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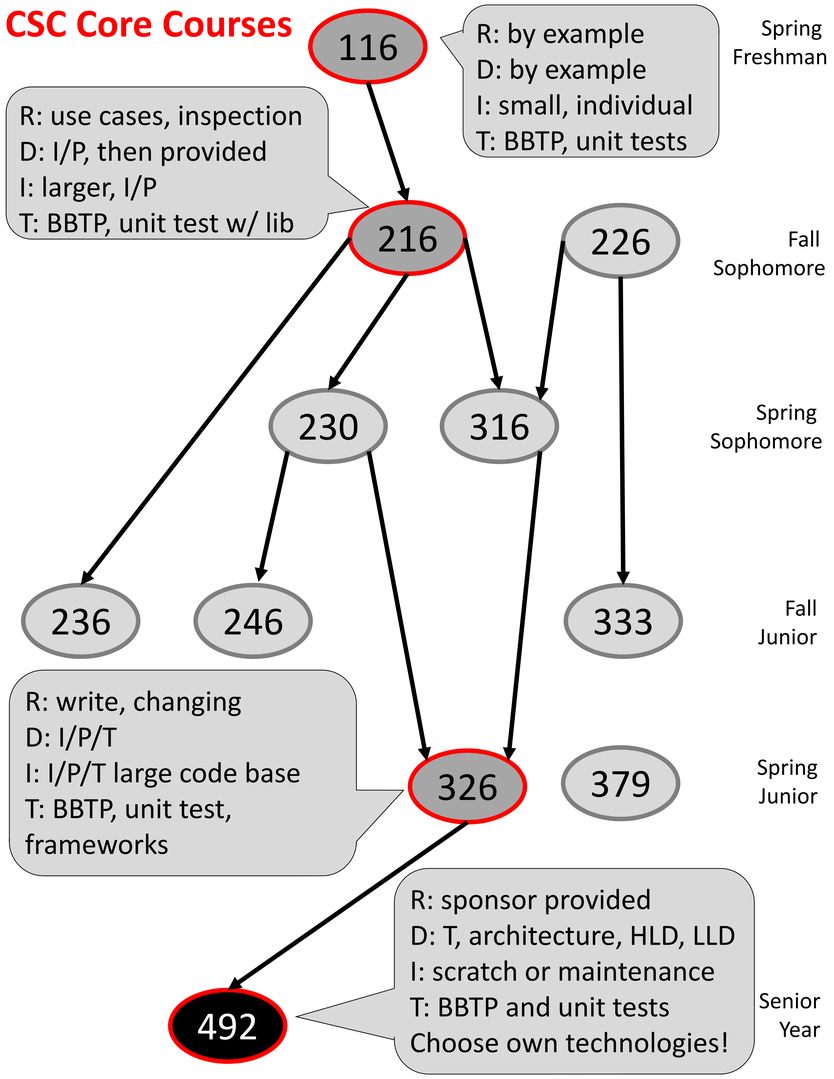
Integrating Communication Assessments into Undergraduate Computer Science Core Courses

Sarah Heckman, Department of Computer Science
sarah_heckman@ncsu.edu

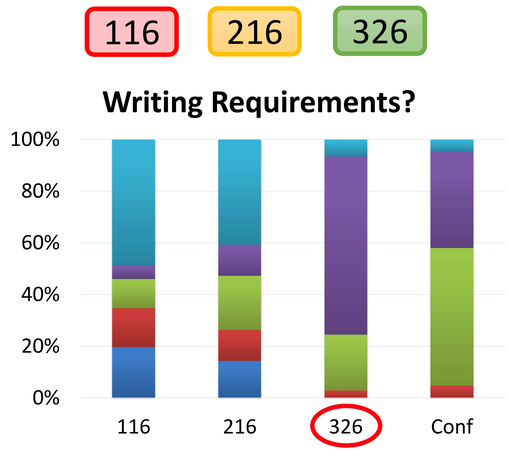
Overview

- **Goal**: Incorporate communication learning outcomes into CSC undergraduate core
- CSC Faculty are domain experts on CSC communication genres
- **Legitimate Peripheral Participation**, where students engage with legitimate activities, where appropriate, increases learning
  - Appropriate audience and genres for technical outcome
- **Situational Complexity**:
  - Longer responses
  - More complicated responses
  - Responses in multiple genres
  - A greater degree of independence on the part of students
  - More students contribute to completion of the assignment

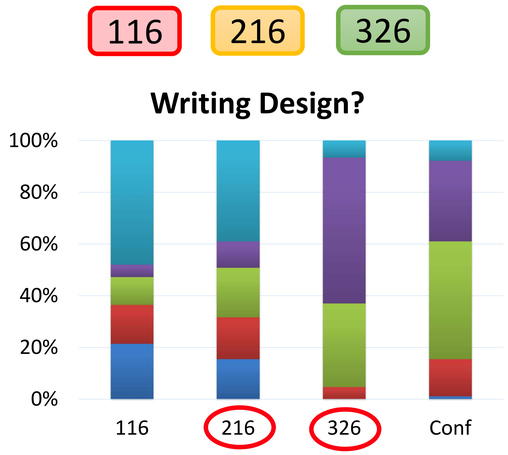
CSC Core Courses



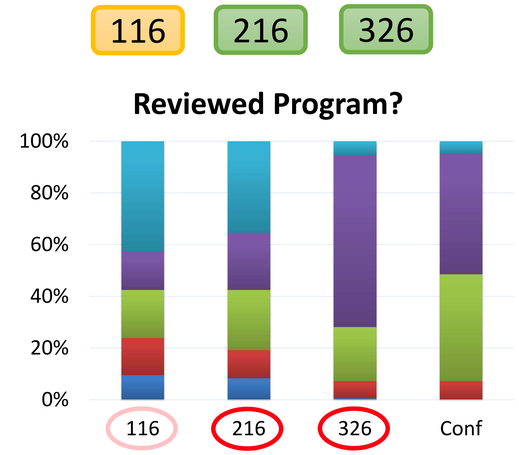
Requirements



Design



Test



Not at All Important/Confident | Low Level of Importantance/Confidence | Medium Level of Importance/Confidence | High Level of Importance/Confidence | Blank

M. Carter, R. Fornaro, S. Heckman, and M. Heil, "Creating a Progression of Writing, Speaking, & Teaming Learning Outcomes in Undergraduate Computer Science/Software Engineering Curricula," World Engineering Education Forum (WEEF), Buenos Aires, Argentina, October 15-18, 2012.
M. Carter, R. Fornaro, S. Heckman, and M. Heil, "Developing a Learning Progression that Integrates Communication in an Undergraduate CS/SE Curriculum," NCSU Technical Report, TR-2012-7, May 25, 2012.
Woodruff, S. B., Li, Yl., & Ryan, E. e. (2014). *Evaluation of CPATH II: Incorporating Communication Outcomes Into the Computer Science Curriculum Technical Report of the Evaluation of Student Artifacts, March 2014.* Oxford, OH: Miami University, Ohio's Evaluation & Assessment Center for Mathematics and Science Education
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