Knowledge Management & E-Learning



ISSN 2073-7904

Editor-in-Chief

Maggie M. Wang The University of Hong Kong, Hong Kong

Co-Editor-in-Chief

Haoran Xie Lingnan University, Hong Kong Stephen J. H. Yang National Central University, Taiwan

Executive Editors

Bian Wu
East China Normal University, China
Muhammad Shujahat
University of Essex, Southend-on-Sea, United Kingdom

Juanjuan Chen
Zhejiang University, China
Lingyun Huang
The Education University of Hong Kong, Hong Kong

Managing Editor

Managing Editor

David H. Jiang The University of Hong Kong, Hong Kong

Editorial Advisory Board

Neil Mercer

University of Cambridge, UK Paul A. Kirschner (AERA Fellow; ISLS Fellow)

Open University of the Netherlands, NL

Demetrios G. Sampson

University of Piraeus, GR

Jonathan Grudin (ACM Fellow; CHI Fellow)

Microsoft Research, USA

Fanny Klett (IEEE Fellow)

German Workforce ADL Partnership Laboratory, DE

Dr. Kinshuk

University of North Texas, USA

Michael J. Jacobson

The University of Sydney, AU

Kuldeep Kumar

Florida International University, USA

Tefko Saracevic (ASIS Award of Merit)

Rutgers University, USA

Qiang Yang (IEEE; AAAI; AAAS; IAPR Fellow) Hong Kong University of Science and Technology, HK J. Michael Spector (IBSTPI Fellow) University of North Texas, USA Chin-Chung Tsai

National Taiwan Normal University, TW

Cher Ping Lim

The Education University of Hong Kong, HK

Jay Liebowitz

University of Maryland University College, USA

Toshio Okamoto

University of Electro-Communications, JP

Nian-Shing Chen

National Yunlin University of Science and Technology, TW

Rob Koper

Open University of the Netherlands, NL Doug Vogel (AIS Fellow)

City University of Hong Kong, HK

Huaiqing Wang

City University of Hong Kong, HK

Knowledge Management & E-Learning, Vol.16, No.2. Jun 2024

Associate Editors

Patricia A. Abbott (ACMI Fellow; AAN Fellow)

University of Michigan, USA

Xun Ge

University of Oklahoma, USA

Anders Morch

University of Oslo, NO Shengquan Yu

Beijing Normal University, CN

Waltraut Ritter

Knowledge Enterprises, HK

Meng Sun

Beijing Normal University, Zhuhai, CN

Rajiv Khosla

La Trobe University, AU

Alexandra I. Cristea (BCS Fellow)

Durham University, UK

Michael Chau

The University of Hong Kong, HK

Mark Klein

Massachusetts Institute of Technology, USA

Andre W. Kushniruk (ACMI Fellow; CAHS Fellow)

University of Victoria, CA

Jürgen Moormann

Frankfurt School of Finance & Management, DE

Siu Cheung Kong

The Education University of Hong Kong, HK

Jiutong Luo

Shenzhen University, CN

Murali Raman

INTI International University, MY

David Guralnick

Kaleidoscope Learning, New York, USA

Jiyou Jia

Peking University, CN

Jun Peng

City University of Macau, MO

Editorial Board Members

Irene Y. L. Chen

National Changhua University of Education, TW

Heinz Ulrich Hoppe

University Duisburg-Essen, DE

Yiling Hu

East China Normal University, CN

Hokyin Lai

Hong Kong Baptist University, HK

Jian Liao

Penn State University, State College, USA

Kiyoshi Nakabayashi

Chiba Institute of Technology, JP

Mark E. Nissen

Naval Postgraduate School, USA

Chiu-Lin Lai

National Taipei University of Education, TW

Mudasser F. Wyne

National University, USA

Wenying Zhou

Michigan State University, USA

Lisa Mwaikambo Johns Hopkins University, USA

Ibrahim Arpaci

Gaziosmanpasa University, TR

Roberto Cerchione

University of Naples Parthenope, IT

Sabine Graf

Athabasca University, CA Elizabeth Borycki

University of Victoria, CA

Piera Centobelli

University of Naples Federico II, IT

Chien-Sing Lee

Sunway University, MY

Marcelo Milrad

Linnaeus University, SE

Tosh Yamamoto

Kansai University of International Studies, JP

Ijaz A. Qureshi

The University of Lahore, PK

Bei Yuan

Zhongshan Teacher Development Center, Guangdong, CN

Umar Farooq Sahibzada

University for the Creative Arts, UK

Sun Joo Yoo

Samsung SDS, KR

Jenny S. Wakefield

Dallas County Community College, USA

Tenzin Doleck

Simon Fraser University, CA

Md. Abul Kalam Siddike University of Dhaka, BD

Assistant Managing Editors Yunian (Diana) Zhang

Chenjia (Ivy) Zhu The University of Hong Kong, Hong kong

The University of Hong Kong, Hong kong

Contents

208	Rethinking how people learn: A holistic framework for effective learning design
	Minhong Wang
217	Learning analytics: A comparison of western, educated, industrialized, rich, and democratic (WEIRD) and non-WEIRD research
	Clare Baek and Tenzin Doleck
237	A study of social media use for scientific communication and dissemination among Spanish education researchers
	Elias Said-Hung, Ángela Martín-Gutiérrez and Beatriz Marcano
259	A case study of South Korean elementary school teachers' emergency remote teaching
	Gi Woong Choi, Jieun Lim, Soo Hyeon Kim, Jewoong Moon and Yong Jung
286	Evaluating the impact of cloud e-learning in higher education: An empirical investigation
	Lillian-Yee-Kiaw Wang
309	The impact of educational technologies on entrepreneurial competencies: A systematic review of empirical evidence
	Basel Hammoda
334	Intellectual capital measurement in higher education institutions context from the professors perspective
	Yuranis Vargas-Atencio, Julio César Acosta-Prado and Arnold Alejandro Tafur-Mendoza
355	Knowledge sharing technologies for rice farmers: A perspective from the Eastern Region of Ghana
	Randy Emmanuel Kommey and Madeline C. Fombad
379	Integrating effective journal club activities into knowledge management processes to enhance evidence-based practice, service quality, research skills, and innovation among nurses: A literature review
	Nabeel Al Amiri