

**ANALYSIS OF WEB 2.0 TECHNOLOGIES FOR PROBLEM-BASED  
AND COLLABORATIVE LEARNING**

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BASED AND COLLABORATIVE LEARNING**

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## **ABSTRACT**

The advancement seen on the Web during the last decade has put the users in the center of the interaction. A similar tendency is apparent in education, thus making the blend of Web 2.0 technology and learning a natural part of instructional environment. The geographical spread of the students has meant that most discussions have been restricted to instances when the students are physically on campus by virtue of their scheduled classes. By using Web 2.0 technologies, students are able to collaborate remotely, at a time that suits them. The purpose of this research was to investigate and analyze the potential of using Web 2.0 tools in collaborative learning. Several interviews were conducted with users and expert opinions were sought to gather empirical data to determine which tools are suitable for collaborative learning. This project comes up with a framework for Web 2.0 tools through an organized assortment of literature and existential data to describe the benefits of these tools.

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# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

The rapid change of the technologies that are used in media and its great usability in the education systems make it easy for people to communicate within the fields of education in new environments of learning. Especially, Web 2.0 technologies have many types which are developing day by day. Some of these categories are: Real System Syndication (RSS), wikis, blogs, and social bookmarking. Interestingly, all of the aforementioned categories have significant contributions in the realm of collaborative learning, and they provide opportunities to students and teachers to broaden their knowledge and improve their abilities to solve or overcome their problems in the digital field. In addition, the attention increased in the recent years towards the latest models of web-based collaboration tools such as wikis, podcast and blogs, as found by the increasing number of researches and publications on the topic and the adaptation done on several educational services to enable of using these tools. Moreover, the tools offered by web 2.0 have the abilities of complementing, developing, and adding new collaborative options to a lot of current existed web based educational and research services which can give us a lot of wonderful and powerful information sharing and collaboration features.

It is not necessary for users to be technically proficient to benefit from these features. For that it is called transparent technology (Wheeler et al., 2005). The concentration of the user on the learning issue is growing more and more by the surrounding technological environment (Boulos et al., 2006). Web 2.0 technologies have been

The contents of  
the thesis is for  
internal user  
only

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