

Blackboard & Wiki Tools

“Learning is no longer considered merely an accumulation of knowledge but rather an understanding or ability to construct knowledge in meaningful ways for a particular purpose or solution to a well defined problem.” ~ Dale Lang, 2004

Blackboard 8 Wiki Tools

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Integrating Blackboard 8 Wikis into Curriculum

"The East contemplated the forest the West counted the trees...the mind that knows that trees and the forest is a new mind."

Marilyn Ferguson

What is a Blackboard wiki?

A wiki within Blackboard is a page, or set of pages, that can be collaboratively edited by the instructor and by the students enrolled in the class. It is one of the few tools available which allows students to add content to a Blackboard course site. Students can edit and add pages, images and links.

A log of all changes is kept, so it is easy to keep track of a given page's editorial history, and of students' editing activity.

Types of Wikis in Blackboard

With the Wiki Tool in Blackboard, the wiki can be shared between members of the class or it can be configured to for individual students or groups of students and the instructor.

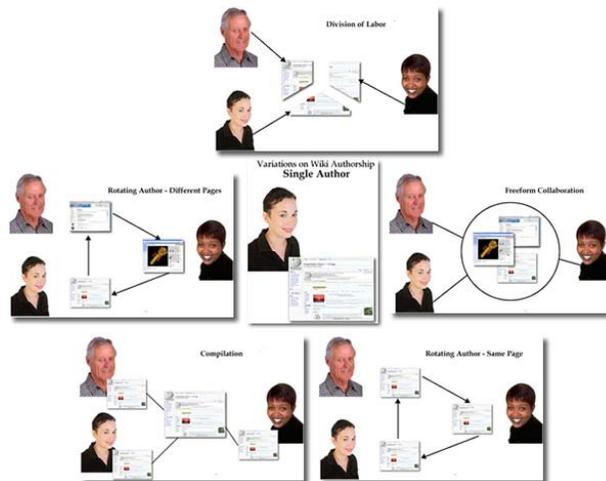
1. **Central Course Wiki** - there can only be one of these per course and can be used for entries shared by the entire class. Central wikis can be created, configured and accessed from the course Tools area.
2. **Group, Individual or personal journal Wikis** - multiple student wikis can be created per course. These wikis can be created, configured and accessed from any content area (Course, Materials, Assignments, Testing Area, etc.)

Ways to Use a Wiki in Education

- **Easily create simple websites** Typically when students are asked to create web sites as part of a class project, they have to rely on the chance that someone in a group knows how to make a web site, or that some sort of training is available. The wiki eliminates both obstacles, because it provides a ready to use site with a simple user interface, ability to easily add pages, and simple navigation structure. This allows students to spend more time developing the content of the site, instead of trying to learn how to make one.
- **Project development with peer review** A wiki makes it easy for students to write, revise and submit as assignment, since all three activities can take place in the wiki. A student can be given a wiki page to develop a term paper, and might start by tracking their background research. This allows the teacher, and peers, to see what they're using, help them if they're off track, suggest other resources, or even get ideas based on what others find useful. Next, the student can draft the paper in the wiki, taking advantage of the wiki's automatic revision history that saves a before & after version of the document each time s/he makes changes. This allows the teacher and peers to see the evolution of the paper over time, and continually comment on it, rather than offering comments only on the final draft. When the student completes the final draft, the teacher and peers can read it on the wiki, and offer feedback.

- **Group authoring** Often groups collaborate on a document by sending it out to each member - emailing a file that each person edits on his or her computer, and some attempt is made to coordinate the edits so everyone's work is equally represented. But what happens when two people think of the same idea and include it in different ways in their respective copies of the file, or when one group member misses an agreed upon time to finish their changes and pass on the file to the next member? Who decides what to do? Using a wiki "pulls" the group members together to build and edit the document on a wiki page, which strengthens the community within the group, allows group members with overlapping or similar ideas to see and collaboratively build on each other's work. It also allows all group members immediate, equal access to the most recent version of the document.
- **Track a group project** Considering students' busy schedules, a wiki is very useful for tracking and completing group projects. It allows group members to track their research and ideas from anywhere they have internet access, helps them save time by seeing what sources others have already checked, then gives them a central place to collectively prepare the final product, i.e. write and edit a group paper or prepare the content of a PowerPoint or keynote presentation.
 - One way to do this is to give each group a wiki page in which to write the paper itself, and give each member of the group a separate page to track his/her research and ideas for the paper. The "paper" page lets you see how the group is working collaboratively to construct the paper, and the individual pages let you track how each group member is developing his/her contribution to the paper, and gives you a place to leave feedback and suggestions for each student. If you use the individual pages this way, you may want to restrict view access for each student's individual page to only you and that student.
- **Data Collection** Because of its ease of editing, a wiki can be very useful for collecting data from a group of students.
- **Review classes & teachers** Students at Brown University started CAW - Course Advisor Wiki (<http://caw.wikispaces.com/>), a place for students to collaboratively write reviews of courses they've taken. CAW gives reviewers flexibility to articulate their impressions, and readers get richer reviews that combine multiple impressions and perspectives.
- **Presentations** Some people are using a wiki in place of conventional presentation software, like Keynote and PowerPoint.

Wiki Authorship Types



Faculty Authored

- Authoring and maintaining a set of course support materials with a team of faculty (curriculum, text books, exam papers etc) Use of a wiki allows materials to be refined over time rather than rewritten each time a new faculty member delivers the course.
- Creating and maintaining course reference lists. Reference lists can then be transferred to other courses or posted on external websites.

Student Authored

- **Group assignments** - page revision history allows instructors to monitor contributions and observe development of the assignment and individual contributions. This can be done throughout the writing process so issues can be spotted and feedback given before the submission of the assignment (e.g. a non-participating student can be contacted, a lack references to evidence addressed, an error in direction corrected).
- **Group debates** - opposing positions argued and evidence presented.
- **Peer self-help pages** - student directed wiki dedicated to students helping other students with the problems they identify themselves.
- **Student feedback to faculty** - a wiki enables feedback to be controlled and owned by the students as opposed to the hidden and directed feedback gathered via questionnaire (Lamb 2004).
- **Study guides** - students can create collaborative study guides in preparation for exams.
- **Subject glossary** - individuals/groups of students assigned responsibility for creating definitions for identified terms to build an extending subject glossary overtime. Wiki functionality means this glossary can be subject to continual peer review.

- **Peer review of assignments during their creation** - students assigned to guide other students during the process of creating their individual assignments. Marks can then be assigned for the contributions they make to their peers, recorded within the assignment wiki page revision history.
- **Individual portfolios** - the flexible nature of wiki's allows an individual to be very creative in their personal portfolio creation and also allows very flexible portfolio mentoring.

Faculty and Student Authored

- **Marking schemes for assignments** - ideal for allowing students to really become involved in defining the marking scheme by which their assignments/papers will be assessed.
- **Subject glossaries** - faculty can identify terms for inclusion and also peer review additions.
- **Frequently asked questions** - students/faculty can pose questions and appropriate faculty (or students) can answer these questions.
- **Building case studies, field reports etc.**
- **Reporting research findings** - students and faculty can use the tool to post research notes and resources.

Planning for the Integration of Wikis

There are a number of issues that need to be considered before integrating wikis into courses:

Motivating students to participate - Merely providing a wiki for students to use is unlikely to result in their active engagement with it as readers and/or authors. There are several complimentary ways to encourage their participation:

1. Assign specific authoring/editing responsibilities to individual students or small groups of students.
2. Use the students' interactions with the wiki participation as part of the summative assessment of the course.
3. Integrate the wiki closely into the rest of the course. For example:
 - Refer to or use the wiki in face-to-face teaching sessions.
 - Provide key information via the wiki (details of assignments, marking schemes, revision notes).
4. Have student write a reflection on the process or have team members assess group participation.

Providing structure and direction but also allow the students ownership - A blank wiki offers no predefined structure or application, hence its flexibility. This means that the manner in which your wiki is to be structured and used needs to be clearly defined in advance. However as James (2004) warns,

exerting too much control over the wiki will act as a disincentive to student participation and engagement. Lamb (2004) advises:

In a wiki, the instructor may set the stage or initiate interactions, but the medium works most effectively when students can assert meaningful autonomy over the process. It's not that authority can't be imposed on a wiki, but doing so undermines the effectiveness of the tool.

Requirements of monitoring and assessing the wiki - Using a wiki in teaching require a significant time commitment from the faculty involved. Once a course wiki activity is up and running, the edits being made should be regularly monitored by faculty or peer moderators for the following reasons:

- Edits made by students could degenerate into an Edit War. Such a situation should be quickly identified and then a mutually satisfactory solution to be developed and presented.
- Individual student participation can be tracked and appropriate feedback given during the activity rather than just at its conclusion (e.g. un-constructive and non-participants can be encouraged to change their approach).

Note: interventions by instructors on the wiki content itself should be kept to a minimum to avoid the ownership issues.

Using Wikis in the Curriculum

Wikis offer educators an opportunity to create a different type of web resource in which both the instructor and the student group can have equal active roles as contributors and editors. The nature of Wikis means they offer a number benefits relating to learning and teaching applications:

- Wikis are extremely flexible allowing any site structure to be created.
- Wikis can be used in classroom based, hybrid, and online courses.
- Wiki functionality makes them ideal for collaborative writing applications and knowledge bases, which can be utilized across sections, terms and courses.
- Wiki integration into the curriculum assists in transferring from instructor-centered to learner-centered educational opportunities.
- Enables web publishing without knowledge of HTML or use of special web development tools.
- Enables faculty to track who contributed what and when (see "Marking Group Authored Wikis" section).

There are also a few disadvantages that you may want to take into consideration before utilizing this tool in your courses:

- Using a wiki does involve learning about acceptable editing practices (e.g. how to deal with conflicting opinions).

- Managing a wiki can require significant time commitments from faculty and/or student moderators as page edits should be closely monitored at the beginning of the project/assignment.
- A wiki has no predefined structure to guide new users and visitors can find navigating a wiki difficult (a hypermedia content page and/or search tool would assist with this issue.)
- IP ownership and copyright of Wiki pages can be contentious unless clear policies are in place.

Tips for Successful Assignment Design

- Allow experimentation time
- Ease into it
- Remember that collaboration is a skill
- Create guidelines or let your students create them
- Have an assessment plan and make it clear to the students

Preparing Students

Wikis are, by nature, easy to use. However, they do, in many cases, feature non-standard markup that can be challenging even to students with experience in other methods of coding web pages, such as HTML. It would be a good idea to provide students with tutorial or quick-start-guides that define wiki editing functions. A number of good resources can be found on the Internet or in tutorials like this one.

Most students like the ability to collaborate anytime anywhere and wikis can facilitate this type of collaboration, unfortunately the tool doesn't teach collaboration skills. Most students will not be used to having their work edited, revised, or even deleted by their peers. Dedicating some time at the beginning of the course to a low stakes, fun activity, like an icebreaker or course based treasure hunt can introduce students to the peer editing process.

Assessing Wikis

Assessing collaborative work is historically difficult to assess, since it is impossible to know which student contributed what material. It is possible to break down the group assignment into parts, of course, but that makes for a process that is not truly collaborative. Wikis help solve this problem by making iterative development of the document visible to instructors. While this might make take more time, the instructor can review the history of each page to determine both individual contributions and to supervise the writing and revision process. (University of Leeds)

Moreover, wikis also provide a way for students to document the writing process and make this visible to instructors. Outlines, timelines, task lists, and group deliberations can all be kept parallel to the content pages of the wiki. This makes it possible for instructors to assess the process of writing as well as the product.

Wikis are most suited to collaborative authoring situations and so the most common wiki marking scenario will be marking an assignment authored by a group of students. In this case wiki functionality offers a

detailed insight into the authoring process through the page history from which the contribution of individual students can be gauged. (Samples of assessment rubrics can be found in Appendix A)

The assessment process may also include rounds of peer- and self-assessment that require students to reflect on both the products and the process of their collaborative work.

Setting Grading Criteria

Some instructors may choose to grade wiki assignments on participation only, while others may want a more detailed process: setting criteria, creating rubrics (samples can be found in Appendix A), and assessing each student's work and participation.

Grading criteria for assessing a group wiki should be similar to assessing any other assignment (rubrics would be excellent tools). However the ability to review in detail individual contributions means that more considered individual assessments can be conducted. Individual grades should take into account the number of contributions made by an individual and the quality or value of each of these contributions. We recommend that marks should be awarded not only for demonstrating good research and/or academic writing skills but also for an individual's support of their peers in encouraging and developing their contributions and for positive participation in any discussions around the development of the content.

Issues to be aware of in allocating individual grades for a group wiki:

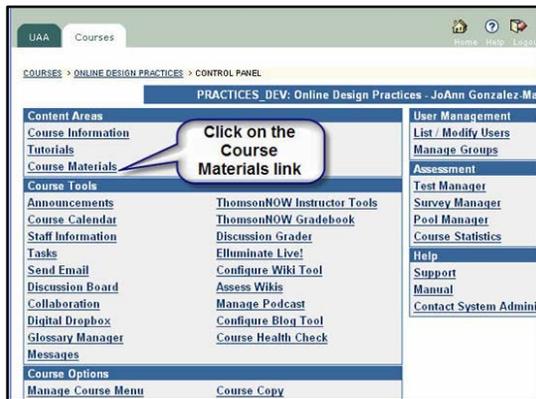
- Two or more participants' contributions may be added to the wiki by an individual who may have greater confidence with the wiki editing process. To avoid others getting credit, individuals should be encouraged to make their own edits and to collaborate through the wiki itself (e.g. using the discussion pages) rather than outside of it.
- Initial contributors may steal the thunder of later contributors and so will seem to have contributed the most to the assignment.
- It is easy to author a large number of page versions while contributing very little to the content itself, so the number of edits per individual is not as important as the nature of those edits.
- Check to assure that edits have not occurred after the assignment submission date through the information available in the page history tool.

Managing Wiki Assessments

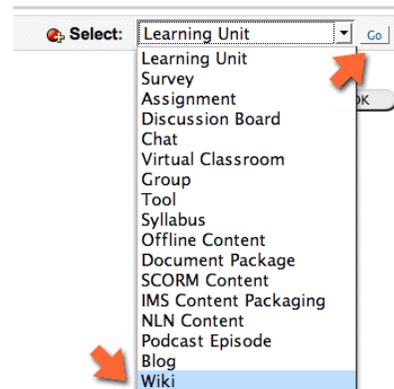
- **Use the history to changes and base grades on participation** - Clicking on the **history** tab for a wiki page reveals a list of the previous versions of the page content with details of when the changes were made, who made the changes and any summary information provided by the contributor at the time of the edit. To see details of the changes made between specific versions of the page, select the two versions for comparison (usually consecutive versions).
- **Provide opportunities for self/group assessment** - grade or portion of the grade should be based on student reports of their contributions and self-reports of what they have learned.

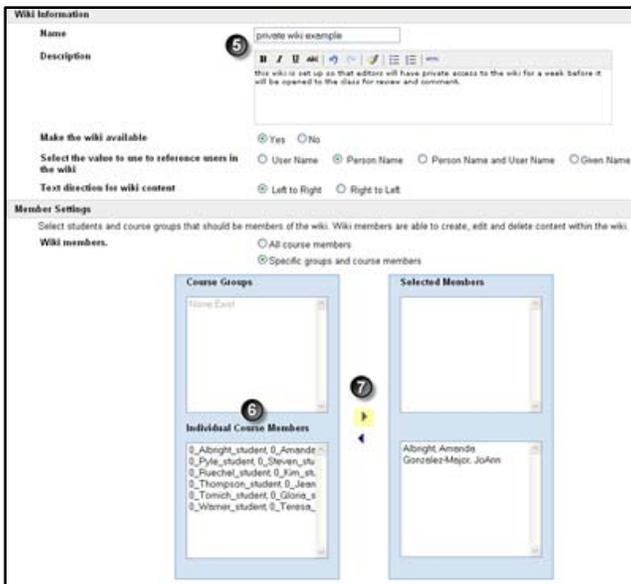
Tip - When a page has undergone a significant number of edits the process of reviewing all the changes made by individual contributors will be very time consuming. Making notes on contributions by individuals during the monitoring of the authoring process will help avoid a large amount of work when it comes to the final assessment of the wiki.

Creating a Wiki



1. Decide where you want to place the new wiki. The content area "Course Materials" is a good location - we'll use that for this tutorial.
2. In the left-hand navigation bar, click on *Control Panel*.
3. On the Control Panel page, in the Content Areas section, click on *Course Materials*.
4. On the Course Materials page, locate the pull-down menu on the right of the gray editing bar on top of the page. Click here and select *Wiki*. Then click *Go*.





5. On the Create Wiki page, give a name to the wiki and provide a short description.
 - **Make the wiki available** - unless you set this to "Yes", the wiki will be hidden to everyone.
 - **Select the value to use to reference users in the wiki** – the user will be referenced with the name value selected in this option.
 - User Name = blackboard user ID
 - Person Name = first & last name
 - Person Name and User Name = first name, last name & Blackboard user ID
 - Given Name = first name
6. In the "Member Settings" section, you will specify students who should be members of the wiki and the permissions that should be assigned to these members. The options are as follows:
 - All Course Members – all students in the course will be able to add and edit content in the wiki
 - Specific Course Members and Groups – Select this option if only specific students, specific groups, or some combination of students and groups should be able to add and edit content in the wiki. If this option is selected then select the groups and individual course members who should be added as members of the wiki. Select a student name(s) by clicking on their name or if you want to select multiple names at once hold the [Ctrl] key down while clicking on names.
7. Next click the right arrow to add the student to the group. You can also select "All Students" to give editing access to the entire class. Instructors and TAs automatically have access to all wikis, so there is no need to add yourself to the list of members.
8. The "Options" section allows you to configure access to the wiki further. Here is what these options do:
 - A. **Allow students to permanently delete wiki pages** - We recommend setting this to "No". Purging is a permanent deletion with no possibility of retrieval.

B. **Allow members of the wiki to:** - You can set permissions for viewing comments and writing comments for student members of the wiki. Instructors always have the option to view and add comments to any wiki page.

A Allow students to permanently delete wiki pages

Allow members to export the wiki

Allow members of the wiki to:

B View Comments
 Write Comments
 Delete Comments

Set date and time restrictions for editing the wiki.

C Allow Edits After Allow Edits Until

Jun 2 2009 9:00 AM

Jun 2 2009 9:00 AM

- If the **View Comments** option is selected, then members can view comments only.
- If the **Write Comments** options is selected, then members can both view and write comments.
- The **Write Comments** option cannot be selected unless the View Comments option is also selected. Choosing a commenting option allows others to comment on each wiki page without altering the actual page. We recommend enabling this option.

C. **Set date and time restrictions for editing the wiki** - use this option if you want to enforce due dates on work done in the wiki. You do not have to set these dates.

Non-Member Settings

You can make wikis available for non-members to view and comment. This is a useful feature in cases where you would like to encourage peer review among students. In this scenario, you can assign one or more students in the course as a member of the wiki, which allows those students to add and edit content in the wiki. The wiki can then be opened up for non-members to view and add comments. This allows other members of the course to provide the members of the wiki with comments on their work.

Non-Member Settings

1 Allow non-members to view the wiki

If yes, set date and time restrictions for viewing the wiki

Display After Display Until

Jun 2 2009 9:00 AM **2** Jun 2 2009 9:00 AM

Allow non-members of the wiki to:

3 View Comments
 Write Comments
 Delete Comments

1. **Allow non-members to view the wiki** – this field is selected by default. It provides access to non-members (i.e., students who are not selected as members of the wiki, as well as course guests and observers) with access to view the wiki. Uncheck this field if only members of the wiki and instructors should be able to access the wiki.
2. This set of date and time fields allows you to limit wiki access for non-members to specific time periods. If neither of the checkboxes are selected, then non-members can view the wiki for as long as they have access to the course.
3. **Allow non-members of the wiki to:** - You can set permissions for viewing comments and writing comments for non-members. These permissions can only be set if you are allowing non-members to view the wiki.
 1. If the **View Comments** option is selected, then non-members can view comments only.
 2. If the **Write Comments** option is selected, then non-members can both view and write comments.
 3. The **Write Comments** option cannot be selected unless the **View Comments** option is also selected.

If you want to provide students with credit for participating in the Wiki set the following items under the "Create Grade Book Entry" section.

1. **Create Grade Book entry for this wiki** - click the check box if you would like to create a grade book item for the wiki.
2. **Entry Name:** - Enter the name that you would like to appear in the grade book in the form field.
3. **Point Possible:** - Enter the possible points that can be earned for this assignment in the form field.
4. **Display grades to students** - The system default for this field is "Yes", if you don't want the grade for this item to be visible to the students click on the "No" radio button.

Click on the [OK] button located at the bottom of the page when all the wiki parameters are set.

Viewing a Wiki

Viewing a wiki site works very much like viewing any web site - use links on any of the pages to go to another page (these links will need to be created by the page editors). The gray task bar on the right side also allows access to all pages in the wiki - they are listed alphabetically under "site navigation".

Editing a wiki page

Users who have editing privileges to a wiki will see an *edit* link in the page section of the task bar on the right. Clicking this link will open the current wiki page in editing mode. Enter text into the text box, and format it with the editing toolbar located above the text box. Pausing the mouse over each toolbar button will bring up a brief description of the button's functionality. It is important to click *Save* at the bottom of the page at the end of each editing session.



Only one user can edit a given wiki page at a time. Other users trying to edit the same page will see a message that the page is currently being edited by someone else (the name is included in the message).

Creating a New Page

Empty wikis start out with a blank home page, but every wiki can have multiple pages - a wiki isn't just a web page, it is a web site. To create a new page, click on "new" in the page section of the gray task bar on the right. This will open up a blank page in editing mode.



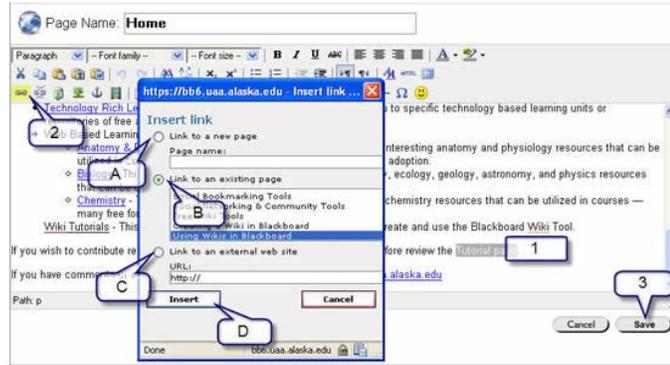
Adding External Links and Linking Pages

To add a link to a wiki page, open the page in edit mode by clicking on *edit* in the page section of the gray task bar on the right.

1. Highlight the text that will be linked.
2. Click the "**Insert Link**" icon in the tool bar above the text box.

A small window with the "**Insert link wizard**" pops up.

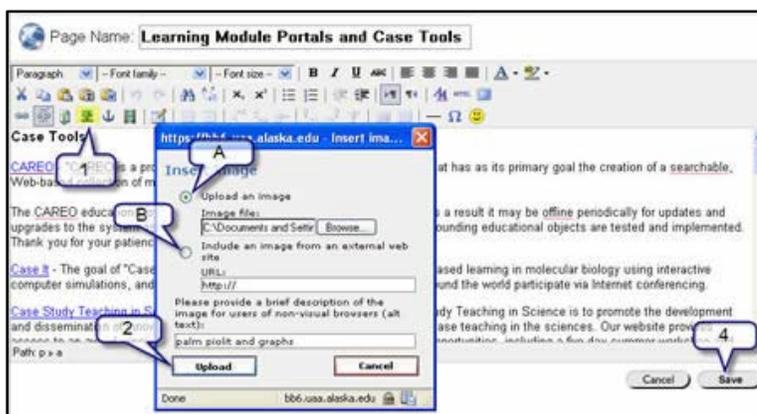
- A. Click on "**Link to a new page**" radio button if you plan on linking to a page that hasn't been created yet. Then enter the page name in the "**Page name**" field, or
 - B. Click on the "**Link to an existing page**" radio button and then select the wiki page that you want to link to, or
 - C. Click the "**Link to external site**" and type or paste the URL for the page that you want to link to in the "**URL:**" form field.
 - D. Then click the [**Insert**] button to create the link.
3. Click the [**Save**] button located on the bottom right-hand-side of the screen to save the page edits.



Adding Images

To add an image to a wiki page, open the page in edit mode by clicking on "**edit**" in the page section of the gray task bar on the right.

1. Then, click the **Insert Image** icon in the tool bar above the text box. An "Insert image wizard" window will be displayed.



- A. If you want to upload a display image to Blackboard click on the "Upload an image" radio button, then click the [Browse] button and navigate to the image on your local computer. Once the image is selected the "Insert image wizard" will be redisplayed with the "**Image file**" field populated.

- B. If you want to link to a web accessible image click on the "**Include an image from an external web site**" radio button, then type or paste the image address into the "URL:" field.

2. Click on the **[Upload]** button to retrieve the image.

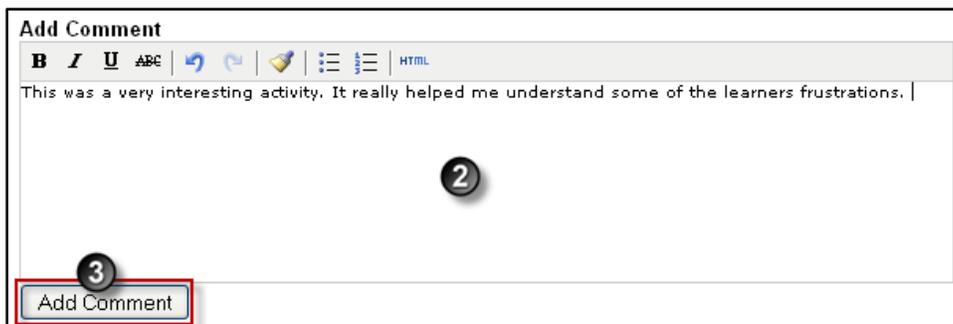
Notes: It is good practice to include a brief alternate description of the image, for users who cannot access images. It is important not to upload images which are too large, especially in width. Large images mean that users looking at the wiki on a small monitor will need to scroll in order to see the entire image. Page width is also dictated by the widest image on a page - this means that a wide image will force some users to scroll sideways to read any text on the page.

3. An "**Insert image**" popup window will be displayed. Click on the **[Insert]** button to add the image to the page.
4. Click the **[Save]** button located on the bottom right-hand-side of the screen to save the page edits.

Commenting on a Wiki Page

If you do not want the student to edit the content on a wiki page, but do what them to comment on the materials being reviewed, then you may want to use the "comments" feature. The comments  link displayed at the bottom right of the page if the function is enabled by the instructor. All comments are hidden until the Comment link is clicked.

To add comments:



1. Click on the Comments link.
2. Enter comments into the text box. (If you have copied text from another document, click [ctrl+v] to paste the text in the comments box.)
3. Click the **[Add Comment]** button to save the response.

Recovering Wiki Content

Wikis are inherently built on trust, since all participants can edit all content. That means that it is possible for anyone in the group to edit or even delete



other group member's contributions. Theoretically, it is possible for a user to delete all pages within a wiki, inadvertently or not. Fortunately, recovering content is simple.

To restore a page to a previous version, go to that page, and click on **history** in the page section of the gray task bar on the right. This will bring up a list of all the saved versions of the page, identifiable by date and time, and by user name.



Click on the **[View Diff]** button next to any of the versions to view that version. The page will be displayed with all changed items highlighted in green.

To restore the page to the version you are currently viewing, click on the **Revert** link at the top of the page.



To recover a deleted page, click on **page list** in the toolbox section that is located in the gray task bar on the lower right-hand-side of the page. This will bring up a listing of all pages in the current wiki, including deleted pages.



Click on the name of the deleted page you wish to revive, which will give you a view of the deleted page. To restore the page, click on the **edit** link in the gray bar on the right-hand-side of the screen. The edit page will be displayed. Click on the **[Save]** button to restore the page.

Social Networking & Community Tools	JoAnn Gonzalez-Major	Aug 30, 2007 10:51:50 AM	1
Free Wiki Tools	JoAnn Gonzalez-Major	Aug 30, 2007 10:52:38 AM	1
Creating a Wiki in Blackboard	JoAnn Gonzalez-Major	Sep 4, 2007 12:09:05 PM	2
Using Wikis in Blackboard	JoAnn Gonzalez-Major	Sep 4, 2007 12:30:35 PM	2
Deleted Pages:			
Page Name	Last Modified By	Modification Date	Current Revision
Classroom Practices	JoAnn Gonzalez-Major	Sep 4, 2007 12:49:13 PM	2

Using the Blackboard “Assess Wikis” Tool

Blackboard has a built in wiki grader that can make it easier to review student contributions across wikis and within date ranges. We suggest that this tool be used in conjunction with the guidelines set forth in the beginning of the wiki section and a comprehensive rubric.

The following instructions will step you through accessing the tool and reviewing student contributions.

4. Click on the Control Panel link located on the lower left side of the main course page.
5. Click on the “Assess Wikis” link located under the Course Tools header. A listing of all course wikis will be displayed.
6. Click on the **[View Participation]** button for the wiki that you want to review. A listing of all wiki participants will be displayed.
7. Click on the “Show participation for:” dropdown arrow to select a date range.
8. Then click on the **[View Details]** button for participation details.
9. Next click on the **[See Change History]** button to view a list of modifications to a page by the selected student.

Teaching and Learning Support Tools	100% (2/2)	100% (1/1)	See Change History
Technology Rich Learning Unit Samples	100% (5/5)	100% (1/1)	See Change History
Web Based Learning Modules: Anatomy & Physiology	100% (13/13)	100% (26/26)	See Change History

10. Then click on the **[View Diff]** button to see the page changes made by the student.
 - A. Deleted items will be highlighted with a line drawn through them.
 - B. Added items will be highlighted in yellow.

Exporting a Wiki

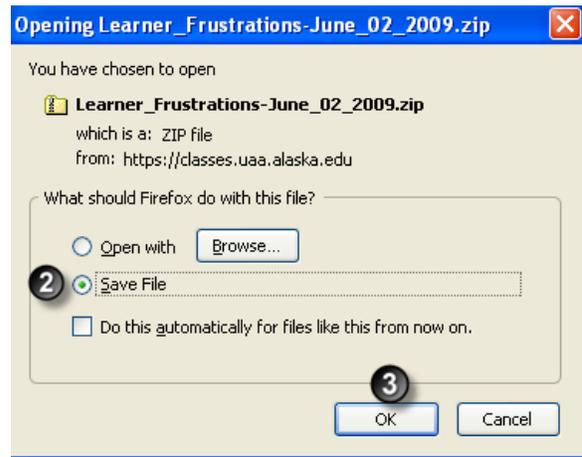
Wikis can be exported and stored on your computer. This allows you to browse the site offline, backup the wiki, or post the material to another website.

To export the wiki:

1. Click on the **Export Site** link in the gray sidebar.
2. Select the **Save File** option.
3. Then click the **[OK]** button to save the file on your local computer.

Exported sites are saved as a .zip file. To view the content, extract the zip, open the “index.html” page, and browse the site in your web browser.

Note: the exported files cannot be updated.



Appendix A - Rubric Samples

Wiki Rubric Samples

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal, OR there are several factual errors.
Organization	Content is well organized, using headings (those given in the research guide) or bulleted lists to group related material.	Content uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Makes use of font, color, graphics, effects, etc. but these often distract from the presentation content.
Contribution to the Group	Contributes greatly to the development of the class wiki.	Contributes adequately to the development of the class wiki.	Contributes moderately to the development of the class wiki.	Contributes minimally to the development of the class wiki.
Accuracy	No misspellings or grammatical errors. No HTML errors in wiki (e.g., broken links, missing images).	Three or fewer misspellings and/or mechanical errors. No more than two HTML errors in the student's contribution to the wiki.	Four misspellings and/or grammatical errors. No more than four HTML errors in the student's contribution to the wiki.	More than four errors in spelling or grammar. Five or more HTML errors in the student's contribution to the wiki.
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This is a rubric for Wiki editing. The tool assesses students' ability to demonstrate understanding through paraphrasing and authoring material on an assigned topic in a wiki environment.

	Wiki Authoring (Applying)	Content (Understanding)
1	<ul style="list-style-type: none"> Poor spelling and grammatical errors. Text entered with no enhancements. Lacks structure or flow. 	<ul style="list-style-type: none"> Simple page which lacks insight, depth or is superficial. Entry is short and frequently irrelevant to the topic. Most sections of content are cut and paste or show superficial rewriting. Language used is not representative of the student's language. Shows little understanding.
2	<ul style="list-style-type: none"> Some spelling and grammatical errors. Text entered with limited enhancements. Simple text enhancements are used. The wiki pages have limited structure or flow. The page may contain links or images. Student has a mostly consistent approach to design. 	<ul style="list-style-type: none"> Simple page which shows some depth or level of understanding. Entries are short and for the most part relevant to the topic. Some sections of content are cut and paste or show superficial rewriting. The page shows some understanding. The page attempts to address the learning objectives. Information sources are mentioned.
3	<ul style="list-style-type: none"> Few spelling and grammatical errors. Text is enhanced. The text has structure and the entry flows. Content is arranged in a logical order. The entry contains an appropriate links, files or images. Headings are added using the heading styles. Student has a consistent approach to design. 	<ul style="list-style-type: none"> The page shows the student has read and understood the page the page is rewritten by the student. The content has relevant links or images and the links or images may be referred to. The page addresses the learning objectives. Information sources are acknowledged.
4	<ul style="list-style-type: none"> Spelling and grammatical errors are rare. The wiki page has structure and is formatted and enhanced to increase readability. Contains appropriate links, files or images. Image sources are acknowledged and include captions. Images and links are referred to within the text. Headings are added using the heading styles. Wiki features like embedding media, horizontal rules and a table of content are included. Student has a consistent appropriate approach to design and layout. 	<ul style="list-style-type: none"> The page shows insight, depth and understanding. The content, links, files, media and images are relevant and connected to the topic. The content is obviously written by the student and the student has shown a good depth of understanding and knowledge. The page clearly addresses the learning objectives. Information sources are acknowledged in a suitable format.
Source: Educational Origami		

This rubric example uses the blog wiki history to determine if the student has contributed proportionately. If a minimal number of contributions are made by individual student, the grade could be adjusted appropriately.

Criteria	Description	Points
A	Finding and Understanding (Research)	3
B	Analyzing and Evaluating (Content)	12
C	Communicating and using Web 2.0 Tools (Organization and Presentation)	5
	TOTAL	20

Criterion A: Finding and Understanding (Research)

Level	Descriptor
0	The work does not meet the standard described in level 1.
1	Some information has been accessed and is shown in a list of resources that may or may not be cited correctly.
2	A variety of information from appropriate sources has been accessed and organized. There is a list of resources that are mostly cited correctly, some of which are referred to on the wiki page.
3	A variety of information from appropriate sources has been accessed and relevant material has been carefully selected. There is a list of correctly cited resources all or most of which are referred to on the wiki page. The bookmarking tool (del.icio.us) and tagging have been used effectively.
_____	Points out of 3 awarded for research

Criterion B: Analyzing and Evaluating (Content)

Points	Descriptor (for maximum marks)
_____ out of 2 points	Language used The language used communicates clearly and precisely. Terminology is used accurately, with skill and understanding, and use of non-explained jargon is avoided. (Up to 2 points awarded for this criterion.)
_____ out of 2 points	Introduction The group is introduced and the context of the project is clearly described. The introduction explains the significance of the topic and gives an overview of the content of the wiki page. (Up to 2 points awarded for this criterion.)
_____ out of 2 points	Information Technology (IT) Concepts The IT background (concepts, together with developments and trends) relevant to the topic has been described and explained with the support of appropriate examples. (Up to 2 points awarded for this criterion.)
_____ out of 2 points	Current News and Issues Current news and issues relevant to the chosen topic have been listed, discussed and analyzed. (Up to 2 points awarded for this criterion.)
_____ out of 2 points	Areas of Impact The areas of impact for business and education have been clearly described on the wiki page. The issues related to the chosen trend and the areas of impact are identified, discussed and evaluated. Information is updated to reflect the students' perspective from their country. (Up to 2 points awarded for this criterion.)
_____ out of 2 points	Collaborative Decision Making and Discussion This student is an active contributor to the wiki discussions about this topic and works collaboratively with his/her partners. (Up to 2 points awarded for this criterion.)

Criterion C: Communicating and Using Web 2.0 Tools (Organization and Presentation)

Points	Descriptor (for maximum marks)
0	The work does not meet the standard described in level 1-2.
1-2	The information on the wiki page is poorly organized and has limited visual appeal. Graphics are sometimes relevant to the topic. There is limited use of Web 2.0 tools, hyperlinks and other hypermedia. The presentation of information is not always balanced and may show some bias and insensitivity in the use of images and icons.
3-4	The information on the wiki page is organized so that it is relatively easy to understand and has some visual appeal. Graphics are generally relevant to the topic and support the written text. Web 2.0 tools, hyperlinks and other hypermedia are used effectively. The presentation of information is mostly objective and free of bias, and some sensitivity has been shown in the use of images and icons.
5	The information on the wiki page is effectively organized so that it is easily understood and is visually appealing. Graphics are relevant, explained and support the written text. A range of Web 2.0 tools are used effectively. Hyperlinks and other hypermedia aid understanding and add interest to the topic. The presentation of information is objective, balanced and free of bias (e.g. age, culture, gender, race), and images and icons are used sensitively.
_____	Points out of 5 awarded for this.
_____	Adjustment based on wiki participation (at the discretion of teacher.)
_____	Points out of 20 for this project = _____ %
Comments:	
Source: Flat Classroom Project 2007	

Resources

The following resources were used in the development of this document.

1. Anderson, L. W., and D. Krathwohl (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*. Longman, New York.
2. Blackboard Users Guide
3. Catholic Forum http://www.catholic-forum.com/churches/cathteach/outcomes_rubric_reflection_journal.html
4. Chism, N. Handbook for Instructors on the Use of Electronic Class Discussion. <http://www.osu.edu/education/ftad/Publications/elecdisc/pages/home.htm>
5. Churches A, (2007). Edorigami, blooms taxonomy and digital approaches <http://edorigami.wikispaces.com/>
6. Cruz, E. (2003). Bloom's revised taxonomy. In B. Hoffman (Ed.), *Encyclopedia of Educational Technology*. <http://coe.sdsu.edu/eet/Articles/bloomrev/start.htm>
7. Flat Classroom Project 2007 <http://flatclassroomproject.wikispaces.com/Rubrics>
8. Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. <http://projects.coe.uga.edu/epltt/>
9. Instructional Design Resource Center <http://idrc.midsolutions.org>
10. Lamb, B. (2004). Wide Open Spaces: Wiki, Ready or Not. *Educause Review*, 39(5), 36-48.
11. Middendorf, J. and Kalish, A. FAQ About Discussion <http://www.ntlf.com/html/lib/bib/faqdisc.htm>
12. Muilenburg, L. and Berge, Z. A Framework for Designing Questions for Online Learning. <http://www.emoderators.com/moderators/muilenburg.html>
13. University of Leeds Staff and Departmental Development Unit http://www.leeds.ac.uk/sddu/lt/lt_home.php
14. University of Minnesota Digital Media Center <http://dmc.umn.edu/index.shtml>
15. University of Pennsylvania Faculty Support Center