Issues in Informing Science and Information Technology: Volume 13 2016

Dr. Eli Cohen

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Issues in Informing Science and Information Technology: Volume 13 2016 Dr. Eli Cohen The Journal of Issues in Informing Science and Information Technology Volume 13, 2016 Table of Contents The Flipped Classroom: A Comparison of Student Performance Using Instructional Videos and Podcasts versus the Lecture-Based Model of Instruction Retta Guy and Gerald Marquis . 1-13 The Flipped Classroom: Two Learning Modes that Foster Two Learning Outcomes Eugenia M. W. Ng .. 15-23 The Use, Impact, and Unintended Consequences of Mobile Web-Enabled Devices in University Classrooms Kevin A. Johnston .. 25-46 Win-Win-Win: Reflections from a Work-Integrated Learning Project in a Non-Profit Organization Dale MacKrell .. 47-61 CAPTCHA – Security Affecting User Experience Ruti Gafni and Idan Nagar .. 63-77 Using Office Simulation Software in Teaching Computer Literacy Using Three Sets of Teaching/Learning Activities Azad Ali and Kustim Wibowo . 79-88 Student Preferences and Performance in Online and Face-to-Face Classes Using Myers-Briggs Indicator: A Longitudinal Quasi-Experimental Study Seta Boghikian-Whitby & Yehia Mortagy .. 89-109 Economic Upliftment and Social Development through the Development of Digital Astuteness in Rural Areas Antoinette Lombard, Hein Johan Wiese, and Jan Smit .. 111-120 Cloud Computing as an Enabler of Agile Global Software Development Timothy Haig-Smith and Maureen Tanner . 121-144 Digital Learning Literacies – A Validation Study Gila Kurtz and Yehuda Peled .. 145-158 Are We Ready to Go Live with Our Team Projects? Janice Whatley . 159-160 Factors Driving Business Intelligence Culture Rimvydas Skyrius, Igor Katin, Michail Kazimianec, Svetlana Nemitko, Gediminas Rumšas, and Raimundas Žilinskas . 171-186 Training Librarians for 21st Century Repository Services: Emerging Trends Helen U. Emasealu and Susan N. Umeozor . 187-194 University Procurement Officers' Use of Technology When Seeking Information Dan Bouhnik, Yahel Giat, and Issachar Zarruk . 195-208 OER and MOOC: The Need for Openness Ismar Frango Silveira .. 209-223 Fuzzy Control Teaching Models Klaus-Dietrich Kramer, Annedore Söchting, and Thomas Stolze .. 225-233 Benefits of Employing a Personal Response System in a Decision Analysis Course Rachel Or-Bach . 235-244 Blending Audience Response Systems into an Information Systems Professional Course Stephen Burgess, Scott Bingley, and David Banks .. 245-267 Experiences with Using Videos in Distance Education. A Pilot Study: A Course on Human-Computer Interaction Herman Koppelman . 269-277 List of Reviewers . 279 Author Index . 283 Review Process Except where otherwise noted, all papers were reviewed blindly (that is, with author and affiliation information removed) by between 6 and 10 external reviewers. The reviewers did not know the identity of the authors nor the authors of the reviewers. Reviewers were matched to papers using a formula to minimize the psychological distance between reviewers' stated expertise and interest and the topics covered in the paper. In cases where this formula did not provide at least 6 reviewers, reviewers were randomly assigned to papers. No reviewer was required to review more than 3 papers. Reviewers were instructed to mentor the authors by providing feedback on how to improve the submission. They were further required to recommend whether or not the paper should be accepted using a six-point scale (from "reject" to "must accept"). The authors of all papers, whether accepted or not, were provided with the reviewers' feedback, as part of our process of mentoring authors. Authors of accepted papers were required to revise their submissions in light of the issues raised in the reviews.

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