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1.Title [Why teachers use digital learning materials: The role of self-efficacy, subjective norm and attitude](#)

Author Frederik Van Acker | Hans van Buuren | Karel Kreijns | Marjan Vermeulen

Journal Education and Information Technologies September 2013, Volume 18, Issue 3

Abstract Although Information and Communication Technology (ICT) seems a promising tool in an educational context, many teachers are reluctant to integrate it in their daily practice. A large scale survey was undertaken amongst primary and secondary school teachers in the Netherlands to explore possible determinants of the educational use of digital learning materials (DLMs) in order to develop interventions to reduce teachers' reluctance to use ICT and more specifically to stimulate the use of DLMs. Basing on the Integrative Model of Behaviour Prediction it was conjectured that self-efficacy, attitude and subjective norm would take a central role in explaining the intention to use DLMs. Several other predictors were added to the conceptual model whose effects were hypothesized to be mediated by the three central variables. All conjectured relationships were found using mediation analysis on survey data from 1,484 teachers. Intention to use DLMs was most strongly determined by attitude, followed by self-efficacy. ICT skills was in its turn the strongest predictor of self-efficacy. Subjective norm played only a limited role in the intention to use DLMs. Basing on the outcome of this study, persuasive communication focusing on positive outcomes and skills based training seem appropriate interventions to promote a positive attitude towards DLM and improve self-efficacy in using DLMs.

2.Title [Teachers' thoughts on e-readers in the elementary school classroom](#)

Author Marcy Zipke

Journal Education and Information Technologies September 2013, Volume 18, Issue 3

Abstract Despite the popularity of e-readers and the enthusiasm of some for their use in secondary education, their utility in elementary education has not yet been systematically explored. Some advantages and disadvantages to teaching elementary literacy with e-readers are identified here. A convenience sample of ten teachers from a variety of different types of elementary schools and classrooms who were e-reader novices read a chapter of a grade-appropriate book on a Kindle and evaluated its use for their students. The teachers gave their opinions and ideas on how the devices could be implemented. Three specific technological affordances of an e-reader that carry pedagogical implications are discussed: the text-to-speech and dictionary functions, and the idea of unlimited access to books.

3.Title "It's easier to read on the Internet—you just click on what you want to read…"

Author Maria Rasmusson | Monica Eklund

Journal Education and Information Technologies September 2013, Volume 18, Issue 3

Abstract Today's youth spend a lot of time on the Internet where they meet a multimodal world. The focus in the present study has been on the skills and abilities needed for on-line reading. This study explores reading on the Internet, with pairs of Swedish students aged 10 and 15. The pairs completed tasks on the Internet and these sessions were video-taped. Five main categories of skills and abilities were found: traditional literacy, multimodal literacy, path-finding, IT abilities, and information abilities. The results support earlier research in the field at large, and also add to the literature on on-line reading, in areas such as the crucial need for the ability to spell and knowing web address conventions in English.

ScienceDirect

4.Title Using online measures to determine how learners process instructional explanations

Author Emilio Sánchez | Héctor García-Rodicio

Journal Learning and InstructionVolume 26, August 2013,

Abstract The goal of the present study was to examine the mechanisms underlying a strategy that we developed to make instructional explanations effective. In two experiments participants learned about plate tectonics from a multimedia material, including adjunct explanations that revised common misunderstandings. These explanations were either marked (including a device that pointed out the misunderstanding that the explanation was intended to revise) or unmarked. In both experiments participants receiving marked revising explanations outperformed those receiving unmarked ones in retention and transfer. In Experiment 1, think-aloud protocols revealed that marked revising explanations enabled learners to detect and repair flaws in their understanding more frequently than unmarked explanations. In Experiment 2, time recordings revealed that participants in the marked condition spent more time processing the revising explanations. Overall, the results mean that the revising instructional explanations that point out learners' misunderstandings promote a revision-oriented processing, in which learners monitor and revise their own understanding.

5.Title [Online formative assessments with social network awareness](#)

Author Jian-Wei Lin | Yuan-Cheng Lai

Journal Computers & Education Volume 66, August 2013,

Abstract
Social network awareness (SNA) has been used extensively as one of the strategies to increase knowledge sharing and collaboration opportunities. However, most SNA studies either focus on being aware of peer's knowledge context or on social context. This work proposes online formative assessments with SNA, trying to address the problems of online formative assessment (i.e. lack of individual assistances and low participant rate) and enhance learning effectiveness. This study focuses on being aware both peer's social context and knowledge context for student to promote the opportunity of peer interaction and to select the appropriate helpers to ask for help when facing problems in online assessments. Social-context information particularly includes centrality (i.e. social network position) of a candidate, and social distance (i.e. the shortest distance between the candidate and a seeker) in a sociogram, and nimbus (i.e. willingness to help others) of a candidate. A corresponding system, called Social Network Awareness for Formative Assessments (SNAFA), is further developed. The education experiments particularly focused on the effects of social-context awareness on learning activity and social activity. The results showed that the SNAFA not only increase the participant rate of students on formative assessment and opportunities of knowledge sharing, but also promote learning achievement, compared to the Traditional Formative Assessment (TFA). Meanwhile, centrality, which is represented by two indices: degree and closeness, also plays an important role in the SNAFA environment. More specifically, students with higher centrality (regardless of degree and closeness) 1) are more likely to take advantage of the social network position to ask for help, 2) easily become target helpers that peers seek to, 3) utilize the SNAFA more frequently, and 4) have better learning achievement, compared with those with lower centrality.

6.Title [The indirect effects of online social entertainment and information seeking activities on reading literacy](#)

Author Yuan-Hsuan Lee | Jiun-Yu Wu

Journal Computers & Education Volume 67, September 2013

Abstract
Research showed distinct effects of different online activities on reading literacy or learning outcomes; however, no explanation about this link was provided. The current study investigated the effects of two genres of online reading activities on reading literacy based on knowledge of metacognitive strategies in a mediation analysis. Participants were 87,735 fifteen-year-old students (49.8% girls) across 15 regions in the PISA 2009 dataset. We divided online reading activities into social entertainment and information-seeking activities and controlled for gender, socioeconomic status, and the availability of Information and Communication Technologies (ICT) at home and at school. The indirect effects of knowledge of metacognitive strategies helped to explain why social entertainment and information-seeking activities would predict reading literacy differently. More frequent information-seeking activities predicted better knowledge of metacognitive

strategies, which in turn predicted better reading literacy, while more frequent social entertainment activities predicted poorer knowledge of metacognitive strategies, which in turn led to poorer reading literacy. Suggestions were made to guide students in engaging in more online information-seeking reading activities, and incorporate instruction of metacognitive strategies for both online and offline reading, thereby improving students' reading literacy in both printed and digital formats.

Taylor & Francis

7.Title   Neighborhood storytelling networks, Internet connectedness, and civic participation after the Great East Japan Earthquake

Author   Joo-Young Junga | Kiyoko Toriumi | Shin Mizukoshi

Journal   Asian Journal of Communication

Abstract   This study examines how the neighborhood storytelling network, which is conceptualized in communication infrastructure theory and includes interpersonal, organizational and community media connectedness, and an individual's Internet connectedness affected participation in civic activities in the aftermath of the Great East Japan Earthquake, which occurred on 11 March 2011. Responses from 544 randomly selected people residing in Tokyo reveal that connectedness to a neighborhood storytelling network and one's Internet connectedness have positive effects on participation in civic activities in response to the earthquake. However, the two independent factors (neighborhood storytelling and Internet connectedness) do not exhibit a significant relationship with each other. The result suggests the existence of two different conduits for civic engagement in disaster situations – neighborhood storytelling networks and Internet connectedness – mainly distinguished by age.

8.Title   A Review of "Finnish Lessons: What Can the World Learn from Educational Change in Finland?"

Author   Carl B. Anderson

Journal   Educational Studies: A Journal of the American Educational Studies Association Volume 49, Issue 4, 2013

Abstract   Pasi Sahlberg's new monograph on the "Finnish Miracle" in education is both a beacon of light and a cautionary tale about large-scale social reforms. If there is one persistent thread in Sahlberg's analysis, it is that educational reform cannot be achieved in a social vacuum. Rather, education is but one piece of the larger social fabric that tends to either unite or divide a given society. For the Finns, according to Sahlberg, educational reform has been not a magic bullet panacea to solve the nation's problems, but one particularly prominent reflection of the nation's wholesale commitment to remain internationally competitive by bucking the conventional neoliberal logic of privatization. Although Sahlberg cautions readers against attempting to graft specific Finnish features onto their own education systems, there is a great deal to be learned in this book not

only about what practical measures should be taken to improve failing school systems, but more important, about how philosophical orientations toward the purposes of education in a democracy should be rearticulated toward fulfilling the public, rather than the private, good.

9.Title	Establishing Content Validity for a Literacy Coach Performance Appraisal Instrument
Author	Mae Lane	Mary Robbins	Debra Price
Journal	Literacy Research and Instruction Volume 52, Issue 3, 2013

Abstract   This study's purpose was to determine whether or not the Literacy Coach Appraisal Instrument developed for use in evaluating literacy coaches had content validity. The study, a fully mixed concurrent equal status design conducted from a pragmatist philosophy, collected qualitative and quantitative data from literacy experts about the elements of the appraisal instrument. Data were collected through a survey posted on the National Council for Teachers of English website and through face-to-face interviews. A factor analysis was conducted to analyze quantitative data, while qualitative data were analyzed using constant comparative analysis. Two appraisal instruments were developed as a result of the factor analysis. Findings indicate that the instrument does have content validity and accurately reflects the job responsibilities of literacy coaches.

10.Title	Regional Development Strategy for Increasing Cultural Tourism Business in South Korea
Author	Woohyoung Kim	Hyun Kim
Journal	Asia Pacific Journal of Tourism Research Volume 18, Issue 6, 2013

Abstract   Korea's traditional distribution market is at a turning point, and the international paradigm of distribution is also gradually declining in terms of numbers and sales. As such, the Korean government has developed cultural tourism to revive regional economies, which are losing competitiveness, by expanding the new distribution field, such as large discount stores and Internet shopping. The results of the empirical analysis indicate that several factors have a significant influence on profitability and success: traditional factors, gender and age, the intention to return, products and competitive prices, and amenities. This paper illustrates how Korea's national and local governments oversee cultural tourism business through case studies in Korea. For a developing country, cultural tourism is a valuable policy in terms of regional development and, by extension, of regional economic revitalization.