

# Teacher Voices in Higher Education: Do I really believe on web 2.0?

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**Abstract**— This paper aims to identify how teachers perceive the use of eLearning and Web 2.0 services within the teaching-learning process. The study presents the outcomes from a survey of 129 teachers from four schools of higher education at the Guarda Polytechnic Institute (Portugal). Two main factors associated with the adoption, the intensity of usage of technologies and web 2.0 services are analyzed. Data from teachers confirmed that technologies are an integral part of learning, considering eLearning platforms to be very useful and playing a key role in the whole process. However the usefulness has an insignificant intensity. The inquiry into the need for training revealed that teachers still require help with their digital skills in order to use more technologies in class. As a conclusion, teachers voices warns about the contrariety between having a positive attitude in technology adoption and the actual usage intensity, all of which still demands to institutions for specific training in the effective use of services and in the different phases of the teaching-learning process.

**Keywords**—education; e-learning project; higher education, learning 2.0

## I. INTRODUCTION

In an era known as the society of technology and knowledge, where lifelong learning is a way of life, to find effective ways of providing new learning opportunities is a priority for educational institutions. Today, combining the proximal environment, the student and teacher characteristics, the pitfalls of the economic crisis and the emerging advances of technology is the major effort in making learning more efficient, equitable and innovative in higher education.

As daily consumers, as teachers, and as students we all recognize that technologies are increasingly being used in society and in the economy, and this is transforming ways of working, studying (lifelong learning), communicating, accessing information and spending leisure time, among other relevant changes. As a result, the know-how in using technology and Web 2.0 are referred as one of the most importance competence of the XXI century. "To live, learn and work successfully in an increasingly complex, information-rich and knowledge-based society, students and

teachers must utilize technology effectively" [15]. Effective use of Web 2.0 might also be considered a required competence for the contemporary world, and a 'lifelong, life-wide' set of skills that weaken boundaries between formal and informal learning [5].

It is assumed that the evolution of World Wide Web and ICT could enable creative and innovative practices in schools, enhance students' research and develop new skills and new methodologies [1], [14]; thus, teachers need to be prepared, adapted and trained to know and understand this new digital learning environment.

Ubiquitous technology and Web 2.0 tools play, today, a fundamental key role in promoting technology-enhanced learning, creating new opportunities, new learning concepts and new creative and collaborative participation in the process of learning [3], [9], [16], [19]. Web 2.0 implies a qualitative leap in Web technologies that have made the internet more creative, participative and socializing [8].

The evolution of the World Wide Web driven by user-generated content represents a new form of collaboration and communication between students and teachers. For teachers, these news tools can create some barrier of usage and communication requiring new training and new adaptability according to student's characteristics and according to the evolution of World Wide Web and ICT. It is of a major interest, for institutions, from an evolutionary perspective to understand the role of teachers and the role of students demand to incorporate new eLearning strategies and perceive the effectiveness of the use of Web 2.0 tools in class, creating new and powerful opportunities for learning. Learning should be reflective of underlying social environments [1], [14].

In the last decade, several authors have defined and introduced new terms such Learning 2.0, Web-based learning or Internet-based instruction to related a learning-teaching process that take places with the use of ICT and Web 2.0 tools [12],[7].

It's clear that this free mobility in the learning process allows for the development of new creative learning approaches. Teaching is now a process that can occur anywhere and at any time. In this way it is crucial that institutions promote discussions about new pedagogical activities so as to trigger creativity in their methods. As describe in [4], the rapid growth of online education has promote the need to rethink delivery structures and pedagogical practices that were once appropriate. According

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