

Examining the Theoretical Factors that Influence University Students to Adopt Web 2.0 Technologies: The Australian Perspective

Yasser D. Al-Otaibi, Griffith University, Nathan, Australia

Luke Houghton, Griffith University, Nathan, Australia

ABSTRACT

The purpose of this study is (1) to examine Australian university students' awareness of the benefits of Web 2.0 technologies and (2) to investigate the factors that influence students to adopt Web 2.0 technologies to supplement in-class learning, using the theoretical foundations of both Theory of Planned Behaviour (TPB) and Decomposed Theory of Planned Behaviour (DTPB). Findings indicated that most students in this study's sample were aware of the benefits of Web 2.0 technologies to supplement in-class instructions. The findings also indicated that students' attitude, subjective norms, and perceived behavioural control were strong determinants of their intention to use Web 2.0 technologies.

Keywords: Australian Universities, Context Extension, Decomposed Theory of Planned Behaviour, Path Analysis, Replication, Student Adoption, Theory of Planned Behaviour, Web 2.0

INTRODUCTION

In the past decade the Web has shifted from a source of information to a place in which ordinary users can contribute content interactively through blogs, reviews and so on. Web 2.0 has opened

a window of opportunity for people to become producers of content rather than merely receiving it (Blank & Reisdorf, 2012). There is an increasing demand in education approaches and pedagogies for innovation (McLoughlin & Lee, 2007). In addition, students of this era

DOI: 10.4018/ijcte.2015010101

are considered digital natives as they are widely exposed to technologies such as computers, cell phones and the Internet (Bennett, Maton, & Kervin, 2008; Prensky, 2001). Currently, there is a growing use of Web 2.0 such as wikis, social networks, social bookmarking and blogs by these digital natives (Jones, Ramanau, Cross, & Healing, 2010), and thus exploring students' perceptions of the fit of these technologies for educational purposes requires more attention from the research community.

Little research has been conducted to address students' perceptions of the advantages of incorporating Web 2.0 applications to supplement in-class learning environments. In an attempt to fill this void, Hartshorne and Ajjan (2009) conducted a study that examined university students' awareness of the pedagogical benefits of Web 2.0 applications to understand the factors that influence students to adopt these tools. This study was done in the U.S. in which the external validity of its findings is regarded as a viable research goal. Indeed, Johns (2006) indicates that context has a powerful effect on the results of a given study. In this regard, the variations of results between studies that investigate the same phenomenon within different contexts are regarded as an indicator of context effect (Johns, 2006). In line with this argument, based on the Theory of Planned Behaviour (TPB) (Ajzen, 1991) and the Decomposed Theory of Planned Behaviour (Taylor & Todd, 1995), this Australian-based research aims to provide a contextual extension for Hartshorne and Ajjan's (2009) study.

The rationale of this strategy is to add to the literature through learning about specific factors that influence students from Australian universities to adopt Web 2.0 technologies. The purpose of this research is to address the following research questions: (1) Are university students aware of the benefits of using blogs, wikis, social networks and social bookmarking to supplement traditional classroom instruction? and (2) What factors influence student decisions to adopt blogs, wikis, social networks and social bookmarking to supplement classroom instruction?

Scope of the Study

This study explores the students' perception of the suitability of blogs, wikis, social networks and social bookmarking to supplement in-class learning according to six criteria statements. These are: (1) improve students' learning, (2) increase student-faculty interactions, (3) increase student-student interactions, (4) increase student satisfaction with the course, (5) improve students writing, (6) ease of integration into university courses (Baylor & Ritchie, 2002; Hartshorne & Ajjan, 2009). Thus, the aim is to allow respondents to indicate the fitness of each technology in relation to the above mentioned criteria, in which the categorisation of these technologies can be attained from the students themselves. Moreover, it should be noted that providing an in-depth analysis of the possible types of use and interaction with these technologies by students is beyond the scope of this study.

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/article/examining-the-theoretical-factors-that-influence-university-students-to-adopt-web-20-technologies/120479

Related Content

Facilitating Connected Knowing Through Virtual Learning Communities

Holly McCracken (2009). *Encyclopedia of Distance Learning, Second Edition* (pp. 1003-1011).

www.irma-international.org/chapter/facilitating-connected-knowing-through-virtual/11868

Perceived Factors Influencing Instructors' Use of E-Textbooks in Higher Education

Sirui Wang and Taralynn Hartsell (2017). *International Journal of Information and Communication Technology Education* (pp. 87-97).

www.irma-international.org/article/perceived-factors-influencing-instructors-use-of-e-textbooks-in-higher-education/187022

Researching Distance Education and E-Learning

Som Naidu (2005). *Encyclopedia of Distance Learning* (pp. 1564-1572).

www.irma-international.org/chapter/researching-distance-education-learning/12315

Transforming Universities in the Online World

Stewart Marshall and Shirley Gregor (2005). *Encyclopedia of Distance Learning* (pp. 1892-1897).

www.irma-international.org/chapter/transforming-universities-online-world/12364

Construction and Empirical Research of the Big Data-Based Precision Teaching Paradigm

Xinli Wu, Jie Chang, Fei Lian, Liheng Jiang, Juntong Liu and Robail Yasrab (2022). *International Journal of Information and Communication Technology Education* (pp. 1-14).

www.irma-international.org/article/construction-and-empirical-research-of-the-big-data-based-precision-teaching-paradigm/313411