



Instructional design and wikis



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Learner Characteristics

- Third grade students
- Free and reduced lunch population 43 percent
- Demographics
 - 94% Caucasian
 - 4% Hispanic
 - 2% African American
 - 2% Asian
 - 1% Native American
- Special Education population 12%



Background

- Introduced wikis in October 2011 extend reading curriculum




Drafting IDT




Benefits of a wiki

- Opportunities to access wiki at school and outside of school
- Time to think and reflect
- Wikis foster collaborative and cooperative learning




Finding a wiki site

- No student email addresses
- Privacy protection
- Free
- User friendly



Instructional Design Theory

- ◉ Username and Password
- ◉ Link wiki to class website
- ◉ Rules and netiquette
- ◉ Parent letter



IDT Continued


- ◉ After students become comfortable, introduce partner work/projects
- ◉ Model how to deal with conflicts
- ◉ Introduce how to add pictures
- ◉ View the wiki often to monitor content
- ◉ Show the class wiki responses to get them excited

IDT Continued

- ◉ Demonstrate sign in process
- ◉ Show students how to navigate around the wiki
 - Different pages
 - Edit
 - Change font, color, and size
 - Save
- ◉ Initial after response

Data

- ◉ 80% enjoyed using the wiki on a weekly basis
- ◉ 70% of students prefer student led discussions
- ◉ 68% of students would like to login from home
- ◉ When given a topic choice 58% chose research and 42% chose creative writing



IDT Continued

- ◉ Take students to computer lab
- ◉ Practice accessing the wiki

Day 2

- ◉ Teacher poses question and students respond
- ◉ Allow students to respond to their peers

Findings

- ◉ Quality of work improved
- ◉ Better at typing
- ◉ Editing and revising
- ◉ Improved overall writing ability
- ◉ Helping friends solve problems
- ◉ Give students more time to think before responding
- ◉ A new way to communicate with each other
- ◉ Show your feelings