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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 134 pages. Original publisher: Washington, DC : U. S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 OCLC Number: (OCoLC)52972833 Subject: Computers and children -- United States -- Statistics. Excerpt: . . . program type (part day vs. full day), teachers attendance at computer technology workshops during the school year, presence of a computer area in the classroom, and the proportion of time classes spent in teacher-directed, whole-class instruction. For those public school young children with access to home computers, all children used their home computers an average of about 3 to 4 days each week. However, the purposes for which young children used home computers during the school year and over summer vacation (e. g. , to access the Internet, play educational games) varied by childrens sex, race ethnicity, and SES. The ECLS-K provides a wealth of information on childrens cognitive, socioemotional, and physical development from kindergarten through fifth grade across multiple contexts, including the home, classroom, school, and community. Since this report shows differences in computer access and use between public and private school children, additional analyses could focus on child and family characteristic differences within private school settings. Based on the findings from this report, future research could also examine the relationships between childrens access to and use of computers in different settings with their academic achievement over time. Also, information on computer resources and use could be further explored at the school and classroom level to identify differences based on characteristics of the schools that young children attend. For example, childrens access to school computer resources could be examined in terms of school size, grade range, federal program participation, urbanicity, and region. xiv This item...

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