Hot Articles

"September | 2020"

Social Science

Title: [City context and subjective career success: How does creative workers' need for recognition filter city identity?](#)

Author: Montanari, F., Mizzau, L., Razzoli, D., & Rodighiero, S.

Journal: Human Relations.

Doi: https://doi.org/10.1177/0018726720956700

Abstract

How do creative workers draw on their city context as they interpret their subjective career success over time? This article aims to answer this question with a qualitative study of 140 creative workers in Reggio Emilia, Italy. The results illuminate how subjective career success stems from a need for recognition that draws on a city's identity. Mobilising Lotman's concept of semiosphere, we propose that creative workers use city identity to understand what 'soft' factors they can harness from the city context. They filter city identity based on three recognition-related needs that are contingent on their level of work experience. Our contribution is threefold. First, we provide a nuanced view of the social and symbolic context in which careers are embedded, highlighting its multilayered, multivocal and multimodal nature. Second, we provide a fine-grained understanding of the interplay between an individual's career need for recognition and their interpretation of city identity. Third, we shed light on recognition as a facet of subjective career success, which is particularly relevant to creative workers.

Database

SAGE Journal Online

Title: [Trends in Children's Academic Skills at School Entry: 2010 to 2017](#)

Author: Megan Kuhfeld | James Soland | Christine Pitts | Margaret Burchinal

Journal: Educational Researcher Vol 49, Issue 6, 2020

Doi: https://doi.org/10.3102/0013189X20931078

Abstract

Students' level of academic skills at school entry are a strong predictor of later academic success, and focusing on improving these skills during the preschool years has been a priority during the past 10 years. Evidence from two prior nationally representative studies indicated that incoming kindergarteners' math and literacy skills were higher in 2010 than 1998, but no national studies have examined trends since 2010. This study examines academic skills at kindergarten entry from 2010 and 2017 using data from over 2 million kindergarten students. Results indicate that kindergarteners in 2017 had moderately lower math and reading skills than in 2010, but that inequalities at school entry by race/ethnicity and school poverty level have decreased during this period.

Database

SAGE Journal Online

[Social Science]

Title: [How to Promote Racial Equity in the Workplace.](#)

Author: Livingston, Robert

Journal: Harvard Business Review. Sep/Oct2020, Vol. 98 Issue 5

Abstract

Many White people deny the existence of racism against people of color because they assume that racism is defined by deliberate actions motivated by malice and hatred. However, racism can occur without conscious awareness or intent. When defined simply as differential evaluation or treatment based solely on race, regardless of intent, racism occurs far more frequently than most White people suspect. As intractable as it seems, racism in the workplace can be effectively addressed. Because organizations are small, autonomous entities that afford leaders a high level of control over norms and policies, they are ideal sites for promoting racial equity. Companies should move through the five stages of a process called PRESS: (1) Problem awareness, (2) Root-cause analysis, (3) Empathy, or level of concern about the problem and the people it afflicts, (4) Strategies for addressing the problem, and (5) Sacrifice, or willingness to invest the time, energy, and resources necessary for strategy implementation.

Database

Business Source Complete

Article

Across Australia and around the world, school-university partnerships have been advocated by researchers and policymakers as a means of bridging the perceived theory-practice divide for which teacher education programs have been criticised. A range of literature exists that explores school-university partnerships either from a theoretical perspective, or grounded in specific examples. As these pieces of research typically provide an overview of school-university partnerships in general, or rely on findings from one or two partnerships, a broad understanding of partnerships and the research gaps that remain can be difficult to ascertain. This paper presents a systematic literature review to provide collective evidence on the implementation of Australian school-university partnerships for the purpose of developing pre-service teachers. The review reports on 59 sources, providing insights into the range of school-university partnerships in existence. It also highlights the benefits and challenges encountered through partnership implementation and proposes opportunities for future research.

Database

Taylor & Francis Online

Title: [Principal leadership for students with disabilities in effective inclusive schools](#)

Author: David DeMatthews | Bonnie Billingsley | James McLeskey | Umesh Sharma

Abstract

Purpose

Creating inclusive schools for students with disabilities is a major leadership responsibility for principals throughout the world. Each national, regional and local context is different, but every principal can help create and support inclusive schools. The purpose of this article is to describe the evolving context of inclusive education and school leadership in the United States aligning what is known to an established leadership framework (Hitt and Tucker, 2016), as there are similarities between the Hitt and Tucker domains and the work of leaders in inclusive schools. The authors emphasize that inclusive leadership is consistent with existing conceptualizations of principals' work. The authors consider specific policies and organizational conditions that support inclusive schools and highlight successes and continuing challenges for principals that can be applied throughout the world.

Design/methodology/approach

This paper utilizes an exploratory approach to review the US policy-related and empirical literature on school leadership for effective inclusive schools. The authors draw across time from research syntheses in school and inclusive leadership from leading journals in educational leadership, special education and edited volumes focused on school leadership. The authors analyze common themes centered on leadership practice, organizational and social conditions and challenges.

Findings

The research review identified effective leadership practices that support inclusive education in the United States and provides a critical discussion of how these findings relate to international research and practice.

Practical implications

The paper considers the relevance of national policy contexts coupled with a review of school leadership for inclusive schools that is insightful for policymakers and practitioners seeking to create more inclusive schools throughout the world.

Originality/value

The paper offers a situated review of leadership for inclusive schools in the United States. As such, this review lays the foundation for a comparative and international conversation on school leadership for inclusion

Database

Emerald Insight

Title: [Extreme brand love: measuring and modelling the intensity of sports team love](#)

Author: Kerry Daniels, Ian Frederick Wilkinson, Louise Young, Steven (Qiang) Lu

Abstract

Purpose

The purpose of this paper is to advance the understanding of brand love by studying its intensity and the nature of extreme forms of it, rather than its presence or absence. The love of a sports team is a type of brand love and is a valuable context to study of brand love intensity because the intensity of love can become more extreme than for products; it has two distinctive features that are theoretically, management and policy relevant; and it is an under-researched context in marketing that is socially and economically significant.

Design/methodology/approach

The authors empirically develop and test a multidimensional hierarchical higher-order measure of the intensity of team love and a model of its drivers and outcomes using a sample of supporter club members of a professional sports team who vary in their intensity of love for the team.

Findings

The results support our measurement model and its distinctive features, especially the importance of the perceived two-way bond fans have with their team. While overall intensity of team love is not related to social influence or on-field performance, as hypothesized, they are related to sub-dimensions of team love, reflecting its multidimensionality. As hypothesized, the intensity of team love and social influence are related to the intention to renew club membership even with increased costs and poor performance and social influence is directly related to word of mouth and game attendance.

Research limitations/implications

The research is limited to the club members of one sports team in a particular sport in one country and one cultural context. Future research opportunities include: extending it to other sports and brand contexts, refining the methodology and addressing other issues highlighted by the research.

Database

Emerald Insight

Title: Implementing Bring Your Own Device (BYOD) Model in Flipped Learning: Advantages and Challenges

Author: Pınar Nuhoğlu Kibar, Abdullah Yasin Gündüz & Buket Akkoyunlu

Abstract

Flipped learning is a type of blended learning that reverses traditional conceptions about pre-class and in-class activities. This pedagogical approach offers students the opportunity to exert more control over their learning. However, teachers should monitor whether in-class activities deepen pre-learning. In this paper, we present students' experiences regarding the advantages, challenges and future preferences of using BYOD in flipped learning. According to students, being allowed to use their own devices in classroom activities provided them a more comfortable learning environment. The model increased their productivity because they were familiar with their personal devices. Students reported that the BYOD model made storing and retrieving files easier, which enabled them to continue studying without remembering settings. However, students identified challenges, such as being required to carry heavy devices and dealing with poor classroom infrastructure. A few students decided they would rather not bring their own devices again due to weight, but the others indicated that they would prefer to participate in BYOD-embedded flipped learning in the future.

Database

Title: [Education Systems and Technology in 1990, 2020, and Beyond](#)

Author: Theodore W. Frick

Journal: TechTrends volume 64, September 2020

DOI: https://doi.org/10.1007/s11528-020-00527-y

Abstract

In Restructuring Education Through Technology, I incorporated systems thinking to identify seven types of relationships in educational systems: teacher-student, student-content, student-context, teacher-content, teacher-context, content-context, and education system-environment relationships (Frick 1991). I now revisit these education system relations and discuss potential futures of education. The World Wide Web did not exist when I wrote the original treatise, nor did wireless smartphones and tablets, Google's search engine, YouTube, Facebook, or Wikipedia. However, one important education system relationship should not change: the affective bonding between teachers and their students.

Database

SpringerLink

Introduction

The Leadership Internship ProgramFootnote1 annually selects individuals with a record of leadership in Association for Educational Communications and Technology (AECT) (Miller 2013) and the broader field of educational technology for a unique opportunity to further develop leadership skills. The class of interns identifies an organizational need, proposes a project idea, creates and fulfills a plan of action, and presents project outcomes to AECT leaders. This project has been a mandatory component of the internship program for over a decade (Anderle et al. 2018). This paper presents the internship project spearheaded by the class of 2018 interns: Lucas Vasconcelos, Lin Zhong, Miaoting Cheng, and Sean Jackson.

Database

SpringerLink

Title: [Integrating critical thinking into the classroom: A teacher's perspective](#)

Author: Martín Cáceres | Miguel Nussbaum | Jorge Ortiz

Abstract

Studies on critical thinking often overlook the work done by teachers in the classroom to develop this skill. However, studying critical thinking from the teacher's perspective is key to closing the gap between theory and practice. This study looks to characterize the work done by Spanish-speaking teachers in Latin America to integrate critical thinking into their practice. To do so, an online survey was sent to the participants of a Massive Open Online Course (MOOC), asking them to describe their work with critical thinking in their classroom. Responses from 278 participantes were then analysed using an exploratory sequential design. During the qualitative phase, a series of categories emerged based on the topics chosen by the teachers, the activities they proposed, and how they linked these to the development of critical thinking. The frequency with which these categories appeared in the teachers' responses was then measured during a subsequent quantitative phase. Variations in these frequencies were also analysed based on the subjects taught by the teachers and the age of the students. The results reveal that teachers primarily try to develop their students' critical thinking skills by integrating them into their subjects; not teaching them separately. Furthermore, they do so by choosing topics that help the students understand the world better from different subject-specific practices. Therefore, when implemented by teachers, critical thinking is highly dependent on the subject. These results suggest that there is a mismatch between educational practice and existing research, which tends to advocate the specific and explicit teaching of critical thinking, whether as a separate subject or through a cross-curriculum approach.

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ScienceDirect