

DELIVERABLE 15

Systematic Literature Review into Empirical Web2.0 Usage in Education and Workplace

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Contents

Aims and significance of WP2	3
Basic definitions of Web 2.0 and Enterprise 2.0	4
Benefits of Web 2.0 technologies: comparison of blogs, wikis and online forums	5
Blogs	5
Wikis	6
Online Forums	6
Comparisons of Blogs, Wikis and Online Forums.....	6
Best practice and Web 2.0 implementation frameworks	7
Proposed Web 2.0 and Enterprise 2.0 implementation framework and model.....	9
Empirical evidence of Web 2.0 use in education and workplace.....	13
What is a systematic literature review?.....	13
Web 2.0 tools and Criteria for systematic review	13
Literature Review questions.....	14
Search criteria and search range	14
Assessment criteria of papers returned in search.....	15
Initial Results of Literature Review.....	15
References	22
APPENDIX 1 - DEFINITIONS OF WEB2.0.....	24
APPENDIX 2 - SYSTEMATIC LITERATURE REVIEW OF EMPIRICAL WEB2.0 USAGE IN EDUCATION	36

Aims and significance of WP2

The principal aim of work package two (WP2) is to provide an overview of the ‘state of the art’ of empirical evidence related to the use of Web 2.0 technologies in education and the workplace. However, one of the other salient aims of WP2 is to identify examples of best practice associated with the use of Web 2.0 technologies in higher education and enterprises in addition to Web 2.0 implementation frameworks that have the potential to assist educators and management practitioners in introducing Web 2.0 tools into their respective environments.

WP2 is significant due to the fact that it provides a valuable resource of information to the wider academic and practitioner communities regarding how Web 2.0 technologies are currently being applied in both educational and enterprise related contexts. Furthermore, in addition to examining the context of use, the systematic literature review performed in WP2 aims to examine, compare and contrast the findings of empirical studies associated with Web 2.0 use in education and industry to identify the effectiveness and impact of Web 2.0 technologies and to disseminate the benefits of their use to educators, management practitioners or trainers who are unfamiliar in adopting their use.

The systematic literature review performed in WP2 also identifies potential barriers towards the use of Web 2.0 technologies and provides a set of models, one designed to be adapted for educational settings and the other for industry that advocate a set of steps to undertake when introducing Web 2.0 technologies into these environments for the first time.

It should be noted that because the area of Web 2.0 technologies is continuously developing in addition to being applied in different contexts and environments WP2 is an evolving deliverable for the project.

Basic definitions of Web 2.0 and Enterprise 2.0

It has often been stated that phrase 'Web 2.0' was originally coined in 2004 by Tim O'Reilly but since then has been extensively used in the academic literature to describe the characteristics associated with the next generation of the World Wide Web. Prior to the introduction of Web 2.0 the Internet and the way in which people interacted through its use was known as Web 1.0. The phrase Web 1.0 referred to when the World Wide Web began in 1993 as static pages and was primarily the read only era on the Web. Since 2004, and with the continued developments of multimedia, the term Web 2.0 has been used to describe what is known as the social Web.

The literature review performed in WP2 revealed that there are various definitions associated with the concept of Web 2.0 and that despite their being minor differences in terms of the perspectives of the definitions there are similarities to be found in the characteristics proposed related to Web 2.0. The definitions of Web 2.0 identified via the literature are listed in appendix 1. Prior to reviewing some definitions associated with Web 2.0 it is important to reiterate that the philosophy of Web 2.0 is associated with the social participation of the Web and is a phrase used to describe how individuals interact in a collective and social capacity through the use of Web technologies. In contrast, the phrase Enterprise 2.0 was coined by Andrew McAfee in 2006 and is often used to refer to the application of Web 2.0 technologies inside an organisation or between organisations and their stakeholders and customers. In addition, the concept of Enterprise 2.0 is also associated with how the introduction of social media tools inside organisations can support social and organisational changes within the organisation itself.

Several definitions of Web 2.0 have been suggested in the literature. According to Grosbeck (2009, p. 478) Web 2.0 refers to *"...the social use of the Web which allow[s] people to collaborate, to get actively involved in creating content, to generate knowledge and to share information online"*. This definition implies that use of Web 2.0 tools are predominately designed to facilitate collaboration online in addition to collective knowledge and information sharing. In contrast, Aharony (2009, p. 227) emphasises the user-driven nature of Web 2.0 and argues that the concept *"...emphasizes the value of user-generated content. It is about sharing and about communication and it opens the long tail which allows small groups of individuals to benefit from key pieces of the platform while fulfilling their own needs"*. The characteristics of Web 2.0 denoted from this definition accentuate the high degree of openness and transparency through individuals collaboratively using Web 2.0 tools in virtual learning environments (VLEs) that supports their use. Figure 1 illustrates some of the salient phrases predominately associated with Web 2.0 focused around the core concept of collaboration.

Enterprise 2.0 has been defined by McAfee (2009, p. 73) as: *"...the use of emergent social software platforms by organizations in pursuit of their goals"*. Another definition provided by Bradley and McDonald (2011, p. 215) refers to Enterprise 2.0 as *"The use of read/write (or Web 2.0 technologies) by businesses for a business purpose"*. In contrast, Dawson (2009, p. 10) extends his perception of Enterprise 2.0 further by stating that the term consists of two fundamental components namely: (1) *"The application of Web 2.0, mobile and other emerging technologies to enhance the performance of organizations"* and (2) that Enterprise 2.0 is beneficial for *"Establishing the organizational structures and processes that will drive success in an intensely competitive connected economy"*.

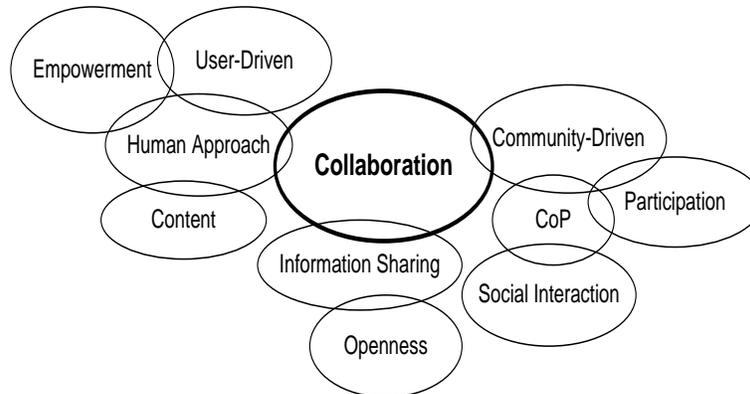


Figure 1. Key terms commonly associated with Web 2.0

Benefits of Web 2.0 technologies: comparison of blogs, wikis and online forums

The traditional literature search that was performed in WP2 in conjunction with the systematic literature review indicated that there are several benefits towards adopting the use of Web 2.0 technologies for organisations and educational institutions. To illustrate this, this section of the report focuses on three of the most established types of Web 2.0 tools, namely: blogs, wikis and online forums.

Web 2.0 tools such as blogs, wikis and online forums are not new. For example, the phrase 'Weblog' was coined by Jorn Barger in 1997 due to the blending of the two words 'web' and 'log' (Kaiser et al., 2007). The person responsible for using the first wiki was Ward Cunningham in 1995 (Grace, 2009). Furthermore, forums, sometimes referred to as discussion boards or bulletin boards, are one of the oldest types of technologies used for information sharing and collaboration (Wagner and Bolloju, 2005). This section of the paper provides an overview of blogs, wikis and online forums comparing the differences and similarities among their other characteristics as depicted in figure 1.

Blogs

There are numerous definitions of blogs in the academic literature. A blog is predominately defined by its format and is essentially "...a frequently updated webpage with dated entries, new ones placed on top" (Blood, 2002, ix). In addition to displaying up-to-date content blogs can also be used to store historical information. Blogs have strong connotations with diaries or journals due to their association with the word 'log'. When creating a blog the owner of that blog can either make it publicly accessible to everyone or use it for private reflections. Many blogs can also be used collectively allowing several individuals to add content in addition to being administered by multiple authors. Though early blog design began with blogs consisting of a series of text and

links, the format of blogs has continued to develop and many blogs now support multimedia content such as sound, video, animation and graphics.

Wikis

The term wiki originates from the Hawaiian word ‘wiki-wiki’ meaning fast and was used to denote how quickly content can be generated with a wiki. There are numerous definitions of wikis in the academic literature; for example, Cole (2009, p.142) provides a concise definition that a wiki is *“an editable website that is created incrementally by visitors working collaboratively”*. According to Duffy and Bruns (2006) there is no overall predetermined structure to a wiki page with content on a wiki often adopting the form of an emergent structure. Some wikis require the user to be familiar with some basic wiki syntax, which changes slightly depending on the type of wiki software that is used. For example, if using the wiki software Markdown to make text bold format would involve the user adding the command `*** bold text ***` or `_ bold text _`. In comparison, when using the wiki software MediaWiki to make text bold the command `''' bold text '''` is used. It has therefore been argued that having to become familiar with the use of wiki syntax can make wikis appear to be unfriendly and non-intuitive to beginners (Chang, 2004). To combat this, many wikis now provide WYSIWYG editors to ensure that wikis are easier to use.

Online Forums

Online forums allow a user to post a message for others to read and to which others can respond. Vieira da Cunha and Orlikowski (2008, p.134) provide a more comprehensive definition of online forums and view them as a *“many-to-many communication space where participants can post a new topic and reply to an existing one. This communication is archived, and all of the threads are always available for reading and posting. Online forums may be public or private”*. The topics posted on online forums are known as ‘threads’ and the replies are known as ‘posts’. Online forums in contrast to wikis do not normally allow posts or threads to be modified once added. The exception might be in the case of a moderator whose job would be to oversee the use of the forum. The structure of an online forum differs from that of a wiki and threads in online forums are arranged in descending chronological order of the most recently posted message.

Comparisons of Blogs, Wikis and Online Forums

Blogs, wikis and forums are all associated with producing content. Blogs, however, do not share the same purpose as wikis. Wikis are typically tools used in teams that are working towards a specific aim that often includes the formation of explicit knowledge such as the joint creation of a design document or a user manual. The collective co-editing feature of wikis does not apply to blogs. Posts made on a blog are individual and cannot be edited once added to a blog. The only exception to this would be if the blog had a moderator. Wikis allow collaborative authoring and collaboration can occur among many users concurrently.

In comparison to wikis, the diary-like format of blogs makes them more appropriate to disseminate ideas (Azua, 2010), reflect and exchange opinions. It is the conversational nature of blogs (Lee, Park and Hwang, 2008) that provides users with a sense of empowerment to exchange views and opinions about issues of mutual interest. In contrast, forums are generally used by people to ask questions and receive answers to questions. The knowledge contained on forums can be thought of as being more declarative and procedural with less emphasis placed on

context. In a forum individuals request knowledge that is related to ‘know how’ or to ‘know-about’ something. Though forums are used to share ideas and opinions it can be argued that blogs afford greater scope in permitting users to express their views. This is due to the diary-like format of blogs that promote reflection allowing bloggers inserting posts to reflect on the context of personal experience thereby sharing tacit knowledge with fellow readers.

Blogs have been associated with knowledge management (Kaiser et al., 2007). For example, in organisational contexts blogs are sometimes referred to as k(knowledge)-logs (Herring et al., 2005). Wikis are also regarded as a useful knowledge management tool (Grace,2009), however, wikis may be useful for managing knowledge that is formalised in documents and which is made explicit whereas blogs are informal in nature and may be better suited for sharing tacit knowledge and subjective experience (Avram, 2006). Similar to wikis and forums, blogs are also associated with communities of practice. It could be argued that blogs build communities through the exchange of dialogue and opinion as do forums though the knowledge contained in a forum is less contextualised. Table 1, adapted from Miyazoe and Anderson (2010), summarises the differences between blogs, wikis and online forums.

Table 1. Characteristics of forums, blogs, and wikis (Miyazoe and Anderson, p. 186)

Key Characteristics	Forums	Blogs	Wikis
Number of users	Many-to-many	One-to-many	Many-to-many
Editing	By moderator	By author/moderator	All users
Purpose	Ask & answer questions	Express experiences	Edit documents
Content structure	Threaded	Reverse chronological	Final artefact
Social-cognitive use	Help	Articulation	Collaboration

Best practice and Web 2.0 implementation frameworks

The aim of WP2 was also to identify any evidence of best practice of implementation frameworks associated with the adoption of Web 2.0 technologies. The search of the literature revealed that there appears to be a lack of best practice and implementation frameworks within education. However, several frameworks associated with the adoption of e-learning and Web 2.0 technologies in organisations were identified that we consider being generic enough to apply within educational contexts.

Though there appears to be a lack of Web 2.0 implementation frameworks about how to introduce Web 2.0 in educational contexts, parallels can be drawn with practical recommendations cited in the literature relating to Web 2.0 implementation in organisations. For example, authors such as Berge and Giles (2006) and McAfee (2009) argue that, prior to implementing a technology initiative, an organisation needs to undertake strategic planning and re-assess what its mission goals are and reflect on what it intends to achieve through the use of the technology. The issue of deciding upon the scope and vision of using Web 2.0 technologies

such as blogs has been acknowledged by Blair and Cranston (2006) as it is important to decide on who will be using the Web 2.0 technology and what its purpose is. In an educational environment, clarifying what the technology is to be used for in the classroom could involve deciding on whether it is to enhance communication among students during project work or to provide course curriculum updates to students. Another important factor to address when deciding upon how the Web 2.0 technology is to be applied in the classroom is ensuring it supports the pedagogical approach chosen by the teacher and the learners.

Bernal (2010) argues that there are important functional factors to consider prior to Web 2.0 introduction into an organisation. Cultural factors relate to the current collaboration atmosphere within an organisation that requires an organisation to assess whether Web 2.0 communication can support the way staff communicate. However, within an educational setting, this might involve reviewing the educational culture within the classroom and whether Web 2.0 technology can accommodate it.

The importance of obtaining management support for Web 2.0 initiatives in organisations has also been indicated in the literature (Kosonen, Henttonen and Blomqvist, 2008). It has been argued that when implementing new technology in an organisation it is crucial that management communicate the reasons why the technology is being introduced and support the use of the technology throughout the entire period of its adoption by staff. In contrast, if implementing Web 2.0 in the classroom, educators could facilitate the use of a Web 2.0 platform from a grass-roots level where students could experiment in using it. In addition, an alternative approach is to assign a 'product champion', a member of teaching staff who can promote the cause of the Web 2.0 tools and to encourage students to use them.

When implementing Web 2.0 tools into an organisation other relevant issues to overcome are educating staff, promoting the benefits of Web 2.0 use and facilitating staff engagement (Blair and Cranston, 2006). These factors are of equal significance to address when introducing Web 2.0 tools in the classroom. Staff should be educated on how and when to use Web 2.0 in conjunction with blended learning approaches, how best to promote the benefits of Web 2.0 use to students, which is crucial for obtaining acceptance, and adoption of Web 2.0 use by students in the classroom. It is also important to facilitate student engagement with Web 2.0 use, which could be achieved through informing students of the pedagogical benefits of using the technology in terms of aiding them with coursework and providing positive feedback to students who are proactive in using the Web 2.0 tools the teacher has adopted.

Another practical aspect cited in the literature in relation to introducing Web 2.0 tools in organisational settings is the importance of having evaluation criteria to assess the progress of the Web 2.0 initiative being run in the organisation (Blair and Cranston, 2006). In an educational context, this would also be a beneficial approach to adopt as it would be useful, as part of the whole pedagogical process, to also monitor the use of the Web 2.0 tools in the classroom at specific periods to gauge student opinion and feedback with a view to making improvements, if required.

Proposed Web 2.0 and Enterprise 2.0 implementation framework and model

Based on the recommendations from the literature cited in this report a Web 2.0 implementation framework has been developed that we consider being generic enough to be applied within both educational and organisational contexts. Based on the literature review performed in WP2, further suggestions have been added by the authors of this report that provide additional practical steps for educators to consider when introducing Web 2.0 tools in the classroom. The framework presented in this paper also provides sufficient scope for educators and management practitioners to reflect on why they are deciding to employ the use of Web 2.0 in the respective environments.

The Web 2.0 implementation framework presented in Table 2 provides a set of ideas, principles and guidelines for implementing, facilitating and supporting the use of Web 2.0 in educational and organisational settings. The framework relates to four key phases considered to be important for educators and management practitioners to reflect on when implementing Web 2.0 tools to either students or employees, namely: planning, support, development and implementation.

The framework contains procedures and steps for educators to follow when implementing Web 2.0 in educational and organisational settings. The framework can be used as a checklist by educators and organisational management to ensure that they have addressed each stage of the framework. In addition, the framework is flexible in the sense that it can be expanded and developed by educators and management practitioners as additional factors relating to their experience of implementing Web 2.0 emerge. The framework is also iterative in that each step leads into another with certain stages of the framework having to be repeated, such as continually reviewing and revising Web 2.0 guidelines and monitoring the success of the Web 2.0 tool.

Table 2. Web 2.0 tools Implementation Framework

	Planning	Justification/Factors to Consider
1	Assess institutional culture	<ul style="list-style-type: none"> Ensure institutional culture can accommodate Web 2.0 initiative so Web 2.0 technology can be integrated into the institution with a culture that will support its use.
2	Decide on Web 2.0 Boundaries	<ul style="list-style-type: none"> Consider whether the Web 2.0 initiative will be used individually or collectively among individuals. Determine which educational or organisational departments will be adopting the use of Web 2.0 tools and reflect on how the course or training curriculum could be enhanced through Web 2.0 use.
3	Agree on Context for Web 2.0 Use	<ul style="list-style-type: none"> Decide on the context where the Web 2.0 tools will be applied. This will dictate the working context of where and in what scenarios it will be used. Reflect about the educational or organisational contexts Web 2.0 will be used prior to its introduction (e.g. used in a project context).
4	Define Purpose of Web 2.0 Platform	<ul style="list-style-type: none"> Define the purpose of the Web 2.0 tool or platform and what it will be used for. Due consideration should be given to the fact that the subject matter and focus of the Web 2.0 platform will determine critical mass.
5	Agree on Timescales	<ul style="list-style-type: none"> Agree upon a set of timescales that will allow for the early prototype of the platform or Web 2.0 tool template to be customised,

		<p>sufficiently tested and adequate documentation to be produced to support the initial pilot scheme.</p> <ul style="list-style-type: none"> • Consider when is the best time to introduce the use of Web 2.0 tools into the organisation and class room (e.g. gradual process when staff and students are less busy with work deadlines). • Maintain a record of how the implementation process was undertaken for future reference when introducing other types of Web 2.0 tools.
	Support	Justification/Factors to Consider
6	Ensure Support of Employees and Students	<ul style="list-style-type: none"> • Ensure staff lead by example by actively contributing content by engaging with the Web 2.0 tools. • Facilitate use of the Web 2.0 platform or tools from a grass-roots level by allowing employees or students to experiment with them.
7	Ensure Backing of Staff	<ul style="list-style-type: none"> • Inform staff that the Web 2.0 tools being introduced into their course or training curriculum are there to complement their existing channels of teaching and learning and not to replace them. • Provide a working demonstration to staff of how Web 2.0 can accommodate their current ways of teaching to ensure greater amount of acceptance and critical mass.
8	Assign a Product Champion	<ul style="list-style-type: none"> • Nominate a product champion. This might be someone in the faculty or organisation who has prior knowledge and experience of using Web 2.0 tools. It is always beneficial to have someone pushing the cause of the Web 2.0 initiative. • Encourage students or organisational employees who can facilitate critical mass for the platform. • Ensure the product champion is motivated and willing to assist other staff and students with Web 2.0 related queries.
9	Educate Staff	<ul style="list-style-type: none"> • Educate staff on how to use and apply Web 2.0 tools in the class room or within the organisational workforce. • Run a series of practical workshop sessions where staff can practice using the Web 2.0 tools to assist them to overcome confidence and psychological barriers towards using Web 2.0 tools in the class room and within the workplace.
	Development	Justification/Factors to Consider
10	Choose Web 2.0 Software	<ul style="list-style-type: none"> • Review Web 2.0 software to help course and training leaders assess the type of Web 2.0 software that is the most applicable to their learning and teaching outcomes. • Consider when choosing the Web 2.0 software issues relating to the usability of the software. • Produce a set of overall requirements for the Web 2.0 software so that there is something to review the Web 2.0 products against.
11	Create Guidelines for Use	<ul style="list-style-type: none"> • Creating guidelines will provide direction and reassurance to staff and management about what type of content should be added to the Web 2.0 platform or tool. • Balance freedom-of-use of Web 2.0 use in the class room or department with establishment of reasonable policies of use. • Review guidelines on a regular basis and revise based on staff and student feedback from having used the Web 2.0 tools.

12	Pilot Web 2.0 Platform	<ul style="list-style-type: none"> • Piloting the Web 2.0 platform prior to its formal implementation will provide staff with an opportunity to assess initial uptake of the platform by students allowing improvements to be made to the platform, if required. • Agree upon how long the pilot will run for.
	Implementation	Justification/Factors to Consider
13	Facilitate Student and staff Engagement	<ul style="list-style-type: none"> • Recognition for posting, a rewards scheme for contributions or topical themes to create discussion can assist with the process of engagement. • Transform the Web 2.0 platform into a learning channel posting information that will encourage students and staff to log into the platform, absorb knowledge and feedback. • Provide students with time to reflect on their platform with not just their reflections about academic experiences but on ways in which their platform might be improved.
14	Promote Web 2.0 Benefits to Staff	<ul style="list-style-type: none"> • Send staff information bulletin sheets informing them of the benefits of using Web 2.0 in their class room. • Promote the benefits of using Web 2.0 by showing initially reluctant staff examples of Web 2.0 use from staff who have used it so as to convince them of the benefits of use. • Provide staff with a period of experimentation to use their platform as this will help to facilitate grass-roots adoption.
15	Seek Staff and Student Opinion and Feedback	<ul style="list-style-type: none"> • Analyse staff and student opinions about using Web 2.0 for teaching and learning purposes by running short questionnaires. • Gauging staff and student views will allow the Web 2.0 initiative to be evaluated with the feedback being used to assess whether the Web 2.0 platform requires to be improved.
16	Standardise as Formal Channel	<ul style="list-style-type: none"> • Integrate the Web 2.0 platform with the formal channels of teaching used by staff in addition to providing them with time to use it. This will result in staff acceptance of the Web 2.0 platform as part of their teaching environment.
17	Monitor Success of Web 2.0 Platform	<ul style="list-style-type: none"> • Review the use of the Web 2.0 platform at specific periods as this will provide an opportunity to evaluate the success of the Web 2.0 initiative and to assess if it should be permanently sustained in the course curriculum.

To coincide with the Web 2.0 tools implementation framework we also propose a Web 2.0 tools implementation model that is an accompanying illustration and depiction of the framework. The model is shown in figure 1.

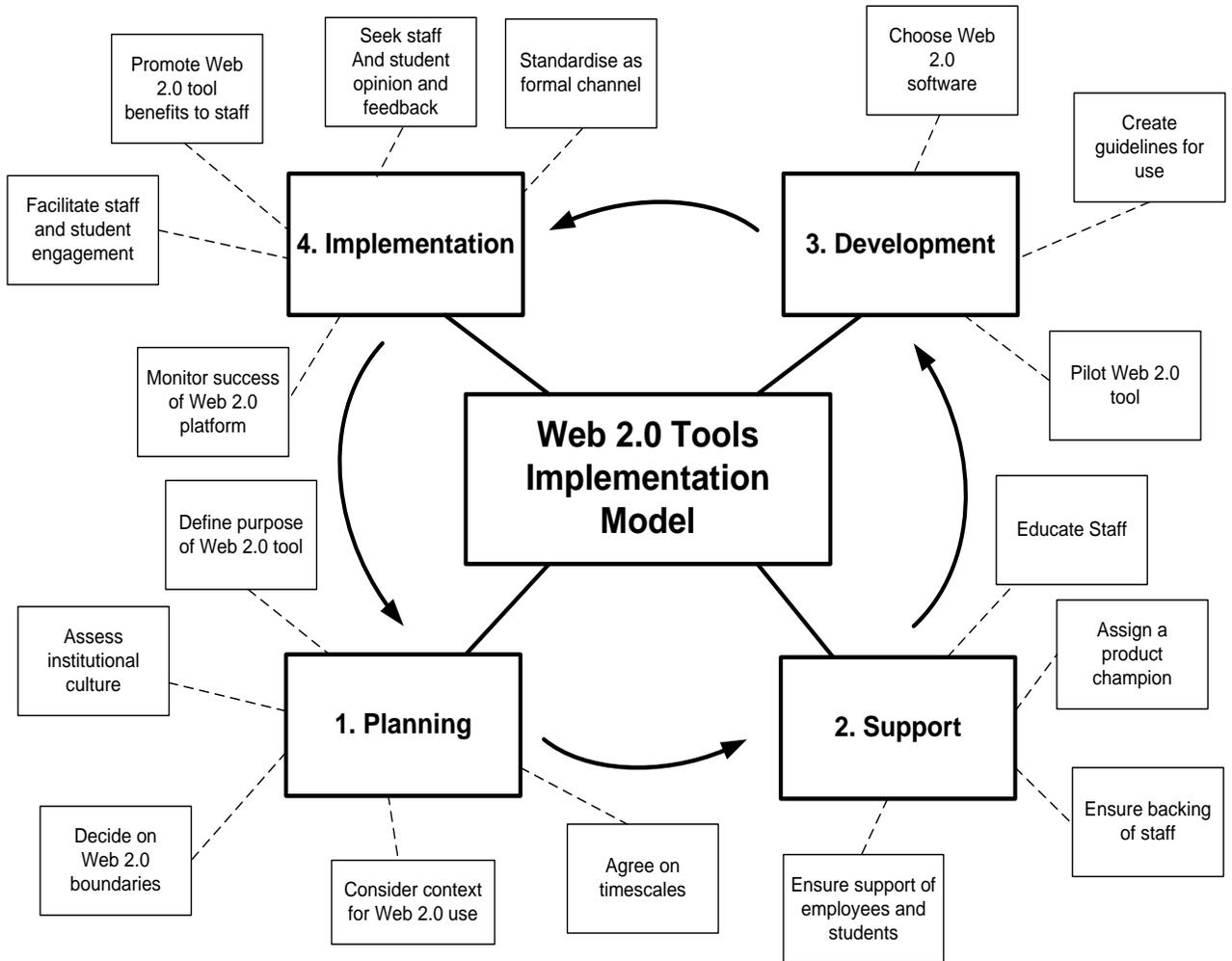


Figure 1. Web 2.0 tools Implementation Model.

Empirical evidence of Web 2.0 use in education and workplace

The basis for WP2 involved performing both a traditional literature review and a systematic literature review. The justification for undertaking the systematic literature review was due to the fact that it was identified that there was a need for reviewing Web 2.0 use in education and the workplace:

- Subject area that is constantly evolving
- Web 2.0 tools applied in diverse subject areas
- Increasing use of Web 2.0 tools in educational contexts
- Lack of empirical evidence on use of Web 2.0 tools in workplace
- Lack of empirical evidence on effectiveness of Web 2.0 tools for learning in comparison to traditional learning approaches
- Lack of Web 2.0 implementation frameworks and guidelines

What is a systematic literature review?

Prior to providing an overview of the approach adopted when performing the systematic literature review for WP2 it is important to define what the concept of a systematic literature review is and what is exactly meant by the term.

Some definitions are provided that define the term systematic literature review:

- “Systematic reviews provide a systematic, transparent *means* for gathering, synthesising and appraising the findings of studies on a particular topic or question. The aim is to minimise the bias associated with single studies and non systematic reviews” (Jesson, Matheson and Lacey, 2012, p.104)
- “A systematic review is a *research article* that identifies relevant studies, appraises their quality and summarises their results using a scientific methodology” (Kahn et al., 2003, p.1)

Web 2.0 tools and Criteria for systematic review

It was decided by partners working on WP2 that the Web 2.0 tools to be included in the systematic review would be the following:

- a) Blogs and “Weblogs”
- b) Wikis
- c) Online discussion forums
- d) Social networking
- e) Podcast
- f) Vodcast
- g) E-Portfolio
- h) Media sharing

In addition, to coincide with the aims of the project, it was deemed relevant to search for the following criteria in the context of Web 2.0, namely:

- a) Pedagogical frameworks
- b) Pedagogical models
- c) Web 2.0 implementation frameworks
- d) Best practice guidelines
- e) Case study examples

Literature Review questions

The systematic literature review was undertaken to answer the following research questions:

- a) What empirical evidence is there that exemplifies the use of Web 2.0 tools in education and organisations?
- b) What are the benefits and barriers of employing the use of Web 2.0 tools in educational and organisational contexts?
- c) What Web 2.0 implementation frameworks and best practice guidelines currently exist to assist educators and management practitioners in introducing and applying Web 2.0 tools?

Search criteria and search range

The search terms therefore include:

("social networking" OR blogs OR weblogs OR wiki OR forums OR e-portfolio OR vodcast OR podcast OR "media sharing" OR "Web2.0" OR "learning 2.0" OR "organisational learning") AND

(quantitative OR qualitative) AND

(evaluation OR impacts OR outcomes OR assessment) AND
(empirical OR framework OR model OR best practice OR case study)

Electronic Databases used in search:

The School of Computing at UWS has a subscription to a number of relevant electronic databases that are being used to perform the systematic literature review that include:

- a) ACM (Association for Computing Machinery)
- b) IEEE Computer Society Digital Library
- c) ScienceDirect
- d) Emerald
- e) Springerlink
- f) Blackwell Synergy
- g) IngentaConnect
- h) Taylor & Francis Online
- i) Infotrac (Expanded Academic ASAP)
- j) PsycINFO
- k) EBSCO

The year ranges of the search fell between the years 2004 and 2012. It was decided to commence the search within the parameters of the year 2004 because it is generally regarded that the term Web 2.0 was coined at this time.

Assessment criteria of papers returned in search

An extensive systematic literature review of the literature was carried out at the start of the project. Using a set of Web2.0 terms we searched a number of electronic databases including ACM, Science Direct, Emerald, IngentaConnect, ERIC, CINAHL Plus, EBSCO and PsychInfo and found 965 papers that matched the search terms. We were particularly interested in empirical evidence showing the educational effectiveness of Web2.0 tools. To assess the quality of the papers, each paper was given a score along four dimensions described below. Scores of 1, 2 or 3 were used for each dimension where 3 meant high, 2 meant medium and 1 meant low on that criterion.

1. How appropriate is the research design for addressing the question, or sub-questions of this review (higher weighting for inclusion of a control group)? Papers were coded as:
 - High = 3, e.g. RCT
 - Medium = 2, e.g. Controlled study
 - Low = 1, e.g. case study, single subject-experimental design, pre-test/post-test design
2. How appropriate are the methods & analysis?
3. Generalisable to target population for this study; eg. size and representativeness of sample: to what extent would the findings be relevant across age group (14+), gender, ethnicity, etc.
4. To what extent can the study findings be trusted in answering the study question(s)?

The total weight of evidence for each paper was calculated by summing scores for each dimension (taking into account appropriateness of design, methods & analysis, generalisability, soundness of study methodology). Possible scores ranged from 4 to 12 where 4 is a low score and 12 a high score. We then used 7 as an indication of appropriateness of the underlying research.

Initial Results of Literature Review

The systematic literature search performed by the partners in WP2 returned a vast volume of papers totalling 2,870 which have been recorded in an Excel spread sheet and has been included a part of the WP2 documentation. In conjunction with searching the electronic databases containing journal papers that provided empirical evidence of Web 2.0 use in education or the work place the 'grey literature' was also searched along with any theses that contained empirical studies relating to Web 2.0 use within education and the work place. 99 documents and sources of information associated with Web 2.0 use in education and the work place were returned.

Out of the 100 papers initially reviewed from the systematic literature review only 8 papers listed in pages 17-21 actually achieved a score of 7 and above out of a possible 12 in terms of rating the quality and reliability of the empirical evidence provided by the authors.

In terms of the finding papers with substantive empirical evidence underpinning claims as to the effectiveness of Web 2.0 in education the initial results returned in the literature search proved to be somewhat disappointing.

Given the vast amount of literature that explores the use of Web 2.0, we find it somewhat surprising and disappointing that so few papers provide rigorous and detailed empirical evidence to back up claims that authors highlight Web 2.0 as providing in terms of how it can enhance teaching and learning.

The full details of all the relevant papers found that covers Web 2.0 in education, as well as the ratings of the quality of empirical evidence is provided in **APPENDIX 2** of this report. The initial findings of the literature review indicate that there appears to be an important need for more empirical research to better understand the role that Web 2.0 tools can play in education and within the workplace.

It is important to note that the systematic literature review performed in WP2 will be an ongoing process due to the evolving subject area of Web 2.0 tools adoption within education and the workplace. Academic papers will be reviewed up until completion of the project and a quantitative meta-analysis performed to provide overall findings of the 'state of the art' of the subject area.

Year	Title	Authors	Journal / Conference	Abstract	Total	Main conclusions from paper
2008	Enhancing self-perceived effects using Web-based portfolio assessment	Chi-Cheng Chang	Computers in Human Behavior, Volume 24, Issue 4, pp. 1753-1771	This study investigates how implementing a Web portfolio assessment system influences learning effects, including achievement and self-perceived learning performance. The experimental group uses the Web portfolio assessment system, whereas the control group uses conventional assessment. Study subjects are junior high school students in two computer classes. The experimental results are as follows. The Web portfolio assessment system has no significant influence on student achievement. Implementation of the Web portfolio assessment system significantly enhances self-perceived learning performance. The Web portfolio assessment system has different effects on work achievement and self-perceived work performance. The system has no significant effect on improving achievement for poorly and highly motivated students. However, the system is more effective for overall self-perceived learning performance of poorly motivated students than highly motivated students.	10	How implementing web portfolio assessment system influences learning effects. Experimental group (30 students) and control group (30 students) in junior high school students in 2 computer classes. Quasi-experimental research design with pre-test-post-test non-equivalent group. MANCOVA test, ANVOVA and ANCOVA. Detailed statistical analysis. The system has no significant effect on improving achievement for poorly and highly motivated students. The system is more effective for overall self-perceived learning performance of poorly motivated students than highly motivated students.
2009	Teaching Web 2.0 technologies using Web 2.0 technologies.	Rethlefsen ML; Piorun M; Prince JD;	Journal of the Medical Library Association, 2009 Oct; 97 (4): 253-9	Objectives: The research evaluated participant satisfaction with the content and format of the "Web 2.0 101: Introduction to Second Generation Web Tools" course and measured the impact of the course on participants' self-evaluated knowledge of Web 2.0 tools. Methods: The "Web 2.0 101" online course was based loosely on the <i>Learning</i> 2.0 model. Content was provided through a course blog and covered a wide range of Web 2.0 tools. All Medical Library Association members were invited to participate. Participants were asked to complete a post-course survey. Respondents who completed the entire course or who completed part of the course self-evaluated their knowledge of nine social software tools and concepts prior to and after the course using a Likert scale. Additional qualitative information about course strengths and weaknesses was also gathered. Results: Respondents' self-ratings showed a significant change in perceived knowledge for each tool, using a matched pair Wilcoxon signed rank analysis ($P < 0.0001$ for each tool/concept). Overall satisfaction with the course appeared high. Hands-on exercises were the most frequently	8	The course covered blogs and RSS (week one), wikis (week two), social networking tools (week three), social bookmarking (week four), web office tools (week five), online photo sharing (week six), podcasting and online hosted video (week seven), and mashups and application programming interfaces (APIs) (week eight). For those completing the course, the survey used a post-test/retrospective pre-test design to assess knowledge of the technologies covered in the course. The primary measure, self-reported knowledge, was evaluated using a 5-point Likert scale to rate their knowledge of each of 9 tools Individually. For survey respondents who completed the entire course or who completed part of the course (n=345) perceived knowledge was lowest for web office tools (mean=2.23) and mashups (mean=1.67) prior to the course and highest for blogs (mean=3.13) and online photo sharing (mean=2.89). After the course, perceived

				<p>identified strength of the course; the length and time-consuming nature of the course were considered weaknesses by some. Conclusion: <i>Learning</i> 2.0-style courses, though demanding time and self-motivation from participants, can increase knowledge of Web 2.0 tools.</p>		<p>knowledge increased for each tool; the greatest mean changes were for mashups (mean change=1.57), web office tools (mean change=1.55), and social bookmarking (mean change=1.54) These respondents' self-ratings showed a significant change in perceived knowledge for each of the 9 tools. The authors were able to reject the null hypothesis that the program would have no effect on knowledge. The respondents' self-ratings reflected the increase in knowledge shown by the post-test/retrospective pre-test: 304 (88.1%) respondents named information gained as a course strength, and 332 (96.2%) agreed or somewhat agreed that the course provided information or skills they can use.</p>
2006	<p>Self-Regulated Learning and Open Writing</p>	<p>Baggetun, R.; Wasson, B.</p>	<p>European Journal of Education, Volume 41, Numbers 3-4, September/December 2006, pp. 453-472(20)</p>	<p>In our study, we describe a situation where students take ownership of their learning and, on their own initiative, use digital tools actively in their learning activities. In our research we were interested in students who used weblogs and in the dynamic relationship between students and the weblogs they create. In particular, we were interested in how self-regulated learning was facilitated both by the technology that enables the creation of the weblogs, and in the content, or open writings, that are posted on the weblog. The article begins with an introduction to weblogs. We then present the results of the analysis of the affordances of weblogs to facilitate self-regulated learning. We used a category system developed by experts from the universities of Aalborg, Amsterdam and Bergen to structure our study of the weblogs which we received from Bergen students. One of our most interesting findings was that students' reflection on both their own learning and access to other's reflections on their learning was a powerful tool to collectively develop a conceptual understanding of a topic. We could call this collective self-regulation.</p>	i8	<p>Analysed a set of weblogs created by students in the Department of Information Science and Media Studies (InfoMedia) at the University of Bergen, Norway. The students were not taking one particular course; they were enrolled in either an undergraduate or graduate programme in the department. The weblogs were not created for a particular course; rather, they were created by the students on their own initiative. Study took place in fall of 2005 with 25 students, from which 19 active weblogs were selected. In the expert peer review of weblogs from a Self-Regulated Learning (SRL) perspective, a number of SRL sub-processes were identified. These are: reflection, collaboration, ownership, motivation, categorisation, personal knowledge organisation, and testing/ demonstrating knowledge.</p>

2009	Online directed journaling in dental hygiene clinical education.	Gwozdek AE; Klausner CP; Kerschbaum WE;	Journal of Dental Hygiene, 2009 Winter; 83 (1): 12-7	Reflecting upon and sharing of clinical experiences in dental hygiene education is a strategy used to support the application of didactic material to patient care. The promotion of interactive, clinically focused discussions creates opportunities for students to foster critical thinking and socialization skills in dental hygiene practice. Twenty-eight dental hygiene students in their first semester of patient care utilized online directed journaling via blogging software, as a reflection and sharing strategy. Journal entries found critical thinking and socialization themes including connection of didactic material to clinical experience, student-patient interaction, student-student collaboration, and a vision of the professional role of the dental hygienist. A 7 item evaluation instrument provided data that the online journaling strategy was perceived as effective and valuable by the students. Online directed journaling is a strategy that has the potential to enhance critical thinking and socialization skills in dental hygiene clinical education.	7	In a first year, second semester, clinical seminar course 28 dental hygiene students participated in online directed journaling for the last 8 weeks of the semester. Four guiding questions and topic categories were identified by the dental hygiene faculty and were provided to students biweekly by the clinical seminar course director. Relating didactic material to clinical experience was identified in 51 of the 176 journal entries (29%). Student-patient interaction was mentioned in 29 of the 176 postings (16%), and student-student collaboration in 56 of the 176 journal entries (32%). The vision of the professional role of the dental hygienist was cited in 17 of the 176 postings (10%). There was also a survey. Unclear how the postings were coded and whether any inter-rater reliability was performed.
2009	Podcasting: A new technological tool to facilitate good practice in higher education	Vicenc Fernandez, Pep Simo, Jose M. Sallan	Computers & Education, Volume 53, Issue 2, September 2009, pp. 385-392	Abstract The literature has frequently highlighted the usefulness of podcasting in higher education; however, there is an important gap between the theory on good practice in higher education and empirical studies about podcasting. With this in mind, we carried out an empirical study on an undergraduate degree course in Information Systems Management. The study consisted of the creation and broadcast of 13 podcasts, distributed over four months in which ninety distance students took part. The analysis follows the suggestions proposed in previous literature about the evaluation of technologies in a university learning environment. The findings, discussed within the framework of principles for good practice in higher education, suggest some interesting issues in distance courses, such as: (1) podcasting is a powerful tool as a complement to the traditional resources on a course, but not a substitute for them; (2) the characteristics of podcasting increase the impression of permanent contact between students and teachers, increasing students' motivation; (3) the use of podcasting allows for a diverse range of student skills and learning methods. Other secondary findings are discussed and some suggestions for future research are proposed at the end of this paper.	7	Longitudinal study on a course of Information Systems Management for which 13 podcasts were developed and evaluated the feelings, the perceptions, the reactions, and the suggestions of students and other teachers in relation to this tool through a permanent forum of discussion, emails, interviews and questionnaires. 60 students participated in the study. Main analysis of student questionnaires against a set of criteria but there is no obvious empirical analysis of effectiveness of podcasting.

2010	Get out of MySpace!	Jones, Norah; Blackey, Haydn; Fitzgibbon, Karen; Chew, Esyin	Computers & Education, Vol 54(3), Apr, 2010. pp. 776-782.	To understand the student experience on social software, the research aims to explore the disruptive nature and opportunity of social networking for higher education. Taking four universities, the research: (1) identifies the distinction between the students' current usage of social software; (2) reports on the students' experience on opportunities and challenges of learning with social software; and (3) introduces principles as a guideline in using social software for learning. Quantitative research methods (web-based questionnaires) were incorporated to investigate the pattern of learners' usage. Qualitative methods (student interviews) were adopted to clarify and further inform this relationship and their attitudes towards social software for learning. The results demonstrate a massive use of educational technology with distinct divide between the learning space and personal space. Student voices reveal that the central problem of such divide is due to the contrast perception and experience of 'learning/studying and social life'. We argue that online learning and social personas may overlap but that learning needs to be designed so that it addresses the individual preferences to combine or separate the two domains. The paper concludes with a few principles of learning with social software grounded in students' experience and Vygotsky's paradigm.	7	Taking four universities, the research: (1) identifies the distinction between the students' current usage of social software; (2) reports on the students' experience on opportunities and challenges of learning with social software; and (3) introduces principles as a guideline in using social software for learning. Quantitative research methods (web-based questionnaires) were incorporated to investigate the pattern of learners' usage. Qualitative methods (student interviews) were adopted to clarify and further inform this relationship and their attitudes towards social software for learning. There are four main themes emerged from the students' voices during the interview: (1) the separation of life and studying; (2) originality and copyright issues; (3) sense of information flooded; (4) time constraint based on their disconfirming experiences and (5) lecturers are not up-to-date and may not know how to integrate and make use of social software. Gives some interesting statistics on the use of Web2.0 across the 4 universities.
2007	Social software as support in hybrid learning environments : The value of the blog as a tool for reflective learning and peer support	Hazel Hall, Brian Davison	Library & Information Science Research, Volume 29, Issue 2, June 2007, pp. 163-187	Abstract This article reports on an investigation of blog technology's potential for encouraging interaction between students, and its consequences in terms of peer learning and peer support, on a module of an accredited library and information science (LIS) degree program. The findings consider the treatment of blogs in the domain of LIS with particular reference to educational settings. Content analysis revealed that blogs offer comparable and additional benefits to other projects designed to encourage reflective engagement with teaching material, such as learning journals. Most notable is the level of shared peer support evident in the online discussions between class members. The findings of this study are of particular interest to LIS educators who seek to develop their consideration of blogs in the classroom; blogs may be seen as learning tools in their own right and not simply an option for providing information online.	7	In context of LIS education, integrating blogging into curriculum can have a beneficial impact on students' learning by providing a supportive environment for learning through online discussion. LIS degree programme - hybrid learning environment combining traditional teaching with access to online learning tools via portal. 79 personal blogs over 15 weeks - content analysis of blogs used by researchers using coding scheme developed by Kember <i>et al.</i> , (1999)



2009	Preparing teachers to teach literacy in responsive ways that capitalize on students' cultural and linguistic backgrounds through weblog technology	Hui-Yin Hsu	Multicultural Education & Technology Journal, Vol. 3, Issue 3, pp. 168-181.	<p>Abstract: Purpose – Although teacher educators have worked on improving pre-service teachers' diversity awareness, researchers still face the challenge of pursuing a better approach to achieve the goal. In an era when educators are calling for evidence-based practice, the purpose of this paper is to explore various ways in which both teacher-education programs and general schools can integrate diversity issues into literacy teaching and learning. The paper undertakes this exploration on the basis of Gollnick and Chinn's cultural-identity model and of weblog-technology use.</p> <p>Design/methodology/approach – The participants of this paper are 27 pre-service teachers. The researchers set up a private group blog and invited all participants to be blog authors. The blog enabled the instructor to archive and categorize all posts and to continue to invite cohorts of pre-service teachers to join the blog. Pre-service teachers are placed in culturally and linguistically diverse classroom settings and are required to post their weekly reflections on the weblog. The researchers adopted mixed methodology to collect both qualitative data (field observation reports, discussion content on the blog, case studies, and focus groups) and quantitative data (pre-post surveys). Findings – The pre-service teachers in this paper possessed positive and open-minded attitudes toward English language learners. According to the pre- and post-survey, pre-service teachers are confident that they could resolve issues related to diversity in the classroom after participating in the paper. According to the results of the case-scenario analysis, the instructor should use reading contexts to address diversity issues, especially those pertaining to exceptionality, geography, class, and gender. The pre-service teachers' discussions and interactions on the blog were rich. Pre-service teachers felt motivation to expand their diversity-themed discussions from the classroom to the blog.</p>	7	Mixed methodology using qualitative data (focus groups, field observation) and quantitative data (pre-post surveys) with 27 pre-service teachers. Explored various ways in which both teacher-education programmes and general schools can integrate diversity issues into literacy teaching and learning using weblog technology.
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APPENDIX 1 - DEFINITIONS OF WEB2.0

(ENGLISH LANGUAGE LITERATURE)

Web 2.0 Definitions				
Author(s)	Title of Journal or conference paper, on-line article or book	Journal, conference, book or website publication details	Concept Definition	Page No
Schneckenberg, D.	Web 2.0 and the empowerment of the knowledge worker	Journal of Knowledge Management, Vol. 13, No. 6, pp. 509-520.	Web 2.0 stands for a portfolio of emerging tools, which provide the basis for a more mature Internet, in which users collaborate, share information and create network and scale effects in large communities.	p 511
Oberhelman, D.D.	Coming to terms with Web 2.0	Reference Reviews, Vol. 21, No. 7, pp. 5-6.	Web 2.0 refers generally to web tools that, rather than serve as a forum for authorities to impart information to a passive, receptive audience, actually invite site visitors to comment, collaborate, and edit information, creating a more distributed form of authority in which the boundaries between site creator and visitor are blurred.	P.5
Boateng, R.	When Web 2.0 becomes an organizational learning tool: evaluating Web 2.0 tools	Development and Learning in Organizations, Vol. 24, No. 3, pp. 17-20.	Web 2.0 facilitates knowledge creation and sharing by involving, engaging and empowering people, and by creating a collaborative environment for social interaction between those who need to seek knowledge and those who hold the knowledge.	P.17
Paroutis, S. and Al Saleh, A.	Determinants of knowledge sharing using Web 2.0 technologies	Journal of Knowledge Management, Vol. 13, No. 4, pp. 52-63.	[Web 2.0] Refers to a perceived second generation of community-driven web services such as social networking sites, blogs, wikis, etc. which facilitate a more socially connected web where everyone is able to communicate, participate, collaborate and add to and edit the information space.	P.53
Cosh, K.J., Burns, R. and Daniel, T.	Content Clouds: classifying content in Web 2.0	Library Review, Vol. 57, No. 9, pp. 722-729.	The technologies related to Web 2.0 have created an architecture which encourages participation, where all users of the web can create and add to the content available on the web.	P.722
Gabriela Grosseck	To use or not to use web 2.0 in higher education?	Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pp. 478-482	...Web 2.0 refers to the social use of the Web which allow people to collaborate, to get actively involved in creating content, to generate knowledge and to share information online.	P. 478

Gunnar Augustsson	Web 2.0, pedagogical support for reflexive and emotional social interaction among Swedish students	The Internet and Higher Education, <i>In Press, Accepted Manuscript, Available online 15 May 2010</i>	Web 2.0 technology, also called the social Web, includes, e.g., blogs, wikis (Wikipedia), social networking and social bookmarking, is constructed to support collaborative learning [...] Web 2.0 technology is well suited for collaborative learning, collective knowledge building, knowledge management, social networking and social interaction...	P.2
Peltier-Davis, C.	Web 2.0, library 2.0, library user 2.0, librarian 2.0: innovative services for sustainable libraries.	Computers in Libraries, 2009 Nov-Dec; 29 (10): 16-21	Web 2.0, [...], refers to a perceived second-generation of webbased services—such as social networking sites, wikis, communication tools, and folksonomies—that emphasize online collaboration and sharing among users.	P. 18
Schneider, A.	Web 2.0: becoming more social online: the next generation of the Internet has arrived	Podiatry Management, 2010 Feb; 29 (2): 67-8	Web 2.0 refers to advances in the Internet to facilitate communication and sharing information.	P. 67
Cvetkovic, M.	Making Web 2.0 work -- from 'librarian habilis' to 'librarian sapiens'.	Computers in Libraries, 2009 Oct; 29 (9): 14-7	Web 2.0 websites are, with some exceptions, based primarily on sharing information but sharing information in a specific way: Essentially, they are about seeing and being seen, with most offering users a degree of control over how their personal information is shared with other users.	P. 17
McGee, JB. Begg, M.	What medical educators need to know about "Web 2.0".	Medical Teacher, 2008 Mar; 30 (2): 164-9	"Web 2.0" describes a collection of web-based technologies which share a user-focused approach to design and functionality, where users actively participate in content creation and editing through open collaboration between members of communities of practice.	P. 164
Clowes, M.	Web 2.0 -- the possibilities.	Libraries for Nursing Bulletin, 2007 Sep; 27 (2-3): 31-41	Basically, Web 2.0 is the social web, and it's all about <i>participation</i> . This might include the creation of networks of people with common interests, or collaboration on shared projects.	P. 31
Boulos, MNK. Wheeler, S.	The emerging Web 2.0 social software: an enabling suite of sociable technologies in health and health care education.	Health Information & Libraries Journal, 2007 Mar; 24 (1): 2-23	Web 2.0 encourages a more human approach to interactivity on the Web, better supports group interaction and fosters a greater sense of community in a potentially 'cold' social environment.	P. 24

Skiba, DJ.	Emerging technologies center. Web 2.0: next great thing or just marketing hype?	Nursing Education Perspectives, 2006 Jul-Aug; 27 (4): 212-4	Although no one agrees on a definition of Web 2.0 or even its reality, common characteristics have surfaced. These are: Internet-based communities, self-expression or user-initiated content, open source environment, and social networking.	P. 212
Stillman, Larry; McGrath, Jinny.	Is it web 2.0 or is it better information and knowledge that we need?	Australian Social Work, Vol 61(4), Dec, 2008. pp. 421-428.	...Web 2.0 (sometimes also called the “social web”) is a heady mix of Information and Communication Technologies (ICTs), including blogs (web logs), wikis, RSS (Rich Site Summary), podcasts, messaging applications, and other tools that encourage personalisation, participation, and sharing that can be used for “collective intelligence” (i.e., the pooling and sharing of information and knowledge). Web 2.0 is based upon what is called Content Management System (CMS) software. Content can be text, images, sound, or video containing fact, opinion, or a mix of the two, developed by one person or many, thus leading to collective research and resources. It could be content intended for general consumption, such as a daily or weekly blog or even a videocast from a chief executive officer, or it could be something directed at a very specific group of passworded subscribers (such as online videos and discussion boards on sexual violence counselling).	P. 421
Anderson, P.	What is Web 2.0? Ideas, technologies and implications for education.	JISC Technology and Standards Watch, Feb. 2007, pp. 4-57.	Media coverage of Web 2.0 concentrates on the common applications/services such as blogs, video sharing, social networking and podcasting—a more socially connected Web in which people can contribute as much as they can consume (p4). [Web 2.0 allows individuals to]... facilitate a more socially connected Web where everyone is able to add to and edit the information space (p5).	PP. 4 and 5.
Joakim Ekberg, Leni Ericson, Toomas Timpka, Henrik Eriksson, Sam Nordfeldt, Lena Hanberger and Johnny Ludvigsson	Web 2.0 Systems Supporting Childhood Chronic Disease Management: Design Guidelines Based on Information Behaviour and Social Learning Theories	Journal of Medical Systems, Volume 34, Number 2 / April, 2010	Web 2.0 is a term describing new collaborative Internet applications. The primary difference from the original World Wide Web is the increased user participation in developing and managing content, which changes the nature and value of the information.	P. 107

Richard Hartshorne and Haya Ajjan	Examining student decisions to adopt Web 2.0 technologies: theory and empirical tests.	Journal of Computing in Higher Education, Volume 21, Number 3 / December, 2009	Wikis (Wikipedia, Seedwiki, WetPaint), blogs (Blogger, Wordpress), social bookmarking (del.icio.us, I Keep Bookmarks), Internet telephony (Skype), social networking (Club Penguin, Ning, Facebook, MySpace), and video sharing sites (YouTube, U-Stream) are some examples of Web 2.0 applications. Web 2.0 provides online users with interactive services and control over their own data and information. These new technologies change the way documents are created, used, shared, and distributed, and make sharing content among participants much easier than in the past. Some refer to Web 2.0 as the “read/write Web” since users could easily access and update information.	P. 184
W. Clark, K. Logan, R. Luckin, A. Mee, M. Oliver	Beyond Web 2.0: mapping the technology landscapes of young learners	Journal of Computer Assisted Learning, Volume 25, Issue 1, Date: February 2009, pp. 56-69	Web 2.0 tools and activities, in this paper, are defined as learners' use of social networking sites like MySpace and Facebook, file sharing websites like Piczo and Limewire, participatory sites which facilitate collaborative production, sharing and review such as YouTube, and networked gaming sites such as Runescape which facilitate user collaboration and discussion via forums and online chat. Alongside these, we review those digital tools (mobile phones, computers, Internet, mobile handheld devices, etc.) which facilitate these Web 2.0 activities.	P.58
Ebrahim Randeree, Lorri Mon	Web 2.0: A new dynamic in information services for libraries	Proceedings of the American Society for Information Science and Technology, Volume 44, Issue 1, Date: 2007, pp. 1-6	The concept of Web 2.0 has no boundary between information producer and consumer, but reflects a notion of the web as a platform supporting creative interaction.	P.2
Richard Bastida, Ian McGrath, Phil Maude	Wiki use in mental health practice: Recognizing potential use of collaborative technology	International Journal of Mental Health Nursing, Volume 19, Issue 2, Date: April 2010, pp. 142-148	New Web technologies have given rise to alternative uses of the Web, such as the social networking sites, MySpace and Facebook; online map site, Google Maps; video hosting site, YouTube; and the online encyclopaedia, Wikipedia. The applications and technologies that drive these sites are the second generation of World Wide Web applications known as Web 2.0. The common element: they are all interactive with users contributing to the content. At the core of Web 2.0 is a culture of sharing and interacting, self-expression and actively creating their own content, and being in constant communication.	P. 142

O'Reilly, T.	Web 2.0: compact definition? (2005).	http://radar.oreilly.com/archives/2005/10/web_20_compact_definition.html	Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences.	
Noa Aharony	The influence of LIS students' personality characteristics on their perceptions towards Web 2.0 use.	Journal of Librarianship and Information Science, Dec 2009; vol. 41: pp. 227 - 242.	Web 2.0 emphasizes the value of user-generated content. It is about sharing and about communication and it opens the long tail which allows small groups of individuals to benefit from key pieces of the platform while fulfilling their own needs.	P. 227
John J. Cronin	Upgrading to Web 2.0: An Experiential Project to Build a Marketing Wiki.	Journal of Marketing Education, Apr 2009; vol. 31: pp. 66 - 75.	Whereas there is no universal agreement on what the components of Web 2.0 are, most users of the term would include social networking sites, wikis, blogs, and perhaps other technologies such as hosted services, Webinars, streaming audio and video, and RSS.	P. 66
Paul Anderson	'All That Glisters Is Not Gold' — Web 2.0 And The Librarian	Journal of Librarianship and Information Science, Dec 2007; vol. 39: pp. 195 - 198.	Web 2.0 and social media applications such as blogs, wikis and social networking sites offer the promise of a more vibrant, social and participatory Internet.	P. 195

Christine Greenhow, Beth Robelia, and Joan E. Hughes	Learning, Teaching, and Scholarship in a Digital Age: Web 2.0 and Classroom Research: What Path Should We Take Now?	Educational Researcher, May 2009; vol. 38: pp. 246 - 259.	“Web 2.0,”... characterizes a transition from the predominantly read-only Web 1.0 into a “read-and-write” Web 2.0. Web 2.0 facilitates “participatory,” “collaborative,” and “distributed” practices within Web 2.0–enabled formal and nonformal spheres of everyday activities...Web 2.0 promotes users and their interconnections through the following affordances: (a) user-defined linkages between users and content (e.g., posting on others’ pages), (b) simple mechanisms to share multimedia content (e.g., blogs), (c) prominent personal profiling (e.g., displaying user preferences on customized profile pages), and (d) intertechnology applications, enabling interfaces with services and features on other sites, for example, sites that offer alternative designs for MySpace pages or widgets that plug information from one site into another.	P. 247
Teresa M. Harrison and Brea Barthel	Wielding new media in Web 2.0: exploring the history of engagement with the collaborative construction of media products	New Media & Society, Feb 2009; vol. 11: pp. 155 - 178.	The popularity of Web 2.0 applications demonstrates that, regardless of their levels of technical expertise, users can wield technologies in more active ways than had been apparent previously to traditional media producers and technology innovators. Users build and maintain social networks, they tag and rank information in ‘folksonomies’ and become deeply involved in immersive virtual web experiences.They do all these things in collaboration, pooling knowledge and constructing content that they share with each other, which is subsequently remixed, redistributed and reconsumed.	P. 157
Robert Abbott	Delivering quality-evaluated healthcare information in the era of Web 2.0: design implications for Intute: Health and Life Sciences	Health Informatics Journal, Mar 2010; vol. 16: pp. 5 - 14.	Web 2.0 or ‘the social web’[s] underlying features emphasize flexibility of access, interaction, mobility, multimedia, participation, informality and feedback. Among its tools are social networking media, social bookmarking, blogs, microblogs (such as Twitter), wikis, folksonomies, embedding and integration, recommendation services, podcasts, RSS feeds, instant messaging, mashups, and multimedia sharing services.	P.5
Ye Diana Wang, Nima Zahadat	Teaching Web Development in the Web 2.0 Era	SIGITE October '09: Proceedings of the 10th ACM conference on SIG-information technology education, pp. 80-86.	One of the main ideas behind Web 2.0 is usability. Web 2.0 applications approximate the look and feel of desktop applications and provide a far richer user experience and interaction capabilities [...] From the user’s point of view, users have been offered new means of accessing information on the Web and sharing knowledge and ideas among others...	P.80

Johan van Wamelen, Dennis de Kool	Web 2.0: A Basis for the Second Society?	ICEGOV December '08: Proceedings of the 2nd International Conference on Theory and Practice of Electronic Governance, pp. 349-354.	Web 2.0 is often presented as a revolutionary way of gathering, organizing and sharing of information. Well-known examples of Web 2.0 applications are Google, Weblogs, Wikipedia, YouTube, MySpace and Second Life.	P.349
Jeff Cummings, Anne P. Massey, V. Ramesh	Web 2.0 proclivity: understanding how personal use influences organizational adoption.	SIGDOC October '09: Proceedings of the 27th ACM international conference on Design of communication, pp. 257-263.	Web 2.0 represents a major shift in how individuals communicate and collaborate with others. Specifically, Web 2.0 technologies are changing the Internet from a search and consume environment to a dynamic and interactive experience emphasizing contribution and collaboration. A wide range of technologies used today can be categorized as Web 2.0 including, among others, blogs, wikis, and RSS feeds.	P.257
Rolf T. Wigand, Robert I. Benjamin, Johanna L. H. Birkland	Web 2.0 and beyond: implications for electronic commerce.	ICEC August '08: Proceedings of the 10th international conference on Electronic commerce, pp. 1-5.	In general, Web 2.0 is a broad concept that has been subdivided into three anchor points: technology, community and business. The challenge is that Web 2.0 is more than just a set of technologies. It incorporates also attributes with a social dimension including new business models, user-contributed content and user-generated meta-data, relatively open and transparent business processes, increased simplicity in design and features as well as decentralized and participatory products and processes...In a nutshell, Web 2.0 is broad range of websites that encourage interaction and collaborative work. Users do not just consume content, but they create, produce, edit, and remix content as well. As much of what becomes popular on the web is remixes, the idea of remixing is really a fundamental part of Web2.0: Not only can users create their own content, but they can mixed this content with other content, thus adding value and creating something new, yet they release their original work out to be remixed by still others.	

David E. Millard, Martin Ross	Web 2.0: Hypertext by Any Other Name?	HYPERTEXT August '06: Proceedings of the seventeenth conference on Hypertext and hypermedia, pp. 27-30.	Web 2.0 is the popular name of a new generation of Web applications, sites and companies that emphasis openness, community and interaction. Examples include technologies such as Blogs and Wikis, and sites such as Flickr [...] The Web 2.0 concept is probably still too intangible for a solid classification, however it can be said that the Web 2.0 approach emphasises interaction, community and openness.	P.27
Flavio Figueiredo, Fabiano Belém, Henrique Pinto, Jussara Almeida, Marcos Gonçalves, David Fernandes, Edleno Moura, Marco Cristo.	Evidence of quality of textual features on the web 2.0.	CIKM November '09: Proceeding of the 18th ACM conference on Information and knowledge management, pp. 909-918.	Web 2.0 applications have grown significantly in diversity and popularity in recent years. Popular examples include Youtube and Yahoo! Video (or simply YahooVideo), two social video sharing applications, Last.FM2 (or simply LastFM), an online radio and music community website, and CiteULike, a scholarly reference management and discovery service. By distributing mostly <i>user generated content</i> and enabling the establishment of online communities and social networks, these applications make use of collaborative knowledge to increase the amount and diversity of content offered. Youtube, for example, is currently the largest video database in the world, and the second most searched Website.	P. 909
Daniel Lewis	What is Web 2.0?	September 2006 Crossroads , Volume 13 Issue 1, pp. 1-3.	Web 2.0 is what the Web is turning into. It is a revolutionary step forward, including not just what Web sites look like, but methods of interaction, styles of development, and sources of content.	P.1
Arnaud Gorgeon, E. Burton Swanson	Organizing the Vision for Web 2.0: A Study of the Evolution of the Concept in Wikipedia.	WikiSym October '09: Proceedings of the 5th International Symposium on Wikis and Open Collaboration, pp. 1-4.	The term Web 2.0 has many definitions, but is broadly associated with a changing trend in the use of the World Wide Web technology and Web design. Under the label Web 2.0 fall a number of innovations such as social-networking, blogs, folksonomies and wikis such as Wikipedia. The term Web 2.0 is now part of the discourse of a broad community, including technologists, policy makers, consultants, media professionals, and academics.	P.1
Win Treese	Web 2.0: is it really different?	netWorker , Volume 10 Issue 2, June 2006, pp. 15-17.	Discusses Web 2.0 in terms of "interactivity" and "social networking."	See P.16

Mihaela Sabin, Jim Leone	IT education 2.0	SIGITE October '09: Proceedings of the 10th ACM conference on SIG-information technology education, pp. 91-99.	The Web 2.0 phenomenon derives its effectiveness from the interhuman connections it makes possible and 'weaves' into a new kind of social media. It shifts emphasis from delivering content to building communities. Web 2.0-based communities populate virtual spaces that are (1) open, (2) self-organizing, (3) adaptive, (4) agile, (5) readily accessible, and (6) easy to use. A Web 2.0 platform has shared and interoperable designs of hardware, software, and services to support a collaborative and distributed environment in which users can connect, share, comment on, group, peer-review, or create new content or software tools.	P.93
Christina Matschke, Johannes Moskaliuk, Ulrike Cress	Knowledge exchange using Web 2.0 technologies in NGOs	Journal of Knowledge Management, (2012), Vol. 16 Iss: 1, pp.159 - 176	The term Web 2.0 implies the concept of a "participation-internet", in which users are actively involved in the creation of content. They work jointly on wiki articles, write contributions for weblogs, discuss in online forums, create and publish pictures and videos.	P. 161
Grant Blank & Bianca C. Reisdorf	THE PARTICIPATORY WEB	Information, Communication & Society, (2012), 15(4) 537-554	We define Web 2.0 as: "Using the Internet to provide platforms through which network effects can emerge".	P. 539

Heather R. Edwards & Richard Hoefler	Are Social Work Advocacy Groups Using Web 2.0 Effectively?	Journal of Policy Practice, Volume 9, Issue 3-4, 2010, pp. 220-239.	Web 2.0, also called social media, facilitates decentralized knowledge building. It is a relatively recently developed set of Web-based technologies that allows for a high level of frequent interaction in multiple web environments between and among groups of people.	P. 223
Betty Collis & Jef Moonen	Web 2.0 tools and processes in higher education: quality perspectives	Educational Media International, Volume 45, Issue 2, 2008, pp. 93-106.	Starting in 2004, Web 2.0 became a collective term for a mass movement in society: a movement toward new forms of user engagement supported by Web-based tools, resources, services and environments.	P. 94
Cleborne D. Maddux, Leping Liu & LaMont Johnson	Web 2.0: On the Cusp of a Revolution in Information Technology in Education?	Computers in the Schools, Volume 25, Issue 3-4, 2008, pp. 159-162.	Web 2.0 is made up of a set of Web participation tools, and they are, in large part, the next logical extension of the powerful and revolutionary idea that gave rise to the Web itself.	P. 160

Brown, S.A.	Seeing Web 2.0 in context: A study of academic perceptions.	Internet and Higher Education, Vol. 15, Vol. 1, 2012, pp. 50-57.	Web 2.0 differs from its predecessor, Web 1.0, in that the content of the Web is no longer defined by those with programming or web design knowledge. Anybody can contribute to Web 2.0 (with minimal "web" skills).	P. 50
Manorama Tripathi, Sunil Kumar	Use of Web 2.0 tools in academic libraries: A reconnaissance of the international landscape	The International Information & Library Review, <i>Volume 42, Issue 3, September 2010, Pages 195-207</i>	The term "Web 2.0" refers to the second generation development and design of the web that aims to facilitate communication and secure information sharing, interoperability and user centered design.	P. 195

APPENDIX 2 - SYSTEMATIC LITERATURE REVIEW OF EMPIRICAL WEB2.0 USAGE IN EDUCATION

(ENGLISH LANGUAGE LITERATURE)



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Year	Title	Authors	Journal/Conference	Keywords	Appropriateness of research design (1-3)	Appropriateness of methods/ analysis (1-3)	Generalisability (1-3)	Can findings be trusted in answering RQs (1-3)	Total
2008	Enhancing self-perceived effects using Web-based portfolio assessment	Chi-Cheng Chang	Computers in Human Behavior, Volume 24, Issue 4, pp. 1753-1771	Portfolio; Portfolio assessment; Web portfolio; Effect; Achievement	3	3	2	2	10
2009	Teaching Web 2.0 technologies using Web 2.0 technologies.	Rethlefsen ML; Piorun M; Prince JD;	Journal of the Medical Library Association, 2009 Oct; 97 (4): 253-9	Internet -- Trends; Medical Library Association; Social Networks -- Utilization; Teaching Methods; World Wide Web Applications	2	2	2	2	8
2006	Self-Regulated Learning and Open Writing	BAGGETUN, RUNE; WASSON, BARBARA	European Journal of Education, Volume 41, Numbers 3-4, September/December 2006 , pp. 453-472(20)	collective self-regulation; self-regulated learning; weblogs; Technology-Enhanced Learning Environments	2	2	2	2	8
2009	Online directed journaling in dental hygiene clinical education.	Gwozdek AE; Klausner CP; Kerschbaum WE;	Journal of Dental Hygiene, 2009 Winter; 83 (1): 12-7	Blogs; Critical Thinking; Diaries; Learning Methods; Students, Dental Hygiene	2	2	1	2	7
2009	Podcasting: A new technological tool to facilitate good practice in higher education	Vicenc Fernandez, Pep Simo, Jose M. Sallan	Computers & Education, Volume 53, Issue 2, September 2009, Pp. 385-392	Distance education and telelearning; Media in education; Teaching/learning strategies	2	2	1	2	7
2010	Get out of MySpace!	Jones, Norah; Blackey, Haydn; Fitzgibbon, Karen; Chew, Eysin	Computers & Education, Vol 54(3), Apr, 2010. pp. 776-782.	MySpace; student experience; social software; social networking; higher education; learning	2	2	1	2	7



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2007	Social software as support in hybrid learning environments: The value of the blog as a tool for reflective learning and peer support	Hazel Hall, Brian Davison	Library & Information Science Research, <i>Volume 29, Issue 2, June 2007, Pp. 163-187</i>		2	2	1	2	7
2009	Preparing teachers to teach literacy in responsive ways that capitalize on students' cultural and linguistic backgrounds through weblog technology	Hui-Yin Hsu	Multicultural Education & Technology Journal, Vol. 3, Issue 3, pp. 168-181.	Culture, E-learning, Internet, Literacy, Teachers, United States of America	2	2	1	2	7
2009	The appropriation and repurposing of social technologies in higher education.	Hemmi, A.; Bayne, S.; Land, R.;	Journal of Computer Assisted Learning , Vol 25(1), Feb, 2009. pp. 19-30.	social technology; higher education; learning ; websites; pedagogy	2	2	1	1	6
2008	Reflective practices among language arts teachers: The use of weblogs.	Ray, Beverly B.; Coulter, Gail A.;	Contemporary Issues in Technology & Teacher Education, Vol 8(1), 2008. pp. 6-26.	reflection; reflective practices; language arts; teachers; webblogs	1	2	2	1	6
2008	Adventures in the blogosphere: from blog readers to blog writers	Ducate, Lara; Lomicka, Lara	Computer Assisted Language Learning, Volume 21, Number 1, February 2008 , pp. 9-28(20)	weblogs; reading; writing	2	1	1	2	6
2008	Accelerating the use of Weblogs as an alternative method to deliver case-based learning.	Chen, Charlie; Wu, Jiinpo; Yang, Samuel C.	International Journal on E-Learning, Vol 7(2), 2008. pp. 331-349.	Weblogs; business concepts; educators; case-based learning	2	2	1	1	6
2009	Investigating a Nigerian XXL-Cohort Wiki-Learning Experience: Observation, Feedback and Reflection	Aborisade, Peter	Electronic Journal of e-Learning, v7 n3 pp.191-202 2009	Second Languages; Cooperative Learning; Foreign Countries; Learning Experience; Web Sites; Editing; Collaborative Writing; Blended Learning; Electronic Learning; Teamwork; Interaction;	2	2	1	1	6



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2009	Using Wiki technology to support student engagement: Lessons from the trenches.	Cole, Melissa	Computers & Education, Vol 52(1), Jan, 2009. pp. 141-146.	Wiki technology; student engagement; undergraduate module; collaborative learning	2	1	1	1	5
2007	Reducing the Effects of Isolation and Promoting Inclusivity for Distance Learners through Podcasting	Lee, Mark J. W.; Chan, Anthony	Online Submission, Turkish Online Journal of Distance Education--TOJDE v8 n1 p85-105 Jan 2007	Foreign Countries; Distance Education; Information Technology; Alienation; Anxiety; Social Isolation; Audio Equipment; Higher Education; Student Attitudes; Educational Radio; Technology Uses in Education; Student Surveys; Undergraduate Students; Graduate Students	1	2	1	1	5
2009	An empirically-grounded study on the effective use of social software in education	Shailey Minocha	Education & Training, Vol 51(5-6), 2009. pp. 381-394.	Case studies, Education, Internet, Social interaction	2	1	1	1	5
2009	Giving Reluctant Students a Voice	Redekopp, Reynold; Bourbonniere, Elizabeth	Learning & Leading with Technology, v36 n7 p34-35 May 2009	Web Sites; Class Activities; Electronic Publishing; Student Attitudes; Learning Activities; Teaching Methods; Student Participation; Motivation Techniques;	2	1	1	1	5



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2009	Impacts of geographical knowledge, spatial ability and environmental cognition on image searches supported by GIS software	Pei-Lan Lei, Gloria Yi-Ming Kao, Sunny S.J. Lin, Chuen-Tsai Sun	Computers in Human Behavior, Volume 25, Issue 6, Pp. 1270-1279	Geography information system; Electronic map; Image search; Environmental cognition; Spatial ability; Search system; Junior high school students	1	2	1	1	5
2006	eLogg: Facilitating ownership and openness in virtual learning environments	Baggetun, Rune; Mjelstad, Stig	Education and Information Technologies, Volume 11, Numbers 3-4, October 2006 , pp. 357-369(13)	Weblogging; Distributed learning environments; Emerging technologies; Personal publishing; Learning Management Systems (LMS)	2	1	1	1	5
2008	From an e-portfolio model to e-portfolio practices: some guidelines	Pier Giuseppe Rossi, Patrizia Magnoler, Lorella Giannandrea	Campus-Wide Information Systems, Vol. 25, Issue 4, pp. 219-232.	Adult education, Continuing development, E-learning, Lifelong learning	2	1	1	1	5
2008	Using seminar blogs to enhance student participation and learning in public health school classes.	Goldman RH; Cohen AP; Sheahan F	American Journal of Public Health, 2008 Sep; 98 (9): 1658-63	Adult; Colleges and Universities -- Massachusetts; Cooperative Behavior; Descriptive Statistics; Information Technology -- Trends; Interpersonal Relations; Learning; Massachusetts; Problem-Based Learning; Professional Competence -- Education; Program Evaluation; Qualitative Studies; Repeated Measures; Student Attitudes;	1	1	1	1	4

				Surveys; Time Factors; Human					
2009	Designing a web-based learning environment using weblogs and podcasts	Salam, Sharifah; Wang, Qiyun	International Journal of Continuing Engineering Education and Life-Long Learning, Volume 19, Numbers 2-3, 2009 , pp. 179-190(12)	Education, Knowledge And Learning Journals; Education And Life-Long Learning; Technical Journals; General Engineering; Education, Knowledge And Learning Journals; Learning And Human Resources Development	1	1	1	1	4
2010	Enhancing student reflection using Weblogs: lessons learned from two implementation studies.	Sharma P;	Reflective Practice, 2010 Apr; 11 (2): 127-41	No key words.	1	1	1	1	4
2008	The use of Weblogs in learning and assessment in Chinese higher education: Possibilities and potential problems.	Chen, Weichao; Bonk, Curtis;	International Journal on E-Learning, Vol 7(1), 2008. pp. 41-65.	Weblogs; Chinese higher education; learning; student assessment	1	1	1	1	4
2007	I'll See You On 'Facebook': The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate.	Mazer, Joseph P.; Murphy, Richard E.; Simonds, Cheri J.;	Communication Education, Vol 56(1), Jan, 2007. pp. 1-17.	computer mediated self disclosure; teachers; student motivation; affective learning; classroom climate	1	1	1	1	4
2008	Perceptions and usage of library instructional podcasts by staff and students at New Zealand's Universal College of Learning (UCOL)	Angela Jowitt	Reference Services Review, Vol. 36, Issue 3, Pp. 312-336.	Academic libraries, Digital communication systems, Internet, Library instruction, New Zealand	1	1	1	1	4



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2009	Transparency in Cooperative Online Education	Dalsgaard, Christian; Paulsen, Morten Flate	International Review of Research in Open and Distance Learning, v10 n3 Jun 2009	Distance Education; Online Courses; Cooperative Learning; Social Networks; Teaching Methods; Learning Theories; Foreign Countries; Secondary Education	1	1	1	1	4
2009	Using a Poetry Wiki: How Can the Medium Support Pre-Service Teachers of English in Their Professional Learning about Writing Poetry and Teaching Poetry Writing in a Digital Age?	Dymoke, Sue; Hughes, Janette	English Teaching: Practice and Critique, v8 n3 p91-106 Dec 2009	Foreign Countries; Preservice Teachers; English Teachers; Poetry; Electronic Publishing; Web Sites; Cooperation; Writing (Composition); Writing Instruction; Creative Writing; Teaching Methods	1	1	1	1	4
2009	Podcasting to Support Students Using a Business Simulation	Gorra, Andrea; Finlay, Janet	Electronic Journal of e-Learning, v7 n3 p257-264 2009	Business Administration Education; International Trade; Technology Uses in Education; Role Playing; Handheld Devices; Audio Equipment; Information Dissemination; Computer Simulation; Intermode Differences; Multimedia Instruction; Decision Making Skills; Access to Information; Faculty; Faculty Development; Student Reaction	1	1	1	1	4
2008	Online identity: Guidelines for discerning covert racism in blogs.	Kurubacak, Gulsun	International Journal on E-Learning, Vol 7(3), 2008. pp. 403-426.	online identity groups; covert racism; blogs; critical pedagogy approach	1	1	1	1	4



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2009	Digital Natives as Preservice Teachers: What Technology Preparation Is Needed?	Lei, Jing	Journal of Computing in Teacher Education, v25 n3 p87-97 Spr 2009	Preservice Teachers; Educational Technology; Assistive Technology; Student Attitudes; Teacher Attitudes; Social Networks; Knowledge Level; Student Surveys; Preservice Teacher Education; Technology Integration; Influence of Technology; Internet; Computer Uses in Education	1	1	1	1	4
2008	Post-Secondary Students' Purposes for Blogging	Leslie, Paul; Murphy, Elizabeth	International Review of Research in Open and Distance Learning, v9 n3 p1-17 Oct 2008	College Students; Electronic Publishing; Web Sites; Females; Foreign Countries; Content Analysis; Self Disclosure (Individuals); Emotional Response; Focus Groups; Educational Objectives	1	1	1	1	4
2008	Fostering connections between multicultural education and technology: Incorporating weblogs into preservice teacher education.	Wassell, Beth; Crouch, Corey;	Journal of Technology and Teacher Education (JTATE), Vol 16(2), 2008. pp. 211-232.	fostering connections; multicultural education; multicultural technology; weblog project; preservice teacher education; project efficacy	1	1	1	1	4
2009	An empirically-grounded study on the effective use of social software in education.	Minocha, Shailey	Education & Training, Vol 51(5-6), 2009. pp. 381-394.	social softwares; higher education; learning	1	1	1	1	4



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2009	Using online simulation in child health nurse education.	Broom M; Lynch M; Preece W;	Paediatric Nursing, 2009 Oct; 21 (8): 32-6	Computer Simulation; Education, Nursing; Pediatric Nursing; Student Attitudes; Students, Nursing	1	1	1	1	4
2008	Facilitating e-learning with social software: Attitudes and usage from the student's point of view.	Bernsteiner, Reinhard; Ostermann, Herwig; Staudinger, Roland;	International Journal of Web-Based Learning and Teaching Technologies, Vol 3(3), 2008. pp. 16-33.	e-learning; social software; student attitudes	1	1	1	1	4
2008	University teaching staffs' pedagogical awareness displayed through ICT-facilitated teaching.	Löfström, Erika; Nevgi, Anne;	Interactive Learning Environments, Vol 16(2), Aug, 2008. pp. 101-116.	university teachers; teachers' pedagogical awareness; information technology; communication technology; technical skill; meaningful learning	1	1	1	1	4
2013	Exploring the determinants of knowledge sharing via employee weblogs	Thanos Papadopoulos , Teta Stamati, Pawit Nopparuch	International Journal of Information Management, Volume 33, Issue 1, February 2013, Pages 133-146	Employee weblogs; Knowledge sharing; Self-efficacy; Perceived enjoyment	1	1	1	1	4
2012	Implementing Web 2.0 technologies in higher education: A collective case study	Sue Bennett, Andrea Bishop, Barney Dalgarno, Jenny Waycott, Gregor Kennedy	Computers & Education, Volume 59, Issue 2, September 2012, Pages 524-534	Web 2.0; Higher education; University; Educational technology; Technology integration; Social media; Online learning; E-learning	2	2	1	1	6



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2012	Using Wiki in teacher education: Impact on knowledge management processes and student satisfaction	Michele Biasutti, Heba EL-Deghaidy	Computers & Education, Volume 59, Issue 3, November 2012, Pages 861-872	Country-specific developments; Interactive learning environments; Pedagogical issues; Teaching/learning strategies	2	1	1	2	6
2012	Supporting small-group learning using multiple Web 2.0 tools: A case study in the higher education context	Jari Laru, Piia Näykki, Sanna Järvelä	The Internet and Higher Education, Volume 15, Issue 1, January 2012, Pages 29-38	Case study; Cloud-based social software; Explorative analysis; Higher education; Small-group collaboration	1	1	1	1	4
2012	Use of Web 2.0 Technologies in K-12 and Higher Education: The Search for Evidence-based Practice	Khe Foon Hew, Wing Sum Cheung	Educational Research Review, In Press, Accepted Manuscript, Available online 3 December 2012	Web 2.0; K-12; Higher education; Elementary education; Secondary education; Blog; Wiki; Podcast; Twitter; Virtual world	1	1	1	1	4
2012	Using blogs to support learning during internship	Samuel K.W. Chu, Carol K.K. Chan, Agnes F.Y. Tiwari	Computers & Education, Volume 58, Issue 3, April 2012, Pages 989-1000	Collaborative learning; Blogs; Teaching/learning strategies; Professional learning	2	2	1	1	6
2013	Gender divide and acceptance of collaborative Web 2.0 applications for learning in higher education	Wen-Hao David Huang, Denice Ward Hood, Sun Joo Yoo	The Internet and Higher Education, Volume 16, January 2013, Pages 57-65	Web 2.0; Gender difference; Technology acceptance level; Anxiety; Higher education	1	1	1	1	4



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2012	Building an effective online learning community (OLC) in blog-based teaching portfolios	Eunice Tang, Charlotte Lam	The Internet and Higher Education, In Press, Corrected Proof, Available online 14 December 2012	Online learning community (OLC); Teacher education; Blog-based teaching portfolios; Reflection; Mentorship; Blog	1	1	1	1	4
2012	'Breaking Ground' in the use of social media: A case study of a university earthquake response to inform educational design with Facebook	Nicki Dabner	The Internet and Higher Education, Volume 15, Issue 1, January 2012, Pages 69-78	Social media; Higher education; Network communities; Facebook; Web 2.0 tools; Disaster response	1	1	1	1	4
2013	User acceptance of YouTube for procedural learning: An extension of the Technology Acceptance Model	Doo Young Lee, Mark R. Lehto	Computers & Education, Volume 61, February 2013, Pages 193-208	Procedural learning; The Technology Acceptance Model; YouTube	2	2	1	1	6
2012	Enhancing networking and proactive learning skills in the first year university experience through the use of wikis	Dawn Angela Morley	Nurse Education Today, Volume 32, Issue 3, April 2012, Pages 261-266	Blended; Elearning; Web 2.0; Wiki; Salmon	2	2	1	1	6
2012	Using social media to promote international student partnerships	Bernard M. Garrett, Roger Cutting	Nurse Education in Practice, Volume 12, Issue 6, November 2012, Pages 340-345	Nurse education; Information technology; Web 2.0; Social networking; Interdisciplinary education;	1	1	1	1	4



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2011	Exploring the wiki user experience: The effects of training spaces on novice user usability and anxiety towards wiki editing	Benjamin R. Cowan, Mervyn A. Jack	Interacting with Computers, Volume 23, Issue 2, March 2011, Pages 117-128	Wiki; User experience; Anxiety; Usability engineering; Controlled experiments	2	2	1	1	6
2011	"Social", "Open" and "Participative"? Exploring Personal Experiences and Organisational Effects of Enterprise2.0 Use	David Denyer, Emma Parry, Paul Flowers	Long Range Planning, Volume 44, Issues 5–6, October–December 2011, Pages 375-396	No Keywords.	2	2	1	1	6
2011	Facilitating students' global perspectives: Collaborating with international partners using Web 2.0 technologies	Peggy A. Ertmer, Timothy J. Newby, Ji Hyun Yu, Wei Liu, Annette Tomory, Young Mi Lee, Emine Sendurur, Polat Sendurur	The Internet and Higher Education, Volume 14, Issue 4, September 2011, Pages 251-261	Web 2.0 tools; International collaborations; Cultural competency; Pre-service teacher education	1	1	1	1	4
2012	Teaching how to learn with a wiki in primary education: What classroom interaction can tell us	M. Pifarré, Li Li	Learning, Culture and Social Interaction, Volume 1, Issue 2, June 2012, Pages 102-113	Collaborative learning; Dialogic teaching; Web 2.0 learning; Wiki; Classroom interaction; Elementary education	1	1	1	1	4



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2011	Knowledge construction and knowledge sharing: a Wiki-based approach	Montero-Fleta Begoña, Pérez-Sabater Carmen	Procedia - Social and Behavioral Sciences, Volume 28, 2011, Pages 622-627	Wiki; Construction of knowledge; Writing; Collaborative work; Active learning; Life-long learning; Communication skills; Linguistic skills	1	1	1	1	4
2011	Multimedia blogging in physical education: Effects on student knowledge and ICT self-efficacy	Marina Papastergiou, Vassilis Gerodimos, Panagiotis Antoniou	Computers & Education, Volume 57, Issue 3, November 2011, Pages 1998-2010	Computer-mediated communication; Media in education; Learning communities; Applications in subject areas; Post-secondary education	2	2	1	1	6
2012	Exploring pre-service teachers' beliefs about using Web 2.0 technologies in K-12 classroom	Ayesha Sadaf, Timothy J. Newby, Peggy A. Ertmer	Computers & Education, Volume 59, Issue 3, November 2012, Pages 937-945	Pre-service teacher education; Beliefs and intentions; Web 2.0; Technology integration; Teacher technology use	2	2	1	1	6
2011	A case study of blog-based learning in Korea: Technology becomes pedagogy	Inae Kang, Curtis J. Bonk, Myung-Chun Kim	The Internet and Higher Education, Volume 14, Issue 4, September 2011, Pages 227-235	Blog; Web 2.0; Trackback; Socialization; Power; Identity	2	2	1	1	6



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2011	The effects of wikis on foreign language students writing performance	Yousif Alshumaimeri	Procedia - Social and Behavioral Sciences, Volume 28, 2011, Pages 755-763	Accuracy; CALL; EFL; Quality; Saudi Arabia; Wiki; Writing	1	1	1	1	4
2013	Learning and best practices for learning in open-source software communities	Vandana Singh, Lila Holt	Computers & Education, Volume 63, April 2013, Pages 98-108	Computer-mediated communication; Cooperative/collaborative learning; Interactive learning environments; Learning communities; Teaching/learning strategies	2	2	1	1	6
2012	A Study to Evaluate the Social Media Trends among University Students	Irshad Hussain	Procedia - Social and Behavioral Sciences, Volume 64, 9 November 2012, Pages 639-645	Social Media; Internet; Academic Collaboration; Face Book; Virtual Community	1	1	1	1	4
2012	A case study of Israeli higher-education institutes sharing scholarly information with the community via social networks	Alona Forkosh-Baruch, Arnon Hershkovitz	The Internet and Higher Education, Volume 15, Issue 1, January 2012, Pages 58-68	Higher education; Facebook; Twitter; Social network sites; Scholarly information	2	2	1	1	6



2011	Wikis and academic writing: Changing the writer–reader relationship	Maria Kuteeva	English for Specific Purposes, Volume 30, Issue 1, January 2011, Pages 44-57	Wikis; English for Academic Purposes; L2 writing; Collaborative writing; Metadiscourse	1	1	1	1	4
2012	Collaborative knowledge building with wikis: The impact of redundancy and polarity	Johannes Moskaliuk, Joachim Kimmerle, Ulrike Cress	Computers & Education, Volume 58, Issue 4, May 2012, Pages 1049-1057	Cooperative/collaborative learning; Interactive learning environments; Teaching/learning strategies	2	2	1	1	6
2012	Empowering teams through social network ties	Xuepan Zhong, Qian Huang, Robert M. Davison, Xuan Yang, Huaping Chen	International Journal of Information Management, Volume 32, Issue 3, June 2012, Pages 209-220	Instrumental ties; Expressive ties; Social networks; Transactive memory system; Team efficacy	2	2	1	1	6
2011	Teaching presence and regulation in an electronic portfolio	M. Eulalia Torras, Rosa Mayordomo	Computers in Human Behavior, Volume 27, Issue 6, November 2011, Pages 2284-2291	Teaching presence; Online teacher and learning processes; e-Learning; Self-regulation; Instructional support; Electronic portfolios	2	2	1	1	6



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European network for the integration of
Web2.0 in education and work

2012	Using Web 2.0 for Innovation and Information Technology in Education Course	Kulthida Nugaltham	Procedia - Social and Behavioral Sciences, Volume 46, 2012, Pages 4607-4610	Web 2.0; Teaching Profession; wikispaces; Information and Technology in Education	1	1	1	1	4
2010	From forums to wikis: Perspectives on tools for collaboration	Karen Kear, John Woodthorpe, Sandy Robertson, Mike Hutchison	The Internet and Higher Education, Volume 13, Issue 4, December 2010, Pages 218-225	Wiki; Forum; Web 2.0; Collaboration; Questionnaire	1	1	1	1	4
2010	A comparison of Web 2.0 tools in a doctoral course	Katrina A. Meyer	The Internet and Higher Education, Volume 13, Issue 4, December 2010, Pages 226-232	Web 2.0 tools; Wikis; Blogs; Online discussions	1	1	1	1	4
2012	Teaching how to learn with a wiki in primary education: What classroom interaction can tell us	M. Pifarré, Li Li	Learning, Culture and Social Interaction, Volume 1, Issue 2, June 2012, Pages 102-113	Collaborative learning; Dialogic teaching; Web 2.0 learning; Wiki; Classroom interaction; Elementary education	1	1	1	1	4



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2012	Using Wiki in teacher education: Impact on knowledge management processes and student satisfaction	Michele Biasutti, Heba EL-Deghaidy	Computers & Education, Volume 59, Issue 3, November 2012, Pages 861-872	Country-specific developments; Interactive learning environments; Pedagogical issues; Teaching/learning strategies	2	2	1	1	6
2012	Discuss, reflect, and collaborate: A qualitative analysis of forum, blog, and wiki use in an EFL blended learning course	Terumi Miyazoe, Terry Anderson	Procedia - Social and Behavioral Sciences, Volume 34, 2012, Pages 146-152	forum; blog; wiki; multi-tasking; EFL; blended learning	1	1	1	1	4
2012	Frequency and Aim of Web 2.0 Tools Usage by Secondary School Students and Their Awareness Level of These Tools	Dilek Dogan, Hatice Gokce Bilgic, Duygu Duman, S. Sadi Seferoglu	Procedia - Social and Behavioral Sciences, Volume 47, 2012, Pages 540-551	Internet usage; high school students; Web 2.0 tools	1	1	1	1	4
2011	Perceptions of teacher candidates towards Web 2.0 technologies	Ramadan Eyyam, Ipek Meneviş, Nazan Dogruer	Procedia - Social and Behavioral Sciences, Volume 15, 2011, Pages 2663-2666	Web 2.0 technologies; teacher candidates; digital environment; Internet	1	1	1	1	4



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2012	Blogging for Doing English Digital: Student evaluations	Wei Zhang	Computers and Composition, Volume 27, Issue 4, December 2010, Pages 266-283	No Key Words.	1	1	1	1	4
2012	Making learning and Web 2.0 technologies work for higher learning institutions in Africa	Edda Lwoga	Campus-Wide Information Systems, Vol. 29 Iss: 2, pp.90 - 107	Africa, E-learning, E-learning 2.0, Higher education, Tanzania, Web 2.0	2	2	1	1	6
2011	Web 2.0 and micro-businesses: an exploratory investigation	David Barnes, Fintan Clear, Romano Dyerson, G. Harindranath, Lisa Harris, Alan Rae	Journal of Small Business and Enterprise Development, Vol. 19 Iss: 4, pp.687 - 711	Business development, Collaboration, Information and communications technology, Small business networks, Small enterprises, Web 2.0	1	1	1	1	4
2011	Students' conceptions and experiences of Web 2.0 tools	Sirje Virkus, Alice A. Bamigbola	New Library World, Vol. 112 Iss: 11/12, pp.479 - 489	Communication tools, Digital libraries, Educational tools, Higher education, Individual perception, Librarians, Phenomenography, Professional tools, Students, Web 2.0	1	1	1	1	4



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2012	Using Web 2.0 technologies: Exploring perspectives of students, teachers and parents	Mingmei Yu, Allan H.K. Yuen, Jae Park	Interactive Technology and Smart Education, Vol. 9 Iss: 4, pp.204 - 216	Computer use, Digital divide, Hong Kong, Online learning, Parental involvement, Parents, Students, Teachers, Technology integration, Web 2.0	2	2	1	1	6
2012	Generation Y, learner autonomy and the potential of Web 2.0 tools for language learning and teaching	Liam Morgan	Campus-Wide Information Systems, Vol. 29 Iss: 3, pp.166 - 176	Language teaching, Learner autonomy, Learning, Second language teaching, Self-efficacy, Teaching, Web 2.0 tools	1	1	1	1	4
2012	Web 2.0 integration into the graduate classroom: An appreciative inquiry into prospective school administrator strengths and leadership experiences	Raymond L. Calabrese	International Journal of Educational Management, Vol. 26 Iss: 2, pp.192 - 204	Appreciative inquiry, Blogs, Educational administration, Learning environment, Preparation programs, School administrator, United States of America, Web 2.0	2	2	1	1	6
2012	Wikis as an effective group writing tool: a study in Taiwan	Wesley Shu, Yu-Hao Chuang	Online Information Review, Vol. 36 Iss: 1, pp.89 - 103	Collaborative writing, Collaborative writing tools, Group writing, Personal communication networks, Web 2.0	1	1	1	1	4



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European network for the integration of
Web2.0 in education and work

2011	Scholarly communication and possible changes in the context of social media: A Finnish case study	Feng Gu, Gunilla Widén- Wulff	Electronic Library, The, Vol. 29 Iss: 6, pp.762 - 776	Information behavior, Research work, Scholarly communication, Scholarly writing, Social media, Web 2.0	2	1	1	1	5
2011	Shared video media and blogging online: Educational technologies for enhancing formative e-assessment?	Anders D. Olofsson, J. Ola Lindberg, Ulf Stödberg	Campus-Wide Information Systems, Vol. 28 Iss: 1, pp.41 - 55	E-learning, Higher education, Online operations, Self actualization, Sweden, Visual media	1	1	1	1	4
2012	The uses of Facebook@ technologies in Hospitality curriculum on an experiential learning platform for a new generation of students	Christopher W. Harris	Asia Pacific Journal of Marketing and Logistics, Vol. 24 Iss: 5, pp.805 - 825	Classroom, Experiential learning, Facebook, Hospitality, Malaysia, S-D Marketing, Social networking sites, Teachers, Teaching and Learning Activities (TLAs), Web 2.0	1	1	1	1	4
2011	Is social software really a "killer app" in the education of net generation students? Findings from a case study	Gabor Feuer	Library Hi Tech News, Vol. 28 Iss: 7, pp.14 - 17	Education, Libraries, Technology	2	2	1	1	6



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2011	Inside the iPod, outside the classroom	Susan Mikkelsen, Sara Davidson	Reference Services Review, Vol. 39 Iss: 1, pp.66 - 80	Innovation, Library instruction, Mobile communication systems, Students, United States of America	1	1	1	1	4
2012	Social media at the university: a demographic comparison	Alice B. Ruleman	New Library World, Vol. 113 Iss: 7/8, pp.316 - 332	Academic libraries, Environmental scan, Faculty, Social media and networking, Social networks, Students, Technology use, User studies	2	2	1	1	6
2010	Students and social networking sites: The posting paradox.	Miller, Robert Parsons, Kristine Lifer, David	Behaviour & Information Technology, Vol 29(4), Jul, 2010. pp. 377-382.	social networking sites, undergraduate students, audiences, students	1	1	1	1	4
2011	What if undergraduate students designed their own web learning environment? Exploring students' web 2.0 mentality through participatory design.	Palaiogeorgiou, G. Triantafyllakos, G. Tsinakos, A.	Journal of Computer Assisted Learning, Vol 27(2), Apr, 2011. pp. 146-159.	undergraduate students, web learning environment, student Web 2.0 mentality, participatory design	2	2	1	1	6



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European network for the integration of
Web2.0 in education and work

2010	Let's go formative: Continuous student ratings with Web 2.0 application Twitter.	Stieger, Stefan Burger, Christoph	Cyberpsychology, Behavior, and Social Networking, Vol 13(2), Apr, 2010. pp. 163-167.	continuous student ratings, Web 2.0 application Twitter, teaching quality, formative evaluation	1	1	1	1	4
2011	Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations.	Ertmer, Peggy A. Newby, Timothy J. Liu, Wei Tomory, Annette Yu, Ji Hyun Lee, Young Mi	Educational Technology Research and Development, Vol 59(2), Apr, 2011. Special issue: Motivation and new media. pp. 213-228.	students confidence, students perceived values, cross-cultural collaborations, technology course, students motivation, wiki-based collaboration	2	2	1	1	6
2010	Developing professionalism through the use of wikis: A study with first-year undergraduate medical students.	Varga-Atkins, Tünde Dangerfield, Peter Brigden, David	Medical Teacher, Vol 32(10), Oct, 2010. pp. 824-829.	professionalism, wikis, collaborative websites, problem based learning, first year undergraduate medical students, peer groups, medical education, e-learning	1	1	1	1	4
2011	The effect of Twitter on college student engagement and grades.	Junco, R. Heiberger, G. Loken, E.	Journal of Computer Assisted Learning, Vol 27(2), Apr, 2011. pp. 119-132.	Twitter, college student engagement, social media, social networking	1	1	1	1	4



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European network for the integration of
Web2.0 in education and work

2011	Use of social media in graduate-level medical humanities education: Two pilot studies from Penn State College of Medicine.	George, Daniel R. Dellasega, Cheryl	Medical Teacher, Vol 33(8), Aug, 2011. pp. 429-e434.	college students, medical students, social media, curriculum, learning, collaboration, problem solving, networking	2	2	1	1	6
2011	The uptake of podcasting and portable media players amongst UK medical students.	Coughlin, T. A. Jones, K. I. Lund, J. N. Clement, R. G. E. Longman, C. L. Jones, Keaton	Medical Teacher, Vol 33(1), Jan, 2011. pp. 85.	media players, UK medical students, medical education, teaching	1	1	1	1	4
2012	The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting	Charles Crook	Oxford Review of Education Volume 38, Issue 1, 2012 Special Issue: Digital technologies in the lives of young people	Web 2.0, ICT, computers, schooling	1	1	1	1	4
2012	Implementation as Ongoing and Incremental: Case Study of Web 2.0 Use for Staff Communication	Wendy Chu	Journal of Access Services Volume 9, Issue 3, 2012	Web 2.0 implementation, Web design, internal communications, staff development, academic libraries	1	1	1	1	4

2009	Pre-service teachers' experiences with Wiki: challenges of asynchronous collaboration	Diler Öner	WikiSym '09: Proceedings of the 5th International Symposium on Wikis and Open Collaboration		2	2	1	1	6
2010	e-Portfolio: A tool to assess university students' skills	Rodriguez-Donaire, S.; Garcia, B.A.; del Olmo, S.O.	Information Technology Based Higher Education and Training (IHTET), 2010 9th International Conference on	European Higher Education Area (EHEA);Web2.0;collaborative tools;e-Portfolio;student's competences assessment;teaching innovation	2	2	1	1	6
2010	Adaptive Support for Student Learning in an e-Portfolio Platform	Chih-Kun Ke; Mei-Yu Wu	Knowledge Discovery and Data Mining, 2010. WKDD '10. Third International Conference on	adaptive knowledge support;data mining;e-portfolio;learning context	1	1	1	1	4