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The whole time I was experimenting with *Star Logo* I was thinking about how meaningful and rich this program could be in a classroom setting. Each project is tied to a larger, real world concept that would help make learning activities authentic. *Star Logo* also has variables that can be changed and observed to see what is exactly causing each reaction. For instance, in the Rabbit and Grass example, there are real world implications for population control, and over breeding. In the Traffic example there are real-world bottle-necks, and explains some of the reasons for traffic jams. In both of these examples students can change the variables and see how that affects outcomes. Teachers could ask students to hypothesize, draw conclusions, and analyze the accompanying data. This is a very useful tool for teachers in almost all subjects.

Rope was the program that fascinated me the most. It was not as pretty, or as rich with geometry as design, but it introduced a topic that is so difficult to teach. When I was learning earthquakes as a teenager I thought that earthquakes moved much like waves in the ocean. Although some teachers may be satisfied with a student making a connection between the two, earthquakes are infinitely more complicated. Rope in my mind is the beginning of understanding how an earthquake moves, and how the friction caused by the material it is moving through causes changes, even if the amplitude and frequency stay the same. S waves are easily explained and experimented with using this model. It would be my next step to introduce P waves, and somehow get the two on to the same graph so that students can see how the two different waves move in an earthquake with the same intensity.

As for my own fascination, I was amazed with the Rabbit and Grass program. When I put too many rabbits they would all die and the grass would grow up and level off. It was really fun to look at the relationships change in the graphs when you changed the variables. The bar graph and line graphs were both fascinating. I could not help but think that in addition to rich biology there could be connections to math in terms of algebra and possible calculus.