



Leadership Alerts

Articles & Links on Educational Leadership, Tech and Customer Service

Compiled & edited by VCC Library

5 April 2012

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From Top Management Journals

Behrend, T. S., Wiebe, E. N., London, J. E., & Johnson, E. C. (2011). [Cloud computing adoption and usage in community colleges](#). *Behaviour & Information Technology*, 30(2), 231-240. doi:10.1080/0144929X.2010.489118

Cloud computing is gaining popularity in higher education settings, but the costs and benefits of this tool have gone largely unexplored. The purpose of this study was to examine the factors that lead to technology adoption in a higher education setting. Specifically, we examined a range of predictors and outcomes relating to the acceptance of a cloud computing platform in rural and urban community colleges. Drawing from the Technology Acceptance Model 3 (TAM3) (Venkatesh, V. and Bala, H., 2008. *Technology Acceptance Model 3 and a research agenda on interventions*. *Decision Sciences*, 39 (2), 273-315), we build on the literature by examining both the actual usage and future intentions; further, we test the direct and indirect effects of a range of predictors on these outcomes. Approximately 750 community college students enrolled in basic computing skills courses participated in this study; findings demonstrated that background characteristics such as the student's ability to travel to campus had influenced the usefulness perceptions, while ease of use was largely determined by first-hand experiences with the platform, and instructor support. We offer recommendations for community college administrators and others who seek to incorporate cloud computing in higher education settings. [ABSTRACT FROM AUTHOR]

Chapleo, C. (2010). [What defines "successful" university brands?](#). *International Journal Of Public Sector Management*, 23(2), 169-183. doi:10.1108/09513551011022519

Purpose - Branding in universities has become an increasingly topical issue among practitioners, with some institutions committing substantial financial resources to branding activities. Although it is receiving increased academic investigation, to date this has been limited. The particular characteristics of the sector present challenges for those seeking to build brands and it therefore seems timely and appropriate to investigate the common properties of those universities perceived as having successful brands; this paper aims to do that. Design/methodology/approach - The study employs qualitative research techniques in an exploratory study, examining the institutions perceived to be "successful" in terms of brand management, and seeking to explore any commonalities of approach or circumstance. Findings - The findings and conclusions identify issues surrounding university branding activity. It was found that even

among those brands considered "successful", challenges such as lack of internal brand engagement and limited international resonance may be apparent. Certain common positive success factors are also suggested, however. Research limitations/implications - Exploration of the literature does point to a gap that makes this work challenging - a seeming lack of knowledge underpinning the precise objectives of university branding programmes. In other words; it is hard to measure how successful university brands are when there is little empirical literature on the aims of branding in universities. Originality/value - From an academic viewpoint gaps in current literature on branding in the education context are identified and the need for a model of brand management that addresses the particular qualities of higher education is reinforced. [ABSTRACT FROM AUTHOR]

From EDUCAUSE

[2012 Horizon Report](#)

Each year, the Horizon Report describes six areas of emerging technology that will have significant impact on higher education and creative expression over the next one to five years.

Beagle, Donald. "[From Learning Commons to Learning Outcomes: Assessing Collaborative Services and Spaces](#)." (Research Bulletin). Boulder, CO: EDUCAUSE Center for Applied Research, September 27, 2011, available from <http://www.educause.edu/ecar>

This ECAR research bulletin reviews six recent user studies of the commons model on different campuses, with three highlighted as exemplars. While the studies used varying methodologies, their cumulative results indicate that the commons model cannot be evaluated by focusing only on design aspects of "learning spaces" or perceptions of "library as place." These features must be balanced by qualitative reviews of service effectiveness and quantitative measures of service delivery. This bulletin concludes with a consideration of change theory as a possible means to extend service evaluations and spatial appraisals to assessments of learning outcomes.

From TED Talks

[Ken Robinson: Changing education paradigms](#)

In this talk from RSA Animate, Sir Ken Robinson lays out the link between 3 troubling trends: rising drop-out rates, schools' dwindling stake in the arts, and ADHD. An important, timely talk for parents and teachers. Creativity expert Sir Ken Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

*** *Any suggestions for journals or sites to be included in our rundown?*

*** *Please email Tim Atkinson at tatkinson@vcc.ca*

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