

## EDITORIAL

The IADIS International Journal on WWW/Internet (IJWI) is a peer-reviewed scientific journal published exclusively in 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 to disseminate knowledge amongst its readers and 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 21, Issue 2 - ISSN: 1645-7641) combines 9 selected original papers that bring together researchers covering the wide spectrum of the WWW and Internet presented in different areas and contexts.

The first contribution to this issue by Heather J. S. Birch, entitled “INVITING MUSIC STUDENTS TO IDENTIFY AS CONTENT CREATORS TO ENCOURAGE PARTICIPATION AND LEARNING”, reports on a particular instructional strategy: inviting music students to take on the identity of a content creator. Over a period of 20 weeks, 18 piano students ages 10 to 15 used a mobile app that allowed them to create and share audio recordings of their piano practice with one another. The content creator identity strategy was effective in increasing and expanding the use of the mobile app for musical thinking and learning, and it may help instructors engage learners in relevant and participatory ways.

Sobah Abbas Petersen, Maria Iqbal, Alan Williams, and Gavin Baxter authored the second paper entitled “GES APP – MOBILE APPLICATION TO SUPPORT REFLECTION AND DOCUMENTATION OF GLOBAL EMPLOYABILITY SKILLS”. This paper presents a mobile application, the GES App (Global Employability Skills), designed to help students recognise, document, and articulate their employability skills to prospective employees. GES App has been evaluated by students from Greece, Norway, Poland, and the UK, where pre- and post-intervention questionnaires were used. Preliminary results of the analysis show that the participants had positive comments about the idea of the app and that it helped increase their understanding of the labour market and how to prepare for employment.

The third paper, “CONTRIBUTION OF MOBILE DEVICES TO STUDENTS’ CRITICAL THINKING & PROBLEM SOLVING SKILLS IN LABORATORY SETTINGS” by Manolis Kousloglou, Eleni Petridou, Anastasios Molohidis, and Euripides Hatzikraniotis, evaluates the contribution of mobile devices to ninth-grade students’ Critical thinking & Problem solving skills in laboratory settings. The students participated in a Viber group during the pre-phase of the Lab sessions, answered a reflective essay/questionnaire, and participated in discussions through their smartphones after the in- and post-Lab phase. This study's findings reflect students' progress in several areas, and the experiment contributed to their development of Critical thinking & Problem solving skills.

The fourth paper, “CREATING A NEW CROWDFUNDING CHANNEL FOR SOCIAL SCIENCES AND HUMANITIES RESEARCH: EXPLORING THE USER NEEDS”, authored by Chinasa Odo, Stefano De Paoli, Paula Forbes, and Andreea Oniga, explores the user needs of a crowdfunding channel for Social Sciences and Humanities (SSH) research in Europe. The goal of the research was to understand and formalise a set of users’ needs that could help in setting up this solution and to formulate some general recommendations to achieve this. The users are the SSH researchers seeking financial support on scientific projects and the funders motivated to invest in a project. Several recommendations have been formulated to inform the creation of the crowdfunding channel, and they may have wider applicability for other projects and initiatives.

In the fifth paper, “AUTOMOBILE SALES FORECASTING USING TWITTER”, authored by Hisaki Goto and Yukiko Goto, the authors attempt to create a formula to forecast future automobile sales from content posted on Twitter. The results showed that automobile sales could be forecast when the number of tweets was high, and the forecasts became possible after a product entered the "cash cow" phase in the "product portfolio matrix". The formulated hypothesis is that sales forecast is possible for products whose life cycle undergoes growth, maturity, and decline, in other words, sales can be forecast during the process of products shifting from cash cows to dogs after positioning in stars.

The sixth contribution by Cecilia Fissore, Valeria Fradiante, Marina Marchisio, and Claudio Pardini, entitled “TEACHERS' STRATEGIES AND DIFFICULTIES IN DESIGNING GAMIFICATION ACTIVITIES” presents the results of a workshop on gamification and education that involved 54 Italian teachers of different levels. These teachers were willing to involve and motivate their students in the learning process actively and were open to discovering and learning new teaching methodologies. This fact highlights the need to train teachers on how to use innovative methodologies, and how to implement them in their daily teaching practice. After the workshop, teachers were able to discover interesting and clear methodologies and strategies to support innovative teaching, useful to better engage and motivate students in learning processes and to help them develop competencies.

Sari Tuuva-Hongisto and Kristiina Korjonen-Kuusipuro authored the seventh paper entitled “DIGITAL YOUTH: RE-THINKING IDEALS OF DIGITAL IMPERATIVES AND IMAGINARIES”. This paper focuses on digital belonging and engagement in young people’s everyday lives. The authors question what these engagements tell us about the ideals of digital citizenship and agency of young people and how these ideals shape the understanding of the use of digital environments. The research reveals that it is important to elaborate on how digitalization is accessed, understood, and used and how it is culturally constructed.

The scope of the eighth paper, entitled “DIGITAL TRANSFORMATION IN HIGHER EDUCATION: PERCEPTIONS AND CHALLENGES OF EU SECURITY AND DEFENCE STUDENTS”, by Marina Marchisio, Fabio Roman, Matteo Sacchet, Enrico Spinello, Linko Nikolov, Malgorzata Grzelak, and Alin-Constantin Sava, is to understand how students perceive higher education amidst the ongoing digital transition catalyzed by the COVID-19 pandemic. A comprehensive survey highlighted some challenges faced by students, but there was also a noticeable increase in their perceived digital competencies. This research is part of the European project DIGICODE, which aims to advocate for the judicious utilization of digital tools and foster the robust development of digital competencies among both students and educators.

The ninth and final paper, entitled “ENHANCING DIGITAL INCLUSION: A DUAL APPROACH TO ASSESSING HOMINERE AND SMART BREAK APP”, and authored by Daniel Alves, Diana Siso, Joana Tavares, Juliana Gouveia, Oksana Tymoshchuk, and Rita Oliveira, presents a methodology for assessing the accessibility of two mobile apps. Using automated evaluation tools revealed common accessibility issues such as missing or incorrectly labeled buttons, non-descriptive links, and inaccessible images. Manual evaluation unveiled specific accessibility challenges, like intricate user interactions and issues related to visual design and layout. This study identified viable solutions to enhance inclusivity and accessibility within the application that can be replicated in the accessibility evaluation of other mobile apps.

It is common knowledge that Technology is always present and can be used to improve all aspects of our society. These papers illustrate that the development of technology has grown our ambitions to make all aspects of technology a more global and international matter.

The Editor,

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