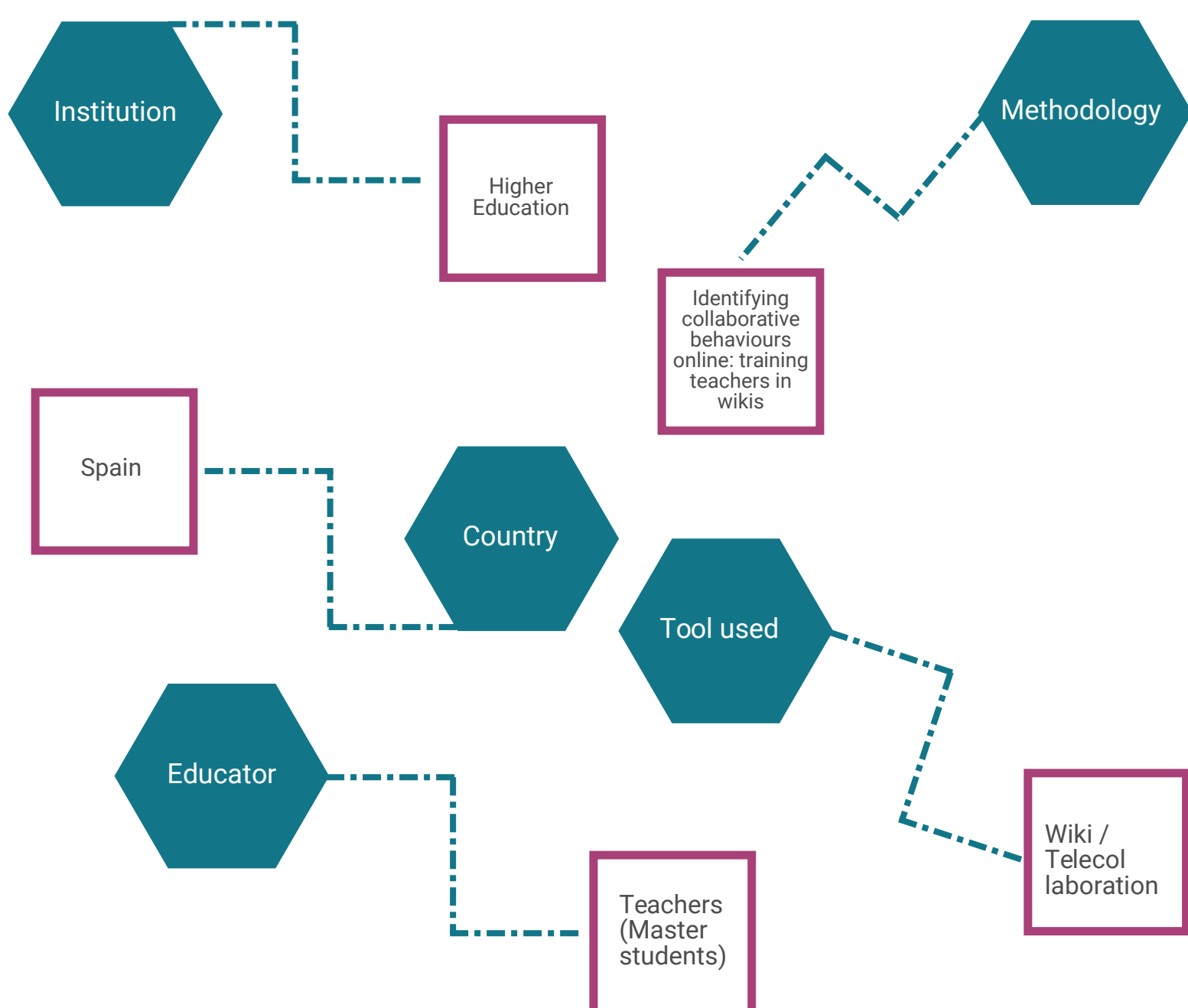




In recent years, the use of wikis in the classroom has become very popular due to their pedagogical benefits as "participatory technologies" (Ajjan & Hartshorne, 2008, p. 71). Most authors agree on the collaborative nature of wikis and their suitability to foster interaction. Although most studies on educational wiki implementations tend to be perception-based, a growing number of studies have drawn on the data generated by wikis to support their research on student participation (Cole, 2009).

In order to provide answers for our research question, we decided to follow this trend and analyse participation and interaction as reliable measures of collaborative behaviour by wiki-users (Judd et al., 2010; Trentin, 2009).



Main challenge, Key Success and Enabling Factors

- The findings in this study suggest that an analysis of the pattern, scope and nature of user contributions can signal (in)effective collaborative behaviour by wiki-users as suggested by Judd et al. (2010).
- These findings also suggest that designing activities or using technologies that are collaborative does not guarantee that the participants will be successful at collaboration. Therefore, special attention should be paid to those indicators that allow practitioners to collaborative behaviours in group

Lessons Learnt and Recommendations

- The majority of teachers in this group, as pointed out by Vinagre (2015), "were happy to contribute from time to time in order to meet the task requirements rather than develop a more equitable, consensual and comprehensive group submission that would require more [regular and consistent] collaboration with the other group members" (n.p.).



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The coordinator



The partners



Foster Multiply and Connect Adult Education



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