

The Influences of Social Collaboration on Web2.0 Self-Efficacy for Higher Education

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Abstract

The present study tries to research the relationship between Social Collaboration Activity and Web2.0 Self-Efficacy for Higher Education student. It additionally looks to decide how Social Collaboration adds to the forecast of their sense Web2.0 Self-Efficacy. The study reported in this paper was led to inspect the relationship Social Collaboration and their Web2.0 Self-Efficacy in Staff of Training. To this end, 37 Higher Education students were chosen from Workforce of Instruction in Tanta College in Egypt. The members were requested that finish the on Web2.0 Self-Efficacy Questionnaire. Information investigation and factual figuring's uncovered that there is a huge relationship between Social Collaboration and Web2.0 Self-Efficacy. To explore of Web2.0 Self-Efficacy may have more prescient force in foreseeing Higher Education student Social Collaboration, relapse examination was run. The major findings revealed that: Using Social Collaboration Activity Through Facebook Group enhanced the Web2.0 Self-Efficacy for students. The conclusions and ramifications of the examination were talked about with reference to the prior discoveries.

Keyword: social network; collaboration learning; web 2.0; Self-Efficacy; web 2.0 Self-Efficacy

Introduction

1.1 Web2.0 in education

As of late there has been extensive enthusiasm for the potential outcomes of Web 2.0 technologies for education. In some cases these technologies are known as social go between social programming, which are the stage for correspondence and person to person communication state that the instructors are "energized by potential

outcomes such devices offer for making adapting more shareable, collaborative and enjoyable (Kear, Woodthorpe, Robertson, Hutchison, 2010).

Numerous individuals team up, make, share new data on the web keeping in mind the end goal to reshape their encounters. Web 2.0 apparatuses mostly social bookmarking frameworks, wikis, sites and video sharing stages are utilized amid recreation time as well. Likewise numerous clients are casually included in different Web 2.0 groups only to be joined and manage research opportunities and casual exercises. there are not very many exact studies on the most proficient method to survey students' learning in Web 2.0 situations. Starting here of perspective investigate this study the impacts of utilizing Web 2.0-based framework for surveying postgraduate student to deliver one-paper-research. Furthermore, this concentrate likewise analyzes regardless of whether the Web 2.0-based framework gives a decent situation to changing learners' mentalities towards creating (composing, displaying, joining) of academic examination (Lai , Ng, 2010)

Web 2.0 technology, additionally called the social Web, includes, blogs, wikis (Wikipedia), social networking and social bookmarking, is built to bolster collaborative learning (Ajjan, Hartshorne, 2008).

Many studies about that Web 2.0 support collaborative learning and reflections demonstrate the significance of considering recommendations: Web 2.0 improves recognizable proof and collaboration between students, in accordance with If , the reality of the matter is that Web 2.0 supports students' appearance all alone considerations and feelings, and that it reinforces ID and Collaboration between students, this ought to have outcomes for students' mindfulness, Web 2.0 supports the advancement of students' mindfulness in separated connections, for instance when they works together towards particular objectives , Web 2.0 gives support to students' appearance all alone musings. It is additionally critical to add reflections about feelings, since these can significantly affect how an individual handles a circumstance (Augustsson, 2010).

Contentends that Web 2.0 technology can be useful in fortifying instructor preparing training and students' appearance about their reasoning (Maloney, 2007)

assess showing staff's attention to the formal of and readiness for the utilization of Web 2.0 technology in the classroom (Ajjan, Hartshorne, 2008)

2.1 Collaboration learning

Collaborative learning is comprehensively de fined as a circumstance in which two or more individuals endeavor to learn together (Dillenbourg, 1999)

Collaborative learning is established in sociocultural theory which places that information is produced by one's association with one's encompassing culture and society (Vygotsky, 1978)

Qualities of powerful collaborative learning incorporate constructive reliance among individuals, gathering and individual responsibility, interpersonal aptitudes, the capacity to self-monitor, guarantee predictable advance and end examples of conduct that hinder the advancement (Johnson, 2003).

Their two sorts of conveyed perceptions in collaboration: off-burden and shared. He contended that common perceptions will probably yield propels in individual capabilities, while off-burden diminishes people 'chances to learn (Salomon, 1993)

qualities the adequacy of collaborative learning out how to the dynamic development of knowledge, presentation to various models for problem solving and connection, and motivating input shared among students (Dede, 1990).

Research in collaborative learning has been over a wide assortment of fields, including the learning sciences, organizational learning, social, subjective, formative, and instructive brain science, instructive innovation, instructional configuration, socio- cultural studies, and computer-supported collaborative learning (Puntambekar,Erkens , Hmelo, 2011)

the advancement of Computer Supported Collaborative Learning ideas, for example, knowledge-building communities, knowledge-building discourse, intentional learning, and master procedures (Scardamali , Bereiter, 1994).

Collaboration among associates is for the most part thought to be a critical supporter to students' higher order of thinking. A generally utilized meaning of collaboration expresses that it is "a development of imparted learning through exercises to others, where the members are focused on or occupied with shared objectives and problem solving (Hamalainen,Arvaja, 2009)

Collaboration, development of higher request abilities, and engagement in bona fide errands are a percentage of the imperative key thoughts in constructivist Learning theory which constructs its logic with respect to the thought that information is Built by the learner through activity (Martens, Bastiaen,Kirschner, 2007)

The Association for twenty-first century aptitudes, a national association of the USA and UNESCO advance a structure for student accomplishment in the new worldwide economy. The structure demonstrates that students must take in the crucial abilities for accomplishment in today's reality, for example, basic considering, problem solving, communication, and Collaboration (Century, 2011)

2.2 web 2.0 and social collaboration Activity

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3.1 Self-Efficacy

Instructor self-efficacy alludes to the educator's conviction of his or her capacities to achieve esteemed results of Engagement and learning among understudies, including troublesome and unmotivated student (Bandura, 1977)

The Self-Efficacy theory is universal in research today, having been changed and connected in an extensive variety of spaces, for example, instructor efficacy (Topkaya, 2010)

The idea of self-efficacy has a long convention and has been broadly connected to sociology related zones, for example, learning, program assessment, human asset administration, development, and preparing (Torkzadeh & Van Dyke, 2002)

Self-efficacy is setting particular and fluctuates from situation to situation. Self-efficacy is subject to the space or the levels of task requests inside of which it is connected to, and can't be measured through an omnibus test (Hodges, 2008)

Generally, students with higher self-efficacy for finishing an errand will probably have higher motivation, try more prominent endeavors, and endure longer than those with lower self-efficacy. High self-efficacy conveys students to a more profound engagement of learning tasks and prompts better execution, which thusly persistently raises students' feeling of Self-efficacy. Conversely, low self-efficacy realizes sub-par execution, and in turn diminishes the feeling of self-efficacy for a progression of taking after important tasks (Bandura, 1977) (Schunk, 2005)

3.2 Self-Efficacy for Online Learning

Self-efficacy for online learning is like the idea of scholastic self-efficacy, which is analyzed in conventional learning settings (Hodges, 2008)

Self-efficacy for online learning includes how certain online learners are in performing doled out learning assignments in innovation intervened situations. The connection between self-efficacy for online learning and execution is blended, with some demonstrating a positive relationship of self-efficacy for online learning with performance (Wang & Newlin, 2002)

3.3 Internet Self-Efficacy

Internet self-efficacy alludes to the confidence in one's capacity to sort out and execute Web activities required to deliver given accomplishments, Past Web experience is absolutely identified with Internet self-efficacy (Eastin & LaRose, 2000)

People with high attitudes toward PCs have higher Internet self-efficacy, contrasted with those with low attitudes toward PCs. Preparing is accommodating in the change of learners' Internet self-efficacy, particularly for those with higher dispositions toward PCs, and those with low PC tension (Torkzadeh & Van Dyke, 2002)

Students with high Internet self-efficacy have better information searching skills and learn superior to those with low Internet self-efficacy (Tsai, M. J., & Tsai, C. C., 2003)

Research on the effect of Internet self-efficacy on certain learning results is uncertain, and the studies analyzing the relationship between Internet self-efficacy and fulfillment are exceptionally restricted (Lee & Witta, 2001)

PURPOSE OF THE STUDY

The purpose of this study is investigate to use a Social Collaboration Activity to Enhancing Web2.0 Self-Efficacy for Higher Education.

through Facebook Group

Methods

Participants

This study was conducted with 37 students enrolled in instructional technology Diploma at a faculty of education in Tanta University, Egypt. The Student in this study included 15 males (42%) and 20 females (57%), Many of the students did not have Basic Skills in the educational use of Web 2.0 tools or Using it in social network through Collaboration Learning Activity .

Measures

An online, questionnaires designed and developed By (Mohamed turky Web 2.0 Self-Efficacy) (Turky, 2015)to measure the response in the Web 2.0 Self-Efficacy:

- The first part of the survey asked the participants to provide their demographic information.

- The second part included 2 items Participants' gender(male or female)
- The Third part included 4 items on the four constructs regarding Student Educational Level.
- The Fourth Part included (3) items About Major internet skills (Use internet -Have email - Have social network account Facebook – twitter – wiki – blog)
- The Fifth Part included 15 items About Web 2.0 Self-efficacy Skills) All items were measured using a 5-point Likert-type scale ranging from strongly disagree to strongly agree of agreement for each of the 15 statements(Strongly Agree = SA ,Agree = A , Neutral = N , Disagree = D , Strongly Disagree = SD)
- This Items categorized for three Types of Abilities:
General ability – personal ability – social ability

Procedures

1. students attended an course For 3 Weeks focused on Web 2.0 Tools and Applications Used in Educational activities Like (search engine, Weblogs , wikis , social networking , blogs , photo sharing , video sharing , file sharing , own device (mobile, tablets, iPad, iPod)
2. This Course Amid to How Enhancing (participation, sharing, Peer collaboration – Peer Experience – Peer Teaching) by many Activates implementation And Sharing in Social Network (Facebook)
3. Social Network (Facebook) Some Activates implementation and sharing By Using Web 2.0 Tools :
 - Using Google docs and spreadsheets
 - Create Photo Album by Using Google Tools(Picasa)
 - Create Sites By using Google Sites
 - Create Blogger By using Google blog
 - Search About information By Using Search Engine (Google Search Engine
 - Open And Access Web 2.0 Tools From own device (mobile, tablets, iPad, iPod)

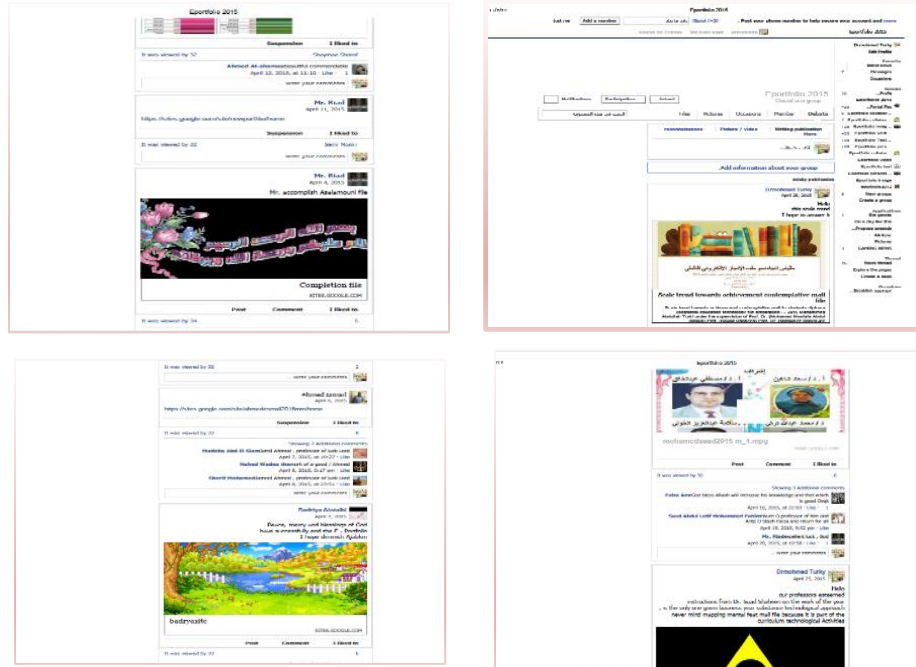


Fig (1) (Facebook Group for Student – Eportfolio 2015)

Results

- After student collaboration through Facebook Group (Eportfolio 2015) by Using Google docs and spreadsheets , Create Photo Album by Using Google Tools , Create Sites By using Google Sites , Create Blogger By using Google blog , Search About information By Using Search Engine , Open And Access Web 2.0 Tools From own device . we are presenting the response rates for the questionnaires, we will present qualitative results that may help us understand the effects of the collaborative learning activities condition on peer interaction

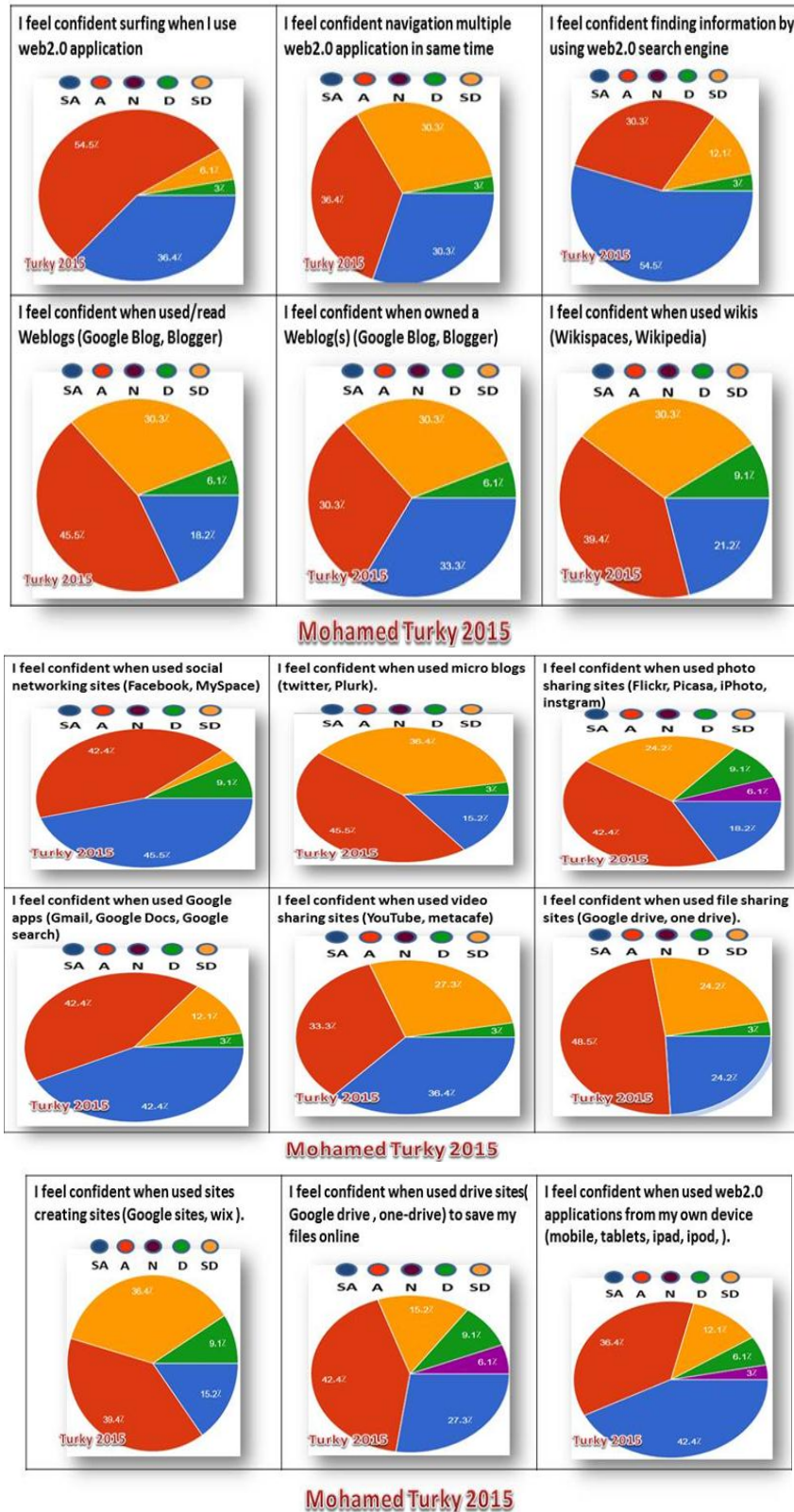


Fig (2) Results of questionnaires Web 2.0 Self-efficacy Skills Items

Table (1) Result of questionnaires Web 2.0 Self-efficacy Skills (Mohamed turky,2015)

STATEMENT	Student Answer (37) Student Percent 100%				
	SD	D	N	A	SA
1. I feel confident surfing when I use web2.0 application.	6	3	-	54	36
2. I feel confident navigation multiple web2.0 application in same time	30	3	-	36	36
3. I feel confident finding information by using web2.0 search engine	12	3	-	30	54
4. I feel confident when used/read Weblogs (Google Blog, Blogger)	30	6	-	45	18
5. I feel confident when owned a Weblog(s) (Google Blog, Blogger)	36	6	-	30	33
6. I feel confident when used wikis (Wikispaces, Wikipedia).	30	9	-	39	21
7. I feel confident when used social networking sites (Facebook, MySpace)	3	9	-	42	45
8. I feel confident when used micro blogs (twitter, Plurk).	36	3	-	45	15
9. I feel confident when used photo sharing sites (Flickr, Picasa, iPhoto, instgram).	24	9	6	42	18
10. I feel confident when used Google apps (Gmail, Google Docs, Google search).	12	3	-	42	42
11. I feel confident when used video sharing sites (YouTube, metacafe).	27	3	-	33	36
12. I feel confident when used file sharing sites (Google drive, one drive).	24	3	-	48	24
13. I feel confident when used sites creating sites (Google sites, wix).	26	9	-	38	15
14. I feel confident when used drive sites (Google drive, one-drive) to save my files online	15	9	6	42	27
15. I feel confident when used web2.0 applications from my own device (mobile, tablets, ipad, ipod,).	12	6	3	36	42

Discussion

When we analyzing the student answer according to next Figure (Google analyzing) for three abilities type in questionnaires we found:

- **General ability**

We found 90% of student (agree – strongly agree) feeling confident when use web 2.0 apps generally , and 72% of student (agree – strongly agree) feeling confident when use multiple web 2.0 apps in same time , and we found 84% of student (agree – strongly agree) feeling confident when using web 2.0 search engine ,and 78% of student (agree – strongly agree) feeling confident when used web 2.0 apps from own device

That's mean:

- a) Web 2.0 apps make student more motivated to learn
- b) Web 2.0 make learn process easy when student search about any information by using web 2.0 search engine
- c) Mobile device put alternative ways to use and access web 2.0 apps any time and any where
- d) Social Collaboration activity based on web 2.0 apps within student make peer collaboration skills more active and more effect

- **Personal ability**

we found **60** % of student (agree – strongly agree) feeling confident when sharing their photo by using photo sharing sites , and 84% of student (agree – strongly agree) feeling confident when using google apps , and 70% of student (agree – strongly agree) feeling confident when using video sharing sites , 72 % of student (agree – strongly agree) feeling confident when using file sharing sites , and 53% of student (agree – strongly agree) feeling confident when using apps to creating sites ,and 79% of student(agree – strongly agree) feeling confident when using web 2.0 storing apps

That's mean:

- a) Web 2.0 help student to improve their skills to creating and sharing photo album online
- b) Student can store and access their files from anywhere and anytime by using web 2.0 apps
- c) Web 2.0 make a video social files for any person want to show it
- d) Web 2.0 help student to documentation their learning by create and design website

- e) Web 2.0 apps effect on student experience through colleges work
 - f) Social Collaboration activity increased student experience through peer interaction and peer assessment for posted published in Facebook group
 - g) Social Collaboration activity make student able to mange their knowledge and sharing this with peer
- **Social ability:**

We found 64% of student (agree – strongly agree) feeling confident when using blogs sites , and 63% of student (agree – strongly agree) feeling confident when creating and owned blogs by using blogs sites , and 60% of student (agree – strongly agree) feeling confident when using wiki sites and 87% of student (agree – strongly agree) feeling confident when using social apps and 60% of student (agree – strongly agree) feeling confident when using micro social apps.

That's mean:

- a) Web 2.0 make student able to sharing their opinion about learning with peer
- b) Student can have newest information through peer wikis and blogs
- c) Social apps make student able to sharing their experience and knowledge with peer
- d) Social Collaboration activity effects on student social skills

Conclusion

Finally, Social Collaboration very important way to make learning more active and social and more interaction , and if we want make learning better should be looking for more student Self - efficacy in (classroom – internet use - web 2.0 apps) Skills.

Educational Web 2.0 apps become more effect if we when Design learning activity and practice used it according to clear ways and clear Rubric to achievement learning outcome , and when we want to use social network in education we should be regard social learning Skills , Collaborative skills increased if we focus to student self - efficacy during learning process.

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Appendix

QUESTIONNAIRE IN WEB 2.0 SELF-EFFICACY

(Mohamed Turkey, 2015)

RESPONDENT INFORMATION:

NAME: _____

GENDER:

- MALE
- FEMALE

EDUCATIONAL level

- Elementary school
- Primary school
- Secondary school
- Higher education

Major internet skills

- Use internet
- Have email
- Have social network account (facebook – twitter – wiki – blog)

WEB 2.0 SELF-EFFICACY SCALE

INSTRUCTIONS: Indicate, by encircling a number on a scale of 1 to 5, your degree of agreement for each of the 15 statements below. One (1) indicates Strongly Agree = SA

With the statement while Five (5) indicates Strongly Disagree = SD

1. Strongly Agree = SA
2. Agree = A
3. Neutral = N
4. Disagree = D
5. Strongly Disagree = SD

questionnaires Web 2.0 Self-efficacy Skills (Mohamed turky,2015)

STATEMENT	SD	D	N	A	SA
1. I feel confident surfing when I use web2.0 application.	1	2	3	4	5
2. I feel confident navigation multiple web2.0 application in same time	1	2	3	4	5
3. I feel confident finding information by using web2.0 search engine	1	2	3	4	5
4. I feel confident when used/read Weblogs (Google Blog, Blogger)	1	2	3	4	5
5. I feel confident when owned a Weblog(s) (Google Blog, Blogger)	1	2	3	4	5
6. I feel confident when used wikis (Wikispaces, Wikipedia).	1	2	3	4	5
7. I feel confident when used social networking sites (Facebook, MySpace)	1	2	3	4	5
8. I feel confident when used micro blogs (twitter, Plurk).	1	2	3	4	5
9. I feel confident when used photo sharing sites (Flickr, Picasa, iPhoto, instgram).	1	2	3	4	5
10. I feel confident when used Google apps (Gmail, Google Docs, Google search).	1	2	3	4	5
11. I feel confident when used video sharing sites (YouTube, metacafe).	1	2	3	4	5
12. I feel confident when used file sharing sites (Google drive, one drive).	1	2	3	4	5
13. I feel confident when used sites creating sites (Google sites, wix).	1	2	3	4	5
14. I feel confident when used drive sites (Google drive, one-drive) to save my files online	1	2	3	4	5
15. I feel confident when used web2.0 applications from my own device (mobile, tablets, ipad, ipod,).	1	2	3	4	5

categorized abilities for Web 2.0 Self-efficacy Skills

General ability		Personal ability	
1	I feel confident surfing when I use web2.0 application	9	I feel confident when used photo sharing sites (Flickr, Picasa, iPhoto, instgram).
2	I feel confident navigation multiple web2.0 application in same time	10	I feel confident when used Google apps (Gmail, Google Docs, Google search).
3	I feel confident finding information by using web2.0 search engine	11	I feel confident when used video sharing sites (YouTube, metacafe).
15	I feel confident when used web2.0 applications from my own device (mobile, tablets, ipad, ipod,).	12	I feel confident when used file sharing sites (Google drive, one drive).
		13	I feel confident when used sites creating sites (Google sites, wix).
		14	I feel confident when used drive sites (Google drive, one-drive) to save my files online
social ability			
4	I feel confident when used/read Weblogs (Google Blog, Blogger)		
5	I feel confident when owned a Weblog(s) (Google Blog, Blogger)		
6	I feel confident when used wikis (Wikispaces, Wikipedia).		
7	I feel confident when used social networking sites (Facebook, MySpace)		
8	I feel confident when used micro blogs (twitter, Plurk).		