In2 the Cloud Workshop Series:

- **Collaboration Tools:**
  - Blogs and Wikis (Today)
  - Google Drive, October 8

- **Communication Tools:**
  - Web Conferencing, October 27
  - Online Facilitation Strategies: Discussion Boards and Audio Comments, November 17
  - Online Videos, December 1
Agenda

• The importance of collaboration tools in online teaching and learning and why using a Blog and/or Wiki (15 min.)
• Examples from higher education (15 min.)
• Hands-on activities (1.5 hour)
Collaboration Tools

• Online messaging boards, discussion forums, chats, and blogs are all tools designed to foster student engagement with peers and course content.

(Grandzol & Grandzol, 2006)
Collaboration Tools

Rather than framing online exercises as course requirements, faculty should emphasize them as opportunities for students to build a community where they can:

- Learn from each other
- Help one another in tackling challenging course content
- Provide a support system for each other.

(Brinthaupt, Fisher, Gardner, Raffo, & Woodard, 2011)
Collaboration Tools:

• Choose a tool to:
  o promote communication;
  o share a diagram, photograph, paper, or similar objects;
  o allow natural interactions; and
  o be easy to use and learn.
Collaboration Tools

• Just as traditional classroom discussion can be enhanced by breaking students up into small groups, online discussions can also be set up in small groups.

• Team projects can be assigned in traditional classrooms and a host of software is available to facilitate virtual team collaboration.

(Brinthaupt et al., 2011)
Groups Assignment from CMN414

- Leadership role rotates every week
- Leader post on the group blog notes from meeting
- Part of participation mark
What is a blog?

• “A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet.”

(Armstrong, Berry, & Lamshed, n.d.)
What is a blog?

• A blog is characterized by the following traits
  o A frequently updated web site
  o Entries listed in reverse-chronological order (so that the most recent is at the top of the page)
  o Brief, concise entries
  o Personal, written from a personal viewpoint, often in the first-person, with a personalized interface
  o Social, offering visitors the ability to comment and containing links to blogs and sites on similar topics (Walker Rettberg, 2008)
Blogs are appropriate for both hybrid and fully online courses

• Blogging can be used for:
  o Traditional essay
  o Create a video essay answering a question
  o Use as venues for asking and answering questions

(Brinthaupt et al., 2011; Glogoff, 2005)
What is a wiki?

Collaborative Website

Hawaiian word “fast”

Open editing

(Ficek, 2009)
Why wikis?

- Ease of use access
- Encourage participation
- Individual accountability
- Organize & share group work
- Facilitate group interaction
- Manage groups
- Encourage sense of common purpose
- Post course information
- Publish student work (permission)

(Ficek, 2009; Orlando, 2011)
Design effective wiki or blog projects

Define Purpose → Outcomes

Why do I want to use a wiki or a blog?

Define the Learners (Learner Analysis) - Instruction

Age (Year), Online, Class size

Define Rules

Rules for Collaboration Define Basic Structure
Using Blogs and Wikis in Higher Education
Questions Campaign: An Interesting Communications Strategy

November 13th, 2012 by mzijac

Every day when I take the TTC I am reminded about the current advertising campaign McDonalds has taken on. In relation to our courses of professional communication, I feel as though there are many concepts, which we have discussed over the semester that tie to this campaign strategy well. The McDonalds brand is a recognizable one worldwide. Those golden arches I know personally are a comfortable and recognizable icon, in such that if I am stuck somewhere and I don’t know what to eat...I know McDonalds. Being a fast food chain the reputation of McDonalds is that it is unhealthy, and not great quality food. I think much of this image has been spun through various communication practices, such as through the printed book, 'Fast Food Nation', and the film ‘Supersize Me’ to name a few. It is not to say these facts are completely wrong; however I do think they provide a sense of over exaggeration to the viewer, and ultimately cause damage to the way the brand is viewed by customers around the world.
Welcome to ENG 222’s Digital Exhibits of “Peter Pan, Pirates, Mermaids, and Fairies” from the Children’s Literature Archive!

In F2011 Lorraine Janzen's ENG 222 class, Fairy Tales and Fantasies, created a virtual exhibit in dialogue with the Osborne Collection's exhibit at Toronto Public Library. Celebrating the 100th anniversary of J.M. Barrie's iconic work of fiction, *Peter Pan*, both exhibits took “Peter Pan, Pirates, Mermaids, and Fairies” as their curatorial theme. Working in pairs, students selected a book from the Children's Literature Archive and created a Digital Exhibit focusing on one of the thematic categories. Each Exhibit analyzed how their selected figure (Peter Pan, Pirates, Mermaids, or Fairies) was represented in the CLA book and included a historical context or popular culture comparator. Building an Exhibit with connections to the Osborne Collection's contemporary Exhibit highlights the links between the activities of the university and our local community. The Digital Exhibit Assignment also gave students a real-world opportunity to share their knowledge of fairy tales as historically specific cultural artifacts whose meaning depends on their place, time, and medium of production.
The pages below were created by undergraduate chemistry students at the University of Illinois for honors credit. They were designed to coincide with Illinois Science Standards in the middle schools. We encourage teachers and students to use these pages freely. If you have questions, please contact Professor Patricia Shapley.

**Environmental Topics**

- Wind Energy by Monica Radosevic
- Information from Ice Cores by Craig Boddy
- Hydroelectric Power by Amanda Peoples
- The Greenhouse Effect by James Carbo
- Water, Water, Everywhere! by Stephen Snider
- Ethanol as a Fuel by Katie McCarthy
- The Chernobyl Disaster by Hannah Imlay
- A Different Kind of Wood by Kimberly Tan
- Indoor Air Pollution Caused by Household Cleaning Products by Emily Lin

**Chemistry Topics**

- Acid Base Chemistry by Brian Phelan
- Properties of H2O by Tom Carberry
- The Chemistry of Batteries by Jeremy Sugrue
- Astrochemistry by Angelica Vargas

**Chemical Elements**

![Periodic Table of Elements](image-url)
Welcome to HUMS3001: Censorship and Responsibility

Welcome to the student-built wiki for HUMS3001: Censorship and Responsibility. During the semester students will help build the pages in this workspace, which will then form the basis of the end-of-course exam. The course is broken into a theory section and a section for Case Studies, but the two will obviously link into each other. You will see links to already existing pages on the lefthand side of the page under ‘Navigation’. Have a look around and introduce yourself on the Author Bio page if you intend to contribute to the wiki. There are no rules as to when and how much you can contribute to a page.

Wiki Spirit

This course is designed for students to learn about and demonstrate generous, scholarly collaborative critical practices. Some people think of effective collaborative wiki-building as requiring wiki spirit.

The most famous wiki in the world is wikipedia - the wiki-built encyclopedia. An excellent guide to becoming a wikipedia is Phoebe Ayers, Charles Matthews and Ben Yates’ How Wikipedia Works. The authors state that there are policies and there is a wiki spirit. This is similar to how you should think about this course. There are policies (the same that govern your everyday study - plagiarism, respect for others, etc) and there is a wiki spirit. Some features of wiki spirit include:

- **Wikis are strengthened through diversity**: the strength of a wiki is its ability to present many great ideas and points of views in one document. The diverse opinions and interpretations of a wiki’s many contributors improve the content of a page.

- **Wiki boldness**: ‘Be bold and edit’ is the basic thing to keep in mind here. If you can change a page for the better then do so. There are policies that govern a wiki space, but not rules as such. You can change what you want how you want so long as you feel it is making a page better by contributing to the building of a broad body of ideas, interpretations, investigations, information (the four Is knowledge).

- **Wikis have a NPoV**: Ayers, Matthews and Yates state that wikipedia has a "neutral point of view". This means that pages should reflect all sides of an argument (even if you are contributing just one side). If you think you are right (as most of us often do) it does not display wikispirit to erase and replace the content of a wiki. Instead, find a way to incorporate your ideas into an existing debate. Try inserting 'Some have argued that...'; or 'It has been suggested that...'; followed by 'On the other hand, it can also be suggested that...'; or 'An article by X suggests the contrary, that...'. This displays respect for the ideas and work of others and helps build a wonderful, diverse and informative page.

- **Wiki spirit requires faith**: it is often difficult not to take offence when someone edits your work. Good faith means that you look for the best in how others respond to and treat your work. If someone has edited your words and changed their meanings you should 'assume good faith' (AGF). This means that you make the decision to view someone's changes as their attempt to make the page better or the idea clearer. You can, of course, take note of the change and work to reincorporate your original idea if you feel you were originally misunderstood (thus building even more diversity).

Feel free to elaborate and add more features of wiki spirit as the course goes on.

Need Help?

If you need help using the wiki, see the ‘How to’ link under ‘Help’ under the lefthand Navigation table.

You may wish to practice editing and changing text in the ‘sandbox’ which is linked under help also.

If you are still struggling, contact your tutor as soon as possible.

Works Cited

Image at top left is entitled 'Self Censored' and was created by gynt_46. http://www.flickr.com/photos/7891209@N44/1488285027/
Starting Your Online Course

Posted on September 17, 2014 by Dalia Hanna

An effective online or hybrid course should incorporate teaching strategies that enhance learner-learner interactions, learner-content interactions, and student-instructor interactions. As you start your online course, you need to establish quick trust and promote social presence. You also want to get acquainted with your student’s backgrounds, their personal learning goals and their points of learning readiness. It is recommended that you:

- make course expectations clear and explicit,
- model effective engagement with course content through your engagement in discussions and/or through announcements, and
- ensure all students are engaged and present.

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Hands On