# An Example of Bad Teaching Transcript

[Professor is standing in front of screen with very small lines of print looking at the class and waving his arms as he talks]

Okay welcome back everybody uh before the break we…could you …okay we are starting now could you sit down , we're starting. Yah now please. Thank you

True or false question: In this interaction, the instructor was welcoming, supportive, and affirming to learners.

[Professor is talking while he is typing in code to show on screen – type is too small to read]

Okay so before the break we were looking at functions and if you remember what we were doing was you can you can you can add a new word or new idea to python by saying let's define foo of X to be I don't know… return type of X and then of course we can just print foo of I don't know 273 or something like that and it tells you that this thing's an integer right/ This is really simple stuff I mean even Excel users can understand this.

Question: What is the issue with what the lecturer just said?
 a) Nothing
 b) Saying that a concept in a course is really simple may make learners who don't understand the concept feel self- conscious and they may  be less likely to ask for clarification.
 c) He was speaking too fast.

So what we're going to do now is take a look at some of the other things that we can do with functions now def the the DEF keyword here is really important that's what tells you that you're creating a function

[Professor is looking and pointing at the screen with back to class and talking about small typed text on screen]

but you're defining I'm using this is instantiating a new function object it's not actually invoking anything so and yes its its lexical binding so what we're going to do now is if I say something like um um  ok let's let's just do something really simple like double of X is returning to 2 times X which of course is polymorphic we can double 3 right and as you expect from something which is doing binding  effects,  we can double foo and right it works like you'd expect so for those of you haven't seen functions before, don't worry about this. This is what you'd expect, trust me so um, hang on, sorry ,[professor checks text on phone]  right so uh what we're going to do now

Question: What are some issues with what the instructor is doing?
 a) All of these
 b) He is dismissive of learner questions.
 c) He is distracted by his phone.
 d) He is speaking too quickly.
 e) He is failing to explain concepts and make sure everyone understands.

is if I then say let's define functor of the function we're applying and the object applying it to to be returned F of O, plus F of O and then I can say functor of double and three and uh right that should return six oh sorry sorry, my bad let's yeah don't worry about this. [ professor is talking to computer as he is typing] I'm just going to fix this up so we do that. Right and so now what I do find is a higher-level function that lets me start passing functions around as parameters because function is just the data object so you can pass it in so what we're really doing here is saying 3 plus, while 2 times 3 plus 2 times 3 which is 12 any questions?

Question: True of False
The instructor checks for comprehension in an effective way.