

## Preface to the April 2012 issue

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We are glad to announce all CLEIej readers that the journal has been included in SCIELO/uy, the Uruguayan SCIELO site (contents starting from April 2011 onwards). This is an important achievement for CLEI, as it allows the journal contents to be available to the wide SCIELO community, increasing the visibility of the papers published, and allowing for more sophisticated search tools and metadata distribution. This process would not have been completed without the generous help from the SCIELO team in Uruguay, particularly Carmen Poittevin and Roberto, our heartily thanks go to them!

This is a shared special issue of the CLEI Electronic Journal, covering subjects related to software engineering and to computer science education, and their interaction. To prepare this issue, invited editors Tayana Conte and Auri Vincenzi completed a selection of expanded papers from ESELAW 2011, the VIII Experimental Software Engineering Latin American Workshop, which took place on 27-29 April, 2011, at Rio de Janeiro, Brazil. ESELAW is a forum for researchers and practitioners to report on and discuss new research results in Experimental Software Engineering, bringing together Latin America's academic, industrial and commercial communities. The workshop encourages the exchange of ideas to understand the strengths and weaknesses of software engineering technologies, focusing on the process, design and structure of empirical studies, as well as on results from specific studies. In this perspective, ESELAW emphasizes contributions and original research on Experimental Software Engineering. Invited editors Sylvia da Rosa and Inés Kereki, prepared an open call for papers on Computer Science Education, aimed to select high-quality articles with methods, cases and experiences on teaching and learning Computer Science that are accessible and of interest to educators, researchers, and practitioners alike.

As a result of these two selection process, we are proud to present you this issue, comprising the following papers:

- Paper 1, Uncovering Steady Advances for an Extreme Programming Course, by Viviane A. Santos, Alfredo Goldman, Carlos D. Santos, takes a look at software engineering education, and in particular evaluates actions which promote course improvements, learning from their application for an Extreme Programming course.
- Paper 2, Using GQM and TAM to evaluate StArt, by Elis Cristina Montoro Hernandez, Augusto Zamboni, Sandra Fabbri, André Di Thommazo, looks at tools for systematic literature review as a research tool in software engineering.
- Paper 3, An Experimental Study to Evaluate the Impact of the Programming Paradigm in the Testing Activity, by Simone do Rocio Senger de Souza, Marllós Paiva Prado, Ellen Francine Barbosa, José Carlos Maldonado, presents the results of an experimental study to characterize and evaluate the cost and strength of structural and functional testing criteria, comparing object-oriented

and procedural programming paradigms.

- Paper 4, An Experience on Applying Software Testing for Teaching Introductory Programming Courses, by Maria A. S. Brito, João L. Rossi, Simone R. S. de Souza, Rosana T. V. Braga, provides evidences that the reuse of test cases during introductory programming courses may help to increase the quality of the programs generated by students, motivating them to apply software testing during the development of the programs.
- Paper 5, Assessing Computer Education in Costa Rica: Results of a Supply and Demand Study of ICT Human Resources, by Francisco J. Mata, Rosaura Matarrita, Claudio Pinto, presents an in depth study of Costa Rica's ICT human resource situation and its implications for the educational system.

We thank the authors for their valuable contributions, and the invited editors for their dedicated work to ensure the highest quality of CLEIej contents, leading to this issue which we hope will be of foremost interest to our readers.

Héctor Cancela, CLEIej Editor-in-Chief