Mentor's Introduction

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

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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.