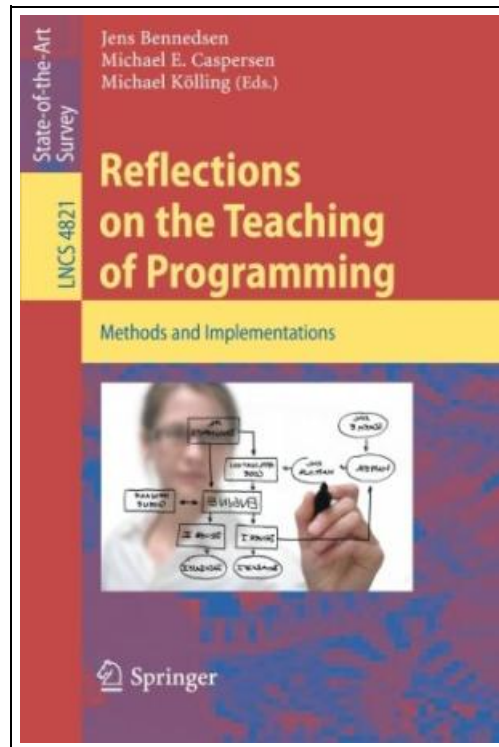


Reflections on the Teaching of Programming



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Reviews

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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 first course using an assembly language or
Fortran 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 re-
finement, 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 but on whether it can be taught.
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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