**"Ideological" research in Computing Education - a meaningful perspective?**

**Speakers**

**Anders Berglund**, PhD, is a senior lecture and researcher in Computing Education at Uppsala University, Uppsala, Sweden. His man areas of research are students' learning of Computing, methodological and theoretical concerns in Computing Education Research and the relationship between culture and the learning of Computing.

**Anne-Kathrin Peters**, PhD, was recently awarded her PhD at Uppsala University, Uppsala, Sweden. Her core research interests are mirrored in her thesis "Learning Computing at University: Participation and Identity: A Longitudinal Study"

**Place: 教育大樓1011教室**

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|  | 1/29  | 1/31 |
| 10:00-12:00 | **Unit I-part 1(@ICE)**Research in Computer Science Education at Uppsala Computing Education Group, UpCERG, Uppsala, Sweden |  |
| 12:00-14:00 | Break |  |
| 14:00-16:00 | **Unit I-part 2(@ICE)**Qualitative phenomenographic research - a theoretical discussion, followed by a practical exercise | **Unit II (@CSIE)**Learning Computing at University: Participation and Identity |

**Schedule**

**Abstracts**

Unit I-Part 1

*Research in Computer Science Education at Uppsala Computing Education Group, UpCERG, Uppsala, Sweden*

In this seminar, that introduces the series, we will discuss how the field of Computing Education is perceived by Uppsala Computing Education Group, UpCERG. We will frame the work of the group in different intellectual frameworks (or categorisations) with the aim of identifying the core of UpCERG's activities. These different frameworks will be analysed. Ample of time would be set aside for discussion on research collaborations between NTNU and UU.

Unit I-Part 2

*Qualitative phenomenographic research - a theoretical discussion, followed by a practical exercise*

In this interactive seminar, a qualitative, non-positivistic research approach, *phenomenography,* (Marton & Booth, 1997) will be discussed. Phenomenographic research aims to reveal the qualitatively different ways in which something is understood in a cohort. The seminar will start by a presentation of phenomenography, and will be followed by practical analysis of empirical data by the participants.

Unit II

*Learning Computing at University: Participation and Identity*

A longitudinal study has been conducted, following students from computing students over a three-year period. Drawing on social identity theory, the study has focused on describing participation in computing, doing, thinking, feeling in relation to computing, as negotiated among different people. Phenomenographic analysis yields an outcome space that describes increasingly broad ways in which the students experience participation in computing over the years. Demonstrating (technical) problem solving competence is the most vital indicator competence for the students. They adapt their reflections on who they are as computing students and professionals accordingly.