“Collaboration Using Wikis in the Classroom”

~ A Returning Developer ~

For further information contact...

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PROGRAM OVERVIEW

Wiki” is a Hawaiian word meaning, “hurry”. Online wikis are just that -- websites made in a hurry. Wikis are part of the newest innovative technology that we call Web 2.0. They are interactive sites that allow teacher-to-teacher or teacher-to-student collaboration on the topic of your choice.

For the purposes of this project, wikis are used to enhance collaboration between Media Specialist and classroom teacher to increase the resources available for doing student research using online assets.

OVERALL VALUE

At the end of the school year, I survey teachers on the strengths and weaknesses they find with the Media Services provided at my school. I do this using an online survey service that compiles the results and lists the comments of the survey-takers. While the stats reported gave me high marks in every category, the comments gave me a wake-up call. Several teachers remarked that I am “too busy” to help them with research projects for their students. While it was never my intention to shun a teacher in need, I do realize that my time has limitations and I needed to find a solution to this problem. Wikis have been a suitable solution and I have employed them to fill this need for the past year. Teachers can give students the URL of the wiki I produce which details links, images, music, podcasts, documents, online subscription data, videos, sound effects, and other multi-media assets I can find for them. Using these wikis, students will need to spend less of the valuable computer lab time looking for resources, and more time analyzing and evaluating these resources and then synthesizing them into assigned reports (which more and more frequently is an alternative to the written report, i.e. digital story or PowerPoint presentation).

This method also eliminates another problem — that of keeping students on-task while doing searches for research projects. Middle school students must be closely monitored while at school or at home while using the Internet. They will wander into areas not related to their search and often are inappropriate for them. By giving them an extensive list of resources that are unbiased, safe, and directly related to their assigned topic, they will more likely complete an acceptable final project.

LESSON PLAN TITLES

- Old Man and the Sea
- Resources for Digital Storytelling

MATERIALS

- Computer access with Internet
- URL to topic wiki: http://www.manandsea.pbwiki.com
- Microsoft MovieMaker2 program

ABOUT THE DEVELOPER

Kay Teehan is a Media Specialist at Bartow Middle School. She has her Master’s degree in Educational Technology and National Board Certification in Library/Media. She is a 40-year veteran educator and embraces technology as an important strategy for the future of education.

★★★★
SUBJECTS COVERED
Language Arts

GRADES
Eight

OBJECTIVES
- Student will use research strategies to access the resources found on the topic wiki.
- Students will analyze and evaluate information they find and synthesize the information into a format for their project.
- Students will use multimedia resources to express and communicate their topic.
- Students will demonstrate proper citation of the resources used in their project.

SUNSHINE STATE STANDARDS
The student understands the power of language (L.A.D.2.3)
1. selects language that shapes reactions, perceptions, and beliefs
2. distinguishes between emotional and logical argument
3. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication
4. Incorporates audiovisual aids in presentations
5. understands specific ways that mass media can manipulate or enhance information
6. understands that laws exist that govern what can and cannot be done with mass media

ISTE/NETS STANDARDS
1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems, & operations.

MATERIALS
- Computer access with Internet
- URL to topic wiki: http://www.manandsea.pbwiki.com

DIRECTIONS
Brief Description of Lesson:
Students sometimes find it difficult search for accurate, safe, and unbiased information while doing research on the Internet. Through a collaboration process of classroom teacher and Media Specialist, an online wiki can be created to aid in this task.

Background Information for Teachers:
The strategy has several features that teachers as well as Media Specialists can adapt that will contribute to greater student achievement:
   - In our busy schedules, with more classes and less planning time, wikis can be used as a collaboration tool between teachers, Media Specialists, and other resources providers to plan research activities for students.
   - Wikis will keep students “on-task” while accessing Internet resources.
   - Wikis will limit resources to a selection that teachers can be sure are safe, unbiased, and factual.
   - Wikis can be edited by other teachers besides the creator of the wiki so resources can be continuously added to and updated.
   - Wikis can have value for multiple classes and for multiple school years.
   - Research wikis can contain information for students to help them correctly cite their sources in their finished report/project.
   - Wikis can be accessed from any computer with Internet access, which makes it easier for students to work away from school.
Collaboration Using Wikis in the Classroom

Lesson Plan No 1: Old Man and the Sea (cont.)

Kay Teehan

Procedures:

1. Classroom teacher collaborates with Media Specialist on a list of topics to enhance the student’s reading of the novel “Old Man and the Sea”

   **Those topics are:**
   - Ernest Hemingway
   - Articles & lit reviews about the novel
   - Marlin fish
   - Fishing for Recreation
   - Fishing as an Industry
   - Cuba
   - The Condition of our Oceans
   - Safety of our Food Supply from the Ocean
   - Overfishing
   - Commercial fishing
   - Careers in the Fishing Industry
   - Caribbean waters/Geography
   - Facts about Baseball
   - Joe DiMaggio
   - Heroes of the Past and Present
   - Living by a Code
   - Boating
   - Kinds of Boats: Their Construction and Uses

2. Media Specialist creates a wiki which categorizes resources available on these topics. This wiki is found at: http://www.manandsea.pbwiki.com and a hard copy of this wiki is on next page.

3. Classroom teachers secures computer lab time and students access resources, evaluate them for their usability, and save them (and the appropriate citation information) to a flash drive. Students will be able to access this wiki from any computer in or out of school that has Internet access.

4. Student synthesizes information into a multi-media presentation and presents to class.

**EXPECTATIONS/ASSESSMENT**

See Rubric

★★★
RESEARCH

DIRECTIONS:
This form is designed to help you evaluate a student’s research activities. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work.

1 = Weak    2 = Moderately Weak    3 = Average    4 = Moderately Strong    5 = Strong

1. The student develops a research plan, conducts an organized search, and makes good use of research time. 
   ____________

2. The student makes good use of book and CD–ROM indices, electronic finding aids, card catalogs, periodicals guides, and so on. 
   ____________

3. The student uses the textbook, program CD-ROM, and other in-class resources when appropriate. 
   ____________

4. The student develops a research strand, using one resource to find others by looking at its bibliography and any footnotes. 
   ____________

5. The student creates multiple research paths by searching for information on his or her topic under related topics. 
   ____________

6. The student seeks out more than one source of information on a topic for use in the work product. 
   ____________

7. The student uses primary sources when appropriate. 
   ____________

8. The student evaluates sources for the quality of their information. 
   ____________

9. The student takes good research notes, identifying directly copied material and recording the source. 
   ____________

10. The student puts research findings into his or her own words. 
    ____________

Additional Comments

Total Points/Grade: ____________

2009 - 2010 IDEA CATALOG OF EXCELLENCE
**Subjects Covered**

All curricula areas

**Grades**

Five - Twelve

**Objectives**

- Student will use research strategies to access the resources found on the topic wiki.
- Students will analyze and evaluate information they find and synthesize the information into a format for their project.
- Students will use multimedia resources to express and communicate their topic.
- Students will demonstrate proper citation of the resources used in their project.

**Sunshine State Standards**

The student understands the power of language (LA.D.2.3)

1. selects language that shapes reactions, perceptions, and beliefs
2. distinguishes between emotional and logical argument
3. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication
4. Incorporates audiovisual aids in presentations
5. understands specific ways that mass media can manipulate or enhance information
6. understands that laws exist that govern what can and cannot be done with mass media

**ISTE/NETS Standards**

1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Materials**

- Computer access with Internet
- URL to topic wiki: http://www.manandsea.pbwiki.com
- Microsoft MovieMaker2 program

**Directions**

**Brief Description of Lesson:**

Classroom teachers often need to collaborate with the Media Specialist, Technology Specialist, or other tech-savvy teacher in order to utilize authentic assessment such as digital stories for assignments for their students. Because lack of planning time is such an important factor in the busy teacher’s day, this lesson employs the use of a collaboration wiki to give students access to vital resources they need to do their project.

**Background Information for Teachers:**

The strategy has several features that teachers as well as Media Specialists can adapt that they will find will contribute to greater student achievement:

- In our busy schedules, with more classes and less planning time, wikis can be used as a collaboration tool between teachers, Media Specialists, and other resources providers to plan research activities for students.
- Wikis will keep students “on-task” while accessing Internet resources.
- Wikis will limit resources to a selection that teachers can be sure are safe, unbiased, and factual.
- Wikis can be edited by other teachers besides the creator of the wiki so resources can be continuously added to and updated.
- Wikis can have value for multiple classes and for multiple school years.
- Research wikis can contain information for students to help them correctly cite their sources in their finished report/project.
- Wikis can be accessed from any computer with Internet access, which makes it easier for students to work away from school.
**Procedures:**

1. Classroom teacher collaborates with Media Specialist on an idea to assign her students an authentic assessment strategy using digital storytelling as the end-product.

2. Media Specialist teaches students how to do a digital story using MovieMaker2 (7 classes in one day) but does not have the additional time on subsequent days to help them to research.

3. Media Specialist creates a wiki with digital story resources that will give the students access to necessary assets needed for digital story implementation. This wiki can be found at: [http://digitalstoryresources.pbwiki.com/FrontPage](http://digitalstoryresources.pbwiki.com/FrontPage) A hard copy of this wiki can be found on the next page.

4. Classroom teacher secures computer lab time and students access resources, evaluate them for their usability, and save them (and the appropriate citation information) to a flash drive. Students will be able to access this wiki from any computer in or out of school that has Internet access.

5. Student synthesizes information into a digital story presentation and presents to class.

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**EXPECTATIONS/ASSESSMENT**

See Rubric

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## Content Rubric (Scott County Digital Storytelling Rubric)

<table>
<thead>
<tr>
<th>Elements</th>
<th>1 - Emerging</th>
<th>2 - Developing</th>
<th>3 - Very Good</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of addressing the essential question</td>
<td>Realization is dramatically different than expectation</td>
<td>Realization differs from expectation</td>
<td>Realization from expectation is subtle</td>
<td>Realization and expectation do not differ</td>
</tr>
<tr>
<td>2. Point of View Evident</td>
<td>Limited awareness of audience and/or purpose</td>
<td>Some evidence of communication with audience; some lapse in focus</td>
<td>Focuses on purpose; communicates with audience</td>
<td>Establishes a purpose and maintains a clear focus; strong awareness of audience</td>
</tr>
<tr>
<td>3. Story has emotional aspect</td>
<td>Audience has little emotional engagement</td>
<td>Audience lapses in emotional engagement</td>
<td>Audience is emotionally engaged</td>
<td>Audience is deeply and emotionally engaged</td>
</tr>
<tr>
<td>4. Illustrations, graphics, sound choices match content</td>
<td>Sequential composition; images do not match purpose</td>
<td>Sequential composition; succinct, images &amp; sounds are controlled/logical</td>
<td>Sequential composition; succinct; images &amp; sound create atmosphere and/or tone</td>
<td>Sequential composition; succinct; images &amp; sound create an atmosphere and/or tone; may communicate symbolism and/or metaphors</td>
</tr>
<tr>
<td>5. Pacing of story intrigues audience</td>
<td>Mechanical rhythm; limited use of punctuation; limited vitality</td>
<td>Some rhythm; limited suggestions of emotion via sound effects, lapses in vitality</td>
<td>Engaging rhythm; use of “white space”; evidence of vitality; good use of sound</td>
<td>Engaging rhythm; suggestions of emotions using sound effects; use of “white space”; enhanced vitality</td>
</tr>
</tbody>
</table>
# Mechanics Rubric

<table>
<thead>
<tr>
<th>Elements</th>
<th>1 - Emerging</th>
<th>2 - Developing</th>
<th>3 - Very Good</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storyboard</td>
<td>No evidence of storyboard usage</td>
<td>Minimum detail &amp; planning in storyboard format</td>
<td>Good detail &amp; planning of storyboard &amp; digital storytelling elements are evident</td>
<td>Excellent detail; well planned; effects &amp; transitions evident in storyboard</td>
</tr>
<tr>
<td>Audio</td>
<td>Audio is cut-off and inconsistent; Audience has great difficulty hearing narration and soundtrack</td>
<td>Audio not clear in parts; audience understands narration and soundtrack; expression of ideas muddled</td>
<td>Audio is clear; but only partially expresses ideas</td>
<td>Audio is clear; effective communication of ideas; soundtrack enhances story</td>
</tr>
<tr>
<td>Editing</td>
<td>No evidence of engaging flow through effects of editing</td>
<td>Scenes have little or no flow; viewer gets lost in story</td>
<td>Most scenes has seamless appearance; good flow and engaging pace</td>
<td>Smooth viewing; seamless appearance; excellent flow</td>
</tr>
<tr>
<td>Transitions, Effects</td>
<td>No enhancement of message through effects</td>
<td>Minimal enhancement of message through effects</td>
<td>Somewhat enhances message of the story through effects</td>
<td>Enhances story through effects; completes project</td>
</tr>
<tr>
<td>Originality and Creativity</td>
<td>Story shows no originality or creativity</td>
<td>Story shows little originality or creativity</td>
<td>Story show some originality or creativity</td>
<td>Story shows excellent originality and creativity in composition</td>
</tr>
<tr>
<td>Documentation</td>
<td>No evidence of citations of sources</td>
<td>Some evidence of citations of sources</td>
<td>Good evidence of citations of sources</td>
<td>Excellent evidence of citations of</td>
</tr>
</tbody>
</table>
## Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.pbwiki.com">www.pbwiki.com</a></td>
<td>Upgrade for wiki using multiple video resources</td>
<td>99.50</td>
<td>1</td>
<td>99.50</td>
</tr>
<tr>
<td><a href="http://www.animationfactory.com">www.animationfactory.com</a></td>
<td>1 year subscription to Animation Factory</td>
<td>99.50</td>
<td>1</td>
<td>99.50</td>
</tr>
</tbody>
</table>

Subtotal $199.45  

Tax if applicable  

Shipping if applicable  

TOTAL BUDGET AMOUNT $199.45

Teacher's Name **Kay Teehan**  

School: **Bartow Middle School**