



Education and Culture DG

Lifelong Learning Programme

519291-LLP-1-2011-1-CH-KA3-KA3MP



WIKI-SKILLS: Empowering and fostering social, professional, cultural and civic skills through pedagogical use of Wiki technologies and methodologies

WikiSkills Pilot Courses Template



0.1 Pilot Courses Template

Each course organizer will summarize the course results into a report that will be later integrated into the final deliverable. This report should contain the following information:

Course Title:	
Related Scenario	FBS-France Business School training seminar and Scenario implementation
Organizing Partner	MAC-Team aibsl
Aim	wiki-culture
Venue	Tour CIT – FBS, Paris, France Campus Tours-Poitier – FBS, Tours, France (and possibly other dissemination campuses: Amiens, Poitier, Clermont-Ferrand).
Date	18-20/03/2013 Week of 25 March 2013 for 2 of the deployment scenarios Main deployment scenario: 2 April 2013 + 3 weeks running + evaluation on 25-26 April 2013.
Hours	21 hours
Participants	7 FBS teachers during main training 12 FBS teachers in an awareness workshop by one of the initial trained teachers 120 FBS students
Teachers	FBS teachers: Business school teachers on sustainable development, on micro-finance and on business intelligence. One of the teachers is also the director of the FBS learning Hub (and in charge of the new pedagogical methodologies).
Duration	42 hours
Methodology	face to face / blended / online



Activities	<p>Cf point 3 of the on-line report: https://wikiskills.cesga.es/xwiki/bin/view/Wiki%2DSkills/Report+by+MAC%2DTeam+on+FBS%2DFrance+Business+School+training+seminar+and+Scenario+implementation</p>
Materials created	<p>In addition to the various Wikipedia contributions by the students (on micro-finance and social economy) and to the pads used during the training and the scenarios deployment, the students of one scenario transformed the notes collaboratively taken during their courses into an e-book. That e-book will be published by the end of 2013.</p>
General comments	<ul style="list-style-type: none"> • The Wiki-Skills training brought useful good practices to trainees and students (for instance the students indicated that may already knew some Google docs before hand, but were not using it in an efficient way for collaborative note-taking; the fact of defining roles using pads or Google docs helped them considerably) • Issues raised by students when introducing knowledge from wiki platforms (wikipedia) or asking students to directly contribute to course building/improvement: they fear that a course content could become a “low-cost” (meaning a low-quality) course content. They need quality re-assurance or points of measurement. • To bring teachers into the process is requiring to overcome obstacles to change. Therefore, there is a need for strong accompaniment (with external boost when needed) and a clear commitment from the management/governing bodies or shareholders. • Students recognised that even if there are still young, they had to make efforts to learn new tools or new usages of tools/methodologies. They recognised it required efforts, but it was fruitful (even if they will not use these tools daily, but at least 1°) they know these tools and are able to use them when integrating a new project or a new working group using these tools, and 2°) it contributes to develop agility and facility to learn and assess (benchmark) more rapidly new tools depending on the context.



Summary	<ul style="list-style-type: none"> • Need to create wiki user accounts beforehand • The above bullet points.
Photos	Videos given to Yinternet.org (including interviews of some students)
Annexes	<ul style="list-style-type: none"> • The e-book by the students of the micro-finance course (co-authored from the collaborative note-taking exercise will be made available at the end of 2013). A first version has been drafted, but when presented at Planet-Finance, they decided to polish it and develop it further before releasing it. • FBS and MAC-Team will assess how to go further on integrating wiki-culture and collaborative/co-authoring practices into FBS pedagogical approach.