

USING WIKI IN EDUCATION AND AN INTRODUCTION OF THE WIKI OF ENGLISH FACULTY, HNUE

Cu Thi Thu Thuy, M.A.

Nguyen Moc Lan, M.A.

ESP Division

A. Introduction:

Integrating ICT into education seems to be a necessary issue for educators / education administrators in the world. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life.

However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology—indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

Web 1.0, or the Web that most of us have been fairly used to using for some years now, has largely been a one-way medium: this is when we look for information on the web. Web 1.0 was the natural result of our existing mindsets of how information is transferred, and has been a reflection of our industrial culture: experts (or businesses) dispensing identical knowledge (or products) to mass students (or consumers). Web 1.0 was an early stage of the [conceptual](#) evolution of the [World Wide Web](#), centered around a [top-down](#) approach to the use of the web and its [user interface](#). [Socially](#) users could only view webpages but not contribute

to the content of the webpages. Thus, information is not dynamic, being updated only by the webmaster.



Figure 1: Web 1.0 (copied from internet)

Web 2.0 is a two-way medium, representing the next phase of the internet usage, and a change that (quite reasonably) has people making a comparison to the advent of the printing press--in Web 2.0 almost anyone can become a publisher, or a "content producer." In Web 2.0 the creation of material or information on the Web is as much a part of our experience as the finding or reading of data has been in Web 1.0. And in Web 2.0 the content created by regular users can be much, and sometimes almost all, of the value from a website. The shift to Web 2.0 tools can have a profound effect on schools and learning, causing a transformation in thinking. This will happen because the tools promote creativity, collaboration, and communication, and they dovetail with learning methods in which these skills play a part. Intellectually, Web 2.0 signals a transition from isolation to interconnectedness.

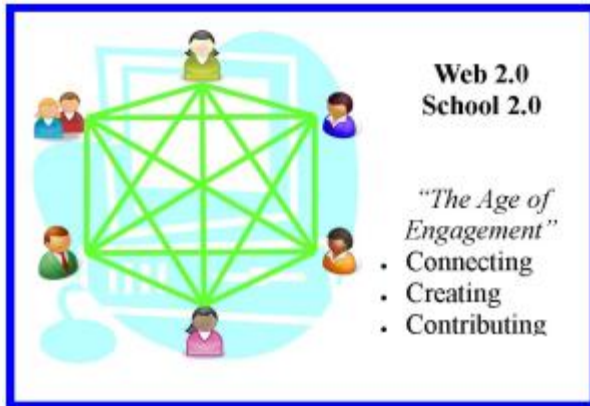


Figure 2: Web 2.0 (copied from internet)

B. Using WIKI in education.

1. What's a wiki?

A wiki is a web site that lets any visitor become a participant: you can create or edit the actual site contents without any special technical knowledge or tools. All you need is a computer with an Internet connection. A wiki is continuously “under revision.” It is a living collaboration whose purpose is the sharing of the creative process and product by many. One famous example is Wiki-pedia, an online encyclopedia with no “authors” but millions of contributors and editors. The word "wiki" comes from Hawaiian language, meaning "quick" or "fast."

2. Who uses wikis?

Wikis are used in the “real world” (outside of K-12 schools) by people collaborating on projects or trying to share things online, such as family information and photos, technical information from users of a product, data from a research and development project, wine expertise, travel journals from abroad, club or specialty information, or projects like collaborative cookbooks.

Sometimes they are used for free expression, such as a youth group online graffiti space. College and university courses seem to be using wikis far more than the K-12 community right now. In K-12 education, wikis are being used by educators to conduct or follow-up after professional development workshops or as a

communication tool with parents. The greatest potential, however, lies in student participation in the ongoing creation and evolution of the wiki.

3. Why wikis?

Fundamentally, a wiki is a website that everyone can edit. Contributors don't need to learn complicated programming languages. No software is required beyond a web browser. Wikis are simply incredible. They allow groups to share information to improve collaboration, foster knowledge sharing and enable learning. This ability to communicate is important just about everywhere—in large corporations, in small companies, in community groups and in charities—but nowhere more so than in the field of education. At the most basic level, education is about the transfer of knowledge: a learned person, the instructor, passing information to someone who wishes to learn. Knowledge is gained slowly, over time, built up through small but constant additions. Ideas are expounded, theories are proved and discoveries are made. Knowledge is built layer upon layer. Wikis are designed to allow the facilitation of this process in a collaborative and transparent way. As different editors—student, administrator, instructor—contribute to a wiki document, this same gradual layering of knowledge occurs. This underlines the fundamental power of a wiki. A syllabus can be created not by an instructor alone, but also by teaching assistants, other instructors, even students. A handful (or hundreds) of students can contribute to a class report, a research paper, or a school newspaper. The one-to-many model of knowledge transfer can be transformed into a collaborative, many-to-many network where every voice contributes to the knowledge of the group; the sum becomes greater than its parts. Anyone can start a new page on the wiki about a topic. From that initial seed, a second reader might decide to improve the article, and a third could add thoughts and details. Later still, the original author could return to revise and synthesize the new contributions. Every change is recorded so that the progress of a document can be easily tracked across interactions and through different authors. Documents are linked and organised to enable readers to browse or search for related information.

Even the structure of the wiki—each page’s relationship to the others—is open for the readers to improve. With a wiki, nothing is ever lost. Wikis never forget an edit. Everyone can view the earlier versions of a document and review their peers’ changes. This ensures that information isn’t wiped out by accident. But more interestingly, it demonstrates how knowledge is grown and refined over the lifetime of a project.

4. What for wikis?

The first powerful element of the wiki is ease of editing, and the second is its ability to keep track of the history of a document as it is revised. Since users come to one place to edit, the need to keep track of Word files and compile edits is eliminated.

Each time a person makes changes to a wiki page, that revision of the content becomes the current version, and an older version is stored. Versions of the document can be compared side-by-side, and edits can be “rolled back” if necessary. Wikis are an exceptionally useful tool for getting students more involved in curriculum. They’re often appealing and fun for students to use, while at the same time ideal for encouraging participation, collaboration, and interaction. PBworks is an easy-to-use free webpage that multiple people can edit and it’s based on wiki technology. In the classroom, PBworks is a free tool that empowers every student to participate in group projects. Read on to see how you can put wikis (PBworks) to work in your classroom.

- Encourage student-centered learning. Even young students can build web pages, embed images & video, and post documents.
- Provide access to information sources, book lists, and links to good articles. Have the resources stored for future use.
- Host and share information between students, faculty and staff. Encourage staff development and shared resources across schools.
- Make distance learning more interactive and collaborative, support research teams, and improve inter-departmental coordination.

In the classroom, you can:

- create in online text for your classroom
- have your students use a wiki to publish information about a topic that they are investigating
- create an online presence for your school
- create digital portfolios for students and teachers
- **Peer review**: Allow students to draft their papers in a wiki, then ask other students to comment it.
- **Peer editing**: Ask students to edit each others' work for spelling, grammar, and facts based on a style guide or rules you've defined.
- **Vocabulary lists**: Encourage students to submit words that they had trouble with, along with a dictionary entry.
- **Get feedback**: Ask students to post comments on wiki pages.
- **Share notes**: Let your students share their collective information so that everyone gets a better understanding of the subject.
- **Track projects**: With wikis, it's easy for students to see which tasks have been completed and which ones still need to be fulfilled.
- **Track participation**: Assign a wiki page to a group project, and then individual pages for each student to show their participation.
- And here is PBworks of FOE, HNUE:
<http://foehnue.pbworks.com/w/page/62074307/Welcome%20to%20ICT%20in%20ETL>

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