Response to Reviewers

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| Reviewer 1 |  |  |
|  | Needs specific answer to question raised in title. | Additional paragraphs added to discussion section to a) articulate what can and cannot be done in two days and b) suggest extensions to the approach for longer term interaction. |
|  | Needs richer efficacy data. | This issue was also mentioned by Reviewer 3, and we certainly concur – a better understanding of the long-term impact of our approach will enable us to determine what is (and what is not) effective, and will allow the process to mature. Unfortunately, such data is very limited, as our participants are currently engaged in their first post-workshop classroom offerings and traditional metrics such as exam scores do not yet exist. Similarly, true longitudinal data (for example, enrollment trends, rates of uptake into tertiary study, etc.) will not be available for years. However, given the urgent need to strengthen secondary school IT education, we hope that articulation of our theoretical framework will help to generate productive discussion, and that the detailed description of our workshop mechanics will be of use to other members of the community who are embarking on their own in-service teacher support projects. |
|  | Remove bold & italic formatting in section 3. | Done |
|  | Strengthen discussion of relevant pedagogical principles. | We have considered Reviewer 1’s request for further discussion of pedagogical principles, but have concluded that the present content is sufficient for the intended ACE audience, all of whom can be expected to have an advanced understanding of current best practice in computing education. To add further detail to the already substantial discussion in the manuscript would detract from the more interesting question of how to share the PCK we all have. |
| Reviewer 2 | Note student retention as useful efficacy measure | Added and credited. |
|  | Clarify relationship between NCEA level and year of high school | Text edited to distinguish NCEA level from year of school. |
| Reviewer 3 | Needs richer efficacy data. | Please see above |