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1.Title [An online collaborative document creation exercise in an ODL research project module](#)

Author Colin Pilkington | Ian Sanders

Journal Computers & Education Volume 77, August 2014

Abstract Online technologies to support collaborative learning provide lecturers in distance higher education with ever more opportunities to extend their teaching in beneficial ways. Students are also increasingly familiar with the online environment via social networking sites. How well this familiarity with online environments translates into the online collaborative learning space in an open distance learning context was examined. We report here on one cycle of an action research project involving 11 fourth-year computing students producing shared survey questionnaires and interview questions collaboratively online. Feedback on the collaboration exercise was obtained by means of a questionnaire which was analysed using grounded theory techniques. The expectation was that collaborative text creation software would be used but somewhat surprisingly, given their academic background, the students used email as the tool of choice. The students' reflections on the collaborative process showed that they noted and appreciated the benefits of collaborative work but also confirmed some of the previously reported frustrations of online collaborative work – in particular differences in levels of commitment and effort, and the free rider effect. Overall, the results pointed to the need for lecturers to be involved in a collaborative process to critically question and guide choices being made.

Database ScienceDirect

2.Title [Measuring Information and Communication Technology Literacy using a performance assessment: Validation of the Student Tool for Technology Literacy \(ST2L\)](#)

Author Anne Corinne Huggins | Albert D. Ritzhaupt | Kara Dawson

Journal Computers & Education Volume 77, August 2014

Abstract This paper reports the validation scores of the Student Tool for Technology Literacy (ST2L), a performance-based assessment based on the National Educational Technology Standards for Students (NETS*S) used to measure middle grade students Information and Communication Technology (ICT) Literacy. Middle grade students (N = 5884) from school districts across the state of Florida were recruited for this study. This paper first provides an overview of various

methods to measure ICT literacy and related constructs, and provides documented evidence of score reliability and validity. Following sound procedures based on prior research, this paper provides validity and reliability evidence for the ST2L scores using both item response theory and testlet response theory. This paper examines both the internal and external validity of the instrument. The ST2L, with minimal revision, was found to be a sound measure of ICT literacy for low-stakes assessment purposes. A discussion of the results is provided with emphasis on the psychometric properties of the tool and some practical insights on with whom the tool should be used in future research and practice.

Database ScienceDirect

3.Title [Critical and creative thinking nexus: learning experiences of doctoral students](#)

Author Eva M. Brodin

Journal Studies in Higher Education

Abstract Critical and creative thinking constitute important learning outcomes at doctoral level across the world. While the literature on doctoral education illuminates this matter through the lens of experienced senior researchers, the doctoral students' own perspective is missing. Based upon interviews with 14 doctoral students from four disciplines at different universities in Sweden, this study addresses the meanings and conditions of critical and creative thinking according to the students' learning experiences. The results show that critical and creative thinking are understood in a number of ways, revealing tensions between the two phenomena. Moreover, the results indicate that critical thinking often overshadows creative thinking in practice. As a consequence, many students develop a defensive research approach, rather than nurturing an open and independent mind. A crucial factor for improving students' critical and creative thinking appears to be encouraging their sense of agency in pragmatic action.

Database Taylor & Francis Online Journals

4.Title [Lifelong learning in the EU: changing conceptualisations, actors, and policies](#)

Author Nina Volles

Journal Studies in Higher Education

Abstract This paper explores the changing conceptualisations, actors, and policies of lifelong learning (LLL) in the European Union (EU) from the time the topic first emerged and was promoted by international organisations in the 1960s. The author uses Kingdon's Multiple Streams Framework to analyse how the LLL discourse became an important part of the EU agenda from the mid-

1990s onwards, ultimately resulting in numerous policy changes intended to address a wide range of economic and societal issues. The analysis is based on a critical reading of policy documents from the EU, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and a number of other agenda-setting bodies. The results indicate that the LLL discourse has evolved from one of lifelong education intertwined with humanistic ideals promoted by UNESCO (and partly OECD), to the EU's all-encompassing neo-liberal conception of lifelong learning which has been conceived as a cure for a wide range of maladies, ranging from high unemployment, to low innovation rates and the lack of entrepreneurship.

Database Taylor & Francis Online Journals

5.Title [Social media, professionalism and higher education: a sociomaterial consideration](#)

Author Tara Fenwick

Journal Studies in Higher Education

Abstract Within debates about student professionalism and how to develop it in higher education (HE), increasing focus has turned to students' uses of social media. While social media skills are promoted by some HE educators, most emphasis is still given to perceived hazards and abuses of social media in practice. These are typically framed as a matter of professional ethics; some have argued for new codes of 'e-professionalism'. This article problematizes the dynamics being conflated in these debates, drawing from three theoretical sources: current debates about professionalism; critical digital media studies that provide nuanced analyses of social media engagements; and sociomaterial concepts that reconfigure the issues to suggest new possibilities. The argument is theory-based and exploratory, not empirical. The aim is to pose new directions for research and teaching that open, not foreclose, new issues and enactments of professionalism.

Database Taylor & Francis Online Journals

6.Title [Arts districts, universities, and the rise of digital media](#)

Author Shiri M. Breznitz | Douglas S. Noonan

Journal The Journal of Technology Transfer August 2014, Volume 39, Issue 4

Abstract In the last decade, arts and culture have been placed at the center of attention when discussing economic growth. In particular, studies on the "creative class" have been using arts and culture as an important factor impacting local economies. In addition, studies on local economic

development have frequently viewed universities as a major factor in economic growth. In the middle of this discussion is new economic growth via creativity, via new recipes and new combinations of local capital, and via innovation centers. Combining these disparate literatures brings to center stage both clusters of arts and culture and concentrations of research and human capital development. Hence, the focus of this paper is to analyze the dual impacts of universities and arts districts on innovation and economic growth through employment in digital media. The results indicate that cultural districts have a consistently positive effect on local digital media economic activity—employment and innovation. The same cannot be said for research universities.

Database SpringerLink

7.Title [Beyond innovation: the Small Business Innovation Research program as entrepreneurship policy](#)

Author Haifeng Qian | Kingsley E. Haynes

Journal The Journal of Technology Transfer August 2014, Volume 39, Issue 4

Abstract Entrepreneurship or new firm formation plays an increasingly important role in knowledge-based economic development. Public policy to encourage new firm formation has not focused on high quality, high potential firms, and the search for entrepreneurship policy with high economic impact is still needed. This research evaluates the efficacy of the US Small Business Innovation Research (SBIR) program from the perspective of promoting high technology entrepreneurship. In particular, we examine whether the local presence of SBIR awards is associated with increased new firm formation rates in the high technology sector. Although the primary objective of SBIR is to facilitate technological commercialization in small businesses, our policy analysis based on spatial multivariate methods suggests that this program may also serve as an effective entrepreneurship policy.

Database SpringerLink

8.Title [Development of children's creativity and manual skills within digital game-based learning environment](#)

Author H-S. Hsiao | C-S. Chang | C-Y. Lin | P-M. Hu

Journal Journal of Computer Assisted Learning Volume 30, Issue 4, August 2014

Abstract In this study, we developed a digital game-based learning (DGBL) system, called the ToES, to foster students' creativity. Fifty-one fifth-grade students from two classes in a public school in

Taipei, Taiwan, were recruited and consented to participate. Both classes consisted of students with mixed abilities studying a foundation unit entitled “Electrical Science” in a natural science course. One class was chosen to be the experimental group (EG) and the other class was the control group (CG). The goal of this study was to examine how different instructional strategies (i.e., traditional instruction and instruction using digital games) affected the students’ creativity and their performance on manual skills. The analytical results indicated that the students’ creativity and their performance on manual skills displayed positive growth when they were involved in acquiring knowledge and resolving tasks in a DGBL environment, which fostered their creativity and facilitated the generation of flow experiences. Moreover, there were three interesting findings related to the use of DGBL: (1) the ToES was an effective learning tool for cultivating the students’ creativity; (2) there was a positive effect of creativity and their performance of manual skills; and (3) the ToES accelerated the improvement of practical behaviors regarding manual skills

Database Wiley Online Library

9.Title [System, scholar or students? Which most influences online MBA course effectiveness?](#)

Author J.B. Arbaugh

Journal Journal of Computer Assisted Learning Volume 30, Issue 4, August 2014

Abstract Considering the increasingly challenging resource environments in many business schools, this study examined whether course technologies, learner behaviors or instructor behaviors best predict online course outcomes so that administrators and support personnel can prioritize their efforts and investments. Based on reviewing prior online and blended management education literature, we hypothesized that instructor behaviors would be most predictive of online course outcomes. However, our study of 48 online Master of Business Administration courses found that although instructor behaviors (operationalized as teaching presence) was the strongest predictor of any of our three outcome variables (perceived learning), only student behaviors (operationalized as social presence) significantly predicted all three (course grades, perceived learning and delivery medium satisfaction). Technological characteristics, operationalized using variables from the technology acceptance model and media variety, predicted perceived learning (perceived ease of use) and delivery medium satisfaction (perceived usefulness). The paper provides recommendations for instructors and administrators based on the findings, specifically advocating for a balance between instructor and administrator involvement in course design, presentation and conduct. The paper concludes by describing research opportunities regarding the roles of social presence in and collaborative approaches to online learning in business schools.

Database Wiley Online Library

10. Title [E-learning in multicultural environments: An analysis of online flight attendant training](#)

Author Jose Felix de Brito Neto | MaryJo Smith | David Pedersen

Journal British Journal of Educational Technology

Abstract Throughout the first decade of this century, financial challenges in the airline industry compelled airlines to maximize competitive advantage through a focus on human resource management. Consequently, e-learning gained increasing attention as it imparted knowledge on an asynchronous and global basis with substantially reduced costs. However, while focusing on learning technologies, airlines failed to acknowledge learners' needs and cultural backgrounds by creating culturally neutral e-learning environments, resulting in ineffective training and negligible performance improvement. This research aimed to study the perceptions of a multicultural group of flight attendants about e-learning courses developed by their employing airline. A questionnaire verified the opinion of these flight attendants on course relevance and learner motivation; cultural sensitivity; course organization; and course interactivity. The results showed that the employing airline developed e-learning courses that were highly technological and interactive, but had little regard for learners' cultural and language backgrounds. Consequently, ineffective e-learning prevailed.

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