Hot Articles

“July | 2020”

Social Science
Abstract

With the growth in the use of crowdfunding platforms for fundraising, analysis of the key factors associated with successful crowdfunding has emerged as an interesting and oft-researched topic. Nonetheless, the equity crowdfunding market is still relatively under researched. The purpose of this paper is to explore how contingency factors combine and causally connect in leading to possible success or failure in equity crowdfunding rounds. To reach this goal, a configurational approach was chosen. Qualitative comparative analysis (QCA) is a suitable method for this topic because of its ability to identify and assess different combinations of conditions that explain certain outcomes. The paper uses the fuzzy-set qualitative comparative analysis (fsQCA) to examine the casual configurations of 344 projects posted on the leading UK crowdinvesting platform (Crowdcube) from March 2016 to the beginning of November 2017. Six antecedent conditions capable of positively or negatively influencing the outcome of an equity crowdfunding campaign were identified through a review of the literature. Four refer to the firm (firm age, industry sector, number of founders or CEOs, and founder or CEO gender) and two relate to the funding round (presence of rewards and number of pictures). The configurational analysis reveals that crowdfunding success and failure are associated with different combinations of conditions. Moreover, multiple configurations of these conditions are associated with both crowdfunding success and failure. However, for each of the crowdfunding outcomes – success and failure – there is a single combination of conditions that is clearly superior to the other configurations in accounting for the observed outcome. Among the sampled firms, crowdfunding was found to be successful for start-ups with a large number of founders and numerous pictures. Crowdfunding was found to fail in firms that have no female founders, that are in traditional sectors (non-cleantech firms), that are not start-ups, and that publish few pictures but offer rewards for investors.
Title: Managing the product-harm crisis in the digital era: The role of consumer online brand community engagement

Author: Denghua Yuan | Zhibin Lin | Raffaele Filieri | Ran Liu | Mengqin Zheng

Journal: Journal of Business Research Volume 115, July 2020,

Doi: https://doi.org/10.1016/j.jbusres.2020.04.044

Abstract
This research examines the influence of consumer online brand community engagement (OBCE) at a time of product-harm crisis on consumers’ cognitive responses and behavioral reactions toward the affected brand’s super-recovery effort. Data were collected from members of Samsung’s online brand community in China during the brand’s Galaxy Note 7 battery crisis. The results show that OBCE has a direct as well as indirect effect on repurchase intention through the mediation of consumer forgiveness. In contrast, brand super-recovery effort has a weak direct effect on repurchase intention, and its effect is mainly indirect through consumer forgiveness. The findings suggest that higher levels of consumer brand engagement and forgiveness can offset the negative consequences of brand scandals, highlighting the importance of fostering customer engagement in the brand’s online communities. The findings have important implications for both theory and practice.

Database
ScienceDirect
The effect of market competition on bribery in emerging economies: An empirical analysis of Vietnamese firms

Edmund J. Malesky | Thang V. Nguyen | Thang N. Bach | Bao D. Ho

World Development Volume 131, July 2020

https://doi.org/10.1016/j.jbusres.2020.04.044

Abstract

Studies of firm bribery have not fully examined how market competition conditions the effects of social norms on firms’ bribe payments. We suggest that firms pay bribes to obtain abnormal rents and/or to conform to accepted rules of corruption. These motivations operate differently, depending on the level of market competition. Using data from an annual survey of 10,000 Vietnamese firms between 2006 and 2017, we find that in environments characterized by open competition, bribery is positively associated with long-standing norms in the business social context, while in closed-competition environments, bribe payments are functions of rents that accrue from uncertainty in policy-making.

Database

ScienceDirect
Abstract
In times of great uncertainty, it’s difficult to formulate strategies. Leaders can’t draw on experience to address developments no one has ever seen before. Yet the decisions they make now could have ramifications for decades. The practice of strategic foresight offers a solution. Its aim is not to predict the future but to help organizations envision multiple futures in ways that enable them to sense and adapt to change. Its most recognizable tool is scenario planning. To use it well, organizations must imagine a variety of futures, identify strategies that are needed across them, and begin implementing those strategies now. But one-off exercises are not enough: Leaders must institutionalize that process, building a dynamic link between thinking about the future and taking action in the present.
Title: What Is the Next Normal Going to Look Like?


Abstract
In this roundtable discussion, HBR’s editor in chief, Adi Ignatius, leads a conversation among five prominent CEOs: the fashion mogul Tory Burch; Geoff Martha, of Medtronic; Nancy McKinstry, who heads the professional information services firm Wolters Kluwer; Chuck Robbins, of Cisco Systems; and Kevin Sneader, of McKinsey & Company. These executives discuss leadership during the Covid-19 pandemic, how the crisis has affected their companies, and how they are responding. They also speculate on what the future might hold for business: more reliance on digital technology, a new relationship with government, and fresh thinking about social inequality, environmental sustainability, and the delivery of health care.

Database
Business Source Complete
Title: Using learning analytics in the Amazonas: understanding students’ behaviour in introductory programming


Doi: https://doi.org/10.1111/bjet.12953

Abstract

Tools for automatic grading programming assignments, also known as Online Judges, have been widely used to support computer science (CS) courses. Nevertheless, few studies have used these tools to acquire and analyse interaction data to better understand the students’ performance and behaviours, often due to data availability or inadequate granularity. To address this problem, we propose an Online Judge called CodeBench, which allows for fine-grained data collection of student interactions, at the level of, eg, keystrokes, number of submissions, and grades. We deployed CodeBench for 3 years (2016–18) and collected data from 2058 students from 16 introductory computer science (CS1) courses, on which we have carried out fine-grained learning analytics, towards early detection of effective/ineffective behaviours regarding learning CS concepts. Results extract clear behavioural classes of CS1 students, significantly differentiated both semantically and statistically, enabling us to better explain how student behaviours during programming have influenced learning outcomes. Finally, we also identify behaviours that can guide novice students to improve their learning performance, which can be used for interventions. We believe this work is a step forward towards enhancing Online Judges and helping teachers and students improve their CS1 teaching/learning practices.

Database

Wiley Online Library
Title: Is White Always Right? Skin Color and Interdating Among Whites

Author: Emilce Santana

Journal: Race and Social Problems (2020)

Abstract
The burgeoning literature on skin color stratification highlights how skin color is associated with disparities in outcomes such as socioeconomic status, health, and intergroup relationships among ethnoracial minorities. However, there is a limited body of work that suggests that darker skin color is also associated with differing outcomes among whites in spite of their position as the socially dominant group of the U.S. This study uses the National Longitudinal Survey of Freshmen to examine how skin color, among whites, relates to their likelihood of dating ethnoracial minorities. The results show that darker skin color is associated with greater odds of dating Latinos and Asians. The results also suggest that there is a non-linear relationship between whites’ skin color and their likelihood of dating blacks. The author argues that because darker skin color connotes lower status due to its affiliation with non-whiteness, darker skin color among whites can lead to greater interactions with ethnoracial minorities. However, there may be an exception when dating blacks. This study highlights a possible underlying mechanism, ethnoracial ambiguity among whites, that shapes current ethnoracial relations, which has long-term implications for the future of intergroup boundaries.

Database
SpringerLink
Title: Growing a growth mindset: characterizing how and why undergraduate students’ mindsets change

Author: Limeri, L.B., Carter, N.T., Choe, J. et al.

Journal: International Journal of STEM Education

Abstract

Background
The extent to which students view their intelligence as improvable (i.e., their “mindset”) influences students’ thoughts, behaviors, and ultimately their academic success. Thus, understanding the development of students’ mindsets is of great interest to education scholars working to understand and promote student success. Recent evidence suggests that students’ mindsets continue to develop and change during their first year of college. We built on this work by characterizing how mindsets change and identifying the factors that may be influencing this change among upper-level STEM students. We surveyed 875 students in an organic chemistry course at four points throughout the semester and interviewed a subset of students about their mindsets and academic experiences.

Results
Latent growth modeling revealed that students tended to shift towards viewing intelligence as a stable trait (i.e., shifted towards a stronger fixed mindset and a weaker growth mindset). This trend was particularly strong for students who persistently struggled in the course. From qualitative analysis of students’ written survey responses and interview transcripts, we determined that students attribute their beliefs about intelligence to five factors: academic experiences, observing peers, deducing logically, taking societal cues, and formal learning.

Conclusions
Extensive prior research has focused on the influence of mindset on academic performance. Our results corroborate this relationship and further suggest that academic performance influences students’ mindsets. Thus, our results imply that mindset and academic performance constitute a positive feedback loop. Additionally, we identified factors that influence undergraduates’ mindset beliefs, which could be leveraged by researchers and practitioners to design more persuasive and effective mindset interventions to promote student success.

Database
SpringerLink
**Title:** Teacher burnout and turnover intent

**Author:** Natalia Rajendran | Helen M. G. Watt | Paul W. Richardson

**Journal:** The Australian Educational Researcher

**Doi:** https://doi.org/10.1007/s13384-019-00371-x

**Abstract**

Correlates of turnover intent among primary (N = 580) and secondary (N = 675), male (N = 254) and female (N = 999) teachers, were examined through the lens of the job demands-resources (JD-R) model. Multigroup structural equation modelling indicated that job demands (workload, student misbehaviour), and the personal demand of work–family conflict, were positively associated with emotional exhaustion—the core dimension of burnout. All demands indirectly related to turnover intent via emotional exhaustion. Among all teacher groups, no significant differences were found in level of emotional exhaustion or turnover intent, and only mild stress was reported as a result of student misbehaviour. Work–family conflict was the strongest predictor of emotional exhaustion for male and female teachers. Results suggest the JD-R as a promising theory for use in explaining job-related outcomes among Australian teachers, and that personal demands should be examined in addition to job demands within it.

**Database**

SpringerLink
Title: Pandemic politics, pedagogy and practices: digital technologies and distance education during the coronavirus emergency

Author: Ben Williamson | Rebecca Eynon | John Potter

Journal: Learning, Media and Technology Volume 45, 2020 - Issue 2

Doi: https://doi.org/10.1080/17439884.2020.1761641

Abstract
The first special issue of Learning, Media and Technology of 2020, entitled ‘Education and technology into the 2020s: speculative futures’, presented a series of papers looking to the future of critical research on educational technologies. As we write, just a few months later, with the coronavirus pandemic sweeping around the world, the future appears more uncertain than ever. Global infection and illness, population lockdowns, and mass closures of educational institutions have engulfed countries across the planet in the short time between issues of this journal.

Database
Taylor & Francis Online Journal