

# Call for Participation: 26th Conference on Software Engineering Education and Training (CSEE&T 2013)

## Maintaining Quality in an Uncertain Future

May 19-21, 2013 (co-located with ICSE 2013)  
San Francisco, California, U.S.A.

Conference homepage: <http://conferences.computer.org/cseet/2013/>



### Join us for CSEE&T 2013 - the foremost meeting for software engineering educators worldwide.

Education and training in SE face enormous challenges, as we prepare researchers and developers to explore and create innovative applications that span diverse domains, scale to millions of concurrent users, run on a wide variety of devices, are distributed geographically, make use of many open source components, and are (or at least need to be) protected against unprecedented types of security threats. Existing texts and curricula, for example, rarely address the specialized needs of software engineers involved in diverse application domains. In addition, today's education and training on SE topics has moved far beyond the traditional classroom. On-line courses, blended learning, and distributed classrooms have emerged that are supported by multimedia course material.

The main theme for the 2013 CSEE&T is therefore to explore how our profession can respond to the challenge of maintaining the quality that has already been achieved in the face of such potential disruptions, which are transforming the software business and opening up new possibilities for education and training. To help address the rapidly evolving arena of SE education and training we also include some sessions that will form a "change academy", focusing on the possible impacts and solutions for some of these ongoing changes.

CSEE&T 2013 features two engaging keynotes by nationally recognized speakers from higher education and industry, as well as research papers (long and short), industrial training experience reports, highly collaborative workshops, panel sessions, and practice and methods presentations and tutorials. The research results address aspects of achieving high quality in current practices for education and training, particularly considering how the methods might be "future-proofed". Our conference webpage is being updated regularly with program information – the advance program is available and registration is open!

### Keynote Speakers

**Dr. Armando Fox** presents: *Myths About MOOCs and Agile*. While the media's infatuation with MOOCs continues unabated, legislation around MOOCs is racing ahead of pedagogical practice, and a recent opinion piece expresses grave concerns about their role ("Will MOOCs Destroy Academia?", Moshe Vardi, CACM 55(11), Nov. 2012). In the first part of this talk, Dr. Fox will try to bust a few MOOC myths by presenting provocative, if anecdotal, evidence that appropriate use of MOOC technology can \*improve\* on-campus teaching, increase student throughput while actually increasing course quality, and help instructors reinvigorate their teaching. In the second part, he will present a case study based on UC Berkeley's SE course, in which students use Agile approaches and leverage EdX MOOC technology in an open-ended design project.



Dr. Armando Fox is Professor in Residence in UC Berkeley's Computer Science Division as well as the Academic Director of the Berkeley Resource Center for Online Education (BRCOE). He co-designed and co-taught Berkeley's first Massive Open Online Course on Engineering Software-as-a-Service, currently offered through EdX, through which over 10,000 students worldwide have earned certificates of mastery.

**Dr. Thomas B. Hilburn** presents: *Preparing Students for Professional Practice*. In 1992, Peter Denning wrote in a CACM column that "Employers and business executives complain that graduates lack practical competence". He went on to catalogue the deficiencies of our computing programs in preparing their graduates for professional practice. Twenty years later, this poses some questions for computing educators, such as: Have we made progress on this issue? If not, why not? If so, how much and how did we do it? What part has CSSE&T played in addressing the issue of preparing students for professional practice? This presentation reviews our progress, or lack of progress, in addressing Denning's concerns, and offers ideas for improving the way we prepare students for professional practice. Problems related to program objectives, curriculum, faculty, pedagogy and infrastructure are discussed and possible solutions are offered.



Dr. Thomas B. Hilburn is a Professor Emeritus of Software Engineering at Embry-Riddle Aeronautical University and was Visiting Scientist at the Software Engineering Institute, Carnegie-Mellon from 1997–2009. He has worked on software engineering development, research, and education projects with the FAA, General Electric, Lockheed-Martin, the Harris Corp, the MITRE Corporation, DOD, FIPSE, the SEI, the NSF, the ACM and the IEEE Computer Society.

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