Preface

This volume contains the papers presented at the 8th International Conference on Informatics in Schools: Situation, Evolution and Perspectives (ISSEP 2015). The conference was held at the University of Ljubljana, Slovenia, from September 28 to October 1, 2015.

ISSEP is a forum for researchers and practitioners in the area of informatics education, in both primary and secondary schools (K–12 education). It provides an opportunity for educators to reflect upon the goals and objectives of this subject, its curricula and various teaching/learning paradigms and topics, possible connections to everyday life, and various ways of establishing informatics education in schools. This conference also has an interest in teaching/learning materials, various forms of assessment, traditional and innovative educational research designs, the contribution of informatics to the preparation of individuals for the 21st century, motivating competitions, and projects and activities supporting informatics education in schools.

The ISSEP series started in 2005 in Klagenfurt, with subsequent meetings held in Vilnius (2006), Toruń (2008), Zürich (2010), Bratislava (2011), Oldenburg (2013), and Istanbul (2014). The 8th ISSEP conference was hosted by the University of Ljubljana, Faculty of Computer and Information Science.

The conference received 36 submissions. Each submission was reviewed by at up to four Program Committee members and evaluated on its quality, originality, and relevance to the conference. Overall, the Program Committee wrote 106 reviews. The committee selected 14 papers for inclusion in the LNCS proceedings, leading to an acceptance rate of 38.9%. The decision process was made electronically using the EasyChair conference management system.

In addition to the accepted contributions, this volume also contains abstracts of the invited lectures by Tim Bell (Christchurch), Maria Knobelsdorf (Hamburg), and Miha Kos (Ljubljana).

ISSEP was federated with a teacher conference for K–12 teachers. The conference was geared toward teachers from Austria, Italy, and Slovenia, although teachers from other countries also participated. The decision to federate the teacher conference and ISSEP was made so as to bring the results of computer science education research closer to the practising K–12 teachers. Morevover, since the participation at the teacher conference was international, the conference also provided a forum for the international exchange of ideas and experiences.

We would like to thank all the authors who responded to the call for papers, the invited speakers, the members of the Program Committee, the external reviewer, and – last but not least – the members of the Organizing Committee.

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