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## Person-to-Person Communication between Two Second Grade Classes via the Internet

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## Person-to-Person Communication between Two Second Grade Classes via the Internet

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### Abstract

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**Person-to-person Communication between  
Two Second Grade Classes via the Internet.**

**A Graduate Research Paper  
Submitted to the  
Department of Curriculum and Instruction  
Division of Library Science  
in Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts**

**UNIVERSITY OF NORTHERN IOWA**

**by**

**Colane Recker**

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This Research Paper by: Colane Recker  
Titled: Person-to-person Communication between Two Second Grade  
Classes via the Internet.

has been approved as meeting the research paper requirements for  
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## Chapter 1

### INTRODUCTION

Whenever a new means of communicating becomes available, some people will want to stretch it to the limit and try all kinds of research using that means. Today, the new means of communication is the Internet to acquire information from many different sources. When one adds a modem and a communications program to one's computer, the Internet becomes an invaluable tool for use in a class room and/or a library media center and opens up a world of surprises, wonders, and new information previously unavailable. A wide variety of databases, Gopher sources, Telnet sources, Ftp sources, electronic libraries, and other avenues for obtaining information are available.

The Internet came into existence about twenty years ago when the United States Department of Defense wanted to find a means of having continual, secure links between the many military installations around the world without worrying about power outages, misplaced information, or other people gaining access to information that was supposed to be



available only to the military (Internet in K-12 Education Project Team, 1993). Ten years ago, the word "Internet" was rarely heard even from computer experts. Today, the Internet is already commonplace in a great many lives, even outside of the inner echelon of the computer world. To bridge the still existing gaps between what the Internet can be used for with young children and what it is used for now, educators need to expose all students to the benefits of using the Internet, and to the many different ways to use the Internet.

The Internet is frequently referred to as an "information highway," a phrase that is meant to analogize the Internet to our national highway system. Like a network of highways, the Internet allows users to travel to computers in remote places, access their resources, and communicate via e-mail with people throughout the world. And, like our highway system, no one entity or organization owns it. (Honey and Henriquez, 1993, p. 30)

Using the Internet for gathering information and writing biographies can be very compatible. For some years, the second graders at Danbury Catholic School in Danbury, Iowa, have been writing biographies during the school year. Usually, they use as subjects, their parents, grandparents, a

favorite uncle or aunt, a baby-sitter, or some other person they know. As a group they make up questions to be answered and write them down, leaving enough space for the answers. Because of this new interest in communicating person-to-person in the phone talk mode, via the Internet, the second graders wrote biographies about people they did not know. This researcher thought one of the better ways to introduce them to the Internet and to people they did not know was to combine communicating person-to-person with a key pal and then writing a biography of that person. The same steps of preparing for writing biographies were used, but the steps of learning how to use the phone talk mode on the computer were added.

The purpose of this research project was to introduce second graders to the joys of using the Internet, to show them one way of gathering information about people, and to help them polish skills they needed for communicating person-to-person on the Internet by the phone talk mode. When the classroom project was finished, they had the ability to communicate in the phone talk mode, using the Internet, knew

quite a bit more about people they did not know, and were able to put their findings into a readable biography.

The research problem then, was: What reactions, problems, and frustrations do second grade students in Danbury Catholic School, in Danbury, Iowa, experience while learning to interact with and gather information from second graders in Hawaii, via the Internet, using the phone talk mode?

The hypotheses for this research were:

1. Eighty percent or more of the 12 Danbury Catholic School second graders will learn the skills of communicating person-to-person with a key pal, using the Internet, in two month's time.
2. Eighty percent or more of the 12 Danbury Catholic School second graders will enjoy the experience of communicating person-to-person, on the Internet, with a key pal so much that they will want to repeat the experience.

3. Eighty percent or more of the 12 Danbury Catholic School second graders will not experience undue frustration during the “talking” on the Internet or with their typing.

An assumption was that the second graders at Danbury Catholic School retained most of the keyboarding skills they learned in first grade. Other assumptions were that the second graders could learn how to communicate via the phone talk mode using the Internet and that they could master the mechanics of phone talking before beginning the actual key pal communication. The fourth assumption was that the second graders at Danbury Catholic School would find gathering information from second graders in Hawaii, an exciting substitute for gathering information to write biographies about someone they already knew.

This study is important because it will add to the body of knowledge in the form of information that could give other teachers of second graders some insights into the reactions, the problems, and the frustrations one group of second graders had in learning to, and actually communicating with

other second graders, using person-to-person key pals on the Internet. This study might encourage other primary teachers to attempt a similar project, giving more second graders the chance to learn about other children in a non-conventional way.

### Definitions

Highways -----A name given to the many ways of getting around on the Internet.

Internet----- A world-wide communication structure created by linking computers and/or networks.

Modem----- A device connected to a computer that allows one to use a telephone line to communicate with another person; an acronym for modulator - demodulator.

Key pals----- Two people who communicate with each other, using a computer and a modem.

Phone talk mode--- method of communicating in real time via the Internet by using the phone command.

Because a research project on the use of the phone talk mode via the Internet could cover a wide range of topics, this research was limited to the gathering of information by second graders of Danbury Catholic School from second graders at Kailua Elementary School in Hawaii, using person-to-person

key pals, in the phone talk mode on the Internet for the purpose of writing a biography of the Hawaiian second graders. The results apply only to the above mentioned second graders because a large sampling of second graders was not used.

## Chapter 2

### LITERATURE REVIEW

This review of literature will cover five main topics: how various authors view using computers in the classroom; the varied uses of the computer in the classroom; how to find another school that is willing to participate in our project; and how second graders may react to using the computer for a specific project, using other projects as examples. Lastly, the barriers that exist which hamper educators in the use of the Internet in each school day will be described.

In his speech at the Hearing before the Subcommittee on Communications of the Committee on Commerce, Science, and Transportation, Senator Conrad Burns (R-Montana) pointed out that if we brought back people from a hundred years ago, took them into a grocery store or a shopping center, they would never get over the changes. However, if these same people went into a school, they would feel right at home. Senator Burns believes that we need to get students more actively involved in learning. This will mean a new set of tools for teachers, the most important of which is the computer with a

modem (U.S. Cong. Hearing, 1992).

For some teachers, telecommunications expands the horizons of their classrooms, opening the doors to real audiences and exciting interactive activities from locations around the country and the world. These teachers know its capacity to motivate students and involve them in productive learning experiences (Rogers, Andres, Jacks, and Clausen, 1990 p.25).

There are so many teachers who do not see the computer and its great resources in this way. Teachers have to allow themselves the time to learn what a computer can do for a classroom and the many avenues the computer can open. Too many teachers expect immediate results. Expecting to plug in the computer, boot up the program, and begin to communicate is totally unrealistic. Plugging in the computer and booting up the program are the easy steps. Any interactive project takes the cooperation of others and this is the unpredictable part of communicating on the Internet.

The Internet offers three basic services to the user. The first and most widely used is electronic mail or e-mail. E-mail is used to communicate with another by posting messages to the other person's e-mail address. That person



reads the message and may reply to the sender. By using the file transfer service, the user may "capture" an article or piece of information from the Internet, by using a Gopher, Telnet, or an Ftp command, and put it on a disk or print it out for personal use. These two services were identified as important uses of the Internet in K-12 schools by the Carnegie Mellon University study (Internet K-12 ..., 1993). A third important service is the ability to communicate with another using a person-to-person talk mode on the Internet. This is real-time communication and helpful to both parties involved.

To make the most use of telecommunications in the classroom, a teacher has to design the project with specific goals, specific tasks, and what the expected outcomes will be. That involves a lot of preparation, probably six to eight weeks before the project actually begins. Some things to consider when posting a request for participants are:

- Goals and objectives
- A brief outline of your project
- Your location
- Grade level desired

Contact person  
Timeline and deadlines  
How many responses you would like  
What you will do with the responses  
(Rogers, et al. 1990, p. 27)

The way a computer is used in a classroom can vary as greatly as there are teachers using the computer, from reviewing math facts to doing real-time “talking” person-to-person, with a key pal, using the Internet. Students can scan a vast data source for the answer to almost any question they have. They can learn about other people, and they can do projects with someone in another town or even another country without actually ever getting together physically. One of the best ways to work on a joint project with another school is to go through a project manager who will help coordinate the scheduling and give helpful insight into what needs to be accomplished before the project actually begins (Ross, 1991).

Activities relating to writing projects seem to be the favorite types of activities involving the primary school child. The Carnegie Mellon University study (Internet in K-12..., 1993) indicated that exchanging e-mail with another student was the highest used activity, followed closely by

real-time person-to-person key pal activities. Learning to write was the goal of both activities. This study also stated that writing and exchanging what one writes was a good motivation for the participants to learn to write interesting and understandable messages. One word replies seldom brought more than simple exchanges. By becoming better writers, the students also became better collectors of data.

Communicating with other children opens the eyes of all children who participate. No longer does their world consist of their hometown, or even their home state. Now, the world is open to them and they can learn whatever interests them. This world view is not limited to students. Many teachers are able to use the information from teachers in other parts of the world to enhance their own classroom projects. These students and these teachers no longer look at the world as just "centered around them" (McCarty, 1991).

The world is a constantly changing place and technology is a big reason for many of the changes. The growth of student-centered telecommunication projects continues to change the outlook of students. To link students, technology,

and the world around them has to become the goal of today's teachers or their students will never learn global perspectives. A bridge will be built by these students if they can participate in projects that bring the world to them (Martinelli-Zaun, 1993).

Establishing key pals is the most popular form of using telecommunication technology. When an individual can "talk" by electronic means to other individuals, the first step in creating a world outlook is taken. This can evolve into fascinating cultural explorations without demanding too much time from any one teacher. Key pal projects often emphasize students learning about students, using projects that require writing skills or other communication skills (Harris, 1994).

How do teachers find the participants they will need to do a telecommunications project with students of another classroom? Because the Internet is not just one network, but an interconnected system of many networks, growing at about 5% a month, keeping an Internet directory up to date would be nearly impossible. There are several means for finding people, if one knows where to look. The easiest of these is

to “finger” to a specific server. The server could be compared to the roundhouse of a railroad yard. All directions come from that main terminal. The difficulty in finding a server is that one must know which server the other person/school is using. “Netfind User Lookup” is an on-line service that can be helpful if you know the person’s surname, school/organization and city. This can be accessed by connecting to Telnet to “netfind.oc.com”, to “ds.internic.net”, or “macs.ee.mcgill.ca” (Harris, 1993-1994). When a person does not have a name or a server, another way is to post the request on one of the bulletin boards on Internet. Often, someone can give the requester some leads.

The possibility that students are affected by their experiences with a computer is highly likely. Most students have been exposed to some use of the computer, ranging from computer games at home to using the computer to communicate with others. Their enthusiasm will grow as they have more and more computer experiences. Thus, providing them with the opportunity to expand their skills is essential. Frustration

results when students cannot do what they would like to do. In the Carnegie Mellon University study (Internet in K-12..., 1993), for most students the use of the computer was a privilege. The training sessions on the use of the Internet found students attentive and willing to practice to obtain the skills. In fact, they even helped each other when a problem arose. The students involved in the study clearly enjoyed their use of the Internet, enjoying e-mail the most.

Frustration was basically nonexistent. If students were having difficulties with a task, they resorted to one of their help sources and remained persistent. Additionally, when technical problems arose, the students remained patient. In fact, the teacher described one situation where two students were working together to send e-mail to a pen-pal and technical difficulties developed. The students thought they were at fault, so they repeatedly kept trying the procedure. Eventually they took the problem to the teacher and discovered that a technical problem was preventing them from accomplishing their goal. In both observation periods, the students displayed a positive attitude toward the Internet, even in the presence of obstacles. (p. 52)

In this same study (Internet in K-12..., 1993), the students soon learned who to go to for help. Leadership qualities became very evident in a very short time. Students

became quite comfortable in helping each other and in looking for help when the need arose.

Dr. Gerald Knezrk and Keiko Miyashita (1991), in their study of second graders in Texas and Tokyo, concluded that the more exposure a child has to computers the more likely the child will have a positive attitude toward learning with a computer. Moreover, students who have had some computer experience at school feel that computer experiences are enjoyable. The Japanese students in Tokyo were not exposed to computers in their classrooms, but the second graders in Texas were. The result was that the second graders in Texas showed much more adaptability to the use of the computer and more enjoyment in using it.

In their study on using the Internet in K-12 education, Margaret Honey and Andres Henriquez (1993) discovered four basic reasons why the use of the Internet is limited in K-12 education. The highest rated barrier was insufficient telephone lines to the schools. This was followed very closely by a lack of time for use of the Internet in the school schedule. Both of these were listed as most

significant reasons. The other two barriers were inadequate communication about school and district telecommunications activities and the lack of money to cover the cost of network service. The training of educators was a high priority on Honey and Henriquez's personal list. They felt that teachers need to feel confident before they attempt to introduce students to telecommunications of any kind. Integrating telecommunications into their teaching makes a real difference in how teachers teach and what they teach.

In summary, the use of computers and the Internet in the classroom is a big advantage to the students. The uses for the Internet are boundless. While finding people to participate in a telecommunication project on the Internet can be difficult, it can be done. The students exhibit more joy and enjoyment than frustration when communicating on the Internet and leadership qualities emerge quickly. Despite the barriers that Honey and Henriquez cited, this researcher believes that computer telecommunication is here to stay.



## Chapter 3

### METHODOLOGY

The second graders in this study included all the students who were in the second grade at Danbury Catholic School, in Danbury, Iowa, during the 1994 - 1995 school year. Since the total population of second graders in Danbury Catholic School was small, the entire group of second graders was included rather than using a sample.

A second grade class in Hawaii was chosen by this researcher, allowing the second graders in Danbury Catholic School to be exposed to children of a culture different than their own Midwest culture. Most of the second grade class at Danbury Catholic School during the 1994 - 1995 school year are from white, German, farm or small town backgrounds.

This researcher posted an inquiry on LM\_NET, a bulletin board for school library media specialists, asking for a school in Hawaii that would be interested in participating in this project. An e-mail message was posted to the responders asking if they would be willing to participate in a research project with the second graders at Danbury Catholic School.

This researcher chose a room of gifted and talented students, most of whom were second graders at Kailua Elementary, Kailua, Oahu, Hawaii. The students of Kailua Elementary are mostly of Hawaiian descent and all are from middle class to wealthy families, living in city apartments and large houses. The town of Kailua, Hawaii, has a population of 37,000, compared to the 500 people in Danbury, Iowa. The school is a public school. They were not writing biographies at the time, but did agree to answer the questions from the second grade students from Danbury Catholic. Each student from the Iowa second grade had two students from Hawaii to communicate with in order to write their biographies.

In preparation for this project, the researcher began a program of instructing the second graders on how to use the Internet. This instruction began the Monday after Thanksgiving, 1994, and continued until the Christmas break. The instruction was reviewed after the Christmas break, paying particular attention to signing onto the Internet. This researcher used the communication package that is part of Microsoft Works 4.0. Even though this software is not

intended specifically for primary children, this researcher chose the Microsoft Works communication package because of the easy-to-use tool bar and the ability to "capture" what appeared on the screen.

Some things this researcher covered in the logon (to make connections with a computer network) procedures were: turning on the computer, checking the modem, clicking on the hands shaking to dial the server, clicking on the capture (to save text from the screen onto the hard drive) button once the server has answered, typing the number of the service chosen, typing name and password, and typing "mail" at the \$ prompt. The first part of learning to communicate was sending e-mail messages to their counterparts at Kailua Elementary in Hawaii. To do this, the second graders learned to type "send" after the MAIL prompt, wait for the blank screen, type their message, and close by using the Control Z command. After they mastered this, they were ready to use "talk". They were taught to type the name and number of their counterpart at Kailua Elementary in Hawaii. When they saw the screen divide, the second graders knew the other person had answered. At

this point they began to type their individual messages. The final thing they learned was the signing off process -- typing their farewell to their counterpart, using the Control Z command, the "exit" command, and the "lo" command to logout.

Their ability to use the Internet was tested or evaluated by this researcher before the actual project began by doing a "dry run" or a practice session with each student.

One major problem this researcher and the teacher at Kailua Elementary had to contend with was the time difference. It was finally worked out that Danbury Catholic School would be on-line at 2:30 p.m. and Kailua Elementary would be on-line at 10:30 a.m.

Because this project was not just concerned with using the Internet, but with gathering information about others using the Internet, this researcher spent a similar amount of time instructing the second graders on how to collect data for writing a biography, or life story, of another person. This instruction included learning the facts about another, how to ask leading questions, how to know the difference

between useful and superfluous information, and how to organize this information in a readable and interesting biography.

This researcher was able to observe the reactions and frustrations of the second grade students as they logged on to the Internet for the first time in three different ways. First, when the children began the logon process, they “captured” their own session on the Internet. This showed the mistakes made in typing and in the process of logging on. The second means of observing the second graders during their sessions on the Internet was by video camera, recording second graders as they worked on the computer. Approval for this recording was one of the items included in the parental approval slips. (See Appendix B) Lastly, this researcher visually tallied seven reactions of each child using a tally sheet (see Appendix C) at the time of logon and checking the visual tally against what the video showed.

Definitions used for student reactions were:

Assertiveness---To do something with confidence, to be certain about what is being accomplished.

Frustration-----Not knowing what to do next, being baffled.

Happiness-----Feeling of satisfaction and pleasure.

Joy-----A reaction that shows great delight; outward rejoicing.

Oh, look-----Eyes open wide with mouth hanging in an "O".

Surprise-----A reaction that shows wonderment or amazement because of the unexpected.

Needing help-----Going to another to find out what to do.

After the children were finished with their sessions on the Internet, they put the information they gathered from their partners into booklets, included all the information they believed to be important, and added their own illustrations. When these were completed, they sent their booklets to their counterparts at Kailua Elementary School in Hawaii.






To conclude this project, the Iowa second grade children were asked to fill out a questionnaire (see Appendix D), coloring in appropriate faces for their answers. The faces range from a big smiling face, indicating a strong agreement with the statement, to a big sad face which indicated the opposite, a strong disagreement with the statement.

## Chapter 4

## ANALYSIS OF THE DATA

The researcher tallied the results of the seven reactions and the answers to the survey questions. The data indicate that the second graders of Danbury Catholic School, in Danbury, Iowa, in the 1994-1995 school year were basically capable of learning the skills necessary to communicate person-to-person using the phone talk mode on the Internet. The survey taken following the completion of the project substantiates this finding as shown in Table 1.

TABLE 1. Number of Students Responding to Project Survey Statements

| STATEMENTS                  |  |  |  |  |  |
|-----------------------------|---|---|---|---|---|
| Good Experience             | 9   | 2   | 1   | 0   | 0   |
| Easy "Talking"              | 7   | 3   | 1   | 1   | 0   |
| Hard Writing Biographies    | 3   | 3   | 3   | 2   | 1   |
| Happy With Typing           | 6   | 4   | 0   | 2   | 0   |
| No Frustrations             | 0   | 8   | 2   | 1   | 1   |
| Learned a lot About Key Pal | 6   | 6   | 0   | 0   | 0   |
| Wanted to be Pen Pals       | 10  | 2   | 0   | 0   | 0   |
| Wanted to Repeat Project    | 9   | 2   | 0   | 1   | 0   |

For the purpose of determining a percent of second grade students, this researcher used the big smiley face and the moderate smiley face for determining agreement with a statement. The moderate sad face and the big sad face were used to indicate disagreement with a statement. (Table 1)

This researcher determined that approximately eighty-three per cent of the second graders were able to retain or re-learn the skills of typing that allowed them to feel comfortable with communicating on the Internet using the phone talk mode, leaving seventeen per cent who felt they did not have the skills or feel comfortable with communicating on the Internet.

The first hypothesis stated that eighty percent or more of the 12 Danbury Catholic School second graders will learn the skills of communicating person-to-person with a key pal, using the Internet, in two month's time. This hypothesis was accepted.

Learning to communicate on the Internet and re-learning typing skills led to ninety-seven per cent of this group of second graders enjoying the project so much that they felt it



was a good experience and would like to repeat that experience. They wanted to become pen pals with the second grade students at Kailua Elementary School in Kailua, Hawaii, who were their key pals during the communication project. The second hypothesis stated that eighty percent or more of the 12 Danbury Catholic School second graders will enjoy the experience of communicating person-to-person, on the Internet, with a key pal so much that they will want to repeat the experience. This hypothesis was accepted.

The survey indicates that not a single second grader was completely free of some frustration during the on-line experience. This same survey, however, substantiates that eighty-three per cent of these second graders felt that the frustration was not intolerable. The other seventeen per cent did feel that the frustration level was high. The third hypothesis states that eighty percent or more of the 12 Danbury Catholic School second graders will not experience undue frustration during the "talking" on the Internet or with their typing. This hypothesis was accepted.

Learning the skills necessary to communicate person-to-

person on the Internet using the phone talk mode contributed to one hundred per cent of the second graders from Danbury Catholic School in Danbury, Iowa, enjoying the project (see Table 2).

TABLE 2. Number and Percent of Reactions by Students during Project

| REACTION                | YES |     | NO  |    |
|-------------------------|-----|-----|-----|----|
|                         | NO. | %   | NO. | %  |
| Was Assertive           | 8   | 67  | 4   | 33 |
| Experienced Frustration | 2   | 17  | 10  | 83 |
| Experienced Happiness   | 12  | 100 | 0   | 0  |
| Experienced Joy         | 12  | 100 | 0   | 0  |
| Oh, Look! Response      | 5   | 50  | 5   | 50 |
| Surprise Response       | 7   | 58  | 5   | 42 |
| Needed Help             | 2   | 17  | 10  | 83 |

Having and using the necessary skills allowed sixty-seven per cent of the second graders to be assertive and to implement the necessary procedures to sign on, to communicate, and to sign off the Internet. Eighty-three per cent of these second

graders were able to accomplish all this without having to ask for any extended help. Once they had signed on to the phone talk mode and were connected to their key pals in Hawaii, about fifty per cent of them experienced surprise and wonder at being connected. This researcher found that those who were not around when someone else signed on to the Internet, were more likely to express complete surprise. Those who had witnessed someone else signing onto the Internet still showed some signs of wonder and amazement.

## Chapter 5

### CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS

The findings reported in this paper indicate that young children, even at the second grade level, are capable of communicating person-to-person on the Internet using the phone talk mode. Even though there was some frustration experienced, not a single second grader allowed that frustration to interfere with communicating with and gathering information from their key pals in Hawaii. Every second grade child found this experience enjoyable enough to want to be pen pals with their key pals.

For almost two months the second grade students at Danbury Catholic School in Danbury, Iowa, during the 1994-1995 school year prepared for the project of gathering information from a key pal at Kailua Elementary School in Kailua, Hawaii, by re-learning, practicing and using keyboard skills. These skills alone would not be sufficient in themselves. Added to these typing skills, they also practiced signing on, communicating, and then signing off the Internet for about a month. Their ability to use the Internet was

tested or evaluated by this researcher before the actual project took place by doing a "dry run" or a practice session with each student.

As this project took place, this researcher evaluated the second graders' abilities and their feelings by visual observations and by viewing the video tape of each child's session on the Internet. After the project was completed, every second grade student was asked to fill out the survey on using the Internet (see Appendix D).

The results of the visual observations, the viewing of the video tape, and the students' surveys led this researcher to conclude that communicating person-to-person on the Internet using the phone talk mode was highly successful for the second graders at Danbury Catholic School in Danbury, Iowa, during the 1994-1995 school year.

When this research was finished, the second grade students could successfully use the phone talk mode for gathering information about their counterparts in Hawaii, their computer skills were sharpened, and they found the experience so enjoyable that they wanted to do it again.

This researcher recommends that it would be better for this age level to receive more instruction in typing skills before they approach a project of a similar nature. Even though this group of second graders accomplished the communication successfully, they were somewhat hampered by slowness in typing skills. A further recommendation would be that working with smaller groups of students would help the instructor give more individual help to students who need to “find that letter” on the keyboard. This level of student does tend to experience some frustration when they can not type fluently. A final recommendation from this researcher would be to have another adult or older student present during the actual project so the students’ questions or needs can be met more rapidly and with more individual attention.

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## APPENDIX A

## LETTER TO PARENTS EXPLAINING THE RESEARCH PROJECT AND ASKING THEIR PERMISSION FOR THEIR CHILD TO PARTICIPATE.

Dear Parent(s) of \_\_\_\_\_,

During the 1994-1995 school year, I will be working on a research project with the second grade students at Danbury Catholic School. This research project is in partial fulfillment of my Master's Degree at the University of Northern Iowa. My research project is to study the reactions, problems, and frustrations the second grade students at Danbury Catholic School experience while learning to interact with and gathering information from second graders in Hawaii, via the Internet, using the phone talk mode. The students will use the information they collect from the second graders in Hawaii to write a biography of their Hawaiian partner. In the process of this research project, your child will be video taped on the day they communicate with a child in Hawaii using the phone talk mode. This video will be destroyed as soon as the project is completed. Your child also will be visually observed and their reactions, problems, and frustrations will be recorded. Attached to this letter, please find a permission slip asking your approval of your child taking part in this research project. If you have any questions about this research project before signing and returning the form to school, please contact me at 883-2244 after school hours, or at 883-2325 in the evenings.

Thank you.

Sister Colane Recker

## APPENDIX B

Authorization for a second grader at Danbury Catholic School to serve as a subject for the research project of gathering information using the Internet.

I authorize the service of \_\_\_\_\_ as a subject in the research project entitled: Person-to-person communication between Second Graders via the Internet.

The nature and general purpose of the research procedure has been explained to me. I was free to ask questions about anything I did not understand. I understand there will be no physical risk to my child involved in this research.

I understand that \_\_\_\_\_ will be given plenty of instruction in the procedures involved. My child is free to decline to take part in this research project if he/she so desires, with no adverse results.

I agree to hold harmless Sister Colane Recker and Danbury Catholic School from any and all liability, actions or causes of actions that may accrue as a result of this research and class activity for which this consent is given.

Signed: \_\_\_\_\_

\_\_\_\_\_  
(Both parents or guardians)

Date: \_\_\_\_\_

## APPENDIX C

Tally sheet for recording the reactions, problems, and frustrations of each second grader at Danbury Catholic School as they communicate via the Internet, using the phone talk mode with a second grader in Hawaii.

TALLY SHEET FOR \_\_\_\_\_

Assertive: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Frustration: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Happiness: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Joy: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Oh, Look!: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Surprise: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

Needed help: | Yes | No | How displayed? \_\_\_\_\_

\_\_\_\_\_

## APPENDIX D

Survey sheet for each second grader at Danbury Catholic School to complete after they have experienced communicating with and gathering information about their Hawaiian partner.

1. This was a good experience for me.



2. It was easy "talking" on the Internet.



3. The hardest part of this project was writing a biography on what I learned about my partner.



4. I was happy with my typing while on the Internet.



5. I did not feel frustrated while doing this project.



6. I learned many things about my partner and his/her family.



7. I want to be pen pals with my partner.



8. I would like to do this project again.

