

TEACHERS COMPUTERS CURRICULUM



Teachers Computers And Curriculum Microcomputer Classroom

Gail A. Caissy



Teachers Computers And Curriculum Microcomputer Classroom:

Teachers, Computers, and Curriculum Paul Geisert, Mynga K. Futrell, 1990 **Teachers Computers and Curriculum** Allyn & Bacon, Incorporated, 1999-07 **Microcomputers and the Classroom Teacher** Gail A. Caissy, 1987 This monograph for teachers addresses two emerging areas in the computing field providing inservice training in microcomputer use for the general teaching population and integrating the use of microcomputers into the overall curriculum A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics 1 the use of computers in teaching and learning areas of computer use and using the computer as a teaching learning tool 2 types of software available for schools computer assisted instruction software applications software and databases 3 integrating computers into the classroom 4 developing a plan for using computers in the classroom setting up a classroom computer center and working with only one computer in the classroom and 5 evaluating educational software general questions questions about instructional design and questions about physical characteristics of the program A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms A 71 item reference list concludes the document EW *Computers, Children, and Classrooms* Hilda W. Carmichael, Ontario. Ministry of Education, 1985 This study examined the creative uses of computers in elementary schools and their impact on student s confidence and self esteem student student interaction student teacher interaction male and female students classroom management the role of the teacher special education teacher training teachers not involved in the study and curricular areas such as computer literacy learning Logo as a programming language problem solving and problem creation mathematics oral communication reading and writing the arts and values and the individual and society Findings are based on intensive examinations of real classrooms over a 2 year period A total of 433 students in 18 classrooms that involved 13 different teachers were studied of these 5 teachers and 40 students were involved in the study for 2 years Classrooms had 1 to 5 computers over the entire school year or students had access to a computer laboratory Logo and word processing were studied extensively the use of a graphics tablet and Musicland were explored for short periods Findings indicate that the creative use of computers fosters the development of independent and original thinking and that an environment that encourages exploration leads to extensive social interaction among students in addition students become more willing to express refine or revise their ideas A significantly greater proportion of students experienced an increase in their confidence and self esteem if their teacher was able to give them autonomy over their learning The impact on students attention span and cognitive development in the special education classes was also significant Appendices and selected references are provided Author JB *Case Studies of Microcomputers in the Classroom* John Olson, Sandra Eaton, 1986 Teachers participating in a 12 month study investigating teacher response to computer innovation in the classroom reported

several factors as influential in determining how computers are incorporated into classroom routines the support they received private and public expectations for the teacher and the school ministry and board guidelines and the rather unique process of innovation in which the teachers themselves were involved Working with grades 4 to 10 in eight schools case studies were compiled that document in detail both how and why individual teachers use computers Although the schools chosen offered a wide range of computer applications e g using the computer for graphics for geographical simulations for special education for French immersion and for core French the studies fell into two distinct groups computers as part of a literacy program and use of computers as a teaching tool These two patterns of use differed in goals learning potential demands on the teacher pedagogy and curriculum implications Of the two computer literacy was the most problematic because of its newness and uncertain status as a subject DJR Resources in Education ,1986 **Computers in the Primary Curriculum** Nigel Ellam, Jerry J. Wellington, 1989 The use of microcomputers in elementary education is described by focusing on an empirical study of computer use in a 10% random sample of elementary schools in one large local education authority The inclusion of people at the grass roots level was considered to be a priority Interviews of school level administrators teachers and students were supplemented by first hand observations of computer utilization Results indicate that schools vary tremendously both in terms of the use to which they put computers and the effectiveness of computer applications in the classroom In spite of the publicity and the rhetoric of politicians generally speaking the introduction of the microcomputer has led to very few changes of any significance Results of the study are presented in three sections 1 facilities and fabric factors relating to hardware software and school buildings 2 human involvement headteachers and teachers attitudes and opinions inservice provision and students attitudes and 3 organization and management factors relating to school organization and classroom management of the microcomputer Ethnographic data are presented throughout all three sections A list of 10 recommendations for encouraging better microcomputer use concludes the report 45 references GL

Issues in Training Teachers to Use Microcomputers in the Classroom Robert D. Hess, Irene T. Miura, 1984

Computers in Education Paul F. Merrill, 1996 Designed to help teachers use computer technology to increase the efficiency and effectiveness of the educational process In retaining its organization according to a three fold taxonomy Tutor Tool and Tutee this text provides some organization to the myriad of possible computer applications in education

Children, Computers and the Curriculum Jerry J. Wellington, 1985 **The Computer and Education** Marvin N.

Tolman, Ruel A. Allred, 1984 The findings of research on computers and teaching are reviewed in this monograph both to provide useful guidelines for teachers and to serve as a reference point for further research Research results are organized around the following topics 1 computer availability and use 2 classroom applications computer assisted instruction computer managed instruction testing and recordkeeping and instructional games 3 curricular applications language arts mathematics science and social studies 4 exceptional children 5 attitude and motivation 6 large computer systems PLATO and TICCIT and

7 future issues and concerns the videodisc software quality control and software protection quality of research relationship with industry networking teacher training and effect on formal education A concluding statement briefly discusses some advantages of and problems with computer use and an 85 item bibliography is provided LMM

Computers in the Special Education Classroom Dee LaMont Johnson, Cleborne D. Maddux, Ann C. Candler-Lotven, 1987 Authorities from the fields of education and computers explore the vital issues and concerns related to effectively using available computer technologies in the special education classroom They thoroughly examine the potential benefits of technology in addressing the needs of the disabled the limits in the application of technology to the lives of the disabled and the risks of a person with disabilities becoming too dependent on technology Timely and practical information is offered for effectively applying available technologies advocating new technologies and conducting needed research

Computers in the Classroom Henry S. Kepner, 1986

Introduction to Computers in Education for Elementary and Middle School Teachers David G. Moursund, 1981 SUMMARY An introduction to computers computer programs and programming educational programs and how computers may be used in the classroom

Reflections on the History of Computers in Education Arthur Tatnall, Bill Davey, 2014-05-05 This book is a collection of refereed invited papers on the history of computing in education from the 1970s to the mid 1990s presenting a social history of the introduction and early use of computers in schools The 30 papers deal with the introduction of computer in schools in many countries around the world Norway South Africa UK Canada Australia USA Finland Chile The Netherlands New Zealand Spain Ireland Israel and Poland The authors are not professional historians but rather people who as teachers students or researchers were involved in this history and they narrate their experiences from a personal perspective offering fascinating stories

Computers in Third-World Schools David Hawkrige, John Jaworski, Harry McMahon, 2016-07-27 The reasons why governments of developing countries should put computer technology in their schools are highly controversial but no less than the actual use being made of these comparatively expensive machines and their software This book looks at experience in African Asian and Arabic speaking countries that already have computers in some of their schools It is based mainly on research in China Jordan Kenya Mauritius Sri Lanka and Tunisia The authors debate policy and practice in the light of experience to date They identify the rationales commonly deployed by Ministries of Education and international agencies but argue themselves for a long term view of the potential of computers to liberalise education and through such education to reduce dependency and inequity

Breaking into the Curriculum John F. Schostak, 2020-03-13 Information technology is here to stay Its impact has already been far reaching in business in communications and in leisure activities it has been responsible for replacing human action by that of machines As such it raised questions about freedom and the meaning of work and human activity which could no longer be ignored by those working in education The educational response to information technology must ensure that human activities are enhanced rather than enslaved by computers Originally published in 1988 Breaking into the

Curriculum provides one such response A range of curricular structures and teacher roles are examined for their potential for preserving freedom in a future that was already being formed and informed by electronic systems Drawing on case studies of pupils and teachers from throughout their school career the authors of this collection sought to provoke discussion on the true ends of education and the kinds of strategies that would best realise those ends Information technology it is argued is already shaping our thinking concerning the schooling of children As such it can either create an electronically controlled environment or it can provide the stimulus for imaginative playful and creative thought and the development of intelligence in its broadest sense The choice is ours the authors of this collection seek to inform that choice Today it can be read in its historical context **Research in Education** ,1986 *Microcomputer Applications In Education And Training For Developing Countries* National Research Council (U.S.). Board on Science and Technology for International Development,1987 **Computer Usage in Materials Education** Gerald L. Liedl,Karnamadakala S. Sree Harsha,K. S. SreeHarsha,1985

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