Title: How Covid-19 Scattered U.S. Higher Education

Author: Lindsay Ellis

Journal: The Chronicle of Higher Education | April 8, 2020

Abstract
As the pandemic spread, campus presidents came to grips with a reality that had once been unthinkable — and helped pave the way for the rest of the country to follow suit.

Database
The Chronicle of Higher Education
Even in the best of times, life for students enrolled at Hinds Community College, in Raymond, Miss., is not easy. Many are surviving on Pell Grants and low-wage jobs at Walmart and Sonic to gain an education.
Abstract

This article describes the development of an application for the grading and provision of feedback on educational processes. The tool, named EduZinc, enables instructors to go through the complete process of creating and evaluating the activities and materials of a course. The application enables for the simultaneous management of two teaching-related aspects: (a) creation of individualized learning products (activities, tests and exams) and (b) automatic grading (for every learning product; automated creation of student, class, and competency-based reports; and delivery of personalized reports to students, instructors and tutors). The system also has a series of warnings in place to notify instructors and tutors when a student is falling behind. As a means to reward the efforts made during the course, the program keeps relevant statistics, notifying when a student is excelling in the course.
Higher education in Asia is massifying at an exceptional pace and scale. In this paper, I ask how practices and discourses which inform the internationalization of Singapore’s higher education can provide opportunities for developing cosmopolitan learning that it claims to provide. Cosmopolitan learning is closely related to cross-border student mobility and plays an important role in shaping the international students’ identities, aspirations and worldviews. Based on a recent study in Singapore of a group of international students from various parts of Asia and Europe, this paper attempts to bring the theoretical and grounded realities of cosmopolitan learning in an Asian context into the fore. The aim of the paper is to provide a useful frame for rethinking the purpose of international education for cosmopolitan learning in an increasingly interconnected world that is strewn with ambivalence, and what that means in the context of Singapore as an erudite nation-state critical to building Asian education hub aspirations.
Abstract

Education, skills and labor market outcomes are tightly linked. Most empirical evidence about their interconnections is obtained using rich longitudinal datasets coming from developed countries, and often treat earnings as the sole outcome of interest. Much less is known about the same in developing countries due to lack of appropriate data. This paper is an attempt to fill this gap by operationalizing the technology of skill formation framework using a static dataset with some information on past variables. Following the theoretical underpinnings of modern development paradigms, we define our variable of interest to be a multidimensional concept of work-related well-being, going beyond wages to include employment opportunities, decent working time and safe work environment. We thus apply a suitably adapted version of the above framework, resulting in a simultaneous equation model with latent variables, to Bolivian data. We find that an above-average well-being in terms of employment opportunities and earnings is only observed in the top-most quintile of the skills distributions, whereas the top three quintiles are relatively well-off in the safe work dimension. Overwork is responsive to cognitive skills but not to non-cognitive skills, and it is highly prevalent across the entire distribution of the former. These two types of skills are also differently influenced by education. An individual with a primary schooling is already in the above-average group in terms of non-cognitive skills, a condition requiring an undergraduate college degree in the case of cognitive skills. From a policy perspective, we note that, contrary to the general findings in a developed country context, the premium for cognitive skills on the labor market is higher than that for non-cognitive skills. This can be explained by the relative scarcity of the former, which is mostly acquired through formal education, a situation often encountered in many developing countries.
The "tipping point" for educational research: The role of pre-service science teachers’ epistemic beliefs in evaluating the professional utility of educational research

Author: Liam Guilfoyle, Orla McCormack, Sibel Erduran

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Abstract

Teachers’ engagement with and in educational research has become an aspiration in many countries. However, this has been counterbalanced with decades of research on the perennial theory-practice divide. This study provides new perspectives by considering the role of epistemic beliefs in pre-service science teachers’ (PSST’s) acceptance or rejection of “Education Studies” from their Initial Teacher Education (ITE). Individual case profiles demonstrate how PSSTs compare knowledge in science with knowledge in education. Certain belief profiles can be seen to present barriers to evaluating education research as valuable. Thus, we argue for epistemic development and support with boundary crossing in ITE.

Database

ScienceDirect
Abstract

The existing work on teacher-focused Twitter hashtags typically frames each hashtag as a single, unified phenomenon, thereby collapsing or erasing differences between them (and any resulting implications for learning). In this study, we conceived of teacher-focused hashtags as affinity spaces potentially containing subspaces distinguished by synchronous chats and other, asynchronous communication. We used computational methods to explore how participation differed in terms of content, interactions, and portals between these contexts within the #michED hashtag used by Michigan teachers. During the 2015–2016 academic year, #michED saw more non-chat activity than chat activity, and most participants only engaged in one mode of activity or the other. Participation during chats was associated with more replying as well as more socially-, affectively-, and cognitively-related content, suggesting a focus on social interaction. In contrast, non-chat participation was associated with more retweeting, mentioning, hyperlinks, and hashtags, suggesting a focus on content dissemination. These results suggest that different affinity spaces—and different literacy practices—may exist within the same hashtag to support different objectives. Teachers, teacher educators, and researchers should therefore be careful to make these distinctions when considering Twitter as a learning technology for teachers.
**Title:** Early bird or versioning: Which pricing strategy is better for creators in reward-based crowdfunding?

**Author:** Mingchun Chen, Zhiying Liu, Chaoliang Ma

**Journal:** Asia Pacific Journal of Marketing and Logistics Vol. 32 No. 3, Doi: https://doi.org/10.1108/APJML-12-2018-0529

**Abstract**

**Purpose**
Crowdfunding, especially reward-based crowdfunding, has quickly evolved into a commonly used vehicle for innovating entrepreneurs to develop their products. Many crowdfunding platforms allow creators maximum flexibility in terms of the prices and rewards offered in a project to gain sufficient capital. However, creators need to understand how to design project rewards and how to select a pricing strategy, in addition to whether the creator should spend resources on designing multiple rewards of varying quality. The purpose of this paper is to address these issues by answering whether and why there are significant differences in the application of early-bird and versioning pricing strategies in crowdfunding.

**Design/methodology/approach**
This paper develops a two-stage dynamic game model with incomplete information, proposes a corollary calculated by analyzing a perfect Bayesian equilibrium, and then tests Corollary 1 by empirical analysis.

**Findings**
Contrary to the findings of other studies, the results show that an early-bird pricing strategy is likely better than a versioning pricing strategy for earning greater revenue in a crowdfunding context, on average. This finding means that creators do not have to spend as much in designing rewards of various qualities; rather, they should only provide multiple price options for high-quality rewards. However, if the heterogeneity of target backers’ valuations and the quality difference between two types of products are adequately high, a versioning pricing strategy may be a good choice for creators.

**Practical implications**
This paper provides a reference for creators regarding the selection of pricing strategies and the design of reward quality when launching crowdfunding projects.

**Originality/value**
This paper explains an interesting and practical issue in the design of reward quality and the selection of a pricing strategy after fully considering the role of the crowdfunding all-or-nothing mechanism and special backer behavior.

**Database**
Emerald Insight
Title: Combating police corruption in five Asian countries: a comparative analysis

Author: Jon S.T. Quah

Journal: Asian Education and Development Studies, Vol. 9 No. 2

Doi: https://doi.org/10.1108/AEDS-06-2019-0100

Abstract

Purpose
The purpose of this paper is to analyse the contextual differences and causes of police corruption in Indonesia, Japan, the Philippines, South Korea and Taiwan and to assess their governments’ effectiveness in minimising this problem.

Design/methodology/approach
The paper begins by identifying the contextual differences in the five countries before analysing their major causes of police corruption and their governments’ effectiveness in minimising it.

Findings
Police corruption is a more serious problem in Indonesia and the Philippines because of their more difficult governance environments, low salaries of police officers, red tape, lack of meritocracy in recruitment and promotion, and lack of accountability of police officers. By contrast, the perceived extent of police corruption has declined in Japan, South Korea and Taiwan in recent years because of the improvement in the salaries of their police officers and the implementation of various police reforms.

Originality/value
This comparative analysis of combating police corruption in five Asian countries will be of interest to policy makers and scholars concerned with minimising this problem.

Database
Emerald Insight
Bullying in schools, defined as a systematic abuse of power in interpersonal relations, may be undertaken individually and/or by groups. The extent to which schoolchildren report that they are bullied by their peers in each of these ways was examined in a survey of Australian schoolchildren (N = 1688) in Years 5–10 attending 36 coeducational primary or secondary schools. Being bullied by an individual student was reported by both males and females as occurring significantly more often than being bullied by groups. Applying multiple regression analysis, the reported frequency of individual and group bullying, after controlling for age and gender, independently predicted the severity of negative outcomes as assessed by measures of negative emotional impact, such as feeling unsafe from bullying, absenteeism due to bullying and reported negative impact on school work. Although group bullying was less commonly reported, its negative effects on student well-being were generally more severe. Implications are examined for student education about bullying and addressing individual and group-based bullying in appropriate ways.