WikiSkills

Empowering and fostering social, professional, cultural and civic skills through pedagogical use of Wiki technologies and methodologies.

T8.2 – Data Reporting University of Barcelona

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Summary

Within WikiSkills, WP8 - Evaluation aims to validate the approach of the project (i.e. the use of wiki environments to promote educational lifelong learning opportunities), by evaluating its impact on learning communities across Europe.

Deliverable 8.2 – Report on Evaluation Data, aims to summarize the data collected by the WikiSkills partners by applying the procedures and tools defined in the Evaluation Handbook (D8.1). It presents data related to different research questions regarding different evaluation dimensions, namely wiki key competences, collaborative learning, scenario-based approach, virtual communities of practice, and the project impact. This data will be further analysed in D8.3 – Evaluation Analysis Report.

This document – Template for data reporting, aims at providing partners with procedures to report data on the same basis.

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INTRODUCTION

TD8.2 - Report on Evaluation Data will summarize the data collected by partners, by applying the procedures of the Evaluation Framework (D8.1). This document provides evaluation data collected by the University of Barcelona in the context of the implementation of WikiSkills in Spanish primary and secondary schools.

1. PRE-QUESTIONNAIRE

Settings	The questionnaire was filled in by the training participants (primary-secondary school teachers) at the beginning of the course, on February 2nd, 2013, on the Chamilo online platform.
Number of respondents	27
Comments and general observations	N/A
Complete report	The complete report of the questionnaire results is available in Annex 1.

2. POST-QUESTIONNAIRE

Settings	The questionnaire was filled in by the training participants (primary-secondary school teachers) at the beginning of the course, on February 16th, 2013, on a Google Docs survey.
Number of respondents	23
Comments and general observations	N/A
Complete report	The complete report of the questionnaire results is available in Annex 2.

3. IN-DEPTH INTERVIEWS

Settings	The interview took place at the Sant Josep Teresianes school of Barcelona, on June 12th, 2013, with four secondary school teachers, after the implementation of their wiki-based learning scenario, "Little Red Hood in Manhattan", with two classrooms of students. One of the interviewed teachers participated in the WikiSkills training workshops organized by the University of Barcelona. When she presented the project to her centre, three teachers decided to participate in the scenario, by applying it to their discipline. As a result, "Little Red Hoods in Manhattan" is an interdisciplinary scenario applied by four teachers (Spanish, social sciences, English and visual arts) with the same students. The interview was conducted by Frédérique Frossard, researcher at the University of Barcelona, with the four secondary school teachers who applied the scenario in their teaching settings.
Pictures	
Number of interviewees	4
Summary of the interviews	**• Skills or knowledge developed by teachers during the training** Teachers argued that the WikiSkills training enabled them to acquire new ICT skills, and understand how to apply them in their particular educational settings. Besides of getting to know how to use the functionalities of wiki environments, they learnt how to manage students and organize team work in the context of wiki-based learning activities. **• Wiki key competences** To teachers, their students could develop the majority of the wiki-key competences through the scenario: - *Creativity and innovation:* students could bring out new ideas and evaluate them in the context of the wiki activities. - *Critical thinking, problem solving, decision making:* while working collaboratively, students had to constantly evaluate each other's contributions and make decisions in case of conflicts. To do so, they searched for more resources in order to find the adequate solution to reach their objective. - *Learning to learn:* students became protagonists of the learning activity. They distributed roles among them, searched for resources, elaborated content, self-evaluated their work, and chose themselves the adequate solutions. As a result,

teachers did not have to intervene. Instead, they took the role of observers in the classroom, and provided support to students whenever needed. As highlighted by one of the teachers, "it was like a constant self-evaluation".

- *Communication:* The wiki-based activities enhanced students' communication skills. Indeed, students brought attention to the way they expressed themselves in the wiki, and corrected the mistakes of their classmates, instead of waiting for the teacher to correct them. Indeed, students were aware that their wiki project would be visible to their teachers and the other students, and had the objective of presenting their work to the classroom at the end of the activity.

- *Collaboration:* to teachers, the activity enhanced students' collaboration skills. Indeed, in usual collective projects, students distribute tasks among them, work separately, and then compile all the parts. In contrast, wikis allow students for working on the same task simultaneously. As expressed by one of the teachers, "it is a more democratic way of working". Teachers highlighted that it is important to develop students' collaborative skills, as they are not comfortable yet with teamwork. Indeed, they are used to work in an individual manner, without having to negotiate decisions. Hence, it was difficult for them to adapt to each other's different ways of working. This way of working obliged them to reflect on their own way of working, which was a challenging experience to them.

- *Information literacy:* students learnt how to evaluate the relevance of the information found by the group in the Internet to their particular objectives.

- *ICT literacy:* Students were introduced to a wide range of ICT tools. First, they learnt how to write online. Indeed, at the beginning, they wanted to write their project in a Word document and then publish it. Furthermore, they reinforced their ICT skills, and learnt how to use them in a contextualized project, i.e. they learnt how to link images to a webpage, create links in a wiki page, and integrate a Google Maps itinerary.

- *Personal and social responsibility:* To teachers, students were generally aware of the importance of citing the sources of the information they used.

• **Collaboration in virtual community of practices**

Teachers considered that wikis enhance the creation of communities of practices. Indeed, the scenario was initiated by one teacher, who participated in the WikiSkills training. When she presented the project to her colleagues, they showed a high level of interest in participating. As a result, they created a scenario of interest for their different disciplines and teaching objectives. On this basis, other teachers of the centre got interested. Furthermore, it is planned that teachers will present their project to all the teachers of the centre. Teachers are also planning to create a scenario which would be open to other educational centres.

• **Project impact:**

› *Usefulness of the training sessions*

To the teacher, the training sessions have been useful to introduce her to the functionalities and educational affordances of wiki environments. She considered the course to be adapted to her level of ICT skills. Although the course provided a lot of information at the same time, its objectives were well defined, and contents were

adapted to teachers' educational contexts and goals.

> › *Fulfillment of user's expectations*

To the teacher, the project went beyond her expectations. She was expecting to follow a course and apply the acquired knowledge by herself. In her words: "I thought it would be, going three days, and good bye". Nevertheless, she positively valued the fact of having received support, from the project team, to implement her scenario in her classroom and being accompanied by her colleagues. In her words, "the best about this course is that you can apply it, on the same year, and that you receive help, and strategies". Furthermore, although she was expecting to learn about one tool, she had the opportunity to get to know how to use a wide range of wiki-alike applications, such as pads, Wikispaces, and Mediawiki.

> › *Performance / adaptation of the tools used within the project*

The teacher positively valued having been introduced to different tools, so to be able to compare them, and evaluate their relevance to her particular teaching settings. She found the tools adapted to her teaching contexts. She decided to not use Mediawiki to support her scenario, as she considered Wikispaces to be easier to set and to use.

> › *Impacts on the educational communities*

The project and the wiki methodology raised the interest of other teachers of the centre. Indeed, the teacher who participated in the training started to conduct her scenario by herself. But she presented the project in her centre, three of her colleagues decided to participate, showing a lot of interest and motivation. Furthermore, the project was diffused outside of the school, i.e. it was displayed on the blog of the centre, and accessed by families, parents and other educational institutions.

To teachers, wiki methodologies can be applied to various disciplines, and allow for visibility. Hence, students could externalize their work and show it to the centre and beyond. As a result, they felt responsibility and recognition.

> › *Positive factors that emerged*

First of all, teachers discovered a methodology which allowed them for working in cooperation, and for establishing connections among their different disciplines.

Furthermore, teachers could give to all of their students the opportunity to express and get actively involved in the learning activity. For example, the art teacher argued that all of his students could give their opinion about pieces of arts. "I was surprised to be able to establish a dialogue with them, in the domain of arts. I could give all students the same possibilities, the same rights although it was a big group".

The wiki methodology enabled teachers to better perform pedagogical evaluation. Instead of focusing on the final product, they could evaluate the processes at stake during the activity: "the wiki shows you the trajectory of the collaborative work, and you can evaluate it". As a result, they could efficiently evaluate students' collaborative processes during the activity. As expressed by one of the teachers, "I have the feeling that I was fairer in my way of evaluating". Although the work was collective, teachers could adjust the evaluation to each student.

Wiki-based learning scenarios allowed for self-learning processes, in which students could work in an autonomous manner to elaborate their own contents. As expressed by one of the teachers, "I gave them the tools, but they decided on their way of organizing

	the work". Teachers were positively surprised of the outcomes of students' work, which were much more personal and elaborated than the content produced in a regular exam.
	In addition, wikis enabled teachers to organize collaborative activities in an organized and safe manner. Indeed, within wiki environments, contributions are visible to the teacher and to the group. Hence, students feel more responsible of their contributions, and are encouraged to work in an equal manner. Furthermore, by working on the same tasks simultaneously, students learn how to give priority to the objective of the group, instead of focusing on their individual objectives. In a teacher's words, "you can really teach them how to work in group".
	Finally, the use of wikis enhanced collaboration among students, but also among students and teachers. Indeed, for both teachers and students, it was their first experience with wikis. Hence, they did not know how the activity would result. They discovered together, progressively, the wiki functionalities and the best way of organizing the activity, and solved difficulties together. In the words of teachers, "this project leaves me with a smile, because well, we understood at each other's, with students"; "we put ourselves at the same level as the kids".
	› *Challenges faced*
	As it was the first time teachers and students used wiki environments, they sometimes felt insecurity. Teachers were not sure of being able to solve the informatics problems encountered, and had some doubts about the best way to organize the activity.
	Students did not always feel comfortable working with wikis. As each of their contributions appeared with their user name and time information, they felt constantly evaluated while working, and negatively valued this transparency, which highlights which students who do not work enough, and which ones edit without telling. As expressed by one of the teachers, "for them, it's a tool which is constantly judging".
	› *Solutions*
	Teachers highlighted risk taking, motivation, and collaboration as the key solutions to solve the obstacles they encountered. To them, "the solution was to dare and jump into the water". Furthermore, they argued that future wiki-based learning activities would be much easier to conduct, as students would already feel secure working with this environment.
	› *Next steps*
	All teachers argued that they would use wikis in the context of future educational activities. They plan to repeat the scenario conducted during the next academic year. Furthermore, they could imagine how to use wikis in the context of other activities, in order to achieve different goals. In teachers' words, "I think that all the projects I conduct in groups, from now on I will do them with wikis, because it facilitates evaluation and is more precise"; "this activity opened more doors regarding the way of organizing activities in the classroom".
Comments and general observations	N/A

4. EXPERT EVALUATION

Name of the expert	Laia Benito Pericas
Short bio of the expert	Laia Benito Pericas is a doctor in Literature and Languages. She is an active member of the educational team of Viquipèdia. She provides different courses on the pedagogical use of Wikipedia for teachers, and is involved in several related projects.
Title of the scenario	Caperucita en Manhattan - Little Red Riding Hood in Manhattan
Report on the questionnaire	The project was considered to be powerful from an educational perspective. It combines several disciplines and areas of the curriculum, and enables to make the most of the contents of the book. Furthermore, the scenario involves using different types of ICT tools. The wiki platform is used as a working space in which students actively collaborate and interact. • **Connection with the curriculum** The expert highly valued this aspect (5 out of 5). Indeed, the scenario addresses different areas of knowledge related to various disciplines (i.e. Spanish, English, social sciences, and visual arts), and presents contents which are relevant to the curriculum. • **Adaptation of the pedagogical objectives to the profile of the group of students** This aspect scored 4 out of 5. The expert considered that the scenario correctly matches the profile of the targeted students regarding their age, course and level of knowledge. • **Integration of the wiki in the planning of the educational activity** To the expert, the scenario describes a detailed and relevant sequence of activities, which enables students to use wiki environments in the context of meaningful activities related to the different disciplines addressed. Nevertheless, she argued that the different activities proposed by the scenario could be more interconnected. The item scored 3 out of 5. • **Detailed planning of the pedagogical evaluation of students** The scenario effectively plans, for each discipline, the ways in which students are evaluated. It involves a wide range of evaluation strategies, including a self-evaluation by students, an oral examination, and an evaluation of the wiki projects by teachers. Furthermore, the evaluation takes into account various aspects, such as the language used and collaborative processes. In consequence, the item scored 5 out of 5. • **Planning of the necessary resources to conduct the educational activity** This aspect scored 4 out of 5. The expert highlighted the wide range of resources and applications used to enhance the learning activities. For example, students use videos, books, as well as Popplet, a tool which allows students to create graphic organizers and timelines so to visualize ideas. • **Sustainability of the scenario** This aspect scored 5 out of 5. The expert considered that the scenario could easily be applied again in the same educational contexts, and in other settings.
Comments and general observations	N/A
Learning scenario	Available at: http://wikiskills.cesga.es/xwiki/bin/view/Wiki-Skills/NewPage