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Towards S'more Connected Coding Camps

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OSCAR CODING CAMPS

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Introduction

- Businesses are now adopting hybrid and remote work models, making it crucial for students to develop skills in this area
- Research needs to address issues related to online and hybrid delivery formats of coding camps

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Introduction

Challenge 1

The preparation of coding camps is isolated from participants and schools. Coding camps are constrained by organizers who set the stage (e.g., timeframe, theme, and used technologies)

Challenge 2

The outcomes of the coding camps are too isolated from other activities organized by the school or other communities to which students could belong

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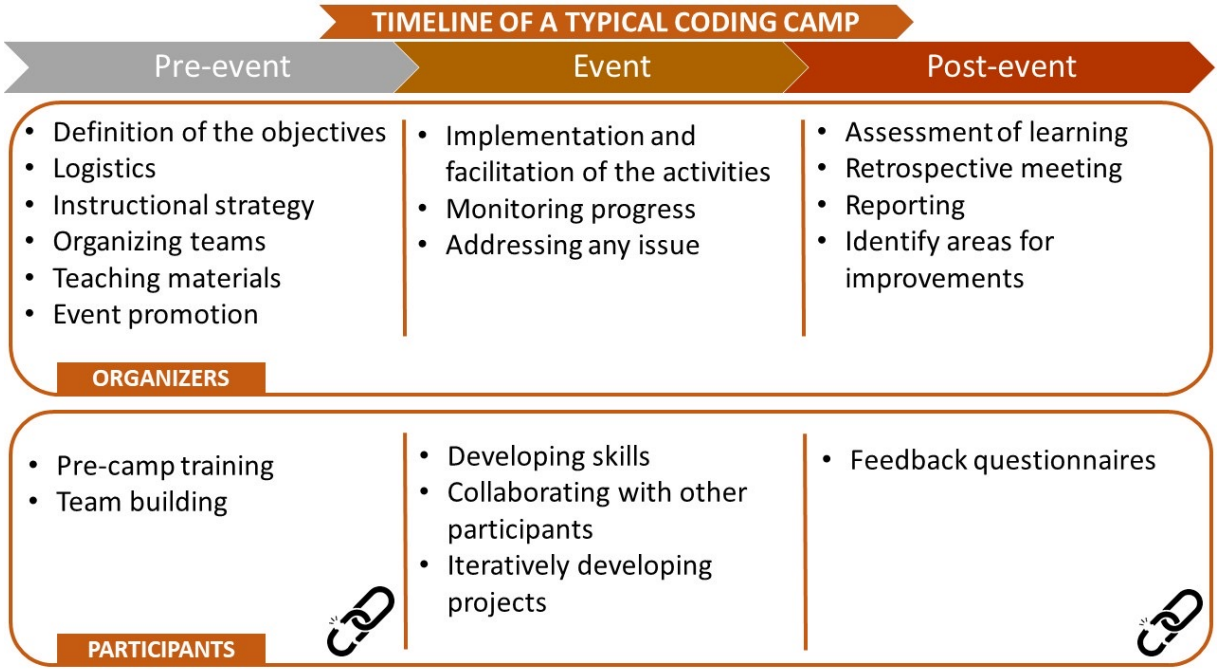
Introduction



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Our vision

The vision of the OSCAR project is to enable **connected coding camps**

- support the **continuous development of skills** from a broader perspective
- **encourage participants to develop their results further**
- become **building blocks** for planning one's educational activities

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Connected coding camps: learning goals

Coding camps engage participants to identify and solve problems. As such, **learning goals can also be designed from a broader perspective** → more engaging coding camps, more links to other activities

We are currently integrating **a set of cross-cutting skills** into our coding camps

- Problem solving
- Communication and collaboration
- Digital content creation
- Entrepreneurial/transversal skills
- Civic/environmental competency

Based on the reference frameworks created by the European Commission and the Council of Europe: the integrated DigComp 2.2 framework, the European Skills Agenda, and the guide on education for Sustainable Development Goals

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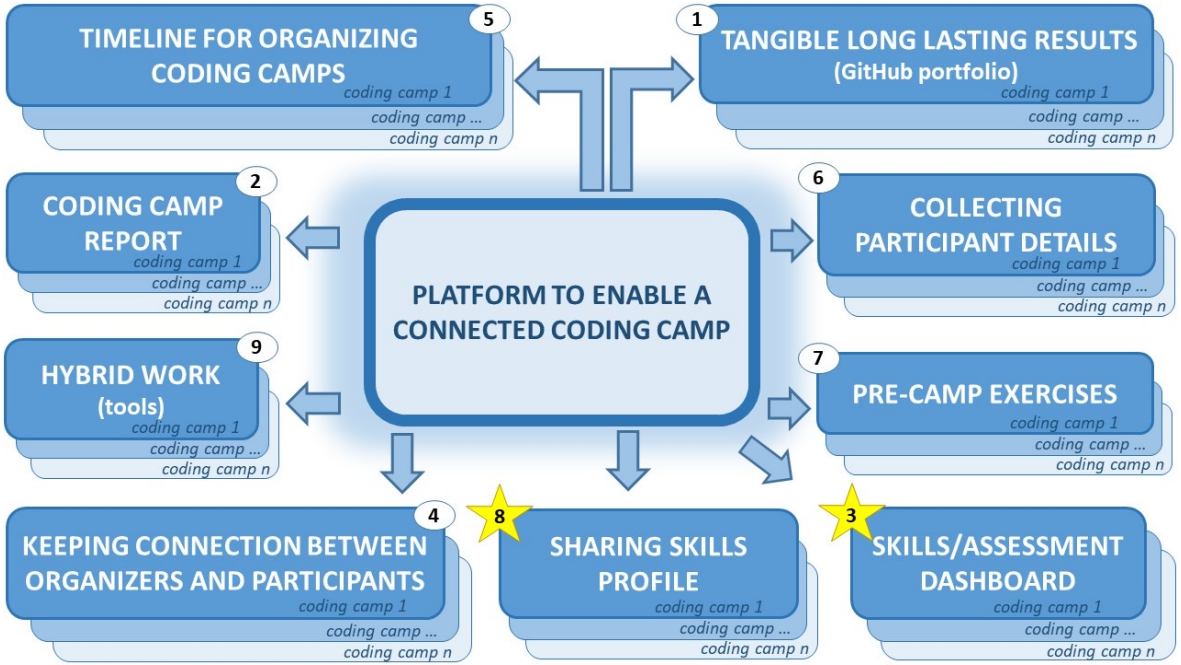
Connected coding camps: enabling platform



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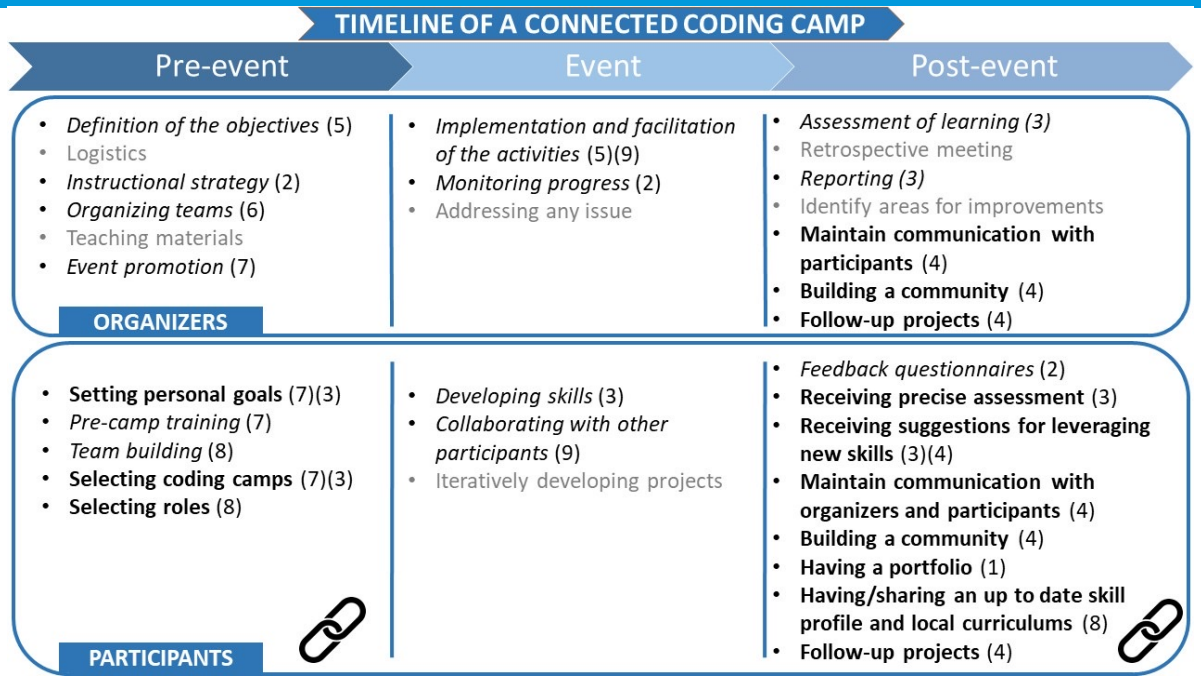
Connected coding camps: timeline



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Discussion and conclusion

- It is necessary to establish a link between the coding camp activities, the skills acquired, and the students' curricula and personal interests
- Coding camps have multiple interesting technical and organizational challenges, and we call on their organizers, members of the surrounding society (e.g., school teachers), and researchers to collaborate on them.

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Discussion and conclusion

- Future research could address the following problems:
  - How could AI help participants and schools find connections between the coding camps' topics and the curriculum?
  - How to use feedback from coding camps in student guidance or even selection into universities?

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