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The article at right is excerpted from AECT's new periodical, *International Journal of Designs for Learning*, a multidisciplinary, peer-reviewed online journal dedicated to publishing descriptions of artifacts, environments, and experiences created to promote and support learning in all contexts by designers in any field.

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The INSITE Project: Engaging Students in International Team Collaborations to Create a Web 2.0 Tool Repository

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In considering how to give every Purdue [University] education student an international experience, we turned to technology, specifically Web 2.0 tools, which could offer a reasonable alternative to study abroad programs by connecting students, electronically, with international peers. This, then, led us to target one of the core courses of the teacher education curriculum as a possible platform for internationalizing our teacher education program. *Introduction to Educational Technology and Computing* is a required large lecture course that helps pre-service teachers from six different colleges (Agriculture, Consumer & Family Sciences, Education, Liberal Arts, Science, and Technology) learn how to 1) use technology to develop instructional materials and 2) integrate emerging technology tools within their future classrooms to facilitate 21st century teaching and learning. The course has an enrollment of approximately 300 students each semester. The majority of these students are pre-service teachers in their first or second years of the teacher education program; this is their only required educational technology course. Each week, students attend a large one-hour lecture plus a smaller two-hour lab section where they complete hands-on projects for the course. Each lab consists of approximately 20-24 students and is led by a graduate teaching assistant (TA).

The overarching goals of the project included the expectations that students would gain:

- knowledge, practical experience, and expertise with several Web 2.0 technologies, including how those technologies could be utilized in the K-16 and business/training learning environments;
- experience working on collaborative teams to solve a practical instructional design problem; and
- a greater global/cross-cultural perspective as they communicated, worked, and solved instructional problems with team members from universities outside of the U.S.

For this specific project, pre-service teacher education students were presented with the problem of creating a wiki repository about various Web 2.0 applications (e.g., wikis, blogs, social networking tools) and how each tool could be used within a variety of educational and training environments. The finished repository needed to be accessible to educators (and others) throughout the world who wished to learn about the technologies and make informed selections of the proper tool(s) to use in their specific situations. To accomplish this, students were divided into small teams that incorporated international partners (IPs–students from other universities outside of the United States). Team collaborations between members who were located so far apart depended on the use of various Web 2.0 technologies. That is, students used Web 2.0 technologies to create the repository that described those same types of technologies.

The Design: INSITE Project

The International Network of Students Investigating Technology in Education (INSITE) is a project that takes place from week 11 to week 15 of the course in which it is carried out. The course instructor/lead designer determined the project should be implemented later in the semester in order to allow time for his students to gain the necessary prerequisite skills in working with basic technologies, time for project managers to be selected, and time for the international

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AECT Mission

The mission of the Association for Educational Communications and Technology is to provide international leadership by promoting scholarship and best practices in the creation, use, and management of technologies for effecttive teaching and learning in a wide range of settings.

Goals:

- Define the disciplines and professional activities that comprise the field of educational communications and technology.
- Serve and represent professionals in the field and support professional growth.
- Advance scholarship and practice that contribute to and enlarge the knowledge base of the field.
- Promote policies that ensure the humane and ethical use of educational communications and technology at all levels, from the personal through the international.

The INSITE Project

CONTINUED FROM PAGE 1

partners to be identified, trained, and integrated successfully. The project consisted of creating small teams of Purdue students, coupled with IPs, to investigate specific Web 2.0 technologies. Each team was tasked with creating a wiki chapter about an assigned Web 2.0 technology. Initially the lead designer provided a list of questions that served as an outline for the structure of each chapter. These questions guided the students to provide descriptions of the targeted technologies, examples of how they could be used, training materials on how to access and get started using them, and educational materials (i.e., lesson plans) outlining how they could be utilized within the K-16 and/or business training environments. Students were expected to contact the developers of the technologies, examine any and all information available about them, and to compare features among the targeted and similar technologies. Although specific chapter specifications were not given during the initial iteration of the project, as drafts of those chapters were created, examples were selected, highlighted, and discussed within the project manager meetings. Project managers (PMs) exchanged ideas and together selected examples to use as guides for their respective chapters. Later drafts of the chapters evolved to reflect the accepted PM standards.

All chapters were assembled into a single wiki repository (see http://www.web2insite.com) which currently consists of over 170 chapters of different Web 2.0 technologies. After creating the wiki chapters, students presented information about their Web 2.0 applications at a "showcase" event. This comprised a 3-hour evening session in which all teams presented posters about their applications.

Impact on Student Learning

Based on the most recent set of analyzed data (Fall 09), students' confidence for using Web 2.0 tools, knowledge on how to use these technologies in teaching, as well as their perceptions of the benefits to using wikis, social networking, and video sharing tools all increased significantly following the team experience. Moreover, qualitative results demonstrated changes in student perceptions of their sense of connection with the larger society, as well as their perceptions that Web 2.0 tools could facilitate meaningful collaborations with others.

The majority of students interviewed expressed satisfaction with their experiences with the international partners. For example, one project manager explained, "I am so impressed with the interaction I have been getting with the international partners in Beijing. I feel that [they] are very dedicated to this project and show a genuine interest in it." Another student explained, "These applications helped show how although we might have different cultures, the technology helps us learn more about others and shows how we actually have more in common with them than we originally thought."

The authors are at Purdue University in Indiana.

This excerpt is from *International Journal of Designs for Learning* 1 (1): 21-39. Same title as this article. Read it at http://www.aect.org/. Full access may require regular AECT membership.

Calls for Papers, Proposals, and Participants

Call for Papers. Got a Hot Topic? A burning issue? A philosophical musing? Air your thoughts in a white paper for AECT directed at our field or our world. For more information please go to: http://aect.org/publications/whitepapers/.

Call for Participants. The PacifiCorp Design and Development Award Competition is accepting team and mentor assignments. *First round of submissions deadline is April 15, 2011.* For detailed guidelines, the problem statement, and the competition timeline, please visit the competition website: http://www.aect.org/pacificorp/.

Call for Student Projects. The International Student Media Festival is gearing up for 2011. See the article on page 3.

ISMF Heads to Jacksonville in November

Jacksonville, Florida, is the site for this year's International Student Media Festival, November 10-12. Students, parents, teachers, media specialists, and other educators are invited to attend, whether they submit a media project or not.

Participants do not need to be expert media producers or even know anything about media production.

The festival will feature workshops, field trips, a student producer showcase, networking opportunities, an awards ceremony, and many other events.

ISMF honors students who are successfully harnessing the power of media production and encourages educators and youth leaders to incorporate media production into educational experiences.

Projects may be submitted through May 31. International projects will be admitted until June 30 to accommodate differing school schedules. Check the website at right for full details.

The entry fee for a project that is readily available for judging is $22, such as projects accessible online or that have been converted to a video file format and uploaded to the ISMF video portal. The entry fee for a project submitted on a CD or DVD is $30.

Find out more about the **International Student Media Festival** online: http://www.ismf.net/.

Study Looks at Anxiety, EFL, and the Internet

Selami Aydin

Doubtlessly, the efficient use of the Internet as a communication and interaction environment and as a material source in foreign language learning is directly and closely related to the anxiety levels of learners since anxiety as an affective state seems to affect the learning process.

Hence, the study focuses on the level of Internet anxiety among foreign language learners as well as the relationship between Internet anxiety and certain variables: age, gender, grade, place of accommodation, parents' jobs, the amount of money spent in a month, foreign language proficiency, the types of high schools, duration of Internet use a day, Internet familiarity in years, information level on the Internet, the frequency of Internet use in hours, the places of Internet use, and computer ownership, Internet connection ownership, and Internet instruction.

The scope of the present paper is limited to the investigation of Internet anxiety among EFL learners but not its effects on achievement and proficiency in the language learning process.

The results of previous studies demonstrate that Internet unfamiliarity, low levels of Internet self-efficacy and apprehension towards communicating via the Internet are among the sources of Internet anxiety. Furthermore, a review of related literature shows that Internet anxiety is significantly correlated with gender, attitudes, perceptions and particular emotions of participants. The sample group of this study consisted of 115 EFL learners. In order to collect data, a background questionnaire and the Internet anxiety scale were used. The collected data were used to provide a descriptive and correlational analysis to address the research questions.

Two main results were obtained from the study. Firstly, the Internet is not an anxiety source among EFL learners. However, the situations in which learners have to use the Internet may provoke Internet anxiety. Secondly, some variables affect the anxiety level of EFL learners who do not suffer from Internet anxiety under normal circumstances. One of these variables is that females feel more uncomfortable when they use the Internet than males do. Moreover, computer and Internet connection ownership and Internet instruction decrease the level of Internet anxiety and fear of making mistakes when using the Internet.

Apart from these, there are some other factors that make learners calmer, more comfortable and less worried when they use the Internet; these include the duration of Internet use a day, Internet familiarity in years, and the information level on the Internet.

Selami Aydin is assistant professor in the English Language Teaching Department at Balikesir University in Turkey.

Excerpted from "Internet Anxiety among Foreign Language Learners." *TechTrends* 55 (2): 46–53. Read at http://www.springerlink.com/. Full access requires regular AECT membership.

Research Roundup

AVG "Digital Diaries" Study Reveals Children's Technology Skills

AVG, the global Internet security company, produced a study in 2010 that sheds light on the technology skills of young children and may make curriculum developers, policy makers, classroom teachers (and parents) sit up and take notice. A research series, called "Digital Diaries," periodically has looked at questions of mobile phone use, computer game playing, and other uses of commonly available technology by two- to five-year-old children.

The most recent study in this series polled 2,200 mothers with Internet access and with children ages two to five years in the United States, Canada, the EU5 (U.K., France, Italy, Germany, and Spain), Japan, Australia, and New Zealand. Among the key findings:

- More small children can play a computer game than ride a bike; 58 percent of children know how to play a "basic" computer game. For the U.K. and France that jumps to 70 percent. Even 44 percent of two- and three-year-olds have the ability to play a computer game. By comparison, only 43 percent of the two- and three-year-olds can ride a bike.
- More children in the study age group play with a smartphone application (19 percent) than can tie their shoelaces (9 percent). Almost as many two- to three-year-olds (17 percent) can play with a smartphone application as four- to five-year-olds (21 percent).
- More small children can open a Web browser (25 percent) than swim unaided (20 percent).
- There is no technology gender divide between young boys and girls. As many boys (58 percent) as girls (59 percent) can play a computer game or make a mobile phone call (28 percent boys, 29 percent girls).
- Mothers age 35 and older are slightly better at teaching their children "life skills." For example, 40 percent of toddlers with mothers aged 35+ can write their own name compared to 35 percent of toddlers with mothers age 34 or younger.
- European children in the study led their U.S. counterparts in knowing how to make a mobile phone call (44 percent in Italy versus 25 percent for the U.S.), playing a computer game (70 percent U.K. versus 61 percent U.S.) and operating a computer mouse (78 percent France versus 67 percent U.S.)

For more about this study, visit the AVG website: www.avg.com.

JFK Library Pioneers Digitization Among U.S. Presidential Collections

In 2006 the John F. Kennedy Presidential Library launched a first-in-the-nation initiative to digitize its holdings and thus make its vast collection accessible over the Internet. Now, some five years on, substantial progress has been made, providing a treasure trove for researchers, teachers, and students eager to delve into original documents, photos, and videos from the Kennedy era.

The project, called "Access to a Legacy," has been a public-private collaboration between the library and the John F. Kennedy Library Foundation. Goals include digitizing millions of holdings and making them available to researchers worldwide.

According to the library website (www.jfklibrary.org), to date, "staff have digitized, described, and made available three entire textual collections or subcollections, which included photographic and audio components (the President's Office Files, the White House Central Chronological Files, and the John F. Kennedy Personal Papers); one collection of audio files (the White House Audio collection); one moving image collection (the White House Film collection); one collection of museum artifacts (the State Gifts); and a portion of the White House Photograph collection, which consists of more than 35,000 photographs.

Member Access Publications

Educational Technology Research and Development
Bimonthly
ISSN: 1042-1629 (print)
ISSN: 1556-6501 (electronic)
Journal no. 11423
Springer US

TechTrends
Bimonthly
ISSN: 8756-3894 (print)
ISSN: 1559-7075 (electronic)
Journal no. 11528
Springer US

Instructional Science
An International Journal of the Learning Sciences
Bimonthly
ISSN: 0020-4277 (print)
ISSN: 1573-1952 (electronic)
Journal no. 11251
Springer Netherlands

NEW
International Journal of Designs for Learning
Quarterly
ISSN: 2159-449X (electronic)
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