Hot Articles

"March | 2020"

Social Science

Title: [Students' perceptions of the value of electronic feedback—Does disciplinary background really matter?](#)

Author: Amr ElShaer Diogo Casanova Nicholas S. Freestone Gianpiero Calabrese

Abstract

Feedback on student work is a key mechanism for improving learning in higher education (HE) and can be provided in a variety of forms. Recently, many institutions have moved to the provision of electronic feedback, although evidence for the effectiveness of this is mixed. While many studies evaluating the students' perception of feedback are now available, there is little evidence of contrasting perceptions of its value according to different disciplines. This work aims to evaluate the relationship between students' expectations and perception of feedback, especially electronic, and the disciplinary area of study in HE. Students (n = 1017) across different courses from a post-1992 university in the UK were surveyed and categorised into five disciplinary clusters: Science, Technology, Engineering and Mathematics; Business and Accounting; Art and Design; Media and Languages; and Psychology and Social Care. Perceived relevance as well as the most pertinent features and expectations of the quality of electronic feedback for students varies according to disciplinary cluster and thus closely aligns with a specific cluster's learning and teaching practices. The findings of this study may help institutions to reflect on the role of electronic feedback as part of their ongoing assessment practice and how teaching in the different disciplines may result in different understandings of the value of electronic feedback.

Database

Wiley Online Library

Title: [The power of living knowledge: re-imagining horizontal knowledge](#)

Author: Gabrielle Ivinson

Journal: Asia-Pacific Journal of Teacher Education Volume 48, 2020 - Issue 1

Doi: https://doi.org/10.1080/1359866X.2019.1696453

Abstract

Educationalists tend to imagine school curricula organised solely around academic, formal knowledge or horizontal discourse. Yet, despite curricula organised around vertical discourses such as science, geography and mathematics, the working classes, the poor and minority ethnically groups achieve less well in education than the middle classes. The paper aims to re-think horizontal knowledge by paying attention to it as place-based, sensory, embodied, indigenous and historically developed forms of knowing in order: 1) to broaden debates about school knowledge; 2) to support teachers to recognise and legitimate forms of knowing beyond those prescribed by academic curricular and 3) to re-imagine it as living knowledge that has value. To illuminate what might be powerful in horizontal knowledge Gilbert Simondon's genetic ontology and his concepts of pre-individuation, persons are not fixed for all time, and transindividual, a uniquely collective form of knowing, are introduced. The paper argues that by re-thinking horizontal knowledge young people can be imagined as having multiple ways of being and education can support them to become more; more than social class, more than poverty, more than an exam failure and more than an individual, fixed for all time.

Database

Taylor & Francis Online

Title: [What Students Want: A Vision of a Future Online Learning Experience Grounded in Distance Education Theory](https://doi.org/10.1080/08923647.2019.1706019)

Author: Rick L. Shearer, Tugce Aldemir, Jana Hitchcock, Jessie Resig, Jessica Driver & Megan Kohler

Journal: American Journal of Distance Education Volume 34, 2020 - Issue 1

Doi: https://doi.org/10.1080/08923647.2019.1706019

Abstract

As online learning continues to evolve many have proposed that we think differently about our pedagogical approaches, to move beyond the replication of the face-to-face experience. Here we explore the student and faculty visions of the future using a Zaltman Metaphor Elicitation (ZMET) method that uses images to metaphorically represent how individuals feel or relate to particular concepts. Focus group interviews with a small sample of faculty and students suggest a desire for a more personalized learning experience, but one that is still highly social within learning communities.

Database

Taylor & Francis Online

Title: [Using supervised machine learning on large-scale online forums to classify course-related Facebook messages in predicting learning achievement within the personal learning environment](https://doi.org/10.1080/10494820.2018.1515085)

Author: Jiun-Yu Wu, Yi-Cheng Hsiao & Mei-Wen Nian

Journal: Interactive Learning Environments Volume 28, 2020 - Issue 1

Doi: https://doi.org/10.1080/10494820.2018.1515085

Abstract

This paper demonstrated the use of the supervised Machine Learning (ML) for text classification to predict students' final course grades in a hybrid Advanced Statistics course and exhibited the potential of using ML classified messages to identify students at risk of course failure. We built three classification models with training data of 76,936 posts from two large online forums and applied the models to classify messages into statistics-related and non-statistics-related posts in a private Facebook group. Three ML algorithms were compared in terms of classification effectiveness and congruency with human coding. Students with more messages endorsed by two or more ML algorithms as statistics-related had higher final course grades. Students who failed the course also had significantly fewer messages endorsed by all three ML algorithms than those who passed. Results suggest that ML can be used for identifying students in need of support within the personal learning environment and for quality control of the large-scale educational data.

Database

Taylor & Francis Online

Title: How to facilitate self-regulated learning? A case study on open educational resources

Author: Tak-Lam Wong, Haoran Xie, Di Zou, Fu Lee Wang, Jeff Kai Tai Tang, Anthony Kong & Reggie Kwan

Journal: Journal of Computers in Education Volume 7 March 2020, Issue 1

Doi: https://doi.org/10.1007/s40692-019-00138-4

Abstract

This paper investigates the students' self-regulated learning in elementary education when traditional teaching method, which is teacher centered in a classroom, is replaced with a blended approach enriched with open educational resources. Various open educational resources such as videos, simulations, and learning games are readily available on the Web. In addition, mobile and classroom technologies, such as portable devices can be considered as teaching tools in education. The good use of these educational resources and technologies can not only assist students' formal classroom learning but also cultivate the self-regulated learning of students. The i-Classroom implemented in an elementary school adopted a new teaching method, which made use of the online educational resources and information technology, to achieve this goal. Three surveys (Sample size N = 149, N = 168, N = 150) were conducted to investigate the effectiveness of promoting three key aspects of self-regulated learning: learning motivation, planning and management, and self-monitoring. Focus group interviewed was also carried out to collect the feedback in i-classroom learning. The results show that i-Classroom can help students to enhance their ability in self-regulated learning.

Database

SpringerLink

Title: [Using Linkography to investigate students' thinking and information use during a STEM task](#)

Author: Nicolaas Blom | Alfred Bogaers

Journal: International Journal of Technology and Design Education March 2020, Issue 1

Doi: https://doi.org/10.1007/s10798-018-9489-5

Abstract

One of the characteristics of the twenty-first century is the increase in the information sources available to designers to make their design decisions. However, current verbal protocol analysis methods and theoretical frameworks do not explain how internal and external information sources contribute to novice designers' moment-to-moment thought processes. The purpose of this paper is to examine the use of Linkography, a protocol analysis method, to investigate the nature of novice designers' thought processes. We also introduce the use of coloured archiographs, as a complimentary tool, to analyse how novice designers use information sources during the early phases of the design process. In order to discuss and illustrate the use of these analysis methods, we report on a case study in which a group of Grade 8 participants completed a design task requiring them to design a heat retaining food container for street food vendors at a taxi depot. The findings of this study suggests that Linkography, in combination with coloured archiographs, is a novel method in technology education to analyse and visually represent how students think while they are designing.

Database

SpringerLink

Title: [Gamification in e-learning: A Moodle implementation and its effect on student engagement and performance](https://doi.org/10.1108/ITSE-06-2019-0030)

Author: Chanut Poondej, Thanita Lerdpornkulrat

Abstract

Purpose

This study aims to deploy game elements in an e-learning course on the Moodle platform. One of the greatest challenges of e-learning can be motivating and engaging students in learning. Gamification has been attracting increasing attention as a key underlying aspect of pedagogy that can be used to increase student engagement and motivation in learning.

Design/methodology/approach

To investigate student satisfaction and engagement with an e-learning course, here an Information Literacy Skills course, the authors collected data from 104 undergraduate students enrolled on the course in Thailand. In addition, the authors used student interaction data obtained from Moodle to examine whether there were any differences in the frequency of online interaction with the course between the students who performed at an above-average level and those who were below average.

Findings

The findings indicated that the students were highly satisfied with the gamification tools in Moodle and they were engaged in the gamified e-learning course. The authors found a significant difference in the frequency of online interaction with the course between the group who performed at an above-average level and the group who were below average.

Practical implications

The findings have important implications for the development of gamification in e-learning.

Originality/value

This paper fulfills an identified need to study how gamification idea can be implemented in e-learning.

Database

Emerald Insight

Title:	Computerized content analysis of online data – opportunities for marketing scholars and practitioners
Author:	Jan Kietzmann, Leyland F. Pitt
Journal:	European Journal of Marketing, Vol. 54 No. 3
Doi:	https://doi.org/10.1108/EJM-01-2020-0007

Abstract

Purpose

The purpose of this paper is to summarize the main developments from the early days of manual content analysis to the adoption of computer-assisted content analysis and the emerging artificial intelligence (AI)-supported ways to analyze content (primarily text) in marketing and consumer research. A further aim is to outline the many opportunities these new methods offer to marketing scholars and practitioners facing new types of data.

Design/methodology/approach

This conceptual paper maps our methods used for content analysis in marketing and consumer research.

Findings

This paper concludes that many new and emerging forms of unstructured data provide a wealth of insight that is neglected by existing content analysis methods. The main findings of this paper support the fact that emerging methods of making sense of such consumer data will take us beyond text and eventually lead to the adoption of AI-supported tools for all types of content and media.

Originality/value

This paper provides a broad summary of nearly five decades of content analysis in consumer and marketing research. It concludes that, much like in the past, today's research focuses on the producers of the words than the words themselves and urges researchers to use AI and machine learning to extract meaning and value from the oceans of text and other content generated by organizations and their customers.

Database

Emerald Insight

Title: CREATING A trans-INCLUSIVE WORKPLACE.

Author: Thoroughgood, Christian N., Sawyer, Katina B., Webster, Jennica R.

Journal: Harvard Business Review. Mar/Apr2020, Vol. 98 Issue 2

Abstract

Trans people often experience stigma and discrimination, hostility from others, and pressure to "manage" their identities in social settings, including the workplace. These experiences can set in motion a host of psychological responses that have devastating consequences for trans individuals' job satisfaction, turnover intentions, and emotional well-being. Despite growing public awareness of the struggles that trans individuals often face, many employers remain ill-equipped to create policies and workplace cultures that support their trans employees. Fortunately, a growing body of research suggests how they can more effectively attract, retain, and promote the health and success of these workers. Interviews with and surveys of more than 1,000 trans people over the past six years reveal four key areas of intervention that can cultivate a more trans-inclusive workplace: (1) basic signs of trans inclusivity involving bathroom use, dress codes, and pronouns; (2) effective support for gender transitions; (3) trans-specific diversity trainings; and (4) interventions to build resiliency. INSETS: Gender Expression and Employment Law;Gender Identity and Expression: A Glossary.

Database

Business Source Complete

Title: [How developed countries can learn from developing countries to tackle climate change](#)

Author: Stefano Carattini, Greer Gosnell, Alessandro Tavoni

Journal: World Development Volume 127, March 2020

Doi: https://doi.org/10.1016/j.worlddev.2019.104829

Abstract

Climate change and global poverty are the most pressing issues of this century. If insufficiently addressed, climate change will exacerbate poverty and inequality within and across nations. Addressing it requires that people in developed and developing countries adopt new behaviors and technologies to reduce their greenhouse gas emissions and to adapt to a changing climate. A major contribution of the 2019 Nobel Laureates consists in providing new tools to advance knowledge on the mechanisms driving the diffusion of non-normative behaviors, by combining social network analysis with field experiments. To inform climate policy, we encourage research that applies this methodological innovation to understand the extent to which diffusion mechanisms may be crucial to accelerate the transition toward greener economies. Scholars working in developed countries have much to learn from recent advances in development economics. We identify fruitful areas for research in the global North.

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