

พฤษภาคม 2557

1.Title [ASSISTED LEARNING THROUGH FACEBOOK: A Case Study of Universitas Terbuka's Students Group Communities In Jakarta, Taiwan And Hong Kong.](#)

Author RIADY, Yasir

Journal Turkish Online Journal of Distance Education (TOJDE). Apr2014, Vol. 15 Issue 2

Abstract This paper describes and give insight about the use of Facebook to assist learning in Jakarta and several countries outside Indonesia. There are so many problems that will arise based on the factual sight such users tend to find difficulties in searching, analyzing and accessing information that they need, particularly materials in their academic life. This paper explores how social network site (Facebook) has the potential to creating new resource in information and technology to assist learning in groups for finding information needs and also in distance learning system of Universitas Terbuka's students who live in Jakarta, Taiwan and Hong Kong. Generally, most of students are working from Monday to Friday and even on Saturday and Sunday, they really have problems in having face to face tutorial or even try to get information about their academic life. This paper was conducted with several communities of Facebook groups, the result showed that they specifically used Facebook group to assist them to finish their academic life such as tasks, examination, group discussion or even information. As the most popular social network in Indonesia, Facebook which accessible, effective and efficient is one of many communities to assist students in making new friends and tutors as well as keeping in touch with information on upcoming events, competitions, seminars, library announcements, new books materials, registration, online tutorial, webinar, examination and other general information.

Database Education Research Complete

2.Title [Teacher perceptions of using mobile phones in the classroom: Age matters!](#)

Author Blanche W. O'Bannon| Kevin Thomas

Journal Computers & Education Volume 74, May 2014

Abstract This study examined the digital native–digital immigrant dichotomy based on the results of a study involving 1095 teachers from two states in the southeastern United States. The study focused on age as it relates to the relationship between the type of mobile phone they owned, their support for the use of mobile phones in the classroom, their perceptions of the benefits of

specific mobile features for school-related work, and their perceptions of instructional barriers. The results indicated that the age of the teacher matters, however, not as suggested by Prensky (2001). There were no significant differences in the findings for the teachers who were less than 32 and the ones who were 33–49; however, they both significantly differed from those over 50 in mobile phone ownership and support for the use of mobile phones in the classroom as well as in their perceptions regarding the useful mobile features for school-related work and instructional barriers. In each instance, the older teachers were less likely to own smartphones, were less supportive on all items, were less enthusiastic about the features, and found the barriers to be more problematic.

Database ScienceDirect

3.Title [Gender and digital usage inequality among adolescents: A comparative study of 39 countries](#)

Author Tomasz Drabowicz

Journal Computers & Education Volume 74, May 2014

Abstract The paper investigates how gender exerts its influence on contemporary adolescents with respect to their access to the Information and Communication Technologies (ICTs). The focus here is on the so-called usage access. The paper's empirical basis is that of information on the ICTs usage collected for 39 countries in the framework of the 2006 wave of the Program for International Student Assessment (PISA) study. Ordinal regression modelling is used as a method for data investigation. The analysis points to the persistence of gender inequality seemingly in favour of boys. In all countries under investigation, boys report using computers and the Internet for educational purposes more often than girls. Controlling for the 2006 value of the national GDP per capita, the level of a country's gender inequality measured by the Gender Gap Index does not have any statistically significant effect on gender gap in educational use of ICTs. A sign of the gender coefficient suggest, however, that the increase in society's gender-neutrality is associated with the increase in boys' advantage over girls as regards the frequency of ICT/Internet educational use. The possibility that this advantage of boys is in fact a sign of their educational underperformance is discussed. Another possibility is also discussed, namely, that girls' decreased (in comparison with boys) frequency of using computers and the Internet for playing computer games might, counterintuitively, be the source of girls' disadvantage in the future.

Database ScienceDirect

4.Title [Psychosocial functions of social media usage in a disaster situation: A multi-methodological approach](#)

Author German Neubaum| Leonie Rösner| Astrid M. Rosenthal-von der Pütten| Nicole C. Krämer

Journal Computers in Human Behavior Volume 34, May 2014

Abstract Disasters are unexpected events that can affect a great number of individuals physically and psychologically. While previous research identified the Internet and especially social media as crucial platforms for information and communication in such situations, the psychological perspective on disaster-related functions of social media is still underrepresented. Building on motivation and emotion theories, this work uses a multi-methodological approach to holistically assess the individual's motives that underlay social media usage in the context of the human stampede at the Love Parade 2010. The results of a content analysis of postings in social networking site groups (N = 5970), qualitative interviews (N = 10), and an online survey (N = 171) delineate social media not only as a means for verifying the well-being of loved ones but also as appropriate spaces for social sharing of emotions and pursuing empathic concerns. Moreover, social media have been found to provide psychological benefits for users: The more individuals actively engaged in social media communication, the more they felt emotionally relieved and as a part of a like-minded community. These findings extend prior knowledge with regard to processes of emotion regulation that accompany social media communication in non-routine situations.

Database ScienceDirect

5.Title [The relationship between life stress and smartphone addiction on taiwanese university student: A mediation model of learning self-Efficacy and social self-Efficacy](#)

Author Shao-I. Chiu

Journal Computers in Human Behavior Volume 34, May 2014

Abstract Although numerous studies have examined factors that influence smartphone addiction, few have analyzed the potential protective factors inherent in individuals that may benefit future intervention programs for smartphone addiction. Thus, this study established a model for analyzing the mediating effect that learning self-efficacy and social self-efficacy have on the relationship between university students' perceived life stress and smartphone addiction. Sampling 387 Taiwanese university students, we distributed scales surveying for university students' life stress, learning self-efficacy, social self-efficacy, and smartphone addiction. Data

retrieved from the scales were analyzed using structural equation modeling (SEM). The SEM path analysis yielded the following results: (1) Academic stress had negative predictive power for social and learning self-efficacies, and interpersonal relationship stress had negative predictive power for social self-efficacy. (2) Social self-efficacy had positive predictive power for smartphone addiction. (3) Family and emotional stresses had positive predictive power for smartphone addiction. Generally, the results of this study could be used to significantly predict the life stresses that influenced university students' smartphone addiction. In addition, social self-efficacy can be considered a cognitive mechanism that mediates the relationships between academic stress and smartphone addiction and between interpersonal relationship stress and smartphone addiction. Finally, we discussed the research results and offered relevant suggestions for schools, university students, and future studies.

Database ScienceDirect

6.Title [Behavioral intention, use behavior and the acceptance of electronic learning systems: Differences between higher education and lifelong learning](#)

Author Ángel F. Agudo-Peregrina| Ángel Hernández-García|

Journal Computers in Human BehaviorVolume 34, May 2014

Abstract Widespread implementation of e-learning systems – learning management systems, virtual learning environments – across higher education institutions has aroused great interest on the study of e-learning acceptance. Acceptance studies focus on the predictors of system adoption and use, with behavioral intention to use the system as a proxy for actual use. This study proposes a TAM3-based model – with the inclusion of two additional variables: personal innovativeness in the domain of information technology and perceived interaction – to study the factors influencing the acceptance of e-learning systems. Attention is also brought towards the role of behavioral intention, especially in its relation with use behavior. In order to do so, two different settings were considered: higher education and lifelong learning; data was gathered from a survey administrated to Spanish graduate and lifelong learning students, and partial least squares analysis was used to test the research model. Results supported TAM relations, except for the intention-behavior linkage, and unveiled a dual nature of perceived usefulness – with one component related to efficiency and performance, and another component related to flexibility. The adequacy of applying TAM3-based models in educational contexts and suitability of actual system usage measures are also discussed.

Database ScienceDirect

7.Title [Methodological capacity within the field of “educational technology” research: an initial investigation](#)

Author Scott Bulfin| Michael Henderson| Nicola F. Johnson| Neil Selwyn

Journal British Journal of Educational Technology
Volume 45, Issue 3, May 2014

Abstract The academic study of educational technology is often characterised by critics as methodologically limited. In order to test this assumption, the present paper reports on data collected from a survey of 462 “research active” academic researchers working in the broad areas of educational technology and educational media. The paper explores their familiarity and expertise with various methods of data collection and analysis. Data from the survey highlight a preference for relatively basic forms of descriptive research, coupled with a lack of capacity in advanced quantitative data collection and analysis. The paper concludes with some directions for “methodological capacity building” to broaden the use of methods in educational technology research.

Database Wiley Online Library

8.Title [Researchers and teachers learning together and from each other using video-based multimodal analysis](#)

Author Jacob Davidsen| Ruben Vanderlinde

Journal British Journal of Educational Technology
Volume 45, Issue 3, May 2014

Abstract This paper discusses a year-long technology integration project during which teachers and researchers joined forces to explore children's collaborative activities through the use of touch screens. In the research project discussed in this paper, 16 touch screens were integrated into teaching and learning activities in two separate classrooms; the learning and collaborative processes were captured by using a video, collecting over 150 hours of footage. By using digital research technologies and a longitudinal design, the authors of the research project studied how teachers and children gradually integrated touch screens into their teaching and learning. This paper examines the methodological usefulness of video-based multimodal analysis. Through reflection on the research project, we discuss how, by using video-based multimodal analysis, researchers and teachers can study children's touch-screen supported collaboration and how researchers and teachers can learn together.

Database Wiley Online Library

9.Title [e-Research and learning theory: What do sequence and process mining methods contribute?](#)

Author Peter Reimann| Lina Markauskaite| Maria Bannert

Journal British Journal of Educational Technology

Volume 45, Issue 3, May 2014

Abstract This paper discusses the fundamental question of how data-intensive e-research methods could contribute to the development of learning theories. Using methodological developments in research on self-regulated learning as an example, it argues that current applications of data-driven analytical techniques, such as educational data mining and its branch process mining, are deeply grounded in an event-focused, ontologically flat view of learning phenomena. These techniques provide descriptive accounts of the regularities of events, but have limited power to generate theoretical explanations. Building on the philosophical views of critical realism, the paper argues that educational e-research needs to adopt more nuanced ways for investigating and theorising learning phenomena that could provide an account of the mechanisms and contexts in which those mechanisms are realised. It proposes that future methodological extensions should include three main aspects: (1) stratified ontological frameworks, (2) multimodal data collection and (3) dynamic analytical methods.

Database Wiley Online Library

10.Title [Population validity for educational data mining models: A case study in affect detection](#)

Author Jaclyn Ocumpaugh| Ryan Baker| Sujith Gowda| Neil Heffernan| Cristina Heffernan

Journal British Journal of Educational Technology

Volume 45, Issue 3, May 2014

Abstract Information and communication technology (ICT)-enhanced research methods such as educational data mining (EDM) have allowed researchers to effectively model a broad range of constructs pertaining to the student, moving from traditional assessments of knowledge to assessment of engagement, meta-cognition, strategy and affect. The automated detection of these constructs allows EDM researchers to develop intervention strategies that can be implemented either by the software or the teacher. It also allows for secondary analyses of the construct, where the detectors are applied to a data set that is much larger than one that could be analyzed by more traditional methods. However, in many cases, the data used to develop EDM models are collected from students who may not be representative of the broader populations who are likely to use ICT. In order to use EDM models (automated detectors) with

new populations, their generalizability must be verified. In this study, we examine whether detectors of affect remain valid when applied to new populations. Models of four educationally relevant affective states were constructed based on data from urban, suburban and rural students using ASSISTments software for middle school mathematics in the Northeastern United States. We found that affect detectors trained on a population drawn primarily from one demographic grouping do not generalize to populations drawn primarily from the other demographic groupings, even though those populations might be considered part of the same national or regional culture. Models constructed using data from all three subpopulations are more applicable to students in those populations than those trained on a single group, but still do not achieve ideal population validity—the ability to generalize across all subgroups. In particular, models generalize better across urban and suburban students than rural students. These findings have important implications for data collection efforts, validation techniques, and the design of interventions that are intended to be applied at scale.

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