

TABLE OF CONTENTS

Part One

INFORMATION TECHNOLOGIES AND BASIC LEARNING: MAIN ISSUES AND FUTURE PROSPECTS

Introduction	13
Overview of the Conference	13
Contexts for Planning and Decisions: The Policy Context	17
Chapter 1. THE PEDAGOGICAL CONTEXT	20
Goals and Problems of Education in Basic Skills Subjects	21
What does Cognitive Science Have to Offer?	23
Motivation	25
Teacher Training	25
Chapter 2. THE TECHNOLOGICAL CONTEXT	26
Existing Information Tools for Students	26
New Hardware Possibilities	27
Educational Methods Using the New Technology: Examples and Evaluation	30
Promising Areas of Research and Prototype Development	37
Chapter 3. IMPLICATIONS FOR EDUCATIONAL PRACTICE AND CONTENT	39
A Force for Changing Content, Curriculum and Principles of Learning	39
Implications for Instructional Practice	39
Chapter 4. RECURRENT THEMES	41
Public Policy Contexts	41
Cognitive Science	42
Toward a New Curriculum	43
New Components for the Educational System	44
Teachers and the New Information Technologies	44
Information Sharing	45
A Final Thought	45
Bibliography	47
Notes	48

Part Two

**READING, WRITTEN EXPRESSION,
SCIENTIFIC AND TECHNOLOGICAL CONCEPTS,
ARITHMETIC AND MATHEMATICAL CONCEPTS**

I. Reading

Introduction	55
The Current Situation: Illiteracy Problems	55
The Potential of the New Technology	58
<i>Chapter 1. THE EDUCATIONAL CONTEXT</i>	59
Goals in the Teaching of Reading	59
Theories of Reading Acquisition	60
Current Ideas on the Teaching of Reading	65
<i>Chapter 2. EXAMPLES AND ANALYSIS OF EDUCATIONAL SOFTWARE</i>	71
Tutors and Practice Environments	73
Interactive Language Environments	78
Language Tool Kits	81
Comprehensive Activities and Tools	82
Computer Assisted Tests	83
Information Technologies and Persons with Sensory and Physical Impairments	86
<i>Chapter 3. PROMISING AREAS FOR RESEARCH AND THE DEVELOPMENT OF PROTOTYPES</i>	88
The Environment	88
Materials Design	92
Research Frontiers	97
<i>Chapter 4. IMPLICATIONS FOR TEACHING PRACTICE AND CONTENT</i>	102
Hardware	104
Social Aspects	104
Teachers	105
Investing in Research	106
Recommendations	107
Bibliography	109

II. Written Expression

Introduction	115
<i>Chapter 1. THE PEDAGOGICAL CONTEXT</i>	118
Goals of Instruction	118
Learning to Write	119
Teaching Writing	120

Chapter 2. TECHNOLOGY TO DATE	122
Hardware and Software Development	122
Software Aids for Composition	125
Information Technologies as Environments for Communication with Others	128
Information Technologies as Tools for Language Exploration	129
Evaluation	129
Chapter 3. PROMISING AREAS OF RESEARCH AND PROTOTYPE DEVELOPMENT .	134
New Tools for Composition	134
New Environments for Communication	135
New Ways to Explore Language	136
New Ways to Tutor Writing	137
Using Information Technologies to Improve our Understanding of the Writing Process	138
A Redefinition of Writing and Writing Instruction	139
Chapter 4. IMPLICATIONS FOR INSTRUCTIONAL PRACTICE	140
Recommendations	143
Bibliography	144

III. Scientific and Technological Concepts

Introduction	151
Issues in Science and Technology Education	151
The Possibilities Afforded by Information Technologies	152
Chapter 1. SCIENCE AND TECHNOLOGY EDUCATION	154
The Nature of Science and Technology	154
Aims of Education in Science and Technology	157
The Current Situation	158
Chapter 2. LEARNING PROCESSES AND THE ROLE OF INFORMATION TECHNOLOGIES	162
Modelling of Students' Knowledge and Processing	162
Acquisition of Knowledge	164
Chapter 3. TEACHING AND LEARNING WITH INFORMATION TECHNOLOGIES .	170
Teaching Modes, Adaptive Teaching and Motivation	170
The Practice of Computer-Based Learning	174
Requisite Teacher Competencies	176
Chapter 4. EXAMPLES OF COURSEWARE	177
Programmed Instruction on Computers	177
Improvements in Tutorial and Drill-and-Practice Courseware	178
Problem Solving	179
Use of Databases	180
Exploration and Discovery	180
Simulation	181
Explanatory Animation	185
Interactive Educational Games	186
Intelligent Tutoring Systems	187

Chapter 5. HARDWARE AND SOFTWARE	191
Hardware and Courseware Specific to Science and Technology	191
The Use of Videodiscs in Science Education	192
Microcomputer-Based Instrumentation or Laboratory	194
The Microcomputer as a Tool for Calculation, Data Processing and Control	196
Authoring Languages and Authoring Systems	197
 Chapter 6. PROMISING AREAS OF RESEARCH AND PROTOTYPE DEVELOPMENT	199
Research on Values	199
Research on the Computer and Learning	200
Prototype Development	201
Implementation Studies and Projects	202
 Chapter 7. IMPLICATIONS FOR INSTRUCTIONAL PRACTICE	205
Reorganisation of the Curriculum	205
Individualisation of Teaching and Learning	206
Motivation	207
Classroom Management and the Role of the Teacher	207
 Recommendations	209
 Bibliography	210

IV. Arithmetic and Mathematical Concepts

Introduction	217
Purpose of Report	217
The Current Situation	217
A Basis for Reform?	218
 Chapter 1. PEDAGOGICAL CONTEXT	220
Goals of Mathematics Education	220
Learning	221
Teaching	223
 Chapter 2. CURRENT TECHNOLOGY	227
Computer's Educational Roles	227
Application Programs	228
Drill-and-Practice Program	230
Tutorial Program	231
Simulation Programs	233
Computer Modelling	235
Exploration Program	236
Patterns of Use	237
 Chapter 3. RESEARCH AND PROTOTYPE DEVELOPMENT	240
Technological Context	240
Toolkits	241
Knowledge-Based Tutors	245

<i>Chapter 4.</i> IMPLICATIONS FOR MATHS EDUCATION	249
Technology and the Mathematics Curriculum	249
Technology and Mathematics Teaching	250
Technology and Training Teachers of Mathematics	251
Technology and Research and Development in Maths Education	251
Bibliography	253
GENERAL CONCLUSIONS	258
GLOSSARY	264