

Physical Computing with App Inventor

David Kim

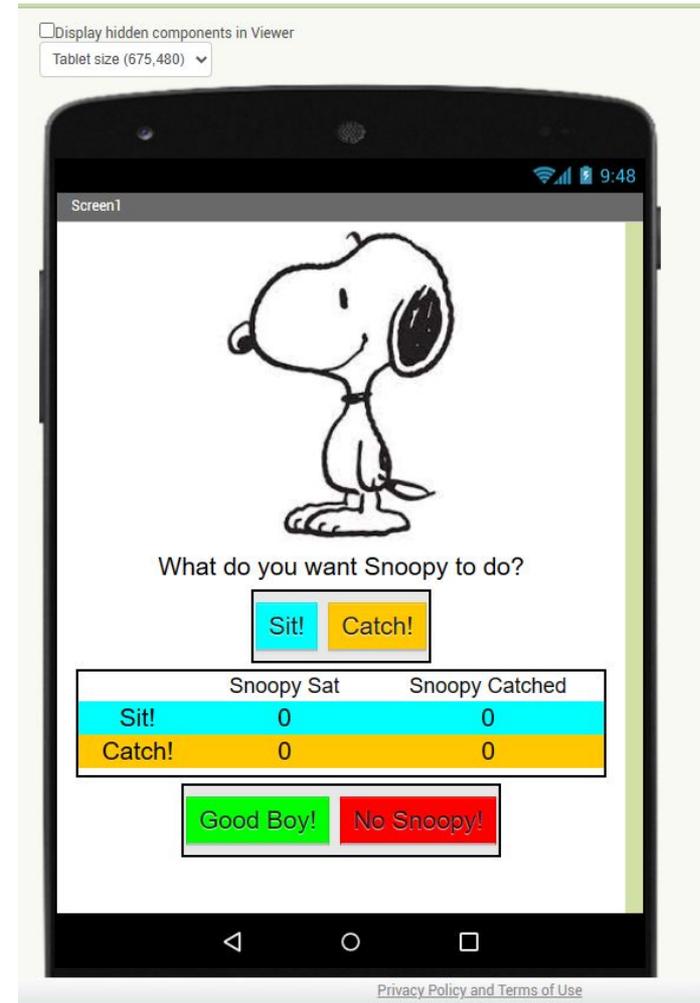
App Inventor

A **free open-source** web platform that allows young people to create mobile applications.

Backed by **10+ years of research** from MIT and Google.

After just 1 year of learning, engages students as creators of technology, not just consumers.

Helps students activate **effective change** in their communities.





How App Inventor Works

Creating a dice app in one minute





Cutebot Demo







Sensor



Sensor

Internet of Things

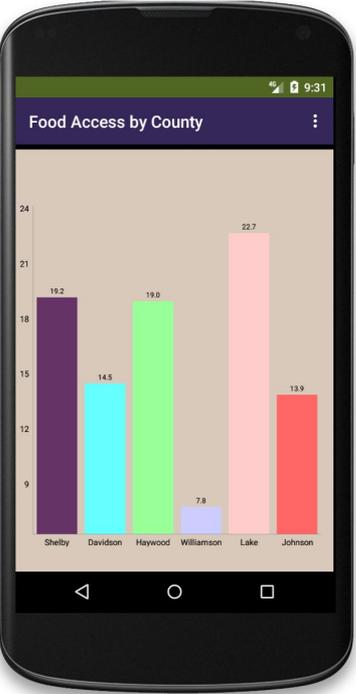
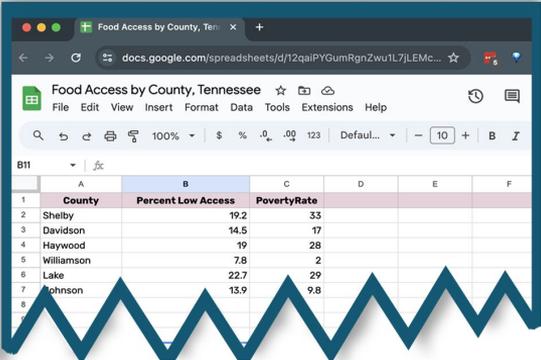


Sensor

Internet of Things

Data Science

MIT App Inventor's Mobile Data Science Toolkit





<https://drive.google.com/drive/folders/1MfFAdQqUjfiLsqjXcwj0xeUjB6qnBpwC>



MIT
APP INVENTOR



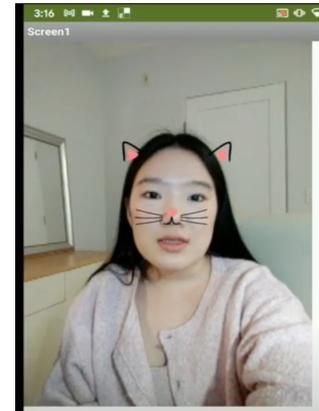
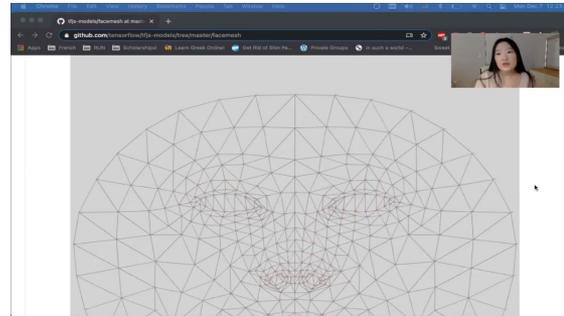
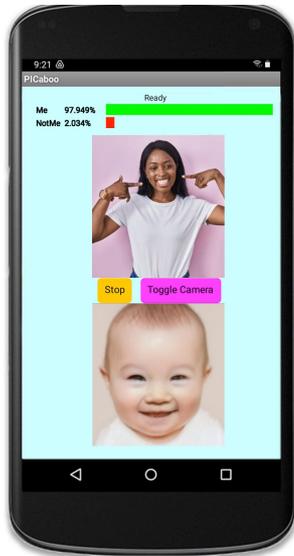
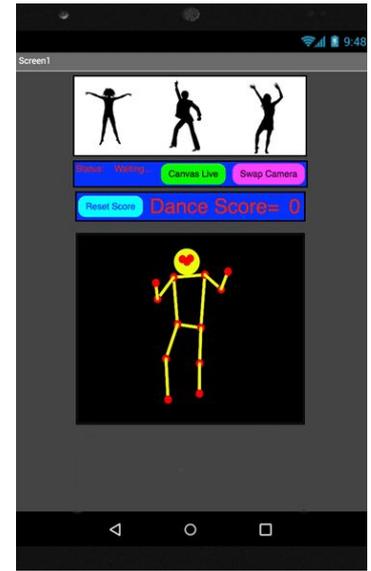
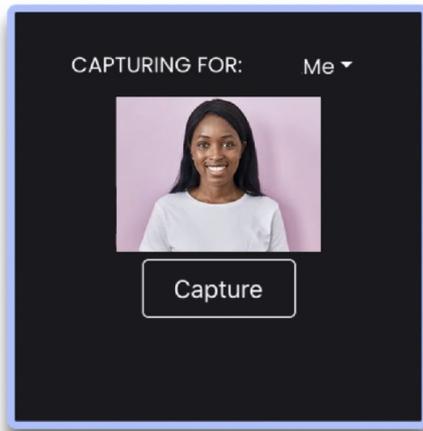
Brain

Recognition/Classification

Sensor

Internet of Things

Data Science





Brain

Recognition/Classification

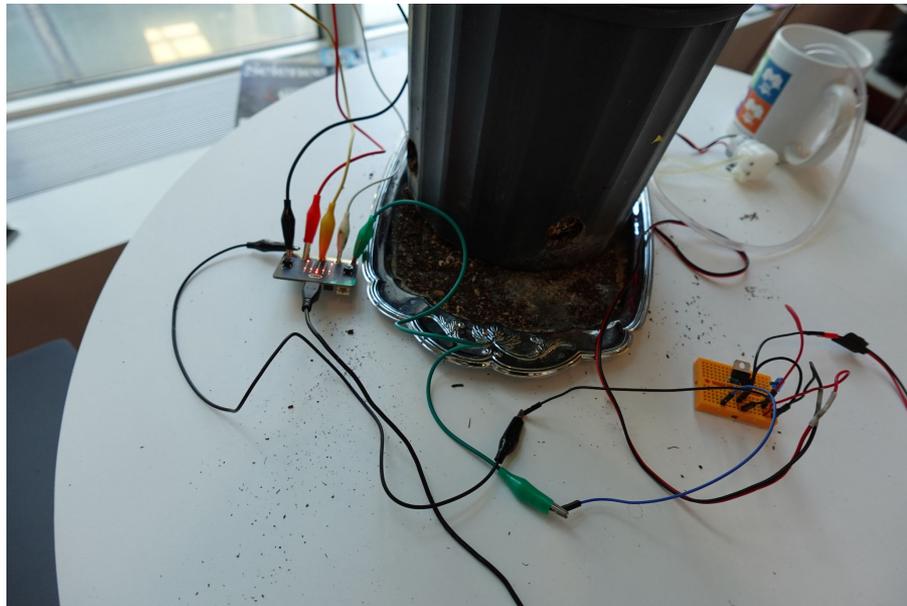
Conversational AI

Sensor

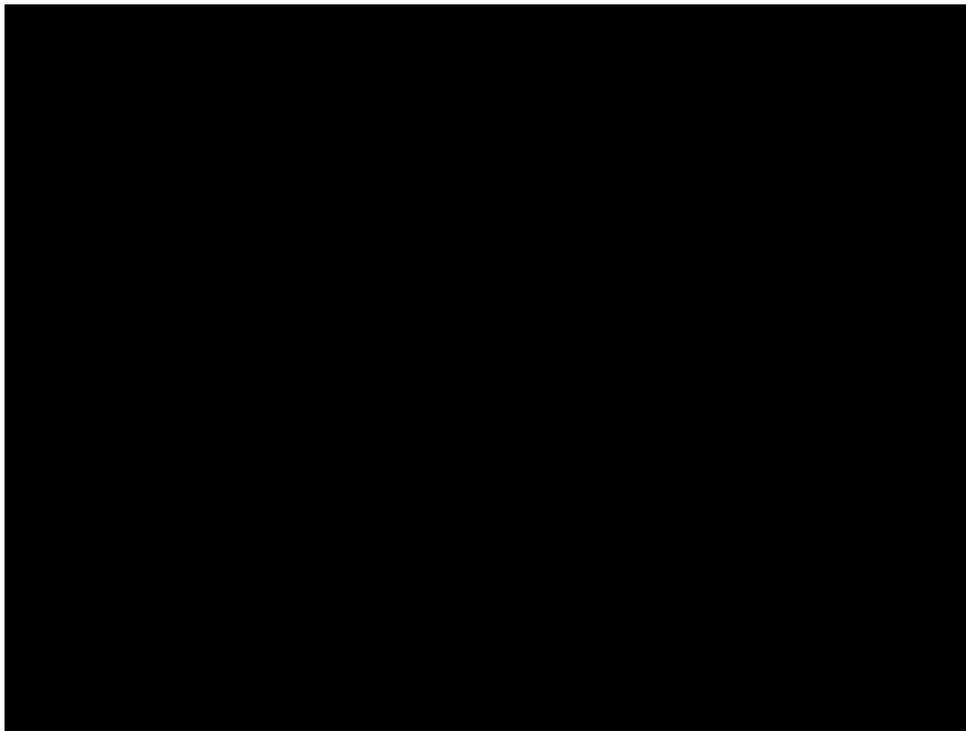
Internet of Things

Data Science

Plant GPT



Plant GPT





Brain

Recognition/Classification

Conversational AI

Reinforcement Learning

Sensor

Internet of Things

Data Science



XGO Demo





Brain

Recognition/Classification

Conversational AI

Reinforcement Learning

Sensor

Internet of Things

Data Science

Physical
Movement



Brain

Recognition/Classification

Conversational AI

Reinforcement Learning

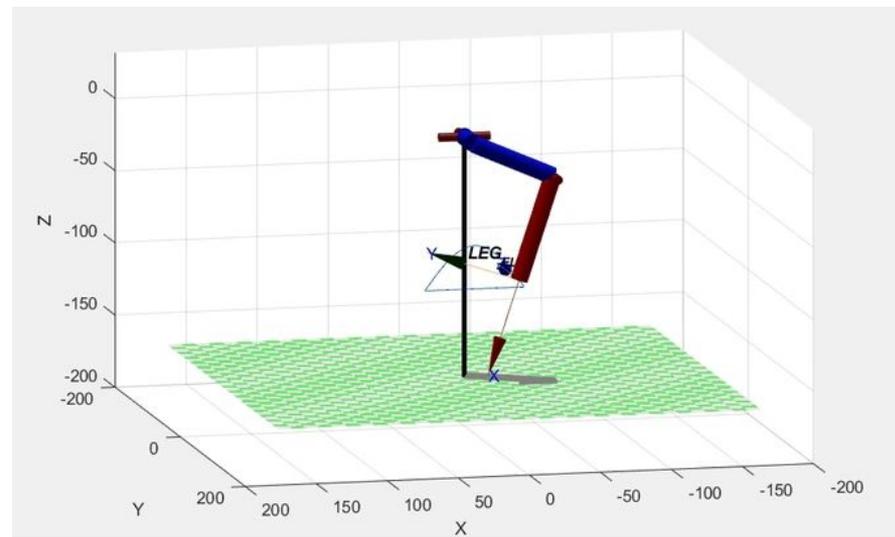
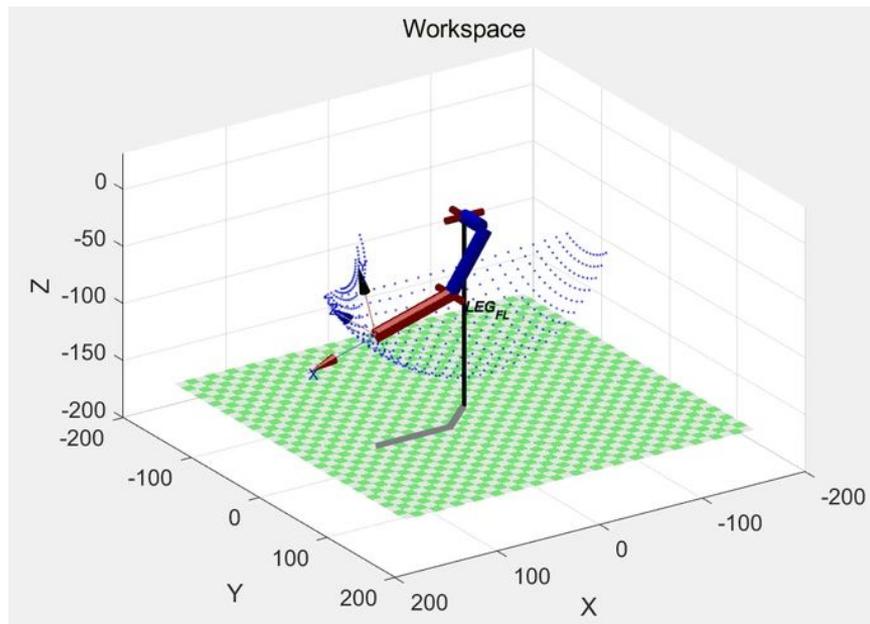
Sensor

Internet of Things

Data Science

Physical
Movement

Mechanics





Brain

Recognition/Classification

Conversational AI

Reinforcement Learning

Sensor

Internet of Things

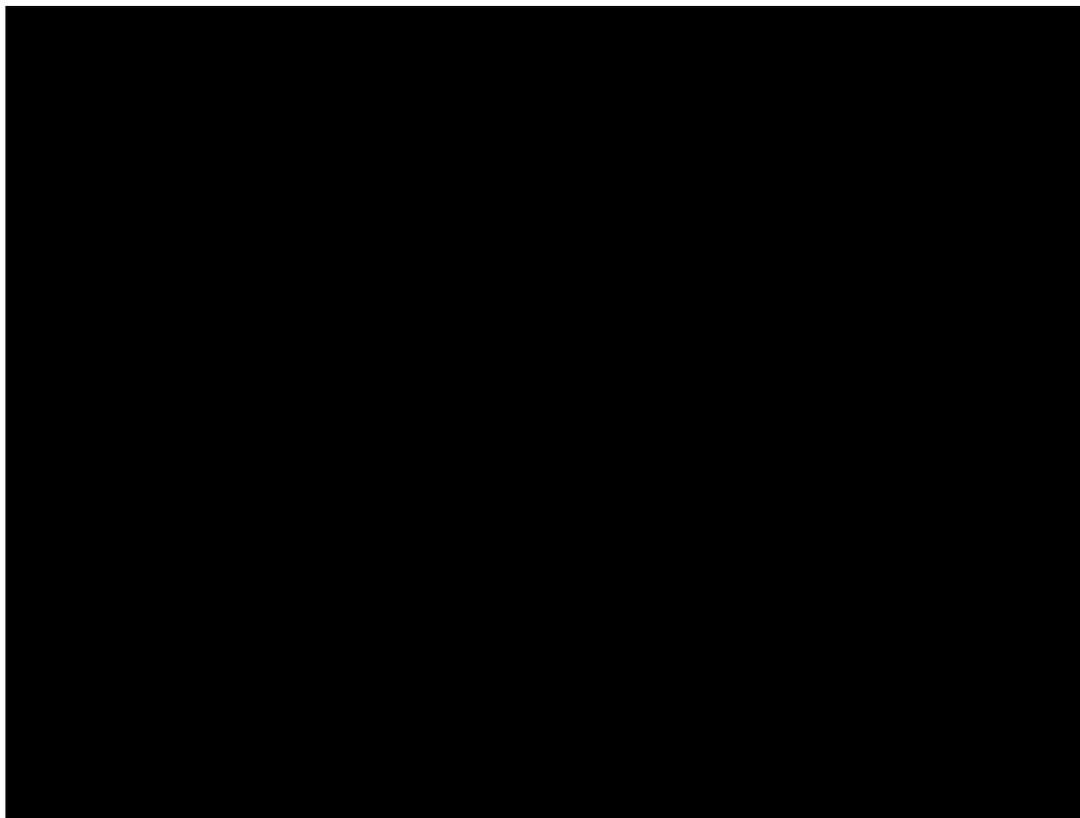
Data Science

Physical
Movement

Mechanics

Materials

Drone





Brain

Sensor

Physical
Movement

Recognition/Classification

Conversational AI

Reinforcement Learning

Internet of Things

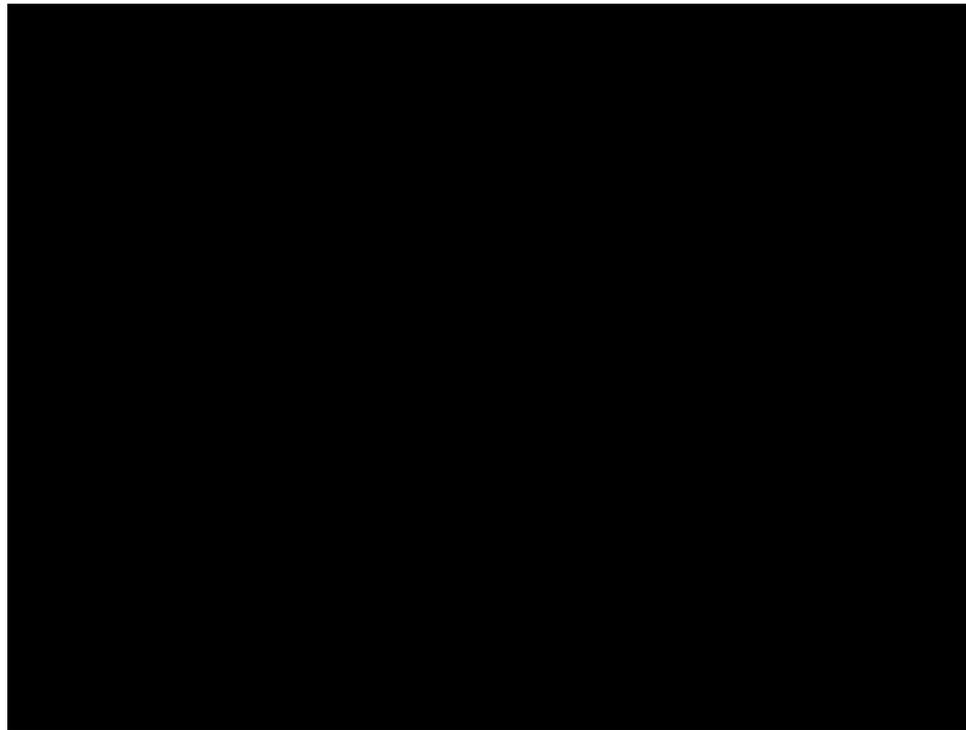
Data Science

Mechanics

Materials

Building Robot

Plant GPT



From Computational Thinking to Computational Action

By Mike Tissenbaum, Josh Sheldon, Hal Abelson

Communications of the ACM, March 2019, Vol. 62 No. 3, Pages 34-36

10.1145/3265747

[Comments](#)



Credit: Boyko Pictures

Computational action, a new framing for computing education, proposes that while learning about computing, young people should also have opportunities to create with computing that have direct impact on their lives and their communities. In this Viewpoint, we outline two key dimensions of computational action—computational identity and digital empowerment—and further argue that by focusing on computational action in addition to computational thinking, we can make computing education more inclusive, motivating, and empowering for young learners. Learners have the capacity to develop computational products that can have authentic impact in their lives from the moment they begin learning to code, all they need is to be situated in contexts that allow them to do so.

Too often, K-12 computing education has been driven by an emphasis on kids learning the "fundamentals" of programming. Even more progressive CS education that centers around the development of learners' computational thinking has largely focused on learners understanding the nuanced elements of computation, such as variables, loops, conditionals, parallelism, operators, and data handling.¹⁰ This initial focus on the concepts and processes of computing, leaving real-world applications for "later" runs the risk of making learners feel that computing is not important for them to learn. It begs the question far too many math or physics students have asked, "When will we use this in our lives?"¹

..., young people should also have opportunities to create with computing that have direct impact on their lives and their communities. ...

Computational Action

A world map is shown with several purple arrows pointing to specific regions: North America, South America, Europe, India, and Southeast Asia. Overlaid on the map are several images and a smartphone screen:

- Smartphone:** A smartphone screen displays a "Dharm Alarm" app with a "TO DO LIST" table. The table has columns for "DATE", "TASK", and "STATUS".
- Take Photo App:** An app interface titled "Take Photo" with the "apo puro" logo. It asks users to "Rate the following:" with categories: "Appearance" (3 stars), "Taste" (4 stars), and "Smell" (2 stars). A comment box contains the text "The bucket is broken!".
- Group Photo:** A group of students and a man in a suit standing in front of a banner that reads "REGIONAL INNOVATION SCHOOL LEADERSHIP MISSION" and "INNOVATIVE APP CHALLENGE NATIONAL WINNERS".
- News Article:** A snippet from "THE HINDU" titled "Tech girls and the making of the Dharavi code" from Mumbai, dated April 09, 2015. Below the title is a photo of a group of girls sitting around a table, working on laptops.
- School Video:** A video frame showing a young boy in a school uniform speaking in front of a building with the sign "DUCHEAN GIRLS SCHOOL".

Robotic Rover for Chemical Sensing



