Computer programming skills: A cognitive perspective

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STELLINGEN

Behorende bij het proefschrift

Computer Programming Skills: A Cognitive Perspective

Door

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(1) Splitting a programming test into two shorter versions, based on previous data, does not necessarily lead to two versions of equal quality.

This dissertation (Chapter 2)

(2) Logical reasoning skills at the start of an undergraduate programming course predict programming skills at the end of the course.

This dissertation (Chapter 3)

(3) Algebra and vocabulary skills at the start of an undergraduate programming course predict programming skills at the end of the course, when programming skills are tested under time pressure.

This dissertation (Chapter 3)

(4) At the start of an undergraduate programming course, mathematical skills are more useful than language skills for predicting programming skills at the end of the course.

This dissertation (Chapters 3)

(5) Autistic traits do not predict programming aptitude.

This dissertation (Chapter 4)

(6) Bracket errors in the programming language Java are processed differently to subject-verb violations in Dutch and English.

This dissertation (Chapter 5)

(7) Based on the Event-Related Potentials they elicit, bracket errors in the programming language Java are processed similarly to natural language.

This dissertation (Chapter 5)

(8) Technology is a useful servant but a dangerous master.

Christian Lous Lange

(9) Program or be programmed.

Douglas Rushkoff