

Role and Value of Quantitative Instruments in Gauging Student Perspectives in Computing Curriculum

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- ▶ Regarding 1, the TOC of the proceedings of any SIGCSE, ITICSE, etc, will show how active CS educators have been on this front
- ▶ Regarding 2 and 3, there is ongoing work, as well as parallels to be noted with what has been done in Physics education

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► A sense of responsibility:

“Introductory courses generally represent a blend of elements”

- *“practice with problem solving,”*
- *“coverage of technical elements and details,”*
- *“preparation for later courses,”*
- *“overview of the scope of the discipline”*
- *“connections with one or more application areas,”*
- *“identification of social and ethical issues of computing,”*
- *“clarification of what it means to be a computing professional,”*
- *“shaping of attitudes/perspectives on the computing discipline.”*

“Students often enter college with pre-conceived notions of what the field of computing entails, and unfortunately many of these images are misguided” -Henry

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Steve Cooper will present the importance of gathering this information for curriculum design from the perspective of grant agencies.

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Discussion: We will open it up for Q&A and discussion.

Individual Statements

◀ Henry Walker ▶

◀ Mark Guzdial ▶

◀ Ali Erkan ▶

◀ Steve Cooper ▶

Instructions for the MPEX Survey (For Students)

The statements may or may not describe your beliefs about this course. You are asked to rate each statement by circling one of five choices

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

- ▶ Work quickly. Don't over-elaborate the meaning of each statement. They are meant to be taken as straightforward and simple.
- ▶ If you don't understand a statement, leave it blank.
- ▶ If you understand, but have no strong opinion, circle 3.
- ▶ If an item combines two statements and you disagree with either one, choose 1 or 2.