

08-20 Computers and Technology- Class Session Summary: Flowchart Instruction, and Assignment Management

Key Points and Educational Insights from Class Session

Attendance, Classroom Management, and Student Engagement

- Several absences noted; some students have not completed assignments.
- Emphasis on classroom routines: students should put phones away and focus on tasks.
- Music privileges used as motivation—students may listen to music while working if they stay on task.
- Teacher monitors engagement and adjusts privileges as needed.

Instructional Strategies and Concept Introduction

- **Visual Analysis and Critical Thinking:**
 - Students analyzed a "cafe" photo to identify AI-generated features, focusing on nonsensical text, unrealistic objects, and anatomical errors.
 - Encouraged skepticism and evidence-based reasoning: students should question information and seek proof.
- **Assessment and Feedback:**
 - Grading rubric for image analysis:
 - Zero points for no submission.
 - 3.5/5 for superficial answers.
 - 5/5 for identifying AI features.
 - 6/5 for comprehensive, detailed analysis.
 - Feedback provided to reinforce critical observation and analytical skills.

Upcoming Assignments and Deadlines

- **Daily Activity:**"Holding Mom" image analysis due at the start of next class; same analytical approach required.
- ****Diagram Project:****Four-part assignment on diagrams.net, due today; partial credit available for incomplete submissions.
 - Recommendation: Complete parts 1, 2, and 4 first for efficiency; part 3 is more challenging and can be done last.
- ****Flowchart Project:****Introduction to flowcharts as process visualization tools.
 - Students will create three flowcharts, with guided examples provided in class.
 - Flowchart conventions taught: green circles (start), red circles (end), diamonds (decisions), blue squares (commands), arrows (process flow).
 - Participation and hands-on practice emphasized.

Instructional Content: Flowchart Construction and Application

- **Modeling and Guided Practice:**
 - Teacher constructed a "Peking 101" flowchart live, explaining each step and symbol.
 - Students learned to distinguish between start/end points, decisions, and commands.
 - Real-life scenario used for engagement and relevance.
 - Discussion of process loops and how to break them.
 - Reinforced that flowcharts are for process description, not medical advice.
- ****Second Example:****Flowchart for "Comp Tech Class" routines, illustrating classroom procedures and decision points.
 - Highlighted the use of loops and conditional steps in flowcharts.

Research and Information Literacy

- For the diagrams project, question four, students were instructed to find national headquarters addresses for companies, not local stores.
- Encouraged use of reliable sources (Google, ChatGPT) for factual information.

Student Support and Differentiation

- Teacher provided individualized help and feedback, checked student progress, and offered guidance on assignments.
- Partial credit policy supports diverse learning paces and reduces student anxiety.
- Tips for efficient work: focus on assignment requirements, avoid unnecessary embellishments unless time allows.

Technology Integration

- Use of diagrams.net for digital diagramming and flowchart creation.
- Google Drive folders for assignment submission and grading.
- Music as a productivity tool, with clear boundaries to maintain focus.

Classroom Culture and Relationships

- Teacher shared personal anecdotes to build rapport and illustrate concepts.
 - Encouraged respectful behavior and discouraged disruptive actions (e.g., throwing objects).
 - Fostered a supportive environment with humor and flexibility.
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Next Steps and Action Items

- ☐ Complete "Holding Mom" daily activity analysis before next class.
- ☐ Finish and submit all four parts of the diagrams.net diagram project by end of day; partial credit available for incomplete work.
- ☐ Begin work on the flowchart project (three flowcharts); review conventions and examples provided in class.
- ☐ Fill out the flowchart thinking sheet on the class website (should take 3–4 minutes).
- ☐ Maintain classroom norms: keep phones away except for approved music time, stay on task to retain music privileges.
- ☐ Seek teacher assistance as needed during work time.
- ☐ Prepare schedule diagrams for Monday–Friday, including teachers for extra credit if desired.
- ☐ Prioritize assignment completion over decorative elements unless ahead of schedule.
- ☐ Ensure all assignments are ready for grading before next class session to avoid zero scores.