UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Exploring the affordances of the online learning tool, *UNSW Wikispaces*, in enhancing the group assessment experience for both students and tutors

Connections Seminar Series, 1st September 2010

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  - Mike Bogle & Robyn Jay (TRC)
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  - Ben Miller (hums3001)
  - Mat Wall-Smith and Andrew Murphie (Net Literacies)

Outline

- Background
  - Group work
  - Wikis
    - *UNSW Wikispaces*
  - Network Literacies
- The Project
  - Assessment task
  - Early Feedback

Group work…

- Reasons for doing it:
  - Studying collaboratively has been shown to directly enhance learning;
  - Employers value the teamwork and other generic skills that group work may help develop; and
  - Group activities may help academic staff to effectively utilise their own time.

(James et al 2002, p.48)

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- Studying collaboratively has been shown to directly enhance learning;
  - students learn from each other;
  - provides an opportunity for students to clarify and refine their understanding of concepts through discussion and rehearsal with peers;
  - working for the benefit of a group also motivates some students.

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- Employers value the teamwork and other generic skills that group work may help develop;
  - Teamwork skills;
  - analytical and cognitive skills (e.g. ability to evaluate the work of others);
  - collaborative skills like conflict management and resolution;
  - accepting intellectual criticism, flexibility, negotiation and compromise;
  - organisational and time management skills.

- Group activities may help academic staff to effectively utilise their own time:
  - Particularly attractive for staff teaching large first year classes.

Group work…

- Reasons for not doing it:
- Unclear objectives/questionable relevance;
  - students often cannot see the objective of group work;
  - unsure what is expected of them.
- Unfair/inequitable assessment method;
  - Students believe assessment methods are invalid or simply unfair (assessing the product rather than the process);
  - Too often, students are lumped together in a way that means that they have to carry the unwilling or uninspired student.

(James et al 2002, p.49; Strauss & U 2007, p.149)

Product or Process?

- Quite often, it is the group 'product' that is being assessed, rather than the 'process'. But the process is a very important element in the assessment of group work. When only the product is assessed, this can lead to inequities in individual grading that are unfair and unacceptable.

- Can a wiki address some of these issues of relevance and inequity of contribution?

What is a wiki?

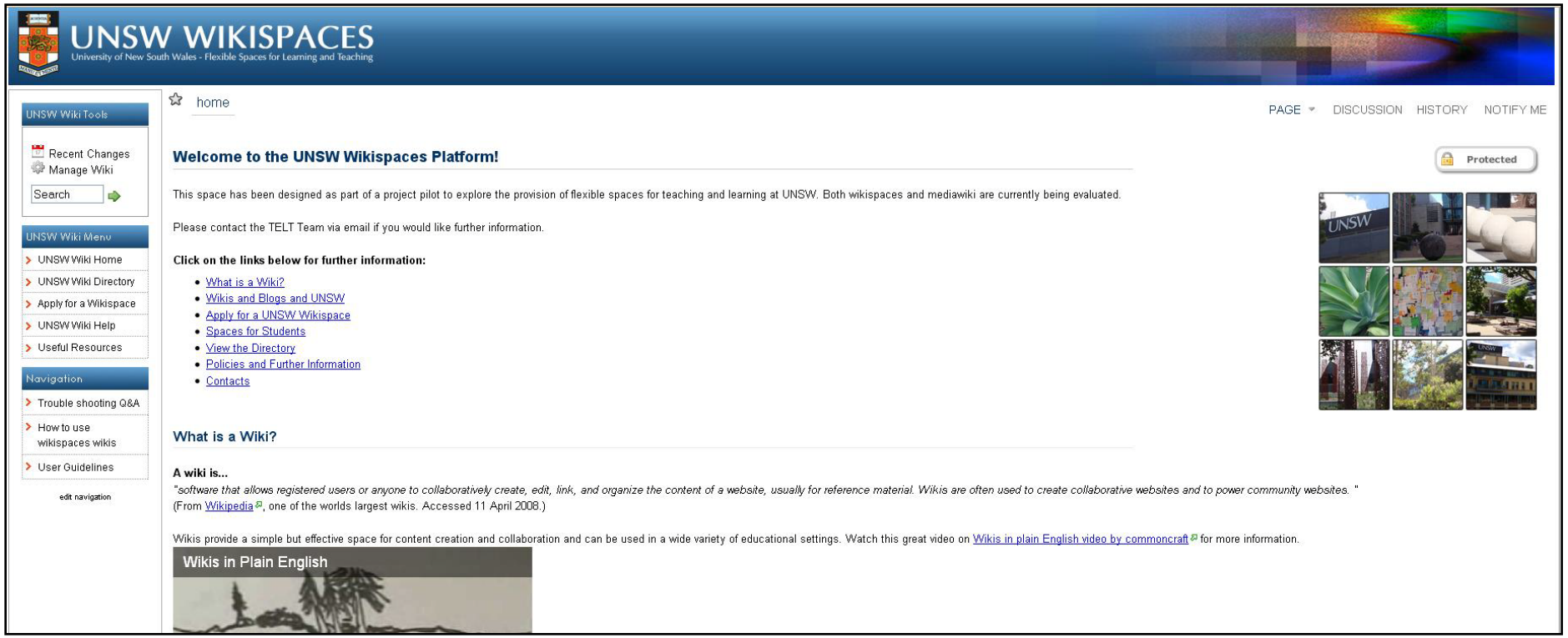
- “a wiki is a collaborative online space where people can gather to build content together and is intended for general public consumption. Wikis encourage participation and a strong sense of common purpose thereby developing valuable communication and teamwork skills. Using wikis supports asynchronous communication allowing learners to contribute at a time, and from a place that suits them”.

(Australian Flexible Learning Framework 2010)

Wikis…

- What are they good at?
  - Very easy to use;
    - ARTS1091 Wiki
  - Allow asynchronous collaboration;
    - DISCUSSION
  - Public interface;
  - Versioning capabilities record the evolution of the site and its content:
    - HISTORY
    - WIKI STATISTICS

UNSW Wikispaces



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Network Literacies…

- *Mat Wall-Smith and Andrew Murphie*
  - a flexible project that has been developed within the School of English Media and Performing Arts aimed at allowing the UNSW community to develop their network literacies (see http://newsouthblogs.org/about/ for more information on the origins of the *Net Literacies* project).
  - One of these literacies involves the use of wikis to support learning and teaching.

ARTS1091: Media, Society, Politics Course Wiki

UNSW WIKISPACES

UNSW Wiki Tools

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Navigation

- Home
- How to join this wiki
- Wiki Protocol

Content

- Global Media Mapping Project
- Useful links
- Glossary
- In the Media
- Featured Content
- Key Thinkers

home

PAGE DISCUSSION (2) HISTORY NOTIFY ME

Edit This Page

Welcome to the ARTS1091: Media, Society, Politics Wikispace

The ARTS1091 Wikispace has been developed as a collaborative workspace for students studying Media at the University of New South Wales. Over time we hope to populate this space with work produced by these students, both in assessment tasks (like the Global Media Mapping Project) and as part of their on-going commitment to participating in discussion of the relationships between the media, society and politics.

Table of Contents

- Welcome to the ARTS1091: Media, Society, Politics Wikispace
  - About ARTS1091: Media, Society, Politics
  - About Wikis
    - Wikis and Group Learning
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    - Need Help?
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  - Wiki logo

About ARTS1091: Media, Society, Politics

ARTS1091 focuses on the complex relationship between media, society and politics by examining the ways in which information is mediated between social, cultural and political institutions. It develops a conceptual framework from which to analyse the dynamic technological and regulatory environment in which the media operates and to investigate the consequences of changes in these areas for journalists, politicians and ordinary citizens.
If you are a visitor to this wiki and would like more information on studying Media with UNSW, please visit our website.

About Wikis

According to the Australian Flexible Learning Framework (2010), "a wiki is a collaborative online space where people can gather to build content together and is intended for general public consumption. Wikis encourage participation and a strong sense of common purpose thereby developing valuable communication and teamwork skills. Using wikis supports asynchronous communication allowing learners to contribute at a time, and from a place that suits them."

Wikis and Group Learning

Wikis are also a useful tool for facilitating online learning groups. They can be used to support the dissemination of information, to enable the exchange of ideas, and to facilitate group interaction. Further, wikis can be used to create a set of documents that reflect the shared knowledge of the learning group. Course wikis may include text, pictures, links to other resources and multimedia. With wikis, the dimensions of the training room can expand to give learners access to a global web of information and a worldwide audience.

Wiki Spirit

The following information has been taken (with permission) from Ben Miller's hums3001 wikispace.
This course is designed for students to learn about and demonstrate generous, scholarly collaborative critical practices. Some people think of effective collaborative wiki-building as requiring wiki spirit.

The most famous wiki in the world is wikipedia the wiki-built encyclopaedia. An excellent guide to becoming a wikipedian is Phoebe Ayers, Charles Matthews and Ben Yates' *How Wikipedia Works*. The authors state that there are policies and there is a wiki spirit. This is similar to how you should think about this course. There are policies (the same that govern your everyday study - plagiarism, respect for others, etc) and there is a wikispirit. Some features of wiki spirit include:

- **Wikis are strengthened through diversity**: the strength of a wiki is its ability to present many great ideas and points of views in one document. The diverse opinions and interpretations of a wiki's many contributors improve the content of a page.
- **Wiki boldness**: 'Be bold and edit' is the basic thing to keep in mind here. If you can change a page for the better then do so. There are policies that govern a wikispace, but not rules as such. You can change what

ARTS1091: Media, Society, Politics

Course Aims

Media, Society, Politics aims to:

1. develop students' understanding of the relationship between the media, society and politics.
2. provide a general grounding in Media Studies that is a prerequisite for upper level research in this field.
3. equip students with theoretical, conceptual, and analytical skills required for a sophisticated and independent analysis of media power and policy.
4. **extend the student's level of new and networked media literacy in the service of independent and collaborative learning.**

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Student Learning Outcomes

On satisfactory completion of ***Media, Society, Politics*** students will;

1. have developed strategies for an independent scholarly enquiry of media forms, technologies and culture.
2. have achieved a high level of media and information literacy.
3. **be capable and practiced in the deployment of media and information technology in the service of independent research and collaboration.**
4. have achieved a sophisticated approach to the analysis of media power, media policy, and the complex dynamics of the contemporary mediascape.

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Graduate Attributes

The Graduate Attributes developed in the course ***Media, Society, Politics*** include:

1. the skills involved in scholarly enquiry.
2. the ability to engage in independent and reflective learning.
3. **information literacy - the skills to appropriately locate, evaluate and use relevant information.**
4. **the skills required for collaborative and multidisciplinary work.**

Group Assessment Task…

- Global Media Mapping Project:
  - researching information gathered from a wide variety of sources
  - collecting and organizing this information into a publishable form suitable for viewing by a wide audience on the ARTS1091 Wiki
  - completed in groups and submitted to the ARTS1091 Wiki
  - collaborative work ethic / embracing the spirit and etiquette of working with a Wiki
  - ALL members of the group should contribute to the core content on the Wiki, build on the work of other students, polish the expression of self and others, add relevant quotes/interpretations to own and others' work and create links and segues between different ideas.

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- Form groups of FIVE. Fill in contract, copy for each member and return to tutor next week.
- Research current media ownership and regulation in ONE country (to be assigned in Tutorials today).
- Present you work in tables and/or paragraphs (see the example provided for Australia) in the ARTS1091 Wiki.
- Reference all materials taken from other sources according to the Harvard in-text referencing system, as indicated in the course outline and available in pdf form at the course wiki.

Working with a Wiki

- Not sure how to contribute?
  - Use the SANDBOX to practice and read the Guide to using wikispaces and Saving Your Contributions under the HELP tab.
- Observe Wiki Spirit and Wiki Etiquette

- Save your contribution with a COMMENT

Wiki pitfalls

- Cutting and pasting
  - Cutting and pasting information from other programs like ‘Word’ can mess up your wiki page. If you do want to prepare your work elsewhere before you add it to the wiki, then save your doc as a .txt file and copy over to your wiki page from the .txt file.
  - Do all of your formatting of your work in the wiki.

- ONE contribution at a time
  - Wikis find it hard to deal with more than one person editing the same page at the same time. So, try not to be editing a page at the same time as another person. You have instructions in your assignment guidelines that will help you to deal with this problem, if it should happen.

Assessment Criteria

- **AT PAGE LEVEL:**
  - **Conveys comprehensive coverage of media ownership and regulation in the nominated country.** (Contributions to wiki display who major media owners are, the forms of media they control and the major regulatory mechanisms in place to monitor that country's media.)
  - **Communicates in written form with precision, clarity and accuracy.** (Displays fluency in written communication. Organises material logically on the wiki for ease of reading by a wide audience.)
  - **Provides scholarly and accurate references.** (References and links [where available] provided for quotes that are used or added to the wiki. Use of scholarly research.)
- **AT INDIVIDUAL LEVEL:**
  - **Displays teamwork and collaborative spirit.** (Builds on the work of self and other students, polishes the expression of others, adds relevant quotes/interpretations to others' work. Creates links and segues between different ideas.)

What did we hope to achieve?

- Group Assessment:
  - Relevant
  - Equitable
  - To assess both *product* and *process*

Initial feedback…

- From the students:
  - TRANSPARENCY
    - Both of own and others' pages

- From the tutors:
  - Transparent / equitable
  - Time spent grading pages
  - Dominant students get the job done
  - Lack of interest in developing net literacies in some students

References

Australian Flexible Learning Framework 2010, *Why use wikis?* accessed 14 May 2010, <http://designing.flexiblelearning.net.au/gallery/activities/wikis.htm>

Educause Learning Initiative 2005, '7 things you should know about wikis', accessed 30th August 2010, <http://www.educause.edu/ELI/7ThingsYouShouldKnowAboutWikis/156807>

James, R, McInnes, C & Devlin, M 2002, *Assessing Learning in Australian Universities: Ideas, Strategies and Resources for Quality in Student Assessment*, Centre for the Study of Higher Education, Melbourne.

Strauss, P & U, A 2007, 'Group assessment: dilemmas facing lecturers in multicultural tertiary classrooms', *Higher Education Research & Development*, vol.26, no.2, June, pp.147-161.

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- Federal Election 2010

Afghanistan

PAGE | DISCUSSION (37) | HISTORY | NOTIFY ME

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Final touches

Aug 16, 2010 3:28 am
Hi guys still need some referencing!! Sorry, but it isn't due until (I think earliest) 12noon, so we have time. Also, any more pictures/controversial stories or anything would be useful. And I can't get the table of contents to work!! Help?
[delete]

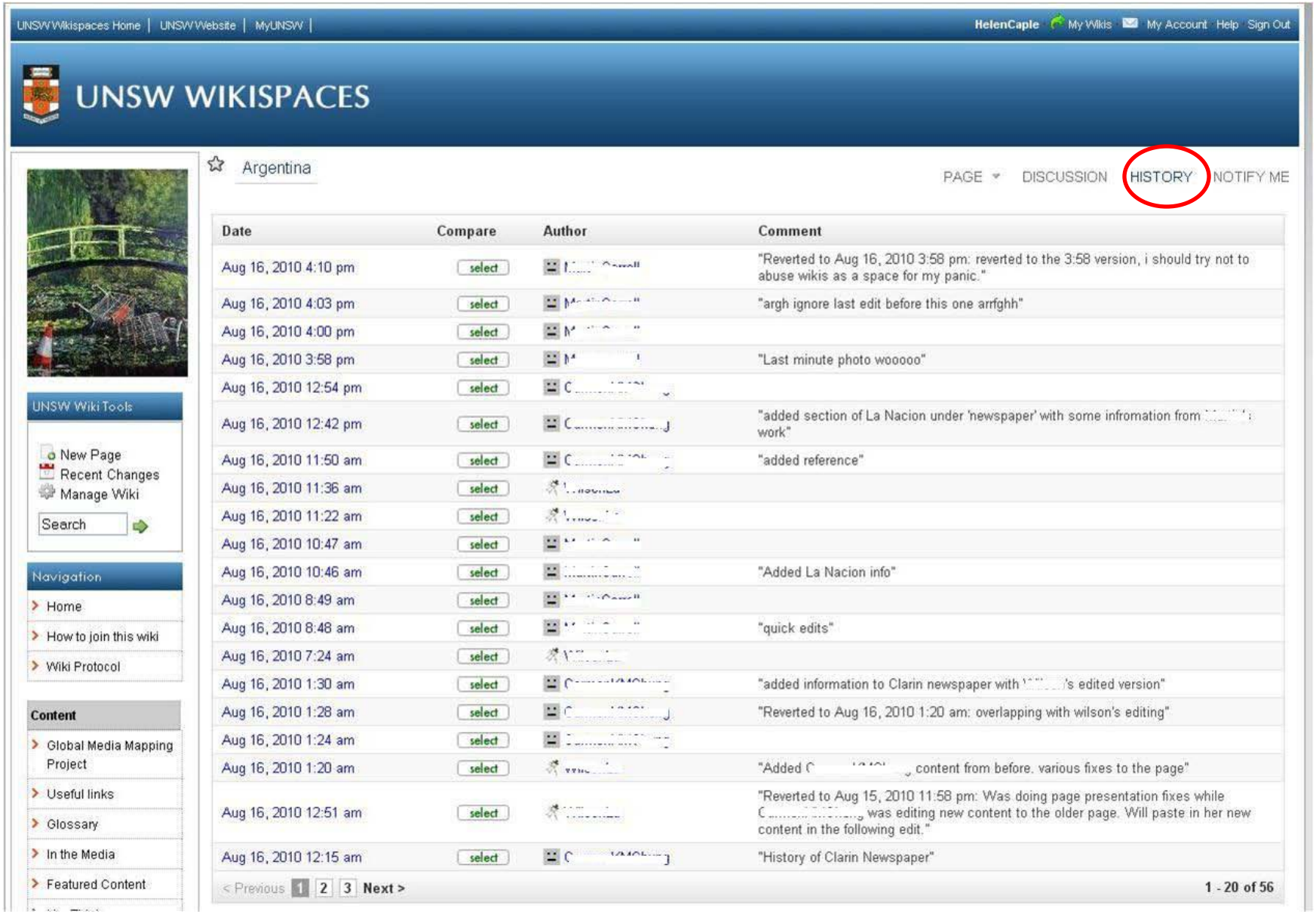
re: Final touches
Aug 16, 2010 9:35 am
yeh i cant sort the TOC either, so annoying, im glad you got rid of those lines too, it looks pretty good lauren, ill have a go at some stuff now
[delete]

re: Final touches
Aug 16, 2010 9:56 am
Awesome :) well if you even manage to just delete it that would be a plus. Let me know when you're done. If you notice this before you're finished editing though, I was thinking of adding in this link to Dan's: http://news.yahoo.com/s/ynews/ynews_wl3247
It's all about the US PR strategy to pay local media outlets to run friendly stories, so it's quite a controversial article. Feel free to put it in for me! If not I'll hop on when you're done.
[delete]

re: Final touches
Aug 16, 2010 9:58 am
awesome! ill let you add, im done for now, ill find some more photos, what do you think of the ones i put up? i fexed the video and rearranged the quotes as well
[delete]

re: Final touches
Aug 16, 2010 10:00 am
also maybe just delete the thing about reshma in red and the TOC i cant figure it out
[delete]

re: Final touches
Aug 16, 2010 10:03 am
Excellent, the photos you put up were really good, nice choices. The Time Magazine one especially. Ok, I'll just add in some photos to the US section and try to delete the TOC
[delete]



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Usage Statistics

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August Set Dates

Member Name	Edits	Messages
	24	2
	45	4
	2	0
	15	0
	34	1
	17	0
	20	0
	15	0
	13	0
	50	0
	7	0
	28	0
	22	0
	16	0
	30	0
	37	0
	11	0
	8	2
	10	0
	15	0

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