



Using wikis for small group assignments with large student numbers

Overview

Context

INTEGRATE Project (JISC)

Business School

Strategy Module

Rationale and **Design** of this study

Running the group work assignment

Feedback and **Findings**

Issues, Recommendations and **what happens next...**



INTEGRATE Project Context



Our focus remains on the three project objectives:

- How to promote a learning ethos in which students actively **participate** and **engage**
- How to manage assessment and feedback with **large numbers**;
- How to promote a **collaborative community** in which diversity is both valued and well-catered for despite the **ever- increasing numbers**

Business School Context

Five key points:

1. **Flagship** Business School
2. **Expansion** and development Strategy
3. New **Teaching Fellows** appointed
4. Rapid growth in **numbers** enrolling at UG and PG level
5. Piloting **technologies** to enhance the student experience



Strategy Module

MSc in International Management
2009/10 cohort **465 individuals from 40 countries**

New Teaching Fellow creating change

From : Weekly three hour lectures
100% assessment via exam

To : Weekly lectures and case-study workshops
70% exam
30% group work executive summary

Wikis seen as an interesting tool for social constructivist learning

Rationale

- **Large cohorts**
Even in large cohorts students are more fully engaged in small group activities
- **Internationalisation**
Opportunity for students to collaborate with business colleagues from across the world
- **Employability**
Wikis are being used increasingly in workplaces as knowledge jobs proliferate
- **Reflective learning**
Asynchronous nature of wiki interactions allows more time for reflection and practicing language skills (Trentin, 2008)
- **Teaching role**
Fits with role of Teaching Fellow as facilitator, manager and orchestrator (Schneider et al., 2003)



Design

- Wanted a “collaborative writing” wiki
- Students allocated to **59 groups of 7 or 8 students**.
Deliberately split nationalities
- Working from January to March 2010 for **8 weeks**
- **30% mark**
75% for the **product** of the group work
25% for the group **activity** on the wiki
- Each individual in a group awarded the same mark overall



Design - the technology

- ‘**Confluence**’ used for wiki
- First major pilot of this software at Exeter
- Used **normal IT log-in details**
- Support from Web Innovation Unit
- Support from Educational Enhancement
- Initial wiki **structure of 9 pages** before students arrived
- Support forum within WebCT
- Video and handout **guidance** on how to use the wiki
- Wiki development through **text** and **images**, **references**, **attachments** and **links** relevant to the study.
- **Commenting** and **editing** the wiki



Student Survey

Question 1 – How do you feel about using a wiki to write and assignment? (57 responses)

Positive - 51%

I think it is a great idea.

Well, to me it is really new and I don't mind because I like learning new things

Good....I might get a lot of details from anyone in the class

Neutral / mixed -19%

Wiki is new for me, and I have to spend time to be familiar with it, however, it may be a good experience I guess.

Negative – 17%

It's absolutely unnecessary, just a waste of time!

I personally do not like this wiki

Too complex...



Running the assignment

A 10 stage process...

1. Log in
2. Set up personal profile and add personal icon
3. Introduce yourself to the group
4. Start to share information about the assignment
5. Research background, share references and analysis
6. Edit and comment on the information from others in the group
7. Develop a structure and content for the assignment
8. Write up final assignment
9. Submit executive summary for the 'Board of Directors'
10. Write personal reflections on the process



UNIVERSITY OF
EXETER Login To University of Exeter Wiki

Enter your account details below to login to Confluence.

Username:

Password:

☐ Remember my login on this computer

Log In

Individual profiles - BEMM119-Group58 - University of Exeter Wiki - Mozilla Firefox

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exeter.ac.uk

https://wiki.exeter.ac.uk/display/58BEMM119/Individual+profiles?focusedCommentId=3292086#comment-3292086

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Karen Leslie

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Individual profiles

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Added by [Laura Taylor](#), last edited by [Ruslan Jamenkov](#) on Feb 23, 2010 ([view change](#))

Hi guys I will try to send to send my nike analysis untill tomorrow. If you will have any comments please send me. With regards Ruslan

[Add Labels](#)

Comments (5)

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[Yifan Shao says:](#)

Feb 23

That's cool

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[Wenjing Wei says:](#)

Mar 21

hey, guys,

We need to post our individual profiles in the page, like introducing us briefly.

I am from China, i take finance and management here,, my undergraduate major is economics, i got bachelor degree in China


Easy going, like teamwork

Play basketball, badmiton, tennis, swimming.

regards

Michelle

[Edit](#) | [Remove](#) | [Reply](#)



[Andrew Vincent says:](#)

Mar 21

About Me

Driven, motivated and interested in business. Live in Cambridge UK and work on the river as a tour guide. My undergraduate at the Business school at Aston University has given me a strong insight into business and ill take this into my post graduate study at Exeter.


I Play sports, rugby and football and enjoy the gym and socialising.

I like to get things done, my yes means yes and my no means no, and have experience in leadership through my time on the sports field.

Regards

Andrew

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[Pornpat Ngowabunpat says:](#)

Mar 21

Scene setting - Mission, objectives, external and internal analysis - BEMM119-Group21 - University of Exeter Wiki - Mozilla Firefox

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exeter.ac.uk

https://wiki.exeter.ac.uk/display/21BEMM119/Scene+setting+-+Mission%2C+objectives%2C+external+and+internal+analysis

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Scene setting - Mission, objectives, ...

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Browse Karen Leslie Search

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Scene setting - Mission, objectives, external and internal analysis

2 Added by Karen Leslie, last edited by Igor Vorozhtsov on Mar 25, 2010 (view change)

Edit

Add

Tools

Analysis of external and internal environment for Adidas Group

In order to evaluate suitability of current strategy pursuit by Adidas Group, firstly, the developments in the global environment surrounding the company as well as its internal capabilities to face them were analysed. To highlight the developments in the external environment of the company we have conducted PESTEL and Porter's Five Forces analyses.

PESTEL Analysis

Political factors	<ul style="list-style-type: none">Some developing countries in Africa and Latin America have unstable political systems that restricts the possibility to cooperate with local suppliersGovernments promote programs fighting increasing obesity and cardiovascular diseases. According to the WTO currently there are 400 million obese people and by 2015 this number will increase to 700 million.Developing countries can toughen labour legislation (e.g. minimal wage and duration of workday) which would affect company's costs and production plans.The Adidas Group faces risks arising from sudden increases of import restrictions
Economic factors	<ul style="list-style-type: none">The majority of Adidas suppliers are located in China where local currency is fixed to dollar below its real value what allows Adidas to be more competitive.Sportswear market in BRIC countries grows much faster than in Europe and the USGreat threat of counterfeiting
Socio-cultural factors	<ul style="list-style-type: none">Demographic changes (increasing number of old people) lead to the necessity of new products for older people.Increasing number of obese people forces other people to become more health conscious and do sports.Consumers do not want to buy sportswear produced by children or underpaid workers.
Technological factors	<ul style="list-style-type: none">Sportswear companies more and more cooperate with multimedia producers (e.g Nike and Ipod, Adidas+Samsung: MiCoach).Many companies try to make their production processes less labour intensive in order to reduce costs and improve quality.
Environmental factors	<ul style="list-style-type: none">The majority of modern companies try to introduce new technologies which help to decrease the negative impact on environment and tackle global warming and pollution.Increased emphasis on businesses being environmentally friendly and socially responsible
Legal factors	<ul style="list-style-type: none">Developing countries can toughen labour legislation (e.g. minimal wage and duration of workday) which would affect company's costs and production plans.Growing number of legal documents and regulations increases the complexity of doing business

Porter's Five Forces

Having analysed external environment it is possible to define major forces which influence Adidas from outside. The first issue that Adidas faces is the growing proportion of obese people who require special training programs and methods. Ageing population worldwide opens new opportunities for Adidas – the launch of new products and services and use of new style of marketing communication. Moreover, Adidas group faces the threat of counterfeiting and high rivalry in the sportswear industry.

To be able to assess the balance between external environment of the company and its resources, the analysis of internal environment for Adidas Group using Resource Audit was conducted.

After applying VRIO approach (see Appendix) to Resource Audit two main competences of Adidas were indentified. The first one is R&D department which constantly grows. Company's policy in R&D includes

465 ways to use a wiki...

Student groups developed the wikis in a wide range of ways and each group developed different characteristics online...

Using the '**Comment**' option – creating a social space

Using '**attachment's** – creating a library / resource bank

Creating new **pages** for every new subject – creating a navigational challenge

Adding links, news, calendars and images...to create spaces full of content

Editing and commenting to build a group assignment was not easy

Export  Email


Advanced Segments: All Visits 


Dashboard


Jan 25, 2010 - Mar 31, 2010 





Site Usage


 **17,843 Visits**

 **277,217 Pageviews**

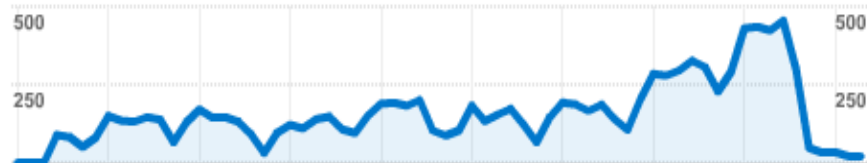
 **15.54 Pages/Visit**

 **8.93% Bounce Rate**

 **00:11:48 Avg. Time on Site**

 **11.66% % New Visits**

Visitors Overview



2,093 Visitors

[view report](#)

Map Overlay



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BEMM119
STRATEGY

ADIDAS STRATEGY GROUP 53

By:

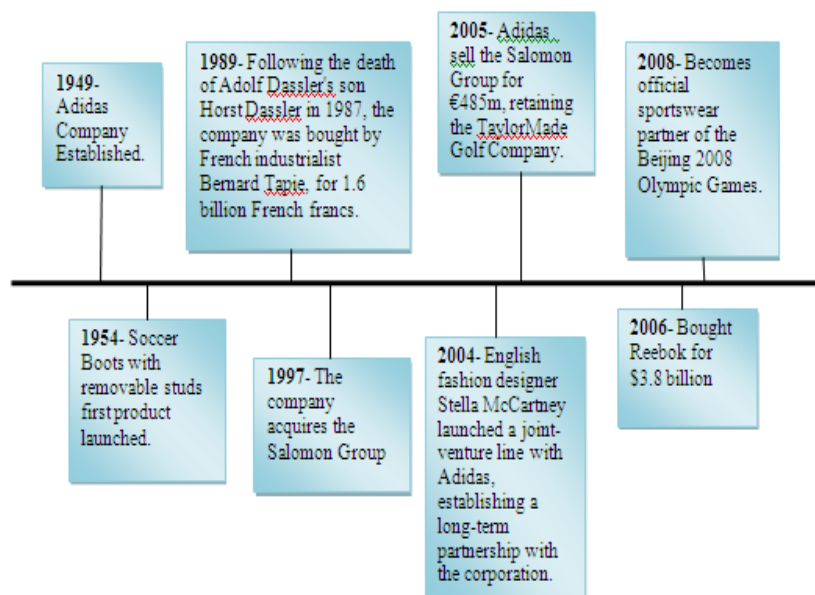
Ben Wedge	Student ID: 560017386
Dina Jalairova	Student ID: 580045053
Piyasiri Charangdej	Student ID: 590051084
Roy Shailaj	Student ID: 590063594
Wen Zhou	Student ID: 590020677
Yezi Li	Student ID: 590046488
Yun Shen	Student ID: 590039679

Introduction

Background of Adidas AG

Adidas, founded in 1949, derives its world renowned name from its German founder's first and last names; "Adi" from Adolf and "Das" from Dassler. In 1954 Adidas launched its first product, soccer boots with removable studs, the first in a long line of innovative sports equipment. The company is famous for its trademark "the brand with the three stripes" which is often emblazoned upon its trainers and various clothing lines. Today, (2009) the company's revenue is in excess of €10.3 billion.

Brief Timeline of Adidas



Mission and Objectives

Corporate Mission Statement: "The Adidas Group strives to be the global leader in the sporting goods industry with sports brand built on a passion for sports and a sporting lifestyle." (Adidas annual report 2008, p 44)

Corporate objectives focused on innovative products technology or new product design by aiming to launch and develop at least one major new product innovation and design on each business per year.

Assignment results

All 59 groups submitted assignments on time, the majority in the required format.

Turnitin showed very low level of duplication

Analysis, application and evaluation evident in most papers.

Technology and wiki seems to have helped most students with structuring their work

Marking the wiki element is proving very time-consuming for the tutor

Feedback

Student Survey

Student reflections

Focus Groups

Findings

Students claimed they

- i) Found the wiki challenging
- ii) were willing to overcome those challenges
- iii) enjoyed working with their peers
- iv) Would recommend this work be developed in the future.



Further findings

452 reflective statements posted and currently being analysed in depth.

Key issues identified so far :

Helps non-native English speakers to overcome communication barriers they may find in face-to-face meetings

For campus based courses many students still prefer face-to-face meetings for group work

The wiki sometimes created competition between members of the team – but did not necessarily produce better work

However, every group handed in an assignment and the process was more effective than running this just face to face

It is worth persevering and developing this work ...



Student reflections

“In a nutshell Wiki is a new and handy group assignment tool which in my opinion should be promoted to wider range of use”

“If I work with Wiki in the future it will be definitely easier for me as I already have this experience”.

ISSUES

Technical hitches along the way

Diversity of the group approaches to this assignment

Navigation within confluence - the commenting and editing functions

Scale

Lack of time to monitor wikis effectively

Challenges of groupwork

Marking

We need more time to learn everything we can from this work.....



RECOMMENDATIONS

Learn from and build on the successes of this pilot

Provide earlier and more proactive guidance in different ways

Use keen and enthusiastic students as “Student IT Champions”

Build on the role of the student facilitator

Support skills development (teamwork, negotiating, dealing with conflict)

Reconsider how individual contributions to the team can be assessed as well as the team work and the final product

Further research use of wikis in the workplace to give assessment increased validity

Combine group work assessment models to improve reliability

Huge increase in student numbers and high number of international students will continue...so we need to develop this work further...



“These days, we work together, had several meetings.
We argued, we wrote, we began to know each other, like each other.
It's the first time I saw someone work so hard.
You gave me the chance to learn a lot.
It's a happy time for me. Hopefully for you all.

Thank you, guys!

Good luck to us.”