

Title: **Assessment and feedback for group and individual wikis developed by academic staff on a professional development course**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

Identify different purposes for group and personal wikis
Explore pros and cons of wikis in relation to feedback and assessment
Discuss how wiki functionality can be exploited as practice-sharing tool

Session Outline

For professional development courses undertaken by academic staff at Loughborough University an important outcome has been to ensure that participants can demonstrate how they are using technology-enhanced learning (TEL) in their practice (Gonzalez, 2010). Since 2009 we have been exploring how wikis can be exploited in a number of ways. The JISC definition of a wiki is '*a website that enables many people to edit the same content*' (Anderson, 2007). The openness of a wiki to groups of individuals brings a number of advantages (Caple & Bogle, 2013) that include:

- Collaboration – enabling groups of people to share in development of content
- Ease of use – wikis are quick and straightforward to edit
- Version control – the history function shows when the content developed and who the author was

Although wikis are traditionally thought of as collaborative tools, wiki use '*does not always have to be collaboratively enacted*' (Hughes & Narayan (2009). Due to lack of appropriate reflective features available in the University VLE, we have found that wikis can be used as reflective tools for both groups and individuals. Individual (personal) wikis cannot be viewed by other students on the course but they do allow for interaction with course tutors. We have recently introduced a task that requires both a group wiki and an individual wiki. The individual wiki is used to provide feedback that is personal, confidential and integrated into the wiki function. Not only does this help to make staff aware of an important but often overlooked and neglected aspect of the University VLE, but also leads to learner-generated content that can in turn be applied in their own practice, i.e. modelling of effective practice (Laurillard, 2002).

Session Activities and Approximate Timings

1. Introduction and context (including demonstration of how the wiki function is being used): – 10 minutes
2. Questions and answer about the approach being used – 5 minutes
3. Discussion-based activity to share experiences of using wikis for assessment and feedback to learners – 10 minutes

References

Anderson, P. (2007) What is Web 2.0? Ideas, technologies and implications for education. JISC, Technology and Standards Watch. Feb 2007. Bristol: JISC. Available at <http://www.webarchive.org.uk/wayback/archive/20140615231729/http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf> last accessed 06/11/2015

Caple, H. & Bogle, M. (2013) Making group assessment transparent: what wikis can contribute to collaborative projects. Assessment & Evaluation in Higher Education 38 (2) 189-210

Gonzalez, C. (2010) What do university teachers think eLearning is good for in their teaching? Studies in Higher Education 35 (1) 61-78

Hughes, J.E & Narayan, R. (2009) Collaboration and learning with wikis in post-secondary classrooms Journal of Interactive Online Learning 8 (1) 63-82 Available at <http://www.ncolr.org/jiol/issues/pdf/8.1.4.pdf> last accessed 06/11/2015

Laurillard, D. (2002) Rethinking University Teaching: a conversational framework for the effective use of learning technologies. 2nd edition. London: Routledge:Falmer