

CONTEMPORARY EDUCATIONAL TECHNOLOGY

A Quarterly International Journal

e-ISSN: 1309-517X

April 2024
Volume 16
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.

Publisher: Bastas

Publisher Contact: Montenegro Headquarters

Bastas Publications DOO

Balšića 47, Podgorica 81000, Montenegro

Phone: +382 68 160 475

E-mail: info@bastas.me

Web: <https://www.bastas.co.uk>

London Office, UK:

Bastas Publications LTD

71-75, Shelton Street, Covent Garden, London, United Kingdom, WC2H 9JQ

E-mail: contact@bastas.co.uk

ABSTRACTING / INDEXING

Contemporary Educational Technology is listed by the following indexes:

[Cabell's Directory](#)

[CrossRef](#)

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

[ESCI \(Web of Science\)](#)

[EBSCO - Education Research Complete](#)

[ERIC](#)

[ERIH PLUS](#)

[Google Scholar](#)

[OpenAIRE](#)

[ProQuest](#)

[PSYINDEX](#)

[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

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

Cristina Diordieva, Nanyang Technological University, Singapore

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

Teodora Kiryakova-Dineva, South-West University "Neofit Rilski", Blagoevgrad, Bulgaria

Tony Bates, Tony Bates Associates Ltd, Canada

Managing Editors

Mert Bastas, Near East University, Cyprus

E-mail: editor@cedtech.net

Esma Usak, Bastas Publications DOO, Montenegro

E-mail: info@bastas.me

CONTENTS

Volume 16 – Issue 2 – April 2024

- Embrace or resist? Drivers of artificial intelligence writing software adoption in academic and non-academic contexts** ep495
Stavros Papakonstantinidis, Piotr Kwiatek, Filomachi Spathopoulou
<https://doi.org/10.30935/cedtech/14250>
- Applying Kano’s two-factor theory to prioritize learning analytics dashboard features for learning technology designers** ep496
Tobias Alexander Bang Tretow-Fish, Md Saifuddin Khalid
<https://doi.org/10.30935/cedtech/14286>
- Systematic literature review on the holistic integration of e-learning in universities: Policy, human, financial, and technical perspectives** ep497
Kai Hu, Arumugam Raman
<https://doi.org/10.30935/cedtech/14287>
- Demographic and school factors associated with digital competences in higher education students** ep498
Leonardo David Glasserman-Morales, Carolina Alcantar-Nieblas, Marcela Inés Sisto
<https://doi.org/10.30935/cedtech/14288>
- Exploring the synergy between instructional design models and learning theories: A systematic literature review** ep499
Hassan Abuhassna, Mohamad Azrien Bin Mohamed Adnan, Fareed Awa
<https://doi.org/10.30935/cedtech/14289>
- Exploring pre-service teachers’ ICT competence beliefs** ep500
Olga V. Sergeeva, Marina R. Zheltukhina, Zhanna M. Sizova, Alfia M. Ishmuradova, Oleg V. Khlusyanov, Elena P. Kalashnikova
<https://doi.org/10.30935/cedtech/14331>
- Do you feel prepared? EFL learners’ readiness for online learning and self-directed learning ability** ep501
Gulten Genc, Muhammed Nazif Kutlu, Ozge Kirmizibayrak
<https://doi.org/10.30935/cedtech/14332>
- Bibliometric insights into data mining in education research: A decade in review** ep502
Yessane Shrie Nagendhra Rao, Chwen Jen Chen
<https://doi.org/10.30935/cedtech/14333>

CONTENTS

- AI ChatGPT and student engagement: Unraveling dimensions through PRISMA analysis for enhanced learning experiences** ep503
Othman Abu Khurma, Fayrouz Albahti, Nagla Ali, Aiman Bustanji
<https://doi.org/10.30935/cedtech/14334>
- Can pre-service teachers learn about fake news by playing an augmented reality escape game?** ep504
Josef Buchner, Elke Höfler
<https://doi.org/10.30935/cedtech/14335>
- Technological self-efficacy and mindfulness ability: Key drivers for effective online learning in higher education beyond the COVID-19 era** ep505
Asmahan Masry-Herzallah, Abeer Wattad
<https://doi.org/10.30935/cedtech/14336>
- Examining teachers' readiness and perception on distance EFL learning in Taiwanese secondary education** ep506
Kate Tzu-Ching Chen
<https://doi.org/10.30935/cedtech/14389>
- Effects of heterogeneous complex-task sequencings on extraneous collective cognitive load, intrinsic motivation, and learning transfer in computer-supported collaborative learning** ep507
Soonri Choi, Hongjoo Ju, Jeein Kim, Jihoon Song
<https://doi.org/10.30935/cedtech/14418>
- A cross-database bibliometrics analysis of blended learning in higher education: Trends and capabilities** ep508
Izida I. Ishmuradova, Alexey A. Chistyakov, Alexey D. Chudnovskiy, Elena V. Grib, Sergey V. Kondrashev, Sergei P. Zhdanov
<https://doi.org/10.30935/cedtech/14478>
- My AI students: Evaluating the proficiency of three AI chatbots in *completeness* and *accuracy*** ep509
Reginald Gerald Govender
<https://doi.org/10.30935/cedtech/14564>