Hot Articles

"December | 2016"

Title: [Interaction with an Edu-Game: A Detailed Analysis of Student Emotions and Judges' Perceptions](#)

Author: Cristina ConatiEmail author | Mirela Gutica

Abstract

We present the results of a study that explored the emotions experienced by students during interaction with an educational game for math (Heroes of Math Island). Starting from emotion frameworks in affective computing and education, we considered a larger set of emotions than in related research. For emotion labeling, we started from a standard methodology that relies on trained judges to report emotions over 20-s intervals, however, we asked judges to report all observed emotions in each interval, as opposed to only choosing one, as is standard practice. This variation allows us to discuss the appropriateness of this interval for emotion labeling. We present a detailed analysis of interrater reliability, both aggregated and over individual students, that considers not only labeling agreement among judges in terms of emotion type, but also with respect to the number of emotions detected. We also provide an analysis based on in-depth one-to-one interviews with judges, to gain insights on the challenges they encountered in labeling emotions.

Database

SpringerLink

Title:	Learning strategies and styles as a basis for building personal learning environments
Author:	Blanca J. Parra
Journal:	International Journal of Educational Technology in Higher Education December 2016
Volume:	13 **Issue:** 4
Doi:	10.1186/s41239-016-0008-z

Abstract

This paper presents the results and reflections from a study conducted on students using the e-learning mode from the Panamerican University Foundation. The aim of the study was to identify learning strategies and styles as a basis for building personal learning environments (PLEs). This study was conducted under the parameters of a mixed research approach, which uses quantitative and qualitative techniques, as well as an interpretative approach. The main learning styles found were active, visual and global. In relation to learning strategies, a tendency towards web searching as well as schemes and summary preparation was found. Although these are the prevailing trends, the study allowed us to recognize that each person learns differently; their style and learning strategies are influenced by the environment and the resources at their disposal. This enables educational institutions to identify and make a available the techno-pedagogical tools and strategies required to strengthen and build PLEs that are more assertive and better adapted to the needs and interests of students.

Database

SpringerLink

Abstract

Is there a positive association between a nation's income inequality and concerns with status competition within that nation? Here we use Google Correlate and Google Trends to examine frequency of internet search terms and find that people in countries in which income inequality is high search relatively more frequently for positional brand names such as Prada, Louis Vuitton, or Chanel. This tendency is stronger among well-developed countries. We find no evidence that income alone is associated with searches for positional goods. We also present evidence that the concern with positional goods does not reflect non-linear effects of income on consumer spending, either across nations or (extending previous findings that people who live in unequal US States search more for positional goods) within the USA. It is concluded that income inequality is associated with greater concerns with positional goods, and that this concern is reflected in internet searching behaviour.

Database

SpringerLink

Abstract

The claim that most people are happy and satisfied, assuming that high self-ratings on numerical scales indicate good lives, is cross-checked against extensive verbal reports in a large-scale mixed-methods validation study. For a sample of 500 qualitative interviews conducted in Austria, the usual 10-point-scale self-ratings of life satisfaction and happiness were linked to the content of respondents' actual narrations. Additionally, the narrated well-being was classified according to an alternative evaluation scheme by external raters. The results show that many persons report substantial restrictions to their hedonic experience in spite of high or even very high ratings, and that the narrated well-being evaluation is much more critical than the self-rating. Therefore it is argued that a naïve interpretation of high self-rating values as top life experience systematically ignores negative aspects of life. The claimed predominance of happiness should be substantially reformulated. In particular, more attention should be drawn to resilient satisfaction in the presence of substantial psychological burden, and to the non-negligible group of highly positive life satisfaction ratings which lack evidence of corresponding hedonic experience in the life narratives.

Title:	The Good Life, Affluence, and Self-reported Happiness: Introducing the Good Life Index and Debunking Two Popular Myths
Author:	Jan Delhey	Leonie C. Steckermeier
Journal:	World Development

Abstract

This paper examines two highly controversial questions about human well-being in the richer part of the world. First, is people's quality of life (still) enhanced by national prosperity? Many scholars doubt this, in particular advocates of de-growth. The second question concerns the relationship between the good life and self-reported happiness: Do people chiefly report being happy and satisfied for reasons embodied in achieving a good life? For addressing these issues we draw on a novel quality of life approach, the 'elements of the good life' as sketched out by Skidelsky and Skidelsky in 2013. This approach focuses on life results in seven domains: health, security, friendship, respect, leisure, personality, and harmony with nature. Our article refines the original concept and suggests a way to measure the well-being of individuals with the help of the Good Life Index. By analyzing data for 30 European countries from the most recent European Quality of Life Survey (EQLS) within a multilevel framework, we can show that Europeans' life-quality is better in wealthier societies, and that Europeans are authentically happy.

Database

ScienceDirect

Title:

Author: Erika E. Smith

Journal:

Volume: Page:

Doi:

Abstract

This study investigates undergraduate perceptions of the social media technologies (SMTs) they use in their learning. This mixed methods inquiry employed 30 semi-structured interviews and an online survey (N = 679) to explore why and how undergraduates from across disciplines view SMTs to be a meaningful part of their university learning. Findings shed new insights into student perspectives on and uses of social media, and the variety of ways in which undergraduates intentionally choose (or, choose not) to incorporate social media into their university learning in meaningful ways. Student perceptions formed an overarching theme of social media as a double-edged sword that both informs and distracts, having the potential to both help and hinder learning. Together, the interviews and the open-ended survey results demonstrate that several contextual relationships exist, underscoring the importance of considering affordances of social media for learning. Rather than taking an approach founded upon technological determinism, learning context and social media affordances become key. Undergraduate perceptions of educational interactions via social media illustrate the prominence of student-student and student-content, rather than faculty-student, interactions via social media in their learning, allowing for an updated understanding of previous educational interactions models.

Database

ScienceDirect

Title: Do clickers enhance learning? A control-value theory approach

Author: Isabel Buil | Sara Catalán | Eva Martínez

Abstract

The use of clickers in the classroom has gained popularity over the past few years. While significant work has been conducted on exploring clickers as drivers of learning outcomes, findings are still mixed and inconclusive. In addition, several recent reviews of this interactive technology highlight an important shortcoming of previous research: the lack of theoretical discussions that explain how clickers may help learning. To address these gaps, this research draws on the control-value theory of achievement emotions to explain how the use of clickers can enhance students' motivation, learning, and satisfaction. Based on a survey of 207 undergraduate students who use clickers in the classroom, the findings show that feedback provided by clickers has a positive influence on students' perceived academic control, self-efficacy, and value. Perceived academic control and self-efficacy positively predict pride, but do not influence the enjoyment experienced while using clickers. On the other hand, self-efficacy has a negative influence on boredom. Value has a positive effect on enjoyment and pride, and a negative effect on boredom. Enjoyment experienced by students while using clickers predicts both intrinsic and extrinsic motivation. Pride has a positive effect on extrinsic motivation, whereas boredom has a negative influence on students' intrinsic motivation. Finally, both types of motivation predict perceived learning and satisfaction.

Database

Title: [Developing a Framework to Evaluate the Potential of Global Learning in MOOCs](#)

Author: Sarah A. Mathews | Hilary Landorf

Journal: New Horizons in Adult Education and Human Resource Development

Abstract

Massive Open Online Courses (MOOCs) have rapidly emerged as a new platform for online learning. Higher Education Institutions (HEIs) must now determine if MOOC courses should be accepted as course credit. The authors propose a framework for determining if a MOOC course helps students develop the 21st century skills promoted through global learning. This framework is centered on the conditions for global learning – i.e. a process of diverse people collaboratively analyzing and addressing problems that transcend borders – and facilitated through the Community of Inquiry (CoI) model. Any course that attends to these aspects should produce global learning outcomes that fall within one or more of the following three categories: learning about the world, learning with others, and learning to act.

Database

Wiley

Abstract

Purpose

The purpose of this study is to segment consumers according to their decision-making styles in the context of social commerce. Additionally, the differences among consumer segments in consumer innovativeness, perceived risk, satisfaction and demographic characteristics are evaluated.

Design/methodology/approach

A total of 384 respondents who shopped for restaurant deals through social commerce participated in this study through an online survey. Two-step cluster analyses were used to segment social commerce consumers into groups, using their decision-making styles.

Findings

The results showed three types of social commerce consumers of restaurant deals: innovative brand-preferring consumers; realistic consumers; and passive consumers. Innovative brand-preferring consumers chose specific brands and showed the most innovativeness, while realistic consumers and passive consumers were price-conscious and far more cautious in purchasing restaurant deals using social commerce. Passive consumers were, in addition, confused by overchoice. All three consumer groups perceived higher risks to privacy in purchases using social commerce. Passive consumers were especially aware of the risk, while the innovative brand-preferring consumers and the realistic consumers were less concerned about risk. Consumers were especially likely to perceive economic risk, performance risk, social risk, psychological risk, privacy risk and time risk. Innovative brand-preferring consumers were more likely to be innovative and showed a higher level of satisfaction, while passive consumers showed the lowest satisfaction and the least innovativeness.

Research limitations/implications

This study provides additional insights on consumer decision-making styles in the context of social commerce in Korea.

Practical implications

Consumer decision-making styles can help restaurant managers to develop deals tailored to specific types of consumers, as well as create customized products and services.

Originality/value

This study is one of the very few attempts to investigate consumer decision-making styles in social commerce for restaurant deals, so it contributes to the literature on social commerce in the hospitality industry. This study shows that consumer decision-making styles are important in understanding the behavior of social commerce consumers.

Database

Emerald

Originality/value

This study is one of the very few attempts to investigate consumer decision-making styles in social commerce for

Abstract

Purpose

Short videos, also known as micro-videos, have emerged as a platform for sharing ideas, experiences and life events via online social networks. This paper aims to share preliminary results of a study, involving students from two universities who created six-second videos using the Vine mobile app to explain or illustrate technological concepts.

Design/methodology/approach

Students were assigned the task of creating a Vine video to demonstrate their understanding of an assigned technological concept. A survey, performed after creating their micro-videos, asked students about the technology tools they use that allow them to be creative, their current personal digital literacy skills and the extent to which they are able to express a complex concept in a simple way. The study categorizes the students' micro-videos to determine which formats might be most effective in demonstrating technology learning.

Findings

An analysis of their videos shows that the six-second constraint often inspires creativity and critical thinking, as students need to carefully consider the message they wish to convey, and how they can do so effectively in a compelling micro-video. The creation of such videos provides an effective way to demonstrate student learning and digital literacy skills.

Research limitations/implications

The study presents preliminary results gathered during one semester, with 68 videos created by 75 students.

Practical implications

Micro-video platforms are popular among today's students, whose increased use of social media, dependence on mobile devices and desire for constant connectivity enable new outlets for creativity and communication. This study examines the introduction of a micro-video platform, which many students already use in their personal lives, in an educational context to develop their technology and digital literacy skills.

Social implications

Students learn to use an emerging social media platform as a vehicle to inspire creativity and learning.

Originality/value

This study explores and shares preliminary results related to the use of micro-videos for demonstrating technology learning and developing digital literacy skills in the information technology classroom.

Database

Emerald

[Social Science]

Originality/value

This study explores and shares preliminary results related to the use of micro-videos for demonstrating technology learning and developing digital literacy skills in the information technology classroom.