Computer-mediated communication in education

Education

The paper " Computer-Mediated Communication in Education" is a great example of an education article.

According to Jaramillo (1996), language results in the acquiring of knowledge as well as the transmission of knowledge. In a study conducted on 4-5-year-olds in a classroom, Jaramillo noted that teachers, who interacted with their students, noticed more understanding among the 4-5-year-olds. The children were grouped into two, one group was taught via the teachers reading what they were teaching to the students. The other group of children was taught through question and answer strategy. In the question and answer strategy, there was a teacher-student exchange of information. Jaramillo (1996) notes that those students involved in dialogue with instructors, internalize the language of the associations. Through language internalization, it becomes possible to organize personal communication in the same manner. This means that language is acquired and transmitted. Darhower (2002) notes the importance of psychological tools, for the transition from lower to greater mental functions to take place, in a study conducted on university students. Computer-mediated communication was included in an intermediate class. 33 Students were able to communicate with each other through chat messages and symbols were used to communicate the differing areas of study being taught. The provision of linguistic proof through the computer symbols helped in the comprehension of what was taught. Darhower concludes that greater mental functions appear as products of mediated action. Mediation is a procedure that requires potential cultural tools to mold action. With the initiation of cultural tools, the mediation process is altered. The symbols used enabled the students to familiarize themselves and recall

what was being taught or had been taught to them in class. This shows the importance of cultural tools in aiding remembrance.