

Proceedings of the 2024 Informing Science and Information Technology Education Conference (IⁿSITE) July 24-25 online

Introduction

Welcome to the Proceedings of the Informing Science and Information Technology Education Conference (IⁿSITE) 2024. This volume encapsulates the overarching theme of "***Academic Approaches Exploring a Transition from Diversity to Unity***," showcasing a rich interplay of technology, education, social dynamics, and critical analysis.

At its core, the theme of **Information Technology and its Applications** demonstrates how diverse technological innovations converge to create unified advancements. Studies on agile software development, emotional analysis in Hebrew texts, and ICT's role in enhancing the resilience of first-generation students illustrate the unifying power of technology. Systematic reviews on IT's impact in healthcare and industry, alongside explorations of gamified cybersecurity education, highlight how diverse tech applications lead to cohesive improvements across sectors.

In **Education and Learning**, the transition from diversity to unity is evident in the examination of the UN's education agenda and the experiences of Gen Y teachers. By addressing varied educational challenges and methodologies, such as "learning in the flow of work" and the resilience of first-generation students, researchers underscore the importance of integrating diverse experiences into a unified educational framework. Comparative analyses of qualitative versus quantitative doctoral dissertations further emphasize the merging of different academic traditions into a cohesive whole.

Social and Human Factors delve into the complexities of diversity within academia and the workplace, documenting discrimination against ethnic faculty and exploring human and social factors in intellectual capital management. By examining gender-based perceptions among U.S. federal employees, these studies contribute to the broader dialogue on transitioning from diverse individual experiences to a unified, inclusive environment.

Critical Analysis and Reviews bring to light the synthesis of diverse perspectives through systematic literature reviews on IT's role in various sectors. Scrutinizing the contradictions within the UN's education agenda and comparing dissertation methodologies reveal a move toward a unified understanding of global and academic issues.

In **Business Intelligence and Management**, the exploration of business intelligence's dynamics and maturity highlights how organizations can integrate diverse strategies to achieve unified, adaptive solutions. **Psychological and Behavioral Insights** into emotional analysis and reflections on arrogance and meaning in the misinformation era underscore the unifying quest for truth amid diverse human experiences.

Together, these themes illustrate a comprehensive academic approach to exploring how diverse elements can transition into a unified framework, enriching contemporary research across multiple disciplines.

We extend our sincere appreciation to all the authors who contributed their work to IⁿSITE. Their expertise and dedication have enriched the scholarly discourse and propelled the advancement of education, information technology, and informing science. Additionally, we express our gratitude to the diligent reviewers for their meticulous evaluation and insightful feedback, which ensured the quality and rigour of the papers included in this volume.

We trust that the Proceedings of IⁿSITE 2024 will serve as a valuable resource for researchers, educators, practitioners, and policymakers in the fields of education, information technology, and informing science. It is our hope that the ideas and findings presented in these papers will inspire further exploration and innovation, leading to transformative practices and improved outcomes in information dissemination and education.

We invite you to immerse yourself in the wealth of knowledge and diverse perspectives presented in this volume. May it spark meaningful discussions, prompt new research directions, and empower you to make impactful contributions to the fields of education, information technology, and informing science.

Thank you for joining us on this enlightening journey, and we wish you a rewarding and intellectually stimulating experience as you engage with the Proceedings of InSITE 2024.

Sincerely,
Michael Jones, Betty Boyd, Eli Cohen, and Grandon Gill.

ISSN: 1535-0703

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Review Process

Unless otherwise noted in the paper, all papers were reviewed blindly (that is, with author and affiliation information removed) by a panel of three or more external reviewers. The reviewers did not know the identity of the authors nor the authors the identity of the reviewers. Reviewers were matched to papers using a formula to minimize the cognitive distance between reviewers' stated expertise and interest and the topics covered in the paper.

Reviewers were instructed to mentor the authors by providing feedback on how to improve the submission. They were further required to recommend whether or not the paper should be accepted using a nine-point scale (from "reject" to "must accept").

Selected proceedings papers were also published in one of the Informing Science Institute journals.