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## Scenario n°1 – Collaborative storytelling with wikis: a generic scenario with pedagogical material

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Source : <http://www.wikinomics-project.eu/the-project-deliverables/>

This pedagogical scenario is part of a handbook developed in the context of the WikiSkills European project, which aims to apply the benefits of wikis to promote educational lifelong learning opportunities. The handbook is meant to be a practical guide to help educators of all type (teachers, trainers) bring their public in using wikis and wiki-like tools for their learning activities, through the use of customized wiki-based learning scenarios, for their socio-professional development.

**Access to the handbook:** [https://en.wikibooks.org/wiki/WikiSkills\\_Handbook](https://en.wikibooks.org/wiki/WikiSkills_Handbook).

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### Title of the learning scenario

Collaborative storytelling with wikis

### Brief introduction

The SoRuraLL project (LLP Program, KA3, 2009-2010) aimed to investigate the potential for enhanced lifelong learning offered by social networking tools and platforms to those living in geographically and socio-economically disadvantaged rural areas. In this context, several Spanish rural multigrade primary schools, with students aged between 3 and 12, have been conducting common educational activities enhanced by social networking tools. Their participation has been coordinated by

Future Learning research team ([www.futurelearning.org](http://www.futurelearning.org)), an initiative within the University of Barcelona. One of the main outcomes of the SoRuraLL project was a web-based platform called SoRuraLL Virtual Learning World (VLW). It was co- designed by the project's partners and consists of a user friendly web interface to a private environment adapted to the evolving interests of the rural communities. The VLW, by providing a private Wiki platform, enabled Spanish teachers to conduct a collaborative Wiki-storytelling activity, which they would not have been able to conduct within other applications. This activity consisted, for two schools (CEIP Rellinars and CEIP Sant Serni – Prats), in co-designing a hypermedia story of the “choose your own adventure” type, by using a Wiki application.

### Keywords

Keywords describing the topic of the scenario

Wiki, Storytelling, Choose Your Own Adventure, co-writing



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## Application in educational context

Has this learning scenario already been practiced in lessons? Give examples of the learning scenario in use:

- Add a reference link. It could be a reference to the performed lesson or a an evaluation of the performed lesson
- Name of school or institution?
- Number of students?
- Relevant contact persons

## Targeted educational sector

Targeted educational sector: primary and secondary education, higher education, professional training, adult training.

Primary and secondary education

## Learners' special characteristics

Learners' special characteristics e.g. students who are deaf, or from rural areas, or detached from the labor market, or with low digital skills.

Students from rural schools who are used to express themselves in Catalan.

## Learning subject/ field

Learning subject/ field e.g. Management, English, Physics, Wikipedia

Spanish, reading, writing, digital literacy



## Specific educational objectives

Specific educational objectives e.g. make students acquire: writing skills, basic knowledge on Roman toponyms and the Celtic culture, source criticism, cooperation skills etc.

- practice creative writing skills, artistic skills
- practice linguistic communication skills (Spanish)
- practice reading skills
- practice digital skills
- improve social and collaboration skills face-to-face and virtually

## Narrative/sequential description of the learning activities

Narrative/sequential description of the learning activities. Important! Can be a long text.

Each participating school participated in the design of the story. Students, guided by their teacher, wrote assigned sessions of the story and illustrated them with pictures, drawings and other types of media (videos, sounds effects, etc.). The story was organised in different nodes (each node represents a place of the story, in which a specific action takes place) and actions (that go from a place to another). Each node corresponds to a wiki page. Thus, the story constitutes an interactive hypertextual environment.

1) The first school designed the beginning of the story, by asking the following questions (brainstorming among teacher and students):

- What is the story about?
- When does the story take place?
- Who is the hero (age, appearance, etc.)?
- What is the objective of the story?

On this basis, students wrote the first section of the story (the first node) in a collaborative way in the wiki platform, with texts and other types of media. Moreover, they wrote two possible actions between which the hero will have to choose.

2) The other participating schools read the story, corrected the eventual errors, and continued it, according to a predefined time scheduler, by writing the following of one of the actions set by the first school.

3) Repetition of the second phase until the end of the story.

All along the activity, teachers of the different participating schools communicated, through a dedicated forum topic, in order to plan the details and directions of the story and the collaboration.

## Learning resources involved

Learning resources involved e.g. Books, online resource like wiki site to acquire knowledge from, e.g. Wikipedia, Wikimedia Commons, Ekopedia, JurisPedia, or search engines.

None

## Wiki application

Wiki application to create content (not to confuse with "Learning resources involved")  
Which wiki software do the students use to create content, that is, writing and collaborating?

Clarification: wiki application versus wiki online learning resource

You can use Wikipedia both as a learning resource to acquire knowledge from, but also as a working tool where you do your assignment (if students have user accounts on Wikipedia and the assignment for example is to improve articles on Wikipedia). Then Wikipedia is the learning resource and MediaWiki (which Wikipedia is built upon) is used as a wiki application to create content. Another option is to use Wikipedia as a learning resource but for example Wikispaces as a working tool for the class where they report their findings about Wikipedia. Then Wikipedia is the learning resource and Wikispaces is used as a wiki application to create content.

Wiki software could be for example :



- Stand-alone wiki application like: MediaWiki (which is used for Wikimedia projects like Wikipedia, Wiktionary etc), DokuWiki, FosWiki, or XWiki
- Wikifarm application like Wikispaces, PBWorks, Wikidot, Referata or Wikia

The wiki platform of the SoRuraLL Virtual Learning World

## Other ICT applications involved

Other ICT applications involved, e.g. standard computing programs like spreadsheets or graphics software.

Dabbleboard, in order to edit the structure of the story visually (mandatory)

Image editing tools, video editing tools, sound editing tools (optional)

## Infrastructure / equipment

Infrastructure / equipment, e.g. Internet connection, microphone, or camera

Mandatory: PC with Internet connection

Optional: digital/video camera, microphone

## Prerequisite competences

Prerequisite competences e.g. to be familiar with English writing or linear algebra

Teacher: knowledge on wikis usage, acquaintance with choose-your-own-adventure type of games/stories/scenarios - Students: depending on the grade -> responsibility for concrete activity.

## Evaluation approach

Evaluation approach e.g. peer-to-peer assessment, test (teacher evaluate), revision tracking, or group assessment

Indicators of success:

- at the end of the pilot implementation, to have a complete and consistent Choose Your Own Adventure story
- equality of the participation level of all schools or at least high participation of several schools
- quality of the written text (e.g. if the teachers do not correct errors, misprints, malformed sentences, etc. whether the story is readable/contains many errors)

## Typical learning time

Typical learning time e.g. number of sessions needed, duration of sessions...

6 sessions of 2-3 hours per school, organized weekly

## Typical learning location

Typical learning location e.g. classroom with computers, classroom without computers, outside the classroom (e.g. Museum), at home.

The classroom

## Temporal mode

Synchronous interaction and/or asynchronous interaction



## Other aspects to consider

None

## Opportunities and obstacles

Opportunities and obstacles identified during the implementation of the scenario

### OPPORTUNITIES

#### A. Familiarization with 2.0 technologies

The activity provided the schools with a context to use 2.0 technologies in learning settings. Indeed, students could experiment new social software applications, such as Wikis. Moreover, they had the opportunity to practice their previously acquired skills with 2.0 tools (e.g. Youtube), and discover new ways of their possible utilizations in educational settings. Indeed, they could appreciate new possibilities of such tools, such as communication, achievement of a common project, co-construction of knowledge and rapprochement.

#### B. Collaboration skills

As students were aware of the fact that what they wrote would be read and edited by other students, they felt more involved in the activity. Indeed, they realized that they had to adapt their discourse, language and narrative to the other school's students.

#### C. Language learning and narrative skills

The activity enabled students to practice Spanish reading and writing, which is important as the two participating schools are located in Catalonia, and most of the students do not have the occasion to practice Spanish. Moreover, the narrative aspect of the activity enabled students to develop reading, writing and imagination skills, in reaction to what the other students had written.

#### D. Motivation

The collaborative aspect of the activity increased students' motivation, who were aware of the fact that their contributions would be read by other students. They were very impatient to see the other school's feedback. Furthermore, the complete story is open for view from external audiences (i.e. the Internet). This represents a motivational element for students and teachers when conducting the activity. Indeed, as students and teachers are aware that they have an audience which goes outside the classroom, they feel more responsible and involved with the content they publish, and adapt this content according to the type of audience, thus increasing the quality of the produced content.

### OBSTACLES

It has been observed that schools did not edit the pages posted by others, in order to not offend at each other.

Certain aspects of the activity might further be improved. As an example, the story has evolved in many ramifications, which caused difficulties for students in perceiving it globally. Students sometimes got confused and lost in its structure.