



Journal of Information Technology Education: Innovations in Practice

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

JITEip.org

Volume 25, 2026

Editors-in-Chief: Kathryn MacCallum, University of Canterbury (New Zealand)

Associate Editors-in-Chief:

Lalitha Jonnavithula, The Open Polytechnic of New Zealand (New Zealand)
Man Fung (Kelvin) LO, The University of Hong Kong (Hong Kong)
Krassie Petrova, Auckland University of Technology (New Zealand)
Donna Jean Satterlee, University of Maryland Eastern Shore (USA)

Managing Editor: Eli B. Cohen, Informing Science Institute (USA)

Publisher: Elizabeth C. Boyd, Informing Science Institute (USA)

Editors:

Martin D Beer, Sheffield Hallam University (United Kingdom)

Tharrenos Bratitsis, University of Western Macedonia (Greece)

Aaron M. Glassman, Embry-Riddle Aeronautical University (USA)

Fariqa Khalid, Universiti Kebangsaan Malaysia (Malaysia)

Zlatko J. Kovacic, My Statistical Consultant Ltd, (New Zealand)

Stamatis Papadakis, University of Crete (Greece)

Torsten Reiners, Curtin University (Australia)

Benson Soong, mySecondTeacher (Singapore) (Singapore)

Janice Whatley, Manchester Metropolitan University (United Kingdom)

Keith A. Willoughby, Edwards School of Business (Canada)

Associate Editors:

Erda W. Bakar, Universiti Pertahanan Nasional (Malaysia)

Bahman Gorjian, Islamic Azad University (Iran)

Vishal Shah, Central Michigan University (USA)

Joko Slamet, Universitas Negeri Malang (Indonesia)

Faisal Syafar, Universitas Negeri Makassar (Indonesia)

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, EBSCO, ERIC, Index of Information System Journals, InSPEC, Intute, Ulrichs.

JITE is an academically peer-reviewed open-access journal. All submissions are blind refereed by three or more peers. JITE articles are published online 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

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

JITE: Innovations in Practice
Volume 25, 2026 - Table of Contents
(published as of March 18, 2026)

ARTICLE #

<u>Learners' Perceptions of AI Feedback in Oral Presentation Rehearsals: A Pilot Case Study in Oman</u> Mona Abdelfattah, Ahmed Al Mata'ni, Jennifer Paquibut, Hazar Hedi Ayadi	1
<u>Digital Game-Based Vocabulary Learning Using Kahoot! Perceptions, Engagement, and Achievement Among Moroccan EFL Young Learners</u> Omar Baissane	2
<u>Design and Development of AR Instructional Materials for Light and Shadow Art</u> Hang Shi, Aidah Abdul Karim, Hazrati Husnin, Xiang Hua	3
<u>The Investigation of Student Self-efficacy and Perceptions in the Use of the Internet in Somalia</u> Nuriye Sancar, Abdiwahab Abdillahi, Charles Zulu Yonmah, Ghufraan Fareed, Nadire Cavus	4
<u>Gamified Learning and Fraction Heroes: Effects on Students' Mastery and Gender Differences</u> Bintang Zaura, Elizar Elizar, Rahmah Johar, Mukhlis Hidayat, Azbar Tanjung, Ayu Mastura	5
<u>Future Trends and Challenges of the Flipped Classroom Model in Vocational Education: A Bibliometric Analysis</u> Wiwik Rahayu, Herlin Setyawan, Ganefri, Hansi Effendi	6
<u>Tuning in With Technology: AI-Enhanced Listening Instruction in the Jordanian EFL Classroom</u> Ruba Fahmi Bataineh, Salameh Fleih Obeiah, Rula Fahmi Bataineh	7
<u>Design and Usability Evaluation of a Portable VR Serious Game for Adolescent Social Anxiety</u> Timothy John Pattiasina, Harits Ar Rosyid, Anik Nur Handayani, Hartarto Junaedi, Edwin Meinardi Trianto, Raymond Sutjiadi, I Gede Wiarta Sena, David S.O. Soedargo	8
<u>Digital Nudging in Language Education: Voscreen's Impact on Reading and Writing Skills Among Jordanian EFL University Students</u> Rabya Aljawarneh, Dina Al-Jamal, Majedah F. Abu Al Rub	9
<u>A Hybrid Framework for a Social Learning Hub: Integrating Pedagogy and Digital Technologies to Bridge Formal and Informal Learning</u> MariaSofia Georgopoulou, Christos Troussas, Akrivi Krouska, Cleo Sgouropoulou	10