

**From: Professor Candace J. Stout
Department of Art Education
The Ohio State University**

Mentor's Introduction

Doctoral Student: **Mindi Rhoades**

Dissertation title: **Addressing the Computing Gender Gap: A Case Study of Visual Culture Art Education, Feminist Pedagogy, and Gender & Technology**

Characterized by epistemological diversity, this dissertation draws upon the theoretical frameworks of constructivism, phenomenology, and feminist poststructuralism. Drawing upon personal experience and motivated by participation as an evaluator in a technology mentoring program for adolescent women, the focus of Mindi Rhoades' qualitative project is on the capacity of feminist pedagogy to address a gender gap in computer interests and skills, and career aspirations in computer technology among adolescent women. In its methodological approach, it is a case study, carried through by observation, dialogical interviews, document analysis, and survey. In drawing from theoretical frameworks steeped in the interrogation of human knowledge and the dynamics of power; in focusing on the description and analysis of conscious experience; and in directing the whole of the research project toward transformative ends, this study carries the potential for revealing new knowledge and outlining possibilities for intervention and change. It is a well conceived, worthy project, in that, it grapples with a complex of issues related to contemporary conditions in young women's lives. As Mindi Rhoades' dissertation advisor, it is a project wherein I will relish an invigorating involvement.