



Computers And Classroom Culture Computers And Classroom Culture

Richard Bailey

Computers And Classroom Culture

Computers and Classroom Culture Janet Ward Schofield,1996-02-01 As important as it is to realize the potential of computer technology to improve education it is just as important to understand how the social organization of schools and classrooms influences the use of computers and in turn is affected by that technology in unanticipated ways In Computers and Classroom Culture Janet Schofield observes the fascinating dynamics of the computer age classroom Among her many discoveries Schofield describes how the use of an artificially intelligent tutor in a geometry class unexpectedly changes aspects such as the level of peer competition and the teacher's grading practices She also discusses why many teachers fail to make significant instructional use of computers and how gender appears to have a crucial impact on students reactions to computer use All educators sociologists and psychologists concerned with educational computing and the changing shape of the classroom will find themselves compellingly engaged

Computers and Classroom Culture Janet Ward

Schofield,1995-10-27 Computers and Classroom Culture first published in 1996 explores the meaning of computer

technology for our schools

Computers, Classrooms, and Culture Ivor Goodson,John Marshall Mangan,Research Unit

on Classroom Learning and Computer Use in Schools,1991

Classroom Culture and Dynamics Earl P. Velliotis,2008

The classroom is the primary laboratory for educational development and its culture and dynamics are of no small importance

This new book presents carefully selected global analyses of important issues in classroom development from emotional intelligence to information technology to presentation of learning styles and strategies and psychological motivation

Children and Computers in School Betty A. Collis,Gerald A. Knezek,Kwok-Wing Lai,Keiko T. Miyashita,Willem J. Pelgrum,2013-11-26 This volume integrates research findings from three multinational studies conducted to examine the impact of children's use of computers in school Conclusions are drawn from in depth analyses of trends in more than 20 nations Its seven authors from four nations were key researchers on these projects Both a study and a product of the information age this work is of prime importance to teachers teacher educators and school administrators This work is unique in three important ways it presents data gathered in many regions of the world many of the authors are well known and respected for their previous work in educational studies and the chapters are designed in such a way that the majority of the book is easily accessible to professionals such as classroom teachers who are interested primarily in findings results and outcomes rather than the methodology of the research

Computing Myths, Class Realities David Hakken,2019-03-07

This study of computing in an economically transforming city in the north of England looks at how new information technologies effect and are affected by a historically vibrant working class culture Stressing the complex interplay between technology and culture especially notions about work and labor the authors examine how this dynamic is manifest in computer related jobs in social relationships and in the reproduction of local culture They analyze the structure of computing in Sheffield placing it in the contexts of national state policy world political economy and the regional labor market and they explore the

processes of computing in relation to the reproduction of gendering the rise of labor freedom and local attempts to influence the course of computerization The experiences of the people in Sheffield and South Yorkshire have much to teach us about what technology does and what we can do to control it Computing Myths Class Realities will be of interest not only to anthropologists and sociologists but to all scholars interested in the social correlates of computing Computers and the Classroom ,1982 Impact of Information Technology Yaakov Katz,Daniel Millin,Baruch Offir,2016-01-09 The aim of this book is to present readers with state of the art options which allow pupils as well as teachers to cope with the social impacts and implications of information technology and the rapid technological developments of the past 25 years The book explores the following key areas the adaption of curricula to the social needs of society the influences of multimedia on social interaction morals values and ethics in the information technology curriculum social and pedagogical variables which promote information technology use and social implications of distance learning through the medium of information technology This volume contains the selected proceedings of the TC3 TC9 International Working Conference of the Impact of Information technology sponsored by the International Federation for Information Processing and held in Israel March 1996

Mathematics and Computers in Archaeology J. E. Doran,F. R. Hodson,1975 This book is for students and practitioners of archaeology It offers an introductory survey of all the applications of mathematical and statistical techniques to their work These applications are increasingly concerned with computerized data classification and quantification and their effect is to reduce the level of uncertainty in the interpretation of the evidence that time and chance have left Any archaeologist wanting to find out what these new methods have to offer has hitherto been forced to search for information in the specialist handbooks conference proceedings and review articles of his own and very often of other disciplines This book brings the information conveniently together so far as it pertains to archaeology and permits an assessment of its relevance and quality Those who have been daunted by the specialist knowledge apparently demanded will now be able to acquire a thorough grasp of principles and practices Only an elementary knowledge of mathematics is presumed throughout Part 1 provides a brief introduction to basic concepts in archaeology and mathematics Part 2 relates the standard archaeological techniques and procedures to mathematics it concentrates on numerical approaches best suited to archaeological practices Part 3 examines various automatic seriation techniques and discusses further work that is coming to play an essential part in the development of archaeology Learning with Computers ,1991 Educational administrators teachers curriculum developers parents researchers software developers and other members of our community are calling for assessments of the impact of computer technology on learning and teaching Much of the debate about learning and teaching with computers assumes that a microcomputer with a particular kind of software will have a specifiable and generalisable impact on students teachers and classrooms Research conducted overseas and in Australia into the effects of the computer on students cognitive development has also tended to regard the computer as a single factor of change introduced into the classroom which otherwise remains

the same In other words the computer is perceived as an independent variable the effects of which can be controlled and quantified In reality computers in the classroom are far more than a treatment they become inextricably intertwined not only with the way students might go about cognitive tasks but with the whole context of learning and teaching Computers in the classroom alter the collaborative interaction and shared dialogue between students and teachers The introduction of computers changes the classroom culture A fundamental feature of research into the impact of this technology on cognitive processing must thus be its focus on the dynamic interplay between learning processes students teachers and the learning context It is not the features inherent in the machine but what students and teachers do with the machine that determines the effects on computers in education

Literature and Technology in Three Elementary Classrooms Sheryl K.

Rop,2001 *Thesaurus of ERIC Descriptors* ,1984 *Schoolworlds/microworlds* John Olson,1988 This book aims to clarify what the computer revolution means for schools Questions asked include how will computers affect schools What might be the positive influence The negative What might teachers and students gain from their experience with computers To discuss these questions case studies are given showing how teachers have used computers in the classroom The book is also about the potential for dialogue through which innovative ideas and existing practices transcend tradition The book also considers the potential of microcomputers and how teachers and computer innovators can achieve these potentials

Learning with Personal Computers Helga A. H. Rowe,Irene Brown,Isabel Lesman,1993 A book for teachers and others concerned with integrating computing into the broader school curriculum Divided into four parts Part 1 provides a theoretical framework for learning and teaching with computers Part 2 tackles the problems associated with acquisition of computer literacy Part 3 describes an empirical study of the Sunrise project at Coombabah in Queensland and Part 4 is concerned with teachers professional development Contains an extensive bibliography and index

Learning to Write Differently Marilyn Cochran-Smith,Cynthia L. Paris,Jessica L. Kahn,1991 This volume explores in detail the ways that working with word processing interacts with the social processes of classrooms to shape participants theories and practices of writing It offers an expanded image of the ways teachers construct writing curricula that includes word processing and reveals an interactive long term relationship between the writing contexts teachers and children construct and the capacities and requirements of writing tools The volume also builds an analytic framework for thinking and talking about teachers students and technology which captures the dynamic interrelationships over time of classroom cultures teachers interpretations and decisions and uses of word processing The authors argue that over time both teachers and children learned ways to write differently with word processing That is working with word processing shaped the ways teachers thought about teaching and learning writing and also shaped the ways beginning writers understood and practiced the activity This volume makes clear that word processing itself does not make children write better prompt them to revise more or teach them new writing strategies But when teachers and students work together with word processing they often construct social contexts within which children

have opportunities to learn new writing strategies new ways to think about strategies they already have and ways to execute those strategies efficiently Net-working Kwok-Wing Lai,1999 To Ruth Dallas words are as much a part of the natural world as are beech trees seashells and mountains It is no accident therefore that much of her work should be rooted in the New Zealand landscape reflecting its rhythms seasons its benevolence and its harshness and its effect on men and women

Computers in the Classroom Andrea R. Gooden,1996-10-07 Since 1979 Apple Computer's Educational Grants program has provided computer equipment and training to schools through a nationwide competitive process Computers in the Classroom tells the inspiring stories of some of these schools showing how technology has revived the classroom This illustrated book is an indispensable resource for teachers and parents showing examples of students work and with information on funding resources technical support software and where to find electric and print data 100 illus *The Changing Curriculum* Ivor Goodson,1997 The Changing Curriculum provides a valuable introduction to the curriculum theories of Ivor F Goodson As Kincheloe states this paradigm of curriculum study grasps the multi dimensionality of the relationship between past and present curricular practice In this context Goodson recognizes the ties between history education and politics The Changing Curriculum reviews the historical and social emergence of curriculum as a concept and curriculum theory as a practice The early chapters seek to situate work on curriculum in its full social and ideological context Later chapters provide examples of this kind of curriculum theory in looking at studies of school subjects and the relationship definitions of curriculum to forms of education notably the study of American private schools

1999 International

Symposium on Technology and Society IEEE Society on Social Implications of Technology,1999 The theme of the symposium is Women and Technology Historical Societal and Professional Perspectives The roles of women in technology are more diverse controversial and important today than ever before Since the 1950s women have tried to technologically empower themselves particularly by entering the engineering profession They have done so in great numbers although today it is glaringly obvious that women are still underrepresented in engineering Women in the field still face gender based obstacles expectations and biases despite decades of efforts to eradicate these problems These issues are addressed

Computers and Their Potential Applications in Museums ,1968 SCOTT From the Zdenka Volavka fonds F0132

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