



Association for Educational  
Communications and Technology

# iTECH DIGEST

International Electronic Newsletter

*Linking Research and Practice to Improve Learning*

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

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

### Issues in Focus – Page 6

The column this month highlights ESSA, the successor to NCLB.

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iTECH DIGEST

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Association for Educational  
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## Developing Educational Materials About Risks on Social Network Sites: A Design-Based Research Approach

Ellen Vanderhoven, Tammy Schellens, Ruben Vanderlinde,  
and Martin Valcke  
*Ghent University, Belgium*

In cyber society, new participatory communication platforms are currently rapidly evolving. Social network sites (SNSs) are an expression of these new communication technologies. SNSs are basically Internet communities which allow individuals to interact online through profiles representing their identities and their networks of connections.

Although many authors have emphasized the numerous opportunities which SNSs offer, many risks have been reported as well. This gives cause for concern with researchers and policy makers.

Although these researchers and governments agree that educating children about online safety is an important future challenge, the initiatives coupled with the organization of this type of education are not evidence-based....

This article is excerpted from *Educational Technology Research and Development*, published online December 10, 2015. Read the full text by logging in at the AECT website, <http://aect.org/>, and clicking on Publications. Please note that all citations have been omitted from this excerpt.

The current article aims at proposing validated design principles which can be adopted by future developers. To pursue this goal, a design based research approach is presented that fills the gaps found in previous studies on this topic.



*continued on page 4*

## Bring Your Own Device: Parental Guidance (PG) Suggested

Derick Kiger  
Oconomowoc Area School District  
Dani Herro  
Clemson University

Bring Your Own Device (BYOD) programs are on the rise. Driven by the popularity of mobile computing and the dilemma of providing students greater access to technology within increasingly tighter budgets, the initiatives are fueled by predictions that students own and can bring their devices to school. Norris and Soloway (2011) point to three principles driving BYOD's success: the hyper-connected nature of students, affordability of devices, and global use of smartphones. Schools, notorious for banning cell phones and student-owned equipment, are now faced with a host of issues surrounding pedagogy, responsible use, adequate broadband and Wi-Fi, policy changes—and even theft, when implementing BYOD. Another important factor from our perspective, parental support and guidance of BYOD initiatives, is not sufficiently addressed in the literature. This study addresses this research gap.



### Discussion

The prevalence of student mobile technology creates an opportunity for schools to leverage these devices for instructional purposes. Parents make significant investments in their child's personal technology and are key stakeholders in school use. This study examined variables associated with a parent's decision to allow his/her student to bring personal technology devices to school for educational purposes. Parental guidance regarding BYOD implementation was also solicited.

### Key Findings

1. Most students had access to a variety of



technologies at home including high-speed Internet, a wireless home network, and a mobile device like a laptop computer, smartphone or iPod device.

2. Most parents (56.2%) permitted their child to BYOD. Significant BYOD predictors included the student's home mobile technology index score (+), overall school rating (+), school technology rating (-), and whether the student was at the intermediate/high school level. Parent education (+) was also a significant predictor of BYOD.

3. High school students brought smartphones, laptops, and iPods to school at a greater than expected frequency while elementary students favored Kindles/e-readers.

4. Parents viewed BYOD benefits in the form of improved accessibility to Internet resources and digital tools. However, concern was expressed about device equity, security, classroom distraction, and appropriate use.

5. Parents suggested making school-owned devices available to students who do not have a personal device, secure storage options for students who bring their technology to school, a robust wireless network, and appropriate use guidelines.

This article appears in *TechTrends* 59(5):51-61. (September/October 2015). Please read the full article by accessing Publications through the AECT homepage at <http://aect.org/>. Citations omitted.

## NOTES & NEWS

Please visit the AECT homepage for details and links.

### CERTIFICATE ENDORSEMENT

AECT offers an endorsement for non-degree academic certificate programs in the field that are rigorous and aligned with AECT standards.

### LEGENDS AND LEGACIES

This program is an association-wide endeavor to help preserve our history by creating a searchable archive of video interviews with many of our leaders of our field.

### SUMMER RESEARCH SYMPOSIUM

"Educational Technology and Narrative: Story and Instructional Design" is the theme. Plan now to be in Bloomington, Indiana, July 20-21, 2016, for this important AECT leadership event.

## 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? Check out the new 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 Technolo-

gy: 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 a 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/>.

**Don't miss the Call for Proposals for the AECT International Convention in Las Vegas, Nevada, October 17-21.**

**See the article on page 5 for details.**



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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.

### Developing Educational Materials...continued from page 1

During the first phase of the research, it was found that while teenagers face certain risks on SNSs, and school attention for the topic is beneficial, existing materials needed to be adapted and evaluated. Consequently, new materials have been developed in a second phase of the study, based on different theoretical principles. Thirdly, five iterative cycles of implementation, evaluation and revision revealed important characteristics of effective educational materials that both increase the awareness about risks on SNSs and decrease unsafe behavior. Based on these five iterations a final effective practical solution was developed and four context-sensitive design principles were formulated.

When evaluating the design-based research approach, several typical characteristics were shown to be important. For example, it was the iterative nature that enhanced the effectiveness of the materials, while the collaboration among researchers and practitioners made it possible to find a balance between the teachers' needs and the theoretical design principles (i.e., a short-term intervention which satisfies needs of teachers appears strong enough to have an impact), which maximizes the possibilities for dissemination.

Moreover, the theoretical design principles that were formulated have a predictive value to inform future designers. This predictive theoretical contribution is often lacking after the development of interventions. We should however acknowledge the sensitivity to the specific context of the design principles, which jeopardizes the external validity of the implications. Therefore, future research can shed light on the specific contexts in which these design principles are valuable. For example, it has been stated that individual reflection is especially important in this context, since the undesirable unsafe behavior on SNSs is strongly reputation-related. This means that the same principles may also work for different types of behavior, typically tackled in other prevention campaigns, such as smoking, drug abuse or aggressive behavior. Ideally, an experimental manipulation comparing two of these interventions, with and without collaborative learning, would demonstrate this. The same holds true for all other context specific design principles that were put forward: future research should reveal the generalizability of these principles. This further research can lead to a sound theoretical base for the development of a broader intervention field, such as prevention or online safety, a result of design-based research that has been shown before in the field of computer-supported collaborative learning.

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*Editor's note:* 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)

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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.



Get ready for October 17-21!

## Answer the Call: Convention Proposals Due February 1

This year's convention theme is *Learning from Las Vegas*. The goal of the convention is for all participants to *learn* from the experiences and activities of the convention, enriching their lives and their professional skills. Of particular interest this year is a focus on **creativity**—creativity in teaching, research, and in design as it is applied to the field of educational technology. We are creating in our research and the development of new knowledge; sharing that new knowledge is central to the AECT International Convention.

AECT represents the practicing professional, the emergent professional, iconic contributors to our field, and the contemporary leaders of our field. The broad applications of our profession within a variety of dynamic settings (including global ones), challenge us to modify and expand our approaches to instructional design, learning, and how we define our community.

AECT's mission includes "promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings." The AECT International Convention provides a unique opportunity for the sharing of research and experiences as we strive to advance our field and develop future leaders within the profession.

Online proposal submission guidelines and form are available at <http://www.aect.org/events/call/>.

## ESSA Reshapes Federal Role in K-12 Education

It began in 1965 as the Elementary and Secondary Act (ESEA), passed as part of U.S. President Lyndon Johnson's "War on Poverty." Reauthorization takes place, at least theoretically, every five years; and successive presidents have given various iterations their individual stamp. For President Bill Clinton it was the Improving America's Schools Act of 1994. For President George W. Bush it was the No Child Left Behind Act of 2001.

Now we have President Barack Obama's Every Student Succeeds Act of 2015. ESSA (P.L. 114-95) was signed by the President on December 10, 2015.

Like some of its prior iterations, the newest reauthorization was overdue by several years. This latest reauthorization should have come in 2007 but was abandoned for lack of bipartisan cooperation.

ESSA has been characterized as the first reauthorization since the 1980s to narrow the scope of federal involvement in elementary and secondary education. No Child Left Behind, the legacy of the G.W. Bush era, set what many viewed as impossible standards—and indeed many states and schools could not meet NCLB standards. Although the law was praised by some for holding states more accountable for providing adequately for poor and minority children's education, it was equally condemned for the increase in standardized testing that the law fostered.

ESSA shifts NCLB's accountability provi-

sions to the states, but students will continue to take annual tests between third and eighth grades. However, states will have broad discretion in terms of setting goals and deciding how to hold schools and districts accountable—and how to intervene in low-performing schools. States will need to submit their accountability plans to the Education Department, and the new ESSA plans would start in the 2017-18 school year.

Intervention resources had been available through the School Improvement Grant program, or SIG, which has had about \$500 million. Those

funds have now been consolidated in a larger Title I fund, which helps districts educate children in poverty. Most of the funds will go to districts, but states will decide whether to distribute the funds by formula, to everyone, or competitively.

Signing the new law, President Obama said, "With this bill, we reaffirm that fundamentally Amer-

ican ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will."

ESSA faces criticism, however, that its substance may differ only slightly from NCLB.

AASA, the School Superintendents Association ([www.aasa.org](http://www.aasa.org)) endorsed ESSA as the law moved through the approval process and provides information about changes from NCLB to ESSA.

