ECER 2010 Helsinki

The European Conference on Educational Research

23 - 24 August 2010:
Post-Graduate and New Researchers' Pre-Conference
25 - 27 August 2010: Main Conference

Submissions   12:13:34 pm CET   Gallego Beatriz   ⏻ **Logout**

Proposal Information of Contribution 718

16. ICT in Education and Training
Format of Presentation: **Paper**
Alternative EERA Network: 9. Assessment, Evaluation, Testing and Measurement
Topics: None of these topics seems appropriate for my research.
Keywords: assessment, high education, competences, wikis.

Wiki-based e-assessment of competences

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In the European Higher Education Area (EHEA) curricula are mainly organized around the development of competences where assessment plays a central role. Contents and processes have to produce a useful and factual knowledge about students' competence level, recognising their needs and developing their competences (Dodero y col., 2009). In this context, students' active participation in their own assessment is essential. Therefore, teachers need to plan this participation and introduce it into the teaching and learning process.

Interactive and dialogical asynchronous contribution tools (IDACT), such as forums, blogs and wikis, are an exceptional resource to develop generic competences as communication, discussion and negotiation. They can also promote both students' involvement in the assessment process and students' interaction with instructors.

The EvalHIDA[1] project is aimed at establishing the requirements needed to exploit and adapt current IDACT facilities to the demands of competence assessment.

In this paper, we focus on *wikis*, which are characterized by a variety of powerful information-sharing and collaboration features that offer key advantages, such as allowing learners to be actively involved in their own knowledge construction, as well as improving co-writing and facilitating their monitoring (Trentin, 2009).

Walker (2006, p. 10), states "*wikis are particularly suitable for these collaborative knowledge building applications because of a number of key features. Since all members are encouraged to participate in the process, wikis are especially well suited to serve as knowledge repositories for communities of practice where participants improve and expand upon the knowledge base through their sustained contributions over time*".

Research indicates that wikis go beyond technological innovations and related benefits and also offer a change of philosophy in relation to the knowledge construction and assessment process.

To use wikis through collaborative groups the *wiks's way* philosophy must fit in the culture of the group. Conversational technologies such as wikis need people to share their knowledge, invite critique, present multiple points of view, seek to change others´ ideas and can enable students' active participation in their own assessment (Watson and Harper, 2008: Gallego and col., 2009).

As noted by Trentin (2009, p. 44), "*The literature reports many experiences in the educational use of wikis. Several of these have addressed the problem of evaluating the contents that students have developed and the level of learning/competences reached in developing them. On the other hand, it would seem that the area regarding evaluation of the collaborative process carried out by students has not yet been fully dealt with*".

[1] EvalHIDA project, funded by Spanish Ministry of Science and Innovation, project EA2008-0237.

Methodology, Methods, Research Instruments or Sources Used
We present an example of how a Wiki can be harnessed as an assessment and collaborative tool in a higher education course on Qualitative Research Methods at the University of Cadiz. The aims of this research have therefore been to define and test a new methodological approach to the organization of co-writing via wiki, which enables to assess students' learning and to develop cooperative work.
A case study has been planned in which each case is a group of students. Each group had a wiki at the learning Management System (MOODLE). Students were asked to build a subject's topic through collaborative work using the wiki. Each group worked about the topic for thirty days. We were able to assess both the development of collaborative skills and the students' learning, through a rating scale, the content analysis of the history page and a deep interview.

Conclusions, Expected Outcomes or Findings
The data analysis shows that students consider wikis as a tool that enhance their active participation in their knowledge construction through interaction and collaboration. Students also consider that wikis facilitate cooperative work, to give ideas, interact with their partner, negotiate multiple points of view, reach a consensus and also get the commitment from all the group members (to accomplish a quality common task).
Likewise, the learners think that through this task an authentic assessment can be developed. It is a formative and assessment process where all the group members reflect on the needed improvements of the wiki (students' involvement in the assessment own learn process).
Therefore, to assess taking into account a competency-based learning models the possibilities of wikis are:
- The collaborative work and its suitability, can be assessed using the content analysis of the history page.
- The learning process of each student (formative assessment) and the final product/outcome can be evaluated.
- It promotes students' involvement in the assessment process, by reflecting on their task.
However, we consider that computing improvement should be made to foster its use by professors. Such as, obtaining each student's percentage of participation and the time he/she has used participating.

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