

WEB 2.0 IN TEACHING AND LEARNING PROPOSAL

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OVERVIEW

Web 2.0 technology has transformed the web from a “surf and browse” experience to an “interact and participate” involvement. No longer does a reader need to just read and absorb information, but now the learner can be involved and experience the learning first hand. As educators, we need to utilize this technology to transform our students’ educational experiences. There are many great web 2.0 tools available to use to transform learning and guide students through 21st Century skills. In addition to teacher emphasis, students should develop fluency with these new resources. “[New Technologies & 21st Century Skills](#)” is a site that houses links and descriptions to many of these sites available to teachers and students (New Technologies & 21st Century Skills, 2013).

The Objective

- Teachers need to incorporate more web resources into their teaching
- Students need to become more comfortable and familiar with these interactive tools
- Teachers and students need to accept newer, more interactive approaches to teaching and learning

The Opportunity

- Browse through available resources and determine which tools could be adapted for the classroom.
- Teachers choose tools that they feel comfortable implementing
- Students become familiar with new tools

The Solution

- Teachers will implement new technologies to provide more meaningful lessons
- Students will experience a richer, more in-depth learning experience

PROPOSAL

My proposal is that Web 2.0 tools foster a new approach to learning (Tyagi, 2012). They are learner-focused and place the power of creation in the learners’ hands (Strampel, 2010). E-learning has emerged as a result of these Web 2.0 applications (Strampel, 2010). Students become the creators and the authors of their own learning and the instructor is the facilitator. Instructors should take advantage of these new technologies and implement more of these than they already are to foster independent learning and hopefully, learners will become independent learners and creators of their own knowledge. As learners develop and create more for themselves, they should develop their own e-portfolios, which are “today’s horseless carriages: A new technology described in yesterday’s terms” (Strampel, 2010). In the process of creating an e-portfolio, students are provided the “potential to change with the pedagogy of if interaction” (Strampel, 2010). Students demonstrate achievements and growth through a process that fosters and encourages reflection.

Furthermore, according to Strampel, the process of self-reflection places the learner in a state of disequilibrium and challenges the learner of his or her existing knowledge and forces him or her to make sense of the new knowledge. Therefore, conceptual changes occur and learners begin to think critically and then synthesize and integrate their knowledge (Strampel, 2010).

As more instructors use Web 2.0 technologies available, learners will have enhanced motivation, improved participation, and stimulation of higher order thinking skills, as well as an increase of self-directed learning (Bubas, 2011)

Unfortunately, as more instructors integrate Web 2.0 tools, they must be aware of the challenges. Students are uncomfortable as they learn a tool they are not familiar with and often perceive difficulties as they implement these new tools compared to traditional classroom experiences (Bubas, 2011). These challenges should not prevent instructors from finding ways to change their traditional instructions. Instructors should study the Web 2.0 resources available and find the ones with which they most feel comfortable and implement them. The results of the enhanced learning for the students will far outweigh any challenges faced.

EXPECTED RESULTS

Benefits:

- Support innovative teaching methods
- Peer-to-peer learning
- Creation of personal learning environment
- Enhance student motivation and engagement
- Learner centered instruction
- Information/knowledge sharing
- Cooperative/collaborative work

CONCLUSION

Web 2.0 tools will transform traditional learning experiences for the learners and force them to take learning into their own hands. They will be forced to take the knowledge they have learned and synthesize to create desired outcomes. Instructors will have new ways to assess students of their learning. Even though there will be challenges, these difficulties should not cause the instructor to “throw the baby out with the bath water.” Challenges should be monitored and enhancements should be made, but the result of implementing new Web 2.0 applications will far outweigh the risks.

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