

4-27-2018

Web 2.0 and DSMT's to Increase Workforce Participation in Informal Learning

Danielle Patterson
Boise State University



Danielle Patterson

Organizational Performance and Workplace Learning (Faculty Advisor: Dr. Vicki Stieha)

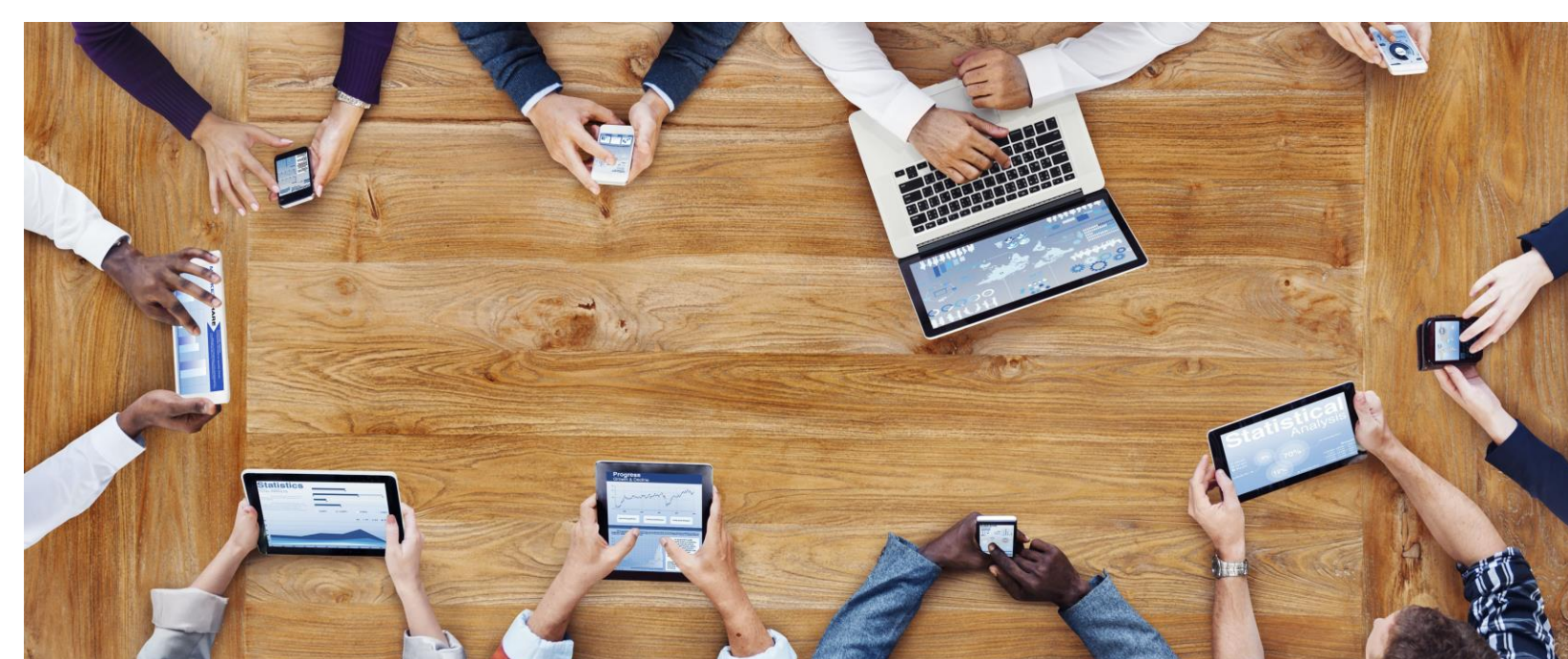
Introduction

Organizations of all sizes continuously look for innovative ways to increase training relevance and retain workers. These organizations face new challenges in today's rapidly changing world. These challenges include:

- An aging workforce, requiring companies to bring in younger workers demanding greater amounts and higher levels of education for work satisfaction.
- Tighter budgets for training, development, and continuing education of their workers.
- Competition for work hours to fit in training.
- A globalized society and workforce placing workers in a various locations.

This paper analyses literature on individuals' use of Web 2.0 to reach learning and performance goals, how organizations can support the use of Web 2.0, and how different generations react to Web 2.0 and Digital, Social, and Mobile Technologies (DSMT). Included are suggestions for performance improvers to move their workplace training to support informal learning and the use of Web 2.0 as well as concerns from organizations on privacy and professionalism.

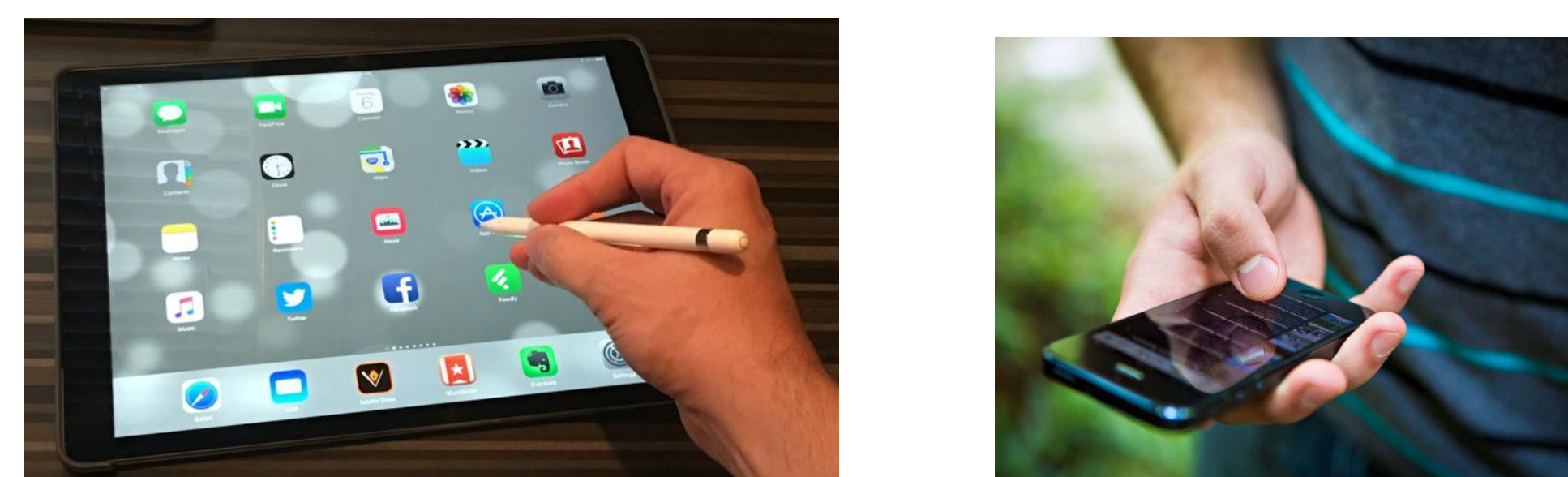
The question for Human Performance Improvement Specialists is **“how can organizations stay innovative and relevant while minimizing costs relating to training?”**



Literature Review Questions

1. How does the use of Web 2.0 and DSMTs increase the participation of workers in learning opportunities?
2. How can organizations effectively use Web 2.0 and DSMTs to best facilitate learning and training across their workforce?
3. How does the use of Web 2.0 and DSMTs benefit a changing workforce?

Defining Web 2.0 and DSMTs



Web 2.0: Web technologies which allows users to connect and interact with each other
DSMTs: Digital, social, and mobile tech; smartphones, tables, laptops, etc.

Methods

This Literature Review encompassed 15 peer reviewed scholarly articles. The following terms were used to conduct the article search on Academic Search Premier, Business Search Premier, and JSTOR

- “Web 2.0” and “workplace learning”
- “Mobile learning” and “workplace training”
- “Mobile learning” and “employee learning”
- “motivation” and “web 2.0”
- “DSMTs” and “workplace learning”

To narrow the search:

- Articles focused on workplace learning.
- Search excluded K-12 student use.
- Date range: 2013-2017.

Findings

1. How do Web 2.0 and DSMTs increase the participation of workers self-directed learning opportunities?

- Web 2.0 and DSMTs address challenges with time for and access to training.
- Workers choose when and where they participate in training and learning opportunities, providing flexibility.
- Information is shared quickly and widely. Remote workers connect to others far away without travel costs.
- Learners choose the presentation method best for them, not available in traditional face-to-face trainings. Learner satisfaction increases with choice and flexibility.

2. How can organization effectively use Web 2.0 and DSMTs to best facilitate learning and training across their workforce?

- Organizations must create guidelines for best use of Web 2.0 and DSMTs to manage security and worker distraction.
- Trainers must shift their focus from doing the training to facilitating the learning.
- Instead of identifying and creating materials, training teaches how to find reliable, useful resources to promote learning.
- Developing an application for organizing worker learning is cost effective potentially trimming the training budget.

3. How does the use of Web 2.0 and DSMTs benefit a changing workforce?

- Both older workers and incoming young workers find satisfaction in using Web 2.0 and DSMTs for learning.
- Older workers appreciate ease of access during their busy family lives and the ability to connect with others.
- Millennial workers, as digital natives, adapt well to Web 2.0 and DSMT-based training.

Conclusions

The literature indicates that:

- Workers already use Web 2.0 and DSMTs to locate needed information due to its flexible nature and its ease of access.
- Updated policies and guidelines support best practices.
- Explicit training for digital literacy skills is needed for Web 2.0 and DSMT based training to support learning transfer.
- Web 2.0 and DSMT use is appropriate for all age groups including an aging workforce.

More research is needed on the topic of Web 2.0 and DSMTs and its affects on workforce training. Further, more research is recommended to understand how Web 2.0 and DSMT affect worker retention given a generation of workers that are fluid and frequently move between jobs.

References

- Andriole, S. (2010). Business Impact of Web 2.0 Technologies. *Communications of the ACM*, 53(12), 67-79.
- Curran, V., Fleet, L., Simmons, K., Ravalia, M., & Snow, P. (2016). Exploratory study of rural physicians' self-directed learning experiences in a digital age. *Journal of Continuing Education in the Health Professions*, 36(4), 284-289.
- Curran, V., Matthews, L., Fleet, L., Simmons, K., Gustafson, D., & Wetsch, L. (2017). A Review of digital, social, and mobile technologies in health professional education. *Journal of Continuing Education in the Health Professions*, 37(3), 195-204.
- Ellinger, A. (2004). The concept of self-directed learning and its implications for human resource development. *Advances in developing human resources*, 6(2), 158-177.
- Hashim, K.M., Tan, F. B., & Rashid, A. (2015). Adult learners' intention to adopt mobile learning: a motivational perspective. *British Journal of Educational Technology*, 46(2), 381-390.
- Haworth, R. (2016). Personal learning environments: a solution for self-directed learners. *Techtrends: linking research & practice to improve learning*, 60(4), 359-364.
- Gu, Jia. (2016). Understanding self-directed learning in the context of mobile Web 2.0 – case study with workplace learners. *Interactive Learning Environments*, 24(2), 306-316.
- Karakas, F., Manisaligil, A. (2012). Reorienting self-directed learning for the creative digital era. *European Journal of Training and Development*, 36(7) 712-731.
- Karimi, S. (2016). Do learners' characteristics matter? An exploration of mobile-learning adoption in self-directed learning. *Computers in Human Behavior*, 63, 769-776.
- Mamaqi, X. (2015). The efficiency of different ways of informal learning on firm performance: A comparison between, classroom, web 2 and workplace training. *Computers in Human Behavior*, 15, 812-820.
- Rothwell, W., Hohne, C., & King, S. (2013). *Human performance improvement: Building practitioner performance*. New York, NY: Routledge.
- Smith, P.J., Sadler-Smith, E., Robertson, I. & Wakefield, L. (2007). Leadership and learning: facilitating self-directed learning in enterprises. *Journal of European Industrial Training*, 31(5), 324-35.
- Zhao, F. Kemp, L. J. (2012). Integrating Web 2.0-based informal learning with workplace training. *Educational Media International*, 40(3), 231-245.