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SIGCSE News in Brief

We hope everyone's term is off to a great start! Thank you to the many folks who attended ICER 2018 in Espoo, Finland for making it a fantastic conference. Please see the ICER 2018 report in this issue for more details.

In this issue, we begin by taking a close look at the new global SIGCSE conference (CompEd) and its inaugural event in Chengdu, China in May 2019. Please consider submitting your work to this exciting new conference.

In addition, we have a preview article looking at Koli Calling 2018 which will be held in Finland in November 2018. We hope many of you will be able to attend.

We were delighted to interview Tim Bell, the creator of CS Unplugged. Tim was recently awarded the 2018 ACM SIGCSE Outstanding Contribution to Computer Science Education award. Look to his interview to learn more.

We wish you all a productive fall/spring!

Newsletter Credits

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[◇] ACM Distinguished Member

SIGCSE Launches New Conference on a Global Scale

John Impagliazzo, Ming Zhang, and Xi Wu

Hear Ye! Hear Ye! Hear Ye! Did you know that SIGCSE has launched a new conference on a global scale? It's the ACM Global Computing Education Conference, also known as ACM CompEd. This new event is destined to become a leading global conference on computing education. At the intersection of computing and the learning sciences, the CompEd seeks to promote global computing education development. The plan is to hold CompEd every two years in parts of the world not regularly served by SIGCSE conferences.



Chengdu, Courtesy of Xi Wu (2018)

The first CompEd conference will take place in Chengdu, China, 17-19 May 2019. Chengdu is an exciting city of over sixteen million people. It is the capital of China's Sichuan province and it is one of the most important economic, financial, commercial, cultural, transportation, and communication centers in Western China. The month of May in Chengdu is generally warm and sunny with daily temperatures ranging from 18°C to 27°C (64°F to 81°F). Among its fantastic and spicy Sichuan cuisine are major heritage sites that provide everyone something to do. These sites include the world-famous research institute for giant pandas and other rare and endangered wild animals. Other historic sites include the 2000-year-old

Dujiangyan irrigation system, the Dufu thatched cottage museum that was the former residence of a famous poet Du Fu from the Tang dynasty, the Wenshu Monastery that is the best-preserved Buddhist temple in Chengdu, and other exciting tourist destinies.

CompEd will have pre-conference working groups (WGs) starting three days before the conference. In addition, CompEd will co-locate with the ACM Turing Celebration Conference - China (ACM TURC 2019), which will take place 18-19 May. TURC conferences attract over 2000 attendees, and they feature well-known keynote speakers (including some Turing Award winners) and include several federated subconferences. CompEd will also function in conjunction with Computing Curricula 2020 project meetings and its one-day symposium. The tables below visualize these happenings.

Pre-Conference Schedule		
May 14 Tuesday	May 15 Wednesday	May 16 Thursday
CompEd WGs Day-1	CompEd WGs Day-2	CompEd WGs Day-3
CC2020 Meeting	CC2020 Meeting	CC2020 Symposium

Conference Schedule		
May 17 Friday	May 18 Saturday	May 19 Sunday
CompEd Day1	CompEd Day2	CompEd Day3
TURC Special events	TURC Day1	TURC Day2

The CompEd event, the TURC conference, and the CC2020 activities form a synergistic publishing opportunity for computing educators. The 2019 CompEd conference co-chairs are Ming Zhang (Peking University) and Bo Yang (Linyi University); its local chairs are

Xi Wu (Chengdu University of Information Technology) and Juan Chen (National University of Defense Technology). The CompEd program chairs are Steve Cooper (University of Nebraska-Lincoln) and Andrew Luxton-Reilly (University of Auckland). They promise exciting activities on a global magnitude. These include paper sessions, panels, working groups, birds-of-a-feather, and posters. These activities provide opportunities for participants to share global innovative ideas for computing syllabi, laboratories, teaching, pedagogy, and education research. Details regarding hotels, registration, and submissions are forthcoming. Paper abstracts are due in mid-October, after acceptance notifications for SIGCSE Technical Symposium papers, with full papers due shortly thereafter. Check the website <http://www.acmcomped.org/> for details and important dates. Length limitation for papers is six pages plus one page for references. The CompEd program committee will issue author acceptance notifications in mid-December.

We encourage your participation in these exciting events surrounding worldwide computing education and joining this emerging community of scholars. Consider preparing your submissions now! Be part of this new episode on computing education.

John Impagliazzo is the CompEd publicity chair, CompEd proceedings chair, and CC2020 steering committee member.

Ming Zhang is the CompEd co-chair, TURC 2019 advisor and CC2020 steering committee member.

Xi Wu is the Comp Ed local co-chair, and TURC 2019 local organizer.

Koli Calling 2018 Preview

By Mike Joy and Petri Ihantola, Koli Calling 2018 Program Co-Chairs



Photo Courtesy of Metsähallitus/Jarkko Kuiri

The Koli Calling International Conference on Computing Education Research is a single-track conference dedicated to publishing high quality work on teaching and learning in the computing disciplines. The 18th Koli Calling will be held from 22-25 November 2018 in the Koli National Park in Finland, organized by the University of Warwick, the University of Helsinki, and the University of Eastern Finland, in-cooperation with ACM SIGCSE.

The conference continues to attract a large number of submissions, and this year 23 papers (and 11 posters) will be presented on topics ranging from K12 to university level computing education. Themes emerging from the submissions include curriculum design, motivational aspects, misconceptions, visualizations, and tools to support various aspects of computing education. Although Koli Calling no longer has a dedicated category of tools papers, as was the case some years ago, educational software is still discussed. This is not only from the perspective of learning, but also from the technical perspective, e.g., how to design educational software for interoperability. This mixture of topics, as well as authors with different viewpoints who still share the same goal of improving computing education, makes Koli an ideal conference for computing education researchers.

This year, we are fortunate to have as our Keynote Speaker Professor Michael Kölling from the Department of Informatics, King's College London. Michael is well known for the development of the BlueJ and Greenfoot environments, and more recently for the Blackbox data collection project – utilized also by authors of our conference papers.

The Koli National Park is located by the side of Lake Pielinen in the province of North Karelia in the East of Finland. In November the snows will probably have begun, giving the landscape a magical feel. The hotel hosting the conference contains a spa and - of course - a Finnish sauna, and is perfect for relaxing in the evenings. Koli is some distance from any large towns, so there are few distractions (apart from walks in the wilderness). This is the perfect setting for facilitating discussion and encouraging participants to spend time together, even after the official program has ended.

If you wish to join us, you will be most welcome! Registration and joining information are available on the conference web site (<https://kolicalling.fi/>).

ICER 2018 Review

By Robert McCartney, Lauri Malmi, Ari Korhonen, and Andrew Petersen

ICER 2018 Program and Site chairs



Dipoli Building, Aalto University
Photo by Jan Erik Moström

The 14th International Computing Education Research conference was held from 12-16 August 2018 in Espoo, Finland. The conference venue was the Dipoli building at Aalto University. We had the highest attendance for an ICER outside of the US (127) and overall were second only to ICER 2017 in Tacoma. The attendees came from 18 countries, and included 71 first-time attendees and 44 students. We had a record number of paper submissions (125), of which 28 were accepted, for an acceptance rate of 22%.

The keynote was given by Kirsti Lonka from the University of Helsinki: "Growing minds – 21st century competences and digitalisation among Finnish youth." She talked about recent reforms in Finnish education to improve the effectiveness of information and communications technology education, both in teacher training and in the classroom.

The heart of the conference was the presentations of the twenty-eight papers in a single-track format, with time allotted for discussion among the attendees, plus thoughtful questions and commentary. The papers covered a wide range of computing education research

topics, from coding ability of pre-school children, to the emotional responses of university students in an algorithms lab, to the experiences of teachers changing to computer science from other disciplines, to the use of gestures by novice students describing programming problems. A common thread across nearly all of the papers was the use of empirical evidence to analyze research questions.

Two papers received awards. The Chairs' Award, given to the paper that "in the judgment of the organizing committee, best illustrates the highest standards of empirical computing education research" was presented to Jack Parkinson and Quintin Cutts for "Investigating the Relationship Between Spatial Skills and Computer Science." The John Henry Award for the paper that, in the judgement of the conference participants, "attempts a task that may seem impossible and pushes 'the upper limits of our pedagogy'" was presented to Greg L. Norman and Andrew J. Ko for "On Use of Theory in Computing Education Research."

There were two other presentation opportunities during the conference: nine Lightning Talks, where speakers had three minutes each to pitch new ideas, and a poster session with 10 participants, where people could present preliminary work and get feedback from interested listeners.

There were some other notable activities at ICER outside of the main conference. Two workshops were held the day before the conference: "Computing Science Educational Infrastructure: Crossing the Borders" organized by Peter Brusilovsky, Ken Koedinger, Cliff Shaffer, and Steve Edwards; and "Building Your Team of Change Champions" organized by Rebecca Bates. Also associated with ICER is the SIGCSE-sponsored Doctoral Consortium. This year, Jan Vahrenhold and Andrew Ko, assisted by mentors Brian Dorn, Anna Eckerdal, Kate Sanders, David Weintrop, and

Aman Yadav, convened the Consortium on the day before the conference. Nineteen students spent a day working with the mentors, and then presented their work at two dedicated poster sessions during the conference. Finally, the Work in Progress workshop, organized by Colleen Lewis and Mark Guzdial, immediately followed the conference. This workshop provided the opportunity for a small number of researchers to present their ideas and get in-depth feedback from the leaders and other participants.

We look forward to ICER 2019 in Toronto, Canada 12-14 August next year!

Postscript: Integrating new people into the community

As ICER has become a larger conference it has been necessary to think about how to integrate new participants into the community. Starting in 2011, ICER adopted an unusual format where participants sit at 8 to 10 person tables and are given a short time to discuss each paper before the question-and-answer session. Even with such an arrangement, feedback to the conference indicated that more needed to be done to foster interactions between old-timers and people newer to the community.

We tried a few additional things this year to help: we assigned senior program committee members to each table on the first day, so all of the new participants could meet and have paper discussions with old-timers; we required all quiz teams at the banquet to include at least one first-timer; we announced when a paper presenter was giving their first ICER presentation; and we even tried a contest that involved identifying all of the attendees as new or repeat. The feedback from the evaluation forms indicates that these steps were appreciated, but we feel we could do more. If you have any ideas let us know.

Member Spotlight

In this feature of the Bulletin, we highlight members of the SIGCSE community. In this issue, Bulletin co-editor Karen Davis interviewed Tim Bell. Tim Bell is a professor in the Department of Computer Science and Software Engineering at the University of Canterbury, New Zealand. Tim has received many awards for his work in computing education including the 2018 ACM SIGCSE Outstanding Contribution to Computer Science Education award. He has been an invited or keynote speaker at many Computing Education conferences and other events, and has appeared with his “Computer Science Unplugged” show at international science festivals, including the Edinburgh International Science Festival. He has been actively involved in the design and deployment of the approach to the teaching of digital technologies in New Zealand schools. In the past, his main area of research was data compression; he has co-authored three books about the subject, and served as an expert witness in major US and NZ litigations about data compression.



Tim Bell. Photo by Duncan Shaw-Brown

KD: How did you first get involved with the CS education community?

TB: I had always been interested in novel ways of teaching at university since I began lecturing in the 1980s, and was inspired by teachers who took creative approaches to their job, such as a banjo-playing maths lecturer who used creative delivery to keep the class engaged. Around 1990 I started getting involved with a local science centre initiative, where I was challenged to present computer science in an environment in which a typical science display or show would be based around physical sciences – you’d expect to see things like pendulums and exploding balloons. I was also playing in a band that did a lot of music education in schools, so these different worlds converged to get me thinking about CS education for young children.

KD: What was your original inspiration for CS Unplugged?

TB: In 1992 I was asked to speak to my son’s class as part of a series of parents talking about what they did for a living. My “job” (research area) at the time was investigating compression algorithms, where the exciting outcomes were around the speed of the algorithm or how small the compressed files were. I wasn’t confident that I could get the children engaged by showing them two programs with one running faster than another, or two files where one was 5% smaller than the other, especially since the bar had been set high by a previous parent who was a nurse and brought in bandages and fake blood! So I decided to make the radical move of not using a computer at all, but instead try to capture the kind of thinking that I did as a computer scientist, and present that using physical puzzles and games. It seemed to go really well – at least, I got invited back regularly to do more, so had the opportunity to try out more and more ideas, most of which went well, and some of which were never spoken of again!

KD: What were your initial contributions to the CS Unplugged efforts? I'm curious which lessons you worked on. I have a particular fondness for the sorting network activity; I chalked it on the ground at my daughter's elementary school bus stop and had all of the kids walk through it for me.

TB: Soon after I started visiting the school I came across Mike Fellows through an online group, and he had been doing something similar for his kids. He was taking a similar approach – choose something his research students or senior classes were doing, turn it into a puzzle or game, and give it to the kids as a challenge. At the time Mike was at the University of Victoria in Canada, and I visited him there in 1993 to refine and collate our ideas. This collection became “CS Unplugged;” at first it was a book, and later as the web matured we made it available online. The material was originally written for academics like ourselves who were visiting schools, but it has been re-written a few times over the years because it's now being used by teachers in schools who don't have a strong CS background.

The sorting network activity is a quintessential Unplugged example – it's quick to explain, can be done over and over, and is full of deep ideas to explore. Mike had been teaching a university class on parallel sorting algorithms just before a visit to his children's class, so he took what he had just been teaching and got the kids to try it. Apparently the first one was done with string, and ended up in a bit of a mess, but it was clear that the idea was engaging. By the time I visited him he was using spray paint, but eventually we realized that chalk or tape were better options! There are now many online images and videos of people using it around the world, including street theatre in Frankfurt, a music theory class in New Zealand, an astronaut-themed event in Tokyo, a staircase in Santa Cruz... and apparently even at a school bus stop.

KD: What is your involvement now?

TB: The Unplugged approach became more and more widely known, and I ended up interacting with educators in many countries (it's been translated in to about 25 languages). This led to invitations to speak at a lot of international education-related events, and through that I gained a picture of what the issues and opportunities were around K-12 CS education internationally. All sorts of interesting research questions were coming up, including how best to use Unplugged, and the value of CS in primary school education. I was spending a lot of time with people in many cultures, so that's how I found myself drawn into the international K-12 CS education community and ended up running a research group on CS education. We maintain the Unplugged website with financial support from Microsoft Philanthropies and Google Inc., which has enabled us to share it as a creative commons open resource. To address the need in New Zealand for support for our high school CS curriculum, we created resources that became the CS Field Guide (csfieldguide.org.nz). Over the last 15 years or so there have been so many interesting and urgent research questions emerging around how best to use Unplugged, what should be taught to school students, and the role of “coding” in schools, including the emergence of Computational Thinking as a basis for many curricula around the world.

KD: What have you learned as a result of your many experiences in CS education?

I've watched many vigorous discussions over the years about how best to teach CS, including which languages to use, teaching knowledge vs. skills, Unplugged vs. “coding,” and so on.

Sometimes people get very focussed on particular curriculum content or pedagogies, but I think the main thing is to help kids feel confident and informed about the subject; they can learn particular languages or techniques as

they need them as long as they have some firm understanding of the main ideas in the subject, but we don't want them guessing what CS is about based on stereotypes and movies, or assuming it's something that they couldn't understand. One of the key things that has emerged for me is that you can get kids inspired with pretty much any approach to the subject if it's done well, and you can also teach any method badly! So what really counts is the teacher, and now that we have computing appearing in primary schools, the key is helping classroom teachers to be confident and capable at teaching the subject.

One thing that I've learned about Unplugged is that we need to be explicit that it's *not* a complete curriculum, but a method to use as part of your teaching. If Unplugged is seen as the entire curriculum then it could be used as an excuse for teachers to avoid teaching programming on a computer, or for the education system to save the expense of providing computers to children! I think the value of Unplugged is getting people engaged in a short amount of time, and also getting students thinking away from the screen, but it's not a substitute for programming, creating and tinkering. Related to this is the point that the topics in Unplugged are designed to get students thinking; parallel sorting networks aren't essential knowledge for all students, but having the experience of engaging with some mind blowing ideas from the big picture of computing is a great way to get students inspired, and helps them to be aware that there's more to CS than grappling with the syntax of the particular programming language they are learning.

KD: What do you feel is going well in CS education? What is not?

In the last few years there's been huge success internationally in helping officials to distinguish CS from using computers for e-learning, and getting it introduced into curricula. But I think the biggest challenge is

getting teachers up to speed. It's a huge step change to the education system, and is a subject that few teachers (especially at primary school) will have studied themselves; and for most countries the resourcing needed to get teachers engaged with new subject is limited. The change is necessary, but it could be a bumpy ride for a while until we reach an equilibrium where the teachers have had a few years of experience teaching the subject, or have themselves had CS as a subject when they were at school.

KD: How do you see diversity, equity, and inclusion in CS education?

TB: For me, these are the key reasons to care about CS education in K-12. I come across many university students, particularly women, who had no interest in CS when leaving school, but got into it by accident, and discovered that they love it. This makes me wonder how many never found out that it's a thing, and have missed an opportunity they would have loved. Our challenge is to communicate what the subject is really about, and one of my mantras is "We don't write programs for computers, we write them for *people*." A very clever compression algorithm might seem to be all about the device, binary digits and software, but in the end we want it to be fast so that people don't have to wait for it or use up their phone battery running the algorithm; and we want compressed files so that we can share photos and videos quickly, and store lots of them instead of spending our time keeping our file usage within some limited capacity. CS needs students who are interested in computers, but it's just as important that they are also interested in people!

KD: What do you do when you are not working (for fun)?

I find it hard to distinguish work and fun with CS education, but outside my day job I still play music regularly in bands – currently I play piano in a big band, and piano and organ for a church band.

CRA-W Grad Cohort

By Jean Paula Salac and Jieun Chon

The Computing Research Association Women (CRA-W) Grad Cohort was held in San Francisco, California, USA on April 13-14, 2018. Two participants in the event contributed the following comments about their experience.

Jean Paula Salac, Ph.D. student at the University of Chicago in CS Education, described her experience: Upon arriving at CRA-W Grad Cohort, I was stunned by the sheer number of female CS graduate students. I had been to Grace Hopper before, but given its size and audience, I barely met any other grad students there. I instantly felt less alone at the CRA-W Grad Cohort. As one of around 20 women in my PhD program, I felt very isolated. Although I had made friends in my program, there were some experiences I had that my male peers did not. I frequently found it taxing to explain these experiences in a way they would understand.

At Grad Cohort, I found a community of women who understood my experience. I didn't have to worry if others would believe me, if others would judge me negatively, or if I would get blowback. It was cathartic to talk freely and affirm each other's experiences.

It was also the first conference I've been to where attendees were given such a high level of ownership—we were truly able to make the conference our own. We were encouraged to organize events outside of the scheduled talks, enabling us to build stronger bonds with each other. We also initiated “issue-centric” gatherings to fill gaps in the official agenda, such as discussions on being a parent, or managing a chronic illness while in grad school.

Grad Cohort also presented an amazing opportunity to meet other female researchers at more advanced career stages. Not only did I

learn practical tips for success in and beyond grad school, I was also inspired by their stories. Prior to meeting them in person, I had put these women on a pedestal. Learning about their stories humanized them—it was moving to learn about the obstacles they've faced, most of which were very similar to those many of us grad students were facing. It showed us that their success is attainable and that we could be similarly successful.

I was also exposed to careers other than the well-known academia and industry paths. Prior to the conference, I only knew of one pathway scientists used to enter into public service. At Grad Cohort, I learned from more senior women about multiple paths to STEM education policy, a career path I strongly considered. I also learned to keep an open mind and to explore various career paths throughout grad school.

I left Grad Cohort feeling energized about my PhD again. The road ahead was not going to be any less challenging. However, this time I had strategies to overcome these challenges, and more importantly, a community of female CS researchers I could rely on.



Photo Courtesy of Jean Salac

Jieun Chon, Master's student at Virginia Tech, offered the following comments: I attended CRA-W and it was a wonderful opportunity

that inspired me a lot. The head of the Computer Science Department of Virginia Tech encouraged students to pursue this opportunity, and I was accepted to attend. At first, I was a little intimidated, because I had not even started on my thesis and was not sure how I would use the time meaningfully. After only a few hours of landing in San Francisco, I was relieved from the anxiety perfectly. I met a lot of inspiring people all the time during the conference, not only at the panels but also other graduate students.

Depending on our interests, we were able to attend different talks. My interest was getting a full-time position after the Master's program, and all the advice gave me a great guide for my resume and interview preparation. A few years ago, I often compared myself with other colleagues and did not have much confidence in my coding, research, and English. At the CRA-W Grad Cohort, I had advice from top schools or companies' researchers and software developers. They truly cared about me like their sister, not as a potential hire. One of the panels emphasized to me to be confident about my skill sets, language, and personality. I kept that in mind and decided to quit comparing with others. I started building up stronger career preparation with much stronger passion and confidence about myself. At this point, I have received a full-time offer from Walmart and am also still in the interview process with other major companies including Microsoft, Google, Facebook, and Bloomberg.

Also, attending CRA-W inspired me a lot for my research and extracurriculars. I was able to meet so many intelligent women who are studying in various fields in Computer Science at top universities. We all connected with each other throughout the events and afterward. I decided to continue to spread the positive energy and inspiration on campus after I came back to my school. A few months after the CRA-W event, I was selected as an October winner of the Aspire! Award at Virginia Tech,

which is for recognizing students who exemplify Student Affairs' Aspirations for Student Learning. I have no doubt that attending CRA-W helped me to grow and inspire people on my campus.

It was also a nice trip to San Francisco. After our professional sessions, we organized several groups by interests. I cannot forget the enjoyment of traveling to Chinatown and running during San Francisco's beautiful sunset with my colleagues. I would love to spread this opportunity to other women at Virginia Tech and encourage others to attend the next year. Attending CRA-W Grad Cohort was definitely a turning point of my life.



Photo Courtesy of Jieun Chon

SIGCSE 2019 Department Chairs Roundtable

By Mary Lou Maher

The 2019 Department Chairs Roundtable at SIGCSE is organized by Dr. Mary Lou Maher, UNC Charlotte, and Dr. Ran Libeskind-Hadas, Harvey Mudd College.

What are the challenges that Department Chairs face? What are the features of a great Department Chair? What are the issues in having a poor Department Chair? How can Department Chairs be prepared and prioritize their time and focus on innovation?

If you are a new Chair, an experienced Chair, thinking about becoming a Chair, or if you have stories to tell about awesome or terrible Department Chairs, then you should participate in this roundtable. The discussions and insights from this Roundtable should improve the quality of the Department Chair experience: whether you are a Chair or not, this session will be helpful in navigating your academic career.

The SIGCSE Department Chairs Roundtable will feature small group discussions on challenges of being a Department Chair and finish with a panel of diverse and experienced Department Chairs. The group discussions will tackle topics such as the significant administrative and personnel issues that chairs must handle; leadership and management styles, time management, legal issues, establishing priorities, and communication.

The final hour of the Roundtable will have a special focus on how to encourage the adoption of innovative teaching practices. Changes in attitudes toward teaching and learning are intertwined with the availability of new technologies that challenge faculty to change the way they teach. How can the Department Chair provide an organizational climate that encourages and rewards innovation in CS education?

Many people don't appreciate the many duties and roles that it part of the Department Chair experience. Here is a summary of the most common expectations from a Department Chair:

- **Leader:** visionary, internal advocate, internal intermediary, external liaison, curriculum leader, role model. *The Chair should be a transformational leader capable of creating space for change and generating consensus among the faculty.*
- **Administrator:** fiscal overseer, schedule coordinator, report, generator, staff supervisor. *The Chair monitors the department budget to ensure that the department's work is done and that allocations are not overspent. This role increasingly requires the Chair to find creative ways to extend the budgets, including external fund raising.*
- **Personal facilitator:** counselor, coach, mediator, climate regulator. *The Chair needs to be accessible, establish relationships, and be willing to listen to concerns to create an environment that will encourage faculty productivity and harmony.*
- **Resource developer:** faculty recruiter, faculty mentor, faculty evaluator, resource provider. *The Chair hires new department faculty, provides faculty with professional development opportunities and mentoring to ensure their professional success and retention; provides evaluations for annual merit raises, retention, promotion, and tenure decisions; and finds resources that faculty need to do their jobs.*

Plan to attend this SIGCSE event and contribute to the discussion and improvement of leadership in Computer Science education.

2018 SIGCSE Special Project Grants

By Judy Sheard, SIGCSE Vice Chair

Do you have an idea for an innovative computing education project that you would like support for? The SIGCSE Special Projects Grant program provides funding to help SIGCSE members investigate and introduce new ideas into the learning and teaching of computing. Projects must provide some clear benefit to the computing education community in the form of new knowledge, developing or sharing of a resource, or good practice in learning, teaching, or assessment.

The [List of Previous Projects](#) will give you an idea of the range of projects that have been supported under the Special Projects Grant program. To date over 90 projects have been funded since the program started in 2003.

Please note the specific requirements for the [Application Process](#). Submissions are considered twice per year and projects to be funded are announced to the community in the SIGCSE Bulletin and on the SIGCSE website and SIGCSE-announce forum.

The next deadline for submissions is November 15, 2018, Please note that you must be a SIGCSE member to be eligible for a Special Project Grant.

Questions are welcome and should be sent to apply@sigcse.org.

Please visit <http://sigcse.org/sigcse/programs/special/> for additional information about SIGCSE Special Projects Grant program.

Deadlines and Upcoming Dates!

Oct 15	SIGCSE 2019 Travel Grant Applications due
Oct 19	SIGCSE 2019 Nifty Assignments, BoFs, Posters, Demos, Lightning Talks, SRC, Pre-symposium events proposals due
Nov 15	SIGCSE Special Project Grants due
Nov 22-25	Koli Calling 2018 Koli National Park, Finland
Feb 27-Mar 2	The 50th ACM SIGCSE Technical Symposium on Computer Science Minneapolis, MN, USA
July 15-17	24th Annual Conference on Innovation and Technology in Computer Science Education (ITiCSE 2019) Aberdeen, Scotland, UK
Aug 12-14	ACM Conference on International Computing Education Research (ICER 2019) Toronto, CN