Chapter 7
Exploring the Adoptions by Students of Web 2.0 Tools for E-Learning in Higher Education: Web 2.0 Tools for E-Learning in Higher Education

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ABSTRACT

Optimal public policies, including education, have been applied for the sustainable economic growth of the European Union. In European countries, the use of Web 2.0 tools for increasing the education quality is constantly expanding, even if it is divided into two categories. One category consists of developed countries, Organization for Economic Cooperation and Development (OECD) members where there are the strongest of computing tools companies. Another category consists of OECD partner countries which hopes to fulfill the OECD requirements. The main study aim is the exploration of Web 2.0 tools adoptions for e-learning in one OECD

DOI: 10.4018/978-1-5225-7435-4.ch007

candidate. A case study details how behavioral perceptions have been applied. Thus, a survey containing questions about socio-demographic characteristics alongside respondents' perceptions related to Web 2.0 tools for e-learning in higher education was applied. The research outcomes confirm the students' limited knowledge of Web 2.0. Authorities must indicate what measures are necessary for large-scale adoption of all Web 2.0 tools useful for education.

INTRODUCTION

Web 2.0 tools have been implemented due to various educational benefits. These are structured into different categories as a result of the analysis of the topical reference literature. The first category of benefits is represented by *technological aspects*: it provides interactive services where the users control their own data and information (Maloney, 2007); facilitates the sharing of user content and determines the creation, use, sharing and distribution of documents (Dearstyne, 2007); developing the "ability to effectively use technological tools to identify, access, manage, integrate, evaluate, analyze and create digital resources" (Martin, 2006). Dohn (2009) consider that the students who use Web 2.0 technologies voluntarily in their daily lives are motivated to use them in academic contexts and have the necessary technical skills.

Another category of advantages of Web 2.0 applications is identified from the *pedagogical* perspective: promoting active learning, social learning, using technologies based on interaction and communication (Ferdig, 2007); giving the opportunity to publish the works at global level (Ajjan & Hartshorne, 2008); examining issues in different ways, establishing new connections, and developing a new entity that can be shared globally (Maloney, 2007); involving students in individual and collaborative learning activities (Alexander, 2006); building interactions in more active and cooperative ways (Rhoads et al., 2013); increasing levels of learning in different fields of study, increasing vocabulary knowledge (Eren, 2015); encouraging a learner-centered approach to teaching and obtaining feedback from students (Archambault et al., 2010).

There are also *social-cultural benefits* of web 2.0 applications such as: facilitating the collaboration through document sharing portals (Dearstyne, 2007); enriching communication (Chua & Goh, 2010; Pânişoară, Sandu, Pânişoară, & Duţă, 2015); stimulating the collaboration with international partners and developing cultural competencies as a result of the use of a variety of digital communication tools (Ertmer et al., 2011); determines social connection and active user participation (McLean et al., 2007); providing effective services in helping students gain social awareness (Firat & Koksal, 2017).