

Wikiversity: learning the "wiki way"

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Presentation overview

- Introduction to Wikiversity (background, scope)
- Wikiversity and Wikimedia
- Wikiversity in practice

(Please stop me if I'm talking too fast, or too much crap!)



Introduction

- Officially launched in August 2006
- (Had been previously "incubated" in Wikibooks for 2-3 years)
- Lengthy process of defining project conflicting views



Wikiversity scope

- Educational materials and activities
- Both a repository and a learning space
- Research included (within policies and guidelines)
- All learner levels and languages





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Learning the 'wiki way'

What is the "wiki way", and what does it mean for education?

- Discuss validity of information
- Store, 'manage', but also *construct* knowledge
- People participate in the very definition of the space itself (policies, processes, structures, etc)



Wikis in educational use

- Collaborative writing
- Brainstorming
- Collating, annotating knowledge banks (eg bibliographies)

But what are the *affordances* of wikis for education?

- Transparency
- Critical thinking
- Media literacy



Wikiversity - an experiment

- Wikiversity not set up with a clearly defined educational model (deliberately)
- Major focus so far identifying what works in a wiki (even MediaWiki) context
- "Learning by doing" emerging as one option
- Esentially, we are learning *about learning*



Wikiversity so far..

- Some good materials and courses (eg. Filmmaking)
- A tentative learning model (learning by doing)
- New structuring 'namespaces' ("School", "Topic")
- Policies (some adapted from Wikipedia) NPOV
- Apprenticeship model of adminship ("custodians")
- Research guidelines
- Logo, motto & slogan



'Who' is Wikiversity?

- 34 new accounts p. day (av.)
- 14,898 (as of 26-10-07)

However...

- •375 contributors with >10 edits
- •31 new contributors per month
- •5-10 active; 50-100 very active



Image: John Schmidt http://en.wikiversity.org/wiki/Image:Wiki versityuseraccounts105.png



How does/should Wikiversity work?

" Learning activities must have certain elements otherwise they are no better than "yelling into a dark and empty cave". There must be specific goals and someone must be listening.

Therefore, to be a learning activity, a page must:

- 1. Ask the participant to do something. (Just reading and thinking about something is not enough.)
- 2. There must be someway to reach someone who will actually listen and reply. This can be:
- A. A teacher or moderator who will reply. or
- B. A clear procedure for posting the answer for other participants to read and reply. "

" I would add: C. Click the edit button and participate."



Wikiversity and Wikimedia

- Long-criticised for overlapping with Wikibooks
- Much activity on WV duplicating that on other WMF projects (is this always bad?)
- NPOV is this (always) desirable, or even possible in educational contexts?



Issues for Wikiversity

- How can it be of service to educators?
- ..and learners (esp. 'wiki-newbies')?
- Where does the learning take place?
- Evaluating and recognising learning
- Technology how does it limit? What can be done?
- Collaborations with other projects, groups & networks
- Multilingual expansion (why not Dutch?)



A broad perspective

"When I think about the ultimate goal of Wikiversity, I think about the historical origins of universities, collaborative efforts to facilitate learning that brought together learners and teachers. In a sense, we are starting over from that fundamental starting point but doing it in a new medium, a virtual world that is not constrained by the need to work in a restrictive physical space. We are able to explore what can be done in this new virtual space. " (JWSchmidt)



Comments? Questions?

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