



Interdisciplinary Journal of E-Learning and Learning Objects

Volume 10, 2014

(formerly the Interdisciplinary Journal of Knowledge and Learning Objects)

Editor-in-Chief: Janice Whatley, Manchester Metropolitan University, Manchester (UK)

Associate Editor-in-Chief: Lynn Jeffrey, Massey University (New Zealand)

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

Publisher: Elizabeth Boyd, Informing Science Institute, California (USA)

Associate Editors:

Nicole A. Buzzetto-More, University of Maryland Eastern Shore, Maryland (USA)

Thomas M Connolly, University of West of Scotland, Paisley (Scotland)

Norman Creaney, University of Ulster, Coleraine (N. Ireland)

Heinz V. Dreher, Curtin University of Technology, Perth (Australia)

Keith Harman, Oakland Baptist University (United States)

William Housel, Northwestern Louisiana State University, Natchitoches (USA)

Fred Kohun, Robert Morris University, Pennsylvania (USA)

Frank Kurzel, University of South Australia, Adelaide (Australia)

Susan Smith Nash, University of Oklahoma, Oklahoma (USA)

Maria Nathan, Lynchburg College, Virginia (USA)

Miguel-Angel Sicilia, University of Alcalá, Madrid (Spain)

Robert Skovira, Robert Morris University, Pennsylvania (USA)

Ewa Ziemia, University of Economics in Katowice (Poland)

The mission of the *Interdisciplinary Journal of E-Learning and Learning Objects* (IJELLO) is to provide readers around the world with the widest possible coverage of developments in E-Learning and Learning Objects. IJELLO is an interdisciplinary forum that publishes high quality articles on theory, practice, innovation, and research that cover all aspects of E-learning and Learning Objects.

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

IJELLO is listed in Cabell's Directory of Publishing Opportunities in Educational Technology & Library Science, Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods, Directory of Open Access Journals (DOAJ), EBSCO, Index of Information Systems Journals, Intute, Ulrichs.

**Copyright of Material Published in the
Interdisciplinary Journal of E-Learning and Learning Objects**

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 1552-2237; print 1552-2210
ISBN: 978-1-932886-77-1**

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>

IJELLO Volume 10, 2014 – Table of Contents

The U-Curve of E-Learning: Course Website and Online Video Use in Blended and Distance Learning Nitza Geri, Ruti Gafni, and Amir Winer	1-16
An Examination of Undergraduate Student’s Perceptions and Predilections of the Use of YouTube in the Teaching and Learning Process Nicole A. Buzzetto-More	17-32
UTAUT Model for Blended Learning: The Role of Gender and Age in the Intention to Use Webinars Hager Khechine, Sawsen Lakhal, Daniel Pascot, and Alphonse Bytha	33-52
Developing a Conceptual Framework for Evaluation of E-Content of Virtual Courses: E-Learning Center of an Iranian University Case Study Peyman Akhavan and Majid Feyzarefi	53-73
Recurrent Online Quizzes: Ubiquitous Tools for Promoting Student Presence, Participation and Performance Concetta A. DePaolo and Kelly Wilkinson	75-91
Assessing Online Learning Objects: Student Evaluation of a Guide on the Side Interactive Learning Tutorial Designed by SRJC Libraries Alicia Virtue, Ellen Dean, and Molly Matheson	93-105
Analysis of the Relevance of Posts in Asynchronous Discussions Breno T. Azevedo, Eliseo Reategui, and Patrícia A. Behar	107-121
Introduction to the IJELLO Special Series of Chais Conference 2014 Best Papers Nitza Geri, Avner Caspi, Yoram M Kalman, Vered Silber-Varod, Yoav Yair, and Yoram Eshet-Alkalai	123-130
Academic Course Gamification: The Art of Perceived Playfulness David Codish and Gilad Ravid	131-151
Bridging the Gap between the Science Curriculum and Students’ Questions: Comparing Linear vs. Hypermedia Online Learning Environments Hani Swirski and Ayelet Baram-Tsabari	153-175
A Chaperone: Using Twitter for Professional Guidance, Social Support and Personal Empowerment of Novice Teachers in Online Workshops Efrat Pieterse and Yehuda Peled	177-194
Levels of ICT Integration among Teacher Educators in a Teacher Education Academic College Orit Avidov-Ungar and Irit Emma Iluz	195-216
What are the Relationships between Teachers’ Engagement with Management Information Systems and Their Sense of Accountability? Uri Perelman	217-227
Integrating Qualitative Components in Quantitative Courses Using Facebook Ashlea Bennett Milburn, Andrew Braham, and Jeton McClinton	229-246

A Data Mining Approach to Improve Re-Accessibility and Delivery of Learning Knowledge Objects

Sai Sabitha, Deepti Mehrotra, and Abhay Bansal 247-267

Quantitative Aspects about the Interactions of Professors in the Learning Management System during a Final Undergraduate Project Distance Discipline

Cristian Cechinel 269-283

Gender through Their Lenses: A Film of Students' Images

Carol D. Miller and Mark James Seitz 285-292