Guest Editorial

This special issue on Computing Education includes articles selected from contributions to the 2009 edition of the workshop on Methods and Cases in Computing Education (MCCE), held at the Open University of Catalonia and organized by the Spanish Chapter of the ACM Special Interest Group on Computer Science Education (SICSGE).

The ACM SIGCSE Spanish Chapter provides a forum to discuss common problems among educators that work to develop, implement and evaluate computing programs, curricula and courses, as well as syllabi, laboratories, learning technologies and other elements of teaching and pedagogy concerning computing. The chapter is organized and operated for educational and scientific purposes, supporting complimentary activities to the ACM SIGCSE activities in the area of Spain. The chapter's aims include increasing knowledge about computing education, as well as to serve as a means of communication for educators and researchers interested in its disciplines.

The MCCE workshop series is intended for the communication and dissemination of activities of the chapter. It is celebrated on a yearly basis and publishes articles dealing with the joy, pain and hope of our daily teaching experience in computing education. The MCCE workshop series is an open forum for anyone wanting to contribute to the chapter's aims. The 2009 edition was specially focused on educational issues dealing with computer engineering, software engineering and information systems. After this edition, a number of contributions were selected for extension and later submitted to an open call for papers for this special issue. All submissions were subject to a peer review process. The result was a number of papers that deal with hot issues of the European Higher Education Area concerning computing education. Practical experiences are described and applied to a range of topics that goes from computer programming to software and usability engineering. Novel experiences with virtual worlds and advanced learning environments are described. Non-traditional pedagogical approaches, such as project-based collaborative learning, social intelligent design, or software quality reviews, are also the main focus of relevant contributions.

Eventually a great part of the Spanish SIGCSE chapter's interests are covered in this special issue. To the date of this publication, one more edition of the workshop has been held at the University of Cádiz, while the next one is foreseen at the University of Castilla-La Mancha, Spain, as an indicator of the increasing interest of the Spanish community in computing education.

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