

Journal of Information Technology Education

Volume 5, 2006

<http://jite.org>

Editor-in-Chief: Linda Knight, DePaul University (USA)

Managing Editor: Eli B. Cohen, Kozminski School of Entrepreneurship and Management (Poland)

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

Associate Editors:

Christine Bruce, Queensland University of Technology (Australia)

Chris Cope, La Trobe University (Australia)

Grandon Gill, University of South Florida (USA)

Dion Goh, Nanyang Technological University (Singapore)

Mike Hart, University of Cape Town (South Africa)

Beverley Hope, Victoria University of Wellington (New Zealand)

Lynn M Hunt, Massey University (New Zealand)

Paul Jerry, Athabasca University (Canada)

Zlatko Kovacic, The Open Polytechnic of New Zealand (New Zealand)

Karen Nantz, Eastern Illinois University (USA)

Kevin Parker, Idaho State University (USA)

Jo Rhodes, Griffith University (Australia)

Lorraine Staehr, La Trobe University (Australia)

Kam Vat, University of Macau (Macau)

The goal of the **academically peer refereed** Journal of Information Technology Education (JITE) is to improve IT Education around the world. JITE is indexed in InSPEC & Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods. All papers have been subjected to a blind review by three or more reviewers. Accepted articles are available free of charge on the web site <http://jite.org>

The mission of the Journal of Information Technology Education is to:

- improve IT education around the world by publishing high quality articles on best practices and other topics of use in improving IT education,
- expose the reader to a variety of epistemologies and types of articles, including primary, action, and secondary research,
- provide those who submit manuscripts for publication with useful, timely feedback by making the review process constructive,
- be for the reader the most authoritative journal on IT education, and
- acknowledge and embrace the diversity of teaching and learning models in use around the world.

ISSN: online 1539-3585; print 1547-9714; CD 1547-9706

Published by the Informing Science Institute
131 Brookhill Ct., Santa Rosa, California USA
phone: +1-707-537-2211; fax: +1-480-247-5724
<http://informingscience.org>

Copyright of Material Published in the Journal of Information Technology Education

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.

JITE Volume 5, 2006 - Table of Contents

Business Technology Education in the Early 21st Century: The Ongoing Quest for Relevance Stephen J. Andriole	1-12
Designing a Versatile Dedicated Computing Lab to Support Computer Network Courses: Insights from a Case Study Gokhan Gercek and Naveed Saleem	13-26
Competency Focused Engineering Education with Reference to IT Related Disciplines: Is the Indian System Ready for Transformation? Sanjay Goel	27-52
On the Design and Development of a UML-Based Visual Environment for Novice Programmers Brian D. Moor and Fadi P. Deek	53-76
Improving Computer Literacy of Business Management Majors: A Case Study David W. Johnson, Kimberly W. Bartholomew, Duane Miller	77-94
A Self-Paced Introductory Programming Course T. Grandon Gill and Carolyn F. Holton	95-105
The Issue of Gender Equity in Computer Science – What Students Say Iwona Miliszewska, Gayle Barker, Fiona Henderson, and Ewa Sztendur	107-120
Thinking and Behaving Scientifically in Computer Science: When Failure is an Option! Anne Venables and Grace Tan	121-131
A Formal Language Selection Process for Introductory Programming Courses Kevin R. Parker, Joseph T. Chao, Thomas A. Ottaway, and Jane Chang	133-151
Incorporating the Hybrid Learning Model into Minority Education at a Historically Black University Nicole A. Buzzetto-More and Retta Sweat-Guy	153-164
Gender Differences in Students' Perceptions of Information Technology as a Career Theda Thomas and Alesha Allen	165-178
PROVIDE: A Pedagogical Reference Oracle for Virtual IntegrateD E-ducation V.Lakshmi Narasimhan, Shuxin Zhao, Hailong Liang, and Shuangyi Zhang	179-199
Students' Perceptions of Online Learning: A Comparative Study Karl L. Smart and James J. Cappel	201-219
Towards Changes in Information Security Education Mariana Hentea, Harpal S. Dhillon, and Manpreet Dhillon	221-233
Online Communication and Information Technology Education Aleksej Heinze and Chris Procter	235-249
Best Practices in e-Assessment Nicole A. Buzzetto-More and Ayodele Julius Alade	251-269
On the Development of a Programming Teaching Tool: The Effect of Teaching by Templates on the Learning Process Samer Al-Imamy, Javanshir Alizadeh, and Mohamed A. Nour	271-283

The Development of a Taxonomy of Desired Personal Qualities for IT Project Team Members and Its Use in an Educational Setting Tony Jewels and Marilyn Ford	285-298
Predictors of Team Work Satisfaction James H. Hamlyn-Harris, Barbara J. Hurst, Karola von Baggo, and Anthony J. Bayley	299-315
Web Design Curriculum and Syllabus Based on Web Design Practice and Students' Prior Knowledge Tanja Krunić, Ljiljana Ružić-Dimitrijević, Branka Petrović, and Robert Farkaš	317-335
Special Series on the Information Technology Model Curriculum Introduction to the Special Series Mike Hart	337-342
The Information Technology Model Curriculum Joseph J. Ekstrom, Sandra Gorka, Reza Kamali, Eydie Lawson, Barry Lunt, Jacob Miller, and Han Reichgelt	343-361
A Curriculum Model Based on the SIGITE Guidelines Reza Kamali, Samuel Liles, Charles Winer, Keyuan Jiang, and Barbara Nicolai	363-371
An Implementation of the IT Fundamentals Knowledge Area in an Introductory IT Course Cheryl Aasheim, Choong Kwon Lee, and Han Reichgelt	373-388
Integrating Information Assurance and Security into IT Education: A Look at the Model Curriculum and Emerging Practice Melissa Jane Dark, Joseph J. Ekstrom, and Barry M. Lunt	389-403
Academic Standards for Developing, Implementing, Evaluating, and Improving Information Science and Technology Baccalaureate Degrees Elayne Shields-Bryant	405-428
India and the USA: A Comparison through the Lens of Model IT Curricula Jonathan Ezer	429-440
Beyond the Model: Building an Effective and Dynamic IT Curriculum Jeffrey Brewer, Alka Harriger, and John Mendonca	441-458
Using Games-Based eLearning Technologies in Overcoming Difficulties in Teaching Information Systems Thomas Connolly and Mark Stansfield	459-476
Learning in Virtual Teams: Exploring the Student Experience Annegret Goold, Naomi Augar and James Farmer	477-490
Teaching Introductory Programming to IS Students: Java Problems and Pitfalls Mark O. Pendergast	491-515