



# Interdisciplinary Journal of E-Skills and Lifelong Learning

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

*IJELL.org*

## Volume 15, 2019

Editor-in-Chief: Fay Sudweeks, Murdoch University (Australia)  
Associate Editor-in-Chief: Jon K. Webber, University of Phoenix (USA)  
Managing Editor: Eli Cohen, Informing Science Institute, California (USA)  
Publisher: Elizabeth Boyd, Informing Science Institute, California (USA)

### Editors:

Noa Aharony, Bar-Ilan University (Israel)  
Nicole A. Buzzetto-Hollywook, University of Maryland Eastern Shore, Maryland (USA)  
Fred Kohun, Robert Morris University, Pennsylvania (USA)  
Yehuda Peled, The Western Galilee College (Israel)  
Holly Sawyer, Temple University (USA)  
Erik Shefsky, Walden University (USA)  
Janice Whatley, Manchester Metropolitan University (UK)  
Ewa Ziemia, University of Economics in Katowice (Poland)

The **Interdisciplinary Journal of e-Skills and Lifelong Learning: (IJELL)** is a peer-reviewed journal that publishes scholarly articles on the development of electronic skills and lifelong learning.

This includes using various technologies to develop e-skills and to support lifelong learning. In addition, articles with a sound underpinning of pedagogical principles and design science, on the development of e-skills using information technology are also welcome. The journal publishes conceptual, theoretical and empirical papers.

All manuscripts are submitted and reviewed electronically. We provide our published authors with both a quality print publication and the widespread readership that comes from publishing all articles online within a few weeks of acceptance. This approach ensures that published works are read and cited by the widest possible audience

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

IJELL 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.

(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 2375-2092; print 2375-2084**  
**ISBN: 978-1-68110-043-2**

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>

**Interdisciplinary Journal of e-Skills and Lifelong Learning: IJELL**  
**Volume 15, 2019 – Table of Contents**

Students' Perceptions of Benefits and Drawbacks of Facebook-Connections with Teachers <b>Arnon HersHKovitz, Alona Forkosh-Baruch</b> .....	<b>1-20</b>
Faculty and Student Perceptions of the Importance of Management Skills in the Hospitality Industry <b>Katherine Quinn, Nicole Buzzetto-Hollywood</b> .....	<b>21-41</b>
Remaining Connected with our Graduates: A Pilot Study <b>Joy Penman, Eddie Robinson, Wendy Cross</b> .....	<b>43-57</b>