

กรกฎาคม 2559

1.Title [Examining Multimedia Competencies for Educational Technologists in Higher Education](#)

Author Muhammad Nazil Iqdami | Robert Maribe Branch

Journal TechTrends

July 2016, Volume 60, Issue 4, pp 365–373

Abstract The authors investigated educational technology multimedia competencies for professionals who work in higher education institutions. Similar studies have been proposed, but none of them have focused on competencies required in the context of higher education. An online survey adapting sixteen competency factors from a study conducted by Rizhaupt and Martin (Educational Technology Research and Development 62(1), 13–33, 2014) was distributed to educational technologists to obtain their perceptions regarding the levels of importance of each of the competency factors. One hundred and forty educational technologists responded to the survey. The results of ordinal regression analysis showed that gender, years of experience, academic degree, and job titles significantly explained respondents' different opinions about the levels of importance of the sixteen competency factors. The authors contended that future research should explore competencies that are attributed to specific job titles within the realm of educational technology.

Database SpringerLink

2.Title [Building a Case for Blocks as Kindergarten Mathematics Learning Tools](#)

Author Cathy Kinzer | Kacie Gerhardt | Nicole Coca

Journal Early Childhood Education Journal July 2016, Volume 44, Issue 4

Abstract Kindergarteners need access to blocks as thinking tools to develop, model, test, and articulate their mathematical ideas. In the current educational landscape, resources such as blocks are being pushed to the side and being replaced by procedural worksheets and academic “seat time” in order to address standards. Mathematics research provides a solid basis for advocating for hands on resources to explore geometry and number concepts. Through the use of blocks in standards based mathematical tasks, students have the opportunity to develop important mathematical concepts and reasoning strategies. Kindergarten teachers' instructional actions can be grounded in history, research, personal wisdom, and professional knowledge regarding what is appropriate and meaningful for their students in learning mathematics with thinking tools such as blocks.

Database SpringerLink

3.Title [Adolescents and Cyber Bullying: The Precaution Adoption Process Model](#)

Author John Chapin

Journal Education and Information Technologies July 2016, Volume 21, Issue 4

Abstract A survey of adolescents (N = 1,488) documented Facebook use and experience with cyber bullying. The study found that 84 % of adolescents (middle school through college undergraduates) use Facebook, and that most users log on daily. While 30 % of the sample reported being cyber bullied, only 12.5 % quit using the site, and only 18 % told a parent or school official about the abuse. Up to 75 % of middle school Facebook users have experienced cyber bullying. The current study was the first to apply the Precaution Adoption Process Model (PAPM) to cyber bullying or to test the model with children and adolescents. Results suggest that most adolescents are aware of cyber bullying and acknowledge it as a problem in their school. About half of the adolescents did not progress beyond Stage 2 of the PAPM (aware of the problem, but haven't really thought about it). Adolescents also exhibited optimistic bias, believing they were less likely than peers to become cyber bullied. Implications for prevention education are discussed.

Database SpringerLink

4.Title [Toward a framework of improving horizontal and social accountability mechanisms: Case studies in Asia](#)

Author Samuel S. Ankamah

Journal Asian Education and Development Studies Volume 5, Issue 3

Abstract Purpose

– The purpose of this paper is to develop a conceptual framework for improving the interaction between horizontal and social accountability mechanisms for enhanced accountability outcomes.

Design/methodology/approach

– This is a conceptual paper drawing on six published anti-corruption cases in the Asian region and in theory to develop a framework for understanding and improving the interaction between horizontal and social accountability mechanisms.

Findings

– The paper proposes that to have more improved interactions between horizontal and social accountability mechanisms, any or all of the following eight conditions must be met. These include, independence and capacity of horizontal accountability agencies; legal backing for horizontal and social accountability interaction; vibrant and independent media; strong partnership of civil society with the media for information dissemination; organisation of civil

society into groups; credibility of horizontal and social accountability mechanisms; capacity of civil society (including human and financial capacity); horizontal accountability mechanisms to support and motivate social mechanism to “blow the alarm”.

Originality/value

– The conceptual framework developed in this paper makes a significant contribution to the accountability literature. In terms of policy, this framework can serve as a tool for governments, especially in Asia, seeking good governance through enhanced accountability outcomes.

Database Emerald

5.Title [Learning with LinkedIn: Students' perceptions of incorporating subject-related blogging in an international marketing course](#)

Author Nataliya Galan | Akbar Khodabandehloo

Journal Interactive Technology and Smart Education Volume 13, Issue 2

Abstract Purpose

This paper aims to report the results of implementation of blogging within a LinkedIn discussion group in an international marketing course for a multicultural group of students focusing on the students' perceptions of the subject-related blogging.

Design/methodology/approach

This study adopts a qualitative approach; data have been collected through online observations of the students' activity in a LinkedIn discussion group and structured interviews with volunteers after the completion of the course.

Findings

The results indicate the students' positive attitudes towards blogging in LinkedIn. Blogging perceptibly contributed to the students' acquisition of knowledge in the subject area, development of multicultural awareness and writing skills and improvement of critical thinking. In most cases, this type of activity had an impact on the development of the students' creativity and personal expression. Some patterns are only identified for subgroups of students with a certain cultural background (Chinese, Asian, German-speaking and European students).

Research limitations/implications

The results of this qualitative study are specific for a particular setting (a small international class of students) and a certain type of assignment (in terms of its structure and instructor involvement).

Originality/value

This study contributes to the growing body of literature on using social media-based assignments in business education by generating a better understanding of how participants in a multicultural group perceive the process of experiential learning while blogging in a LinkedIn discussion group.

Database Emerald

6. Title [Why Diversity Programs Fail.](#)

Author DOBBIN, FRANK | KALEV, ALEXANDRA

Journal Harvard Business Review. Jul/Aug2016

Abstract After Wall Street firms repeatedly had to shell out millions to settle discrimination lawsuits, businesses started to get serious about their efforts to increase diversity. But unfortunately, they don't seem to be getting results: Women and minorities have not gained much ground in management over the past 20 years. The problem is, organizations are trying to reduce bias with the same kinds of programs they've been using since the 1960s. And the usual tools—diversity training, hiring tests, performance ratings, grievance systems—tend to make things worse, not better. The authors' analysis of data from 829 firms over three decades shows that these tools actually decrease the proportion of women and minorities in management. They're designed to preempt lawsuits by policing managers' decisions and actions. But as lab studies show, this kind of force-feeding can activate bias and encourage rebellion. However, in their analysis the authors uncovered numerous diversity tactics that do move the needle, such as recruiting initiatives, mentoring programs, and diversity task forces. They engage managers in solving the problem, increase contact with women and minority workers, and promote social accountability. In this article, the authors dig into the data, executive interviews, and several examples to shed light on what doesn't work and what does. INSET: Which Diversity Efforts Actually Succeed?.

Database Business Source Complete

7.Title [How to Negotiate with a Liar.](#)

Author John, Leslie K.

Journal Harvard Business Review. Jul/Aug2016

Abstract People, including negotiators, lie every day, so when you're trying to make a deal, it's important to defend against deception. The best strategy, says the author, is to focus not on detecting lies but on preventing them. She outlines five tactics that research has shown to be effective: Encourage reciprocity. You can build trust and prompt other parties to disclose strategic information by sharing information yourself. Ask the right questions. Negotiators often lie by omission, keeping mum about relevant facts, but if directly asked, they are more likely to respond honestly. Watch for dodging. Don't let your counterparts sidestep your questions—write them down in advance, take notes on the answers, and make sure you get the information you're seeking. Don't dwell on confidentiality. Studies show that the more you reassure others that you'll protect their privacy, the more guarded and apt to lie they become. So be nonchalant when discussing sensitive topics. Cultivate leaks. People often reveal information unwittingly, so listen carefully for any slips and try indirect approaches to gaining information. INSET: In the Hot Seat: Handling Tough Questions Honestly.

Database Business Source Complete

8.Title [Livelihood Diversification in Rural Laos](#)

Author Sarah M. Martin | Kai Lorenzen

Journal World Development Volume 83, July 2016,

Abstract Livelihoods in rural southern Laos are highly diverse, comprising a wide range of different productive activities. In this paper motivations for diversification within livelihood strategies in rural communities in southern Laos are investigated through theories of distress-induced risk spreading in response to crises and progressive success and wealth. Results indicate that livelihood diversification at the household level is associated with higher wealth status and ownership of a range of assets as part of a progressive, accumulation livelihood strategy for those with fewer constraints. Diversification strategies across all socioeconomic groups commonly include a combination of agricultural and non-agricultural activities as well as migrant remittances, however, the types of activities undertaken are dependent on wealth. The increased asset status of households extends to enabling higher income-generating migration opportunities and may facilitate transition into both non-agricultural employment, as well as into a wider variety of agricultural employment activities. This further strengthens livelihoods through the mutually reinforcing complementarities across livelihood activities and reducing the risks associated with each. But this has the effect of leaving the poor, with lower levels of diversification, at most risk to natural or economic disasters or other shocks. Results have implications for development policy for rural southern Laos, highlighting the importance

of recognizing the positive aspects of livelihood diversification for rural poverty reduction. Broadened policy mechanisms which support and encourage diversification and mobility at the household level are needed. Likewise, pro-poor development initiatives that focus on increasing the diversity of assets (rather than the quantity of any one single asset) of the poor are more likely to be successful in supporting livelihood diversification and reducing vulnerability.

Database ScienceDirect

9.Title [The Impact of Economic Sanctions on Income Inequality of Target States](#)

Author Sylvanus Kwaku Afesorgbor | Renuka Mahadevan

Journal World Development Volume 83, July 2016

Abstract In this paper, we draw on established theoretical work to analyze empirically which segments of the population in the target states bear the most cost when economic sanctions are imposed. Using a cross-country analysis of 68 target states from 1960 to 2008, we find robust empirical evidence that the imposition of sanctions has a deleterious effect on income inequality. Focusing on various sanction instruments, financial and trade sanctions were found to have different impacts on income inequality. Lastly, the adverse effect of the sanctions is more severe on income inequality when sanctions span longer duration.

Database ScienceDirect

10.Title [The effect of pen and paper or tablet computer on early writing – A pilot study](#)

Author Sabine Wollscheid | Jørgen Sjaastad | Cathrine Tømte | Nalini Løver

Journal Computers & Education Volume 98, July 2016

Abstract One consequence of the ongoing controversy on the implementation of digital tools in early writing instruction is a need to investigate the effect of different writing instruction tools such as pen(cil) and paper and tablet computers on early writing. The purpose of this pilot study is to develop a study design and a writing test to investigate the effect of writing instruction tool (tablet computer vs. pen and paper) and test format (digital vs. pen-and-paper) on early writing outcomes. For the writing test, our pilot study shows that pupils assessed by the digital test format wrote faster compared with those assessed by pen-and-paper format, independent of the writing instruction tool. Given the limitations of this pilot study in scope and its quasi-experimental nature, we provide some suggestions for the design of a larger scale study by taking into account the rapid development of the field of early writing instruction.

Database ScienceDirect

11.Title [Exploring the development of college students' epistemic views during their knowledge building activities](#)

Author Huang-Yao Hong | Bodong Chen | Ching Sing Chai

Journal Computers & Education Volume 98, July 2016

Abstract Exploring students' epistemic views is important as it should help to better understand how they acquire and work with knowledge. This case study investigated how college students' epistemic views relate to their collaborative inquiry activities in an online knowledge-building environment. Findings based on a mixed-method analysis on students' online discourse and open-ended survey questions suggested that students' knowledge-building activities were positively related to the development of their epistemic views. In particular, when students were able to engage in more productive and effective group inquiry activities, they were more likely to develop a more sophisticated epistemic view that was conducive to sustained idea improvement for advancing knowledge. The study has implications for understanding how students' views on the nature of knowledge creation and the manner in which collaborative inquiry is conducted in an online environment affect each other.

Database ScienceDirect