

WEB 2.0: USE A WIKI FOR COLLABORATIVE ACTIVITIES

Web 2.0 is changing the way we interact online and, most important, enhancing the way we teach and learn. Accentuating collaboration, dialogue, and interactivity, Web 2.0 supplies us with tools and resources that improve or expand pedagogical activities and strategies, providing more educational options for a larger array of teachers and students. For example, perhaps you can't take your class to Rome to inspect artifacts, or you lack funds for a research trip to check important documents. [With Web 2.0 tools](#), you can escort your students through the streets of Rome virtually; you can peruse archives and review documents remotely and also talk realtime with an archivist, all from your computer. With Web 2.0 tools, your students can work on projects together...they can even work with students from other schools in other states or countries. This tip focuses on one of the heavily used academic web 2.0 tools—wikis-- and explains how they can be used for a range of collaborative activities.

WIKIS IN THE CLASSROOM*

Wikis are collaborative websites that allow users to modify and create content. Since students can use wikis to create drafts, make changes, post comments and "publish" final results, they are well-suited for collaborative learning and writing activities. Wikis also enable students and their instructors to review document histories, offering opportunities for students to reflect on their own learning and discouraging plagiarism or academic dishonesty.

WIKIS, TAXONOMICALLY SPEAKING

Wikis have been shown to be very effective for these types of learning activities:

- knowledge-building "over time" through versions and groups
- progressive or open-ended problem-solving
- communities of practice such as internships or field experiences
- explaining increasingly diverse and contrary ideas as well as examining the relatedness of ideas from diverse contexts
- combining, synthesizing and evaluating definitions and terminology across disciplines
- critically reading and responding in a constructive and public way to others' work

If you are concerned about how to evaluate wiki-formatted projects, there are many [Rubrics](#) available for assessing learning in wikis. To consult on campus about wiki use, I suggest contacting [Brenda Kerr](#) (FITC), who uses one regularly for working with others.

RESOURCES

- [Seven things you should know about wikis](#) (Educause)
- [Wiki pedagogy](#) (Renee Fountain, Universite Laval)
- [Teaching with Wikis wiki](#) (University of Minnesota) - Includes sample wiki projects; suggestions for assessing wikis; wiki rubrics; and ideas about using wikis to teach writing.
- [Wikibooks: How to start a wiki](#)
- [Wetpaint Wikis in Education](#) – examples of how wikis are used in higher ed
- [PBWiki in the Classroom](#)
- [WikiSpaces in Higher Ed](#)

Tags: [teaching with technology](#), [academic web 2.0](#), [bloom's digital taxonomy](#), [social media](#),

*Thanks to [DePaul University Teaching Commons](#) for sharing information on academic wikis.