Introduction to Programming

Week 7 tutor’s kit

1. The situation

As the Resource Book says, the prototypes are to be marked this week. It is critical that you make sure these are solid THIS WEEK so that the students can get onto their individual code.

From this week on, I will map out things a little differently. Each week you will need to decide the split of activities across the tutorial and lab according to which you have earlier in the week and whether you still have marking to complete.

You will also have a few different sorts of activities:

- quiz - each student does this open book but alone and then you organise an activity that involves marking it (eg students swap solutions, a student puts a solution on the board) and you record marks
- $$ tutorial activities for the week’s theme will usually be performed in groups - it is up to you to decide if this should be the groups doing problem 2 - if they drift off the task and onto problem 2, you might have to try different groupings
- $$ group planning - the students need to talk within the groups
- ** you read planning sheets for each group - I recommend that you hold a copy and bring it to the next class to discuss progress - you need to track group progress so you can help students with problems early on
- ** you do marking of assessible stuff or looking at work the students have done

The activities $$ can proceed in parallel with those marked **. Also group planning can be done while you are absent from the lab.
2. Tutorial script

Activity 0

Overview:
Activities for today are
• 1. weekly quiz task (individual)
• 2. exercises on code cliches (group)
• 3. pause gymnastics (whole class + tutor)
• 4. planning sessions for group (groups)

• parallel 1. tutor reviewing/markign prototypes
• parallel 2. tutor review of plan for coming week

Activity 1

This week’s quiz

One task from those listed - see end.

Activity 2

Exercises on code cliches

As described below, students work at their own level on the exercises.

While some groups work on these, you should aim to spend some time with the weaker students in the class, helping them come to grips with this stuff, sitting with them for a few minutes to get started on the task, using resources, then leave them to work while you attend to others and then come back to them.

Activity 3

Pause gymnastics

I know people feel a bit silly but this is very important.
Please do it. It indicates you care about your student’s welfare.
Perhaps you should tell them so.

Activity 4

Planning sessions for group

in parallel with their planning, you can review plans or mark the prototypes etc

Finally, remember to mail feedback, comments and requests for seminar content to your section leader.

Judy Kay
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Quiz and tutorial exercises for week 7:

The quiz should be one of the following cliches for reading input. Run the quiz as follows:

Write all the tasks on the board and ask each student to select one task they want to do (noting that the easiest one is listed first and they should aim to really come to terms with it in this class).

Tell students that when they have finished their chosen task, they can go on to later ones.

Please emphasise that everyone should be able to do this stuff and they should find an excuse to do it in their own work for the project eg in a driver class for their own class.

Write a code segment that:

- reads lines from input, stopping when the line starts with the letter J
- as above but then prints how many lines were read
- as above but counts the number of occurrences of the letter ‘m’ and prints a message like "There were 27 ms in the 5 lines entered"
- as above but also keeps the lines read in a list of Strings
- identify a task that involves reading a series of things from input and that is relevant to your problem

2 task - write the code for that

For the tutorial work, encourage students to work in subgroups of the main group with 2-3 per working group. They should ensure that the subgroup has people ready to work on the same tasks from the above. So these will be similar ability groups.