

The Interplay of Factors Affecting Learning of Introductory Programming: A Comparative Study of an Australian and an Indian University

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Abstract : Teaching introductory programming is a challenging task in tertiary education and various factors are believed to have influence on students' learning of programming. However, these factors were largely studied independently in a chosen context. This paper aims to investigate whether interrelationships exist among the factors and whether the interrelationships are context-dependent. In this empirical study, two universities were chosen from two continents, which represent different cultures, teaching methodologies, assessment criteria and languages used to teach programming in west and east worlds respectively. The results reveal that some interrelationships are common across the two different contexts, while others appear context-dependent.

Keywords : introductory programming, tertiary education, factors, interrelationships, context, empirical study

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