

Robert W. Lawler and others

**Cognition and Computers: Studies in Learning**

Ellis Horwood 1986 £29.50 (0 7458 0006 8); £12.50 pbk

(0 7458 0049 1) 224p diag ref index (*Ellis Horwood Series in Cognitive Science*) ■ 155.4'13

The research outlined in this book aims to investigate some of the claims made by those involved in that part of the educational computing movement concerned with Logo. Specifically, they look at the claims made for the effects of computer education on an individual's cognitive development. Such investigations are long overdue. Indeed, the explosion of computer use in UK schools since 1982 is mainly based on assumptions that have only recently begun to be thoroughly investigated. In this context any book that addresses the claims made by Papert in *Mindstorms* (Harvester, 1980) is to be welcomed.

This particular book is clearly written, and organized in three parts, each concerning case-studies: the first of a child's number-related learning, the second of adults learning Logo, and the final section evaluating a simplified version of Logo intended for use by very young children. Teachers looking for evidence and guidance upon which to base their Logo work in school will find something of value here, as will educational advisory and inspecting staff. Along with Allan Martin's new book *Teaching and Learning with Logo* (Croom Helm, 1985), *Cognition and Computers* provides a good starting point for those wishing to extend their acquaintance with Logo to something more than simply drawing patterns with a turtle-graphics package. Equally, those following and teaching higher diploma and degree courses in microcomputer applications in schools will benefit from reading this volume, which is a welcome addition to the books on educational computing and Logo. *Tony Gray*