PDC Modules for Every Level: A Comprehensive Model for Incorporating PDC Topics into the Existing Undergraduate Curriculum

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Presentation Outline

● Institutional profile
● The past: our early single-course approach
● The present: our later cross-curricular approach
● The near future: proposed required core modules
● The future: proposed advanced/elective modules
● Tying everything together
● Position statement
Institutional Profile

- Loyola U. Chicago: urban, private, Jesuit, liberal arts, ~16k
  - College of Arts and Sciences, ~8k
    - Department of Computer Science, ~200

- 9 full-time faculty
  - 8 CS (7 TTT, 1 clinical)
  - 1 bioinformaticist (1/2 FTE)
  - 1 algebraist (1/2 FTE)

- 100+ undergrad majors in CS, SE, IT, Networks/Security
- 80+ master's students in CS, SE, IT

- External funding: NSF S-STEM, NSF BPC lead institution, NSF research grants, industry grants and donations
Where Our Graduates Go...

- **Industry**
  - midwest, coasts, international
  - consulting, finance, software, telecom, ...
- **Academia and Government**
  - Argonne, county admin, local universities
- **Graduate School**
  - local, national
- **Professional Schools**
  - business, law, medical
Where Our Graduates Go...

- **Industry 80%***
  - midwest, coasts, international
  - consulting, finance, software, telecom, ...
- **Academia and Government 15%***
  - Argonne, county admin, local universities
- **Graduate School 3%***
  - local, national
- **Professional Schools 2%***
  - business, law, medical

*Guesstimates
...and What They Need to Know

Most of them need to know
- Parallel and Distributed Computing
  - especially programming and algorithm topics
...and What They Need to Know

Most of them need to know *both*

- **Parallel and Distributed Computing**
  - especially programming and algorithm topics
- **Software Engineering**
  - methodology/process
  - software architecture & design patterns
  - languages and tools
  - collaboration/social coding/FOSS

* will explore this thought later
We Are Very Early PDC Adopters

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- Active research program in relevant areas
- NSF research grants
- Industry grants and donations
- Consulting
- Paper in OOPSLA 1998 Educator Symposium
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- Active research program in relevant areas
- NSF research grants
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- Paper in OOPSLA 1998 Educators' Symposium
- We are eager supporters of the NSF/IEEE-TCPP Curriculum Initiative!
The Past: *Our Early Single-Course Approach*

- **Level:** 2nd or 3rd year
- **Prerequisite:** Intermediate Object-Oriented Development
- **PDC:** thread- and event-based concurrent programming
  - paradigms
  - notions
  - semantics and correctness issues
- **Additional perspectives:**
  - software design patterns, e.g., Observer
  - software architecture, e.g., layering
  - automated testing
The Past: *Our Early Single-Course Approach* [OOPSLA 98 Edu Symposium]

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- Additional perspectives:
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  - software architecture, e.g., layering
  - automated testing
- Anecdotal evidence of success: feedback from students and employers
The Present: *Our Later Cross-Curricular Approach*

- In response to departmental staffing and scheduling needs
- *Fuzzy learning units* for different PDC topics
- Incorporated in advanced/elective courses (at least two offered per semester)
  - CS 322: Software Development for Wireless/Mobile Devices
  - CS 338: Server-Side Software Development
  - CS 339: Distributed Systems
  - CS 342: Web Services Programming
  - CS 364: High-Performance Computing
  - CS 372: Programming Languages *(Lang)*
  - CS 373: Advanced Object-Oriented Development
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  - CS 339: Distributed Systems
  - CS 342: Web Services Programming
  - CS 364: High-Performance Computing
  - CS 372: Programming Languages (*Lang*)
  - CS 373: Advanced Object-Oriented Development
- Exposure varies widely across students and semesters
The Near Future: Our Proposed Set of Required Core Modules

Goal: regularly and consistently expose all undergraduate majors to PDC core knowledge.
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Approach:
● push down into *required existing* 2nd-year foundation courses
● identify suitable topics from *TCPP 45h sample course* (mostly “K” and “C” level, some “A”)
● package as three-week core PDC modules (20% of our 15-week semester or 30% of a 10-week quarter = 9 hours) → 36h total
Common Undergraduate Foundation

- Calculus I
- CS0 + CS1 + CS2 (Core)
- Discrete Structures (Core, DM)
- CS 264: Intro to Computer Systems (Core, Systems)
- CS 313: Intermediate Object-Oriented Dev (CS & SE only)
- Intro to Scientific and Technical Communication
- Social, Legal, and Ethical Issues in Computing
- Practicum (6 credits, in-house or external)
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Other Relevant Existing Courses

- CS 363: Design & Analysis of Comp Alg (Core, DS/A)
- CS 372: Programming Languages (Advanced, Lang)
- CS 330: Software Engineering (Advanced, SwEngg)
PDC Core Module: *Introduction to PDC*

- every semester
- in CS2

- intro topics (arch, prog, algo, “K” and “C” level)
  - target machine models (1.5h)
  - parallel control statements (1.5h)
  - shared memory language extensions & libraries (1.5h)
  - tasks, threads, and synchronization (3h)
  - searching and sorting (1.5h)

- C# as the teaching language (at least for this module)
  - well-designed mechanisms that support these topics
  - foundationally sound teaching materials [Ball et al.]
  - cross-platform via Mono Project
PDC Core Module: Architecture

- every fall
- in CS 264 (Systems)
- architecture topics
  - high-level themes (1.5h)
  - classes (4.5h)
    - taxonomy
    - data versus control parallelism
    - shared versus distributed memory
  - memory hierarchy, caches (1h)
  - floating-point representation (0.5h)
  - performance metrics (1h)
  - power Issues (0.5h)
PDC Core Module:  *Programming*

- every semester (CS & SE majors)
- in CS 313 (intermediate object-oriented development)
- programming topics (*some up to “A” level*)
  - selected parallel programming notations (1.5h)
  - semantics and correctness issues (4.5h)
    - tasks and threads
    - synchronization
    - defects
  - performance issues (1.5h)
  - tools (1.5h)
- C# as the teaching language for the entire course
  - threads, actors, tasks
  - events
  - software transactional memory
PDC Core Module: *Algorithms*

- every spring (CS majors)
- in CS 363 (Algo)
- algorithm topics
  - parallel/distributed models and complexity (4h)
    - cost of computation, scalability: asymptotics, time, cost, work, speedup, efficiency, space, power
  - algorithmic paradigms (3h)
    - divide and conquer, recursion
    - series-parallel composition
  - algorithmic problems (2h)
    - synchronization
    - specialized computations
The Future: *Our Proposed Set of Advanced/Elective Modules*

- slated for development after core modules
- each module typically offered every three semesters
- in suitable electives (from list on slide “The Present”)
- **Advanced Programming**: parallel prog. and concurrency topics from PL principles and paradigms perspective, using F# or Scala for programming projects
- **Distributed Foundations**: foundational topics including architecture classes, models and complexity, and concurrency topics
- **Distributed Programming and Applications**: languages, frameworks, and software architectures for distributed computing, semantics and correctness issues, performance issues, and advanced topics
Tying Everything Together: Roadmap

- summer 2011: develop the core PDC modules
- fall 2011: start offering core PDC modules
- starting summer 2011: develop PDC modules for advanced/elective courses
Tying Everything Together: Evaluation and Dissemination Plans

- key aspect of this proposal
- qualitative and quantitative measurement
- longitudinal measurement over three to five years
- refine our evaluation plan further by working with
  - TCPP
  - fellow early adopters
  - Loyola’s Center for Science & Math Education
- hold workshops for subsequent adopters in the Midwest
Tying Everything Together: Reconsidering Employers' Needs

Most of them need proficiency in both

● Parallel and Distributed Computing
  ○ especially programming and algorithm topics

● Software Engineering
  ○ methodology/process
  ○ software architecture & design patterns
  ○ languages and tools
  ○ collaboration/social coding/FOSS
Position Statement

[for further discussion]

To teach PDC topics effectively, they should not be taught in isolation. Instead, they should be taught in conjunction with relevant software engineering best practices.
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Examples

- methodology/process
- software architecture
- software design patterns
- quality assurance: automated testing, validation, etc.
- continuous integration
- collaboration/social coding/FOSS
- languages: object-oriented, functional, scripting, parallel
- tools: IDE, (D)VCS, build manager, doc generator
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Examples ← “How do you know?”
- methodology/process
- software architecture
- software design patterns
- quality assurance: automated testing, validation, etc.
- continuous integration
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Talk to the Practitioners!
Conclusion

- Questions?
- Discussion...
- ...Poster
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