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I wish I could reflect a bit more academically (as well as with more depth) on my experience with [StarLogo?](#), but unfortunately, I don't feel I have a good grasp of the program. It took me a long, long, long while to begin to understand how to operate [StarLogo?](#) and to understand the purposes of the sample programs. I do recognize, however, that the things you can do with [StarLogo?](#) in comparison with the previous programs we've used is amazing -- once you've figured out the lingo.

Being quite a bit out of practice with programming languages (I am making an assumption here that [StarLogo?](#) might be easier if I had been better versed in programming languages), my attempt to create a small experimental program wasn't very successful. Having gotten used to the command blocks provided in Scratch and [TurtleBlocks?](#), it was a bit of a "culture shock" to encounter a different format -- on the other hand, I really appreciated the flexibility of the [StarLogo?](#) interface.

Again, in thinking back to the previous programs we've experimented with -- I am wondering if [StarLogo?](#) is geared towards an older audience? In implementing this program in a classroom (with students who are as technologically savvy as myself), how much training would be required before students would be comfortable enough to use this as a tool for creating something of their own designs?

[Monnette: I don't think [StarLogo?](#) necessarily has to be viewed from its programming side. As a demonstrative tool, the sample programs can be used to teach other things like science. There are also lots of video games now use artificial life as a model and that can be one way to introduce and pique student's interest in the programming side of [StarLogo?.](#)]