Packaging Digital Information for Enhanced Learning and Analysis:

Data Visualization, Spatialization, and Multidimensionality

Shalin Hai-Jew
Kansas State University, U.S.A

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Chapter 6
E-LearningFacultyModules.org

Roger McHaney
Kansas State University, USA

Lynda Spire
Kansas State University, USA

Rosemary Boggs
Kansas State University, USA

ABSTRACT

A team at Kansas State University recently launched the E-Learning Faculty Modules wiki to enhance and support online faculty development. This project is customized for teaching in the Kansas State University distance-learning program but contains a broad set of information that might be useful to others. This site is constructed using wiki technology, which permits access, multimedia expressiveness, remote collaboration, tracking, and reversibility of postings. Other tools on the site are derived from MediaWiki and its open-source capabilities. The wiki includes an overall ontology, templates, categories, completed and seeded entries, input boxes, and menus that ensure users can easily use and join the community. Taken holistically, these attributes create an ideal venue for sharing ideas and encouraging synergistic improvement of teaching practices. This chapter describes the implementation process of E-LearningFacultyModules.org and gives insight into its purpose, features, and uses.

1. OVERVIEW

Higher education has undergone incredible changes in the past fifteen years with the advent of distance education. Traditional universities have risen to the challenge of providing access to degrees and certificates to students in locations away from campuses. The fairly finite group of students served by universities in the past exploded with students from across the country and world knocking at their virtual doors. Fierce competition from higher educational institutions of all variet-

ies has come along with the opportunity to serve expanded student populations. Students now shop for desired programs, affordable education and courses to fit into degrees from other universities. On this international stage, universities have to ensure that all courses are of the highest quality using benchmarks established within the online education world. Of course, this may require faculty members to gain new skills so they can provide effective online instruction which will help enable students to achieve course objectives and this can be an institutional challenge (Bower, 2001). The idea of the E-Learning Faculty Modules wiki was conceived by a committee to help K-State faculty,

staff, and administrators gain the needed skills to be successful in an online environment.

At Kansas State University, a strategy aimed at providing tools for faculty already teaching online and those ready for the challenge of online instruction has taken the form of a wiki designed to serve faculty at all levels of expertise in online teaching. This wiki format was approached through an anytime, anyplace mindset with the goal of faculty access to information from offices, home or other remote locations. It was designed to allow faculty to boost their knowledge, build new skills, gain confidence and understand the complexity of moving from traditional classroom teaching to online teaching. This opportunity to learn by sharing experiences and expertise with peers was viewed as essential (Clay, 1999). Principles of good practice and the latest developments in wiki technology were used to ensure a stable and user-friendly platform.

The project was designed and completed by a team of faculty members, instructional designers and continuing education professionals. The project, called E-Learning Faculty Modules, started rather simply with three main modules—one for beginning online instructors (0-2 years of online teaching experience), one for intermediate level instructors (3-5 years of experience), and the third for expert faculty who had taught for a number of years but wanted to employ new technologies and methods of teaching. These three main sections were called *Beginners Studio*, *E-Learning Central,* and *Advanced Workshop*. As the project progressed, other sections were added. A *Getting Started* module that features online instructors who share experiences and knowledge was developed for beginning online instructors. A welcome and introduction from the university provost was added, as was a section named *Rules of the Road* that noted regulations related to distance education from different accrediting agencies. *Stand Alones* on pertinent topics such as accessibility, honesty and integrity, assessment, and fair use and copyright were created as well as

sections called *E-Quality*, *Faculty Share*, *Best Practices*, *Take Five*, and *General Reference Resources*.

The development team made decisions that shaped the wiki. During the first year the team met on a monthly basis but later these meetings were replaced with small project teams focused on specific tasks. The project design and implementation process continues to remain fluid as new ideas are explored and developed. A marketing plan for the wiki was developed so instructors and others on campus could become aware of this resource.

On October 19, 2010, Kansas State University publically released E-Learning Faculty Modules (see Figure 1) with the overall goals of boosting faculty knowledge, building new skills for online instructors, enhancing confidence, developing standards for instructional approach, and providing a better understanding of the complexity required to move from traditional classroom teaching to online teaching.

The Website, located at elearningfacultymodules.org (http://www.elearningfacultymodules.org) provides the virtual space for faculty and staff to interact with a set of resources that can enhance their online teaching experiences. While the wiki is not universally used by K-State online instructors, feedback has been encouraging. Many faculty members and administrators now refer to "the faculty modules" in conversations. It even has been used by instructors as a teaching tool for education courses.

2. WIKIS REVISITED

Wikis belong to a class of online software sometimes called Web 2.0. They are symbolic of the Web's collaborative power and were among the first applications to benefit from the efforts of like-minded people developing Websites filled with co-created, informative content. To do this, a wiki provides an interactive environment where users build and edit Web pages with a browser

Figure 1. E-learning Faculty Modules main page
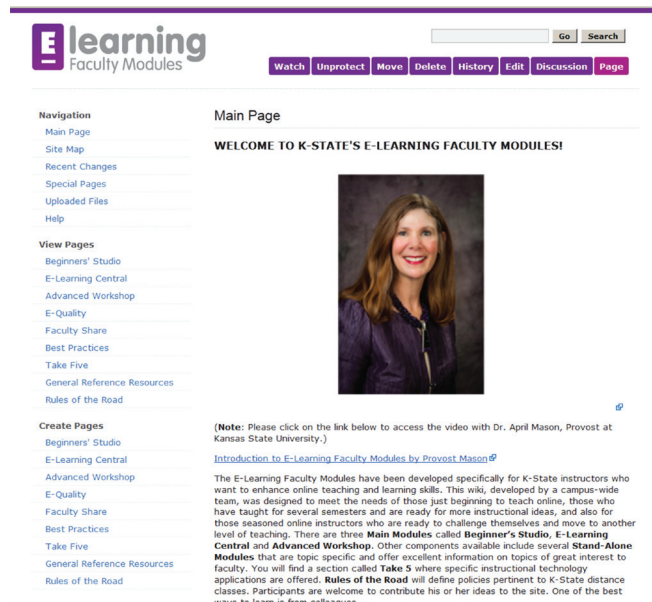
from an Internet-connected location (Cummings, 2008; Richardson, 2009). Most wikis provide a variety of features that facilitate the creation and editing of new material, provide a means to group material into topic or subject areas, link pages, and cross reference material. In addition to text-based material, Wikis often support graphics, images, audio files, video clips, hyperlinks, embedded documents, and other Web page features. Wikis can be open to the public or carefully controlled to give editing privileges to specific users.

The word *wiki* is based on the Hawaiian language term for *fast.* The first wiki was developed by Ward Cunningham who used collaborative Web technology to create a shared repository of software design knowledge for his team of software developers. He wanted the stored material to be accessible to those using it and he wanted developers with a vested interest in its accuracy to be able to make changes. His wiki was called the *Portland Pattern Repository* and it captured tacit knowledge so software developers could learn from each other and avoid reinventing solutions to problems. Cunningham's approach became

recognized in software development circles as an example of Web 2.0 in practice (Leuf and Cunningham, 2001; McHaney, 2011). The idea caught the public's imagination and soon found use in many organizations and groups (Bishop, 2004; Deursen and Visser, 2002).

Soon after Cunningham's initial development, *Wikipedia* was founded. This Web-based, free-content, collaborative encyclopedia was founded by Jimmy Wales and Larry Sanger in 2001. They wanted to "*create and distribute a multilingual free encyclopedia of the highest quality to every single person on the planet in his or her own language*" (Wikipedia, 2012). Wikipedia became the fifth most popular Website (in 2012) and proves group-created knowledge repositories are a viable method of codifying, maintaining, improving, and collecting information. In 2012, it had more than 3.7 million articles in English, 15 million users, and 260 languages. Further, Wikipedia demonstrates that allowing a group of users to create and edit a Web page encourages democratization of the Web (McHaney, 2012a).

A number of different software systems are used to develop wiki applications. The most popular is MediaWiki, a free Web-based software application developed by Wikimedia Foundation and a large community of users. MediaWiki is used by Wikipedia and thousands of other Web-sites (McHaney, 2012a). It was developed in the PHP programming language and relies heavily on a backend database system (most commonly MySQL). MediaWiki was first released in 2002 and coincided with the publication of Wikipedia. Since that time more than 700 configuration settings, 600 automated tools, and 1,800 extensions have been added. MediaWiki supports a large number of languages, Website configurations, edit tracking, and talk pages (MediaWiki, 2012). It is licensed under the GNU General Public License (GPL).

In addition to Wikipedia, a large number of private and public wikis exist in a variety of application areas. For instance, in businesses, wikis are being used for internal collaborative document development. These documents provide a knowledge repository that remains even if employees leave. American Express used wiki technology to develop an executive travel wiki which enabled employees to share hints about corporate travel and the procedures required to receive reimbursement for expenses. Other organizations use wikis as internal documentation for in-house systems and software applications. Still others promote the use of wikis by customers to help produce documentation of products or software (McHaney, 2012b). According to researchers Majchrzak, Wagner and Yates (2006), business wiki users are either synthesizers or adders. Synthesizers provide information needed by others in an organization and adders enter information needed to accomplish their jobs.

In the academic world, wikis have been used for collaborative grant writing, academic unit documentation, committee reports and work, strategic planning documentation, and as knowledge repositories. Wikis also are popular in the classroom and have been used by instructors to develop collaborative writing projects for students (McHaney, 2012b). Wikis are often at the center of learning communities and provide a means to codify knowledge (Gilbert, Chen and Sabol, 2008).

Wikis serve as an example of social constructivism (Notari, 2005; Seitzinger, 2006) and are structured to facilitate knowledge construction through communal activities, online discussion, and reflection. The net result can be a synergistic increase in group learning rather than an individual quest for knowledge (Parker & Chao, 2007). This makes a wiki ideal for the development of an online learning community.

A primary criticism of wiki use involves the ease with which inaccurate information can be added to the site. For instance, Wikipedia often has been the subject of criticism for its potential to include faulty information and for furthering commercial or political causes. In these instances, it becomes the responsibility of the wiki master to take both corrective and preventative action.

3. CONCEPT DEVELOPMENT

Online courses are a relatively new tool in higher education's portfolio of teaching practices (Keegan, 1996). Instructional design in this area has re-imagined the possibilities which include collaborative communication tools, wikis, blogs, online video, shared documents, and numerous apps. The wide spectrum of tools, techniques, and practices has made it important for an institution to find new ways to ensure quality and share techniques among instructors, administrators and staff (Simpson, 2013).

Universities have utilized a variety of approaches to ensure high quality in online teaching (Chapman & Henderson, 2010). In addition, national organizations have taken on the cause of supporting universities as they embrace distance education. Several universities and organizations that have demonstrated strong approaches to faculty support are shown in Table 1.

Table 1. Influential universities and organizations in distance education

West Virginia University OIT: Provides the general Pros/Cons for online learning; suggested methodologies for faculty; tips from other faculty who also teach online. http://oit.wvu.edu/itrc/faculty/tips/
Oklahoma State University: Institute for Teaching and Learning Excellence: Provides a full course for educators to go through to find the best practices for learning about how to manage and implement online courses. http://itle.okstate.edu/index.php/online-instruction
The University of California-Irvine: Provides instructor orientation and training to new online instructors. http://sites.uci.edu/instructors/applying/training-orientation-for-all-instructors/overview/
Maryland Online: Developed and recommends faculty take an online training course, Certificate for Online Adjunct Teaching (COAT); also available to other institutions. www.marylandonline.org/coat
Regis University: Offers an optional online resource site, Passport to Course Development. http://www.youtube.com/watch?v=wKO-oMgy6FM
University of Wisconsin-Madison: Expands knowledge and skills in distance teaching and learning with an annual conference, professional certificates, individual courses and custom courses for groups of 10 or more. http://depd.wisc.edu/info
The Sloan-C Certificate: Uses the Sloan-C pillars of quality in online education (learning effectiveness, scale, faculty and student satisfaction and access). http://sloanconsortium.org/certificate
Illinois Online Network: offers a master Online Teacher Certificate for faculty development based on the MVCR (Making the Virtual Classroom a Reality) series of online faculty development courses. This program is not required for instructors who teach online at the University of Illinois. http://www.ion.uillinois.edu/courses/students/mot.asp
ASTD (American Society for Training Development): Provides an e-learning instructional design certificate in a two-day workshop. http://www.astd.org/Education/Certificate-Programs/E-Learning-Instructional-Design-Certificate

It was against this backdrop that E-Learning Faculty Modules wiki conceptually originated. Recognizing the need for online teaching resources at Kansas State, leaders from the Kansas State University Division of Continuing Education assembled a group of professionals that included faculty and instructional designers as well as continuing education staff members involved in distance education. That group was charged with development of a tool that could be used successfully by distance instructors teaching online. Participating faculty had successful histories of teaching online and were invited because they had reputations of being innovative, enthusiastic and dedicated to the distance-learning concept. The centralized organizational model of the university meant the instructional designers were located in a single unit and they formed an extremely vital piece of the team. They provided background in a variety of learning techniques and approaches. The continuing education professionals brought a strong knowledge of student and faculty needs. The varied makeup of the team proved central to the success of the project as each brought different skills, outlooks, and talents to the team.

All team members volunteered their time to the project. It was not any team member's primary responsibility. In addition, content for the wiki came from K-State staff, faculty, and administrators who agreed to create certain pieces of the project. Using campus experts who agreed to work on the project presented challenges but it also added to the richness of the content. The team liked to say that the wiki was *created by K-Staters for K-Staters*.

The group determined the wiki format and designed a project plan which was presented and accepted by campus administrators in May, 2010. The plan for three initial levels of information—beginner, intermediate, and advanced—provided the backdrop for the team's effort as the work was planned, content was created and the wiki launched.

Initial discussions covered the audience scope and whether to open the wiki to the world or to keep it private for use by Kansas State faculty. After much debate, the team determined the wiki

would be designed with the K-State faculty in mind as the team wanted to use terminology, resources, and policies specific to K-State. An additional concern addressed by the team involved content related to issues such as copyright, accessibility and other university-specific policies. This information needed to remain accurate and had to be locked to ensure no edits could be made without specific review and permission.

The decision was made to develop an area entitled Faculty Share that would be available for content addition by those outside the development team and university. This permitted others to contribute to the wiki but not to edit or change entries that had been created by the team members. A system that required new users to request an account was implemented to help limit spam entries which had become an early problem for the wiki master. This allowed the team to minimize monitoring of the wiki content additions.

4. IMPLEMENTATION OF E-LEARNINGFACULTYMODULES. ORG

The K-State implementation team developed a strategy for building a high quality, engaging wiki-based Web site to enhance learning. In general, the team wanted to ensure that users would have the opportunity to enhance the site with their experiences while benefiting from the experiences of others. This approach was meant to facilitate the sharing of intellectual resources and encourage users to contribute new material knowing added content would remain available with a Creative Commons™ license (http://creativecommons.org/). In general, the implementation strategy followed the process used in building ELATEwiki. org (Hai-Jew and McHaney, 2010) and included the following aspects: paradigm development; content ontology; risk assessment; technological considerations; and sustainability.

4.1. Paradigm for ELearningFacultyModules.org

The implementation team engaged in paradigm development for the Website which included brainstorming desired contents and developing an identity for the Website. The primary idea was to create an engaging site filled with resources for online instructors at K-State. The team focused on potential content areas ranging from beginners with no experience to advanced instructors with high levels of online experience. It was determined the site would be best served if the experiences and knowledge of more seasoned instructors could be collected and made available to those just starting out in the online environment. Additionally, advanced material created by instructional designers and other experts would provide a rich set of resources.

The implementation team discussed various identities for the site options and after numerous suggestions determined ELearningFacultyModules.org would convey the site's meaning and provide a memorable domain name (that was also available for purchase). The domain was secured by K-State and registered for use. A K-State graphic artist created prototypes for a logo and the implementation team selected two for use on the site (See Figures 2 and 3).

Figure 2. Website logo

Figure 3. Banner logo

4.2. Wiki Software Selection and Installation

The implementation team researched and discussed various wiki software and hardware configurations before an implementation decision was reached. The team was familiar with the implementation of ELATEwiki.org (McHaney, 2009) and determined that using the same platform for wiki software would reduce complexity and simplify hosting. The consensus was that MediaWiki (http://www.mediawiki.org/wiki/MediaWiki), the open-source wiki technology that underlies Wikipedia™, would be used. The software was installed by K-State's Office of Mediated Education (OME) (http://ome.ksu.edu/) on a K-State server with a clustered environment having two nodes (to ensure a higher level of uptime). The server was prepared by pre-loading PHP 5.2.17 and MySQL database software version 5.5.13. Version 1.15.3 of Wikimedia software was loaded and configured.

4.3. Content Ontology

"Ontologies are unambiguous representations of concepts, relationships between concepts (such as a hierarchy), ontologically significant individuals, and axioms" (Hepp, Siorpaes, & Bachlechner, 2007, p. 55). The implementation team determined an initial ontology needed to consider a variety of users with varying degrees of sophistication related to online teaching. The site needed to provide new users with a sense of becoming comfortable with online teaching. Moderately experienced users would use the site for inspiration, new ideas, and for quality-enhancements to their teaching practice. Expert users would be able to obtain new ideas from peers and instructional designers and contribute ideas to share with others. These goals were accomplished using a structure that started with three Main Modules called *Beginner's Studio*, *E-Learning Central,* and *Advanced Workshop*. Figure 4 provides a view of this ontology and its main categories. Table 2 offers example topics from each main category.

Other components were also created as a result of the initial ontology. These included *Stand Alone Modules*, *Take Five*, *Rules of the Road*, *Introduction* by the Provost and later an area for the Kansas State Quality Checklist.

4.4. Wiki Ontology Implementation

The site was developed to utilize Wikimedia features and implement the desired ontology. The wiki was implemented in two dimensions. First, a macro structure was developed to provide an overall categorization of areas. This macro view grouped content into Beginners' Studio, E-Learning Central, Advanced Workshop, Faculty Share, Best Practices, Take Five, General Refer-

Figure 4. Main sections in ontology for E-Learning Faculty Modules

MAIN MODULES

Faculty can start with the Beginners' Studio and work through all modules or select the modules they think best fit their skill level. Faculty are encouraged to use information from any of the areas. These are available for viewing by topic via the Community Portal.

BEGINNERS' STUDIO entries focus on those just starting out in online learning. These offer supportive and foundational grounding for the building of a rewarding and professional online learning experience. To get an overview of e-learning considerations, click on Getting Started Module.

E-LEARNING CENTRAL entries support those who've been teaching online for a few years. These provide value-added ways to continue evolving quality in electronic (e-)learning.

ADVANCED WORKSHOP offers information for those who have been teaching online for a number of years and who have more specific advancement needs.

Table 2. Selected examples from each main module

BEGINNERS' STUDIO	E-LEARNING CENTRAL	ADVANCED WORKSHOP
Collaboration	Active Learning	Academic Writing and Publishing
Communication and Feedback Policies	Learning Management System	Advanced Online Assessment Techniques
Contingency Plans	Micro-Blogging Assignments	Building Digital Learning Objects
Course Evaluation	Rubrics	Educational Games
Creating a Course Syllabus	Social Networking Tool	Educational Simulations
Icebreakers	Storyboarding	Mobile Learning
Learner Interaction	Student Retention	Self-Discovery Learning

ence Resources, and Rules of the Road. These topics were instantiated with category tags, which also makes it possible for a particular content page to be a member of multiple categories. Figure 5 provides an example of a category tag viewed in the wiki's edit mode for a page called *Icebreakers*.

In order to easily develop an entry for one of the major categories, hyperlinks were provided on the wiki's main page navigation bar. Figure 6 illustrates.

Each hyperlink opens a new page creation area. Each area provides choices from a set of pre-tagged templates suited to potential topics being developed in each category. Figure 7 provides an example of the category choices provided for the Beginner's Studio area. Each choice provides a different default tag set as a starting point but can still be fully customized by the wiki contributor.

The pre-inserted tags differentiate the various pages so users can conduct searches more easily. Creating a new page results in the instantiation of the underlying template and opens a new page in the edit mode. The templates are Wikimedia wikitext page structures with features designed to make content easier to enter and to increase user productivity while eliminating frustration with technical details. Figure 8 illustrates a template for the 'Instructor Administration Strategies and Support' within the Beginner's Studio category. Similar templates exist for the other categories. While a general structure is provided, the wiki development team believed it was important to leave the content largely unstructured so authors

Figure 5. Editing an entry categorized as "beginner"


```
Editing Icebreakers

[[Category:Beginner]][[Category:Social Learning]]
== Module Summary ==
Icebreakers are a critical part of any interactive, online course. They
establish the tone and expectations early on, and are essential first steps for
creating a sense of community between you and your students. Without some form
of activity in place that allows students to introduce themselves, it is very
easy for online education to fail to meet the challenges of teaching students
at a distance, and instead creating an exercise in isolation and frustration.

'''Faculty Tip:
[http://ome.ksu.edu/webcast/itac/FacultyModulesVideos/GS_Retzlaff_8.html Deanna
D Retzlaff - Assistant Professor - Food Science Institute]'''

== Takeaways ==

Learners will...
* Understand what an icebreaker is.
* Review some of the benefits of using are for students and the instructor.
* Be able to create a simple icebreaker using an online message board.

==Main Concepts==
Icebreakers are any activity or exercise that helps students to introduce
themselves to you and their peers in an organized, non-threatening, often
playful, manner. Without the convenience of face-to-face contact, many of the
unspoken cues and other key aspects of communication are simply missing. As an
instructor, you will no longer be able to look out into the classroom and see
```
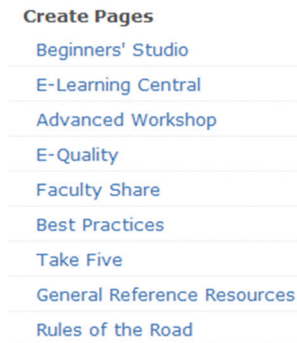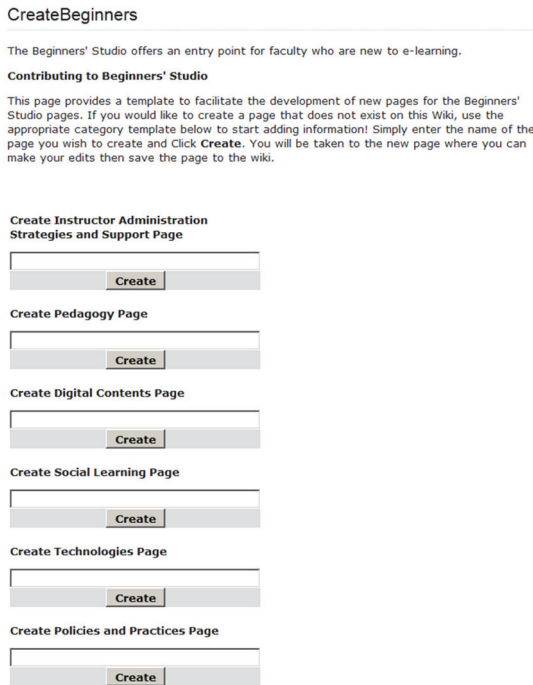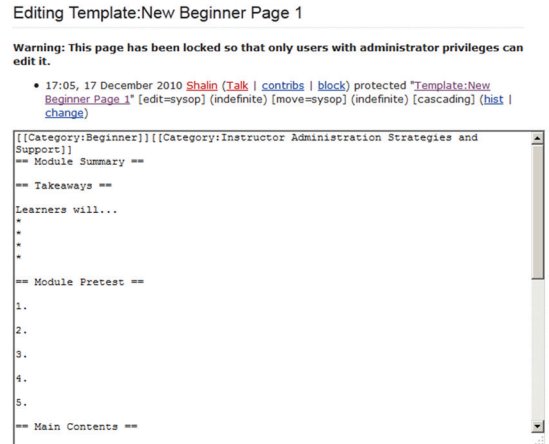
Figure 6. Navigation bar links for page creation

Create Pages

Beginners' Studio

E-Learning Central

Advanced Workshop

E-Quality

Faculty Share

Best Practices

Take Five

General Reference Resources

Rules of the Road

Figure 7. Example category choices for page creation

CreateBeginners

The Beginners' Studio offers an entry point for faculty who are new to e-learning.

Contributing to Beginners' Studio

This page provides a template to facilitate the development of new pages for the Beginners' Studio pages. If you would like to create a page that does not exist on this Wiki, use the appropriate category template below to start adding information! Simply enter the name of the page you wish to create and Click **Create**. You will be taken to the new page where you can make your edits then save the page to the wiki.

Create Instructor Administration Strategies and Support Page

[Create]

Create Pedagogy Page

[Create]

Create Digital Contents Page

[Create]

Create Social Learning Page

[Create]

Create Technologies Page

[Create]

Create Policies and Practices Page

[Create]

Figure 8. Template for "instructor administration strategies and support" page in the beginner's studio

Editing Template:New Beginner Page 1

Warning: This page has been locked so that only users with administrator privileges can edit it.

* 17:05, 17 December 2010 Shalin (Talk | contribs | block) protected "Template:New Beginner Page 1" [edit=sysop] (indefinite) [move=sysop] (indefinite) [cascading] (hist | change)

```
[[Category:Beginner]][[Category:Instructor Administration Strategies and Support]]
== Module Summary ==

== Takeaways ==

Learners will...
*
*
*
*
== Module Pretest ==

1.

2.

3.

4.

5.

== Main Contents ==
```

Please note that all contributions to E-Learning Faculty Modules are considered to be released under the Creative Commons Attribution Non-Commercial Share Alike (see E-Learning Faculty Modules:Copyrights for details). If you do not want your writing to be edited mercilessly and redistributed at will, then do not submit it here.
You are also promising us that you wrote this yourself, or copied it from a public domain or similar free resource. **Do not submit copyrighted work without permission!**

Figure 9 provides a list of categories currently in the ontology. New categories can be added and the overall graphic ontology map expanded as needed. Over time, the implementation team believes users will attach more content-specific tags. Wikimedia will automatically provide hyperlinks to groups of related articles this way.

Figure 9. Current categories in ontology

Categories

The following categories contain pages or media. Unused categories are not shown here. Also see wanted categories.

Categories

Display categories starting at: [ ] [Go]

(first | last) View (previous 500) (next 500) (20 | 50 | 100 | 250 | 500)

* Advanced (44 members)
* Beginner (23 members)
* Best Practices (5 members)
* Digital Domain Contents (5 members)
* E-Learning (21 members)
* Faculty Share (8 members)
* General Reference Resources (10 members)
* Instructor Administration Strategies and Support (16 members)
* Pedagogy (27 members)
* Policies and Practices (14 members)
* Rules of the Road (6 members)
* Social Learning (9 members)
* Take Five (1 member)
* Technologies (17 members)

(first | last) View (previous 500) (next 500) (20 | 50 | 100 | 250 | 500)

would have the freedom to develop material in a way that made sense. The only titles entered on the templates are for required elements such as 'Module Summary', 'Takeaways', and so forth. Additionally, pages can be added to the wiki without the use of the templates using standard Wikimedia commands.
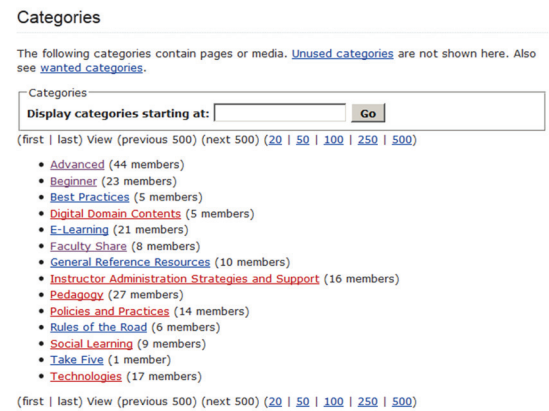
The ontology was supplemented with additional sections including: Introduction by Provost, Stand Alone Modules, E-Quality, Faculty Share, Best Practices, Take Five, General Reference Resources, and Rules of the Road. These are described in more detail in the following sections.

4.4.1. Introduction by the Provost

The provost recorded a message for the E-Learning Faculty Modules wiki that both introduces the wiki and reveals the administration's interest in high quality online courses offered at a distance. This introduction has given the site credibility with the campus and integrated it with other ongoing teaching and learning efforts on campus.

4.4.2. Stand-Alone Modules

Because of the crucial nature of certain topics related to online teaching, the team decided that more comprehensive information on certain topics was needed to give faculty members a sturdy platform as they developed courses. It was agreed to start with the development of the *Stand Alone* modules related to accessibility for all learners, assessment of student learning, honesty and integrity, and fair use and copyright. These Stand Alone modules were designed to offer faculty members an experience of 60 minutes or less as they accessed content developed by campus experts. The content is partially presented in video format and usually includes additional hyperlinks to Web resources and Web activities. Opportunity for reflection after viewing the Stand Alone modules is provided. Completion of the Stand Alone modules and the Getting Started module eventually became a requirement for faculty receiving course development funding through the Division of Continuing Education grant process. Additional Stand Alone modules are in development. The Library Services module was made available in February 2013. Figure 10 offers a view of the Stand Alone modules wiki page.

4.4.3. E-Quality

As the importance, visibility, and continuing growth of online instruction continues to emerge, Kansas State University, like other universities, has attempted to define quality in online courses. The *E-Quality* area will provide faculty members with benchmarks established within the online education world. With the knowledge gained through attendance at many professional development sessions, a group of staff and faculty worked together to develop an E-Quality Checklist to be used by faculty and instructional designers when creating or revising online courses (Appendix 1).

Figure 10. Stand-Alone Modules wiki page

STAND ALONE E-LEARNING MODULES FOR FACULTY

We encourage K-State faculty receiving grant funds for the development of online courses to review the following critical modules. These Stand Alone modules offer faculty members an experience of 60 minutes or less that address topics pertinent to online distance education. Content comes from campus experts and is partially presented in video format. Each stand alone module may include additional hyperlinks to web resources and web activities. These may serve as pre- or post-activities to the content presented in the video segments. Opportunity for reflection after viewing the stand alone modules will be provided. Assessment opportunities will also exist within each module.

Because of the crucial nature of the topics, completion of several Stand Alone modules will be required for those who are receiving DCE grant development money. The required modules are listed below and are also in a KSOL class site. Faculty who receive DCE grant money will be added to the KSOL class to review the modules and then complete short quizzes related to each topic. For more information on the DCE RFP process or to be added to the KSOL class, contact Rosemary Boggs, rboggs@k-state.edu, 785-532-5724.

GETTING STARTED: This Getting Started Module may be accessed at the following location Getting Started Module. This multimedia slideshow with videos highlights some basics of quality e-learning.

ACCESSIBILITY FOR ONLINE LEARNERS: Accessibility is a critical legal requirement for online courses. This module provides a brief overview of some accessibility concerns. A video entitled Accessibility by Jason Maseburg-Tomlinson provides specific information about K-State's Disability Support Services. Additional information about accessibility requirements for online courses is also provided.

FAIR USE AND COPYRIGHT: Intellectual Property addresses IP issues related to both the build of an online course and the uses of copyrighted contents by the learners and instructor; this page sets a basic context. An overview of Copyright Basics is available as well as information on Fair Use, Alternatives to Copyrighted Materials, Your Responsibilities, and Copyright & Using Media in the Online Classroom. Information about K-State Copyright Consultation Services is also provided.

ASSESSMENT OF ONLINE STUDENT LEARNING: This is a link to a video on Assessment and Student Learning in an Online Environment. This module includes a video on What Works. Information on assessment methods such as wikis, message boards, writing activities, and e-portfolios make up the rest of this module.

HONESTY AND INTEGRITY IN ONLINE LEARNING: Academic Integrity vs. Dishonesty focuses on the requirements of the Honor and Integrity expectations of the campus and some strategies for achieving this in online learning. Additional information about Honesty and Integrity in Online Learning is also provided.

- What is the K-State Honor and Integrity System
- Honor Pledge Violations in Online Learning
- Proactive Measures Against Violations in Your Class
- Confronting and Reporting a Violation
- Resources for Working with Students with a Violation

LIBRARY RESOURCES AND SERVICES: The library provides a wide variety of resources and support services for online instructors and learners. Faculty are encouraged to make some resources available to their students in online courses. Cool Tools highlights a variety of tools available to students, in a colorful digital flyer. Faculty and Graduate Services highlights the services available to both faculty and graduate students. Finally, this student flyer lets learners know what services the library will provide for them. Faculty may review Distance Education Faculty's Top 10 Points about Library Services highlights a countdown of library services.

For more about the K-State Libraries, please see the page created by K-State Librarians.

For further information on any of these topics please contact Rosemary Boggs rboggs@ksu.edu to request access to the K-State Online class entitled "Faculty Modules for Distance Teaching".

This checklist was developed at K-State and is offered to faculty members who use it to ensure that elements of their online courses contain key quality indicators. Resources used with the checklist are housed in this particular area of the wiki and are specific to Kansas State University. Plans are to expand this section of the wiki with good examples of the items mentioned in the checklist. For example, a welcome message that a faculty member uses in her online class will be posted. Video or interactive html will be used to show best practices and quality online delivery.

4.4.4. Faculty Share Area

The E-Learning Faculty Modules site specifically was built for K-State faculty and staff as a training tool for teaching distance classes. Therefore, much of the information posted by campus experts must be monitored and can only be changed with special permission. Even with that stipulation, the goal is for K-State faculty to share information, teaching experiences and digital resources with other faculty. The *Faculty Share* area facilitates this interaction as faculty members are encouraged to post on a particular topic with others then adding their expertise. The Faculty Share area offers an informal way for faculty to connect with others on campus. Those who request an account and are given rights to the wiki can post to this area. Figure 11 provides a view of the Faculty Share area of the wiki.

4.4.5. Best Practices

The *Best Practices* section is a collection of best strategies from online courses, short courses, and trainings. This section is currently under construction. Figure 12 provides a view of the Best Practices area of the wiki.
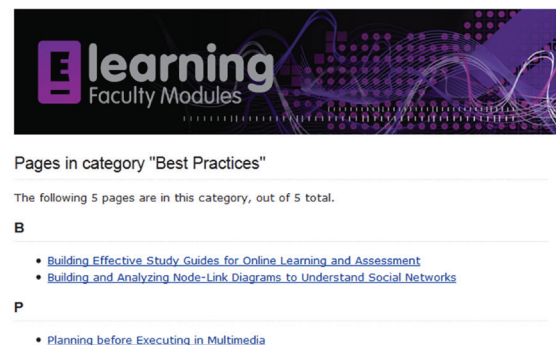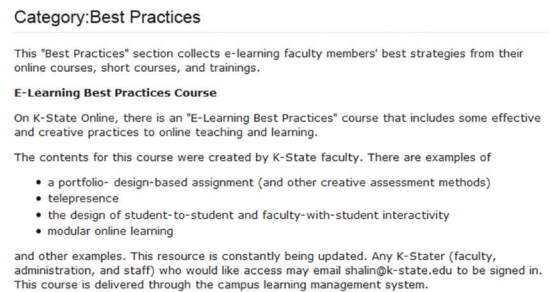
Figure 11. Faculty Share
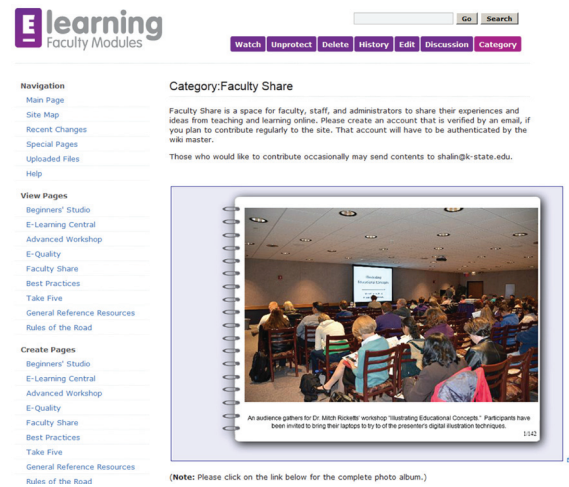
4.4.6. Take Five

Technology rapidly changes and new instructional tools often become available. The *Take* Five section of the E-Learning Faculty Modules is devoted to highlighting, in five minute clips, teaching

Figure 12. Best Practices

techniques specific to particular technologies. K-State IT staff, instructional designers and faculty members share their expertise and knowledge and are available for further discussion if online instructors require more information. Figure 13 provides a view of the Take Five Section and Table 3 contains information about the segments in this section.

4.4.7. General Reference Resources

A *General Reference* section was added to provide additional resources useful for online teaching. This section contains a glossary of terms and updated e-learning information. Figure 14 provides a view of this section of the wiki. In addition, at the end of each Stand Alone module, contact information is given for K-State experts who developed the material and can provide further detail.

4.4.8. Rules of the Road

Excellent instruction involves certain key themes whether delivered in a face- to- face, blended or online format. In many instances different delivery methods are more effective with different tools, techniques and, in some cases, policies. To ensure

Table 3. Take Five topics and presenters

Wikis	Dr. Roger McHaney
Immersive Simulation	Dr. Roger McHaney
Video Creation	Brent Anders
Blogs	Dr. Linda Yarrow
K-State Online Analytics	Scott Finkeldei
Open Educational Resources	Dr. Brian Lindshield
Under construction	
Twitter	Dr. Noel Schulz
E-Portfolios	Dr. Royce Ann Collins
Electronic Participation Rubrics	Dr. Doris Wright Carroll
Producing Mobile Friendly Materials for iPad or Smart Phones	Dr. Andy Bennett
Accessibility Tools	Jason Maseberg-Tomlinson

faculty are aware of these nuances, current policies from the university, state, and federal agencies directly related to distance instruction are posted in the *Rules of the Road* section. This section helps provide faculty members with an awareness of Rules of the Road and an understanding of the implications of each. Figure 15 provides a view from this part of the wiki.

Figure 13. Take Five
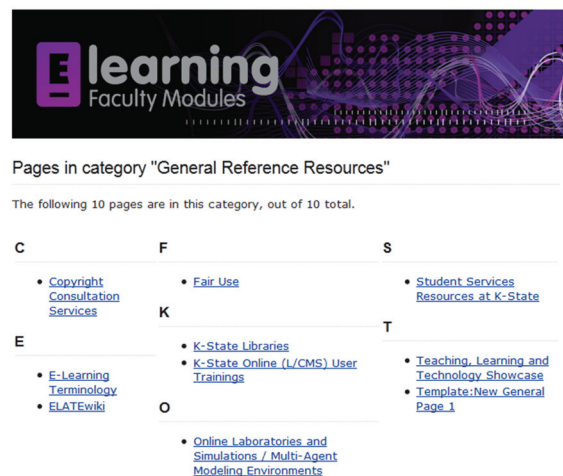

Figure 14. General Reference Resources

Figure 15. Rules of the Road

for themselves or their clients. This is probably the most common type of damage done to a wiki and may be perpetrated by individuals or through the use of automated programs. The third type of damage is *embedded links*. The hacker will add links to reference lists, into article bodies, and in other locations to link back to their sites or their clients' sites. The motivation here is to raise their search engine ranks by having more links back to their site from established locations (McHaney, 2012a). To combat spam and to vet new content, the implementation team believed direct oversight was needed and that the area where content could be added by those not on the team be limited to the Faculty Share Area. The team designated several administrators to handle administrative, non-academic related aspects of wiki management and to review new content.

5. LAUNCH STRATEGY

A multiphase launch strategy was used to introduce the E-Learning Faculty Modules wiki. While a team was formed to plan a formal announcement of the project, each person on the wiki development team also put forth efforts to share the project with constituents. Presentations at university conferences, introduction of the wiki to administrators, and articles for campus publications were used to make the campus aware. The instructional designers on the team used the wiki as they worked with faculty members and the Division of Continuing Education coordinators assigned to each university college also ensured that their faculty was informed. As newer additions were made to the wiki, they were also introduced. Although the wiki has been in existence for two years, efforts are still made to share this tool with faculty who may be new to the university or just moving to online teaching. See Figures 16 and 17 for a postcard used for publicity.

4.5. Wiki Oversight and Quality

Collaboration is at the heart of wiki development. With collaboration comes a variety of challenges, particularly regarding oversight and quality. Theoretically, a wiki is intended to attract users and develop a sense of community that will enforce accuracy and ensure quality (McHaney, 2009). However, a wiki provides a fertile ground for free content posting and spammers seek out wikis for a variety of reasons. In general, the spam falls into several categories. One area is *malicious damage*. This is done for fun by hackers or it may be done systematically to determine how quickly the changes are undone. This allows perpetrators to gage if more serious posting efforts are likely to remain or be quickly removed. The second category of spam relates to *posting advertising pages*. To the individuals involved, a wiki represents free server space where they can post material

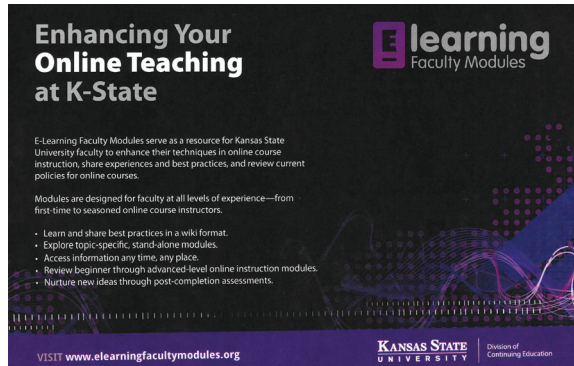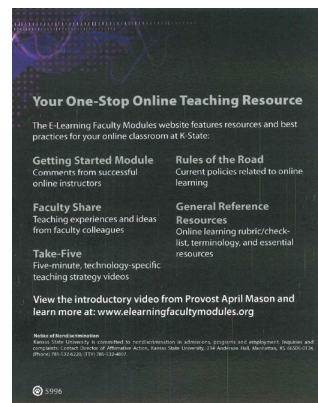*Figure 16. Postcard used for publicity (front)*

Figure 17. Postcard used for publicity (back)

6. CLOSING COMMENTS

The E-LearningFacultyModules Website was launched on October 19, 2010. It was in its fledgling stage and has since matured into today's more comprehensive site. Since it was publically released, it has been visited over 50,000 times. While use of the wiki is available to any faculty member, The Division of Continuing Education at Kansas State University now requires distance learning faculty to review and complete five of the most important *Stand Alone* modules prior to receiving new course development grants. The wiki has been used as a teaching tool by some instructors teaching classes on online instruction, and articles and presentations about the project

continue to be made. The wiki project never will be completed, as new content and sections are constantly being added by the team. Wikis were conceptualized as a tool for sharing and it is hoped and expected that more faculty members will become accustomed to sharing their experiences in the *Faculty Share* area with colleagues from across campus.

The development team worked hard to conceptualize and produce the wiki. All of the team members offered their time to the project and though none of the team members had this project as their major assignment, all worked with volunteers from campus who donated their time to produce wiki content. Implementation is continuing with the development of videos and other material for posting on the site. It is believed this wiki will have a great impact on the quality of teaching at Kansas State University and is a positive step in the direction of higher quality and consistency of delivery in online courses. All involved take pride in the project which was developed by K-Staters for K-Staters.

The E-Learning Faculty Modules wiki is an example of a training tool that other universities dealing with the issue of providing high quality distance courses could develop. Any institution could use this model and develop components pertinent to their school. One of the key reasons the project developers chose this model was so they could design the content to meet Kansas State University needs and incorporate pre-existing components into the wiki.

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APPENDIX

K-State Quality E-Learning Checklist

http://elearningfacultymodules.org/uploaded/QualityELearningChecklist.pdf