



Association for Educational
Communications and Technology

iTECH DIGEST

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Linking Research and Practice to Improve Learning

Volume 6, Number 3
Summer 2016

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

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The column this month looks at three bills in Congress that address student data privacy.

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The Effects of a Virtual Tutee System on Academic Reading Engagement in a College Classroom

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Poor student engagement has been recognized as a major problem observed in college classrooms. Low engagement in academic reading is a typical example. Reading in college often involves conceptually complex and sophisticated texts that demand deep-level processing by students. However, many do not seem to apply much effort in reading course materials. They often invest an insufficient amount of time in reading and attend class without having read their textbooks. Even among students who read their textbooks, many demonstrate a superficial level of reading by skimming the texts and using low-level reading strategies. These adverse reading behaviors imply that many college students do not enjoy reading course materials. Students often report negative affects toward academic reading such as displeasure and boredom.

In response to low reading engagement among college learners, researchers developed a web-based tutoring environment, the virtual tutee system (VTS), that places students in the role of tutor.



In this study, we collected both quantitative and qualitative data to adequately capture the dynamic nature of engagement in reading. Quantitative data were obtained via Likert-type surveys and qualitative data were collected through an open-ended survey and student interviews.... This study was conducted in an introductory educational technology course at a large public university in the southeastern United States. Participants were recruited from four sections of the course. Two different instructors taught the four sections.

This article is excerpted from *Educational Technology Research and Development* 64: 195-218, published online December 23, 2015. Read the full text by logging in at the AECT website, <http://aect.org/>, and clicking on Publications. Note that all citations have been omitted from this excerpt.

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A Framework for Open Textbooks Analytics System

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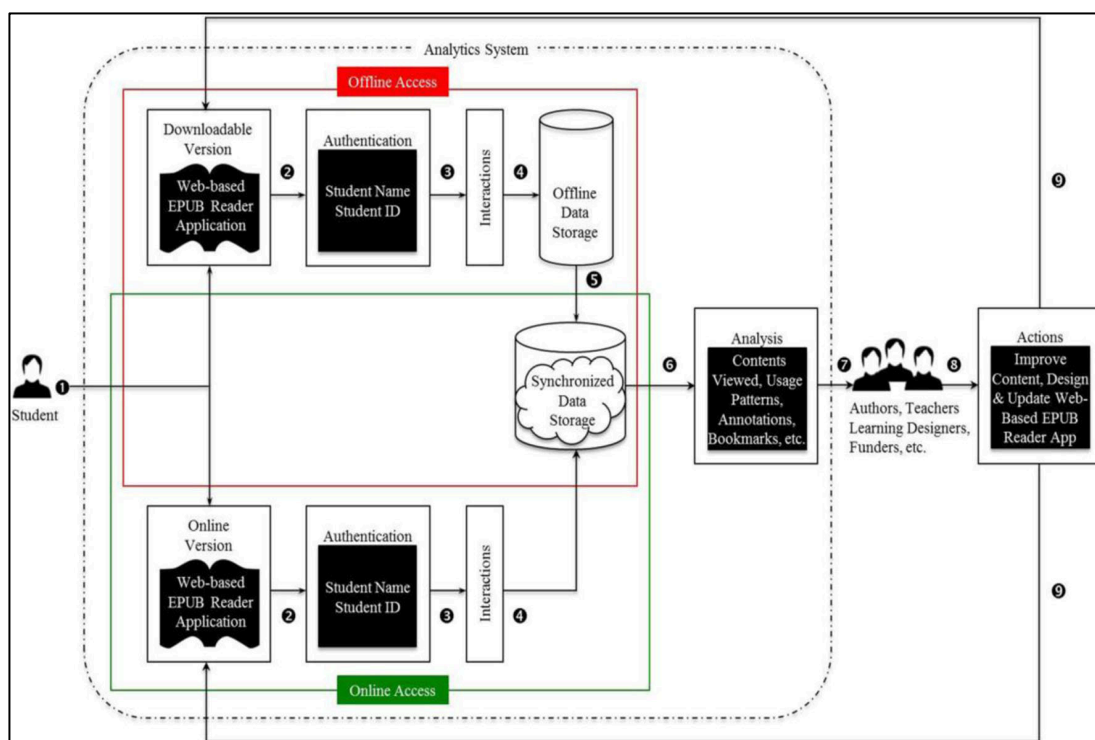
The pace of open textbook development is speeding up in comparison with conventional textbooks as open textbooks offer tremendous potential for lowering student course textbook costs while, most importantly, avoiding negative impact on students' learning outcomes. Many have cited open textbooks as an ideal alternative to expensive commercially published college textbooks, which, due to their high cost, are the bane of students' success. In essence, open textbooks are a subset of open educational resources, being similar to traditional textbooks in terms of content; however, they are generally available free of charge both in a variety of digital formats and low-cost print copies. Current demand for and production of open textbooks are growing exponentially as college students continue to feel dissatisfied with the cost/benefit ratio provided by textbook publishers.

Interestingly, in spite of the growing demand and enthusiasm for open textbooks and the large amount of money and time spent on their creation and development, little is known regarding exactly how deeply students engage with their open textbooks, or even whether they use them at all. Do students treat open textbooks differently than they do traditional textbooks? Are there aspects of "openness" besides access that benefit student

learning? The answers to these questions should provide useful new insights for all involved in open textbooks, as well as provide important insights in their evaluation and iterative improvement process.

Proposed Framework

[The figure] illustrates a holistic view of the proposed open textbooks learning analytics



framework, which could be used as a guide to implement open textbooks analytics system to gather data, analyze it, generate reports and enable actions. The framework is built to support textbooks in EPUB standards.

This article appears in *TechTrends*, published online April 26, 2016. Please read the full article by accessing Publications on the AECT homepage at <http://aect.org/>. Citations omitted. The article details the phases shown in the figure.

NOTES & NEWS

Please visit the AECT homepage for details and links, except as noted.

Coming Soon!

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.

Call for Papers

INTERNATIONAL SUMMER RESEARCH SYMPOSIUM

The HKAECT-AECT 2017 Summer International Research Symposium will be held at the University of Hong Kong, in June 2017. Organizers are inviting papers. See

<http://www.hkaect.org/hkaect-aect-2017/> for details.

CERTIFICATE ENDORSEMENT

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

Calls for Papers, Proposals, and Participants

Call for Contributions

AECT-Springer Online Major Reference Work, or MRW, offers theorists, researchers, and practitioners a unique opportunity to publish articles of substance in a "living" forum with the capacity to include interactive elements and to make ongoing modifications as new information emerges. Review the Call for Authors and consider developing a submission. The link is on the AECT homepage at <http://aect.org/>.

Call for Papers

The AECT flagship practitioner journal, *TechTrends*, is seeking manuscript submissions, including from international and newer authors. 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 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 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/>.

Read the latest AECT Policy Brief:

"Aligning the Purposes and Evaluations of New Technology in Schools."

Go to the AECT homepage to download, read, and share it.



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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.

Virtual Tutee System...continued from page 1

Discussion

The purpose of the study was to examine the effectiveness of the VTS for enhancing college students' engagement in academic reading. We compared students who used the VTS to those using an online reading guide by examining their reading motivation, engagement, and performance. Based on the theoretical foundation of and previous work on the VTS, we expected that students who used the VTS would be more likely to show greater reading motivation, engagement, and performance. The study findings yielded partial support for the effectiveness of the VTS.

Both reading guides and the VTS seem to have stimulated students' inclination to read. Both groups reported that they would have been less likely to read without the assigned activities. Having to produce some kind of output after reading (i.e., answering reading questions), students were more or less forced to complete the assignments. Indeed, students reported a higher controlled motivation than an autonomous motivation toward the readings. In addition, the findings from the Likert-type scales indicated that both groups were engaged to a similar degree in thorough reading and reading strategy use.

A few findings indicated a deeper reading engagement among VTS students compared to students who completed the reading guides. First, more students in the VTS group (73.6%) completed all four reading assignments as compared to those in the RG group (66.7%). Also, more students in the VTS group tended to acknowledge how the VTS had promoted their deep reading and thinking. In particular, several students commented on the effects of tutoring on their reading behaviors. Moreover, students in the VTS group performed significantly better on the reading assignments than did those in the reading guide group. In other words, students in the VTS group provided higher quality, more accurate answers on the reading assignments than did those in the RG group. Such higher performance in the VTS group implies that students in the VTS group engaged in a deeper level of information processing ("deep learning") as compared to students answering the reading guide questions....

In conclusion, the study findings demonstrate the potential of the VTS as a learning tool that promotes students' deep-level thinking. Although students in the VTS group did not show a greater autonomous motivation for reading nor a greater use of reading strategies, they still achieved a higher performance on their reading assignments than did those in the RG group. The study findings imply that the VTS facilitated students' deep cognitive processing of a text when completing the reading assignments. In particular, serving as a tutor seemed to encourage students to take the assignments more seriously and exert greater cognitive effort.

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.



*Westgate Resort and Casino, a Las Vegas landmark.
Site of the 2016 AECT International Convention.*

Make Sure to Submit Your Proceedings Paper

All sessions accepted for presentation at the convention are eligible for consideration for publication in the Proceedings, including poster sessions, concurrent sessions, keynotes, invited sessions, or panels. The Proceedings publishes only papers, not presentations, such as PowerPoint slides. Volume 1 will be *Proceedings of Selected Research and Development Papers*, and Volume 2 will be *Proceedings of Selected Instruction Papers*.

If you are also considering publishing your paper in *ETR&D* or *Quarterly Review of Distance Education*, inclusion of your paper in the Proceedings will not exclude it from consideration by those journals. AECT becomes the copyright holder once the Proceedings are published. Your submission indicates your agreement to this and that your paper is your original work and not in violation of copyright.

Proceedings submissions are due by September 30, 2016, to: Michael R. Simonson, Editor. For details and contact information go to:

<http://www.aect.org/events/proceedings/default.asp?clientid=>



Student Data Privacy Bills Moving Forward

The spring issue of iTECH DIGEST discussed the recent case regarding Apple's iPhone encryption software and policies and whether the FBI could order Apple to allow the agency the access it wants, in this instance to a terrorist's smartphone. This issue focuses on a different aspect of privacy: student data.

In 2015 eight federal bills were introduced that address aspects of student data privacy. According to the Center for Digital Education, only three are likely to move forward for consideration by the legislature.

The first of these bills is the Student Privacy Protection Act, a revision of the Family Educational Rights and Privacy Act of 1974 (FERPA). The act governs student records, and the update would recognize changes related to records in the Digital Age. The updates can be summarized as follows:

- Include student data from classroom technology in the definition of an education record;
- Forbid schools and third parties from using student data to market services to students;
- Spell out parental rights to see their children's records and opt them out of sharing directory information such as their name and date of birth;
- Increase security standards for student data;
- Be transparent about information schools can use for educational purposes;
- Give schools guidance;
- Require schools to hire a privacy official to govern student data use.

The two other bills are predicted to take longer to move through the Congress. The SAFE KIDS Act is designed to give the Federal Trade Commission (FTC) authority to enforce student data protections at the provider level and would prohibit providers from sharing or selling protected information.

The Student Digital Privacy and Parental Rights Act of 2015 would prohibit third-party service providers from advertising to students based on the online behavior. This bill was introduced by Representative Luke Messer (R-Ind.) and Jared Polis (D-Colo.).

Both of these latter bills build on work done by Messer and Polis in a working group that they put together in 2014 and which resulted in a Student Data Privacy Pledge signed by more than 200 companies. A number of the bill's provisions also stem from landmark legislation passed in California in 2014: Student Online Personal Information Protection Act (SOPIPA).

Readers interested in tracking the progress of these bills can follow the links below:

Student Privacy Protection Act (H.R.3157):

<https://www.congress.gov/bill/114th-congress/house-bill/3157>.

SAFE KIDS Act (S.1788):

<https://www.congress.gov/bill/114th-congress/senate-bill/1788/text%C2%A0>.

Student Digital Privacy and Parental Rights Act of 2015 (H.R.2092):

<https://www.congress.gov/bill/114th-congress/house-bill/2092>.

Note: For the full Center for Digital Education report, "3 Student Data Privacy Bills That Congress Could Act On," see:

http://www.centerdigitaled.com/k-12/3-Student-Data-Privacy-Bills-That-Congress-Could-Act-On.html?utm_medium=email&utm_source=Act-On+Software&utm_content=email&utm_campaign=3%20Student%20Data%20Privacy%20Bills%20That%20Congress%20Could%20Act%20On&utm_term=3%20Student%20Data%20Privacy%20Bills%20That%20Congress%20Could%20Act%20On.