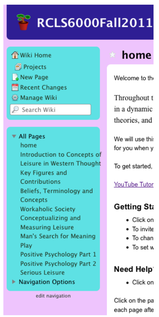
How We are Using the Wiki

- We are using Wikispaces. www.wikispaces.com provides free accounts for use in K-12 and Higher Education. Students were "invited" to join Wikispaces via an instructor-generated email. An access link to the class page is embedded in Blackboard.
- The instructor creates an outline of concepts and questions for each topic. The outline is shared with students prior to class discussion.
- During discussion, students agree on which students have primary responsibility for summarizing information related to each concept/question.
- The outline contains some questions that all students respond to (e.g., application ideas, summary thoughts)
- The instructor edits the Wiki page prior to the next class and makes summary comments during class (face-to-face).
- Each student is awarded a participation grade based on criteria from a grading rubric. The quality and quantity of Wikispaces posts, tracked via the history feature, are a part of that grade.
- The Wikispace is connected to students' completion of future assignments including the midterm and final exams and comprehensive exams.
- Advantages: Free, easy to use and track, students can continue to access information after the course is completed, information is saved in stages, it's easy to add links and attach files. History is easy to track. Privacy settings are available.
- Disadvantages: Tools for modifying appearance of Wikispaces are somewhat limited; Students are reluctant to modify other students' posts.

Home Page and Grading Rubric



	asks questions.
Preparation	Completes all assigned reading in advance of class, makes complete and accurate notes to prepare for discussion, such as: favorite quotes, key points, and questions. Conducts additional research to introduce new material
Answers Questions	Shares ideas on a regular basis, provides accurate and complete explanations of key concepts and theories, drawing on class readings, personal experience, and other literature.
Asks Questions/Poses Arguments	Openly debates whether ideas are correct. Willingly plays devils advocate. Arguments are logical and well supported by literature and/or experiences.
Applications (in class, in journals and on Wikispace pages)	Frequently shares logical, relevant connections between philosophical ideas and theories to recreation and leisure service delivery. Application ideas include specific programs and/or methods.
Wikispace posting	Does a thorough and accurate job on assigned posts and other posts. Uses multiple resources to ensure accuracy. Makes corrections. Returns to page later to make corrections/additions

Sample from our Wikispace

Identify possible benefits and costs of thinking philosophically versus not thinking philosophically.
Benefits - philosophical thinking
-Helps you solve your own problems based on your beliefs and morals by really thinking about why you believe things to be the way you do and putting them into perspective accordingly.
-Thinking philosophically can help people find a deeper meaning about things. Many philosophical thinkers answer questions with other questions until a deep meaningful answer is concluded, they never answer questions with "just because" answers. Ordinary thinkers many times simply answer questions with straight forward, "text book" answers.
-Philosophcial thinkers look to combine clarity and rationally with creativity and audacity in order to better of the human condition(s).
Costs - philosophical thinking
-In the reading from this week (Dare et. al.1998), the authors warn that although philosophical thinking can help you see past the mundane of problems in order to gain a deeper meaning or insight, the answers you gain may not be as precise and assuring as you would like them to be.
- It is also possible to get caught up in what is known in adventure education as "analysis paralysis"

Benefits - not thinking philosophically
-For some people ignorance is bliss. By not having to think about why things happen or are connected, you can go through life by just going through the motions. You do things because you want to, not necessarily because you're philosophically inclined.
-Answers are many times easier to come up with when not thinking philosophically. It is easier to ask a question and get a straight forward answer and not go into depth about why that is the answer to the question asked.
- Not all questions merit philosophical answers. For example, if someone says "pass the butter" we don't expect a philosophical discussion.
Costs - not thinking philosophically
-Going through life with a lack of philosophical thought would be like barely getting your feet wet in an infinitely deep pool. Philosophical thinking is the way intellect and conscience are satisfied. When we read Viktor Frankl you will note that he calls for people to follow their consciences. In so doing, he believes we will ultimately discover the meaning in each of our lives. Clearly, following one's conscience requires that one be a philosophical thinker!

Define/describe classical leisure and modern leisure including terminology from Greek (classical) and Roman (modern) cultures, including perspectives on time, work and activity in general as they relate to leisure in both cultures.
Classical Leisure as to ancient Greeks was called Skole, which meant they viewed leisure as more peaceful and quiet and there weren't distratctions. To them it was a time of no obligation of working. On the other hand they had the term askolia, which meant they had an occupation or they occupied themselves with activities they deemed necessary. The Greek didn't see recreation as

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Department of Recreation and Leisure Studies

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Using Wikispaces for Collaborative Knowledge Construction in a Masters-Level Course

Presenters: Cheryl A. Stevens, Professor and Jamie Quinn, Master's Student, M.S. Recreation and Parks Administration

The learning outcomes for RCLS 6000, Philosophical and Sociological Issues in Leisure, require students to summarize, synthesize, integrate, and apply information in order to explain the potential for leisure and recreation for easing societal problems, with particular application to the student's area of specialization.

Using a Wikispace page, the students and instructor are collaboratively building a glossary of key course concepts and application ideas throughout the semester. This Wikispace contains a page for each topic. The completed Wikispace serves as a resource for students' exams. Following the course, students will continue to have access the Wikispace for comprehensive exams and workplace applications.

What the Literature Says

Slotter, E. B., (2010). Using Wiki contributions to induce collaborative learning in a psychology course. *International Journal of Technology in Teaching and Learning, 6*(1), 33-42.

Wikis are promising for several reasons. Students can use them in a variety of cooperative ways (e.g., group discussions, collaborative summary of course concepts, and collaborative writing/editing of writing assignments or projects). Also, students are familiar with the technology from their every day lives (e.g., Wikipedia). Research indicates that students who engage in collaborative learning retain what they have learned longer than those who learn alone.

Meishar-Tal, H. & Gorsky, P. (2010). Wikis: What students do and do not do when writing collaboratively. *Open Learning, 25*(1) 25-35.

A wiki glossary of key course concepts built by graduate students was analyzed to determine what students did and did not do (i.e., adding, editing, and deleting information). The two main findings, in the context of previous research, were: (1) students added content to the wiki more frequently than they deleted existing text; and, (2) contrary to previous research, these students modified existing texts to a greater extent than previously reported (however, this was a course requirement). The authors indicated that students face difficulties when writing collaboratively and teachers should design collaborative learning activities to help students overcome these difficulties.

Su, F., & Beaumont, C. (2010). Evaluating the use of a wiki for collaborative learning. *Innovations in Education and Teaching International, 47*(4), 417-431 DOI: 10.1080/14703297.2010.518428

Doctoral students constructed literature reviews in a wiki so their articles could be reviewed by peers and tutors. The authors evaluated the quantity and quality of contributions and students' perceptions. Findings suggested that a wiki can promote effective collaborative learning and confidence in formative self and peer assessment by facilitating rapid feedback, vicarious learning through observing others' contributions, and easy navigation and tracking.

Guo, Z., & Stevens, K. J. (2011). Factors influencing perceived usefulness of wikis for group collaborative learning by first year students. *Australasian Journal of Education Technology, 27*(2), 221-242.

In an introductory, undergraduate technology course wiki use was influenced by student's prior experience with wikis, ease of access to wikis and with their perceived usefulness of wikis. Students' attitudes towards using the wiki were strongly influenced by their teacher's attitudes towards the wiki. If they saw the wiki as a tool for helping them with their assignments, and intended to use wikis in the future, they were likely to see them as useful.