ABSTRACT

This paper is aimed to assess the current knowledge sharing processes in tertiary education in Brunei Darussalam. It identifies and examines the preferences, benefits and barriers of knowledge sharing and knowledge sharing platforms utilized in tertiary education. A descriptive research method is employed, in which quantitative approach was selected to collect data on the use of Web 2.0 tools, especially social media, for knowledge sharing in tertiary education in Brunei Darussalam. This study revealed that respondents highly utilize emails and Web 2.0 tools for knowledge sharing, which are normally provided by their host universities as information and knowledge sharing platforms. Web 2.0 tools, especially social media, are considered suitable platforms for sharing knowledge. However, there are some concerns in using Web 2.0 tools for knowledge sharing, mainly in term of privacy issues and reliability of information and knowledge shared due to its high risk of collaborators.
INTRODUCTION

Information and Communication Technology (ICT), especially the Internet and its Web 2.0 technologies, has created a new learning environment and experience for many people of all ages, no matter where their whereabouts (Pieri & Diamantini, 2014). Web 2.0 was first coined by DiNucci (1999) and popularized by Tim O’Reilly and Dale Dougherty in 2004 (O’Reilly, 2005) as a second generation internet services. Web 2.0 comprises tools or applications which allow individual and collective publishing and sharing multimedia information (texts, images, audios and videos) and also the formation and maintenance of online social networks (Bennett, Bishop, Dalgarno, Waycott & Kennedy, 2012). Web 2.0 tools enable content sharing, collaboration, and communication among users all over the world as well as let users to produce contents easily. Examples of Web 2.0 applications are Wiki, blogs, Google Docs, Google+, Instagram, Facebook, Twitters and WhatsApp.

Web 2.0 tools are very popular and globally adopted by many people and these tools are now part of everyday lives of many people including students. Nowadays, many students, especially tertiary education students, utilize Web 2.0 tools in enhancing their learning in both individual and collaborative learning activities. The advancement of technologies in education has brought new opportunities to higher education institutions. As such, incorporation of Web 2.0 tools improves teaching and learning experiences specifically in terms of knowledge and information sharing (Kulakli and Mahony, 2014). Moreover, A study conducted by Bennett et al. (2012), shows the importance of implementing Web 2.0 tools in developing students’ skills in which they can be gained through participation, user generated content and collaboration. Hence, Web 2.0 tools serve as innovative communication platforms which encourage students to share their thoughts and experiences through interactive social media and these help to leverage improvements at all levels.

The adoption of Web 2.0 tools has increased their use both by students and lecturers, thus they have opportunities to be highly utilized in tertiary education for learning, although there are some concerns that need to be addressed properly. This paper discusses the preferences of Web 2.0 technologies, its benefits and barriers in Brunei Darussalam tertiary education. Our main objective is to answer the following research question: how Web 2.0 based collaborative tools affects activities in sharing and knowledge aspect?

A tertiary education institution usually involves a number of stakeholders such as lecturers, professors, students and administrations. Currently, Web 2.0 tools are popular communication and knowledge sharing tools used by the stakeholders in a tertiary education in Brunei Darussalam and many parts of the world. Therefore it is important to know the utilisation of Web 2.0 tools in tertiary education to achieve an effective and efficient knowledge sharing environment. This study reveals the utilization of Web 2.0 tools in tertiary education in Brunei Darussalam. It provides preferred current Web 2.0 sharing platforms, the benefits and barriers of using Web 2.0 tools to further improve the use of Web 2.0 tools while overcoming the barriers that this study established.

The rest of this chapter is organized as follows. The next section is the literature review followed by the methodology. We then discuss the findings. The last parts of the chapter are the conclusion, limitation of the study and recommendation for future studies.