

# Wiki – What, Why, How?

The wiki in an academic environment  
Special considerations, uses and pitfalls

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Hosted with Gregory Kohs of  
Mywikibiz.com

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Orlando, Florida

The screenshot shows a Mozilla Firefox browser window displaying the main page of the Eckerd College Faculty Wiki. The browser's address bar shows the URL [http://academics.eckerd.edu/facultywiki/index.php/Main\\_Page](http://academics.eckerd.edu/facultywiki/index.php/Main_Page). The page title is "Main Page - Eckerd Academic Wiki - Mozilla Firefox". The page content includes a navigation menu on the left, a search box, and a main content area with the following text:

**Main Page**

**The Eckerd College Faculty Wiki**

Welcome to the [Eckerd College](#) Faculty Wiki. This site is flexible and easy to use, with pages that are fast to create and quick to load. This wiki does **not** require Eckerd College, or you, to purchase proprietary software (i. e., Apple, Microsoft, Sun, WebCT), and it will be available during campus evacuations for use by Eckerd faculty and students.

The default privileges on this site allow Eckerd faculty to read, edit, and create pages, students to just read and edit their specific course pages, and outsiders to only view pages. Faculty also have the option of [protecting pages from student edits](#). Feel free to look at the [extensions added to the MediaWiki](#) software if you would like to try this at your institution.

To edit, log in (top right) and then hit the edit button atop the page of your choice. Press either "Show preview" or "Save page" when finished editing. The results are posted without either a middleman or a delay. The wiki software saves both new and old versions of pages along with the name of the person who performed the edit. To [upload a picture](#), use the link to the left.

**Contents [hide]**

- 1 [Eckerd College courses, aids, and ideas](#)
  - 1.1 [Courses with wiki pages \(Summer 2007\)](#)
    - 1.1.1 [External](#)
- 2 [Wiki help](#)
  - 2.1 [Frequently asked questions \(FAQ\)](#)
  - 2.2 [A wiki page in five easy steps](#)
  - 2.3 [Additional Help](#)

**Eckerd College courses, aids, and ideas** [edit]

**Courses with wiki pages (Summer 2007)** [edit]

- [RE201](#) - Prof. Rothger's *Introduction to Religious Studies*
- Here are [previous courses](#) at Eckerd College which have had Wiki use

**External** [edit]

- [Shakespeare, Protein Evolution, and Science and Religion](#) (UMBC Wiki Group)

# Outline

I. My Background

II. What is a wiki? How does it differ from Blackboard and WebCT

III. What is it good for in an academic environment?

IV. Examples



# My Background:

- A PhD in computational nuclear physics from Ohio University
- Associate Professor of Physics, Eckerd College, St. Petersburg, FL
- Research in nuclear physics and physics education
- Eckerd College is a small liberal undergraduate institution of 1800 students
- I teach ~6 courses a year (introductory physics, advanced physics, general education)
- Class size is relatively small (10 to 30 students)
- I maintain and installed the Eckerd College Wiki in August of 2006
- I have personally used the wiki in 3 courses, 1 committee, and 1 faculty resource

# How does a wiki differ from a course management system?

WebCT, Blackboard, Desire2Learn, **Angel Learning**, **Moodle\***, **Sakai Project\***, etc...

- Advanced Assessment Tools
  - Quizzes / Tests
  - Assignments / Projects
- Advanced Administrative tools
  - Batch enrollment
  - Varying levels of administrative roles (sys-op, instructor, student)
  - Reporting facilities
  - Importing tools
- Advanced Instructor Tools
  - Posting of syllabus, other docs.
  - Grading
  - Test and assessment banks
- Advanced Communication Tools
  - Email
  - Blog
  - Discussion Page
  - Live Whiteboards
  - Live chatting
  - Wiki**

■ Contain a built in wiki

\* Open Source System



# A Wiki Software Package does much less....

MediaWiki\*, PhpWiki\*, PMWiki\*, TWiki\*, DokuWiki\* etc...

- ~~Advanced Assessment Tools~~
  - ~~Quizzes / Tests~~
  - ~~Assignments / Projects~~
- ~~Advanced Administrative tools~~
  - (more difficult)
  - Varying levels of administrative roles (sys-op, instructor, student)
  - ~~Reporting facilities~~
    - (less functionality)
- ~~Advanced Instructor Tools~~
  - ~~Posting of syllabus, other docs.~~
  - ~~Grading~~
  - ~~Test and assessment banks~~
- ~~Advanced Communication Tools~~
  - (less functionality)
  - (less functionality)
  - (less functionality)
  - ~~Live White board~~
  - ~~Live chatting~~
  - Wiki

■ Contain a built in wiki

\* Open Source System



## Characteristics of a Wiki\*

Several characteristics of wikis facilitate their **multiple author** capability which are useful in an academic setting. The most frequently used of these are:

**Ease of editing:** Many wikis now provide a simple “**What You See is What You Get**” **editor**, which allows contributors who infrequently make edits or lack sufficient technical knowledge to edit wiki pages responsibly.

**Review and revert:** Wikis usually provide a system in which **authors can review changes** to pages and revert to older versions if this is appropriate.

**Permissions:** Most wikis **allow administrators to assign different levels of permissions** to visitors to view, edit, create or delete pages. Assigning permissions helps prevent misuse of wikis.

**Discussion pages:** Most wikis **facilitate discussion** by having a separate page attached to each wiki page for discussion.

*\*taken from the English Wikipedia article “Wiki” on July 2nd, 2007 (<http://en.wikipedia.org/wiki/Wiki>)*

## Features of a Wiki that are appropriate in an academic context

**Multiple Author Collaboration** – This is what separates a wiki from a blog or a discussion. Faculty working together on grant proposals, committee documents. Students collaborating on data collecting projects and summaries.

**“What You See is What You Get” editor** -- Greg has discussed this

**Authors can review changes** – Facilitates faculty grading, students can 'rollback' to previous versions

**Allow administrators to assign different levels of permissions** – administrator, faculty, students, general public have different access control to create, edit, and view different pages

**facilitate discussion** – discussion in class or on the wiki itself about the collaborative effort.



# Comparing Versions List -- Grading

[po251s-001](#) [discussion](#) [view source](#) [history](#)

## PO251S-001:Rolling Out Iran

Revision history

(Latest | [Earliest](#)) View (previous 50) ([next 50](#)) ([20](#) | [50](#) | [100](#) | [250](#) | [500](#)).

Diff selection: mark the radio boxes of the versions to compare and hit enter or the button at the bottom.  
Legend: (cur) = difference with current version, (last) = difference with preceding version, M = minor edit.

- (cur)  (last)  11:10, 8 May 2007 [Burkebl](#)
- (cur)  (last)  23:27, 7 May 2007 [Wegnerse](#)
- (cur)  (last)  23:24, 7 May 2007 [Wegnerse](#)
- (cur)  (last)  23:24, 7 May 2007 [Wegnerse](#)
- (cur)  (last)  13:53, 7 May 2007 [Mckelvab](#) ([→Corrections and Summary](#))
- (cur)  (last)  13:41, 7 May 2007 [Mckelvab](#) ([→Corrections and Summary](#))
- (cur)  (last)  13:16, 7 May 2007 [Mckelvab](#) ([→Corrections and Summary](#))
- (cur)  (last)  13:24, 3 May 2007 [Eiroagea](#) ([→Foreign Perspectives: The British Media on Iran](#))
- (cur)  (last)  11:01, 26 April 2007 [Merrithc](#) (*UK Media (edit)*)
- (cur)  (last)  00:37, 24 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  00:33, 24 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:56, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:34, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:32, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:25, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:22, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:20, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))
- (cur)  (last)  23:19, 23 April 2007 [Duquetmi](#) ([→New York Times Coverage of Iran](#))





# Comparing two revisions -- Grading

po251s-001 discussion view source history

## PO251S-001:Rolling Out Iran

(Difference between revisions)

**Revision as of 00:37, 24 April 2007**  
**Duquetmi** (Talk | contribs)  
(→*New York Times Coverage of Iran*)  
← Previous diff

**Revision as of 11:01, 26 April 2007**  
**Merrithc** (Talk | contribs)  
(*UK Media (edit)*)  
Next diff →

| Line 226:  | Line 226:   |
|--|---|
| == Foreign Perspectives: The British Media on Iran ==  | == Foreign Perspectives: The British Media on Iran ==   |
| <p>The major media in the United Kingdom have taken quite a different focus during this <b>timeperiod</b> than their American counterparts. Like in the U.S. media, a large upsurge in stories focusing on Iran appeared in February. Articles with titles such as "US Ex-Generals Reject Iran Strike"[http://news.bbc.co.uk/2/hi/middle_east/6328801.stm], "Target Iran: US Able to Strike in the Spring"[http://www.guardian.co.uk/international/story/0,,2010001,00.html], and "US 'Attack Plans' Revealed"[http://news.bbc.co.uk/2/hi/middle_east/6376639.stm] appeared; in fact the revelations of a "plan of attack" or timeline for a strike against Iran by the U.S. seemed to be the dominant story throughout February. The other dynamic of military dissent against possible strikes against Iran's nuclear facilities, such as "US Generals 'Will Quit' If Bush Orders Iran Attack"[http://www.timesonline.co.uk/tol/news/world/iraq/article1434540.ece].</p> | <p>The major media in the United Kingdom have taken quite a different focus during this <b>time period</b> than their American counterparts. Like in the U.S. media, a large upsurge in stories focusing on Iran appeared in February. Articles with titles such as "US Ex-Generals Reject Iran Strike"[http://news.bbc.co.uk/2/hi/middle_east/6328801.stm], "Target Iran: US Able to Strike in the Spring"[http://www.guardian.co.uk/international/story/0,,2010001,00.html], and "US 'Attack Plans' Revealed"[http://news.bbc.co.uk/2/hi/middle_east/6376639.stm] appeared; in fact the revelations of a "plan of attack" or timeline for a strike against Iran by the U.S. seemed to be the dominant story throughout February. The other dynamic of <b>American current and former</b> military dissent against possible strikes against Iran's nuclear facilities, such as "US Generals 'Will Quit' If Bush Orders Iran Attack"[http://www.timesonline.co.uk/tol/news/world/iraq/article1434540.ece] <b>emerged several times.</b></p> |
| <p>The tone in the British media shifted significantly with the internment of 15</p>   | <p>The tone in the British media shifted significantly with the internment of 15 Royal Navy sailors by Iran in March. The media was flooded with a variety</p>  |

... no students or public allowed, faculty resources

[Log in](#) / [create account](#)



[project page](#)

[discussion](#)

[view source](#)

[history](#)

## Eckerd Academic Wiki:Community Portal

### Committees

[Computer Policy Group](#) (Restricted)

[Science Curriculum Review](#) (Restricted)

### Additional Eckerd Information

[Information about Eckerd Alumni](#) (Restricted)

#### navigation

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#### search

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This page was last modified 14:23, 18 June 2007.

This page has been accessed 949 times.

Content is available under [Eckerd Honor Code](#).

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# Faculty Resources that are on the wiki

## Committees

[Computer Policy Group](#) (Restricted)

[Science Curriculum Review](#) (Restricted)

## Additional Eckerd Information

[Information about Eckerd Alumni](#) (Restricted)

## Fall, 2006 Resources for Faculty

- [QFM resources](#)
- [WHGC 181 Resources](#)

it is also being used to facilitate writing a Howard Hughes Medical Institute grant proposal



# Faculty uses

[Weppnesp](#) [my talk](#) [preferences](#) [my watchlist](#) [my contributions](#) [log out](#)

[article](#) [discussion](#) [edit](#) [history](#) [protect](#) [delete](#) [move](#) [watch](#)

## NAS Brochure

The [draft version](#) of the brochure

Here is the [text](#) of the brochure













navigation

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|   |   |   |   |
|---|---|---|---|
|    |   |    |    |
| Sheen B being built   | Eckerd '64(?)   | Eckerd '62(?)   | No Chapel (?)   |
|   |  |   |   |
| Bay Bourough  | Easter Egg -- Ferguson  | Sheen C   | Science Complex 1964  |
|  |  |  |  |



# One place for all resources, including galleries

article discussion edit history protect delete move watch

Weppnesp my talk preferences my watchlist my contributions log out

## NAS Brochure

The [draft version](#) of the brochure *External PDF file*  
Here is the [text](#) of the brochure *Internal wiki link, editable!*

The screenshot shows a Wikipedia gallery page for 'NAS Brochure'. At the top, there are navigation tabs: 'article', 'discussion', 'edit', 'history', 'protect', 'delete', 'move', and 'watch'. The user's name 'Weppnesp' and various user links are visible. The main heading is 'NAS Brochure'. Below it, there are two lines of text: 'The [draft version](#) of the brochure' and 'Here is the [text](#) of the brochure'. A green arrow points from 'draft version' to the text '*External PDF file*', and a black arrow points from 'text' to the text '*Internal wiki link, editable!*'. Below the text is a grid of 12 image thumbnails, each with a caption underneath. The thumbnails show various scenes related to the NAS project, including buildings under construction, aerial views, and people. On the left side of the page, there is a sidebar with a navigation menu, a search box, and a toolbox.

navigation

- Main Page
- IN1389G - Meese
- LT1231E - Meese
- RE201H - Rothergy
- Previous courses and resources
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search

Go Search

toolbox

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link

Sheen B being built

Eckerd '64(?)

Eckerd '62(?)

No Chapel (?)

Bay Bourough

Easter Egg -- Ferguson

Sheen C

Science Complex 1964

# A sample wiki homepage that I used in Spring 2007

# Fine access control

Navigation: [ph242n-002](#) [discussion](#) [edit](#) [history](#) [unprotect](#) [delete](#) [move](#) [watch](#)

Dr. Weppner, Eckerd College

Homepage for Syllabus, Grades, Handouts [Help Editing](#) [Using Math](#)

**Info**

The final will be handed out on Friday, May 4th

[Contents](#) [\[show\]](#)

**Table of contents** [\[edit\]](#)

- [Introduction to PH242N-002](#)
- [PH241N -- Student Summary](#)
  - [Thermodynamics](#)
  - [Electricity](#)
  - [Magnetism](#)
  - **Final**
  - [Homework Discussion](#)

## 1. Adding E fields or B fields

### Electric Field

- Electric fields extend outwards from every charge and permeates all of space
  - vector whose direction is the direction of the force on a positive test charge at that point
- Electric field,  $E$ , is the force exerted on a positive test charge at that point divided by the magnitude of the test charge
  - $E = \frac{F}{q}$
  - Units : N/C
- Test charge: a positive charge so small that the force it exerts does not significantly alter the distribution of the charges that create the field being measured
- Single Point Charge
  - $E = \left(\frac{1}{4\pi \epsilon_0}\right) \left(\frac{Q}{r^2}\right)$
- $F = qE$ 
  - The electric field due to a positive charge points away from the charge, whereas the electric field due to a negative charge points towards that charge

# A wiki can upload scientific figures

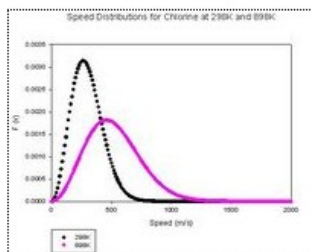
## Your personal molecule - Finished

Graph the Maxwell-Boltzmann distribution for your molecule at 298 K and at 898 K. Use wide enough limits to get a smooth graph similar to that drawn on p. 393 of your textbook. Use the SigmaPlot software to make the graph. (Spreadsheet software is not good enough.)

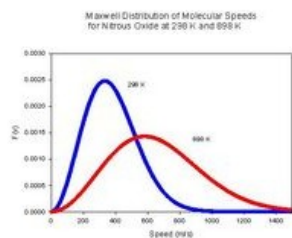
- Calculate the root-mean-square speed for your molecule at 298 K and at 898 K. Do the results seem reasonable? Explain.
- Calculate and then compare the average speeds of your molecule at 298 K and 898 K. Do the results seem reasonable? Explain.
- Use your Maxwell-Boltzmann distribution to determine the probability of finding your molecule with a speed between  $v_{mp}$  and  $2v_{mp}$ . This will require an integration. Use either the cut-and-weigh or counting-squares technique. If you use a numerical method, show all details. In any case, briefly explain the method used.
- Post your graph and results here, with appropriate explanations of your work. For identification purposes, include your initials in the file name for your graph. [Example: If your name is John Quincy Adams, then Graph\_JQA.jpg would be a good file name.]

## Answers and comments

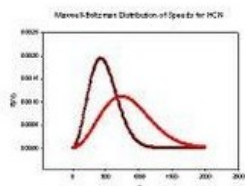
The graphs submitted were all reasonable, showing the expected shapes and trends. The calculations were verified with the SigmaPlot software, and the results are shown at the right.



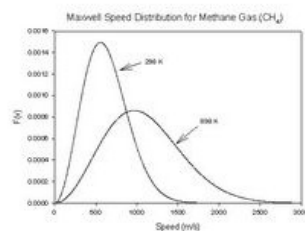
- Rotondja



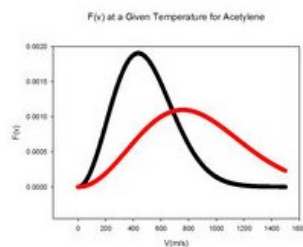
- Bellss



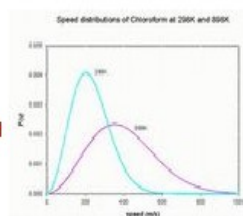
- Holupaa



- Picketla



- Watermmd



- Robbing

| Compound          | Temperature (K) | Root Mean Square Speed (m/s) | Average Speed (m/s) | Most Probable Speed (m/s) |
|-------------------|-----------------|------------------------------|---------------------|---------------------------|
| Hydrogen          | 298             | 1920                         | 1450                | 1050                      |
| Hydrogen          | 898             | 3840                         | 2900                | 2100                      |
| Helium            | 298             | 1300                         | 980                 | 720                       |
| Helium            | 898             | 2600                         | 1960                | 1440                      |
| Neon              | 298             | 430                          | 320                 | 240                       |
| Neon              | 898             | 860                          | 640                 | 480                       |
| Argon             | 298             | 300                          | 220                 | 160                       |
| Argon             | 898             | 600                          | 440                 | 320                       |
| Krypton           | 298             | 210                          | 160                 | 120                       |
| Krypton           | 898             | 420                          | 310                 | 240                       |
| Xenon             | 298             | 160                          | 120                 | 90                        |
| Xenon             | 898             | 320                          | 240                 | 180                       |
| Nitrogen          | 298             | 510                          | 380                 | 280                       |
| Nitrogen          | 898             | 1020                         | 760                 | 560                       |
| Oxygen            | 298             | 460                          | 340                 | 250                       |
| Oxygen            | 898             | 920                          | 680                 | 500                       |
| Carbon Dioxide    | 298             | 390                          | 290                 | 210                       |
| Carbon Dioxide    | 898             | 780                          | 580                 | 420                       |
| Water             | 298             | 640                          | 480                 | 360                       |
| Water             | 898             | 1280                         | 960                 | 720                       |
| Chlorine          | 298             | 310                          | 230                 | 170                       |
| Chlorine          | 898             | 620                          | 460                 | 340                       |
| Hydrogen Chloride | 298             | 320                          | 240                 | 180                       |
| Hydrogen Chloride | 898             | 640                          | 480                 | 360                       |
| Nitrous Oxide     | 298             | 380                          | 280                 | 210                       |
| Nitrous Oxide     | 898             | 760                          | 560                 | 420                       |
| Methane           | 298             | 430                          | 320                 | 240                       |
| Methane           | 898             | 860                          | 640                 | 480                       |
| Acetylene         | 298             | 330                          | 250                 | 190                       |
| Acetylene         | 898             | 660                          | 490                 | 380                       |
| Chloroform        | 298             | 210                          | 160                 | 120                       |
| Chloroform        | 898             | 420                          | 310                 | 240                       |

Calculated gas speeds (screen capture)



...and can even do formulas

## Angular Motion Equations

[edit]

- Angular Velocity ( $\omega$ )

$$\omega = \frac{\Delta \theta}{\Delta t}$$

- Angular Acceleration ( $\alpha$ )

- Average

$$\alpha = \frac{\Delta \omega}{\Delta t}$$

- Instantaneous

$$\alpha_{inst} = \frac{d\omega}{dt}$$

- Radius of Rotation ( $r$ )

| Linear Motion Formula                  | Angular Motion Equivalent                           |
|--|---|
| $\Delta x = V_i t + \frac{1}{2} a t^2$ | $\Delta \theta = \omega t + \frac{1}{2} \alpha t^2$ |
| $V_f = V_i + a t$                      | $\omega = \omega_i + \alpha t$                      |
| $V_f^2 = V_i^2 + 2 a \Delta x$         | $\omega_f^2 = \omega_i^2 + 2 \alpha \Delta \theta$  |
| $V_{avg} = \frac{V_f + V_i}{2}$        | $\bar{\omega} = \frac{\omega_f + \omega_i}{2}$      |

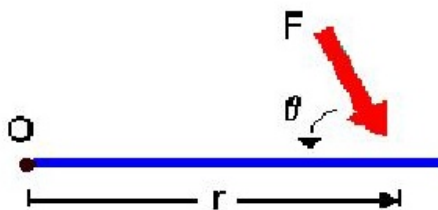
### Centripetal acceleration

[edit]

- $a_R = \frac{v^2}{R} = \frac{(\omega R)^2}{R} = \omega^2 R$

### Torque

[edit]



- most effective moment arm is the largest and perpendicular to the force applied.



## Fall, 2006 courses at Eckerd College which used the wiki

- [CH121N](#) Prof. Hudson's *General Chemistry I* -- A somewhat successful extra credit questions page with some inventive problems and cute images. Student involvement was less than hoped. High investment for faculty member.
- [CH321](#) Prof. Hudson's *Physical Chemistry I* -- A successful questions and projects page with high student involvement and feedback. High investment for faculty member.
- [HI324G](#) Prof. Johnston's *Native American History* – A project on individual indian tribes, not collaborative. Some good projects, some poor. Little faculty involvement.
- [PH241N](#) Prof. Weppner's *Fundamental Physics I* – A collaborative “cheat sheet” page, good results. Little faculty involvement.
- [QM410](#) Prof. Weppner's *Quest for Meaning* – An extra credit journal page, similar to a blog
- [WH181](#) Prof. Cox's *Western Heritage in a Global Context* – A collaborative summary of texts, not as collaborative as professor would have hoped but an interesting experiment.



## Spring, 2007 courses at Eckerd College which used the wiki

- [CH122L](#) - Prof. Hudson's *General Chemistry II Lab* – An experiment for a laboratory class. Not too much student input but well done by the faculty member
- [PH242](#) - Prof. Weppner's *Fundamental Physics II* – Another good attempt at the “cheat sheet”, collaborative.
- [PH341](#) - Prof. Cox's *Classical Mechanics* – Another attempt at the “cheat sheet”, not as successful, students were not motivated.
- [PO251](#) - Prof. Oglesby's *Media & Foreign Policy* – A collaborative work on how journalism is portrayed, the professor explicitly wanted the students to collaborate on media pieces for contemporary events
- [WH182](#) - Prof. Gowans' *West Heritage-Global Context 2* – Another summary of the texts, not collaborative really, but some good efforts by individual students.
- [WH182](#) - Prof. Meese's *West Heritage-Global Context 2* – A course page where the faculty member put additional resources for students. Occasional student feedback.



## Wiki Reviews by Fellow Faculty Members

The students found it very helpful and fascinating. I especially liked the accountability factor regarding the teams' research of various [Native American] tribes. It was quite obvious who had been serious about the assignment. The site also allowed more free exchange of knowledge about many different tribes. Maybe it would be possible to have more instructions for them to just hand out to them and discuss first before beginning. I didn't find it particularly obtuse but some of the student floundered. In fact, their colleagues helped them through it in many cases. This was also good for the team building.



## ...Another positive review

About one-third of the students, who also turned out to be those who did not participate as frequently in class discussions, used the wiki to strengthen their contributions. I could bring those ideas into class very effectively as discussion starters by projecting their actual words on the class screen, acknowledging their ideas, and then ask others to respond. This improved students' perceptions of each other as active thinkers, too, and improved class rapport. The ease of use and the ability to import great visuals alongside text made the wiki popular with the students--at mid-semester, when asked about things to change, they voted almost unanimously to keep using the wiki as a regular component of the course.



## Another Review

I think the Wiki worked well enough. It was a great way to get reporting on the war and journalism conference because they had to do it right away. For the longer term reporting on a theme, it worked less well which was my fault. I did not require staged posting. I reminded them and gave them time in class for the groups to meet but I did not assign midpoints in the schedule before the entire project was due. The students advise me to repeat the project but to build in required stages. I liked being able to assess the individual work. I could tell from the history who did what and how long they worked. There pleas of technical incompetence were not valid -- we solved all the bugs along the way.



## Some things that did not work

My use in upper level physics was not particularly successful-- Students were supposed to contribute equations to the wiki (and any on the wiki became part of the equation sheet)-- students had difficulty with latex (again, they did this at the last minute) and ended up scanning in equation sheets and pages of homework assignments. There was no editing of other students' work. I probably would not use it this way in an upper level physics course again.

In my writing class, we discovered that 18 people trying to edit the same page kept a number of them from seeing the editing icons, etc. They could log in, but not edit. I did not try that type of exercise again,





## Wikis as pedagogical tools are best when:

Projects with some level of collaboration (data collection included!)

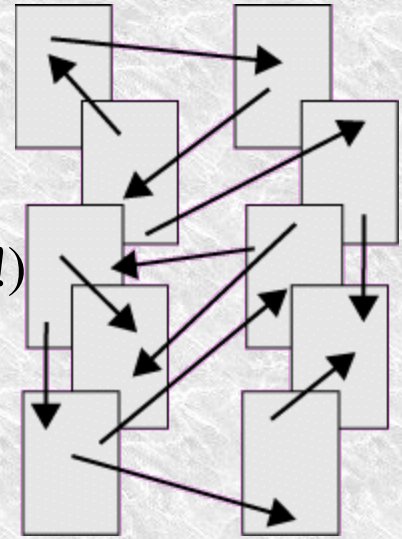
The assignment has few constraints

Faculty and peers want to follow the development process in real time

Motivation for success is well defined

The project is good for public exposure (same as developing a website)

*A helpful website on wikis in education: <http://www.scienceofspectroscopy.info>*





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