# Web 2.0 Technologies

<table>
<thead>
<tr>
<th>Web 2.0 Technology</th>
<th>Definition</th>
<th>Examples</th>
<th>Uses in Blackboard</th>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wiki</td>
<td>Hawaiian word for &quot;quick&quot;, a website where users can add and/or edit content collaboratively using only a web browser</td>
<td><a href="http://www.wikispaces.com">http://www.wikispaces.com</a></td>
<td>Collaborative projects</td>
<td>Equal voice for all, Slackers can’t hide, History can be replayed, Contextual organization, not chronological</td>
<td>Training, Appropriate project, Wikipedia fallout</td>
</tr>
<tr>
<td>Blog</td>
<td>Short for “web log”, a website designed to be an online journal or diary. May allow others to comment on postings</td>
<td><a href="http://www.weblog-ed.com">http://www.weblog-ed.com</a></td>
<td>Reflections, journals</td>
<td>Metacognition, Ongoing course feedback</td>
<td>Need prompts to discourage rambling, May need to be private to encourage self-reflection</td>
</tr>
<tr>
<td>Podcast</td>
<td>Short for “iPod broadcast”, audio/video files are posted on the internet. Users can subscribe to feeds so files are automatically downloaded as they become available</td>
<td><a href="http://www.spu.edu/itunes">http://www.spu.edu/itunes</a></td>
<td>Lectures, student projects</td>
<td>Unlimited replays, Instant guest lecturer, May be a way to increase in-class discussion</td>
<td>Increases skipping?, Digital divide?, Intellectual property concerns</td>
</tr>
</tbody>
</table>
Why should you consider using wikis to promote student learning?

- Engage students in inquiry-based learning
- Enable students to collaboratively author paper or project (organized by content rather than chronology)
- Prepare students to be informed participants/consumers of publicly available wikis (wikipedia.org)
- Address student understanding of content standards while improving their technology knowledge and skills (double loop learning)
Question 1: Should wikis be used for group or individual work?
Using Wikis to Promote Student Learning:
Moving From Information Assimilation to Knowledge Construction

ABSTRACT
Swarts Pacific University faculty have used wikis in a number of ways to help students become active learners and make connections between concepts. The faculty wiki will drive wikis in course design, leading a critical role of the web for constructing knowledge, communication, and assessment of student learning in the course of faculty wiki growth on campus.

Why should you consider using wikis to promote student learning?
- Gather students in meaningful ways
- Enhance students to co-construct, author paper, or project
- Organize all content collaboratively
- Require students to be informed participants or producers of public knowledge
- Enhance students' ability to interact, understand, and maintain the content standards while mirroring their knowledge and skills (collaborative learning)

1. Have students create individual wikis
Question 2:
Should instructor help groups with organization?
Question 3:
Should there be a single point of assessment or multiple points?
Using Wikis to Promote Student Learning: Moving From Information Assimilation to Knowledge Construction

ABSTRACT
Swarthmore College faculty have very little leeway to change students from passive information assimilation to active information creation. Wikis promise to address this issue by providing a collaborative tool that allows students to take an active role in knowledge creation and assessment of their own learning. This project will demonstrate the use of wikis in course design, resulting in a virtual part of the wall for constructing knowledge, and assessment of the way learning is occurring at CUE.

Why should you consider using wikis to promote student learning?
- Engage students in meaningful, constructive, and authentic learning.
- Provide access to associative, collaborative, and authentic online course collections.
- Prepare coursework to be informed by complex streams of authentic, manageable wiki content.
- Add structure and understanding of course content while requiring that learners develop knowledge and skills (construction learning).

3. Have a single point of assessment for the project
Question Four:
Should students be required to post individual responses to milestones prior to working on a group response?
Question Five:
Should instructor provide an anchor document to help students understand what a successful project should look like?
Using Wikis to Promote Student Learning: Moving From Information Assimilation to Knowledge Construction

Why should you consider using wikis to promote student learning?

- Engage students in inquiry-based learning
- Provide students with ownership, authorship, and revision opportunities
- Promote students to be informed participants in construction of knowledge and skills (collaborative learning)

5. Force students into the position of figuring out how wiki authoring system works without guidance because it is much different than anything they have done before
Question 6: Should students post all work associated with project in the wiki?

Using Wikis to Promote Student Learning: Moving From Information Assimilation to Knowledge Construction

ABSTRACT:
Seattle Pacific University faculty have used wikis as a way to move students from information assimilation to cooperative knowledge construction. Students will use wikis in courses designed to foster critical thinking, collaborative learning, assessment of student learning, and enhancement of web architecture best used at SPU.

Why should you consider using wikis to promote student learning?
- Engage students in inquiry-based problem solving.
- Stimulate student engagement.
- Foster collaborative learning.
- Involve students in construction of knowledge.
- Help students to develop meta-learning skills.
- Enhance community awareness of current issues.
- Promote information literacy.
- Enhance understanding of complex ideas.

Principle investigators: David Wicks, Kenneth Strother, Susan Vick
Graphic Artist: Denise Williamson

David Wicks dwicks@spu.edu
Creative Commons Public Domain License
Question 7:
Should wiki creation be “played back” to assess individual student participation?
Question Eight:
Can wiki statistics alone be used to assess level of participation?
8. Statistics can’t be only data used for assessment. Students who copy and paste large block of text from word processor given same statistical credit as single-line modification.

Question 9:
Are non-technical students disadvantaged by being asked to collaborate in a wiki environment?
So why go to all the trouble of a wiki project?
Question Ten:
Can a wiki environment motivate students to collaborate to construct knowledge?
10. Lack of familiarity with hypertext authoring can lead to disorganized wiki site.

COOPERATIVE KNOWLEDGE CONSTRUCTION

instructor can be the work
Using Wikis to Promote Student Learning: Moving From Information Assimilation to Knowledge Construction

Why should you consider using wikis to promote student learning?
- Gather students in inquiry-based groups
- Allow access to resources, partners, and experts
- Improve writing skills and communication
- Prepare students to be informed participants in lifelong learning

Principle investigators:
David Wicks, Katherine Fostler
Creative Commons Public Domain License

Questions or Comments?

Contact Info:
David Wicks
dwicks@spu.edu