

A Critique of Web 2.0 in Formal Education

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There is much debate among edubloggers of the potential for Web 2.0, characterized as ‘the read-write Web’, to bring about a new means of education. It is argued that the creativity, collaboration, communication, openness, microcontent, sharing and user-centredness Web 2.0 encourages makes it ideal as the basis for education. This presentation critiques Web 2.0-based education as an insufficient response to the demands of contemporary society, based on the following: the role of formal education; the nature of education systems; the epistemological assumptions underpinning the push for Web 2.0; student preference; philosophical basis; and genre of discourse. Primary research forms the basis for much of the critique. In conclusion, the potential for Web 2.0-assisted education and a framework for its implementation are suggested.