

OVERSOLD & UNDERUSED

COMPUTERS IN THE CLASSROOM



L A R R Y C U B A N

Oversold Underused Computers In The Classroom

David Buckingham



Oversold Underused Computers In The Classroom:

Oversold and Underused Larry CUBAN, 2009-06-30 Impelled by a demand for increasing American strength in the new global economy many educators public officials business leaders and parents argue that school computers and Internet access will improve academic learning and prepare students for an information based workplace But just how valid is this argument In *Oversold and Underused* one of the most respected voices in American education argues that when teachers are not given a say in how the technology might reshape schools computers are merely souped up typewriters and classrooms continue to run much as they did a generation ago In his studies of early childhood high school and university classrooms in Silicon Valley Larry Cuban found that students and teachers use the new technologies far less in the classroom than they do at home and that teachers who use computers for instruction do so infrequently and unimaginatively Cuban points out that historical and organizational economic contexts influence how teachers use technical innovations Computers can be useful when teachers sufficiently understand the technology themselves believe it will enhance learning and have the power to shape their own curricula But these conditions can't be met without a broader and deeper commitment to public education beyond preparing workers More attention Cuban says needs to be paid to the civic and social goals of schooling goals that make the question of how many computers are in classrooms trivial *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* Tan Wee Hin, Leo, Subramaniam, R., 2009-05-31 Provides comprehensive articles on significant issues methods and theories currently combining the studies of technology and literacy *Digital Technologies for School Collaboration* A. Gouseti, 2014-05-21 Web based school collaboration has attracted the sustained attention of educators policy makers and governmental bodies around the world during the past decade This book sheds new light on this topical but ever so complex issue Drawing on a wealth of theoretical and empirical work it presents the various models of available school twinning programs and explores the cultural political and economic factors that surround the recent enthusiasm regarding collaborative initiatives Moreover the book critically examines teachers and students experiences of web based school collaboration In particular it develops a realistic perspective of the range of challenges they face and identifies the host of technological and non technological issues that can shape participation in collaborative programs

Teaching Inclusively in Higher Education Moira A. Fallon, Susan C. Brown, 2010-04-01 This book is designed for higher education instructors The focus of the book is to assist all faculty instructors in higher education to better meet the needs of their student populations It addresses the major issue of higher education teaching today the need to reach all higher education students using active learning strategies Higher education today is rapidly changing and faculty members are being presented with new types of students ones who often have clear goals for bettering themselves but at the same time lack what might have been considered to be basic skills necessary for success in a college or university setting Instructors today must reach and bring all students into the college or university setting in an inclusive manner The emphasis

of this book is on student focused strategies for teaching inclusively This book will provide valuable strategies and practical techniques for instructors to develop inclusive college classrooms that promote the learning of all students The audience targeted will be all instructors who work with higher education students including students in community colleges and vocational institutions The book is designed to be mainly practical instructional strategies with limited theoretical text and references At the same time major theories will be included to demonstrate why specific approaches are recommended Although the authors and editors are from the field of education the book is particularly valuable for all college instructors without a background in the discipline of education

Beyond Knowledge: The Legacy of Competence Jörg

Zumbach, Neil Schwartz, Tina Seufert, Liesbeth Kester, 2008-08-07 The edited and peer reviewed volume presents selected papers of the conference Beyond knowledge the legacy of competence organized by EARLI SIG Learning and Instruction with Computers in cooperation with SIG Instructional Design It reflects the current state of the art work of scholars worldwide within the area of learning and instruction with computers Mainly areas of computer based learning environments supporting competence focused knowledge acquisition but also foundational scientific work are addressed More specific contents cover cognitive processes in hypermedia and multimedia learning social issues in computer supported collaborative learning motivation and emotion in Blended Learning and e Learning

International Handbook of Research in Arts Education

Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme

Classroom Communication and Diversity Robert G. Powell, Dana L. Powell, 2010-06-10 Classroom Communication and

Diversity is an integral resource for teaching awareness of diversity issues and communication in the classroom Drawing on the research in the communication and education disciplines authors Robert G Powell and Dana Caseau provide theoretical models and useful strategies for improving instructional practices They address the ways in which culture influences communication in the classroom and assist teachers in developing the skills necessary to meet the needs of the students in their classrooms New to the second edition is an expanded skills component additional teaching resources and an increased focus on the role of diversity in the classroom Much of the information shared in this text derives from the authors research

and experience in schools and from the experiences of others including teachers parents and children Their experiences combined with the cross disciplinary approach produce a volume of unique perspectives and considerable insight

Preparing Teachers to Teach with Technology Charalambos Vrasidas, Gene V Glass, 2005-06-01 Teacher preparation programs in the United States and around the world have finally begun to address this deficiency in their programs The realization that technology is a powerful driving force in education coupled with a renewed emphasis on teacher preparation by governments have resulted in some dramatic changes in teacher preparation programs I believe that we have just begun to see changes in teacher preparation and that the pace of change will continue to accelerate This volume covers some of the more exciting developments in the field including the emergence of wireless computing in the classroom and the preparation of teachers in an online environment In short I am optimistic For those of you who are also in the field I think you will agree For those who are just entering the field this book is a great place to start as you change education Finally while this book is the last book of the three part series that we at CAIT conceptualized with Charalambos Vrasidas and Gene Glass it is also the beginning of a new relationship We are excited to join with a new partner CARDET to present this book Over many years in the education and R D field I have come to realize the value of partnerships and relationships I want to thank both Charalambos and Gene for making this series a reality and such a success We are looking forward to working with them and CARDET in the near future

Beyond Technology David Buckingham, 2013-04-17 Beyond Technology offers a challenging new analysis of learning young people and digital media Disputing both utopian fantasies about the transformation of education and exaggerated fears about the corruption of childhood innocence it offers a level headed analysis of the impact of these new media on learning drawing on a wide range of critical research Buckingham argues that there is now a growing divide between the media rich world of childrens lives outside school and their experiences of technology in the classroom Bridging this divide he suggests will require more than superficial attempts to import technology into schools or to combine education with digital entertainment While debunking such fantasies of technological change Buckingham also provides a constructive alternative arguing that young people need to be equipped with a new form of digital literacy that is both critical and creative Beyond Technology will be essential reading for all students of the media or education as well as for teachers and other education professionals

The SAGE Handbook of Learning and Work Margaret Malloch, Len Cairns, Karen Evans, Bridget N. O'Connor, 2021-10-13 The first two decades of the 21st century have contributed a growing body of research theorisation and empirical studies on learning and work This Handbook takes the consideration of this topic into a new realm moving beyond the singular linking of identity learning and work to embrace a more holistic appreciation of learners and their life long learning Across 40 chapters learners learning and work are situated within educational organisational social economic and political contexts Taken together these contributions paint a picture of evolving perspectives of how scholars from around the world view developments in both theory and practice and map the shifts in

learning and work over the past two decades Part 1 Theoretical perspectives of learning and work Part 2 Intersections of learning and work in organisations and beyond Part 3 Learning throughout working lives and beyond Part 4 Issues and challenges to learning and work Technology for Early Childhood Education and Socialization: Developmental Applications and Methodologies Blake, Sally,Izumi-Taylor, Satomi,2009-08-31 This book provides readers with valuable and authentic research on how technology relates to early childhood growth Provided by publisher Education is Not Rocket Science David B. Zandvliet,2006-01-01 The dominance of computer labs in our schools is the result of a long struggle among teachers and technicians for control of precious computer resources As technicians gain power and influence this is expressed in the row on row of machines installed in literally thousands of computer labs in schools around the world While labs are in some ways ideal for learning about technology or computer programming they somehow seem ill equipped to assist teachers with a lesson on language arts geography or for helping students conduct a scientific experiment As a result the huge investment in computers seems like so much wasted potential labs are not influencing teaching in the ways we had hoped for and in fact their use may even be harmful to students These observations are based on five years of experience as the director of a centre for educational technology at a leading Canadian university and on the results of three international studies I conducted in Australia Canada and Malaysia A reversal of the current techno trend would mean teachers would reclaim computers for their own classrooms and relegate the idea of the computer lab to the scrap heap of history As educators we need to discard the once size fits all strategy which computer labs imply about teachers instructional needs This is reinforced by the apparent failure of computers to transform teachers practice despite significant investments in computer technologies Some critics describe this as a management problem as computer labs reinforce top down ways of thinking about knowledge Unfortunately once such models are adopted undesirable uses of technology such as the computer lab become entrenched in a bureaucratic mindset limiting the effectiveness of these expensive tools to support teaching and learning Emergent Practices and Material Conditions in Learning and Teaching with Technologies Teresa Cerratto Pargman,Isa Jahnke,2019-03-21 This book explores the complexities of interacting with digital technologies in the everyday flow of practices in schools museums and the home In particular the authors pay attention to the material conditions of such practices via the exploration of media discourses on information and communication technologies in the classroom the ongoing digitization of the school the use of video chat for language learning the instantiation of CrossActionSpaces in an urban science classrooms the development of symbolic technologies such as the Carbon Footprint Calculator the design of apps and virtual museums for learning science the use of text message tools for collaborative learning in teacher education and the design implementation and evaluation of Augmented Reality apps in outdoor learning The book is grounded in case studies presented by scholars at the workshop Changing Teaching and Learning Practices in Schools with Tablet Mediated Collaborative Learning Nordic European and International Views and the workshop Emergent Practices and Material

Conditions in Tablet mediated Collaborative Learning and Teaching both of which have been held at the Computer Supported Collaborative Learning conference CSCL This volume brings together inspirational and high quality chapters that raise a range of important ideas and showcase the importance of looking beyond technology enhanced learning Taken together this volume unpacks a variety of everyday situations by engaging with what is really happening with digital technologies rather than what is expected to happen with them in educational settings The take away message is a call for research on learning teaching and digital technologies that enables engagement with the materiality of educational practices and in particular their constitutive relationships that configure the contemporary educational practices of the digital age

Research on e-Learning and ICT in Education Charalampos Karagiannidis, Panagiotis Politis, Ilias Karasavvidis, 2014-08-07 An essential text for researchers and academics seeking the most comprehensive and up to date coverage of all aspects of e learning and ICT in education this book is a multidisciplinary forum covering technical pedagogical organizational instructional and policy aspects of the topic Representing the best peer reviewed papers from the 8th Panhellenic Conference on ICT in Education special emphasis is given to applied research relevant to educational practice and guided by the educational realities in schools colleges universities and informal learning organizations The volume encompasses the current trends and issues which determine and inform the integration of ICT in educational practice including educational software educational games collaborative learning virtual learning environments social networks learning analytics digital museums as well as the evolution of e learning

Learning To Teach Using Ict Ed Marilyn Leask, 2012-11-27 This is an inspirational book providing a starting point for exploring the possibilities that ICT offers to schools teachers and pupils In our rapidly changing society the need to be technologically aware and competent is vital International developments mean that teachers and pupils can communicate quickly and easily with those in other countries working together for example to share ideas and on shared curriculum projects Educational decision makers around the world are concerned that teachers should make the most of these opportunities Here is a book that will provide you with practical examples tried and tested by teachers advice and guidance from experts in the field contact addresses and suggestions for further development The text is supported by a web site containing the addresses of the web sites mentioned in the text The focus is on applying the new technologies in the classroom in subject areas and for professional development

Reading at a Crossroads? Rand J. Spiro, Michael DeSchryver, Michelle Schira Hagerman, Paul M. Morsink, Penny Thompson, 2015-03-05 The Internet is transforming the experience of reading and learning through reading Is this transformation effecting a radical change in reading processes as readers synthesize understandings from fragments across multiple texts Or conversely is the Internet merely a new place to use the same reading skills and processes developed through experience with traditional print based media Are the changes in reading processes a matter of degree or are they fundamentally new And if so how must reading theory research and instruction adjust This volume brings together distinguished experts from the fields of reading research teacher education

educational psychology cognitive science rhetoric and composition digital humanities and educational technology to address these questions Every question is not answered in every chapter How could they be But every contributor has many thoughtful things to say about a subset of these important questions Together they add up to a comprehensive response to the issues the field faces as it approaches what may well be or not a crossroads A website devoted to extending discussion around the book in creative and disjunctive ways readingatacrossroads.net moves it beyond the printed page

Learning to Teach Using ICT in the Secondary School Marilyn Leask, Norbert Pachler, 2013-10-08 Learning to Teach Using ICT in the Secondary School offers teachers of all subjects a comprehensive practical introduction to the extensive possibilities that ICT offers pupils teachers and schools Underpinned by the latest theory and research it provides practical advice and guidance tried and tested examples and covers a range of issues and topics essential for teachers using ICT to improve teaching and learning in their subject The third edition has been fully updated in light of rapid changes in the field of both ICT and education and includes six brand new chapters Key topics covered include Theories of learning and ICT Effective pedagogy for effective ICT Using the interactive whiteboard to support whole class dialogue Special needs and e inclusion Literacy and new literacies NEW Multi play digital games and on line virtual worlds NEW Mobile learning NEW e Safety Supporting international citizenship through ICT NEW Linking home and school ICT tools for administration and monitoring pupil progress NEW Tools for professional development Including case studies and tasks to support your own learning as well as ideas and activities to use with all your students Learning to Teach Using ICT in the Secondary School is a vital source of support and inspiration for all training teachers as well those looking to improve their knowledge If you need a guide to using ICT in the classroom or for professional support start with this book

Technology in Education Cleborne D Maddux, D LaMont Johnson, 2013-12-19 Examine the history of the microcomputer and its impact on education Under the editorship of D LaMont Johnson PhD a nationally recognized leader in the field of educational computing Computers in the Schools has been a powerful tool in educational settings Now after 20 years Professor Johnson muses on how far information technology has come Technology in Education A Twenty Year Perspective brings you a retrospective look at the trends and issues relating to the integration of computers into the school curriculum covering 25 years He joins several other colleagues to follow the historical journey of the dream machine to the technological wonder it has become Technology in Education A Twenty Year Perspective will leave you better informed on such topics as the obstacles slowing the integration of information technology in education why are computers still collecting dust in many classrooms the predictions that were made by early computer enthusiasts and how close or off the mark those predictions came how information technology has impacted education and society so far historical advances in education that should be celebrated such as the advent of the World Wide Web the student's perspective of computers in education and much more Computers in the Schools is the one of the oldest academic journals dealing directly with the integration of information technology into the educational setting Technology in Education

A Twenty Year Perspective provides an important overview by some of the leading experts in the field From the earliest predictions and opinions to the latest trends and findings this book celebrating the journal s twentieth anniversary is a vital research tool for students and professors of information technology in education

Online Course Management: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2018-03-02 The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions Instruction for these learning opportunities must adjust to meet participant needs Online Course Management Concepts Methodologies Tools and Applications is a comprehensive reference source for the latest scholarly material on the trends techniques and management of online and distance learning environments and examines the benefits and challenges of these developments Highlighting a range of pertinent topics such as blended learning social presence and educational online games this multi volume book is ideally designed for administrators developers instructors staff technical support and students actively involved in teaching in online learning environments

Digital Expectations and Experiences in Education Eyvind Elstad,2016-08-18 Introduction Part I Educational Technology Beyond Learning Educational Technology Expectations and Experiences An Introductory Overview ICT and Education Beyond Learning A Framework for Analysis Development and Critique Part II Educational Technology in Schools Educational Technology in Schools Policymaking and Policy Enactment What Explains Pupils Perceived Motivational Conflict between Academic Work and Off Task Behaviour in Technology Rich Classrooms Why Is There a Wedge between the Promise of Educational Technology and the Experiences in a Technology Rich Pioneer School On the Life of ICT and School Leadership in a Large Scale Reform Movement A Case Study A Small Step Strategy to Boost Integration of Digital Technology in Learning and Teaching at an Upper Secondary School Part III Social Networking Sites Social Media and Internet Challenging Issues for Schools Social Networking Sites Social Media and Internet Challenging Issues for Schools The Social Media Natives The Relationship between Young Peoples Media User Type and Their Media Use at School Cyber Harassment and Quality of Life The Impact of Cyberbullying and Cyber Harassment on Academic Achievement Ninth Graders Use of and Trust in Wikipedia Textbooks and Digital Resources from Textbook Publishers Examining Gender Differences in ICT Literacy Interest and Use Norwegian Results from the ICILS 2013 Part IV Coda Backwards and Forwards Reflections on Teaching in a Digital Age

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