Questions to the Panelists

To Asya Stoyanova-Doycheva:

1.   What strategies worked best to convince the Educational authorities in Bulgaria to place AI, Prolog etc. in school curricula?

2.   What, in your experience, works best, pedagogically speaking, when trying to teach high school students?

Questions to the panelists

:

1. In what levels, for what audiences would a Prolog theme-oriented syllabus work best, vs. a concept-oriented syllabus?

2. What choices, if any, should a syllabus (or a tool, a game, … materials in general) make in order to try to reach and attract diversities?

Questions to the panelists

1. What do you consider the best way to empower students with correctness-checking skills for the programs they write?

2. Roughly, how would you organize a Prolog syllabus that teaches children in particular to program reliably?

Questions to the Panelists

To Laura Cecchi:

1. What concepts were your little detectives able to recognize and use well enough during the experience? Any difficulties?

2. What was your strategy to get both the educational authorities and the teachers interested?

Questions to Panelists

To Bob Kowalski:

1. What advice can you identify as crucial to promote enthusiasm about Prolog among young children?

2. What would your killer app be for convincing advocates of including Prolog into curricula?