Title: The wisdom of crowds: Understanding Web 2.0 and its applicability to higher education.

Abstract
Web 2.0 is receiving great attention. So what is Web 2.0 and what is its applicability to higher education? Are institutions are of higher education and/or today's students using it? This session will (i) describe web 2.0 tools (ii) share the results of a survey conducted among teacher educators and preservice teachers for the purpose of gathering information about patterns of use of web 2.0 technology in personal, pedagogical, and/or professional arenas.

Proposal
Web 1.0, sometimes called the "Read Web," gained popularity in the mainstream in the early 90's and offered powerful new tools for accessing large amounts of information. Internet users could search for and read information broadcasted on the web, but they seldom published their own materials because the Web 1.0 platform required technical skills and knowledge for publishing to the web. This focus on Web 1.0 remains prominent in the literature (e.g., Hayes, 2007; Haydn & Barton, 2007). In a typical and recent publication looking at information technology literacy implications for teaching and learning, Ezziane (2007) makes no mention of Web 2.0 tools. Instead, she considers skills centered on a Web 1.0, actually a non-web, perspective:

Setting up a personal computer
Using basic operating system features
Using a word processor to create a text document
Using a graphics and/or artwork package to create illustrations, slides, or other image-based expressions of ideas
Connecting a computer to a network
Using the Internet and the web to find information and resources
Using a computer to communicate with others
Using a spreadsheet to model simple processes or financial tables
Using a database system to set up and access useful information
Using instructional materials to learn how to use new applications or features (p. 179)

Certainly, these skills are useful. However, apart from perhaps spreadsheets and databases, many students have advanced far past these basic skills, using instant messaging, chat channels, uploading photos and videos on social-networking sites such as Facebook, Myspace, and others—riding on a new wave of Internet called Web 2.0 or the "Read/Write Web."

The difference between Web 1.0 and Web 2.0 tools are ease of use (little knowledge of technology required) and user participation. Flickr (flickr.com), for example, is a social-sharing site that allows users to upload photos, label them, and add

comments to them. What makes it social-sharing is viewers can search these photos according to interest, add their own comments to them, rate them, and form communities around subjects of interest.

This session will (i) describe web 2.0 tools (ii) share the results of a survey conducted among teacher educators and preservice teachers for the purpose of gathering information about students' and educators' use of Internet tools, including Web 1.0 and Web 2.0 applications.

The following questions guided this research:

1. Among 21st century educators and students, what are existing patterns of use of web 2.0 technology in personal, pedagogical, and/or professional arenas?
2. What are some of the themes and insights revealed about the new media worlds of 21st century educators and students?

This study is of central importance in the provision of educational, social, and cultural experiences that are appropriate for educators and students in contemporary societies. The resulting data contributes to the literature on the changing landscape of technology use and informs future teaching practice by identifying key challenges in the changing global landscapes. Discussion of data will suggest strategies and means of meeting these challenges.