Title: Designing Better Online Review Systems.
Author: Donaker, Geoff | Kim, Hyunjin | Luca, Michael

Abstract
Online reviews are transforming the way consumers choose products and services of all sorts. We turn to TripAdvisor to plan a vacation, Zocdoc to find a doctor, and Yelp to choose a new restaurant. Reviews can create value for buyers and sellers alike, but only if they attain a critical level of quantity and quality. The authors describe principles for setting the incentives, design choices, and rules that help review platforms thrive. To address a shortage of reviews, companies can seed them by hiring reviewers or drawing reviews from other platforms; offer incentives; or pool products. To address selection bias, they can require reviews, allow private comments, and design prompts carefully. To combat fraudulent and strategic reviews, they can set rules for reviewers and call in moderators—whether employees, the community, or algorithms.

Database
Business Source Complete
Check-in/check-out (CICO) is a well-established Tier 2 intervention to address at-risk student behavior problems. Despite its widespread empirical support and applied use, CICO can be taxing for teachers to implement when there is insufficient time available and teacher self-efficacy in addressing behavior problems is low. Evaluation of CICO is necessary to promote smarter decision making and efficient service delivery for students at risk of developing more severe problem behaviors. The discussion article outlines one method to identify the exact amount of Tier 2 support needed to improve an individual student’s behavior.
Title: A Tale of Two Twitterspheres: Political Microblogging During and After the 2016 Primary and Presidential Debates

Author: Berman, R. | Melumad, S. | Humphrey, C. | Meyer, R.

Journal: Journal of Marketing Research Vol 56, Issue 6, 2019

DOI: https://doi.org/10.1177/0022243719861923

Abstract

In this research, the authors study the process by which social media posts are created and shared during live political debates. Using data from over 9.5 million tweets posted during and shortly after four key debates leading up to the 2016 U.S. presidential election, the authors test a series of hypotheses about how tweeting evolves over time during such events. They find that (1) as the debates progressed, the content of the “Twittersphere” became increasingly decoupled from the live event, and (2) the drivers of the success of tweets during the debates differed from the drivers of success observed after the debates. During the debates, users acted akin to narrators, posting shorter tweets that commented on unfolding events, with linguistic emotionality playing a limited role in sharing. However, when the debates were over, users acted more like interpreters, with successful posts being more elaborate and visually and emotionally rich accounts of the event. Evidence for the generalizability of the findings is provided by an analysis of Barack Obama’s last State of the Union Address, where similar dynamics are observed.

Database

SAGE Journals Online
The Impact of Increasing Search Frictions on Online Shopping Behavior: Evidence from a Field Experiment

Ngwe, D. | Ferreira, K. J. | Teixeira, T.

Journal: Journal of Marketing Research Vol 56, Issue 6, 2019

DOI: https://doi.org/10.1177/0022243719865516

Abstract

Many online stores are designed such that shoppers can easily access any available discounted products. The authors propose that deliberately increasing search frictions by placing obstacles to locating discounted items can improve online retailers’ margins and even increase conversion. The authors demonstrate this using a simple theoretical framework that suggests inducing consumers to inspect higher-priced items first may simultaneously increase the average price of items sold and the overall expected purchase probability by inducing consumers to search more products. The authors test and confirm these predictions in a series of field experiments conducted with a dominant online fashion and apparel retailer. Furthermore, using information in historical transaction data about each consumer, the authors demonstrate that price-sensitive shoppers are more likely to willingly incur search costs when locating discounted items. Our results show that increasing search frictions can be used as a self-selecting price discrimination tool to match high discounts with price-sensitive consumers and full-priced offerings with price-insensitive consumers.

Database

SAGE Journals Online
Title: Out-of-school assistance in the teaching of visual creative programming in the game-based environment – Case study: Poland

Author: Taras Panskyi | Zdzisława Rowinska | Sebastian Biedron

Journal: Thinking Skills and Creativity Volume 34, December 2019

Doi: https://doi.org/10.1016/j.tsc.2019.100593

Abstract

The paper presents effects of out-of-school teaching of computer science in a visual creative programming course (Scratch) for children aged 9–14, held at the Lodz University of Technology. The research was carrying out during 2016–2018 school years. The study sample consists of 265 primary and secondary students from Lodz Voivodeship (province) in central Poland. The results were obtained from anonymous questionnaires completed by 221 course participants and their parents. The answers confirm that this type of course becomes a new fascinating manner of spending spare time by children. Moreover, quantitative analysis of student’s finals projects also has been performed. In the process of creative programming in the game-based environment, children develop the computational thinking skills, problem-solving strategies, and abstract thinking. Moreover, children are supported by their parents, who notice how important these competences are and how great opportunities they will present for children in future. Authors continue to grow Scratch programming course to democratize access to new technologies and education, preparing future generation for a world in which computational and algorithmic thinking is a central part of problem-solving. Perhaps some of the course participants will continue their study of programming and make it a career for their life.

Database

ScienceDirect
The physical learning environment is often considered to be a secondary element of education. Therefore, this study examined the following research questions: What role does the physical learning environment play in the educational process? How can we adapt the physical learning environment to 21st century education? The present study analyzed behavioral models and reviewed 21st century educational frameworks. Based on the findings, an ideal school environment model, called the MoPLE21, is presented and can be viewed online as an appendix of this paper at https://mople21.org. Our results show that the physical environment is an important and often underestimated factor in education, and an appropriately designed school environment can play a significant role in the 21st century teaching and learning process. Finally, the MoPLE21 is discussed as an interdisciplinary tool for educational theorists and professionals for design, assessment, and everyday use in learning environments.
Title: Metapholio: A Mobile App for Supporting Collaborative Note Taking and Reflection in Teacher Education

Author: Dominik Petko | Regina Schmid | Laura Müller | Michael Hielscher

Journal: Technology, Knowledge and Learning December 2019, Volume 24, Issue 4

DOI: https://doi.org/10.1007/s10758-019-09398-6

Abstract

Mobile technologies open up new ways of fostering reflection in teacher education. With the intention of tying reflection closer to the actions in the classroom, facilitating multimedia recordings, providing prompts for reflection and fostering discussions between pre-service teachers, experienced teachers and university mentors, we developed the “Metapholio” app and tested it in the context of teaching internships. This app supports pre-service teachers in collecting noteworthy moments in the classroom by providing functionalities for individual and collaborative note taking. Notes can be created in the form of written text, photography, audio recordings and video recordings. Each note can be commented on and discussed with invited peers, experienced teachers and university mentors, who can also record moments themselves. Furthermore, the app makes it possible to select notes and attach them to more general written or spoken reflections on teaching and learning. Theoretical frameworks and writing prompts that are part of the app serve as scaffolds for such reflections. Peers, teachers and mentors can be invited to join the conversation on reflections. With the help of this app, pre-service teachers can, moreover, create their own multimedia mobile portfolio, which acts as a hybrid space for professional development in teacher education.

Database

SpringerLink
Title: Promoting Learners’ Voice Productions Using Chatbots as a Tool for Improving the Learning Process in a MOOC

Author: Juanan Pereira | María Fernández-Raga | Sara Osuna-Acedo | Maríarita Roura-Redondo | Oskar Almazán-López | Alejandro Buldón-Olalla

Journal: Technology, Knowledge and Learning December 2019, Volume 24, Issue 4,

DOI: https://doi.org/10.1007/s10758-019-09414-9

Abstract

The globally widespread instant messaging (IM) mobile applications such as WhatsApp or Telegram were not originally educational tools, but they have become platforms for peer to peer assessment (P2P). The IM applications offer “chatbots” or “virtual assistant bots” that help students by providing them a multitude of services in the form of text or voice dialogs. A new method for integrating P2P assessment using voice recordings with the help of a chatbot is proposed. By using this system we can effectively improve both the typical learning and the P2P evaluation process of a massive open on-line course (MOOC). After a 2-month experiment, with 77 students that recorded 737 voice answers with a Telegram based chatbot, we describe in detail how to use a chatbot and the way to design voice-based challenges to perform a new kind of assignment in a MOOC, with 90% of the learners encouraging us to use chatbots in future courses.

Database

SpringerLinK
Title: Professional changes of primary science teachers: experience on collaborative action research in Thailand

Author: Sirinapa Kijkuakul

Journal: Asia-Pacific Science Education December 2019, 5:1


Abstract

This article focuses on impacts of collaborative action research with a spiral process of planning, acting, observing, and reflecting that had been used as a strategy to promote teacher professional development in science education of Thailand. With the school principals’ support, three primary science teachers’ instructional practices are the subject of individual case studies. A range of qualitative methods and data sources including participant observations, individual and collective interviews, teacher and student artifacts were adapted to elicit evidence related to change of teaching practices and perceptions on action research activities. The case study analysis showed that collaborative action research enabled the primary science teachers to change their teaching practices within the classroom conditions. Factors that were identified as important to these changes included: 1) the primary teachers needed school leadership that powerfully attends to their professional development activities; and 2) the teachers needed a university coach to collaboratively reflect and suggest how to teach in the particular subject i.e. science. In the case of a primary teacher who, having no qualifications (i.e., certification-related teacher preparation) in science teaching, additionally needed a community of professional teachers willing to collaboratively reflect on classroom experiences for better inquiry into science teaching practices. As a means to sustain the changes in this educational context, implementing the collaborative action research while providing opportunities for parents to observe and reflect upon teachers’ classroom teaching practices was also found to be important.

Database

SpringerLink
Abstract

How should academic staff engage in outreach with communities outside of the university? The need of academics to answer this question has intensified in the UK given the changing priorities of academic job roles, shaped by increasing institutional concern for widening participation, graduate employability and research impact in an era of austerity and high tuition fees. While university outreach professionals, such as those in widening participation, have access to a range of networks, resources and support mechanisms for outreach activity, academics often face a series of profession-specific pressures that make engagement in outreach complex and contingent. This article draws upon the experience of 25 academics from 18 different subject areas and 18 institutions to examine and provide responses to key challenges faced by academics involved in outreach in the UK. We examine such issues as: the conceptualisation of outreach; funding; recognition and management of workload; nurturing relationships with internal and external partners; capacity-building; commercial interests, payment and responsibility; pedagogical style and content; integration of outreach into curricula, and evaluation of programmes. The examination offered is not all encompassing, but acts as a series of reference points to consider the challenges faced by UK academics in an evolving outreach sector.

Database

Taylor & Francis Online
Towards an inclusive understanding of bullying: identifying conceptions and practice in the primary school workforce

Richard Woolley


https://doi.org/10.1080/00131911.2018.1471666

Abstract

Bullying is defined in a variety of ways in different contexts, and each individual school in England is required to develop its own working definition, parameters and policy. This paper explores a variety of definitions from government and third sector organisations in the UK, making comparison with those from other contexts. In particular, it considers whether bullying is repeated behaviour or experience, and how labels such as target, victim and perpetrator have the potential to damage individual identities. It highlights common themes and differences across definitions and interpretations, comparing them with those of staff (n =131) drawn from research in 16 schools in one large local authority area in England, detailing their conceptions and experiences of bullying. These staff identify whether, where and how bullying is encountered in their settings, how they address such issues, and whether there are particular stimuli on which they focus. It concludes that a redeveloped, clear and understandable definition of bullying is needed that is accessible to all stakeholders in schools, including children. This needs to be inclusive in its focus, unambiguous and applicable across a broad range of settings, leaving aside the historical baggage associated with the subject.

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