Literacy and computers: The complications of teaching and learning with technology

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Role
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Description/Summary
Betsy Bowen is a contributing author, “Telecommunications networks: Expanding the contexts for literacy”, pp. 113-129.

Book description: Computers, this collection of essays suggests, are transforming texts, language, and literacy itself. In easy-to-understand language, Literacy and Computers discusses computer-related issues within several larger contexts: the politics, social implications, and economics of literacy education; the roles of authors and readers; the nature of interpretation and subjectivity; and the ways in which human beings construct meaning. The first three parts of the volume examine: how computers have become part of the classroom; how electronic networks function as tools for reading, writing, and interpreting texts; how hypertext, a specialized genre of computer programs, relates to traditional notions of text. The fourth part pulls together the multiple voices of the previous contributions and urges readers to venture beyond early studies of computers in composition classrooms.

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teaching is about creating, innovating and cultivating curiosity in their students by finding resources and inspiring them to achieve more. What better way to do this than with a computer, especially one connected to the Internet? Today, Nigeria occupies a very opportune space to redefine the role of technology in driving literacy. The United Nations General Assembly lists education as goal number four, which gives the “Learning with computer” and “learning from computer”. Considering difference between computer applications is recommended important for studying and implementing, effective use of technology (Ringstaff & Kelley, 2002). In learning from computer the role of technology is defined as delivery system. In this manner computer offers information to learners and makes them to response and learners are not engaged with the process of learning and teaching (Barrett, 2003). Technology, among all these factors, the roles of teachers and pedagogy have been reported as the most important factors (Mumtaz, 2000). Hence, teacher education programs seem to play a crucial role in preparing teachers for integrating technology into teaching. Technology and cognition are related by the principle of cognitive technologies, described by Pea (1987), who suggests that technology should be used as cognitive tools for learning purposes. Mathematics and cognition are related by the constructivist theory of learning, which emphasizes the student-centered model of learning. Finally, the most important relation is the one of mathematics with technology, which, when used during the teaching and learning process, helps students to visualize better the mathematical content, to link different representations of mathematical objects and procedures.