**2021 TOCE SIGCSE Session**

**Session Chair Notes**

I am pleased to be involved in this partnership between ACM TOCE and SIGCSE. THis is the fourth SIGCSE conference at which authors of TOCE papers have been able to present their papers. If you are interested in publishing archival quality research papers and presenting those papers to an audience, please consider submitting to TOCE, which offers this unique “two-for-one” deal.

I have been the editor-in-chief of TOCE for the past six years and would be happy to answer any questions you might have about ACM’s premier research journal for computing education. Please send me a message through pathable or visit the TOCE website at toce.acm.org for further details.

Paper 1 (10:00 - 10:20 a.m.)

**Informal Technology Education for Women Transitioning from Incarceration**

Baek-Young Choi (University of Missouri, Kansas City)

*(This paper was part of the forthcoming special issue on re-entering computing through emerging technology. It is not yet available in the ACM DL.)*

Questions:

1. Mia Minnes: What's the definition of the term "women-in-transition"?
2. What skills do the women want to learn?
3. The population you studied is certainly underrepresented and understudied. Can you comment on how you became interested in studying this population and how you gained access to it? Do you have any suggestions for others who might want to follow suit?
4. Recidivism is often seen as the gold standard metric for the success of reentry programs. In your case, however, learning outcomes would also be relevant. Can you speculate on possible correlations between recidivism and target learning outcomes of your education program?
5. Your educational program had three levels--from introductory (mainly computer proficiency skills) to advanced (HTML/CSS, but evidently no JavaScript). Do you have data on the topics that participants explored and their mastery of topics? Did some participants master advanced topics? How do you plan to measure this in future work?
6. Could you comment on your custom LMS used in this work?

Paper 2 (10:20-10:40 a.m.)

**What do CS students value in industry internships?**

Mia Minnes (Me-ah Min-us like Guiness) (University of California San Diego

*Questions:*

1. Can you comment on the value of the skills students learned in their undergrad educations? Were they
2. You mentioned that ethics wasn’t coded for much in your survey responses. Wondering if students just didn’t perceive themselves as having to make decisions with ethical implications.
3. What do I need to know if I want to start a course like this at my institution?
4. What are advantages and disadvantages of the discussion board format for this course?
5. Why should we focus on raising students' awareness of ethics and societal impact during internships?
6. In what ways did students' experiences in internships and in this course change during the pandemic?

Paper 3 (10:40-11:00 a.m.)

**Gender differences in hackathons as a non-traditional educational experience**

Caroline Hardin (Western Washington University)

*(This paper was part of the forthcoming special issue on re-entering computing through emerging technology. It is not yet available in the ACM DL.)*

Questions:

1. Hackathons tend not to attract large percentages of women--23% on average. How does this compare to the overall average rate of participation of women in computing?
2. Why do you think women were more likely than men to say they had to bow out of the hackathon early?
3. The percentage of women who said they found their ideal team size was smaller than the percentage of men by a statistically significant margin. Why?
4. I was glad to see that you slept from 1 am to 7 am during the hackathons. Were participants generally sleep deprived. Does this rival their expectations of CS as a career?
5. Can you compare your findings on gender differences with other key studies on gender in computing education?

Paper 4 (not presented)

**The effects of computer science stereotypes and interest on middle school boys’ career intentions**

Remy Dou (Florida International University)

Paper 5 (not presented)

**Teacher Perceptions of Equity in High School Computer Science Classrooms**

Ninger Zhou (University of California Irvine)