

PBWorks.com

Creating your own wiki as a classroom
collaboration tool.

Presented by Michelle Toconis

What is a wiki? Why choose PBWorks?

Wiki's

A wiki is a website that allows users to edit or add their own content to the pages on the site.

Wikis support a graphical interface that allows you to create a wiki site in just a few minutes – no need to know HTML or related markup codes.

Think of Wikipedia - a collaborative online tool written and edited by anyone.

Why PBWorks?

One of the free online tools available to educators to build knowledge collaboratively.

Easy-to-use interface & PBWorks educator support.

Define your users, set-up the basic structure, and invite people to contribute & create. Share with individuals and/or the public.

Excellent tool for coordinating & monitoring group work.

Collaborate with colleagues on projects, research, papers & syllabi.

Potential to act as a storehouse of knowledge across semesters.

Why PBWorks as opposed to the UCM-CROPs system?

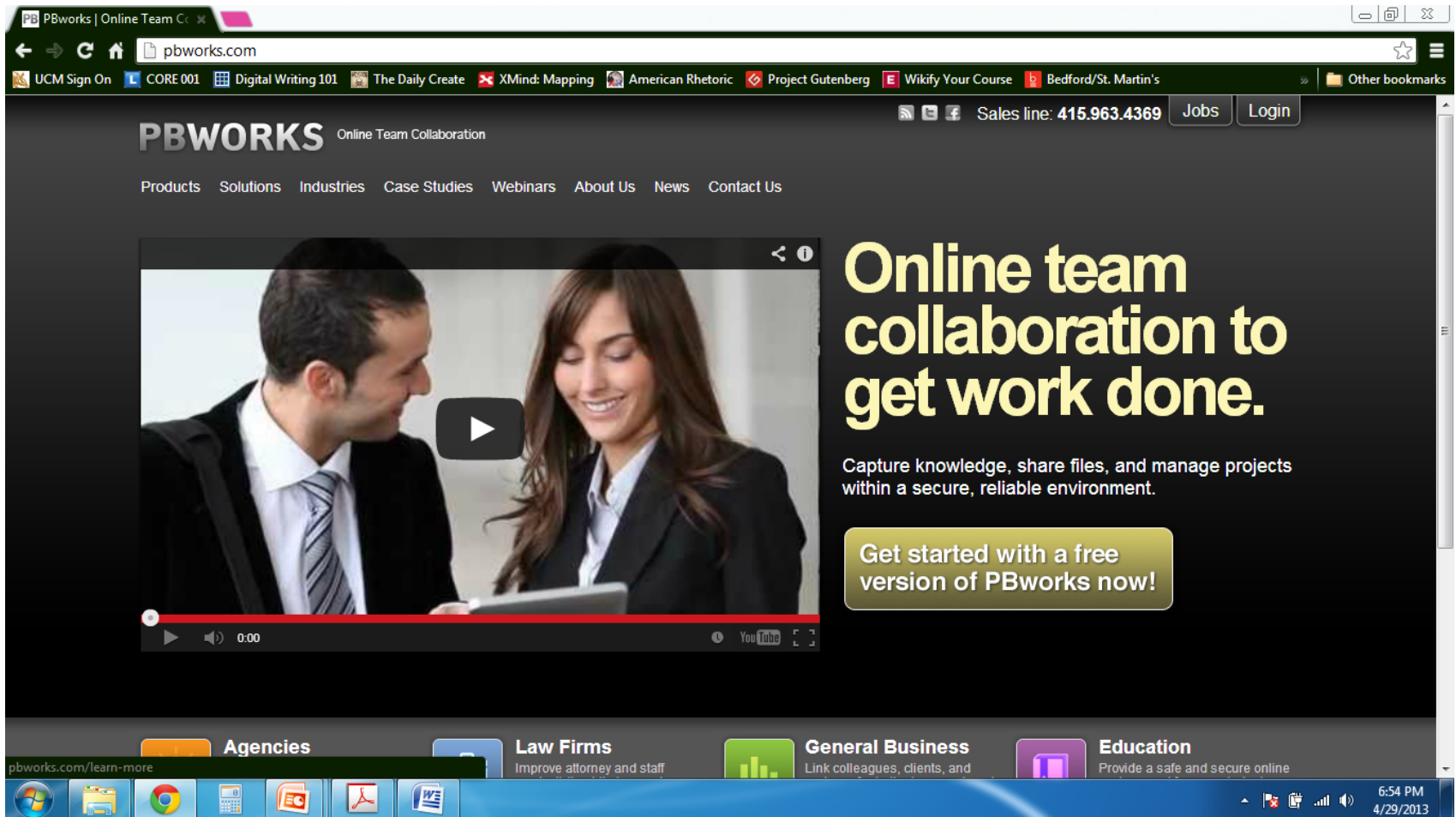
Pros of PBWorks

- Free, easy-to-use interface & PBWorks support.
- Reliable access: students, faculty, TAs, and other instructional staff can create, access and participate from any location with internet connectivity.
- Direct & immediate access to sites content for collaborative activities.
- Develops students transferrable problem solving skills and builds collaborative knowledge that might not otherwise occur in the classroom.
- Student sense of responsibility and ownership.
- Promotes multimodal creativity (print & digital media).

Cons of PBWorks

- No UCM-IT support.
- Users can add to, edit, delete materials on the wiki.
- Site requires monitoring for appropriateness & can be time consuming in initial set-up.
- Overwhelming to grade numerous entries. Let students know which assignments will be graded or commented upon.
- Potential to reflect a collaborative bias over time.
- Lacks dedicated discussion forum and blog.
- Plagiarism & copyright concerns. Be sure to cite everything written by you.

Getting Started with your own PBWorks wiki

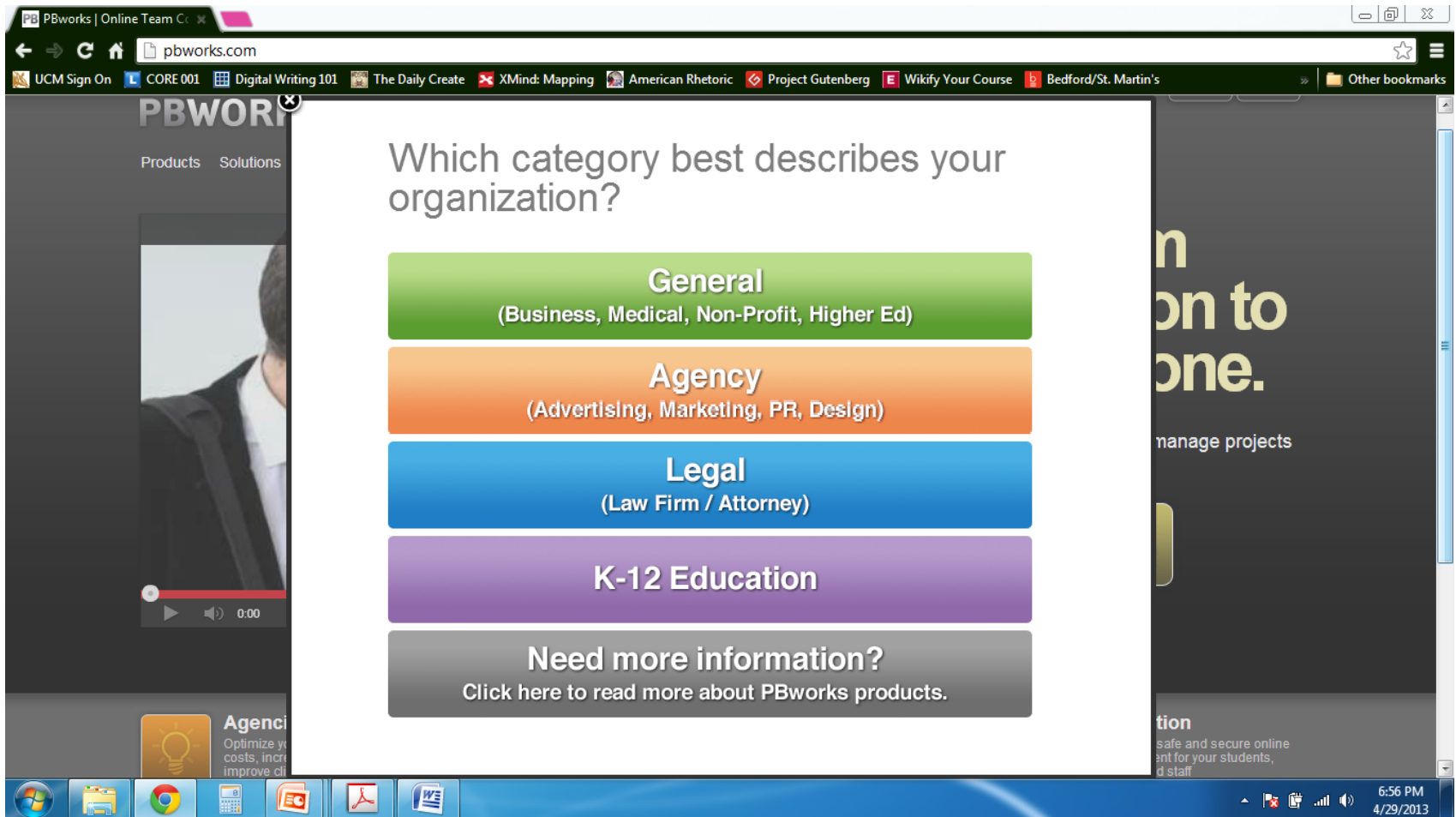


The screenshot shows the PBWorks website homepage. At the top, the browser address bar displays "pbworks.com". The website header includes the PBWorks logo, the tagline "Online Team Collaboration", and a navigation menu with links: Products, Solutions, Industries, Case Studies, Webinars, About Us, News, and Contact Us. A sidebar on the right contains social media icons, a sales line number (415.963.4369), and buttons for "Jobs" and "Login".

The main content area features a large video player on the left showing a man and a woman in business attire looking at a tablet. To the right of the video, the text reads: "Online team collaboration to get work done." Below this, it says: "Capture knowledge, share files, and manage projects within a secure, reliable environment." A yellow button with the text "Get started with a free version of PBworks now!" is positioned below the text.

At the bottom of the page, there are four categories: "Agencies", "Law Firms", "General Business", and "Education", each with a brief description of their services. The footer includes the URL "pbworks.com/learn-more" and a Windows taskbar at the very bottom showing the time as 6:54 PM on 4/29/2013.

Select “General” (Higher Ed) to sign up for your FREE account



The screenshot shows a web browser window with the URL pbworks.com. The page features a central form titled "Which category best describes your organization?". Below the title are five colored buttons: a green button for "General (Business, Medical, Non-Profit, Higher Ed)", an orange button for "Agency (Advertising, Marketing, PR, Design)", a blue button for "Legal (Law Firm / Attorney)", a purple button for "K-12 Education", and a grey button for "Need more information? Click here to read more about PBworks products." The browser's address bar and bookmarks are visible at the top, and the Windows taskbar is at the bottom.

Which category best describes your organization?

General
(Business, Medical, Non-Profit, Higher Ed)

Agency
(Advertising, Marketing, PR, Design)

Legal
(Law Firm / Attorney)

K-12 Education

Need more information?
Click here to read more about PBworks products.

Welcome to your PBWorks wiki Workspace

The screenshot displays a web browser window with multiple tabs. The active tab is 'toconis [licensed for non-]', showing the URL 'toconis.pbworks.com/w/page/65808974/FrontPage'. The browser's address bar and bookmarks are visible. The PBWorks interface includes a top navigation bar with 'My PBworks', 'Workspaces', and 'toconis'. A search bar is present with the text 'Search this workspace'. The main content area is titled 'FrontPage' and contains the following text:

Welcome to PBworks
This is a real workspace! Please edit this page, create new pages, and invite others to use this workspace with you.

Get Great Ideas!

- Learn what makes a good collaboration project and see how other PBworks customers are using their workspaces. Check out our [PBworks educator community](#).

Need Help? We're here for you:

- [The PBworks Manual](#) can help show you how to edit, add videos and invite users.
- The best way to get your support questions answered is to **click the help link** at the top of this page. Our support gurus will get back to you asap.

Below the text is a 'Comments (0)' section and an 'Add a comment' form with a text input field and an 'Add comment' button. A 'Printable version' link is located at the bottom right of the main content area.

The right sidebar contains a 'Navigator' section with a list of 'Starred Pages and Files':

- Activity Tracking
- Assignments
- Blank Page
- Course
- FrontPage

Below the Navigator is a 'SideBar' section with the text: 'This is your Sidebar, which you can edit like any other page in your workspace.'

The bottom of the image shows a Windows taskbar with various application icons and a system clock indicating 7:21 PM on 4/29/2013.

Select the “Edit” tab on your FrontPage to begin building your wiki

The screenshot shows a web browser window with the PBworks FrontPage editor. The address bar shows the URL `toconis.pbworks.com/w/page/65808974/FrontPage#view=edit`. The browser's bookmark bar includes links like "UCM Sign On", "CORE 001", "Digital Writing 101", "The Daily Create", "XMind: Mapping", "American Rhetoric", "Project Gutenberg", "Wikify Your Course", and "Bedford/St. Martin's".

The PBworks interface has a top navigation bar with "My PBworks", "Workspaces" (selected), and "toconis". A search bar on the right says "Search this workspace". Below this is a secondary navigation bar with "Wiki", "Pages & Files", "Users", and "Settings".

The main editing area is titled "FrontPage" and has two tabs: "VIEW" and "EDIT" (which is active). The editing area contains a rich text editor with a toolbar (Format, Font, Size, Table, Insert, Source, Add Link) and the following content:

Welcome to PBworks
This is a real workspace! Please edit this page, create new pages, and invite others to use this workspace with you.

Get Great Ideas!

- Learn what makes a good collaboration project and see how other PBworks customers are using their workspaces. Check out our [PBworks educator community](#).

Need Help? We're here for you:

- [The PBworks Manual](#) can help show you how to edit, add videos and invite users.
- The best way to get your support questions answered is to **click the help link** at the top of this page. Our support gurus will get back to you asap.

At the bottom of the editing area is a text box labeled "Describe your changes:" with a character count "0/2000 (hide this)". Below this are buttons for "Save", "Save and Continue", and "Cancel", along with a link for "Edit tags".

On the right side of the editing area is a "Page Tools" sidebar. It includes a "Rename this page" button, an "Insert links" section with a description "Insert links to other pages or uploaded files.", and two tabs: "Pages" (selected) and "Images and files". Under the "Pages" tab, there is a list of links: "Insert a link to a new page", "Syllabus", "Blank Page", "Assignments", "Activity Tracking", "Course", and "Meeting Agenda". A tip at the bottom of the sidebar says: "Tip: To turn text into a link, highlight the text, then click on a page or file from the list above."

The Windows taskbar at the bottom shows the Start button, several application icons (including Chrome, Firefox, and Word), and the system clock showing "7:22 PM 4/29/2013".

What will it look like?

FrontPage example of an edited education wiki

The screenshot shows a web browser window displaying a PBworks FrontPage. The browser's address bar shows the URL `core29dspring2013.pbworks.com/w/page/63150731/FrontPage`. The page is titled "FrontPage" and was last edited by Michelle Toconis 0 minutes ago. The main content area contains a welcome message and a table of links to various resources. A right sidebar offers options like "Create a page", "Upload files", and "Invite more people". A bottom sidebar, titled "Navigator", lists starred pages and files. The Windows taskbar at the bottom shows the time as 8:01 PM on 4/29/2013.

My PBworks Workspaces **core29dspring2013** Upgrade Now! Michelle Toconis account log out help

Wiki Pages & Files Users Settings Search this workspace

VIEW EDIT

☆ **FrontPage**

last edited by Michelle Toconis 0 minutes ago Page history

Welcome to UC Merced and The Karen Merritt Writing Program,
Home to CORE 1-29D: The World at Home,
M. Toconis, Spring 2013

Syllabus and Course Schedule	Finding CORE Reading on CROPS	Join Class/Account at turnitin.com as a student http://turnitin.com/
Weekly Responses and CORE Friday Reports (Submit to turnitin.com)	Quantitative Assignments and Rubric	PBWorks Tutorial http://www.youtube.com/watch?v=wO-VnFCMesU&feature=related
Student Introductions	Essays and Rubric	Library Research http://libguides.ucmercedlibrary.info/core001
Response Mini-Presentations (Due as instructed)	Cumulative Essay	OWL Purdue: MLA Formatting & Style Guide http://owl.english.purdue.edu/owl/resource/747/01/
Group Presentations	Student-Student Chat Room	Digital Media Tools and Resources

Navigator

- ★ Starred Pages and Files
- 📁 Cumulative Essay
- 📁 Essays and Rubric
- 📁 Quantitative Assignments and Rubric
- 📁 Response Mini-Presentations
- 📁 Thoughts from Tom

Pages No Files options

SideBar

This is your Sidebar, which you can edit like any other page in your workspace.

Where to find more information and tutorials on wikis & PBWorks:

7 Things You Should Know about Wikis:

<http://net.educause.edu/ir/library/pdf/ELI7034.pdf>

PBWorks Education Edition (free):

<http://edumannual.pbworks.com/w/page/58006553/My%20PBworks>

Wikis in Plain English:

<http://www.youtube.com/watch?v=-dnL00TdmLY>

YouTube Sample Tutorial by Mark Barnes:

<http://www.youtube.com/watch?v=SZ5OV14v4xU>

Sample PBWorks Collaborative Assignment (1 of 3)

- Students complete weekly readings prior to class. In-class, students collaborate in groups of 3-4 on one weekly reading of their choice, and then post their responses to discussion questions like the following on PBWorks: (a) Explain why you chose your selection (quote, etc.) specifically; (b) What do you think of it? Like it, or don't like it? Didn't understand it; (c) Summarize it (to the best of your ability); (d) Critique it (to the best of your ability, and with respect to your interests); (e) What is its significance for you; (f) Why is your selection (quote, etc.) significant to the reading; (g) What is its significance for Core 1? (h); and in what ways can it compare to something else we've studied so far? (Discussion questions adopted from Professor Tom Hothem). Each group then shares their "mini-presentation" and leads a class discussion. The assignment is extended with their choice of a Google image or YouTube video that best captures the main idea of the reading that they are responsible for presenting. I choose to comment on collaborative work in-class.

Group Collaboration Instructions Sample (2 of 3)

The screenshot shows a web browser window with multiple tabs. The active tab is 'core29dspring2013.pbworks.com/w/page/63589764/Week%204%20-%205%20Thomas%20Darwin%20Linnaeus'. The browser's address bar and bookmarks are visible. The PBworks interface includes a top navigation bar with 'My PBworks', 'Workspaces', and 'core29dspring2013'. A search bar is present. The main content area has a 'VIEW' and 'EDIT' toggle. The page title is 'Week 4 - 5 Thomas Darwin Linnaeus'. Below the title, it says 'last edited by Michelle Toconis 2 months, 2 weeks ago'. The section is titled 'Thomas Darwin Linnaeus Response Exercise'. The text describes a group exercise where students choose a passage from Thomas' 'Classification', Darwin from Chapters III, IV, and XIV of *Origin of Species*, or Linnaeus from *Introduction to Systema Naturae*. They prepare answers to questions for a 'mini-presentation' and post their response in the comments section. The questions are listed as (a) through (h). On the right side, there is a sidebar with options like 'Create a page', 'Upload files', 'Invite more people', 'Share this page', 'Put this page in a different folder', 'Add Tags', 'Control access to this page', and 'Copy this page'. Below this is a 'Navigator' section showing a list of 'Response Mini-Presentations' with 'Week 4 - 5 Thomas Darwin Linnaeus' selected. At the bottom, there is a 'SideBar' section with the text 'This is your Sidebar, which you can edit like any other page in your workspace.' The Windows taskbar at the bottom shows various application icons and the system clock indicating 11:58 AM on 4/30/2013.

core29dspring2013 [licens] x Inbox (2) - toconis.m@gm x myUCMerced: CROPS x

core29dspring2013.pbworks.com/w/page/63589764/Week%204%20-%205%20Thomas%20Darwin%20Linnaeus

UCM Sign On CORE 001 Digital Writing 101 The Daily Create XMind: Mapping American Rhetoric Project Gutenberg Wikify Your Course Bedford/St. Martin's Other bookmarks

My PBworks Workspaces core29dspring2013 Upgrade Now! Michelle Toconis account log out help

Wiki Pages & Files Users Settings Search this workspace

VIEW EDIT

☆ **Week 4 - 5 Thomas Darwin Linnaeus**

last edited by Michelle Toconis 2 months, 2 weeks ago Page history

Thomas Darwin Linnaeus Response Exercise

In groups of three, choose one passage (sentence, paragraph or section) from Thomas' "Classification", Darwin from Chapters III, IV, and XIV of *Origin of Species*, or Linnaeus from *Introduction to Systema Naturae*. Prepare answers to the following questions for a "mini-presentation" to the class. Keeping to the same format, save your work in a Word Doc, and then post your group's response in the comments section below. Be sure to list the names of all your group members at the beginning of your presentation (i.e., Presenters: Bill, Melinda, Jack, Jill.).

(a) Explain why you chose your selection (quote, etc) specifically.

(b) What do you think of it? Like it, or don't like it? Didn't understand it?

(c) Summarize it (to the best of your ability).

(d) Critique it (to the best of your ability, and with respect to your interests).

(e) What is its significance for you?

(f) Why is your selection (quote, etc) significant to the reading?

(g) What is its significance for Core 1?

(h) In what ways can it compare to something else we've studied so far?

Create a page
Upload files
Invite more people

Share this page
Put this page in a different folder
Add Tags
Control access to this page
Copy this page

Navigator

Response Mini-Presentations back

- Week 4 - 5 Thomas Darwin Linnaeus
- Week 5 Relationship between Religion and Science
- Week 7 Hebdige and Lipsitz
- Week 8 Memory
- Week 9 Economics and Education

Pages No Files options

SideBar

This is your Sidebar, which you can edit like any other page in your workspace.

Windows taskbar: 11:58 AM 4/30/2013

Group Collaboration Student Response Sample (3 of 3)

core29dspring2013 [licens] x Inbox (2) - toconis.m@gmail.com x myUCMerced: CROPS x

core29dspring2013.pbworks.com/w/page/63589764/Week%204%20-%205%20Thomas%20Darwin%20Linnaeus

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(g) What is its significance for Core 1?

(h) In what ways can it compare to something else we've studied so far?

(Questions REVISED 2/14/13)

Comments (1)

Steven-Joe Macaraeg said
at 7:00 pm on Feb 12, 2013
[Reply](#) [Delete](#)

(Steven-Joe Macaraeg, Carl Posadas, Trevor Hugheg-White, Kevin Nguyen)

a)
We chose it because it gives perspective on how humans learn about the universe/world. It's how humans approach life and nature.

b)
We don't like it because it's really straight to the point but if you're atheist or agnostic it can be offensive.

c)
Man should credit his ability to think and reason due to God. Life can be considered despicable because naturally we want gratification and we want to preserve our body. For example, we have to kill things to survive and that's despicable.
Basically since we will look forward to a purpose to God so we should learn more about nature to learn more about ourselves even though most of nature is unknown and undiscovered.

The reading implies that there is a god but there is no absolute proof. It can offend some people.

If we study the world around us we will get a better grasp of what our purpose in life.

f)
If we don't fully understand the world around us how can we fully understand ourselves?

g)
You have to have some knowledge of everything to understand anything in that way core is interdisciplinary you have to learn about different things

SideBar

This is your Sidebar, which you can edit like any other page in your workspace.

This Sidebar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.
[Edit the sidebar](#)

Share this workspace

Add a new **writer** to the workspace.

[User settings](#)

Recent Activity

12:01 PM
4/30/2013

Animoto Extended Collaborative Assignment and Student Collaborative Sample on Darwinism (1 of 1):

<http://animoto.com/play/prjE3zC5oSdckB01rx47Q>

core29dspring2013 [licens x] Inbox (2) - toconis.m@gm x myUCMerced: CROPS x

core29dspring2013.pbworks.com/w/page/63886754/Week%205%20Relationship%20between%20Religion%20and%20Science

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VIEW EDIT

☆ Week 5 Relationship between Religion and Science

last edited by Michelle Toconis 2 months, 1 week ago [Page history](#)

Due In-Class Thursday, February 21st:

Sign-up for your free Animoto account at <http://animoto.com/> and go to the green button "Create video". Each group will choose one reading and create a 31 second video at Animoto that conveys the main idea of the reading.

Due Before Class Tuesday, February 26th:

Post your Homework that you turned in at the beginning of class on Thursday, February 21st:

Remember, you were to have selected two readings from this week in CORE and answered the discussion questions that followed.

Readings:

- Galileo, from *Letter to the Grand Duchess*
- Frank, "Not the God You Pray To: The Varieties of Scientists' Religious Experience"
- Frank, "The Roots of Conflict: Science and Religion before Divorce"
- Gould, "What Does the Dreaded 'E' Word Mean Anyway?"
- Sampson, "Evoliteracy"

Discussion Questions:

- Specifically explain why you chose it.
- What do you think of it? Like it, or don't like it? Didn't understand it?
- Summarize it (to the best of your ability).
- Critique it (to the best of your ability, and with respect to your interests).
- What is its significance for you?
- What could its significance be for Essay #1? How might you use it?
- What is its significance for Core 1?
- In what ways could it compare with or be applied to something else we've studied so far?

Created a page

- Upload files
- Invite more people
- Share this page
- Put this page in a different folder
- Add Tags
- Control access to this page
- Copy this page

Navigator

Response Mini-Presentations [back](#)

- Week 4 - 5 Thomas Darwin Linnaeus
- Week 5 Relationship between Religion and S**
- Week 7 Hebdige and Lipsitz
- Week 8 Memory
- Week 9 Economics and Education

Pages **No Files** [options](#)

SideBar

This is your SideBar, which you can edit like any other page in your workspace.

This SideBar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.

[Edit the sidebar](#)

11:49 AM 4/30/2013

Sample PBWorks Collaborative Assignment (1 of 2)

- Students were assigned teams and asked to perform research with a specific problem and to provide a final plan in the form of a 5- to 7-page report (at least 1800 words) that included carefully presented and closely engaged data. Each team also collaborated on a digital media presentation for their plan. One person from each team was responsible for linking their final presentation in the “comments” section. Each team presented their plan for the essay assignment in 6-8 minutes. Teams had the option of creating a presentation with the following digital media tools: a [Prezi](#) presentation (minimum of 12 different visuals/zooms), an iMovie Video (<http://www.apple.com/ilife/imovie/>), a Quick Time Video (<http://www.apple.com/quicktime/>), a video using Windows Movie Maker (<http://windows.microsoft.com/en-us/windows/get-movie-maker-download>), or a YouTube Video (<http://www.youtube.com/>). All presentations were to have in-text citation(s) as needed and to include a Works Cited. Finally, each student was responsible for grading group presentations with a rubric designed for digital media presentations.

The screenshot shows a web browser window displaying a PBworks workspace. The address bar shows the URL: core29dspring2013.pbworks.com/w/page/65717659/Group%20Presentations. The workspace is titled "core29dspring2013" and is owned by Michelle Toconis. The page is titled "Group Presentations" and was last edited by Michelle Toconis 0 minutes ago. The page content includes a heading "Quantitative #2 Team Plan: Due Thursday, April 25th" and a paragraph stating: "Your team has been asked to perform research with a specific problem and to provide a final plan in the form of a 5- to 7-page report (at least 1800 words) that includes carefully presented and closely engaged data, of which you will also present to the class." Below this, it says: "Each team will collaborate on a digital media presentation which one person from your group will link to below (in the comments section):" followed by a list of instructions: 1. In-class: Present your team plan for Quantitative #2 in 6-8 minutes. 2. NO POWERPOINT PRESENTATIONS. You have the option of creating a presentation with the following digital media tools: -A Prezi presentation, with a minimum of 12 different visuals/zooms. -An iMovie Video (<http://www.apple.com/ilife/imovie/>). -Quick Time Video (<http://www.apple.com/quicktime/>). -A video using Windows Movie Maker (<http://windows.microsoft.com/en-us/windows/get-movie-maker-download>). -YouTube Video (<http://www.youtube.com/>). A reminder to use in-text citation as needed and to include a Works Cited. 3. Each of you are responsible for grading group presentations with the below rubric. After grading of presentations, each of you will email one WordDoc attachment with the all the final grades/rubrics completed for each group.

The right sidebar contains a "Navigator" section with a list of pages: Starred Pages and Files, Cumulative Essay, Essays and Rubric, Quantitative Assignments and Rubric, Response Mini-Presentations, and Thoughts from Tom. Below this is a "SideBar" section with the text: "This is your Sidebar, which you can edit like any other page in your workspace."

Sample Team Presentation Plan (2 of 2)

<http://www.youtube.com/watch?v=Wx4w47vytpw>

Group Presentation Rubric Sample (1 of 2)

(adapted and modified from Yu-Han Chao)

core29dspring2013 [licens x] Inbox (4) - toconis.m@gm x

core29dspring2013.pbworks.com/w/page/65717659/Group%20Presentations

UCM Sign On CORE 001 Digital Writing 101 The Daily Create XMind: Mapping American Rhetoric Project Gutenberg Wikify Your Course Bedford/St. Martin's Other bookmarks

Team Digital Media Presentation: Quantitative #2 Plan (Print: Circle one number. WordDoc: place an X in the applicable box)

Group Member Names: _____ Reviewer: _____

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy 1 2 3 4 (Circle one)	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information 1 2 3 4 (Circle one)	Information is organized in a clear, logical way. It is easy to anticipate the next slide or piece of information.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness 1 2 3 4 (Circle one)	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics 1 2 3 4 (Circle one)	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Text - Font Choice & Formatting 1 2 3 4 (Circle one)	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar 1 2 3 4 (Circle one)	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Conclusion	Group shares tasks and all	Group shares tasks and	Group shares tasks and	Group often is not effective

This is your Sidebar, which you can edit like any other page in your workspace.

This Sidebar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.

[Edit the sidebar](#)

Share this workspace

Add a new **writer** to the workspace.

[User settings](#)

Recent Activity

11:30 AM 4/30/2013

Group Presentation Rubric Sample (2 of 2)

(adapted and modified from Yu-Han Chao)

core29dspring2013 [licens x] Inbox (4) - toconis.m@gm x

core29dspring2013.pbworks.com/w/page/65717659/Group%20Presentations

UCM Sign On CORE 001 Digital Writing 101 The Daily Create XMind: Mapping American Rhetoric Project Gutenberg Wikify Your Course Bedford/St. Martin's Other bookmarks

	1	2	3	4
Effectiveness 1 2 3 4 (Circle one)	Project includes all materials needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics 1 2 3 4 (Circle one)	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Text - Font Choice & Formatting 1 2 3 4 (Circle one)	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar 1 2 3 4 (Circle one)	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation 1 2 3 4 (Circle one)	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
Delivery 1 2 3 4 (Circle one)	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

11:31 AM 4/30/2013

What technical conundrums can I expect from a free wiki?

- Unfamiliar computer programs will present learning-curves.
- Students and other users may feel overwhelmed, initially. One more user ID and password to remember, one more site to check. However, over the course of the past year, most students have expressed their preference for collaborative multimodal projects on PBWorks.
- UCM-IT support for PBWorks is limited or not available. Wiki provider and colleagues may be only system of support.
- Potential that free software may be discontinued or a charge implemented.

Questions? Suggestions?



Thank you for your interest!

(photo courtesy of Dr. Tom Hothem, Assistant
Director of the Merritt Writing Program SSHA
at the University of California, Merced)