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Subject: Revised ETEC500 Chapter 4 Quick Write1 - Grell

Topic: Identify and discuss a Trends or Issue in American education Technology that emerged in the in the 1990's

There are many different trends identified in Chapter 4 of the Anglin's text based on studies mostly done in the 1980's. As any good futurist would do, he has attempted to look back on the past to identify where everything has come from and use it a predictor of the future. The data coming form this era was massive in volume and was also written from a point in time when technology was in a less stable time. Change in technology on the completing a major shift by the end of the 1990's. The 1990's were defined as the "Age of Networking" and there was an understanding among most futurists at the time that people were moving toward a more "spiritual" time. In retrospect this was true however technology in education moved at a different pace. I would like to address the expansion of computer in the education environment.

The trend in microprocessor density in schools was identified as 1 computer to 20 students by Quality Education Data inc. survey in 1991. IBM had stated that they felt that in the future the number of computer terminal would most likely never exceed a ratio of 1 terminal to every 20 employees in an early white paper (IBM Archives, 1967) however this was when computing was in the mainframe era (third generation). Educational administrators had not anticipated the emergence of the low cost PC that evolved in the late 1990's nor the impact of the emerging internet. Even Microsoft failed to recognized the importance of the Web until the summer of 1996 when finally released the much improved browser Explorer (A History of Modern Computing, Ceruzzi P., MIT Press, 2003)

In the early late 1980's and 1990's, Apple Computer virtuously pursued supplying schools with the Apple II and Macintosh in an attempt to gain future customers when students graduated. However due to mismanagement and a shortage of memory chips, the Mac' began to fall behind the emerging PC technology (http://www.fundinguniverse.com/company-histories/Apple-Computer-Inc-Company-History.htm). Some educational applications began to move from audio and slide formats to the Mac and PC from such companies Knowledge Adventure. The best example would be Math Blaster developed in 1987 and is still in production today. Kids in the 1990's were using computers and game consoles as early as the age of 3 and developed a keen interest in the new technology. A growing social trend was developing that identified gender differences that characterize kids's commitment to playing electronic games. Identified in the August 1996 Sex Roles journal titled "Children's Perceptions of Gender Differences in Social Approval for Playing Electronic Games" by Jeanne B. Funk, University of Toledo and Debra D. Bnehman, The MedStat Group Gender.

A research paper on "The Impact of Media and Technology in Schools" was prepared for The Bertelsmann Foundation by Thomas C. Reeves, Ph.D. at The University of Georgia in February 1998. Dr. Reeves states that "One irony underlying research on learning from computers is that while everyone recognizes the amazing improvements in the features and capabilities of personal computers that have occurred in the past 20 years, few people outside the research community acknowledge that the nature of computer-based learning has also undergone enormous change (Baker-Albaugh, 1993; Coley et al., 1997)". This is a core reason the microprocessor emergence in schools was slower than anticipated in the 1990 trend prediction.

By the end of the 1990's, computing still was not recognized as a major driving force in education by administrator or appreciated by students. Computers in education were still relegated to improving the efficiency of administrative processes instead of education instruction.