:** Developed additional **Haskell demo applications** to demonstrate practical use of functional programming concepts. These demo apps provided learners with concrete examples of how abstract ideas can be applied in practice, serving as both learning aids and reference material.

<https://github.com/ridotshila/applicative-demo-hs.git>

<https://github.com/ridotshila/semigroup-monoid-demo.git>

<https://github.com/ridotshila/funcor-demo-hs.git>

[https://github.com/ridotshila/Reverse\\_List.git](https://github.com/ridotshila/Reverse_List.git)

[https://github.com/ridotshila/Join\\_List.git](https://github.com/ridotshila/Join_List.git)

- **Marathon Question Development:** Continued to design and refine **marathon-style Haskell challenges**, encouraging learners to stretch their understanding and apply theoretical knowledge in solving real-world inspired problems. These also promoted collaboration and critical thinking.

<https://github.com/ridotshila/applicative-marathon-hs.git>

<https://github.com/ridotshila/funcor-marathon-hs.git>

- **Learner Support & Review:** Provided personalized feedback on learner submissions, assisted with debugging, and emphasized best practices in functional programming and problem-solving approaches.

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## 6. Recommendations & Observations

- **Group G010** showed **excellent consistency and progress**, successfully completing Chapters 7–10 and revisiting the Chapter 14 solution. Their collaboration and commitment continue to stand out, and they are ready to progress to more advanced material.
- **Ghana Group** made **no progress this month** due to examinations and academic workload. Strong re-engagement will be needed in the coming months to ensure they do not fall behind permanently.
- **Demo apps and marathon challenges** proved valuable for reinforcing concepts. Learners responded positively to these, so expanding their use in upcoming sessions is recommended.
- **Individualized support** remains important; one-on-one interventions should continue to help learners who may struggle with advanced chapters.
- For the next phase, the focus should be on **moving towards Chapters 11–13 and beyond**, while reinforcing applied problem-solving skills through collaborative projects and practical coding tasks.