

## **EDITORIAL**

The IADIS International Journal on WWW/Internet (IJWI) is a peer-reviewed scientific journal published exclusively in an electronic format. The IADIS IJWI is devoted to the WWW and Internet broad fields. The mission of this journal is to publish original contributions in its domain fields in order to disseminate knowledge amongst its readers and to be a reference publication. It publishes original papers, review papers, ongoing research papers, technical reports, case studies, conference reports, management reports, book reviews, notes, commentaries and news on future scientific events.

This volume (Volume 17, Issue 1 - ISSN: 1645-7641) combines 8 selected original papers that bring together researchers covering the wide spectrum of the WWW and Internet presented in different contexts.

The first contribution to this issue by Barbara Engels entitled “PRIVACY CONCERNS OF DIGITAL NATIVES: DIGITAL ABOVE ALL?” evaluates the preferences of regular internet users (users of social media and networks) regarding privacy. The results presented in this study are based on a survey performed by 3,000 students aged between 14 and 21 in 2017, in Germany. The main conclusion of this study is that while privacy is important to many digital natives, most are not willing to pay for it.

The second paper by Pelin Bayraktar and Sevgi Özkan Yıldırım with the title “IDENTIFICATION OF THE FACTORS AFFECTING CUSTOMER ENGAGEMENT IN ONLINE BRAND COMMUNITIES: A PILOT STUDY” focuses on social commerce as a new way of electronic commerce. The authors develop “a conceptual customer engagement model that aims to explain customer engagement in online brand communities”. It is evaluated the experiences and results of customer engagement dimensions, contributing to understand the factors influencing each dimension of customer engagement to brand communities.

The third paper, “CAPTURING MOBILE COLLABORATION THROUGH THE TRIANGULATION OF QUALITATIVE AND QUANTITATIVE DATA” authored by Peter Ilic explores an attempt to introduce smartphones into a blended learning context and emphasizes several methodological considerations relevant to the collection of mobile data. This study focuses on the impact on students from integrating mobile phones in collaborative language learning activities at an university level.

The fourth paper, “STRATEGIES TO FLIP A CLASSROOM: LESSONS LEARNT FROM A JOINT-UNIVERSITY PROJECT” authored by Paul Lam, Carmen K. M. Lau and Chi Him Chan examines the challenges of flipping a classroom demonstrated in previous literature. The authors focus on four key elements as follows: exposure, incentive, assess and activities. Since flip classrooms are in an early stage of implementation in Hong Kong, the

authors assess how teachers from Hong Kong higher education address the four aspects of challenges in their flipped classroom planning and design.

The fifth paper - “AI-ENABLED LANGUAGE SPEAKING COACHING FOR DUAL LANGUAGE LEARNERS” - by Ashutosh Shivakumar, Saurabh Shukla, Miteshkumar Vasoya, Imen M. Kasrani and Yong Pei proposes a mobile solution, called iLeap, supported by the latest artificial intelligence technologies, such as Machine Learning and Automatic Speech Recognition, with the purpose of helping DLLs (dual language learners) of young age.

The sixth paper by Lyndall Cooper-Smith and Bill Davey entitled “USING PHENOMENOGRAPHY TO UNDERSTAND PATTERNS OF INSTRUCTION IN GROUP WORK” evaluates the perceptions of instructors about their group work experiences. A phenomenographic research approach was chosen for this study, allowing for all variations of perceptions to be considered, regardless of other factors such as experience or discipline specificity. It simplified the closer examination of the perceptions individual instructors have about their role in group work.

The seventh paper, by Jemar Jude A. Maranga, Leilla Keith J. Matugas, Jorge Frederick W. Lim and Cherry Lyn C. Sta. Romana, named “CODECHUM: A SMART IDE FOR TEACHING AND LEARNING PROGRAMMING” presents a web-based Integrated Development Environment (IDE) for C Programming called CodeChum. According to the authors the CodeChum “provides instructors with an easier way of creating programming exercises and automating the checking student codes” and “allows students to apply their skills using problem stories attached to learning outcomes, test their solutions, get instant feedback and monitor their current status through a student dashboard”.

The last contribution written by Mathew Lane, Wendy Hui, Karen Murcia and Pornpit Wongthongtham entitled “COMPUTER SCIENCE AND CODING STUDY PATHS FOR WOMEN, MATURE WORKERS, AND MINORITIES: MOOC OR UNIVERSITY – WHO DOES IT BETTER?” investigates whether the use of Massive Open Online Courses (MOOCs) can decrease some of the multiplicity gaps compared with formal undergraduate education, with a focus on gender, ethnicity and age.

More and more, it is known that Technology is always present and it can be used to improve all aspects in our society. These papers illustrate that the development of technology have increased our ambitions to make all aspects of technology a more global and international matter.

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