SIGCSE Bulletin, Vol. 51, No. 3

Contents

Newsletter Credits

- Editors: Karen Davis[+] and Jeffrey Miller[+]
- Contributors: Karen Davis[+], Jeffrey Miller[+], Jian Zhang[+], Mark Sherriff, Sarah Heckman, Pam Cutter, Alvaro Monge, Petri Ihantola, Ming Zhang[+], Stephen Cooper[+], Andrew Luxton-Reilly, Jamie Gorson, Alannah Oleson, Amber Settle[+], Briana B. Morrison
- Photo credits: Travel Portland, Nick Falkner, Andrew Luxton-Reilly, Cole Rodger Photographic, Ming Zhang[+], Ke Zhang, Juan Chen, Xi Wu, Jamie Gorson, Alannah Oleson, Amber Settle[+]

SIGCSE News in Brief

Greetings! Welcome to the July issue of the Bulletin.

There is an article about the inaugural CompEd Conference held in Chengdu, China and calls for submission for upcoming events such as Koli Calling and the SIGCSE Technical Symposium.

In our Member Spotlight we interviewed Dr. Amber Settle. She is a Professor in the School of Computing at DePaul University. She has been actively involved in SIGCSE leadership since 2010. She is the outgoing SIGCSE Board Chair and will continue to serve as the Past Chair.

Two graduate students share their perspectives on the CRA-W Grad Cohort recently held in Chicago, IL. The issue concludes with an update on SIGCSE mailing lists.

New SIGCSE Board

As of July 1, 2019, a new SIGCSE Board will be in place, consisting of the following:

Chair – Adrienne Decker, University at Buffalo, New York, USA
Vice-Chair – Dan Garcia, University of California Berkeley, California, USA
Secretary – Leo Porter, University of California San Diego, California, USA
Treasurer – Andrew Luxton-Reilly, University of Auckland, New Zealand
At Large – MaryAnne L. Egan, Siena College, New York, USA
At Large – Manuel A. Perez-Quinones, University of North Carolina at Charlotte, North Carolina, USA
At Large – Laurie Murphy, Pacific Lutheran University, Washington, USA
Immediate Past Chair – Amber Settle, DePaul University, Illinois, USA

[+] ACM Senior Member
[◊] ACM Distinguished Member

Upcoming Dates and Deadlines

Conference	Location	Dates	Submission Deadline
ITiCSE 2019	Aberdeen, Scotland, UK	July 15-17, 2019	already passed
ICER 2019	Toronto, Canada	August 12-14, 2019	already passed
Koli Calling 2019	Koli, Finland	November 21-24, 2019	August 5, 2019
SIGCSE 2020	Portland, Oregon, USA	March 11-14, 2020	August 23, 2019

SIGCSE Technical Symposium 2020 Call for Submissions

By Jian Zhang and Mark Sherriff, SIGCSE 2020 Symposium Co-Chairs; Sarah Heckman, Pam Cutter, and Alvaro Monge, SIGCSE 2020 Program Co-Chairs

After a momentous celebration looking back at fifty years of the SIGCSE Technical Symposium in Minneapolis, we are turning our attention forward for SIGCSE 2020. The theme for next year's technical symposium is "A Vision for the Next 50 Years." What will the next big ideas in computing education be? How will they change the way we teach and learn computing? What can we achieve as a community in the next fifty years?

The SIGCSE 2020 leadership team is thrilled to welcome the SIGCSE community to Portland, Oregon, March 11-14, 2020. We invite all of our colleagues from around the world to contribute, to review, and to join us at the Oregon Convention Center and the new Portland Hyatt Regency (opening February 2020) to kick off the next fifty years of SIGCSE Technical Symposia.

SIGCSE 2020 will continue with three tracks for full paper submissions: *CS Education Research*, *Experience Reports and Tool*s, and *Curricula Initiatives*. Paper abstracts are due August 23, 2019 and full papers are due August 30, 2019.

The Call for Participation is available on the SIGCSE 2020 website at http://sigcse2020.org and includes detailed information about deadlines, expectations, and review guidelines for each of the submission types. New this year is the inclusion of a 1-page extended abstract in the proceedings for accepted poster submissions.

photo credit: Travel Portland (travelportland.com)

We are also excited to announce that the SIGCSE Technical Symposium schedule is expanding. Over the past several years, both our submission and attendance numbers have been steadily growing. It's time for the schedule to do so as well! For SIGCSE 2020, we are changing the Saturday schedule to add another technical session after lunch, which will lead directly into the Saturday workshops. After reviewing feedback from SIGCSE 2019, we have decided to move all the usual business from the Saturday lunch to the morning keynote

session. Lunch will now be an ending celebration and a chance to sit down with colleagues to continue the discussions from the week.

We cannot wait to welcome you to Portland next March. Please consider submitting your work, helping us review, and attending the symposium! More information can be found at http://sigcse2020.org or by following us on Facebook and Twitter.

photo credit: Travel Portland (travelportland.com)

SIGCSE 2020
P·O·R·T·L·A·N·D

Koli Calling 2019 Call for Submissions

By Nick Falkner and Petri Ihantola, Conference Co-chairs

photo credit: Nick Falkner

We invite you to submit a paper or poster for the 19th Koli Calling International Conference on Computing Education Research and join us in Koli, Finland, 21-24 November 2019.

Koli Calling is one of the leading international conferences dedicated to the scholarship of teaching and learning and to education research in the computing disciplines. Koli Calling is a single-track conference for original and novel work with research, practice, and systems presentations as well as a keynote and invited talks. The conference is known for its moderate size, intimate atmosphere, and lively discussions. The conference is held annually in the Koli National Park, about 70km north of Joensuu, Finland.

Topics of interest include, but are not limited to:

- Computing education research: theoretical aspects, methodologies and results;
- Development and use of technology to support education in computing and related sciences, e.g., tools for visualisation or concretisation;
- Teaching and assessment approaches, innovations and best practices;
- Distance, online, blended, and informal learning;
- Learning analytics and educational data mining;
- Computing education in all educational levels, e.g., K12, context and teacher training.

Research papers (up to 10 pages) present high-quality research, broadly categorised as empirical, theoretical, or systems papers.

- Empirical *research papers* will include rigorous collection, analysis, and interpretation of empirical data.
- Theoretical *research papers* focus on deriving a better understanding of the process of teaching/learning computing or of conducting research in computing education.
- System *papers* will present systems or tools developed as a contribution to research or practice in computing education, or perhaps to practice in education more broadly.

Short papers (up to 5 pages) focus on dissemination and discussion of new ideas in computing education practice or research that merit wider awareness and discussion within the community.

Poster/demo papers (2-page abstract) are interactive presentations of emerging ideas for research, teaching practice, or tools.

Koli Calling 2019 will organise a pre-conference doctoral consortium (DC) in Helsinki from Tuesday 19th November (evening) until Thursday 21st November (evening). During the DC participants will have the opportunity to contribute to others' research ideas by providing useful insights, to further develop their own research interests, and to promote their academic community and network under the guidance of established and well-known researchers. *We welcome submissions from participants at any stage of their doctoral studies*.

For more information see the conference website http://www.kolicalling.fi/ or contact Petri Ihantola and Nick Falkner at kolicalling2019@easychair.org

Report on the First ACM Global Computing Education Conference (CompEd)

By Ming Zhang, General Co-chair; Stephen Cooper and Andrew Luxton-Reilly, Program Co-chairs

SIGCSE successfully held the first ACM Global Computing Education Conference (CompEd) May 17-19, 2019, in Chengdu, China. Details are available at the conference web site, https://www.acmcomped.org/. At the intersection of computing and the learning sciences, CompEd seeks to promote *global* computing education development. Moving forward, the conference will be held every other year in different locations around the world, but not in North America or Europe where SIGCSE already has annual conferences.

The first CompEd was co-located with two conferences, the ACM Turing Celebration Conference - China (ACM TURC) and SIGCSE China. Additionally, ACM-W ran a co-located workshop, as did the Computing Curriculum 2020 (CC2020) group.

ACM-W workshop led by Catherine Lang from La Trobe University, Australia

photo credit: Ming Zhang

CompEd had 99 conference attendees who had registered directly for CompEd, with an additional 55 attendees who registered for both CompEd and ACM TURC 2019. CompEd attendees were invited to attend the ACM TURC morning keynote sessions and the

SIGCSE China Symposium afternoon sessions, and several TURC attendees joined CompEd sessions. This facilitated the exchange of ideas and information between Computing Education researchers and CS researchers from other fields.

Amber Settle, the ACM SIGCSE Chair, together with Stephen Cooper and Andrew Luxton-Reilly, CompEd Program Co-chairs, delivered the opening remarks. Paul Denny from the University of Auckland, New Zealand gave a well-received keynote speech entitled "Four Million Questions and a Few Answers: Lessons from Research on Student-Generated Resources."

Paul Denny delivering the keynote speech
photo credit: Ke Zhang

Submission types of this years CompEd included paper sessions, panels, working groups, birds-of-a-feather sessions, and posters. The conference received 100 papers, 3 panels, 8 working group applications, 4 birds-of-a-feather sessions, and 10 posters. In total, more than 320 authors from 25 countries submitted work for review. From these submissions, 33 full papers (33%), 1 panel (33%), 3 working groups (38%), 2 birds-of-a-feather sessions (50%), and 8 posters (80%) were accepted.

Following in the tradition of ITiCSE, CompEd included working groups that bring together researchers from across the global Computing Education community to work on substantive research projects. Three working groups, focusing on the areas of online judging systems, peer instruction, and teaching of computing ethics were supported by CompEd.

The award for the best paper went to Ilenia Fronza, Arto Hellas, Petri Ihantola, and Tommi Mikkonen, for their paper, "An Exploration of Cognitive Switching in Writing Code." The chairs' award for the best paper where a student is the lead author, went to Sadia Sharmin, Daniel Zingaro, Lisa Zhang, and Clare Brett, for their paper, "Impact of Open-Ended Assignments on Student Self-Efficacy in CS1." All of the CompEd papers are available in the ACM Digital Library.


Sadia Shamin (middle), Program Co-chairs Stephen Cooper (left) and Andrew Luxton-Reilly (right) photo credit: Juan Chen

One of SIGCSE's desires is to connect local computing education researchers with the larger SIGCSE community. Fortunately, through the efforts of the ACM China SIGCSE chapter, many Chinese researchers submitted papers to CompEd, and 6 papers from Chinese universities - National University of Defense Technology China, Peking University, Xi'an Jiaotong University, Xidian University, Southeast University and Jiangnan University - were accepted to be presented. During the poster session, Computing Education researchers from Shanghai Jiaotong University, Jiangnan University, Shanghai AchieveFun Info. Co., and the University of Chinese

Academy of Sciences (UCAS) presented their recent research results. Attendees and presenters engaged in lively discussed during the poster session.

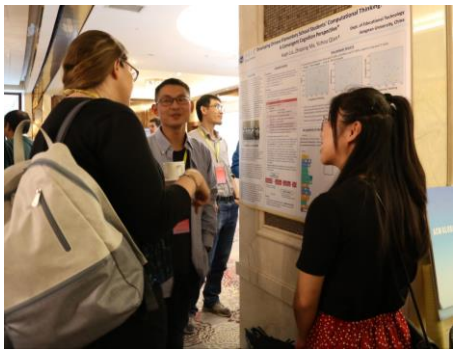

photo credit: Cole Rodger Photographics

Through the three days of presentations and reports from researchers around the world, CompEd 2019 successfully established a world-wide platform for researchers to communicate and exchange new ideas on computing education. Participants from a wide variety of countries were able to experience the great changes in Chinese computing education in recent years and appreciate the growing impact of China in global Computing Education.

CompEd 2019 committee and participants
photo credit: Xi Wu

CompEd attendees had the opportunity to visit a panda research center, and see several dozen pandas, including a mom and her two babies.

Excursion to Chengdu Research Base of Giant Panda Breeding
photo credit: Cole Rodger Photographics

One last spectacular feature of CompEd 2019 was the food. Sichuan province (of which Chengdu is the capital) is known for its food, and it lived up to the reputation for delicious (and spicy) fare.

A typical dinner in Chengdu
photo credit: Andrew Luxton-Reilly

CompEd organizers acknowledge generous support from sponsors GitHub, Google, and ByteDance, and thank Cole Rodger, professional photographer (coleimage.com), whose photos will appear on the conference website.

We're all looking forward to CompEd 2021, likely to be held in India.

CRA-W Grad Cohort for Women

By Jamie Gorson and Alannah Oleson

The Computing Research Association Women (CRA-W) Grad Cohort was held in Chicago, Illinois, USA on April 12-13, 2019. More than 400 women attended. Two participants in the event shared some thoughts about their experience.

Jamie Gorson, Ph.D. student at Northwestern University in Computer Science and Learning Sciences, offered these observations: Before the CRA-W Grad Cohort started, I was unsure what to expect. I'd been to conferences and Grace Hopper, but I couldn't predict the new things I would experience at the CRA-W Grad Cohort. In my head I was thinking, how could two people in front of a room filled with a few hundred people be able to give relevant advice to me? Little did I know the connections I would make, the people that I would meet, and the incredible advice that I would find at the Grad Cohort.

The first standout moment was when I sat at the Computer Science education table during the domain lunch and instantly found a new group of friends and mentors. I made connections with people who had similar interests, worked in labs with my friends, and gave great mentorship. For example, I met Briana Morrison, who had lots of ideas for my research and advised me to apply for the ICER Doctoral Consortium (which I will be attending in August!) I also met other PhD students who are a part of the ICER community and since then we have coordinated traveling together for ICER in August.

Following the lunch, I presented my research at the poster fair. Since I had just met many new people in my field, they all came to see my poster and give me feedback on my work. Additionally, the opportunity to share my poster with a wider audience was great for getting completely new perspectives on my research and articulating my contributions to an audience less connected to the area.

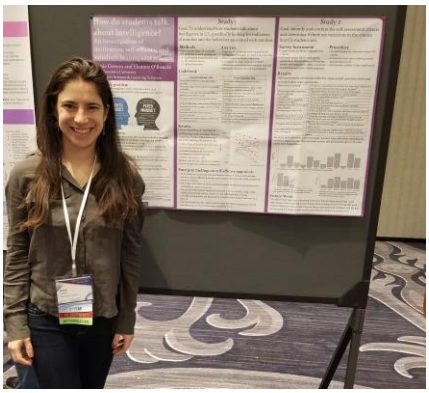

photo courtesy of Jamie Gorson

The most memorable part of the weekend however, was the keynote speaker. Radhika Nagpal, professor at Harvard, told us her life story. The goal of her talk, however, was not to share about her accomplishments, but to break myths about computer science, like the "myth of destiny." She brought us on a rollercoaster of stories that tore down the assumptions about the field of computer science and replaced them with more accurate and encouraging representations. Radhika accomplished her goal of empowering us, and concluded her talk with, "I'm not here to keep you in CS, I'm here to keep you in power," which I think is important for anyone in CS-Ed to remember.

Alannah Oleson, a Ph.D. student in Information Science at the University of Washington, shared her experiences: I attended the CRA-W Grad Cohort for the first time this spring. This opportunity brought a lot of other firsts as well: first trip to the Midwest, first taste of deep-dish pizza, and – most importantly – the first time I didn't feel like an outsider at a computing-related gathering. Though we're making progress, it's rare to find high proportions of women at any computing event. To be in an entire *room* full of women all focused on improving the field of computing was exciting and inspiring!

While the panels, presentations, and keynote were all high quality, what sticks out most in my memories of the Grad Cohort were the lunch table discussions. On the first day, we self-organized by research area (computing education for me); on the second, by discussion topic (I chose ethics in research). At both, I met graduate women with similar interests and ideas about how to move the field forward. We swapped research tips and strategies for navigating grad school, many of which I've leveraged since returning home. I'm looking forward to next year's workshop so I can reconnect with the amazing Grad Cohort community.

photo credit: Alannah Oleson

Allanah's blog post covers the event in more detail and includes a picture of her badge ribbons.

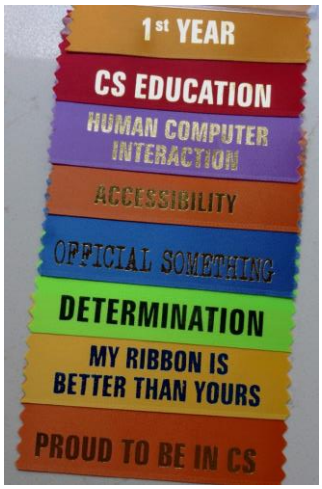

photo credit: Alannah Oleson

Member Spotlight

In this feature of the Bulletin, we highlight members of the SIGCSE community. In this issue, *Bulletin* co-editor Karen Davis interviewed Amber Settle.

Amber Settle is a Professor in the School of Computing at DePaul University and has been on the fulltime faculty since 1996. She earned a B.S. in mathematics and a B.A. in German from the University of Arizona, and a M.S. and Ph.D. in computer science from the University of Chicago. Dr. Settle's research interests include computer science and information technology education and theoretical computer science. She has served on the Advisory Board for the ACM Special Interest Group for Computer Science Education (SIGCSE) since 2010. Dr. Settle has also served on the program and/or conference committees for RESPECT 2016, SIGITE/RIIT 2013, 2014, and 2015, and ITiCSE 2013. She has been a Senior Member of the ACM since 2011.

photo credit: Amber Settle

KD: I'd like to thank you for your service to the CS education community and your many contributions to Computer Science Education research. Thank you for agreeing to talk with us today.How did you first get involved with the CS education community?

AS: My Ph.D. is in theoretical computer science, but I've always had a strong interest in teaching. When I started working at DePaul some of my colleagues encouraged me to disseminate the innovative curriculum development I was doing, and I started writing and publishing articles at information systems education, SIGITE, and SIGCSE conferences. As I learned more about the computing education community, I grew more interested in the work until it became the main focus of my scholarship. I also volunteered more in the computing education communities, and in 2010 I ran for the SIGCSE Board as an at-large member. I've served on the SIGCSE Board in various positions since then. When I was promoted to full professor in 2017, it was based on my scholarship and service in the computing education community so I owe a lot to those colleagues who got me started 20 years ago.

KD: Could you describe some of the ways you've been involved in developing and enhancing computer science education?

AS: I've had several threads of scholarship in computing education. One of the first major projects I worked on was an NSF-funded project on infusing computational thinking into general education classes in disciplines outside of computing, for example, in business, science, the arts, and humanities. In 2008 when our grant was funded that was a novel idea, and we worked with people at DePaul, other Chicago-area universities, and high-school teachers at the University of Chicago Lab Schools. Working on that project brought me into contact with people from the SIGCSE community who later influenced my work in other areas.

Through my connections in the SIGCSE community and my teaching, I developed an interest in programming pedagogy, and a thread of my research looks at how novices understand and misunderstand programming concepts and the issues that arise when teaching programming in online courses. One of my proudest moments came from the publication of some work at ICER in 2016. Our paper examined mistakes that novice programmers make when using Python and found that omitting the parameter that represents the object being manipulated was by far the most common mistake. We also observed that the error messages Python produces for that mistake are difficult for novices to understand. One of the developers on the PyPy implementation of Python read our work and changed the error messages to better describe the problem resulting from an omission of the parameter for the object. It was great to produce a change in a system as a result of our research!

Another strong interest of mine is recruiting and retaining underrepresented groups in computing. A DePaul colleague and I developed a linked-courses learning community for first-year students that we ran for five years. We recruited incoming first-year students into the community, connected the content in the courses to help the students draw connections, held extra-curricular and co-curricular activities, and provided mentoring for the participants. While the results weren't as impactful as we hoped, the experience changed my view of who should be in my computing classes and connected me to some amazing students.

KD: Based on your experiences, where do you feel computer science education is? What is working? What is not?

AS: I think it's important to remember the computer science is still a relatively young discipline, and computer science education is even younger. For example, the ICER conference which is the research-focused SIGCSE conference, is only 15 years old. When ICER started it was unusual to find someone who had done their Ph.D. in computing education as opposed to switching into the area like I did. There has been great

work that's been done in the computer science education research community in a very short time, but there is a lot more to be done. And I think that it's a very encouraging sign that computer science education research is being taken seriously by more institutions when they hire and promote faculty. In my dream world every institution in every country around the world would value computer science education research in the same way that any other research in computer science is valued.

KD: What are the biggest challenges for diversity, equity, and inclusion in CS education today?

AS: One of the things that worries me most about the demand for computer science that we're seeing right now is that it will have a negative impact on diversity, equity, and inclusion in computer science. Every person that I talk to in the SIGCSE community is from an institution where the struggle to meet demand is ongoing. There just aren't enough people to teach the number of students who want to learn computer science. In the 1980s the discipline saw a boom in interest and a resulting lack of capacity, and the ways of coping with that problem restricted access to those with previous knowledge which for the most part was white men. We have to be very careful to not make the same mistakes or the existing lack of diversity in computer science could get much worse. The lack of diversity and inclusion is already hurting our discipline in terms of innovation and relevancy, and we need to make it better and not worse.

KD: You are going to start your tenth year on the SIGCSE Board very soon. What do you think are the biggest challenges for the SIGCSE community going forward?

AS: One of the biggest challenges for SIGCSE moving forward is growth. Nearly all of our conferences are experiencing record submissions and record attendance. Handling that growth is a difficult for our volunteers, and managing the demands of various subgroups in our community is far from easy. Running a conference that's relevant for a K-12 teacher from the United States, a computer science education researcher from Australasia, and computer science professor from Europe, Asia, or Africa sounds like an intractable problem, and yet that's precisely what our volunteers are trying to do. The problem will only grow as demand for computer science expands. And, yes, it's a good problem to have, but it is nevertheless something that the SIGCSE Board and community needs to address.

On a related note, we need to find ways to nurture volunteers in the SIGCSE community. We are very lucky that we have so many people who are passionate enough about computing education that they are willing to dedicate extensive time to working for the SIG. For the health of SIGCSE moving forward we need to find good ways to identify new volunteers and move them through increasingly challenging activities so that they grow into the next generation of SIGCSE leaders. We also have to find ways to capture the incredible organizational memory of our long-time volunteers so that when they step away from SIGCSE their knowledge isn't lost. Again, this is a problem that many SIGs would love to have!

KD: What do you enjoy doing when you are not working?

AS: One of my favorite things to do is spend time with my long-time partner and our 15-year-old daughter. Whenever possible I get them to come to dinner or a movie with me, since they're intelligent, funny, and amazing conversationalists. This summer I plan to spend as much time as I can relaxing, since I'm exhausted after three years in charge of a very ambitious SIGCSE Board. One of my cats loves to sit on my lap while I watch T.V., so she and I have lots of Netflix in our near future.

And after I've rested I would love to get back to rock climbing. Finding places to climb in the Midwest is challenging, but it only makes the community more fun.

KD: Thanks, Amber! Keep up the great work you are doing!

Gertrude on Amber's Lap
photo credit: Amber Settle

SIGCSE Mailing Lists

By Briana Morrison, SIGCSE Board Member

For me, one of the best SIGCSE membership benefits is having access to the organization's mailing lists. We first began using an electronic listserv or mailing list in 1994 to be able to communicate with each other more easily and discuss issues and concerns beyond the conversations at conferences. The mailing list allowed us to notify members of upcoming events, deadlines, and other important notices. Did you know that in 2010 we actually had *seven* active mailing lists? Before the days of Google groups, Dropbox, and cloud computing, all active committees and subgroups had a mailing list for member communication. Slowly those were phased out as those groups wrapped up their work.

For a while now, the organization maintained two moderated mailing lists for announcements and discussion of topics of general interest to SIGCSE members. Subscription is limited to SIGCSE members, and posting is restricted to subscribers.

- *SIGCSE-announce* is used only by SIGCSE administrators to distribute important SIGCSE announcements to all SIGCSE members. This mailing list has minimal traffic.
- *SIGCSE-members* is used by all SIGCSE members to post and discuss issues of concern to the SIGCSE community. Some types of professional announcements are also allowed on this list. This list has moderate traffic (averages two or three per day, but can become quite active depending on the topic).

All SIGCSE members are automatically subscribed to the SIGCSE-announce list, however, most members typically subscribe to both lists. You have the option of receiving mailings immediately or as a digest (as either text or HTML). You also have the ability to browse or search the archives for previous postings at SIGCSE-announce archive and SIGCSE-members archive.

Recently, in an effort to highlight volunteer opportunities within the organization and expand our volunteer base, we initiated a new mailing list, *SIGCSE-volunteers*. SIGCSE-volunteers is an opt-in listserv (like SIGCSE-members). This mailing list will be used to keep SIGCSE members up-to-date with volunteer opportunities within the organization. All SIGCSE Board-approved volunteer positions will be posted to both SIGCSE-members and SIGCSE-volunteers. All conference specific volunteer positions will be posted to SIGCSE-volunteers only. We encourage all members to subscribe to this mailing list to be made aware of the volunteer opportunities within the organization.

To Be Added or Removed

All SIGCSE members are automatically subscribed to the SIGCSE-announce list. To manage your subscription to the SIGCSE-

announce list, log in to myacm.acm.org and go to the *Electronic Mailing Lists* page.
To be added to or removed from the SIGCSE-members and SIGCSE-volunteers lists, send an e-mail with your ACM member number to infodir@sigcse.org, which goes to both of the SIGCSE listserv administrators who moderate these lists:

- Samuel Rebelsky, Professor of Computer Science, Grinnell College, Grinnell, IA, USA
- Haris Skiadas, Associate Professor of Mathematics and Computer Science, Hanover College, Hanover, IN, USA

We are grateful to our volunteers who moderate the listservs and graciously agreed to expand their workload when we added this new mailing list.

This also seems like a good time to remind our members of the guidelines for posting to our mailing lists. Note that the listserv software does not allow editing of submitted posts before they are distributed. The listserv administrators can only approve or disapprove your original message for posting. Therefore, if your message has an attachment or inappropriately includes a previous posting, it will be returned to you for editing and resubmission. Thank you for your understanding and assistance.

Guidelines for Posting to the SIGCSE-members List

1. Plain text format is strongly preferred to HTML. HTML can cause problems with some mailers and may not be properly interpreted by all mail readers. If your e-mail client automatically appends an HTML version even when you send plain text, please explicitly delete the HTML version before hitting the send button. We also recommend that you use spaces rather than tabs to help ensure that your posting appears as you intend it to in readers' various e-mail clients.
2. Please do not post complete articles or long announcements. Rather, post a short note describing why the article or announcement is relevant to SIGCSE members and include a URL that readers can visit if they're interested in more information.
3. Please do not post conference announcements and calls for papers when they are not related directly to computer science education. As for articles, post a short note stating why the conference is relevant to SIGCSE members and direct readers to the conference URL. Note that the ACM Calendar has complete information on all upcoming ACM sponsored conferences.
4. Do not send an e-mail with attachments of any sort to the mailing list. Historical evidence shows that attachments are sometimes mangled by the various systems involved in list operations.
5. When you are posting a comment or response to a posting, please do not append the entire original posting. If you leave the subject of the posting unchanged, your reply will be properly filed in the threaded SIGCSE-members archive, where readers can easily see the original e-mail. Thus, if your e-mail client does this automatically, we request that you please explicitly remove the duplicated original.
6. If you want responses to come to you, say so very clearly in your message. If a poster does this, responders are requested not to send their responses to the entire list.
7. Please keep posts brief.

I hope you enjoy reading the mailing posts as much as I do. And if there's ever a thread that you're not particularly interested in, remember you can always receive the posting in a digest form, use your email client to filter all the posts for reading at a later time, or simply delete those you aren't interested in. So please join all of our mailing lists so as not to miss out on any important information!