The Role of Computers and the Internet in the Classroom

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Introduction

1. Practical Uses
2. Research
3. Interactivity
4. Implementation

Practical Uses

- Blackboard vs Whiteboard vs Smartboard
  - useful, convenient, conducive to learning?
  - clarity of information presented to pupils.
  - PowerPoint, OHP etc.
- Projector
- Computer Suite
- Internet

Practical Uses

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Must resist the temptation to use the facilities "because they're there" and instead use them to aid learning for the students and, where applicable, ease the work of the teacher.

Research

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- individual/group research
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Must be treated with caution

- supervision
- locating reliable sources
- learn how to search.

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  - don't ask the search engine questions - terms, not why? what? etc.
  - think about the search - could it be misrepresented?
  - specific search syntax "-", "quoted text", "site:" etc.

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- Often not taught because the teachers are not taught.

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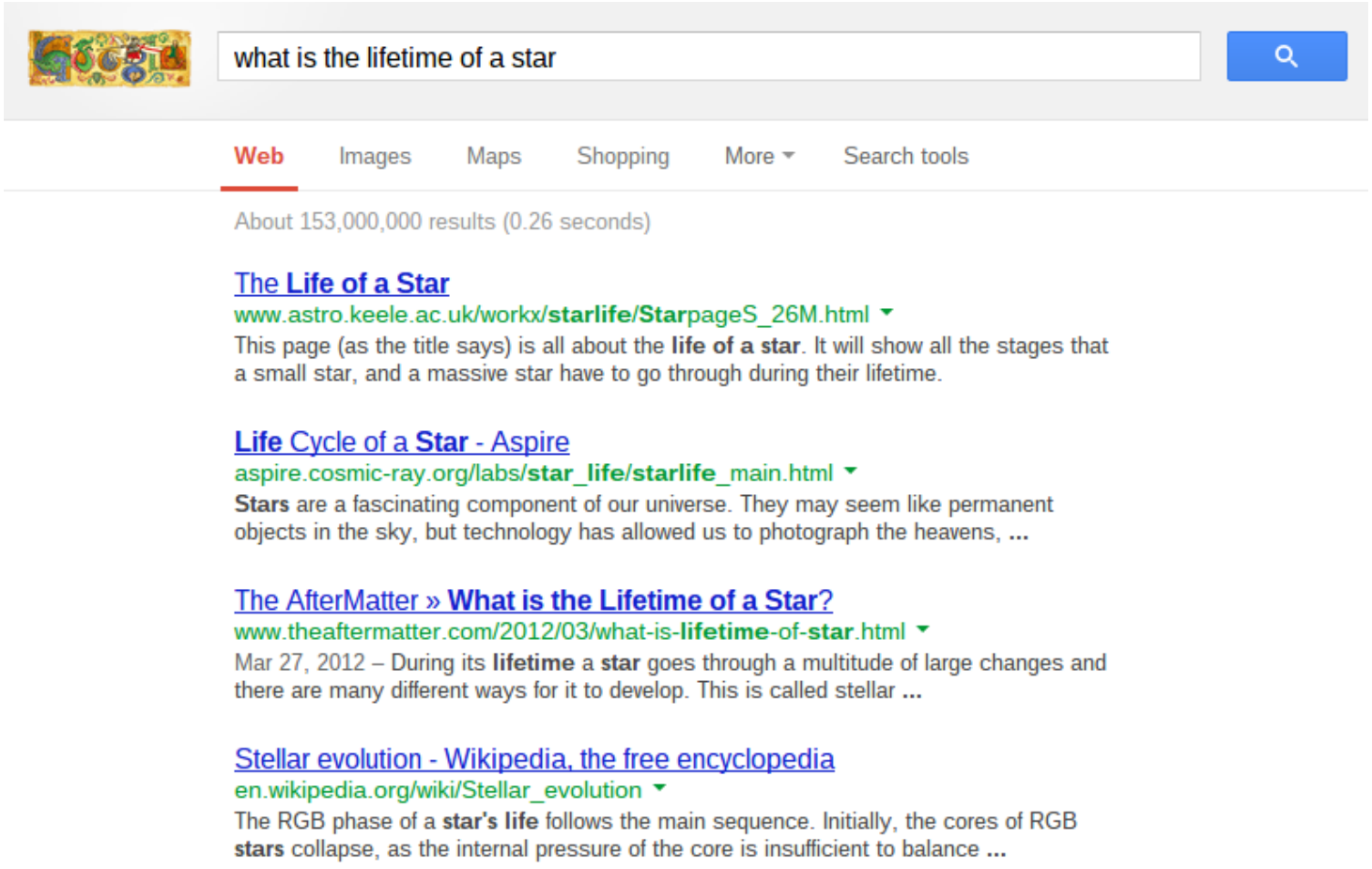

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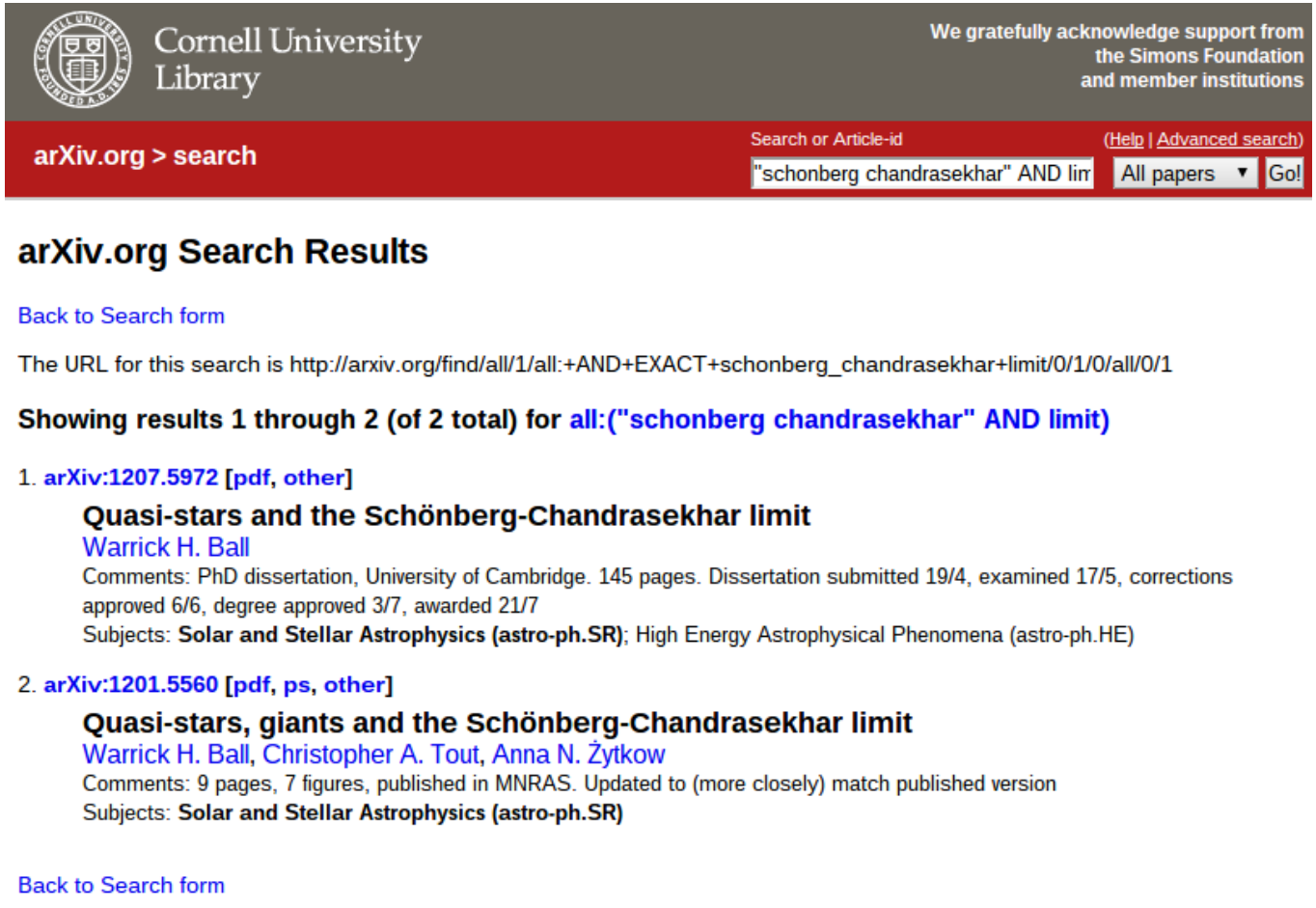

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1. **arXiv:1207.5972 [pdf, other]**

   Quasi-stars and the Schönberg-Chandrasekhar limit

   Warrick H. Ball

   Comments: PhD dissertation, University of Cambridge. 145 pages. Dissertation submitted 19/4, examined 17/5, corrections approved 6/6, degree approved 3/7, awarded 21/7

   Subjects: **Solar and Stellar Astrophysics (astro-ph.SR)**; High Energy Astrophysical Phenomena (astro-ph.HE)

2. **arXiv:1201.5560 [pdf, ps, other]**

   Quasi-stars, giants and the Schönberg-Chandrasekhar limit

   Warrick H. Ball, Christopher A. Tout, Anna N. Żytkow

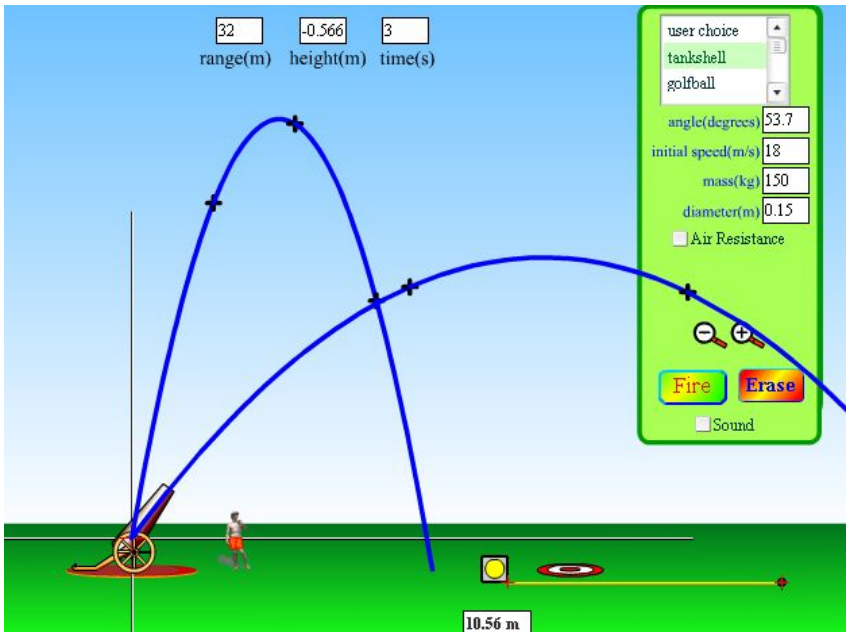
   Comments: 9 pages, 7 figures, published in MNRAS. Updated to (more closely) match published version

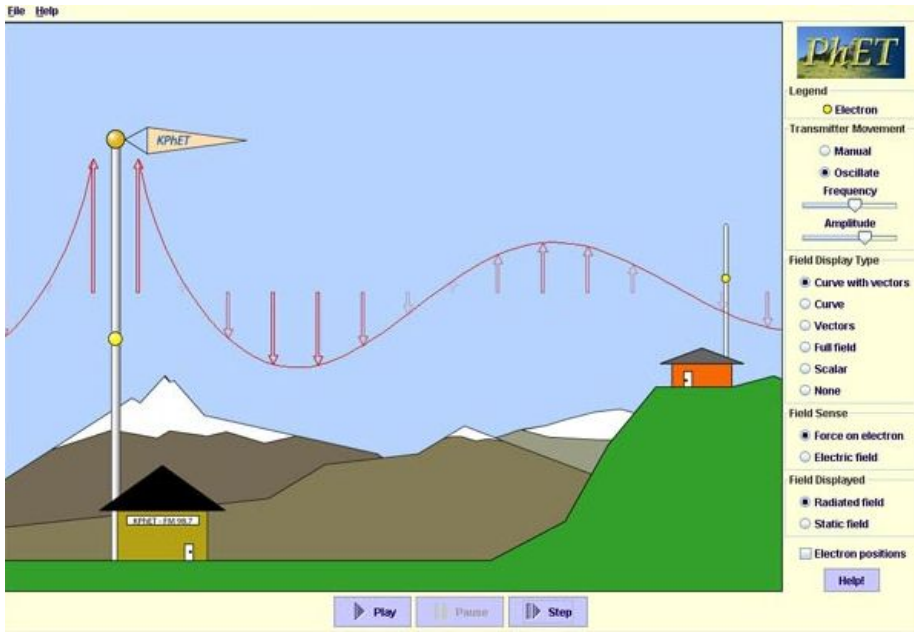
   Subjects: **Solar and Stellar Astrophysics (astro-ph.SR)**

Back to Search form

Interactivity

- Brilliant tools available for teaching
  - Videos - Youtube, Ted
  - Animations - PhET





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- Why?
  - Essential skills
  - Advance beyond simple maths