

SPLTea 2018

3rd International Workshop on Software Product Line Teaching
held in conjunction with SPLC 2018, September 2018, Sweden
<http://spltea.irisa.fr/>

1. MOTIVATION AND GOALS

With around two decades of existence, Software Product Lines (SPL) are now well-established in research and industry. The body of knowledge collected and organized by the SPL research community is still growing.

Without any effort for disseminating this knowledge, engineers of tomorrow are unlikely to be aware of the issues faced when engineering SPLs (or configurable systems) – up to the point they will not recognize this kind of systems. In turn, they will not use appropriate techniques and face problems such as scalability that the SPL community perhaps already studied or solved.

We believe education has a key role to play. The teaching of SPLs can enable the next generation of engineers to build highly complex, adaptive, and configurable software systems. Also, research can benefit from teaching: students can be involved in controlled experiments and researchers involved in teaching can identify potential missing gaps of SPL engineering tools and techniques.

Teaching SPLs is challenging. Currently, it is unclear how SPLs are taught, what are the possible gaps and difficulties faced, what are the benefits, or what is the material available?

This workshop aims to **explore and explicate the current status and ongoing work on teaching software product lines at universities, colleges, and in practice** (e.g., by consultants) and **discuss gaps and difficulties** faced when teaching SPLs, **benefits to research and industry**, different ways to teach SPL knowledge, common threads, interests, and problems. The overall goal is to strengthen the important aspect of teaching in our community. The workshop particularly aims at bringing together researchers and practitioners to discuss their experiences in SPL teaching.

We also aim to learn from other communities, i.e., we want to attract submissions that discuss teaching experiences in general and their applicability to the SPL field.

2. TOPICS

We are interested in all topics related to teaching in the context of SPLs. Topics include, but are not limited to:

- Experiences with teaching SPLs to students or practitioners
- Best practices for teaching SPLs
- Innovative curricula or course formats
- Impact of the online education movement (MOOCs) on teaching SPLs
- Innovative methods for teaching SPLs in online courses
- Integration of SPL research into teaching and training
- The influence of new paradigms, such as cloud computing or global software development, on SPL teaching
- Ensuring graduated students meet industry needs through the understanding of SPL techniques
- Innovative use of social media for knowledge management in SPL teaching
- Opinions about teaching SPLs (two examples: it is impossible to teach SPL as a full course; if we do not teach SPL, our community will silently die)

3. SUBMISSIONS

New this year: we only solicit extended abstract papers (2 page max).

We are seeking for experience reports as well as position and vision papers in ACM SIG Alternative Proceedings Style.

The goal is to attract numerous (lightweight) talks that report on traditional questions like: what is the targeted audience? what is the place in the curriculum? what is the material (slides, tools, books, etc) used? what are the benefits of teaching SPLs? what are the difficulties and barriers?

We also welcome opinionated and provocative talks that encourage discussions about the topic. Another goal of the workshop is to

populate an open repository of resources dedicated to SPL teaching:
<http://teaching.viability.io>

Accepted papers will appear in Volume 2 of the SPLC conference proceedings published by ACM. Papers should be submitted as PDF files via EasyChair

4. IMPORTANT DATES

Submission Deadline: **May 23, 2018**

Notification of Acceptance: June 22, 2018.

Camera-ready Deadline: July 22, 2018.

Workshop: September 10, 2018.

5. ORGANIZATION

PROGRAM COMMITTEE

Andrzej Wąsowski, (IT University of Copenhagen, Denmark)

Andreas Wortmann (Aachen University, Germany)

Sebastien Mosser (University Nice-Sophia Antipolis, France)

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Joost Noppen (BT Research and Innovation, UK)

Don Batory (The University of Texas at Austin, USA)

Tomoji Kishi (Waseda University, Japan)

Martin Becker (Fraunhofer, Germany)

Christian Kästner (Carnegie Mellon University, USA)

...and the workshop organizers

WORKSHOP ORGANIZATION

Mathieu Acher, Univ. Rennes 1, France

Roberto Lopez-Herrejon, ETS Montréal, Canada

Rick Rabiser, JKU Linz, Austria

WEBSITE

<http://spltea.irisa.fr/>