



Journal of Information Technology Education: Innovations in Practice

*An Official Publication
of the Informing Science Institute
InformingScience.org*

JITEip.org

Volume 16, 2017

Editor-in-Chief: Lynn Jeffrey, Massey University (New Zealand)
Associate Editor-in-Chief: Christopher Cheong, RMIT University (Australia)
Associate Editor-in-Chief: Kathryn Mac Callum, Eastern Institute of Technology (New Zealand)
Associate Editor-in-Chief: Anthony Scime, State University of New York College at Brockport (USA)
Senior Editor: Man Fung (Kelvin) LO, Hong Kong Polytechnic University (Hong Kong)
Managing Editor: Eli B. Cohen, Informing Science Institute (USA)
Publisher: Elizabeth C. Boyd, Informing Science Institute (USA)
Editorial Assistant: Kelly Cattermole (New Zealand)

Editors:

<i>Peter Blakey, Retired Academic (New Zealand)</i>	<i>Krassie Petrova, Auckland University of Technology (New Zealand)</i>
<i>France Cheong, RMIT University (Australia)</i>	<i>Donna Satterlee, University of Maryland Eastern Shore (USA)</i>
<i>Jo Coldwell-Neilson, Deakin University (Australia)</i>	<i>Elsje (Elizabeth C.) Scott, University of Cape Town (South Africa)</i>
<i>Bronwyn Hegarty, Otago Polytechnic (New Zealand)</i>	<i>Benson Soong, Islington College / London Metropolitan University (Nepal / UK)</i>
<i>Minh Q. Huynh, Southeastern Louisiana University (USA)</i>	<i>Louise Spiteri, Dalhousie University (Canada)</i>
<i>Athanassios Jimoyiannis, University of Peloponnese (Greece)</i>	<i>Lorraine Staehr, La Trobe University (Australia)</i>
<i>Lalitha Jonnavithula, The Open Polytechnic of New Zealand (New Zealand)</i>	<i>Beth Thomsett-Scott, University of North Texas (USA)</i>
<i>Zlatko Kovacic, The Open Polytechnic of New Zealand (New Zealand)</i>	<i>Janice Whatley, University of Salford (England)</i>
<i>Tian Luo, Old Dominion University (USA)</i>	<i>Keith Willoughby, University of Saskatchewan (Canada)</i>

The mission of the *Journal of Information Technology Education: Innovations in Practice* is to:

- publish cutting edge practices early, often before generalizable studies become available,
- expose the reader to a broad range of mindsets, emerging views, and unique tactics,
- provide all those who submit manuscripts for publication with useful, timely feedback by making the review process constructive,
- continue as the most authoritative journal in the field of leading edge research involving IT and 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://JITEiip.org>

(CC BY-NC 4.0) The articles in this journal are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). When you copy and redistribute this paper in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

ISSN: online 2165-316X; print 2165-3151

ISBN: 978-1-68110-021-0

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: Innovations in Practice

Volume 16, 2017 - Table of Contents

An Investigation of the Use of the ‘Flipped Classroom’ Pedagogy in Secondary English Language Classrooms Chi Cheung Ruby Yang	1-20
Learning by Doing: Twenty Successful Active Learning Exercises for Information Systems Courses Alanah Mitchell, Stacie Petter, and Albert L. Harris	21-46
Browser App Approach: Can It Be an Answer to the Challenges in Cross-Platform App Development? Minh Huynh and Prashant Ghimire	47-68
The Impact of Hands-On Simulation Laboratories on Teaching of Wireless Communications Te-Shun Chou and Aaron Vanderbye	69-90
Students’ Attention when Using Touchscreens and Pen Tablets in a Mathematics Classroom Cheng-Huan Chen, Chiung-Hui Chiu, Chia-Ping Lin, and Ying-Chun Chou	91-106
Secure E-Examination Systems Compared: Case Studies from Two Countries Andrew Fluck, Olawale S. Adebayo, Shafi’i M. Abdulhamid	107-125
Investigating the Use and Design of Immersive Simulation to Improve Self-Efficacy for Aspiring Principals Kristen A. Gilbert	127-169
The Impact of User Interface on Young Children’s Computational Thinking Alex Pugnali, Amanda Sullivan, Marina Umaschi Bers	171-193
Evaluating the Acceptability and Usability of EASEL: A Mobile Application that Supports Guided Reflection for Experiential Learning Activities Jerry Schnepf, Christian Rogers	195-214
A Comparison of Student Academic Performance with Traditional, Online, And Flipped Instructional Approaches in a C# Programming Course Jason H. Sharp, Laurie A. Sharp	215-231
MOOC Success Factors: Proposal of an Analysis Framework José Azevedo, Margarida Morais Marques	233-251
The Influence of Teaching Methods on Learners’ Perception of E-safety Václav Šimandl, Václav Dobiáš, Michal Šerý	253-275
Teaching Quality Evaluation: Online vs. Manually, Facts and Myths Salman Esmael	277-290