

Using Web 2.0 Tools For Teaching Management Studies in the Public Colleges of Bangladesh: Recent Scenario Analysis

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Abstract: The use of Web 2.0 tools in the field of higher education have changed the traditional style of teaching learning practices. It enables both teachers and learners to create online materials with learners, teachers, and other interested people by using different style of online educating platforms media included with Facebook, YouTube, and blogs etc. This presentation tried to explore the effective ways of current practices of web 2.0 tools in both the context of developed and developing countries in order to rationalize a positive change regarding the quality of education especially in the government colleges of Bangladesh. Since, many educational institutions both at home and abroad applied this tool and abled to make qualitative changes in the field of teaching, much debate also observed regarding the negative use of its some tools that created dubiousness among the teaching learning communities. Like other technologies, though there are some drawbacks regarding cultural difference and level of technology uses by nation, this study has found a great implication of web 2.0 tools in higher education in teaching any subject including management studies.

Key Words: Web 2.0 tools, social media, Teaching, Learning, Education, and Management.

1. Introduction

Web 2.0 tools is defined as the collection of various online social network application programs or social websites that facilitates its users to communicate, share, and co-create contents, online data, images, videos, and other information with mutual collaboration without having any design or publishing skill (Thomson, 2008). The uses of this tool in the field of higher education have changed the traditional style of teaching and learning process. It enables both teachers and students to create different types of platforms for sharing teaching learning materials (Albion, 2008). Web 2.0 tools establish multilevel interactions between teachers and students and facilitate a learner-centered approach to practice and learn knowledge and skills in a supportive and encouraging environment. In

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the field of higher education in Bangladesh, especially in the colleges under the National University have been facing multidimensional quality problems. The government of Bangladesh has been introducing many initiatives to upgrade the quality of education from primary to higher education through digitizing the teaching learning components with the uses of ICT tools. The study of higher education is closely related with deep theoretical knowledge as well as practical understandings. This paper is an attempt to identify the effective ways of using Web 2.0 tools as well as their possible drawbacks in teaching-learning process.

1.1 Rationale of the Study

In developing countries like Bangladesh more and more students are getting enrolment in higher education but supporting staffs and other facilities have been remained same. Poor quality education is just contributed to misuse of valued human resources and increase the unemployment rate and frustration among the graduates. Traditional teacher centric learning method in the classroom is no more considered as an effective tool of teaching especially in the large classroom environment in Bangladesh. The teacher-centric lecture method has totally failed to establish full interaction between teachers and students. Education is not now in so called local print-based book rather it is web based. Web based teaching learning materials not only develop the interactivity among the students and teachers but also enabled them to achieve quality education. Basically, it is very important to study in detail about the proper uses of web 2.0 tools in education to establish a student centric quality teaching learning environment in the government colleges of Bangladesh. In this situation, web 2.0 tools may be the light house to get rid of from the problem and improve the quality of education.

1.2 Research Questions

Web 2.0 tools as teaching and learning tools are applied efficiently in higher education both at home and abroad and can develop the quality of education. The use of new technology is always a debated issue. It is essential to be acquainted with facts about the efficient uses and their affirmative and adverse aspects of applying Web 2.0 tools in tertiary-level education in Bangladesh. So, in this study, it is tried to explore the answers to the following questions:

1. What are the current practices of Web 2.0 tools in Bangladesh?
2. What are the practices of Web 2.0 tools in the public colleges of Bangladesh?
3. What are the challenges of applying Web 2.0 tools in teaching and learning Management discipline in the public colleges of Bangladesh?

1.3 Methodology

This study aims to explore the present scenario of the use of Web 2.0 tools in the field of higher education particularly in teaching Management Studies. Research methodology may be understood as a science of studying how research is done scientifically (Kotheri, 2004). In this study, the research is conducted based on the secondary data. The data were collected from books, articles, journals, newspapers, web-based data, and other research papers written on Web 2.0 tools. The present research is qualitative.

Structurally, the paper has five sections with subsections. Section One includes the introduction of the study, the rationale of the study, and the methodology. Section Two

discusses ways of using Web 2.0 Tools in higher education, Section Three deals with the practices of Web 2.0 tools in Bangladesh, Section Four discusses practices of Web 2.0 tools in the public colleges of Bangladesh, Section Five is the finding the challenges of applying Web 2.0 tools and looking for taken steps to overcome the limitations and finally, Section six draws the conclusion.

2. Ways of Using Web 2.0 Tools in higher Education

In a case study (Rachtham & Firpo, 2011) conducted in the Faculty of Commerce and Accountancy at a university in Thailand found a positive improvement in students learning through using the Facebook. Most of the participating students experienced informal education side by side classroom based direct learning through enjoying relaxed communication time binding, supportive environment for teamwork, and instant feedback on opinions both from the teachers and classmates.

Adjusting Facebook with peer assessment become successful in an English writing class in Taiwan (Shih, 2011). Facebook was treated as a motivating and effective tool to students which enabled them to improve writing skills and knowledge through cooperative learning. Basically, facebook and peer comments on their writing skills abled them to be motivated in learning both at inside and outside the classroom. They also noticed that both teachers and students can be easily performed not only in the physical classroom but also in the virtual classroom related to submitting and evaluating projects electronically, class note contribution, discussion board, and chat room services, sharing relevant videos from YouTube are widely practices in education. Basically, The online groups may be enriched their problem solving skills in real situation through collaborative learning with teachers, and peers where they have learnt the technique of go and check it and seek more(Luck & Norton, 2004).

It is found that under a project named KMIKY (Knowing Me Knowing Yourself) a Romanian Secondary school by collaborating with another fifteen European and non-European countries schools built up a cross-cultural students forum where students from multinational were engaged in online interactive activities through exchanging views, individual experiences, customs and traditions along with direct guidance of their teachers (Redecker, 2009). They have developed a worldwide library of personal accounts about diverse nations by submitting texts, photos, videos and other related documents with their respective cultures and ceremonial activities. Basically, this online interaction encouraged them to developed creativity, cooperation, communicative skills, and research and innovative skills.

“iCamp” named another project developed a “problem-based learning” style with the students of both graduate and undergraduate level from various partner universities located in Turkey, Poland, Estonia, and Lithuania. Participating students were divided in cross-cultural groups of four or five in each from the participating countries assigned with a collaborated given task. They used group blogs, Flickr, teleconferencing, Nextspace, google docs, and MSN (Kuru et al., 2007). Generally, with the help of web 2.0 tools educational institutions can facilitate the mutual collaboration of students beyond the classroom irrespective of countries, cultures, disciplines, languages and traditions to encompass a congenial active educational environment.

Since the education system hugely depends on formal classroom-based education, now it is very common, and nobody can deny about the necessity of social informal education

outside the classroom. By using web 2.0 tools, students can obtain digital education in either or both formally by attaining in direct course works with face to face communication, and informally, may be staying at home, or anywhere, from friends, or any other or by themselves (Ezziane, 2007). Mainly web 2.0 tools expedite the informal online education and able to break the traditional classroom system of teacher centered education.

3. Practices of Web 2.0 tools in Bangladesh

Bangladesh has initiated integrating Web 2.0 tools in education with its varied amalgamated pedagogy approach to ensure student centered classroom and face the challenges of twenty first century. In many colleges, ICT are being used in classroom (Gupta, 2009) teaching included with multimedia projector, laptop, modem, and sound box alongside traditional methods. The attitude of the students were found positive towards the use of web 2.0 tools specially in Facebook, messenger, youtube, and weblogs (I. Jahan & Ahmed, 2012). Youtube video clips had positive impact on teachers' understanding about the new method of teaching and learning essential for communicative and participatory classroom (Shohel & Kirkwood, 2017). For utilizing the advantages of web 2.0 tools, the government has been initiated various steps at different level of education. "Teacher's portal", "Mukto Paath", "Digital multimedia talking books" are educational purpose websites developed for teachers as an online sharing and learning platform together with power point slides, audio and visual digital contents, and blogging facilities (A2i, 2016). Special motivations are provided to teachers for developing digital contents, blogging by their own and can contribute it to this site in accordance with the classroom teaching needs of teachers and students.

4. Practices of web 2.0 tools in the public colleges of Bangladesh

Government Colleges are considered as the largest contributor in disseminating higher education in terms of number of students in Bangladesh. The vision of these colleges are to provide comprehensive and quality education to develop the students as a whole person - committed, creative, productive, service-oriented, academically competent and responsive to face the challenges of the times. Keeping line with the digitalizing vision of Bangladesh and national directives, the government colleges have developed their website, multimedia classrooms, arranged personal computers for teachers, internet facilities that help to build a teachers-students interactive and favorable environment. These ICT based steps have basically changed the traditional mindset of teachers and learners by ensuring transparent and accountable educational environment, close interaction among students-teachers through Facebook, twitter, messenger, and YouTube etc. (Mukhlesur, R. safinoor, 2016). Besides the classroom activities, Facebook and messengers is used in sharing opinions, ideas and comments on class lectures, disseminating class lecture notes and other co-curricular activities. Some students also use blogs mainly for academic purposes and for making job market preparation.

Basically, multimedia presentation with the help of web 2.0 tools in the classroom are not only encouraged the students in shaping effective classroom discussion through interactive participation but also helped to correctly understand the problems of students' perceptions regarding the lessons' feedback. There is an increase interest founded among the students to participate in the classroom with their own multimedia presentation.

Sometimes our major role becomes a moderator instead of a teacher. For preparing presentation, students basically depend on online materials including Facebook, YouTube, Wikipedia etc. rather than only reading textbooks. It is believed that traditional educational environment will be gradually transformed through these teaching learning practices. Every department has its own pages in Facebook and has utilized this to disseminate information regarding class tutorial, examination schedule, term paper group and other daily activities. Ultimately, it is believed that these changes have brought a gross positive impact on reducing the absenteeism and dropout rate and enhanced the passing rate in public examination (Mukhlesur, R. safinoor, 2016).

5. Challenges of Applying Web 2.0 Tools

Nowadays, anyone can open and participate in the online web-based network sites like Facebook, messenger, twitter, e-mail in Bangladesh. However, the study has found that the excessive and unplanned use of Facebook, YouTube, messengers, snapchat, Instagram and other social media basically make very little room for creative thinking opportunity (Luck and Norton, 2005) for the users. Many people either young or old unreasonably engaged with Facebook and waste their valuable time. Facebook is considered as a ‘social glue’ that assisted users to share photos, videos, comment, poke, and entertain all the time rather than educational purposes (Hamat, Embi, & Hassan, 2012). Online web tools are multidimensional, the learners are engaged in many things at a time both formal and informal learning and entertainments but fail to focus on specific thinking for deep knowledge and understanding which is considered as dangerous for quality learning.

Difficulties also can occur if the implementations systems of web 2.0 tools are not developed in line with the students’ attributes. Insufficient and inappropriate knowledge of educators regarding the utilization of such media in education including the classroom may lead to the failure of the online web tools. So, lack of judicious integration of web technology with curriculum, e-learning and implementation plan (Maharey, S. 2011) and the attitudes of learners, educators, and supportive administrators profoundly affect the success of online web tools.

During the uses of online social web tools, the users simply copy and paste the text collected from existing sources without mentioning any sources. It is just plagiarism. Since it is assumed that all the participants will try to contribute from their own but very few can do this. Basically, “plagiarizing is easier task and even try to make legitimizes the behavior in some users view” (Barczyk & Duncan, 2011; Jones et al, 2010). In the way of web 2.0 application in our country maintaining ordinality and copyright issues is quite critical both from local and global views.

Like other online user countries, Bangladesh also have been facing the same challenges included with excessive and active presence of low-quality users, inappropriate use of web tools, production of low-quality contents, embarrassment by other users, lack of privacy etc. Most of the time, educators raised question about the actual benefits of Facebook, messenger, YouTube and claimed that needless engagement with online activities were mainly responsible for degradation of quality in higher education.

It was noticed that most of the teachers were not skilled and habituated about the uses of online tools since; they had presence in Facebook, messenger, and YouTube. A web 2.0

tool is a combination of many tools, techniques and functions. But most of the users, especially the teachers and students did not have good understandings about their online activities. Many of them just know how to upload a picture, share a video, tag one's name, etc. is consider as the very beginning level knowledge. For sharing and posting content about any things, most of the cases the students just copy and paste which does lead the break of the act of plagiarism. Creation of low quality and original content, dealing with unnecessary staffs, challenges to the privacy, taking up huge time from the real time working hour is very common.

5.1 Looking for Taken Steps to Overcome the Limitations

For fruitful use of web 2.0 tools in education, both teachers and students need to be aware, proficient and deeper understanding about the multidimensional use of its various tools and related guidance experience on the topic in selecting the appropriate tools considering the learning preferences of students (Hamid, Waycott, Chang, & Kurnia, 2011). Implication of web 2.0 tools is a systematic process need to consider pre-implementation analysis of teaching learning styles; and formal assessment of web tools by using SWOT analysis; developing the pattern of web tools in the classroom environment; assessing the effectiveness to ensure intended learning objectives.

In existing traditional education system availability of printed books, journals, articles, and other materials in libraries are quite important for quality higher education but huge investment is needed in building a rich library (Mukhlesur, R. safinoor, 2016). Now students are considered as e-readers means the learners who do not need to access a physical library, because they can browse any websites based on their need and then download the text at virtually with no cost. By using Facebook, blogs, messenger, and WhatsApp they can manage any type assistance from peer students, teachers as well as online academic adviser rather than private tutors. Through, proper designing of websites and making available for them 24 hours a day and, 7days a week means all time presence to learners basically will be helpful for eliminating the traditional coaching and private tutor based critical education system particularly in Bangladesh.

Large size classroom is a very common phenomenon in the government colleges which is considered as a great challenge for quality education. By empowering teachers in the classroom web 2.0 tools can assist them to perform better. Here YouTube, Facebook, blogs, messenger may the most effective tools to help class teacher in guiding classroom properly. By using web 2.0 tools they can avail the opportunity of co-producing, storing, streaming and distributing the lectures and required study materials to students for easy download and use.

As a developing country, it is a great challenge for Bangladesh to make available access for all in higher education by using traditional teaching method. Besides this to reach among the scattered and rural population, and to the group customarily excluded from education due to ethnic minorities, girls, women, and disabled person (Aharony, 2009) is another threat to the government. As an agriculturally based country, many students of Bangladesh stayed in the villages have been failed to attain quality higher education due to poor economic and communication access. But now with the development of mobile networks the entire region of Bangladesh including rural areas as well as hilly districts

under the internet system. So, there is a unique opportunity to fill in this gap through distant learning system by utilizing the various web 2.0 tools.

Most of the time public universities failed to publish examination result timely. In this existing system, scrutinizing examination papers, submitting marksheet, tutorial marks, receiving bills, submission of marks of term paper were considered as very awkward and time-consuming tasks. Most of the time educators felt discomfort and arose unexpected situation and destroy the teaching learning environment. Teachers cannot make full concentration on the classroom. As studies found that there were many tasks can be done through online by using web 2.0 technology related to giving and submitting projects, online grading, class note contribution, discussion board, and chat room services (Ahsan, Sharma, & Deppeler, 2012).

From the study it is found that there are many options available for making effective use of online web tools in Bangladesh. As an emerging country, getting access of the young generation to online is climbing rapidly. Huge online opportunities related to enhancing the relevancy of education and bosting job market entrance are being waiting for the young and educated people of Bangladesh. Since there is no unique best tool among the web 2.0 tools, the combined and thoughtful use of these tools may be able to bring the effective results in the field of higher education.

6. Conclusion and Way Forward

This study has been successfully identified the current practices of web 2.0 tools in both developed and developing countries. In spite of some limitations, watching topic related video from YouTube directly enhance the practical understanding of students and helped us in building a lively classroom by ensuring the active participation of all students can download any lecture and able to make very critical comments regarding their discussion after class. However, web 2.0 tools have great implication in teaching any subject including management studies though there are differences in cultural environment. Extensive study of research literature helped us to understand and critically analyze the current practices of Facebook, blogs, YouTube, wiki, messenger, twitter etc. For establishing student centered learning environment in Bangladesh web 2.0 can be the pivotal weapon to upgrade the quality of higher education in the government colleges of Bangladesh.

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