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**Wetzel, Ingrid**

**Teaching computer skills: A gendered approach.**

Komoss, Regine et al., Brauchen Frauen eine andere Mathematik? Dokumentation des Symposiums. Lang, Frankfurt am Main (ISBN 3-631-50687-2). 147-164 (2003).

Participating in the Internet age requires skills in computer usage. Accordingly, a high importance has to be assigned to pedagogical efforts in computer-related education. However, acquiring computer skills seems to deviate from-traditional forms of learning. Knowledge in this area is aging rapidly and necessarily deals with uncertainty. Required new information is not available in books, but acquired by trial-and-error at the computer, by gathering scattered pieces of information from magazines or the net itself, and by communication in interested (virtual or not) communities. These factors point to the need of alternative teaching and learning principles. This is particularly important for women, who tend not to be attracted by experimental modes of proceeding at the technical level. Thus, suitable forms of learning, based on careful consideration of gender-related differences, need to be integrated into what amounts to a women's learning culture. It should provide a setting where an experience at the computer is intentionally interwoven with reflection about the experience. It should nurture communication by those whose personal interests may not be drawn to these kinds of skills. It needs to address subjects at the meta-level, such as methods for acquiring new skills or how to find the information needed. And it needs to train basic, rarely taught skills. Based primarily on the author's experience at ifu, concrete examples about how to translate these requirements into action are given. (Author's abstract)

*Classification:* Q45 Q65 A45