

Hot Articles

June 2017

Social Sciences



Title: [The rise of China—challenges and opportunities for the European Union](#)

Author: Thomas Christiansen | Richard Maher

Journal: Asia Europe Journal June 2017, Volume 15, Issue 2,

Doi: 10.1007/s10308-017-0469-2

Abstract

China's growing power and influence raise important and inescapable questions for countries and societies around the world, not least for Europe. A rising China offers opportunities for greater cooperation, both bilaterally and in the context of old and new multilateral institutions, yet also carries inherent risks for the European Union (EU), not least in the way in which it may make it (even) more difficult to manage the relations with other global powers while also maintaining unity among EU member states. This special issue examines Europe's response to the steady and dramatic rise of China over the past two decades. In particular, it explores the challenges as well as the many instances of engagement that define their relations today across a number of policy areas, including economic, diplomatic, and security relations. The contributions to this special issue demonstrate the varied, multi-faceted and to some extent contradictory nature of EU-China relations. The two sides are in an ever-closer economic embrace, yet they remain distant and occasionally antagonistic with respect to security concerns or normative discourses.

Database

SpringerLink

Title: [The influence of online resources on student–lecturer relationship in higher education: a comparison study](#)

Author: Saeed Alshahrani | Ejaz Ahmed | Rupert Ward

Journal: Journal of Computers in Education June 2017, Volume 4, Issue 2

Doi: 10.1007/s40692-017-0083-8

Abstract

The internet has become a key resource for students' higher education studies due to both its availability and currency. Previously within higher education, lectures, books and course materials were the only sources of information. This change, to more open access to information and more online materials being accessed outside of those provided by lecturers, and indeed institutions, is likely to accelerate and change the way students are learning. This study aims to help institutions understand better the impact of these changes on the student–lecturer relationship by exploring students' perceptions of their studies in terms of power and students' academic engagement in the classroom. The importance of the internet (online learning resources) to students' achievements, the importance of lecturers and the student–lecturer relationship have all been widely investigated. However, limited research has been undertaken examining the impact of students' use of the internet on the student–lecturer relationship, or comparing this across different countries and cultures. To address this, data were collected via semi-structured questionnaires distributed to undergraduate students from three countries: United Kingdom, Saudi Arabia and Kenya. Quantitative data were analysed using a simple statistical analysis approach and qualitative data were analysed using a thematic analysis approach. The results showed that students' use of the internet has improved students' academic self-confidence, academic self-reliance and student–lecturer connectedness, but students' use of the internet has increased the gap in the student–lecturer expert relationship and referent relationship. The impact and reasons for this differed between the countries involved in this study.

Database

SpringerLink

Title: [Predicting academic success and technological literacy in secondary education: a learning styles perspective](#)

Author: Stanislav Avsec | Agnieszka Szewczyk-Zakrzewska

Journal: International Journal of Technology and Design Education June 2017, Volume 27, Issue 2

Doi: 10.1007/s10798-015-9344-x

Abstract

This paper aims to investigate the predictive validity of learning styles on academic achievement and technological literacy (TL). For this purpose, secondary school students were recruited (n = 150). An empirical research design was followed where the TL test was used with a learning style inventory measuring learning orientation, processing information, thinking, perceiving information, physical and time learning preferences, and sociological, emotional, and environmental learning preferences. Student performance was measured with grade point average (GPA) and TL level. Results show that 69 and 65 % of the variance in GPA and TL, respectively, can be explained by learning style predictors. Responsible and visual learning styles are the best positive predictors of GPA, while a reflective learner is the best negative predictor. Self-motivated and global learners are the best positive predictors of TL, while the need for authority figures and a theorist learning orientation are the best negative predictors of TL. The practical implications are that secondary schools should collect learning style data before helping students accordingly to be successful and more technologically literate. Highly conforming, global, and visual theorists might be offered more challenging tasks and special commendations on their projects, whereas more reflective and kinaesthetic students could receive more unstructured instruction in a busy environment with learning objects that incorporate innovative experiences, personalised information, and many associations. Assimilators need more textual material, more criterion-referenced instructions to achieve higher-order thinking learning objectives, more time to complete activities or assignments, more abstract problems, and unconstrained design conditions to improve their TL.

Database

SpringerLink

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 Online

Title: [Is the classroom obsolete in the twenty-first century?](#)

Author: Leon Benade

Journal: Educational Philosophy and Theory Volume 49, 2017 - Issue 8: Special issue: Modern Learning Environments

Doi: 10.1080/00131857.2016.1269631

Abstract

Lefebvre's triadic conception of spatial practice, representations of space and representational spaces provides the theoretical framework of this article, which recognises a productive relationship between space and social relations. Its writing stems from a current and ongoing qualitative study of innovative teaching and learning practices in new technology-rich flexible learning spaces, characterised by large open spaces, permeable boundaries and diverse furnishings emphasising student comfort, health and flexibility. Schooling in the twenty-first century, certainly in the developed world, is required to ensure that children and school-leavers have appropriate life-long skills in preparation for participation in the twenty-first century knowledge economy. This world is characterised as complex and dynamic, deeply influenced by globalisation and the revolution in digital technology. Developing these skills calls into question 'outmoded' transmission models of teaching and requires teachers and school leaders to approach their work in radically new ways. Open school design encourages flexibility in learning and teaching, and allows collaborative, team teaching, with designers claiming significant educational benefits. This arrangement of multiple classes using innovatively designed, technology-enriched common space, facilitated by multiple teachers, working in collaborative teams, is far-reaching in its likely implications for community expectations and responses, relationship-building, assessment, student learning, teachers' work and initial teacher education.

Database

Taylor & Francis Online

Title: [Chinese Indonesians: how many, who and where?](#)
Author: Evi Nurvidya Arifin | M. Sairi Hasbullah | Agus Pramono
Journal: Asian Ethnicity Volume 18, 2017 - Issue 3
Doi: 10.1080/14631369.2016.1227236

Abstract

This paper provides new statistics to the debate on percentage of Chinese Indonesians, using the latest 100% data set of the 2010 population census. It reveals that the statistics is closer to the low side of the debate, less than 2.0%, rather than the high side of 3.0% and more. Ethnicity is here self-defined by the respondents. With 1.2%, the Chinese Indonesians ranked as the 15th largest group of more than 600 ethnic groups. This paper also produces statistics at the district level, the first ever statistics on Chinese Indonesians. It finds that some provinces and districts have large percentages of Chinese Indonesians, but the respective total population are relatively small to the total Indonesia's population. Majority of provinces and districts (25 out of 33 provinces and 415 out of 497 districts) have lower percentage of Chinese than the national figure.

Database

Taylor & Francis Online

Title: [Enriching identity in the “fan nation”: the role of social media in the case of a professional sport team](#)

Author: Eric MacIntosh | Gashaw Abeza | Jennifer Lee

Journal: Sport, Business and Management: An International Journal, Vol. 7 Issue: 3

Doi: 10.1108/SBM-06-2016-0028

Abstract

Purpose

The purpose was to (i) explore how the National Hockey League (NHL) Ottawa Senators’ Twitter activity influences (if at all) their followers’ activity online, (ii) examine whether followers’ Twitter activity level consequently influences their perception of and perceived inclusion within the online central fan group that surrounds the Senators, (iii) assess whether membership can potentially influence followers’ enrichment of social identity, and (iv) investigate if fans’ identity—and thereby commitment to the team—is impacted by their level of Twitter activity.

Design/methodology/approach

The study adopted a case study method focusing on the National Hockey League’ (NHL’s) Ottawa Senators, and collected data through a two-phase approach. In the first phase, a focus group was conducted to obtain breadth and depth, as well as to inform and refine the development of questions to be used in the second phase: survey method. In the second phase, a survey was employed to enrich the explanations and attain deeper and broader understanding regarding the research questions.

Findings

The results showed that time spent reading and engaging in tweets are predictive of commitment. This study also showed that it is not strictly an individual’s Twitter activity in relation to the Senators (i.e. replying and retweeting) which dictates their membership within the fan group. Rather, it is a person’s activity level with other Senators community members which determines their membership in the team’s fan nation. Findings also suggest that both the evaluative and emotional components of forming a group are lacking within the twitter communication. This only furthers the argument as to why the Senators need to engage in dialogue with their followers.

Research limitations/implications

This was a study of one team over several months of only one season and therefore, does not take into account a more long-term oriented strategy to help formulate social identity and team commitment.

Originality/value

This study findings informed us that the only predictor that reflected a significant impact on the construction of a Senators fans’ social identity was the number of minutes an individual spent reading the team’s tweets per day. However, the study also showed that the expansion of the network with other fans is a critical feature of increasing the fan group identity thus, sport organization's should play a role in helping to foster further engagement with others.

Database

Emerald

Title: [Learning in Digital Networks – ICT literacy: A novel assessment of students' 21st century skills](#)

Author: Fazilat Siddiq | Perman Gochyyev | Mark Wilson

Journal: Computers & Education Volume 109, June 2017

Doi: 10.1016/j.compedu.2017.01.014

Abstract

The present investigation aims to fill some of the gaps revealed in the literature regarding the limited access to more advanced and novel assessment instruments for measuring students' ICT literacy. In particular, this study outlines the adaption, further development, and validation of the Learning in Digital Networks—ICT literacy (LDN-ICT) test. The LDN-ICT test comprises an online performance-based assessment in which real-time student-student collaboration is facilitated through two different platforms (i.e., GoogleDocs and chat). The test attempts to measure students' ability in handling digital information, to communicate and collaborate during problem solving. The data are derived from 144 students in grade 9 analyzed using item response theory models (unidimensional and multidimensional Rasch models). The appropriateness of the models was evaluated by examining the item fit statistics. To gather validity evidence for the test, we investigated the differential item functioning of the individual items and correlations with other constructs (e.g., self-efficacy, collective efficacy, perceived usefulness and academic aspirations). Our results supported the hypothesized structure of LDN-ICT as comprising four dimensions. No significant differences across gender groups were identified. In support of existing research, we found positive relations to self-efficacy, academic aspirations, and socio-economic background. In sum, our results provide evidence for the reliability and validity of the test. Further refinements and the future use of the test are discussed.

Database

ScienceDirect

Title: [Comparing cyberbullying perpetration on social media between primary and secondary school students](#)

Author: Shirley S. Ho | Liang Chen | Angelica P.Y. Ng

Journal: Computers & Education Volume 109, June 2017

Doi: 10.1016/j.compedu.2017.02.004

Abstract

This study aims to explore factors associated with cyberbullying perpetration on social media among children and adolescents in Singapore, based on the theory of reasoned action and the parental mediation theory. More specifically, the relationships between attitude, subjective norms, descriptive norms, injunctive norms, and active and restrictive parental mediation with cyberbullying perpetration on social media were investigated. Moreover, we examined the moderating effect of age on the relationship between parental mediation and cyberbullying perpetration. Multi-stage cluster sampling was used, in which 635 upper primary school children (i.e., Primary 4 to 6 students) and 789 secondary school adolescents participated in our survey. The results revealed that attitude, subjective norms, and the two parental mediations – active and restrictive mediation – were negatively associated with cyberbullying perpetration on social media. Age was a significant moderator of both parental mediation strategies and cyberbullying perpetration. Implications and limitations of this study were discussed.

Database

ScienceDirect

Title: [The World's Next Great Manufacturing Center.](#)

Author: SUN, IRENE YUAN

Journal: Harvard Business Review. May/Jun2017, Vol. 95 Issue 3

Abstract

According to data from the Chinese Ministry of Commerce, privately owned Chinese companies are making more than 150 investments a year in Africa's manufacturing sector, up from only two in 2000. These companies are having a major impact: They smelt steel in Nigeria to fuel its construction boom; they've made the clothing industry the largest economic sector in Lesotho; and the board of Humanwell, a Chinese pharmaceutical company, has approved an eventual investment of \$100 million in Ethiopia. These and other investments are transforming Africa's economy and society by providing millions of Africans with formal employment for the first time, fostering a generation of African entrepreneurs, and inspiring African institutions to support vibrant manufacturing clusters.

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Business Source Complete