Extending the Active Teaching Environment Beyond the Classroom Using Wikis

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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

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

*Also: Editing Accuracy; Content Clarity; Technical Skills;*
<table>
<thead>
<tr>
<th>Learning Potential</th>
<th>4</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>
Extending the Active Classroom

Advanced Structural Geology

(upper level undergraduate & graduate students)

• Class Projects
What's Next for Wikis?

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 topics discussed in the lectures 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 portray, to varying extents, with different types of technology. But I have mostly remained in the physical world. I tend to be less comfortable with technological tools. I believe that the IMP is a great tool for learning. I would prefer to create an active, learner-centered 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 different 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 wanted to embrace what is good about our newly adopted community. By doing so I hope to, with the help of my class, create a new tradition in learning by using the IMP to create a digital, collaborative learning community where students can share and exchange 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 "lists" 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 welcome. 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 document that can grow to fit the needs of the IMP community.

Guidelines for Getting Started and Editing

The page discusses basic guidelines that must be followed when editing the IMP. It also contains helpful links on "Getting Started" with wiki editing tools.
Discussion

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