



## A Cross Cultural Perspective on Information Communication Technologies Learning Survey

Hale Ilgaz, *Ankara University, Ankara, Turkey*

Sacide Güzin Mazman, *Uşak University, Uşak, Turkey*

Arif Altun, *Hacettepe University, Ankara, Turkey*

As technology develops, the storage of and access to information is also transforming. Information, once accessed via printed material and then transferred onto digital media such as computers, CD-ROMs, and DVD-ROMs, has now become accessible anywhere and by everyone over the Internet. One of the challenges learners and teachers face is to what extent their information seeking behaviors are shaped by the Internet, and to what extent their information sharing behaviors change with the introduction of social media tools.



This article is excerpted from *Technology, Knowledge, and Learning* 20:159-168 (2015). Read the full text by logging in at the AECT website, <http://aect.org/>, and clicking on Publications.

In the present paper, researchers adapted a scale developed in the U.S. for the Turkish context and identified the Internet usage of participants in Turkey. In this paper, the theoretical framework on which this survey was based and the related research will be described. Then, the research methodology will be described. Finally, findings and conclusion will be presented.



The goal of the ICTL survey scale is to determine how students use ICT tools with respect to educational information seeking and sharing. The scale contains 15 items and two factors: Information Seeking and Online Information Sharing. The scale is a 5-point

continued on page 4

### CALL FOR PAPERS

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

Page 2

### JOURNALS

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

Page 5

### ISSUES IN FOCUS

The column this month highlights public attitudes toward testing.

Page 6

AECT  
has a new logo!



Look for the new logo to begin appearing on AECT publications over the next few months.

The official implementation date is January 1, 2016.

**Association for  
Educational  
Communications and  
Technology**

320 West 8th Street  
Suite 101  
Bloomington, IN 47404-3745

U.S. Toll-Free:  
877-677-AECT

Local Phone:  
812-335-7675

Email:  
aect@aect.org

Website:  
<http://aect.org/>

**ITECH DIGEST**  
Copyright © 2015  
Association for Educational  
Communications and  
Technology

## Calls for Papers, Proposals, and Participants

**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 at <http://aect.org/>.

**Call for Papers.** The AECT flagship practitioner journal, *TechTrends*, is seeking manuscript submissions, including from international and newer authors. For more information, see the Instructions for Authors online by clicking on Publications on the AECT website: <http://aect.org/>.

AECT's premier research journal, *Educational Technology Research and Development (ETR&D)* also welcomes submissions on topics of interest from new and experienced researchers.

**Call for Speakers/Writers.** Looking for a keynote speaker or someone to write for your publication, or want to be that speaker or writer? Please check out the AECT Speakers/Writers Bureau at <http://aect.org/>.

**Call for Manuscripts.** AECT, in collaboration with Springer, has announced a new series of books and monographs under the title, "Educational Communications and Technology: Issues and Innovations." The series will extend AECT's ongoing publications with Springer and offer the Springer Briefs innovative format to AECT authors and contributors. More information for potential authors at <http://aect.org/>.

**Call for Videos.** "We Are AECT" is an opportunity to share how members define AECT. What's your "elevator speech" description of AECT? Think of this project as making your "elevator video," 3-5 minutes (or shorter, 15-60 seconds), something you might share on your smartphone with a new colleague who asks, "What's AECT all about?" Complete directions can be found at <http://aect.org/>.

**Call for Policy Briefs.** AECT has created an series of policy briefs that set out association policies for reference by lawmakers and other policy makers. Consider drafting a policy brief. More at <http://aect.org/>.

## The Use of eReaders in the Classroom and at Home to Help Third-grade Students Improve their Reading and English/Language Arts Standardized Test Scores

Craig D. Union, Lori Walker Union,  
*Lawrenceville, Georgia*  
and Tim D. Green  
*California State University, Fullerton*

In light of the potential of eReaders and eBooks to support the development of reading skills, our research focused on millennial students applying their twenty-first-century skills with a portable technology intervention in a nontraditional manner. Twenty-five students used Nook Simple Touch eReaders (black and white versions with added note and dictionary look up functions) and associated eBooks, both in the classroom and at home to complete Reading and English/Language Arts lessons called Nook Assignments that focused on Common Core standards. We conducted a study that was designed to determine whether this specific portable technology intervention would improve student performance.



Electronic books have shown the ability to engage students and motivate them to read. When motivated students are engaged in reading, their reading comprehension and achievement as well as their vocabulary improve. Thus, portable technology interventions seem able to significantly improve student performance in K–5 learning environments....

Based on the integrated whole of triangulated data that constituted our research results, we conclude that the use of eReaders in the classroom and at home by third-grade students, when integrated with the everyday lessons provided by classroom teachers, can



contribute to improving student reading performance. As such, we encourage the use of eReaders in the classroom and at home in order to help teachers use nontraditional methods and tools to improve student reading and E/LA performance. However, we cannot definitively assert that the use of eReaders in the classroom and at home alone improves student reading and E/LA performance. More research will be needed to affirm that proposition. We can, however, say that the use of eReaders in the classroom and at home did not lower reading and E/LA CRCT scores or cause student performance to decline over the course of this study.

The study also revealed that the portable technology applied for the study withstood the rigors of being used by third-grade students. Finally, it was discovered that having buy-in and support from the principal; daily support from a technology-savvy teacher who encouraged, enforced, supported, and most of all understood the vision of using this portable technology intervention; and parental involvement and support at home with student assignments and homework contributed to the improvement in student performance that we observed.

---

This article appears in *TechTrends* 59(5):71-80 (September/October 2015). Please read the full article by accessing Publications through the AECT homepage at <http://aect.org/>.

**iTECH DIGEST** is published quarterly by the Association for Educational Communications and Technology.

Robert Branch  
President

Phillip Harris  
Executive Director

Donovan R. Walling  
iTECH DIGEST Editor



#### **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.

### **A Cross Cultural Perspective...continued from page 1**

Likert scale, ranked from “1-Strongly disagree” through “5-Strongly agree.” ... At the end of the survey, a demographic question section was added. The items in this section included grade, gender, age range, and personal Internet usage and purposes. Students were asked to indicate their Internet usage patterns from 1 (very little) to 3 (very frequently) and their Internet use from 1 (once a week) to 3 (every day).... A total of 143 participants from various universities and departments in Turkey took part in the study.



This study found that information sharing score’s who use Internet “often” for area of interests was higher than who use “rare” or “seldom” for area of interest. However there were no significant differences between using homework and projects or for personal works. We can comment on this result from the point of informal and formal context. Using Internet for homework and projects and also for personal works can be seen in one sense as a formal process. On the other hand using Internet for area of interests is a totally informal process. Mills et al. suggested that information sharing and information seeking can be viewed as foundational components facilitating the shift in emphasis from formal to informal learning in the digital age. In further research the information searching and information seeking process can be examined in depth for formal and informal environments.

Since technology is developed rapidly, information seeking and sharing is not limited to web search on PCs or notebooks. Noticeably a large number of people have mobile devices with Internet and kinds of applications, e.g. mobile phones and tablets with social media applications. Information sharing and information seeking behavior can also be related with mobile device use and social network use. Future studies can investigate: how people seek or share information on mobile devices, which mobile applications do they use when they seek or search (Wikipedia, Facebook, Twitter, google search), do their information seeking and sharing behavior differs in mobile environments?

*Editor’s note:* Reference citations have been omitted from this excerpt. Like most excerpts, this one cannot do justice to the full study. Readers are advised to consult the full text online.



## Member Access Publications

### *Educational Technology Research and Development (ETR&D)*

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*

Semiannual  
ISSN: 2159-449X  
(electronic)  
AECT

### *Journal of Applied Instructional Design*

Semiannual  
ISSN: 2160-5289  
(electronic)  
AECT

This is a partial list. Please visit the AECT website <http://aect.org/>, log on, and click on Publications for instant access to these and many other resources.

### Don't Miss It!

## Indianapolis Convention Promises To Be a Winner



AECT is shooting for record attendance again this year for the International Convention, November 3-7, in Indianapolis, Indiana.

Dr. Gráinne Conole, University of Leicester, has been tapped to deliver the keynote, titled “Slow and Fast Learning with Contemporary Digital Technologies.”

In addition to exciting, informative, and innovative workshops and a variety of sessions on a wide range of topics, convention goers will have options to explore Indianapolis. Tour destinations include the Indiana Historical Society Museum, the world-renowned Children’s Museum of Indianapolis, the Indiana Art Museum, and the Indianapolis Motor Speedway, home of the famed Indy 500.

The convention is AECT’s premier professional development event—and the many sessions, receptions, and other activities offer a wealth of opportunities to network with colleagues from around the world.

Early registration discounts are available prior to the November 3 deadline. And don’t forget to reserve your room at the Hyatt Regency Hotel, located in the heart of Indianapolis’ vibrant downtown. Find out more and register today at <http://aect.org/>.

*Issues in Focus*

## “Testing Doesn’t Measure Up for Americans”

September saw publication of the 47th Annual PDK/Gallup Poll of the Public’s Attitudes Toward the Public Schools under the headline, “Testing Doesn’t Measure Up for Americans.” Respondents to the annual poll came down heavily in favor of student engagement and whether students felt hopeful about their future as better factors to consider when evaluating schools than using standardized test scores.

The national pushback against the current ethos of test mania in the United States is gaining momentum, and this poll offers compelling evidence.

Americans agree (64%) that there is too much testing in schools, though parents are still reluctant when it comes to allowing their children to be excused from testing. Opinion is divided: 41% say, yes, parents should be allowed to excuse their child; 44% say no. And only 31% say, yes, I would excuse *my* child.

Part of the value of the annual poll comes from its longevity. In 1970 respondents (75%) wanted students to take national tests so that their educational achievement could be compared with students in other places. As standardized testing has proliferated, however, public support has eroded.

A majority of respondents (some eight in ten) now believes that how engaged students are with their schoolwork and their level of hope for the future are important measures of school effectiveness. Fewer rated the percentage of students attending college or getting a job right after high school as very important, and only 14% rated test scores as very important, making that item the last in the list.

Sixty-four percent of respondents said there is too much emphasis on standardized testing, while only 7% said there was too little emphasis. Moreover, when asked what ideas were most important for improving the public

schools, testing came out last in a list of five options. Testing came out last again when respondents were asked to choose from four approaches that would provide the most accurate picture of a student’s academic progress. Ahead of testing in the list, in order, were examples of the student’s work, written observations by the teacher, and grades.

Respondents opposed (55%) using students’ test scores in the evaluation of teachers. They also opposed (54%) having teachers use the Common Core State Standards to guide what they teach.

Standardized testing has become a default evaluation system for students, teachers, administrators, schools, and whole districts—uses for which tests were not designed and should not be used. Regardless of how ill-conceived this default evaluation system is, it has been politically expedient. But it will remain so only as long as a docile public is willing to accept such misuse as legitimate. Now, it seems, the tide of public opinion, once little informed but increasing more aware, is turning. Mass testing is no longer viewed as legitimate, its uses and abuses are being noted, and public pushback is growing.

The opportunity this movement presents to educators is potentially enormous. If not testing, then what? There is a void opening up that educators can position themselves to fill. Attention now needs to be focused in the schools, in the universities, among teachers, and among instructional designers on how best to assess learning and education effectiveness using viable, legitimate alternatives to mass testing. Never before has this field been so ripe for development.

---

*For the full PDK/Gallup poll report, download the file at [pdkpoll.org](http://pdkpoll.org).*