

ธันวาคม 2556

1.Title [Building modern online social presence: A review of social presence theory and its instructional design implications for future trends](#)

Author Guoqiang Cui | Barbara Lockee | Cuiqing Meng

Journal Education and Information Technologies December 2013, Volume 18, Issue 4

Abstract Nowadays, online learning has become a popular option for students because of its flexibility and more online programs are customized to students' needs. Among all the factors that affect students' online learning experience, social presence is worth much study considering the asynchronous nature of online learning and communication issues between online instructors and students. This paper reviews the origin, major definitions of social presence and research studies throughout history. Authors also document arguments of the optimal amount of social presence and provide instructional design suggestions for the development of online social presence. Further trends for social presence studies are also proposed at the end of the article.

Database SpringerLink

2.Title [Facilitating active social presence and meaningful interactions in online learning](#)

Author Jared Keengwe | Emmanuel Adjei-Boateng | Watsatree Diteeyont

Journal Education and Information Technologies December 2013, Volume 18, Issue 4

Abstract Online learning has minimized many barriers and constraints that are common in traditional learning environments. However, due to the absence of face-to-face contacts, students and instructors are usually faced with the lack of active social presence and meaningful interactions in online learning. This article explores a review of the literature on social presence and various types of interactions in online learning environments in the context of a class project. The findings suggest need for online instructors to explore effective ways to design and facilitate active social presence and meaningful interactions in online learning.

Database SpringerLink

3.Title [e-Leadership in higher education: The fifth “age” of educational technology research](#)

Author Jill Jameson

Journal British Journal of Educational Technology Volume 44, Issue 6, November 2013

Abstract A discussion of the relative lack of research into e-leadership in educational technology in education is followed by an outline of selected prior literature in the field. The paper proposes that, as part of a natural evolution of educational technology research, considerably more attention needs to be focused on research and development in e-leadership. Building on selected prior literature, an updated framework of principles for effective “e-leadership” of educational technology is proposed, with specific reference to higher education, building on selected insights derived from e-leadership literature and on the author’s experience of 30 years of professional practice, scholarship and research into educational technologies and leadership in education. The paper proposes the development of a new fifth “age” of educational technology research in which it is argued that more critical, selective, strategic e-leadership approaches to the adoption and use of educational technology need to be progressed through research, development and training as the field matures.

Database Wiley Online Library

4.Title [Distributed leadership and digital collaborative learning: A synergistic relationship?](#)

Author Alma Harris | Michelle Jones | Suria Baba

Journal British Journal of Educational Technology Volume 44, Issue 6, November 2013

Abstract This paper explores the synergy between distributed leadership and digital collaborative learning. It argues that distributed leadership offers an important theoretical lens for understanding and explaining how digital collaboration is best supported and led. Drawing upon evidence from two online educational platforms, the paper explores the challenges of leading and facilitating digital collaborative learning. The paper concludes that distributed leadership is integral to effective digital collaboration and is an important determinant of productive collaboration in a virtual environment.

Database Wiley Online Library

5.Title [How Diversity Can Drive Innovation.](#)

Author Hewlett, Sylvia Ann | Marshall, Melinda | Sherbin, Laura

Journal Harvard Business Review. Dec2013, Vol. 91 Issue 12

Abstract The article offers information on how diversity in the workplace can drive innovation. Topics include how diversity contributes to market growth, the definition of two-dimensional (2D) diversity, and the differences between inherent and acquired diversity. Information is provided on how cultural differences can be beneficial, why companies with 2D diversity outperform non-2D companies, and diversity in leadership.

Database Business Source Complete

6.Title [WHEN MARKETING IS STRATEGY.](#)

Author Dawar, Niraj

Journal Harvard Business Review. Dec2013, Vol. 91 Issue 12

Abstract For decades, businesses have sought competitive advantage in "upstream" activities related to making new products--building bigger factories, finding cheaper raw materials, improving efficiency, and so on. But those easily copied sources of advantage are being irreversibly eroded, and advantage increasingly lies "downstream"--in the marketplace. Today the strategic question that drives business is not "What else can we make?" but "What else can we do for our customers?" This new center of gravity demands a rethink of long-standing strategy principles: First, the sources and locus of competitive advantage now lie outside the firm, and advantage is accumulative--rather than eroding over time as competitors catch up, it grows with experience and knowledge. Second, it's no longer about having the better product but about how you position yourself in the market and which companies you choose to compete against. Third, the pace of change in markets is now driven by shifts in customers' purchase criteria rather than by improvements in products or technology. INSETS: Idea in Brief;How Cialis Beat Viagra.

Database Business Source Complete

7.Title [You May Not Need Big Data After All.](#)

Author Ross, Jeanne W. | Beath, Cynthia M. | Quaadgras, Anne

Journal Harvard Business Review. Dec2013, Vol. 91 Issue 12

Abstract Why do companies have so little to show for their investments in big data? The biggest reason is

that they aren't doing a good job using the data they already have. They don't know how to manage the information embedded in their operating systems, analyze it in ways that enhance their understanding, and then make changes in response to new evidence and insights. The few companies that have adopted evidence-based decision making ensure that all decision makers have performance data at their fingertips every day. They also follow four practices: Agree on a single source of truth. Using performance data from just one source yields a more accurate view of costs and profitability. Use scorecards. Perhaps the best way to teach people how to use data to create business benefits is to provide them with data about their own performance. Explicitly manage business rules. Little data can have a big effect on performance when managers use the data to assess and improve the business rules that govern their operations. Use coaching to improve performance. Adopting evidence-based decision making is a big cultural shift. Employees need help learning how to base their decisions on data instead of on instinct. Fortunately, companies that make the shift don't usually go back, and they improve their operations in ways that rivals can't easily replicate. INSETS: Idea in Brief;Who Benefits from Big Data?;Business Rules Are Running Your Company, and You Don't Even...;DO YOU HAVE AN EVIDENCE-BASED CULTURE?

Database Business Source Complete

8.Title [Using technology to open up learning and teaching through improvisation: Case studies with micro-blogs and short message service communications](#)

Author Patrick Dillon | RuoLan Wang | Mikko Vesisenaho | Teemu Valtonen |Sari Havu-Nuutinen

Journal Thinking Skills and Creativity Volume 10, December 2013

Abstract This paper models learning environments as cultural ecologies and reports two case studies where technological resources are introduced into the cultural ecology to investigate the extent to which improvisation in learning arises out of the processes of collaboration facilitated by the technology. A student-oriented study investigated how 34 Master's students shared lecture notes in an online educational community. A lecturer-orientated study investigated the use of short message service communications in a lecture. Data were collected through the respective technological resources and through interviews. Results from both studies suggest that little improvisation occurs of its own accord; rather it requires interventions in the cultural ecology that promote an awareness of possibilities and develop the conditions to support them. Organisational, technological and pedagogical conditions that might support improvisation are discussed.

Database ScienceDirect

9.Title [A model of contextual and personal motivations in creativity: How do the classroom goal structures influence creativity via self-determination motivations?](#)

Author Shu-Ling Peng | Biing-Lin Cherng | Hsueh-Chih Chen | Yen-Ying Lin

Journal Thinking Skills and Creativity Volume 10, December 2013

Abstract Previous studies suggested that classroom goal structures play prominent roles in students' learning processing and outcomes; however, little is known about the association between the classroom goal structures and creativity. This study aimed to determine whether – and how – the classroom goal structures could affect creativity. Specifically, we constructed a theoretical model consisting of the classroom goal structures, self-determination motivations, and creativity; further, we tested how well this model fits the observed data, and then we analyzed the association among these three variables. Data on these three variables were collected from 913 Taiwanese junior high school students (463 girls), and all of the testing instruments were within the mathematical field. We performed structural equation modeling to analyze the data. The results showed that the theoretical model was supported by the observed data, and that the model had satisfactory overall model fit and fit of the internal structure of the model. Firstly, we found that mastery-approach goal structure shaped individuals' autonomous motivation and positively influenced their creativity. Secondly, performance-avoidance goal structure shaped individuals' controlled motivation and had no effect on their creativity. Finally, mastery-avoidance and performance-approach classroom goal structures exerted a positive effect on divergent production – a specific type of creativity – only when they shaped individuals' autonomous motivation. Thus, we propose that classroom goal structures can shape an individual's different types of self-determination motivation, thereby indirectly influence learners' creativity. Additionally, mastery-approach is the classroom goal structure that exerted the greatest effect on creativity via autonomous motivation.

Database ScienceDirect

10.Title [Exploring the use of the pedagogical framework for creative practice in preschool settings: A phenomenological approach](#)

Author Rebecca Hun Ping Cheung

Journal Thinking Skills and Creativity Volume 10, December 2013

Abstract This paper reports the experiences of using a pedagogical framework for creative practices (PFCP) to support preschool teachers in fostering children's creativity in their classrooms. The PFCP includes five pedagogical components: (1) motivation; (2) a divergent process of generating possibilities; (3) a convergent process of selecting ideas; (4) putting ideas into

practice; and (5) evaluation. Eighteen teachers from six Hong Kong preschools participated in the study. According to the PFCP, each teacher developed six creative practices and implemented them in their classrooms. Individual semi-structured interviews were used to elicit teachers' perceptions of the effectiveness of the PFCP and the changes of teachers' teaching pedagogy. The observations were used as a source of evidence to illustrate teachers' actual teaching behaviours and children's creative performance. The results suggest that the PFCP was perceived as being effective in helping teachers improve their lesson planning and pedagogy. Positive effects such as enhancing teachers' knowledge and skills, infusing creativity into the various learning domains and shifting teaching practices from being strongly teacher centred to being more child centred were documented. This paper discusses the implications and suggests that the PFCP could serve as a starting point for teachers to explore their own creative-practice methods. Finally, the study should lead to further inquiry on effective creative practice teaching strategies.

Database ScienceDirect