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1.Title [Technological Change, Skill Demand, and Wage Inequality: Evidence from Indonesia](#)

Author Jong-Wha Lee | Dainn Wie

Journal World Development Volume 67, March 2015

Abstract This study provides empirical evidence of the impact that technological progress has on wage inequality in Indonesia. The share of educated workers and their skill premiums have recently increased. A supply–demand analysis, using labor force survey data during 1990–2009, shows that both the between- and within-industry shifts of labor demand that favored skilled workers contributed to the widening wage inequality since the early 2000s. Evidence from firm-level data in the manufacturing sector indicates that the diffusion of foreign technologies through imports and foreign direct investment caused demand to shift toward more skilled labor and increased wage inequality.

Database ScienceDirect

2.Title [Ethnic Diversity and Social Capital in Indonesia](#)

Author Dimitris Mavridis

Journal World Development Volume 67, March 2015

Abstract This paper uses the variations of ethnic diversity between districts in Indonesia to show that diversity leads to lower social capital outcomes. I find that distinguishing between ethnic polarization and fractionalization matters for the results, as polarization has a larger negative effect. The results cannot entirely be attributed to selection on unobservables, and at least part of the relationship should be interpreted as causal. Finally, diversity seems to increase tolerance, despite its negative effect on other social capital variables such as trust, perceived safety, and participation to community activities, and voting in elections.

Database ScienceDirect

3.Title [Can Facebook be used to increase scientific literacy? A case study of the Monterey Bay Aquarium Research Institute Facebook page and ocean literacy](#)

Author G. Fauville | S. Dupont | S. von Thun | J. Lundin

Journal Computers & Education Volume 82, March 2015

Abstract The Internet provides a unique opportunity for scientists to be in direct contact with the public in order to promote citizens' scientific literacy. Recently, Internet users have started to spend most of their online time on social networking sites (SNS). Knowledge of how these

SNSs work as an arena for interaction, as well as for the development of scientific literacy, is important to guide scientists' activities online, and to be able to understand how people develop knowledge of science. This was evaluated by scrutinizing the Facebook page of the Monterey Bay Aquarium Research Institute and the consequences for users' ocean literacy. We investigated which practices could increase the number of users reached by a Facebook story. We also found that Facebook pages do not offer the appropriate social context to foster participation since it has only a few of the features of an arena where such practices could develop.

Database ScienceDirect

4. Title [Read Create Share \(RCS\): A new digital tool for interactive reading and writing](#)

Author Kristina Cordero | Miguel Nussbaum | Valentina Ibaseta | María José Otaíza | Samuel Gleisner | Sebastián González | Werner Rodríguez-Montero | Katherine Strasser | Renato Verdugo | Andrés Ugarte | Pablo Chiuminatto | Corinne Carland

Journal Computers & Education Volume 82, March 2015

Abstract Most books available in digital format today are very similar in structure to books that exist in print format because the digital functionality they offer is very similar to the features of interactive, multimodal print books that have existed for over a century. The one digital model that represents a paradigm shift is that of digital fanfiction, in which readers create “spinoffs” of their favorite books with different media online. Given the need for improvement in reading and writing skills among elementary schoolers, and the research supporting the objective of strengthening the link between reading and writing, the aim of this study is to propose and examine how digital tools may build on the concept of literary interactivity, in particular that of fanfiction, to provide a canvas for co-construction, so that readers may be more directly engaged with the texts they read and, as such, the narratives they build. To this end, we built a tablet-based tool for supporting third graders' incipient literacy learning through a reading-to-writing model that facilitated the multimodal co-construction of a narrative via a gaming mechanism, and maintained users' engagement during a 45-min activity. A design-based approach was used to test and hone the tool in two independent studies, involving a total of 237 third-graders. We learned that gaming mechanisms show promise for supporting narrative construction and for fostering multimodal narrative construction. In a more general sense we learned that interactive, co-constructive tools in a technological format can serve as bridges between elementary schoolers' reading and writing. Our tool in particular additionally fostered fictional storytelling.

Database ScienceDirect

5.Title [Using Math Apps for Improving Student Learning: An Exploratory Study in an Inclusive Fourth Grade Classroom](#)

Author Meilan Zhang | Robert P. Trussell | Benjamin Gallegos | Rasmiyeh R. Asam

Journal TechTrends March 2015, Volume 59, Issue 2

Abstract Recent years have seen a quick expansion of tablet computers in households and schools. One of the educational affordances of tablet computers is using math apps to engage students in mathematics learning. However, given the short history of the mobile devices, little research exists on the effectiveness of math apps, particularly for struggling students. To fill in the gap, an exploratory study was conducted in an inclusive fourth grade classroom, in which about half of the students were either at-risk or had disabilities. The students used three math apps that employed different scaffolding strategies to support learning of decimals and multiplication. Pre- and post-tests showed that use of the math apps improved student learning in mathematics and reduced the achievement gap between struggling students and typical students. More studies should be conducted to identify effective math apps.

Database SpringerLink

6.Title [Keeping Kids Safe From a Design Perspective: Ethical and Legal Guidelines for Designing a Video-Based App for Children](#)

Author Janet Mannheimer Zydney | Simon Hooper

Journal TechTrends March 2015, Volume 59, Issue 2

Abstract Educators can use video to gain invaluable information about their students. A concern is that collecting videos online can create an increased security risk for children. The purpose of this article is to provide ethical and legal guidelines for designing video-based apps for mobile devices and the web. By reviewing the literature, law, and code of ethics around designing sites that capture video of young children, we have developed a set of questions that can guide designers through the decisions that need to be considered in their plans. As an example, we describe how we applied these questions to the design of a Story Retell app, which enables students to share videos of themselves reading to gain feedback from their teachers. Although each design decision will vary across instructional contexts, these guidelines can serve as a framework for designing similar apps that collect video of children.

Database SpringerLink

7.Title [The Influence of Principals' Instructional Leadership on Teachers' Use of Autonomy-Supportive Instruction: An Analysis of Three Asia-Pacific Countries](#)

Author Seung-Hwan Ham | Rae Young Kim

Journal The Asia-Pacific Education Researcher March 2015, Volume 24, Issue 1

Abstract This study investigates the influence of principal instructional leadership on teachers' effort to employ instructional strategies for nurturing student autonomy in learning. Nationally representative multi-level data for 7,879 teachers in 479 middle schools in Australia, Malaysia, and South Korea were analyzed in this study. In all three countries analyzed, principal instructional leadership was significantly positively associated with teachers' use of autonomy-supportive instruction. This significant association persisted even when a range of other variables was simultaneously taken into account. This result gives credence to the hypothesis that teachers, who work in a school where the principal effectively demonstrates greater instructional leadership, tend more likely to actively integrate elements of teaching for learner autonomy into their instructional practice.

Database SpringerLink

8.Title [Validation of Attitudes and Beliefs on Classroom Control Inventory among Beginning Teachers in Singapore Schools](#)

Author Choon Lang Quek | Cong Liu | Shuangjuan Kang | Qiyun Wang | Darren Anthonio Marino Nonis

Journal The Asia-Pacific Education Researcher March 2015, Volume 24

Abstract Teachers' attitudes and beliefs on classroom management contribute significantly to student learning and development. Despite its importance, research in this aspect, however, has still been stymied by the difficulty of measuring teachers' classroom management attitudes and beliefs. Psychometrically sound instruments to measure teachers' classroom management attitudes and beliefs are still unavailable for use in Asian classrooms. In view of such reality, this study was intended to evaluate the psychometric properties of the Attitudes and Beliefs of Classroom Control Inventory-Adapted (ABCC-A) in Singapore schools. Construct validation of ABCC-A was conducted in three studies. Participants' responses to the 27-item ABCC inventory from the first-phase data collection (N = 512) were used in study 1 and study 2. Participants and their responses to the revised ABCC-A inventory from the second-phase data collection were used in study 3. In study 1, half of the first-phase data collection sample (N 1 = 259) was randomly selected for the exploratory factor analysis and reliability test. In the study 2, the other half of first-phase sample (N 2 = 253) will be used for the confirmatory factor analysis (CFA) test. In study 3, participants (N 3 = 41) who completed the revised ABCC-A, teacher efficacy scale, and questionnaire on teacher interaction questionnaires in the second-phase data collection will be used for convergent and discriminate validity tests. The CFA of ABCC-A revealed a good model fit of instruction management and people management subscales and acceptable evidence of invariance among different groups of beginning teachers in Singapore primary and secondary schools.

Database SpringerLink

9.Title [Extending social networking into the secondary education sector](#)

Author Su long Kio

Journal British Journal of Educational Technology

Abstract Secondary schools do not have the same technical resources and capabilities as universities. They usually need to rely on ready-to-use tools to fulfill their information and communication technology (ICT) structure. Social networking site (SNS) has emerged as a practical solution to this need. However, few have collected empirical data on the application of SNS in a secondary school setting. This paper probes into the current condition of SNS usage among secondary school students using a sample of 851 students in Macau, a Special Administrative Region (SAR) of China. Data in terms of access, profile and activities are collected. The activities on SNSs are analyzed by regression techniques to produce a prediction model relating perceived academic benefit and SNS activities. The model yields a strong positive relationship between that benefit and activities such as raising questions and engaging in study-related discussions. The model also yields a weak dependency on activities such as searching for information and entertainment. The paper also evaluates the actual academic utilization of a Facebook Group for one class of secondary school students for a period of one year. At the end of the year, various opinion parameters are measured, and improvements are observed in most parameters.

Database Wiley Online Library

10.Title [Transformation of teacher practice using mobile technology with one-to-one classes: M-learning pedagogical approaches](#)

Author Lucie Lindsay

Journal British Journal of Educational Technology

Abstract The rapid global uptake of mobile technology is reflected in pioneering New Zealand schools. Teachers of classes where each student uses a mobile device were surveyed on how frequently they use various mobile learning activities and asked to describe the new pedagogical opportunities it offers. The teachers' m-learning pedagogical approaches and the extent of transformation were considered. This study finds the main use of mobile technology is to enhance learning with task activities and information access; however, innovative content production is also common. The opportunities for pedagogical transformation that collaborative learning offers appear to be partially realised, but the potential for situative learning using authentic contexts and experts seems to be largely unrealised. Presently, transformative pedagogical approaches are not prevalent despite collaborative inquiry and situative approaches with authentic contexts being linked to developing higher order thinking and fostering future focused skills, which are a key focus for educators. The use of one-to-

one mobile technology in the classroom is a new educational practice with significant potential. This study provides a snapshot to contribute to building the necessary body of work on m-learning pedagogical transformation.

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