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In *Computers and Classroom Culture*, Janet Schofield observes the fascinating dynamics of the computer-age classroom. Among her many discoveries, Schofield describes how the use of an artificially-intelligent tutor in a geometry class unexpectedly changes aspects such as the level of peer competition and the teacher's grading practices. She also discusses why many teachers fail to make

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The impact of computer use on classroom structure and functioning is examined. The most consistently found effect is an increase in motivation and closely related constructs. Computer use also appears to foster peer interaction, typically of a cooperative and mutually supportive nature. In addition, teachers often shift from whole group