

ditact_opening

@ Unipark Nonntal,
Erzabt-Klotz-Straße 1
5020 Salzburg

Mo, 25.08., 12:30 Uhr

ditact_opening_programme

keynote 12:30 - 13:15

- Jana Diesner: **Computational Thinking in the Classroom, Playroom, Boardroom**

podium 13:15 - 14:00

- Rektorin Mag.a. Dr.in Elfriede Windischbauer (PH Salzburg)
- Landesrätin Mag.a Martina Berthold MBA
- Vizerektorin Ao. Univ. Prof. Dr. Sylvia Hahn, Universität Salzburg
- Rektorin Ao. Univ.- Prof. Dr. Kerstin Fink, FH Salzburg
- Ass.Prof. Dr. Alexander Strahl, Fachdidaktik Physik, Universität Salzburg
- Mag.a Irene Schulte, Geschäftsführung IV Salzburg
- Moderation: Dr.in Ursula Maier-Rabler, Universität Salzburg, ICT&S Center

Im Anschluss gemeinsamer Austausch bei Buffet mit musikalischer Untermalung



ditact_lunchlectures

Di, 26.08.: 13:00 - 13:45:
Alternative Lizenzmodelle

Do, 28.08.: 13:00 - 13:45:
YES WE SCAN

Mo, 01.09. 13:00 - 13:45:
Ein Hauch von Scrum

Di, 02.09. 13:00 - 13:45:
Warum wird HCI immer wichtiger?

Mi, 03.09. 13:00 - 13:45:
Paradigmenwechsel in der IT

Do, 4. Sep 13:00 - 13:45:
Neue Räume für Neues Arbeiten

Computational Thinking in the Classroom, Playroom, Boardroom

It's 2014. In a large number of countries in the Western World, rates for several of the following - enrolment, graduation, employment, payment, job retention and tenure - for women in IT continue to be considerably lower than those for men. Also, we will keep facing a much larger number of jobs in IT than what the pool of graduates at current rates can provide. In my talk, I will address how we can leverage computational thinking - a fundamental skill that people can employ to solve problems in whatever their domain is - to encourage and enable learners to pursue careers in IT. Teaching these skills needs to start as early as instruction for other basics, such as reading, writing and arithmetic. Once we can check this one off, we can tackle the next burning issues, such as data literacy and basic data analytics skills. Jana Diesner will talk about trends, strategies, resources and opportunities for incorporating computational thinking into curricula and work practices, and some lessons learned from teaching computational thinking at the K12 and higher end level.



Jana Diesner, Assistant Professor at the iSchool (a.k.a. Graduate School of Library and Information Science) at the University of Illinois Urbana-Champaign (UIUC)

