

GUEST EDITORIAL PREFACE

# Special Issue on Web 2.0 Innovation and Education

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Within the last few years, the Internet has been one of the most important information sources in our daily life. Networked environments and innovations such as BBS, discussion forums, web pages, Wikipedia pages, and blogs also emerged gradually. When we hear the term “Web 2.0” or even “Web 3.0”, it is a user-centered Internet phenomenon. Unlike one-way information delivery in the book/newspaper/radio/TV period, today users can share knowledge and debate issues actively instead of just being a listener or an information receiver.

In this special issue of the *International Journal of Online Pedagogy and Course Design* (IJOPCD), we encourage submissions focused on the topic of Web 2.0 Innovation and Education. Web 2.0 is a young but fascinating research domain that attracts many interdisciplinary and international scholars. Many successful educational studies exist that integrate and use Web 2.0 as an instructional instrument; however, Web 2.0 has not been introduced systematically to the educational system. The goal of this special issue is to discuss the practices and research trends of Web 2.0 as a supporting tool in various educational aspects. Moreover, this special issue can provide the opportunity for practitioners and scholars from different domains to exchange valuable insights. This special issue collects

the latest research in Web 2.0 for Education; there are six papers in this issue.

First of all, Lin and her colleagues design group activity to facilitate knowledge building, with Web 2.0 application, monographic collaborative learning for knowledge building is convenient and easily implemented. They use Wisdom Master learning management system to log all data of the CSCL for knowledge construction interaction process and apply discourse analysis to convert the content of dialogue into a verbatim transcript for analysis. The results indicated that most dialogues belonged to the wonder (RW) category, i.e. respond to the information and responses with question, sharing and comment. Lin et al. then use the hermeneutics and the knowledge construction in Bakhtin’s dialogism and in Hermans’s dialogical self to reveal the relationship between identity and agreement in a socialized knowledge building environment.

Struck and his colleague at the second article do an interesting research, they call the podcasts created by learners for specific subject learner-created content (LCC). They use podcasts to develop student’s meta-skills, to support mobile learning and content learning, and to facilitate student involvement. They try to find out how students experienced the creating of content as learning material in the form of podcasts. The results show that the

learners do see podcasting as a study tool and four main categories representing the ways of using podcasts as learner-created content in studying.

Chang and her colleagues at the third article focuses on blogs, they try to see if the blogs influence adolescent bloggers' creativity from adolescent peers' viewpoint. They recruit twelve- to eighteen-year-old adolescent bloggers who continue managing their blogs to join their research and use online questionnaire and semi-structure interviews to get participants' ratings on their perceptions of creativity about themselves and peers. According to adolescent bloggers, the creativity definition is novel, useful, and valuable. The results also show that creativity can be enhanced from doing learning activities and practicing.

Lin and Ward at the fourth article show how Web2Quests can be used to promote multicultural education for pre-service teachers and teacher educators in Taiwan and the Unit States. The result show that about 93% of 72 pre-service teachers and teacher educators who responded to the survey both in Taiwan and the United States enjoyed the Web2Quest strategy and viewed it to be effective in promoting higher-level thinking and social constructivist activities. In addition to the questionnaire survey, a 45-minute focus group discussion was conducted via Skype. The focus group members stated that using Web2Quests in their classroom supported students' different learning styles and multiple intelligences; moreover, they also explicitly commented that Web2Quest activities gave students opportunities to bring their personal

perspectives on issues being discussed and to learn how to negotiate with team members to solve a problem in the real world.

Shen and Wu at the fifth article investigate the effects of computer supported collaborative learning with Web 2.0 on students' participation, learning process, and learning outcomes. They recruit 30 participants to attend a 14-week collaborative writing course. In this course, students need to use Google Docs to finish their assignments collaboratively. The results show that CSCL with Web 2.0 technology do have positive effects on perceptions of collaboration (i.e. interdependence), collaborative learning process, and learning outcomes.

The last article, Chen and his colleagues use a social network platform called Ning which allows users at different platforms such as Facebook and Youtube interacting with each others. Chen et al. design a series of courses on the Ning to discover the life stories of "Hakka Mothers." They recruit 200 students whose mothers are "Hakka Mothers" from three elementary schools and one junior high school. The students can share their first-hand stories about their Hakka mothers on the Ning, moreover, the students can deploy their contents from YouTube, Twitter and Facebook easily and effectively due to Ning also provides two-way sharing mechanisms from itself to other social networks. The results show that social network platforms are good for storytelling and story-collecting in teaching cultural relevant subjects.

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