CODING4GIRLS

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Coding4Girls project

The Coding4Girls project is funded by the Erasmus+ Programme of the European Union under the Key Action 2: Cooperation for innovation and the exchange of good practices (Action Type: Strategic Partnerships for school education). The project started in September 2018 and lasts until August 2020.

Coding4Girls aims to address the gap between male and female participation in computer science education and careers by introducing early methodological learning interventions that make computer science attractive to all, girls and boys. The interventions target factors that lead girls not to choose computer science: misperception of the roles and professional careers, lack of interest in the discipline, and insufficient skills.

The main goal is to attract girls by raising their awareness on the wide array of possibilities for professional and personal growth that computer science offers and by preparing them for future engagement in computer science careers. However, Coding4Girls is not a girls-only club. Boys will actively participate in the project activities because the idea is also to promote equality of gender.

Project consortium

The project is coordinated by University of Ljubljana, Slovenia (prof. Jože Rugelj). The partner organizations are:

- University of Thessaly, Greece
- EU-Track, Italy
- Virtual Campus, Portugal
- Governorship of Istanbul, European Union and Foreign Affairs Department, Turkey
- South-West University "Neofit Rilski", Bulgaria
- University of Rijeka, Croatia

The project consortium brings together experts in the field of didactics of informatics, education, e-learning, coding, computational thinking and game-based learning. The consortium was designed to address the multidisciplinarity of planned approach and to ensure that the outcomes are in line with the needs of the target groups. Many members of the project are female researchers and educators who will demonstrate, by their own example, the benefits of a career in computer science.

Coding4Girls kick-off meeting was organized in Porto, Portugal, at the Engineering School of the Porto Polytechnic to start up the project activities and decide on the tasks distribution and time management.
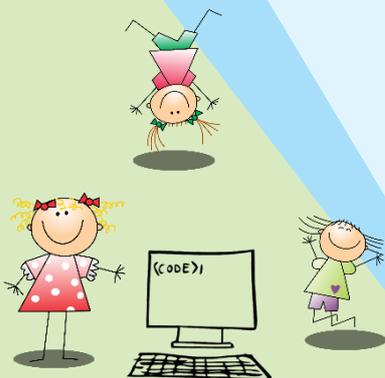
Expected results

To achieve the objectives of the project, members of the project team will work together to produce the following intellectual outputs:

IO1 - Methodological Learning Framework based on design thinking approaches for building programming skills among young people and promoting the uptake of computer science careers through positive attitudes and readiness for entering the world of work. The proposed framework will challenge the learners to see the big picture before designing a detailed solution, encourage them to consider wider community interests, and to think entrepreneurially on how digital technologies can be used to address real-world problems. Responsible partner for this output is University of Ljubljana.

IO2 - Promoting the Development of Programming Skills among Girls through Serious Games in primary and secondary education. The approach will encourage participation in programming activities through a "low entry high ceiling approach" that has low knowledge requirements in the beginning while not limiting problem-solving challenges for more advanced learners. Learners will also be encouraged to finish partially completed solutions by building blocks of code. University of Thessaly is responsible for this output.

IO3 - Instructional Support Content to facilitate the integration of the proposed design thinking methodologies and the serious game approach into existing school practices, thus enriching learning for the benefit of the ultimate end-users, learners and teachers. It will include best practice videos and a user guide on the proposed programming skill development approach, which will act as a reference on its use. The guide will be available in all languages represented in the consortium, as well as in English. Responsible partner is South-West University.

Project stakeholders

Direct stakeholders include teachers from primary and secondary schools and their learners (age 10-16). However, one of the first tasks of the project team was to create a precise map of stakeholder groups that could benefit directly but also indirectly from planed innovative pedagogical interventions. These are:

- Primary and secondary schools
- National education institutes and agencies
- Ministries of education and science
- Educational policy makers and administrators
- Teachers and principals associations
- Educational and scientific networks, societies and initiatives
- Non-governmental organizations

All target groups will be informed about the project objectives, activities and results using dissemination activities and the multiplier events that will be organized to encourage the use of project results by stakeholders.

More information:

🌐 www.coding4girls.eu

✉ coding4girls2018@gmail.com

f www.facebook.com/coding4girls