

## Algorithmic Skills Transferred from Secondary CSI Studies into Tertiary Education

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**Abstract :** Testing the first year students of Informatics at the University of Debrecen revealed that students start their tertiary studies in programming with a low level of programming knowledge and algorithmic skills. The possible reasons which lead the students to this very unfortunate result were examined. The results of the test were compared to the students' results in the school leaving exams and to their self-assessment values. It was found that there is only a slight connection between the students' results in the test and in the school leaving exams, especially at intermediate level. Beyond this, the school leaving exams do not seem to enable students to evaluate their own abilities.

**Keywords :** deep and surface approaches, metacognitive abilities, programming and algorithmic skills, school leaving exams, tracking code

**Conference Title :** ICSR 2020 : International Conference on Scientific Research and Development

**Conference Location :** Chicago, United States

**Conference Dates :** December 12-13, 2020