



Gyalpozhing College of Information Technology
Royal University of Bhutan



PRW301 Introduction To Research

Effect Of Introducing Specialization In Gcit

Annotated Bibliography

Artificial Intelligence and Data Science

Name: Deki Lhazom

Enrollment Number: 12210048

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Module Tutor: Ms. Chimi Dema

Annotated Bibliography

Adeyoyin, S. O., Agbeze-Unazi, F., Oyewunmi, O. O., Adegun, A. I., & Ayodele, R. O. (n.d.). *Effects of Job Specialization and Departmentalization on Job Satisfaction among the Staff of a Nigerian University Library*.

The author examines the effect of job specialization and departmentalization on job satisfaction. The research was done among the staff of Nimbe Adedipe Library, Federal University of Agriculture and Abeokuta. The study concluded that job satisfaction is individualized and influences one's emotions or mental state. Although the cataloguing section was once thought to be the most monotonous to work in a library, this may no longer be the case with the advent of online copy cataloguing and classification, which allows for computer system interaction and occasionally requires further navigation to verify the veracity of the information being used.

Andersson, M., & Ejermo, O. (2008). TECHNOLOGY SPECIALIZATION AND THE MAGNITUDE AND QUALITY OF EXPORTS. *Economics of Innovation and New Technology*, 17(4), 355–375. <https://doi.org/10.1080/10438590701279714>

Andersson and Ejermo present on the impact of field specialization variation on Malaysian TVET instructors' Technological Pedagogical Content Knowledge (TPACK). TPACK is a framework for professional knowledge that offers TVET teachers flexibility and dynamic ways to improve the teaching and learning process. Despite the wide range and variety of specializations that exist among TVET instructors, it has been discovered that specialization has no bearing on the degree of knowledge attained. Consequently, this study helps to clarify that additional factors may have an impact on the knowledge obtained among Malaysian TVET instructors.

Hwang, NaYoung & Kisida, Brian. (2021). *Spread Too Thin: The Effects of Teacher Specialization on Student Achievement*. <https://doi.org/10.26300/616S-HE51>

Hwang, NaYoung and Kisida reports on the effect of teacher specialization on student achievement conducted for Indiana's Department of Education. The author concluded that Math and reading teaching efficacy suffers from specialization, and the disadvantages are particularly pronounced when teaching students who are more likely to struggle in school. They find no evidence that

increasing the number of teacher specialists at the school level results in an improvement in school quality indices.

Subject-Area Specialization in North Carolina Elementary Schools / Education Policy Initiative at

Carolina. (n.d.). <https://epic.unc.edu/publications/subject-area-specialization-in-north-carolina-elementary-schools/>

The study focuses on Subject-Area Specialization in North Carolina Elementary Schools. Through their study, they finalized that reading and mathematics do not yet show the benefits of subject-area specialization that have been predicted due to inefficient pedagogy. Author stated that Specialists might have less time and less engagement with students as compared to generalists. These findings suggest the significance of relationships between teachers and students in a broader sense.

Merrifield, J. (n.d.). Specialization in a Competitive Education Industry: Areas and Impacts. *CATO JOURNAL*.

Merrifield emphasizes the importance of specialization in the context of arguments about school choice and K–12 education reform. It presents the case that ignoring specialization as an important component of parental choice could have unfavorable effects. According to the author, specialization would result from natural competition in the education sector and might be advantageous for students by meeting their unique requirements and interests. Author stands against the concept of a standard "common school" system, highlighting how it can be academically and socially restrictive. According to the passage, specialization would improve student-teacher matching, enable smaller schools, and increase production. Additionally, it makes the claim that standardized testing procedures would change and lose some of their significance in a highly competitive school sector.