The advent of the Internet and the World Wide Web has changed the face of technology especially in the way we communicate and interact. The increasing use of this technology especially in education and reserach has attracted enormous research efforts particularly in the development of distance and collaborative learning. Even though much gain have been recorded in this direction, there still remains a gap as to how well these highly proliferating web technologies have impacted on the collaboration between students and teachers, students and students, and its overall contribution to distance learning. The World Wide Web considered how these web-based technologies contribute to collaborative learning by enabling people to interact with each other from different locations. It identified the factors necessary to optimise the impact of web-based technologies in distance and collaborative learning and concludes by proposing a best-practice guideline that will enhance the impact of the Internet and the World Wide Web for effective distance and collaborative learning.If theirs no world wide web it would be hard to people especially to education because it affects the entire learnings in daily life.

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The results of this study show that compared to students with low aspirations and low expectations, having higher aspirations improves school achievement even if expectations are low. Furthermore, It will not complete alignment between high aspirations, high expectations and high achievement is the most important predictor for future educational behaviour among students.The latter group of students also had lack of chances than students with high aspirations, high expectations but low achievement. Education, being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. This evolution must be systemic, consistent, and scalable; therefore, school teachers, college professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work. To raise the quality of teaching, we want to enhance teacher education, professional development, and life-long learning to include attitudes, dispositions, teaching style, motivation, skills, competencies, self-assessment, self-efficacy, creativity, responsibility, autonomy to teach, capacity to innovate, freedom from administrative pressure, best conditions of work, and public sustenance. As such, we expect educational institutions to provide an optimal academic environment, as well as materials and conditions for achieving excellence of the learning outcomes for every student (program content, course format, institutional culture, research, funding, resources, infrastructure, administration, and support). Technology is used in manufacturing, business, and research primarily to increase labor productivity. Because integrating technology into education is in many ways like integrating technology into any business, it makes sense to evaluate technological applications by changes in learning productivity and quality.

**Reference:** [**https://www.researchgate.net/publication/258117974\_The\_Impact\_of\_the\_Internet\_and\_the\_World\_Wide\_Web\_On\_Distance\_and\_Collaborative\_Learning**](https://www.researchgate.net/publication/258117974_The_Impact_of_the_Internet_and_the_World_Wide_Web_On_Distance_and_Collaborative_Learning) **[accessed Feb 09 2018].**