Comprehensive Object-Oriented Learning: The Learner's Perspective

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The object-oriented paradigm is increasingly being integrated in computer
science education as well as in industry. There is a high demand for
understanding the learner's actions, strategies and thoughts while solving
object-oriented problems. Little is known about these processes. Aimed at
both teachers and researchers involved in teaching object-oriented
technologies, this book reports findings from four case studies, two
design experiments and three controlled experiments, with a total of 187
subjects. It provides new insight into knowledge-acquiring processes and
shows how to successfully integrate the empirically based findings into
pedagogical design.

"The area addressed in this book is interesting. I haven't found many
texts on this issue and there is clearly need for more knowledge. It is
very useful to get new perspectives on problems in learning
object-oriented concepts. Advices given in the book are concise and
concrete" Svein Erik Bratsberg, Norwegian University of Science and
Technology.

"The book, interestingly recommends that the object-oriented education
starts with using tools that hide the compilation and execution steps.
Only later may the learners switch to more professional tools. This
approach should be considered in any introductory course on
object-oriented programming." Gerhard Skagestein, University of Oslo.