

เมธีวิทย 2558

1. Title [How to Launch Your Digital Platform.](#)

Author Edelman, Benjamin

Journal Harvard Business Review. Apr2015, Vol. 93 Issue 4

Abstract The ubiquity of internet access has caused a sharp rise in the number of businesses offering platforms that connect users for communication or commerce. Entrepreneurs are particularly drawn to these platforms because they create significant value and have modest operating costs, and network effects protect their position once established—users rarely leave a vibrant platform. But these businesses also raise significant start-up challenges. Every platform starts out empty. Platforms need to immediately attract not only many users but multiple types of users. For example, it's not enough that many customers want to book taxis by smartphone. Drivers must also be willing to accept smartphone bookings. Harvard Business School professor Ben Edelman has been studying the dynamics of platform businesses and strategies for launching them for 10 years. In this article he draws on research on dozens of platform sites and products to offer a framework for building a successful platform business. It involves asking five basic questions: • Can I attract a large group of users at once? • Can I offer stand-alone value to users? • How can I build credibility with customers? • How should I charge users? • Should my platform be compatible with legacy systems?

Database Business Source Complete

2. Title [Viable strategy configurations and new product development capability and performance: Evidence from Thailand](#)

Author Olimpia C. Racela

Journal Asia Pacific Journal of Marketing and Logistics, Vol. 27 Iss: 2

Abstract Purpose

– The purpose of this paper is to identify firm groups pursuing different configurations of customer-, entrepreneurial-, and information technology (IT) orientation and to compare their new product development (NPD) capability and NPD performance.

Design/methodology/approach

– Hierarchical cluster analysis was used on the sample of 156 firms on the basis of their mix of customer-, entrepreneurial-, and IT- orientation. Then, analysis of variance was used to

compare the groups' NPD capability (NPDCAP), NPD process efficiency (NPDPROC), new product effectiveness (NPEFF), and new product financial performance (NPPERF).

Findings

– Of the seven strategy configurations posited, four emerge and two unexpected configurations are revealed. Overall, firms simultaneously pursuing multiple strategic orientations have higher NPDCAP, NPEFF, and NPPERF. Interestingly, all six strategy groups have equally low levels of NPDPROC.

Practical implications

– To enhance NPDCAP and NPD performance, managers should consider more complex strategy configurations that act in complementary ways, in particular, customer-orientation complemented by either entrepreneurial- and/or IT-orientation. Moreover, more attention is needed to improving NPDPROC, as achieving gains in this area would contribute positively to firm performance.

Originality/value

– This study presents initial evidence that, at least for firms in Thailand, resources must be configured by pursuing several strategic orientations simultaneously to enhance their dynamic capabilities in NPD, a strategic issue that has not been given much attention in previous literature.

Database Emerald

3.Title [Evaluating search features of Google Knowledge Graph and Bing Satori: Entity types, list searches and query interfaces](#)

Author Ahmet Uyar | Farouk Musa Aliyu

Journal Online Information Review, Vol. 39 Iss: 2

Abstract Purpose

– The purpose of this paper is to better understand three main aspects of semantic web search engines of Google Knowledge Graph and Bing Satori. The authors investigated: coverage of entity types, the extent of their support for list search services and the capabilities of their natural language query interfaces.

Design/methodology/approach

– The authors manually submitted selected queries to these two semantic web search engines and evaluated the returned results. To test the coverage of entity types, the authors

selected the entity types from Freebase database. To test the capabilities of natural language query interfaces, the authors used a manually developed query data set about US geography.

Findings

– The results indicate that both semantic search engines cover only the very common entity types. In addition, the list search service is provided for a small percentage of entity types. Moreover, both search engines support queries with very limited complexity and with limited set of recognised terms.

Research limitations/implications

– Both companies are continually working to improve their semantic web search engines. Therefore, the findings show their capabilities at the time of conducting this research.

Practical implications

– The results show that in the near future the authors can expect both semantic search engines to expand their entity databases and improve their natural language interfaces.

Originality/value

– As far as the authors know, this is the first study evaluating any aspect of newly developing semantic web search engines. It shows the current capabilities and limitations of these semantic web search engines. It provides directions to researchers by pointing out the main problems for semantic web search engines.

Database Emerald

4.Title [Digital plagiarism: An experimental study of the effect of instructional goals and copy-and-paste affordance](#)

Author Yashu Kauffman | Michael F. Young

Journal Computers & Education Volume 83, April 2015

Abstract This paper presents an empirical study of digital plagiarism. Under two experimental conditions, undergraduate writers were guided by different achievement goals to write an essay with or without the copy-and-paste function on a website. The study focused on two possible influences on digital plagiarism, a) instructional goals for writing, and b) the affordances of digital learning environments specifically the availability of a copy-paste function. A 2 × 2 factorial design was used to analyze the effects of these contextual variables on digital plagiarism. Results indicated that overall 79.5% of the writers engaged in digital plagiarism. There was a significant interaction in which instructional performance goals lead to more plagiarism when copy-paste is available. Findings highlight individual-

environment interactions, including a writer's adopted goals for writing as set by writing prompt instructions (learning goals vs. performance goals) and the affordances of the writing environment including the ease of copy-paste or precautions taken to protect text (such as using jpegs of text). Rather than being principally directed by student's beliefs prior to, or when they begin a writing task, the on-the-fly interactions they have during the writing task may best explain their tendency toward plagiarism.

Database ScienceDirect

5.Title [Facebook usage, socialization and academic performance](#)

Author Sulaiman Ainin | M. Muzamil Naqshbandi | Sedigheh Moghavvemi | Noor Ismawati Jaafar

Journal Computers & Education Volume 83, April 2015

Abstract This paper examines the impact of Facebook usage on students' academic performance. In addition, it also analyse whether Socialization influences Facebook usage. Empirical data was collected from 1165 Malaysian university students using a questionnaire survey. It was found that the construct Socially Accepted influences Facebook usage while Acculturation does not have any significant relationship with usage. The results also illustrated that there is a positive relationship between students' Academic Performance and Facebook usage i.e. the higher the usage the better they perceived they perform.

Database ScienceDirect

6.Title [A Movement and Music Program for Children with Autism](#)

Author Sandra Stratton Gonzalez

Journal Dance Education in Practice Volume 1, Issue 1, 2015

Abstract This article describes a movement and music program for children with moderate to severe autism in a public elementary school in Brooklyn, New York. It takes place during a six-week, full-day summer school. The children have a range of abilities and challenges. Some are completely nonverbal, whereas others have both receptive and expressive language skills. Many students have gross and fine motor challenges, and most of the children have difficulty understanding and responding to social cues. The Movement and Music curriculum promotes social interaction and personal expression while building dance and music skills. Classes include carefully crafted and consistently followed routines, providing a safe space for exploration. Visual images including pictures, symbols, and physical modeling are embedded in every class. Instruction is also supported by the use of song, body percussion, drumming, and rhythmic movement. Collaboration between the dance educator and paraprofessionals allows activities to be modified for individual students and supports student achievement.

Database Taylor & Francis Online

7.Title [Building an online academic learning community among undergraduate students](#)

Author Adele Nye

Journal Distance Education

Abstract Online learning communities are frequently created for higher education students; however, these are most often designed to cater to a particular unit or subject. In an effort to strengthen the Bachelor of Arts course at the University of New England, the author sought to create an online space that would promote an interdisciplinary and collegial dialogue among their broad on- and off-campus student cohort. This paper examines the building of an academic community among a large and diverse group of undergraduate students on a Moodle platform. The paper tracks the development of the multi-layered portal from the initial stages of planning to the indicators of strong engagement taken up by students, and eventually leading to the creation of similar portals across the university. In examining this process this paper highlights the shared desire by distance education students and academics for authentic and personal higher education participation regardless of the students' location.

Database Taylor & Francis Online

8.Title [What public media reveals about MOOCs: A systematic analysis of news reports](#)

Author Vitomir Kovanović | Srećko Joksimović | Dragan Gašević | George Siemens | Marek Hatala

Journal British Journal of Educational Technology

Abstract One of the striking differences between massive open online courses (MOOCs) and previous innovations in the education technology field is the unprecedented interest and involvement of the general public. As MOOCs address pressing problems in higher education and the broader educational practice, awareness of the general public debate around MOOCs is essential. Understanding the public discourse around MOOCs can provide insights into important social and public problems, thus enabling the MOOC research community to better focus their research endeavors. While there have been some reports looking at the state of the MOOC-related research, the analysis of the public debate surrounding MOOCs is still largely missing.

In this paper, we present the results of a study that looked at the content of the public discourse related to MOOCs. We identified the most important themes and topics in MOOC-related mainstream news reports. Our results indicate that coverage of MOOCs in public media is rapidly decreasing: by the middle of 2014, it decreased by almost 50% from the highest activity during 2013. In addition, the focus of those discussions is also changing.

While the majority of discussions during 2012 and 2013 were focused on MOOC providers, the announcements of their partnerships, and million dollar investments, the current focus of MOOC discourse seems to be moving toward more productive topics focused on the overall position of MOOCs in the global educational landscape. Among different topics that this study discovered, government-related issues and the use of data and analytics are some of the topics that seem to be growing in popularity during the first half of 2014.

Database Wiley Online Library

9.Title [Influence of learning styles on social structures in online learning environments](#)

Author Karina Cela | Miguel-Ángel Sicilia | Salvador Sánchez-Alonso

Journal British Journal of Educational Technology

Abstract In e-learning settings, the interactions of students with one another, with the course content and with the instructors generate a considerable amount of information that may be useful for understanding how people learn online. The objective of the present research was to use social network analysis to explore the social structure of an e-learning environment and analyse how the structure depends on user learning style. Applying Felder and Silverman's inventory of learning styles to an online course with 214 adult graduate-level participants, we found that some styles occupied more central positions than others. These findings may help designers improve learning activities by tailoring them to the learning styles of the participants.

Database Wiley Online Library

10.Title [Survey of learning experiences and influence of learning style preferences on user intentions regarding MOOCs](#)

Author Ray I Chang | Yu Hsin Hung | Chun Fu Lin

Journal British Journal of Educational Technology

Abstract With the rapid development of web techniques, information and communication technology is being increasingly used in curricula, and learning portfolios can be automatically retrieved and maintained as learners interact through e-learning platforms. Further, massive open online courses (MOOCs), which apply such technology to provide open access to hundreds and thousands of learners, have recently gained popularity in higher education. Learning styles refer to an individual's approach to learning based on their preferences, strengths and weaknesses. It was speculated that different learning styles could affect a learner's preference for MOOCs. Therefore, in this study, we investigated the influence of learning styles on the learners' intentions to use MOOCs. The participants comprised 184 undergraduate students, who were surveyed regarding their learning experiences, motivation

and intentions to use MOOCs. The results showed that learners with a high-reflective learning style tended to have less experience in using MOOCs. Using the K-means algorithm, we also clustered the multiple learning styles and found a 90% probability that the type of learning styles does influence learner intentions. Finally, we explored the reasons why learners used MOOCs, analyzed the learning approaches that could assist learning in MOOCs and examined the correlation between learning styles and user intention.

Database Wiley Online Library

11.Title [Class of 2015](#)

Abstract Every year Routledge Education is delighted to present the most read articles from our journals. This year's Class of 2015 is presented below and all articles are free to view online until 31st December 2015.

Database Taylor & Francis Online