Investigating the Educational Use of Web 2.0 Among Undergraduates in Nigerian Private Universities

Akorede Muftau Diyaolu, Okunlaya Olufunmilayo Rifqah

1. Introduction

The advent of Web 2.0 technologies has been a sort of breakthrough in the sharing and dissemination of information among various individuals and group while the impact is also felt on intellectual interactions most especially among the undergraduate students. The term Web 2.0 was first coined in a conference between O'Reilly and MediaLive International (O'Reilly 2005) where technical issues that borders on principles and practices of the entire web and its services were discussed. Its role in the academic and learning process can not be over emphasized. Web 2.0 is an umbrella term which describes several new web technologies and tools and its foundation encompasses a number of web based services and applications which ideally are not technologies themselves but most of them are being used in education (Salehe 2008). Web 2.0 generally refers to the social software tools such as; Educational blogging, Podcasting, Photo and Video sharing communication tools, Collaborative Authority, Social Networking and Synchronization of files which generally aided the communication and sharing of information online. Web 2.0 also refers to the social

software tools such as book marking, RSS feeds, and Instant messaging that provide users with the ability to create and disseminate content (Zhang Leilei and Jinmin 2012). It has transformed not only the people's perception of the use of the internet, but also the way information is organized on the web (Leung and Kaiwahchu 2009).

The process of blogging involves publishing of selected educational materials such as school news photocopies lecture notes as well as other class activities on the internet for benefit of concerned students while a podcast is an educational digital audio and video recordings on an MP3 player or on a range of other devices such as PC, Mobile phone, ipods, PDAs, laptop, etc. it is normally played with the aid of iTune or windows media player. Media sharing involves uploading of selected visuals including pictures, photographs e.g. Flickr[1]. The communication tool may comprise of the email messages, online chatting and the VoIP (Voice Over Internet Protocol) which allow real time instant messages and communication between two individuals or between several individuals major examples are: MSN messenger, Yahoo messenger, RSS feeds, Skype, Nonoh Google talk etc. The collaborative authoring allows for users participation that is, one can add his own comment to any document online while other contributors share the idea, wikis and Wikipedia are the most common while Writely and Rally point are other examples[2].

The social networking made use of all aforementioned techniques in one single site based on its mode of operation, for instance, it allow real time communication, sharing of visual media and sharing of files, communication and sharing most especially in the area of learning among students in Nigeria tertiary institutions based on its methods and application. There are lots of idea and knowledge

---

[1] <http://www.flickr.com>

[2] <http://www.wikipedia.org> and <http://www.pbwiki.com>.

sources through the social networks, these days, for instance, Facebook update alert someone about what people on the network are posting, reading, and sharing whereby a student can follow the one of interest while students circle network made it easier for students to share academic content only. University can create a special link on a social network where students can visit for current information from the school, while the lecturer also can crate pages and blogs to engage students interactive but academics conversations. Therefore, social networking are gradually integrating with every other aspect of web 2.0 activities like job searching, blogging, activism etc. while education and online learning are no exemption (Godil 2013).

A podcast is simply defined as a media that are available online, to be downloaded freely and played with the aid of specialized software on a personal computer or other mobile devices at users' convenience. It is usually in audio and video files. The term derived from combination of two technology terms "ipod and broadcast" There are many educational podcasts online available in specific subject areas for both secondary and tertiary education. Podcast are similar to email messages considering its creation, students can also create their own podcast to be used repeatedly. It can provide for make-up lectures because it can be replayed while it also provides for a preferred study language, obviously, the added value of podcasting as a technology is the ease with which both teachers and students can record, manipulate and distribute digital sound files over the internet (Edirisingha et al. 2007). Meanwhile, creating a podcast involves recording (using microphone and software e.g. Audacity Garage Band etc.), then, publishing by saving the file in MP3 file and also publicizing by uploading it on internet using Blogger and other sites that offer free hosting. An RSS aggregator such as juice receiver (formerly ipodder) or itunes also help to publish podcasts. Similarly, RSS (Really Simple Syndication) is an XML format which allows users to know about the content of RSS enabled websites, blogs or podcasts without necessarily visiting its

actual site (Anderson 2007), while the information from the site is collected within a feed which has RSS format and "Piped" to the user in a process known as syndication (Salehe 2008). Again, Cloud computing opens new opportunities for students and researchers, one of such is free online file synchronization and storage. Nowadays one can sync PC files and manage the documents on the go. We can also share files with friends or other co-researchers and also make an online backup or roll back to previous file version. All these actions are possible with modern online file sharing applications. Among are: Dropbox, SugarSync, icloud, Skydrive etc. Meanwhile, private varsities in Nigeria are partners to the public Varsities, there establishment are keen to make university education more dynamic and responsive to the needs of the society this has indeed lead to the approval of License for the first set of Private Universities on 10th May 1999, by the FG through the National University Commission (NUC).

2. Review of Prior Research

Recent research has highlighted how teaching and learning can benefit from the inclusion of web 2.0 applications in higher education but there is insufficient empirical evidence to support the discipline specific usefulness of certain new technologies over others (Kumar, 2010). However, (Salehe 2008) evaluates the potentials of web 2.0 tools in enabling the process of sharing of teaching knowledge that is related to computer science in higher educational institute and the results showed that wiki, blogs, pod and RSS were useful for teaching and learning as well as facilitating sharing of teaching knowledge among the lecturers. An important noticeable development is the high use of instant messaging, media sharing and social networking by young people, especially those below 24 years of age in the study of (Sandars and Schroder 2007), the work also revealed that web 2.0 offered new opportunities for undergraduate and post-graduate medical students with an overall high awareness of a range of new tools for educational purposes while calling for

increased training on the specific use of more tools among the students. (Kumar 2010) however, established that although no students were identified to have compared the use or benefit of any one web 2.0 tool over another across the disciplines or for a particular field, but the three (3) most useful tools according to his findings were online forums or blogs; class capture in the form of video casts, audio podcasts or smart board capture as well as Google documents, his study also shown that undergraduates welcome teaching and learning experiences with adoption of new technologies adding value to the existing practice thereby leading to the enhancement of the learning process which gratify all types of learners. (Davi, Frydenberg, and Gulati 2007) also submits that the use of "blogs" has become popular among colleges because faculty members have integrated blogs into their courses to enhance class discussion. They concluded that liberal learning depends on students taking responsibility for their education while instructors in any discipline can use blogs to begin conversations about courses materials before and after classes and as such enhance active learning. they stated further that the idea behind blogging makes it an improvement for classroom use over the discussion groups because one can visit a blog occasionally to see if there is any new content posted by visitors to the blogs because of its "publish subscribe" model in which the author publishes content and the subscribers use a program known as aggregator which checks the blog from time to time to notify the subscriber whenever new content are posted. Blogging makes use of really simple syndication RSS technique and presents the blog content in a standard XML (Extensible Mark-up Language) it improve students writing ability and also enhance their developmental and critical thinking. The aim of using a blog according to (Cooper and Boddington 2005) is to provide a way of promoting interactions between students in a relatively large undergraduate class in particular so as to enable students to learn from insider.

Consequently, evidence from the students who use podcasts according to (Edirisingha et al. 2007) clearly showed that they immensely benefited from its usage and that the key objective for the use of podcast among the undergraduate module was to improve the students learning and study skills, while the data analysis also revealed that podcasts were successful in supporting students preparation for assessed work as well as provision of significant advice on portfolio and presentations. Furthermore, (Radel 2011) opined that majority of the past research into the social networking sites and their uses actually suggested that the World Wide Web usage is changing rapidly while the higher education institutions are also following the trend and also working to develop their blended leaving opportunities. He also confirmed that web 2.0, 3.0 and beyond are the greatest opportunity in offering "environments of collective intelligence", where every users participate in the process of creating new knowledge it's also established how the participation within the social site, facebook as a charge agent that propelled the students learning process as well as provision of an in-depth evaluation of the online learning environment in other to develop the program delivery to student's needs. However it was concluded that the use of social sites such as facebook can significantly contribute to students life-long learning outcomes while there must also be a carefully defined goals and needs of participating in such online activities. Meanwhile, the study of (Leung and Kaiwahchu 2009) on using Wiki for collaborate learning examined the use of wiki in a group project among undergraduate students in the Kong and discovered that wiki logs and discussion boards greatly assist in the learning process and also contribute the learning community in higher education. The work also revealed that limited collaboration exists between the students in the course of using wiki.

3. Objective of Research

The main objective of this work is to investigate the academic usage of web 2.0, among the undergraduate students of the selected private universities in Nigeria, while the specifics objectives were to:

1. determine the students current awareness of the term web 2.0
2. identify the types of web 2.0 tools most widely used by the undergraduates
3. identify the web tool most relevant to their studies
4. measure the students current usage of these tools and
5. make suggestions towards a more purposeful usage of web 2.0.

4. Research Questions

Some questions were asked in course of this research, these includes:

1. What is the students' level of awareness about the term web 2.0?
2. Which of the web 2.0 application is most widely used by the students?
3. Which among the web 2.0 tool is considered most relevant to learning among the undergraduates
4. What is the student's current level of usage in any of these tools for academic purpose
5. What are the students prospects on the use of web 2.0

5. Methodology

In order to achieve the specific objectives, researchers-designed questionnaires were administered randomly using Two hundred and forty (240) respondents i.e One hundred and twenty (120) each, who were undergraduate students of both universities, that is, Crescent University Abeokuta and Caleb University Lagos. Eighty Six (86) was eventually retrieved from the Crescent University while

Seventy Five (75) was also retrieved from the Caleb University and both were used for the research.

6. Data Analysis

Data, having been collected through the use of the questionnaire were analyzed using tabulated frequency count and simple percentage. A total of two hundred and forty questionnaires (240) were randomly distributed among the undergraduate students of the two universities, while the questionnaires rate of return are 71.6% for the Crescent University and 62.5% for Caleb University respectfully.

Table.1 Questionnaire's rate of returned

University	Total administered		Total Returned	
	No	%	No.	%
Crescent	120	100	86	71.6
Caleb	120	100	75	62.5
Totals	240		161	67.1

Table 2. Demographic details of the study.

University	Crescent		Caleb	
Gender	Male 30		Male 34	
	Female 56		Female 41	
Totals	86		75	
Colleges	No.	%	No.	%
Social & Management	58	70.7	45	60

University	Crescent		Caleb	
Sciences				
Environmental Science	1	1.2	14	18.7
Pure & Applied Science	23	28.1	16	21.3

7. Question about access to computer devices:

Do you own any MP3 or digital player?

Majority of the respondents used laptops, mobile phones, and Black Berry phones to access web 2.0, but the ones with highest number of users are: Mobile phone (61.6%), Black Berry (50%) for Crescent university and Laptops (56%) in the case of Caleb university. Meanwhile, PDA's Personal Digital Assistants recorded the lowest usage in both cases, i.e. 2.3% as well as 2.7% respectfully as shown in table 3.

Table. 3 Access to computer devices

University	Crescent		Caleb	
Devices	No.	%	No.	%
ipod	6	**6.9**	12	**16**
Notebook	8	**9.3**	9	**12**
Laptop	36	**41.9**	42	**56**
Mobile Phone	53	**61.6**	36	**48**
B.B	43	**50**	32	**42.7**
PDA's	2	**2.3**	2	**2.7**

Chart 1: Access to computer devices
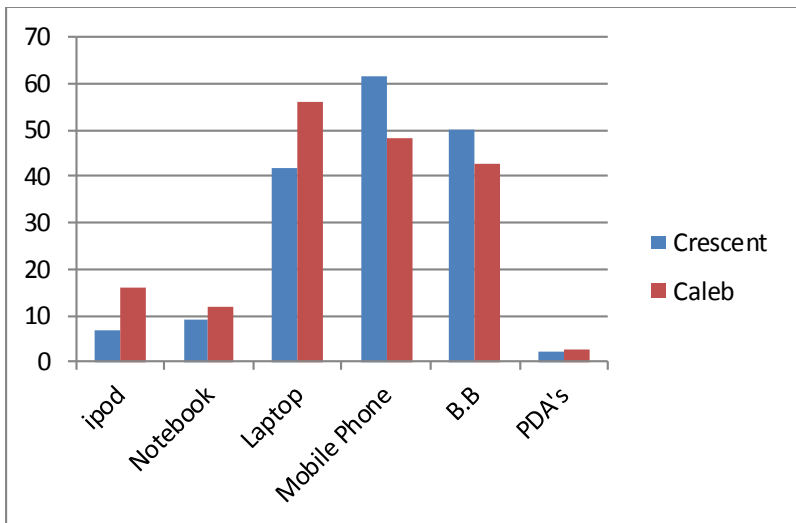
7.2 Question on student's awareness of web 2.0

Are you familiar with the term web 2.0?
Responses from both universities confirmed the students relatively low awareness of the term web 2.0 (table 4) for instance, just 42 students (48.8%) of Crescent university and 28 students (39.4%) of the sampled students from Caleb university were familiar with the term web 2.0 although, this does not affect their use of web 2.0 notwithstanding, they were not just familiar with the term as a general name for all the various available communication tools.

Table 4. Familiarity with the term web 2.0

University	Crescent		Caleb	
	Response	%	Response	%
Yes	42	**48.8**	28	**39.4**
No	44	**51.2**	43	**60.6**

7.3 Question on the use of web 2.0

Are you familiar with the use of podcast?

Table 5a. Familiarity with Podcast

University	Crescent		Caleb	
	Response	%	Response	%
Yes	41	49.4	37	50.0
No	42	50.6	37	50.0

Podcasting is of average use among the students of the two universities, when they were asked about their familiarity with the tool, i.e podcast (table 5a), only 49.4% of Crescent university and 50% of Caleb students answered in affirmative to this question, meaning that podcast is still relatively new to the whole student population. But their responses on the usage confirmed the usefulness of the tool, despite the little awareness about the term as 75.7% of Crescent and 53.1% of Caleb students responses actually confirmed the findings (table 5b).

Question 4: How useful is the podcast to your academics?

Table 5b. usefulness of Podcast

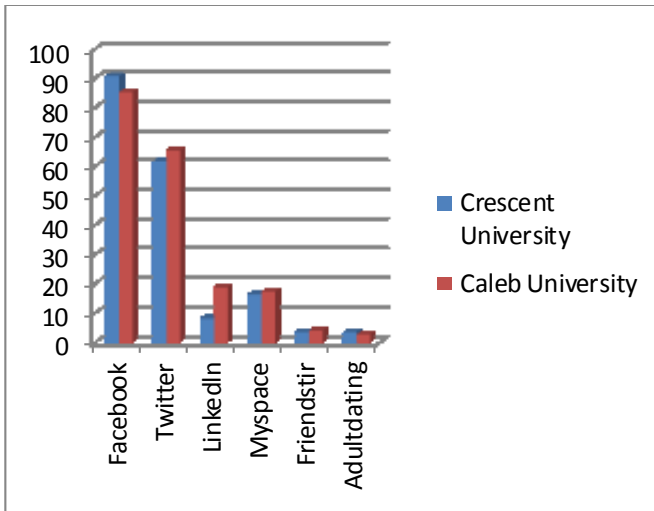| University	Crescent		Caleb	
	No.	%	No.	%
Useful	56	75.7	34	53.1
Not Useful	18	24.3	30	46.9

When they (students) were asked whether they registered with any of the social sites (table 5c), the response was enthusiastic as 78 (90.7%) and 64 (85.3%) responses from both Crescent and Caleb

universities used Facebook, this was followed by 53 (61.6%) and 49 (65.3%) of followers of twitter from both universities. But Adult dating recorded the lowest use from the two universities as only 3 (3.5%) of Crescent and 2 (2.7%) Caleb respondents identified with its use.

Table 5c. use of Social Networking

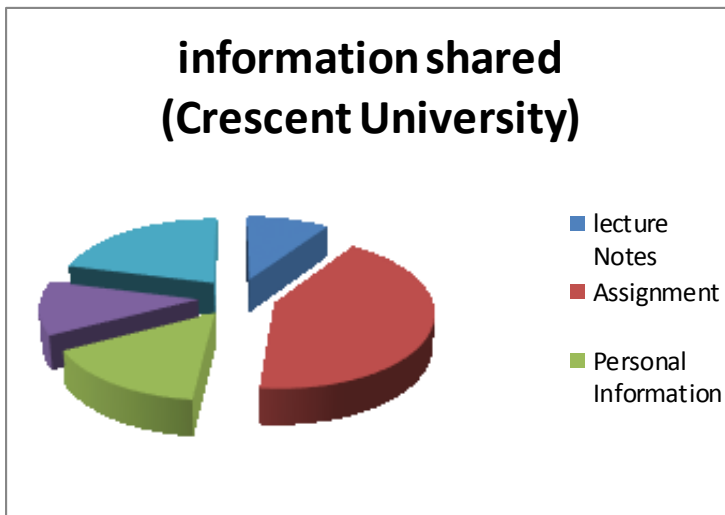| University	Crescent		Caleb	
	No.	%	No.	%
Facebook	78	**90.7**	64	**85.3**
Twitter	53	**61.6**	49	**65.3**
Linkedln	7	**8.1**	14	**18.7**
Myspace	14	**16.3**	13	**17.3**
Friendster	3	**3.5**	3	**4.0**
Adultdating	3	**3.5**	2	**2.7**

Chart 2: Use of Social Networking

Consequently, School Assignment recorded the highest of the information shared among the students i.e. 62 (72.1%) Crescent and 40 (53.3%) Caleb university respondents, and this was followed by friendship gist 31(36.0%) in Caleb while Personal information 37 (49.3%) and Friendship gist 35 (46.7%) were also recorded in Caleb university as displayed on table 5d.

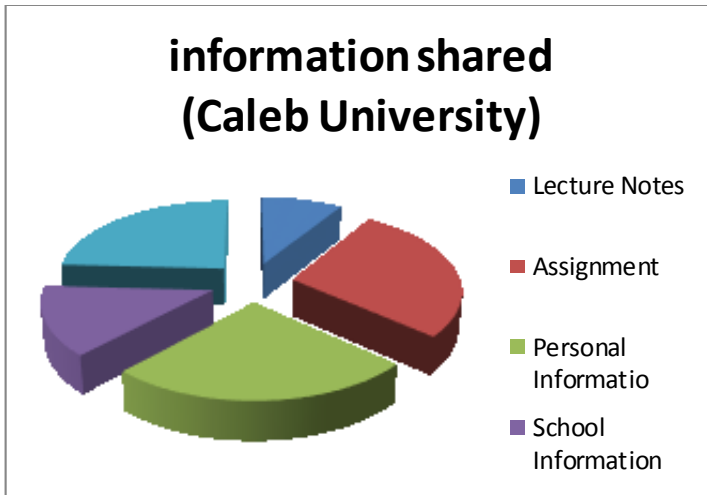**Table 5d. type of information shared or downloaded**

University	Crescent		Caleb	
	No.	%	No.	%
Lecture notes	14	**16.3**	13	**17.3**
Assignment	62	**72.1**	40	**53.3**
Personal info.	23	**26.7**	37	**49.3**

University	Crescent		Caleb	
School info.	17	**19.8**	20	**26.7**
Friendship gist	31	**36.0**	35	**46.7**

Chart 3a: Information shared (Crescent University)

Chart 3b: Information shared (Caleb University)

In the same vein, opinions on the use of blogs (table 5e) revealed that 63 (76.8%) of Crescent university and 43 (58.9%) Caleb University respondents agreed to the fact that they sometimes come in contact with useful blogs when browsing, while majority of them also found blogging easier, the statistics are 49 (59.8%) of Crescent and 31 (53.4%) of Caleb Universities respectfully. At large, web 2.0 was generally accepted by students as an effective means of sharing educative information by the entire sample space according to (Table 5e.), 58 (70.7%) and 58 (79.4%) responses from both universities serves as an indication to this fact. So, looking at the usage familiarity with many of these tools, the social networking appears to be the most appealing to the students based on this section of the research.

7.4 About relevance of web 2.0 tools.

When respondents were asked to list the tools considered to be relevant to learning among the various web 2.0, the response (Table 6.) showed that Wiki/Wikipedia recorded 71 (91%) and 62 (95.4%), Google docs 57 (80.3%) and 59 (90.8%), Google Translator 50 (69.4%) and 52 (70.4%), Youtube 47 (65.3%) and 36 (56.3%), Yahoo Messenger 46 (60.5%) and 33 (54.1%), Facebook / Twitter 44 (53.6%) and 41 (54.7%), Blog 41 (50%) and 38 (63.3%) in the order of Crescent and Caleb universities respectfully. Though the responses from both ends were similar, there is however a difference on the use of Online group, it was considered relevant to learning by the respondents from Crescent university i.e. 36 (52.9%) as against 30 (49.2%) responses from Caleb university. On the contrary, Linkedln 48 (76.2%) and 40 (78.4%), Dropbox/icloud 47 (78.3%) and 40 (85.1%), Podcast 45 (75%) and 34 (69.4%), Skydrive/Sugarsync 41 (73.2%) and 38 (86.4%) in the same order of the sample study were considered less relevant to academics judging by the outcome of this findings.

Table 6. type of information shared or downloaded

Web 2.0 Tools	Relevance of tools								
	Crescent University					Caleb University			
	Relevant	%	Not Rel	%		Relevant	%	Not Rel	%
Facebook/Twitter	44	53.6	38	46.4		41	54.7	34	45.3
Linkedln	15	23.8	48	76.2		11	21.6	40	78.4
Blog	41	50.0	41	50.0		38	63.3	22	36.7
Podcast	15	25.0	45	75.0		15	30.6	34	69.4
Dropbox/icloud	13	21.7	47	78.3		7	14.9	40	85.1
Skydrive/sugarsync	15	26.3	41	73.2		6	13.6	38	86.4

Web 2.0 Tools	Relevance of tools								
	Crescent University					Caleb University			
	Relevant	%	Not Rel	%		Relevant	%	Not Rel	%
Google docs	57	80.3	14	19.7		59	90.8	6	9.2
Youtube	47	65.3	25	34.7		36	56.3	28	43.8
Yahoo messenger	46	60.5	30	39.5		33	54.1	28	45.9
Wiki/Wikipedia	71	91.0	7	9.0		62	95.4	3	4.6
Google Translator	50	69.4	22	30.6		52	70.3	22	29.7
Online group	36	52.9	32	47.1		30	49.2	31	50.8

Table 6. Relevance of web 2.0
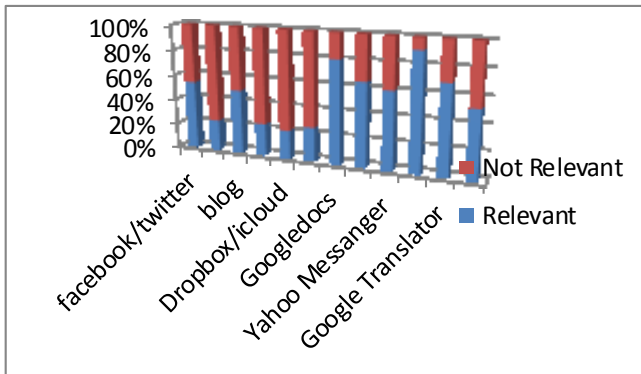
Chart 3b: Relevance of web 2.0 tools by Caleb University respondents.
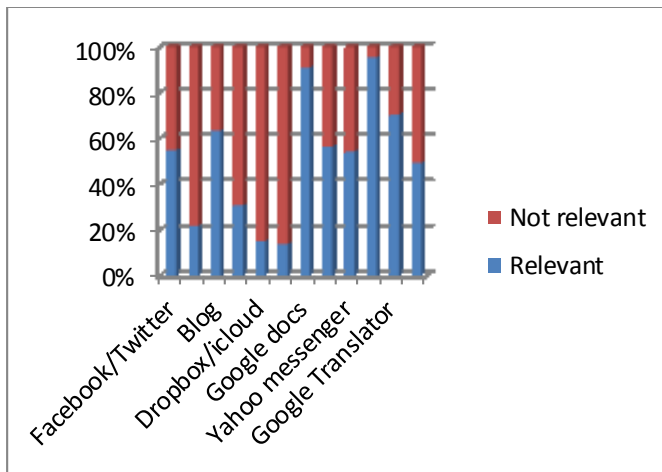
Considering the level of usage of web 2.0, the study charged the respondents to do a self-appraisal on the use of the tools, and the result as presented on Table 7. Show clearly that Wikipedia, Google docs, wiki were the tools where students shown highest level of expertise, followed by others such as the social sites; Facebook, Twitter and Youtube. The figures are displayed as follows using Crescent: Caleb universities order; Wikipedia 49.1%: 44.9%, Google docs 34.5% : 26.5%, wiki 34.1% : 26.9 etc. The highest average level of usage i.e. (expert + high) was found in Google docs 78.9%: 69.3% while the lowest average level of use was that of Dropbox/icloud (7.5%) Crescent university and Sugarsync/Skydrive (10.2%) Caleb university which still connotes a very low appreciation of the online storage. Also, Linkedln, Myspace, Friendster and Adultdating were not so popular among the students populace.
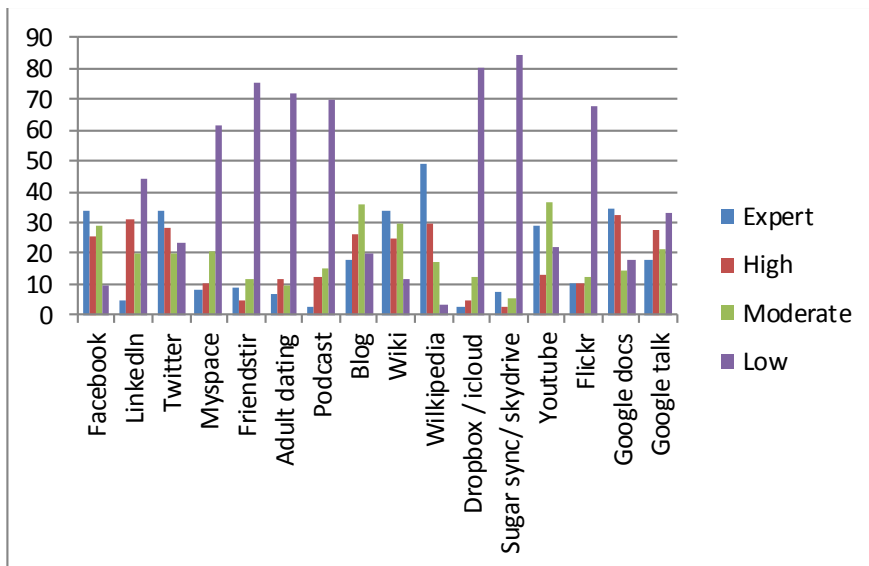
Table 7. Level of usage.

University	Caleb								Crescent							
Web 2.0	Level of Usage								Level of Usage							
	expert	%	high	%	moderate	%	low	%	expert	%	high	%	moderate	%	low	%
Facebook	22	**33.5**	16	**25.8**	18	**29**	6	**9.7**	32	**39**	23	**28**	24	**29.3**	3	**3.7**
Linkedln	3	**4.7**	19	**31.1**	12	**19.7**	27	**44.3**	5	**8.1**	4	**6.4**	10	**16.6**	43	**69.4**
Twitter	19	**33.9**	13	**28.2**	11	**19.6**	13	**23.2**	26	**32.1**	15	**18.5**	23	**28.4**	17	**21**
Myspace	4	**8.2**	5	**10.2**	10	**20.4**	30	**61.2**	13	**19.1**	7	**10.3**	15	**22.1**	33	**48.5**
Friendstir	4	**9.1**	2	**4.5**	5	**11.4**	33	**75**	5	**8.6**	10	**17.2**	2	**3.4**	41	**70.7**
Adult dating	3	**7**	5	**11.6**	4	**9.3**	31	**72.1**	4	**6.4**	5	**8.1**	10	**16.1**	43	**69.4**
Podcast	1	**2.5**	5	**12.5**	6	**15**	28	**70**	4	**6.4**	3	**4.8**	19	**30.6**	36	**58.1**
Blog	9	**18**	13	**26**	18	**36**	10	**20**	10	**14.7**	14	**20.6**	23	**33.8**	21	**30.9**
Wiki	15	**34.1**	11	**25**	13	**29.5**	5	**11.4**	18	**26.9**	22	**32.8**	14	**21**	13	**19.4**
Wilkipedia	28	**49.1**	17	**29.8**	10	**17.5**	2	**3.5**	35	**44.9**	19	**24.4**	17	**21.8**	7	**9**
Dropbox/ icloud	1	**2.5**	2	**5**	5	**12.5**	33	**80**	2	**3.2**	7	**11.3**	17	**27.4**	36	**58.1**

University	Caleb								Crescent							
Web 2.0	Level of Usage								Level of Usage							
	expert	%	high	%	moderate	%	low	%	expert	%	high	%	moderate	%	low	%
Sugar sync/ skydrive	3	**7.7**	1	**2.6**	2	**5.1**	33	**84.6**	2	**3.4**	4	**6.8**	15	**25.4**	38	**64.9**
Youtube	16	**29.1**	7	**12.7**	20	**36.4**	12	**21.8**	18	**23.7**	17	**22.4**	21	**27.6**	20	**26.3**
Flickr	4	**10**	4	**10**	5	**12.5**	27	**67.5**	5	**6.8**	18	**24.3**	12	**16.2**	39	**52.7**
Google docs	19	**34.5**	18	**32.7**	8	**14.6**	10	**18.2**	18	**26.5**	25	**36.8**	12	**17.6**	13	**19.1**
Google talk	9	**17.6**	14	**27.4**	11	**21.6**	17	**33.3**	16	**23.5**	19	**27.9**	14	**20.6**	19	**27.9**

Chart 4a: Level of usage (Crescent University)

## Chart 4b: Level of usage (Caleb University)
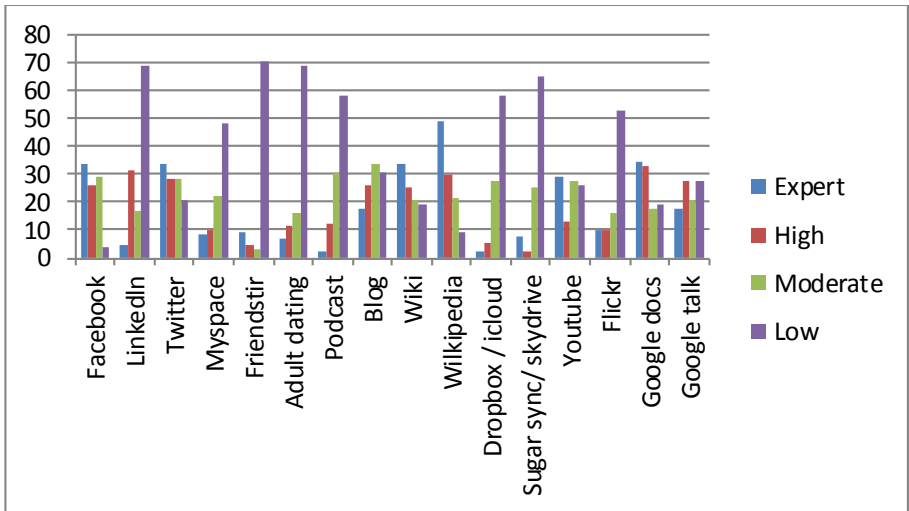
Generally, respondents agreed that web tools such as blogs, wikis, social sites, Google docs, instant messages etc. are effective in taking lecture notes, sharing classroom discussions, communicating class assignments by 70.7% to 29.3% and 79.4% to 20.5% in both Crescent and Caleb universities respectively.
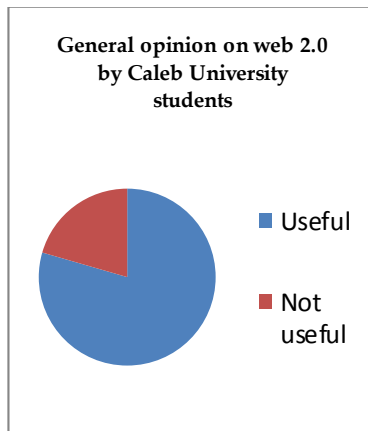
Table 8. Acceptance of web 2.0

University	Crescent			Caleb	
opinions	No.	%		No.	%
Agree	58	70.7		58	79.4
Disagree	24	29.3		15	20.5

Chart 5a: web 2.0 (Crescent University)

General opinion on web 2.0 by Crescent University students

- Useful
- Not useful
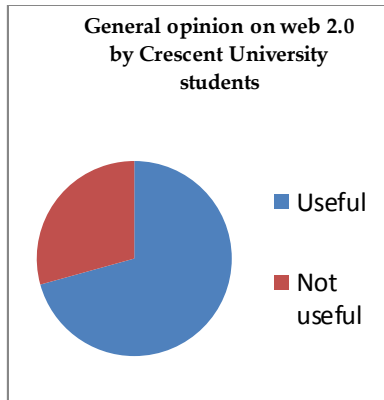
Chart 5b: web 2.0 (Crescent University)

General opinion on web 2.0 by Caleb University students

- Useful
- Not useful

8.   Discussion of Findings

Results of this study revealed that respondents were adequate in terms of access to computer and information resources, this had greatly influenced their access to the desired web 2.0 tools for easy communication and sharing of information. For instance, Black Berry and other mobile phones, and laptop computers tops the list of their digital resources. But inequality in access to computing facilities was reported by (Sandars and Schroder 2007). Findings also show that majority of the students were not familiar the term web 2.0 as also noted by Kumar (2010) but this does not dictate their use of the tools, this position was also corroborated by (Sandars and Schroder 2007). But reverse was the case of (Garoufallou and Charitopoulou 2011), because the research found that although most of the students have heard of the term Web 2.0 and its tools, but further knowledge of the subject is limited. The relevance of web 2.0 was complemented by the general acceptance and its popularity among the students, this was clearly supported by the findings of this work, students found its use very relevant to their academics and mostly work with Wikipedia, Wiki, and Google docs, blogs, Google translator, Facebook, Twitter, Youtube, Yahoo Messenger and various Online groups. Some previous work also support this findings, for instance, (Duffy and Bruns, 2006) supports blogging, (Yang, Zhang, and Chen 2007), (Radel 2011) exemplified the use of social networking, (Leung and Kaiwahchu 2009) corroborates use of wiki, while relevance of instant messaging was underscored by the research of (Makdisi 2006) There is however, a significant low appreciation of tools such as podcast, though it was found useful, but its relevance to education was yet to be known to the students, so also the online archives such as Dropbox, icloud, Sugarsync and Skydrive etc. whereas Cloud-based file storage is becoming the expected method for file sharing these days, both on personal devices and in the workplace, and such solutions according to (Kerr 2013) simplify document sharing and collaboration across teams, which is a huge boon for productivity.

Both (Taylor 2012) (Furrier 2013) (Kumar 2010)(Edirisingha et al. 2007) made similar submissions on various benefits of using the online storage. The work of (Edirisingha et al. 2007) had earlier-on reported increasing value of podcasting and its consequent application in education based on its numerous advantages as also established by this work. Again, the level of usage complements the students choice of tools as the same sets of web tools frequently used by the students were also the ones that recorded the high level of expertise in terms of use i.e. students were more expert in the use of Wikipedia, Wiki, and Google docs, blogs, and the social networking, this findings was similar to that of (Anderson 2007) and many others.

On a general note, students widely accepts the use of web 2.0 for educational and personal use, hence that explains the reasons why they share mostly, school assignments and friendship gist, among others while on web 2.0 platforms.

9. Summary

This study investigated the use of web 2.0 among the undergraduate students of two (2) private universities in Nigeria, namely; Crescent university Abeokuta and Caleb university, Lagos. The result showed a very high level of enthusiasm and acceptance on the part of students. Although, some web tool were much more preferred against others based on their relevance to academic pursuits, the findings also revealed that some important web 2.0 tools were yet to be harnessed by the students and as such, suggestions were then offered on how to make the best use of such tools for a more purposeful acts.

10. Conclusions and Recommendations

The research indicates that undergraduates students appreciates information sharing using web 2.0 technology, though, they were not much conversant with the term web 2.0 notwithstanding, they

commonly used many of the tools such as Google docs, wiki, Wikipedia, blogs, and social networking; translator, Facebook, Twitter, Youtube, Yahoo Messenger and various Online groups for sharing school assignment, friendship gist, school information among others, having confirmed its relevance for academic purposes. But their (students) personal experience about some tools does not connotes overall knowledge of all existing web 2.0 platform, there are still more of the technology to be harnessed for educational purposes, for instance use of podcasts and various online storage database will further aid their learning abilities.

Faculties can learn from these and fashion out ways of applying various tools to help students for course activities. The school can introduce online technology course among its curriculum to improve the students' status on web applications. Universities can develop their own online community forum where relevant information about their school can be shared. Students too can also think about acquiring more knowledge on the use of web 2.0 for the improvement of their career.

On the last note, these findings cannot be automatically generalized, as it was only based on the opinions of students in two (2) private universities, further research may include public varsities, similarly, a subject-based survey involving both students and lecturers will further determines the suitability or otherwise of web 2.0 for academic activities.

11. References

Anderson, Paul. 2007. "What Is Web 2.0? Ideas, Technologies and Implications for Education." *JISC Technology and Standards Watch*.

Cooper, Carol, and Lyn Boddington. 2005. "Assessment by Blog: Ethical Case Studies Assessment for an Undergraduate Business Management Class." In *Blogtalk Downunder "Emergent Conversations."* Sydney, Australia. http://incsub.org/blogtalk/?page_id=62.

Davi, Angelique, Mark Frydenberg, and Girish J. Gulati. 2007. "Blogging across the Disciplines: Integrating Technology to Enhanceliberal Learning." *MERLOT Journal of Online Learning and Teaching*.

Edirisingha, P., G Rizzi, M. Nie, and L. Rothwell. 2007. "Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication." *Turkish Online Journal of Distance Education. TOJDE*.

Furrier, John. 2013. "Amazon Cloud Drive vs. Google Drive, Dropbox + Everyone Else." *Silicon Angle*. Accessed September 28. http://siliconangle.com/blog/2013/04/29/amazon-cloud-drive-vs-google-drive-dropbox-everyone-else/.

Garoufallou, Emmanouel, and Vassiliki Charitopoulou. 2011. "The Use and Awareness of web2.0 Tools by Greek LIS Students." *New Library World*.

Godil, Mujahid. 2013. "Role of Social Networking in the Field of Education." *Mujahid Tech*. Accessed January 18. http://mujahidtech.wordpress.com/2012/02/14/socialnetworking_technology/.

Kerr, Dara. 2013. "Cloud Storage Services Have Their Benefits and Flaws." *CNET*. September 28.

http://www.cnet.com/news/cloud-storage-services-have-their-benefits-and-flaws/.

Kumar, Swapna. 2010. "Undergraduate Perceptions of the Usefulness of Web 2.0 in Higher Education: Survey Development." In *Proceedings*, 308–14.

Leung, Kevin, and Samuel Kaiwahchu. 2009. "Using Wikis for Collaborative Learning: A Case Study of an Undergraduate Students' Group Project in Hong Kong." In , 1–13.

Makdisi, John. 2006. "Improving Education Delivery in the 21st Century." *Law Libr. J.*

O'Reilly, Tim. 2005. "What Is Web 2.0 Design Patterns and Business Models for the Next Generation of Software." http://www.elisanet.fi/aariset/Multimedia/Web2.0/What%20Is%20Web%202.doc.

Radel, Kylie. 2011. "Blending Web2.0 in Marketing Courses to Engage Students at Distance Reflections on Implementing 'Facebook' as a Personal Learning Environment." In . Perth, Western Australia: Edith Cowan University,.

Salehe, Bajuna R. 2008. "Elimu 2.0: Investigating the Use of Web 2.0 for Facilitating Collaboration in Higher Education." http://arrow.dit.ie/scschcomdis/8.

Sandars, John, and Sebastian Schroder. 2007. "Web 2.0 for Undergraduate and Postgraduate Medical Education: An Online Survey." *Postgraduate Medical Journal*.

Taylor, Christopher. 2012. "Which Cloud Storage Service Is Right for You?" *Digital Life*. Accessed January 15. http://central.gdgt.com/2013/07/16/which-cloud-storage-service-is-right-for-you/.

Yang, Stephen Jen-Hwa, Jia Zhang, and Irene Y L Chen. 2007. "Web 2.0 Services for Identifying Communities of Practice through Social Networks." In , 130–37.

Zhang Leilei, and Hao Jinmin. 2012. "Librarians 2.0: IT Literary in China." In , 1–12.

AKOREDE MUFTAU DIYAOLU, Federal school of Surveying, Oyo (Nigeria). diyaolu5@gmail.com

OKUNLAYA OLUFUNMILAYO RIFQAH, Federal University of Agriculture Abeokuta (Nigeria). monrifqah@yahoo.com

ABSTRACT: This study reports findings from a survey on the use of web 2.0 among the undergraduate students of two private universities in Nigeria namely: Crescent university Abeokuta and Caleb university, Lagos. The research was aimed to find the students current awareness about the use of web 2.0, capture their pattern of usage, and also determine its relevance to academic pursuits. To this end, about one hundred and sixty one (161) students representing 67.1% of the whole sample study took part in the survey by filling the opinion questionnaire. The paper provides detailed reports of the results together with the discussion of findings as well as recommendations.