Chapter 25
Enterprise 2.0 and 3.0 in Education:
Engineering and Business Students' View

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ABSTRACT

The aim of the following chapter is to analyze students' view on Enterprise 2.0 and 3.0 of Web technologies in engineering and business education. The meaning of the key concepts of Enterprise 2.0 and 3.0 and needs analysis is studied. Moreover, the study demonstrates how the key concepts are related to the idea of education. Finally, the study presents how the steps of the process are related: Enterprise 2.0 and 3.0 → Enterprise 2.0 and 3.0 in engineering and business education → empirical study. The following hypothesis for further studies is put forth: in order to develop the students' view on Enterprise 2.0 and 3.0 in education, it is necessary to promote students' use of Enterprise 2.0 and 3.0 for individual, organizational, and professional purposes, as well as to create a favourable learning environment which supports learners' needs and provides successful use of Enterprise 2.0 and 3.0 in a multicultural environment.

INTRODUCTION

The primary target for software (Vossen, 2009, p. 38) is enterprise. Enterprises benefit from the World Wide Web (Web) where the increased data exchange within the system is no longer a limiting parameter with the current developments in the infrastructure. All dimensions of the Web depicted in Figure 1, namely, the infrastructure dimension, the functionality dimension, the data dimension, and the social (or socialization) dimension are on their path into the enterprise (Vossen, 2009, p. 33, 38).

Figure 1. Four dimensions of Web 2.0
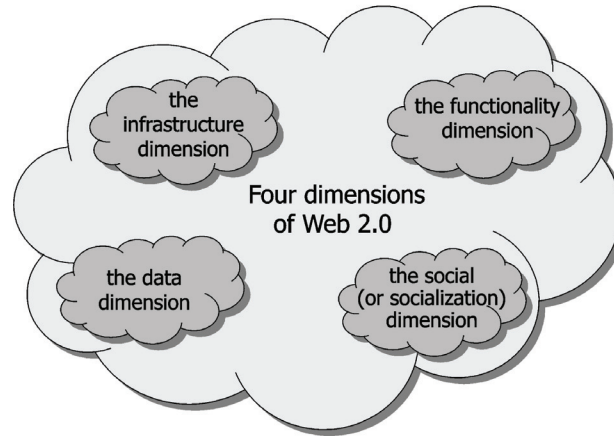
A broad usage of Web techniques and tools within an enterprise, paired with an increased exploitation of services offered over the Web and with leaving more room for the individual and its preferences, has led to the term "Enterprise 2.0." In other words, enterprises as well as software vendors are exploiting it by integrating Web 2.0 features into their software, processes, and work environments (Vossen, 2009, p. 38). Typical Enterprise 2.0 of Web 2.0 techniques and technologies include corporate blogs, wikis, feeds and podcasts (Vossen, 2009, p. 38) and have found widespread acceptance in the community whereas Enterprise 3.0 is oriented to focus on online networks.

Aim of the following chapter is to analyze student engineers' and student entrepreneurs' view on Enterprise 2.0 and 3.0 technologies in engineering and business education on the pedagogical discourse. The meaning of the key concepts of *Enterprise 2.0 and 3.0* and *needs analysis* is studied. Moreover, the study demonstrates how the key concepts are related to the idea of *education* and shows a potential model for development, indicating how the steps of the process are related following a logical chain: determining *enterprise* → revealing *Enterprise 2.0 and 3.0* in education → carrying out the empirical study within a multicultural environment.

State-Of-The-Art

The modern issues of global developmental trends emphasize "a prime importance in sustainable development that is to meet the needs of the present without compromising the ability of future generations to meet their own needs" (Zimmermann, 2003, p. 9). Thus, sustainable personality, and, consequently, computer user, is "a person who sees relationships and interrelationships between nature, society and the economy" (Rohweder, 2007, p. 24). In other words, this is a person who is able to develop the system of external and internal perspectives, and in its turn this developing the system of external and internal perspectives becomes a main condition for the sustainable computer user to develop. For instance, the concern of the European Union to become "the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion" (European Commission, 2004, p. 2) demonstrates the significance of developing the system of external

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