

CENTER FOR RESEARCH ON TEACHING EXCELLENCE
TEACHING AND TECHNOLOGY WORKSHOP SERIES

USING WIKIS TO ENHANCE LEARNING



Mike Truong, Instructional Technologist, CRTE
Anne Zanzucchi, Associate Director, MWP

Presentation Outline



1. What is a wiki?
2. How can wikis enhance teaching and learning?
3. What are the instructional and technical considerations?
4. What kinds of learning activities can wikis support?
5. Sample wiki activities
6. Resources

Workshop Outcomes



By the end of the presentation, participants will be able to...

1. Describe key features and uses of wikis for instructional purposes.
2. Discuss teaching and learning benefits of wikis.
3. Develop wiki-supported activities that address specific learning goals.

Wiki Defined



- First appeared in the mid-1990s, a wiki is a web page that can be viewed and modified by multiple users.
- Robust, open-ended, collaborative workspace.
- Permit asynchronous communication and group collaboration via internet.
- Incorporate text, sounds, movies, and images.
- The most popular wiki is [Wikipedia](#), which has over 3 million English articles contributed by over 75,000 authors.



The Ideal Collaboration Tool

- According to Wikipedia, "Collaboration is a recursive process where two or more people...work together toward an intersection of common goals...by sharing knowledge, learning, and building consensus."
- Features of a good collaboration tool:
 - promotes communication among group members
 - encourages individual and group responsibility
 - serves as a central repository of resources
 - allows natural interactions
 - be easy to use and learn

Constructivist Learning



- Encouraging active learning, cooperation, and collaboration among students are among the seminal Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987).
- "Constructivist learning occurs when learners actively create their own knowledge by trying to make sense out of material that is presented to them" (Mayer, 1999)

A wiki is the ideal collaboration tool!

Wikis and the SoTL: Benefits



- Students found wikis useful for arranging information and sharing knowledge, while instructors thought wikis made managing and marking group work easier and more effective (Elgort 2007)
- With a wikis' user-friendly web interface, "the technology recedes into the background, allowing anyone to become a publisher" (Seven Things to Know about Wikis, 2005).
- As wikis support writer and editor roles, this opportunity to collaborate on content sharing increases student engagement.

Wikis and the SoTL: Challenges



- The challenge is to facilitate the use of wikis to promote deep learning (Biggs 1987; Ramsden 2003)
- Students are good at posting information on wikis, but not so good at sharing information or exchanging ideas, resulting in mostly surface thinking (Engstrom and Jewett 2005).
- Wikis are most useful as a tool to manage and update existing knowledge, but of limited use to collaboratively create new knowledge (Raman et al. 2005).



Wikis in the Classroom

- **Class Resources**
 - ▣ Use wiki as a place for storing class resources (i.e., syllabus, class notes, presentation slides, schedules, etc.)
- **Knowledge Building**
 - ▣ Set up wiki as a main topic page with links to subpages assigned to different students (i.e., Learning > Theories of learning)

Wikis in the Classroom



- Knowledge Refinement
 - ▣ Set up wiki as a shared document that groups of students will work on together over the course of the semester (i.e., group research paper or literature review).
- Peer Revision
 - ▣ Setup wiki as a forum for students to provide peer reviews of one another's work. Students can provide direct word/sentence-level feedback via edit feature or conceptual feedback via comment feature.



Wikis in the Classroom

- Other ways to use wikis
 - Electronic portfolios
 - Discussion forum
 - Video playlist
 - Analysis grid
 - Lecture or poster session slides
 - Bibliography

Wiki Features: Text-Based



Wiki Pages & Files Users Settings

Search this workspace

VIEW EDIT

☆ FrontPage

last edited by Mike Truong - UCM 1 min ago

Page history

WRI 117: Writing for the Social Sciences and Humanities
Professor Mike Truong

[Weekly Schedule](#)


[Class Minutes](#)

[Journal Tasks](#)

[Class Wiki Directory](#)

[Peer Review Groups](#)

[Presentation Schedule](#)



1664

Comments (0)

Add a comment

Navigator

- Final ePortfolio
- FrontPage
- Introduction
- Jessica Harris
- Journal Tasks
- Literature Review

Pages Files options

SideBar

Class Resources

- [Weekly Schedule](#)
- [Class Minutes](#)
- [Journal Tasks](#)
- [Class Wiki Directory](#)
- [Peer Review Groups](#)

PBwiki Help

- [PBwiki FAQ](#)
- [PBwiki tips & tricks blog](#)
- [PBwiki formatting](#)



Wiki Features: Tables

VIEW

EDIT

☆ Active Learning Grid

last edited by

5 mos ago

 Page history

Increasing active cognitive engagement has become an important focus for instruction. In a typical classroom, it is believed that almost two thirds of the students are not actively engaged in the learning process. When students are not actively engaged in their learning, they may miss out on important content and understandings.

It is also important that students are actively engaged in multimedia learning environments in activities that promote sense-making as opposed to rote learning. Mayer has created a grid that illustrates the two types of active learning and their levels.

On the Active Learning grid below, give an example of learning at each of the levels. Be sure and put your name after your contribution.

Low behavioral activity/Low cognitive activity Ineffective passive instruction: Does not foster meaningful learning outcome	Low behavioral activity/High cognitive activity Effective passive instruction: Fosters meaningful learning outcome
A student may read a textbook inundated with what they may perceive as meaningless facts Children playing matching games with big flash cards which could be more of a memorization learning	An example Mayer gives in his book "Multimedia Learning", is that of a Meteorology student who is actively learning by watching a multimedia presentation that is a short narrated animation about lightning. While watching this animation, the student is piecing together in his head how a lightning forms.



Wiki Features: Posters

VIEW

EDIT

☆ Coherence Principle

last edited by 


5 mos ago

 Page history

example

This is an example of trying to put too much information on one slide. There are also unnecessary images that can be removed. The one image that may be useful to this presentation is also too small and could be expanded onto another slide. The color of the text is also unreadable in some parts of the slide.

This presentation can be fixed by spreading out the information over many slides. The text should also be changed to one that doesn't blend in with the background.



Cell Cycle

- The cell cycle is an important process needed in all living organisms.
- All cells arise from a parent cell that has undergone cell division.
- There are two types of cell cycle: Meiosis & Mitosis
- Meiosis and mitosis both are composed of two main phases: Interphase and the M Phase, with M standing for either Meiosis or Mitosis.
- Interphase and M phase are each broken up into smaller parts.
- Interphase has 3 smaller phases: G1, S, G2
- M Phase has 4 smaller phases: Prophase, Metaphase, Anaphase, Telophase
- Meiosis and Mitosis differ in regards to the length of the cycle.
- Mitosis goes through the 2 main phases only once.
- Meiosis goes through interphase, followed by M phase, then a brief pause, followed by another round of division.

http://studycart24.blogspot.com/2011/07/10-ways-to-give-a-bad-presentation.html

example

10 ways to give a bad presentation

Sample Course Wikis



- Sample Course Wiki
 - ▣ Writing 101 - Writing in Psychology (F09)
<http://goo.gl/31T2J> (case sensitive)
 - ▣ Writing 1 – Academic Writing (F10)
<http://goo.gl/iJTg8> (case sensitive)
- Sample Student E-Portfolio Wiki
 - ▣ Writing 117 - Writing in Social Sciences and Humanities (F08)
<http://goo.gl/8UTo6> (case sensitive)

Implications for Instructors and Students



□ Instructor Benefits

- Centralize course resources such as syllabus, lecture materials, and assignments
- Track student engagement and contributions via page history
- Coordinate small group activities and meetings
- Draw supplemental course materials from across the internet

□ Student Benefits

- Provides an easy and simple to use interface
- Centralizes multimedia sources related to paper/project
- Facilitates collaboration with peers on group projects and activities
- Offers anytime, anywhere access.



Instructor Resources

- Digitally speaking <http://digitallyspeaking.pbworks.com/>
- 7 Things You Should Know about Wikis
<http://net.educause.edu/ir/library/pdf/ELI7004.pdf>
- Wikify Your Course: Designing and Implementing a Wiki for Your Learning Environment
<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/Wik...>
- Wiki Matrix (compare different available wikis on the internet)
<http://www.wikimatrix.org/>
- Collaboration Tools by Cyprien Lomas, Michael Burke, and Carie L. Page
<http://net.educause.edu/ir/library/pdf/ELI3020.pdf>



Works Cited

- Biggs, J. B. (1987). Student approaches to learning and studying. Melbourne: Australian Council for Educational Research.
- Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, 39(7), 3-7. [verified 3 Feb 2008]
<http://learningcommons.evergreen.edu/pdf/fall1987.pdf>
- Elgort et al. (2008). Is wiki an effective platform for group course work? in Australasian Journal of Educational Technology, 24(2): 195-210.
<http://www.ascilite.org.au/ajet/ajet24/elgort.pdf>
- Elgort, I. (2007). Using wikis as a learning tool in higher education. In ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007.
<http://www.ascilite.org.au/conferences/singapore07/procs/elgort.pdf>
- Raman, M., Ryan, T. & Olfman, L. (2005). Designing knowledge management systems for teaching and learning with wiki technology. Journal of Information Systems Education, 16, 311-320.

Questions? Comments?

