

CONTEMPORARY EDUCATIONAL TECHNOLOGY

A Quarterly International Journal

e-ISSN: 1309-517X

April 2022
Volume 14
Issue 2



This page is intentionally left blank

CONTEMPORARY EDUCATIONAL TECHNOLOGY

Contemporary Educational Technology is a scholarly international journal focusing on theory, research, and development in the field of educational technology.

The journal assigns highest priority to rigorous studies of quantitative, qualitative, and mixed paradigms on topics related to theories and applications of educational technology as well as instructional design in various educational settings including both formal and non-formal contexts.

The journal also publishes articles on empirically-based evaluation studies and theoretically-based development papers. When appropriate and possible, development papers should highlight links between theory and practice of educational technology.

Moreover, each issue of the journal publishes comprehensive book reviews, interviews, comments, and research abstracts on current issues in the field of educational technology and instructional design.

Editorial Contact

editor@cedtech.net

ABSTRACTING / INDEXING

Contemporary Educational Technology is listed by the following indexes:

[Cabell's Directory](#)

[Crossref](#)

[Current Index to Journals in Education \(CIJE\)](#)

[EBSCO - Education Research Complete](#)

[ERIC](#)

[ERIH PLUS](#)

[Google Scholar](#)

[OpenAIRE](#)

[Scilit](#)

[SCOPUS](#)

[Sherpa Romeo](#)

[Ulrich's Periodicals Directory](#)

EDITORIAL BOARD

Editors-in-Chief

Jorge Luis Bacca-Acosta, Fundación Universitaria Konrad Lorenz, Colombia

Kaushal Kumar Bhagat, Centre for Educational Technology, Indian Institute of Technology, Kharagpur, India-721302

Tufan Adiguzel, Ozyegin University, Turkey

Section Editors

Brian Garner, Deakin University, Australia

Emrah Soykan, Near East University, Cyprus

Rob Koper, Open University of the Netherlands, The Netherlands

Siu Cheung Kong, The Hong Kong Institute of Education, Hong Kong

Timothy Teo, Murdoch University, Australia

Editorial Board Members

Abdurrahman Al Lily, King Faisal University, Saudi Arabia

Alfiya R. Masalimova, Kazan Federal University, Kazan, Tatarstan, Russia

Ali Simsek, Bahcesehir University, Turkey

Alison Rossett, San Diego State University, USA

Andri Ioannou, Cyprus University of Technology, Cyprus

Arif Altun, Hacettepe University, Turkey

Balakrishnan Muniandy, Universiti Sains Malaysia, Malaysia

Barbara A. Bichelmeyer, Indiana University, USA

Brandford Bervell, University of Cape Coast, Cape Coast, Ghana

Chin-Chung Tsai, National Taiwan Normal University, Taiwan

David W. Shaffer, University of Wisconsin, USA

David Wiley, Brigham Young University, USA

Demetrios G. Sampson, University of Piraeus, Greece

EDITORIAL BOARD

Gilly Salmon, University of Leicester & Education Alchemists Ltd, United Kingdom

Ibrahim Arpacı, Bandirma Onyedi Eylul University, Turkey

J. Michael Spector, University of North Texas, USA

John M. Keller, Emeritus, Florida State University, USA

Keith Sawyer, Washington University, USA

Kiyoshi Nakabayashi, Chiba Institute of Technology, Japan

Marcelo Milrad, Linnaeus University, Sweden

Michael M. Grant, University of South Carolina, United States

Michael Simonson, Nova Southeastern University, USA

Norbert M. Seel, University of Freiburg, Germany

Paul A. Kirschner, Open University of the Netherlands, The Netherlands

Richard A. Schwier, University of Saskatchewan, Canada

Robert D. Tennyson, University of Minnesota, USA

Stamatis Papadakis, University of Crete, Greece

Stephen Kerr, Emeritus, University of Washington, USA

Steven M. Ross, Johns Hopkins University, USA

Su Luan Wong, University Putra Malaysia, Malaysia

Tony Bates, Tony Bates Associates Ltd, Canada

Managing Editor

Mert Bastas, Near East University, Cyprus

Executive Editor and Owner

Ali Berk Bastas, East Mediterranean University, Cyprus

Founding Editor

Ali Simsek, Anadolu University, Turkey

CONTENTS

Volume 14 – Issue 2 – April 2022

- Effects of Segmentation and Self-Explanation Designs on Cognitive Load in Instructional Videos** ep347
Hua Zheng, Eulho Jung, Tong Li, Meehyun Yoon
<https://doi.org/10.30935/cedtech/11522>
- Augmented Reality in the Secondary Education classroom: Teachers' Visions** ep348
Verónica Marín-Díaz, Begoña Sampedro, Jorge Figueroa
<https://doi.org/10.30935/cedtech/11523>
- The Effects of Previous Experience and Self Efficacy on the Acceptance of e-Learning Platforms Among Younger Students in Saudi Arabia** ep349
Omar Sulaymani, Ahmad R. Pratama, Moneer Alshaikh, Ali Alammary
<https://doi.org/10.30935/cedtech/11524>
- System Quality and Student's Acceptance of the E-learning System: The Serial Mediation of Perceived Usefulness and Intention to Use** ep350
Maha Ismail Alkhawaja, Mutia Sobihah Abd Halim, Mohanad S. S. Abumandil, Ahmed Samed Al-Adwan
<https://doi.org/10.30935/cedtech/11525>
- Improving Students' Narrative Skills through Gameplay Activities: A Study of Primary School Students** ep351
Sotiris Kirginas
<https://doi.org/10.30935/cedtech/11526>
- Integration and Management of Technologies Through Practicum Experiences: A Review in Preservice Teacher Education (2010-2020)** ep352
Irene García-Lázaro, Jesús Conde-Jiménez, María Pilar Colás-Bravo
<https://doi.org/10.30935/cedtech/11540>
- Saudi Arabia Special Education Teachers' Attitudes Toward Assistive Technology Use For Students With Intellectual Disability** ep353
Sultan Aldehami
<https://doi.org/10.30935/cedtech/11541>

CONTENTS

- Social Communication Apprehension, Self-Esteem and Facebook Addiction Among University Students in Uganda** ep354
Ayodeji Awobamise, Yosra Jarrar, Gabriel E. Nweke
<https://doi.org/10.30935/cedtech/11542>
- CrossQuestion Game: A Group-Based Assessment for Gamified Flipped Classroom Experience Using the ARCS Model** ep355
Usman Durrani, Omar Hujran, Ahmad Samed Al-Adwan
<https://doi.org/10.30935/cedtech/11568>
- The Role of Computer Self-Efficacy in High School Students' E-Learning Anxiety: A Mixed-Methods Study** ep356
Zeinab Azizi, Afsheen Rezai, Ehsan Namaziandost, Shouket Ahmad Tilwani
<https://doi.org/10.30935/cedtech/11570>
- Primary Teachers Difficulties Related to Compulsory Distance Education During COVID-19** ep357
Minzilya N. Shagiakhmetova, Elena V. Bystritskaya, Servet Demir, Roman A. Stepanov, Elena E. Grishnova, Nina I. Kryukova
<https://doi.org/10.30935/cedtech/11589>
- Students' Perspectives on the Use of Differentiated Assessment Tool: Results from an Explanatory Sequential Mixed-Method Pilot Study** ep358
Christye Majuddin, Mas Nida Md. Khambari, Su Luan Wong, Norliza Ghazali, Noris Mohd. Norowi
<https://doi.org/10.30935/cedtech/11667>
- An Investigation of Pre-Service Teachers Using Mobile and Wearable Devices for Emotion Recognition and Social Sharing of Emotion to Support Emotion Regulation in mCSCL Environments** ep359
Suthanit Wetcho, Jaitip Na-Songkhla
<https://doi.org/10.30935/cedtech/11668>
- Learning Online: The Student Experience** ep360
Dahlia Dwedat
<https://doi.org/10.30935/cedtech/11687>

CONTENTS

- Social Media Usage Intensity and Academic Performance among Undergraduate Students in Saudi Arabia** ep361
Abdullah S. Alshalawi
<https://doi.org/10.30935/cedtech/11711>
- Content and Language Integrated Learning Practices in Kazakhstan Secondary Schools During COVID-19 Pandemic** ep362
Gulzhana Kuzembayeva, Akmaral Umarova, Zhumagul Maydangalieva, Olga Gorbatenko, Elena Kalashnikova, Nadezhda Kalmazova, Oksana Chigisheva
<https://doi.org/10.30935/cedtech/11733>
- Developing a Financial Literacy Storybook for Early Childhood in an Augmented Reality Context** ep363
Ratna Candra Sari, Mimin Nur Aisyah, Sariyatul Ilyana, Hardika Dwi Hermawan
<https://doi.org/10.30935/cedtech/11734>