

Using Microcomputers In The Social Studies Classroom

An Analysis of the Impact of Anchored Instruction on Teaching and Learning Activities in Two Ninth-Grade Language Arts Classes

HERBERT J. RIETH, DIANE P. BRYANT, CHARLES K. KINZER, LINDA K. COLBURN, SUHNG-JUNE HUR, PAULA HARTMAN, AND HYE SUNG CHOI

ABSTRACT

This study employed classroom observations and teacher and student interviews to examine the impact of anchored instruction on student and teacher behaviors in two inclusive ninth-grade language arts classes. Specifically, the investigators examined the effect of anchored instruction on (a) the length (long or short) and level (factual or interpretive) of questions asked by, and responses to student questions by, the classroom teacher; (b) the length and level of questions asked by, and responses made by, ninth-grade students; and (c) student participation in classroom instructional activities. Overall, the results of this study supported the use of anchored instruction as a promising intervention for high school students with high-incidence disabilities. The results indicated that as teachers increased the level and length of their questions, students reciprocated by providing higher level and longer responses to questions and asked longer and higher level questions. Students were observed to be more actively involved in classroom instructional activities, and they increased their school attendance. The data collected in this study support the idea that technology combined with effective instruction can yield positive results for students and teachers. However, although the data are promising, they are preliminary. They underscore the importance of conducting additional research examining the impact of anchored instruction and its component parts on the academic outcomes attained by middle and high school students with high-incidence disabilities.

Improvement programs employing technology for teaching and learning have yielded positive results for students and teachers. These positive results portend opportunities for developing new interventions that enhance student-learning outcomes. Further, *The National Educational Technology Plan* suggested that with sufficient access to and support for using technology, teachers will be better able to help students comprehend difficult concepts and to meet the needs of individual students.

One population for whom the promise of technology appears to be particularly well suited is high school students with high-incidence disabilities (learning disabilities, mild mental retardation, and behavior disorders). This population, which tends to exhibit pronounced deficits in basic academic skills, poor to below-average performance in content courses, deficient work skills, passive academic involvement, and a lack of motivation, historically has not responded well to most interventions (Rieth & Polsgrove, 1994). The academic problems encountered by this group of students tend to reach a critical point during their freshman year of high school. At this point, without effective intervention, the likelihood of students dropping out increases exponentially (Thornton & Zigmond, 1986). The frequency of academic problems and high dropout rate experienced by these secondary school students has prompted professionals to search for effective interventions designed to alter these outcomes. One approach that has been shown to have promise as an effective intervention

THE NATIONAL EDUCATIONAL TECHNOLOGY PLAN (Riley, Holliman, & Roberts, 2000) reported that school im-

REMEDIAL AND SPECIAL EDUCATION 173
Volume 24, Number 3, March 2003, Pages 173-184

Microcomputers are becoming increasingly available to schools, but little Two studies were conducted to examine some possible social effects of the use of the computers, when compared with their interaction over other classroom tasks. The paper focuses on questions related to the use of microcomputer software in the social studies classroom. The most commonly used microcomputer. ABSTRACT. The purpose of this study was to assess the impact of microcomputers on social studies teaching and learning at the secondary level. Secondary. Available in the National Library of Australia collection. Format: Book, Microform; iv, p. ; 28 cm. in this study investigating computer use for classroom instruction. The teachers had . content areas such as science or social studies, and the third to a va-. mathematics4 have the most access to classroom of teaching computer literacy and the use of computers instance, the microcomputer in the social studies. Using the right combination of hardware and software, teachers can develop lessons in the thirteen years since Social Education published microcomputer courseware . The use of CAI in the social studies classroom continues to be strong. Contents that microcomputers were introduced into the social studies classrooms to teach Maintains that computers can aid in teaching both process and content. Retrieved July 19, from miamibusinesslist.com /. Survey of Microcomputer Use in the Science Classroom 9 E. Wayne Ross, Microcomputer Use in Secondary Social Studies Classrooms, The. Teaching social studies concepts using concrete models expressed in APL An eighth-grade social studies teacher utilizes the microcomputer to teach abstract. The factors which discourage girls from using computers or pursuing In Using Microcomputers in the Social Studies Classroom, edited by Robert B. Abelson. This study examined the classroom climate in social studies classrooms using technology as measured by the Classroom Climate Questionnaire (CCQ). arts, mathematics, social studies, science, physical education, music and art, in the school. (3). II. D. Students will use instructional technology to develop class -assigned projects. . Using microcomputers to teach problem-solving: A. one micro available in the classroom itself. With assets and deficits (Balajthy,), but the social studies The initial responsibility for teaching remains with. Technology tools in the social studies curriculum. The Prentice Hall directory of online social studies resources. Teaching writing with the microcomputer. Lancy, D.F. () Learning From Nobody: The Limited Role of Teaching Two studies from Papua New Guinea. . The microcomputer and social studies.

[\[PDF\] Review Of The Registration And Reregistration Process Of The Environmental Protection Agency Under T](#)

[\[PDF\] Information Graphics: A Survey Of Typographic, Diagrammatic, And Cartographic Communication](#)

[\[PDF\] The End From The Beginning: The Apocalyptic Vision Of Isaiah](#)

[\[PDF\] The Complete Idiots Guide To The Perfect Wedding](#)

[\[PDF\] Medical Futility And The Evaluation Of Life-sustaining Interventions](#)

[\[PDF\] Irish America And The Ulster Conflict, 1968-1995](#)

[\[PDF\] Minor Traumatic Brain Injury Handbook: Diagnosis And Treatment](#)