

**Hoot, J. (1986). Keyboarding instruction in early grades. Must or Mistake? Childhood Education, 63, 95-102.**

**Key Points:**

- This article discusses whether the use of computers facilitates young children's writing instruction process.
- Devices allow young children to approach the conceptual activity associated with writing without the necessary fine motor coordination of handwriting.
- It states that young children are capable of programming computers to improve their thinking abilities.
- Although programming can assist intellectual development, keyboarding becomes a stumbling block. The author states that children as young as 5 years old can learn how to type and it can be implemented at an early age.
- According to this literature, there is a lack of evidence for harmful effects of informal teaching of keyboarding but educators are proposing that touch typing be the sole method of keyboard instruction.
- This article aims to convince that the potential benefits of computers in children's educational lives warrant the need to teach keyboarding skills and devote time in teaching keyboarding in addition to handwriting.
- There are some concerns and questions with regards to keyboarding instruction: How many words per minute should young children be able to type? How should they be taught formally or informally? What curricular experiences might need to be displaced to allow for computer typing experiences? What place should typing have in the curriculum? What age should touch-typing be taught if it is superior to the hunt and peck method?
- Although the arguments provided in this article are of interest, it is an older article and lacks reference to their claims.