



Using simulation role plays to teach programming concepts for absolute beginners

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Simulation role-plays are used as a teaching tool in many areas and disciplines. This Research was about finding the effectiveness of using short simulation role plays for teaching programming concepts for absolute beginners

The initial stage of the research was a literature survey to find out about the on-going research on simulation role plays.

The second stage was to decide on the concepts in programming that are considered to be difficult to put across to students and then design role plays to teach such concepts.

In the Third stage, questionnaires were prepared for each role play and let the students to evaluate the outcome.

The final stage of the research was to evaluate the success of each role play.

Outcome of the survey

More than 95% of the students participated in the role plays agreed that it was a very effective way of learning.

Positive comments

- Learning is easier if taught this way.
- When visualise, the message gets through faster
- Good idea, A picture is worth thousand words.
- It was easy to understand and make it easier to relate to real life things.
- Enjoyable way to learn
- Always keep the audience interested.
- I really enjoyed the interaction.
- I wish other tutors would use such role playing

Negative Comments

- Was fun, but wasted too much time on a simple thing

Overall Performance

At the end of the module, It was noted that there was no significant improvement in overall performance of the class.

Conclusion Remarks

Role-plays need to be short and simple. They could be used effectively in small groups of students. It also may help the tutor to attract students' attention. We are yet to find out how effective role playing could be in teaching programming. This needs further research.

References

- Effective Teaching and Learning, Paul Cooper, Donald McIntyre
Methods for Teaching, Promoting Student Learning David A. Jacobson, Paul Eggen, Donald, Kauchak.
Role Plays and Congruence: Some Suggested Teaching Principles by Barry Goldman, Wayne State University