

Contents

| | |
|---|------------|
| List of illustrations | vi |
| Preface | vii |
| Acknowledgements | x |
| 1 Computers in education: some issues | 1 |
| 2 Human cognition as socially grounded | 30 |
| 3 Theoretical frameworks from psychology compared | 52 |
| 4 Collaborative interactions <i>with</i> computers | 79 |
| 5 Collaborative interactions <i>in relation to</i> computers | 100 |
| 6 Learning within peer collaborations | 121 |
| 7 Collaborative interactions <i>at</i> computers | 148 |
| 8 Collaborative interactions <i>around and through</i> computers | 189 |
| 9 Afterwords | 224 |
| References | 231 |
| Name index | 252 |
| Subject index | 257 |

Illustrations

FIGURES

- 5.1 Schematic illustration of all configurations that would be displayed (in succession) for the number 12 by the Factor Snake program. 103
- 5.2 Performance on the number activity for pairs of children (P) and children working alone (S). The two points headed 'S' refer to probe tests where all children worked alone. 104
- 7.1 Screen display for a pupil in the process of constructing the number 12 using a mouse pointer in the workpad shown towards the top right. Meanwhile the number snake continues to move elsewhere in the screen and is currently completing the 6×2 cycle. 185
- 8.1 Attitude scores taken over five years (1986–1990). The numerals beneath the histogram bars indicate mean scores for pupils in either the first, second or third year of their course. Standard error of mean is shown. 203
- 8.2 Number of system log-ons per week for the first and second terms of six successive academic years. Staff data is presented as solid lines; second and third year students as dotted lines (shown as adjacent for clarity). 204
- 8.3 A schematic illustration of (partial) screen displays associated with navigating the primary school local network. The sequence shows a pupil making a four-step sequence of selections converging on the operation of entering a new folder item. 221

TABLE

- 7.1 Descriptive statistics for stories. 164