



# On the Edge of “Soon”

By Dave Moursund

By the time I started the *Oregon Computing Teacher*—now *L&L*—30 years ago, I was already an enthusiastic and long-time user of computers. My introduction to them came from the science fiction that I reveled in as a child. My first hands-on use of a computer came in 1959. The experience involved playing the game Tic-Tac-Toe (using a Teletype terminal) with a computer located on the Oregon State University campus—and winning!

I made extensive use of computers during my doctoral work in mathematics at the University of Wisconsin (Madison). By the time I finished this graduate work in January 1963, I was thoroughly convinced that computers would soon change the content of the mathematics curriculum at the high school level and above. In summer 1963, I helped teach a computers in math course for talented and gifted high school students, and this strongly reinforced my beliefs about a revolutionary change in math education that would soon occur.

Now, more than 40 years later, I remain thoroughly convinced that information and communication technology (ICT) will “soon” change curriculum content, instructional processes, assessment, and the everyday lives of both students and teachers in all curriculum

areas and at all educational levels. However, the past 40 years have taught me that our educational systems are very slow to change.

The ICT technological progress has been truly astounding, and the torrid pace of change is currently still continuing. This, in addition to the U.S. Department of Education’s Preparing Tomorrow’s Teachers to Use Technology program and the widespread adoption by states and school districts of the ISTE NETS leads me to remain very optimistic that the educational changes I have foreseen will “soon” occur.

Meanwhile, I continue to work to hasten the arrival of the full integration of high-quality and routine use of ICT throughout curriculum, instruction, assessment, and the everyday lives of students and their teachers. My Web site contains links to the full contents of a number of books and other materials that I make available free of charge. The three most recent documents I have made available are:

- Improving Mathematics Education: <http://darkwing.uoregon.edu/~moursund/Math/>
- Brief Introduction to Roles of Computers in Problem Solving: <http://darkwing.uoregon.edu/~moursund/SPSB/>
- Brief Introduction to Educational Implications of Artificial Intelligence:

<http://darkwing.uoregon.edu/~moursund/AIBook/>

I have started two additional short books, which will likely be posted on my Web site by early summer 2003. One is titled *Inventing the Future of ICT in Education*. It is intended to help teachers create the ICT in education future that I believe will significantly improve our educational system.

The second book (currently untitled) provides an introduction to ICT in education for preservice teachers. I foresee the time (“soon,” I hope) when preservice ICT in education courses no longer strive to bring students up to the eighth-grade ISTE NETS for Students. This book will help our teacher education systems invent this future.

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*During 1973–74, Dave Moursund started The Oregon Computing Teacher, which became The Computing Teacher and then L&L. In 1979, Moursund founded the International Council for Computers in Education (ICCE). ICCE became the International Society for Technology in Education (ISTE) in 1989 when it merged with the International Association for Computing in Education. A number of Moursund’s educational Web sites can be accessed at <http://darkwing.uoregon.edu/~moursund/>. Thirty years ago, he was already a nine-year veteran in the field of computers in education. He had received a variety of grants to support teacher education programs, and he had established master’s and doctoral programs in computers in education.*

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