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PUBLIC AFFAIRS SECTION

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ARTICLE ROUND UP

JULY 2011

EDUCATION

1. "Six Common Lesson Planning Pitfalls – Recommendations for Novice Educators"

Karrie Jones, Jennifer Jones, Paul Vermette, **Education**, Summer 2011, Vol. 131, Issue 4, 20 pages.

This study compares perceptions of effective lesson planning, gathered from three years of data collection from a Methods of Secondary Education course taught at an NCATE accredited New York State institution. Anecdotal records, video recordings of pre-service teachers' lessons and novice teacher interviews revealed six common pitfalls teachers make when initially developing learning experiences. In looking to generalize those findings to teachers at different experience levels, we interviewed a set of pre-service, first and second year teachers, looking for common struggles when planning lessons. Results show patterns of pitfalls that are both informative and interesting. Our discussion offers suggestions to pre-service and in-service teachers on how to avoid these lesson planning blunders, as well as a lesson planning form that specifically addresses and transforms those common mistakes into the essential elements of well-crafted lessons. [ABSTRACT FROM AUTHOR]

2. "Social Networking as a Tool for Student and Teacher Learning"

Stan Bumgardner, Kirk Knestis, **District Administration**, May 2011, Vol. 47, Issue 5, 2 pages.

The article discusses online social networking as a resource for student and teacher learning. Research from the MacArthur Foundation is cited listing the benefits of online social networks for students including connecting with others with shared interests, encouraging students to publish works online, providing emotional and cognitive support for students. The article notes that U.S. schools have been wary of employing social networks because of student safety and privacy concerns.

3. "Integrating Literary and Inquiry for English Learners"

Lindsey Guccione, **Reading Teachers**, May 2011, Vol. 64, Issue 8, 11 pages.

The article presents the findings of the author's yearlong ethnographic study of English learners (ELs) in a first-grade classroom and successful methods of integrating literacy learning and practice in an inquiry-based environment. The instructional needs of ELs are discussed and reviews of the literacy practices observed during the school year are offered, including viewing photographs and illustrations in books, classroom discussion of concepts learned, and the connections students made between books, books to self, and books to world. The author

concludes that ELs benefit from the perception and feeling of being integral parts of the classroom environment.

4. "Leadership in the Social Studies Curriculum"

Marlow Ediger, **Education**, Summer 2011, Vol. 131, Issue 4, 4 pages.

Selected forms of inservice education are costly or moderately expensive. The writer observed an inservice social studies education program which was definitely inexpensive and yet participants seemingly gained much from its offering. Once participants were initially engaged, motivation was high! The social studies teachers involved in the inservice program had access to a professionals library consisting of educational journals, social studies teaching periodicals, video tapes on classroom practices, as well as recent university level teacher education textbooks. Informally, teachers had discussed changes which needed to be made in the instructional arena, but this had never gone beyond the talking stage. A more organized procedure would benefit teachers in the social studies. Thus, involved teachers met for the first time in an informal setting, discussing what they would like to know more about and the possibility of implementing innovative procedures. The feeling, among other factors, was that pupils forgot too much of what had been learned. Was there a way to assist increased retention of what had been taught? [ABSTRACT FROM AUTHOR]

5. "Hands-On Reciprocal Teaching: A Comprehension Technique"

Kelley Stricklin, **Reading Teacher**, May 2011, Vol. 64, Issue 8, 6 pages.

The article examines the reciprocal teaching technique utilized in improving reading comprehension and independent reading among students. The author explains the concept of reciprocal teaching and effective methods for introducing the concept to students. Examples of implementation of the concept, including the use of charts, props, and paper plate dials, is presented. The author stresses the concept of discussion in reciprocal teaching. Strategies for documenting reading assessments, including charts, clear summaries, and questions booklets, are also provided. According to the author, effective reciprocal teaching can raise reading levels by a grade or two in a few months in addition to creating an enjoyable classroom environment for students.

6. "Hitting the Reset Button"

Debra J. Kirksen, **Education**, April 2011, 7 pages.

The article discusses the use of formative assessment strategies in education. The author suggests that formative assessments are useful in the education of students who seem to fail to master skills or learning. She examines formative assessments as a kind of ongoing evaluation of a child's learning experience that can help teachers determine how to instruct the student. The use of formative assessments within the framework of formal education is addressed with particular focus on the use of assignments and classroom learning activities as opportunities for formative assessment. Topics include collaborative learning, writing exercises, and the use of graphic organizers by students in formative testing.

7. "Interactions Among Online Learners: A Quantitative Interdisciplinary Study"

Pawan Jain, PhD, **Education**, Spring 2011, 8 pages.

This study concerns the design and development of online instruction and specifically targets interaction and communication between online learners. Facilitating appropriate and meaningful interactions in designing instruction is a major goal for anyone developing a course, especially an online class. The data for this study came from the online courses offered at one of the major Rocky Mountain University. The research subjects and courses were taken from the College of Education, College of Business, College of Arts and Sciences and College of Health Sciences. The findings of this study suggest that the interactivity in an online class depends on the discipline it belongs to and hence, future research must focus on explaining the overall interactions within a discipline. [ABSTRACT FROM AUTHOR]

8. "Teaching the iGeneration"

Larry Rosen, **Education Leadership**, Feb. 2011, Vol. 68, Issue 5, 6 pages.

The article discusses the use of digital technology, digital media, and the Internet by children and teenagers in the 21st century. The author defines the generation of individuals born after 1990 as the iGeneration. The article discusses the amount of time teenagers spend using digital media devices and resources, the average amount of cell phone text messages sent per month by teenagers, and the use of cell phones as portable computers and media devices. The author discusses the responses of teachers and schools to students' use of technology and offers several ideas and resources for using digital technology in education.

9. "Which Plan of Reading Instruction is Best?"

Marlow Ediper, **Reading Improvement**, Fall 2010, Vol. 47, Issue 3, 4 pages.

The article discusses a teaching plan that helps students to become fluent readers. It examines the advantages and disadvantages of individualized reading and basal reading instructions in the areas of decision making, selection of a library book, and self discipline. It also explores the plethora of difficulties involved in having students take a single standardized test to determine achievement, progress and promotional purposes.

10. "Strategies and Content Areas for Teaching English Language Learners"

Laura Tissington, Misty Lacour, **Reading Improvement**, Fall 2010, Vol. 47, Issue 3, 7 pages.

The article explores the best way to teach language and literacy education for students who are English language learners (ELLs). It outlines several classroom strategies and content area suggestions including strategies for teaching specific skills and sample storybooks for building literacy skills. It also provides assessment with a sample rubric to include language reduced proficiency.

11. "Content-Focused Classrooms and Learning English: How Teachers Collaborate"

Angela Creese, **Theory Into Practice**, Mar 2010, Vol. 49, Issue 2, 7 pages.

This article looks at the possibilities of content-based instruction in mainstream English secondary schools. It considers the continuum from a language to content focus in classrooms where teachers collaborate. English as an additional language (EAL) and subject curriculum teachers work together to support young people while they simultaneously study the national curriculum and learn English. The article argues that although teachers in the partnerships consider the relationship between

language and content for their students, the lack of an EAL or language curriculum presents few opportunities for language learning or language awareness. With the balance clearly in favor of content, there are negative knock-on effects for the EAL teacher and English Language Learners (ELLs). [ABSTRACT FROM AUTHOR]

LIBRARY

12. "Libraryize it"

Larry Gutthie, **Library Journal**, 6/15/2011, Vol. 136, Issue 11, 4 pages.

A letter is presented from a reader commenting on how librarians help patrons find information in the Internet age.

13. "Social Media in Libraries: Keys to Deeper Engagement"

Davis Nancy Kho, **Information Today**, June 2011, Vol. 28, Issue 6, 3 pages.

The article provides insights for libraries on developing social media engagement. Among the primary goals of social media use in libraries are relationship building with customers and marketing and promotion. The success of such an engagement is said to depend on integrating overall goals with management buy-in. South Carolina State Library (SCSL) communications director Curtis Rogers stresses the importance of social media to the competitiveness of libraries.

14. "Librarians Puzzle Over E-Books They May Buy but Not Truly Own"

Jennifer Howard, **Chronicle of Higher Education**, 5/20/2011, Vol. 57, Issue 37, 4 pages.

The article discusses electronic books (e-books) and examines ways in which academic libraries are addressing issues related to e-book lending policies and access limits from scholarly publishers. It highlights a controversy surrounding a decision by the HarperCollins publishing company to place a checkout limit on e-books sold to public libraries. Comments from university press directors Garrett P. Kiely and Douglas Armato are also presented.

15. "Ebooks and Libraries – Time for Library Renewal"

Paula Hane, **Information Today**, Mar 2011, Vol. 28, Issue 3, 3 pages.

The article focuses on the features of the Library Renewal web site, which provides a new electronic content access and distribution infrastructure for libraries.

SOCIAL MEDIA AND TECHNOLOGY

16. "What's Your Social Media Strategy?"

James Wilson, P.J. Guinan, Salvatore Parise, Bruce Weinberg, **Harvard Business Review**; Jul/Aug2011, Vol. 89 Issue 7/8, 3 pages.

The article discusses four social-media strategies used by corporations, as gleaned from an analysis of over 1,100 companies. Some firms such as consumer-products maker Clorox restrict their use of social media to a specific function, virtual research and development in Clorox's case. Car maker Ford Motor Company devised a social-media campaign to promote its Fiesta automobile that involved providing loaner cars to 100 people with large social-media followings. Commentary is also provided on the social-media efforts of computer-storage manufacturer EMC and network-

equipment maker Cisco. INSETS: WHAT HAPPENS WHEN COMPANIES LACK SOCIAL MEDIA STRATEGY?; UNDERSTANDING YOUR CURRENT SOCIAL MEDIA STRATEGY: A QUIZ.

17. "Mobile Alert"

Bryan Walsh, **Time**, June 2011, Vol. 177, Issue 24, 2 pages.

The article focuses on a warning by the International Agency for Research on Cancer (IARC) that cell phone radiation exposure is a possible carcinogen to humans. It states that the IARC, an intergovernmental agency forming part of the World Health Organization, rated cell phones in the same category as gasoline-engine exhaust and the pesticide DDT. It mentions that the U.S. Federal Communications Commission and the Food and Drug Administration have both largely dismissed links between cancer and cell phones and comments that the IARC admits the links between certain types of brain tumors and increased use of cell phones is epidemiological and based on case-control studies following people with cancer.

18. "Impatient Futurist"

David Freedman, **Discover**, June 2011, Vol. 32, Issue 5, 2 pages.

The author focuses on development of technology that can reproduce high-quality sound, noting that digital music and MP3s as of 2011 deliver very low-quality music in order to reduce file sizes. Audio systems scientist Louis Thibault is using object-based compression to deliver higher quality with the same file sizes. Digital media scientist Karlheinz Brandenburg is working on systems that deliver spatially realistic sound. Work by music technology scientist Agnieszka Roginska is also explained.

LEADERSHIP, BUSINESS AND OTHER GLOBAL ISSUES

19. "Are You a Collaborative Leader?"

Herminia Ibarra, Morten Hansen, **Harvard Business Review**; Jul/Aug 2011, Vol. 89 Issue 7/8, 7 pages.

Social media and technologies have put connectivity on steroids and made collaboration more integral to business than ever. But without the right leadership, collaboration can go astray. Employees who try to collaborate on everything may wind up stuck in endless meetings, struggling to reach agreement. On the other side of the coin, executives who came of age during the heyday of "command and control" management can have trouble adjusting their style to fit the new realities. In their research on top-performing CEOs, Insead professors Ibarra and Hansen have examined what it takes to be a collaborative leader. They've found that it requires connecting people and ideas outside an organization to those inside it, leveraging diverse talent, modeling collaborative behavior at the top, and showing a strong hand to keep teams from getting mired in debate. In this article, they describe tactics that executives from Akamai, GE, Reckitt Benckiser, and other firms use in those four areas and how they foster high-performance collaborative cultures in their organizations. INSETS: Ideas in Brief; Collaboration Does Not Equal Consensus. [ABSTRACT FROM AUTHOR].

20. "What Makes a Team Smarter? More Women"

Anita Wooley, Thomas Malone, **Harvard Business Review**, June 2011, Vol. 89, Issue 6, 2 pages.

An interview with assistant professor Anita Woolley and professor Thomas Malone is presented. When asked about their research that suggests that the collective intelligence (CI) of groups increases with the more women it includes they said that group satisfaction, cohesion and motivation were not correlated with CI. They mention that there was a very weak positive correlation of individual intelligence levels and CI levels. They talk about the effect group size and technology has on group CI.

21. "Before You Make That Big Decision"

Daniel Kahneman, Dan Lovallo, Olivier Sibony, **Harvard Business Review**, June 2011, Vol. 89 Issue 6, p50-60, 11 pages.

When an executive makes a big bet, he or she typically relies on the judgment of a team that has put together a proposal for a strategic course of action. After all, the team will have delved into the pros and cons much more deeply than the executive has time to do. The problem is, biases invariably creep into any team's reasoning- and often dangerously distort its thinking. A team that has fallen in love with its recommendation, for instance, may subconsciously dismiss evidence that contradicts its theories, give far too much weight to one piece of data, or make faulty comparisons to another business case. That's why, with important decisions, executives need to conduct a careful review not only of the content of recommendations but of the recommendation process. To that end, the authors- Kahneman, who won a Nobel Prize in economics for his work on cognitive biases; Lovallo of the University of Sydney; and Sibony of McKinsey- have put together a 12- question checklist intended to unearth and neutralize defects in teams' thinking. These questions help leaders examine whether a team has explored alternatives appropriately, gathered all the right information, and used well-grounded numbers to support its case. They also highlight considerations such as whether the team might be unduly influenced by self-interest, overconfidence, or attachment to past decisions. By using this practical tool, executives will build decision processes over time that reduce the effects of biases and upgrade the quality of decisions their organizations make. The payoffs can be significant: A recent McKinsey study of more than 1,000 business investments, for instance, showed that when companies worked to reduce the effects of bias, they raised their returns on investment by seven percentage points. Executives need to realize that the judgment of even highly experienced, superbly competent managers can be fallible. A disciplined decision-making process, not individual genius, is the key to good strategy. INSETS: Idea in Brief; Improving Decisions Throughout the Organization. [ABSTRACT FROM AUTHOR].

22. "The Value of Social Dynamics in Online Product Ratings Forums"

Wendy Moe, Michael Trusov, **Journal of Marketing Research**, June 2011, Vol. 48, Issue 3, 13 pages.

Research has shown that consumer online product ratings reflect both the customers' experience with the product and the influence of others' ratings. In this article, the authors measure the impact of social dynamics in the ratings environment on both subsequent rating behavior and product sales. First, they model the arrival of product ratings and separate the effects of social influences from the underlying (or baseline) ratings behavior. Second, the authors model product sales as a function of

posted product ratings while decomposing ratings into a baseline rating, the contribution of social influence, and idiosyncratic error. This enables them to quantify the sales impact of observed social dynamics. The authors consider both the direct effects on sales and the indirect effects that result from the influence of dynamics on future ratings (and thus future sales). The results show that although ratings behavior is significantly influenced by previously posted ratings and can directly improve sales, the effects are relatively short lived once indirect effects are considered. [ABSTRACT FROM AUTHOR]

23. "Why Most Product Launches Fail: Interaction"

Steven Haines, George Mann, Karim Sarkis, Chris Hawkins, Phil Corse, Wayne, Spivak, Joan Schneider, Julie Hall, **Harvard Business Review**; June 2011, Vol. 89 Issue 6, 3 pages.

The article presents letters to the editor about the April 2011 article "Why Most Product Launches Fail" by Joan Schneider and Julie Hall who respond to readers' comments about a market window for new products, customer feedback, and marketing strategy.

24. "When You Shouldn't Listen To Your Critics"

Duncan Simester, **Harvard Business Review**; June 2011, Vol. 89 Issue 6, 1 page.

The article discusses online customer feedback and the issues of how legitimate feedback is and how responsive to it a business should be. The author describes his experience trying to analyze the feedback from a website named Yelp which gives its users the opportunity to review and rate service businesses. The author's decision to use focus groups to meet the needs of his business' core market is briefly explained.

25. "INTELLECTUAL PROPERTY. In Defense of Copyright: Why I Didn't Make My Dissertation Open"

Matthew Dames, **Information Today**, June 2011, Vol. 28, Issue 6, 2 pages

The author explains his decision regarding the copyright of his dissertation "The Piracy Paradigm: Framing U.S. Copyright Law." He attributes the accessibility of piracy to the images of theft and illegality as well as the concepts of exclusivity and propriety that it created. He mentions that the emergence of a competing paradigm developed by nontraditional copyright stakeholders has led to contemporary copyright conflicts. He acknowledges the fact that having copyright protection will not guarantee financial returns.