Accepted Submissions

**Research Papers**

CS Students' Readiness and Perceptions of Using Mobile Technology During Lectures
Wafaa Alsaggaf, Margaret Hamilton and James Harland

Object Interaction Competence Model v. 2.0
Jens Bennedsen and Carsten Schulte

Common Areas for Improvement in Physical Science Units that have Critically Low Student Satisfaction
Angela Carbone and Jason Ceddia

Novices' Debugging Behaviors in VB Programming
Mei-Wen Chen, Cheng-Chih Wu and Yu-Tzu Lin

Neo-Piagetian Forms of Reasoning in Software Development Process Construction
Katrina Falkner, Rebecca Vivian and Nickolas Falkner

Computer Science Education: the First Threshold Concept
Nickolas Falkner, Katrina Falkner and Rebecca Vivian

Empirical study on the effect of achievement badges in the TRAKKLA2 online learning environment
Lasse Hakulinen, Tapio Auvinen and Ari Korhonen
How Do Students Solve Parsons Programming Problems? -- Execution-based vs. line-based feedback
Juha Helminen, Satu Alaoutinen, Petri Ihantola and Ville Karavirta

Misconceptions in Visual Algorithm Simulation Revisited: On UI's Effect on Student Performance, Attitudes, and Misconceptions
Ville Karavirta, Ari Korhonen and Otto Seppälä

Facebook as an Informal Learning Space Channel: The São José, Macao, Cases
Su Kio and Joao Negreiros

Java Assist Learning System for Assisted Learning on Facebook
Chien-Hung Lai, Wei-Ching Lin, Bin Shyan Jong and Yen-Teh Hsia

Facebook versus Blackboard for Supporting the Learning of Programming in a Fully Online Course: The Changing Face of Computing
Mercy Maleko, Dip Nandi, Margaret Hamilton, Daryl D'Souza and James Harland

Moodle Versus eClass for Macau Schools
Andrea Munoyenda and Richard Whitfield

Educating computer programming students about plagiarism through use of a code similarity detection tool
Tri Nguyen, Angela Carbone, Judy Sheard, Margot Schuhmacher, Michael de Raadt and Chris Johnson

What is feedback? Connecting Student Perceptions to Assessment Practices
Arnold Pears, Roger Hadgraft, Margaret Hamilton and James Harland

Engagement in Computer Science and IT – What! A Matter of Identity?
Anne Peters and Arnold Pears

Study Habits of CS1 Students: What do they say they do?
Judy Sheard, Angela Carbone, Donald Chinn and Mikko-Jussi Laakso

Soloway's rainfall problem has become harder
Simon

Automatic grading of free-form diagrams with label hypernymy
Neil Smith, Pete Thomas and Kevin Waugh

A surface approach to learning rewards first-year engineering students
Maria Svedin, Olle Bälter, Kerstin Pettersson and Max Scheja
A Reflection on the First Run of the Runestone Project at Tongji University: Observations on Cross Cultural Distributed Teams vs Face to Face Teams
Minjuan Janet Tong and Tony Clear

Building consensus: students’ cognitive and metacognitive behaviours during wiki construction
Rebecca Vivian, Katrina Falkner and Nickolas Falkner

**Practice Papers**

Using enterprise level software for a large scale compulsory course in an Information Systems undergraduate program – an example from Singapore
Ilse Baumgartner

Teaching algorithmic thinking using haptic models for visually impaired students
Dino Capovilla, Johannes Krugel and Peter Hubwieser

Instruction of Digital Integrated Circuit Design Courses for Non-Major Undergraduates
Shih-Lun Chen, Yu-Kuen Lai, Wei-Chih Hu and Wen-Yaw Chung Case-Based

A Practice for Providing Additional Support in CS1
Simo Haatainen, Antti-Jussi Lakanen, Ville Isomöttönen and Vesa Lappalainen

Deployment of Capstone projects in Software Engineering Education at Duy Tan University as part of a University-wide Project-based Learning effort
Man Nguyen Duc, Vu Truong Tien and Bao Le Nguyen

Encouraging Students by Reflective Dialogues : A Teaching Concept Based on DialogueMaps and its Evaluation
Marcel Morisse, Paul Drews, Arno Sagawe and Detlef Rick

Motivating computer scientists to engage with professional issues – a technology led approach to a persistent challenge.
Su White and Hugh C. Davis

**Work in Progress Papers**

Computer Science Students' Perception of Computer Network Security
Volkan Cambazoglu and Neena Thota

Analysing the enacted object of learning in lab assignments in programming education
Anna Eckerdal and Michael Thuné
The learning outcomes of the exam question in the Input/Output topic in Computer Architecture
Edurne Larraza-Mendiluze and Nestor Garay-Vitoria

Instructor Scaffolding and Students’ Critical Thinking through Asynchronous Online Discussion Forum
Siti Nazleen Abdul Rabu, Baharuddin Aris and Zaidatun Tasir

Changing Computer Programming Education; The Dinosaur that Survived in School
Lennart Rolandsson

Using Growing Pet Game in Facebook to enhance students' learning motivation: in an Operating System course
Ye-Xuan She, Ming-Hong Lin, Chien-Hung Lai and Bin Shyan Jong

Learning to Program in a Connected World
Su White and Jian Shi

**Posters**

Bringing History of Computing into High School CS Curriculum: Teachers' Perspectives
Yifen Chen and Cheng-Chih Wu

NIME Education at the School of Arts of the Portuguese Catholic University / CITAR
Luis Gustavo Martins and Álvaro Barbosa

Learning Beginning Programming with Cloud-based Closed Programming Practices
Yu-Jen Lo, Chiung-Chen Lin, Lily Hou, Jane-Dong Wu, Yu-Chi Feng and Greg C. Lee

The Constructivist Beliefs of High School Computer Teachers
Ya-Hsun Tsai and Cheng-Chih Wu