**SUDOKU- Teaching Notes (2016)**

**Prepared for tutors**

**TASK2: Discussion of SUDOKU activity.**

**Remind students that in the lab they will be investigating if *type of SUDOKU puzzle* affects time to complete the puzzle (this is on their lab sheet so they should know this anyway).**

**Tell them there are 4 types of puzzles – numbers, symbols, letters, greek letters.**

**Whole class discussion.**

1. They need to be able to **clearly** define what is meant by ‘type of puzzle’. [Just a reminder for you, the puzzles all have the same configuration but just differ in the symbols used.]
2. They also should think about what else could affect time to complete the puzzle …. This should lead to suggestions for two additional research questions to investigate … and the data they would need to collect for this. We have already allowed space for ‘Have you ever done SUDOKU puzzles before?’ so two questions other than this would be good.
3. How should we allocate the puzzles – bearing in mind that each student will only have time to complete one puzzle.
4. What do they think about a maximum time to allow students to complete the puzzle, how would they check that puzzles were completed and correct. (time permitting)

**In Lab: For the computer lab – We will be doing the SUDOKU activity.**

1. Tutors – based on what happened in your tutes, decide on maximum of two additional questions to investigate. Make a note of these two questions (Additional Q1 =……..; Additional Q2=………)
2. Write these two questions on the board for whole group to see.
3. Show students the online recording sheet – and let them know that instructions on how to access the online recording sheet are given on the Instructions that you are about to hand out.
4. Distribute Instructions/puzzles to students – alternate (1,2,3,4 – puzzles are different colours). Make sure that puzzle side is down so students can’t see their allocated puzzle.
5. Students instructed to read instructions and proceed once they have their stopwatch ready.
6. When they have completed the puzzle, they should ask a tutor to check it is correct and if so, then enter their time on their hard copy, and then online. If the puzzle is incorrectly completed mark at the top of the sheet and do not enter data into google form.

**Allow maximum of 10 minutes to complete.**

1. Direct students who have finished to complete the entries in their lab booklet.
2. One tutor then goes and collects all the sheets (they will come back to me). Second tutor exports data file to Excel and imports to Minitab.
3. Draw class together and give brief analysis – display, summary stats, verbal comment. They have space in their lab booklet to record this.

**To me:**

Lab class time and location:

Additional question 1:

Additional question 2:

Completed and correct sheets

Completed and incorrect sheets (suitably marked as incorrect)

Not completed (suitable marked)