

"Guess Who" Flashcard Activity on Computing Educators Project Information

Originally developed by Deepa Muralidhar, March 7, 2011
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Description of Activity: This activity includes a set of "Guess Who" flashcards, each of which includes several clues that lead to the identity of an individual in the collection of oral history interviews with computing educators on the CEOHP site. The cards can be used in several ways.

- As a daily morning warm-up activity where students track the daily winner(s) and are awarded a prize at the end of the week.
- As a canned lesson plan for a substitute to carry out (since frequently, CS teachers receive substitutes who do not know much about the subject; with this activity, the substitute can have a successful class that ensures that the students are learning.)
- As the basis for having the students create their own flashcards based on the interviews in the CEOHP collection.
- As a filler activity during holiday weeks or after completing an exam or other project.
- In an introduction to computer science course for studying the lives notable figures in the industry
- In the Careers component of a course.

Background: The CEOHP website has a collection of interviews on various computing educators around the world. These interviews are a collection of career stories from various computing educators.

Grade Level: Grades 8-12 (about 13-18 years old)

Courses: Any computing-related course.

Required resources:

- Access to the internet.
- A worksheet or set of cards that provide the clues (available from the CEOHP materials collection)

Timeframe: Depends on the format of the activity. It can be very brief (say, 15 minutes for researching a particular set of clues), spread over several days (such as the "sponge" activity suggested above), or the focus of a full class period (if students are going to complete several of the cards in a single day).

Objectives: Reading these interviews will benefit students in the following ways:

1. Get inspiration for pursuing the field of computer science.
2. Identify possible careers in field of computer science.
3. Experience reading and interpreting information on websites and taking notes.
4. Reading through a lot of information quickly and extracting what is relevant.

Standards: From the Georgia Standards (<https://www.georgiastandards.org/>)

ELA10W3 The student uses research and technology to support writing.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas

Teacher Instructions

The cards that have been developed thus far are available on the CEOHP website as part of the Teacher materials.

Sample card:

1. I am a textbook author.
2. I learned a great deal about computer science education research from my graduate students.
3. I am very proud of the program that taught women in science fields ideas from computer science to allow them to be at the same level as someone with an undergraduate computer science degree.
4. My first textbook was based on the programming language Pascal.

Correct guess: Nell Dale (<http://www.cs.southwestern.edu/CEOHP/daleN-overview.html>)

The full set of cards is available in several formats on the CEOHP website under "materials".

Guidelines for creating additional flash cards

As an activity for advanced students or for interested instructors, use these guidelines to create additional cards.

Select four clues using the following criteria:

1. Clue #1 should be fairly general but specific enough for a guesser to narrow the set of possibilities to two or possibly three educators. (e.g. where do they teach, a notable award they won)
2. Clue #2 should be selected from interview excerpts.
3. Clue #3 should mention a career goal or passion, or a significant contribution by that educator. (This information can be taken from the first few paragraphs of the interview overview page on the CEOHP site.)
4. Clue #4 should be something that is unique to this educator. (In practice, this clue should confirm whatever guess a student has made.)

Please consider submitting any new sets of hints to the CEOHP team for inclusion in future versions of the material.

If you would like to be able to create your own formatted flashcards using this same content, please contact the CEOHP project leaders. The process involves an Excel file containing the data (name, URL, and clues) and a Word file that serves as the template for a printmerge. We are willing to share, but do not yet have written instructions for this process.