

Taking Advantage of Web 2.0 in Organized Education (A Survey)

Martin Homola

Zuzana Kubincová

{homola|kubincova}@fmph.uniba.sk

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Web 2.0 in Teaching and Learning

- Online communities
- Blogs
- Wikis
- Social bookmarking and tagging
- Podcasting
- Beyond Web 2.0 – semantic technology



Online Communities

- Social connections between students
- Collaboration
- Social construction of knowledge



Blogs

- Subjective organization of knowledge
- Critical and analytical thinking
- Sharing of experience and knowledge
- Feedback
- Consensus and social knowledge construction



Wikis

- Document composition and content sharing
- Arranging knowledge in co-operation with others
- Shared authority and responsibility for their own knowledge
- Preparing lecture notes
- Creating a student written, collaboratively edited textbook



Social Bookmarking and Tagging

- Collaborative resource tracking and sharing
- Tagging the commands of children's programming language Robologo
- Replaced complex bibliography tracking software



Podcasting

- Mobile learning, access at any time and any place
- Deals with the lack of educators
- Preparing of podcasts stimulates:
 - Student's conceptualization of subject matter
 - Individual and collective learning
 - Social knowledge construction



Methodical application of Web 2.0 in organized curricula

- Goals and benefits
- How to start
- Which topics and audiences to target
- Which of the tools and services is particularly suitable for which purpose
- How to evaluate students' activity
- Implications on the teaching and learning process



Goals and benefits

- Developing the skill for personal publication and professional communication
- Motivation boosting
- Community building
- Knowledge organization and reflection
- Familiarity



How to start

- Technical point of view
 - Open-source software
 - Online services (blogger.com, wikia.com, etc)
- Didactical point of view
 - Blended learning approach
 - Pedagogical guidance needed
 - Sufficient involvement
 - Individual vs. collaborative work



Suitable topics and audiences

- Fields where opinions are valued and different stances are accepted and compared
 - Social sciences vs. precise natural and technical disciplines
 - Notable exceptions (!)
- Audience
 - Are they *really* digital natives?
 - Survey audience's needs and skills, pedagogical guidance and support



Which tool for which purpose

Blogs

- Personal reflection, subjective organization of knowledge

Wikis

- Collaborative writing and collaborative organization of knowledge

Social bookmarking and tagging

- Organization of resources


Social networking software

- Community building
- Built in most Web 2.0 tools



How to evaluate students' activity

- Open issue
- How assess collaborative work?
- Quality and quantity
- Periodicity
- Ongoing evaluation
- Mandatory involvement (?)



Implications on the teaching and learning process

- Shift of authority
- Dependence on the others
- Pedagogical guidance
- Teachers' training
- Students' ignorance of copyright issues



Quality assessment

- Comprehensive evaluation method (Taylor)
 - Paper-based questionnaires
 - Online questionnaires
 - Student observation and interviews
 - Analysis of the content produced by the students
- Classroom Community Scale (Rovari)
 - Evaluating the sense of community



Conclusion

- Web 2.0 services and tools were applied in many educational situations
- Mostly empirical results were reported
- The question of methodological application in organized education still open:
 - Goals and benefits
 - How to effectively start with these tools
 - Which topics and audiences to target
 - Which tools are suitable for which purpose
 - How to evaluate students' activity
 - Implications on the teaching and learning process



Thank you ...