Hot Articles

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Social Science
Title: Trends of mobile learning: A review of the top 100 highly cited papers

Author: Chiu Lin Lai


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Abstract

Highly cited papers can be representative of the latest changes in specific research issues, as they reflect the important issues or research trends that researchers have paid attention to recently. Through reading highly cited papers, researchers can identify some important issues for consideration in their own research, which can then catch other researchers’ eyes easily and efficiently. In order to explore the feature of the latest changes in mobile learning, in this study, a review of the top 100 highly cited mobile learning papers was conducted. According to the review, four advantages were identified from the highly cited mobile learning studies: proposing new learning strategies, applying mobile learning to seldom-considered subjects, applying mobile learning to seldom-investigated domains and investigating seldom-discussed issues. It was found that the studies focused more on comparing different mobile learning modes for finding more effective mobile learning approaches rather than comparing the impacts of mobile learning with traditional instruction. Moreover, the studies focused more on learners’ higher order thinking performance and learning behaviors. Some suggestions, differing from those presented by previous mobile learning reviews, are provided as reference for researchers to conduct related research.

Database

Wiley Online Library
Title: Education Policies And Teacher Deployment In Northern Ireland: Ethnic Separation, Cultural Encapsulation And Community Cross-Over

Author: Matthew Milliken, Jessica Bates & Alan Smith

Journal: British Journal of Educational Studies Volume 68, 2020 - Issue 2

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Abstract

Education is a key mechanism for the restoration of inter-community relations in post-conflict societies. The Northern Ireland school system remains divided along sectarian lines. Much research has been conducted into the efficacy of initiatives developed to bring children together across this divide but there has been an absence of studies into the impact of educational division on teachers. A number of policies, separately and in combination, restrict teachers’ options to move across and between the divided school sectors. The recruitment of teachers is excepted from fair employment legislation; details of teachers’ community identity are consequently not collected, and little is known about the impact that ethnic identity, educational policies and sectoral practices have had on teacher deployment. This quantitative project investigates the extent to which the deployment of teachers in mainstream schools in Northern Ireland reflects the enduring community divide. It is observed that, whilst primary schools are staffed mainly by community-consistent teachers, there has been an increase in cross-over teachers in post-primary schools – particularly in the grammar sector. Around one-in-five teachers have had no educational experience outside of their community of origin; this cultural encapsulation may contribute to a reluctance to engage with contentious issues in reconciliation programmes.

Database

Taylor & Francis Online
Abstract

This paper explores the impact of selection by ability in schooling systems on individual lives. It draws on narratives collected with a group of 18 people (accessed through a local U3A group) who were at school in Britain in a period from the 1940s through to the 1960s. This period saw significant changes in society and to schooling following the 1944 Education Act and the so-called tripartite school system which ensued. Drawing on the concept of the ‘sociological imagination’, the ‘personal troubles’ of individuals are drawn together with the ‘public issue’ of a national schooling system that segregated children by ability. Analysis of the narratives reveals the selection tests based on ability (the 11+) to be a key fulcrum in all their lives. The paper contributes to ongoing debates about selection, equity and social justice in contemporary schooling systems.
Abstract

Cognitive pattern recognition is known to be an important skill for academic subjects such as mathematics, science, languages, or even humanities. In this study, we investigate the relationships between creativity, critical thinking, and pattern recognition among 203 private school students in Singapore. The instruments used include a creativity test (modified Creativity Selected Elements Questionnaire), a Critical Thinking Test (modified Cornell Critical Thinking), and a pattern recognition test. The main data analysis is done using the SMART-PLS structural equation modeling software. The results of the study reveal that creativity is a weak predictor of pattern recognition ($\beta = 0.131, p > 0.05, f^2 = 0.024$) but critical thinking is a good predictor ($\beta = 0.517, p < 0.05, f^2 = 0.374$). An implication of the research outcome is that more training on critical thinking should be given to the students to improve their pattern recognition ability.

Database

Taylor & Francis Online
Abstract

Purpose
This study explores how career training with mentoring (CTM) programs work in Nigerian higher education (HE) institutions to foster students’ career development and employability of graduates. It also explores how Nigerian HE curriculum can be adequately used to facilitate CTM as well as possible constraints to effective implementation of CTM programs in Nigerian HE institutions.

Design/methodology/approach
The study draws on interviews with well-qualified and experienced experts from six Nigerian public universities (each from the 6 geo-political zones of Nigeria), and 20 industries also within the same 6 geo-political zones of Nigeria that were selected for this study using a purposeful sampling technique. The study interviewed 33 experts comprising 21 senior academics at Nigerian universities and 12 industry executives to reveal substantial information about CTM programs in Nigerian HE institutions.

Findings
Drawing on the three key themes that emerged during the thematic analysis and linked to social cognitive career theory, it is clear that participants are convinced that CTM can enhance clarity about students’ career ambitions, career interests, personal development plans and employability. Findings show that there are some career-related programs or activities that Nigerian HE students are presented with, but the programs have not been effective as to offer graduates quality career guidance and employability skills that employers demand. Acknowledging these, participants recommend establishing CTM centres in all Nigerian HE institutions to provide students with the opportunity to receive quality career advice, coaching and mentoring services while schooling.

Practical implications
The findings of this study shed light on varying resources required to cope with the demands of labour market in terms of supply of competent workforce that can contribute to Nigeria's economic growth and development. The findings are highly relevant for Nigeria and other developing countries' policy and research initiatives that aim to promote social inclusion and equity and improve better working conditions for all. The findings also have implications for career development and employability of HE graduates in developing world context.

Originality/value
Understanding the role that CTM programs can play in facilitating career development and graduate employability can arguably be of importance within the developing world context. This study, therefore, provides significant suggestions on how to build sustained HEIs and labour market partnership to foster career development and employability of HE graduates through establishing CTM centres in every Nigerian HE institutions.
The purpose of this paper is to investigate the perceptions of the integration of digital technology into a Pre-Registration Nursing degree programme. This process illuminated student perceptions of the impact of the digital technology platform on the context of work-based learning and also potential employability in the future.

Adopting design research as an overarching methodological approach for this study enabled application of the phenomena of complex curriculum justification, design and development to an observable context. In its rawest form, this was a pragmatic and relatively a theoretical approach, nevertheless underpinned by robust mixed-methods framework, incorporating anecdote circles. Braun and Clarke’s (2006) six-phase approach to thematic analysis was adopted as a systematic, yet recursive, approach to inductive qualitative analysis.

Results of this pedagogical study were consistent with the stance that technology enhanced learning has a tangible impact on the socio-cognitive learning of students by providing a mechanism for engaging with decision making, problem solving and reflexive praxis. In particular, the Nurse Navigator System was perceived as a mechanism of enhancing the potential for the establishment of communities of practice in which the co-construction of meaningful knowledge about patient care could be established.

This pedagogical study was context specific to the curriculum model operationalised at the University of Sunderland and as such the perceptions captured are not generalizable but rather provide an insight into student perceptions of the implementation of the digital technology in the context of work-based learning and also the perceived impact on employability that this might have in the future.

Pivotal to the success of this, though, is the capacity of clinical and academic staff who can facilitate this sufficiently well in practice and a period of preparation for students so that they can understand the distinction between cognitive, psychomotor and affective domain learning and the places and integration of each across an academic curriculum.

The study revealed the concept of social interactivity for affective domain learning was impacted positively upon by the integration of technology enhanced learning (i.e. the Nurse Navigator System).

This pedagogical research provides a fundamentally unique consideration of the perceived potential impact of a digital technology platform to affective domain learning. Since this is imperative to the tacit knowledge nursing students gain during their education and training for this specific vocational and academic field this is of great value to educationalists in the nursing and allied health fields. The methodological approach adopted also has capacity for transferability to these professions.
Title: Discovery-Driven Digital Transformation

Author: McGrath, Rita & McManus, Ryan


Abstract

The huge threat posed by digital technologies and models throws many established companies into a panic. In response, they often make big, bet-the-farm moves that fail badly. It’s much wiser to take an incremental approach to digital transformation, say McGrath and McManus. Building on a technique McGrath helped develop in the 1990s—discovery-driven planning—the two advise executives at traditional firms to take things step-by-step. Rather than attempting an all-or-nothing pivot, incumbents should exploit their greater resources and knowledge and explore a variety of ideas at once. By continually finding ways to fix problems with digital technology, testing and refining assumptions about what works, getting new information, and minimizing risks, they can learn their way gradually toward an effective digital response. Consider Best Buy’s strategy for striking back at Amazon. Best Buy overhauled its processes so that it could cut costs and match prices; turned its stores into an asset by allowing online orders to be picked up there (avoiding delivery headaches); charged brands fees to be in ministores within its outlets; and built a staff of tech consultants who strengthened customer relationships.

Database

Business Source Complete
Abstract
A lot of global health problems can be prevented by persuading people to alter their behavior—something marketers excel at. That’s why brands have a critical role to play in tackling these challenges, says Sidibe, Unilever’s first social mission director. In this article she offers any brand that wants to achieve a social purpose a five-part framework for success: inspiring individuals to change behavior; winning internal backing; measuring performance at multiple levels; partnering with governments, NGOs, and other firms; and sparking a broader movement. This approach has allowed Unilever’s Lifebuoy and Knorr brands to make great strides in reducing disease and poor nutrition in the developing world, while enhancing their profiles and their growth, and it could help other brands, like Carling Black Label beer, which has taken on the task of combating domestic violence.
Understanding learner participation is essential to any learning environment to enhance teaching and learning, especially in large scale digital spaces, such as massive open online courses. However, there is a lack of research to fully capture the dynamic nature of massive open online courses and the different ways learners participate in these emerging massive e-learning ecologies. To fill in the research gap, this paper attempted to investigate the relationship between how learners choose to participate in a massive open online course, their initial motivation for learning, and the barriers they faced throughout the course. This was achieved through a combination of data-driven clustering approaches—to identify patterns of learner participation—and qualitative analysis of survey data—to better understand the learners’ motivation and the barriers they faced during the course. Through this study we show how, within the context of a Coursera massive open online course offered by the University of Illinois, learners with varied patterns of participation (Advanced, Balanced, Early, Limited, and Delayed Participation) reported similar motivations and barriers, but described differences in how their participation was impacted by those factors. These findings are significant to gain insights about learners’ needs which in turn serve as the basis to innovate more adaptive and personalized learning experiences and thus advance learning in these large scale environments.
Title: Connections Between Learning Styles and Perceived Cognitive Load in Multimedia Learning: An Experimental Study

Author: Ünal Çakiroğlu, Mustafa Güler, Melek Atabay, Maşide Güler


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Abstract

This article reports on the influence of three modalities used in three versions of instructional software designed for different learning styles. Students having visual, auditory, and kinesthetic learning styles are grouped and experimentally investigated through three different versions of the software. The results indicated that cognitive load (CL) perceptions of auditory learning style students were significantly higher than the visual and kinesthetic ones. The sources of the CL were generally perceived similarly in the groups. However, some senses by Auditory and Kinesthetic Group students were remarkable in terms of inducing CL. The study concludes with suggestions for practitioners and researchers.

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