

ธันวาคม 2558

- 1.Title** [The Effects of Reading and Writing Habits on Learning Performance in a Blog Learning Environment](#)
- Author** Benazir Quadir | Nian-Shing Chen
- Journal** The Asia-Pacific Education Researcher December 2015, Volume 24, Issue 4,
- Abstract** This study investigated how individuals' reading and writing habit levels contributed to their levels of learning effectiveness while participating in a learning blog. A survey was conducted to understand the relationship between individuals' reading and writing habit levels (i.e., heavy or light) in terms of their attitudes and behavioral patterns, on the one hand, and the level of learning effectiveness (i.e., high or low) in a learning blog. Toward this end, a total of 73 readers and 56 writers participated in a blog, "Learner's Digest", developed for the purpose of the study with informative blog posts to facilitate meaningful learning. Hypotheses were tested and data were analyzed using logistic regression analysis. The results revealed significant relationships between heavy reading and writing habits and learning effectiveness. Discussion of the results and the implications of this study are also presented.
- Database** SpringerLink

- 2.Title** [Learning and Instruction Research in the Asia-Pacific Region from 2002 to 2011: Examining Trends, Authors, and Institutions](#)
- Author** Elizabeth Koh | Young Hoan Cho | Imelda Caleon
- Journal** The Asia-Pacific Education Researcher December 2015, Volume 24, Issue 4
- Abstract** Although research from the Asia-Pacific region has been increasing, much is unknown about research trends, authors, and institutions in the region, especially in relation to learning and instruction. It is important to have an

understanding of current research to identify its strengths and weaknesses and to chart future research directions. It is also useful to identify prominent and productive authors and institutions in the Asia-Pacific to enhance international and regional collaboration between researchers. Twelve top international journals from 2002 to 2011 in the fields of educational psychology, educational technology, and learning sciences were examined. New bibliometric measures, such as the q^2 index, as well as co-authorship network analysis, and cluster analysis methods were utilized to provide insights into Asia-Pacific authors and institutions in the field of learning and instruction research.

Database SpringerLink

3.Title [International and Remote Schooling: Global to Local Curriculum Policy Dynamics in Indonesia](#)

Author Sue Ledger | Lesley Vidovich | Tom O'Donoghue

Journal The Asia-Pacific Education Researcher December 2015, Volume 24, Issue 4

Abstract The present paper fills a void in the literature by focusing on curriculum policy processes in schools that are both remote and international. It is based on an analysis of the complex interrelationships between international and remote education; between 'the global' and 'the local'. It maps the dynamics of curriculum policy processes in three remote international schools in Indonesia and their journey in adopting the International Baccalaureate Primary Years Program (IBPYP). Whilst the study reported was primarily focused on how teachers made meaning of the IBPYP and the micro-politics involved, the significance of accelerating globalization required an examination of accompanying national, regional and global influences embedded in the complex curriculum policy processes. The concept of a 'policy trajectory' provided a framework for the research. After analysis of findings, a model was constructed to capture the dynamics of curriculum policy processes along the entire trajectory from global to local levels.

Database SpringerLink

4.Title [Digital citizenship within global contexts](#)

Author Michael SearsonAffiliated | Marsali Hancock | Nusrat Soheil
| Gregory Shepherd

Journal Education and Information Technologies December 2015,
Volume 20, Issue 4

Abstract EduSummit 2013 featured a working group that examined digital citizenship within a global context. Group members recognized that, given today's international, regional, political, and social dynamics, the notion of "global" might be more aspirational than practical. The development of informed policies and practices serving and involving as many sectors of society as possible is desirable since a growing world's population, including students in classrooms, will have continued access to the Internet, mobile devices and social media. Action steps to guide technology integration into educational settings must address the following factors: national and local policies, bandwidth and technology infrastructure, educational contexts, cyber-safety and cyberwellness practices and privacy accountability. Finally, in the process of developing and implementing positive and productive solutions, as many key members and stakeholders as possible who share in—and benefit from—students' digital lives should be involved, from families and educators to law enforcement authorities, from telecommunication organizations to local, provincial and national leaders.

Database SpringerLink

5.Title [A systematic literature review of design-based research from 2004 to 2013](#)

Author Lanqin Zheng

Journal Journal of Computers in Education December 2015, Volume
2, Issue 4

Abstract Design-based research (DBR) that blends designing learning environments and developing theories has proliferated in recent years. In order to gain insights into DBR, 162 studies related to DBR published from 2004 to 2013 were selected and reviewed. The major findings indicated that most of the studies focused on designing, developing, and redesigning learning environments through interventions. However, how to revise the intervention was not specified in detail. Also, the testing of an intervention was found to be still dependent on the measurement of cognitive outcomes. Furthermore, it was found that most DBR only conducted one cycle of iteration. This review of research not only identifies the progress of DBR, but also provides future directions of DBR for researchers and practitioners.

Database SpringerLink

6.Title [Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies](#)

Author Lanqin Zheng

Journal Journal of Computers in Education December 2015, Volume 2, Issue 4

Abstract Design-based research (DBR) that blends designing learning environments and developing theories has proliferated in recent years. In order to gain insights into DBR, 162 studies related to DBR published from 2004 to 2013 were selected and reviewed. The major findings indicated that most of the studies focused on designing, developing, and redesigning learning environments through interventions. However, how to revise the intervention was not specified in detail. Also, the testing of an intervention was found to be still dependent on the measurement of cognitive outcomes. Furthermore, it was found that most DBR only conducted one cycle of iteration. This review of research not only identifies the progress of DBR, but also provides future directions of DBR for researchers and practitioners.

Database SpringerLink

7.Title [Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies](#)

Gwo-Jen Hwang | Chiu-Lin Lai | Siang-Yi Wang

Journal Journal of Computers in Education December 2015, Volume 2, Issue 4

Abstract The flipped classroom has been recognized by educators as an innovative and effective instructional approach. It totally overthrows traditional instruction by switching in-class instruction time with at-home practicing time. While the effectiveness of the flipped room has been identified, the challenges of applying it to school settings have also been pointed out, such as the need for effective in-class learning designs and the necessity of helping students learn across at-home and in-school contexts. In this paper, the challenges as well as the definition, characteristics, and educational objectives of flipped learning are introduced; moreover, the seamless flipped learning model is proposed by integrating the features of mobile and wireless communication technologies into the flipped classroom model to provide a guide for researchers and educators to develop effective flipped learning activities and plans for helping students learn seamlessly across contexts.

Database SpringerLink

8.Title [Trust Me, I'm a Doctor: A PhD Survival Guide](#)

Author Koen Deconinck

Journal The Journal of Economic Education Volume 46, Issue 4, 2015

Abstract So, you have decided to do a PhD ... now what? In this essay, the author provides some advice for beginning PhD students, basically sharing what he would tell his younger self. Doing a PhD is a transformative experience, but the process is challenging, not merely on an intellectual level but also psychologically. To overcome these challenges,

one needs a certain mindset and a bag of tricks. The author offers some help for getting in the right mindset, and shares some of his own tricks for studying, research, and productivity in general.

Database Taylor & Francis

9.Title [Productive Classroom Dialogue as an Activity of Shared Thinking and Communicating: A Commentary on Marsal](#)

Author Chiel van der Veen | Claudia van Kruistum | Sarah Michaels

Journal Mind, Culture, and Activity Volume 22, Issue 4, 2015

Abstract In Eva Marsal's article, a model is presented that teaches children to philosophize by acquiring a set of skills in step-by-step exercises. In the classroom examples that Marsal provides, however, it remains unclear how teachers support the kinds of thinking and philosophizing that her Five Finger Model aims to promote. This is why, in response to Eva Marsal's article, we argue that productive classroom dialogue can be seen as a complementary approach that supports teachers in bringing dialogue into their classrooms. As its aim is to promote children's "meaningful learning and cultural development in an emancipatory way" (van Oers, 2012a, p. 59), it enables them to do more than appropriate or reconstruct conventional cultural meanings. Through productive classroom dialogue, children learn how to collaboratively progress in communicating, thinking, and understanding. As such, we believe it to be a suitable context for philosophizing with children that goes beyond step-by-step exercises. In this commentary, we subsequently elaborate the notion of productive classroom dialogue and discuss how it interanimates with Marsal's Five Finger Model.

Database Taylor & Francis

10.Title [Emotion and the Art of Negotiation.](#)

Author Wood Brooks, Alison

Journal Harvard Business Review. Dec2015, Vol. 93 Issue 12

Abstract Negotiations can be fraught with emotion, but it's only recently that researchers have examined how particular feelings influence what happens during deal making. Here the author shares some key findings and advice. Anxiety leads to poor outcomes. You will be less nervous about negotiating, however, if you repeatedly practice and rehearse. You can also avoid anxiety by asking an outside expert to represent you at the bargaining table. Anger is a double-edged sword. In some cases, it intimidates the other parties and helps you strike a better deal, but in other situations, particularly those involving long-term relationships, it damages trust and goodwill and makes an impasse more likely. To avoid or defuse anger, take a break to cool off, or try expressing sadness and a desire to compromise. Disappointment can be channeled to reach a more satisfactory outcome. Before disappointment becomes regret, ask plenty of questions to assure yourself that you've explored all options. And don't close the deal too early; you might find ways to sweeten it if you keep talking. Excitement isn't always a good thing. Getting excited too early can lead you to act rashly, and gloating about the final terms can alienate your counterparts. But if feelings of excitement, like other emotions, are well managed, everyone can feel like a winner. INSET: Managing Your Counterpart's Emotions.

Database Business Source Complete