



Chat Transcript for Session Topic: It's Not Just Web 2.0, it's All About Pedagogic Design

Discussion of
Atlay, Lawrence and Gamble "A Wikied Assessment Strategy"
Cubric "Using Wikis for Summative and Formative Assessment"

Facilitated by
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Moderated by
Catherine Owen
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Date/Time	Author	Comment
29/05/2007 08:00:55	Catherine Owen (CatherineOwen)	It's 8am BST! Good morning, afternoon or evening! I'm delighted to welcome you to this first chat session of the REAP international online conference. I'm Catherine Owen the REAP Project Manager and I'm your moderator for this hour-long chat.
29/05/2007 08:01:11	Mark Gamble (mgamble)	And I'm Mark Gamble.
29/05/2007 08:01:11	Catherine Owen (CatherineOwen)	I hope that everyone participating in this session will find it valuable. If things become busy and questions are flowing fast, please give the authors and facilitator time to respond before posting another comment or questions.
29/05/2007 08:01:36	Catherine Owen (CatherineOwen)	If your login ID isn't immediately recognisable perhaps you could preface your first question by introducing yourself and your institution?
29/05/2007 08:01:48	Catherine Owen (CatherineOwen)	I'm very happy to be joined by our expert facilitator Peter Kandlbinder from Sydney Institute of Technology and by case study authors Lesley Lawrence and Mark Gamble from the University of Bedfordshire and Marija Cubric from the University of Hertford shir
29/05/2007 08:02:06	Catherine Owen (CatherineOwen)	I'd like to ask Peter to kick off the questions this morning. Peter, over to you.
29/05/2007 08:02:30	Peter Kandlbinder (PeterKandlbinder)	I'd like to start by saying how I enjoyed both of the papers
29/05/2007 08:02:43	Lesley Lawrence (LesleyLawrence)	Thanks Peter!
29/05/2007 08:02:49	Mark Gamble (mgamble)	How kind :)
29/05/2007 08:02:53	marija cubric (mcubric)	thanks!
29/05/2007 08:03:07	Peter Kandlbinder (PeterKandlbinder)	It seems to me that there are a number of learning opportunities offered by wikis
29/05/2007 08:03:42	Peter Kandlbinder (PeterKandlbinder)	I'd like to ask the authors to briefly outline what they think the real benefit of a wiki is?
29/05/2007 08:04:42	Mark Gamble (mgamble)	We particularly appreciated the ability to encourage the students to produce formatively assessible outcomes periodically.



29/05/2007 08:04:54	Mark Gamble (mgamble)	We set 4 stages along the way.
29/05/2007 08:05:04	Lesley Lawrence (LesleyLawrence)	I think wikis enable students outside the classroom to communicate, share their views and learning and also see what others are saying.
29/05/2007 08:05:16	marija cubric (mcubric)	Faciliates collaborative work and connected wriiting and visibility& openness of the content and feedback
29/05/2007 08:05:19	Mark Gamble (mgamble)	Alpa, beta, gamma, delta levels of contribution.
29/05/2007 08:05:54	Carol Collins (ccollins)	Carol Collins, LSN was there any marks attached to the formtive assessment?
29/05/2007 08:06:14	Mark Gamble (mgamble)	We also wanted to introduce them to new technology, challenge them to think of new ways of working.
29/05/2007 08:06:26	Mark Gamble (mgamble)	No Carol, it was formative.
29/05/2007 08:06:47	Mark Gamble (mgamble)	Hello Carol :)
29/05/2007 08:07:12	Peter Kandlbinder (PeterKandlbinder)	So Mark, was the benefit in the wiki or in being formative?
29/05/2007 08:07:15	Mark Gamble (mgamble)	Peter, did that answer?
29/05/2007 08:07:38	Mark Gamble (mgamble)	Well, both, since the wiki was entirely visible to us at all times.
29/05/2007 08:07:52	Mark Gamble (mgamble)	We could see if and how it was eveolving for each student.
29/05/2007 08:08:01	Mark Gamble (mgamble)	(Damn typos!)
29/05/2007 08:08:17	Peter Kandlbinder (PeterKandlbinder)	I thought the visibility was an interesting point you raised in your paper
29/05/2007 08:08:20	Mark Gamble (mgamble)	So we could intervene if we felt the need....
29/05/2007 08:08:27	Mark Gamble (mgamble)	Although we seldom did.
29/05/2007 08:08:41	Mark Gamble (mgamble)	Often got nobbled in the corridor tho :))
29/05/2007 08:08:53	Peter Kandlbinder (PeterKandlbinder)	So it was mainly used for monitoring?
29/05/2007 08:09:02	Chris Hall (chrishall)	Swansea University, Did any of the participants not do the work, as it was formative?
29/05/2007 08:09:11	Mark Gamble (mgamble)	Yes, in a scaffolding kind of way.
29/05/2007 08:09:30	Lesley Lawrence (LesleyLawrence)	Monitoring and for support purposes as a few were having problems with the technology.
29/05/2007 08:09:39	Catherine Owen (CatherineOwen)	Marija - was your WIKI purely formative?
29/05/2007 08:09:40	Alison Muirhead (AlisonMuirhead)	Was monitoring a very staff intensive process?
29/05/2007 08:09:47	Kenji Lamb (klamb)	(Kenji Lamb - JISC) Does the monitoring of wiki tasks add significantly to your workload?
29/05/2007 08:09:47	Mark Gamble (mgamble)	No, Chris, the final wiki *is* assessed summatively, so they are doing it, but at different rates...
29/05/2007 08:09:58	Chris Hall (chrishall)	ok
29/05/2007 08:10:07	David Nicol (DavidNicol)	what would the issue be in scaling both studies to larger numbers?
29/05/2007 08:10:13	Mark Gamble (mgamble)	The levels were timed but we were wuite lenient....



29/05/2007 08:10:22	Linn van der Zanden (linnvdzanden)	Good Morning, I'm Linn van der Zanden, SQA, we are currently running a pilot for wikis in assessment. I see that in these case studies the students have contributed weekly. I am interested to find out if you used the history facility of the wiki to look a
29/05/2007 08:10:23	marija cubric (mcubric)	No - it was formative and summative - but the emphasis was on formative; Summative component was introduce to "help "engaging the students
29/05/2007 08:10:32	Catherine Owen (CatherineOwen)	Lots of questions! Could delegates stop posting for a brief time to allow the authors to respond?
29/05/2007 08:11:14	Catherine Owen (CatherineOwen)	Mark, Lesley and Marija - what about workload and scalability?
29/05/2007 08:11:23	Lesley Lawrence (LesleyLawrence)	Scaling - the same problems for other forms of assessment - but access was easier - could comment immediately and give feedback.
29/05/2007 08:11:29	Mark Gamble (mgamble)	Scaling.... David, time to review the output; time for students to look at each others' work; keeping up with change in other's wikis with alarge number of them evolving all at once....
29/05/2007 08:12:07	marija cubric (mcubric)	Workload - immense! Scalability - posible to scale up based on group work, we are currently tryalin it with a group of 180 students
29/05/2007 08:12:08	Mark Gamble (mgamble)	Bit like this really (specially if u can't touch type - look away for a mo and it's all changed!)
29/05/2007 08:12:22	Catherine Owen (CatherineOwen)	And Linn's question about using the history function?
29/05/2007 08:13:00	Mark Gamble (mgamble)	Yes, we have had a bit of a look, but not in any serious way.
29/05/2007 08:13:15	marija cubric (mcubric)	Used it for assessment, but it gives you only primitive means for distinguishing the individual work and tracing it through iterations; Media Wiki will provide more support for assessment soon
29/05/2007 08:13:28	Mark Gamble (mgamble)	We have told students we can check back, but there is a limit to what tutors can do I think.
29/05/2007 08:13:49	Peter Kandlbinder (PeterKandlbinder)	Marija, how did you use the history for assessment?
29/05/2007 08:14:36	marija cubric (mcubric)	Checked the "diff" between current content and previous content
29/05/2007 08:15:02	Peter Kandlbinder (PeterKandlbinder)	And what decisions did you make if they weren't different?
29/05/2007 08:15:09	Mark Gamble (mgamble)	Was there a reason for that Marija?
29/05/2007 08:15:14	marija cubric (mcubric)	But did not assess the "historical" development of individual contributions - that would be interesting but not very easy to do
29/05/2007 08:15:36	Mark Gamble (mgamble)	Taht would be a nightmare.
29/05/2007 08:15:46	Linn van der Zanden (linnvdzanden)	Thanks for your answer. By primitive means do you mean the layout of the contributions which doesn't always give an overview?
29/05/2007 08:15:48	Peter Kandlbinder (PeterKandlbinder)	So was it also a monitoring exercise?
29/05/2007 08:15:52	Mark Gamble (mgamble)	Remembering tiny details of evolution for *every* student?
29/05/2007 08:15:58	marija cubric (mcubric)	But it might give more insight into individual patters of learning
29/05/2007 08:16:03	Alison Muirhead (AlisonMuirhead)	is there not a worry with that anyway that learners might collaborate "off" the wiki and therefore you can't tell what the real individual contribution may be?



29/05/2007 08:16:13	Carol Collins (ccollins)	anything interesting on the split of contributions between students?
29/05/2007 08:16:18	Mark Gamble (mgamble)	Interesting for research yes, but 180 assessments?
29/05/2007 08:16:36	Peter Kandlbinder (PeterKandlbinder)	That is a good question Alison
29/05/2007 08:16:57	Mark Gamble (mgamble)	Where do we draw the line between collab learning and cheating, then?
29/05/2007 08:17:07	marija cubric (mcubric)	Alison, my approach was not "to worry" but to try to add value :)
29/05/2007 08:17:20	Mark Gamble (mgamble)	What's the diff between online and offline collab learning?
29/05/2007 08:17:23	David Nicol (DavidNicol)	this is the formative summative dilemma again - we found that the more you try to pin this down (control) the less experimentation you get by students
29/05/2007 08:17:37	marija cubric (mcubric)	It is not easy and pleasant to cheat when everyone can see everything
29/05/2007 08:17:46	Kenji Lamb (klamb)	(Kenji Lamb - JISC) Do you think working on a collaborative wiki task discourages face-to-face collaboration outside of the class? (as students know they only really need to meet online)
29/05/2007 08:17:55	Peter Kandlbinder (PeterKandlbinder)	I think Alison may be highlight some of the angst that comes with students being at a distance
29/05/2007 08:18:00	Mark Gamble (mgamble)	But *is* it "cheating"?
29/05/2007 08:18:05	marija cubric (mcubric)	On contrary - I found that it opens up off-line students communications
29/05/2007 08:18:16	Mark Gamble (mgamble)	Quite.
29/05/2007 08:18:28	Alison Muirhead (AlisonMuirhead)	no I didn't mean it was cheating - I just meant that they may not get credit for contributions
29/05/2007 08:18:38	Mark Gamble (mgamble)	Ah excellent point.
29/05/2007 08:18:46	marija cubric (mcubric)	Back to cheating - in two years experience there were no instances of plagiarism
29/05/2007 08:18:57	Lesley Lawrence (LesleyLawrence)	How do you know?
29/05/2007 08:19:13	radu catalin (karadu)	good question
29/05/2007 08:19:27	marija cubric (mcubric)	Used JISC tool for checking plagiarisms and did not get any complaints from students that others are using their work
29/05/2007 08:19:46	Mark Gamble (mgamble)	Put a whole wiki through Turnitin?
29/05/2007 08:19:53	marija cubric (mcubric)	Dump all wiki pages to WORD and feed them to JISC Turnitin tool
29/05/2007 08:20:07	Mark Gamble (mgamble)	Nice.
29/05/2007 08:20:22	Kenji Lamb (klamb)	(Kenji Lamb - JISC) Did you set a deadline for students to make a first posting on the wiki?
29/05/2007 08:20:45	Steve Draper (SteveDraper)	I think complaints from other students is the key measure: it's how in reality cheating in our exams is discovered, and it was important in Jim Baxter's policing too.
29/05/2007 08:20:46	Peter Kandlbinder (PeterKandlbinder)	It seems to me Marija that you were mainly focussing on levels of contribution in the assessment, is that right?
29/05/2007 08:20:46	marija cubric (mcubric)	Yes - day before the next week lecture
29/05/2007 08:21:10	Mark Gamble (mgamble)	We did, but as I said we *were* quite lenient as they are all lecturers :)



29/05/2007 08:21:23	Catherine Owen (CatherineOwen)	There's been a lot of discussion on the boards about scaffolding. What support did your students need?
29/05/2007 08:21:26	marija cubric (mcubric)	Peter, my intention was to focus on collective work in order to discover areas of "troublesome knowledge" and revisit those areas in the next lecture
29/05/2007 08:21:33	Mark Gamble (mgamble)	We also did page 1 in a f2f session, but not all could attend.
29/05/2007 08:22:01	Lesley Lawrence (LesleyLawrence)	In terms of support, for those less used to working with computers, the support needed was of a technical nature.
29/05/2007 08:22:21	marija cubric (mcubric)	However, that could work only if students engage and they engage only if they are assessed (therefore the summative assessment of contributions
29/05/2007 08:22:26	Mark Gamble (mgamble)	Some of ours needed at the shoulder support and I have been on the phone to one or two on a Sunday afternoon :)
29/05/2007 08:22:30	Sandra Smith (Sandie)	did you find that F2f and wiki complemented each other or did one take over.
29/05/2007 08:22:53	Mark Gamble (mgamble)	Don't understand Sandie....
29/05/2007 08:22:55	marija cubric (mcubric)	wiki was a good trigger for f2f
29/05/2007 08:23:28	Kenji Lamb (klamb)	If students made their first posting a day before the next lecture, would this not mean that there was little time for collaboration? (not that students would leave things to the last moment of course)
29/05/2007 08:23:38	Mark Gamble (mgamble)	The f2f session covered a bunch of stuff and part of the session was to get the wiki started.
29/05/2007 08:23:49	marija cubric (mcubric)	Klamb, they had 5 days to collaborate
29/05/2007 08:23:53	Mark Gamble (mgamble)	We had only 4 f2f sessions.
29/05/2007 08:24:10	Mark Gamble (mgamble)	Sorry 3 (duh)
29/05/2007 08:24:28	Peter Kandlbinder (PeterKandlbinder)	Mark I think your example was more of a distance model than Marija
29/05/2007 08:24:41	marija cubric (mcubric)	interestingly enough students were coming to be the first to contribute - because the first one gets the best chance to give answers
29/05/2007 08:24:48	Carol Collins (ccollins)	any evidence that the method improved grades at the end of the module?
29/05/2007 08:25:01	Mark Gamble (mgamble)	Yes it is, and we have a significant no of students at an external institution.
29/05/2007 08:25:17	marija cubric (mcubric)	ccollins, yes there is evidence that students work improves over time
29/05/2007 08:25:19	Mark Gamble (mgamble)	Yet to assess Carol.
29/05/2007 08:26:32	Peter Kandlbinder (PeterKandlbinder)	The view appears to be that wikis are great collaborative spaces but difficult for summative assessment
29/05/2007 08:26:32	Carol Collins (ccollins)	as compared to other delivery methods?
29/05/2007 08:26:55	Mark Gamble (mgamble)	The nature of the wiki does mean that students are inclined to polish their work more than in traditional essay style, I think.
29/05/2007 08:27:06	marija cubric (mcubric)	Peter, yes I agree, but with more tool support the work could be made more manageable
29/05/2007 08:27:24	marija cubric (mcubric)	the work on summative assessment
29/05/2007 08:27:28	Mark Gamble (mgamble)	Peter, I think it depends on the rubric and assessment criteria.



29/05/2007 08:27:43	Mark Gamble (mgamble)	We are focussed on the content.
29/05/2007 08:27:52	Peter Kandlbinder (PeterKandlbinder)	Can you describe the rubric you used Mark
29/05/2007 08:28:00	Mark Gamble (mgamble)	The wiki is the medium and we are giving few marks for tech competence.
29/05/2007 08:28:05	Chris Hall (chrishall)	did Bedfordshire find using a Wiki that was integrated with their VLE, supposedly a familiar environment, may have had benefit over using an external Wiki?
29/05/2007 08:28:21	Mark Gamble (mgamble)	I would say yes Chris.
29/05/2007 08:28:32	Mark Gamble (mgamble)	Peter I can copy-paste the rubric.
29/05/2007 08:29:12	Kenji Lamb (klamb)	(JISC) In your wikis, did students have the rights to automatically overwrite their partners' work? (or did someone have to authorise changes?)
29/05/2007 08:29:15	Catherine Owen (CatherineOwen)	Perhaps you could add rubric to the message board after the session Mark?
29/05/2007 08:29:16	Mark Gamble (mgamble)	It's probably too long, but here's the aim...
29/05/2007 08:29:22	Peter Kandlbinder (PeterKandlbinder)	I noticed a few questions about the rubric in the discussion list and perhaps others would be interested
29/05/2007 08:29:30	Mark Gamble (mgamble)	To contribute to a collaborative learning environment which builds a rich picture of the different approaches that subjects take to developing students' learning at HE level.
29/05/2007 08:30:04	Mark Gamble (mgamble)	Kenji, yes they could do it, but tended to add not overwrite
29/05/2007 08:30:17	Mark Gamble (mgamble)	They could also add comments, which they did.
29/05/2007 08:30:46	marija cubric (mcubric)	Summary of rubric used in UH: Assessment based on quantity and quality of work. Quantity measured as % of required contributions (min 7/10) and quality based on generic PG criteria for assessment (clarity, criticality, use of theories etc) Plus wiki-specific
29/05/2007 08:31:19	marija cubric (mcubric)	Difficult to measure: "collaborative" component
29/05/2007 08:31:19	Chris Hall (chrishall)	that's interesting Mark, because that's a major fear by many people that what they wrote will be overwritten,
29/05/2007 08:31:23	Mark Gamble (mgamble)	Marija, did you give word limit?
29/05/2007 08:31:27	Lesley Lawrence (LesleyLawrence)	That's similar to ours though didn't give specifics.
29/05/2007 08:31:47	marija cubric (mcubric)	No word limit, but asked for weekly contributions to be in the range 300-500 words
29/05/2007 08:31:47	Peter Kandlbinder (PeterKandlbinder)	So Mark was the quality criteria essentially the same as an essay?
29/05/2007 08:32:01	Mark Gamble (mgamble)	We set guide of 3k.
29/05/2007 08:32:10	Mark Gamble (mgamble)	One person has around 20 pages!
29/05/2007 08:32:28	Mark Gamble (mgamble)	One of the problems with wiki - enthusiasm.
29/05/2007 08:32:39	marija cubric (mcubric)	enthusiasm?
29/05/2007 08:32:48	Lesley Lawrence (LesleyLawrence)	Major fear by many people that their work will be overwritten - this was something that came up from feedback we got.
29/05/2007 08:32:56	Mark Gamble (mgamble)	Peter, I guess so.



29/05/2007 08:33:10	Mark Gamble (mgamble)	Marija, yes one student got really into it.
29/05/2007 08:33:18	Mark Gamble (mgamble)	And she never seems to sleep!
29/05/2007 08:33:22	Kenji Lamb (klamb)	(JISC) Did you feel that students made full use of a wiki's functionality, or could they have used a blog? (assuming comments/additions were the primary contributions)
29/05/2007 08:33:50	Peter Kandlbinder (PeterKandlbinder)	It is one thing I have noticed that the quantity is much easier to assess than the quality of the work
29/05/2007 08:34:09	Mark Gamble (mgamble)	No, they used pictures and formatting and linking in ways that our blog tool doesn't facilitate.
29/05/2007 08:34:22	Mark Gamble (mgamble)	Not so Peter.
29/05/2007 08:34:37	Lesley Lawrence (LesleyLawrence)	We were largely looking at how they link teaching of their subject to relevant theory .
29/05/2007 08:34:37	Peter Kandlbinder (PeterKandlbinder)	In what way?
29/05/2007 08:34:38	marija cubric (mcubric)	Blog is more one-to-many medium, while wiki is many-t-many
29/05/2007 08:34:45	Chris Hall (chrishall)	I wouldn't think there would be too much value to assessing the quantity of the work,
29/05/2007 08:34:45	Mark Gamble (mgamble)	You can't weigh a wiki :)
29/05/2007 08:34:57	Chris Hall (chrishall)	other than to make sure they had done what was expected of them
29/05/2007 08:35:22	marija cubric (mcubric)	Chrishall, assessing quantity is only way to encourage regular contributions
29/05/2007 08:35:23	Peter Kandlbinder (PeterKandlbinder)	Most people set a minimum level of contribution as Marija mentioned
29/05/2007 08:35:48	Lesley Lawrence (LesleyLawrence)	They had to demonstrate that they had met the assessment criteria.
29/05/2007 08:35:49	Peter Kandlbinder (PeterKandlbinder)	Then the number of posts are counted
29/05/2007 08:36:00	Lesley Lawrence (LesleyLawrence)	Not in our case Peter.
29/05/2007 08:36:13	Peter Kandlbinder (PeterKandlbinder)	How did you tackle it Lesley?
29/05/2007 08:37:20	Lesley Lawrence (LesleyLawrence)	As previously mentioned, we stuck to the assessment criteria so had they linked practice to theory - and they could do this by writing lots or little - quality is probably better than quantity.
29/05/2007 08:37:25	Mark Gamble (mgamble)	It's a PG CPD course.
29/05/2007 08:37:39	Lesley Lawrence (LesleyLawrence)	Sorry - meant to say quality is better than quantity!
29/05/2007 08:37:56	David Nicol (DavidNicol)	i think both these studies emphasise the need for some structure provided by the teacher to ensure time on task - we found that once on task students produced good work because they got motivated from the basic requirements
29/05/2007 08:38:01	Mark Gamble (mgamble)	And our assess crit reflects that.
29/05/2007 08:38:04	Peter Kandlbinder (PeterKandlbinder)	Doesn't that have implications for marking?
29/05/2007 08:38:06	Chris Hall (chrishall)	That's a good point Mark, students at different levels possibly respond differently
29/05/2007 08:38:20	marija cubric (mcubric)	Lesley& Peter, isn't it the same as with any assessment?



29/05/2007 08:38:28	Mark Gamble (mgamble)	Agree entirely David.
29/05/2007 08:38:47	marija cubric (mcubric)	Student A answers 1 out of 10 questions and gets a* for it but it fails overall?
29/05/2007 08:38:47	Peter Kandlbinder (PeterKandlbinder)	A good question Marija
29/05/2007 08:38:49	Mark Gamble (mgamble)	Implications, Peter?
29/05/2007 08:39:05	marija cubric (mcubric)	Student B answers all 10 questions with C and gets C overall
29/05/2007 08:39:12	Lesley Lawrence (LesleyLawrence)	Some of the best work has come from those that initially might not have been motivated but when they got into the wiki and tasks and could see the potential and that they were learning, many got more enthusiastic.
29/05/2007 08:39:16	Peter Kandlbinder (PeterKandlbinder)	One of the things that research is looking at is whether writing online is different to writing elsewhere
29/05/2007 08:39:34	Peter Kandlbinder (PeterKandlbinder)	This chat is a good example
29/05/2007 08:39:45	Mark Gamble (mgamble)	With nothing to support it in the way of evidence I should say it very much is.
29/05/2007 08:39:51	Mark Gamble (mgamble)	Different.
29/05/2007 08:39:53	Catherine Owen (CatherineOwen)	The spelling is worse!
29/05/2007 08:39:57	Peter Kandlbinder (PeterKandlbinder)	It doesn't lend itself to long discursive entries
29/05/2007 08:40:06	marija cubric (mcubric)	Very different Peter, I keep using Will Richardson's phrase "connected wittinghg" to describe the difference
29/05/2007 08:40:26	Lesley Lawrence (LesleyLawrence)	Connected writing?
29/05/2007 08:40:36	Mark Gamble (mgamble)	But even a wiki where you can be long and discursive is open to frequent editing *but* it is also open to "public" view.
29/05/2007 08:40:37	marija cubric (mcubric)	Use of internal&external links, use of images and animations
29/05/2007 08:40:38	Peter Kandlbinder (PeterKandlbinder)	Yes, Marija, that takes us back to the question of authorship
29/05/2007 08:40:59	Mark Gamble (mgamble)	cf Wikipedia.
29/05/2007 08:41:02	marija cubric (mcubric)	Peter - can you expan on that question
29/05/2007 08:41:04	Peter Kandlbinder (PeterKandlbinder)	Good point Mark, it needs to be looked at as a whole
29/05/2007 08:41:31	Peter Kandlbinder (PeterKandlbinder)	So the quality of individual posts are not that important?
29/05/2007 08:41:46	Mark Gamble (mgamble)	Posts where?
29/05/2007 08:42:00	Mark Gamble (mgamble)	In the wiki?
29/05/2007 08:42:08	Peter Kandlbinder (PeterKandlbinder)	entries if you prefer
29/05/2007 08:42:14	Chris Hall (chrishall)	surely they would be to a point, if it was just random made up stuff that had no basis in fact, then
29/05/2007 08:42:18	Mark Gamble (mgamble)	Wish I could show u some.
29/05/2007 08:42:45	Lesley Lawrence (LesleyLawrence)	I think the quality of some of what has been produced has been excellent and its quality we're looking for, but linked to meeting the assessment criteria.



29/05/2007 08:42:55	Mark Gamble (mgamble)	It doesn't comprise posts, in most cases it's a well-formed web site.
29/05/2007 08:43:01	marija cubric (mcubric)	In a collaborative piece of work quality of ind posts is less important and that is what makes it difficult to assess;
29/05/2007 08:43:33	Chris Hall (chrishall)	true, this is much like handing in a group essay in effect
29/05/2007 08:43:34	Peter Kandlbinder (PeterKandlbinder)	So I may have got the two papers confused
29/05/2007 08:43:46	Peter Kandlbinder (PeterKandlbinder)	You didn't look at draft material Mark?
29/05/2007 08:44:16	Peter Kandlbinder (PeterKandlbinder)	Yes Chris that was my impression
29/05/2007 08:44:23	Mark Gamble (mgamble)	The biggest difference in assessing outcomes is that essays are linear and with the wiki there are pages with often many links, so the linearity of the ork is irrelevant.
29/05/2007 08:44:37	marija cubric (mcubric)	Yes I did - and was hoping to answer some of your questions today - is it better to put answers to the discussion forum or start now?
29/05/2007 08:44:37	Mark Gamble (mgamble)	Darft? nNo.
29/05/2007 08:44:53	Peter Kandlbinder (PeterKandlbinder)	So in what way was it formative?
29/05/2007 08:44:53	Lesley Lawrence (LesleyLawrence)	The students change it.
29/05/2007 08:45:07	Lesley Lawrence (LesleyLawrence)	We drop in now and again but don't review drafts.
29/05/2007 08:45:19	Catherine Owen (CatherineOwen)	Marija - it would be great if you could address some of Peter's questions on the message board later today!
29/05/2007 08:45:28	Chris Hall (chrishall)	i agree Mark, but the cohesiveness of each bit of text would be like an essay
29/05/2007 08:45:31	marija cubric (mcubric)	OK Catherine
29/05/2007 08:45:34	Chris Hall (chrishall)	wouldn't it?
29/05/2007 08:45:36	Lesley Lawrence (LesleyLawrence)	And we will respond to requests to look, just like you would on a personal blog.
29/05/2007 08:45:38	Mark Gamble (mgamble)	Ohyes Chris.
29/05/2007 08:45:58	Mark Gamble (mgamble)	But the whole is mutable, different for each reader.
29/05/2007 08:47:14	Mark Gamble (mgamble)	(Somebody typing a monster question.....)
29/05/2007 08:47:26	Mark Gamble (mgamble)	Coffee anyone?
29/05/2007 08:47:36	Mark Gamble (mgamble)	:)
29/05/2007 08:47:54	Catherine Owen (CatherineOwen)	Have we run out of steam?!
29/05/2007 08:47:58	marija cubric (mcubric)	:) Yes for coffee! If I look at the collective work and notice something very good or something not that good I will "recovered" the individual contributions and log my comments to individual students - Will Richardson's Web2 classroom
29/05/2007 08:47:59	Kenji Lamb (klamb)	How do you find marking/checking/commenting all of the work online (as opposed to printing work out and checking it)?
29/05/2007 08:48:18	Carol Collins (ccollins)	Could the wiki be used for peer assessment?
29/05/2007 08:48:34	marija cubric (mcubric)	MediaWiki provides separate page for discussion that I used for comments



29/05/2007 08:48:39	Lesley Lawrence (LesleyLawrence)	There's a comment facility which we use and the other students can use linking to their own pages or external links.
29/05/2007 08:48:41	Mark Gamble (mgamble)	Dunno yet Kenji, assign close is June 4th.
29/05/2007 08:49:01	marija cubric (mcubric)	Re: peer assessment, yes, but it needs to be encouraged e.g. do it in-class
29/05/2007 08:49:10	Kenji Lamb (klamb)	Are you planning to print out your students' work, or looking at it online?
29/05/2007 08:49:26	marija cubric (mcubric)	No print outs in my case
29/05/2007 08:49:31	Mark Gamble (mgamble)	Also needs a lot of time spending getting students to understand assessment criteria and practice.
29/05/2007 08:49:40	Lesley Lawrence (LesleyLawrence)	Carol - it could be used for peer assessment but this wasn't included this time round. Would need to think of benefits of doing so.
29/05/2007 08:50:08	Mark Gamble (mgamble)	There's so much other stuff going on with a new tool like this.
29/05/2007 08:50:34	Mark Gamble (mgamble)	We shall probably *not* print out, but unsure yet.
29/05/2007 08:50:37	marija cubric (mcubric)	Agree Mark - and we discover new things on the way
29/05/2007 08:50:43	Peter Kandlbinder (PeterKandlbinder)	I think Chris's description of a collaborative essay is a good one
29/05/2007 08:51:17	Peter Kandlbinder (PeterKandlbinder)	It seems what is assessed if the final piece of writing
29/05/2007 08:51:20	Mark Gamble (mgamble)	Quote it?
29/05/2007 08:51:38	marija cubric (mcubric)	Yes - assessing final piece of writing
29/05/2007 08:52:01	Mark Gamble (mgamble)	It is, but we're very keen on assessing *for* learning, not *of* it.
29/05/2007 08:52:17	Mark Gamble (mgamble)	Hence commenting.
29/05/2007 08:52:40	Peter Kandlbinder (PeterKandlbinder)	But isn't the commenting just to encourage participation?
29/05/2007 08:52:50	Mark Gamble (mgamble)	Oh no.
29/05/2007 08:52:52	Chris Hall (chrishall)	Mark in your case, the first weeks were the formative assessment is that correct? The getting to know the tool? How long in average did it take for students to become happy/familiar with using the Wiki?
29/05/2007 08:53:20	Mark Gamble (mgamble)	HARD ONE CHRIS.
29/05/2007 08:53:24	marija cubric (mcubric)	Hmmm, commenting is feedback isn't it and this is what students want don't they ?
29/05/2007 08:53:28	Mark Gamble (mgamble)	oops. caps
29/05/2007 08:53:30	Lesley Lawrence (LesleyLawrence)	In collecting feedback from the participants, this was a typical response in terms of 'What did you learn - 'Other perceptions about my own subject area. Commonalities between other subject areas & my own. Differing interpretations of the same materi
29/05/2007 08:53:36	Chris Hall (chrishall)	:-)
29/05/2007 08:54:18	marija cubric (mcubric)	Hi Mark!
29/05/2007 08:54:22	Mark Gamble (mgamble)	Chris, most of our student are not digital natives.....



29/05/2007 08:54:36	MArk Russell (MarkRussell)	Hey marija, good luck
29/05/2007 08:54:42	Mark Gamble (mgamble)	Marija, yes, you're right.
29/05/2007 08:55:03	MArk Russell (MarkRussell)	good morning all
29/05/2007 08:55:06	Lesley Lawrence (LesleyLawrence)	Chris - a minority, from the feedback comments never really happy with the wiki - tended to be those more technologically stretched.
29/05/2007 08:55:15	Mark Gamble (mgamble)	Chris, some of them have really struggled, for other it clikced after an hour or two.
29/05/2007 08:55:21	marija cubric (mcubric)	Commenting is for quality and adding value, assessing is for engaging
29/05/2007 08:55:32	Linn van der Zanden (linnvdzanden)	Back to something mentioned earlier: Can anyone tell me what MediaWikis is doing to make assessment easier?
29/05/2007 08:55:41	Bobby Elliott (bobbyelliott)	maybe they were using their limited technical skills as an excuse?
29/05/2007 08:56:05	Mark Gamble (mgamble)	For info, we use CampusPack inside Blackboard.
29/05/2007 08:56:05	Chris Hall (chrishall)	so in general like any other tool they use, did you find it was inhibiting to some people?
29/05/2007 08:56:12	Lesley Lawrence (LesleyLawrence)	Bobby - yes, I think that was the case. Especially those who maybe didn't engage as much.
29/05/2007 08:56:35	Peter Kandlbinder (PeterKandlbinder)	My impression Linn is this is not making assessment easier but teaching new skills
29/05/2007 08:56:37	marija cubric (mcubric)	re: mediawiki - there are new features on the way (look at the features repository) e.g. highlighting the work of different users on the same page
29/05/2007 08:56:41	Mark Gamble (mgamble)	Chiris, yes, just as some never engage with email...
29/05/2007 08:56:52	Carol Collins (ccollins)	Any disabiity issues?
29/05/2007 08:57:02	Bobby Elliott (bobbyelliott)	the highlight feature sounds good
29/05/2007 08:57:05	Mark Gamble (mgamble)	The assessment task is the same.
29/05/2007 08:57:13	marija cubric (mcubric)	Very good point Chris! Wikis are not very accessible at the moment
29/05/2007 08:57:19	Mark Gamble (mgamble)	We're assessing content.
29/05/2007 08:57:43	Peter Kandlbinder (PeterKandlbinder)	But why not just get them to write an essay Mark?
29/05/2007 08:57:57	Bobby Elliott (bobbyelliott)	does anyone have a marking scheme (rubric) to summatively assess wikis?
29/05/2007 08:58:17	marija cubric (mcubric)	Bobby - yes, but we are posting that separately
29/05/2007 08:58:18	Linn van der Zanden (linnvdzanden)	you just missed that discussion bobby
29/05/2007 08:58:26	Bobby Elliott (bobbyelliott)	: -)
29/05/2007 08:58:32	Lesley Lawrence (LesleyLawrence)	We're not assessing wikis as such - its the medium in which the content is delivered.
29/05/2007 08:58:33	Catherine Owen (CatherineOwen)	Please check out the forum for postings of rubrics later on!
29/05/2007 08:59:02	Bobby Elliott (bobbyelliott)	hmm... a bit moot lesley



29/05/2007 08:59:14	Mark Gamble (mgamble)	Our module is on pedagogy in practice not wiki-making.
29/05/2007 08:59:23	Bobby Elliott (bobbyelliott)	can you divorce technology from pedagogy/assessment?
29/05/2007 08:59:38	Mark Gamble (mgamble)	Not completely, no.
29/05/2007 08:59:41	marija cubric (mcubric)	Lesley - yes in general, but we always give some % of the final mark for presentation don't we?
29/05/2007 09:00:10	Bobby Elliott (bobbyelliott)	we should embrace technology and reward skills in it not pretend its not there
29/05/2007 09:00:16	Catherine Owen (CatherineOwen)	It's 9am BST and I'm now going to bring this session to an end. Thank you *very much* to Peter, Lesley, Mark and Marija and to all of you who took part. A transcript of this chat will appear on this page very shortly.
29/05/2007 09:00:27	Linn van der Zanden (linnvzanden)	Thank you
29/05/2007 09:00:30	Bobby Elliott (bobbyelliott)	bye
29/05/2007 09:00:31	Catherine Owen (CatherineOwen)	If your question hasn't been answered or if you would like to participate in more debate about this fascinating topic, please remember that the message-board forums will be available throughout the duration of the conference. A great place for more leisu
29/05/2007 09:00:36	Gillian Palmer (GillP)	Thank you
29/05/2007 09:00:37	Chris Hall (chrishall)	thank-you, this has been very interesting
29/05/2007 09:00:38	Mark Gamble (mgamble)	Thanks Catherine.
29/05/2007 09:00:39	marija cubric (mcubric)	Bobby - agree, and it makes it easier to read and contribute if the content complies to some minimum standards
29/05/2007 09:00:44	Peter Kandlbinder (PeterKandlbinder)	Thanks Catherine
29/05/2007 09:00:48	Catherine Owen (CatherineOwen)	The next chat session will take place at 10am BST under David Nicol's keynote session page.
29/05/2007 09:00:48	radu catalin (karadu)	10X
29/05/2007 09:00:52	Lesley Lawrence (LesleyLawrence)	The hour has passed very quickly - not enough time to respond to everyone. But, its been interesting!
29/05/2007 09:00:56	Mark Russell (MarkRussell)	thanks - came late sorry - so kep out
29/05/2007 09:00:59	Alison Muirhead (AlisonMuirhead)	Thanks all, the discussion board will be busy now!
29/05/2007 09:01:00	Catherine Owen (CatherineOwen)	This chat window will close very shortly - please transfer your discussion to the forum!
29/05/2007 09:01:03	Mark Russell (MarkRussell)	*kept
29/05/2007 09:01:12	marija cubric (mcubric)	Thanks to all
29/05/2007 09:01:27	Catherine Owen (CatherineOwen)	Thanks once again to you all - lots of time for more debate on the forum below throughout the conference!
29/05/2007 09:03:15	Catherine Owen (CatherineOwen)	This window will close very shortly - please transfer to the first keynote session for more live debate shortly.

- TRANSCRIPT ENDS -



We apologise that owing to the limit on storage of individual messages within the chat software, particularly long messages have been truncated. Unfortunately, we are not able to recover these.

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