Computational Thinking Skills in Dutch Secondary Education

Some CT aspects can be recognized in current CS teaching practice. How can we ensure systematic teaching of CT in the CS curriculum?

We shall study the following issues:

1. What is an operational definition of Computational Thinking, tailored to the specific situation and needs of secondary education in the Netherlands?
2. How can students’ CT problem solving skills be assessed?
3. What is a suitable pedagogical approach to teach students and stimulate their learning of CT problem solving skills?

The first phase of the research is focused on CT aspects in the existing teaching practice. We ask:

i. Which aspects of CT can be recognized in Dutch CS teaching materials, curriculum specifications and policy documents?

With this draft definition we shall establish CS teachers’ PCK on CT through structured interviews (CoRe).

Result of the first phase: final operational definition of CT tailored to the needs of CS course in Dutch secondary education.

An instrument to assess students’ CT will be developed in the second phase. A pedagogical approach will be developed in the third phase. The effects of the curriculum intervention will be assessed in the fourth phase.