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1.Title [Open educational resources and college textbook choices: a review of research on efficacy and perceptions](#)

Author John Hilton

Journal Educational Technology Research and Development August 2016, Volume 64, Issue 4

Abstract Textbooks are a vital component in many higher education contexts. Increasing textbook prices, coupled with general rising costs of higher education have led some instructors to experiment with substituting open educational resources (OER) for commercial textbooks as their primary class curriculum. This article synthesizes the results of 16 studies that examine either (1) the influence of OER on student learning outcomes in higher education settings or (2) the perceptions of college students and instructors of OER. Results across multiple studies indicate that students generally achieve the same learning outcomes when OER are utilized and simultaneously save significant amounts of money. Studies across a variety of settings indicate that both students and faculty are generally positive regarding OER.

Database SpringerLink

2.Title [An Instructional Design Framework for Fostering Student Engagement in Online Learning Environments](#)

Author Betul C. Czerkowski | Eugene W. LymanIII

Journal TechTrends

Abstract Many approaches, models and frameworks exist when designing quality online learning environments. These approaches assist and guide instructional designers through the process of analysis, design, development, implementation and evaluation of instructional processes. Some of these frameworks are concerned with student participation, some with motivation and some with student success. All these variables affect active participation and engagement of the student to some degree but the main concern is how to design online instruction conducive to high level of engagement. Therefore, this paper presents an instructional design framework along with a set of strategies that could be used to foster learner engagement in online learning. This framework is result of an extensive literature review on student engagement and is aimed at summarizing the results in a cohesive way for online instructors. For e-learning design and development to be successful online designers and instructors need better approaches to increasing student engagement and its authors hope that proposed framework provides such an approach.

Database SpringerLink

3.Title [The Relevance of Personality and Language Proficiency on the Participation Style of ESL Learners in Face-to-Face and Online Discussions](#)

Author S. Y. Chew | L. L. Ng

Journal The Asia-Pacific Education Researcher August 2016, Volume 25, Issue 4,

Abstract Recognising that active involvement with the target language is important in learning a second language, this research compared the participation style of the language learners in different discussion settings; online and face-to-face. The personality (extroversion and introversion) and language proficiency (high-intermediate and low-intermediate) of the 48 participants were looked into. Qualitative data were obtained through observation, survey and online feedback session to substantiate the main data gathered from the quasi-experiment. The findings revealed that the use of synchronous online setting helps elicit more contribution of words and balance the participation of ESL learners especially among the introverts and the less proficient learners. The findings also implied that language instructors can capitalise on this setting to elicit more participation from selected group of students and encourage more balanced participation in the language classroom. In addition, the findings of this study showed that the medium played a role in influencing the messages produced by certain group of learners more than the others.

Database SpringerLink

4.Title [Malaysian Students' Performance in Mathematics Literacy in PISA from Gender and Socioeconomic Status Perspectives](#)

Author Lei Mee Thien

Journal The Asia-Pacific Education Researcher August 2016, Volume 25, Issue 4

Abstract This study aims to investigate Malaysian students' performance in mathematics literacy from gender and socioeconomic perspectives based on the Programme for International Student Assessment (PISA) 2009+ and 2012 datasets. The results revealed that girls significantly scored about eight points higher than boys in mathematics literacy in PISA 2012. Additionally, girls significantly outperformed boys in all three mathematical content categories and processes. However, proportion of boys at school level had no significant interaction effect with gender and ESCS at student level on mathematics performance in PISA 2009+ and PISA 2012. Boys and girls performed equally after controlling socioeconomic status at student and school level. The significant influence of economic, social and cultural index on students' mathematics literacy performance indicated the presence of socioeconomic inequity in mathematics literacy performance. Schools with high average of socioeconomic status outperformed schools with low socioeconomic status in mathematics literacy in both PISA 2009+ and PISA 2012. The socioeconomically disadvantaged students from school with low ESCS mean outperformed the socioeconomically disadvantaged students from school with

high ESCS mean in PISA 2009+ and PISA 2012. The multilevel analyses showed that between-school variance explained was about 54 and 61 % in PISA 2009+ and PISA 2012, respectively. Implications and suggestions for future studies are presented.

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5.Title [Where do customer loyalties really lie, and why? Gender differences in store loyalty](#)

Author Anne-Françoise Audrain-Pontevia

Journal International Journal of Retail & Distribution Management

Abstract Purpose

Purpose – This study examines gender differences in store loyalty and how those differences evolve with age.

Design/methodology/approach

Design/methodology/approach – Data for the study were collected in a survey of 32,054 shoppers in more than fifty grocery stores belonging to the same chain. Twenty satisfaction items were factor-analysed, resulting in four satisfaction factors. A logistic regression with store exclusivity as the dependent variable was then run to test the research hypotheses.

Findings

Findings - This study finds that men are more loyal than women to the store chain, while women are more loyal than men to individual stores. Women's loyalty is more influenced by their satisfaction with interaction with store employees, while for men loyalty is more influenced by satisfaction with impersonal dimensions. Store loyalty increases with age, an effect that cannot be explained solely by declining mobility and cognitive impairment.

Research limitations/implications

Research limitations/implication - This research examines declared behavioural practices rather than actual behaviour. However, in view of the high frequency of purchases in the retail category examined, and also because of the large sample of over fifty different stores, declared practices should be highly correlated with actual behaviour.

Practical implications

Practical implications – Results from satisfaction surveys should be interpreted differently for men and women. Loyalty programmes may want to adapt their approach, to incorporate gender differences into their loyalty reinforcing measures.

Originality/value

Originality/Value – This is the first demonstration from an in-store customer survey that the shopping experience drives store loyalty differently for men and women.

Database Emerald Insight

6.Title [Engaging customers during a website visit: a model of website customer engagement](#)

Author Catherine Demangeot | Amanda J. Broderick

Journal International Journal of Retail & Distribution Management

Abstract Purpose

A customer's visit to a retail website is a critical 'moment of truth' during which contemporary retailers attempt to simultaneously, during a single web navigation, capture customers' attention, build rapport and prompt them to act. By showing how to capture customer commitment over the course of a single website visit, the concept of customer website engagement, defined as 'the process of developing cognitive, affective and behavioural commitment to an active relationship with the website', addresses strategic concerns. Drawing from literature on engagement, this study considers how retail websites can engage customers during the course of a website navigation. A conceptual model of website customer engagement underpinned by relationship marketing and communication knowledge, shows how perceptions of the website's exploration and sense-making potential can activate consumer engagement, and is then empirically tested.

Design/methodology/approach

Using survey data, measures of the four dimensions of engagement (interaction engagement, activity engagement, behavioural engagement, and communication engagement) and of three drivers are developed and validated. The model is tested empirically (n=301) using structural equation modelling.

Findings

The results support the process conceptualisation of engagement, which identifies organismic as well as conative stages, and show the distinct roles played by perceptions of informational exploration, experiential exploration and sense-making in activating engagement.

Practical implications

The study provides online retailing practice with an organising framework enabling online retailing managers to consider how, depending on their product category and their size, they might (re)design their website to optimally produce customer engagement.

Originality/value

The study contributes to online marketing and retailing knowledge by showing the relevance of the concept of engagement as it pertains to customers' single navigations on retail websites, and by empirically showing, through a parsimonious model, how engagement can be activated and unfold.

Database Emerald Insight

7. Title [The role of knowledge visualisation in supporting postgraduate dissertation assessment](#)

Author Karen Renaud | Judy Van Biljon

Journal British Journal of Educational Technology

Abstract There has been a worldwide increase in the number of postgraduate students over the last few years and therefore some examiners struggle to maintain high standards of consistency, accuracy and fairness. This is especially true in developing countries where the increase in supervision capacity is not on a par with the growth in student numbers. The aim of this research is to deploy freely available technology in order to find a way to help examiners to cope with this extra pressure, while maintaining the rigour of the assessment process. In terms of methodology, we commenced by mining the literature to ascertain exactly what criteria dissertation examiners were assessing, and how they went about doing this. We discovered that examiners tend first to gain an initial impression of a dissertation by reading the summary sections of the report: the abstract, introduction and conclusion. This delivers a helpful overview that eases the subsequent thorough examination of the dissertation, where they work their way through each chapter. This "overview then zoom" practice is reminiscent of the primary information visualisation mantra. This led us to consider whether knowledge visualisation could be the ameliorative mechanism we were looking for. We then carried out a systematic literature overview in order to determine whether knowledge visualisation had been used in this context. This revealed a surprising lack of research on the use of knowledge visualisation for assessment. We thus commenced to study extant use of visualisations. A case study approach was employed to study extant use of visualisations, in terms of how adequately they provided evidence of students having satisfied the previously identified assessment criteria. A number of experienced supervisors were then surveyed to gather their opinions about the role of knowledge visualisations in dissertations. Our findings indicate that knowledge visualisations can indeed provide evidence that particular criteria have been satisfied within a dissertation, and they do this more efficiently than text. Given the advances in technology, all postgraduate students are now able easily to produce computer-generated visualisations, so requiring their inclusion would be no great impediment. We conclude that knowledge visualisations demonstrate promise in terms of supporting

assessment of postgraduate dissertations. Our recommendations are that the deliberate deployment of knowledge visualisations in this context be investigated further to determine whether this initial promise can be realised in actual practice. A video abstract of this article can be viewed at <https://www.youtube.com/embed/Y7mcF2ZBNT8>

Database Wiley Online Library

8. Title [How do students and lecturers experience the interactive use of handheld technology in large enrolment courses?](#)

Author Tom Van Daele | Carolien Frijns | Jeroen Lievens

Journal British Journal of Educational Technology

Abstract Although constructivist theories have shown learning is accelerated by involvement and meaningful lecturer–student and student–student interaction, these ingredients are mostly absent from large attendance lectures. A number of studies have already focused on more active ways of learning in large lecture classrooms, most often by using student response systems or “clickers”. This field study wishes to extend the current knowledge base by providing an overview of how students and lecturers experience technology in large enrolment courses. An intervention introducing meaningful use of mobile technology in large attendance lectures was therefore set-up and different aspects were evaluated: interaction and involvement, pleasantness and need for future implementation of an intervention. Participants were 185 bachelor students of Applied Psychology and three lecturers. A mixed method design was used, combining an online questionnaire consisting of multiple choice questions using a 5-point Likert response scale and open ended questions, with focus group interviews. Focus groups with both students and lecturers provided additional data. Results showed that students experience increased involvement and interaction, that they found the didactical use pleasant and that they were convinced of the need for future use of mobile technology in daily education practice. Focus group interviews with students confirmed these findings under the condition that the used technology was integrated functionally in the lecture. The involved lecturers reported on positive effects and showed themselves to be favorable toward using handheld, mobile technology in large attendance lectures to boost interaction and involvement, even though they admitted to feeling unease about surrendering a level of control over the pedagogic setting.

Database Wiley Online Library

9. Title [Residents' Participation, Perceived Impacts, and Support for Community-based Ecotourism in Cambodia: A Latent Profile Analysis](#)

Author Seyhah Ven

Journal Asia Pacific Journal of Tourism Research Volume 21, Issue 8, 2016

Abstract Throughout Cambodia, community-based ecotourism (CBET) has been initiated and established to generate additional income for local people and to conserve local natural resources since the early 1990s. However, few studies have addressed residents' attitude towards CBET. Therefore, the purpose of this study is to identify the residents' attitude towards CBET. The study classified 209 residents of Yeak Laom CBET in north-eastern Cambodia with respect to their participation in non-remunerative and remunerative activities, perceived impacts on livelihood assets and livelihood outcomes, and support for CBET. Rather than the conventional cluster analysis used by most previous studies, Latent profile analysis was employed. The study suggests that residents of a CBET may consist of four attitude clusters, namely Absolute Supporter (69%), Beneficiary Supporter (14%), Concerned Supporter (11%), and Ambivalent (6%). In conclusion, most residents of a CBET are likely to support CBET development and believe that it has positive impacts on their livelihood assets and outcomes, albeit with little involvement. The residents of the study area can be considered as a tourism-hungry community.

Database Taylor & Francis

10.Title [Stakeholder Subjectives Toward Ecotourism Development using Q methodology: The Case of Maha Ecotourism Site in Pyeongchang, Korea](#)

Author Jae-hyuck Lee | Yong-hoon Son

Journal Asia Pacific Journal of Tourism Research Volume 21, Issue 8, 2016

Abstract Ecotourism needs ecological sensitivity and respect for the ecological culture of local residents. From this perspective, listening to the opinion of local residents, collaborating with the local residents in conjunction with an appropriate governance structure, is of prime importance in ecotourism. However, many ecotourism sites have numerous problems because of conflicts among stakeholders such as local government and local residents. This study investigates the conflicts and the stakeholders' subjectives in the case of Maha ecotourism site in Pyeongchang-gun, the site of the 2018 Winter Olympic games. Before the analysis, the conflicts seem to be caused by the different attitudes of government officials and local residents' representatives. From the analysis of subjectives, the difference in attitudes is caused by generation gaps. Young people show relatively uniform attitudes, where different occupation sectors exert little influence. It means that conflicts can be decreased if more opportunities for council participation are allowed. Young people have few consideration about ecology and tradition. The ecological and traditional lessons of the older generation are needed for young people. This study shows that conflicts between development and conservation are caused by the different attitudes represented in different generation, and hence plans for harmonizing different generation should be considered.

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