

## **MARK 201 Group Wiki Evaluation**

### Motives for using wikis

If you have not used a wiki before the video below is an excellent start to understanding them and the reasons for using them..

<http://www.commoncraft.com/video-wikis-plain-english>

The motives behind the wikis were to encourage better quality group work by allowing students to view their group assignment in one location. This would avoid problems associated with emailing individual report sections between group members where there is the possibility for sections to get lost or excluded from the report. Group work can be hampered by co-ordination of different schedules. Wiki use by group members can help facilitate communication between group members.

When using a group wiki, students are able to add their sections to the report so all group members can see the report taking shape in one location. It was expected that this would result in a more cohesive project. Using group wikis is expected to improve student learning by allowing group members to critically reflect on the report as it is compiled and ultimately result in better quality group work.

Another advantage of a wiki is that all changes are recorded as different versions and are therefore never lost. As soon as a member clicks, edit and makes a change and then clicks save a new version is created. It is very easy to go back to previous versions and see what has been altered as the change in each version is highlighted. Students are also able to sign up to an email feature which emails group members whenever there is a change in their wiki.

Wikis were also chosen as they are part of the Blackboard offering and supported by ITS.

Wikis have been part of MARK 253: Market Research (Distance) for two years and are monitored, and advice/comments, are made by the lecturer and tutors to the students. We were interested to see if students would use wikis if they weren't compulsory or monitored.

### Planning

91 group wikis were set up for the group work component of the MARK 201 course. Each group had between 2-4 students. Students could only view the wiki for their group and were not able to see the work of other students on other wikis.

Use of the wikis was not compulsory and students were free to use the wikis as much or as little as they desired. Tutors were also not required to give feedback to students on the wiki.

### Times for the MARK 201 trial

1. The lecturer decided upon the focus of the wiki, the information in it and where they wanted it to be in Blackboard. That is, should it be part of assessment or have its own tab?

1 hour

2. The research assistant wrote up the instructions for using the wiki and also the information within the wiki and met with the lecturer.

1 – 2 hours

3. The research assistant created the space for the wikis and sets up the first wiki/ spent time adjusting the font/look.

½ hr – 1hr

4. The research assistant created the remaining wiki groups, named them pasted the information in, assigned students to the groups. \*\* The lecturer emailed the research assistant the groups. It was decided to order the wikis numerically and put the student names in the title. Only students signed in could see their group.\*\*

Each subsequent wiki group took 2 – 5 minutes to set up and paste the information as we chose to have just one page.

Setting up the 94 groups took around 3 - 4 hours.

5. The research assistant checked all wikis to see the correct students are assigned to their wiki.

1 - 2 hours

The research assistant also:

- Reviewed all wikis and assessed their level of use
- Met with the lecturer to discuss their views on the success of the wikis and their use

- Documented how to set up a wiki; and redocumented when Blackboard was updated
- Wrote up the Documentation and Evaluation

Example of the Wiki Groups page ; Instructor view. Only the students in each group could see their group number and their names.



## Group Wikis 1



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↕ **Group Wiki Information**



Please look down the list for your name to see which group wiki you are a part of. You will only be able to access and view your own wiki.



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↕ **Group 1: Ryan Brenton, Louis Metson, David Karlovsky**



[View](#)



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↑ **Group 2: Matthew Pearce, Josh Jury, Samantha Buckler**



[View](#)



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↑ **Group 3: Alex Collie, Libby Elliott, Kelvin King**



[View](#)



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↑ **Group 4: Kirsty Canning, Jacob Hughes, Tarini Motwani**



[View](#)

Example of the MARK 201 wiki once students clicked on it.

**Welcome - The wiki is where you will work with your group to exchange ideas for assignments two and three.**

**We recommend that you subscribe to your wiki because every time somebody posts something new you will be emailed. You can subscribe by clicking on subscribe button under email subscription on the right hand side.**

### **1.About wikis**

Please watch the video below

<http://www.commoncraft.com/video-wikis-plain-english>

## **2. Instructions for using the wiki**

1. Click edit (on the right up the top under page).
2. Write what you want.
3. Save it.

*You can either type up your ideas in the appropriate section or paste from documents. You should hover over the icons that appear once you have clicked on edit to see how they will assist you.*

*You should also export a copy of the wiki each week to ensure that you have an extra backup.*

## **3. Assignments two and three – the tactical plan**

Your team needs to work together on assignments two and three. For assignment three you need to prepare a written report (assignment two is basically the verbal version of assignment three). Listed below are the main headings for your report, although you will need to include appropriate sub-headings.

*Please press the return key to create all the space you need.*

### **4. The Tactical Plan**

#### **Executive Summary (1 page)**

*Please press the return key to create all the space you need.*

#### **Table of Contents (1 page)**

*Please press the return key to create all the space you need.*

#### **Introduction (½ - 1 page approximately)**

*Please press the return key to create all the space you need.*

**Marketing Strategy (1 - 1 ½ pages approximately)**

*Please press the return key to create all the space you need.*

**The Target Market/s Identification (1 - 1 ½ pages approximately)**

*Please press the return key to create all the space you need.*

**Objectives (1/2 page)**

*Please press the return key to create all the space you need.*

**The Marketing Mix (5 to 7 pages approximately)**

*Please press the return key to create all the space you need.*

**Product**

**Price**

**Place**

**Promotion**

### **Projected Profit and Loss (1 page)**

*Please press the return key to create all the space you need.*

### **Evaluation and Controls (1 page)**

*Please press the return key to create all the space you need.*

### **Action Programmes – The Timeline (1 page)**

### **Appendices (Maximum 2 pages)**

### **Reference list (1 – 2 pages)**

#### Outcomes

We expected around 10% of groups might use the wikis if they were offered without lecturer or tutor feedback or support.

Of the 91 wikis 41 groups (45%) used the wikis.

Details of the groups that did use the wikis:

- 10 showed little use (one or two contributors, with contact details added to the wiki).
- 12 groups showed moderate usage (some detail under most report sections and most group members contributing).
- 19 showed high usage (lots of work/discussion on the wiki about assignment sections most/all group members contributing).

We were surprised with the level of use of the wikis especially as it was not compulsory to use them.

Use of the wikis encouraged groups to be task oriented and improved time management as group members were able to allocate sections of the report and identify sections that were complete using a central location. This enabled students to develop skills towards successful teamwork.

### Student Feedback

An email was sent out to all students who took MARK 201:

Hi

I would really appreciate 2-3 minutes of your time. As you know, MARK 201 offered students the opportunity to use a wiki for their group work. We would like to know your thoughts on this.

Could you please write a few comments below:

Did you use the wiki in MARK 201? (Please answer yes or no below)

If yes, please refer to questions 1 to 4. If no please refer to questions 5 and 6.

1. How often did you use the wiki?
2. Was the wiki easy to use? Why or why not?
3. Was the wiki tool useful for group work? Why or why not?
4. Do you have any suggestions?

If you didn't use the wiki, we're keen to know why.

5. Why didn't you use the wiki?
6. What would encourage you to use the wiki?



Thank you for your thoughts and time. We value having student input into these decisions.

Kind regards

Rochelle Savage

Distance Learning Manager  
School of Marketing and International Business

Below is feedback from three MARK 201 students from an email sent out asking for their views:

Student A:

Did you use the wiki in MARK 201?

No

5. Why didn't you use the wiki?

My group and I used google documents. This gave us the ability to use the slide show document to prepare for the presentation, and the word style document for the group reports.

6. What would encourage you to use the wiki?

If it were mandatory

or

If the group I was working with wanted to use the wikis.

Note: I've used wiki's before for other tasks, and it's a good way to do collaborative work, it just didn't meet my group's needs as well as other options.

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Student B:

Hi

I would really appreciate 2-3 minutes of your time. As you know, MARK 201 offered students the opportunity to use a wiki for their group work. We would like to know your thoughts on this.

Could you please write a few comments below:

Did you use the wiki in MARK 201? (Please answer yes or no below)

Yes

If yes, please refer to questions 1 to 4. If no please refer to questions 5 and 6.

1. How often did you use the wiki?

Daily when working on assignments 2 and 3

2. Was the wiki easy to use? Why or why not?

It was a bit of a hassle as only one group member was able to work on it at a time. Also in a few cases I had spent a long time writing things to add, but when I submitted it, it didn't go through so I lost all my work and had to rewrite it.

3. Was the wiki tool useful for group work? Why or why not?

Yes I found it very useful as our group members were busy with other assignments, we had different classes and different times and campuses, and some of them worked a lot of hours, which made it hard to find a time where we were all available to meet. Therefore the Wiki was very helpful as we were able to work on the assignment when we had time, while still being able to share information and ideas with the rest of the group.

4. Do you have any suggestions?

Being able to add graphs, pictures etc. would be helpful.

Student C:

Did you use the wiki in MARK 201? (Please answer yes or no below)

NO

If you didn't use the wiki, we're keen to know why.

5. Why didn't you use the wiki?

My group was resource inefficient (two didn't own or have great access to the internet)

6. What would encourage you to use the wiki?

Better grouping. Make the groups fair so at least 3/4 of all members of every group are able to understand how to use (and have access to) the wikis.

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Comparison with MARK 253 : Distance Market Research course

MARK 253 used compulsory wikis with tutor feedback and lecturer input. The wikis worked well for co-ordination of material and facilitating communication; however the same problems inherent with group work, in particular group members not contributing, continued to exist. The advantage of the wikis over traditional meetings is that it is more transparent what work had been done and by whom.

The wikis were sometimes used in conjunction with traditional meetings by group members.

Using wikis allowed students to develop their ideas using a central location. This was especially beneficial given MARK 253 was a distance course. In addition, group members and tutors could track the contribution of each student to the group and improve cohesiveness of the group work. Students were not restricted to viewing only their group's wiki and were able to view the content on all other wikis.

Having tutors provide feedback on the wiki it allowed student to develop their group's ideas. Overall the presence of tutors contributing to the group wiki enables students to receive group-specific feedback which ultimately improved student learning.

#### Future Directions

- It is recommended that wikis be integrated with traditional on-campus tutorials. This would involve one week of tutorials being based around wiki content where tutors provide group-level feedback based on the content of the group's wiki. Mark 203 could be used as a trial.
- A more comprehensive 'how to use the wikis' could be developed University wide. Some students were unaware that they could upload photos and graphs. The Blackboard User Guide, in Communications, does not make this clear and students generally desire information where they are about to use it.
- Encourage tutors to check and contribute to group wiki content. Tutors should be encouraged to monitor wiki content and provide feedback to groups. This will encourage students to use the wikis and also allow tutors to identify any issues with group dynamics or assignment material early.
- Allocation of marks for wiki contribution to increase participation. Marks could be awarded based on the student's contribution to their group's wiki. Some papers in SMIB allocate marks based on tutorial attendance, similarly with MARK 253 students were required to use the wiki to meet mandatory course requirements. By allocating marks to wiki contribution, students would be encouraged to use the wiki. With all group members using the wiki it would result in better quality group work and a more enjoyable team experience for students.
- Explore advantages and disadvantages of Google Docs over wikis. One group in MARK 201 decided to use Google Docs rather than the group wiki. Google Docs allows real time collaboration between group members using a single document. A Google document is created and a link sent to each group member. Unless given a link to the document, tutors and course co-ordinators cannot view the group's Google Doc. It would be beneficial to explore the advantages of Google Docs over wikis to explain why students would choose Google Docs over their group wiki.
- Track changes in use after adopting future directions and compare with the initial 201 trial. Finally it is recommended to track changes in wiki use amongst students

after implementation of some or all of these recommendations. The wiki usage from this MARK 201 trial can be used as a comparison.