Hot Articles

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Social Science
Pedagogical content knowledge and the teaching of outdoor education

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Abstract

This theoretical paper examines the concept of pedagogical content knowledge (PCK) and explores how it might contribute to conversations around quality teaching and learning in outdoor education. This paper begins by summarizing the historical and contemporary literature, including issues of definitions, curriculum, content, and pedagogy in outdoor education. We then review the concept of PCK, its history, and contributions to other subject areas, including mathematics. We present a framework for PCK from the field of mathematics education and propose a 'modified' PCK framework for outdoor education. We postulate that this framework might help articulate knowledge areas needed by a teacher of outdoor education, and how these differ from and are similar to those required in other subject areas. We conclude by exploring how the idea of PCK and the modified framework might add to existing understandings of what it means to provide high quality outdoor education teaching and learning experiences.

Database

Taylor & Francis
Title: Sustainable urban tourism success factors and the economic performance of small tourism

Author: Birgul Aydin | Murat Emeksiz


Doi: https://doi.org/10.1080/10941665.2018.1513049

Abstract

The aim of this study is to introduce the relationship between sustainable urban tourism success factors and the economic performance of small tourism enterprises (STEs). The related data was obtained from 330 STEs business owners/managers in Eskisehir (Turkey). To determine the dimensions Exploratory Factor Analysis was performed and Confirmatory Factor Analysis was used for verifying these dimensions. Structural Equation Modelling was applied in order to introduce the relation which is foreseen. As a result of the analysis, seven dimensions of urban tourism success factors and two dimensions of the economic performance of STEs have been determined and a significant relation was found between them. These findings provide an insight to literature and new directions and suggestions for local governments, regional marketing organizations and business managers on how tourism development and sustainability can be achieved in urban areas.

Database

Taylor & Francis
The relationship between ICT and student literacy in mathematics, reading, and science across 44 countries: A multilevel analysis

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Computers & Education Volume 125, October 2018

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Abstract

This study conceptualized ICT as multi-level (country-, school-, and student-level) constructs and examined their relationships with student mathematics, reading, and scientific literacy. Three-level hierarchical linear models (HLM) were employed to analyse the Programme for International Student Assessment (PISA) 2015 data of 305,414 15-year-old students from 11,075 schools across 44 countries. The findings indicated that (i) national ICT skills had a more positive effect on student academic performance than did national ICT access and use; (ii) students ICT availability at school positively associated with student academic success, whereas student ICT availability at home negatively associated with student academic success; (iii) student ICT academic use negatively correlated with student performance, while ICT entertainment use positively correlated with student performance; and (v) student attitudes toward ICT demonstrated mixed effects on student academic success – specifically, student interest, competence, and autonomy in using ICT had positive correlations, while student enjoyment of social interaction around ICT had a negative correlation with student academic performance.

ScienceDirect
Abstract

This paper presents a systematic review of 52 empirical studies of formally-organized and informally-developed online teacher communities from the early 2000s to the present time. Focusing on the social as well as technological aspects of online participation, the review explores how teacher communities are shaped by broader contexts of teaching. The review shows that while formally-organized and informally-developed communities address different needs amongst teachers and support different outcomes, they also share several common characteristics. Indeed, regardless of type, online communities can be a valuable means of developing supportive and collegial professional practices. That said, more evidence is required on the specific collaborative merits of teachers’ online interactions.
Disaster recovery efforts form an essential component of coping with unforeseen events such as earthquakes, hurricanes, floods, and typhoons, some of which will only become more frequent or severe in the face of accelerated climate change. Most of the time, disaster recovery efforts produce net benefits to society. However, depending on their design and governance, some projects can germinate adverse social, political, and economic outcomes. Drawing from concepts in political economy, political ecology, justice theory, and critical development studies, this study first presents a conceptual typology revolving around four key processes: enclosure, exclusion, encroachment, and entrenchment. Enclosure refers to when disaster recovery transfers public assets into private hands or expands the roles of private actors into the public sphere. Exclusion refers to when disaster recovery limits access to resources or marginalizes particular stakeholders in decision-making activities. Encroachment refers to when efforts intrude on biodiversity areas or contribute to other forms of environmental degradation. Entrenchment refers to when disaster recovery aggravates the disempowerment of women and minorities, or worsens concentrations of wealth and income inequality within a community. The study then documents the presence of these four inequitable attributes across four empirical case studies: Hurricane Katrina reconstruction in the United States, recovery efforts for the 2004 tsunami in Thailand, Typhoon Yolanda in the Philippines, and the Canterbury earthquakes in New Zealand. It next offers three policy recommendations for analysts, program managers, and researchers at large: spreading risks via insurance, adhering to principles of free prior informed consent, and preventing damage through punitive environmental bonds. The political economy of disaster must be taken into account so that projects can maximize their efficacy and avoid marginalizing those most vulnerable to those very disasters.
Title: Why Design Thinking Works.

Author: LIEDTKA, JEANNE


Abstract
While we know a lot about practices that stimulate new ideas, innovation teams often struggle to apply them. Why? Because people’s biases and entrenched behaviors get in the way. In this article a Darden professor explains how design thinking helps people overcome this problem and unleash their creativity. Though ostensibly geared to understanding and molding the experiences of customers, design thinking also profoundly reshapes the experiences of the innovators themselves. For example, immersive customer research helps them set aside their own views and recognize needs customers haven’t expressed. Carefully planned dialogues help teams build on their diverse ideas, not just negotiate compromises when differences arise. And experiments with new solutions reduce all stakeholders’ fear of change. At every phase—customer discovery, idea generation, and testing—a clear structure makes people more comfortable trying new things, and processes increase collaboration. Because it combines practical tools and human insight, design thinking is a social technology—one that the author predicts will have an impact as large as an earlier social technology, total quality management.

Database
Business Source Complete
Abstract
Companies often crimp profits by using discounts to attract price-sensitive customers and by failing to give high-end customers reasons to spend more. A multitiered offering can use a stripped-down product (the “Good” option) to attract new customers, the existing product (“Better”) to keep current customers happy, and a feature-laden premium version (“Best”) to increase spending by customers who want more. There’s nothing new about this concept, of course—think of the different grades of fuel at any gas station and the varying packages marketed by cable TV providers, to name just two examples—yet many companies and industries have failed to embrace it.

The author, a consultant who has helped many organizations adopt G-B-B pricing, presents a step-by-step guide to devising, testing, and launching the strategy. Key steps include identifying “fence” attributes that will prevent current customers from trading down from the existing offering; carefully choosing features and names to create clear differentiation and value; and setting prices using feedback from in-house experts and, when possible, drawing on conjoint analysis and other market research.
Abstract
Those who do not learn history, even educational technology history, are doomed to repeat it. Every windshield has a rear-view mirror: using historical trends can yield lessons and guidance as we navigate the future. Take for instance MOOCs and their relatively rapid rise to popularity and fame in practice, predictions, and scholarship. Existing literature on MOOCs generally does not predate 2008 in terms of historical foundations. However, this approach fails to look beyond the immediate past, assuming a brave new world in massive, open, distance learning which actually has existed for over a century. To address this shortsighted view, we present a brief history of educational radio, making the case for this medium as the first MOOCs and draw upon the literature around this medium to present a cautionary tale and lessons from which we might learn going forward.
Title: Exploring Five Online Collaboration Tools to Facilitate a Professional Learning Community

Author: Julie A. Moore

Journal: TechTrends November 2018, Volume 62

Abstract

Critical Friends Groups (CFGs) are a form professional learning community that has been used for teacher learning in K-12 environments for many years. In order to foster community and learning amongst distributed participants, CFGs are beginning to make their way online. This article describes the experience of a four-year old online CFG whose goal was to explore how different technologies can support the work of a virtual CFG by being an online CFG. This article describes the technologies used to host this CFG, the attributes of those technologies to support this collaborative work and the lessons learned from the group’s experience.

Database

SpringerLink
Title: Perceived interplay between flexible learning spaces and teaching, learning and student wellbeing

Author: Katharina E. Kariippanon | Dylan P. Cliff | Sarah L. Lancaster | Anthony D. Okely | Anne-Maree Parrish


Abstract
In recognition of the evolving learning needs of twenty-first century school students, changes to teaching practices and the incorporation of technology are increasingly accompanied by modifications to the built classroom environment. Typically rows of desk and chairs are replaced with a range of furniture that can be configured in various ways to facilitate teaching and learning. This article explores the perceived relationship between these flexible learning spaces and teaching, learning and wellbeing outcomes. The perceptions and experiences of 12 school principals, 35 teachers and 85 students from four primary and four secondary schools in Australia were examined. Flexible learning spaces were reported to facilitate student-centred pedagogy and self-regulation, collaboration, and student autonomy and engagement. Modified spaces were reportedly more enjoyable, comfortable and inclusive and allowed greater interaction. The findings are discussed in light of Beaton’s five key design principles of student-centred learning environments to explore the connection between the physical classroom environment and teaching and learning. Self-Determination Theory is used to interpret how elements of the physical space facilitate the creation of a social environment that encourages greater motivation to learn and increases student wellbeing. The research contributes to an understanding of how flexible learning spaces are used and with what effect, thereby addressing a present gap in the literature.

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