

Chapter 30

Knowledge Sharing Using Web 2.0: Preferences, Benefits and Barriers in Brunei Darussalam's Tertiary Education

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ABSTRACT

The purpose of this paper is to assess the current knowledge sharing processes in tertiary education in Brunei Darussalam and identify the preferred knowledge sharing activities as well as preferred online applications for the purpose. This study also examined the benefits and barriers of using Web 2.0 as a knowledge sharing platform in tertiary education. A descriptive research method is employed, in which quantitative approach was selected to collect data on the use of Web 2.0 tools for knowledge sharing in tertiary education. This study revealed that respondents highly utilize emails and Web 2.0 applications for knowledge sharing, which are normally provided by their host universities as information and knowledge sharing platforms. Web 2.0 applications, especially social networks, are considered good platforms for sharing knowledge. However, there are some concerns in using Web 2.0 applications for knowledge sharing, mainly in term of privacy issues and reliability of information and knowledge shared due to its high risk of collaborators.

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1. INTRODUCTION

Information and Communication Technology (ICT), especially the Internet and its Web 2.0 technologies, has created a new learning environment and experience for many people of all ages, no matter where their whereabouts (Pieri, 2013). Web 2.0 was first coined by Tim O'Reilly and Dale Dougherty in 2004 as a second generation internet services. Web 2.0 comprises tools or applications which allow individual and collective publishing and this include images, audio and video sharing and also the formation and maintenance of online social networks (Bennett et al, 2012). Web 2.0 enables content sharing, collaboration, and communication among users all over the world as well as let users to produce contents. Examples of Web 2.0 applications are wiki, blogs, Google docs, Skype, Facebook, Twitters and WhatsApp.

Web 2.0 applications, especially social networks such as Facebook and Twitters, are very popular and globally adopted by many people and these applications are now part of everyday lives of many people including students. Nowadays, many students, especially university students, utilize Web 2.0 applications in enhancing their learning in both individual and collaborative learning activities. This was further supported by Kulakli and Mahony (2014) in which they stated that, the advancement of technologies in the educational field has brought new opportunities to higher education institutions where it improves teaching and learning experiences specifically in terms of knowledge and information sharing.

A study conducted by Bennett et al. (2012), showed the importance of implementing Web 2.0 in developing students' skills in which they can be gained through participation, user generated content and collaboration. Hence, Web 2.0 serves as an innovative communication platform which encourages students to share their thoughts and experiences through interactive social media and these help to leverage improvements at all levels.

The adoption of Web 2.0 applications has increased their use in both by students and lecturers thus have opportunities to be highly utilized in tertiary education for learning, although there are some concerns that need to be addressed properly. This paper discusses the preferences of Web 2.0 technologies, its benefits and barriers in Brunei Darussalam tertiary education.

Our main objective is to answer the following research question: how Web 2.0 based collaborative tools affects activities in sharing and knowledge aspect?

A tertiary institution usually involves a number of stakeholders such as lecturers, professors, students and administrations. One form of communication and knowledge sharing by the stakeholders in a tertiary education is by the use of Web 2.0 applications. Therefore it is important to know the utilisation of Web 2.0 in tertiary education to achieve an effective and efficient knowledge sharing environment. This study will help users of Web 2.0 in tertiary education in Brunei Darussalam. It provides preferred current Web 2.0 sharing platforms, the benefits and barriers of using Web 2.0 applications to further improve the use of Web 2.0 while overcoming the barriers that this study established.

The rest of this paper is organized as follows. The next section is the literature review followed by the methodology. We then discuss the findings. The last parts of the paper are the conclusion, limitation of the study and recommendation for future studies.

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