CORRECTION

Correction: Contesting sociocomputational norms: computer programming instructors and students' stancetaking around refactoring

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In this article, the subsection titled "Summary of theoretical framework" appears to be correct in the online version, but incorrect in the PDF version.

The correct version online is as follows:

We investigate how instructors and students introduce, characterize, apply, and contest these sociocomputational norms through stancetaking in classroom discourse, with implications for participatory and relational inequities in the classroom. These constructs (stancetaking, sociocomputational norms, and participatory and relational inequity) amount to a theoretical framework that aligns with our commitment as interaction analysts (Jordan & Henderson, 1995) to study how meanings are negotiated on a public stage, without making assumptions about participants' inner experiences. We unpack this commitment and provide additional details on our methods below.

The original article has been corrected.

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