

Journal of Information Technology Education: Research

Volume 13, 2014

Editor-in-Chief: Lynn Jeffrey, Massey University (New Zealand) Managing Editor: Eli B. Cohen, Informing Science Institute (USA) Publisher: Elizabeth C. Boyd, Informing Science Institute (USA)

Editorial Assistant: Kelly Cattermole

Associate Editors:

John C. Beachboard, Zayed University (United Arab Emirates)

Peter Blakey, Retired Academic (New Zealand) Christopher Cheong, RMIT University (Australia)

Jo Coldwell-Nielson, Deakin University (Australia)

Thomas Connolly, University of the West of Scotland (United Kingdom)

Chris Cope, La Trobe University (Australia) Grandon Gill, University of South Florida (USA)

Minh Q. Huynh, Southeastern Louisiana University (USA)

Zlatko Kovacic, The Open Polytechnic of New Zealand (New Zealand)

Katheryn Mac Callum, Eastern Institute of Technology (New Zealand)

Uolevi Nikula, Lappeenranta University of Technology (Finland)

Krassie Petrova, Auckland University of Technology (New Zealand)

Anthony Scime, State University of New York College at Brockport (USA)

Elsje (Elizabeth C.) Scott, University of Cape Town (South Africa)

Benson Soong, Islington College / London Metropolitan University (Nepal / UK)

Louise Spiteri, Dalhousie University (Canada) Lorraine Staehr, La Trobe University (Australia)

Theresa Steinbach, DePaul University (USA)

Beth Thomsett-Scott, University of North Texas (USA)

Kam Vat, University of Macau (Macau) Janice Whatley, University of Salford, (England) Keith Willoughby, University of Saskatchewan (Canada)

The mission of the *Journal of Information Technology Education:* **Research** is to:

- improve IT education around the world by publishing high quality articles on best practices and other topics of use in improving IT education,
- expose the reader to a variety of epistemologies and types of articles, including primary, action, and secondary research,
- provide those who submit manuscripts for publication with useful, timely feedback by making the review process constructive,
- be for the reader the most authoritative journal on IT education, and
- acknowledge and embrace the diversity of teaching and learning models in use around the world.

JITE is listed in Applied Math and Science Education Repository (AMSER), Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods, Cabell's Directory of Publishing Opportunities in Educational Technology & Library Science, Cabell's Directory of Publishing Opportunities in Management, Directory of Open Access Journals (DOAJ), EBSCO, ERIC, Index of Information System Journals, InSPEC, Intute, Ulrichs.

JITE is an academically peer reviewed journal. All submissions are blind refereed by three or more peers. JITE is published in print by subscription and its articles also appear online free of charge on the web site http://JiteResearch.org

Copyright of Material Published in the Journal of Information Technology Education

Material published as part of this journal, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

ISSN: online 1539-3585; print 1547-9714 ISBN: 978-1-932886-74-0

> Published by the Informing Science Institute 131 Brookhill Ct., Santa Rosa, California USA phone: +1-707-537-2211; fax: +1-815-301-6785 http://informingscience.org

JITE: Research Volume 13, 2014 - Table of Contents

Student Attitudes to Traditional and Online Methods of Delivery Lily Wong and Michelle Fong	13
Using Research Case Studies in eCommerce Marketing Courses: Customer Satisfaction at Point of-Purchase and Post-Purchase Noorshella Che Nawi, Michelle Fong, and Arthur Tatnall	
Healthcare Students' Perceptions of Electronic Feedback through GradeMark® Dianne Watkins, Paul Dummer, Kamila Hawthorne, Judy Cousins, Catherine Emmett, and Mike Johnson	
Generative Learning Strategy Use and Self-Regulatory Prompting in Digital Text Alan J. Reid and Gary R. Morrison	72
Drawing Analogies between Logic Programming and Natural Language Argumentation Texts to Scaffold Learners' Understanding Noa Ragonis and Gila Shilo	89
Education Students' Use of Collaborative Writing Tools in Collectively Reflective Essay Papers Cornelia Brodahl and Nils Kristian Hansen	
Blended Learning: How Teachers Balance the Blend of Online and Classroom Components Lynn M. Jeffrey, John Milne, Gordon Suddaby, and Andrew Higgins	40
Factors Impacting Teachers' Adoption of Mobile Learning Kathryn Mac Callum, Lynn Jeffrey, and Kinshuk	62
Online Learners and Their Self-Disclosure Preferences Anne Doring, Ashley Hodge, and Misook Heo	75
Increasing Critical Thinking in Web-Based Graduate Management Courses Conna Condon and Raul Valverde	91
To Improve the Learning Experience of the First Trimester Undergraduate Students in an Australian University's Offshore Campus: A Knowledge Management Methodology Nelson K. Y. Leung, Hannarong Shamsub, Nicole Tsang, and Bill Au	15
WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students Dan Bouhnik and Mor Deshen	31
The Use of Graphics to Communicate Findings of Longitudinal Data in Design-Based Research Krista Francis, Michele Jacobsen, and Sharon Friesen	
Technology Readiness of School Teachers: An Empirical Study of Measurement and Segmentation Masood Badri, Asma Al Rashedi, Guang Yang, Jihad Mohaidat, and Arif Al Hammadi	75