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The two articles that I chose to read and review focused on students’ perceptions and attitudes towards using computers in the classroom. The first article explains how Dr. Metin Yaman tried to figure out what the perceptions of 330 Sports Management students and Physical Education students were of potentially using distance learning in their programs. In order to gain an understanding of these student’s perceptions, Yaman (2009) had each of the students complete a questionnaire. The questionnaire revealed the students’ gender, social class, where their family lives, how much money their family makes in a month, whether or not they have a computer, if they have internet connection, their attitudes towards computers and distance education, their preferred learning environment, and what they feel the roles of students are. After giving the questionnaire, Dr. Yaman analyzed the results and found that a majority of the students feel that distance learning would allow them to ask more questions that they would refrain from asking in a classroom environment. The results also indicated that the students who own a computer and who have access to the internet had a much more positive perception to the possibility of distance learning in their programs. Although these students feel that distance learning does have a place in their program, they do not think that all of their classes should be done in the distance learning format. Yaman (2009) indicates that these students feel that theoretical courses lend themselves to working well in a distance learning format, but practical application courses would be impossible to have as distance learning courses.

The second article discusses a study that was done by Nursel Yilmaz which investigated how pre-service early childhood teachers felt about using computer based education in science activities. In order to collect the needed data, Yilmaz (2011) gave 215 Turkish pre-service teachers two surveys. One survey provided information on the students’ demographic information; the second survey informed Yimaz about the attitudes the pre-service teachers had towards computer based education. After analyzing the data, Yilmaz (2009) found that a majority of the participants had positive attitudes towards computer based education while teaching science activities. Yilmaz (2009) also found that the pre-service teachers who were introduced to computers and began using them at an early age tended to have more of a positive outlook on using computer based education than the pre-service teachers who began using computers later in their education.

The results of both of these studies have showed that teachers believe that computers are beneficial tools that should be used in the classroom. The first study shows that even in the Physical Education field, teachers feel that computers can and should be used in their classes. These studies have also explained that even though teachers feel that computers can be beneficial in the classroom, there is a time and place for them. The first study explained that there are some occasions where computers would negatively impact a lesson and that computers make the application of some skills impossible. Taking what we learned from both of these articles, we can see that computers do belong in the classroom setting, but it is up to us as teachers to determine when it is appropriate to integrate them into our teaching.

References

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