

## **ABSTRACT**

The research investigated the use of Web 2.0 applications for educational purposes among undergraduate students at the University of Zambia. It specifically sought to investigate what Web 2.0 tools were being used by the undergraduates and for what purpose; explore undergraduates' perception on the use of Web 2.0 tools in learning; investigate factors that influence undergraduate students to adopt the use of Web 2.0 tools for educational goals; and establish challenges undergraduates face in the use of Web 2.0 tools.

A sample of 279 Library and Information Studies and Veterinary Medicine students at the University of Zambia was randomly selected for the study. The data was collected via self administered questionnaires.

The study established that students were using Social Networking Sites (SNS) mainly for communicating with family and friends; wikis were chiefly used for research goals; video sites were largely used for recreational purposes; while blogs were predominantly used as a tool for questions and answers on general knowledge. Wikis were the most preferred for use in education among the students. Furthermore, the study showed that students appreciate the fact Web 2.0 applications could enhance student-lecturer interactions as well as the collaboration of ideas. It was also established that the main factor influencing the adoption of Web 2.0 tools among students is recommendations from lecturers. The findings further indicate that the major challenge students faced in the use of Web 2.0 applications is inadequate knowledge and skill.

The study concludes that although Veterinary Medicine and Library and Information Studies students at the University of Zambia use Web 2.0 applications for a number of reasons, the educational use of these tools is still minimal. Additionally, students' attitude towards incorporating Web 2.0 in learning is positive. However, students still lack knowledge and skill in the educational use of such tools. And lastly, the study recommends that lecturers should provide their students with opportunities to exercise the use of Web 2.0 in their coursework; and that further research is needed that studies lecturers' acceptance and utilization of Web 2.0 applications for teaching and learning.

To my dad (Paul Mwiinga Mukonka), mum (Regina Matimba Mwiinga) and my posterity

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## **ILLUSTRATION**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>B.ALIS</b>	Bachelor of Library and Information Studies
<b>ERIC</b>	Educational Resources Information Centre
<b>ICT</b>	Information and communication technology
<b>IT</b>	Information Technology
<b>LIS</b>	Library and Information Studies
<b>PEoU</b>	Perceived Ease of Use
<b>PU</b>	Perceived Usefulness
<b>RSS</b>	Really Simple Syndication
<b>SNS</b>	Social Networking Site
<b>SPSS</b>	Statistical Package for Social Scientists
<b>TPB</b>	Theory of Planned Behaviour
<b>UNZA</b>	University of Zambia
<b>Vet.Med</b>	Veterinary Medicine
<b>WWW</b>	World Wide Web