



Extending Wikibooks Across Semesters

**Two Years of Successful
Implementation at Old Dominion
University**



Background

- Course
 - Educational Foundations
 - Approx 200 students per semester
- Project
 - Replace traditional textbook with student authored wikibook



Model

- Fall 2006:
 - 77 topic outline (15 chapters)
 - by instructional staff
 - based on experience and review of textbooks
 - 15 “wildcards”
 - Up to three students per topic
 - 1000 words (w/5 references) + sidebar + quiz questions
 - Rating (three point scale)
 - Highest rated version included in “official” textbook.



Model

- Subsequent semesters
 - Highest rated content “ported” to new edition
 - New topics added
 - Modifications to rating scale
 - Four variables (Importance, Interest, Credibility, Writing)
 - Five-point scales
 - Open-ended comments option
 - Edits
- Complete restart in Spring 2008
 - Social and Cultural Foundations → Foundations of Education & Instructional Assessment
 - 89 topics/70 entirely new



Think free. Learn free.

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community

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search

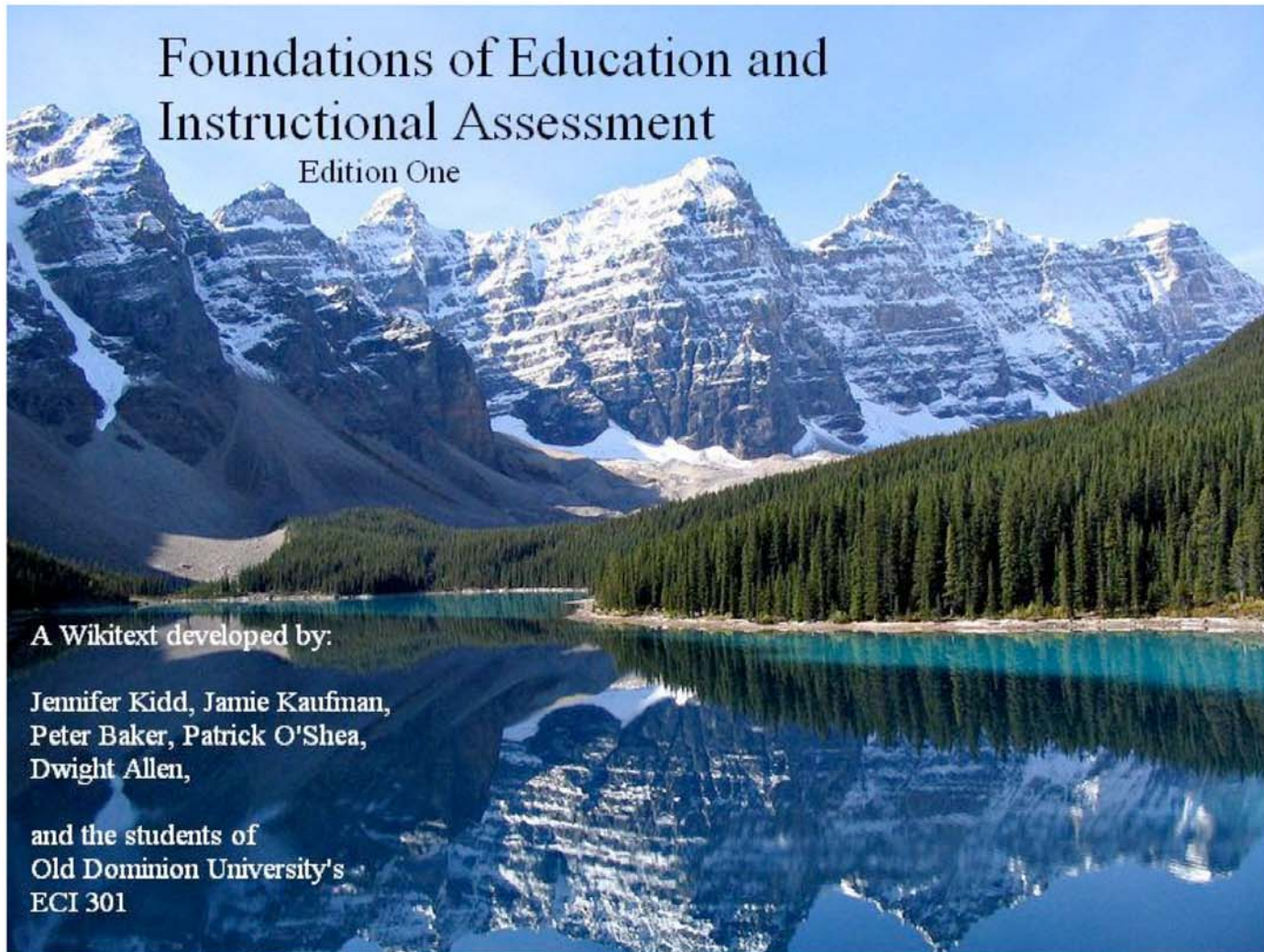
toolbox

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Foundations of Education and Instructional Assessment

From Wikibooks, the open-content textbooks collection

Edition 1 – Spring 2008





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Wikibooks and Wikijunior logo submission is closed. Both discussions have entered the first voting phase. All Wikibookians are encouraged to participate. Discussion is happening at [Wikibooks talk:Media](#) to make the proposal at [Wikibooks:Media](#) into official site policy.

Foundations of Education and Instructional Assessment/Edition 1/Table of Contents

From Wikibooks, the open-content textbooks collection

< [Foundations of Education and Instructional Assessment](#)

Note to Readers

Introduction

Sample Article and Sample Peer Review

Chapter 1 – Educator as a Professional

Chapter 2 – Educational Philosophy

Chapter 3 – History of Education

Chapter 4 – Educational Reform

Chapter 5 – Diversity: Classroom Practices and Law

Chapter 6 – Sociological Influences: Economics & Culture

Chapter 7 – School Organization

Chapter 8 – Curriculum

Chapter 9 – Effective Schools

Chapter 10 – Effective Teaching

Chapter 11 – Classroom Management

Chapter 12 – Ethics & Law

Chapter 13 – Technology

Subject: [Foundations of Education and Instructional Assessment](#)



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Foundations of Education and Instructional Assessment/Edition 1/Table of Contents/Chapter 1

From Wikibooks, the open-content textbooks collection

< Foundations of Education and Instructional Assessment

This page or chapter is part of a class project.

Students of this class have been asked to adopt particular pages to work on (see [course description](#) for details)

Students: In keeping with wikibooks traditions, please sign up on the [Talk page](#), rather than on the module page.

Educator as a Professional

- 1.1.1 -- Why do teachers teach?
- 1.1.2 -- Why do teachers teach?
- 1.1.3 -- Why do teachers teach?
- 1.2.1 -- Why do teachers leave the profession?
- 1.2.2 -- Why do teachers leave the profession?
- 1.2.3 -- Why do teachers leave the profession?
- 1.3.1 -- Is teaching a profession?
- 1.3.2 -- Is teaching a profession?
- 1.3.3 -- Is teaching a profession?
- 1.4.1 -- Teacher Training: The Ideal vs. The Reality
- 1.4.2 -- Teacher Training: The Ideal vs. The Reality
- 1.4.3 -- Teacher Training: The Ideal vs. The Reality



Wikitext Ranking

Thank you for taking the time to rate this Wikitext entry. Please include your university UIN when rating the text.

Wikitext UIN (Non-editable)

Student UIN

How important or relevant was the information presented in this article to you as a teacher education student?

- No importance - 1
- Little importance - 2
- Some importance - 3
- Quite important - 4
- Most important - 5

How interesting was the article to read?

- Of no interest to me - 1
- Of little interest - 2
- Reasonably interesting - 3
- Quite interesting - 4
- Extremely interesting - 5

How credible do you think the information is?

- Not credible - 1
- Limited credibility - 2
- Reasonable credibility - 3
- Substantial credibility - 4
- Completely credible - 5

How well do you think the article is written?

- Poorly written - 1
- Fairly written - 2
- Reasonably well written - 3
- Well written - 4
- Excellently written - 5

Please enter any other comments you may wish to share below:



Findings

- Students feel more involved in the course through writing and rating process
- Students' perceptions of credibility increased over time
- Positive open-ended comments outnumbered negative comments
 - Negative comments tend to focus on form, structure, and grammar/spelling
- Students take rating responsibility seriously
- There is a need for substantial planning beforehand and support throughout to ensure success



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[http://en.wikibooks.org/wiki/Foundations of Education and Instructional Assessment](http://en.wikibooks.org/wiki/Foundations_of_Education_and_Instructional_Assessment)

[http://en.wikibooks.org/wiki/Social and Cultural Foundations of American Education](http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education)