

Is the Tail Wagging the Dog? An Exploratory Study of Pedagogical Value of **Wiki** Technology



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Alexa North, Professor



UNIVERSITY of
West Georgia

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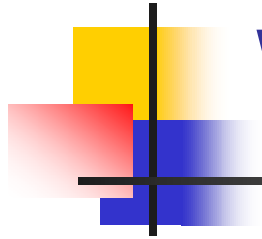
<http://www.sunilhazari.com/education>



AGENDA

- Web 2.0 Tools
- Wiki Technology
- Types of Wikis
- Research Design
- Findings/Conclusions
- Recommendations



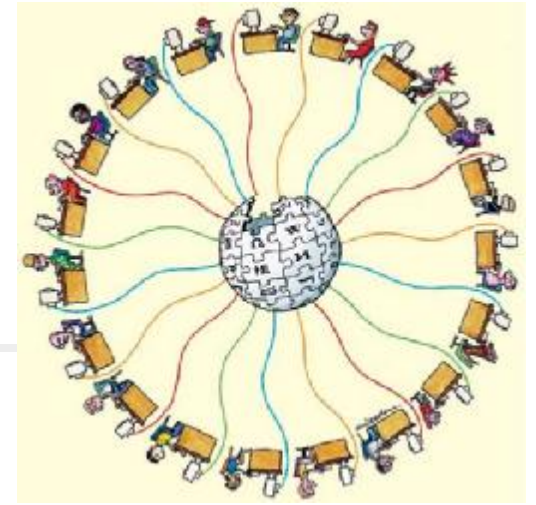


What is Web 2.0?




- Second Generation of Web Services
- Read/**WRITE** Web
- “Mashup” of text, video, images, audio
- Active collaboration among users
- Examples: Blogs, Podcasts, **Wikis**

What is a Wiki?



- Collaborative document editing web-based system
- Individuals collaborate to edit a common document
- Insert audio, video, graphics, hyperlinks



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FEATURED MEMBERS



Alison Loomis
(Sausalito - United States)












I'm a 'Greenlance' professional in the Bay Area, very dedicated to preserving the natural world through the integration of eco-literacy and sustainable society. I hold a natural history degree from Cambridge University, and have worked in diverse fields ...

36438 MEMBERS

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MEMBERS

Sonya Buckner

Ashley Connally

Monique Ford-Silas

Deborah Jones

Crystal Kinnard

According to "Don't Hate Meetings, Make Them More Effective", "business meetings are supposed to provide time to listen, learn and make plans" (Wilson & Karlin, 2003). When meeting, Block says to "show up on time, engage with your peers in powerful conversations, leave your personal interests at the door, and help create a better future" (2008). As such, Stan should continue having the monthly staff meetings, but "introduce structures likely to make meetings productive" (Wilson & Karlin, 2003).

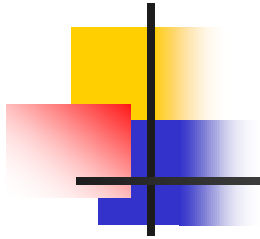
The first order of business will be for Stan to take a personality assessment and then administer the same assessment to each function separately. The psychodynamic approach to leadership advocates accepting "the features and idiosyncrasies of followers" (Northouse, 2007). By exploring the personality similarities and differences within his team, he can "identify the particular talents and gifts that each member can bring to the task" (Sample, 2004). In this case, the Myers-Briggs Type Indicator (MBTI) is recommended because the MBTI describes differences positively (Willock, 2006), is non-judgmental and designed to help people understand how they and others take in information and make decisions (Fuller, 1988). The basic goal of the personality assessment is to teach people with different personalities how to work together for joint benefits (Fuller, 1988).

Because external facilitation is "essential for meetings between people who are in conflict with one another, who are from diverse backgrounds or who face complex problems" (Wilson & Karlin, 2003), Stan should engage an external meeting consultant to help make his staff meetings more productive. The consultant can administer the MBTI to each of the employees and then meet individually with them to discuss the findings from their personality assessments. The consultant can provide information and materials to explain each of the personality types. This will allow team members to learn more about their

Challenges of Wiki implementation for instructional use

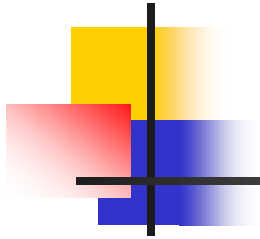
- Research has lagged Practice
- Comparison to WebCT (discussion vs. collaboration)
- Group Size
- Frequency of Participation
- Editing/Formatting
- Setup: Project Plan, Project Leader, Discussion, Communication (beyond email),
- Grading (individual vs. group | product vs. process)





Assignments – Fall 08

Course	Group Size	Assignment #1	Assignment #2
ABED6146 (LEADERSHIP)	4-5	Journal Article Critique	Management Consultant Case Report
ABED6106 (EVALUATION & ASSESSMENT)	6-7	Journal Article Critique	Education Consultant Case Report NCLB 2.0



Assignments – Summer 08


Course	Group Size	Assignment #1	Assignment #2
ABED6183 (RESEARCH METHODS)	4-5	Research Problem	Research Article Critique
ABED6128 (INSTRUCTIONAL STRATEGIES)	5-6	Case Study Discussion	Research Article Critique


Instructor Paradigm Shift




- Provide opportunity for engagement in Wiki (Individual + group)
- Maintain cohesion of the group
- Make learning fun (social collaboration)
- Develop synergy / collaborative work ethic

Wikispaces

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Navigation

[Home](#)

[Week13](#)

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MEMBERS

Sonya Buckner

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-  [New Page](#)
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[Home](#)

[Week13](#)

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Consultant Team Members:

Melissa Leonard

Emily Little

Wesley Mac

Deborah Moreau

Karen Parker

Editor

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Text Editor

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The diverseness of Stan's team hinders staff meetings. Stan is unsure if he should keep his team together, split the team up during staff meetings, or simply stop conducting meetings. However, according to Northouse (2007), "team or organizational success depends on the existence and application of a diverse set of competencies and interpersonal skills" (p. 255). Stan simply needs to learn how to understand his employees and explore various methods for relating to each personality type.


Stan should understand how the psychodynamic approach works. Northouse noted the central purpose of the psychodynamic approach is to help leaders and followers identify and understand their own personalities and the impact their personalities have on relationships at work. When working in teams the psychodynamic approach involves everyone in the team, since all members need to understand the different personalities that make-up the team.


Kanter (2003) explained that staff meetings can be used to find a common ground. If there are many differences between the staff there is more reason for a manager to have staff meetings. The author states that problems should be out in the open for discussion. The research found that an open dialog is important for the staff to stay on the same vision and for problem solving.

Stan must understand his personality, recognize different personality types within his group, and learn how to adjust his leadership style to compliment individual working relationships. According to Northouse, Jung's theory suggests there are four basic functions of personality types: "extravert, sensor, thinker, and judger" (p. 248). Stan can begin taking control of his staff meetings by assessing himself and creating a profile for his own personality type. Assessment of his followers will also aid the team in a better understanding of one another.

According to Trehan (2007) the psychodynamic theory centers on emotions within organizations because, "it reveals emotions as the prime medium through which people act and interact" (p. 78). Trehan (as cited by Vince, 2000) wrote that an important part of leadership development is learning how personalities work

Discussion Tab







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Keywords:

Subject	Author	Replies	Views	Last Message ^
Citations	 DebbyMoreland	19	82	Wednesday, 5:24 pm by  kparker8
post	 elittle1	19	93	Apr 13, 2008 1:55 pm by  kparker8
hi	 elittle1	0	12	Apr 10, 2008 6:16 am by  elittle1


1-3 of 3


Post Message

Subject:

Message:




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[Home](#)
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Date	Compare	Author	Comment
Apr 13, 2008 10:03 am	select	 mleonar2	"I added information about MBTI"
Apr 13, 2008 8:11 am	select	 wmadher1	"I have added the last paragraph and the corresponding Parker reference."
Apr 12, 2008 6:34 pm	select	 DebbyMoreland	
Apr 12, 2008 5:50 pm	select	 mleonar2	"I changed some of the wording and added a few additional sentences to make the various paragraphs flow together."
Apr 12, 2008 1:59 pm	select	 DebbyMoreland	"Karen, thank you for including the name of the DISC theory. I took out the second reference to Bosse-Smith and changed the last paragraph to include the whole team of consultants. I like the idea of team-building activities. Debby"
Apr 12, 2008 1:34 pm	select	 kparkc18	"edited one of my paragraphs"

Tracking changes (History)

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[Home](#)

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Date and Author: Apr 13, 2008 10:40 am by  [kparker8](#)

Comment: editing 1st paragraph

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Key: Inserted Text Deleted Text Jump To: [First](#) [Last](#)

Members:

Melissa Leonard

Emily Little

Wesley Madhere

Deborah Moreland

Karen Parker

~~In this situation Stan is torn between trying to~~ Stan is unsure if he should keep his team together, possibly ~~splitting~~ split the team up during staff meetings, or simply ~~stopping the meetings all together.~~ stop conducting meetings. The marketing and sales employees seem to benefit from the meetings. However, they use the meetings as a social event, ~~which annoys~~ annoying the technical staff. Meanwhile, the budget and finance person offers little input during the meetings, unless asked. ~~Stan certainly seems to have a diverse group of followers. However, according~~ According to Northouse (2007), "team or organizational success depends on the existence and application of a diverse set of competencies and interpersonal skills" (p. 255). Therefore, there is hope for Stan to create a unified group of employees. He simply needs to ~~work~~ learn how to understand his employees and explore various methods for relating to each personality type.



My Mail - "grading criteria"

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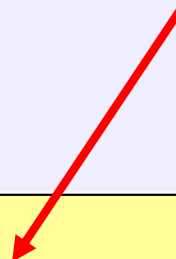
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from [ckinnar1](#)
to [shazari](#)
date Apr 15, 2008 8:00 pm
subject grading criteria

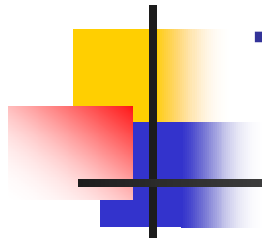




Initial Wiki Assessment Criteria

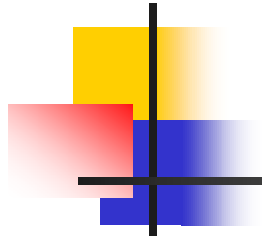
- Did the student participate regularly during the assignment period?
- Did the student promote scholarship by discussing innovative ideas?
- Did the student provide sufficient depth of research (esp. in the ANALYSIS section)?
- Did the student provide constructive comments to others using peer editing?
- Did the student comment on changes made?
- Were sources cited in correct APA format?
- ~~Minimum 'n' posts per week~~

Source: <http://educators.pbwiki.com/StudentWikiAssessment>



Theoretical Foundation

1. ***Constructivism*** which is inquiry-based, discovery learning in which learners construct personal interpretation of knowledge based on their previous experience and application of knowledge in relevant context
2. ***Engagement Theory*** is more specific to technology based teaching and learning, and provides a conceptual framework that encourages collaboration and student engagement by use of technology tools and systems (Kearsley & Shneiderman, 1999).



Research Questions

1. What factors contribute to pedagogical value of Wiki technology?
2. What is the relationship between these factors?
3. Do demographic variables (such as gender, age, work experience, web development experience) affect “Pedagogical Value of Wiki” (PVW) score?

-

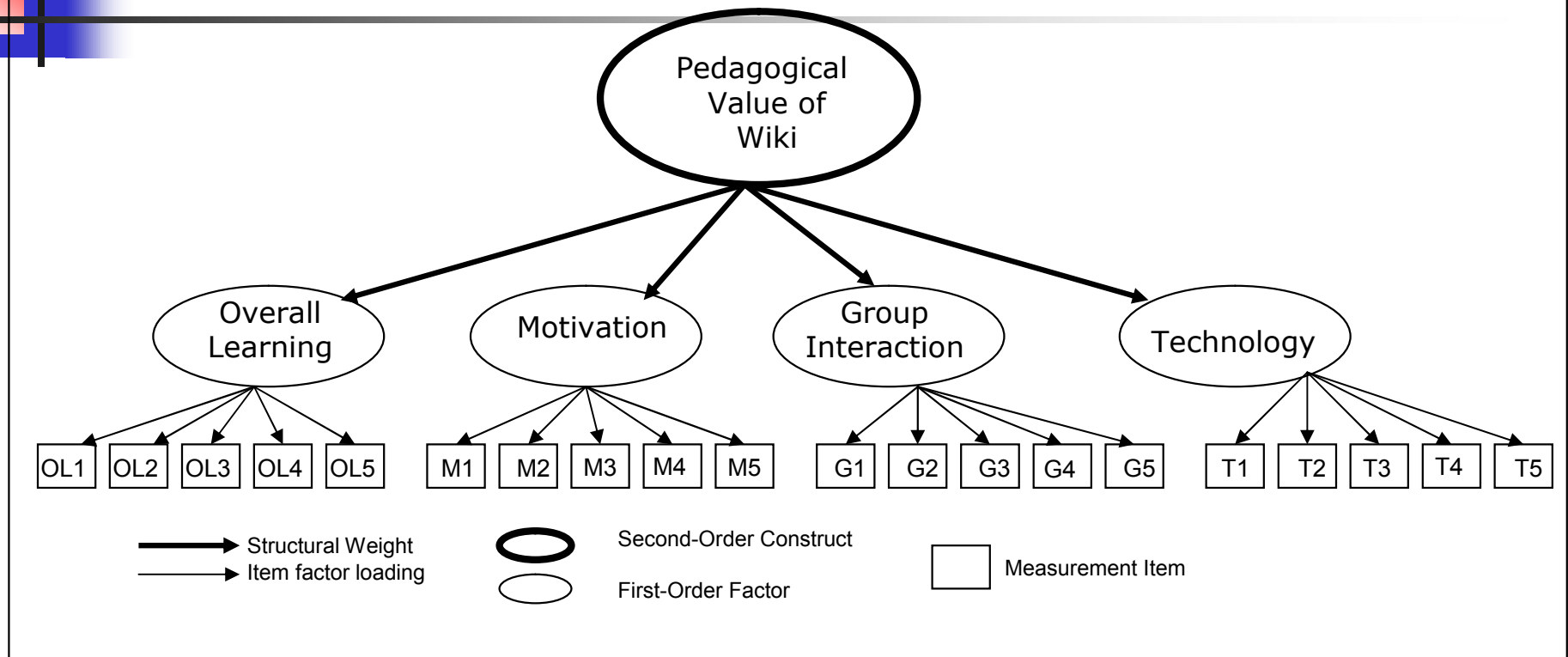
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Questionnaire Schema



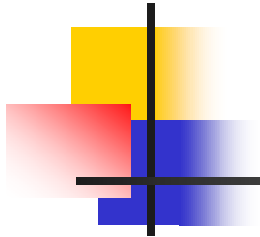
Online survey "Pedagogical Value of Wiki"

<http://www.sunilhazari.com/education/survey/wiki.htm>

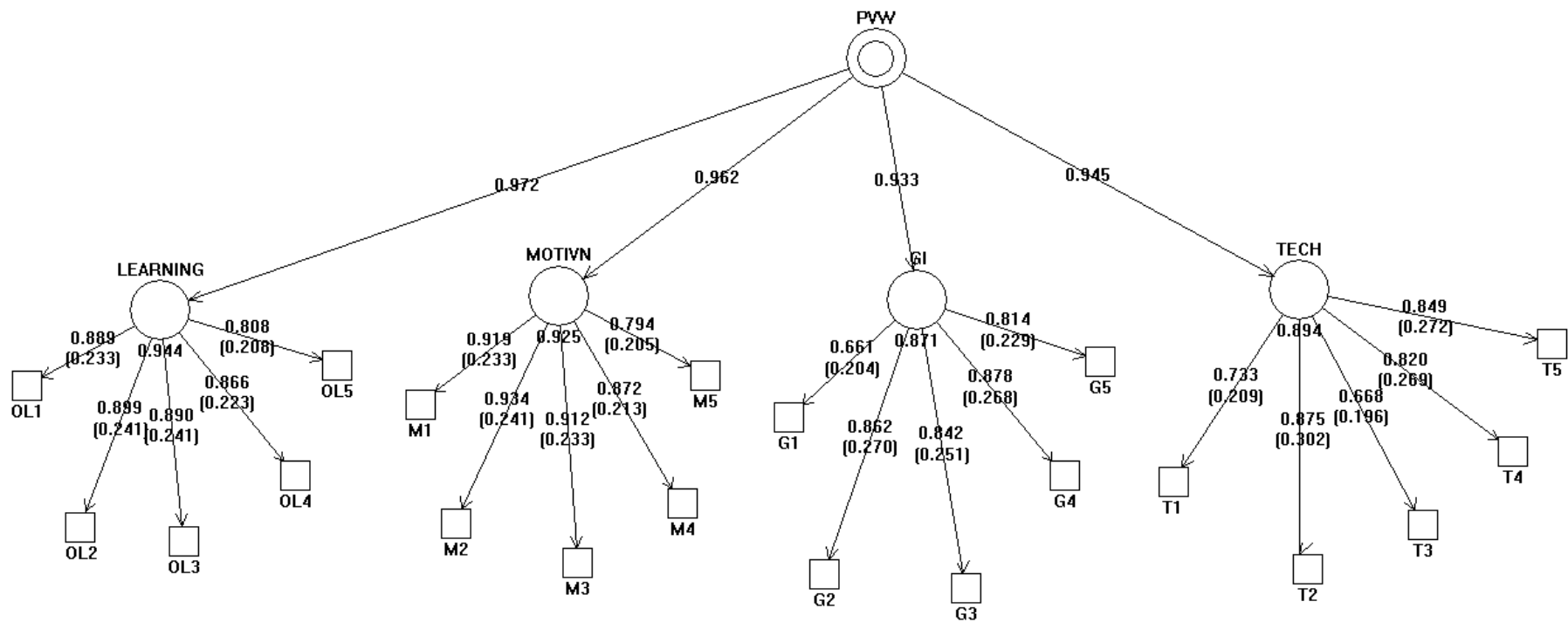


Demographics

Measure	Items	Frequency	Percent
Gender	Male	25	35.7
	Female	45	64.3
Work Experience	1-2 years	13	18.6
	3-5 years	16	22.9
	> 5 years	6	8.6
	None	35	50
Age	18-25	14	20
	26-45	40	57.1
	> 45	16	22.9
Web Design Experience	Beginner	41	58.6
	Intermediate	27	38.6
	Expert	2	2.9



Summary of Results





Summary of Results

Reliability of Scale

- Learning/Pedagogy ($\alpha=.92$)
- Motivation ($\alpha=.93$)
- Group Interaction ($\alpha=.87$)
- Technical features ($\alpha=.85$)

$\alpha=.97$ for the total scale

Validity of Scale

- Content Validity
- Convergent and Discriminate Validity



Summary of Results

PVW score x Gender	Sig. ($r_{pb}(68)=-0.41, p<.01$)
PVW score x Work exp.	Sig. ($r_s(68)=-0.39, p<.01$)
PVW score x Web exp.	ns ($r_s(68)=0.045, p>.01$)
PVW score x Age	ns ($r_s(68)= -0.149, p> .01$)

- Multiple regression analysis was conducted to determine the best linear combination of gender, age, work experience, previous web development experience for predicting PVW score.
- A significant regression equation was found ($F(4,65)=7.167, p<.001$), with an R^2 of .306. Thus, 30.6% of the variance in PVW score was explained by the model.



Student comment

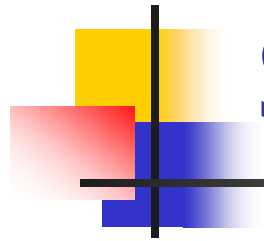


To: Hazari, Sunil <shazari>
Subject: wiki feedback

- Dr. H.

I wanted to express my thoughts about wikispaces. I entered a case idea for the project, added some of the objectives and added to the questions all to stimulate thoughts. I was truly surprised at the way the team members responded and the information began to grow. As I checked the site last night, I was impressed at the way the collaborative learning efforts molded to give us this final product. It was a good exercise not only of active/discovery learning, but I saw first-hand how generating/stimulating thoughts can foster learning behavior. This is extremely beneficial to me as I begin my first year on the high school level in developing an active learning environment.

TGM



Student complaint



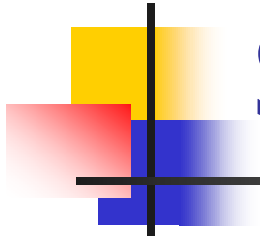
To: Hazari, Sunil <shazari>

Subject: Problems with group members on wiki critique

Dr. Hazari,

I had a **terrible time** working with the group members on wiki this week. A member of the group edited my post without my permission and moved it in a place where I thought it should not be. I moved it back twice, and she moved it again.

We fought about minor things such as: deadlines, citing the reference in abc order, font style and size, and late students dropping information in the detailed analysis section and leaving, **they didn't care if the information flowed or not.** In our next project if you can let the students know that it is a group effort and "not my way or the highway effort. Things will be much better.



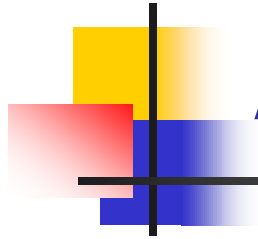
Summary of Comments



- Introduces variety and exposes students to different instructional strategy
 - Most innovative way of doing group assignments
 - Provides opportunities for leadership
 - Good collaboration features
 - Individual's thought process can be seen in Discussion area
 - Interface is user friendly and does not take time to learn
 - History feature is useful in identifying procrastinators
-



- Coordination with students is difficult
- Learning is scattered and frustrating
- Chat feature would be helpful in getting immediate response
- Anyone can make changes to my entry
- Lack of individual's control on grades because it is a group effort
- Does not suit my learning style because I like individual projects
- Benefits were not worth the added learning and technical challenges.



A Wiki Prayer...



*"Please grant me the serenity to accept
the pages I cannot edit*

The courage to edit the pages I can,

And the wisdom to know the difference"

Source: Lamb, B (2004). Wide open spaces; Wikis, Ready or Not. *EDUCAUSE Review*, 39(5), 36-48.



Study Findings



- User Interface is important
- Use single tool rather than combine several
- Instructions should be clear to use the Wiki as an enabler (“more efficiency and less redundancy”)
- Peer Editing model is new to students
- Does not accommodate individual learning styles (which student is best suited for Wikis?)
- Assessment: Should faculty grade process or product; individual or group?

Recommendations for practice



- Clear rubric needed. *"Demonstration of how to use the tool, and guidance on what type of collaboration is actually expected to receive higher grades"*
- Less emphasis on editing the document and more emphasis on process
- User interface (Editing) issues
- Number of students to a group. Maybe assign one Leader for the group on rotation basis?

Recommendations for further research



- Note: This was an exploratory study
- Study did not find a four-factor solution for the scale. Scale used as uni-dimensional in construct
- Optimum design of wiki (user interface, features, components)
- Identify assignments & activities suitable for wiki
- A better rubric needs to be developed
- Explore use of common platform that INTEGRATES various Web 2.0 tools (to avoid Cognitive Dissonance)



Q&A / Discussion



Sunil Hazari shazari@westga.edu
Alexa North anorth@westga.edu

Slides available from:
<http://www.sunilhazari.com/education>