



Computing And Educational Studies

**Mikko Apiola, Sonsoles López-
Pernas, Mohammed Saqr**



Computing And Educational Studies :

Computing and Educational Studies Eugene F. Provenzo, Jr.,2014-05-01 This special issue calls for a greater awareness of computing as a critical area of study for those interested in educational studies Its purpose is to open up a wider dialogue about computing and education than has previously existed in the field The questions raised provide the basis for a lively discussion and analysis of the role of educational studies in interpreting the role of computing in our culture and educational system This issue also provides a model for exploring other topics of similar significance and importance to the field in future issues of the journal *The Cambridge Handbook of Computing Education Research* Sally A. Fincher,Anthony

V. Robins,2019-02-21 This Handbook describes the extent and shape of computing education research today Over fifty leading researchers from academia and industry including Google and Microsoft have contributed chapters that together define and expand the evidence base The foundational chapters set the field in context articulate expertise from key disciplines and form a practical guide for new researchers They address what can be learned empirically methodologically and theoretically from each area The topic chapters explore issues that are of current interest why they matter and what is already known They include discussion of motivational context implications for practice and open questions which might suggest future research The authors provide an authoritative introduction to the field which is essential reading for policy makers as well as both new and established researchers **Past, Present and Future of Computing Education**

Research Mikko Apiola,Sonsoles López-Pernas,Mohammed Saqr,2023-04-17 This book presents a collection of meta studies reviews and scientometric analyses that together reveal a fresh picture about the past present and future of computing education research CER as a field of science The book begins with three chapters that discuss and summarise meta research about the foundations of CER its disciplinary identity and use of research methodologies and theories Based on this the book proceeds with several scientometric analyses which explore authors and their collaboration networks dissemination practices international collaboration and shifts in research focus over the years Analyses of dissemination are deepened in two chapters that focus on some of the most influential publication venues of CER The book also contains a series of country or region level analyses including chapters that focus on the evolution of CER in the Baltic Region Finland Australasia Israel and in the UK Ireland Two chapters present case studies of influential CER initiatives in Sweden and Namibia This book also includes chapters that focus on CER conducted at school level and cover crucially important issues such as technology ethics algorithmic bias and their implications for CER In all this book contributes to building an understanding of the past present and future of CER This book also contributes new practical guidelines highlights topical areas of research shows who to connect with where to publish and gives ideas of innovative research niches The book takes a unique methodological approach by presenting a combination of meta studies scientometric analyses of publication metadata and large scale studies about the evolution of CER in different geographical regions This book is intended for educational practitioners researchers

students and anyone interested in CER This book was written in collaboration with some of the leading experts of the field

Handbook of Research on Equity in Computer Science in P-16 Education Keengwe, Jared, Tran, Yune, 2020-11-13

The growing trend for high quality computer science in school curricula has drawn recent attention in classrooms With an increasingly information based and global society computer science education coupled with computational thinking has become an integral part of an experience for all students given that these foundational concepts and skills intersect cross disciplinarily with a set of mental competencies that are relevant in their daily lives and work While many agree that these concepts should be taught in schools there are systematic inequities that exist to prevent students from accessing related computer science skills The Handbook of Research on Equity in Computer Science in P 16 Education is a comprehensive reference book that highlights relevant issues perspectives and challenges in P 16 environments that relate to the inequities that students face in accessing computer science or computational thinking and examines methods for challenging these inequities in hopes of allowing all students equal opportunities for learning these skills Additionally it explores the challenges and policies that are created to limit access and thus reinforce systems of power and privilege The chapters highlight issues perspectives and challenges faced in P 16 environments that include gender and racial imbalances population of growing computer science teachers who are predominantly white and male teacher preparation or lack of faculty expertise professional development programs and more It is intended for teacher educators K 12 teachers high school counselors college faculty in the computer science department school administrators curriculum and instructional designers directors of teaching and learning centers policymakers researchers and students

Journal of Research on Computing in Education ,1988 [Computers in Education: Report of a research conference](#) ,1983 **Learner-Centered Design of**

Computing Education Mark Guzdial, 2015-12-01 Computing education is in enormous demand Many students both children and adult are realizing that they will need programming in the future This book presents the argument that they are not all going to use programming in the same way and for the same purposes What do we mean when we talk about teaching everyone to program When we target a broad audience should we have the same goals as computer science education for professional software developers How do we design computing education that works for everyone This book proposes use of a learner centered design approach to create computing education for a broad audience It considers several reasons for teaching computing to everyone and how the different reasons lead to different choices about learning goals and teaching methods The book reviews the history of the idea that programming isn t just for the professional software developer It uses research studies on teaching computing in liberal arts programs to graphic designers to high school teachers in order to explore the idea that computer science for everyone requires us to re think how we teach and what we teach The conclusion describes how we might create computing education for everyone

The Best of Research Windows Betty Collis, 1990 This document provides 1 a synthesis of more than 180 research studies cited in the Research Windows column that

appeared in The Computing Teacher journal between 1985 and 1989 and 2 reprints of the columns themselves In the synthesis section the studies are grouped into five general categories with various subheadings containing bibliographic references for that specific topic followed by a brief discussion The categories are 1 curriculum related instructional support i e the impact of computers in the traditional academic subject areas of language arts mathematics and science 2 computer impact on other learning with subtopics on database usage preschool children and computers Logo programming non Logo and computer science instruction 3 software which includes evaluation and design features such as graphics types of feedback and computer controlled versus student controlled issues 4 teacher focused studies which include surveys of teachers attitudes issues related to teacher training and factors affecting implementation of computers in the classroom and 5 other topics including cost effectiveness studies research summaries and gender and computer use A brief summary of overall trends concludes this section Section two reproduces the actual Research Windows columns which are referenced in the first section DB

Computer Science Education Sue Sentance,Erik Barendsen,Nicol R. Howard,Carsten

Schulte,2023-02-23 Drawing together the most up to date research from experts all across the world the second edition of Computer Science Education offers the most up to date coverage available on this developing subject ideal for building confidence of new pre service and in service educators teaching a new discipline It provides an international overview of key concepts pedagogical approaches and assessment practices Highlights of the second edition include New sections on machine learning and data driven epistemic programming A new focus on equity and inclusion in computer science education Chapters updated throughout including a revised chapter on relating ethical and societal aspects to knowledge rich aspects of computer science education A new set of chapters on the learning of programming including design pedagogy and misconceptions A chapter on the way we use language in the computer science classroom The book is structured to support the reader with chapter outlines synopses and key points Explanations of key concepts real life examples and reflective points keep the theory grounded in classroom practice The book is accompanied by a companion website including online summaries for each chapter 3 minute video summaries by each author and an archived chapter on taxonomies and competencies from the first edition New Directions for Computing Education Samuel B. Fee,Amanda M.

Holland-Minkley,Thomas E. Lombardi,2017-04-17 Why should every student take a computing course What should be the content of these courses How should they be taught and by whom This book addresses these questions by identifying the broader reaches of computing education problem solving and critical thinking as a general approach to learning The book discusses new approaches to computing education and considers whether the modern ubiquity of computing requires an educational approach that is inherently interdisciplinary and distinct from the traditional computer science perspective The alternative approach that the authors advocate derives its mission from an intent to embed itself within an interdisciplinary arts and science context An interdisciplinary approach to computing is compellingly valuable for students and educational

institutions alike Its goal is to support the educational and intellectual needs of students with interests in the entire range of academic disciplines It capitalizes on students focus on career development and employers demand for technical while also engaging a diverse student body that may not possess a pre existing interest in computing for computing s sake This approach makes directly evident the applicability of computer science topics to real world interdisciplinary problems beyond computing and recognizes that technical and computational abilities are essential within every discipline The book offers a valuable resource for computer science and computing education instructors who are presently re thinking their curricula and pedagogical approaches and are actively trying new methods in the classroom It will also benefit graduate students considering a future of teaching in the field as well as administrators in both higher education and high schools interested in becoming conversant in the discourse surrounding the future of computing education

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