



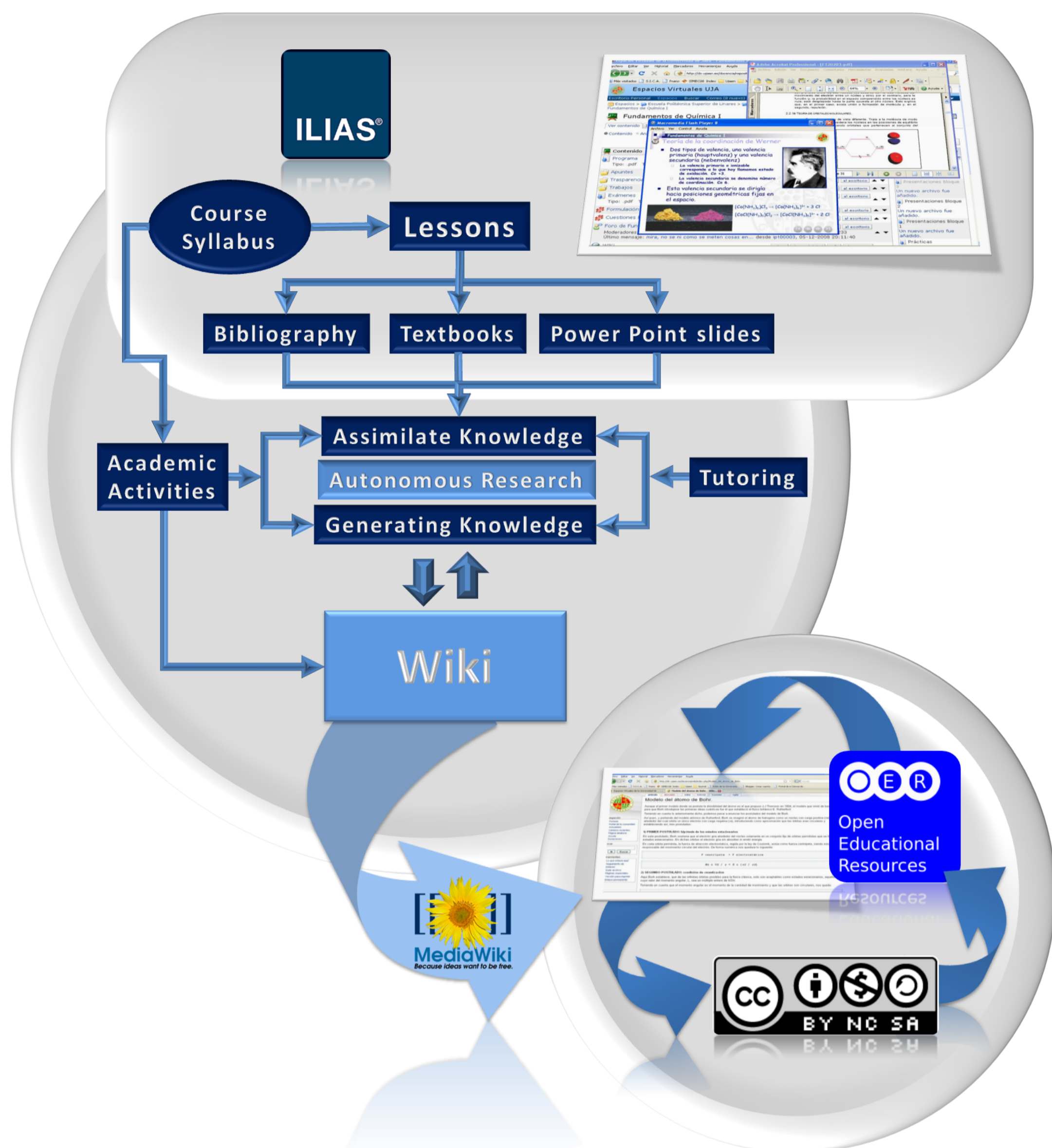
WIKIS AS A TOOL FOR COLLABORATION IN OPEN EDUCATIONAL RESOURCES



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Digital technologies have also dramatically changed academic research. The framework of the **Web 2.0** and concepts associated to the social software are favouring the emergence of news open virtual learning environments for higher education.

The term "**Wiki**" is used to describe a Web page or a set of pages that people can collaboratively edit. Wikis are simple to use, asynchronous, Web-based collaborative hypertext authoring systems. A wiki allows users to create, post, edit, or delete web pages, thus promoting collaboration among its users. As such, a wiki is a useful tool for involving students in the process of creating and sharing course content. While course management systems have specialized features such as online grade books and exams, useful exclusively in academic environments, students are unlikely to encounter such applications outside of a classroom. The implementation of Wikis in education took place because they present themselves as an interesting tool for enhancing social constructivist learning environments¹. Wikis have made their way into the classroom as tools for teams to perform group authoring and collaborative analysis, develop literature reviews for research projects; participate on signup sheets; summarize readings, post project summaries, communicate with students and create knowledge bases².

The term "**Open Educational Resources (OER)**" was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries funded by the William and Flora Hewlett Foundation. OER is defined as "Digitised materials freely and openly offered for educators, students and self-learners to use and reuse for teaching, learning and research."³

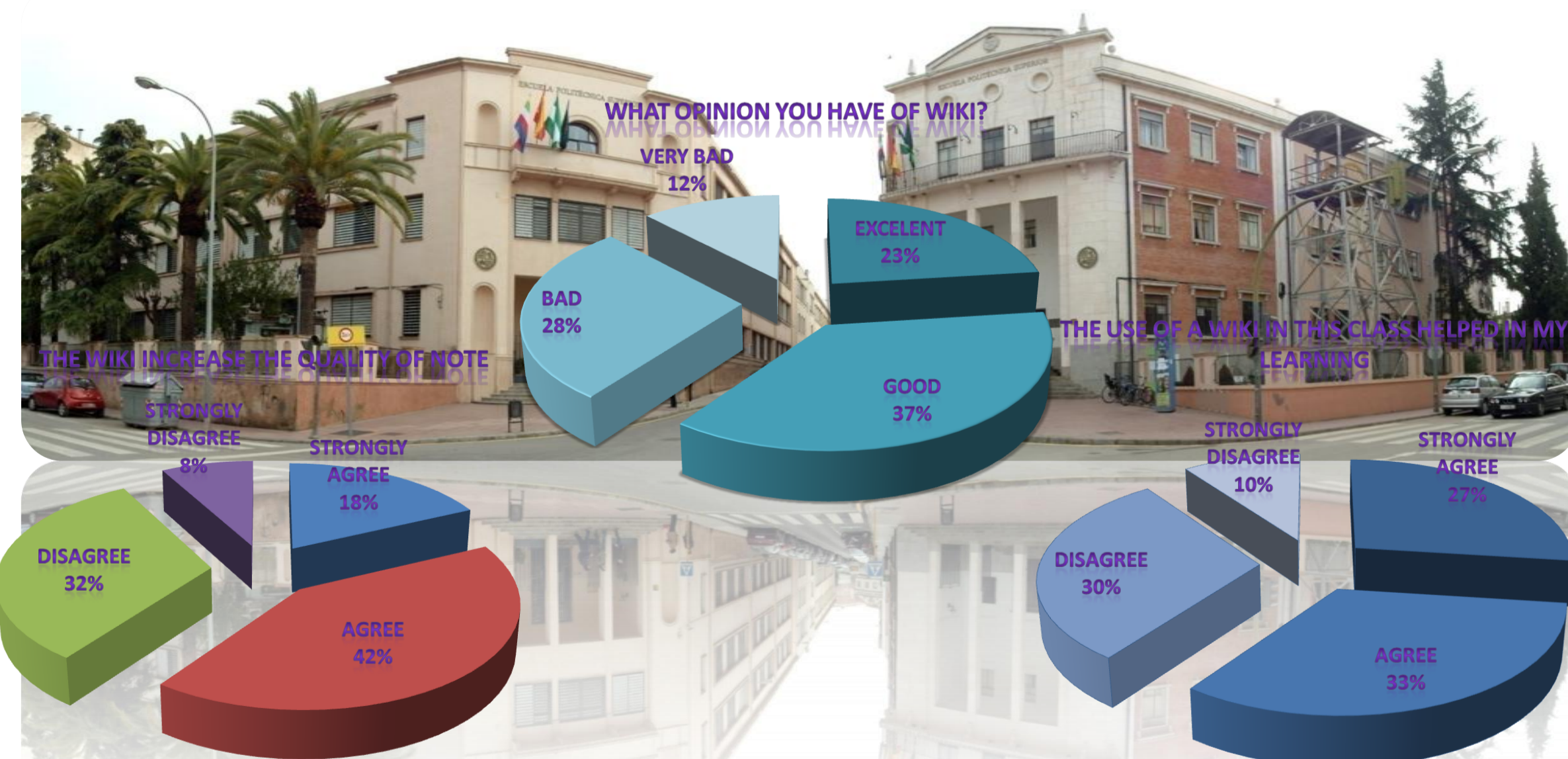
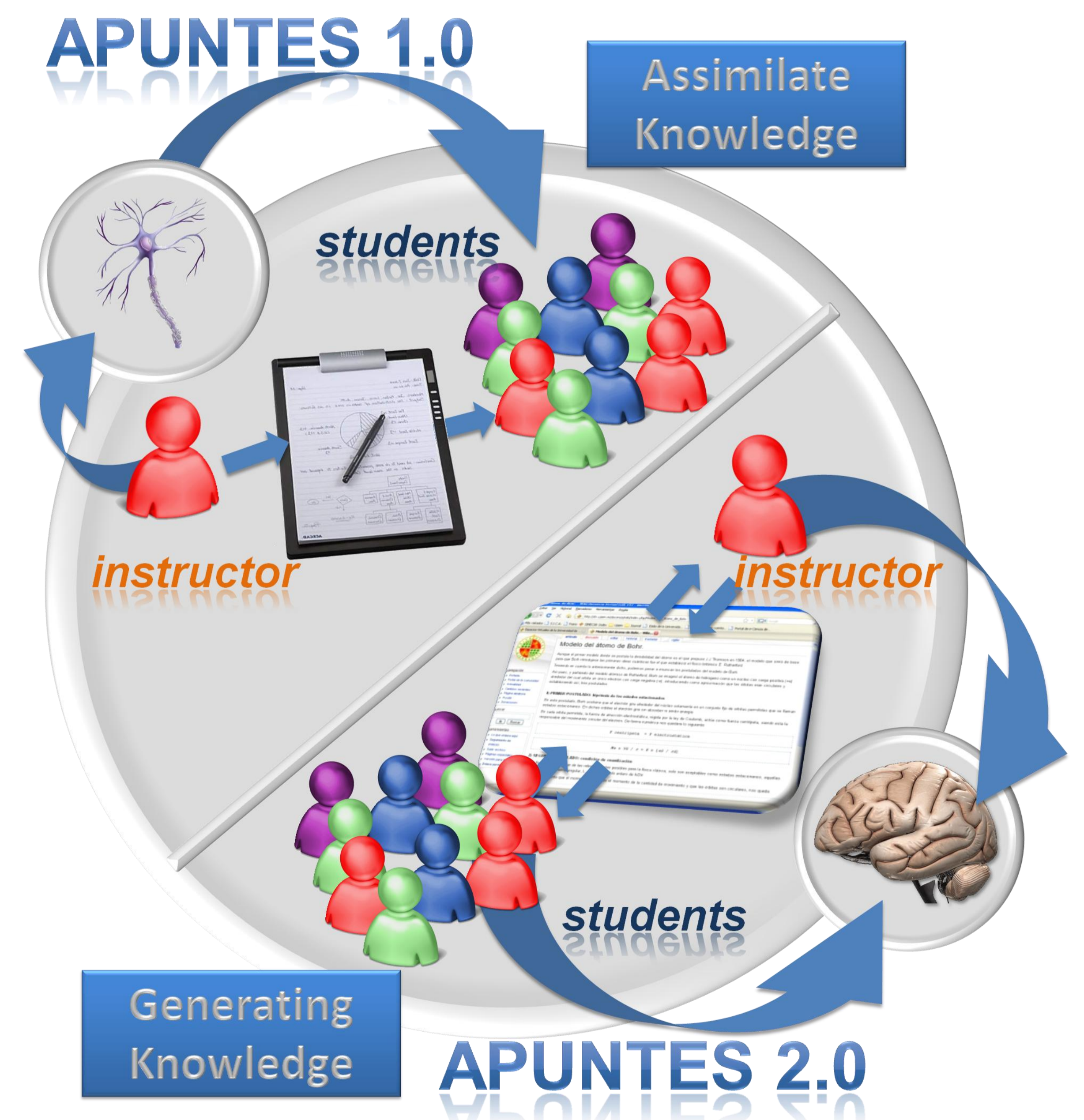
Creative Commons⁴ is a companion to the OER initiative and was founded in 2001 to help revive the shrinking public domain as copyright durations were repeatedly extended in large part due to the pressures from the media industry. They use private rights to create public goods: creative works set free for certain uses. Like the free software and open-source movements, their ends are cooperative and community-minded, but the means are voluntary and libertarian.

Chemical fundament is a course required of all first year students in Engineering of Mines. The course introduces students to basic chemistry concepts, ensuring they gain basic competency in using and maintaining their computers, and fluency in using the Internet. ILIAS. It supports learning content management and tools for collaboration, communication, evaluation and assessment. The software MediaWiki⁵ has been integrated in the LMS ILIAS⁶. In the platform, the students have the previous material: point, presentations, tutorial of the software MediaWiki and tutorial of how to write in the WEB, as well as numerous external resources.

RESULTS AND DISCUSSION

This paper reports on a work in progress at the University of Jaen, and describes best practices for using a collaborative web application known as a wiki to supplement a traditional course management system. All traditional web-based e-learning management systems such as WebCT, Moodle, or ILIAS provide integrated solutions for faculty to post course content, assignments, and student grades in b-learning. They are often document-centered, allowing instructors to post PowerPoint slides, Word and PDF files, and other course content for students to access. In addition, many course management systems allow students to log in to check grades, submit assignments, or take exams electronically. The responsibility lies with the instructor to create the course content for students to download or access.

Because students and faculty can both post information to the wiki, the role of the instructor changes from being the single authority to being a partner with the students in their own learning. As David Weinberger writes in his book everything is Miscellaneous, "When anyone can publish at the press of a button, the social role of gatekeeper's changes." Knowledge no longer exclusively comes from a single instructor; rather, a wiki enables all students to contribute to each other's learning. "Wiki use reflects the view of an instructor as one who facilitates information sharing among learners rather than simply transmitting knowledge from themselves to their students."⁸ Students quickly find that they can add pages or content to the wiki. Teachers no longer control the entire learning experience. No longer are they "organizers and facilitators of learning activity, distributors of learning material [and] assignments."



In conclusion this paper describes techniques and pedagogical considerations when using a wiki to augment a traditional course management system, and presents best practices for their use. Building a course around the use of a wiki invites students to become involved in the process of creating course content and sharing their knowledge with their classmates. The results of this study suggest that many first year college students only have a cursory knowledge of what wikis are, and incorporating their use in the classroom will add value not only to students' studying and learning, but also to their potential success as future knowledge workers and professionals. In this way, we propose the use of wiki as tool to facilitate the progressively adaptation to new sceneries and guideline of the European High Education Area (EHEA).

The valuation on this activity it showed a favorable attitude although with reservations. Before the question: Will the wiki be you useful to understand the chemistry? 60% yes, while 40% not. That it coincides with the opinion that you/they have of the wiki and of its grade of acceptance. Chord with these data, to the question: Do you find difficult to write in the wiki? 40% considers that yes, while the remaining 60% believes that not. With these results we sense that 60% of the group is interested in the activity while 40% is little or anything interested in the same one.

Acknowledgments

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