Unofficial turtle of CS 5 Green

Unofficial aliens of CS 5 Black

Unofficial alien of CS 42

Unofficial alien of CS 5 Gold

Do other courses have unofficial aliens?

Follow and like csteachingtips.org

Who says learning cs is alien?

Official alien of this presentation

Take a t-shirt... If you find one your size.

More will be ordered...

DONUT WANT
Thank you!

www.cs.hmc.edu/~dodds/gruttering.pdf
People!

Employment? Papers?

Carissa Saugstad
in CS dept, Olin 1255

Coordination + Submission Site?

Bryan Mehall
in CS dept – B101 near the labs

Concerns? Problems? Ideas + feedback?  Let's chat!
Grading Overview

- Tutoring usually 2 hrs per week
- **Piazza** support and reading ahead / other tasks, as well.

- but... *we’re all in this together! as CSers* first, specialists second.

- **Please help anyone you can help if you're in tutoring hours...**

Grading

is organized separately for each course

5/42 graders will meet **Thursdays** from **5:30 - 7:30pm [or 7]** in Big Beckman B126
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• but... we’re all in this together! as CSers first, specialists second.

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In lab/tutoring hours...

• Please “make the rounds”
• Ask “how are you doing?”
• Avoid “camping out”
• Also avoid being “taken hostage”

most important?
Help people help themselves

• **Don’t...**
  – “Oh, I see your problem! Just change this here...”

• **Do...**
  – “What kind of error are you getting?”
  – Show how to "decode" the error message (if possible)
  – Suggest debugging strategies
  – “Do these strategies make sense? Perhaps try it out and I’ll come back in a few minutes to see how you’re doing.”

• **Sometimes** it's better to reveal the problem directly
  – The student is very frustrated after repeated efforts
  – **You** are very frustrated after repeated efforts!
  – You're besieged with questions and need to triage
  – *It's really not an important point!  e.g., syntax*
Debugging strategies

• Point out error messages + try to decode...
• Test each function independently before moving on
  – Test on small, easy values
  – Test on “edge cases”
• Use print statements
• Use the interpreter
• Show shortcuts
If the problem is conceptual...

• **Back away from the keyboard**

• If you don’t feel comfortable explaining the concept, perhaps switch with another grutor – or get the student to a prof/Piazza

• Mini-presentations work well...


sometimes other students want to join, e.g., for Picobot
Don’t know the answer?

It’s OK - no problem!

Admit as much:  
I don’t know... but let’s figure it out!

Model problem-solving / debugging skills.

Wild guesses can do more harm than good.  
- especially ludicrously confident ones
Still don’t know?

Don’t
• Shrug, and walk away.
• Say “I don’t know.” and walk away.
• Laugh maniacally as you're walking away…

Do
• Find someone else, or
• Get the student to find someone else, or
• Help them send a clear, complete note to the help alias / Piazza site
But what if you **DO** know?

Be Respectful!

Beware *The Curse of Knowledge*

“Lots of research in economics and psychology shows that when we know something, it becomes *hard to imagine not knowing it*. As a result, we become lousy communicators.”

- *might be a real quote, not really sure...*
Summary

Why Humanz Sit like Dis?

People >> Problems

perspective

*Not to be interpreted as a C++ operator...*
Thank you!

• Next up: CS Teaching Tips!

• Then: CS tutoring support, with "the one"

• 5/42/60 sign-up for tutoring times online

• We start tomorrow! (Get a t-shirt!)

• Go fall semester! May it be great!!