

Foreword

I welcome the opportunity to introduce you to this volume, a representation of the varied contributions that have appeared in the *International Journal of People Oriented Programming* (IJPOP), a journal devoted to ideas concerning the generation of user-fashioned software products. Steve Goschnick, the editor of this eclectic collection of articles, co-taught with me the inaugural *Interactive System Design* subject offered in the late 1990s to ‘hard core’ computer scientists at the University of Melbourne. That subject and its various descendants benefited greatly from Steve’s extensive ICT industry experience and his enthusiasm as an educator, and that same spirit is evident in the choice of the articles comprising this volume.

Steve has a longstanding passion for making coding and the associated activities more accessible and this volume includes many articles illustrating the remarkable progress that has been made internationally in bringing such ambitions to reality. As viewed by designers of programming environments such as described in Section 1, coding is a type of literacy. By this it is meant that practicing the discipline of coding is not just about writing programs, but can help in organising one’s thinking more generally and so improve one’s ability to express ideas. But the articles in Section 1 are not simply a contemporary view of novice programming languages and environments – they are written by leaders in the field who have generously shared their expert reflections and lessons learned.

Indeed, following the spirit of POP, the authors of this collection are not just spectators or commentators, but are themselves do-ers, drawn from varied disciplinary backgrounds. The four sections of the volume contain a broad sweep of styles and cover a range of topics relevant to the growing field of supporting People Oriented Programming: the art of programming language design for novice coders; the craft of requirements gathering in support of software engineering practice relevant to the design of individualisable socio-technical systems; an interesting excursion through a cultural studies perspective on identity; and material concerning the design of personalised learning environments.

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A reader can use this book as a starting point from which to plunge into specific topics, or just to get a taste of diverse perspectives on what it will take to further progress the field of People Oriented Programming.

Liz Sonenberg

The University of Melbourne, Australia

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Liz Sonenberg is a Pro Vice-Chancellor at The University of Melbourne, Australia, and also Professor of Information Systems in the Melbourne School of Engineering. In her Pro Vice-Chancellor role, Professor Sonenberg holds specific responsibilities for planning of university-wide research infrastructure, and for oversight of the University's digital and data strategies. Liz Sonenberg's research expertise is in computational science, with the integrating theme of her research being the conceptualisation and construction of adaptive, distributed, intelligent information systems.