

# ธันวาคม 2557

**1.Title** [Build an Innovation Engine in 90 Days](#)

**Author** Anthony, Scott D. | Duncan, David S. | Siren, Pontus M. A.

**Journal** Harvard Business Review. Dec2014, Vol. 92 Issue 12

**Abstract** Most executives will admit that their companies don't innovate in a reliable, orderly way. Too many breakthroughs happen only because of serendipity or individual heroism. Great ideas remain locked inside employees' heads, and the concepts that are developed often aren't the most promising. But there is a way to make innovation more systematic--without massive investments, restructuring, or even a single hire. In this article three consultants explain how a company can build a "minimum viable" innovation function, in just three months, by doing the following: Day 1–30: Define your innovation buckets, looking at how much growth innovations in your core can produce and how much will need to come from new-growth initiatives. Day 20–50: Zero in on a few strategic opportunities, after talking to customers to identify growing needs that match your capabilities. Day 20–70: Dedicate a small team to begin developing innovations. Day 45–90: Set up a committee to shepherd projects, borrowing venture capitalists' best practices. Drawing on the experiences of a financial services firm, a water utility, a hospital, and a 100-year-old nonprofit, the authors describe how to use this approach to build systems that ensure that good ideas are encouraged, identified, shared, prioritized, resourced, and developed.

**Database** Business Source Complete

**2.Title** [Creativity beliefs, creative personality and creativity-fostering practices of gifted education teachers and regular class teachers in Hong Kong](#)

**Author** Serene Chan | Mantak Yuen

**Journal** Thinking Skills and Creativity Volume 14, December 2014,

**Abstract** This study investigated the relationship between teachers' creativity beliefs, creative personality, and creativity-fostering behaviors in 399 Hong Kong primary school teachers (68 males and 331 females). Regression analysis showed that creativity beliefs and creative personality were both predictors of teachers' creativity-fostering behaviors. A comparison of these variables was also made between teachers directly involved in gifted education activities (n = 187) and those who were not (n = 212). It was found that teachers who were directly involved in gifted education scored significantly higher than those who were not involved in all the three variables of creativity beliefs, creative personality, and creativity-fostering behaviors. Implications for

fostering creativity in schools are discussed, highlighting the importance of teachers' ongoing involvement in creativity-related activities and a supportive school environment.

**Database** ScienceDirect

**3.Title** [Domain-general problem solving skills and education in the 21st century](#)

**Author** Samuel Greiffa | Sascha Wüstenberg | Benő Csapó | Andreas Demetriou | Jarkko Hautamäki | Arthur C. Graesser | Romain Martin

**Journal** Educational Research Review  
Volume 13, December 2014

**Abstract** Highlights

- Large-scale assessments such as PISA repeatedly emphasize the relevance of domain-general problem solving skills.
- We argue that these skills need to be put in the spotlight of contemporary education.
- We define three challenges education faces when trying to facilitate these skills.
- We propose several ways to approach these challenges.
- We aim at instigating a discussion among researchers, educators, and policy makers alike.

**Database** ScienceDirect

**4.Title** [Education and Economic Growth: A Meta-Regression Analysis](#)

**Author** Nikos Benos | Stefania Zotou

**Journal** World Development Volume 64, December 2014

**Abstract** This paper surveys the literature which examines the effect of education on economic growth. Specifically, we apply meta-regression analysis to 57 studies with 989 estimates and show that there is substantial publication selection bias toward a positive impact of education on growth. Once we account for this, the genuine growth effect of education is not homogeneous across studies, but varies according to several factors. Specifically, it is attributed to differences in education measurement and study characteristics, mainly model specification as well as type of data used, and the quality of research outlets where studies are published, e.g., academic journals vs. working papers.

**Database** ScienceDirect

**5.Title** [Social Policy after the Arab Spring: States and Social Rights in the MENA Region](#)

**Author** Massoud Karshenas | Valentine M. Moghadam | Randa Alami

**Journal** World Development Volume 64, December 2014

**Abstract** We examine prospects for the shift from an authoritarian corporatist social policy regime to a democratic and developmental one, in light of popular socio-economic and political grievances

and demands. Social policy can bring about a sense of inclusion, belonging, and rights on the part of beneficiaries, and is necessary for a well-functioning and dynamic economy. Democratic and developmental political systems in the region will largely depend on the social policy regime that emerges from social dialogs among different interest groups. References to recent debates in Tunisia suggest both prospects and challenges.

**Database** ScienceDirect

**6.Title** [The Blue Revolution in Asia: Upgrading and Governance in Aquaculture Value Chains](#)

**Author** Stefano Ponte | Ingrid Kelling | Karen Sau Jespersen | Froukje Kruijssend

**Journal** World Development Volume 64, December 2014

**Abstract** In this article, we examine the upgrading trajectories of selected aquaculture value chains in four Asian countries and the links between upgrading and three factors of value chain governance: coordination mechanisms; types of drivers; and domestic regulation. We find instances of improving products, processes, and value chain coordination—while “moving up” the value chain is rare. We also find that the type of value chain driver and the quality of the domestic regulatory framework are main facilitators of upgrading. We conclude by highlighting lessons on the potential, limits and risks of upgrading the “blue revolution” in Asia.

**Database** ScienceDirect

**7.Title** [Meeting of the Minds: Online Matching Program for Teaching and Learning Styles?](#)

**Author** Celeste Fenton | Brenda Ward Watkins

**Journal** Community College Journal of Research and Practice Volume 38, Issue 12, 2014

**Abstract** Although there are many disagreements on the major causes of problems in the educational system in the United States, few would disagree that the importance of ensuring the success of our students is not only a moral obligation to our youth, but imperative to our national resilience. And, as a nation, we are responding to this urgent need. The College Completion Agenda mandates that 55% of the nation’s 25-to-35-year olds will be degree holders by the year 2025 (Lee & Rawls, 2010). But how do we accomplish the ambitious challenge and a necessary aspiration to elevate America’s status as a world leader in educational attainment among its citizenry? Innovative ideas and technologies that can counterbalance the barriers that threaten student success must be identified and advanced. The purpose of this article is to discuss the opportunity to leverage the marvel of online phenomena and technology in innovative ways to help students reach their full potential. Specifically, we introduce a new conceptual tool that replicates the power of social networking online matching services to link student learning preference with faculty

**Database** Taylor & Francis Online

**8.Title** [A study of the use of Twitter by students for lecture engagement and discussion](#)

**Author** Peter Tiernan

**Journal** Education and Information Technologies December 2014, Volume 19, Issue 4

**Abstract** Research indicates that student engagement with lectures, and participation in discussion and debate, greatly improve their learning and experience of University. The nature of some lectures means they can lack opportunities for interaction and active learning. For this reason it can be difficult for some students, especially students new to University, to fully engage in lectures, and interact with their peers. This study attempts to use Twitter as a means of increasing these opportunities for interaction and engagement for students, especially those who may lack the confidence to engage traditionally. As a first step, the study analyses the use of Audience Response Systems to understand the role technology can play in providing opportunities for interaction. Following this, a review of experiments conducted using Twitter is carried out. While there is a dearth of research in this area, these cases provide some valuable insights into the use of this technology and its integration into education. In the methodology section, the process of using Twitter in lectures is explained, along with some of the challenges and obstacles faced. Findings presented indicate that while adoption of Twitter was low, the platform provides engagement opportunities for timid members of the group, while having a generally positive impact on engagement and discussion for the group as a whole. Finally, emerging uses of the Twitter platform are examined, allowing the reader glimpse possibilities for future integration.

**Database** SpringerLink

**9.Title** [Information Communication Technology planning in developing countries](#)

**Author** Sandy Malapile | Jared Keengwe

**Journal** Education and Information Technologies December 2014, Volume 19, Issue 4

**Abstract** This article explores major issues related to Information Communication Technology (ICT) in education and technology planning. Using the diffusion of innovation theory, the authors examine technology planning opportunities and challenges in Developing countries (DCs,) technology planning trends in schools, and existing technology planning models in schools districts in Dcs. Ideally, this article is intended to advance the discussion grounded on the premise that teaching is not effective without the appropriate use of information and communication technologies resources to facilitate student learning.

**Database** SpringerLink

- 10.Title** [Investigating the factors influencing teachers' use of ICT in teaching in Bruneian secondary schools](#)
- Author** Sallimah M. Salleh | Kumar Laxman
- Journal** Education and Information Technologies December 2014, Volume 19, Issue 4,
- Abstract** The primary focus of the research study described in this paper was to assess the status quo of teachers' use of Information and Communication Technology in teaching in terms of the factors that influence their use. Using a survey questionnaire, data was collected from a total of 1,891 secondary school teachers in all government schools in Negara Brunei Darussalam. Structural equation modelling, using AMOS 5.0 software, was employed as the major statistical analytic technique for a series of data analyses and assessment of the Theory of Planned Behaviour, the theoretical model that underpinned the study. Findings presented in this paper indicate that Bruneian teachers' use of ICT in teaching was influenced by their personal (attitude), social (subjective norms), and control (perceived behavioural control) factors.
- Database** SpringerLink