wiki wiki in Hawaiian means "quick". A wiki is a quick web page.

Wikipedia is the most famous example of a wiki. What makes it different from others is its ability to be quickly changed through open editing.

Wikispaces is one example of a wiki. Other wikis can be seen and compared at: [http://www.wikimatrix.org/](http://www.wikimatrix.org/)

How many wiki people does it take to change a lightbulb?

Why use a wiki instead of a web page?

- Wikis allow for open editing whereas web pages are limited editing (specific program on specific computer). Multiple users can edit a wiki.
- Privacy levels allow control of users.
- Notifications and display of all changes allow monitoring of all edits.
- Uses simple text language instead of html as in web pages.
- Easy to master.

Can quickly and easily create new pages as they are needed.

- Earlier versions are stored online. (web pages write over the old version.)
- Older versions can be reinstated so information is not lost.
| USERS AND AUTHORS | Collaborative and transparent.  
|                  | Can change groupings easily.  
|                  | Continuous collaboration.  
|                  | Link sharing.  
|                  | Group note taking.  
|                  | Group and individual progress evident throughout projects.  
|                  | Promotes sharing of learning and web teamwork.  
|                  | Learn web safety and privacy issues while in practice.  
|                  | Students have their own “portfolio” (personal space).  
|                  | Creates a social network but more importantly a small personal learning network.  
|                  | Creates a community of experts who own their own learning experiences (all members are equal).  

Creates an atmosphere of equal users and learners through multiple authorship. More information is learned when students are the presenters of information. Web pages are limited authorship and are hierarchical.

Wikis are communal in nature. Individual owner and user for web pages.

Provides for equal user roles. (web pages may have contributors but only one webmaster.)  

Runs anywhere at anytime and anyplace.  

Learn web safety and privacy issues while in practice.

Students have their own “portfolio” (personal space).  

Creates a social network but more importantly a small personal learning network.  

Creates a community of experts who own their own learning experiences (all members are equal).
Wiki pages are always in progress (web pages are considered finished once they are uploaded until the next upload).

Ongoing work.

The wiki is like a living textbook that grows and changes continually.

<table>
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<tr>
<th>CONSTANT CONSTRUCTION</th>
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Students do not remember detail, but they generally remember the gist of an experience. Making connections are more important than remembering of hard facts.

Active learning: Provides for synthesis, explanation, and problem-solving.

Constructivism - values developmentally-appropriate facilitator-supported learning initiated and directed by the learner

Inquiry – systematic investigation (public interest items)

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<tr>
<th>LEARNING THEORY AT WORK</th>
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Cooperative Learning

- Cooperative learning – provides the vehicle for group interactions.

Authentic Instruction

- Authentic Instruction – creating a real world product that utilizes knowledge - real world audience.

Project-Based Learning

- Project based learning - designed to answer questions or solve problems (reflect learning and work in everyday world outside classroom).

Differentiated Instruction

- Differentiated Instruction - way of thinking about learning by using variety of instructional strategies to address diverse student needs

| FEEDBACK | Feedback and reviews from members of teams, class, teacher and the world.  
Web pages only allow for reading of reviews.  
Models web citizenship.  
We don’t learn in isolation. |
| INVOLVE QUIETER STUDENTS | Many students who may not participate in a traditional classroom will eagerly participate on the wiki.  
Quote from survey:  
“…it allows more people to get in discussions they wouldn’t normally do in front of a class.” |
| Learning and excitement increases.  
Instant surveys, displays, self-expression (photos, widgets).  
Involve them in discussions. Ask their thoughts.  
Play with tools and upload to pages. www.widgetbox.com | Many web 2.0 applications are easily embedded in a wiki. |
Can find:

- number of edits by each student
- contribution of each student to a team page
- accountability towards work
- Understanding of material
- Application on learning

**TRACK STUDENT PARTICIPATION**

**ACTIVE LEARNING**

Provides for higher order skills: synthesis, explanation, and problem solving.

**New Bloom’s Taxonomy:**
- Evaluating
- Creating
- Analyzing
- Applying
- Understanding
- Remembering

Read/write environment allows for active constructing, sharing, and learning. Web pages are static and learners click to learn something.

Breed experts.

**ARTIFACTS**

Scrapbook of artifacts provide control and a story of learning.

Can see growth in learning and connections between ideas.

Archived record.

Can prevent a “wiki war”.

Easily revert to an older page.
| 1.0 USES | Lab introduction  
Collection of notes or content  
Links to follow  
Schedule  
Expert puts up the information  
Static learning |
| --- | --- |
| “Read - only” culture  
Collection of notes or content  
Links to follow  
Schedule  
Expert puts up the information  
Static learning |
| Students write for an audience. This changes the way that they write.  
Writing is achieved through a variety of ways. Allows presentation of material through a variety of media.  
Information literacy.  
Ongoing public collective writing.  
Frustration with web: Information overload. To deal with it, generate more content.  
Can be done anywhere at anyplace and anytime.  
Free.  
Quote: “…Here we can get our assignments at any time: at home or in school, we can communicate with other classmates outside of school and in school…” and “…I like that we can post our work, review others for resources and ask questions when we don’t understand. It is also a great way to keep up with the class when you are sick or on vacation.” |
| Lab introduction  
Class notes  
Handouts  
Link sharing  
Schedules  
No different than a web page but when teachers let go… |
**2.0 USES**

"Read - write" culture

Learn from others
Construct and share
Publish to the world
Feedback
Social network

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Burden of learning shifts to student.
Collaboration
Extend learning beyond the classroom
Digital storytelling
Newsletters
Explaining student learning and understanding
Exploratory projects

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**ORGANIZATION**

COLLABORATION       INDIVIDUAL ASSESSMENT

CONTENT            HUB OF LINKS

CONCEPT INTROS

STUDENT CREATED NOTES

EDIT, WORK, RE-EDIT

LESSON SUMMARIES

EXPLORATORY PROJECTS

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Rewards.
Sharing learning.
Others?

View Technology Integration Matrix.