

EduWiki Conference 2012

Welcome

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| Wikimedia to support educators and other groups | Resources to draw from >> Repositories to contribute to |
| Language teaching and Wikipedia | Meaningful, transferrable tasks, beyond translation, incorporating the 4 skills (listening, speaking, reading and writing) |
| Open Educational Resources and Wikiversity | <ul style="list-style-type: none">▪ The pedagogical wrap-around▪ Wikiversity and the OERu concept |

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| <p>Using Wikipedia in universities, colleges and schools</p> | <p>Practical and creative uses of Wikipedia, with associated research evidence, for knowledge construction in different learning contexts.</p> <p><i>'The contributing student'</i> (Collis & Moonen, 2006), http://tinyurl.com/contributing-student</p> |
| <p>The challenges of assessment & accreditation in the world of openness</p> | <p>Authorship, truth and credibility: who has achieved which learning outcomes and using which sources? How is this achievement evidenced?</p> |
| <p>Critical thinking</p> | <p><i>Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions</i> (Wikipedia, 3 Sept 12).</p> <p>Involving learners in developing criteria for critical thinking in times of information overflow and reliability shortage.</p> |

Open Educational Practices
(OEPs)

Focus:

From content to teaching and learning

From resources to practices

From material to sense-making

From access to, to appropriation of

From exposure to (a lot of) content to
achievement of (a few) purposeful learning
outcomes

Content is not king

MOOCs and Wikimedia

Bridging the gaps between a resource and a
course: can OEPs help?

What the future holds

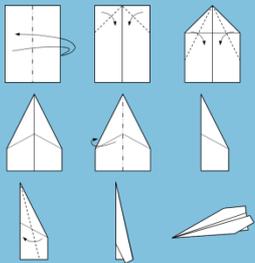
Where will Wikimedia sit, across various educational contexts, in 5 years' time?



Purpose

- To articulate the key elements of your stance in relation to the themes of this conference.
- To characterise possible open educational futures.
- To warm up for the following sessions.

Task



Think about this question:

How will learners, tutors and other groups benefit from Wikipedia and other Wikimedia applications in 2018?

Part 1 (individually or in pairs):

Use one A4 sheet to jot down your ‘dreams’ (at least one!) as bullet points.

Use another sheet to list your ‘nightmares’ or worst-case scenarios.

For example: *‘By 2018, Wikipedia will truly be a one-stop-shop for access to information, universally accepted as reliable by learners and tutors’.*

Bear in mind that your dreams could be someone else’s nightmares and vice-versa!

You may add your name to each sheet or leave them anonymous.

Part 2:

Turn each sheet into a paper airplane. Throw your airplanes into the corresponding corners of the room - one for **dreams** and the other for **nightmares**.

Reflection & feedback

Your input will be collated and fed back to the speakers for discussion throughout the conference.

Wikipedia is a good example of this danger: nobody has established an explicit imperative to evaluate the truth of each entry. The criterion for acceptability of a statement is having been published before. Wikipedia represents the current agreed understanding on a certain subject: aptitude and truth do not intervene in this equation. This extraordinary creation [Wikipedia] symbolises the triumph of digital media in a post-modern manner.