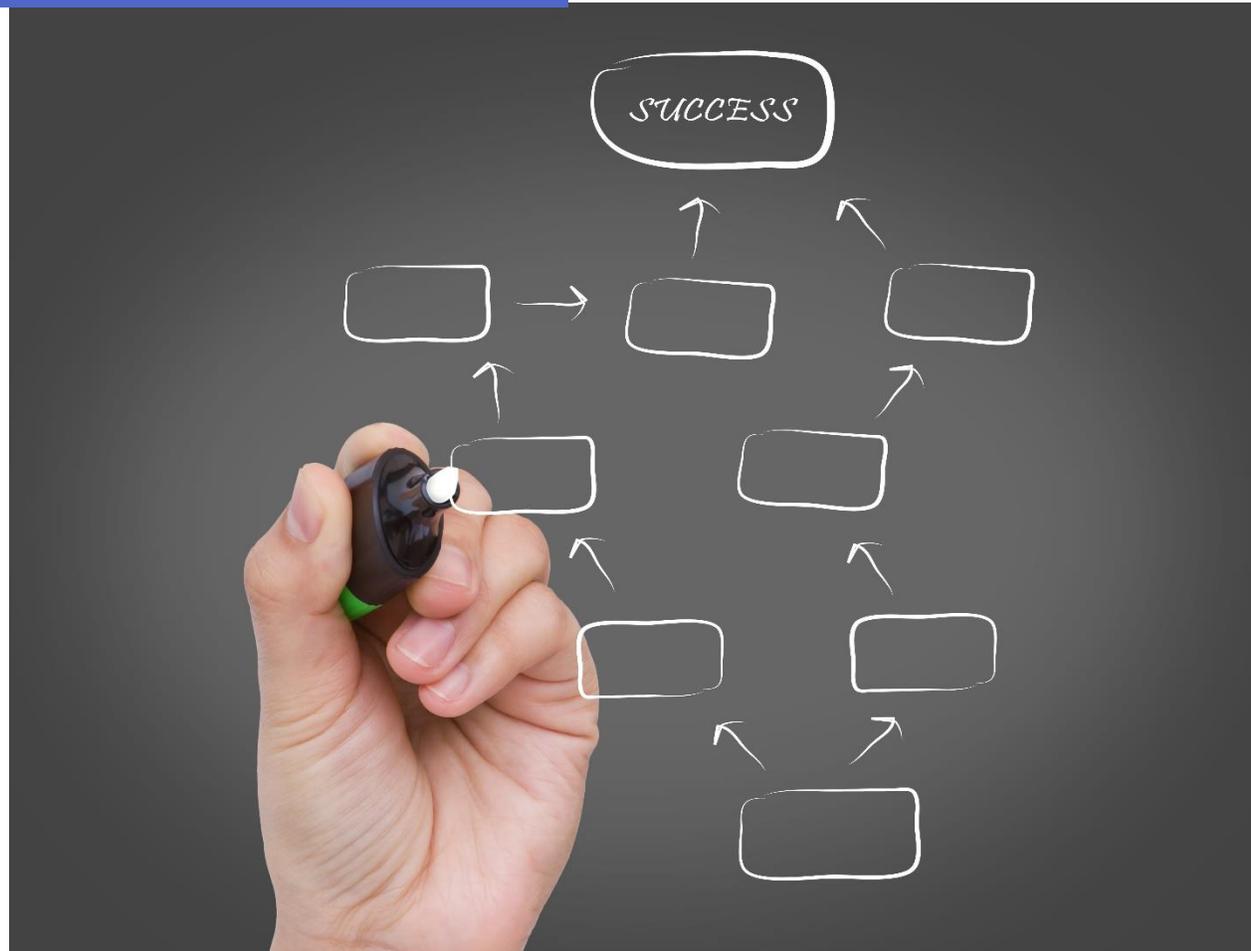


Hot Articles

“January|2017”

Social Science



Title: [Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children](#)

Author: Nicole Leggett

Journal: Early Childhood Education Journal

Doi: 10.1007/s10643-016-0836-4

Abstract

Creativity is a topic of wide global interest, often discussed in fields such as education, psychology and business (Runco, *Divergent thinking and creative potential*, Hampton Press, New York, 2013; Yoruk and Runco, *Journal for Neurocognitive Research* 56:1–16, 2014). However, the relationship of pedagogical practices in early childhood education and care (ECEC) as it applies to the development of creative thought processes of young children is a relatively new area for investigation. This paper presents recent research that examines the role of the educator as an intentional teacher within Australian early learning environments and investigates the relationship of this role to children's developing creativity. Theoretically informed by Vygotsky's sociocultural constructivist approach (Vygotsky, *Mind in society: The development of higher psychological processes*, Harvard University Press, Cambridge, MA, 1930, 1978) and neo-Vygotskian theories on creativity (John-Steiner and Moran, *Educational Psychologist* 31:191–206, 2012), this paper explores some of the beliefs and understandings of educators on creativity. Furthermore, this paper exposes some of the misconceptions of educators about children's creative thinking as they engage in play-based learning activities. The evidence from this Australian study suggests that the role of the educator is pivotal in assisting children in the early development of creative thinking thus challenging their role as educators.

Database

SpringerLink

Title: [What effect does flipping the classroom have on undergraduate student perceptions and grades?](#)

Author: Kathleen K. Molnar

Journal: Education and Information Technologies

Doi: 10.1007/s10639-016-9568-8

Abstract

There is a lack of consensus of the effects on student perceptions and performance in flipping the classroom and its possible value over the traditional face-to-face (FTF) classroom approach. This research examines the expectation that flipping an undergraduate, introductory level, information concepts and skills class would benefit student learning and evaluates the results of flipping this type of course. The study showed a significant difference in student perceptions about the course itself between web-enhanced, FTF and hybrid, flipped classrooms, but this may be dependent upon the level of technology integration rather than the approach. In addition, students who were required to work in groups on a weekly basis had more positive responses toward the flipped classroom improving their soft skills than those who did not. Finally, for written content exams it seems the flipped class approach is at least as effective as the traditional classroom in terms of grades. However, it appears teaching software skills may be better with at least some direct instruction over just the use of simulation software.

Database

SpringerLink

Title: [Learning from Singapore's effective anti-corruption strategy: Policy recommendations for South Korea](#)

Author: Jon S.T. Quah

Journal: Asian Education and Development Studies

Volume: 6 **Issue:** 1 **Page:** 17-29

Doi: 10.1108/AEDS-07-2016-0058

Abstract

Purpose

The purpose of this paper is to explain why Singapore has succeeded in curbing corruption and to recommend three measures for enhancing South Korea's anti-corruption strategy.

Design/methodology/approach

The paper compares the contextual differences between Singapore and South Korea before analysing Singapore's effective anti-corruption strategy and identifying the weaknesses of South Korea's anti-corruption strategy.

Findings

Singapore's success in minimising corruption is the result of its government's strong political will and the adequate budget, personnel and operational autonomy given to the Corrupt Practices Investigation Bureau to enable it to enforce the anti-corruption laws impartially. To improve South Korea's anti-corruption strategy, the Korea Anti-Corruption Agency should be established and adequately staffed and funded to investigate corruption cases. Those found guilty of corruption offences should be punished according to the law, without suspending their jail sentences or being pardoned by the president. Finally, the existing public outreach anti-corruption programmes should be evaluated to identify their weaknesses and improve their effectiveness.

Originality/value

This paper recommends three measures for South Korean policy-makers to improve their anti-corruption strategy by learning from Singapore's success.

Database

Emerald

Title: [Hong Kong's curriculum reform: intentions, perceptions and practices](#)

Author: Joe Tin-yau Lo | Irene Nga-yee Cheng | Emmy Man-yee Wong

Journal: Asian Education and Development Studies

Volume: 6 **Issue:** 1 **Page:** 95-106

Doi: 10.1108/AEDS-03-2016-0023

Abstract

Purpose

The purpose of this paper is to analyze the complex, intricate relationships between the central (intended) curriculum, teachers' perceived curriculums, and the enacted/assessed curriculum in classroom contexts. To do this, the authors have used Hong Kong's new core senior-secondary liberal studies (LS) curriculum as a case study, with a special focus on its key pedagogical component – inquiry teaching/learning.

Design/methodology/approach

This study's objects are two teachers (from two local schools), each with a LS teacher's education. Documentary analysis, lesson observation, and focus interviews were used to triangulate data for interpretation and analysis.

Findings

The findings illuminate: how LS teachers' perceptions of inquiry teaching/learning relate to and align with the advocacy embodied in the intended curriculum, the relationships between teachers' perceptions and practices of inquiry learning and teaching, and how this aspect of the intended curriculum reform can be made more relevant to the classroom context.

Originality/value

This paper contributes to the under-researched area of curriculum gaps and (mis)alignments in Hong Kong's LS curriculum reform.

Database

Emerald

Title: [The 'world class' university and international ranking systems: what are the policy implications for governments and institutions?](#)

Author: Michael Shattock

Journal: Policy Reviews in Higher Education

Volume: 1, 2017 **Issue:** 1

Doi: 10.1080/23322969.2016.1236669

Abstract

The aim of this article is to explore the relationship between the concept of the 'world class' university and the evidence provided by published global institutional ranking systems and to assess the policy implications of seeking 'world class' standing whether driven by governments or by institutions themselves. There would be little disagreement that higher education is subject to a league table culture or that ranking systems have a habit of driving policy [Hazelkorn, E. 2011. *Rankings and the Reshaping of Higher Education*. London: Palgrave Macmillan]. What is less clear is whether policy-makers fully recognise the limitations of the messages which ranking systems seem to convey. In an increasingly market-conscious higher education environment the claim to be 'world class' is ubiquitous and is rarely subjected to critical scrutiny in public discourse so that the concept has become overused and devalued, albeit it remains a powerful element in policy formation. The paper argues that the concept can distort policy and lead to a concentration on unrealistic and unachievable goals.

Database

Taylor & Francis

Title: [School–family relationships, school satisfaction and the academic achievement of young people](#)

Author: Gillian Hampden-Thompson | Claudia Galindo

Journal: Educational Review

Volume: 69 **Issue:** 2 **Page:**

Doi: 10.1080/00131911.2016.1207613

Abstract

Families' perceptions of, and interactions with, schools and teachers can play an essential role in young people's educational outcomes. According to Bronfenbrenner's ecological systems theory, young people grow within multiple nested systems of influence interacting with each other. Thus, their development is affected by persons, processes, and institutions at all levels, from their family, to the school they attend, to society. This study examined the role of school–family relationships, parents' school satisfaction, and their associations with educational achievement. Drawing upon data from over 10,000 students from the Longitudinal Study of Young People in England, the results of the multivariate analysis indicated that while positive school–family relationships are a predictor of achievement, this association is mediated by the degree of parents' satisfaction with their child's school. We concluded that the combination of strong school–family relationships and high levels of school satisfaction provides a boost for young people's academic success. Therefore, school policies and practices that enhance relationships with families and improve levels of parent satisfaction can result in rewards for all young people including those from poor backgrounds.

Database

Taylor & Francis

Title: [An analysis of gender differences in household education expenditure: the case of Thailand](#)

Author: Sasiwooth Wongmonta | Paul Glewwe

Journal: Education Economics

Volume: 25 **Issue:** 2

Doi:

Abstract

This study uses data on educational expenditure, including specific types of educational expenditure, from the 2009 Socioeconomic Survey of Thailand to investigate gender bias in the allocation of educational resources. Empirical Engel's curves are estimated to test for gender bias. The results show that girls receive more education expenditure than boys. The most likely explanations for this gender bias are: (1) According to the Thai cultural tradition, daughters are expected to be the main caregivers of their elderly parents and (2) wage incomes of daughters are more reliable sources of remittances for parents than the wage incomes of sons.

Database

Taylor & Francis

Title: [THE POWER OF POSITIVE SURVEYING.](#)

Author:

Journal: Harvard Business Review. Jan/Feb2017

Volume: 95 **Issue:** 1 **Page:** 22-24

Abstract

The article discusses the positive, or optimistic, framing of customer satisfaction surveys, referencing research in the 2016 article "Mere Measurement 'Plus': How Solicitation of Open-Ended Positive Feedback Influences Customer Purchase Behavior," co-authored by Sterling A. Bone in the "Journal of Marketing Research." The impact that positive customer surveys have on consumer purchasing behavior, including in regard to the manipulating customer perceptions, is discussed. INSET: "FIRST YOU HAVE TO MAKE YOURSELF LOVABLE"

Database

Business Source Complete

Title: [CUSTOMER LOYALTY IS OVERRATED](#)

Author: LAFLEY, A.G. | MARTIN, ROGER L

Journal: Harvard Business Review. Jan/Feb2017

Volume: 95 **Issue:** 1 **Page:** 45-54

Abstract

Why do companies routinely succumb to the lure of rebranding? The answer, say A.G. Lafley and Roger L. Martin, the authors of “Customer Loyalty Is Overrated,” is rooted in serious misperceptions about the nature of competitive advantage—namely, that companies need to continually update their business models, strategies, and communications to respond to the explosion of options that sophisticated consumers face. Research suggests that what makes competitive advantage truly sustainable is helping consumers avoid having to make a choice. They choose the leading product in the market primarily because that is the easiest thing to do. And each time they select it, its advantage increases over that of the products or services they didn’t choose, creating what the authors call cumulative advantage. Lafley and Martin offer guidance for building cumulative advantage: Become popular early. Back in 1946, Procter & Gamble gave away a box of Tide with every washing machine sold in America. Design for habit. When P&G introduced Febreze, consumers liked it but didn’t use it much. The problem, it turned out, was that the product came in what looked like a glass-cleaner bottle, so users kept it under the sink. When the company redesigned the bottle so that customers would keep it in a more visible spot, they ended up using it more often. Innovate inside the brand. Efforts to “relaunch” brands can lead people to break their habits. Changes in product features should be introduced in a way that retains cumulative advantage. For customers, “improved” is much more comfortable than “new.” Keep communication simple. A clever ad may win awards, but if its message is too complex, it will backfire. INSETS: THE PERVERSE UPSIDE OF CUSTOMER DISLOYALTY.;MUST READS

Database

Business Source Complete

Title: [ARE YOU SOLVING THE RIGHT PROBLEMS?](#)

Author: WEDELL-WEDELLESBORG, THOMAS

Journal: Harvard Business Review. Jan/Feb2017

Volume: 95 **Issue:** 1 **Page:** 76-83

Abstract

In surveys of 106 C-suite executives representing 91 private- and public-sector companies from 17 countries, the author found that a full 85% agreed that their organizations were bad at problem diagnosis, and 87% agreed that this flaw carried significant costs. Fewer than one in 10 said they were unaffected by the issue. What they struggle with, it turns out, is not solving problems but figuring out what the problems are. And creative solutions nearly always come from an alternative explanation for—or a reframing of—your problem. The point of reframing is not to find the “real” problem but, rather, to see if there is a better problem to solve. The author outlines seven practices for effective reframing: (1) Establish legitimacy. (2) Bring outsiders into the discussion. (3) Get people’s definitions in writing. (4) Ask what’s missing. (5) Consider multiple categories. (6) Analyze positive exceptions. (7) Question the objective.

Database

Business Source Complete