

# Educational Matters

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This column of the EATCS Bulletin will hopefully become a forum for discussing educational *matters* in the context of general computer science. Nevertheless, the teaching of theoretical computer science should be one of the central issues. Hence I am glad and thankful that Nigel Chapman submitted a paper on *Teaching Theoretical Computer Science to First Year Undergraduates* (see below). In my opinion, it is just the kind of information and material that can make the column interesting and valuable to the readers. Moreover, I hope that the paper will arouse affirmative as well as contradictory reactions. (Comments on the paper that reach me will be put together in one of the next columns.)

Gaétan Hains sent me an email letter with a question I do not know any answer to. But there is a good chance that the readers can do much better. So I pass the request to you:

“One topic I would very much like to learn about is possible applications of proof assistants in teaching theoretical computer science. Has anyone suggested to write anything related to this? Do you know of anyone doing it or thinking of doing it?”

Please, send information on this topic directly to Gaétan Hains (Département d'informatique et recherche opérationnelle, Université de Montréal, C.P. 6128 succursale A, Montréal, Québec H3C 3J7, Fax. +1 514 343-5834, email [hains@iro.umontreal.ca](mailto:hains@iro.umontreal.ca)) or to me (I will forward it). In the first case I would appreciate a copy because the answers may be of general interest (or at least interesting for the column).

Once again all of you are invited to contribute to the column *Educational Matters*. Interesting information, position papers, critical and controversial statements, hints, suggestions and ideas should be sent to

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I am looking forward to your reactions.

