

A Gamified Course Visualization, Organization, and Assessment System
(Technical Report)

Educational Technology in U.S. Classrooms: Divergent Agendas
(STS Research Paper)

An Undergraduate Thesis Portfolio
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Bachelor of Science in Computer Science

by

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Preface

How can schools and universities better prepare students professionally and personally for life after college?

Can college students learn more easily when they can complete their coursework at their own pace, without the burden of fast-approaching deadlines or single-chance quizzes and tests? Under the direction of Professor Mark Floryan, an application was developed to reframe the experience of introductory and advanced coding classes to be more flexible and adaptable to the needs of each student. A pilot course using this application will be tested and implemented at the University of Virginia in an effort to improve the educational experience for both students and professors.

What is technology's place in the classroom? Because the value and best uses of educational technology depend upon divergent convictions about the purpose of education, the problem is divisive. In the United States, teachers, administrators, policymakers, and technology companies compete to determine how technology is integrated into public schools. Teachers, technology companies, and others pressure school boards and other policymakers to promote their positions on technology.

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