

Chapter 14

Motivational Factors of the Usage of Web 2.0 Tools for E-Learning in Business

Cosmin Malureanu

Ascendia SA, Romania

Adriana Malureanu

University of Bucharest, Romania

Gabriel Lazar

Ascendia SA, Romania

ABSTRACT

The reasons for introducing Web 2.0 tools into the business area are multiple, from efficiency to better time management. The provision of online services by companies develops the computer skills of team members, and the materials provided through Web tools 2.0 can be accessed by a larger number of end users and their quality can be permanently evaluated. This chapter proposes to investigate the motivational factors of the usage of Web tools 2.0 by companies' team members. In particular, the research is focused on e-learning based on Web 2.0 tools for training sessions organized by companies in Romania. The in-depth analysis revealed that this generally positive perception of using the e-learning course is founded on a series of objective aspects, identified in a multiple linear regression model, ranging from the perception of the benefit of professional development to the subjective character given by user experience (UX).

INTRODUCTION

Originally thought primarily for personal use, Web 2.0 technologies are at this time, to a very large extent, a part of everyday professional activity. Web 2.0 technologies and tools have created the framework in which the writing, transmission, and consultation of information is done quickly and with minimal technical means. Today, with smartphones practical in the provision of any active person, regardless of

DOI: 10.4018/978-1-7998-3756-5.ch014

the field in which they work, when the internet is present anywhere, and at relatively low prices, social networks and content distribution platforms are increasingly being used, we can say that Web 2.0 technologies are a habit in our daily lives.

It was therefore normal for this technology to be used more and more in the economic sector. Online marketing, for example, is currently used by virtually all companies, from the largest to the smallest. Since 2016, revenues from online advertising have exceeded those from television advertising in the US (PricewaterhouseCoopers, 2017). In a report by Mordor Intelligence (2020), the online advertising market and its expected evolution is described as: *The Online Advertising Market was valued at USD 304.0 billion in 2019 and is expected to reach USD 982.82 billion by 2025, at a CAGR of 21.6% over the forecast period 2020 - 2025.*

Web 2.0 tools have also become working tools within companies. They allowed collaborative work, rapid communication, and transmission of information between employees, sometimes faster and more efficiently than through classic email. We must bear in mind that Web 2.0 tools are online software applications that allow, among other things, easy content generation, online content consultation, feedback and two-way communication, storage, and data creation on online activity. Therefore, looking at these activities, we can say that we are dealing practically with what we have become accustomed to calling e-learning.

E-learning activities are another particularly important component of the business related to Web 2.0 tools. The e-learning market emerged from the demand of the educational institutions combined with the need for new learning approaches in training for the human resources of companies. Online training has the benefit of being continuous, effective at an optimal price, and the content is easy to customize to meet the specific requirements of different clients. Due to constant IT industry progress, the online training method is becoming more and more attractive to many companies and provides sustained market dynamics and expanding opportunities for market players for both experienced and innovative companies. Learning is a continuous and dynamic process, and last-minute changes in the technology area point to profound changes, driven by the use of smartphones, cloud technologies, expanded internet connectivity, or augmented reality / virtual reality technologies. The success in this market is thus determined by the ability of suppliers to adapt to the new and to adopt innovation as it becomes available.

Apart from technology, the market is also evolving due to changes in people's perceptions and actions, so new products must also address innovation from a psycho-social and pedagogical point of view. Switching to microlearning, increasing the gamification role and integrating with social media are just a few of the directions that innovation must take into account, all related to the web 2.0 instruments. Service providers that introduce technology tools that can facilitate user engagement, motivate learners, and contribute to collaborations will be successful by increasing market share and attracting new consumers to the market.

The objective of this chapter is to present some motivational factors of the usage of Web 2.0 tools for e-learning in business, based on an experience of more than 13 years in the e-learning industry and as it emerged from a study conducted by questioning participants in an e-learning course.

17 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/chapter/motivational-factors-of-the-usage-of-web-20-tools-for-e-learning-in-business/264581

Related Content

Teacher Self-Assessment of Feedback Practices in an EFL Academic Writing Class - A Reflective Case Study

Eddy White (2017). *Innovative Practices for Higher Education Assessment and Measurement* (pp. 162-187).

www.irma-international.org/chapter/teacher-self-assessment-of-feedback-practices-in-an-efl-academic-writing-class---a-reflective-case-study/159973

Pedagogical Innovation in Higher Education: Defining What We Mean

Jae Major, Sandi Lynne Tait-McCutcheon, Robin Averill, Amanda Gilbert, Bernadette Knewstubb, Anita Mortlock and Liz Jones (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-18).

www.irma-international.org/article/pedagogical-innovation-in-higher-education/265504

"The Fact That the Author Was Male Instead of Female Provided for an Objective Opinion": Implicit Bias in the Classroom

Julia Ferrara Waity, Jennifer Vanderminden and Kristin Robeson (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 44-60).

www.irma-international.org/article/the-fact-that-the-author-was-male-instead-of-female-provided-for-an-objective-opinion/265506

The Effect of Psychological Safety on the Performance of Students in Graduate-Level Online Courses

George Hanshaw and Jacob Hanshaw (2023). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-21).

www.irma-international.org/article/the-effect-of-psychological-safety-on-the-performance-of-students-in-graduate-level-online-courses/333864

Choices, Courses, and Companies: Career Pathways and Student Preferences in India's VET System

Narasimham Peri (2019). *Global Adaptations of Community College Infrastructure* (pp. 36-58).

www.irma-international.org/chapter/choices-courses-and-companies/211584