

Contents

Editorial Preface	7
Introduction: The changing school Richard Ennals, Rhys Gwyn and Levcho Zdravchev	9
<i>Part I The Emerging Issues</i>	
1 The second wave: Problems of computer education B. Sendor	14
2 Is it necessary to understand computers to use them sensibly? E. Neuwirth	23
3 Towards a pedagogy of information R. Gwyn	29
4 Artificial intelligence and educational computing R. Ennals	45
5 A model syllabus for literacy in information technology for all teachers T. J. van Weert	67
<i>Part II National Perspectives</i>	
6 Problems and requirements in the computerisation of education: A Bulgarian perspective K. Ivanov and V. Korokin	84
7 Introducing the new technologies into the French education system A. Poly	96
8 Computers, education and society in Australia B. Hager	116
9 Information technology in Manchester schools P. Murphy	130
10 Computers in Danish elementary and youth education P. Bollerslev	144

11	How much informatics does a teacher of other subjects need to know? A one-year in-service course: "Fundamental informatics for all teachers"	154
	P. Gorny	
 <i>Part III The Classroom Response</i>		
12	Computers and children's historical thinking and understanding	160
	J. Nichol and J. Dean	
13	Logic for learning	177
	J. Hanna	
14	Learning environment criteria	197
	J. Hanna	
	The contributors	231
	Index	233