

that they can take time to allow ideas to "incubate", all in the context of a "writing community" in which all aspects of writing are talked about and practised.

There is also, in the third section of the book, a paper by Barry Kroll and Chris Anson on "Analysing Structure in Children's Fictional Narratives". It is claimed that such analysis is "one method among several for describing the kinds of choices writers make in constructing texts". This may at last be a useful function for this activity.

I have found the book helpful in confirming some of my own evolving views about writing — especially that the crucial need is to find ways of leaving the child with both motivation to write and control over what he or she is doing — and in providing some descriptions of practical steps for teachers. One of its advantages is that it makes the case in various ways for the centrality of imagination, not only to writing but to growth as a human being. When I remark that £15 makes an expensive collection of research papers, it is more a comment upon the economics of publishing for a small market than on the quality of the contents of the book.

USING MICROCOMPUTERS IN SCHOOLS

Colin Terry (editor) (Croom Helm, 1984), pp. 181, £12.95.

COLIN MACLEAN

Colin Terry has compiled a stimulating collection of 12 articles from both American and British authors which provide a broad view of current issues and attitudes relating to the uses of microcomputers in schools. The beliefs of the authors vary considerably and these are expressed with vigour and occasional intolerance. A common theme in almost every contribution is the desire for pupils to be active users of computer technology rather than mere passive observers. The potential of microcomputers as teaching and learning aids is illustrated by a number of thought-provoking examples, although I have not yet been convinced by the suggestion that writing skills could be developed by using a word processor with the monitor turned off!

While there are chapters dealing with most of the main categories of classroom application, there is little reference to the use of computer-aided assessment, profiling and reporting. It would have been interesting if a consideration of their impact on pupils' learning had been included.

The target audience is defined as "all those involved with the education of children". The width of this audience is reflected in the varying levels of awareness assumed by the authors, and readers may find that some of the authors assume either too much or too little previous knowledge.

In his introduction, Colin Terry identifies the need for the development of high-quality software and the provision of extensive school-based in-service training. Surprisingly, he recommends that purchasing decisions are based solely on the current availability of equipment and on the proposed applications rather than on projected future developments.

This approach is strongly opposed by his first contributor, Alfred Bork,

Using Microcomputers In Schools

John T. Pardeck, John W. Murphy



Using Microcomputers In Schools:

Using Microcomputers in Schools Colin Terry, 1984-01-01 **Microcomputers in Schools, 1983-84** John Pepe, 1984

Microcomputers in Schools, 1984-85 John F. Hood, 1985 This report of Market Data Retrieval's second comprehensive survey of microcomputers and their use in grades K-12 presents information for the 1984-85 year for public, private, and Catholic schools in the United States. The survey findings are summarized in a brief introduction and detailed data are presented in the 37 tables and 9 maps that accompany the narrative report. Areas covered include microcomputer use by school type, micro intensity by grade level and type of school, brand distribution and growth trends. Findings indicate that 1 U.S. schools are now using 630,000 microcomputers, a 75% increase over the 1983-84 school year. 2 public school use of micros 85.1% still exceeds private 46.4% and Catholic school 63.4% use. 3 senior high schools still lead the way with 94.6% using microcomputers but junior high schools are now at 93.1% and elementary schools at 82.2%. 4 94.2% of U.S. public school districts now use microcomputers for instruction, an increase of 86.1% over last year and 41.7% over 4 years ago. 5 Apple computer remains the most common microcomputer brand with a 50.9% share of the market. 6 Radio Shack is second with a 19.7% share and Commodore is third with 15.2%. 7 IBM had the fastest growth rate moving to a 3.5% share of the market. 8 while the number of children sharing a computer has been reduced in both wealthy and poor schools. 54 versus 73. 3 wealthy schools are making improvements at a faster pace. State rankings, state profiles and survey methodology and definitions are appended. JB

Using Microcomputers in Schools James E. Higgins, William J. Linville, 1984 Includes information concerning the use of microcomputers in the public schools for instructional and administrative purposes. Chapters discuss the present condition, classroom uses for computers, the needs of teachers and software selection. Includes software directory.

Improving Instruction with Microcomputers John H. Tashner, 1984 Instructional Strategies for Using Microcomputers in Vocational Education Judith Rodenstein, 1985 **Resources in Education**, 1987 **Microcomputers in Schools** Commonwealth Secretariat, London (England), 1991 This report is about information technology in the classroom and is designed to provide information to anyone who might be involved in the planning and implementation of a national program for the introduction of computers into schools. The first of two sections of the report examines the background against which policy decisions can be made, outlining the kinds of educational activities that can be supported by computers and some of the reasons normally given for introducing information technology into education. The second section considers the kind of support structures that will facilitate the implementation of a national computer education project and examines the main cost items involved in such an implementation. It is noted that the experience of educators at a pan-Commonwealth meeting held in Edmonton, Alberta, Canada in May 1986 was particularly helpful in writing this report and it is their point of view that supports the formation of policy on the use of microcomputers in education in developing Commonwealth countries. This paper reflects experience brought to the meeting from Barbados, Great Britain, Canada, Cyprus, India, Kenya, Singapore, Sri

Lanka and Trinidad and Tobago DB **Microcomputers in Education** Katherine Clay,1982 Designed to put educators in touch with the literature people and resources that will keep them informed of the current and future state of the art in computer education this guide provides citations from 1976 through March 1982 compiled from computer searches of ERIC Magazine Index and Newspaper Index and from manual searches of Education Index Microcomputer Index and the library and information files of the San Mateo Educational Resources Center Each section begins with a brief introduction Within each section citations are arranged by document format journal and newspaper articles microfiche documents and books and reports A list of acronyms is included Individual chapters focus on the following topics futures trends computer literacy philosophy classroom applications management applications selection evaluation criteria teacher administrator education research studies home computers and references resources An appendix lists additional information sources and author and subject indexes are provided LMM **Microcomputers in the Schools** James L. Thomas,1981 **Microcomputers in Education** ,1985 Management and Planning Issues in the Use of Microcomputers in Schools David Lancaster,1985 UNESCO pub Research paper on the use of microcomputers for teaching purposes computer assisted instruction and for school management with partic Reference to Asia and Pacific examines reasons for the growth of microcomputer use incl The training employment relationship and its impact on pupil Motivation curriculum development and teaching methods discusses microcomputer equipment costs and the need for cost benefit analysis Bibliography *Microcomputers* Richard Jones,1980 *Microcomputers in Early Childhood Education* John T. Pardeck,John W. Murphy,2019-02-04 Originally published in 1989 this book differed from others on the topic of microcomputers and education at the time in that it focuses on the influence that microcomputer technology has on children in their early years specially pre school and elementary ages Microcomputers have the capacity to do great harm as well as good and a full explanation of the technical and philosophical issues involved will be of interest to a number of disciplines Other topics explored are the potential uses of microcomputer technology in early childhood education and current research and theory building on microcomputers and early education This book should be read by teachers sociologists psychologists and researchers in education **An Administrator's Manual for the Use of Microcomputers in the Schools** Harold Miller,1988 **Microcomputer Facilities in Schools** Leonard J. Espinosa,1990 **Computer Applications in Education** John Breden, **Microcomputers in Education** Adeline Naiman,1982 **Issues in Training Teachers to Use Microcomputers in the Classroom** Robert D. Hess,Irene T. Miura,1984 **Using Microcomputers in Physical Education and the Sport Sciences** Joseph E. Donnelly,1987

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