

EDUC 8842 – Principles of Distance Education

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Annotated Bibliography

De Souza, Z., & Dick, G. N. (2009). Disclosure of information by children in social networking - Not just a case of "you show me yours and I'll show you mine." *International Journal of Information Management*, 29, 255-261.

Summary of research methodology and sample

This quantitative case study examined the reasons that youth aged 12 to 18 disclose personal information on Internet websites, specifically, MySpace (www.myspace.com). Participants included 12 through 18 year olds who attended Sydney High School located in Sydney, Australia. The exact number of participants was not included in the report. Data was gathered through a questionnaire with three central objectives: "(1) To understand what information the users had disclosed on their MySpace profiles; (2) To understand their views relating to the six identified drivers of the information disclosure model; (3) To understand the value of privacy to the user" (p. 257). Data was analyzed using Cronbach's alpha scores and a stepwise regression.

Key findings

Through analysis of the data, researchers found that there are three primary factors that drive students' decision to post personal information on MySpace. These are peer pressure, website interface design, and signaling. Peer pressure: students who share personal information online do so because their friends are doing so. Website interface design: students are posting personal information because they feel the need to fill in all of the empty boxes on a website. Signaling: Students use the website as a medium for identity creation, clarification, and production – they write themselves into being.

Interestingly, the data also revealed four findings that are also warnings to parents of children in the digital age. First, students who are taught to value privacy in the real world tend to extend that value to the online environment. Second, younger students are more susceptible to posting personal information online than older ones. Third, there is a disconnect between parental perceptions of safe and appropriate online conduct and what students are actually posting. Finally, students are not being guided in their online activities: they are not being taught online safety and risks.

Critical assessment

This article adds to the growing knowledge base on Internet safety, student use, and parental understanding of social networking sites. By their own admission, the authors proposed that their study is a first step toward understanding how students are using social networking sites, and the disconnect between student use and parent education. This researcher finds the study to be a powerful tool in the development of parent awareness training on social networks, safety, and better communication with their own children about this subject.

Dillon, N. (2008). A tangled web. *American School Board Journal*, 14-17.

Summary of research methodology and sample

This article is a summary and commentary of social networking risks and rewards based on a meta study of research including the Pew Internet and American Life Project (2008), the 2007 National Crime Prevention Council survey, research from the National School Board Association, and research from the American School Board Association. No information on research methodology or sample was provided. However, this scholarly peer-reviewed article added depth to information needed for the video project.

Key findings

There is an overwhelming ignorance on the part of parents and teachers regarding teen and pre-teen use of social networking sites. Social networking sites are being used for psychosocial support, educational help, and simple social interaction. These same resources are also being used to promote dysfunctional activities such as eating disorders, suicide, hate groups, cutting, gangs, cyber bullying, and other offensive behaviors. To address this, school and district level administrators and school board members should promote a campaign for balance in protecting students while providing opportunities for 21st century learning opportunities. The following recommendations were made (p. 16):

1. Explore social networking sites yourself
2. Consider using social networking for staff communication and professional development
3. Find ways to harness the educational value of social networking
4. Ensure equitable access

Critical assessment

This article passionately yet succinctly made a case for parent and teacher training opportunities on social networking sites. Through review of the literature and connection to real life examples, the author brought a sense of urgency to the table. District level administration and school board members should address this subject now. It is a matter of safety for our students, and, as educators, we are responsible to address it.

Kist, W. (2008). I gave up MySpace for Lent: New teachers and social networking sites. *Journal of Adolescent & Adult Literacy*, 52(3), 245-247.

Summary of research methodology and sample

This article describes the results of a case study of student teachers banned from using of social networking sites during student teaching. The authors did not articulate study methodology. Rather, they reported on the emotional and psychological impact of the ban on preservice teachers.

Key Findings

Preservice teachers participating in the study reported feeling completely cut off from family and friends for the duration of the study. The intention of the ban was to reduce the chance of student access to personal teacher information. Teachers participating in the study reported that their privacy settings were appropriate and would have successfully prevented students from accessing their sites. However, many of the participants caved to pressure and dismantled their social networking sites during the study.

Critical assessment

Interestingly, the authors noted that hysterical fear of new technologies is not new. Rather, "...hysterical fears of new media have been well documented, with humans having expressed fear about every new medium to come along including film and television, comic

books, and even print” (p. 245). Although the fear factor has existed for quite some time, the banning of new media for personal use is new, making this study a salient and important addition to the growing body of knowledge on social networking in education.

Price, S. M., Huhman, M., & Potter, L. D. (2008). Influencing the parents of children aged 9-13 years. *Journal of Preventative Medicine, 34*, S267-S274.

Summary of research methodology and sample

This study used multiple regression analyses of longitudinal survey data to determine the level to which different advertising medium affected parents’ awareness of the VERB campaign. The intention of the VERB campaign was to increase physical activity among children ages nine to 13 by increasing parent awareness and involvement in their children’s daily activities. The study sample was randomly selected through phone interviews administered over a four-year period. A total of 1,946 parents participated over the duration of the study.

Key Findings

The VERB campaign was advertised through the use of television commercials, print, radio, and at events. Parents overwhelmingly reported that television was the primary means of raising their awareness about the campaign. Additionally, deploying the same messages through a variety of mediums multiple times reaches the maximum amount of people.

Critical Assessment

This study provides valuable information regarding the most efficient means of communicating with parents. This researcher is currently developing a training series introducing parents in the Etiwanda School District to online social networking. Of critical importance is discovering the most effective means of communication with the maximum number of parents. According to this study, television should be used as a primary source of communication. As a

result of reading this article, I have contacted the Superintendent of the district to inquire how we can use a local cable station for training. This study adds important information on the most efficient means to communicate important information with parents. To extent the study, the authors could conduct a study comparing the efficacy of communicating via Twitter or Facebook verses communicating via television.

Sharples, M., Graber, R., Harrison, C., & Logan, K. (2009). *E-safety and Web 2.0*. Becta:

Leading next generation learning. Becta.

Summary of research methodology and sample

This article is describes the findings of the Becta Web 2.0 project, whose goal was to investigate student, teacher, and parent use of and perceptions about Web 2.0 tools. Surveys were disseminated to more than 2,600 students, 350 teachers, and 125 parents from 15 schools in England. Data collected in the study was analyzed using descriptive statistics and reported in both table and narrative form.

Key Findings

The most common barrier to integration of Web 2.0 technologies into educational practices is fear. The fears relate to inappropriate use of technologies for cheating, online bullying, inappropriate posting of personal information, and cyber stalking. There is a significant gap in relation to actual danger and perceived levels of danger, and this is driven by over exaggeration of the media. This study resulted in four scenarios that can be used by schools in addressing Web 2.0 tool integration. These are:

1. Walled garden: Schools use a local network to host Web 2.0 tools. Students can access and use the tools without the ability to stray to inappropriate Internet resources.

2. Empower and manage: Schools allow students to access public Web 2.0 sites but monitor student activities very closely. Inappropriate or threatening student behavior is proactively addressed.
3. Lock down: Schools block student access to Web 2.0 tools but educate students about safe use of the Internet.
4. Open access: Similar to empower and manage, schools allow students to access and use public Web 2.0 sites. Teacher work with students in using sites for creative and meaningful educational activities on the Internet, while practicing self-control and social awareness.

The study concluded that a blending of “empower and manage” and “open access” was the most feasible scenario in preparing students to be safe and productive in the 21st Century. The authors warned, however, that unless teacher and parent fears are proactively addressed and training on using these tools is provided, implementation of Web 2.0 in schools would be nearly impossible to implement.

Critical assessment

This study provided critical information for innovators and policy makers in the introduction and implementation of Web 2.0 tools into education. Detailed descriptions of the dangers and constructive uses of Web 2.0 tools were reviewed. Practical recommendations were outlined. This study will provide a foundational piece in the development of social networking training for parents, teachers, and students in the Etiwanda School District.

Tynes, B. M. (2007). Internet safety gone wild?: Sacrificing the educational and psychosocial benefits of online social environments. *Journal of Adolescent Research*, 22, 575-583.

Summary of research methodology and sample

This article is the results of a meta-study of current literature on adolescent use of social networking sites. Literature findings were cross-referenced with Youth Internet Safety Surveys data (1999-2000, 2005). Specific details regarding the approach to literature review were not addressed in the article, however, descriptions of both potential benefits and risks of online social networking sites to adolescents were provided. This research powerfully adds to the emerging body of knowledge regarding how social networking are being used by teens, and how parents and educators can better prepare teens to use these resources safely and productively.

Key findings

Social networking sites have both benefits and risks. Educational benefits include help with homework, advice on courses, skill building, and increased cross-cultural awareness and interracial interaction. Psychosocial benefits include emotional support, social interactions that lead to increased perspective making and taking strategies, and other advice including health, peer relationship, and family relationship issues. Conversely, risks include increased opportunities for cyber stalking, bullying, cheating online, and inappropriate posting of personal information.

The authors of the study proposed three salient recommendations for parents:

1. Maintain open and honest dialogue with your teen.
2. Help teens learn how to protect their privacy online.
3. Teach teens to develop and use an exit strategy when they find themselves on questionable Internet sites or scenarios.

Critical assessment

This study was used as the backbone for the video presentation storyboard developed for EDUC 8842. The findings are practical, well developed, and important for parents and educators.

The resultant video will be used as an introduction to online social network training that is under development and will be implemented throughout the 2010-11 school year in Etiwanda School District. This researcher is looking forward to reading future studies regarding emerging use and policy regarding teen use of social networking sites as published through the *Journal of Adolescent Research*.

Wright, V. H. (2009). Cyberbullying: Using virtual scenarios to educate and raise awareness.

Journal of Computing in Teacher Education (Fall), 35-41.

Summary of research methodology and sample

This mixed methods case study examined current and emerging trends in cyber bullying among middle school students. It used quantitative survey and qualitative focus group data to develop virtual training scenarios within Second Life. This unique series of training scenarios using a virtual world platform was intended to help middle school students appropriately and safely respond to cyber bullying. The study included 450 middle school students who were recruited to complete initial quantitative surveys, 20 middle school students who voluntarily participated in focus groups, and two university students who used the data to develop training scenarios in Second Life.

Key findings

This study adds to an emerging body of research regarding cyber bullying among teens and preteens. Study findings include the following salient information:

1. Contrary to other research, girls and boys are nearly equal in rates of cyber bullying.
2. The primary medium for cyber bullying is through MySpace and via cell phone.
3. Most teens report four or less than four instances of cyber bullying in their experience.
4. Teens most often go to school counselors or parents for help with cyber bullies.

5. Online simulation games through Second Life or other virtual reality platforms have potential benefits for teachers, school counselors, and others interested in cyber bullying prevention education.

Critical assessment

This unique study provided important information to understanding and preventing cyber bullying. Of critical importance was the finding that teens go to school counselors and parents for support when cyber bullying has occurred. This agrees with this researcher's position on the importance of parent awareness, understanding, use, and partnership in social networking sites with their children. The results of the study are widely generalizable and should be shared with teachers, district administrators, and school board members.

References:

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