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Purpose

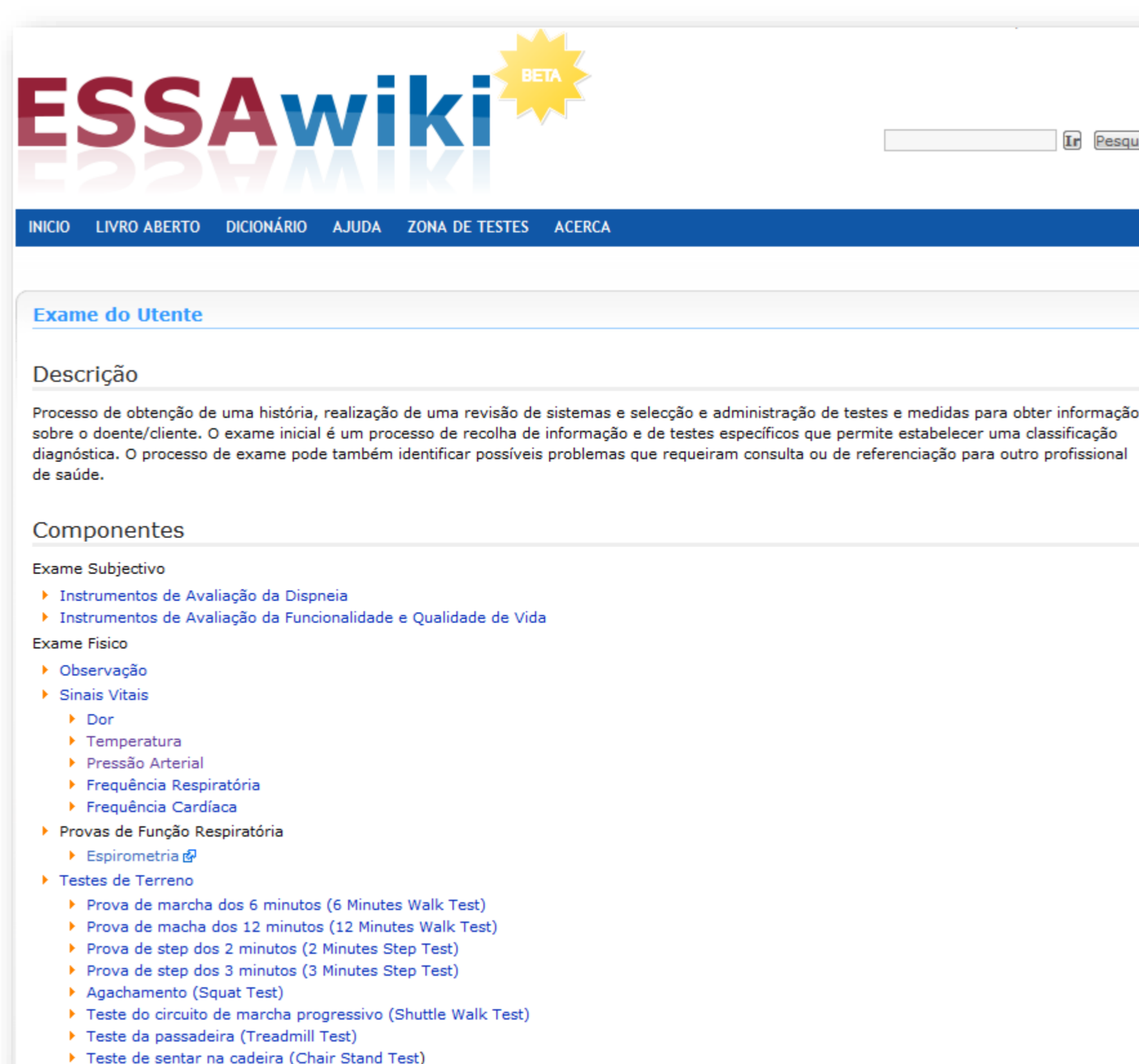
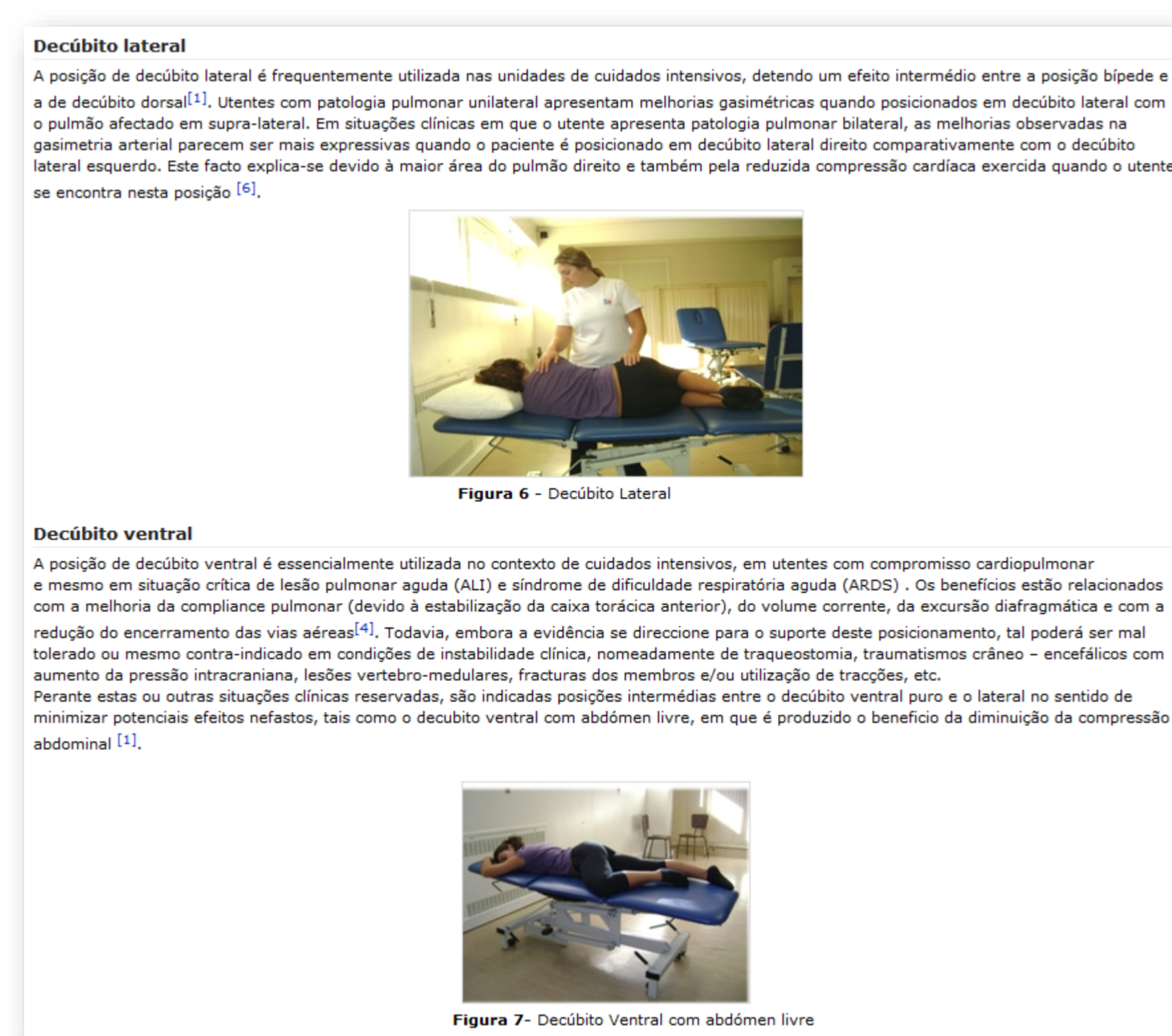
Wiki is an innovative mean of creating, editing, and disseminating information in an online environment. We try with this project to involve Physiotherapy students (bachelor level) on the creation of knowledge using a open source collaborative system.

Relevance

Wiki derive from the Hawaiian word meaning “quickly” and “informally,” and allows anyone with a Web browser and an Internet connection to collaboratively edit a document on a wiki server. The most Popular usages of the wiki tool include repositories of documentation, online encyclopedias, and tools for corporations to share content and information inside and outside of their organizations. Nowadays many educators have started to experiment with wiki tools in online teaching. For example, for writing assignments and directed reflection on clinical decision making.

Description

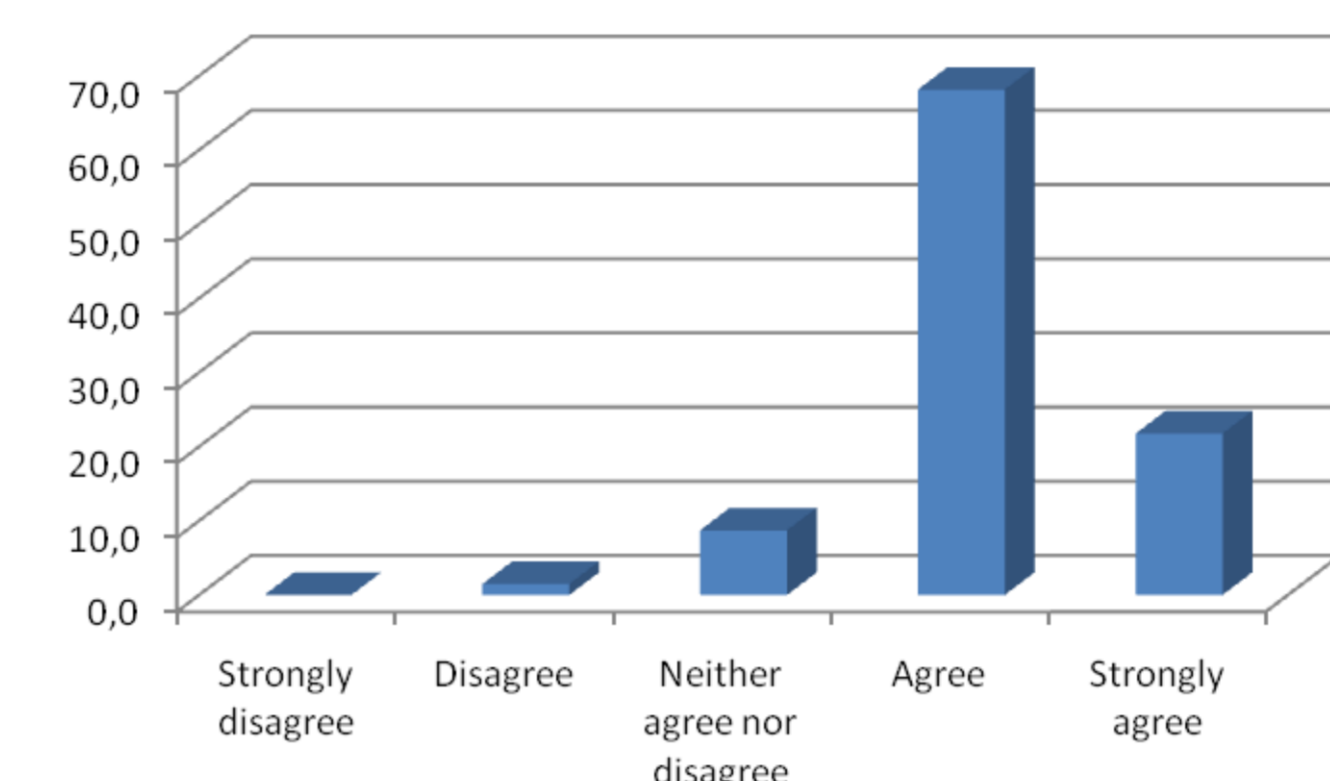
We developed this project using several steps: **First** we implemented an open source wiki system (mediawiki); **Second** the objectives and purpose, domain, tasks and outcomes were clearly defined to all the users (teachers and students); **Third**, using scaffolding as a frame to provide a temporary starting support structure to be used by learners until they self-organize and construct or modify their own knowledge; **Fourth**, peer-assessment was used to provide internal feedback within the students; **Fifth** and final step, teachers evaluate the final version and gave feedback about the overall performance.



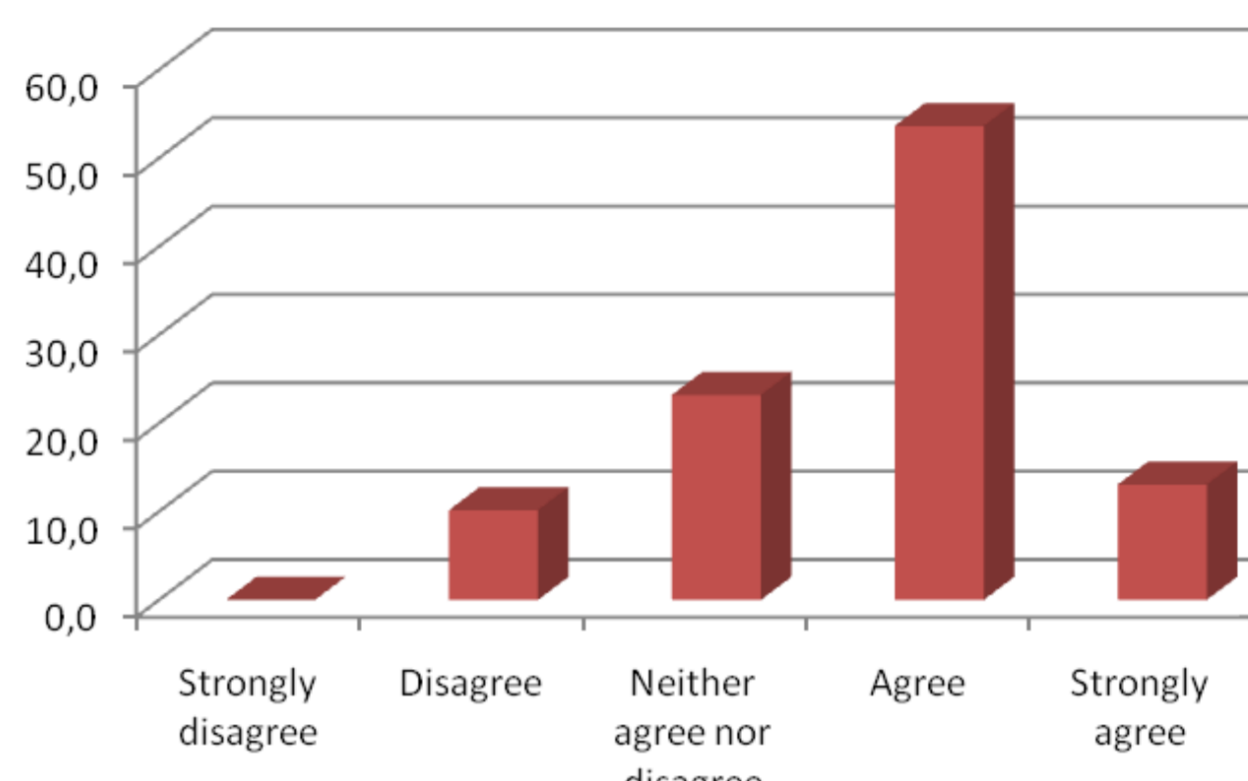
Evaluation

Two types of evaluation were performed, a peer-assessment in the middle of the process comprising questions about format and content, and a final evaluation at the end of the activity based on the student feedback about all the process. For both we used a web based questionnaire, to assure anonymity and promote high response rates.

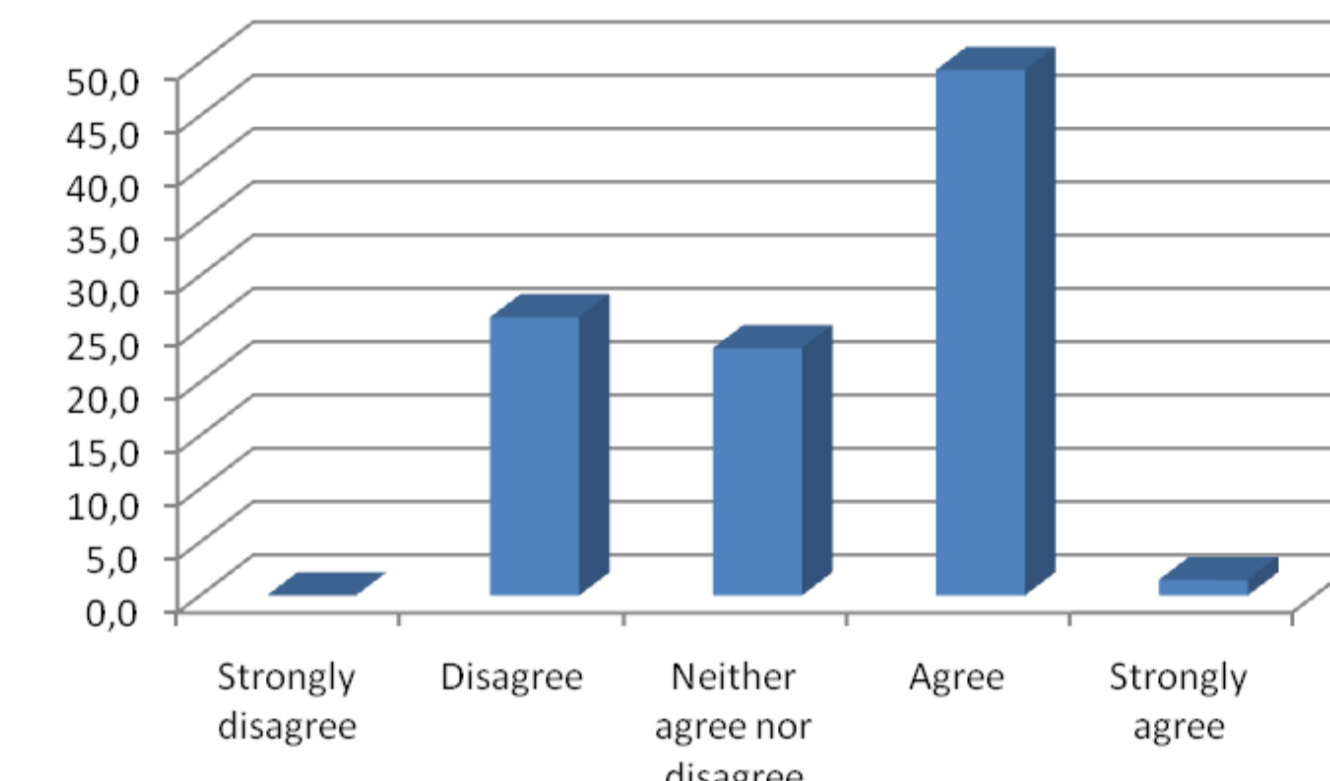
The development of the wiki, in general, was beneficial to my learning process



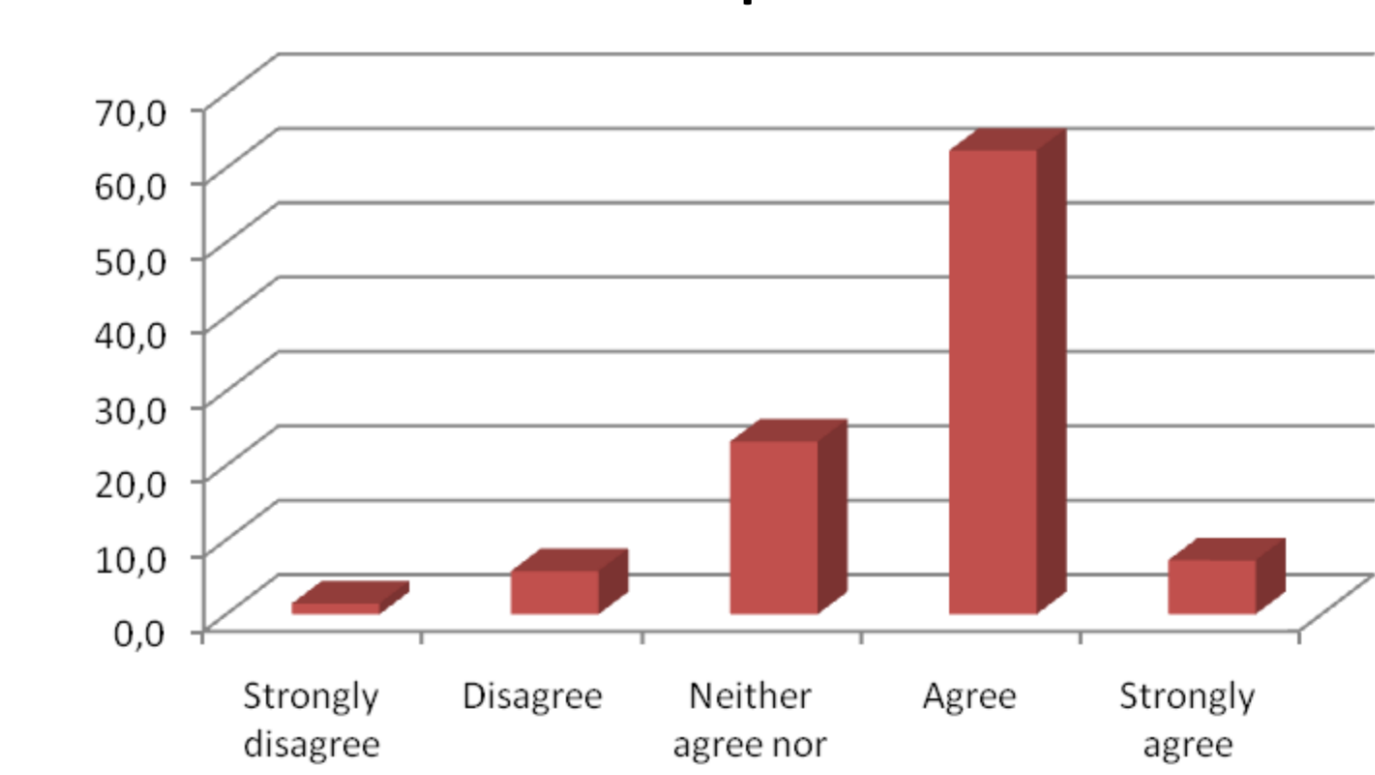
Peer review in general was beneficial to the learning process



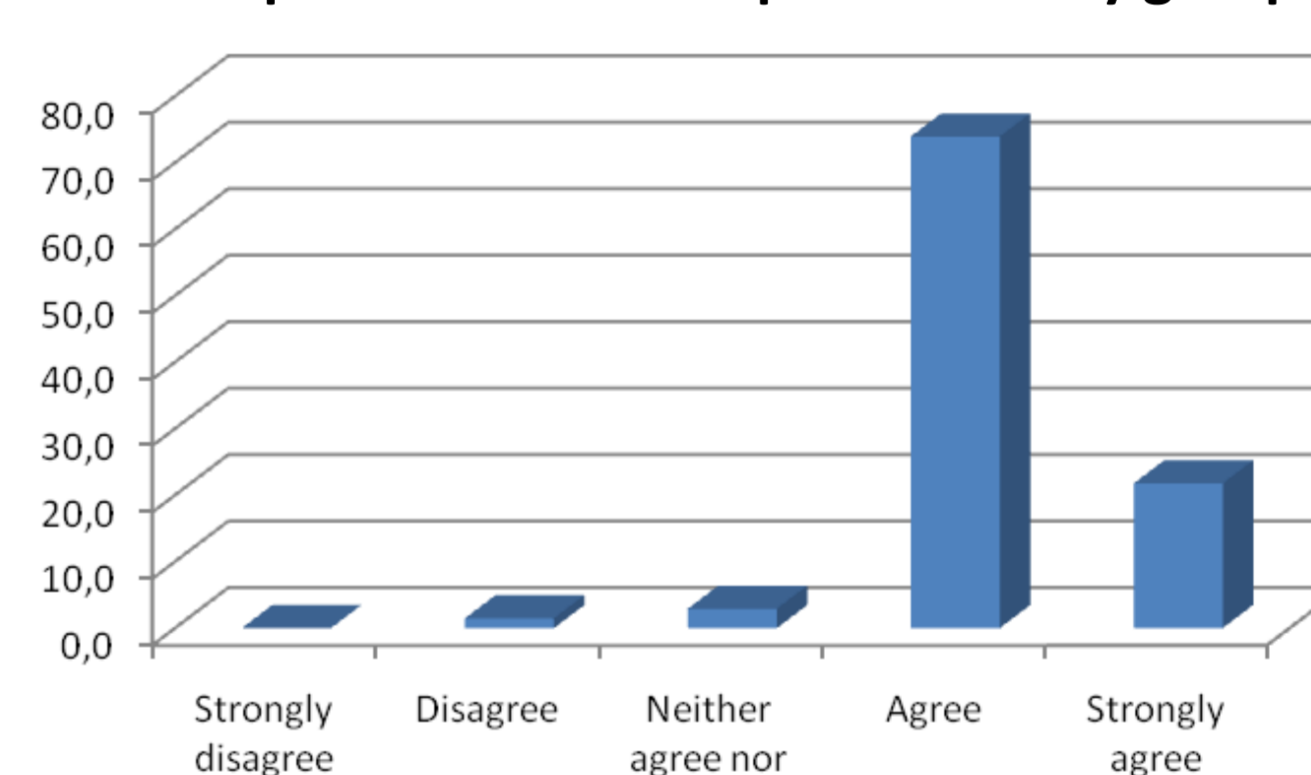
Peer review had quality, its was critical and specific



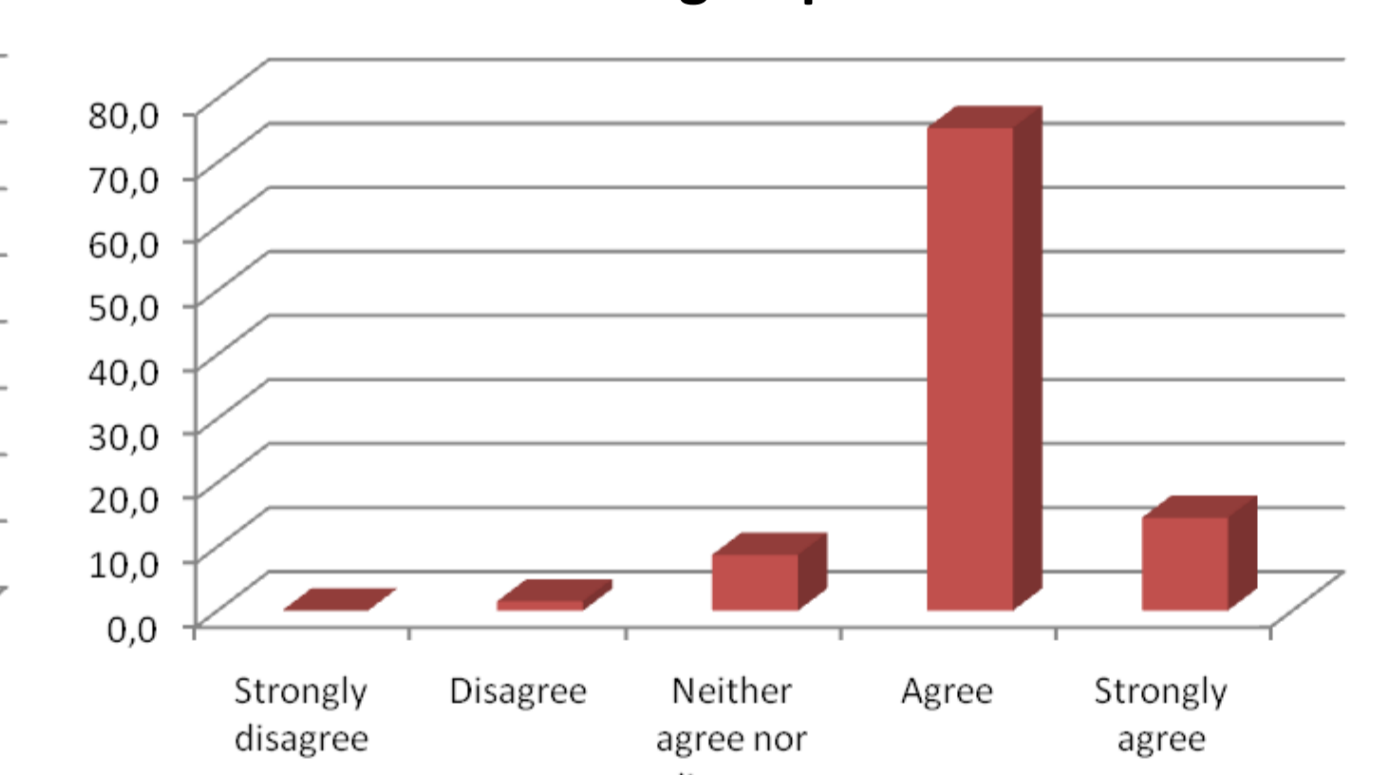
I was satisfied with my contribution to the peer review process



Overall I think that contributed actively in the development of the final product of my group



Overall I am satisfied with the final product of all groups



Conclusions

With this project we have created a collaborative and evolutive reference book using several sources of information and evidence. The future challenge is the dissemination of this resource and methodology thorough the entire physiotherapy course using all the different areas of Physiotherapy practice.

Implications

The use of collaborative tools in Physiotherapy education facilitates and promotes reflexion, group work, peer-assessment and autonomous perspective towards education and lifelong learning. The basis of a every evolving reflective professional.

References

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