



Informing Science: The International Journal of an Emerging Transdiscipline

Volume 12, 2009

Editor-in-Chief: T. Grandon Gill, University of South Florida, USA

Managing Editor: Eli Cohen, Informing Science Institute, USA

Publisher: Elizabeth Boyd, Informing Science Institute, USA

Cover Art: Michael Jones, University of Wollongong, Australia

Associate Editors:

Roger Blake, University of Massachusetts, USA

Susan Chinn, University of Southern Maine, USA

Kay Fielden, Unitec, New Zealand

Zbigniew J Gackowski, California State University – Stanislaus, USA

Gloria G. Horning, Louisiana State University in Shreveport, USA

Karlheinz Kautz, Copenhagen Business School, Denmark

Shirlee-ann Knight, Edith Cowan University, Australia

Zlatko Kovacic, Open Polytechnic, New Zealand

Anita La Salle, American University, USA

David Paper, Utah State University, USA

John Paynter, University of Auckland, New Zealand

Mahesh S. Raisinghani, University of Dallas, USA

Peter Rittgen, University College Borås, Sweden

David Vance, Mississippi State University, USA

Rowan Wagner, International Business School Kelajak Ilmi, Uzbekistan

The purpose of the journal **Informing Science** is to provide a better understanding of fields that inform their clientele. These fields include information systems, library science, journalism in all its forms, and education. Even though these fields developed separately and are taught across campus, they are evolving into the new discipline of **Informing Science**.

Informing Science publishes articles that provide insight into how best to inform clients using information technology. Authors may use epistemologies from engineering, computer science, education, psychology, business, anthropology, and such. The ideal paper will serve to inform fellow researchers, perhaps from other fields, of contributions to this problem.

Informing Science is an academically peer reviewed journal. All submissions are blind refereed by three or more peers. Informing Science is published in print by subscription and its articles also appear online free of charge on the web site <http://inform.nu>

The Informing Science journal is listed in Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods, Cabell's Directory of Publishing Opportunities in Educational Technology & Library Science, Cabell's Directory of Publishing Opportunities in Management, Directory of Open Access Journals (DOAJ), EBSCO, Information Science Abstracts, INSPEC, Directory of Scholarly Electronic Journals and Academic Discussion Lists, Ulrich's Periodicals Directory.

Copyright of Material Published in Informing Science

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.

ISSN: online 1521-4672; print 1547-9684; CD 1547-9692

**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/>**

Informing Science: the International Journal of an Emerging Transdiscipline

Volume 12, 2009 – Table of Contents

<i>An Open Letter to the Informing Science Community</i> T. Grandon Gill, Editor-in-Chief	v-x
<i>A Philosophy of Informing Science</i> Eli B. Cohen	1-15
<i>Measuring IS System Service Quality with SERVQUAL: Users’ Perceptions of Relative Importance of the Five SERVPERF Dimensions</i> Hollis Landrum, Victor Prybutok, Xiaoni Zhang, and Daniel Peak	17-35
<i>Attitudes and the Digital Divide: Attitude Measurement as Instrument to Predict Internet Usage</i> Elisabeth Donat, Roman Brandtweiner, and Johann Kerschbaum	37-56
<i>Exhibiting the Effects of the Episodic Buffer on Learning with Serial and Parallel Presentations of Materials</i> Eshaa M. Alkhalifa	57-71
<i>A Deliberation Theory-Based Approach to the Management of Usability Guidelines</i> Fahri Yetim	73-104
<i>The Impact of Inaccurate Color on Customer Retention and CRM</i> Kevin R. Parker, Philip S. Nitse, and Albert S.M. Tay	105-122
<i>Overcoming the Challenge of Cooperating with Competitors: Critical Success Factors of Interorganizational Systems Implementation</i> Nitza Geri	123-146
<i>The Role of the Client in Informing Science: To be Informed and to Inform</i> William F. Birdsall	147-157
<i>Perceptions of E-commerce Web Sites across Two Generations</i> Terry J. Smith and Richard Spiers	159-179
<i>The Effect of Engagement and Perceived Course Value on Deep and Surface Learning Strategies</i> Kevin S. Floyd, Susan J. Harrington, and Julie Santiago	181-190
<i>Stakeholder Perceptions Regarding eCRM: A Franchise Case Study</i> Kelley O’Reilly & David Paper	191-215
<i>A Comment on ‘A Psychologically Plausible Goal-Based Utility Function’</i> Robert Bordley	217-221