

มิถุนายน 2557

1.Title [A Curriculum for the Selfie Generation](#)

Author Dan Berrett

Journal The Chronicle of Higher Education June 2, 2014

Abstract Students seldom relish required courses. They are often seen as a burden that everyone would rather get out of the way—a bit like flossing. Some colleges think they've found a solution: They have adopted a curricular approach fit for a generation of oversharers and made the courses all about the students. Courses with names like "Making Life Count," "The Meaning of Life," and "Concepts of the Self" appear in the pages of course catalogs, often as general-education or required offerings. Dozens of colleges list courses in "the good life"—helping students recognize, realize, and maximize it.

Database The Chronicle of Higher Education

2.Title [Digital culture clash: "massive" education in the E-learning and Digital Cultures MOOC](#)

Author Jeremy Knox

Journal Distance Education

Abstract While education has been both open and online, the sizeable enrolment numbers associated with massive open online courses (MOOCs) are somewhat unprecedented. In order to gauge the significance of education at scale, this article analyses specific examples of massive participation derived from E-learning and Digital Cultures, a MOOC from the University of Edinburgh in partnership with Coursera. Student-created content, user statistics, and survey data are illustrated to examine the experiences and repercussions of engaging with educational activity where participants number in the tens of thousands. This activity is shown to mirror established instructionist or constructivist approaches to pedagogy. However, rather than working with "massiveness," these positions are suggested to oppose large participant numbers. Concluding remarks propose an irreducible diversity of participation, rather than a generalised categorisation of "student," and call for future considerations of the MOOC to move beyond individualism and self-interest.

Database Taylor & Francis Online Journal

3.Title [Exploring the ethical implications of MOOCs](#)

Author Stephen Marshall

Journal Distance Education

Abstract Massive open online courses (MOOCs) represent a potentially exciting opportunity to use technology to realise many of the long-promised benefits of universal higher education. While there are many positive aspects to the MOOCs on offer and in development, there are also significant ethical concerns arising from various initiatives. These include the academic duties of care and integrity, commercial exploitation of learners, as well as research ethics concerns arising from the analytical and other work being done by academics and institutions. These issues are explored and a set of heuristics for individuals and institutions provided as a starting point for ethical analysis of MOOCs and associated activities.

Database Taylor & Francis Online Journal

4.Title [Participatory pedagogy in an open educational course: challenges and opportunities](#)

Author Renate Andersen | Marisa Ponti

Journal Distance Education

Abstract This article presents an empirical study of an open educational course in an online peer-to-peer university (P2PU). P2PU is a nonprofit organization offering free educational opportunities. Focus is on how peers are part of creating course content in a Web 2.0 environment. Massive open online courses (MOOCs) have evolved into two different pedagogical directions: content-based xMOOCs and connectivist cMOOCs. cMOOCs emphasizing learning in networks developed informally, where learners are part of creating course content, resemble P2PU's vision. We investigated processes of interaction in co-creation of tasks in an open educational course and what opportunities and challenges emerge. We employed template analysis for coding data. We report two different processes of interaction between users and organizers: problem identification and co-creation of tasks. This study contributes to understanding a new model of teaching and learning through scrutinizing participation in an open educational course and explores implications for the learning experience.

Database Taylor & Francis Online Journal

5.Title [Guidelines for facilitating the development of learning communities in online courses](#)

Author J. Yuan | C. Kim

Journal Journal of Computer Assisted Learning Volume 30, Issue 3, June 2014

Abstract Online learning has grown exponentially in recent years; however, dropout problem remains challenging for some online programmes. The dropout problem can be attributed to a number of reasons, with a lack of interaction between learners and the instructor constituting one of the main reasons. The lack of interaction also leads to learners' feeling of isolation. Learning communities can provide learners with an environment conducive to increased interactions and alleviate their feeling of isolation. Unfortunately, there are no clear rules that instructors can follow to help learners create learning communities. In this paper, we propose guidelines for online instructors to facilitate the development of learning communities in online courses. We first review the definition of a learning community, importance of a learning community and factors affecting the development of a learning community. Afterwards, based on a review of the existing guidelines and other relevant literature, we propose guidelines for facilitating the development of learning communities in online courses.

Database Wiley Online Library

6.Title [Listening strategy use and influential factors in Web-based computer assisted language learning](#)

Author L. Chen | R. Zhang | C. Liu

Journal Journal of Computer Assisted Learning Volume 30, Issue 3, pages 207–219, June 2014

Abstract This study investigates second and foreign language (L2) learners' listening strategy use and factors that influence their strategy use in a Web-based computer assisted language learning (CALL) system. A strategy inventory, a factor questionnaire and a standardized listening test were used to collect data from a group of 82 Chinese students enrolled in a required course in college English. A descriptive statistical analysis measures the frequency of these learners' use of overall strategies and strategy types. A multiple regression analysis identifies factors and their interactions that influence the learners' use of listening strategies. t-tests examine the characteristics and proficiency levels that affect the overall listening strategies and strategy types used by these learners. The results show that cognitive and metacognitive strategies are used most frequently. They also reveal that motivation, learning anxiety and learning styles significantly affect the learners' use of various listening strategies. The results of this study provide directions for future research into the listening strategies employed in Web-based CALL and suggest ways for strategy instruction that may improve listening comprehension for L2

learners with different characteristics in Web-based CALL.

Database Wiley Online Library

7.Title [Common voice: Analysis of behavior modification and content convergence in a popular online community](#)

Author Jude P. Mikal | Ronald E. Rice | Robert G. Kent | Bert N. Uchino

Journal Computers in Human Behavior Volume 35, June 2014

Abstract This study analyzes images and associated commentary from an online image-sharing community (www.imgur.com). We hypothesize that, in the presence of overt communication of social rules, site content will reflect a somewhat consistent, content convergence irrespective of who comments, given that an individual's social identity, rather than their individual identity, will dominate their online interactions. We began with a random sample of 5000 images, and we grouped those images into six categories. We then randomly selected 10 images from each category, and conducted a close qualitative analysis of the micro-comments submitted in response to those images. Our results suggest that there is an overt communication of behavioral standards through explicit behavior correction by other site members. Content convergence can also be observed both in responses to a single image, and more broadly in comment similarity across images and even categories. Cultural norms and resulting content convergence suggests that individuals may come to see themselves as representatives of the site when they post – and may modify their behavior accordingly. This may lead to the perception that a common voice appears throughout the site, which may have implications for the communication of social support over the Internet, and for more quantitative analyses.

Database ScienceDirect

8.Title [Student acceptance of tablet devices in secondary education: A three-wave longitudinal cross-lagged case study](#)

Author Cédric Courtois | Hannelore Montrieux | Frederik De Grove | Annelies Raes | Lieven De Marez | Tammy Schellens

Journal Computers in Human Behavior Volume 35, June 2014

Abstract As ICT is increasingly permeating all aspects of everyday life, it is apparent that education cannot leap behind. In this article we longitudinally investigate a much-debated obligatory full-scale implementation of tablet devices in a large secondary school. We adopt a Theory of Planned Behavior (TPB) approach to verify the dynamic nature of students' acceptance of the

tablet as a learning tool at three waves of data collection, both at pre- and short and long-term post-adoption stages. The results clearly indicate the evolutionary nature of the acceptance process, challenging the adequacy of cross-sectional approaches to technology adoption. In the pre-adoption stage, attitude appears as a key uptake factor, whereas three months later, due to practical and technical constraints, the attention shifts to subjective norm and perceived behavioral control. Finally, six months after introduction indicative traces of habituation appear, raising concerns on the suitability of the TPB in established post-adoption circumstances.

Database ScienceDirect

9.Title [Knowledge sharing in interest online communities: A comparison of posters and lurkers](#)

Author Hui-Min Lai| Tsung Teng Chen

Journal Computers in Human Behavior Volume 35, June 2014

Abstract Online communities have become increasingly popular in recent years. However, despite a significant growth in the number of online communities, few have been successful in retaining members and motivating members to contribute knowledge. Few researchers have investigated the differences between posters and lurkers in terms of knowledge-sharing behavior. We propose that the driving factors of posters and lurkers are contextually different, and as such, a distinction between them is needed. By incorporating extrinsic and intrinsic motivation, as well as intra-community factors, we modeled and examined the differences in the driving factors of the two types of community members – posters and lurkers – and provide comparisons and discussions, thus advancing our understanding of knowledge-sharing behavior in interest communities. A multi-group analysis revealed that the poster group and the lurker group differ somewhat in the factors that motivate the knowledge-sharing intentions of the two groups. The most influential factors affecting the knowledge-sharing intentions of posters are intrinsic motivational factors (i.e., enjoyment in helping others and knowledge self-efficacy). On the other hand, the knowledge-sharing intentions of lurkers are affected by extrinsic motivational factors (i.e., reciprocity). Intra-community factors, such as perceived moderator's enthusiasm, offline activities, and enjoyability, also affect the knowledge-sharing intentions of posters and lurkers. The theoretical and practical implications of the findings are discussed.

Database ScienceDirect

10.Title [From “information” to “knowing”: Exploring the role of social media in contemporary news consumption](#)

Author Iryna Pentina| Monideepa Tarafdar

Journal Computers in Human Behavior Volume 35, June 2014

Abstract Using the conceptual lenses of information overload and sense making, this paper investigates

the process of contemporary news consumption based on the qualitative content analysis of 112 interview transcripts from a diverse cross-section of US news consumers. We offer theoretical clarification of factors influencing news consumption and the role of social media in devising strategies for addressing information overload in order to facilitate news sense-making and the resulting civic knowledge formation. We provide news organizations with suggestions for appropriately designing offerings to compete in the era of new media and offer directions for future research in the domains of news, product, and brand information consumption.

Database ScienceDirect