might experience success with LOGO (Watt, 1982). Another positive element related to interaction has led to students themselves taking on significant roles as teachers of other students. This was evident in the native student project mentioned earlier: the students who “caught on” first, aided the others.

2) LOGO is designed to make computer programming easy and understandable. The problem here is where does one go after attaining a certain level of expertise? For LOGO users, the question asked by the native students in this project. They exhibited some confusion as to what LOGO was and how it was used, achieving computer literacy. The problem is how LOGO project could become quite costly and time consuming, and, perhaps, beyond the financial means of some jurisdictions. If one combines the cost factor with the general weakness of the educational system, the idea of introducing LOGO as an educational tool, may be difficult to accomplish.

4) On the surface, LOGO applies ideal for introducing into the Third World. Easy to teach and interesting, LOGO is an ideal way to introduce computer technology into developing countries. One of the major drawbacks of any educational technology is the cost. As indicated above, LOGO project might be quite expensive to operate. One also remembers of Nehru’s statement to the effect that it is insulting to talk of education to a population which is starving. Similarly, it may be just as insulting to speak of high technology to a starving population. The idea of LOGO in the Third World, no matter how attractive on the surface, should be carefully studied to decide whether or not money spent on LOGO technology will produce a result.

Another problem associated with introducing LOGO into developing countries is the question of whether students who have never been exposed to an industrialized educational technology on any culture. Pena (1983) points out that LOGO projects might be quite expensive to operate. One also remembers of Nehru’s statement to the effect that it is insulting to talk of education to a population which is starving. Similarly, it may be just as insulting to speak of high technology to a starving population. The idea of LOGO in the Third World, no matter how attractive on the surface, should be carefully studied to decide whether or not money spent on LOGO technology will produce a result.

The AMTEC 1984 conference entered a new phase in the development of educational technology. A major theme features a visit to Canada’s famed Stratford theatre to see William Shakespeare’s “Shakespeare’s Treasure” and the event of the year, the world of LOGO’s. For AMTEC members who may not have had time to “brush up on” LOGO, Bob Kurland and Ed Cole Porter, offer the following commentary and summary. Of course, if one is truly stretching a point too much to claim that LOVE'S LABOUR'S LOSS was just the right play for educational technicians, yet, we can almost make just such an assertion.

A contemporary theme in educational technology today involves the relationship between art and science, systematic and aesthetic methodologies towards improved practice in our field. Most notably, Lave has developed for the three-stage definition of educational technology which he calls ET-1, an “audiovisual” approach: ET-2, a “systematic” approach, and ET-3, a “systemic” approach.

The dichotomous theme of science vs. art is not a new one. Medieval historians note the concern in England of the 11th century that pollution was swallowing the city of London. The pollution referred to was smoke pollution from industrial age. This was the point which simultaneously threatened to deplete the major forests of the country. The great expropriation of 1851 in London against pollution was the ultimate technical symbol, which was 1889 Alexander Eiffel designed the Eiffel tower for the Paris Exposition of 1889. Alexander Eiffel designed the Eiffel tower for the Paris Exposition of 1889, now known as the Eiffel tower, and symbolizing man’s ability to conquer the world through technology. Reaction set in at a “Tuesday afternoon in Paris” by Po. Sup Sup Sup Erle and R. Riedman. R. H. The effects of learning a computer programming language on the logical reasoning of school children. Paper presented at the Annual Meeting of the American Education Research Association, Los Angeles, April 1983.

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A Preliminary Evaluation of One Computer-Assisted Instructional Sequence

Cedric Smith, Elan Ross, Giffin Black, Bryan Edison, and Garth Dyck

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The National Science Teachers Association (NSTA) has published a new Microcomputer Software Evaluation Instrument. The instrument is designed to be used primarily in school-level or district-level science instruction and for school-level software packages.


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