

# WikiSkills

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

## T8.2 – Data Reporting Template

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Education and Culture DG

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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

D8.2 – Report on Evaluation Data will summarize the data collected by partners, by applying the procedures of the Evaluation Framework (D8.1). This document – Data Reporting Template aims to provide partners with procedures to report data on the same basis.

To ensure a common structure for documenting the results of the implementation activities in the six countries, it provides a reporting template which should be accurately filled in by partners which implemented training.

The completed reporting template, as well as data documentation material (i.e. filled-in questionnaires, wiki-based learning scenarios) should be sent to UB by each partner, and uploaded to the Xwiki workspace until June 30th, 2013.

Questionnaires and interviews will be evaluated and documented by MAC-Team in the evaluation report (D.8.3 - Evaluation Analysis Report).

## 1. PRE-QUESTIONNAIRE

Each partner should fill in the following table with the data collected through the pre-questionnaire.

<b>Settings</b>	<p>The pre-questionnaire was send to all participants via E-Mail, as the Chamilo Platform did not work at the time. The questionnaire was sent to all registered participants on Tuesday the 2<sup>nd</sup> of April. The participants were asked to fill in the questionnaire until Friday, the 5<sup>th</sup> of April and to return it via E-Mail or to bring it directly to the course on Monday, 8<sup>th</sup> of April</p> <p>The target group was trainers of adult education, some of the participants where independent trainers as well as employees at different adult education organizations.</p>
<b>Number of respondents</b>	<p>14</p>
<b>Comments and general observations</b>	<p>-</p>
<b>Complete report</b>	<p>Please provide below the complete report of the questionnaire results (table directly available from the Chamilo platform).</p>

## 2. POST-QUESTIONNAIRE

Each partner should fill in the following table with the data collected through the post-questionnaire.

<b>Settings</b>	<p>The post-questionnaire was filled in face-to-face at the end of the second session of the face-to-face training on the 9<sup>th</sup> of April.</p> <p>The target group was adult trainers.</p>
<b>Number of respondents</b>	9
<b>Comments and general observations</b>	-
<b>Complete report</b>	Please provide below the complete report of the questionnaire results (table directly available from the Chamilo platform).



### 3. IN-DEPTH INTERVIEWS

Each partner should fill in the following table with the data collected during interviews with teachers / trainers. The minimum number of interviews is 3 per partner.

Settings	One interview was carried out via skype one week after the course (on th 16th of April), and the other two interviews were carried out via telephone on the 30th of April and on the 2nd of May. The interviews were conducted by Jennifer Ziegler, die Berater®.
Pictures	No pictures are available as the interviews were conducted via phone and skype.
Number of interviewees	3
Summary of the interviews	<p>Please provide a summary of the interviews conducted with teachers / trainers (between 500 and 1000 words), including answers to all questions, as well as citations and relevant facts. The summary should discuss the following aspects:</p> <ul style="list-style-type: none"> <li>- Skills or knowledge developed by teachers / trainers during the training</li> </ul> <p>The knowledge on wikis of the interviewed participants was very different. The participant with no prior knowledge expected a general overview of the capabilities of wikis, "best practice" examples and information on how to register on wikipedia. During the interview, the participant stated, that she received a very good understanding of how wikis work and what they can be used for. When developing her own wiki-based learning scenario, the interviewee mentioned that being paired up and working in a team to create the scenarios was a very productive and useful way of learning as in this way, she got to understand the concept of collaborative learning.</p> <p>The participants with a deeper knowledge on wikis had concrete questions on application and the trainer was able to help her with all her questions. The third interviewee to have deepened his knowledge on copyright issues as well as on how the "wiki world" and its participants work and interact with each other.</p> <p>As the participants came from different fields of working, all three interviewees mentioned that learning from each other during the course (i.e. team work, questions raised from participants) was very helpful and brought them new perspective.</p> <ul style="list-style-type: none"> <li>- Wiki key competences</li> </ul> <p>Collaboration</p> <p>All interviewees appreciated the way of working together within wikis. One</p>

	<p>interviewee said that the learning concept behind wikis “seems more active than the -one way- learning”.</p> <p>Creativity and innovation</p> <p>Two of the interviewees mentioned that the output of a task (one interviewee mentioned the collaborative story telling as example) are more innovative and result form more creativity that roots from the nature for wikis.</p> <p>ICT literacy</p> <p>Especially the one interviewee with no experiences on wikis very much emphasized that she developed a lot of new competences concerning ICT and that wikis are a good instrument to not only focus on ICT but to establish those competences by putting the learning focus somewhere else.</p> <ul style="list-style-type: none"> <li>- Collaboration in virtual community of practices <p>During the course all participants were asked to create a Wikipedia account, to update their profile and to send each other messages via Wikipedia. Two of the interviewees highlighted this experience as especially valuable as this broadened their perspective on how wikipedians are more than just individuals that post and edit text on wikipedia but that it is a community of wikipedians.</p> </li> <li>- Project results <ul style="list-style-type: none"> <li>› Fulfillment of user's expectations <p>All interviewees mentioned that their expectations were exceeded and that they did not only learnt how to use wikis but also how the can be integrated into very different field (even beyond educational settings).</p> </li> <li>› Challenges faced <p>The participant with no experience mentioned that she was quite afraid at the beginning when she noticed that most people in the class have experience with wikis and that she was only a “reader” on Wikipedia. She mentioned that she first was afraid of making mistakes and not being able to understand what is asked of her but her fear was gone soon when the trainer listed to her needs and addressed all her questions.</p> </li> </ul> </li> </ul>
<p><b>Comments and general observations</b></p>	<p>Please provide any comments or observation of interest</p>



## 4. EXPERT EVALUATION

For each scenario, each partner should fill in the following table with the data collected (please copy-paste the table the number of times necessary).

Name of the expert	Dip.Ing (FH) Sonja Hager
Short bio of the expert	Sonja Hager studied information management and is a media expert. She has worked in the field of e-Learning for many years - Sonja Hager delivered workshops on teaching through technology via virtual and face-to-face workshops, has Blended training experience and has developed online learning modules. Sonja Hager also gained experience with wikis, not only by providing training but has also set up an internal wiki for a large company in Austria.
Title of the scenario	<b>Liquid Course Books (for agriculture)</b>
Report on the questionnaire	<ul style="list-style-type: none"> <li>- Connection with the curriculum The scenario reflects the content of the curriculum very well (i.e. by active participation of teachers and learners to the wiki content, promoting innovation and collaboration)</li> <li>- Adaptation of the pedagogical objectives to the profile of the group of students The experts stated that the pedagogical objectives can be very well adapted to the group of students (adult trainers) since the Liquid Course Book may have a wide range of target groups and most certainly be ideal for adult trainers and teachers.</li> <li>- Integration of the wiki in the planning of the educational activity The wiki can be very well integrated in the educational activity and is even linked with ie. Wikiversity (courses), wikibooks (course books), wikisource (Sources) and wikicommons (pictures, etc).</li> <li>- Detailed planning of the pedagogical evaluation of students Self-Assessment: is integrated in the wiki is a wiki-quiz (via plugin), which can also be adapted by the students. The versioning system also allows quality control through teachers</li> <li>- Planning of the necessary resources to conduct the educational activity The expert appreciated the many ressources already available online as well as by the teacher and the organisation itself, which are integrated into one wiki, that can be adapted by trainres and student.</li> <li>- Sustainability of the scenario The expert rated the sustainability of the scenario is very high since it cannot</li> </ul>

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	only be applied for agriculture but for every other discipline (i.e. mathematics, science, languages but also for soft skills courses such as teambuilding etc.)
<b>Comments and general observations</b>	Please provide any comments or observation of interest.
<b>Learning scenario</b>	Available on <a href="http://wikiskills.cesga.es/xwiki/">http://wikiskills.cesga.es/xwiki/</a>