EDITORIAL: SPECIAL ISSUE "ELEARNING 2.0: WEB 2.0-BASED SOCIAL LEARNING IN BUILT ENVIRONMENT"

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Recently, there has been an increased research interests in Web 2.0 technologies for the education of built environment students to enhance their educational portfolio. Web 2.0 allows learners to interact and collaborate with each other in a social media dialogue in a virtual community, in contrast to Web 1.0 where learners are constrained to the passive viewing of controlled learning contents. As a new paradigm of online collaborative learning, eLearning 2.0 emerged about during the emergence of Web 2.0. eLearning 2.0 emphasizes on social learning and use of social software such as social networking sites, blogs, wikis, bookmarking, podcasts, video sharing sites, hosted services, web applications, mashups and folksonomies, and virtual worlds such as Second Life. The main philosophy behind eLearning 2.0 is that knowledge is socially constructed, where learning and teaching occurs via the conversations and discussion around the learning contents and via the grounded interactions about the learning problems and actions.

This special issue is dedicated to the question of how Web 2.0 technologies and tools should be integrated into eLearning 2.0 for built environment educational and institutional practices. This question is driven by the assumption that eLearning 2.0 fosters the idea of placing learners in the center of a more social learning process. This requires not only a technological shift (e.g., from Web 1.0 to Web 2.0), but also a conceptual change in which all stakeholders involved in the built environment education conceive learning as a social activity involving interactions with other learners. This special issue include a collection of seven original research papers that focused on the topic of the state-of-the-art innovative use of Web 2.0 technologies in built environments education in the era of eLearning 2.0.

The range of topics that the special issue seeks papers includes:

- eLearning 2.0 Curriculum Development Issues in Built Environment
- eLearning 2.0 Technological Issues in Built Environment
- Instructional Design Issues in eLearning 2.0 in Built Environment
- e-Learning Delivery Issues in Built Environment
- eLearning 2.0 Research Methods and Approaches in Built Environment

The first article titled "Integration of E-Learning 2.0 with Web 2.0" by Wang et al. (2012) features a study that examined the existing work in integration of Web 2.0 tools into E-Learning 2.0 within built environment educational programs. Future issues and challenges are identified in order to ameliorate the integration of the E-Learning 2.0 experience with Web 2.0 tools.In their article "Design Studio 2.0: Augmenting Reflective architectural Design Learning", Pak and Verbeke (2012) introduced an example of executing Design Studio 2.0: a web-based geographic virtual environment model (GEO-VEM). The difficulties and challenges of using the GEO-VEM in the Design Studio in a blended learning context and develop future prospects were also elaborated, which further resulted in a set of key criteria for the development and implementation of an effective Design Studio 2.0.Turan and Sahin (2012), in their article "The Impact of Social Networks on Design Education" proposed an assessment, learning and sharing platform based on web 2.0 e-learning methods.In the article "EDDE: A framework to Explore, Design, Develop and Evaluate Technology-Assisted Instruction for Construction Engineering and Management", Nguyen et al. (2012) presented a framework for developing technology-assisted instruction in construction engineering and management. A tool named EDDEaid was developed and the results from the evaluations suggest that the tool is both useful and usable in the context of construction education.Schnabel and Ham (2012), in their paper "Virtual design studio within a social network", discussed the details of the Social Network Virtual Design Studio (SNVDS), its pedagogical implications to Problem-based Learning (PBL), and presents how the SNVDS is successful in empowering architectural students to collaborate and communicate design proposals that integrate a variety of skills, deep learning, knowledge and construction with a rich learning experience.Gül et al. (2012), in their paper "Evaluating the modes of communication: a study of collaborative design in virtual environments", explored the use of asynchronous and synchronous communication modes during design activity in a remote context. The paper also conducted an evaluation study of the Global Teamwork based on the students' comments and a protocol study, focusing on the communication modes provided by the CVEs used. The last paper titled "Using robot kits for teaching railway engineers" by Lai et al. (2012) described a methodology that uses robot kits for teaching railway engineering. It was concluded that the incorporation of these hands-on training techniques into advanced design courses will be very successful.

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