



B. P. PODDAR INSTITUTE OF MANAGEMENT & TECHNOLOGY
DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
ACADEMIC YEAR: 2017-2018 EVEN SEMESTER

BASIC COMPUTATION AND PRINCIPLES ON COMPUTER PROGRAMMING (CS201)

SESSION REPORT

Topic: Dynamic Memory Allocation

Teaching methodology: Flipped Classroom and Think-Pair-Share (TPS) (Sec-A)

A Flipped Classroom activity was conducted on the topic “Dynamic Memory Allocation” at the 1st year section A classroom of Department of Computer Science & Engineering. Ayesha Ali, Assistant Professor of Computer Science and Engineering department was the facilitator for the session. The session was attended by an average of 34 students. In this session the students are divided in groups of four and are given a topic. The motive of Flipped classroom and TPS activity is to enable the students to research and study a given topic, present their topic via PowerPoint presentation and explain the same to his/her peers and the concerned faculty with board work if needed.

This inculcates the ability to study and clear their own doubts via study materials and web resources. Also, most importantly, helps their communication skills while presenting in front of the class and thereby improving their vocabulary and enhancing their confidence.

The students were given the topic 3-4 days prior the activity. The presentation lasted for 12-15 minutes per group. The highlights of the activity are as follows:

1. The students explained the Dynamic Memory Allocation and the different types of functions used in the same.
2. Few students delved deep and explained the Memory map with respect to Dynamic memory allocation.
3. Some students explained the difference between dynamic and static memory allocation.
4. Some students were able to explain the different functions with snippets of code for better understanding.
5. Few students were unable to present the contents of the slides effectively and were struggling with words, hence could not respond to the doubts of their peers.

Overall the activity proved beneficial to the students, it helped them assess their skills and brought about a different teaching methodology which captivated the interest of the students, thereby making them more interactive and attentive in class.

Ayesha Ali