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Nota di contenuto	-- Curricula and Computer Science Concepts. -- New Standards for Lower Secondary Education in Informatics in Germany. -- Optimising Programming Curriculum Gradation Using the Program Builds Count Method. -- Measuring the Impact of Curriculum Reforms through Bebras: The Case for Standalone Informatics Education. -- Principles of Computers – Model Lessons for Lower Secondary School: Experience Report. -- Teachers' Perspective. -- Method Meets Mindset: A Survey Instrument for Teachers' Beliefs and Self-Efficacy on Social Issues in Secondary Computing Education. -- Professional Development for Bavarian Computer Science Teachers: Evaluation and Effects on Attitudes towards AI. -- Teaching Computational Thinking Through Active Games: Insights from Teacher Training. -- AI and Digital Literacy. -- Assessing AI Literacy: A Systematic Review of Questionnaires with Emphasis on Affective, Behavioral, Cognitive, and

Ethical Aspects. -- How Aligned Are Humans and Large Language Models in Evaluating Computational Thinking Tasks?. -- Girls and Boys in the Digital World: Gender-specific Differences in an Interdisciplinary Subject. -- Programming, Problem Solving, and Computational Thinking. -- On the Use of Tracing to Diagnose Misconceptions about Iteration. -- A Teaching and Learning Oriented Decomposition of Debugging Subskills Informed by Cognitive Load Theory. -- BeLLE: Exploring the Accuracy of the Task Difficulty Ratings in the Bebras Challenge.

Sommario/riassunto

This book constitutes the proceedings of the 18th International Conference on Informatics in Schools: Situation, Evolution, and Perspectives, ISSEP 2025, held in Trier, Germany, during September 8–10, 2025. The 13 full papers presented were carefully reviewed and selected from 41 submissions. The papers cover the following topics: Curricula and Computer Science Concepts; Teachers' Perspective; AI and Digital Literacy; Programming, Problem Solving, and Computational Thinking.
