

# พฤศจิกายน 2556

**1. Title** [Design and usability testing of a learning and plagiarism avoidance tutorial system for paraphrasing and citing in English: A case study](#)

**Author** Gi-Zen Liu | Hsiang-Yee Lo | Hei-Chia Wang

**Journal** Computers & Education Volume 69, November 2013

**Abstract** The prevalence of information and communication technology (ICT) has considerably converted the means of publication and circulation, as well as transforming academia and English pedagogy. However, with the availability and convenience of online resources, one of the critical issues emerged is that non-native English speakers are constantly accused of committing textual plagiarism: either intentionally or unintentionally. While many writing tools and plagiarism detectors are available to help solve the problem, none of them were customized for the great population of Chinese learners of English. Accordingly, DWright—a Chinese-interfaced online writing tutorial for paraphrasing and citing English—was developed in the hope of ensuring academic integrity through the avoidance of textual plagiarism.

The purpose of this study was to evaluate the design and efficacy of DWright regarding plagiarism prevention and improvement of English writing. A questionnaire and semi-structured interview were administered to participants to test DWright and its technology acceptance model (TAM) to identify the effect of perceived usefulness, usability and user attitudes of DWright. Results show that users of DWright were in high agreement regarding the content effectiveness of all DWright-based tasks, indicating the reading activities, multiple-choice exercises and paraphrasing practices were effective to help users enhance writing knowledge and skills to avoid plagiarism. Furthermore, perceived usefulness and system usability affected DWright user attitudes significantly and positively, which mirrors their attitudes toward continued use of DWright. In this study, DWright met its users' needs by extending their knowledge to avoid plagiarism while simultaneously enhancing their paraphrasing and writing skills. The conclusion suggests that tutorial designers, content experts and subject teachers should support effective communication to improve content usefulness, so as to help users achieve their writing goals with a research proven learning and plagiarism avoidance tutorial system.

**Database** ScienceDirect

**2.Title** [Does technology have an impact on learning? A Fuzzy Set Analysis of historical data on the role of digital repertoires in shaping the outcomes of classroom pedagogy](#)

**Author** Ian Stevenson

**Journal** Computers & Education Volume 69, November 2013

**Abstract** In the UK, 2012 marked the tenth anniversary of the publication of the Impact 2 report, which aimed to evaluate the relationship between school pupils' ICT experience and their attainment. Whether and to what extent digital technologies actually have impacts on school pupils' learning are questions which still do not have clear answers. Taking the micro-level of everyday classroom activities as the locus of the study, this paper aims to examine appropriate methodological approaches to evaluating the conditions which enable teachers and learners to use digital technologies for pedagogical goals. Using the notion of teachers and learners' digital repertoires, those taken for granted practices developed over a period of time, as its unit of analysis, the paper applies Fuzzy Set techniques to data from Becta Measures of Attainment Survey (2003). Arguing from systemic and empirical sources, the paper shows how the historical data is relevant in mapping out the factors which enable teachers and learners to achieve (or otherwise) their desired pedagogical outcomes. Taking two cases in which pedagogy either makes use of digital repertoires to achieve curricular aims or develops learners personal repertoires, the paper indicates the need for schools to be systematic in their tracking of pupil's digital experiences, and discusses the relevance of Fuzzy Set Analysis as a methodological approach.

**Database** ScienceDirect

**3.Title** [Exploring the relation between learning style models and preferred multimedia types](#)

**Author** Uroš Ocepek | Zoran Bosnić | Irena Nančovska Šerbec | Jože Rugelj

**Journal** Computers & Education Volume 69, November 2013

**Abstract** There are many adaptive learning systems that adapt learning materials to student properties, preferences, and activities. This study is focused on designing such a learning system by relating combinations of different learning styles to preferred types of multimedia materials. We explore a decision model aimed at proposing learning material of an appropriate multimedia type. This study includes 272 student participants. The resulting decision model shows that students prefer well-structured learning texts with color discrimination, and that the hemispheric learning style model is the most important criterion in deciding student preferences for different multimedia learning materials. To provide a more accurate and reliable model for recommending

different multimedia types more learning style models must be combined. Kolb's classification and the VAK classification allow us to learn if students prefer an active role in the learning process, and what multimedia type they prefer.

**Database** ScienceDirect

**4.Title** [IT infrastructure services as a requirement for e-learning system success](#)

**Author** Ahmed Younis Alsabawy | Aileen Cater-Steel | Jeffrey Soar

**Journal** Computers & Education Volume 69, November 2013

**Abstract** Evaluation of e-learning systems success is an essential process in managing and developing these types of systems. There are still arguments about the factors can be used to evaluate the success of e-learning systems. Inadequate attention has been paid to investigate the role of IT infrastructure services as a foundation to create the success of e-learning systems. The focus of this study is the role of IT infrastructure services in terms of the success of e-learning systems. A model is proposed which includes five constructs: IT infrastructure services; perceived usefulness; user satisfaction; customer value; and organizational value. A quantitative study was conducted at an Australian University, with survey responses from 110 Academic staff members and 720 students who use the e-learning system. The empirical study confirmed that an IT infrastructure services is a valid and reliable construct to measure e-learning systems success. In addition, this study provides evidence of the critical role of IT infrastructure services in the success of e-learning systems via its significant effect on perceived usefulness, user satisfaction, customer value, and organizational value.

**Database** ScienceDirect

**5.Title** [What We've Learned from the Financial Crisis.](#)

**Author** Fox, Justin

**Journal** Harvard Business Review. Nov2013, Vol. 91 Issue 11

**Abstract** or decades, the basic idea that governed economic thinking was that markets work: The right price will always find a buyer and a seller, and millions of buyers and sellers are far better than a few government officials at determining the right price. But then came the Great Recession, when the global financial system seemed on the verge of collapse—as did prevailing notions about how the economic and financial world is supposed to function. The author has followed academic economics and finance as a journalist since the mid-1990s. To him, three shifts in

thinking stand out: (1) Macroeconomists are realizing that it was a mistake to pay so little attention to finance. (2) Financial economists are beginning to wrestle with some of the broader consequences of what they've learned over the years about market misbehavior. (3) Economists' extremely influential grip on a key component of the economic world—the corporation—may be loosening. In the early 1930s, he concludes, policy errors by governments and central banks turned a financial crisis into a global economic disaster. In 2008 the financial shock was at least as big, but the reaction was smarter and the economic fallout less severe

**Database** Business Source Complete

**6.Title** [What Makes Strategic Decisions Different](#)

**Author** Rosenzweig, Phil

**Journal** Harvard Business Review. Nov2013, Vol. 91 Issue 11

**Abstract** The past decade has seen a wealth of research on decision making, yet business executives seem impervious to its lessons. The problem is not that they lack the desire to make better decisions. It's that the bulk of the research does not apply to the kind of decision that's most challenging for them. Decisions vary along two dimensions. The first considers whether the decision maker can influence the terms and the outcome. The second addresses whether the aim is to do well or to do better than others. Before making any decision, the most important thing is to understand what kind it is. Decision research has produced good advice for routine choices and judgments, such as personal investment decisions, where people are choosing among the products before them, have no ability to change them, and are not competing with anyone. For these decisions, research has shown, it's important to avoid common biases. But strategic decisions, such as entering a new market or acquiring another company, are completely different. Executives can actively influence outcomes. Furthermore, success means doing better than rivals. For these decisions, executives need more than an ability to avoid common biases. They require a talent for clear-eyed analysis and the ability to take bold action. INSETS: Idea in Brief;Four Types of Decisions;First-Field Research, Fourth-Field Decisions

**Database** Business Source Complete

**7.Title** [Deciding How to Decide.](#)

**Author** Courtney, Hugh | Lovallo, Dan | Clarke, Carmina

**Journal** Harvard Business Review. Nov2013, Vol. 91 Issue 11

**Abstract** Most businesses rely on traditional capital-budgeting tools when making strategic decisions such as investing in an innovative technology or entering a new market. These tools assume that decision makers have access to remarkably complete and reliable information—yet most strategic decisions must be made under conditions of great uncertainty. Why are these traditional tools used so often even though their limitations are widely acknowledged? The problem is not a lack of alternatives. Managers have at their disposal a wide variety of tools—including decision analysis, scenario planning, and information aggregation tools—that can help them make smart decisions under high degrees of uncertainty. But the sheer variety can be overwhelming. This article provides a model for matching the decision-making tool to the decision being made, on the basis of three factors: how well you understand the variables that will determine success, how well you can predict the range of possible outcomes, and how centralized the relevant information is. The authors bring their framework to life using decisions that executives at McDonald’s might need to make—from the very clear-cut (choosing a site for a new store in the United States) to the highly uncertain (changing the business in response to the obesity epidemic). INSETS: Idea in Brief;Decision Support Tools: A Glossary;Developing Rigorous Analogies: An Underutilized Tool;Developing Rigorous Analogies: An Underutilized Tool

**Database** Business Source Complete

**8.Title** [Facebook-Induced Motivation Shifts in a French Online Course](#)

**Author** James Aubry

**Journal** TechTrends November 2013, Volume 57, Issue 6

**Abstract** This study explores the effects of instructor’s self-disclosure using the Facebook social networking online platform on students’ motivation types in an online language course. The participants were 104 beginning French students enrolled in an online French course at a major research university in the southeast U.S. The participants were divided into a Facebook group, where they could access the instructor’s Facebook profile throughout the semester, and a control group. The Academic Motivation Scale (Noels, Pelletier, Clement, & Vallerand, 2003) was used for determining whether the participants were intrinsically or extrinsically motivated, anchoring this research within the Self-Determination Theory model (Deci & Ryan, 1985). Post-treatment results indicated that participants assigned to the Facebook group experienced a significant shift in motivation type that research has determined as being beneficial for language learning (Gardner, 1985). No such shift occurred in students assigned to the control group. This shift is of particular importance in an online course environment where the instructor’s Facebook profile was the only means of teacher’s self-disclosure unlike a face-to-face

environment where teacher self-disclosure can occur spontaneously.

**Database** SpringerLink

**9.Title** [Integrating Wikis in the Support and Practice of Historical Analysis Skills](#)

**Author** Catherine Cabiness | Loretta Donovan | Tim D. Green

**Journal** TechTrends November 2013, Volume 57, Issue 6

**Abstract** This case study examines the benefits of integrating wikis into the World History curriculum. Six middle school students chosen because of their designation in relevant subgroups—GATE, AVID, and RSP—participated in this 20-week study. Abstract historical concepts can be difficult to grasp; therefore, students collaborated via a wiki on topics that required students to practice historical analysis skills that are utilized by historians and social scientists who are experts in their field. Historical and social science analysis skills add rigor to the curriculum as students develop a deeper understanding of historical events beyond the core curriculum. Findings indicate that students, when given the option, chose to use higher order thinking skills. The high number of responses by the RSP students was a surprising outcome. The data indicates that wikis foster collaborative learning, interaction, and natural student inquiry.

**Database** SpringerLink

**10.Title** [Considerations for Integrating Technology in Developing Communities in Latin America](#)

**Author** Daniela Núñez Ponte | Theresa A. Cullen

**Journal** TechTrends November 2013, Volume 57, Issue 6

**Abstract** This article discusses issues related to introducing new information and communication technologies (ICT) into Latin American countries. Latin American countries are gaining world focus with political changes such as the death of Hugo Chavez in Venezuela and the election of the first Latin American Pope. This region will host the World Cup, Olympics and IMF World Bank annual meetings in the next 5 years; meanwhile they are projected to continue to experience moderate economic growth (IMF Survey, 2013). We suggest that successful innovation may be achieved through a combination of fundamental concepts of change with a culturally sensitive approach. This article discusses general concerns related to the diffusion of new technologies, the importance of cultural context, and the organization needed within the community for success. The literature review is based on three assertions: the characteristics of the native culture, general concerns of innovation for new technologies, and the context and organization needed by the community. We assert that to have successful integration of ICTs, innovators must understand the needs of the individuals who will use the innovation, as well as,

the key factors that influence the culture, stakeholders, and common goals of the community and employ a strategy that utilizes industry, government and educators to produce lasting change.

**Database** SpringerLink