

1. Title [Collaborative learning with multi-touch technology: Developing adaptive expertise](#)

Author Emma M. Mercier | Steven E. Higgins

Journal Learning and Instruction Volume 25, June 2013,

Abstract Developing fluency and flexibility in mathematics is a key goal of upper primary schooling, however, while fluency can be developed with practice, designing activities that support the development of flexibility is more difficult. Drawing on concepts of adaptive expertise, we developed a task for a multi-touch classroom, NumberNet, that aimed to support both fluency and flexibility. Results from a quasi-experimental study of 86 students (44 using NumberNet, 42 using a paper-based comparison activity) indicated that all students increased in fluency after completing these activities, while students who used NumberNet also increased in flexibility. Video analysis of the NumberNet groups indicate that the opportunity to collaborate, and learn from other groups' expressions, may have supported this increase in flexibility. The final phase of the task suggests future possibilities for engaging students in mathematical discourse to further support the development of mathematical adaptive expertise.

2. Title [Literacy coaching to improve student reading achievement: A multi-level mediation model](#)

Author Lindsay Clare Matsumura | Helen E. Garnier | Jessaca Spybrook

Journal Learning and Instruction Volume 25, June 2013

Abstract In a longitudinal group-randomized trial, we explore the key role of the quality of classroom text discussions in mediating the effects of Content-Focused Coaching (CFC) on student reading achievement (2983 students, 167 teachers). Schools in the United States serving large numbers of minority and English language learning (ELL) students from low-income families were randomly assigned to participate in the CFC literacy-coaching program or to continue with the literacy coaching that was standard practice for the district. The findings identified a positive effect of the CFC program on observed classroom text discussion quality. Supporting the theory underlying CFC, the positive effect of the program on student reading achievement was mediated through the quality of classroom text discussions. Students' language status moderated the direct effect of the program, with stronger effects for ELL students compared to their English-proficient peers.

3. Title [Can One-to-One Computing Narrow the Digital Divide and the Educational Gap in China? The Case of Beijing Migrant Schools](#)

Author Di Mo, Johan Swinnen | Linxiu Zhang, Hongmei | Yi, Qinghe Qu | Matthew Boswell, Scott Rozelle

Journal World Development Volume 46, June 2013

Abstract One Laptop Per Child (OLPC) is a high profile initiative to narrow the inequality of access to ICT and improve educational performance. However, there is little empirical evidence on its impacts. In order to assess the effectiveness of OLPC, we conducted a randomized experiment of OLPC with Chinese characteristics involving 300 third-grade students in Beijing migrant schools. Our results show that the program improved

student computer skills by 0.33 standard deviations and math scores by 0.17 standard deviations. The program also increased student time spent using educational software and decreased student time spent watching TV. Student self-esteem also improved.

4.Title [Social Norms and Aspirations: Age of Marriage and Education in Rural India](#)

Author Annemie Maertens

Journal World Development Volume 47, July 2013

Abstract Using a unique dataset that I collected in three villages in semi-arid India, I analyze the role of perceived returns to education and social norms regarding the ideal age of marriage in the educational plans, i.e., aspirations, parents have for their children. I show that perceptions of the ideal age of marriage significantly constrain the education that parents aspire to have for their daughters, but not their sons. Furthermore, aspirations are sensitive to the perceived returns to higher education in the case of boys, but not in the case of girls.

Wiley Online Library

5.Title [Beyond the comfort zone: internal crisis and external challenge in the European Union's response to rising powers](#)

Author MICHAEL SMITH

Journal International Affairs Volume 89, Issue 3

Abstract This article explores the extent to which the European Union (EU) has responded effectively to the rising powers of Asia, Latin America and Africa, and whether the Union has been able to construct an effective diplomacy for dealing with them. It starts from the observation that the EU has significantly developed its diplomatic apparatus since the Lisbon Treaty, and that this apparatus is largely directed towards the establishment of negotiated order at the regional and global levels. The article identifies a number of tensions and contradictions that arise from the EU's status and role in the global arena and that feed into its quest for negotiated order. It goes on to assess the challenges to EU positions and strategies that arise not only from the emergence of new powers in the world arena, but also from the changes in global structures and processes that accompany this development. The article then investigates how these challenges have interacted with the search for negotiated order in a series of issue areas: security, commercial policy, development, environment and energy. It argues that in recent years the EU has, in a variety of ways, been taken outside its comfort zone and that while the European Union can and must seek to re-establish negotiated order in its external relations, the challenge of doing so is severe.

6.Title [China and the global order: signalling threat or friendship?](#)

Author SHAUN BRESLIN

Journal International Affairs Volume 89, Issue 3

Abstract Although there is clear dissatisfaction in China with the nature of the current global order, it is hard to find a

clear and coherent Chinese vision of what an alternative world might look like. This is partly a result of conflicting understandings within the country of the benefits and drawbacks of taking a more proactive global role and perhaps undertaking more leadership functions. But it is also a consequence of how elites frame Chinese interests and demands in different ways for different audiences. Furthermore, the existing order has in fact served China quite well in its transition towards becoming a global power. So while at times China appears to be the main driver for reform and change, at other times (or to other people) the emphasis is on China as a responsible stakeholder in the existing system. How others receive and interpret these conflicting signals is likely to be influenced by the way China exercises, rather than talks about, its growing power—perhaps most notably in terms of its territorial claims in the South and East China Seas and its role as a regional power.

7.Title [Ten-Year Trends in Physical Dating Violence Victimization Among US Adolescent Females](#)

Author Donna E. Howard Dr PH | Katrina J. Debnam PhD | Min Q. Wang PhD

Journal Journal of School Health Volume 83, Issue 6

Abstract BACKGROUND

The study provides 10-year trend data on the psychosocial correlates of physical dating violence (PDV) victimization among females who participated in the national Youth Risk Behavior Surveys of US high school students between 1999 and 2009.

METHODS

The dependent variable was PDV. Independent variables included 4 dimensions: violence, suicide, substance use, and sexual risk behavior. Unadjusted odds ratios (ORs) and 95% confidence intervals (CIs) were examined followed by multivariate logistic regression analyses.

RESULTS

Approximately 1 in 10 girls experience PDV annually. PDV among adolescent females is a persistent public health problem despite concerted research and intervention efforts. PDV is associated with a set of psychosocial risk factors, particularly sad/hopeless feelings, suicidal ideation, and physical fighting.

CONCLUSIONS

Longitudinal research is needed to improve understanding of the directionality of effects. Efforts need to concentrate on how best to make inroads in terms of primary and secondary prevention.

8.Title [Teachers' Challenges, Strategies, and Support Needs in Schools Affected by Community Violence: A Qualitative Study](#)

Author Elisabeth F. Maring PhD | Sally A. Koblinsky

Journal Journal of School Health Volume 83, Issue 6

Abstract BACKGROUND

Exposure to community violence compromises teacher effectiveness, student learning, and socioemotional well-being. This study examined the challenges, strategies, and support needs of teachers in urban schools affected by high levels of community violence.

METHODS

Twenty teachers from 3 urban middle schools with predominantly low-income African American students completed open-ended interviews. Selected schools were in geographic areas with high violent crime levels.

RESULTS

Consistent with an ecological risk and resilience framework, findings revealed that teachers experienced challenges and adopted coping strategies at the individual, family, school, and community levels. Teachers employed a number of strategies associated with resilience, such as prayer and seeking support from family and colleagues, but also engaged in some avoidant strategies, such as emotional withdrawal and avoiding difficult students.

CONCLUSIONS

Findings suggest interventions to improve school safety and reduce the negative impact of violence-related stressors. Teacher training in behavior management, effective school leadership, improved school security, peer mediation, expanded mental health services, and parent involvement may promote resilience among both teachers and their students.

[SpringerLink](#)

9.Title [Using information and communication technologies to engage students in the later years of schooling in learning content and literacy: Case studies of three teachers](#)

Author Katina Zammit

Journal Education and Information Technologies Volume 18, Issue 2 June 2013

Abstract Literacy for a 21st century context is far more complex than reading and writing print. As society and information and communication technology (ICT) has changed, so what counts as literacy and how a person is deemed to be literate has changed. Students from low socio-economic backgrounds in the later years of schooling require access to multiple literacies mediated through ICT and to teachers who are willing to provide opportunities for them to be taught explicitly. ICT can promote the learning of the content as well as learning the literacies associated with specific subject areas. This paper will focus on how three teachers in the later years of schooling (years 9–12) used technology to enhance learning and engagement of students

in learning the literacies associated with their subject. They challenged the hegemony of print literacy by providing opportunities to develop students understanding, critique and creation of multimodal texts, but also supported students in achieving more effective print literacy. These teachers provided appropriate teaching for students from low socio-economic backgrounds, engaging them in thinking, feeling and acting at high levels while simultaneously providing positive messages about their knowledge, ability, control, place and voice. Their pedagogical approach supported the development of cultural and social capital that will enhance their students' life options.

10.Title [Innovative learning techniques and educational technologies](#)

Author José Cordeiro | Markus Helfert

Journal Education and Information Technologies Volume 18, Issue 2 June 2013

Abstract This special issue of the Journal Education and Information Technologies dedicates its thematic section on Innovative Learning Techniques and Educational Technologies. Innovative technologies for learning and education are being developed and introduced at a rapid rate. Perhaps the most common of these are Learning Management Systems and E-Learning platforms, also known as Course Management Systems or Virtual Learning Environments. The Web is currently a preferred medium for distance learning and the learning practice in this context is usually referred to as e-learning or technologyenhanced learning. Many systems enable sharing and distributing information between students and educators and allow working collaboratively. Options exists to increase engagement among participants and to enable collaborative learning and information sharing for instance with video and web conference systems, forums, chats, file sharing and social media. Educators and students have access to many often freely available tools and open source systems; however the selection of suitable tools becomes a challenge. At the same time, open source software, education systems and technological innovations offer a variety of tools and options to let educators to improve learning approaches and teaching methods. Programming assignments and tools using open software is one such example. In addition, approaches to make learning more attractive and interactive include project based software platforms and gaming approaches. Tools can help to produce content material and prepare assignments. Platforms such as Moodle have recently become ubiquitous in education, with many institutions using some form of learning technology and learning platform.