

# กุมภาพันธ์ 2559

- 1. Title** [Promoting engagement in online courses: What strategies can we learn from three highly rated MOOCs](#)
- Author** Khe Foon Hew
- Journal** British Journal of Educational Technology Volume 47, Issue 2, pages 320–341, March 2016
- Abstract** Although past research has sought to identify the factors of student engagement in traditional online courses, two questions remained largely unanswered with regard to Massive Open Online Courses (MOOCs): do the factors that could influence student engagement in traditional online courses also apply to online courses that are massive and open? What factors do students consider important in terms of their perceived ability to promote a satisfying or engaging online learning experience? This paper reports a case study of three top-rated MOOCs in the disciplines of programming languages, literature, and arts & design in order to address these very questions. Using a mixed methods approach that combines participant observation with analysis of reflection data from 965 course participants, this paper seeks to understand the factors behind the popularity of these MOOCs. Five factors were found. These include the following, ranked in terms of importance: (1) problem-centric learning with clear expositions, (2) instructor accessibility and passion, (3) active learning, (4) peer interaction, and (5) using helpful course resources. The specific design strategies pertaining to each factor are further discussed in this paper. These strategies can provide useful guidance for instructors and are a worthwhile subject for further experimental validation.
- Database** Wiley Online Library
- 2. Title** [Internationalizing Higher Education \(HE\) in Vietnam: Insights from Higher Education leaders – an exploratory study](#)
- Author** Dong Phong Nguyen | Margaret Vickers | Thi Minh Chau Ly | Mai Dong Tran
- Journal** Education + Training, Vol. 58 Iss: 2, 2016
- Abstract** Purpose  
– The purpose of this paper is to increase knowledge of the key drivers, and challenges, of the internationalization of Higher Education (HE), especially in the transitioning economy of Vietnam.
- Design/methodology/approach

– An exploratory qualitative research design used semi-structured interviews. Nine senior institutional leaders from five Vietnamese universities were interviewed. Thematic analysis, informed by the literature, was undertaken on English-translated transcripts.

#### Findings

– The findings shared senior HE leader perspectives on how internationalization of HE in Vietnam was being conceptualized and operationalized, as well as insights as to how these processes might be improved. Further research to monitor the success of internationalization processes in Vietnam, and beyond, is recommended.

#### Research limitations/implications

– This was an exploratory qualitative study including nine interviews with senior HE leaders from Vietnamese Universities. Exploratory findings only are shared.

#### Originality/value

– No previous studies exploring internationalization of HE in Vietnam have been located. Vietnam is a nation in economic transition from a state-based to market-driven economy, and is different culturally, economically and socially, to its Asian neighbors. Internationalizing HE is considered essential to the global integration and development of Vietnam.

**Database** Emerald Insight

**3. Title** [Open courses and MOOCs as professional development – is the openness a hindrance?](#)

**Author** Ulf Olsson

**Journal** Education + Training, Vol. 58 Iss: 2, 2016

**Abstract** Purpose

– The purpose of this paper is to analyse if open courses, including massive open online courses (MOOCs), can be used as professional development despite their openness since the openness not only brings together individuals from different organizations but also may make the results of collaboration public.

#### Design/methodology/approach

– The setting is eight companies in different sectors and networks, collaborating with Higher Education Institutions in developing open courses in externally funded projects. The opinions of managers and HR-specialists in the companies are investigated and analysed.

#### Findings

– The managers and HR-specialists are positive to open courses that deliver professional development. They consider the openness in this kind of course to be of no significant problem. The employee knows what can be shared and what can be kept secret. The conditions are, however, different depending on the kind of company and the kind of inter-company relationship that exists.

#### Research limitations/implications

– Several interesting questions arise for future research about the use of open courses as professional development in different categories of inter-firm relationship and trust.

#### Practical implications

– If the openness is not a hindrance open online courses would appear to meet the requirement of flexibility; they have the potential of being suitable for professional development for individuals who want to increase their competence, but also as organized professional development in organizations and businesses.

#### Originality/value

– This is one of the first studies of the openness as a potential hindrance when open courses including MOOCs are utilized as professional development

**Database** Emerald Insight

**4. Title** [Learning process and learning outcomes of video podcasts including the instructor and PPT slides: a Chinese case](#)

**Author** Zhongling Pi | Jianzhong Hong

**Journal** Innovations in Education and Teaching International Volume 53, Issue 2, 2016

**Abstract** Video podcasts have become one of the fastest developing trends in learning and teaching. The study explored the effect of the presenting mode of educational video podcasts on the learning process and learning outcomes. Prior to viewing a video podcast, the 94 Chinese undergraduates participating in the study completed a demographic questionnaire and prior knowledge test. The learning process was investigated by eye-tracking and the learning outcome by a learning test. The results revealed that the participants using the video podcast with both the instructor and PPT slides gained the best learning outcomes. It was noted that they allocated much more visual attention to the instructor than to the PPT slides. It was additionally found that the 22 min was the time at which the participants reached the peak of mental fatigue. The results of our study imply that the use of educational technology is culture bound.

**Database** Taylor & Francis

**5.Title** [‘To tweet or not to tweet?’ A comparison of academics’ and students’ usage of Twitter in academic contexts](#)

**Author** Charles G. Knight | Linda K. Kaye

**Journal** Innovations in Education and Teaching International Volume 53, Issue 2, 2016

**Abstract** The emergence of social media as a new channel for communication and collaboration has led educators to hope that they may enhance the student experience and provide a pedagogical tool within Higher Education (HE). This paper explores academics’ and undergraduates’ usage of Twitter within a post-92 university. It argues that the observed disparity of usage between academics and undergraduates can be attributed to a number of factors. Namely, academics’ perceived use of the platform for enhancing reputation is an implied acknowledgement of the importance of research within HE and the increasingly public engagement agenda. Additionally, academics’ limited usage of Twitter to support practical-based issues may be explained by issues relating to accountability of information through non-official channels. Moreover, students made greater use of Twitter for the passive reception of information rather than participation in learning activities. The implications of these issues will be discussed in reference to the study findings

**Database** Taylor & Francis

**6.Title** [How to Prune Jargon From Your Popular Writing](#)

**Author** Theresa MacPhail

**Journal** The Chronicle of Higher Education February 3, 2016

**Abstract** The single worst habit we academics have is using overly complicated language to express complex ideas.

**Database** The Chronicle of Higher Education

**7.Title** [Teachers' emphasis on developing students' digital information and communication skills \(TEDDICS\): A new construct in 21st century education](#)

**Author** Fazilat Siddiq | Ronny Scherer | Jo Tondeur

**Journal** Computers & Education Volumes 92–93, January–February 2016

**Abstract** The main aim of this study is to validate an instrument to measure teachers' emphasis on the development of students' digital information and communication skills (TEDDICS), a construct that describes a qualitative aspect of ICT use beyond mere frequency reports. TEDDICS was conceptualized by focusing on digital skills such as accessing, evaluating, and sharing and communicating digital information. We validated TEDDICS with respect to its factorial structure, relations to further teacher-related variables (e.g., ICT self-efficacy), background characteristics (age and gender), and main subject differences. The Norwegian International

Computer and Information Literacy Study (ICILS) 2013 teacher sample (N = 1072) showed that TEDDICS: (a) comprises three factors which can be identified by exploratory structural equation modeling (ESEM); (b) is positively related to ICT self-efficacy, the frequency of ICT use, and perceived usefulness of ICT; (c) differs across main subjects but not across gender groups. In addressing our research aims, we show that ESEM represents TEDDICS more appropriately than confirmatory factor analysis. Our results provide strong evidence on the construct validity and point out to the importance of looking at the degree to which teachers emphasize digital skills in classrooms beyond the frequency of using ICT.

**Database** ScienceDirect

**8.Title** [The social strategy cone: Towards a framework for evaluating social media strategies](#)

**Author** Robin Effing | Ton A.M. Spil

**Journal** International Journal of Information Management Volume 36, Issue 1, February 2016

**Abstract** Social media is growing rapidly. Providing both risks and opportunities for organizations as it does. The social strategy cone is developed for evaluating social media strategies. This framework comprises of seven key elements of social media strategies as based on a systematic literature review and case studies. The results of 21 interviews have contributed to the construction of the social media strategy cone for analyzing social media strategies. Three levels of maturity of social media strategy are proposed: initiation, diffusion and maturity. Initiation includes the key elements: 'target audience' and 'channel choice' while all case organizations studied payed attention to these elements. Diffusion includes the elements: 'goals', 'resources' and 'policies'. Maturity adds the elements of 'monitoring' and 'content activities'. Only 3 of the 9 organizations studied are in this phase of maturity. Although, theory suggests the importance of the element of 'monitoring' our research shows the need for more attention in practice.

**Database** ScienceDirect

**9.Title** [Bringing the countryside to the city: Practices and imaginations of the rural in Ho Chi Minh City, Vietnam](#)

**Author** Jamie Gillen

**Journal** Urban Stud February 2016 vol. 53 no. 2

**Abstract** By zeroing in on the spatial tensions of the urban experience, this paper examines the countryside's role as a set of everyday practices and imaginative discourses in the growth and transformation of Ho Chi Minh City, Vietnam. The argument centres on how urban residents draw on material practices and symbolic discourses of the 'rural' to imbue the city with meaning. In doing so, this paper adds another dimension to the literature on Southeast Asian cities by illustrating how Ho Chi Minh City institutions and residents enliven the value of

the countryside through urban development. Related to this, I highlight how the folding of the countryside in to the city does not deprive either rural or urban space of meaning. In sum, the findings contribute to debates surrounding the Southeast Asian region in urban theorising, the countryside's role in linking the 'rural' and the 'urban', and the classic 'push' and 'pull' factors involved in rural–urban migration by rethinking the urban/rural binary in Vietnam.

**Database** SAGE Journals

**10.Title** [A Conceptual Model of Residents' Support for Tourism Development in Developing Countries](#)

**Author** Gaunette Sinclair-Maragh | Dogan Gursoy

**Journal** Tourism Planning & Development Volume 13, Issue 1, 2016

**Abstract** This conceptual study proposes a comprehensive tourism development support model for developing countries. It focuses on residents' perceptions of imperialism as a new contribution to the tourism literature, as well as their trust and identity; and how these constructs can influence their perceptions of tourism and subsequently their support for its development. The residents' perceptions of tourism development are examined with respect to the perceived positive and negative impacts. The residents' support for tourism is assessed by their attitudes toward its development. The model also proposes the relationship among imperialism, trust and identity. Respectively, the institutional, social exchange and identity theories are used to provide theoretical support for the nine research propositions. The model provides the foundation for future empirical analysis of the constructs to ascertain meaningful results for governments and tourism planners. This will enable better policies and decisions regarding the residents and tourism development in developing countries.

**Database** Taylor & Francis