

# Hot Articles

“August | 2017”

**Social Science**



**Title:** [Elsevier Is Becoming a Data Company. Should Universities Be Wary?](#)

**Author:** Paul Basken

**Journal:** The Chronicle of Higher Education AUGUST 07, 2017

**Abstract**

For years university researchers have complained that the publishing giant has driven up the costs of journals. Now, as data-sharing becomes more valuable, the company's shifting focus is raising new concerns.

**Database**

The Chronicle of Higher Education

**Title:** [When Universities Swallow Cities](#)

**Author:** Davarian L. Baldwin

**Journal:** The Chronicle of Higher Education JULY 30, 2017

**Abstract**

Is it in the public interest to have giant urban campuses freeload off their neighbors' taxes?

**Database**

The Chronicle of Higher Education

**Title:** [Yes, Your Manuscript Was Due 30 Years Ago. No, the University Press Still Wants It.](#)

**Author:** Chris Quintana

**Journal:** The Chronicle of Higher Education AUGUST 02, 2017

**Abstract**

Authors' blown deadlines may extend across decades. That's not what editors want, but in many cases they're content to wait.

**Database**

The Chronicle of Higher Education

**Title:** [Beyond learning by experience: The use of alternative learning processes by incrementally and rapidly internationalizing SMEs](#)

**Author:** Juan M.Pellegrino | Rod B.McNaughton

**Journal:** International Business Review Volume 26, Issue 4, August 2017

**Doi:** <https://doi.org/10.1016/j.ibusrev.2016.12.003>

### Abstract

How firms learn about foreign markets and internationalization processes is an important theme in the literature on SME internationalization, evidenced by the Uppsala model's emphasis on experiential learning as an explanation for incremental internationalization, and attempts to explain how early and rapid internationalization can be facilitated by alternative modes of learning, especially congenital learning. Yet, the learning processes used, and the content and source of learning, have not been compared systematically, especially with respect to how these evolve as firms become increasingly internationalized. This paper reports the findings of a retrospective longitudinal analysis of the learning processes, sources and foci of four New Zealand-based SMEs that internationalized incrementally, and four that internationalized rapidly. The findings demonstrate that while experiential learning is important, both incrementally and rapidly internationalizing firms use other learning modes at different stages of their internationalization, and that there are differences in the content and source of learning. Thus, the relationship between internationalization and learning processes may be more complex than the literature currently suggests, inviting further exploration of the multiple ways that SMEs learn, and the contingent factors that might influence this.

### Database

ScienceDirect

**Title:** [Foreign market selection of online retailers — A path-dependent perspective on influence factors](#)

**Author:** MatthiasSchu | DirkMorschett

**Journal:** International Business Review Volume 26, Issue 4, August 2017

**Doi:** <https://doi.org/10.1016/j.ibusrev.2017.01.001>

### Abstract

Internationalization is a critical task for online retailers, yet the question of how and in which order online retailers choose foreign markets has not been investigated. Based on dynamic capabilities and institutional theory, the authors identify, test and explain factors influencing the foreign market selection behavior of European online retailers. Following a dynamic, path-dependent view of the market selection process over time, the hypotheses are tested using a longitudinal database containing observations of the foreign market selection behavior of 140 online retailers in Europe, accounting for 825 market entries over 15 years. The use of a rank-ordered logistic regression model allows the observation of how different attributes contribute to overall evaluations of the attractiveness of chosen markets, assuming that online retailers attempt to maximize the utility of markets for their specific interests, in dependence of the observed factors.

The results indicate that market size, rule of law, and local market knowledge, as well as a common language and the logistics performance of a target country have a positive effect on the likelihood of selecting a target country. Although the internet is said to reduce the impact of distance, both cultural and geographic distance as well as added geographic distance still show a negative impact on the selection of foreign markets by online retailers.

### Database

ScienceDirect

**Title:** [Does basic need satisfaction mediate the link between stress exposure and well-being? A diary study among beginning teachers](#)

**Author:** Karen Aldrup | Uta Klusmann | Oliver Lüdtke

**Journal:** Learning and Instruction Volume 50, August 2017,

**Doi:** <https://doi.org/10.1016/j.learninstruc.2016.11.005>

### Abstract

An imbalance between work-related stressors and resources, which we refer to as stress exposure, is often found to impair teachers' occupational well-being. However, the psychological mechanisms that explain this relationship are mostly unknown. We assumed that satisfaction of the basic psychological needs for competence, relatedness with students, and relatedness with colleagues acts as a mediator. To test this assumption, we conducted a two-week diary study with 152 beginning teachers. A multilevel within-subject mediation analysis showed that teachers felt less work enthusiasm and more emotional exhaustion on days when stress exposure was high. Whereas the needs for competence and relatedness with students explained the association with work enthusiasm, the need for competence mediated the relationship with emotional exhaustion. Additionally, the least experienced teachers felt more emotional exhaustion when the need for relatedness with students was not satisfied. These findings add to our understanding of the daily intra-individual processes affecting beginning teachers' occupational well-being.

### Database

ScienceDirect

**Title:** [Use of the flipped classroom instructional model in higher education: instructors' perspectives](#)

**Author:** Taotao Long | John Cummins | Michael Waugh

**Journal:** Journal of Computing in Higher Education August 2017, Volume 29, Issue 2

### Abstract

The flipped classroom model is an instructional model in which students learn basic subject matter knowledge prior to in-class meetings, then come to the classroom for active learning experiences. Previous research has shown that the flipped classroom model can motivate students towards active learning, can improve their higher-order thinking skills, and can improve their collaborative learning skills. However, most current studies focus on students' experiences with flipped classroom learning. Because so few studies address the instructor's perspective, and instructors' perspectives on technology integration can directly influence their practice of incorporating technology in instruction, this study sought to focus on instructors. This paper is a qualitative case study that reveals instructors' experiences and perspectives on using the flipped classroom model in instruction. Structured interviews were conducted with eight faculty members who either previously had used or planned to use the flipped classroom model. Findings include instructors' perceived definitions of the flipped classroom, how they improved teaching and learning by using the flipped classroom model, their perceived benefits and challenges of the flipped classroom, and perceived approaches of using it in an effective way. The participants also recommended peer assistance among instructors as valuable support to implement the flipped classroom model in instruction successfully.

### Database

SpringerLink

**Title:** [Spaces for interactive engagement or technology for differential academic participation? Google Groups for collaborative learning at a South African University](#)

**Author:** Patient Rambe

**Journal:** Journal of Computing in Higher Education August 2017, Volume 29, Issue 2,

### Abstract

The rhetoric on the potential of Web 2.0 technologies to democratize online engagement of students often overlooks the discomfiting, differential participation and asymmetrical engagement that accompanies student adoption of emerging technologies. This paper, therefore, constitutes a critical reality check for student adoption of technology to the extent that it explores the potential of Google Groups (i.e. self-organised online groups) to leverage collaborative engagement and balanced participation of students with minimal educator support. Community of Inquiry and a case study approach involving in-depth interviews with racially mixed students and Google Group artifacts were drawn upon as theoretical and methodological lenses for examining the equality of participation, academic rigor and complexity of engagement in Google Groups. Study findings were mixed: a semblance of authentic peer-based engagements, emergent academic networking, and inter-racial communication in Google Groups was juxtaposed with gender asymmetries in participation, dominance of group administrators' postings and shallow collaborative engagements. The study, therefore, recommends actively engaged Group leaders who steer gender and racially balanced engagements, scaffold peer on-task behavior; including a sound pedagogical strategy anchored in collaborative problem-solving; authentic construction of knowledge; effective completion of collaborative tasks by students; and constructive assessments by the educator and peers.

### Database

SpringerLink

**Title:** [HOW TO PREDICT TURNOVER ON YOUR SALES TEAM](#)

**Journal:** Harvard Business Review; Jul/Aug2017, Vol. 95 Issue 4,

**Abstract**

Companies worry about employee attrition in every department, but it's especially costly in one function: sales. Estimates of annual turnover among U.S. salespeople run as high as 27%-- twice the rate in the overall labor force. In many industries, the average tenure is less than two years. While some attrition is desirable, such as when poor performers quit or are terminated, much of it isn't -- and every time a solid performer leaves, his or her company faces a number of direct and indirect costs. U.S. firms spend \$15 billion a year training salespeople and another \$800 billion on incentives, and attrition reduces the return on those investments. Turnover also hurts sales: Positions may sit empty while companies recruit replacements, and the new employees must learn the ropes and rebuild client relationships. If managers could identify good salespeople who are at risk of quitting and take steps to retain them, their companies could realize substantial savings.

**Database**

Business Source Complete

**Title:** [Innovation in education: what works, what doesn't, and what to do about it?](#)

**Author:** Peter Serdyukov

**Journal:** Journal of Research in Innovative Teaching & Learning, Vol. 10 Issue: 1

**Doi:** <https://doi.org/10.1108/JRIT-10-2016-0007>

## Abstract

### Purpose

The purpose of this paper is to present an analytical review of the educational innovation field in the USA. It outlines classification of innovations, discusses the hurdles to innovation, and offers ways to increase the scale and rate of innovation-based transformations in the education system.

### Design/methodology/approach

The paper is based on a literature survey and author research.

### Findings

US education badly needs effective innovations of scale that can help produce the needed high-quality learning outcomes across the system. The primary focus of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture. Technology applications need a solid theoretical foundation based on purposeful, systemic research, and a sound pedagogy. One of the critical areas of research and innovation can be cost and time efficiency of the learning.

### Practical implications

Several practical recommendations stem out of this paper: how to create a base for large-scale innovations and their implementation; how to increase effectiveness of technology innovations in education, particularly online learning; how to raise time and cost efficiency of education.

### Social implications

Innovations in education are regarded, along with the education system, within the context of a societal supersystem demonstrating their interrelations and interdependencies at all levels. Raising the quality and scale of innovations in education will positively affect education itself and benefit the whole society.

### Originality/value

Originality is in the systemic approach to education and educational innovations, in offering a comprehensive classification of innovations; in exposing the hurdles to innovations, in new arguments about effectiveness of technology applications, and in time efficiency of education.

## Database

Emerald Insight