

# Chapter 1

## The Utilization of Web 2.0 for Knowledge Sharing: The Case of Tertiary Education in Brunei Darussalam

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### ABSTRACT

*This chapter assesses the current knowledge creation and sharing processes in Brunei Darussalam's tertiary education. The chapter explains the preferences, benefits, and barriers to knowledge creation and sharing processes in tertiary education. A descriptive research method is used, in which a quantitative approach was selected to collect data. This study revealed that most of the respondents highly utilize emails, learning management system, knowledge system that is provided by the host tertiary institutes and instant text messaging platforms. The benefits of using Web 2.0 are its flexibility and ease of use. Due to these benefits, knowledge sharing utilizing Web 2.0 technologies are used for communication, collaboration, and documentation purposes. However, there are some concerns in using Web 2.0 tools for knowledge sharing, mainly in term of privacy issues and reliability of information and knowledge shared due to its high risk of collaborators.*

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## **INTRODUCTION**

Information and Communication Technology (ICT), the Internet, and its Web 2.0 technologies have transformed a variety of fields (Kalantzis-Cope, 2011). Especially in a learning environment, it creates a new experience for many people of all ages, no matter their whereabouts (Pieri & Diamantini, 2014). Web 2.0 was first coined by DiNucci (1999) and popularized by Tim O'Reilly and Dale Dougherty in 2004 as a second generation internet service (O'Reilly, 2007). Web 2.0 comprises of tools or applications which allow individual and collective publishing and sharing multimedia information in the form of texts, images, audios, and videos. Also, it includes the formation and maintenance of online social networks (Bennett, Bishop, Dalgarno, Waycott, & Kennedy, 2012). Examples of Web 2.0 technologies are Wiki, blogs, Google Docs, Google+, Instagram, Facebook, Twitters, and instant text messaging applications such as WhatsApp, Facebook Messenger, Telegram, WeChat, etc.

Web 2.0 technologies are prevalent and globally adopted by many people, and these technologies are now becoming a part of the everyday lives of many people, including in tertiary education institutions. As the learning environment in tertiary education involves several individuals such as lecturers, professors, students, and administrations, Web 2.0 has become a widespread and knowledge sharing tools. Despite its popularity, some concerns need to be adequately addressed. Our main objective is to answer the following research question: how Web 2.0 influence activities in sharing and knowledge aspect? With this objective, this chapter discusses the preferences of Web 2.0 technologies among the individuals in tertiary education, its benefits, and barriers, using Brunei Darussalam tertiary education as the research setting. The rest of this chapter is organized as follows. The next section is the literature review followed by the methodology. We then discuss the findings. The last parts of the chapter are the conclusion, limitation of the study, and recommendation for future studies.

## **LITERATURE REVIEW**

The literature review of this study encompassed of four parts which started with the definition of knowledge, knowledge creation and sharing and its role in tertiary education, the benefits and barriers of Web 2.0 as knowledge creation and sharing platform, examples of Web 2.0 technologies and the ICT initiatives in Brunei Darussalam education.

### **Knowledge Creation and Sharing**

“Knowledge creation and sharing are defined as generating, storing and sharing of knowledge for the benefit of the organization and its individuals to ensure comprehensive and understandable management initiatives and procedures in the organization” (Bell, 2001, p. 49). Knowledge can be in terms of information, skill, experience, and intellect. In general, it can be classified into two forms, explicit and tacit knowledge. Explicit knowledge is the knowledge that is codified, and that can be stored digitally. Tacit knowledge is information that embeds in a person such as experiences, emotions, or skills (Choi & Lee, 2002; Huang & Liaw, 2004). The continuous knowledge creation between these modes affects and creates knowledge. The transformation processes depicted in Figure 1 are explained below.

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