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2021 KIE Creativity Book Project

Title: "Celebrating Giants and Trailblazers: A-Z of Who's Who in Creativity Research and Related Fields"

Call for Chapters
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Saves the dates!

Creativity—27 July 2021
E. Paul Torrance International Roundtable on Creative Thinking
Reisman Diagnostic Creativity Assessment Special Interest Group

Research—July 28
Kaufman Family Research Symposium
Research Student Workshop

Education—July 29
Global Comparative and International Education Roundtable
World Education Fellowship Centenary Lecture

Big Data Analytics—July 29
Big Data Analytics, Digital Business & E-entrepreneurship Symposium

A Hundred Years of the New Education

2nd World Education Fellowship Centenary Lecture
David A. Turner, PhD

In a TED Talk, Dan Pink argues that traditional approaches to motivation and incentives work if we wish to secure compliance, but if we wish to promote engagement and commitment, simple carrots and sticks, and coercive control, do not work. He goes on to argue that twenty first century work generally requires engagement and commitment, more than compliance.

However, in this case we can claim that education is way ahead of the game. More than a hundred years ago, advocates of the "new education" argued that learners need to be actively engaged in managing their own learning. This has been expressed in various ways, but one popular expression of it is that education is lighting a fire, not filling a bucket.

Despite this promising break with tradition at the end of the First World

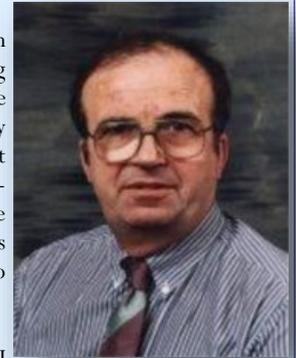
War, teachers have persisted in talking about their task in terms of "control" and "discipline", generally meaning compliance with standards of behaviour, normally the teacher's standards and expectations. With an effort of heroic self-deception, we teachers imagine that we can control what learners do, even though we have no control over the daydreams and speculation that goes on behind a facade of quiet compliance.

Teaching on Zoom at last looks like breaking this myth of control. I really have no idea whether my students are still listening to me, or whether they have gone off to make themselves a cup of coffee. And if I try that old trick of springing a question on somebody who I think may not be paying attention, they can always ask me to repeat the question and give themselves time to recover—"I think

that I am having trouble with my internet connection; the sound is not so good".

Perhaps I need to recognise that if they need a cup of coffee, they are not going to be paying close attention to me, anyway. Out of experience of on-line teaching may hasten a re-evaluation of teaching methods and basic assumptions that are long overdue.

•Professor David Turner is the Treasurer of the World Education Fellowship. The WEF 2nd Centenary Lecture, delivered July 23, was in-filled into the 2020 KIE Conference—21-23 July.



Prof David Turner

'Writing a literature review needs not be challenging'

Writing a literature review for many doctoral students can be quite challenging. But it needs not be so—as Dr Gordon Ade-Ojo, programme director for PhD and EdD programmes at the University of Greenwich Faculty of Education and Health argued in his keynote presentation at a DBA Student Development Conference at the University of the West of Scotland London campus in the fall of 2017.

In writing a literature review, the starting point has to be a real understanding of what literature review is

Research Student Clinic

all about and why it's needed.

A doctoral project aims to create new knowledge or, at the very least, push back the boundary of knowledge. In doing so, the student is expected to build on the existing knowledge.

What the literature review does is to demonstrate the student's knowledge of the studies that have been done in their areas of research so that they can position their own research in the same or similar context.

In terms of definition, therefore, a literature review is no more than a detailed critical discussion of the student's research context.

In term of structure, ideally, a literature review should have three parts—an introduction, main body and a conclusion. The three parts are interconnected.

The introduction section is used to give a brief overview of the chosen field. This is where the doctoral student is expected to in-

roduce and describe the overall topic they have decided to investigate, highlighting why the topic is important to the field and why they are interested in the topic. The introduction is also used to highlight the development of major concepts and influential studies in the field. The later part of the introduction should be used to give a 'big picture' of the literature, as well as set out the themes and sub-themes for the main body.

The main body of a literature review should comprise a maximum of four themes as illustrated from a slide supplied by Dr Ade-Ojo.

In setting out the themes, it's very important that they fit-well with the student's research aim, objectives and questions.

How the student organises the themes will depend on their topic or issues of interest. What is important, however, is to organise and arrange arguments logically, using connective words such as 'similarly', 'additionally', 'also', 'moreover'

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Source: Ade-Ojo (2017)

'Writing a literature review needs not be challenging'

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'however', 'contrastingly', 'nonetheless', 'likewise', etc, where necessary.

The third part of a literature review, conclusion, is used to evaluate or critique the works that have been cited in the main body paying attention to some of the questions that the examiners would be seeking answer to—such as: what are the contributions of this literature to the field? What are the overall strengths? What are the overall weaknesses? What might be missing? The is where the student's voice is most needed, as Dr Ade-Ojo has argued.

The student will use the later part of the conclusion to highlight the gap/s where their research fits in; then sum up and link the literature to their own research.

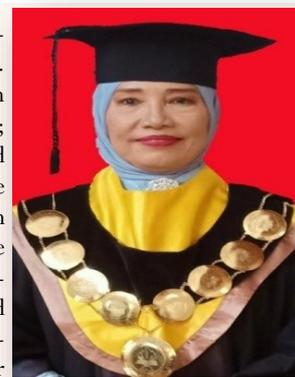
Source: Ogunleye, J. (2017). 'Writing a literature review needs not be challenging' *DBA Researcher*, Issue 4, p.1 September.



Prof Ernani Hadiyati
Gajayana University, Indonesia

Professor Ernani Hadiyati is a lecturer in the Faculty of Economics and Business at Gajayana University in Malang City, Indonesia. She received a Bachelor in Economics from the Brawijaya University in Indonesia in 1985, a magister (Master's) degree in social economics from Gajah Mada University in Indonesia in 1992, and a doctoral (PhD) degree in Economic Science from Airlangga University in Indonesia in 2006. Ernani has published papers in international refereed journals and has presented papers in more than 60 conferences over the years; she has also given invited keynote presentations at several international conferences. Ernani's main research is entrepreneurship with a particular focus on Small

and Medium Enterprises (SMEs). Ernani is also an active researcher; she has received grants for more than 20 research projects from the Indonesian government. And some of the findings from her research have been published in a number of entrepreneurial and marketing books for SMEs. Ernani has received several important recognitions to her research work – including 'The Best Presenter at the 1st International Conference on Future Business Environment and Innovation' in Indonesia in 2014, and a best paper recognition award by East Java Economic Forum in 2017. She received the Honorary President of the Republic of Indonesia "Satya Lencana Karya Satya" award on 2nd May 2017 for 30 years of service to university education.



Dr Rachel K. Dickson
Niger Delta University, Nigeria



Dr Rachel Konyefa Dickson is founder of the Friday Konyefa Foundation (FKF) in Bayelsa State, Nigeria. Her Girl Child Education and the FKF projects have transformed many lives in Bayelsa. These projects have gained her several awards from local, national and international individuals and associations. Her passion for education was stimulated by her father, a disciplinarian

and educationist. His unequivocal support and drive for quality education was the reason behind her early academic pursuit. Dr Dickson has a Bachelor of Science (BSc) in Banking and Finance and a Master of Business Administration (MBA) in Management from the Rivers State University. Her Doctor of Philosophy (PhD) degree in Management was obtained from the University of Nigeria, Nsukka. Dr Dickson has membership in these professional organisations: Nigerian Institute of Management (Chartered), Chartered Institute of Bankers of Nigeria, the Academy of Management and the African Management Academy. She is also a Fellow of the Chartered Institute of Administration and the Nigerian Society of Financial Research. Dr Dickson is a lecturer, consultant and research fellow in the Department of Management, Faculty of Management Sciences Niger Delta University in Bayelsa State in the Southern part of Nigeria.

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Thematic Sections/Tracks:

WEF/ Education-Knowledge

Including teaching & (e-)learning in primary, secondary and higher education, knowledge-education, knowledge management, comparative knowledge, indigenous knowledge, Knowledge transfer partnerships, etc

Innovation & Big Data Analytics

Including business innovation, ICT/technology innovation including big data, analytics and deep learning, and management/organization innovation and open innovation

Creativity

Including traditional themes/concepts of creativity—process, product, personality and environment; business/organisational creativity, arts, media & digital creativity, creative industries & enterprise, digital design & architectures, creativity in science and technology

Enterprise

Including entrepreneurship, marketing & strategy, HR, talent & development, servant/leadership in enterprise, SME business finance & accounting, business analytics, supply chain management, international business & management & family business/ethnic minority entrepreneurship

SAVE THE DATES!