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Programming rules: what do children understand?

van den Heuvel-Panhuizen, Marja, Proceedings of the 25th conference of the International Group for the Psychology of Mathematics Education. Vol. 3. ,. 169-176 (2001).

We are working to build computational worlds where children can play, design and program videogames. Videogames represent rule-based systems which are expressible in non-textual animated ways. We describe the different ways children (aged 7 to 8 years) articulate a simple rule they have programmed themselves. The results indicate that rule expression is shaped by the type of prompt to make the articulation (to predict, describe or to explain), the narrative context of the game and the medium of expression (computational, spoken or written). (orig.)

Classification: P52

Keywords: rule-based systems; narrative context; medium of expression