

Object Oriented Programming with Java

Lab Exercise

Lab Unit - 1 (2 Hrs actual Time)

- 1.1 Write a program to display any message:
- 1.2 Write a Java program to display default value of all primitive data types of Java.
- 1.3 Write a program check two strings are equal or not.

Lab Unit - 2 (2 Hrs actual

Time)

- 2.1 Write a program to give the examples of operators.
 - 2.1.1 Increment and decrement operators.
 - 2.1.2 Bitwise Complement Operator.
 - 2.1.3 Arithmetic operator.
 - 2.1.4 Relational Operator
 - 2.1.5 Bitwise operator.
 - 2.1.6 Conditional Operator.
- 2.2 Write a program to give the example of control statements.
 - 2.2.1 If statements.
 - 2.2.2 Switch Statements.
 - 2.2.3 For loop.
 - 2.2.4 While Statements.
 - 2.2.5 Do statements
- 2.3 Write a program to calculate the following
 - 2.3.1 Find the length of array.
 - 2.3.2 Demonstrate a one-dimensional array.
 - 2.3.3 Demonstrate a two-dimensional array.
 - 2.3.4 Demonstrate a multi-dimensional array.
- 2.4 Write a program give example for command line arguments.

Object Oriented Programming In Java Lab Exercise

Anthony J. Dos Reis



Object Oriented Programming In Java Lab Exercise:

An Introduction to Programming Using Java Anthony J. Dos Reis, 2010-10-18 Data Structures with Java Joe Kent, Lewis Barnett, 2002 This textbook for a second course in computer science uses a very straightforward approach to explain techniques for organizing and managing data in Java programs The 16 laboratories introduce recursion linked lists iteration stacks binary trees file compression and basic graphics classes **Ground-Up Java** Philip Heller, 2006-02-20 Learn Java From the Ground Up With Animated Illustrations that You Manipulate This is the first effective Java book for true beginners Sure books before now focused on basic concepts and key techniques and some even provided working examples on CD Still they lacked the power to transform someone with no programming experience into someone who sees who really gets it Working with Ground Up Java you will definitely get it This is due to the clarity of Phil Heller s explanations and the smoothly flowing organization of his instruction He s one of the best Java trainers around But what s really revolutionary are his more than 30 animated illustrations which you ll find on the enclosed CD Each of these small programs visual and interactive in nature vividly demonstrates how its source code works You can modify it in different ways distinctly altering the behavior of the program As you experiment with these tools and you can play with them for hours you ll gain both the skills and the fundamental understanding needed to complete each chapter s exercises which steadily increase in sophistication No other beginning Java book can take you so far so quickly and none will be half as much fun Note CD ROM DVD and other supplementary materials are not included as part of eBook file **Journal of Object-oriented Programming** , 1999 Java Framework Im Lawrence C. Petersen, 2000-09 *Microelectronics Education* B. Courtois, N. Guillemot, G. Kamarinos, G. Stéhelin, 2013-03-09 This is the third edition of the European Workshop on Microelectronics Education EWME A steady state regime has now been reached An international community of university teachers is constituted they exchange their experience and their pedagogical tools They discuss the best ways to transfer the rapidly changing techniques to their students and to introduce them to the new physical and mathematical concepts and models for the innovative techniques devices circuits and design methods The number of abstracts submitted to EWME 2000 about one hundred enabled the scientific committee to proceed to a clear selection EWME is a European meeting Indeed authors from 20 different European countries contribute to this volume Nevertheless the participation of authors from Brazil Canada China New Zealand and USA shows that the workshop gradually attains an international dimension th The 20 century can be characterized as the century of electron The electron as an elementary particle was discovered by J J Thomson in 1897 and was rapidly used to transfer energy and information Thanks to electron universe and micro cosmos could be explored Electron became the omnipotent and omnipresent almost immaterial angel of our W orld This was made possible thanks to electronics and for the last 30 years to microelectronics Microelectronics not only modified and even radically transformed the industrial and the every day landscapes but it also led to the so called information revolution with which begins the 21 st

century **Java Programming** Judy Scholl,2003 Designed to accompany Java Programming From Problem Analysis to Program Design by D S Malik this student lab manual is ideal for the serious Java student Featuring extensive additional student exercises students are able to further challenge themselves and gain additional exposure and understanding of difficult Java topics all in a lab setting

Reflections on the Teaching of Programming Jens Bennedsen,Michael E. Caspersen,Michael Kölling,2008-05-20 This state of the art survey reflecting on the teaching of programming has been written by a group of primarily Scandinavian researchers and educators with special interest and experience in the subject of programming The 14 chapters contributed by 24 authors present practical experience gathered in the process of teaching programming and associated with computing education research work Special emphasis is placed on practical advice and concrete suggestions The authors are all members of the Scandinavian Pedagogy of Programming Network SPOp and bring together a diverse body of experiences from the Nordic countries The 14 chapters of the book have been carefully written and edited to present 4 coherent units on issues in introductory programming courses object oriented programming teaching software engineering issues and assessment Each of these individual parts has its own detailed introduction The topics addressed span a wide range of problems and solutions associated with the teaching of programming such as introductory programming courses exposition of the programming process apprentice based learning functional programming first problem based learning the use of on line tutorials object oriented programming and Java the BlueJ environment to introduce programming model driven programming as opposed to the prevailing language driven approach teaching software engineering testing extreme programming frameworks feedback and assessment active learning technology based individual feedback and mini project programming exams

Informatics Education - Supporting Computational Thinking Roland Mittermeir,2008-06-19 This book constitutes the refereed proceedings of the Third International Conference on Informatics in Secondary Schools Evolution and Perspectives ISSEP 2008 held in Torun Poland in July 2008 The 28 revised full papers presented together with 4 invited papers were carefully reviewed and selected from 63 submissions A broad variety of topics related to teaching informatics in secondary schools is addressed ranging from national experience reports to paedagogical and methodological issues The papers are organized in topical sections on informatics a challenging topic didactical merits of robot based instruction transfer of knowledge and concept formation working with objects and programming strategies for writing textbooks and teacher education national and international perspectives on ICT education as well as e learning

Java, Java, Java! Ralph Morelli,2003 The author takes an objects early approach to teaching Java with the assumption that teaching beginners the big picture early gives them more time to master the principles of object oriented programming The text focuses on the motivation behind Java s strengths and the benefits of the object oriented paradigm It provides a solid understanding of objects and methods concentrating on problem decomposition and program design A firm grasp on these fundamentals allows the smaller details and some of Javas advanced features to fall into place from both instructor and

student perspectives

Innovative Practices in Teaching Information Sciences and Technology John M.

Carroll, 2024-08-13 Information Sciences and Technology IST is a rapidly developing interdisciplinary area of university research and educational programs It encompasses artificial intelligence data science human computer interaction security and privacy and social informatics In both research and teaching IST ambitiously addresses interdisciplinary synergies across this broad foundation Many articles and books discuss innovative research practices in IST but innovations in teaching practices are less systematically shared Although new programs and new faculty join IST each year they basically have only their own imaginations to draw upon in developing effective and appropriate innovative teaching practices This book presents essays by experienced faculty instructors in IST describing insights that emerged from teaching and learning classroom practice and that have been validated through classroom experience The book is intended to help develop and strengthen a community of practice for innovative teaching in IST

Java Programming Gary B. Shelly, Thomas J. Cashman, Joy L. Starks, Joy Starks, 2001 Part of the highly successful Shelly Cashman Series this text provides introductory coverage of Java Programming Emphasizes important object oriented programming concepts and uses real world examples throughout

Object Oriented Programming in Java Stephen Gilbert, Bill McCarty, 1997 Object Oriented Programming in Java 1.1 uses a hands on approach to basic object oriented programming as it teaches the Java language The CD ROM contains Sun's Java 1.1 Developer's Kit ready to use applet Java binaries and all the source code from the book

Distributed Virtual Machines Gary J. Nutt, 2005 The Common Language Infrastructure CLI is a multiple language runtime system first implemented as the .NET Common Language Runtime CLR In March 2002 Microsoft released the Shared Source CLI implementation aka Rotor for general educational use The CLI technology can be used to address a spectrum of software design and development barriers that cut across compilers runtime systems and operating systems This book focuses on the parts of the technology that are directly related to Distributed Virtual Machine technology It covers assembly architecture assembly loading downloading the execution engine security CLI interobject communication remoting and more This book is available entirely online at <http://aw.bc.com/nutt/cli> for professor evaluation and classroom use and for general readers interested in the Rotor CLI

Java Report, 2001

Introduction to Programming with Greenfoot Michael Kölling, 2010 Introduction to Programming with Greenfoot Object Oriented Programming in Java with games and Simulations is ideal for introductory courses in Java Programming or Introduction to Computer Science The only textbook to teach Java programming using Greenfoot this is Serious Fun Programming doesn't have to be dry and boring This book teaches Java programming in an interactive and engaging way that is technically relevant pedagogically sound and highly motivational for students Using the Greenfoot environment and an extensive collection of compelling example projects students are given a unique graphical framework in which to learn programming

Direct from the Disciplines Mary T. Segall, Robert Augustin Smart, 2005 In *Direct from the Disciplines* representatives from a broad range of disciplines at Quinnipiac University recount

how they worked together to bring about a writing across the curriculum program that really works *Experiments in Java*
Samuel A. Rebelsky, 2000 This lab manual is appropriate for any Introduction to Programming course that uses the Java
programming language Its hands on exercises are intended to help students improve their understanding of the fundamental
structures in Java The order of the topics in this manual reflects an objects first approach with the goal of helping students
understand the object oriented paradigm This manual is divided into three parts The first part presents the core of the Java
language These six sessions provide experience with core features and principles of the Java programming language They
provide enough breadth and depth for readers to learn more of Java on their own or in later courses The second part of the
manual helps students explore issues pertaining to algorithms Recursion is considered here as well important searching
algorithms Finally methods of algorithm analysis are examined The final part of the manual covers a number of additional
topics that are not described in the core sessions such as graphics inheritance and object design Features Includes eighteen
laboratories each with Introductory Material New Skills that students will develop in the exercise Prerequisite Skills to
ensure students are prepared for the session Required Files to use modify and extend in the exercises Discussion of topics
covered in the laboratory session Experiments to reinforce the discussion Post Laboratory Problems to enhance
understanding Notes on selected problems Focuses on applications but includes optional material on applets Provides an
objects first approach to working with Java Written on the Java 2 platform Designed to work with any Java textbook
0201612674B04062001 **Component Strategies** ,1999 *Java 1.5 Program Design* James P. Cohoon, 2004

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