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Nota di contenuto	Intro -- Contents -- Acknowledgments -- Introduction -- 1. Philosophical and Theoretical Perspectives -- A Historical Overview -- Computer Literacy -- Philosophical Issues -- Cognitive Perspective -- Sociological Perspective -- Pedagogical Perspective -- A Theory of Educational Computing -- Writing Process Theory and Educational Computing -- 2. The Development of Writing Processes -- Models of Composing -- Conclusion -- 3. Writing Processes and Computers -- Writing Process Instruction -- Computer Writing Environment -- Word Processing -- Writing Process Software -- Computer-Assisted Composing Supports -- Conclusion -- 4. Computers and Writing at the Elementary Level -- Writing Research -- Computer-Assisted Composing Research -- Learning Strategies -- Teaching Strategies -- Computer Writing Environment -- Conclusion -- 5. Computers and Writing at the Secondary Level -- Writing Research -- Computer-Assisted Composing Research -- Learning and Teaching Strategies -- Computer Writing Environment -- Conclusion -- 6. Computers and Writing with Special Needs Students -- Learning Disabilities -- Physical and Sensory Impairments -- Cultural and Linguistic Differences -- Summary -- 7. Evaluation and Selection of Computer Writing Tools -- The Need to Evaluate Computer Writing Tools -- Considerations for

Selecting Computer Writing Tools -- Instructional Goals -- Hardware Selection -- Software Selection -- Conclusion -- 8. Current Trends and Future Directions -- Trends in Educational Computing -- Future Hardware -- Future Software -- Computer Environment for Writing and Learning -- Professional Preparation Programs -- Conclusion -- Appendix: Computer-Assisted Composing Software -- Bibliography -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- V -- W -- Y.

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**Sommario/riassunto**

Marjorie Montague provides both the philosophical and theoretical background for research in computer-assisted composition, as well as a comprehensive review and synthesis of the efficacy research in this area. She focuses on effective writing instruction for elementary, secondary, and special needs students, and she proposes a model in which the teacher and the computer are viewed as compatible instructional agents within a microcomputer learning environment. Marjorie Montague is Assistant Professor in the School of Education and Allied Professions at the University of Miami, Coral Gables.

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