Hot Articles

“April | 2019”

Social Science
Title: Vlog and brand evaluations: the influence of parasocial interaction

Author: Matthew Tingchi Liu | Yongdan Liu | Lida L. Zhang

Journal: Asia Pacific Journal of Marketing and Logistics Vol. 31 Issue: 2

DOI: https://doi.org/10.1108/APJML-01-2018-0021

Abstract

Purpose
The purpose of this paper is to investigate the marketing results of video blogging (vlogging). In particular, the authors are interested in understanding which video bloggers (vloggers) can better help marketers develop their brand image, which vlog viewers tend to evaluate vlogger-endorsed brands more positively, and how these effects occur.

Design/methodology/approach
A questionnaire survey was conducted with a convenience sample online. A total of 401 valid responses were collected. Regression analyses and bootstrapping were used to test the hypotheses.

Findings
The authors found that vloggers’ physical and social attractiveness and the audience’s viewing motives (entertainment motive and relationship-building motive) and behavior (time spent on the media) increased the audience’s evaluations of the brands endorsed by the vloggers (perceived brand quality, brand affect and brand preference). The authors also found that these relationships were mediated by the parasocial interaction (PSI) between the vloggers and the audience.

Practical implications
The findings of this study suggest that marketers can develop relationships with consumers and enhance their brand evaluations via vloggers. This strategy is more effective when brand managers use more attractive vloggers and target viewers who spend a lot of time on vlogs seeking entertainment or hoping to build relationships.

Originality/value
This study contributes to the literature by showing that vlogging can affect brand evaluations through the development of PSI between vloggers and viewers. The authors extended the focus of vlog marketing research from consumers’ watching and sharing behaviors and their perception of vloggers to brand evaluations, from vloggers’ characteristics to viewers’ characteristics and from the Western to the Eastern context.

Database
Emerald Insight
Title: Advancing customer experience practice and strategy in Thailand

Author: Yan Chi Tiffany Tivasuradet,

Journal: Asia Pacific Journal of Marketing And Logistics Volume 31, Issue 2

DOI: https://doi.org/10.1108/APJML-09-2017-0220

Abstract

Purpose
The purpose of this paper is to provide a broad preliminary overview and critical viewpoint on the current state of customer experience innovation and strategy in Thailand.

Design/methodology/approach
This paper outlines and critically analyses the key trends based on 15 prime instances of customer experience innovation from the past ten years in Thailand across three industries: retail, fuel service and insurance.

Findings
Customer experience in Thailand is still in its nascent stage. This is because firms are yet to realise their full potential as critical brand differentiators. Many Thai firms also miss collaboration opportunities with external partners when innovating customer experiences. This is despite the overwhelming contributions from local SMEs to breakthrough innovations and creativity. Consequently, many customer experience innovations in Thailand are yet to be truly memorable and unique.

Originality/value
This is the first paper that critically examines the trends in customer experience across the retail, fuel service and insurance. It is also the only paper that outlines strategic implications of customer experience strategies and innovations to date for Thailand. Both future research topics and managerial implications for Thai professionals are discussed in the paper.

Database
Emerald Insight
Purpose
The study aims to give a descriptive account of university students’ engagement with non-learning-related activities during class time and explore the relationship between off-task multitasking and learning. The predictive factors for off-task multitasking from individual, social and class-related dimensions are also examined.

Design/methodology/approach
Contextualized in a comprehensive university in Hong Kong, the study adopts a survey design and involves 79 samples.

Findings
The data show that Hong Kong university students are avid users of mobile phones and heavily engage with digital devices. Off-task multitasking with mobile phones is a common phenomenon, yet not related to learning performance. Among the various media and apps on mobile phones, instant messenger stands out as the most frequently used app on a daily basis and inside the classroom. The individual device-use habit and classroom engagement are significant predictors for off-task multitasking during class time.

Practical implications
This paper will allow teachers and students to be more aware of the causes and effects of off-task multitasking behaviors during class time and derive practical guidance and strategies to pay heed to and resist the disruptive influence of technologies on learning.

Originality/value
The existing scholarly work show a mixed and incomplete picture regarding the effects and determining factors of students’ multitasking. This study includes three variables from individual, social and teaching/learning dimensions and seeks to evaluate their predictive strengths. The results of the study will deepen our understanding of the patterns of off-task multitasking.

Database
Emerald Insight
Title: MOOCS for teacher professional development: exploring teachers’ perceptions and achievements

Author: Nikolaos Koukis | Athanassios Jimoyiannis

Journal: Interactive Technology and Smart Education Volume 16, Issue 1

Doi: https://doi.org/10.1108/ITSE-10-2018-0081

Abstract

Purpose
This paper aims to report on a study concerning a Massive Open Online Course (MOOC), designed to support Greek-language teachers in secondary-education schools in implementing collaborative writing activities with Google Docs (GDs) in their classrooms. Data recorded from a post-survey were used to investigate teachers’ views and perceptions about MOOC design features, their personal achievements and the overall outcomes for their professional work and development.

Design/methodology/approach
The design framework of the particular teacher professional development MOOC was determined by the connectivist principles and addressed three main dimensions of teachers’ active participation: a) individual engagement; b) peer interaction and mutual support; and c) collaborative creation of educational scenarios and artefacts. The analysis used a mixed method that combines data from teachers’ active engagement through the MOOC platform records and quantitative and qualitative data from their responses to a post-survey questionnaire.

Findings
The analysis of the research data provided supportive evidence that the design framework was effective towards promoting teachers’ active engagement, peer interaction and support and development of learning design abilities to integrate collaborative writing with GDs in their classrooms. The findings showed that the majority of participants conceptualized this MOOC as an efficient environment to enhance their pedagogical knowledge and classroom practices and to support continuous professional development.

Database
Emerald Insight
Title: Strategic Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems

Author: Jason A. Grissom | Brendan Bartanen


Doi: https://doi.org/10.3102/0002831218797931

Abstract

Studies link principal effectiveness to lower average rates of teacher turnover. However, principals need not target retention efforts equally to all teachers. Instead, strong principals may seek to strategically influence the composition of their school’s teaching force by retaining high performers and not retaining lower performers. We investigate such strategic retention behaviors with longitudinal data from Tennessee. Using multiple measures of teacher and principal effectiveness, we document that indeed more effective principals see lower rates of teacher turnover, on average. Moreover, this lower turnover is concentrated among high-performing teachers. In contrast, turnover rates of the lowest-performing teachers, as measured by classroom observation scores, increase substantially under higher-rated principals. This pattern is more apparent in advantaged schools and schools with stable leadership.

Database

SAGE Journals
Mindful learning: A mediator of mastery experience during digital creativity game-based learning among elementary school students

Yu-chu Yeh | Han-Lin Chang | Szu-Yu Chen

Computers & Education Volume 132, April 2019

https://doi.org/10.1016/j.compedu.2019.01.001

Abstract

With the mounting empirical evidence of the benefits of mindfulness, the researchers of the present study incorporated mindful learning in digital game-based learning of creativity. A two-phase study was conducted to (1) develop the Inventory of Mindful Learning Experience in Digital Games (IMLE-DG); and (2) develop a training program of the Digital Game-based Learning of Creativity (DGLC), by which the relationship among achievement goal, self-determination, mindful learning, and mastery experience during digital game-based learning of creativity were investigated through experimental instruction. One hundred and eighty-one 3rd to 6th graders were used in the development of IMLE-DG, and 95 3rd and 4th graders were included in the six-week experimental instruction through the DGLC. The results suggest that the IMLE-DG has good reliability and validity. The Cronbach's $\alpha$ coefficient was 0.974 and exploratory factor analysis yielded three factors: curiosity and open-mindedness, attention and grit, and emotion regulation. Confirmatory factor analysis also showed that the three-factor structure was a good-fit model (Goodness-fit-index = 0.913). Moreover, analytical results showed that achievement goal and self-determination influenced mastery experience through mindful learning experience, suggesting that mindful learning is a crucial mediator of mastery experience in digital game-based learning of creativity. With key features of story-based, interdisciplinary, and 3-D design, The DGLC provides an original and valuable vehicle for creativity learning. In addition, the incorporated mechanisms (rewards, free choices, immediate feedback, and peer-evaluation) for enhancing goal achievement, self-determination, and mindful learning shed light on the design of game-based learning and creativity instruction.

Database

ScienceDirect
Floods and Exports: An Empirical Study on Natural Disaster Shocks in Southeast Asia

Kaori Tembata | Kenji Takeuchi

Economics of Disasters and Climate Change April 2019, Volume 3, Issue 1

Abstract

This study analyzes the effects of climate-related disasters on international trade in Southeast Asia. We use monthly trade data to examine the relationship between disaster shocks and bilateral export flows. The empirical analysis shows that natural disasters have a significant negative effect on exports. The estimation results suggest that floods cause an immediate decrease in exports by 3–5% of monthly mean export values. In addition, the effect persists in the post-disaster period, with floods causing annual export losses of 2% of average export values. We further investigate the impact of disasters by product group, and show that disasters are negatively associated with the exports of agricultural and manufacturing products. The findings suggest that extreme weather events have severe repercussions on Southeast Asia, where exports play an important role in economic development.

Database

SpringerLink
Title: Exposure to Floods, Climate Change, and Poverty in Vietnam
Author: Mook Bangalore | Andrew Smith | Ted Veldkamp
Journal: Economics of Disasters and Climate Change April 2019, Volume 3, Issue 1

Abstract

With 70% of its population living in coastal areas and low-lying deltas, Vietnam is highly exposed to riverine and coastal flooding. This paper conducts a “stress-test” and examines the exposure of the population and poor people in particular to current and future flooding in Vietnam and specifically in Ho Chi Minh City. We develop new high-resolution flood hazard maps at 90 m horizontal resolution, and combine this with spatially-explicit socioeconomic data on poverty at the country and city level, two datasets often kept separate. The national-level analysis finds that a third of today’s population is already exposed to a flood, which occurs once every 25 years, assuming no protection. For the same return period flood under current socioeconomic conditions, climate change may increase the number exposed to 38 to 46% of the population (an increase of 13–27% above current exposure), depending on the severity of sea level rise. While poor districts are not found to be more exposed to floods at the national level, the city-level analysis of Ho Chi Minh City provides evidence that slum areas are more exposed than other urban areas. The results of this paper provide an estimate of the potential exposure under climate change, including for poor people, and can provide input on where to locate future investments in flood risk management.

Database

SpringerLink
Revisiting the relationship between longevity and lifetime education: global evidence from 919 surveys

Mohammad Mainul Hoque | Elizabeth M. King | Claudio E. Montenegro | Peter F. Orazem

Journal: Journal of Population Economics April 2019, Volume 32, Issue 2,

Abstract
The contrasting results from previous research motivate this reexamination of the longevity-schooling relationship. The study uses a different identification strategy applied to cohort-specific data from 919 household surveys conducted between 1960 and 2012 spanning 147 countries. We find a significant positive relationship between increased life expectancy at birth and lifetime completed years of schooling in 95% of the surveys and significant negative effects only in 0.3%. In addition, parents’ own longer life expectancy at birth has intergenerational benefits for their children’s schooling. The 31-year increase in life expectancy at birth worldwide for birth cohorts 1922–1987 is associated with 60–100% of the 4.8 additional years of completed schooling for those birth cohorts. These results are robust for different specifications across surveys, population groups, and world regions.

Database
SpringerLink
Abstract
Cities around the world are increasingly developing city-wide lifelong learning strategies to promote individual and civic adaptation to major economic, technological, and environmental challenges. Such initiatives, however, have not yet received commensurate research attention from education researchers and it is not yet clear that we have the theoretical or methodological tools to research the complexity of learning at a city scale. This paper attempts to outline one approach that might respond to this challenge by drawing on the concept of ‘lively infrastructure’ from urban studies. Based on 11 months of detailed ethnographic fieldwork in the city of Bristol, the paper draws on this concept to trace how learning infrastructures are produced, accessed, and reshaped by individuals and serve to provision particular forms of learning in the city. In so doing, the paper argues that learning infrastructures need to be understood as discursive, material, and affective; as deeply interconnected with other city infrastructures, particularly childcare and transport; and as capable of morphing to create both radical new forms of learning activity as well as consolidating existing practices of exclusion and inequality.