



## Education Matters

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May 2002

Dear Reader,

Welcome to the *Education Matters* column of the EATCS Bulletin. After more than ten years in about the same style, its name, appearance, and format are moderately changed. The revised name (with *Education* replacing *Educational*) was suggested by Eike Best some time ago because of its nice double meaning. Thanks to him. The logo is my humble creation. Admittedly, it is not very fanciful, but its spelling can serve as a short nickname of the column. The change of format concerns the **EdMat** webpage rather than the printed issues. To get an easier overview of the structure of the column, the contributions are organized into seven categories.

**EdMat Debate** lists all statements and position papers contributing to the general discussion of the what, how, and why of teaching computer science. There were various contributions of this type in former issues, but not recently. They are listed below with the leading numbers referring to the respective EATCS Bulletin.

- 63 Tom Verhoeff: Some Thoughts on the Role of Competitions in Computing Science Education with a Twist in the Direction of Theoretical Computer Science.
- 61 Ulrike Erb, Hans-Jörg Kreowski, Veronika Oechtering, Ingrid Rügge: INFORMATICA FEMINALE – Summer University for Women in Computer Science.
- 53 Andreas Schwill: Fundamental Ideas of Computer Science.
- 52 Jacques Printz: Mathematical Training for the Software Developers: A Practical Experience.
- 51 David L. Parnas: Mathematics of Computation for (Software and Other) Engineers.
- 48 Nigel P. Chapman: Teaching Theoretical Computer Science to First Year Undergraduates.

In the very first issue of the column, moreover, I produced a kind of synopsis of the two seminal papers *On the Cruelty of Really Teaching Computing Science*

by Ensger W. Dijkstra and *Education for Computing Professionals* by David L. Parnas in form of a virtual panel discussion.

**EdMat Course Concept** collects papers on the conception of particular computer science courses or of special aspects of teaching certain topics. Several contributions to the column in the past belong to this category.

75 Renate Klempien-Hinrichs, Hans-Jörg Kreowski: Algebraic Specification Goes Multimedia – A Few Tentative Steps.

73 Hans J. Schneider: Computability in an Introductory Course on Programming.

71 R. Morales-Bueno, I. Fortes, Ll. Mora, F. Triguero: Two Classical Theorems Revisited.

69 X. Franch, J. Gabarro, A. Gomez, A. Vazquez, J. Vazquez: An Introductory Programming Pilot Course Using Java.

64 George Rahonis: On Teaching Elements of Theoretical Computer Science in Greek Secondary Education.

55 Hans-Jörg Kreowski: Conception of a Course on Syntactic Methods in Picture Generation.

49 Sarah English, Richard Bosworth, Dan Simpson: Concurrency Cliches in CCS and CPN.

Giuseppe Scollo: Algebra in the New UT Informatica Curriculum.

item[ ] **EdMat Tool** provides information about tools that can be used in teaching or learning computer science. In the past, there were two notes on education tools. But the future may bring more in this line as education has become one of the central issues of multimedia research and development.

74 Alexsandro F. da Fonseca, Alison H. R. da Silva, Mauricio Ayala-Rincon, Haydee Werneck Poubel, Jose de Siqueira: Animation of Relations between Computational Models and Their Language Representations.

58 Ralf Melchisedech, Marcus Deininger, Anke Drappa, Helga Hoff, Stefan Krauß, Jinhua Li, Jochen Ludewig, Patricia Mandl-Striegnitz: SESAM – A Software Engineering Education Tool Based on Graph Grammars.

**EdMat Site** lists reports about the aims, scope, structure, and organization of teaching computer science, related areas or subareas at the various sites of higher education in the world. There was an attempt of this kind in EATCS Bulletin 67 by me on *The Teaching of TCS at the University of Bremen*. I hope that I can encourage colleagues and readers of the column to provide site reports in future because I think it is quite interesting what is going on in educational respect in other places.

**EdMat Corner** is a category listing statements and comments on computer science education that are of a personal nature. In particular, one finds here everything under the heading *The Joy of Teaching Theoretical Computer Science* and the like.

72 James V. Rauff: The Joys of Teaching Formal Language Theory to Children.  
65 Frieder Nake: Loving Teaching.

See also the short statements by Christine Choppy, Rinus Plasmeijer and Hans Jürgen Schneider in EATCS Bulletin 70 and by me in no. 59.

**EdMat News & Links** names a category of miscellaneous information about educational matters in computer science including links to other related sites. With the readers' help, this will be a source of interesting hints.

**EdMat History**, finally, is just a list of former issues of the column in the order of time.

In this way, the *Education Matters* webpage becomes more informative and – hopefully – more attractive. You can find it in the Internet under the URL

<http://www.informatik.uni-bremen.de/theorie/EducationMatters> .

Please visit and feel encouraged to contribute to the column. Short notes and full papers are as welcome as hints to interesting pieces of information about all kinds of educational matters. You may use the submission page accessible via the **EdMat** webpage or send your contributions preferably in electronic form to

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