# 3. Course details

This section provides detailed information on each course. The courses were given at the following dates:

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| **Geneva, Switzerland** | **07/12/2012** | **HEIG-VD (P6)** |
| **Online** | | **HEIG-VD (P6)** |
| **Geneva, Switzerland** | **17/04/2013** | **HEIG-VD (P6)** |

# I. Course "Catch the wiki-train", Switzerland

| Course Title: "Start using wikis at school: a train to catch to stay up-to-date" | |
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| **Related Scenario** | GRUNDTVIG |
| **Organizing Partner** | HES-SO |
| **Aim** | The general aim of the course was to train teachers of Universities on how to make the best use of wiki environments in their educational settings in order to achieve high learning outcomes and develop collaboration opportunities among the educational community with their students and colleagues. After completing the course, it was planned that participants would be able to: <br>• Differentiate between different wiki environments, and know how to manage their functionalities; <br>• Analyze the potential of wiki culture in educational contexts; <br>• Plan learning activities based on wikis, adapted to their specific contexts of teaching; <br>• Manage the different roles of teachers and students in a class based environment, on a wiki project; |
| **Venue** | HES-SO, Yverdon & Geneva |
| **Date** | • Session 1: December 7th 2012, from 9h to 17h (8 hours); <br>• Session 2 (online) online support and training (8 |

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| | hours); <br> • Session 3: April 17th 2013, from 9.30 h to 17h. |
| **Hours** | 24 hours |
| **Participants** | DIDAC, training of teachers programme of HES-SO. <br> In total, 27 teachers took part in the training workshops (16 teachers in group 1 and 11 teachers in group 2) |
| **Teachers** | • Pr. Ariane Dumont (pedagogy) & Daniel Rappo (IT management), for the training framework and structure. Their research focuses on the uses of wikis in HES-SO, to identify the current use-cases, prepare a better training environment, and design a successful training. <br> • Théo Bondolfi, trainer of teachers and of trainers, expert in virtual community management for collaborative culture. |
| **Duration** | 24 hours in total |
| **Methodology** | The course used a combination of the following methodologies: <br> • User-centered activities, i.e. tutorials and practical sessions in which participants create and edit wiki environments and design activities. <br> • Presentations of best practice examples of teaching with wikis. <br> • Discussion and reflection sessions. <br> Courses were both face-to-face and virtual |
| **Activities** | UNIT 1 - INTRODUCTION TO THE COURSE: <br> • WARMING-UP / break the ice activity: presentation of the participants on the Pad of the course <br> • PEDAGOGICAL CONTRACT: presentation of the objectives and the structure of the course / tools <br> UNIT 2 – DISCOVERING: <br> • Image bank database with free licensed images on [commons.wikimedia.org](commons.wikimedia.org) and other free image banks |

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| | UNIT 3 - STARTING:<br><br>• Contributing to an article on a wiki, in the domain of expertise of each participant, for example on Wikipedia<br><br>UNIT 4 – CASE STUDIES:<br><br>• Global overview of concrete use cases by and for teachers, using the pedagogical framework.<br><br>UNIT 5 – DEVELOPING YOUR OWN SCENARIO |
| **Materials created** | • A PowerPoint and PDF presentation, that was then used by other trainers in the WikiSkills project;<br><br>• A PAD, see http://lite.framapad.org/p/didac<br><br>• A DIIGO working group on eCulture with keyword wiki https://groups.diigo.com/group/e_culture<br><br>• Use of the main wiki functionalities: edit, post, review, revoke,<br><br>• The use of Wikipedia in the classroom: defining various scenarios for various needs and types of curriculum;<br><br>• Success factors for the relevant use of wikis in educational contexts, mostly for collaborative note taking<br><br>Each teacher created a wiki-based learning scenario which he / she intended to apply with his / her students in the classroom. |
| **General comments** | Their uses of PAD, DIIGO, GoogleDocs and other collaborative online tools that are not exactly wiki-based but almost (90% of wiki features), helped trainers in focusing more on wiki-alike tools then wiki tools. We thus started considering that wiki-alike tools are easier to use for beginners of collaborative culture then wiki tools. |
| **Summary** | See above |
| **PROOF** | See http://lite.framapad.org/p/didac |

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| **Annexes** | The list of 16participants  GROUP 1  |