

CATCH'EM YOUNG: IT LITERATES

Dheeraj Mehrotra *National Awardee*

Head, TQM in Education,
City Montessori School & Degree College, Lucknow, INDIA
attention@computerscienceexpertise.com
www.computerscienceexpertise.com

Quality learning begins from the first day to a nursery with the tiffin, being the only content of the bag, the story of Computer can no longer be an adult one. It may sound far-fetched, but tests have revealed that it is more so a true explanation in reality. At times, a parent may find this taste of a child a smart one with expectation to conduct their day-to-day data entry operations and even locating particular information on the web by just clicking on the keypad using Google search as their available medium. The current scenario laminates in public the reality of the too much dependence on web content rather than in comparison to their own expertise. They are bound to rush to the available hints and data for their own intelligence.

They say that "Computers, software, CDs and Smart Toys should always be considered a supplement to the other, more concrete learning activities like completing puzzles, building with Lego and blocks, reading books, creating art projects and playing on the playground...", is obvious by our observations and research, out of the present day scenario.

The PATH or the drive is no new to the kids. No wonder you tell a child to write an essay as homework, he/she is bound to download the content to present before you the next day, making you baffle to the interest of the many others lying in the queue. The parents often think this as a menace out of the challenging work wisdom they possess in order to earn their daily living. Their frames are not yet over with more demands for the CD-Burner and

Scanner for more computing and smart-study as they call it. The only option available to the poor parents of the IT age is to ponder over for solace and to accept novel ways to convince their future generations in regards to motivations and guided involvement. They ought to take a balanced approach to policies and practices for children's use of the Internet. One must at the same time initiate conversations with teachers, administrators, and parents, rather than set and implement rules that may be perceived as too rigid. One must take note that all stakeholders have a chance to contribute to the decision-making process. There is no doubt in the fact that a computer and a great software can be fun and exciting learning tools, and can even provide practice of pre-academic and academic skills. But at the same time it is indispensably true to keep in mind, however, that computer software cannot teach a child concepts that he/she is not developmentally ready for. Computers should always be considered as a supplement to other, more concrete learning activities like completing puzzles, building with Lego and blocks, reading books, creating art projects and playing on the playground. It is universally true keeping the database analysis in view out of the day.

Hey, as a matter of fact, the Computer is no doubt a friendly machine. A tool to accommodate all the probable queries of an individual with the aid of the software but at the same time the umbrella has to be there in order to have what is required rather than to have all with none relevant. One must pay as much attention to highlighting good content as to restricting banned content. Remember that

overzealous watchdog policies may inhibit Internet opportunities for students, whose only access to the Internet is through school. Take the example of the many parents who take a balanced approach to the Internet. Both at home and at school, set rules and limits on Internet use, but also guide their children to good Internet contents. Avoid gender stereotypes, especially since girls and boys - unequal percentages - are making use of the Internet. This should be the area of interest of the researchers as they discriminate during data analysis. No wonder an email ID in Greek and Latin with references to SEX determination and as such the great valuation of the communication lies within.

Quality education is the need of the hour and with the result, at the same time the boards of education and learning must develop a plan to help schools, teachers and parents educate children about safe, responsible use of the Internet. For example, encourage schools and families to place computers in rooms that are shared (such as family rooms, dining rooms, offices or libraries), where children can use the Internet with others around them. And teach children never to share personal information (name, address, telephone, or credit card number) online. This may go a long way in making this a success. The day-to-day activities at the school and the home education will provide a healthy liking for the computer and this is required to foster appropriate use of the Internet among preschoolers and other young children.

It is also a debating fact that despite the increasing use of computers in elementary schools, there hasn't been a decrease in the formal teaching of penmanship. The children use just as much paper as they did before computers became a classroom standard. Hence one has to keep in mind that writing with a pencil involves an equally important set of skills as typing on a keyboard.

Exposure to the Internet can help preschoolers and children in the early elementary grades master literacy and other cognitive skills and also can spur integration of these skills early in their development.

Parents and school leaders who look for online opportunities for younger children can be guides to engaging, age-appropriate content. The Internet can reinforce everyday learning opportunities and be a powerful tool for fostering interaction among adults and young children. It takes much to conduct the new tool of knowledge in this regard. The task of the teaching gentry must ponder in regard to computing of this sort, they must help teachers, parents, and children use the Internet more effectively for learning. For example, they ought to suggest education-related websites for parents and children to visit together - and give them learning activities to do once they get there. Offer education-related help for students online, like after-school tutoring. Provide teachers with professional development opportunities to help them model effective use of the Internet as a tool for students' learning, including integrating Internet learning with regular classroom learning. If teacher training takes place outside of regular school hours, offer teachers incentives to participate when possible. If teacher training pulls teachers out of the classroom, parents should be made to know why it is important to support this professional development. The usage of the Internet to communicate more effectively with parents and students goes a long way to generate interest for all. For instance, launch school district or school websites or publicize websites in newsletters and places where parents are likely to be. Update websites frequently with relevant, timely information. Post exemplary student work online, with teacher commentary explaining why this work meets academic standards. Make websites interactive by soliciting comments or holding public forums about education issues online. Encourage teachers, parents and students to communicate through email, make their email IDs and even communicate off-line with that reference only for generating pulses of craze and interest of being a netizen. And finally, engage the community. This can be very easily done through holding computer and Internet training classes for parents or hosting convenient opportunities for parents, community leaders, librarians, teachers, and others to talk together about children's use of the Internet. Schools

Thank You for previewing this eBook

You can read the full version of this eBook in different formats:

- HTML (Free /Available to everyone)
- PDF / TXT (Available to V.I.P. members. Free Standard members can access up to 5 PDF/TXT eBooks per month each month)
- Epub & Mobipocket (Exclusive to V.I.P. members)

To download this full book, simply select the format you desire below

