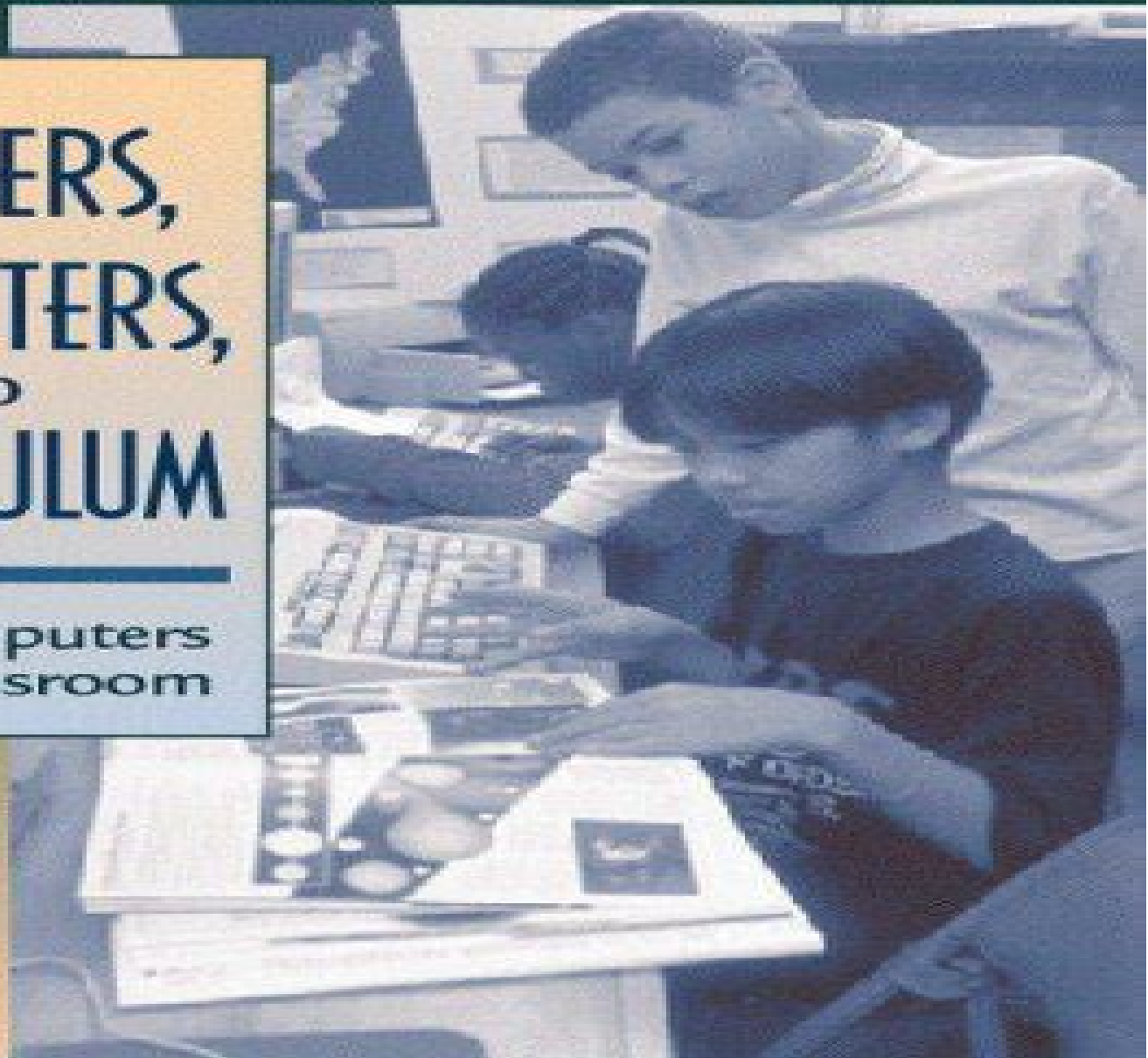


T H I R D E D I T I O N

TEACHERS, COMPUTERS, AND CURRICULUM

Microcomputers
in the Classroom



PAUL G. GEISERT

MYNGA K. FUTRELL

Microcomputers In The Classroom

Robert B. Abelson



Microcomputers In The Classroom:

Teachers, Computers, and Curriculum Paul Geisert, Mynga K. Futrell, 1990 **Microcomputers in the Classroom**
, 1982 Microcomputers in the Classroom Alan Maddison, 1983-01-01 **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 **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 **Issues in Training Teachers to Use Microcomputers in the Classroom** Robert D. Hess, Irene T. Miura, 1984 **Microcomputers in the Classroom** Henry Jay Becker, 1982 SUMMARY Addresses the problems and possibilities associated with computers in the classroom focussing on different instructional techniques that use microcomputers and on general social considerations that arise when integrating microcomputer based activities into ongoing Primary and Secondary classroom environments *Classroom Applications of Microcomputers* Robert V. Bullough, LaMond F. Beatty, 1987 Microcomputers in the Classroom--dreams and Realities Henry Jay Becker, 1982 *Microcomputers and Children in the Primary School* Roy Garland, 1982 Provides an

Examination of the Problems Issues of Microcomputers in the Primary Classroom Includes Case Study Examples to Suggest Some Resolutions to the Problems **Integrating Information Technology into Education** Donald Watson, David Tinsley, 2013-11-11 Deryn Watson and David Tinsley The topic of the conference integrating information technology into education is both broad and multi faceted In order to help focus the papers and discussion we identified 7 themes Current developments in society and education influencing integration Teachers their roles and concerns Learners their expectations of and behaviour in an integrated environment Developments and concerns in the curriculum Successes and failures in existing practice Organisation and management of integrated environments Identification of social and political influences Each author was invited to focus on one theme and these remained strands throughout as can be seen from the short papers and focus group reports The first and most significant concern therefore was to be clear about our notions of integration what do we mean and how is this relevant Our keynote paper from Cornu clearly marked out this debate by examining the notion of integration and alerting us to the fact that as long as the use of IT is still added to the curriculum then integration has not yet begun Using a Microcomputer in the Classroom Gary G. Bitter, Ruth A. Camuse, 1984-01-01 Using Microcomputers in the Social Studies Classroom Robert B. Abelson, 1983 The purpose of this book is to help teachers feel at ease with microcomputers so that they will begin to think of computers as tools that they themselves might use There are four chapters The first chapter provides basic information to help a user understand the computer Discussed are how the computer is put together and how it works To help teachers generate ideas about how this new educational aid might be useful in terms of their own teaching objectives the second chapter describes why and how other educators are using the computer Chapter 3 is an introduction to software evaluation i e how computer programs that are available for use in the classroom can be judged Criteria are presented It is suggested that teachers using computer assisted instruction should have a feel for some of the broader issues related to computers in education as well as practical knowledge The purpose of the fourth chapter which deals with social and educational issues and directions is to provide a perspective about these broader issues and a context into which teachers might place their own activities Most of the book's readings provide a bibliography of references and further resources In addition a list of resources available through the ERIC system is provided RM

Resources in Education, 1998 **Making the Most of Microcomputers in the Classroom** M. D. Roblyer, Panhandle Center of Excellence in Mathematics, Science, Computers, and Technology, 1989* **Microcomputers in the Classroom** Justine C. Baker, 1982 Discusses Microcomputer Microchip Status in Schools Today **Microcomputers in Education** Ian Christopher Howitt Smith, 1982 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 "Successful" Use of Microcomputers in Classroom Instruction ,1983 A widely shared belief among many policy makers educators parents and the general public is that microcomputers have the potential to help pull U S education out of its current state of mediocrity National Commission on Excellence in Education 1983 and subsequently improve its quality A number of barriers however impede the widespread implementation of microcomputers in classrooms Along with cost the major barrier to full implementation is the lack of knowledge possessed by researchers and educational practitioners alike regarding the nature of the knowledge skills and attitudes a teacher must have to use microcomputers successfully in classroom instruction This paper addresses the standard implied in such an evaluation that is the nature of successful classroom microcomputer use that might be embodied in the teaching of widely recognized expert or master teachers From the teachers standpoint microcomputers are an educational technology used as an instructional tool Thus the application of the instruction tool should be central to such an evaluation within the broader context of ongoing classroom instruction Microcomputer Applications in the Elementary Classroom George W. Bright,1987-01-01 There is a serious risk that the extra burden of adding instruction about microcomputers and software to regular elementary school curricula may turn off both teachers and students to the potential that microcomputers have for improving learning To counter this risk microcomputers should be integrated into the regular instructional program of elementary schools This book is primarily intended for elementary school teachers who already have some experience with microcomputers but no expertise is assumed Following an introduction to education with computers many applications and issues are discussed including 1 programs for drill and practice 2 tutorials 3 games 4 simulations 5 computer error diagnosis 6 instructional software evaluation 7 programming 8 problem solving 9 word processing 10 computer literacy and 11 administrative uses of microcomputers This publication contains 109 references CW

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