Trans Students Are Found Far More Likely Than Others to Suffer From a Host of Psychological Problems

Alexander C. Kafka

The Chronicle of Higher Education

Abstract
Transgender, gender-nonconforming, and gender-nonbinary college students suffer two to four times more than their cisgender classmates from mental-health problems, including depression, anxiety, eating disorders, self-injury, and suicidality, according to a new study that is the largest of its kind.

Database
The Chronicle of Higher Education
The American model of education abroad has mostly been an elite enterprise. The Asian University for Women is different — and it’s driven by an ambitious idea.
Title: Promoting learning in online, ill-structured problem solving: The effects of scaffolding type and metacognition level

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Abstract

This study aims to identify the effects of scaffolding type (supportive or reflective) and metacognition level (low or high) on presence, problem-solving performance, and achievement in online ill-structured problem solving. One hundred forty-eight students who enrolled in a college-level course on instructional design participated in this study in South Korea. The course was delivered as eight sessions led by the same instructor using the same content, and four of them were provided with supportive scaffolding, while the other four with reflective scaffolding. All of them were given an ill-structured problem of designing a lesson plan for a three-week project in a web-based learning environment without any face-to-face classes or meetings, and were asked to go through five stages of problem-solving. Metacognition and presence were measured using survey instruments, while problem-solving performance and achievement were measured using a rubric and quiz items, respectively. Data were analyzed using two-way MANOVA and ANCOVA, using pretest scores as a covariate. The results indicated that the reflective scaffolding group scored higher on cognitive and social presence, and also on problem representation, monitoring and evaluation in problem-solving performance than the supportive scaffolding group. The reflective scaffolding group also showed higher achievement than did the supportive scaffolding group. There was a significant interaction effect between scaffolding types and metacognition level on teaching presence and achievement. The results provide implications on the design of scaffolding for online ill-structured problem solving activities in association with learner characteristics.

Database

ScienceDirect
Abstract

In recent years, there has been a push to introduce coding and computational thinking in early childhood education, and robotics is an excellent tool to achieve this. However, the integration of these fundamental skills into formal and official curriculums is still a challenge and educators need pedagogical perspectives to properly integrate robotics, coding and computational thinking concepts into their classrooms. Thus, this study evaluates a “coding as a playground” experience in keeping with the Positive Technological Development (PTD) framework with the KIBO robotics kit, specially designed for young children. The research was conducted with preschool children aged 3–5 years old (N = 172) from three Spanish early childhood centers with different socio-economic characteristics and teachers of 16 classes. Results confirm that it is possible to start teaching this new literacy very early (at 3 years old). Furthermore, the results show that the strategies used promoted communication, collaboration and creativity in the classroom settings. The teachers also exhibited autonomy and confidence to integrate coding and computational thinking into their formal curricular activities, connecting concepts with art, music and social studies. Through the evidence found in this study, this research contributes with examples of effective strategies to introduce robotics, coding and computational thinking into early childhood classrooms.
Abstract

We identify three conceptions of digital literacy development populating the literature: digital natives, skill-based, and sociocultural perspectives. We adopt a qualitative approach to examine pre-service teachers’ beliefs about digital literacy development as aligned with each of these three perspectives. While pre-service teachers were most commonly found to hold skill-based perspectives on digital literacy development, digital natives aligned and sociocultural perspectives were also well-represented. We further identify perspectives on digital literacy development uniquely appearing in students’ responses. These include pre-service teachers’ conception of digital literacy development as autonomously developed, technology driven, or project based. We further examine the contexts within which pre-service teachers situate digital literacy as emerging; these include both formal and informal settings. The article concludes with a discussion of implications for instruction.
An online peer assessment approach to supporting mind-mapping flipped learning activities for college English writing courses

Chi-Jen Lin

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Abstract

English is the important international language in the world. In Asia, many non-English-speaking countries regard English writing education as one of the primary goals of English education reform. Faced with this trend, teachers tried to train students to master the skills of English writing to cope with the global villages in the twenty-first century. In the flipped classroom, although students could effectively receive out-of-class and in-class opportunities for exercises to improve learning; however, summarizing, organizing, even evaluating others’ writing remain difficult tasks for students. In order to develop students’ learner autonomy or high-level thinking skills to achieve the goal of English teaching, the use of mind-mapping learning strategy is known an effective knowledge construction tool for helping students’ organizational thinking and paraphrasing in English writing skills. Besides, many previous studies have considered the peer assessment an effective learning strategy in the writing classrooms to provide students with a teacher’s perspective view to think and evaluate writing. Therefore, this research developed an online peer assessment approach to supporting mind-mapping flipped classrooms. Moreover, an experiment has been conducted to evaluate the advantages and disadvantages of the proposed approach on students’ English learning analytics such as time involvement and learning reflections. It is important that educators could continuously create the online peer assessment learning environment for learners and aim for the goals to help learners become more critical, independent, and autonomous in English language learning.

Database

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Although companies spend billions on formal training for employees, most of the skills needed to perform a specific job can be learned only by doing it. This on-the-job learning (OJL) has long depended on mentorship, with experts coaching apprentices. But today OJL is under threat from the headlong introduction of sophisticated analytics, AI, and robotics into many aspects of work. These technologies are moving trainees away from learning opportunities and experts away from the action. The author describes the "deviant," rule-breaking work-arounds—"shadow learning"—that surgeons in training, police officers, M&A analysts, and others are figuring out on their own to overcome these obstacles and suggests how companies can benefit from studying them.
CAN CHINA AVOID A GROWTH CRISIS?

Black, J. Stewart | Morrison, Allen J.


Abstract

In 2018, Fortune’s Global 500 ranking included 111 firms headquartered in China—just a handful fewer than the United States’ 126. In 1995, only three Chinese firms made the list; in 2018, three were in the top 10. No wonder some observers predict that China will soon overtake the U.S. as the home to the highest number of Global 500 firms. It’s entirely possible that this could happen, but the triumph may be fleeting. In the late 1990s, Japanese firms came close to outnumbering U.S. companies on the list, until a combination of a graying workforce and declining productivity caused them to slide back off. Japan’s experience, which is similar to that of China today, provides an uncomfortable precedent for the consequences of a slowdown in domestic growth. To keep their places on the Global 500, Chinese companies will have to develop a global mindset more characteristic of multinationals from small countries like Switzerland, a transformation that has to date eluded most Japanese businesses.

Database

Business Source Complete
Abstract

Purpose
The purpose of this paper is to examine the impact of classroom interdisciplinary diversity, a type of classroom diversity that has been under-examined by previous literature, on the formation of university students’ entrepreneurial intentions (EI).

Design/methodology/approach
Based on Ajzen’s theory of planned behaviour and the interactionist model of creative behaviour by Woodman et al. (1993), this paper provides empirical evidence demonstrating that classroom interdisciplinary diversity is important in the formation of university students’ EI at early educational stages using a cross-sectional study design and survey data on first-year business school students and partial least squares analysis.

Findings
Classroom interdisciplinary diversity is important in the formation of university students’ EI through its positive impact on entrepreneurial perceived behavioural control (PBC) (self-efficacy), a key antecedent of EI.

Practical implications
The results have important implications for educational practice as well as for both public and private organisations willing to promote entrepreneurial activity, in particular, the positive effects of combining people with different profiles and career fields of interest on entrepreneurial PBC (self-efficacy).

Originality/value
This study contributes to the scant literature on early university experiences in entrepreneurship education and their influence on EI. It studies the impact of an under-examined dimension of diversity (classroom interdisciplinary diversity) on the formation of students’ EI.
Title: Using Learning Analytics to evaluate the quality of multiple-choice questions: A perspective with Classical Test Theory and Item Response Theory

Author: Jose Manuel Azevedo, Ema P. Oliveira, Patrícia Damas Beites


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Abstract

Purpose
The purpose of this paper is to find appropriate forms of analysis of multiple-choice questions (MCQ) to obtain an assessment method, as fair as possible, for the students. The authors intend to ascertain if it is possible to control the quality of the MCQ contained in a bank of questions, implemented in Moodle, presenting some evidence with Item Response Theory (IRT) and Classical Test Theory (CTT). The used techniques can be considered a type of Descriptive Learning Analytics since they allow the measurement, collection, analysis and reporting of data generated from students’ assessment.

Design/methodology/approach
A representative data set of students’ grades from tests, randomly generated with a bank of questions implemented in Moodle, was used for analysis. The data were extracted from a Moodle database using MySQL with an ODBC connector, and collected in MS ExcelTM worksheets, and appropriate macros programmed with VBA were used. The analysis with the CTT was done through appropriate MS ExcelTM formulas, and the analysis with the IRT was approached with an MS ExcelTM add-in.

Findings
The Difficulty and Discrimination Indexes were calculated for all the questions having enough answers. It was found that the majority of the questions presented values for these indexes, which leads to a conclusion that they have quality. The analysis also showed that the bank of questions presents some internal consistency and, consequently, some reliability. Groups of questions with similar features were obtained, which is very important for the teacher to develop tests as fair as possible.

Originality/value
The main contribution and originality that can be found in this research is the definition of groups of questions with similar features, regarding their difficulty and discrimination properties. These groups allow the identification of difficulty levels in the questions on the bank of questions, thus allowing teachers to build tests, randomly generated with Moodle, that include questions with several difficulty levels in the tests, as it should be done. As far as the authors’ knowledge, there are no similar results in the literature.

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