

CS8001OED Syllabus

CS Educators – 1 credit
Fall 2026

Instructor Information

Instructor	Email
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General Course Information

Description

It seems like every few weeks we read another article about the shortage of computer science graduates and how that is having negative effects on the tech industry. The issue doesn't stem from a lack of interest in the field, but rather a dearth of computer science educators. Led by instructional associate and Oregon State University lecturer Eric Ianni, this seminar is designed to help prepare future computer science teachers for success or help update current educators' pedagogical tool chest. No matter your teaching experience, there is something in this seminar for you. We will start with general educator best practices and progress to computer science specific techniques. The seminar will cover all sorts of modalities of learning: in-person, online/remote, synchronous, and asynchronous. So if you ever had the itch to teach computer science this seminar is for you!

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. **Identify** the primary stakeholders for a given educational setting and course.
2. **Design** a course with a stakeholder-focused perspective.
3. **Evaluate** and **Implement** different pedagogical methods to support the needs of the students.
4. **Compare** and **Contrast** online education vs. in-person education from the perspectives of the students and instructor.

Required Course Materials

The course materials consist of online resources provided by the instructor.

Grading Policy:

This seminar is a Pass/Fail fully online modality that centers on engagement, collaboration, and peer discussion. Grading will be passed on overall class participation, with the expectation that everyone will pass unless some choose to stay unengaged altogether. Within this pedagogical framework, here's what participating in the class will entail:

Description of Graded Components

- **Weekly Participation:** The mode of participation is entirely up to you. Every person is a different type of learner, and to ensure maximum accessibility, there are different modes of participation. You can participate in either our weekly synchronous meetings via Teams and/or

in the Ed Discussion forum, where I will post a question or topic to discuss every week based on that week's article, topic, or video.

- **Dialogue Facilitator:** You are more than welcome to facilitate and lead a dialogue on CS Education in either one of our weekly Teams meetings (please email me what time and day you would like to lead this discussion) or through Ed Discussions, where you can post a new thread and facilitate the discussion and comments on it. This dialogue could be anything from a current event to research conducted about CS Education that interested you, to an idea on how to better serve CS learners in the classroom or online. The bounds of this are limited only by your imagination. Think of this seminar as your platform to exchange ideas with your peers and have your voice heard in a safe space of intellectual growth.

Attendance and/or Participation

To gain the full course and learning experience, participation is vital. Whether that is through our weekly synchronous meetings or through Ed Discussions, participation and peer support is the key to success in this seminar.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.