

Hot Articles

April 2017

Social Science



Title: [Learning About Diversity in Hong Kong: Multiculturalism in Liberal Studies Textbooks](#)

Author: Liz Jackson

Journal: The Asia-Pacific Education Researcher April 2017, Volume 26, Issue 1

Doi: 10.1007/s40299-016-0323-0

Abstract

Improving mainstream perceptions of diversity in Hong Kong is fundamental to enhancing equality and human rights in the society in the future. The importance of mainstream members of society learning to recognize diversity with less prejudice undergirds many of the aims of a recent educational reform, Liberal Studies. This paper evaluates the capacity of Liberal Studies to educate for multicultural understanding of cultural difference. Its primary data source is Liberal Studies textbooks, and it employs a qualitative content analysis to consider how diversity and ethnic, cultural, and religious differences are represented in the texts. The analysis is complemented by an examination of related resources teachers may use in the classroom (and are encouraged to use by the Hong Kong Curriculum Development Council): mainstream news articles and resources from the (government-provided) Web-based Resource Platform for Liberal Studies. The voices and views of some practicing teachers and pre-service teacher education students related to multicultural Liberal Studies resources are also included to provide a balanced picture. Based on this analysis, multicultural education as provided in major resources within the Liberal Studies curriculum appears inadequate. As diversity is reflected upon in resources analyzed here most often as problematic and stereotypical, interventions are needed if Liberal Studies is to enable multicultural appreciation and understanding among students in Hong Kong in the future.

Database

SpringerLink

Title: [Modified Flipped Classroom Instructional Model in “Learning Sciences” Course for Graduate Students](#)

Author: Feng-Kuang Chiang | Chen Chen

Journal: The Asia-Pacific Education Researcher April 2017, Volume 26, Issue 1

Doi: 10.1007/s40299-016-0321-2

Abstract

Using the method of design-based research, this study examines the three-year application of the modified flipped classroom model in a postgraduate course on learning sciences. In the modified flipped classroom, students form learning communities in groups. Before class, they read literature, raise questions, and discuss material both online and offline; in class, in an innovative modification to the traditional flipped classroom, students in the teaching group deliver content to their classmates and organize classroom activities; and after class, students conduct empirical research and complete research reports in groups. Through qualitative and quantitative analysis, it is found that the modified flipped classroom can effectively bring out students' initiative and improve both their learning satisfaction and empirical research abilities. Group-based lesson design and empirical research are found to be the most rewarding activities for students. Finally, recommendations for the application of the modified flipped classroom to postgraduate teaching in the areas of learning platform, course content, teaching methods, and teacher–student interaction are proposed.

Database

SpringerLink

Title: [The Relationship Between Size of Living Space and Subjective Well-Being](#)

Author: Chris Foye

Journal: Journal of Happiness Studies April 2017, Volume 18, Issue 2

Doi: 10.1007/s10902-016-9732-2

Abstract

Against a background of shrinking new homes and forebodings of “rabbit hutch Britain”, the relationship between size of living space and subjective well-being has never been more topical in the UK. Using the British Household Panel Survey (BHPS) and fixed effects regressions, this paper is the first to examine this relationship comprehensively. Two pathways are proposed between space and subjective well-being. First, space facilitates values and activities. Second, space signals wealth which in turn influences social status. It is proposed that wealth is a more important determinant of status for men than women, and that pathway two is therefore gendered. Part one of the paper examines the effect of a change in number of rooms per person on housing satisfaction and subjective well-being in the BHPS as a whole. Despite having a similar effect on the housing satisfaction of both genders, an increase in living space has only a (weak) positive linear effect on the life satisfaction and mental health of men. This suggests that space affects subjective well-being through pathway two, status. Part two of the paper tracks the housing satisfaction and subjective well-being over time of those individuals who move for “larger accommodation”. Consistent with various theories of adaptation, housing satisfaction increases in the year of the move; then decreases slightly before levelling out. Moving for “larger accommodation” has no positive impact on subjective well-being. Overall the results imply a weak positive relationship between size of living space and subjective well-being, but only for men.

Database

SpringerLink

Title: [How and what teachers learn from collaborative professional development](#)

Author: Keith Wood | Halida Jaidin | Rosmawijah Jawawi | J.S.H.Q. Perera | Sallimah Salleh | Masitah Shahrill | Saratha Sithamparam

Journal: International Journal for Lesson and Learning Studies, Vol. 6 Issue: 2,

Doi: <http://dx.doi.org/10.1108/IJLLS-09-2016-0028>

Abstract

Purpose

The purpose of this paper is to report on a study of teacher learning through participation in sustained collaborative subject-based professional development groups supported by a facilitator, using a model of teachers' conceptions of teaching developed from phenomenography to identify what are the critical features of teaching that must be present if teachers are to learn, and using a variation theory of learning to explain how they learn.

Design/methodology/approach

The groups engaged in cycles of lesson study action research to improve the learning outcomes of their students. The authors intended to engage the teachers in an exploration of their own and their students' experiences to understand the relationship between the enactment of the research lesson(s) and the educational outcome. The authors collected over 157 hours of video recorded teachers' meetings involving 15 groups, 47 hours of follow-up interviews and 97 hours of lessons. In this paper the authors report on the progress of one of those groups. The authors analysed the transcripts to see what, if any, dimensions of variation were opened in discussion, affording the opportunity for learning. The authors sought the simultaneous juxtaposition, the bringing together, of threads that have entered the discussion that have the potential to open dimensions of variation – to add critical features to the “what” and “how” dimensions of teaching.

Findings

The authors identified necessary conditions for teacher learning through collaborative subject-based professional development groups. Any member of the group might bring this about. The facilitator or coach might be expected to perform this role in the group, and to sustain the group's attention on the critical features of the object of learning.

Practical implications

The paper provides valuable insights into strategies to change teacher perspectives from a transmission oriented to a construction oriented view of teaching in the face of new and challenging curriculum demands.

Originality/value

In the work reported here the authors have used variation theory to design lesson study. This is rather different from a learning study where the teachers engaged in the study use variation theory to design their research lesson(s). It is a learning study of teachers' professional development

Database

Emerald Insight

Title: [Improving English language teaching through lesson study: Case study of teacher learning in a Singapore primary school grade level team](#)

Author: Rachel Goh | Yanping Fang

Journal: Journal for Lesson and Learning Studies, Vol. 6 Issue: 2

Doi: 10.1108/IJLLS-11-2015-0037

Abstract

Purpose

The purpose of this paper is to report on how a grade level team in a Singapore primary school used lesson study to mediate the implementation of the English language national curriculum. It aims to explore how this process had mobilised different teachers' knowledge, challenged their beliefs of teaching and student learning, and created impact on their learning and knowledge.

Design/methodology/approach

An interpretive qualitative study using a case study methodology was employed. Data collected included participant observations and individual interviews. Transcripts of lesson study discussions were open coded for the content of teacher discourse and the sources of influences on the teachers' reasoning and action.

Findings

The findings indicate that each stage of the lesson process engaged teachers' deliberative discourse differently and constituted their building a common inquiry stance into the problem of student learning in reading and writing, moving away from a lesson-based view to embracing a curriculum-based deliberation, and challenging their shared assumptions and enabling their learning to adopt the students' lens in improving the research lesson.

Originality/value

This study provides an illustrative case on how teachers' talk about work practices in lesson study mediated teacher learning in a group context. The study established the importance of an interconnected view of teacher interaction in lesson study that factored in the consideration of the influences at the teachers' level and at the school's level that enabled and/ or impeded a broader consideration of practice and richer conditions for the mentoring of novice teachers in the team.

Database

Emerald Insight

Title: [Crowdsourcing: A revised definition and introduction to new research](#)

Author: Jan H. Kietzmann

Journal: Business Horizons Volume 60, Issue 2, March–April 2017

Doi: 10.1016/j.bushor.2016.10.001

Database

ScienceDirect

Title: [Developing a Growth Mindset through outdoor personal development: can an intervention underpinned by psychology increase the impact of an outdoor learning course for young people?](#)

Author: Kate O'Brien | Tim Lomas

Journal: Journal of Adventure Education and Outdoor Learning Volume 17, 2017 - Issue 2

Doi: 10.1080/14729679.2016.1232199

Abstract

This study considers the impact of using a series of Mindset interventions during a five-day outdoor personal development (OPD) course. Self-efficacy, resilience and Mindset were measured pre course, post course and one month post course. It was hypothesised that both experimental and control groups would increase their self-efficacy and resilience, and that the Mindset (experimental) group would significantly increase beyond the levels of the control group, who took part in the standard OPD course. It was also predicted that the Mindset group would move towards a Growth Mindset, whereas the control group would not show any change in Mindset. Hypotheses were tested using a randomised, quasi-experimental method. Separate mixed analyses of variance were carried out for each dependent variable, followed by planned comparisons and post-hoc tests using a Bonferroni correction. Results showed that both groups increased self-efficacy over time; however, there was no further significance for the experimental group. Resilience only increased significantly in the experimental group while the control group made no significant gain, and students in the experimental group moved significantly towards a Growth Mindset while the control group did not.

Database

Taylor & Francis

Title: [The Lego story: remolding education policy and practice](#)

Author: Anne Pirrie

Journal: Educational Review Volume 69, 2017 - Issue 3

Doi: 10.1080/00131911.2016.1207614

Abstract

The aim of this article is to develop a more nuanced understanding of the complex nature of learning as it relates to both the educational and social aims of education as manifested in contemporary European education policy. The article explores tensions in education policy and practice by exploring the evolution of the global brand Lego. The development of Lego is considered to be emblematic of attempts to renegotiate the relation between playing and studying; process and mastery; cognition and embodiment. Drawing on the example of Lego, the author re-examines dichotomies between different conceptualisations of learning, namely learning as social performance and as the expression of individual agency; and constructions of creativity that emphasise process rather than product. Lego serves as an analogy for the progressive realignment of linear and teleological views of knowledge and the coming into presence of the individual in community that is central to education in relation to contemporary European educational policy.

Database

Taylor & Francis

Title: [IF YOU UNDERSTAND HOW THE BRAIN WORKS, YOU CAN REACH ANYONE](#)

Author: BEARD, ALISON

Journal: Harvard Business Review. Mar/Apr2017, Vol. 95 Issue 2

Abstract

A Biological Approach Helen Fisher, the biological anthropologist whose research informed Deloitte's work on team chemistry, derives her personality assessment from brain science. In searching for an answer to what makes an individual fall in love with one person and not another, she found that four biological systems—dopamine/norepinephrine, serotonin, testosterone, and estrogen/oxytocin—are each linked to a particular suite of personality traits. Fisher explains the science behind her work, talks about how to identify and adjust productively to others' personality styles, and considers whether personality screening can and should inform management decisions. The Tests That Shaped the Industry Over the past 100 years, three tests—the Myers-Briggs Type Indicator, the Five-Factor Model, and StrengthsFinder—have had an outsize impact on the theory and practice of personality screening.

Database

Business Source Complete

Title: [A BRIEF HISTORY OF PERSONALITY TESTS](#)

Author: HARRELL, EBEN

Journal: Harvard Business Review. Mar/Apr2017

Abstract

Over the past 100 years, three tests—the Myers-Briggs Type Indicator, the Five-Factor Model, and StrengthsFinder—have had an outsize impact on the theory and practice of personality screening.

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