

COMPUTER TECHNOLOGY IN EDUCATION

Adopted by Convention Delegates May 1983
Reviewed by Board of Managers January 2013

- WHEREAS,** PTA recognizes the important role of computer technology in today's society; and
- WHEREAS,** Understanding and using computers must be included in our children's education because computer technology will be an essential part of our children's careers as well as a part of their everyday living; and
- WHEREAS,** Educational decision makers and PTAs are continually confronted with pressure to make hasty and indiscriminate purchases of computer equipment before teacher training and motivation for the use of such equipment have occurred; and
- WHEREAS,** Planning is an essential part of computer education, and school districts should have a comprehensive computer utilization plan; and
- WHEREAS,** A comprehensive inservice training in computer utilization is essential for all appropriate school district and school site personnel; now therefore be it
- RESOLVED,** That the California State PTA, its units, councils and districts promote public awareness of computer education and its vast potential; and be it further
- RESOLVED,** That the California State PTA, its units, councils and districts encourage the overall planning process by working with school districts to involve parents and the community in the development of a comprehensive, long-range educational technology plan; and be it further
- RESOLVED,** That the California State PTA, its units, councils and districts urge each school district to include in its computer education plan a systematic instructional program for K-12; and be it further
- RESOLVED,** That the California State PTA, its units, councils and districts actively seek for all students an equal opportunity to education in the new technologies so that they are prepared to become productive members of society.

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BACKGROUND SUMMARY

Estimates of the number of microcomputers in schools nationwide now exceed 100,000 and will increase rapidly. According to 1981 Xerox Corporation estimates, some 36 million people will need computer skills to perform their jobs by 1990.

Educational decision makers, including PTAs, are continually confronted with pressure to purchase equipment. Hasty purchases, as in the case of television and language labs, and incomplete teacher training and motivation for the use of such equipment have caused expensive equipment to be left lying on school shelves gathering dust. We cannot let this happen with computers.

It is important, therefore, that school districts adopt a comprehensive, long-range computer education plan that will provide an equal opportunity to education in the new technologies for all students.

The computer education plan should provide for administrator and teacher inservice training in the three main uses for computers in schools: (1) computer-assisted instruction; (2) computer education for specific careers; (3) administration and counseling, including classroom management.