**2018 TOCE EDITORIAL BOARD FOR SECOND TERM**

| **Name & Affiliation** | **Reviewing Interests** |
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| Michal Armoni  *Weizmann Institute of Science*  *Israel* | Fundamental ideas (or "the big ideas") of computer science, algorithmic problem solving, theoretical computer science, paradigms for conveying ideas of computer science, K-12 computer science education.  K-12 computing education (curricular issues, teacher preparation, or any other topic), as well as submissions on undergraduate or even graduate education, dealing with curricular issues, introductory CS, algorithmics, theoretical CS, the nature of CS, CS ideas and concepts |
| Tony Clear  Auckland University of Technology  New Zealand | software engineering, global software engineering, collaborative technologies, pedagogies, and educational tools, capstone projects, programming and program comprehension, computing and equity, ethics and professionalism, social good etc. |
| Randy Connolly  *Mount Royal University*  *Canada* | Anything related to the web, anything about ethics or social issues, and most pedagogical/education issues or methodologies. As someone in an IT/IS program I feel comfortable about IT/IS related papers as well. I'm not an expert in software engineering but I'm reasonably comfortable in typical SE topics as well. |
| Suzanne Dietrich  *Arizona State University*  *United States* | Databases, non-majors, CS1 and CS2 |
| Anna Eckerdal  *Uppsala University*  *Sweden* | My research has mostly been qualitative, I've specifically used Phenomenography and Variation theory. Most of my research has been on how students learn programming, specifically novices. I have some articles on MOOCs, and on Informal Learning. |
| Katrina Falkner  *University of Adelaide*  *Austrialia* | active learning, collaborative learning, introductory programming, equity and diversity, learning analytics, learning at scale, K-12 education. |
| Kathy Fisler  *Brown University* | how programming languages impact learning and pedagogy in computing |
| Joanna Goode  *University of Oregon*  *United States* | Issues of access and equity for underrepresented students of color and females in computer science education |
| Shuchi Grover  SRI International  United States | A// Having a background in the learning sciences and CS, in general, I can take on papers that have more education or learning sciences theory than the usual CS Ed paper or one that folks from the CS world alone may not relate to very well.  B// Much of my work is in "introductory CS" and "introductory programming" in formal (design of intro CS curricula for classrooms) and informal settings (such as after-school robotics, summer camps)  C// My research in the K-12 space straddles both Computational Thinking and CS Education, and CS pedagogical content knowledge (PCK)  D// I have used block-based programming extensively in my research in K-12 (although I'm familiar with introductory text-based programming contexts)  E// I've been delving of late into learning analytics (LA) to understand programming process. I'm not an expert in machine learning/educational data mining, but I do understand and have a good sense for LA that does not get too theoretical or mathematical.  F// I have looked at issues of engagement, collaboration, women in computing, careers in computing, perceptions of computing |
| Mark Guzdial  *Georgia Institute of Technology*  *United States* | Introductory computing, Computing for non-computing majors, Research methods, Computer support for collaborative learning, Multimedia |
| Cay Horstmann  *San Jose State University*  *United States* | CS1, software engineering, and building tools for supporting CS education |
| Peter Hubwieser  *Technical University of Munich*  *Germany* | K12 computer science education, teaching object oriented programming and modeling, empirical educational research, particularly regarding the definition and measurement of  competencies, teacher education |
| Yasman Kafai  *University of Pennsylvania*  *United States* | formal: elementary to high school  informal: computational thinking  diversity & equity issues; programming communities  collaboration; games, electronic textiles |
| Andy Ko  *University of Washington*  *United States* | Learning technologies, Programming languages, Programming environments, Empirical evaluations, Problem solving, Software engineering education, HCI education |
| Ari Korhonen  *Aalto University*  *Finland* | Algorithm visualization, learning analytics |
| Michael Lee New Jersey Institute of Technology  United States | Gamefication, HCI and Computing Education, |
| Andrew Luxton-Reilly  *University of Auckland*  *New Zealand* | Game-based learning, gamification, cognitive complexity of code, code testing in intro courses, peer assessment, worked examples, ethics |
| Briana Morrison  *University of Nebraska Omaha* | cognitive load theory within programming, broadening participation in computing and expanding and preparing computing high school teachers. |
| Marian Petre  *The Open University*  *United Kingdom* | expert vs. novice programming practices |
| Leo Porter  *University of California San Diego*  *United States* | CS 1, Large classes, peer instruction |
| Kristin Searle  *Utah State University*  *United States* | How students’ gendered and cultural identities impact their engagement with computing |
| Ben Shapiro *University of Colorado at Boulder*  *United States* |  |
| Andreas Stefik  *University of Nevada Las Vegas*  *United States* | Accessibile computing, programming language design (for novices) |
| Florence Sullivan  University of Massachusetts  United States | Robotics, many foci of computational thinking including problem solving, various reasoning processes (conditional reasoning, abstracting principles, decomposing problems), as well as heuristic development and creativity |
| Tammy VanDeGrift  *University of Portland*  *United States* | Areas: CS ½, Active learning, Assessment  Qualitative research, Mixed methods research  CS topics: Theory of computation, Algorithms  Networking |
| Aman Yadav  *Michigan State University*  *United States* | K-12 computer science education, CS teacher professional development, computational thinking, problem-based learning, and research methodology. |
| Eileen Kramer (not yet asked, but a candidate)  *Clemson University*  *United States* |  |
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