**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 |
| Brett Becker [new]  *University College Dublin*  *Ireland* | My research interests include most things to do with introductory programming research and in particular, how novices interact with their environments and tools. More specifically I am interested in novice compilation behaviour, and quite specifically, in how novices interpret and use compiler error messages. As my PhD was in parallel programming I am also interested in how students learn parallel concepts and apply them in code. I do most of my teaching in China despite being based in Ireland, and I am intrigued by the fact that there may be interesting differences in how non-native English speakers learn to program compared to native speakers. I have also been starting to move into some AI in Education areas lately. Finally, I am also interested in computing history, and really enjoy reading reviews, surveys, and position papers. I would consider my main strengths to be compiler error messages, compilation behaviour, and parallel programming. I consider myself pretty adept at empirical work, and decent with statistics. Particularly after completing an MA in Higher Education, I consider myself to be stronger than average in learning theories and cognitive processes. I also have a good bit of science in my background (Physics in particular) which sometimes comes in handy with work that has some STEM leanings. |
| Jens Bennedsen [new]  *University of Aarhus*  *Denmark* | Teaching in programming and software development, object-oriented modeling, software development tools, research in curriculum, adult education |
| 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 |
| 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 |
| Petri Ihantola [new]  *University of Helsinki*  *Finland* | My research interests revolve around learning analytics and automated assessment, especially in the context of programming. My journey into computing education started from algorithm visualizations (TRAKLA2), and continued to developing various automated assessment platforms. Currently, I would be interested in shepherding papers related to, e.g., automated feedback (in programming), analysis of programming snapshots, mobile learning (visual programming environments), software testing, web software development, interoperability of smart content and self-regulation. |
| Maya Israel [new]  *University of Florida*  *United States*  *REMOVED FROM BOARD 2/1/19* | My primary area of research is focused on K-8 computational thinking/computer science with focuses on integration into mathematics, inclusive practices for students with cognitive disabilities, Universal Design for Learning, and teacher professional development/teacher growth. The methodologies that I employ and I’m comfortable reviewing include video analysis, qualitative case studies, and quantitative surveys and experimental studies. |
| Amy Ko  *University of Washington*  *United States* | Learning technologies, Programming languages, Programming environments, Empirical evaluations, Problem solving, Software engineering education, HCI education |
| Eileen Kraemer [new]  *Clemson University*  *United States* |  |
| 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. |
| Aletta Nylen [OFF BOARD]  *Uppsala University*  *Sweden* | Development of professional competence; Communication in computer science education; Young learners' formal and informal computing education; MOOCs in computing education |
| Andrew Petersen  *University of Toronto*  *Canada* | Most of my work in CS education has been performed in the context of CS1, though I have a background in compilers/architecture if that would be helpful. Much of my recent work has looked at online programming  exercises, both as a source of data for identifying misconceptions and students at risk and as vehicle for investigating how we can teach and motivate students. I also a have a strand of research that looks at the student experience and in formation of identity as a computer scientist. In both cases, I use a mix of quantitative and qualitative methods. |
| Marian Petre  *The Open University*  *United Kingdom* | expert vs. novice programming practices |
| Jean Ryoo [new]  *UCLA*  *United States* | Qualitative methods (e.g., ethnography, case studies, etc.), research-practice partnerships, equity issues related to STEM and CS education, informal STEM education (e.g., after school, museum contexts, etc.), K-12 CS education (particularly focused on high school classrooms), Making/Tinkering (Maker Movement), teaching/pedagogy, student learning, sociocultural theories of learning, critical theory, and critical pedagogy. |
| 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* | How to enable kids from diverse backgrounds to learn computer science through collaborative, creative expression and through the design of networked technologies to solve problems in their homes and communities. |
| Gillian Smith [new]  *Worcester Polytechnic*  *United States* | My research interests are in applying computational creativity, game design, and traditional crafts to computer science education, with a focus on broadening participation in computing. I conduct mostly design-based and qualitative research in projects that integrate arts, other sciences, and computing. I have worked in both informal and formal educational contexts. My prior projects related to CS education have included: integrating game design, climate science, and programming for middle school students in science classrooms; and, an educational game that teaches algorithmic thinking through play. I also have interests and experience in automated analysis of student learning in games (modeling and assessing player skill with simulated players) and in metrics for assessment. I am now starting a new NSF-funded project on CS education for adult women in quilting communities, with a focus on relating computational thinking practices and concepts to their hobby, and showing how computer science is relevant to their daily lives. Outside of computer science education, I have a background in artificial intelligence for games and creative media, and I am a practicing game designer who specializes in crafts and hybrid digital-physical games (e.g. games made for sewing machines). |
| 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. |