

GUIDELINES FOR EFFECTIVE USE OF INSTRUCTIONAL MATERIALS

Selection

Standard guide questions to consider in the selection of instructional materials

Usage

prepare yourself

prepare your students

present the materials

follow up

Guidelines For Evaluating Computerized Instructional Materials

**Wisconsin. Department of Public
Instruction**



Guidelines For Evaluating Computerized Instructional Materials:

Guidelines for Evaluating Computerized Instructional Materials William P. Heck, Jerry Johnson, Robert J. Kansky, 1984 This document presents guidelines for evaluating computerized instructional materials Included are reference sources suggestions for evaluation criteria guidelines for both software and documentation evaluation and forms that can be used in the evaluation process Five separately labeled reference lists contain citations for approximately 100 items EW

Guidelines to Mathematics, K-8 Wisconsin. Department of Public Instruction, 1981 **Computers and the Classroom**, 1982 **Resources in Education**, 1999 **The Computer in Reading and Language Arts** Jay S. Blanchard, George E. Mason, 1987 In this stimulating and readable book educators most of whom have long been involved in computer based literacy research efforts provide up to date information on computer based activities in reading and language arts These experts offer valuable goals and strategies for integrating computer technology into the reading language arts curriculum including suggestions for activities that should and should not be used They also address the basics of developing evaluating and using computer based reading instruction programs The unique benefits of computer technology to teach English as a second language writing skills and the reading process to early readers are thoroughly explored Innovative Uses of the Computer in the Language Arts Classroom Computerized readability assessment Reinforcement and instructional objectives Student interest profiles Class book files This exciting book in a broader sense corrects the failure by many to consider the literacy issues that invariably surround and govern computer use While the types of computer literacy environments differ the literacy requirements are still the same the computer and the user must communicate through text Thus The Computer in Reading and Language Arts provides essential understanding of the literacy requirements and environments involved in computer use *Choosing and Using Educational Software* David Squires, Anne McDougall, 1994 An investigation into the interactions between users of educational software is given in this book providing theoretical frameworks for studying educational software The existing approach to selection of educational software is examined and shown to be limited

Research in Education, 1973 *Evaluating Educational Software* Carol Ann Doll, 1987 **Advances in Computer-Supported Learning** Neto, Francisco Milton Mendes, Brasileiro, Francisco Vilar, 2006-07-31 This book clarifies the new technologies applications and research in computer supported learning It helps students teachers and researchers gain a larger understanding of this field and the trends that are driving computer supported learning forward Provided by publisher *Computers and the Social Studies* Nancy Roberts, Susan N. Friel, Thomas J. Ladenburg, 1988 *Instructor and Teacher*, 1981 **Computers in Composition Instruction** Robert Shostak, 1984 Mastering the Micro Dorothy H. Judd, Robert C. Judd, 1984 Introduces the Micro Its Use in the Classroom Shows Teachers Common Program Languages Integrating the Micro into Curriculums Word Processing to Develop Skills **Apple Library Users Group Newsletter**, 1985 El-Hi textbooks in print R. R. Bowker LLC, 1983 *Computers in Curriculum and Instruction* M. Tim Grady, J. D.

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