

# A Study of Awareness of Web2.0 and its Different Applications among Faculty Members of Professional Courses

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## ABSTRACT

Web2.0 is an evolving suite of applications with tremendous potential to enrich connectivity, facilitate collaboration and encourage innovation. Darcy Di Nucci, first used the term 'Web2.0' in her post, 'Fragmented Future' in January 1999, but Tim O'Reilly popularized it at the Web 2.0 conference in late 2004. Web 2.0 technology is the second generation of World Wide Web or the internet. This paper is focused to find awareness about Web2.0 and its applications among faculty members. The study also reveals that what are the applications that are more popular among faculty members and what is their adoption level in using these applications. Also, it reflects faculty members' perception about Web2.0 tools, benefits and problems related while using it. The study is conducted on the faculty members of professional courses in the city of Patna.

## 1. Introduction

The Web 2.0 technology is the second generation of World Wide Web or the internet. Beyond the static pages of previous websites, it uses technology. A Web 2.0 site may allow users to interact and collaborate with each other in a social media dialogue as a virtual community, in contrast to Websites where people are limited to the passive viewing of content. The definition of the term Web 2.0 has developed over time, but as a main component it has come to include social media. Web 2.0 is a concept of web design development with secured transaction. It is easy to read, use and enforce Web2.0 tools and most of them are free. Information services are to become more dynamic, and more sensitive to user action. The famous meme-map provides a platform to establish innovative ideas for Web 2.0 technologies. Web 2.0 is presented as a process of ceding user control over applications, allowing users to extract and reuse information and data in a participatory manner and allowing them to change the structure of the information system itself in the process.

The term Web 2.0 is now mostly used for a second generation of World Wide Web enabling the people to collaborate and share information online. Some major tools used in education as part of Web 2.0 technologies are - Wikis, Blog, Social networking, Multimedia sharing, Podcasting, Really Simple Syndication (RSS), Synchronous Communication, M- Learning, etc.

## 2. Research questions

1. Are the faculty members aware of Web2.0?
2. How much the faculty members are aware about different Web2.0 applications?
3. At which level faculty members find themselves while using these applications?
4. How they perceive these applications?
5. What benefits they find while using these applications?
6. What are the main constraints behind low usage of Web2.0 tools among faculty members?

## 3. Research methodology

A survey was employed in this study with a structured questionnaire. The questionnaire consisted close-ended items related to familiarity of Web2.0, awareness about its applications, level of adoption and problems while using these applications.

Faculty members were selected randomly from four different courses of study (Teacher Education, Management, Law, Mass communication). Initially the sample size for faculty members was 100 but after administration of questionnaire, total responses received after screening were 83 (83%). Out of 83 faculty members 17 respondents were from teacher Education colleges, 24 respondents were from management, 19 from law colleges and 23 respondents were from institutions of mass communication situated in the city of Patna. Descriptive statistics (percentage analysis) is used in this study.

## 4. Data Analysis

### 1. Familiarity with the term Web2.0

The analysis of teacher's responses on the basis of familiarity with the term Web2.0 has been given below:

**Table No. – 1**  
**Familiarity with the term Web2.0 among faculty members**

Response	No. of respondents	% of respondents
Yes	59	71.08
No	9	10.84
To some extent	15	18.08
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 1, it can be concluded that 71.08% of the faculty members opined that they are familiar with the term Web2.0 technology, 10.84% opined that they are not, and 18.08% opined that they are familiar to some extent. So, majority (71.08%) of the faculty members are familiar with the term Web2.0 technology.

## 2. Awareness about Wikis

The analysis of teacher's responses on the basis of awareness about wikis has been given below:

**Table No. – 2**  
Awareness about Wikis among faculty members

Response	No. of respondents	% of respondents
Yes	67	80.72
No	9	10.84
To some extent	7	8.44
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 2, it can be concluded that 80.72% of the faculty members opined that they are aware about wikis, 10.84% opined that they are not, and 8.44% opined that they are aware to some extent. So, majority (80.72%) of the faculty members are aware of wikis.

## 3. Awareness about Blog

The analysis of teacher's responses on the basis of awareness of blog has been given below:

**Table No. – 3**  
Awareness about blog among faculty members

Response	No. of respondents	% of respondents
Yes	52	61.52
No	13	16.80
To some extent	18	21.68
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 3, it can be concluded that 61.52% of the faculty members opined that they are aware of blog, 16.80% opined that they are not, and 21.68% opined that they are aware to some extent. So, majority (61.52%) of the faculty members are aware of blog.

## 4- Awareness about Podcast

The analysis of teacher's responses on the basis of awareness of podcast has been given below:

**Table No. – 4**  
Awareness about podcast among faculty members

Response	No. of respondents	% of respondents
Yes	57	68.67
No	9	10.84
To some extent	17	20.49
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 4, it can be concluded that 68.67% of the faculty members opined that they are aware of podcast, 10.84% opined that they are not, and 20.49% opined that they are aware to some extent. So, majority (68.67%) of the faculty members are aware of blog.

## 5- Awareness about Tagging

The analysis of teacher's responses on the basis of awareness of tagging has been given below:

**Table No. – 5**  
Awareness about Tagging among faculty members

Response	No. of respondents	% of respondents
Yes	44	53.01
No	15	18.07
To some extent	24	28.92
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 5, it can be concluded that 53.01% of the faculty members opined that they are aware of tagging, 18.07% opined that they are not, and 28.92% opined that they are aware to some extent. So, majority (53.01%) of the faculty members are aware of tagging.

## 6. Awareness of RSS

The analysis of teacher's responses on the basis of awareness of RSS has been given below.

**Table No. – 6**  
Awareness about RSS

Response	No. of respondents	% of respondents
Yes	37	44.58
No	9	10.84
To some extent	37	44.58
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 6, it can be concluded that 44.58% of the faculty members opined that they are aware of RSS, 10.84% opined that they are not, and 44.58% opined that they are aware to some extent.

## 7- Awareness about Social networking

The analysis of teacher's responses on the basis of awareness of social networking has been given below:

**Table No. – 7**  
Awareness about Social Networking among faculty members

Response	No. of Respondents	% of Respondents
Yes	63	75.91
No	9	10.84
To some extent	11	13.25
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 7, it can be concluded that 75.91% of the faculty members opined that they are aware of social networking, 10.84% opined that they are not, and 13.25% opined that they are aware to some extent. So, majority (75.91%) of the faculty members are aware of social networking.

## 8- Awareness about Forum

The analysis of teacher's responses on the basis of awareness of forum has been given below:

**Table No. – 8**  
Awareness about forum

Response	No. of Respondents	% of Respondents
Yes	46	55.42
No	18	21.69
To some extent	19	22.89
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 8, it can be concluded that 55.42% of the faculty members opined that they are aware of forum, 21.69% opined that they are not, and 22.89% opined that they are aware to some extent. So, majority (55.42%) of the faculty members are aware of forum.

**9. Adoption level of Web2.0 applications:**

The analysis of teacher's responses on the basis of adoption level of Web 2.0 applications has been given below:

**Table No. – 9**

**Adoption level of Web2.0 applications among faculty members**

Adoption Level	No. of Respondents	% of Respondents
At early stage of adoption	17	20.48
Is still marginal	40	48.20
At advanced stage of adoption	17	20.48
No comments	9	10.84
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

From Table 9, it can be concluded that majority of teacher respondents (48.20%) opined that they find themselves in marginal phase regarding adoption level of Web2.0 applications.

**10. Perception on Web 2.0 applications as best perceived:**

The responses given by teacher respondents regarding Web 2.0 applications as best perceived have analyzed below:

**Table No. – 10**

**Perception on Web 2.0 applications as best perceived among faculty members**

Response	No. of Respondents	% of Respondents
Educational tool	30	40.50
Socialization tool	26	35.20
Entertainment tool	18	24.30
<b>Total</b>	<b>74</b>	<b>100</b>

Source: Primary Source.

From Table 10, it can be concluded as 40.50% of the faculty members perceived Web 2.0 applications as educational tool, 35.20% perceived as socialization tool and 24.30% perceived as entertainment tool. It means the utility of Web 2.0 application is multi-purposes.

**11. Benefits of Web 2.0 in Learning Environment:**

The teacher respondents also shared their perception regarding benefits of Web2.0 in Learning Environment which have analyzed below:

**Table No. – 11**

**Benefits of Web 2.0 in Learning Environment among faculty members**

Response	No. of Respondents	% of Respondents
Supportive to innovative teaching methods	28	37.84
Peer-to-peer learning	14	18.92
Creation of Personal learning environment	21	28.38
Enhance student motivation	4	5.41
Information/ knowledge sharing	7	9.45
<b>Total</b>	<b>74</b>	<b>100</b>

Source: Primary Source

The data shows that maximum 37.84% teacher respondents opined most important benefit of Web2.0 as Supportive to innovative teaching methods, 18.92% as Peer to Peer learning, 28.38% as Creation of Personal learning

environment, 5.41% as enhance student motivation and 9.45% as information/knowledge sharing.

**12. Constraints / Problems faced while using Web 2.0 for Learning**

The teacher respondents share their opinion about the problems regarding use of Web 2.0 application for learning. The given responses have analyzed below:

**Table No. – 12**

**Constraints / Problems faced while using Web 2.0 for Learning**

Response	No. of respondents	% of respondents
Non-availability/ shortage of computers	9	10.84
Lack of skills in using Web2.0 tools	59	71.09
Lack of time	6	7.23
No idea about Web 2.0 tools	9	10.84
<b>Total</b>	<b>83</b>	<b>100</b>

Source: Primary Source

Out of 83 teacher respondents 59 respondents opined that the lack of skills in using Web2.0 tools is the main constraint or problem while using Web 2.0 application for learning which constitutes 71.09% of the respondents.

**5. Findings**

1. Most of the faculty members (71.08%) are aware of Web2.0 applications.
2. There are various Web 2.0 tools available. But Social networking sites (75.91%) and wikis (80.72%) are the first and second choice among faculty members
3. Blog (61.52%) and other Web 2.0 tools like Tagging (53.01%) and RSS Feed (44.58%) have less responses.
4. Most of the faculty members (48.20%) find themselves at marginal level while using these applications.
5. Majority of respondents (40.50%) perceive Web2.0 applications as educational tools. They find it helpful in teaching-learning.
6. Faculty members find various benefits of these applications. A major portion of respondents (37.84%) find it supportive to innovative teaching methods.
7. Lack of skills comes out as the major problem while using Web 2.0 applications among the faculty members. 71.09% user shows their response in this regard.

**6. Conclusion**

The objective of the study is based on different aspects related to application of Web2.0 technology among faculty members of the professional courses in the institutions of city of Patna. In this study, it has been found that the teachers are aware about Web2.0 applications but they find themselves at marginal level. They are aware of almost applications of Web2.0 but they some of the applications like Wikipedia and social networking are more popular than others. Web2.0 applications is largely regarded as educational tools among faculty members and they find it supportive in the implementation of innovative teaching methods. Web2.0 has

influenced the professional educational institutions largely. In this situation, the faculty members of the institutions are supposed to equip themselves with the better adoption level of

the Web2.0 tools. The faculty members should update their knowledge about Web2.0 tools, so that they can utilize their skills for the betterment of their students.

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