TEACHERS COMPUTERS CURRICULUM



Printed Statement

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Robert D. Hess, Irene T. Miura

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 **Issues in Training Teachers to Use** Microcomputers in the Classroom Robert D. Hess, Irene T. Miura, 1984 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** ,1998-05

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 Innovative Approaches in Rural Education ,1997 The Educational Technology Handbook

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Title IV, Part C. Wisconsin. Division for Instructional Services. Bureau for Program Development,1981

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