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EDITORS' MESSAGE

Welcome to the March 2020 issue of *Inroads*. A new decade has commenced, and *Inroads* is still going strong. We have received many manuscript submissions recently, thanks to active writers over year-end holidays. Too many were submitted for this issue and so will need to be carried on for the June issue, which is fine, and please keep them coming in.

We have some very interesting and diverse papers, columns and reprints in this edition of *Inroads*. The poetical contribution of Simon Rogerson highlights the value of poems and makes the case for a very different view of education for social impact. We also present two interesting perspectives of K-12 education with one paper from Gary Wong, Xiaojuan Ma, Pierre Dillenbourg, and John Huan on broadening education to include AI and another paper from Kenia Wiedemann, Jie Chao, Benjamin Galluzzo, and Eric Simoneau on embedding computational thinking into Maths curriculum using R. All of these papers present interesting insights into our classrooms of the future.

There is a new column on "Conversations with Prominent Propagators" introduced by Heather Bort, David Bunde, Zac Butler, Christopher Hovey, Jaime Spacco and Cynthia Taylor. They are planning to specifically focus on interviews talking about propagating educational innovations and in this issue, we present the interview with Leo Porter, who has many challenging observations and approaches to innovation. Michelle Craig and Briana Morrison discuss the issues around how we should assess assignments, while Henry Walker addresses the perennial issue of mentoring undergraduate students for research projects.

In this issue we have two challenges for you—a "permutation inversion" from David Ginat and a "Scrabble puzzle challenge" from John Barr on the Backpage. John Barr has also planned a Linux scripting challenge and has called for interested participants. We have extended his original deadline to take submissions until the end of March, as we are convinced that many of you have developed useful and eloquent scripts over the years and have just been waiting for this chance for you to show them off, but it may take some time to find them! There is additional information in this issue (p. 78) or in the SIGCSE mailing list but basically there are four categories in the challenge.

- **Educator scripts.** Scripts that an educator would find useful (e.g., automatic grading).
- **Student scripts.** Scripts that a student would find useful.
- **Programming scripts.** Scripts that a programmer would find useful.
- **Weird scripts.** Scripts that don't provide any useful functionality but are entertaining.

Finally, we have three papers from the ICER 2019 conference, which are the joint winners of the best paper award, and the John Henry Award paper for pushing "the upper limits of pedagogy." Yasmin Kafai, Chris Proctor, and Debora Lui wrote about moving from theory bias to dialogue by embracing computational thinking and other frameworks, while Lauri Malmi, Judy Sheard, Päivi Kinnunen, Simon, and Jane Sinclair exposed the importance and relevance of computing education theories. Lauren Margulieux won the John Henry Award for her paper on spatial encoding theory and

the relationship between spatial skill and STEM achievement. These three papers are reprinted in full and come highly recommended.

Our theme for the next edition, for June 2020, is "*Trends in Computing Education Research*." In the past we may have considered that much research was focussed on learning programming. Now we may consider that research based on computing theories is trending since we note that the prize winning papers for ICER 2019 present research on computing education theories and spatial encoding strategy theory. However, we are also interested in the new areas developing, such as AI and Computational Thinking, and where critical thinking and theories must be applied and can perform well. We are also particularly interested in areas where new PhD students can contribute and in relevant studies of new classroom technology adoption and innovation.

As with all our themes, articles on other topics are most welcome as well. We hope that the themes will provide some focussed discussion and particularly interaction around topics of interest. So please let us know your thoughts and it is never too early to ponder the September issue theme of "*Data and Learning Analytics*," or write an article on a recent experience of yours—and don't be afraid to be controversial! Diverse opinions and debate are most welcome, especially at the start of a new decade. ❖

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Editors-in-Chief

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