

<b>Course Title: Course in wiki: plan your own collaborative lesson!</b>	
<b>Related Scenario</b>	Leonardo Scenario
<b>Organizing Partner</b>	Wikimedia Sverige
<b>Aim</b>	<p>The wide aim is to provide teachers and ultimately their students skills about wikis in general and Wikipedia in particular. More narrow, the aim is to:</p> <ul style="list-style-type: none"> <li>• Teach teachers how to understand and interact within a wiki-community, and then especially how to use the world's largest nonprofit site and</li> <li>• wiki – Wikipedia</li> <li>• Teach teachers how to set up or use a wiki for their own goals and then especially learn how to use a wiki for training, teaching or to use it as a tool for projects or documentation.</li> </ul> <p>In detail:</p> <ul style="list-style-type: none"> <li>• To show the basic characteristics of wiki platforms.</li> <li>• To show examples of different wiki sites, wiki platforms and usage</li> <li>• The show, in particular how to use Wikipedia and Wikipedia's sister projects</li> <li>• To practice editing one or more wikis</li> <li>• To help the teachers prepare a wiki-based lesson tailored for teaching his/her students.</li> </ul>
<b>Venue</b>	<p>Wikimedia Sverige has implemented three WikiSkills courses with a total of 23 unique participants. Each course consisted of three phases: a preparation, a two day long face-to-face-session and a follow-up. We chose to perform the face-to-face part in three different places from north to south in Sweden:</p> <ul style="list-style-type: none"> <li>• Skellefteå, 21-22 February: 7 participants, of whom all but one had previously contributed to a wiki.</li> <li>• Stockholm on 7-8 February: 9 participants, of whom one had previously contributed to a wiki.</li> <li>• Helsingborg 25-26 March: 7 participants, of whom two had previously contributed to a wiki.</li> </ul>
<b>Date</b>	7-8 february 21-22 February 25-26 March
<b>Hours</b>	<p>Face-to-face hours for one course: 16 hours. In total for all three face-to-face courses: 48 hours.</p> <p>Online-hours: Varying. This depends on the teachers.</p>
<b>Participants</b>	<p>Ahead of the courses we have specifically sought participants from the target group Leonardo which Wikimedia Sweden was assigned in the overall planning of WikiSkills. We thus sought teachers, communicators, coaches or similar persons dealing with vocational training in the broad sense. Through</p>

	<p>predominantly phone-calls, email and blogging (with link to <a href="#">detailed course description and registration form</a>) we were looking for participants matching our target group. For the course in Skellefteå, as an example, we addressed key people in the Skellefteå Municipality, the Västerbotten County Council, vocational schools in Skellefteå, folk high schools and also the business network in Skellefteå etc.</p> <p>23 unique participants whereof 9 had experience of wiki before and 14 were non-experienced:</p> <ul style="list-style-type: none"> <li>1 entrepreneur/ free lancer</li> <li>2 educators of teachers and librarians</li> <li>1 IT-pedagogue for "Gymnasie"-teachers</li> <li>3 project leaders / process leaders within the folk high school and UR (Swedish Educational Broadcasting Company)</li> <li>2 tutors for SeniorNet</li> <li>1 communicator for a non-profit</li> <li>5 vocational teachers (sound &amp; music, media, care &amp; health, social media/creative writing/computer skills/leadership and management development)</li> <li>8 gymnasium teachers (general subjects, computer &amp; IT, mathematics, natural science, arts &amp; social studies, media, Swedish as second language)</li> </ul> <p>So in total: 15 Leonardo and 8 Comenius participants</p>
Teachers	<p>Anna Bauer, project leader for WikiSkills on behalf of Wikimedia Sverige. Anna also runs a web company focused on wikis.</p> <p>Leonard Wallentin, freelancing journalist and web consultant with deep knowledge on wikis and Wikipedia.</p> <p>Sophie Österberg, hired by Wikimedia Sverige to work with Wikipedia in education.</p> <p>Axel Pettersson, hired by Wikimedia Sverige to work with GLAM and outreach and who is also doing a lot of wiki teaching in his job.</p>
Duration	<p>Face-to-face hours for one course: 16 hours. In total for all three face-to-face courses: 48 hours.</p>
Methodology	<p>face to face and online</p>
	<p>Before each course, participants were assigned preparatory tasks. Some tasks involved Wikipedia because that project is a concrete example that illustrates a wiki engine and a wiki project:</p> <p>Some small tasks for you to prepare ahead of the course: The first task, to create a user on Wikipedia, is extra important to fix before you get to the course:</p>

1. If you do not already have a user account on Wikipedia, [create one](#) before the course begins. Read [Wikipedia's policy on usernames](#).
2. Surf around on Wikipedia and search for an article which you could improve. Maybe you want to rephrase a sentence, add something that is missing, emphasize something, add a picture, etc. You do not need to improve the article before you attend the course unless you want to.
3. Choose a topic below, read on and try to briefly describe what you come up with at the face-to-face session. You choose how to present what you learnt. An image, a slide show, a video ... you choose your way! It does not have to be something grand and overwhelming, it is enough with a few sentences straight forward for the other participants.

- What is a wiki?
- Five different wikis
- Wikipedia's history
- Wikimedia and Wikipedia's relationship
- What is the wiki markup language and how does it work?
- What different groups of users are there on Wikipedia?
- How are wikis used?

Additional Information: [Attend Wikipedia beginners course](#).

At the start of the face-to-face session, participants were asked to estimate their expectations according to the questions elaborated in the evaluation framework ([deliverable 8.1](#)).

The topics and organisation of the three courses (in Skellefteå, Stockholm and Helsingborg) were mainly the same. However, the course leaders tried to adapt the courses to the participants' needs. Hence, the three courses have had a slightly different focus depending on the participants' preknowledge and wishes.

All participants were asked to bring their own laptop. The project offered food and refreshments to the participants. This was especially nice to be able to offer since the courses lasted from morning to late afternoon and since we saved some time on the coordination of the lunch. Common to the pedagogical approach in all course sessions were:

- Effort to create collaboration where participants enter into active dialogue with course leaders and peer-participants
- Preparation tasks: Participants' involvement to prepare information on wikis and Wikipedia before the face-to-face session
- Presentation on the basics of wikis and Wikipedia. Participants present their preparation tasks to the group. Their findings were then supplemented and perhaps corrected by the course leaders and sometimes by peer participants.

- Editing of Wikipedia and using media files from Wikimedia Commons. Participants contributed to their user pages and sometimes other articles were edited as well
  - Editing of the course wiki. User pages, pedagogic scenarios, discussion pages, etc.
  - Team work among participants to create and present their own pedagogic scenarios.
  - Encouragement to make participants teach subjects with wiki
- During the course of Skellefteå, Leo filmed course leaders and participants in order to fulfill our commitment to Training Content Development and Publication (deliverable 3.3). We hope that some of the footage may be used by Wikimedia Sverige to give a glimpse of our activities and provide inspiration for teachers in general who want to cooperate with us and use wikis and Wikimedia projects for teaching.
- At the end of the second face-to-face course day, course participants were asked to complete the evaluation of the course.
- After completing the course (indeed, after the evaluation ...) we sent out a follow-up to the participants:
- Hello,
- We course leaders of WikiSkills would like to thank you for your participation in the two course days! Moreover, with this email, we wish to offer you help for you to get going with your own collaborative lesson to face your students. With a collaborative lesson we mean primarily a lesson in which a wiki (preferably but not necessarily Wikipedia or sister projects) is used for teaching.
- Maybe you want:
- help with feedback on a lesson or course design
  - help with the technical stuff (wiki engine, extensions ...) for your lesson to be implemented
  - to deepen your own knowledge in Wikipedia or sister projects in order to prepare yourself for an upcoming lesson with your students; for example, be assigned (or choose) a minor role in the online community or get a mentor who will guide you on Wikipedia
  - chat for a while about other things related to wikis and teaching
- Please write us a short e-mail to describe your intentions and how we can help you towards a realized wiki-based lesson!
- Published today: [Sten \(participant from the WikiSkills course in Stockholm\) gets feedback on his course outlines.](#)
- This follow-up has led to some more contact with the participants. For example, one media teacher has used a wiki to teach her students photography based on her scenario from the course. As an additional activity during this lesson series, one of the WikiSkills course leaders was asked to also present

	<p>Wikipedia and in this presentation especially focus on democracy, demography and gender.</p>
<p>Materials created</p>	<p><a href="#">Course description and registration form</a>  A preparative task (as described in the section "Activities" above)  <a href="#">Plan your own collaborative lesson – a WikiSkills presentation.</a>  Also published on <a href="#">slideshare</a>.  <a href="#">A list to all the participants' user pages on Wikipedia.</a> From every user one can derive every edit made on Wikipedia.  <a href="#">The course wiki and all pedagogic scenarios created by participants.</a> Check for example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Photo-facts</a>, a scenario on digital creation.</li> <li>• <a href="#">Use Wikipedia to learn the source criticism</a></li> </ul> <p><a href="#">Material on the Wikimedia outreach wiki, Wikipedia:Training/For_educators/Resources</a> and <a href="#">Pedagogic scenarios on Wikipedia (in Swedish)</a> (course leaders used this material but didn't create it. However some useful English text was translated into Swedish)  <a href="#">Pedagogic scenarios on wikis in general (in Swedish)</a></p> <p>A follow up (as described in the section "Activities" above)  <a href="#">Sten (participant from the WikiSkills course in Stockholm) gets feedback on his course outlines</a></p>
<p>General comments</p>	<p>Generally the participants are very satisfied with the courses and what they have learned. There were different opinions about how the course was scheduled. While some participants appreciated two full days after one another to deepen knowledge and contacts with other participants, others pointed out that it was difficult to leave work for such a long time. In retrospect, it may have been wise with some weeks in between the two course days to let the participants elaborate on their scenarios before presenting them. This time the quality of the pedagogic scenarios was varying. Sometimes the participants focused on the pedagogic scenarios which then became quite complete and other times participants spent much time searching for specific answers on wiki issues that mattered much to them. At some occasions the teachers planned a determined and imminent upcoming lesson where their students would use a wiki. At other occasions participants created possible pedagogic scenarios which they might implement in a foreseeable future. We had no mandate to require participants to actually complete the pedagogic scenarios and perform a lesson with their students. We therefore tried our best to arouse the participant's desire and interest to pursue a plan on teaching with wikis and Wikipedia on their own.</p>

	<p>A few participants wanted more structure, more steered discussions and less jumping, forward and backward.</p> <p>"I would like to learn more about Wikispaces but it was good that there was the opportunity to immerse ourselves for a while in what we felt we needed the most."</p> <p>"We had needed more discussions about how to use wikis in educational settings OUTSIDE the classroom - public education is in need of wikis but in a much more flexible learning than that resulting from the formal school curriculum. Example: pedagogical challenges in public entrepreneurship and social mobilization (social movements); wiki as study circle tools, etc."</p> <p>"I absolutely knew nothing about wiki before. All I know today comes from the course. Wikipedia content was no surprise but how to edit and how to see what is done on the talk page and in the history. I was fascinated by how it is structured technically." The participating teacher has done a flying start and has already used the pedagogical scenario, she has been involved in developing during the course in a lecture series with her students.</p> <p>"The course has had a motivational and inspirational influence and made it more likely that I will write on Wikipedia. This is especially true if I can do it with others. What I did not know they were active discussions on Wikipedia. Attitude in the discussions that I've seen have not been so competitive. Attempts help each other. It's more fun to do voluntary work if I both teach me things and get to do something together with others. With my background (as a teacher in sound and light production) it is in the media part that I could bring something to Wikimedia Commons and Wikipedia. Visualization, sound recordings to illustrate concepts, articles ... Out of routine, we teachers tell the students to report in writing and orally. I am open to a greater extent have students report on a wiki and then maybe let them present also sounds and images."</p> <p>"Useful things came up during the course. It felt so all the way."</p> <p>"The meetings between the participants was good, one was inspired and developed thoughts together. Everyone had their own personal ideas, it became meetings based on participants' own experiences. That the process lasted for two days was good, there was a deepening of knowledge so that one could land and reconnect. The course reached out in a great way with possibilities of how to use a wiki."</p> <p>"Block buster scenario", the scenario that has worked the best: <a href="#">Students use wiki to create guide on teaching subject</a></p>
<p>Summary</p>	<p>See above.</p>

Photos





Annexes