

ABSTRACT

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Title: An Investigation of a Computer-Based Classroom Writing Experience

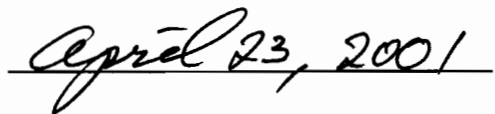
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ABSTRACT

This study investigated a group of first-year university writing instructors and their computer-based classroom experience. It focused on factors that affect work in the computer-based classroom, background of and necessary knowledge and skills for first-year writing instructors, and perceptions of the computer-based classroom. The study employed a case study approach in collecting data and used interview transcripts and archival documentation as data to develop understanding of the dynamics generated by having first-year writing instructors in computer-based classrooms. Results of the study would be useful in developing a responsive first-year writing instructor preparation program and training. It also contributes to a growing pool of research on technology integration issues in higher education.

The design and development of an effective training program for first-year writing instructors demands careful planning that involves identifying appropriate technologies and vehicles for instruction. This case study on the computer-based classroom identified the need to develop a training program that emphasizes not only equipping first-time writing instructors with computer knowledge and skills, but also teaching them how to integrate the tools (i.e., computers and their application software) into their teaching. Both

administrators and writing instructors identified the need to have the latter feel comfortable with their teaching styles and have competence in employing appropriate teaching strategies, assessing student needs, and managing class activities in a computer-mediated environment.