Situational Factors for CS 149 – Programming Fundamentals (Accel)

Specific context of learning situation:

Classes are taught in sections of 28 students. We are meeting two days in the lab and one day each week in a classroom.

General context of the learning situation

This is the introductory programming course for this program, one of two that divides students into two categories. Students completing this class successfully move on to advanced programming in the next semester. This course lays the foundation for programming and terminology.

Nature of the subject matter

This is an introductory course, but it is highly applied. So students are learning fundamental concepts and terminology and are expected to apply those concepts and terms to build application software. Students do not get very high in the blooms taxonomy as they are guided in the products that they create and there is limited opportunity for complete freedom of creation.

Characteristics of the learners

This course is one of two Programming Fundamentals classes that we offer. This one, the Accelerated version, assumes that students have some prior programming experience in a modern programming language. Many will have taken Java at the AP or high school course level. Most will not have taken the AP exam or placed low on the AP.

Characteristics of the Teacher

This teacher has taught the equivalent of this course every fall semester for 11 years. She is not a “lecturer” in style and would prefer hands on activities and lab exercises as a vehicle for student learning. Lecture material can be presented in video form outside of the classroom. Any classroom activities will use a technique called POGIL which will serve to guide students through the class content.