After–conference report: SACLA '16

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Dear editor of SACJ, dear academic colleagues!

Over forty-five years, Southern African computing lecturers have been holding annual meetings to discuss matters and issues in the context of lecturing computing (computer science, informatics, information technology) in tertiary education. The SACLA series has thus one of the most long-standing conferencing traditions in our discipline worldwide, though the series was internationally not widely known in its earlier years. During the course of its history the SACLA series evolved from initially very informal gatherings to increasingly formalised and peer-reviewed conferences, though still with a rather regional Southern African character until today.

With SACLA '16 in Cullinan, South Africa (5–6 July 2016), however, a first attempt was made at opening the conference's doors and windows much wider, in order to make the SACLA series henceforth attractive for an international audience anywhere in the world. This move towards internationalisation was a rational consequence of the notoriously ongoing 'globalisation' of our world, which means that problems and their solutions cannot be contained easily within national or regional borders and boundaries any more. For this reason also the programme committee of SACLA '16 has been for the first time systematically internationalised, with about half of its members residing overseas. Also the call for papers was distributed internationally via various widely recognised communication channels, though the response from overseas was not (yet) as big as it had been hoped for.

What remained, however, constant also at SACLA '16 (in spite of the new move towards internationalisation), was the original motivation of the very first SACLA meetings from more than four decades ago, namely: to provide a forum at which lecturers of computer science and informatics can thoroughly discuss any contemporary issues of lecturing these subjects at tertiary education level. The SACLA '16 conference in Cullinan was co-located with the CSERC '16 computer science education research conference as well as with a JCSE special interest workshop on the shortage of IT skills in South Africa.

With the motivation of above, SACLA '16 called for original research papers as well as noteworthy experience reports in all matters concerning the lecturing (teaching) of Informatics or Computer Science at institutions of tertiary education – i.e., classical universities, comprehensive universities, and vocational-technical training colleges. By its closing date SACLA '16 had received thirty submis-

sions, out of which (after rigorous review) three were accepted as full-papers, and another thirteen as 8-page-short work-in-progress papers. A full-paper by Serena Coetzee and Victoria Rautenbach (see below) received the conference's Best Paper Award. In addition to those regular submissions, two invited keynote lectures were given by Martin Olivier (day 1) and Bob Travica (day 2).

For the first time in the history of SACLA, the proceedings of SACLA '16 appear in Springer-Verlag's reputed CCIS series (Vol. 642) with high international visibility, whereby it is hoped that also the next editions of the SACLA series (SACLA '17, etc.) will appear in CCIS again, and that also the intended internationalisation of the SACLA series will continue. In Volume 642 of Springer-Verlag's CCIS series [DOI 10.1007/978-3-319-47680-8], the following SACLA '16 contributions have been published:

Preface, by Stefan Gruner (ed.);

Invited Lecture: On the Morality of Teaching Students IT Crime Skills, by Martin Olivier;

Invited Lecture: Teaching Informatics in North America: Jugglers Wanted, by Bob Travica;

A Case Study in the use of the Five Step Peer Evaluation Strategy to Improve a First Year Computer Literacy Course: An Exercise in Reflective Evaluation Practice, by Mosiuoa Tsietsi;

A Comparison of E-Assessment Submission Processes in Introductory Computing Courses, by Melisa Koorsse, Marinda Taljaard, and Andre Calitz;

Assessing Programming by Written Examinations, by Ken Halland;

Code Pathfinder: A Stepwise Programming E-Tutor Using Plan Mirroring, by Mark Durrheim, Abejide Ade-Ibijola, and Sigrid Ewert;

Criteria for Evaluating Automated Grading Systems to Assess Microsoft Office Skills, by Melisa Koorsse, Andre Calitz, and Jaco Zietsman;

CS and IS Alumni Post-Graduate Course and Supervision Perceptions, by Andre Calitz, Jean Greyling, and Arthur Glaum;

Effective Integration of a Student Response System in an Undergraduate Computer Science Classroom: An Active-Engagement Instructional Strategy, by Fani Radebe and Liezel Nel;

Enterprise Resource Planning Teaching Challenges faced by Lecturers in African Higher Education Institutions, by Khadija Mahanga and Lisa Seymour;

Flipping a Course on Computer Architecture, by Hussein Suleman;

Grit and Growth Mindset among High School Students in a Computer Programming Project: A Mixed Methods Study, by Delia Kench, Scott Hazelhurst, and Femi Otulaja;

Introducing Health Informatics as an Elective Module in an Information Systems Honours Degree: Experiences from Rhodes University, by Greg Foster and Jane Nash;

Reflections on a Community-Based Service Learning Approach in a Geoinformatics Project Module, by Serena Coetzee and Victoria Rautenbach;

Teaching Operating Systems: Just Enough Abstraction, by Philip Machanick;

Towards a Generic DSL for Automated Marking Systems, by Fritz Solms and Vreda Pieterse;

Towards an Interdisciplinary Master's Degree Programme in Big Data and Data Science: A South African Perspective, by Linda Marshall and Jan Eloff;

Which are Harder? Soft Skills or Hard Skills?, by Vreda Pieterse and Marko van Eekelen.

In my role as proceedings editor and chairman of the SACLA '16 programme committee I am (once again) thanking all colleagues inside and outside of South Africa who have made their scientific contributions towards the publication of CCIS 642. Generous financial contributions to SACLA '16 came from the Institute of Information Technology Professionals in South Africa (IITPSA), as well as from the University of Pretoria's Department of Computer Science.

Last but not least I also extend my best wishes – for even better success – to those colleagues who will be responsible for organising and publishing the subsequent SACLA '17 edition next year.

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