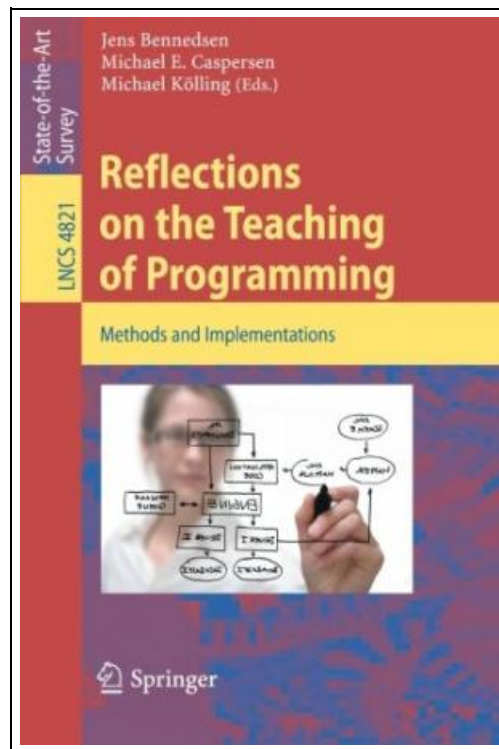


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Reviews

Extremely helpful to any or all category of men and women. It really is rally exciting throgh reading time. I am just happy to let you know that this is basically the greatest pdf i have got go through in my personal existence and may be he finest book for at any time.
(Carroll Greenfelder IV)

REFLECTIONS ON THE TEACHING OF PROGRAMMING



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Springer-Verlag GmbH Mai 2008, 2008. Taschenbuch. Condition: Neu. Neuware -
 For 50 years, we have been teaching programming. In that time, we have seen -
 mentous changes. From teaching a
 rst course using an assembly language or Fortran I to using sophisticated functional and OO programming languages. From
 computer touched only by professional operators to computers that children play with. From input on paper tape and punch cards, with hour-long
 waits for output from computer runs, to instant keyboard input and instant compilation and execution. From debugging programs using pages-
 long octal dumps of memory to sophisticated debugging systems embedded in IDEs. From small, toy assignments to ones that inspire because of
 the ability to include GUIs and other supporting software. From little knowledge or few theories of the programming process to structured
 programming, stepwise refinement, formal development methodologies based on theories of correctness, and software engineering
 principles. And yet, teaching programming still seems to be a black art. There is no consensus on what the programming process is, much less
 on how it should be taught. We do not do well on teaching testing and debugging. We have debates not only on whether to teach OO
 rst but on whether it can be taught rst. This muddled situation manifests itself in several ways. Retention is often a problem. Our colleagues in
 other disciplines expect students to be able to program almost anything after a course or two, and many complain that this does not happen.
 In some sense, we are still floundering, just as we were 50 years ago. Part of the problem may be that we are not sure what we are teaching. Are
 we simply providing knowledge, or are we attempting to impart a skill? Many introductory texts are oriented at teaching programs
 rather than programming; they contain little material on the programming process and on problem solving. 259 pp. Englisch.



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