

Extending the Active Teaching Environment Beyond the Classroom Using Wikis

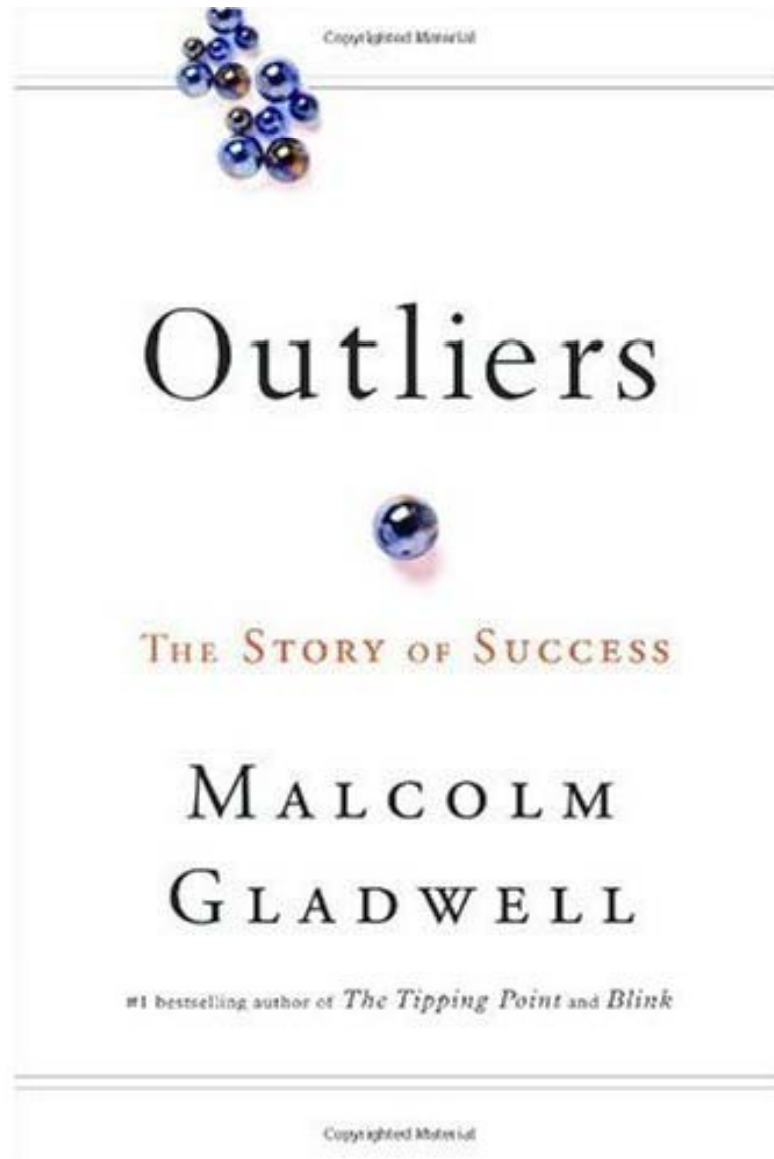
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jhogan@mst.edu



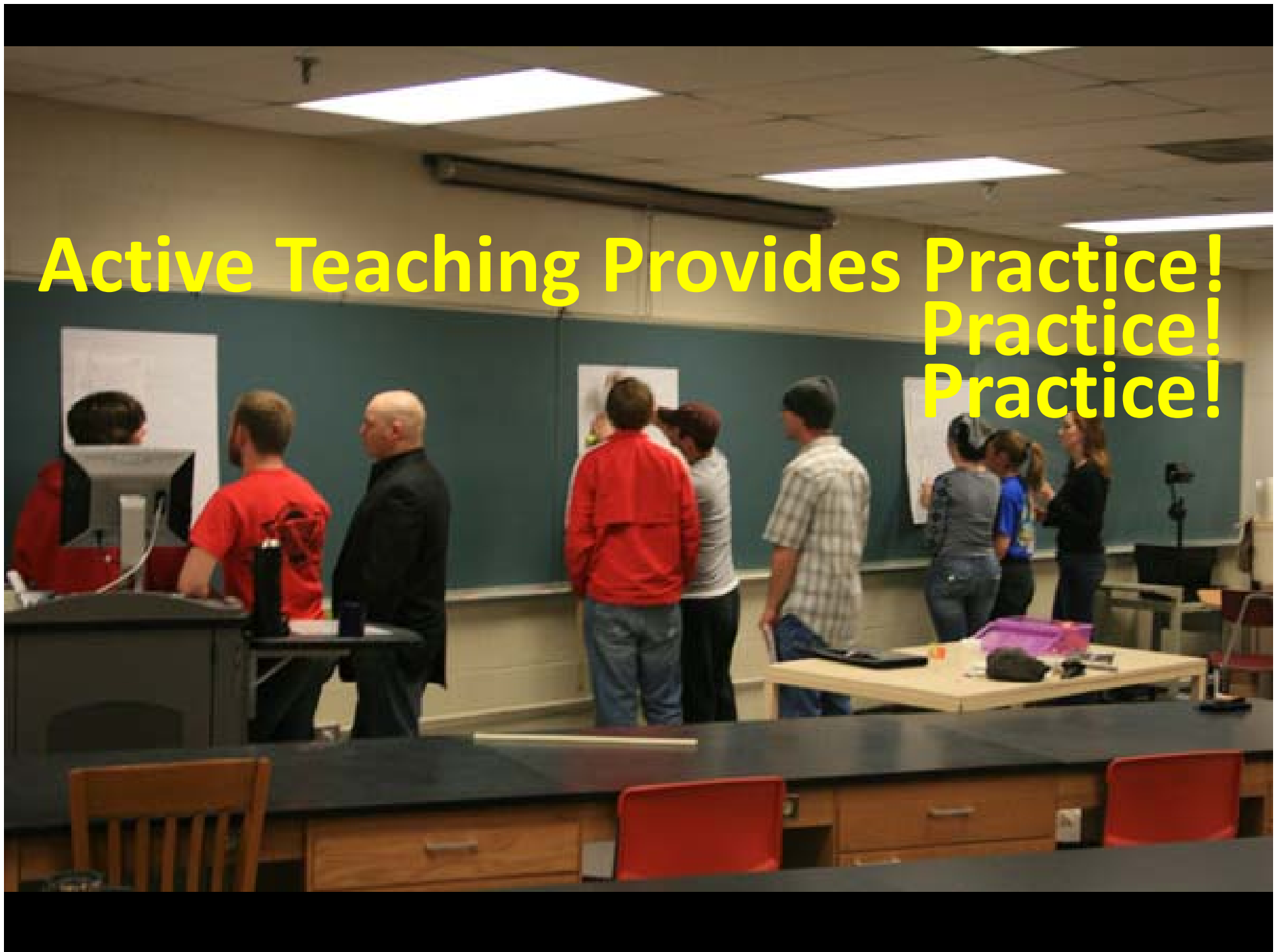
Five P's for Success



10,000 Hour Rule

Malcom Gladwell points out in his book that one of the important keys to success in any field is the 10,000-Hour Rule, which is simply a matter of ***practicing*** a specific task for at least 10,000 hours (20 hours of practice time a week for 10 years).

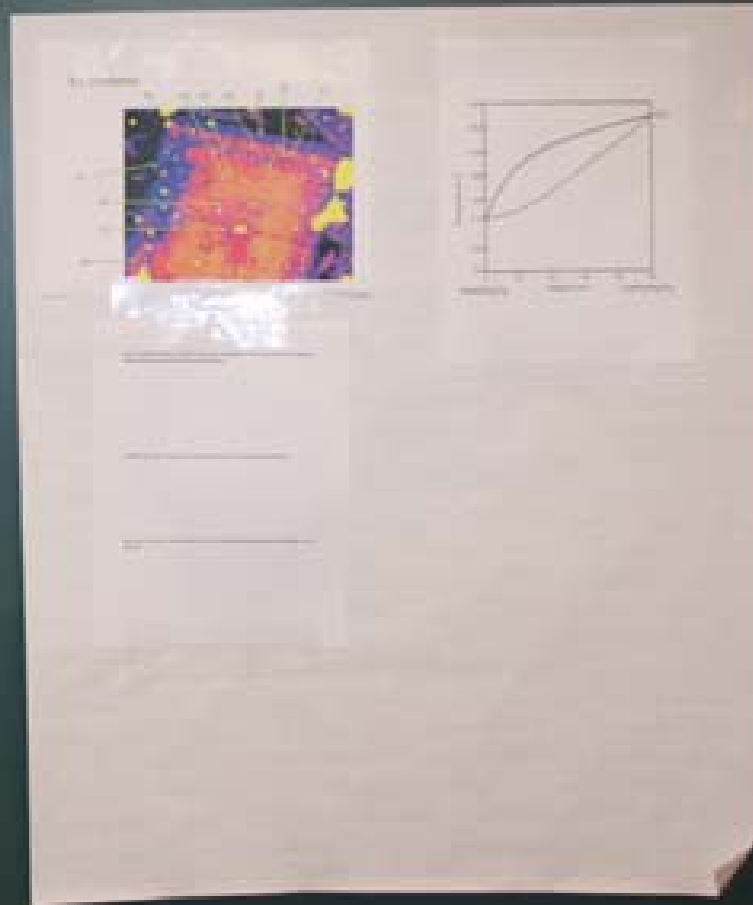
**Active Teaching Provides Practice!
Practice!
Practice!**



“Gallery Walks”



Gallery Walks
are comprised
of a series of
problems that
students work
on in groups



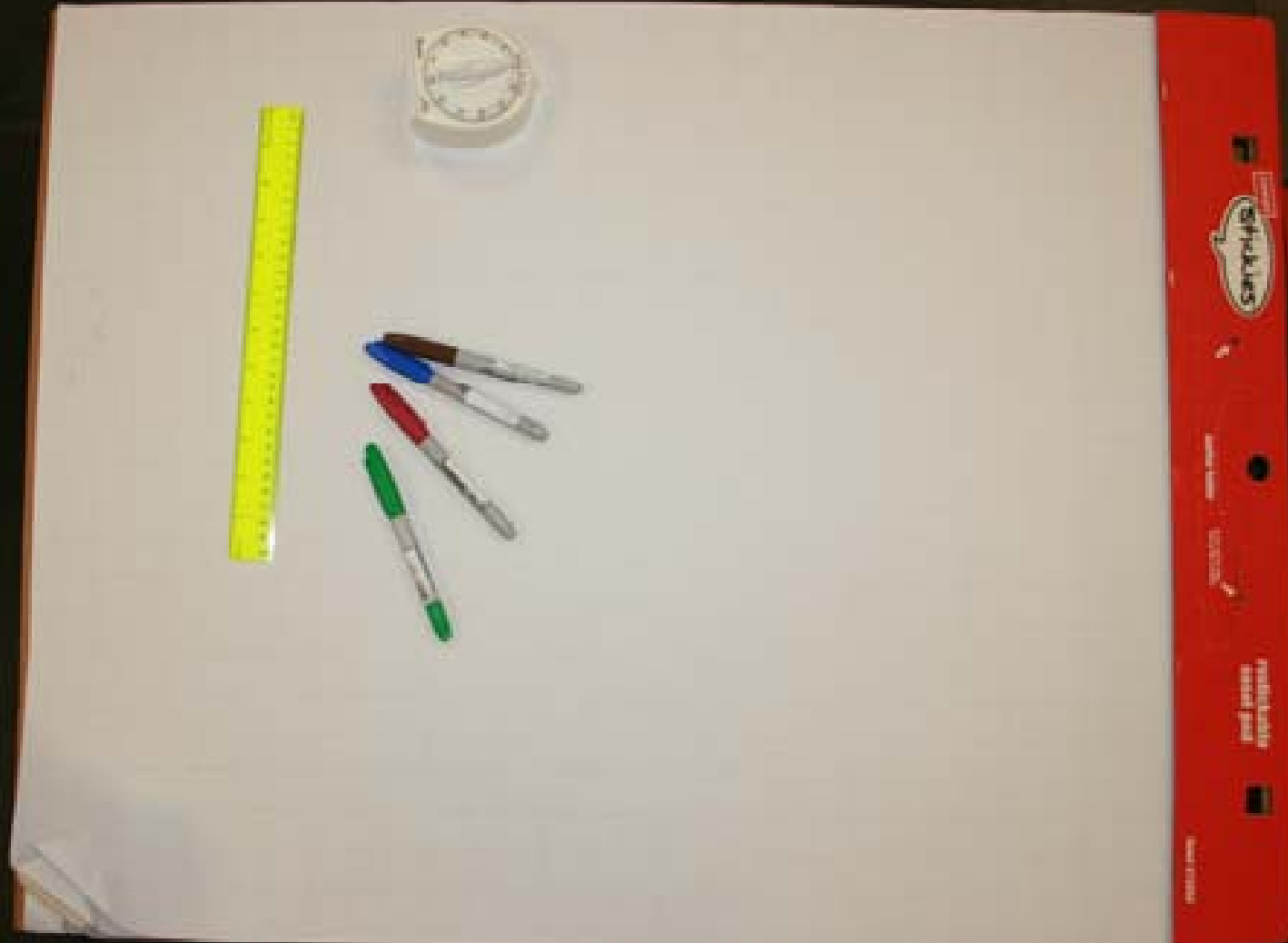
Students Move From One Problem to the Next



Collaborative Learning & Peer Evaluation



Simple Material Requirements

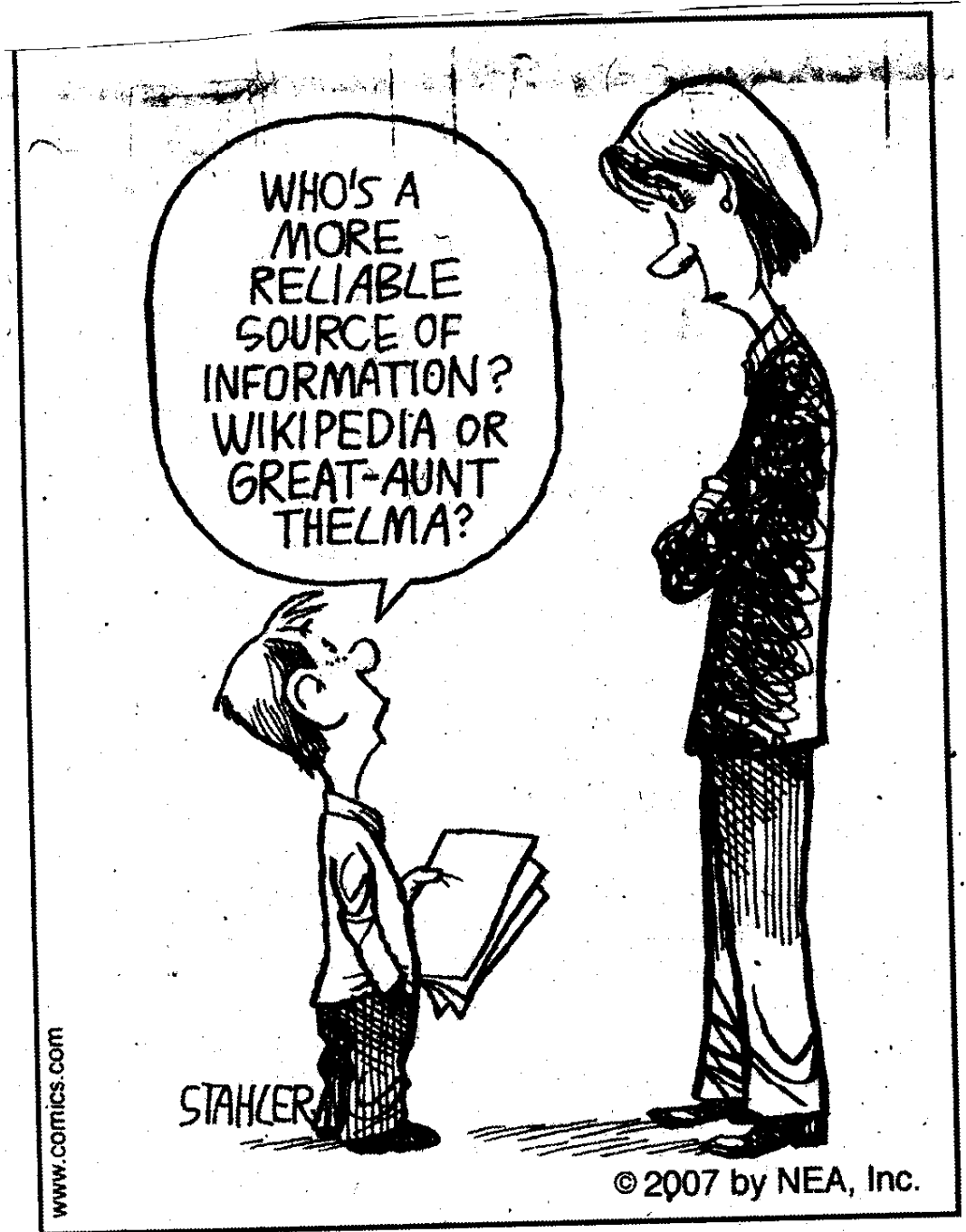


Gallery Walks Are Appreciated!





Extending the Active Learning Environment Using Wikis



Sources for Wikis

- [Wikispaces](#)
- [Google Sites](#)
- [Blackboard](#)



Some Wiki Issues....

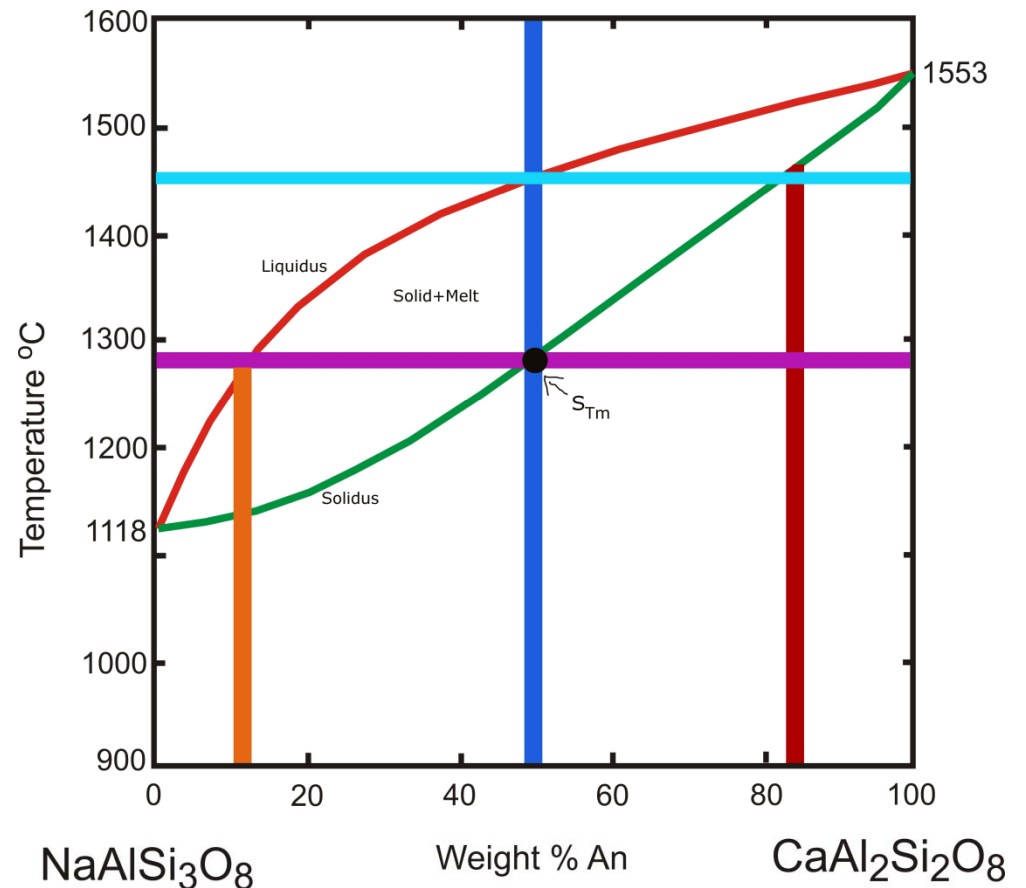
- Getting Student's to use it....
- Control over content....
- Access and Availability....
- Archiving....

<https://wiki.mst.edu/imp/>

Extending the Active Classroom

Introductory Igneous and Metamorphic Petrology & Petrography
(Undergraduates – Required for all majors)

- [Gallery Walk Follow Up](#)
- Peer Evaluations



Rubric for Peer Evaluation

Category	Scoring scheme		Score
Organization of Content	4	Content is well organized and easy to navigate. Headings are appropriate and informative. Bulleted lists are used to group material as necessary.	
	3	Content is organized using some headings and/or bullets. However the overall organization can be difficult to follow in places.	
	2	The content is somewhat logically organized, but headings and bullets are needed.	
	1	The material presented is disorganized and it is difficult to follow or to find information.	

Also: Editing Accuracy; Content Clarity; Technical Skills;

<p>Learning potential</p> <p><i>Learning Potential</i></p>	4	The content of the Wiki posting fully and correctly answered the question posed and provided adequate discussion of the topic. This significantly increased my understanding of the topic and principles presented in lecture.
	3	With one or two exceptions, the content of the Wiki posting fully and correctly answered the question posed and provided adequate discussion of the topic and increased my understanding of the topic and principles presented in lecture.
	2	More than half of the content of the Wiki posting fully and correctly answered the question posed and provided adequate discussion of the topic. This posting somewhat increased my understanding of the topic and principles presented in lecture but not sufficiently to fully understand the material.
	1	The content of the Wiki posting totally missed answering the question posed and failed to provide adequate discussion of the topic. This posting did not help to increase my understanding of the topic and principles presented in lecture.

Extending the Active Classroom

Advanced Structural Geology

(upper level undergraduate & graduate students)

- [Class Projects](#)



What's Next for Wikis?

The screenshot displays two web browser windows side-by-side. The left window, titled 'igmetpet - home - Mozilla Firefox', shows the 'igmetpet' wiki page. The page has a navigation bar with links like 'home', 'Edit This Page', 'page', 'discussion (3)', 'history', and 'notify me'. The main content area is titled 'Welcome to IMP - The Wiki for Igneous and Metamorphic Petrology' and includes sections for 'Introduction', 'The Philosophy Behind IMP', 'Responsibilities', 'Content Accuracy', and 'Guidelines for Getting Started and Editing'. A 'Table of Contents' sidebar is also present. The right window, titled 'Amazon.com: Igneous Petrology (2nd Edition) (9780582230804): Ar...', shows the Amazon product page for the book 'Igneous Petrology' by Anthony Hall. The page includes the book cover, a star rating, and pricing information. The bottom of the screenshot shows the Windows taskbar with several open applications and the system clock at 8:29 AM.

igmetpet - home - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://igmetpet.wikispaces.com/

Most Visited Getting Started Latest Headlines

igmetpet - home

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igmetpet

home Edit This Page page discussion (3) history notify me

Actions

- New Page
- Recent Changes
- Manage Wiki

Search

Navigation

Home edit navigation

Welcome to IMP - The Wiki for Igneous and Metamorphic Petrology

Introduction

The IMP is being created as an active learning resource for the Geology 130 Igneous and Metamorphic Petrology community at the Missouri University of Science and Technology. The primary focus will be collaborative knowledge creation focused on but not limited to on topics discussed in the lecture and laboratory of this undergraduate course. Members of this learning community can then use the IMP as a resource for sharing knowledge and for augmenting their own personal notes. Additional topics may be considered for inclusion in IMP.

The Philosophy Behind IMP

I'm a "Digital Immigrant". I live on the fringes of technology. I may overlap, to varying extents, with different types of technologies - But I have mostly remained in the physical world barely tangent to the multitude of technological communities. Because of this I have tended to use technology in teaching that can foster a very passive learning environment (e.g., "Dr. Hogan can you put the power point presentations of the lecture on BB?") whereas I would prefer to create a more active learning environment. In contrast, many students are "Digital Natives". Digital Natives instinctively use technology to communicate and interact with the world. They have embraced technology to learn and advance their understanding of the world that is very powerful as it tends to be more inclusive than exclusive. As an immigrant, there are customs and traditions I will cling to (so be patient), but I also would like to embrace what is good about my newly adopted community. By doing so I hope to, with the help of my class, initiate a new tradition in learning by using the IMP-wiki to create a digital collaborative learning community where students have an active role in defining the knowledge they will acquire during the course of the semester.

Responsibilities

Content Accuracy

The accuracy of material presented in the wiki belongs to the students and will not necessarily be verified by the instructors. Editors will be assigned topics as "stubs" and given primary responsibility for creating new content for their topic. Content in the IMP (photos, diagrams, etc.) should be restricted to original material, unless the copyright permission can be obtained. Inclusion of useful links as a means of providing supporting information is welcomed. Sources of information should be properly cited in the text, and a bibliography provided at the end of the page. At least two other students will serve as secondary editors to check the material created. The rest of the class will be free to edit and add material as they see fit. The result will be a living digital document that can grow to fit the needs of the IMP community.

Guidelines for Getting Started and Editing

This page discusses basic [Guidelines](#) that must be followed to participate in as a Wiki-IMP Editor. It also contains helpful links on "Getting Started" with adding content to the IMP.

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- [Rock Textures Glossary](#)
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Product Details

http://www.amazon.com/gp/product/images/0582230802/ref=dp_ima

Discussion

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