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1. Title [Branding in the Age of Social Media.](#)

Author HOLT, DOUGLAS

Journal Harvard Business Review. Mar2016, Vol. 94 Issue 3,

Abstract Social media was supposed to usher in a golden age of branding. But things didn't turn out that way. Marketers originally thought that Facebook, YouTube, and Twitter would let them bypass mainstream media and connect directly with customers. Hoping to attract huge audiences to their brands, they spent billions producing their own creative content. But consumers never showed up. In fact, social media seems to have made brands less significant. What happened? The issue is, social media has transformed how culture works, in a way that weakens certain branding techniques. It has united once-isolated communities into influential crowdcultures. Crowdcultures are very prolific cultural innovators. Their members produce their own content—so well that companies simply can't compete. Consider that people making videos in their living rooms top the charts on YouTube, which few companies have managed to crack. While they diminish the impact of branded content, crowdcultures grease the wheels for an alternative approach, cultural branding. In it, a brand sets itself apart by promoting a new ideology that springs from the crowd. Chipotle did this successfully when it made two short films critiquing industrial food, tapping into a movement that began in the organic-farming subculture and blew up into a mainstream concern on social media. Other good examples come from personal care. Axe revived its brand by becoming an over-the-top cheerleader for the "lad" crowd that arose as a response to politically correct gender politics. Dove championed the other side of the divide, with campaigns that spoke to crowdculture concerns about unhealthy beauty standards for women. Brands succeed when they break through in culture, and crowdcultures are a great vehicle for doing that. But firms can't identify the critical opportunities by relying on traditional segmentation and trend reports. INSETS: How Cultural Branding Builds Icons.;How One Brand Uses Celebrities to Break Through.

Database Business Source Complete

2. Title [Lean Strategy.](#)

Author COLLIS, DAVID

Journal Harvard Business Review. Mar2016, Vol. 94 Issue 3

Abstract Strategy and entrepreneurship are often seen as polar opposites. Strategy means rigorously defining and pursuing one clear path, while entrepreneurship involves continually changing

direction to take advantage of new opportunities. Yet the two desperately need each other: Strategy without entrepreneurship is central planning; entrepreneurship without strategy leads to chaos. There is a way to reconcile the two, through the lean strategy process. It ensures that start-ups innovate in a disciplined fashion so that they make the most of their limited resources. Lean strategy helps company builders choose viable opportunities, stay focused, and align the entire organization. The process begins with setting the venture's vision, or ultimate purpose—perhaps the only aspect of strategy that should be permanent. To deliver on it, senior executives agree on a deliberate strategy, defining the firm's objective (the near-term goal that describes success), scope (what the firm will and will not do), and competitive advantage (how it will win). The deliberate strategy sets the bounds within which experiments will take place and guides daily decisions. But the results of those experiments and decisions lead to learning that reshapes the strategy. Though priorities evolve, at each point in time it's clear to everyone in the firm which ones take precedence.

Database Business Source Complete

3. Title [Technology implementation: impact on students' perception and mindset](#)

Author Laura Patricia Pate

Journal International Journal of Information and Learning Technology Volume 33, Issue 2

Abstract Purpose

This study analyzes the negative impacts of implementation currently while also recommending proper applications to these new technological “applications”.

Design/methodology/approach

This literary analysis looks at a few of the negative results of technology implementation thus far and also provides ways to correct these impacts.

Findings

Technology could significantly aide in the efficacy of instruction if used properly. Educators must not merely understand how to work the basic tools for the classroom; they must utilize those conveniences in such a way that sparks interest, critical thinking, and a desire to create.

Originality/value

Throughout public education, technology implementation seems to be the topic on every educator's lips and listed on every school board's agenda. Considering the generous financial support, arduous research, and extensive professional development, the expectations for positive results are unbelievably high. As school districts competitively rush

to obtain state of the art equipment and demand that administrators provide professional development for teachers, educators then inundate students with constant change. Teachers are learning how to flip classrooms, provide constant communication, and utilize visual aids via new media. Students have answers at their fingertips, research is instantaneous, and communication with the world beyond the classroom never ceases. However, educators are now obliged to step back and reflect on what impact these alterations are really having. Are schools really getting their anticipated results? What impact are all of these revolutionary ideas really having on the students as a whole? What can be done to make this inevitable turn of the tide flow in the favor of effective instruction?

Database Emerald

4.Title [The tourism knowledge system](#)

Author John Tribe | Janne J. Liburd

Journal Annals of Tourism Research Volume 57, March 2016

Abstract This conceptual study addresses the significant need for every mature field of knowledge to understand itself. It builds upon previous studies of the epistemology and ontology of tourism by critiquing, synthesising, discarding, re-ordering and adding material. Its contribution is an original reconceptualisation of the structure, systems, processes and outcomes that define the field of tourism. These are explained by the creation of a model and detailed analysis that examines knowledge space, the knowledge force-field, knowledge networks, four key domains in knowledge creation and their interrelationships. Finally the model is used to examine some of the key challenges and consequences that the knowledge system reveals for tourism and its research.

Database ScienceDirect

5.Title [Selfie-taking as touristic looking](#)

Author Anja Dinhopf | Ulrike Gretzel

Journal Annals of Tourism Research Volume 57, March 2016

Abstract This paper reconceptualises the tourist gaze as facilitated by smart phones and social media, with a focus on selfies. It presents selfie-taking as a new way of touristic looking in which tourists become the objects of the self-directed tourist gaze. The paper suggests that the practice of selfie-taking in tourism is constituted by othering, stylized performing and producing/consuming visual culture of the self. Through these processes, tourists are able to ascribe the characteristics they otherwise associate with tourist sights onto themselves. Rather than fetishizing the extraordinary at the tourist destination, tourists seek to capture the extraordinary within themselves. Traditional tourist sights and attractions take on different relative importance.

Database ScienceDirect

6.Title [The Green Economy and Constructions of the “Idle” and “Unproductive” Uplands in the Philippines](#)

Author Marvin Joseph F. Montefrio | Wolfram H. Dressler

Journal World Development Volume 79, March 2016

Abstract In the Philippines, green economy projects encourage the production of agro-industrial commodities ostensibly for climate change mitigation, environmental rehabilitation, and inclusive rural economic growth. This paper illustrates, however, how elite constructions of the uplands as being “idle” and “unproductive” precipitate low-carbon, agro-industrial crop production in the Philippine frontier. Based on field research from 2010 to 2012 (i.e., in-depth interviews with policy and market elites, participant observation, and archival document analysis), we argue that elites constructions of and discourses on the uplands as idle and unproductive have been carried over from the colonial period, albeit in more complex ways, to inform and legitimize agro-industrial policies and programs couched in the green economy vision of the country. Such discourses simplify green economy policies and undermine upland dwellers’ constructions of place. Our findings raise critical questions about the realization of the vision of the green economy in the Philippines and much of the Global South. Regardless of the inclusive growth discourse in the green economy program, elite constructions of the idle and unproductive uplands pose serious risks to upland environments and populations.

Database ScienceDirect

7.Title [Twenty-first-century technology integration staff development: a phenomenology](#)

Author Christopher Clark | Dawn D. Boyer

Journal Journal of Computers in Education March 2016, Volume 3, Issue 1,

Abstract The purpose of this transcendental phenomenological study was to understand how in-service teachers with 3 to 5 years of experience perceived staff development related to the integration of twenty-first-century technology. Twenty teachers from southeastern North Carolina were selected. This study attempted to describe: How do third- through fifth-year teachers in one public school district in North Carolina describe the staff development initiatives aimed at training them to integrate twenty-first-century technology into their instruction? Interviews, and a focus group, were utilized to identify themes that described participant perceptions of staff development regarding the integration of twenty-first-century technology. Participants reported that: (a) they were more effective teachers due to staff development and (b) staff development seemed to lack focus and purpose. In turn, the

identified themes were used for developing a list of best practices as articulated by the participants.

Database SpringerLink

8.Title [E-learning of PHP based on the solutions of real-life problems](#)

Author Golam Md. Muradul Bashir | Abu Sayed Md. Latiful Hoque | Bipul Chandra Dev Nath

Journal Journal of Computers in Education March 2016, Volume 3, Issue 1

Abstract PHP is one of the most popular web programming languages. Many people want to learn PHP because of its simplicity. One of the important features of PHP is that it is a server-side scripting language. Learning PHP is more effective if a student can learn through a real environment. Many PHP online-learning systems and hardcopy books are available at present. Problem-based learning (PBL) is an effective pedagogy used to increase the problem-solving skill of the students. Existing PHP learning systems support limited problems in real-life environment. In this work, we have integrated the conventional e-learning of PHP with the PBL pedagogy to improve the problem-solving capability of the students. In this system, a teacher designs some problems for the students. Each problem contains proper description and reference with standard PHP output. On the web server, students can practice and submit answers pertaining to the problem with the help of the relevant references, urls, examples, and standard output. System provides the facility for the students to practice and experiment on coding with real-time error. Students can edit codes repeatedly comparing their outputs with the standard output within the specific duration. For evaluation, a teacher can compare the students' submitted codes with the standard code of the system, predefined keywords, and outputs. This system helps the students to engage in self-learning of PHP based on the real problems.

Database SpringerLink

9.Title [Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course](#)

Author Gary Cheng | Juliana Chau

Journal British Journal of Educational Technology Volume 47, Issue 2, pages 257–278, March 2016

Abstract The purpose of this study was twofold: first, to explore the relationship between students' learning styles and their online participation in a blended learning course, and second, to investigate the relationships of students' online participation with their learning achievement and with course satisfaction. A total of 78 undergraduate students from a general education course called Digital Citizenship took part in the study. All the participants were required to participate in four different types of online activity: information access, interactive learning, networked learning and materials development. The study used the method of partial least

squares to explore the relationships between different constructs. The results indicate that students' learning styles were significantly related to online participation and that online participation in networked learning and materials development was significantly related to their learning achievement and course satisfaction. This study highlights not only the crucial role of learning styles in online participation but also the importance of individual constructivism and social interaction for effective online learning.

Database Wiley Online Library

10.Title [A social network analysis of teaching and research collaboration in a teachers' virtual learning community](#)

Author Xiaofan Lin | Xiaoyong Hu | Qintai Hu | Zhichun Liu

Journal British Journal of Educational Technology Volume 47, Issue 2, pages 302–319, March 2016

Abstract Analysing the structure of a social network can help us understand the key factors influencing interaction and collaboration in a virtual learning community (VLC). Here, we describe the mechanisms used in social network analysis (SNA) to analyse the social network structure of a VLC for teachers and discuss the relationship between face-to-face and online collaborations. In contrast to previous research applying SNA to analyse measuring indexes alone, we emphasise the mechanisms combining SNA, questionnaires, content analysis and focus group interviews—the key methodology to analyse complex interaction in a VLC. On this basis, we present an analysis model for teachers' VLC and apply it to a teachers' VLC known as 'IRIS'. The study participants comprised 172 K12 teachers aged between 25 and 55 years. This study collected collaboration data from 2006 to 2012 and analysed the social network structure using sociograms, centrality, cohesive subgroups, clique phenomenon, and matrix correlation of SNA. These findings suggest that face-to-face and online collaborations are both indispensable in teaching and in research and continuously supplement and remedy each other in professional development. Moreover, the model succeeded in accessing, describing and analysing the social network structure of a VLC.

Database Wiley Online Library

11.Title [The shift from “e-learning” to “learning”>: Invisible technology and the dropping of the “e”](#)

Author João Paiva | Carla Morais | Luiza Costa | Ana Pinheiro

Journal British Journal of Educational Technology
Volume 47, Issue 2, pages 226–238, March 2016

Abstract Due to the generalization of electronically supported activities, we anticipate that, in the near future, the letter “e” in “e-learning,” indicating the use of electronic media and information and

communication technologies in education, will be dropped and that “e-learning” will be referred to as simply “learning.” This paper presents an attempt at understanding the causes of the name shift and at predicting its consequences. We offer a constructive reflection on how e-learning has been looked upon and on what we foresee will happen in the future, drawing briefly on several areas of knowledge and on the experience of the authors as educators at university, teacher training and high school levels. Our effort has also resulted in greater awareness of the importance of social tools and of the relevance of the human factor in the learning process.

Database Wiley Online Library