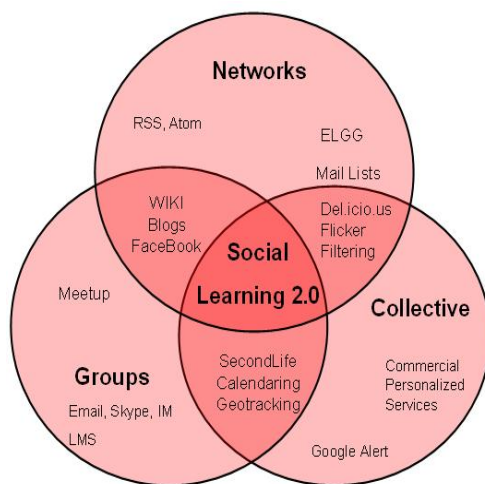


Web 2.0 applications – issues for the 21st Century teacher

Digital world give us more opportunities to reach others for global networked, interactive, collaborative and distributed learning. At the same time, we have more challenges for teaching and learning. We have to find an easier and cost effective way for students' learning. Students will be fostered to work with others, negotiate in virtual space, comment on peer work and manage their knowledge. In this generation, we received and searched huge information. We will contribute the new knowledge through our pervious experiences. Students are encouraged life-long learning. They can interact with others collecting their ideas and experiences to improve themselves.

The following figure shows the relationship between Networks, Groups, Collective and Social Learning 2.0. "Group and Network members through active or passive tagging and aggregation – thus exploiting and contributing to Collective."



(Dron and Anderson 2007)

Could networked tools provide them an environment to do more? Social networked tools support effective interaction between teachers and learners. There are forum, community, relationship, activity, workshop, space, individual control. Teachers and students can create a learning community via social networked tools. This is out of institution portal system. They get more freedom to contribute the learning group via the tools such exchange idea, collect feedback from others, discuss the special topics, etc. The tools allow them to develop learning connections.

"The challenge they felt was 'to get the senior executive to understand the value of social software because they still think this is fringe.' Institutional support was seen as giving time release to develop these new teaching approaches; exploring methods of reconciling new work practices; investigating the ramifications of opening out sites to participants outside Deakin University; resolving concerns such as the legal position of collaborating with other universities; looking into the copyright and ownership of those collaboratively created resources and the reuse of those resources; setting up codes of conduct for

students; and determining the usability of files with images of people." (Samarawickrema 2007) Policy should be made to guide the teachers and students about these issues. Institution provides supports for teachers to let them understand the trend. They may think Web 2.0 application is fringe or it cannot help them in the lesson. However, most of teenagers are using these applications to communicate and collaborate new things with others anytime and anywhere. For teaching and learning, the senses of community are very important within members. Strong sense of community not only increase the persistence of students in online programmes, but also enhances information flow, learning support, group commitment, collaboration, and learning satisfaction (Dede 1996; Wellman 1999). Teachers' role is very important in the community. They have plan and change the teaching method to adapt new digital world and trend. Students will not participate the learning activities if they do not find any interest, reward, or feedback from their teachers and peers. Teachers have to post the things first and give minor guidance to students in learning community then let students communicate with their peers freely. In addition, teachers can also reply their students messages to encourage them via networked tools.

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