ตุลาคม 2558

1.Title [MIT Unveils 'MicroMaster's,' Allowing Students to Get Half Their Degree From MOOCs](#)

Author Andy Thomason

Journal The Chronicle of Higher Education October 7, 2015

Abstract The Massachusetts Institute of Technology will begin allowing students to earn half of a master's degree through online courses, then cap it off with a single semester on the campus. The university's president, L. Rafael Reif, announced the pilot program on Wednesday.

Database The Chronicle of Higher Education

2.Title [Academic Social Network Hopes to Change the Culture of Peer Review](#)

Author Jeffrey R. Young

Journal The Chronicle of Higher Education September 25, 2015

Abstract An academic social network has added a tool it hopes will shake up the system of peer review.

The network is called Academia.edu, and it has grown to more than 25 million registered participants, who use it mainly to post their published papers in order to help others find them (and, it's hoped, cite them). The site's new tool, called Sessions, lets researchers post papers that are still in progress, and invite colleagues to comment on them so the papers can be improved before being submitted to peer-reviewed journals.

Database The Chronicle of Higher Education

3.Title [Working Women Worldwide. Age Effects in Female Labor Force Participation in 117 Countries](#)

Author Janna Besamusca | Kea Tijdens | Maarten Keune | Stephanie Steinmetz

Journal World Development Volume 74, October 2015

Abstract In this article, we investigate the effects of economic conditions, families, education, and gender ideologies on the labor force participation rates of women in eleven age groups in 117 countries. We find that participation rates of young and older women are partly explained by sector sizes and the level of economic development. However, to explain the labor force participation rates of women between 25 and 55 years, we need to study families and gender ideologies. We find these women are more likely to participate when paid maternity leave

schemes exist, enrollment in pre-primary education is higher, and countries are less religious.

Database ScienceDirect

4.Title [Returns to Micro-Entrepreneurship in an Emerging Economy: A Quantile Study of Entrepreneurial Indonesian Households' Welfare](#)

Author Virginie Vial | Julien Hanoteau

Journal World Development Volume 74, October 2015

Abstract Presenting low individual returns, but providing households with livelihoods and means to cope with economic vulnerability, micro-entrepreneurship's evaluation should include both context and heterogeneity. Using a four-wave panel of 9,157 Indonesian households, this study proposes a quantile estimation of micro-entrepreneurship's effects on four household-level complementary measures of welfare – income, consumption, household, and total assets. It evidences substantial positive but decreasing effects on the four measures, with the highest relative returns for the poorest. For this category, micro-entrepreneurship primarily provides returns in the form of income, translating into higher relative consumption, but more importantly, into a greater relative assets accumulation.

Database ScienceDirect

5.Title [The Dark Side of Chinese Growth: Declining Social Capital and Well-Being in Times of Economic Boom](#)

Author Stefano Bartolini | Francesco Sarracino

Journal World Development Volume 74, October 2015

Abstract Over the last two decades, subjective well-being in China declined. Using data from the World Values Survey, we identify predictors of the trend in life satisfaction in China during 1990–2007. Social comparisons and the decline of social capital explain the decrease in well-being, and they are strictly connected to the increasing orientation of Chinese people toward materialistic values. The increasing role of social comparisons is also a key factor in the increase of well-being inequalities between income classes.

Database ScienceDirect

6.Title [Learning with quizzes, simulations, and adventures: Students' attitudes, perceptions and intentions to learn with different types of serious games](#)

Author Valentin Riemer | laudia Schrader

Journal Computers & Education Volume 88, October 2015

Abstract   Students' attitudes, their perceptions of cognitive and affective quality as predictors of attitudes, and the resulting intention toward learning with serious games remains ambiguous, largely due to the use of imprecise measures. The presented studies have aimed to develop and test a measurement of students' attitudes, perceptions, and intentions to learn with serious games in general, and to use the instrument to examine differences for the most common types of serious games, that is quiz, simulation, and adventure. To this end, a pretest (n = 301) and two main studies (Study 1: n = 135, Study 2: n = 375) were conducted. The developed instrument shows high reliability and convergent validity. Results demonstrate positive attitudes, positive cognitive perceptions, and high positive and low negative affective perceptions of students toward learning with serious games in general, as well as with different game types. Findings from a multivariate analysis of variance (MANOVA), however, indicate differences between the three game types that could be related to the perceptions of cognitive and affective quality. Predominately, compared to quizzes and adventures, simulations were perceived as more supportive for the comprehension and application of knowledge while promoting a less positive affect. Additionally, there was a significant difference due to gender. Whereas females reported higher perceptions of negative affective quality compared to males when serious games were addressed in general, answers to questions about the specific game types revealed a more detailed picture. In contrast to previous findings in existing literature, female students reported a more positive attitude, as well as higher perceptions of positive affective quality, than males for all three game types. These results stress the importance of examining the types of serious games separately and considering gender when evaluating students' attitudes and perceptions when learning with serious games.

Database   ScienceDirect

7.Title   [Building a Blended Learning Classroom that Works](#)

Author   Marcia Kish

Journal   eLearn - September 2015

Abstract   Blended learning has the potential to significantly improve student learning and growth, but it is only truly successful when educators carefully base their instructional decisions on high-quality student assessment data. Blended learning coach Marcia Kish shares key principles for implementing blended learning that is data-driven and student-centered, as well as ideas and tools that can help make any blended learning model more effective.

Database   ACM Digital Library

8.Title [Understanding students' learning practices: challenges for design and integration of mobile technology into distance education](#)

Author   Olga Viberg | Åke Grönlund

Journal   Learning, Media and Technology

Abstract   This study explores the design requirements for mobile applications for second language learning in online/distance higher education settings. We investigate how students use technology and how they perceive that these technologies-in-practice facilitate their language learning. Structuration Theory is used for the analysis. Results show that design needs to consider that (i) students use their private mobile technologies frequently when conducting self-initiated learning tasks, (ii) students' mobile technologies-in-practice are important, and course designers should design materials and tools for such use practices, and (iii) students prefer to work on their own due to the limited time they want to devote to their learning. Consequently, in regard to the pervasive nature of mobile technology integration in society and into students' habitual use, they need various software tools on such devices to support individual learning.

Database   Taylor & Francis

9.Title [Using Facebook as a co-learning community in higher education](#)

Author   Marta Cuesta | Monica Eklund | Ingegerd Rydin | Ann-Katrin Witt

Journal   Learning, Media and Technology

Abstract   Students' cultural capital plays a major role in their success in higher education. In Sweden today, many students come from diverse cultural, social and educational backgrounds. Knowledge of requirements in academic systems differs widely. Some students feel insecure about how to interpret academic codes, thus weakening these students' opportunities for academic success. The major goal of this project was to lay the groundwork for a more equal educational system. Using social media, in this case conversations (e.g., chats) in a closed forum on Facebook monitored by a tutor, we aimed to improve student integration into academic culture. We differentiated two central themes related to student conversations on Facebook: (1) Access to academic habitus – cracking codes and (2) Emancipation by co-learning – extended academic codes. It was found that students participating in study groups created on Facebook learnt to better crack and extend the codes extant in university studies.

Database   Taylor & Francis

10.Title   Attitudes, efficacy beliefs, and willingness to pay for environmental protection when travelling

Author   Rouven Doran | Daniel Hanss | Svein Larsen

Journal   Tourism, Leisure and Hospitality Management October 2015

Abstract   Environmental sustainability may be seen as a collective challenge that can only be met if a sufficient number of individuals cooperate. Whether or not individual tourists are willing to contribute their share may thus depend not only on the degree to which they think that environmental sustainability is important (attitudes), but also on the degree to which they think that other tourists hold similar attitudes (social comparison). Other possible influences are beliefs that one's own behaviour can make a difference (self-efficacy beliefs) and that tourists as a group together can make a difference (collective efficacy beliefs). This paper reports on findings from a study (N = 358) that investigated the role of these factors in explaining people's willingness to pay for environmental protection when travelling. Attitudes, self-efficacy and collective efficacy accounted for 30% of the variance in willingness to pay for environmental protection; social comparison did not explain additional variance. Theoretical and practical implications are discussed.

Database   SAGE Journals