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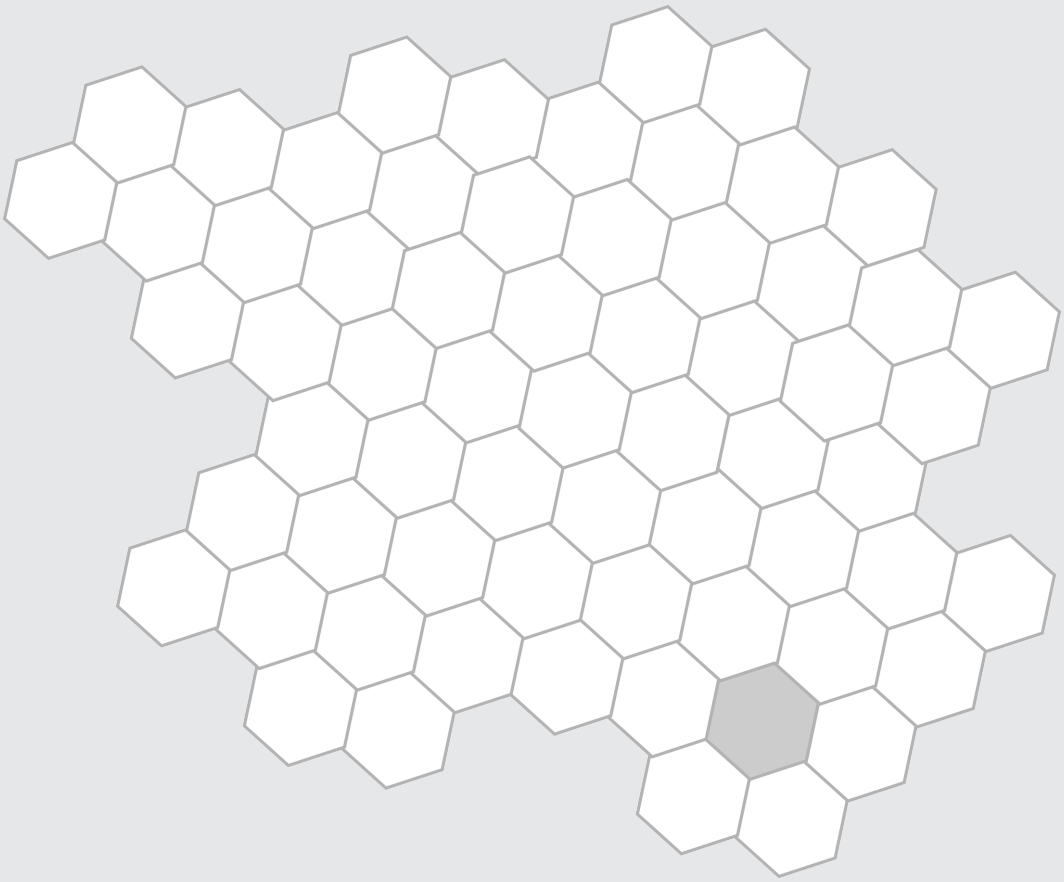

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Methodics of Using WEB 2.0 Services for Higher Education

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Abstract

The article examined services WEB 2.0 and methodics of their using in the educational process of higher school.

Key words

WEB 2.0; methodic of using WEB 2.0 services; blog; communication; filling of content; higher education

Statement of the problem

National doctrine of development of education points to priority of inculcation of contemporary informational-communicative technologies that provide further perfection of educational and upbringing process and preparation of young generation to life activity in the informational society. Development of individuality must be done in the realities and in the perspectives of informational dynamics, habits of self-made scientific cognition, self-education and self-realisation (Decree. . . , 2002).

Higher education must provide rise of individuality of a student by such kind of methods and forms of learning that would develop his/her active attitude towards future professional activity, to generate his/her desire to self-perfection and self-development.

Contemporary informational society demands from future experts mastering of great quantity of information. But the main problem is in the insufficient regulation and systematisation of information concerning arisen needs.

It is possible to solve this problem by way of using services WEB 2.0, that will provide access to regulated and systematised information, and will give opportunity for optimum organisation of learning and self-dependent work.

Analysis of the last researches and publications: Questions connected with self-dependent work in the sphere of informational process and with creation of Web-oriented environment were investigated by such scientists as V. V. Olyinik, L. L. Lyahots'ka, V. M. Kuharenko, O. V. Rybalko, N. G. Syrotenko. Questions devoted to separately self-dependent works were examined by P. I. Pidkasistyi, T. K. Kuchera, T. M. Kartel and others.

Formulation of the aim

The aim is to examine notions of services WEB 2.0 and possibilities of their using in pedagogic activity and to describe methodics of using blogs for support of educational process in higher education.

Statement of the main material

Forming of virtual educational spaciousness was provoked by the desire to connect present pedagogical experience with new informational technologies. Using of services WEB 2.0 for higher educational plays a key role in the process of such kind of a connection. Key factors of perfection of technologies WEB 2.0 is an open character of informational filling, speed of access and their placing, independence from individual schedule of involvement of participants into the process of communications during the time of joint work.

Services WEB 2.0 open new possibilities for activity both for lecturers and students: from the search of the information on the internet to creation and editing of their own digital objects-texts, schedules, programs, audio and video records and others.

Peculiarity of WEB 2.0 is the principle of involvement of users for filling and non-expendable measuring of content.

The appearance of the title WEB 2.0 we can connect with the article of Tim O'Reilly 'What is Web 2.0' (2005); firstly it was published in Russian language in the journal 'Computerra' (2005) and than it was placed on internet under the title 'What is Web 2.0' by web-site of 'Computerra online'. In this article O'Reilly (2005) connected the appearance of big quantity of sites, united by some general principles with general tendency of the development of internet-associations, and he named this event WEB 2.0 to distinguish it from the out of date WEB 1.0.

For the main principles of WEB 2.0 we can relate to the inalienable right of users to create content self-dependently, to manipulate it and to manage the ties between their own and foreign materials; thus we can speak about a coordinated activity of separate users that form and fill the net with their content. Such activity is characterised by the raised level of communication, coordination and involvement of users in the process of using and creation of resources, replenishment of services, and determination of strategy of development of resource in general.

For the main pedagogical opportunities of using services WEB 2.0 for higher education we can relate to:

- Using of open, free of charge and free electronic resources by students and lecturers. During the process of broadening of social services we can see the accumulation of materials that can be used with learning aim;
- Self-dependent creation of net learning content. Lecturers and students have the possibility not only to get access to the informational resources but they can also take part in forming their own net content, thus we can see informational filling of internet;
- Mastering of informational conceptions, knowledge and habits. New possibilities open for activities where both lecturers and students can easily join even if they do not possess special knowledge on informatics;

- Observation over activity of the participants of community;
- Creation of learning situations where it is possible to observe and learn phenomena inaccessible before.

One of the most expended services of WEB 2.0 are the blogs – web-sites the main content of them are the notes that are regularly added.

Today the enormous quantity of instruments of communications based on the informational technologies is worked out; many of them find **addition in the context of learning.

Communication is the base of learning. Participation (or conversation) of students is not allowed during traditional kinds of learning. Students must also have real possibilities for publication of knowledge.

For lecturers, published works of students is a possibility to make conclusions about learning activity of students. Such kind of publication for students is a material for further reflection and analysis that permits them to come back to their works and to re-comprehend them once more, enriching their own learning experience. Besides, such kind of publication permits to get feedback which helps students in the process of construction of knowledge (Ferdig and Trammell, 2006). Using blogs is very useful in this aspect because they give students the possibility to comprehend researched material and to imagine its understanding.

Students can use blogs during learning any discipline. Here they can place learning materials, tasks, questions for self-checking and other learning information. It is interesting for students when the information in the blogs constantly renovates. It can be both separate news on proper discipline and important declarations.

Blogs can serve not only as means of organisation of the process of learning and communication between lecturers and students, but their thoughts or their additional materials can be shared with the group.

Before the process of beginning of using the blog in the pedagogical activity it is necessary to understand how it works and what possibilities we will have using this resource.

The aims of the creation of learning blogs can vary. It is useful to look through the blogs that are correlated with definite practice of teaching in order to see how they are used in the learning process.

Using blogs in the process of learning has a number of peculiarities, that is why it is important for students to get acquainted with the conception of blogs and the aims of their creation, with how these blogs work and to show the examples of successful and unsuccessful blogs etc. It is useful to work out strict rules for learning from a blog that will determine frequency of placing of reports, their volume, and the quantity of hyper sending, necessity to stick to the topic of discussion. These rules are created together with the students and it is necessary to speak about definite prohibitions: if communication in the blogs is unofficial online communication, students sometimes students use in their blogs too informal language and besides they do not always stick to the rules of design of quotations and sending to the sources (Ferdig and Trammell, 2006).

Students' blogs must be available not only for the students of the same group or course but also for wider public. With this aim it is also possible to involve ex-

perts and all volunteers into the processes of reading and commenting the students' blogs. Communication with the experts makes received knowledge not only more significant but it is evidence of the fact that real people read students' blogs. More open character of blogs will force students to spend more time during the preparation of information and will force them to concern more critically to themselves and to all information they write.

The Student must remember that once the text was published on the internet, it could be read immediately, and that from this moment on communication was irreversible even if later the information would be edited or removed.

Possibility of placing comments in the blogs favors to get feedback and potential support of new ideas and possibility of inculcation of hyper sending to the text and to other resources that helps students to comprehend interaction and context of knowledge, its construction and mastering.

When using blogs in the course of learning, it is necessary to include significant demands to the process of learning (to the addition to the tests). It is possible to get from the blog approximately one-third of all information about the process of learning.

For taking an active part in the learning process every student must write between five to nine information, of no less than 250 words each, during one semester. Every informational blog must have written skills he/she got in the classroom or in the process of self-dependent work.

In reality, most students write more information than necessary. They also read information of other people, comment on them and lecturer must do it, too. The process of learning becomes, at least, two-polar. First of all, students comprehend everything they learned and the facts that they 'silently' understood, place it in the form of a document on the blog. In short, they give examples and mistakes (or positive experience) that was researched by them during the process of learning. Secondly, by reading and commenting on other blogs, students begin to study side by side without participation of the lecturer, they try to get knowledge that they can share in the future.

Students that are in the blogosphere (net of blogs) are not limited in their access to systematised information and exchange of experience. Using blogs in pedagogical practice breaks easily all psychological barriers of communication and teaches students to communicate effectively.

Conclusion

Thus, with the aim of rise of effectiveness of learning at higher educational establishments it is necessary to use services WEB 2.0 more concretely. More and more, providing the most simple learning program is being replaced by the mechanism of creation of content where the process of learning itself is bearing; instead of the process of reading of learning materials that were prepared by the creators of courses beforehand, students and lecturers could create them themselves. It raises interest in learning and motivation, stabilises purposefulness and in the end improves higher education as a whole.

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Call for Papers

Papers to be included in the next issue should be preferably focused on topics related to social-networks in one or more of the following subjects (the list is indicative rather than exhaustive):

Sentiment/Opinion Analysis in Natural-Language Text Documents

Algorithms, Methods, and Technologies for Building and Analysing Social Networks

Applications in the Area of Social Activities

Knowledge Mining and Discovery in Natural Languages Used in Social Networks

Medical, Economic, and Environmental Applications in Social Networks

Submitted papers should not have been previously published nor be currently under consideration for publication elsewhere. Each of the submitted research papers should not exceed 26 pages. All papers are refereed through a peer review process.

Submissions should be send in the PDF form via email to the following address: `SoNet.RC@gmail.com`

Accepted papers are to be prepared according to the instructions available at `http://www.konvoj.cz/journals/mmm/`.