

Mentor's Introduction to David Gill's Working Paper

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Computer technology has had an increasing influence on the lives of all students. Computer graphics, including computer games, are an important part of visual culture and, therefore, critical to the content and methods of art education. However, little research has been done on questions concerning the relationship between computer graphics and art learning.

David Gill's dissertation research breaks new ground by introducing the concepts and skills underlying computer game design, which is of inherent interest to many secondary students, to the study of art learning and educational practice. His study will add a new dimension to research in the field and contribute particularly to our understanding of the ways in which students develop art knowledge through their interactions with computer-based visual culture. David's use of both qualitative and quantitative methods will provide an opportunity for comprehensive examination of the case, allowing him to develop theory and inform practice.