Program Comprehension: Identifying Learning Trajectories for Novice Programmers

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ABSTRACT

This working group asserts that Program Comprehension (PC) plays a critical part in the writing process. For example, this abstract is written from a basic draft that we have edited and revised until it clearly presents our idea. Similarly, a program is written in an incremental manner, with each step being tested, debugged and extended until the program achieves its goal.

Novice programmers should develop their program comprehension as they learn to code, so that they are able to read and reason about code while they are writing it. To foster such competencies our group has identified two main goals: (1) to collect and define learning activities that explicitly cover key components of program comprehension and (2) to define possible learning trajectories that will guide teachers using those learning activities in their CS0/CS1 or K-12 courses.

We plan to achieve these goals as follows:

Step 1 – Review the current state of research and development by analyzing literature on classroom activities that improve program comprehension.

Step 2 – Concurrently, survey lecturers at various institutions on their use of workshop activities to foster PC.

Step 3 – Use the outputs from both activities to define and conceptualize what is meant by PC in the context of novice programmers.

Step 4 – Catalog learning activities with regard to their prerequisites, intended learning outcomes and additional special characteristics.

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Step 6 – Develop a map of learning activities and thereby also models of probable learning trajectories.

KEYWORDS

program comprehension; learning trajectories; CS1;

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Related Work

Learning to program is not just about mastering the syntax and semantics of each construct of a programming language. From the outset, Soloway identified two key issues for learning to program: the ability to identify *chunks* (he renamed them plans) and the understanding of the way "the computer turns a static program written on a piece of paper into a dynamic entity that exists over time. In this dynamic representation, notions such as the causal relationship between the statements become very important and must be used in describing how a program works"[13, p. 854]. The latter issue is usually referred to in the literature as the notional machine [2].

Comprehension is usually conceptualized as a process in which an individual constructs his or her own mental representation of the program. Most novice programmer's misconceptions and logical errors are caused by poor understanding of that notional machine. Multiple models of program comprehension have been proposed in the literature [8, 16]. The 2010 WG report [11] compared and contrasted the way in which those models conceptualize program comprehension. Although this comparison was the main focus of the report, it also provided some insights into learning concepts and obstacles, effective learning tasks and teaching methods. Thus, this working group is picking up the baton by planning to collect and organize learning tasks that will develop program comprehension.

In the last ten years there has been a rising awareness and focus on program comprehension as part of learning to program. Assessment components have been proposed to include or target some aspects of program comprehension like reading [1], tracing [7], explaining [6], or reversing [3, 15]. Sudol et al. [14] vindicates using code comprehension questions as learning events instead of as assessment items. On a similar line, [12] selected 14 program comprehension tasks and survey practitioners to rank them in terms of perceived effectiveness in developing the novices' program comprehension.

Learning trajectories (LT) have garnered the attention of math and science educators [4], because their ability to model how the student's thinking about a specific topic evolves over time, and hence supporting (in the end) research based curriculum development. This is possible due to increased empirical knowledge about this progression - a knowledge currently lacking in computer science education. One reason is that there are seldom efforts to collect and systematize about such progressions in a domain; Rich et al [9] is an example of such approach in K-6 education.

The WG aims to extend our practical knowledge in the domain of program comprehension by collecting instructors' views of learning PC. We are therefore building on what Lobato and Walters have named the *hypothetical learning trajectory*; because the trajectory is seen through the eyes of the instructor [4, p. 84]:

> the starting point in teacher planning is the creation of conjectures regarding what students understand initially and what they may be able to learn next. Instructional tasks are selected, not only on the basis of generic task features, such as high cognitive demand or student interest, but also because of an inferred quality of being able to engender the next level of sophistication of student thinking.

The focus on how different tasks organize the thinking process of learners, and how tasks can and should be ordered to allow effective learning progressions is what distinguishes our WG from other approaches that have aimed at collecting useful examples and tasks (e.g. [10], [5]). In other words, we are not focusing on how to assess but looking at how to develop program comprehension. As mentioned before, assessment questions that target program comprehension can be extended to become learning activities. Thus, those previous collections of tasks will be analyzed to identify both tasks that require program comprehension and assessments that evaluate it.

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