

Chapter 19

Successful Implementation of Web 2.0 in Non- Profit Organisations: A Case Study

Sara Pífano

Information Society Research Lab, Portugal

Pedro Isaías

University of New South Wales, Australia

Paula Miranda

 <https://orcid.org/0000-0002-5327-1598>

Setubal School of Technology, Polytechnic Institute of Setubal, Portugal

ABSTRACT

Non-profit organizations are becoming aware of the resourcefulness of Web 2.0 in terms of user engagement, communication, collaboration, and fundraising. Nonetheless, within the context of these organizations, the full potential of Web 2.0 technologies remains unrealized. This chapter explores the aspects that contribute to the successful implementation of Web 2.0 in non-profit organizations by using a case study of an international non-profit entity. The case study is based on an online questionnaire that was distributed among the members of the organization. The findings place an emphasis on the importance of the user-friendliness of the application, the participation of the users, on the availability of relevant content, and on the existence of features to create/exchange content in a multiplicity of formats.

INTRODUCTION

In a digital era, an organisation's lack of internet presence reflects poorly on its image, by transmitting the idea that it is not up-to-date, and results in a loss of potential users (Krueger & Haytko, 2015). As such, non-profit entities are gradually resorting to digital technologies to attain their objectives in terms of communication (Seo & Vu, 2020). Social media can assist organisations to communicate and interact with their audience, to increase their stakeholders' involvement and to build a community based on their mission. In the particular case of non-profit organisations, social media can be used for the purpose of information collection, community creation, promotion and mobilisation (Yuan Wang & Yang, 2017).

Social technology can be used as a resource to promote an organisation's interaction with and engagement of stakeholders at the same time that it allows for communication opportunities that are fundamentally different from the traditional organisational websites (Lovejoy & Saxton, 2012). Web 2.0 can be used to enlarge the audience of non-profit entities and to appeal to new populations (Ingenhoff & Koelling, 2009). Being that interactivity is essential to support relationships online, organisations need to move beyond the conventional online donation requests and the interchange of email contacts, and present their events and activities to enable the engagement of people in online and offline environments (Waters, Burnett, Lamm, & Lucas, 2009). The management of an organisation's presence in social media requires time and effort which might prove difficult to entities with reduced dimension and resources and might result in a limited use (Young, 2017). Hence the need to examine the aspects that can assist these organisations to maximise the potential of Web 2.0 to its fullest extent. The contribution of the users plays a critical part in this aspect and it is important that organisations take into account the opinions of their users in terms of their preferences, interests and participation patterns, in order to better understand what will make their applications enhance the user experience. The identification of the core factors for the success of the Web 2.0 application enables a more positive and fruitful user experience and enhances the possibility of user participation, which is so vital for the propagation of the application.

This paper begins by examining the use of Web 2.0 in the context of non-profit organisations and reviewing existing best practices for the implementation of Web 2.0. It then proceeds to describe the methods that were used for the empirical research in the organisation, that for anonymity reasons will be designated as Entity Delta, and it concludes with the presentation and discussion of the findings of the online questionnaires.

WEB 2.0 IN NON-PROFIT ORGANISATIONS

Web 2.0's value in the business arena (Gagliardi, 2011; Isaías, Pífano, & Miranda, 2012; Li, He, & Zhang, 2020; Murugesan, 2007; Shuen, 2008; Yun Wang, Rod, Deng, & Ji, 2020; Wijaya, Spruit, Scheper, & Versendaal, 2011) is equally valid for non-profit organisations (Asencio & Sun, 2015; Dong & Rim, 2019; Kim, Jeong, & Lee, 2010; Lovejoy & Saxton, 2012; Sun & Asencio, 2019; Waters et al., 2009). The existence of several free social media platforms is particularly advantageous for entities that due to limited financial resources cannot invest in a significant technological infrastructure (Young, 2017). Social media is a free tool that can be harnesses for purposes of diffusion and well as broadcasting (McCabe & Harris, 2020). These online resources are, moreover, an important alternative to expensive offline marketing campaigns for fundraising (Nageswarakurukkal, Gonçalves, & Moshtari, 2019).

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/successful-implementation-of-web-20-in-non-profit-organisations/264586

Related Content

Teaching English in Culturally Diverse Classrooms: A Case Study

Diana Presadand Mihaela Badea (2018). *Promoting Ethnic Diversity and Multiculturalism in Higher Education* (pp. 25-39).

www.irma-international.org/chapter/teaching-english-in-culturally-diverse-classrooms/199150

Incremental Learning in a Capstone Project: Not All Mature Students Are the Same

John McAvoy, Mary Dempseyand Ed Quinn (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-15).

www.irma-international.org/article/incremental-learning-in-a-capstone-project/260945

Policy Challenges and Opportunities for Postsecondary Alternative Credentials

Ryan J. Specht-Boardman (2022). *New Models of Higher Education: Unbundled, Rebundled, Customized, and DIY* (pp. 38-59).

www.irma-international.org/chapter/policy-challenges-and-opportunities-for-postsecondary-alternative-credentials/314837

Learning Design Thinking Through a Hands-On Learning Model

Norman Gwangwava (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-19).

www.irma-international.org/article/learning-design-thinking-through-hands/274939

Traditional Versus Digital Assessment Methods: Faculty Development

Begüm Çubukçuoğlu Devranand Alev Elçi (2020). *Assessment, Testing, and Measurement Strategies in Global Higher Education* (pp. 20-34).

www.irma-international.org/chapter/traditional-versus-digital-assessment-methods/248973