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The Only Thing We Have to Fear Is...120 Characters

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(Editor's note: See full text for reference citations.)

As former classroom teachers, we knew one thing our students would bring to class every day. Was it their books? No. A pen and paper? No. Homework assignments? No. The one item our students always had with them was their cell phone. In fact, 84% of teens between the ages of 15-18 have a cell phone, and 85% of them use their cells for text messaging. On average, teens send 2,272 texts per month and 70% of teens use texting for school work. Based on the classroom observations of the authors, commentary in the media and a

review of literature, cell phone use by teenagers in school has created a number of concerns for educators: the use of textese (an abbreviated form of English usually used during texting), cheating, cyberbullying, and sexting (a portmanteau of the terms *sex* and *texting*, the act of sending sexually explicit texts or pictures primarily via cell phones). As a result of these concerns about the potential misuses of cell phones, 69% percent of American high schools now have bans on their use or possession on school grounds. Although these fears are not completely without merit, they are largely based on anecdotal evidence and ignore the fact that while cell phones may make it easier for students to engage in certain inappropriate behaviors, they are not the cause of

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This article is excerpted from *TechTrends*, vol. 56, no. 1 (Jan/Feb 2012), pp. 19-33. Read the full text by logging in at <http://aect.org> and clicking on Publications.

CALL FOR PAPERS

Check out calls for papers, proposals, and participants. Get involved.

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JOURNALS

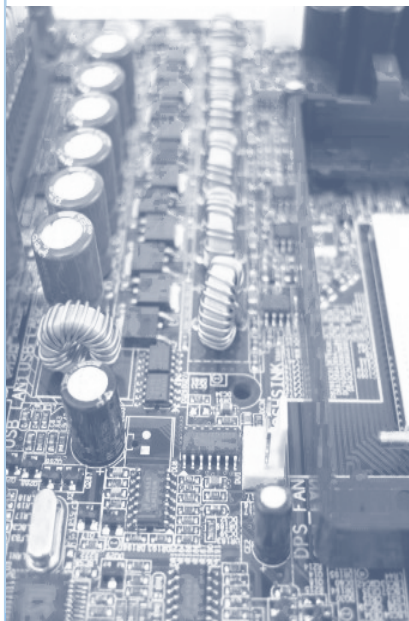
Members have instant online access to a wide variety of journals.

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RESEARCH

The topic this month is libraries going digital.

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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 Proposals. Need funding to develop a research proposal? Consider applying for a Collaborative Research

Grant. The purpose of the grant is to provide monetary support to enable association members to develop research project proposals that include active collaboration among researchers, research institutions, and AECT. Information is available on the homepage at: <http://aect.org/>.

Spotlight on the ect Foundation

The Educational Communications and Technology (ect) Foundation is a nonprofit organization for charitable and educational purposes that has made a substantial commitment in support of AECT. These purposes reflect the belief that instruction can be improved with new systems for learning and with assessment of techniques for the communication of information. In addition to awarding scholarships, internships, and fellowships, the foundation funds leadership-training programs for AECT.

A sixteen-member Board of Trustees governs the foundation. The board elects trustees for three-year terms of office. They are responsible for foundation activities,

including development and administration of supported programs, solicitation of contributions, and management of funds. The executive committee monitors the foundation's funds between semi-annual meetings to ensure appropriate and legal compliance with donors' wishes.

For more information go to: <http://ect.net/cms/>.



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Capturing Teacher Students' Emotional Experiences in Context: Does Inquiry-Based Learning Make a Difference?

Topi Litmanen • Kirsti Lonka • Mikko Inkinen • Lasse Lipponen • Kai Hakkarainen

What do students actually feel and experience in the university classroom?

In the present study teacher students' contextual learning experiences were examined longitudinally in authentic study environments using the contextual activity sampling system, a means of mobile-supported experience sampling. The students' (n = 9) experiences were first recorded during a two-week period in their first year of study. The same measurements were repeated again for a two-week follow-up in the second year, accompanied by interviews before and after the follow-up. The first year of study consisted mostly of lectures and ordinary small-group work, whereas the second measurement period ran parallel to the completion of an intensive inquiry-based project, which was the focus of the present study. A multivariate analysis of variance revealed that studying during the inquiry-based period produced stronger experiences of being challenged as well as negative affects than the teacher-centered period. The participants' experiences

of competence, commitment and positive affects did not differ during the two periods. However, interview data indicated that the participants enjoyed the inquiry-based period and that the work was intensive. Contextual data and interviews were also used to describe students' experiences during one particular study session during the inquiry-based project. The results suggest that negative affects may be an essential part of the process of gradually learning to take responsibility for both individual and collaborative learning processes. Possibilities for using experience-sampling methods to analyze collaborative learning are also discussed.

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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 effective 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.

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these behaviors. Furthermore, these fears have blinded school stakeholders to the instructional benefits of utilizing cell phones in the classroom. The purpose of this paper is to: (a) explore the veracity of each of these fears as well as the culpability of cell phones in these aberrant behaviors and (b) present the instructional benefits to be gained by allowing cell phones in the classroom.



Instructional Benefits

The ban on cell phones ultimately hurts students by denying them access to inexpensive computing. Today's smart phones are portable, pocket-sized computers that have a number of features with the potential to support instructional practices. For example, cell phones can be used in the classroom for content creation, student-centered learning, collaboration, authentic learning, and differentiation of instruction. Additionally, cell phones can be used for assessment and reflection. One of the most important instructional benefits provided by the portability of cell phones is their support of anywhere/anytime access to course material. Cell phones provide interaction and communication with teachers and peers, which promotes a more active and continuous learning environment, facilitates the building of a learning community, provides feedback and increases student motivation. Students have reported that cell phones allow them to multitask by giving them the ability to access course material, conduct research via the Internet, and communicate with peers and teachers in what could otherwise be periods of dead time—for example while they are riding on the bus, waiting to be picked up from school, or at an appointment.



Teachers, administrators, and school boards are afraid that students are using their cell phones for textese, cheating, cyberbullying, and sexting. These fears are not without merit. However, the argument for allowing cell phones in the classroom can be summarized by two Latin phrases. The first is "cum hoc ergo propter hoc" or correlation does not imply causation. Although some students do use cell phones inappropriately, cell phones are not the cause of these behaviors. The second is "ex abusu non arguitur ad usum"—the abuse of a thing is no argument against its use. Instead of banning cells in the classroom, teachers and administrators in schools should be modeling the moral and ethical use of cell phone technology while harnessing their computing power to support sound pedagogical instruction.



Louisville This Fall – October 31-November 3

Learning in the Age of Globalization

The AECT International Convention supports the association's members' efforts to improve our collective professional knowledge by bringing together participants from around the world who offer practical applications, high-quality research, hands-on workshops, demonstrations of innovative approaches, and news of developments in learning, instruction, and performance technologies.

You are invited to attend the 2012 AECT International Convention in Louisville, Kentucky. Share your expertise and knowledge with your peers, with those new to the field, and with professional practitioners and researchers representing various disciplines.

This year's convention theme is Learning in the Age of Globalization. "Global citizens," according to researcher Yong Zhao, "must be able to competently negotiate cultural differences, manage multiple identities, comfortably interact with people from different cultures, and confidently move across cultures as well as the virtual and physical worlds."

Converging Web, mobile, and social technologies have generated a level of communication and interaction never before possible. In the Age of Globalization, how are these tools being used to enhance learning and prepare students and their organizations to succeed in a global society?

Mark your calendar for this important event.

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

International Journal of Designs for Learning

Quarterly
ISSN: 2159-449X
(electronic)
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Journal of Applied Instructional Design

Quarterly
ISSN: 2160-5289
(electronic)
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Research Roundup

Libraries Going Digital Is a Growing Trend

When does a wave become a tsunami? The wave, in this case, is libraries going digital. Most libraries have increased their digital holdings in recent years, but some are going all the way.

One example is the Fisher-Walker Library at Cushing Academy, a private coed secondary school in Ashburnham, Massachusetts. Founded in 1865, the school took a giant leap into the 21st century in 2009 by replacing its 40,000 books with electronic sources. According to Tom Corbett, the library's executive director, as quoted in *T.H.E. Journal* (October 19, 2011), "We wanted to create a library that reflected the reality of how students conduct research and that fostered what they do." Corbett went on to say, "We needed a facility that went beyond the 'stacks' and embraced the digital future."

Student research today almost universally begins in the digital environment, whether the students are in high school or grad school. And Wikipedia—yes, Wikipedia!—is often the go-to first step. As one college student, quoted in the Progress Information Literacy Progress Report*, put it, "Wikipedia is my presearch tool" (p. 12). Just how ingrained Wikipedia has become in our lives was brought home to many in January 2012, when the site shut down for 24 hours to protest two anti-piracy bills then moving through the U.S. Congress and subsequently stalled.

Digital libraries and digital research are topics of international, cross-disciplinary interest. Thus a couple of enterprises merit mention. One is the Digital Curation Centre (DCC) in the United Kingdom, which serves as a resource of expertise in curating digital research data. DCC defines digital curation as: "organising and preserving digital information so it will be available for future use. Effectively curated research data can be better shared among the wider research community, enhancing the long-term value of your work"

(www.dcc.ac.uk). DCC hosts an International Digital Curation Conference (IDCC) annually, most recently in Bristol, December 5-7, 2011.

Another effort is the World Digital Library (WDL). According to its website (www.wdl.org), the WDL was developed by a team at the U.S. Library of Congress, with contributions by partner institutions in many countries; the support of the United Nations Education, Scientific, and Cultural Organization (UNESCO); and the financial support of a number of companies and private foundations. WDL makes available on the Internet, free of charge and in multilingual formats, significant primary materials from countries and cultures around the world. The principal objectives of the WDL are to:

- Promote international and intercultural understanding;
- Expand the volume and variety of cultural content on the Internet;
- Provide resources for educators, scholars, and general audiences;
- Build capacity in partner institutions to narrow the digital divide within and between countries.

Navigation tools and content descriptions are provided in Arabic, Chinese, English, French, Portuguese, Russian, and Spanish. Many more languages are represented in the actual books, manuscripts, maps, photographs, and other primary materials, which are provided in their original languages.

Going forward, it is likely that digital, internationally accessible resource collections will far surpass traditional library use for student and scholarly research—if, indeed, they have not already done so.

*Alison J. Head and Michael B. Eisenberg. (2009). *Finding context: What today's college students say about conducting research in the digital age*. University of Washington.