

# TEACHERS COMPUTERS CURRICULUM



# Teachers Computers And Curriculum Microcomputers In The Classroom

**John Beynon, Hugh Mackay**



## **Teachers Computers And Curriculum Microcomputers In The Classroom:**

**Teachers, Computers, and Curriculum** Paul Geisert, Mynga K. Futrell, 1990 **Instructor's Manual for Teachers, Computers, and Curriculum** Paul G. Geisert, Mynga K. Futrell, 1990-04-01 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 **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 **Issues in**

**Training Teachers to Use Microcomputers in the Classroom** Robert D. Hess, Irene T. Miura, 1984 Using Computers in the Teaching of Reading Dorothy S. Strickland, Joan T. Feeley, Shelley B. Wepner, 1987-01-01 Provides guidance for teachers on how to use microcomputers in the classroom to aid in teaching students to read and write

**"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

**Infusing Technology into the Classroom: Continuous Practice Improvement** Schifter, Catherine, 2008-05-31 Technology has impacted how many teachers develop methods of instruction in their classroom settings The Continuous Practice Improvement CPI professional development program introduces teachers to infusing computers into the curriculum and classroom activities seamlessly Infusing Technology into the Classroom Continuous Practice Improvement retells compelling stories of a successful computer related professional development program that was implemented into Kindergarten through eighth grade classrooms of a Philadelphia school Through an analysis of the study a theoretical model to guide technology infused professional development for teachers is discovered

**Microcomputers in the Schools** James L. Thomas, 1981

**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 **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

**Microcomputer Applications In Education And Training For Developing Countries** National Research Council  
(U.S.). Board on Science and Technology for International Development, 1987 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 , 1987-08

**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      *Computers into Classrooms* John Beynon, Hugh Mackay, 2025-12-01 First published in 1993

*Computers into Classrooms* critically examines computers and their uses in teaching and learning It sets out to raise fundamental questions concerning the nature of technological literacy a hitherto vague term The authors set out to provide a series of guidelines for teachers employing or about to employ computers in their classrooms Many of the issues raised have yet to be adequately researched and teachers are alerted to the dangers and shortcomings of too easy a reliance on these machines This book is the last in a trilogy which includes *Understanding Technology in Education and Technological Literacy and the Curriculum*      *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      **Microcomputer Applications in the Classroom** Alan M. Hofmeister, 1984-01-01      *Successful Integration of Microcomputers in an Elementary School* Gail Meister, 1984

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