Mentor's Introduction

Candace J. Stout

Copyright © 2006 Working Papers in Art Education.

Recommended Citation
DOI: 10.17077/2326-7070.1391
Available at: http://ir.uiowa.edu/mzwp/vol2006/iss1/9

Hosted by Iowa Research Online
This Article is brought to you for free and open access by Iowa Research Online. It has been accepted for inclusion in Marilyn Zurmuehlen Working Papers in Art Education by an authorized administrator of Iowa Research Online. For more information, please contact lib-ir@uiowa.edu.
Mentor’s Introduction

Doctoral Student: Mindi Rhoades


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.