# Transcript: C191 with Amy Antonucci

*The following transcript is a verbatim account of the video or audio file accompanying this transcript.*

Speaker #1 (Narrator):

WGUs' IT audio series, flexible, portable, profound.

Speaker #2 (DeNece Meyer):

Welcome to the podcast today for the C191 operating systems for programmers course. My name is DeNece Meyer. I'm a program mentor in the BSCS program, and I'm here today with Amy Antonucci, an amazing course instructor for this particular course. I want to ask some questions to help you get off to a great start. Amy, are you out there?

Speaker #3 (Amy Antonucci):

I am.

Speaker #2 (DeNece Meyer):

Thank you so much for your time today. I have a few questions that students are always asking me when they're starting this course or getting close into this course that I'd really like to get some answers from the expert like you. Are you ready for a few questions?

Speaker #3 (Amy Antonucci):

Sure.

Speaker #2 (DeNece Meyer):

Well, how is C191, the operating systems for programmers relevant to the BSCS degree? That question comes up a lot.

Speaker #3 (Amy Antonucci):

Well, operating systems for programmers, that clearly is about operating systems. Knowing how an operating system in a computer works is important to knowing how everything else works. For instance, if you're a programmer, especially if you're a low-level programmer, you might have some issue that it would really help to know how the operating system works for you to debug your code. Also, this course is very similar to C952, computer architecture. They have a lot of things in common. So when you're scheduling your courses, you want to pair this with computer architecture. They're very similar.

Speaker #2 (DeNece Meyer):

That's great advice. I mean, I really like that to have those closer together when they're similar. What is the best approach for students when they're starting this course? I know we have the course planning tools versus the pre-assessments. What are some of your suggestions on some of these tools that we have for this course?

Speaker #3 (Amy Antonucci):

To be honest, I don't really know the course planning tool that will yet because I don't have a lot of students to take it and I wish they would because I think it's a great tool. I think it's more robust than the pre-assessment because it gives a more rounded view of what the student's background is and their confidence in the course. The pre-assessment is great too, but it's just about content. So it gives you a good sense of where you are in the material of the course. Really I would say, you should take both.

Speaker #2 (DeNece Meyer):

Great advice. I'm finding from my students and I really encourage the course planning tool, but I'm finding from them that it'll almost give the same overview to push them into the resources that they need to brush up on without using that first pre-assessment and it changes it from the pre-assessment. Plus it's a lot shorter. It's only 20-25 questions. But I'm finding that it's given me similar results on some of my students who take both right quick. That's great advice. I do recommend trying to use as many materials as we can to get through it. What's the best approach that you would use for students when reaching out to the CI? I know my students have questions, but they're not sure when is the best time to reach out to that CI in the course.

Speaker #3 (Amy Antonucci):

To be honest, I love it when students reach out to me as soon as they start the course, just say, hey, I'm just student, I meant started C1 and D1. Just wanted to introduce myself and it's especially great when they give me a little background on where they are, where they are in the course. If they have experienced material, how long they have for the course, things like that. It really develops well the relationship between me and the student.

Speaker #2 (DeNece Meyer):

That's great and you can really help them with that planning in that pacing on the course with knowing what their competency is. That's great advice.

Speaker #3 (Amy Antonucci):

Yeah, Exactly.

Speaker #2 (DeNece Meyer):

Good. Well, thank you for that. I hadn't really thought about that approach with it, but I really appreciate that information. Is there any material used in the learning resource? I know in this particular one we have an abridged version versus a full version of it. Is there any other material that course instructors recommend or see that students are successful with or should they stay with the full version versus the abridged version?

Speaker #3 (Amy Antonucci):

Well, the full version is what the exam is based on. Given everything else being equal, I recommend the full version. Now, having said that, the full version is very long. To be honest, that's the most common complaint about this course, is how long the learning resource is. Many students want the abridged version because they don't want to read the whole thing. Many students do fine with the abridged version. But then also many students find the abridged book confusing. I guess my recommendation would be, go ahead, try the abridged version. But then if you get confused, then go back to the main learning resource, at least for that section. Really consider doing the main version. We also have quiz sales, students really quiz sale. It's found in the course search.

Speaker #2 (DeNece Meyer):

It's in the course search. I just wondered if that was something that students need to reach out or is that in the welcome email?

Speaker #3 (Amy Antonucci):

I don't think it's in the welcome email, but it's definitely in the course search.

Speaker #2 (DeNece Meyer):

Well, I just wondered if that was something that I could incorporate or something really to talk about students with. But that is some great information. I want to make sure that the material that they're using is relevant to the course and I'm giving them guidance. I certainly appreciate talking with you today and get into collaboration on this so that we're both given students the same information. I really appreciate your time. This is great information today, Amy and I look forward to working with you on some of the other computer science courses. Are there any additional comments or concerns you want to add to this podcast?

Speaker #3 (Amy Antonucci):

No, I don't think so. Just reach out to us as soon as you have questions, even before you have questions, that would be my final words.

Speaker #2 (DeNece Meyer):

Great information. Thank you so much for this podcast today.

Speaker #3 (Amy Antonucci):

You're welcome.

Speaker #1 (Narrator):

WGU, a new kind of view.