Hot Articles

Social Science

Title: <u>Reaping just what is sown: Low-skills and low-productivity of informal economy workers and the skill acquisition process in developing countries</u>

Author: Mayowa Abiodun | Peter-Cookey | Kanda Janyam

Abstract

The objective of this paper is to explore the skill acquisition process of informal economy workers and how it affects their current skills and productivity levels. We used a mixed method and multilevel sampling design with the aid of questionnaires and interviews. We found that trainings provided and skill-levels of workers were basic, and this affected their performance and productivity. We recommend that skill development policies for informal economy workers need to be specific, comprehensive, all-inclusive and peculiar to their challenges.

Database

ScienceDirect

Title: Commuting, transitions and belonging: the experiences of students living at home in their first year at university

Author: Helen Pokorny | Debbie Holley | Suzanne Kane

Journal: Higher Education September 2017, Volume 74

Abstract

In this study, our cross-case analysis of students' lives challenges the conventional home–university model of transition and highlights the importance of acknowledging the influence of this complex symbiotic relationship for students who attend university and live at home. We argue that as with stay-at-home holidays, or "staycations", which are of such crucial importance to the tourism industry, so stay-at-home students or commuter students are vital to higher education and the term utilised here is "stayeducation". Through the narratives of "stayeducation" students, we see how family and community aspects of students' lives are far more significant than previously realised, and our study suggests that these heavily influence the development of a student sense of belonging. Drawing upon biographical narrative method, this paper introduces three first-year Business and Economics students enrolled at different universities in London and explores their journeys through their transition through home, school and early university life. Ways in which key themes play out in the transition stories of our students and the challenges and obstacles for the individual are drawn out through the cross-case analysis. Findings support the existing literature around gender, class and identity; however, new insights into the importance, for these students, of family, friendships and community are presented. Our work has implications for academic staff, those writing institutional policies, and argues for the creation of different spaces within which students can integrate into their new environment.

Database

Springer

Title: Getting off to a good start? First-year undergraduate research experiences and student outcomes

Author: Nicholas A. Bowman | Joshua M. Holmes

Journal: Higher Education

Abstract

Undergraduate research is widely perceived as a "high-impact practice" that promotes students' learning, cognition, career planning, and educational attainment. With some exceptions, the existing evidence largely provides support for these beliefs. However, these studies typically examine research experiences that occur later in the undergraduate years, whereas engaging in undergraduate research during the first year is becoming increasingly common. First-year experiences may yield different outcomes than later experiences for a variety of reasons; in addition, previous studies often do not account sufficiently for self-selection into undergraduate research, which may be especially problematic for cross-sectional studies that occur in the junior or senior year. Therefore, this study examines the potential impact of first-year undergraduate research using propensity score analyses within a large, multi-institutional, longitudinal dataset. Research participation is significantly and positively related to first-year university satisfaction and fourth-year undergraduate GPA, but it is unrelated to satisfaction and grades in other years as well as graduate degree intentions, retention at the same institution, and 4-year graduation. Conditional analyses indicate that these effects are largely consistent across student demographics, pre-university achievement, and institutional selectivity.

Database

Springer

Title: [Increasing Positive Playground Interaction for Kindergarten Students at Risk for Emotional and Behavioral Disorders](#)

Author: Darlene H. Anderson | Scott M. Trinh | Paul Caldarella | Blake D. Hansen | Michael J. Richardson

Journal: Early Childhood Education Journal

Abstract

Students who experience social withdrawal and anxiety (internalizing difficulties) are often overlooked in schools due to the covert nature of their symptoms. The literature lacks empirically supported preventive approaches for kindergarten students who are socially withdrawn and behind their peers in developing social skills. Furthermore, research suggests that parents often are not adequately involved in interventions during this critical period of social development. In response to this need, a school-based intervention was implemented to increase the positive social interaction of three kindergarten students on the playground. Treatment consisted of (a) social skills training, (b) adult mediation, (c) self-evaluation and reinforcement, and (d) parent involvement through home notes. The effects of this intervention were assessed on the playground during recess using partial interval recording of target students' positive interactions. During implementation of the intervention, all target students demonstrated improvements in social interaction. Future studies should investigate whether addressing the limitations of this study would yield stronger results with this underserved population.

Database

Springer

Title: [Instructional Design Competencies for Online High School Teachers Modifying their own Courses](#)

Author: Christopher P. Rozitis

Journal: TechTrends September 2017, Volume 61, Issue 5

Abstract

This study identifies competencies specific and beneficial to online high school teachers that are modifying their own courses. Existing instructional design standards, available to guide online teachers, are not only too numerous, they are also inconsistent. Moreover, a lack of clarity exists about which specific standards benefit this emerging professional group in the process of developing and revising their courses. The Delphi design enabled participants in related fields and separated by physical distance to make and refine judgments without stress and with anonymity, to achieve consensus on specific competencies. Based on this consensus, online high school educators now have a clearly defined set of instructional design competencies that will support modifying learning objects within their classes.

Database

Springer

Title: [Case Study: When You Have to Choose Between Core and New Customers: An extreme sports company considers a VIP tier.](#)

Author: BERTINI, MARCO | TAVASSOLI, NADER

Journal: Harvard Business Review. Sep/Oct2017, Vol. 95 Issue 5,

Abstract

The article discusses the relationship between the expansion of a business and its efforts to retain the loyalty of its core consumers, through offering a case study of a fictionalized running race company. An overview of challenges encountered by businesses in organizing running race events, including in regard to customers' waiting to register, registration fees and online registration, is provided.

Database

Business Source Complete

Title: [Understanding the mobile payment technology acceptance based on valence theory: A case of restaurant transactions](https://doi.org/10.1108/IJCHM-04-2016-0192)

Author: Ahmet Bulent Ozturk | Anil Bilgihan | Saba Salehi-Esfahani | Nan Hua

Journal: International Journal of Contemporary Hospitality Management, Vol. 29 Issue: 8

Doi: https://doi.org/10.1108/IJCHM-04-2016-0192

Abstract

Purpose

This study aims to examine factors affecting restaurant customers' intention to use near field communication (NFC)-based mobile payment (MP) technology. More specifically, based on the valence theory, this paper examined the impacts of users' negative valence (perceived risk and privacy concern) and positive valence (utilitarian value and convenience) perceptions toward their NFC-MP technology acceptance. Furthermore, the impacts of individual difference variables (smartphone affinity and compatibility) on users' negative and positive valences and on their behavioral intentions were analyzed.

Design/methodology/approach

A self-administered online questionnaire was used to collect the data of the study from 412 restaurant customers. A confirmatory factor analysis (CFA) was used to validate the measurement model. To test the hypothesized model, structural equation modeling (SEM) was used.

Findings

The study findings demonstrated that privacy concern, utilitarian value and convenience significantly affected individuals' NFC-MP technology acceptance. In addition, compatibility significantly influenced negative and positive valence constructs and smartphone affinity had a positive impact on positive valence constructs only.

Practical implications

This study provides valuable practical implications for restaurant operators and hospitality technology vendors in the context of mobile payment systems.

Originality/value

This study successfully extended the valence framework by adding individual difference constructs to it

Database

Emerald Insight

Title: [Professional development of sustainability competences in higher education: The role of empowerment](https://doi.org/10.1108/IJSHE-02-2016-0028)

Author: Wim Lambrechts | Elli Verhulst | Sara Rymenams

Abstract

Purpose

This paper aims to provide insights into the relation between professional development (PD) and organisational change processes towards sustainability, with a specific focus on empowerment.

Design/methodology/approach

The paper builds upon a constructivist approach, combining a literature review, a desk research on key publications and reports and a socio-political analysis to reveal the specific context in Flanders, Belgium. Findings are then connected to earlier insights from research on organisational change for sustainability.

Findings

The paper provides a number of PD initiatives that focus on sustainability in general and in a single higher education (HE) institution. Framing such initiatives as an organisational change process offers insights on how elements of empowerment are currently incorporated in PD initiatives and how it can strengthen them to lead to the further integration of sustainability competences in HE.

Research limitations/implications

Limitations are linked with the kind of sources used in the constructivist approach. The analysis only looks at written reports on the topic, albeit it also builds upon the first-hand experiences of educators in the HE institution focused upon in the case.

Practical implications

There is a need to frame PD initiatives as an organisational change process towards sustainability with specific attention towards empowerment. Without this framing, PD approaches comprise the risk of being left in the margins or being understood as single initiatives without any connection to the bigger picture, i.e. the transition towards sustainability in HE.

Social implications

Interlinking PD and organisational change provides opportunities to frame the sustainability transition within the university in a wider societal context.

Originality/value

The paper provides an original contribution to the debate on sustainability competences, as it frames the PD within an organisational context, rather than focusing on the individual role of educators.

Database

Emerald Insight

Title: [Issues and Challenges for Teaching Successful Online Courses in Higher Education](#)

Author: Mansureh Kebritchi | Angie Lipschuetz | Lilia Santiague

Journal: Journal of Educational Technology Systems Vol 46, Issue 1

Doi: 10.1177/0047239516661713

Abstract

Online education changes all components of teaching and learning in higher education. Many empirical studies have been conducted to examine issues in delivering online courses; however, few have synthesized prior studies and provided an overview on issues in online courses. A review of literature using Cooper's framework was conducted to identify such issues. Three major categories of findings were identified: issues related to online learners, instructors, and content development. Learners' issues included learners' expectations, readiness, identity, and participation in online courses. Instructors' issues included changing faculty roles, transitioning from face-to-face to online, time management, and teaching styles. Content issues included the role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development. To address these challenges in online education, higher education institutions need to provide professional development for instructors, trainings for learners, and technical support for content development.

Database

Sage Journal

Title: Comparative education as a field in Asia: retrospect and prospect

Author: Maria Manzon

Journal: Asia Pacific Journal of Education Volume 37, 2017 - Issue 3

Doi: http://dx.doi.org/10.1080/02188791.2017.1329136

Abstract

Comparative education in Asia is witnessing changing discourses, structural opportunities, and invigorated leadership. This article will review the institutionalization of comparative education in Asia from a sociological perspective, drawing on Bourdieu's theory on the logic of social practice. After giving an overview of the historical roots of Asian comparative education, I will describe broadly its landscape noting developments in the last two decades since 1995, the foundational year of the Comparative Education Society of Asia (CESA). Four main themes are explored: comparative education teaching, professional societies, research centres, and specialist publications. With a baseline understanding of the infrastructures of the field in Asia and the power dynamics that shape them, I will propose an agenda for Asian comparative education to offer meaningful contributions to multipolar knowledge production in the field. Priority themes and directions will be highlighted to articulate a stronger Asian voice and leadership in an increasingly diverse and uncertain world.

Database

Taylor & Francis