

# Hot Articles

March 2017

**Social Science**



**Title:** [HOW WORK STYLES INFORM LEADERSHIP](#)

**Author:** BEARD, ALISON

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

**Abstract**

Five Executives Weigh In Senior leaders at Marriott, American Express, Southwest, National Grid, and Kellogg share their experiences in applying Deloitte's framework in their teams and organizations.

**Database**

Business Source Complete

**Title:** [THE NEW ORGANIZATION MEN \(AND WOMEN\).](#)

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

**Abstract**

The article discusses research regarding the employment- and business success-related views of U.S. Generation Y members (Millennials) which indicates that attitudes toward risk taking among the adults aged 18 to 34 that were surveyed have been impacted by a Great Recession and student debt, and it provides a pie chart which deals with the attitudes of Millennials regarding career advancement. Salary growth and views about working at a single company are examined.

**Database**

Business Source Complete

**Title:** [Video lectures in e-learning: effects of viewership and media diversity on learning, satisfaction, engagement, interest, and future behavioral intention](#)

**Author:** Jamie Costley | Christopher Henry Lange

**Journal:** Interactive Technology and Smart Education, Vol. 14 Iss: 1

#### Abstract

##### Purpose

Because student viewership of video lectures serves as an important aspect of e-learning environments, video lectures should be delivered in a way that enhances the learning experience. The delivery of video lectures through diverse forms of media is a useful approach, which may have an effect on student learning, satisfaction, engagement and interest (LSEI), as well as future behavioral intentions (FBI). Furthermore, research has shown the value that LSEI has on learner achievement within online courses, as well as its value in regards to student intention to continue learning in such courses. The purpose of this study is to investigate the relationships between media diversity, LSEI and FBI in hopes of enhancing the e-learning experience.

##### Design/methodology/approach

This study surveyed a group of students ( $n = 88$ ) who participated in cyber university classes in South Korea to investigate the correlations between media diversity and lecture viewership, effects of lecture viewership on LSEI and FBI, effects of media diversity on LSEI and FBI, as well as the correlation between LSEI and FBI.

##### Findings

Results show no relationship between media diversity and viewership. Both lecture viewership and media diversity were positively correlated with LSEI. However, neither media diversity nor viewership was positively correlated with FBI. Finally, LSEI was positively correlated with FBI.

##### Originality/value

This paper looks at how video lectures affect LSEI. Past research has generally looked at learning, satisfaction, engagement and interest (LSEI) as separate entities that are affected by instructional aspects of online learning. Because of their interrelationships with each other, this study combines them as one construct, making a stronger case for their combined association.

#### Database

Emerald Insight

**Title:** [Principles of successful implementation of lecture recordings in higher education](#)

**Author:** Frank Ollermann | Rüdiger Rolf | Christian Greweling | André Kläßen

**Journal:** Interactive Technology and Smart Education, Vol. 14 Iss: 1

#### Abstract

##### Purpose

The paper aims to describe the principles underlying the successful implementation of a lecture recording service in higher education.

##### Design/methodology/approach

The paper qualitatively reviews the practices and experiences of several years of automated lecture recording at a medium-sized university in Germany.

##### Findings

The paper concludes that there are several principles that should be followed in order to successfully implement lecture recordings in higher education.

##### Practical implications

The principles described in this paper can serve as recommendations for other universities that would like to establish or optimize their own lecture recording service.

##### Originality/value

The value of the paper lies mainly in the great amount of experience in successfully running a lecture recording service on which the principles and recommendations are based.

#### Database

Emerald Insight

**Title:** [Implications of social network sites for teaching and learning. Where we are and where we want to go](#)

**Author:** Stefania Manca | Maria Ranieri

**Journal:** Education and Information Technologies March 2017, Volume 22, Issue 2,

**Doi:** 10.1007/s10639-015-9429-x

**Abstract**

This conceptual paper deals with some of the implications that the use of social network sites, though not originally developed and conceived for learning purposes, have for schools and academic activities when they are used as tools able to modify and innovate teaching/learning practices and academic culture. Beside the differences that characterize the two contexts, the attention that social network tools are progressively gaining in schools and higher education practices and pedagogies requires adjustments in learning and teaching that should be constantly considered by educators and policy makers. These environments are also presenting new and crucial opportunities for teacher training and teachers' professional development. The purpose of the study is to reflect on some significant challenges and opportunities offered by social network sites, and how to exploit the latter, in relation to a number of themes. These themes have been identified as those that deserve better comprehension and further research investigation: communication between students and teachers and appropriate professional behaviours; pedagogical and technological challenges related to incorporating social networking practices into teaching and academic practices; how social networking can be exploited for teachers' professional training and development. The study also provides some implications for policy and practice.

**Database**

SpringerLink

**Title:** [Computer science in K-12 school curricula of the 21st century: Why, what and when?](#)

**Author:** Mary Webb | Niki Davis | Tim Bell | Yaacov J. Katz | Nicholas Reynolds | Dianne P. Chambers | Maciej M. Sysło

**Journal:** Education and Information Technologies March 2017, Volume 22, Issue 2

**Doi:** 10.1007/s10639-016-9493-x

#### Abstract

In this paper we have examined the position and roles of Computer Science in curricula in the light of recent calls for curriculum change and we have proposed principles and issues to consider in curriculum design as well as identifying priority areas for further research. The paper is based on discussions within and beyond the International Federation of Information Processing (IFIP) Education Community since 2012 as well as an analysis of curriculum developments in five different countries. Emerging themes have been discussed with reference to important perspectives from curriculum theory including “powerful knowledge” as a key element of entitlement and management of the growth of expertise. Based on this analysis we have identified areas of consensus as well as constraints, risks and issues that are still subject to controversy. There is an emerging consensus of the importance of Computer Science and the nature of its “powerful knowledge”. Furthermore current understanding of the opportunities and benefits for starting to learn Computer Science early in primary schools has identified this early start as an entitlement and equity issue. There is a strong consensus that teacher professional development in Computer Science Education is critical for supporting curriculum change and is currently a major challenge in many countries. Other key issues include understanding how the growth of expertise affects potential structure and sequencing in the curriculum and the balance of content. Further considerations include how new technological opportunities interact with pedagogical approaches and can provide new potential for the growth of expertise.

#### Database

SpringerLink

**Title:** [Learning and teaching with social network sites: A decade of research in K-12 related education](#)

**Author:** Christine Greenhow | Emilia Askari

**Journal:** Education and Information Technologies March 2017, Volume 22, Issue 2

**Doi:** 10.1007/s10639-015-9446-9

#### Abstract

The increasingly widespread use of social network sites to expand and deepen one's social connections is a relatively new but potentially important phenomenon that has implications for teaching and learning and teacher education in the 21st century. This paper surveys the educational research literature to examine: How such technologies are perceived and used by K-12 learners and teachers with what impacts on pedagogy or students' learning. Selected studies were summarized and categorized according to the four types introduced by Roblyer (2005) as studies most needed to move the educational technology field forward. These include studies that establish the technology's effectiveness at improving student learning; investigate implementation strategies; monitor social impact; and report on common uses to shape the direction of the field. We found the most prevalent type of study conducted related to our focal topic was research on common uses. The least common type of study conducted was research that established the technology's effectiveness at improving student learning. Implications for the design of future research and teacher education initiatives are discussed.

#### Database

SpringerLink

**Title:** [Confronting sustainable development in two rural heritage valorization models](#)

**Author:** Hélène B. Ducros

**Journal:** Journal of Sustainable Tourism Volume 25, 2017 - Issue 3

**Doi:** 10.1080/09669582.2016.1206552

**Abstract**

Many rural areas have reinvented their territorial development through tourism, turning to vernacular heritage to ensure their future. Various models of heritage preservation and valorization are adopted where small-scale agriculture is no longer viable. Among them, ecomuseums and place-based labelization schemes transform rural heritage into an economic resource while remaining grounded in cultural and architectural preservation and identity transmission to future generations. Both face criticisms, including being decried as fostering the museumification and mythification of the rural, effectively holding back rural areas in an imagined and romanticized past rather than providing a vision for a sustainable future. The Association of the Most Beautiful Villages of France and the Ecomusée d'Alsace illustrate the debate. This investigation analyzes how these two initiatives challenge critics. It unveils their respective understandings of the future of rurality and their approach to promoting sustainable communities through tourism. By highlighting responses to tensions between valorizing the past and forward development in the countryside, findings reveal paradigm shifts from traditional habitat preservation to future-oriented architectural pedagogy in one case, while operational exigencies and normative quality principles mitigate opportunities in the other.

**Database**

Taylor & Francis Online

**Title:** [Young children's reading for pleasure with digital books: six key facets of engagement](#)

**Author:** Natalia Kucirkova | Karen Littleton | Teresa Cremin

**Journal:** Cambridge Journal of Education Volume 47, 2017 - Issue 1

**Doi:** 10.1080/0305764X.2015.1118441

#### **Abstract**

This paper offers a new characterisation of young children's (2–8 years) reading for pleasure (RfP) with digital books. This characterisation is rooted in a re-contextualisation of Anna Craft's conceptualisation of twenty-first century childhoods in *Creativity and education futures* (Stoke on Trent, Trentham, 2011) and a review of the literature concerning young children's RfP with digital books. The paper develops Craft's (2011) work by considering the ways in which digital books can resource the '4Ps of digital childhood' in reading for pleasure. Six facets of reader engagement, nested within Craft's (2011) 4Ps, are presented: affective, creative, interactive, shared, sustained and personalised reading engagements. It is argued that this characterisation of young children's reading engagements can enrich our understanding of the affordances of digital books in relation to RfP in the twenty-first century. The paper thus offers an important new contribution, going beyond established work in the field, which typically explores digital books in relation to children's learning, product design or developmental outcomes.

#### **Database**

Taylor & Francis Online

**Title:** [Using Twitter for education: Beneficial or simply a waste of time?](#)

**Author:** Ying Tang | Khe Foon Hew

**Journal:** Computers & Education Volume 106, March 2017

**Doi:** 10.1016/j.compedu.2016.12.004

#### Abstract

Twitter, a popular microblogging social networking site, allows individuals to communicate by sending short messages of up to 140 characters. Although it enables people to be in constant contact, its value in educational context is less clear. This paper is the first to examine empirical studies of using Twitter in teaching and learning over 10 years from 2006 to 2015, with the aim of understanding whether its implementation would benefit students or not. We identified a total of 51 eligible publications, and reported the analysis in four major categories: (a) the profile of studies, (b) the specific ways in which Twitter was employed in education, (c) the impacts on interactions, and (d) the impacts on students' learning outcomes. The findings reveal that Twitter was most commonly used for communication and assessment purposes. Although Twitter shows promise in improving interactions among learners and teachers, causality between Twitter use and learning performance remains to be conclusively established. Currently, the most beneficial use of Twitter is probably that of a “push” technology – such as the instructor sending important course information, homework assignments and test deadlines to students, as well as that of a platform for peer interaction. Many challenges still exist in using Twitter for teaching and learning. Based on our review of the literature, we proposed five guidelines that could help promote the educational value of Twitter use. We also identified several limitations of previous studies, and offered suggestions for future work.

#### Database

ScienceDirect