



Student Guide on Wikiglass

Wah Yan College,
Kowloon

Faculty of Education,
The University of Hong Kong

What is Wikiglass?

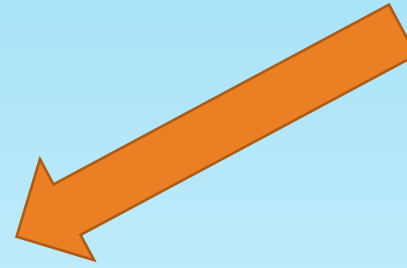
- **學習分析的工具** An Learning Analytic tool
- **幫助監測同學和小組在 PBworks 上的個人及協同寫作的工作進展**
- **幫助同學和小組檢查中文寫作質素**



Image credit:
[shutterstock.com/](https://www.shutterstock.com/)

Log-in 登入

<http://ccmir.cite.hku.hk/wikiglass/>

A screenshot of a web browser showing the login page for WikiGlass Analytics. The browser's address bar displays the URL 'ccmir.cite.hku.hk/wikiglass/#/login'. The page has a dark grey background. At the top, there is a white navigation bar with 'WikiGlass Analytics' in red text and a 'Dashboard' link in a grey box. In the center, there is a white login form with a blue header that says 'Login'. The form contains two input fields: 'Username' with the placeholder text 'Input your username' and 'Password' with the placeholder text 'Password'. Below these fields is a blue button labeled 'SUBMIT' in white capital letters.

Username:

Password:

Same as PBworks

Individual Writing 個人寫作

Welcome to the WikiGlass Analytics Dashboard

Select a Wiki Page

Search For...

2016kyc4jind

每位同學在個人維基上的貢獻和進度: 2016kyc4xind

Statistics & Timeline Mode

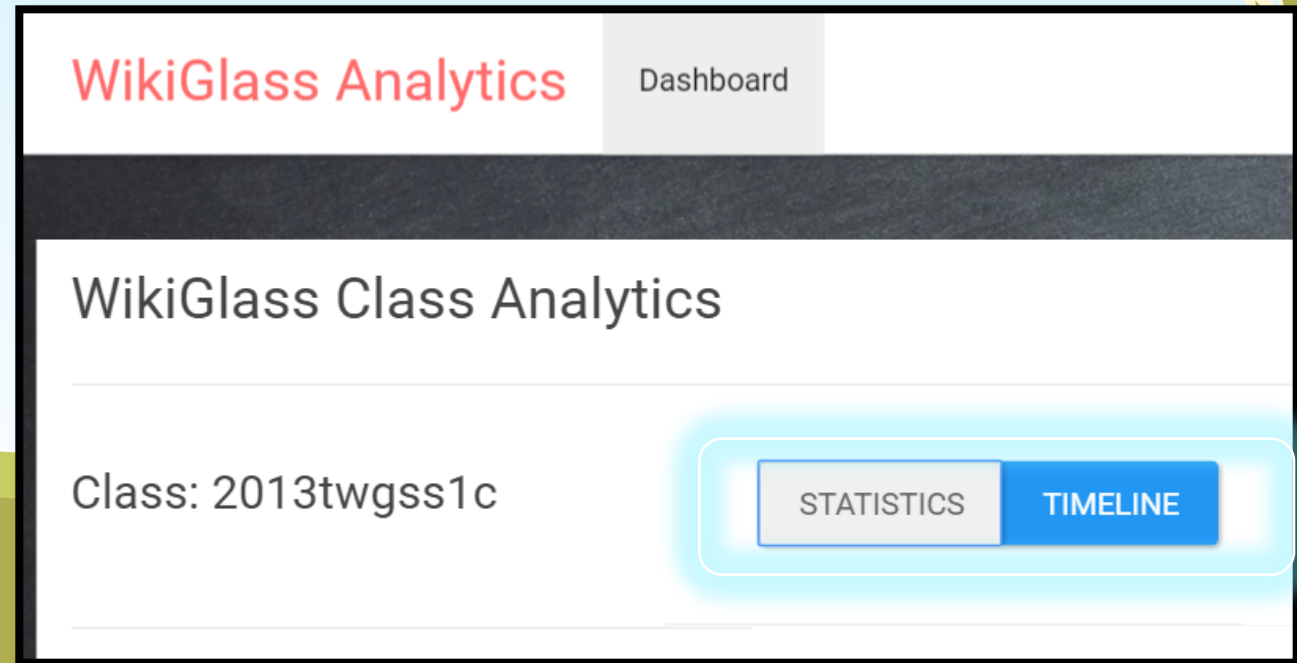
TWO visualization modes 兩種呈現模式：

Statistics Mode:

- Revision counts
- Word counts
- Higher thinking-level sentence counts
- Lower thinking-level sentence counts

Timeline Mode:

- **Change** in these quantities along the time



Statistics Mode

統計模式

STATISTICS

TIMELINE

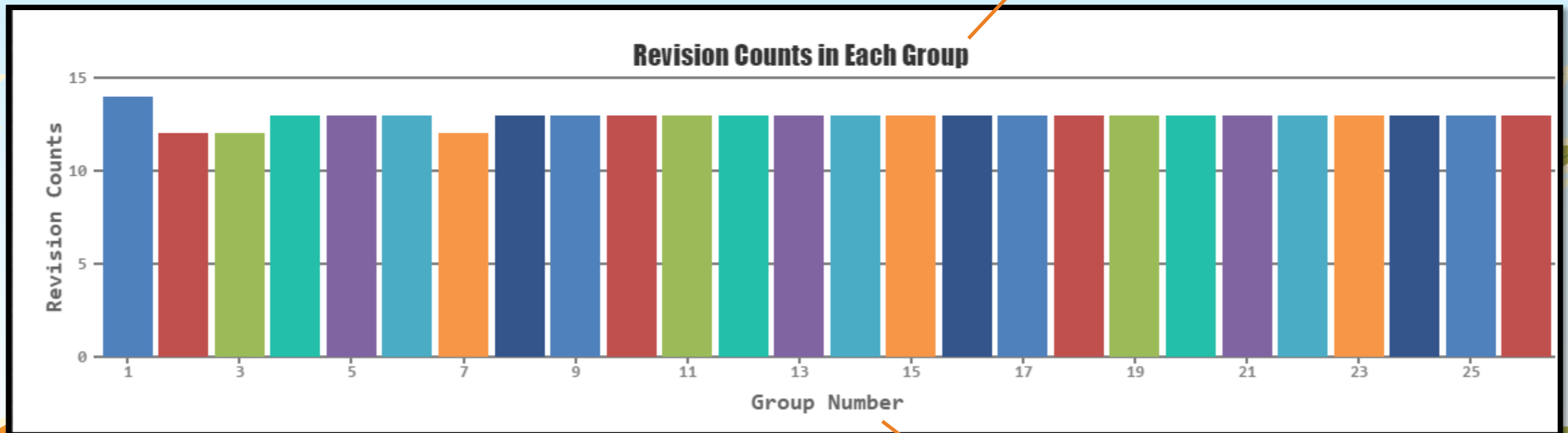


Statistics of a Student in the Individual Writing

個人寫作的統計(1)

修改次數

STUDENT



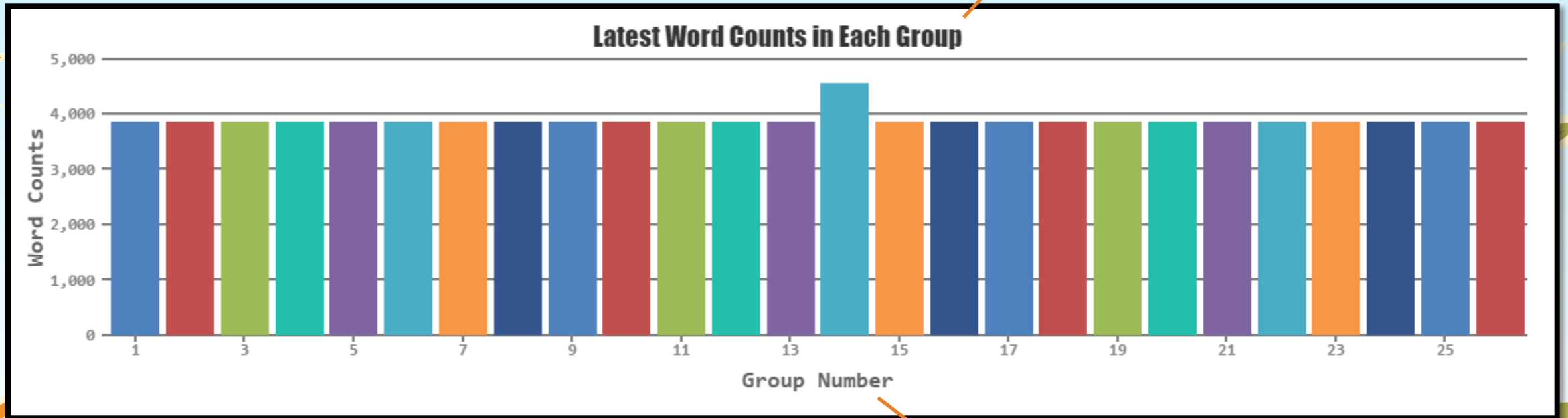
Student No.

Statistics of a Student in the Individual Writing

個人寫作的統計(2)

總字數

STUDENT



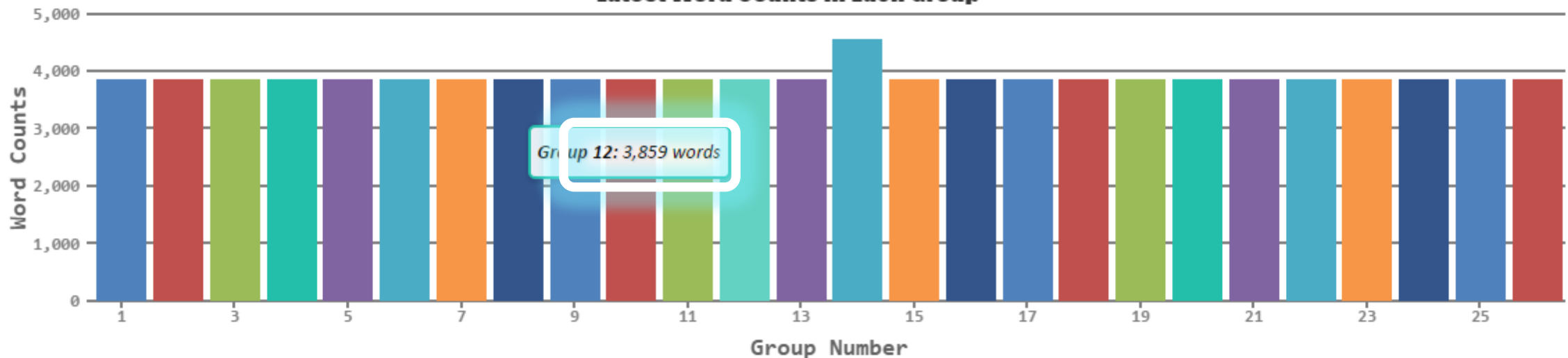
Student No.

Statistics of a Student in the Individual Writing 個人寫作的統計(3)

總字數

STUDENT

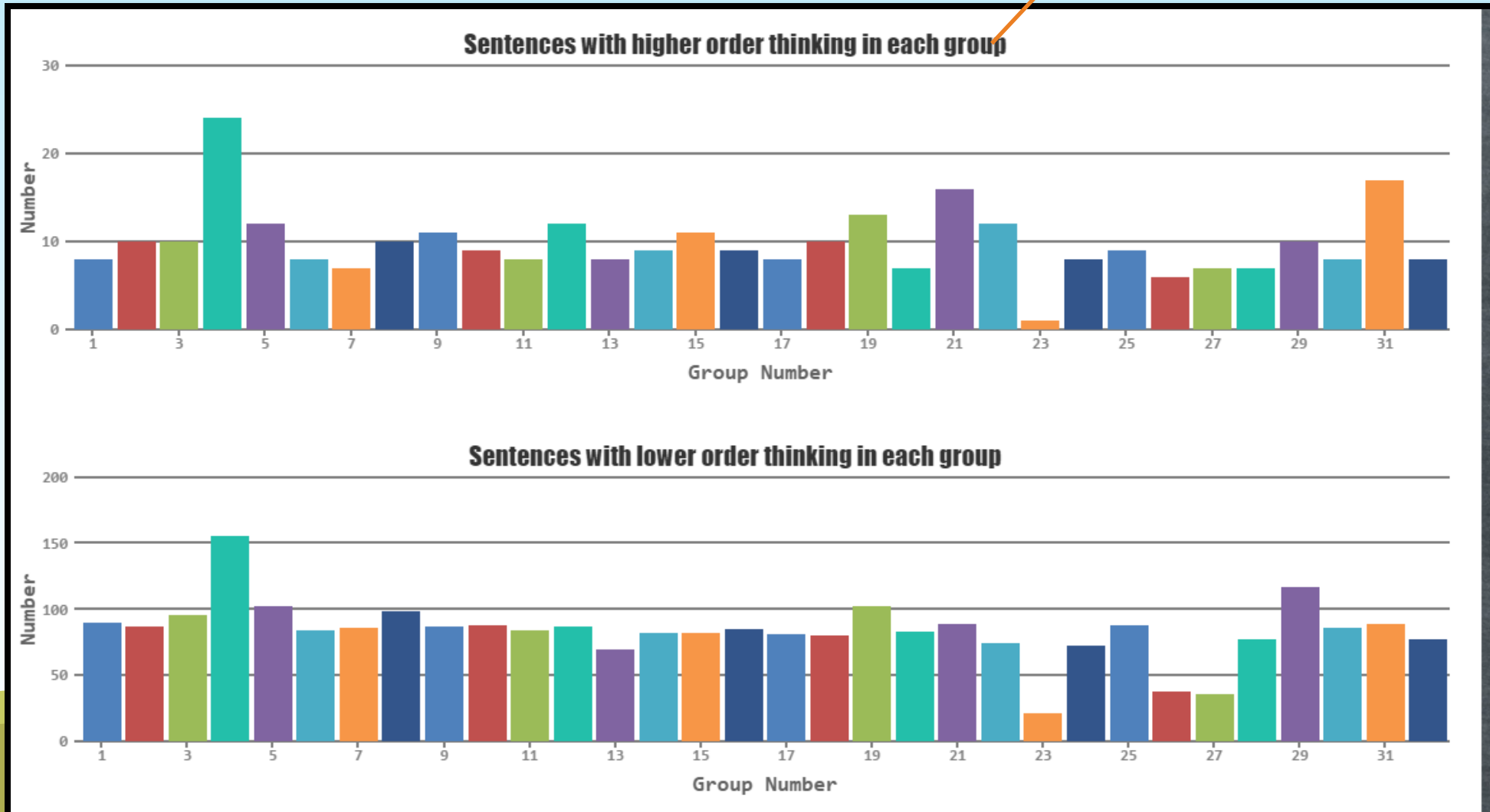
Latest Word Counts in Each Group



Student No.

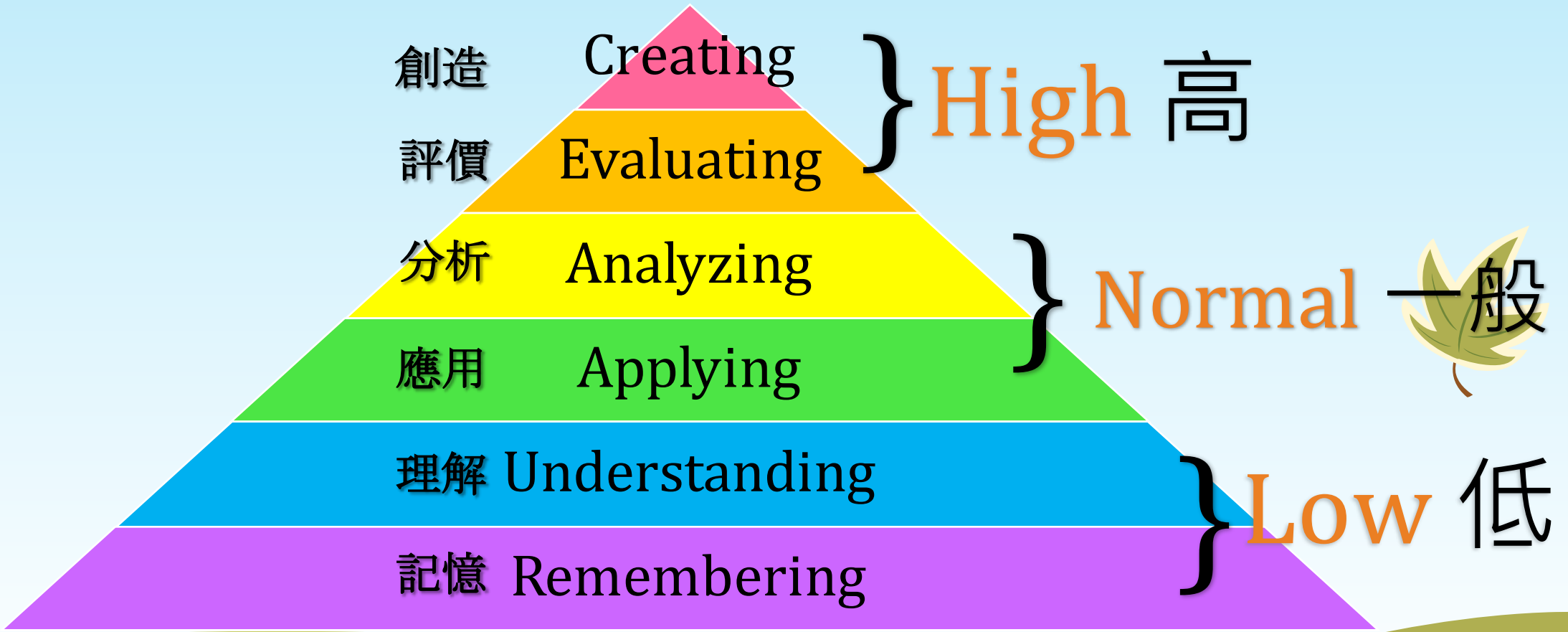
Statistics of a Student in the Individual Writing 個人寫作的統計(4)

STUDENT

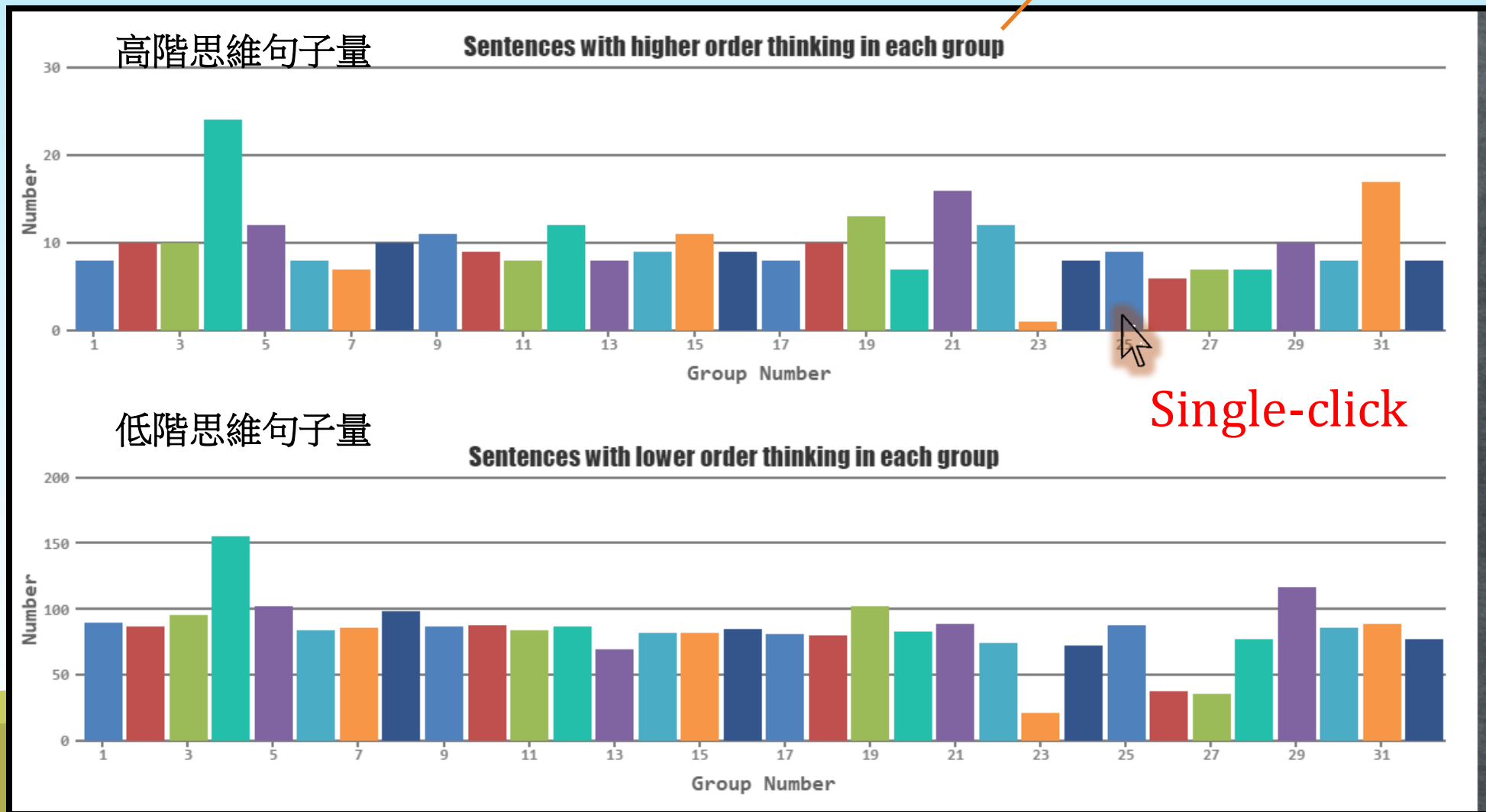


思維水平指示

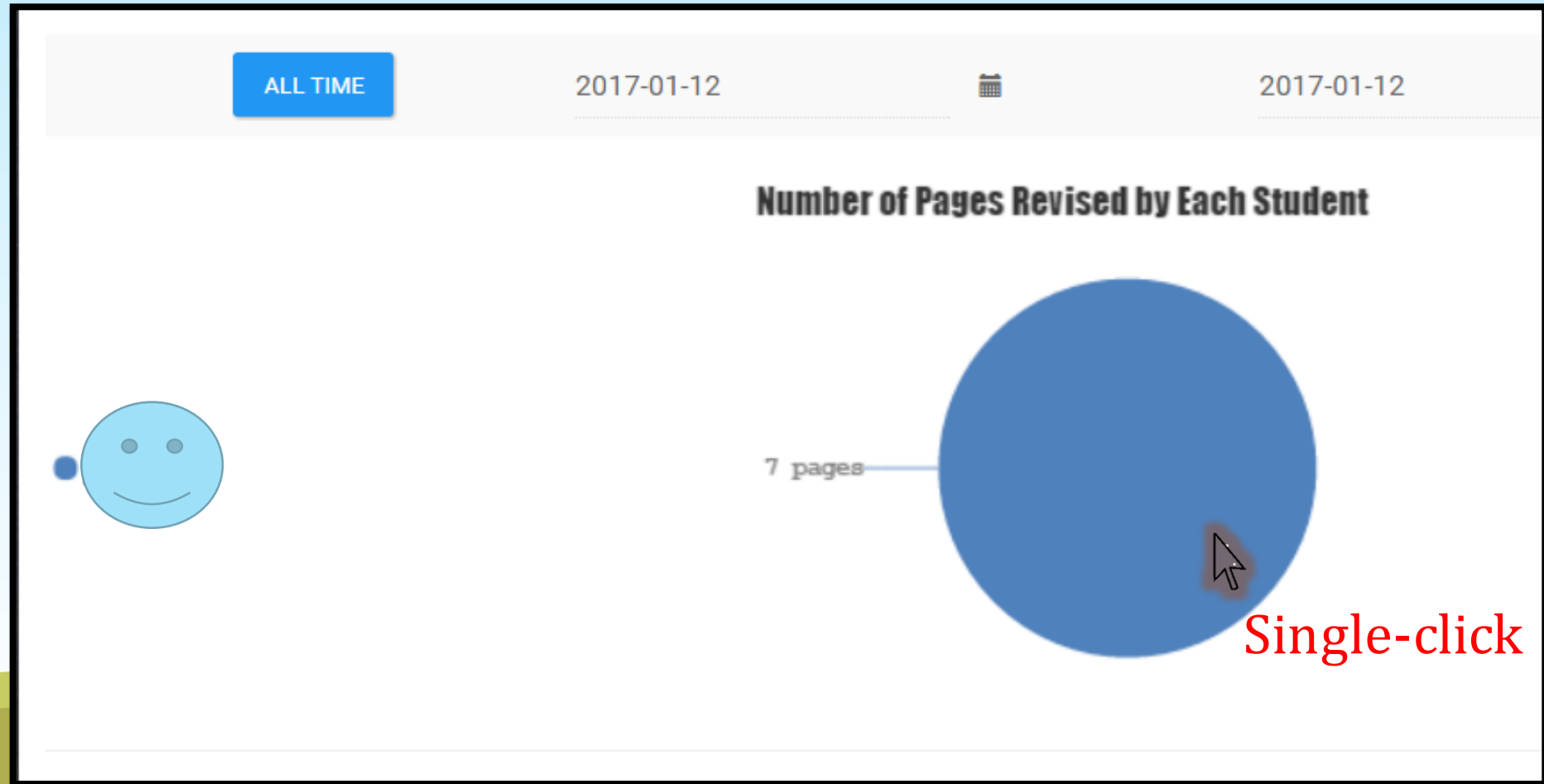
Indicators of Thinking Levels



Statistics of a Student in the Individual Writing 個人寫作的統計(5)

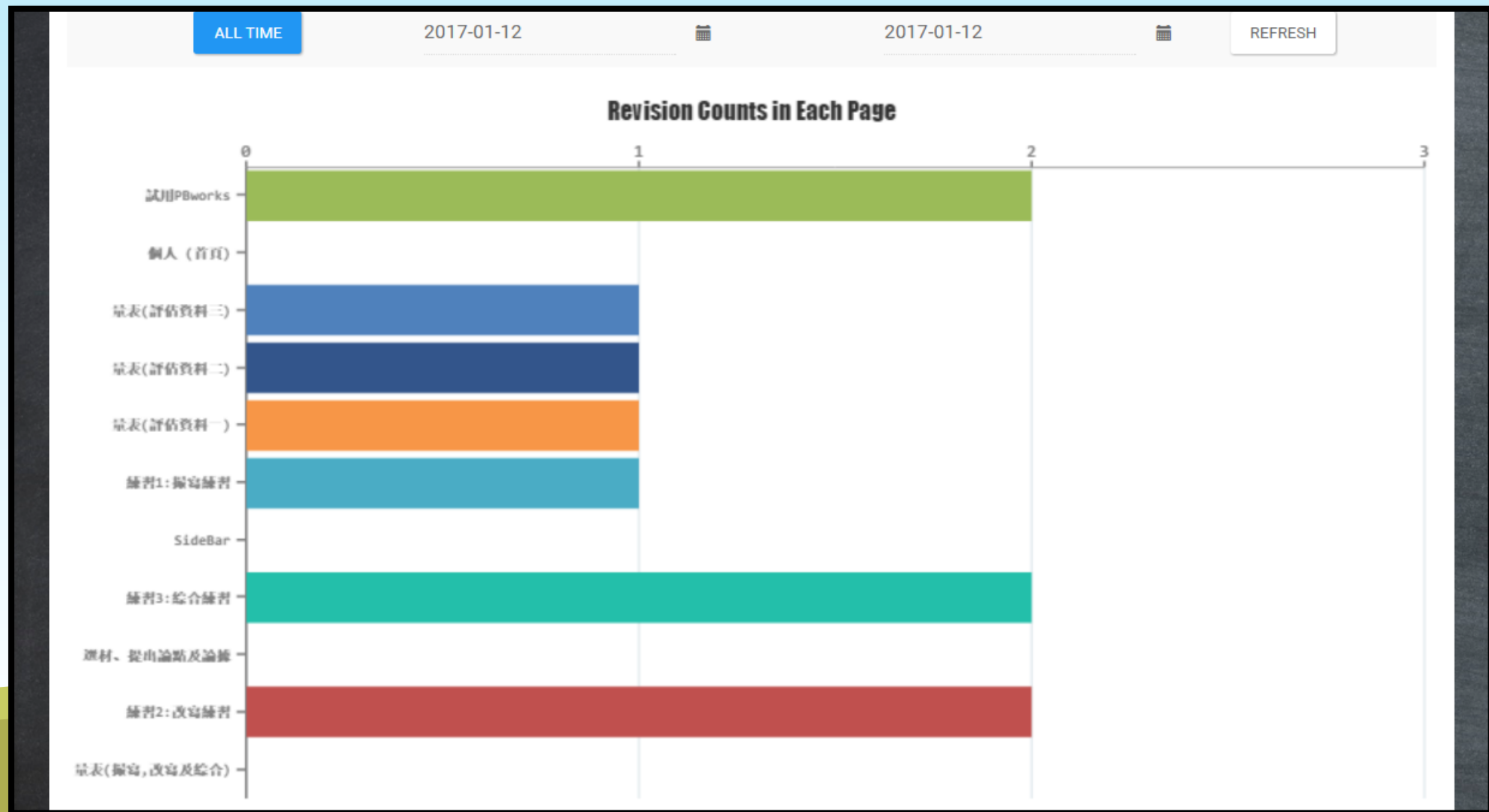


Statistics of a Student in the Individual Writing 個人寫作的統計(5)

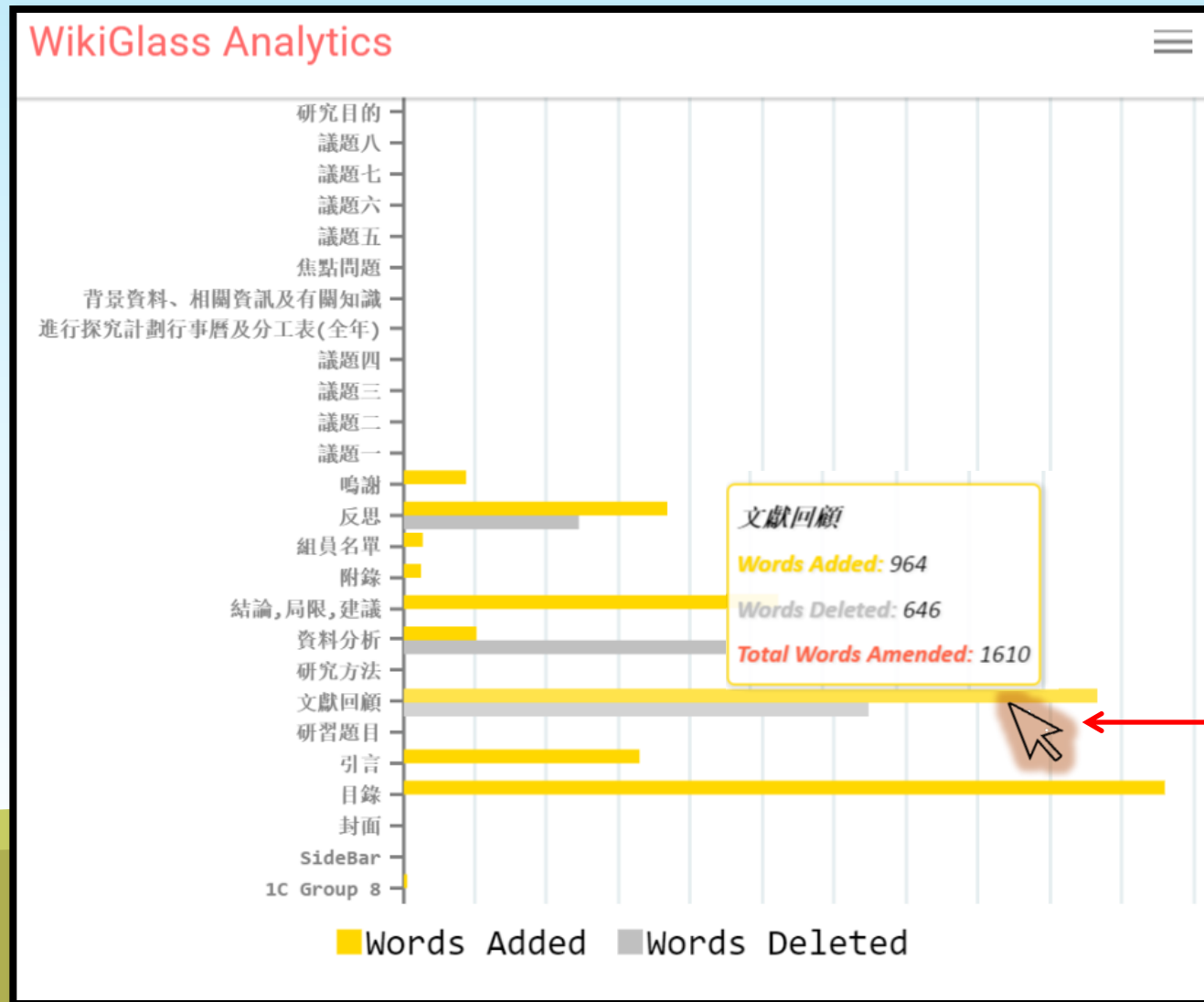


Statistics of a Student in the Individual Writing

個人寫作的統計(5)

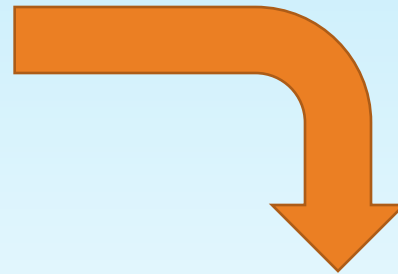
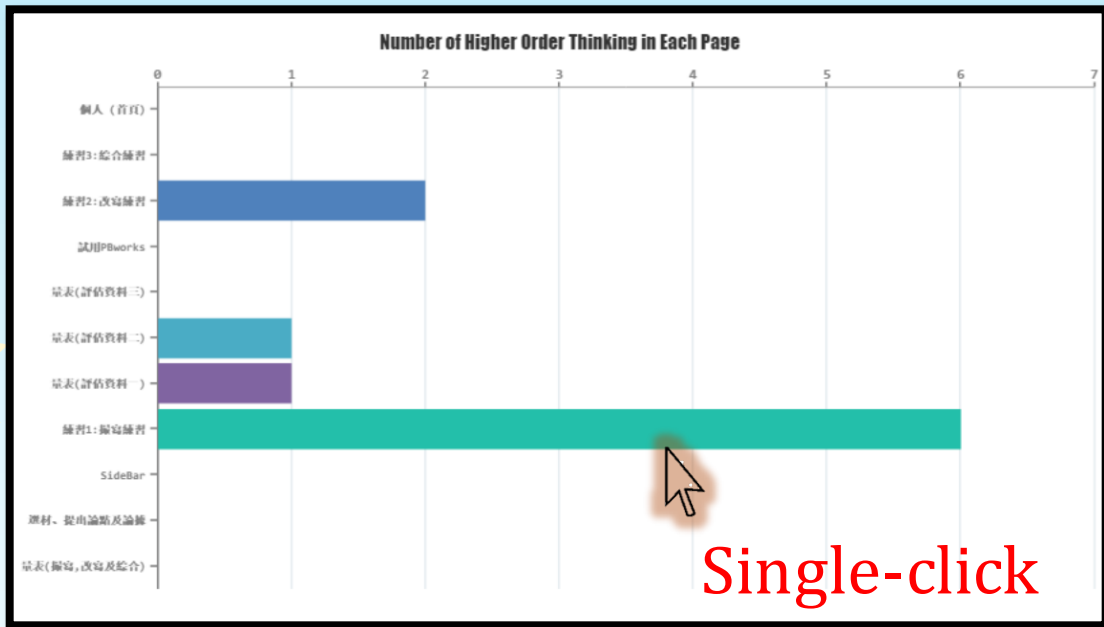


Statistics of a Student in the Individual Writing 個人寫作的統計(6)



Hover over

Statistics of a Student in the Individual Writing 個人寫作的統計(7)



WikiGlass Thinking Level Analytics

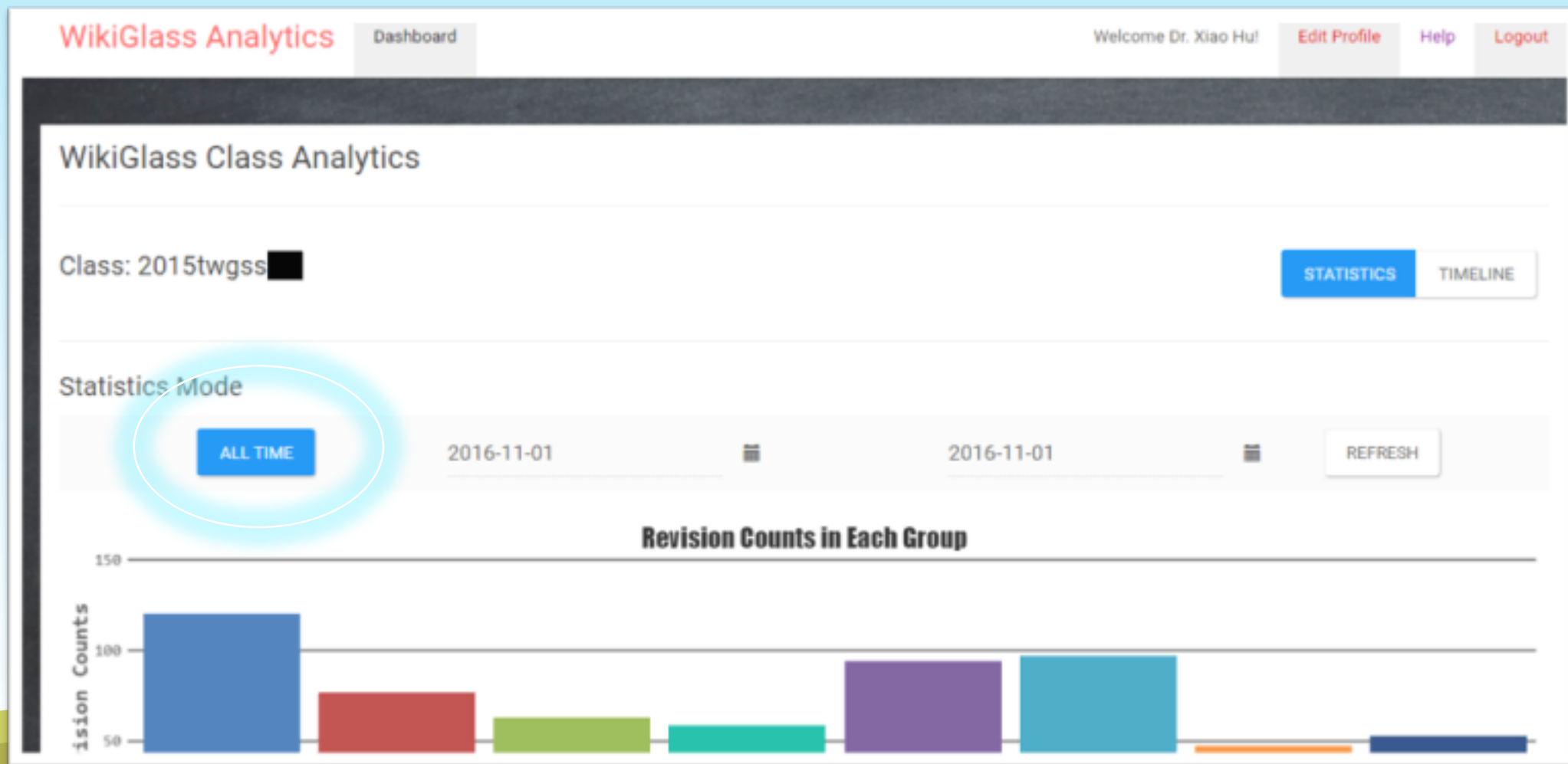
Class: 2016kyc4wind |  8 Thinking Level | Student  | Thinking Level

Sentence with higher order thinking

Page	Sentence
練習1: 撮寫練習	由於期望太高, 壓力令她未能好好發揮: 「那時人人都以為我可以在亞運替香港拿一面獎牌, 但我因為克服不了壓力, 所以即使面對很弱的對手都呆著, 發揮得很差, 結果連進級賽也未能適身, 之後還要祝賀其他選手, 心裏真的很酸溜溜, 很不開心。」
練習1: 撮寫練習	「第四段: 可幸何嘉麗在心理學家治療下, 終能解開心結, 重新振作: 「不是人人都有機會做到運動員, 還可以參加亞運, 機會仍在前面, 為甚麼不多試一屆?」

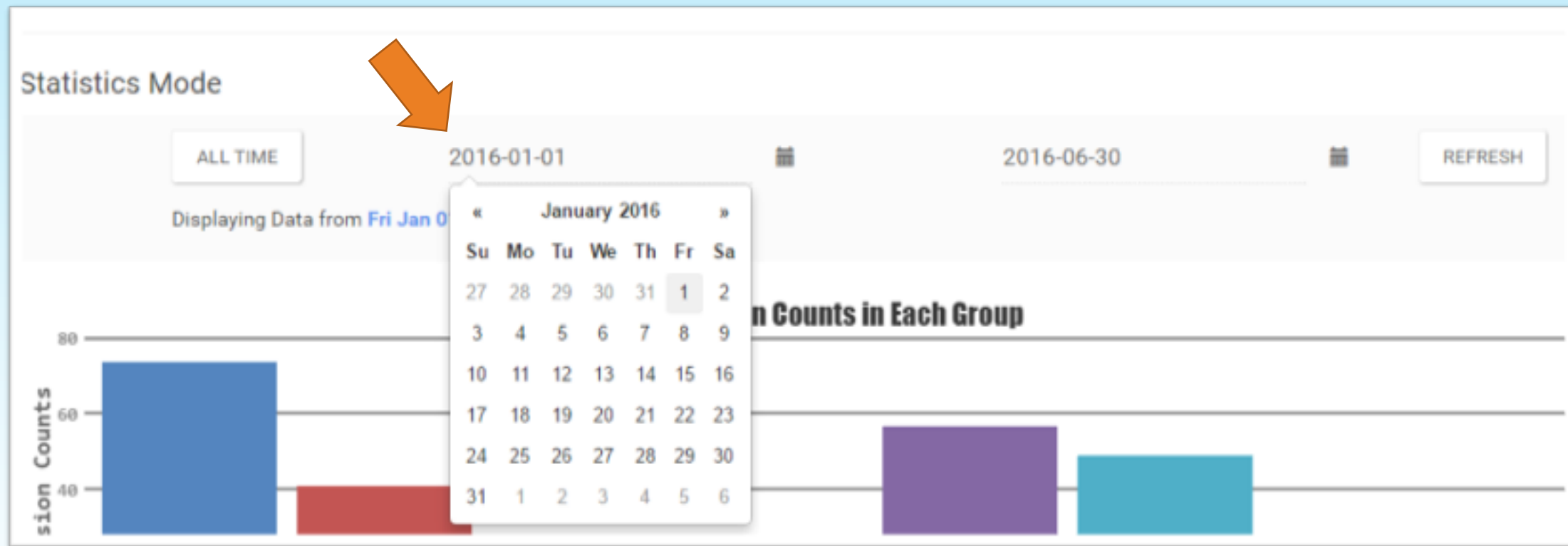
Selection of Date Range (1)

選定日期範圍



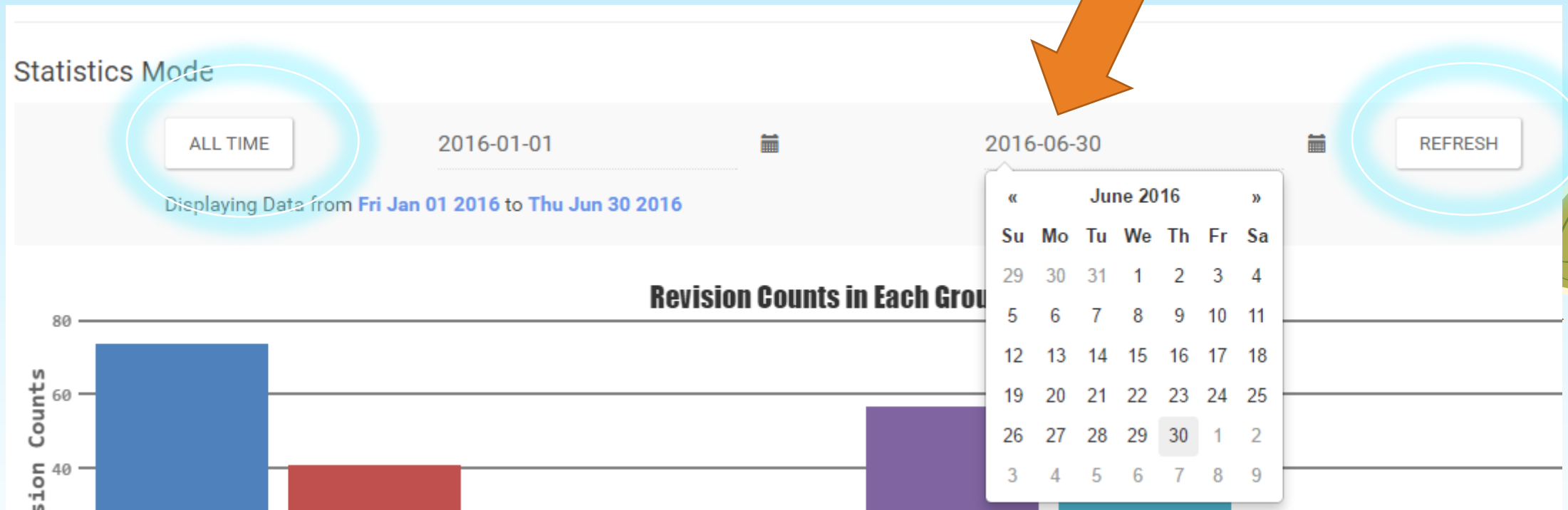
Selection of Date Range (2)

選定日期範圍



Selection of Date Range (3)

選定日期範圍



Timeline Mode

時間綫模式

STATISTICS

TIMELINE



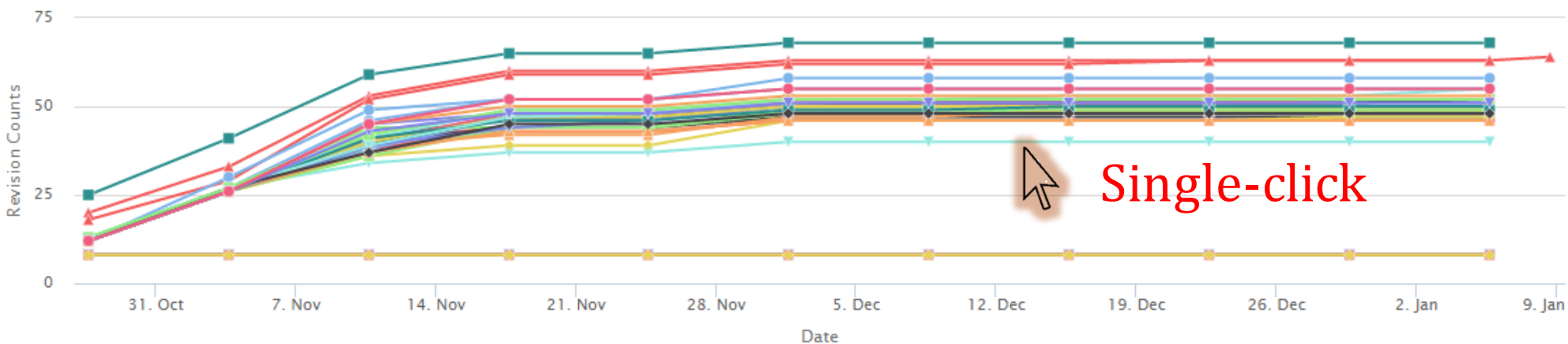
TIMELINE



STATISTICS

TIMELINE

Revision Count Timeline



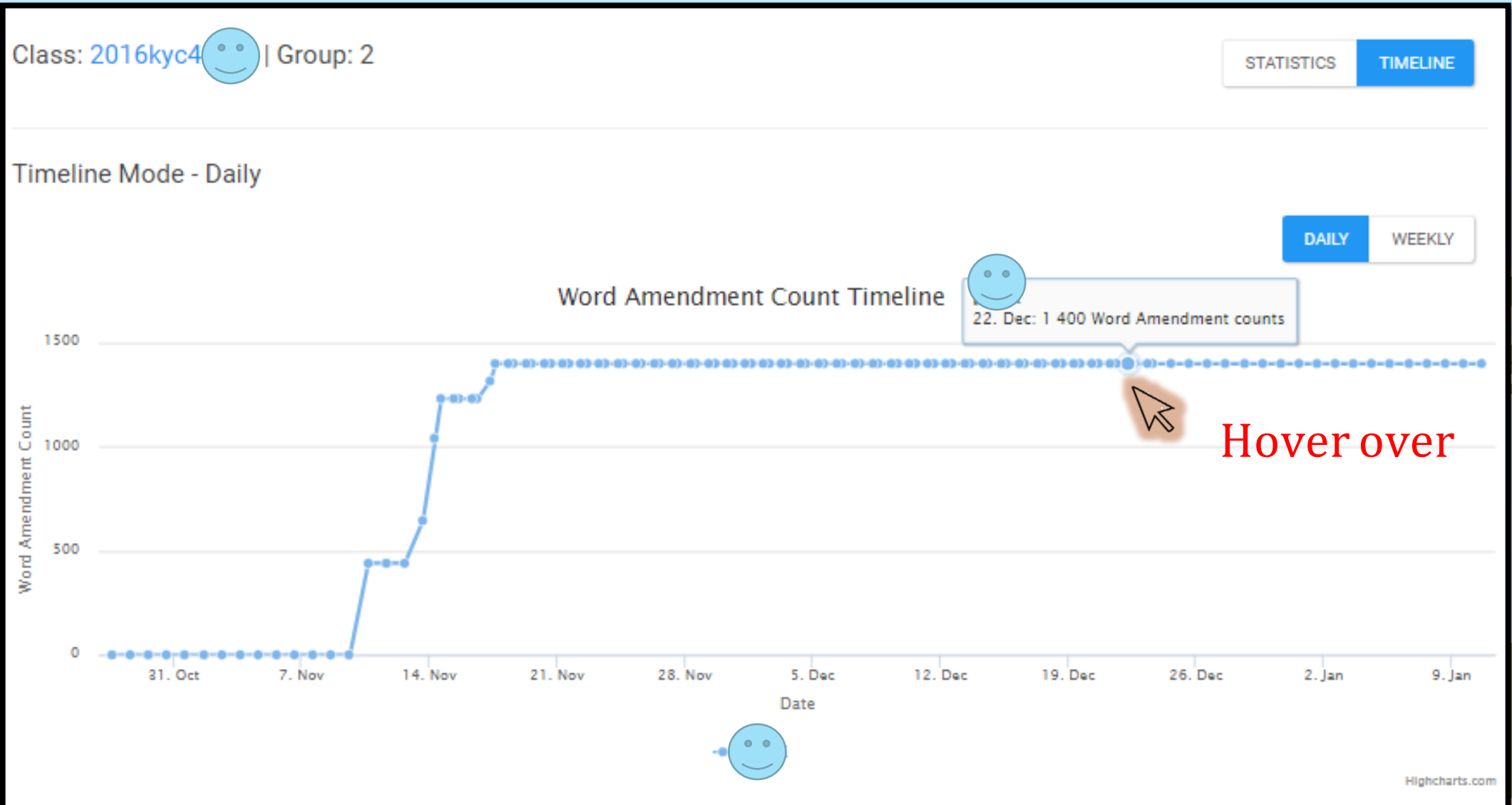
Single-click

Group 1 Group 2 Group 3 Group 4 Group 5 Group 6 Group 7 Group 1 Group 10 Group 11 Group 12
 Group 13 Group 14 Group 15 Group 16 Group 17 Group 18 Group 19 Group 2 Group 20 Group 22 Group 23
 Group 24 Group 25 Group 26 Group 27 Group 28 Group 29 Group 3 Group 30 Group 4 Group 5 Group 6
 Group 7 Group 8 Group 9

Student No.

Highcharts.com

Timeline of a Student in Individual Writing 個別同學的個人寫作時間線



Group Writing 小組協同寫作



各小組+組員在小組維基上的貢獻和進度: 2016kyc4x

Statistics Mode

統計模式

STATISTICS

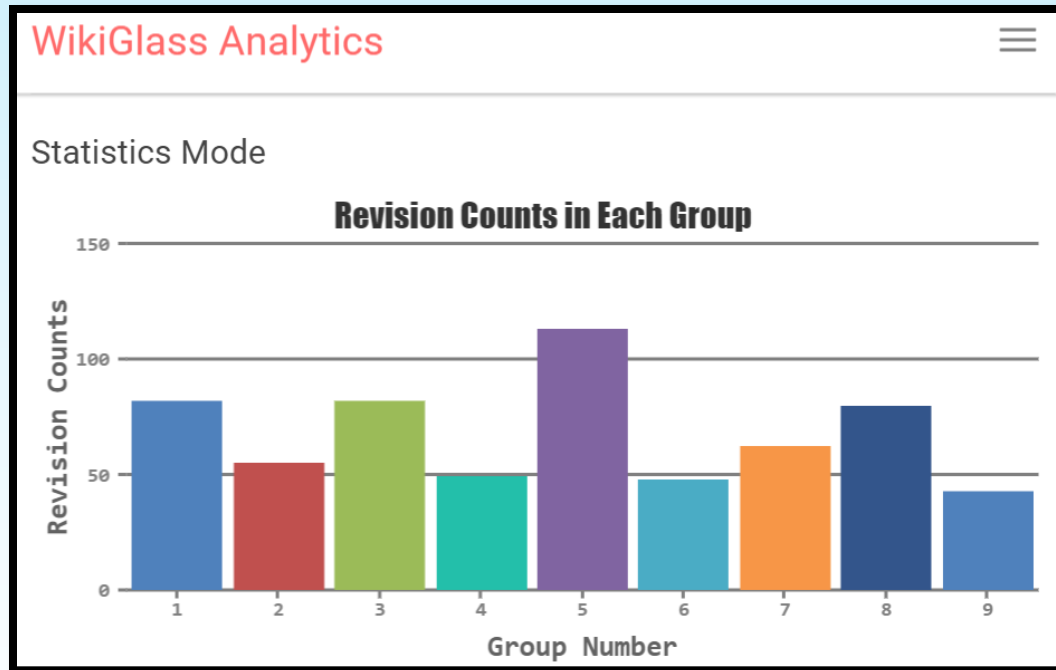
TIMELINE



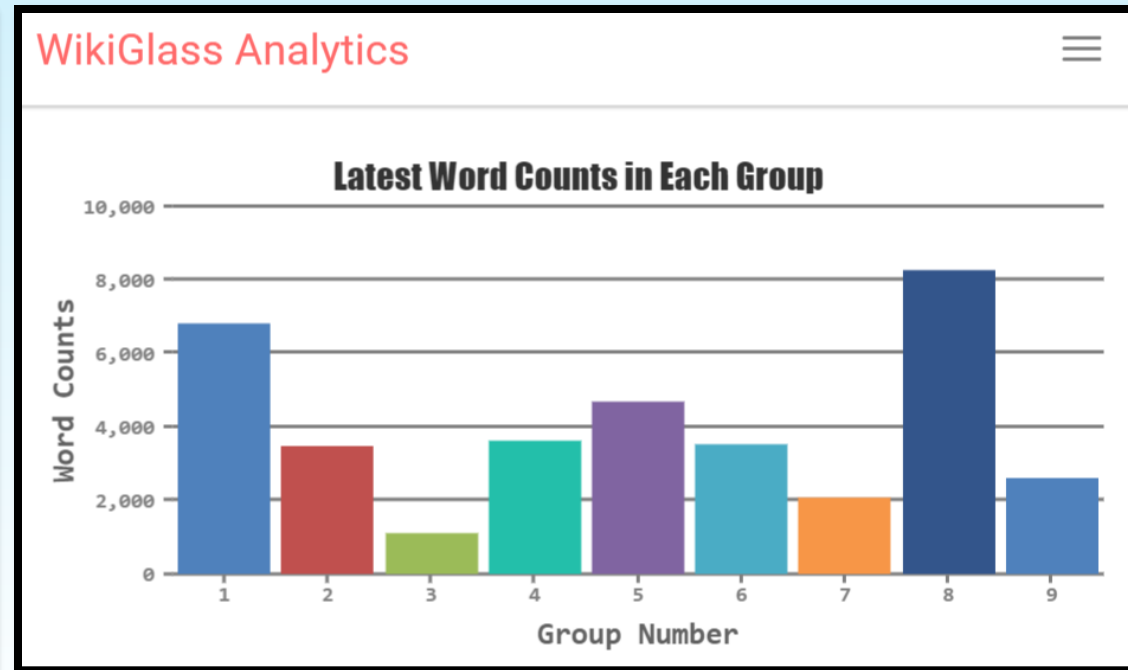
Statistics of the Group

各個小組的統計

修改次數



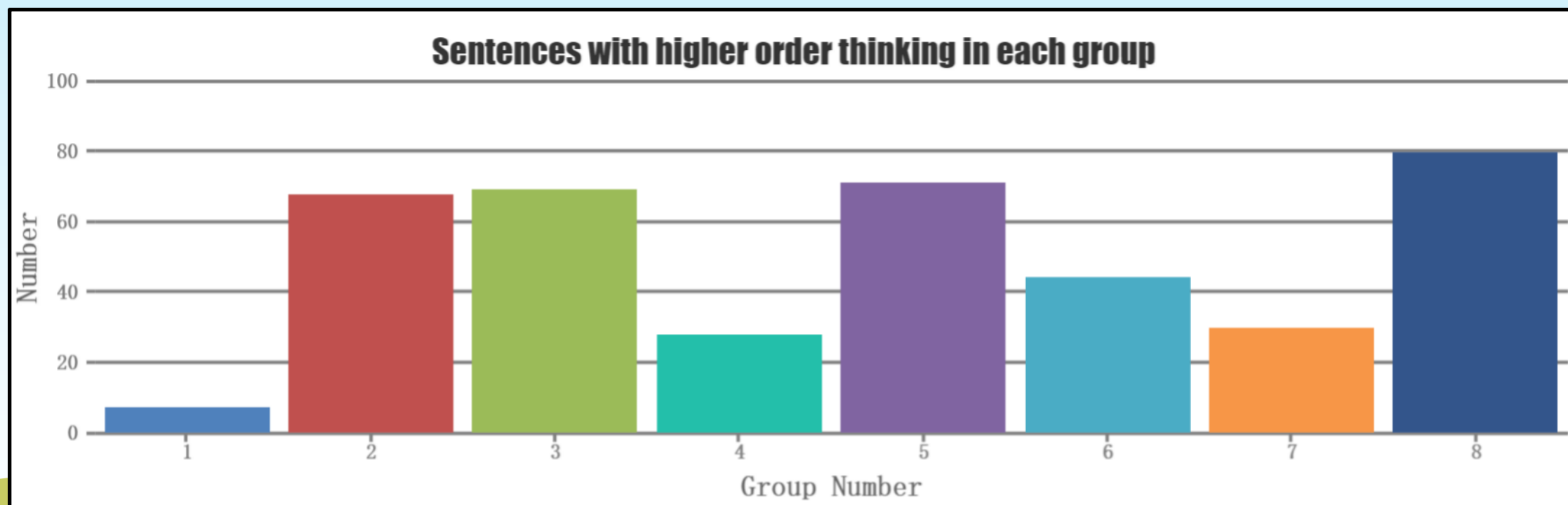
總字數



Statistics of the Group (2)

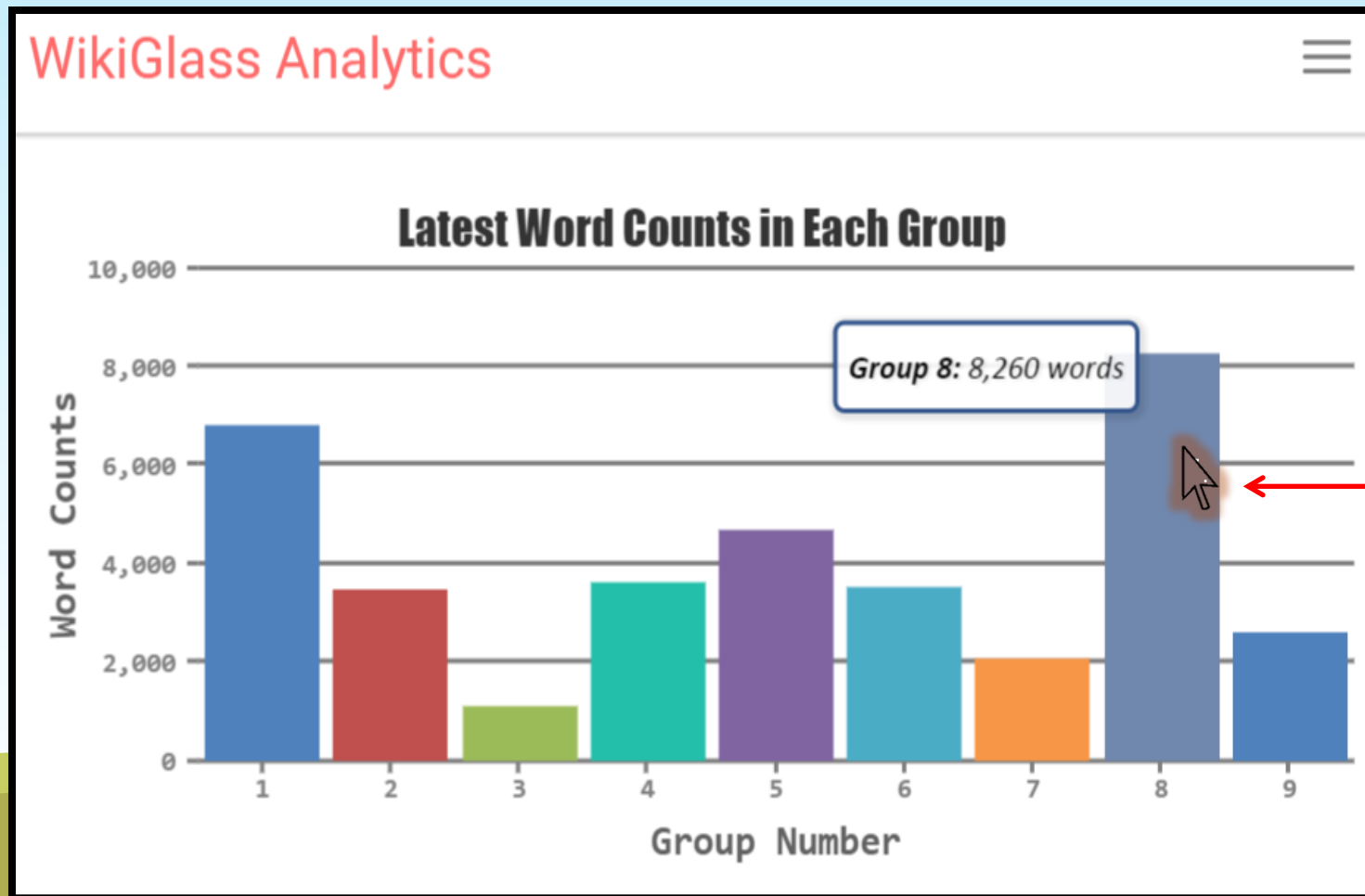
各個小組的統計

高階思維句子量



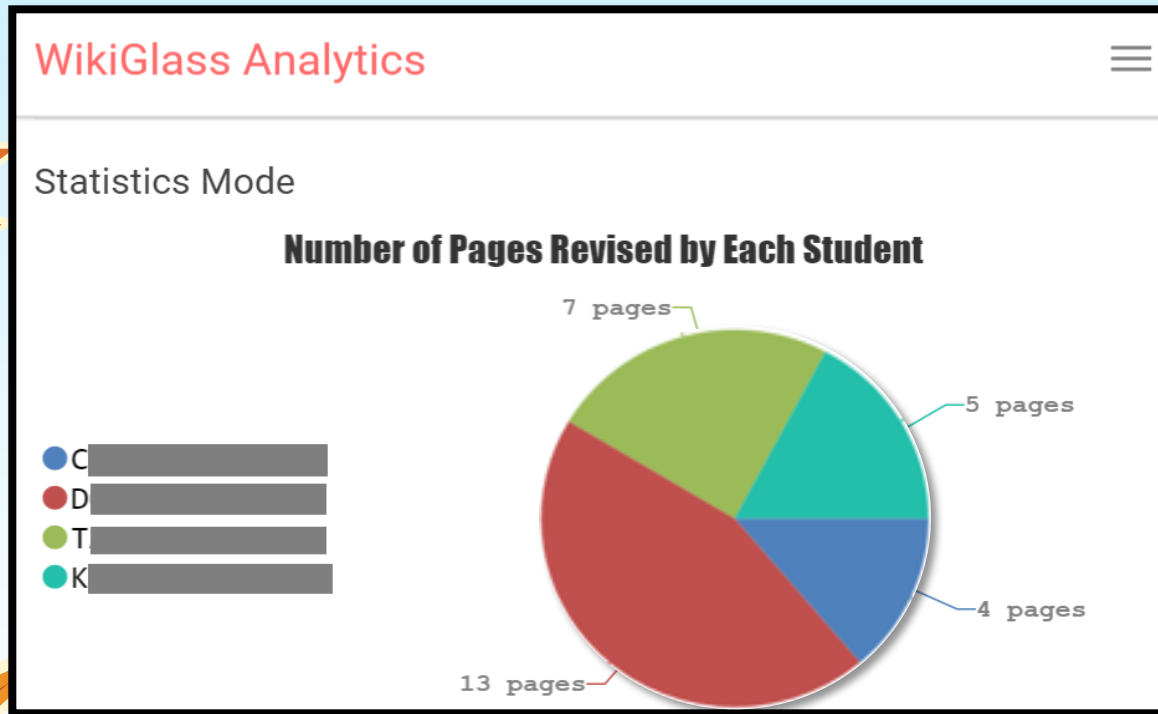
Statistics of the Group (3)

各個小組的統計



Statistics of Group Members (1)

各組員的統計

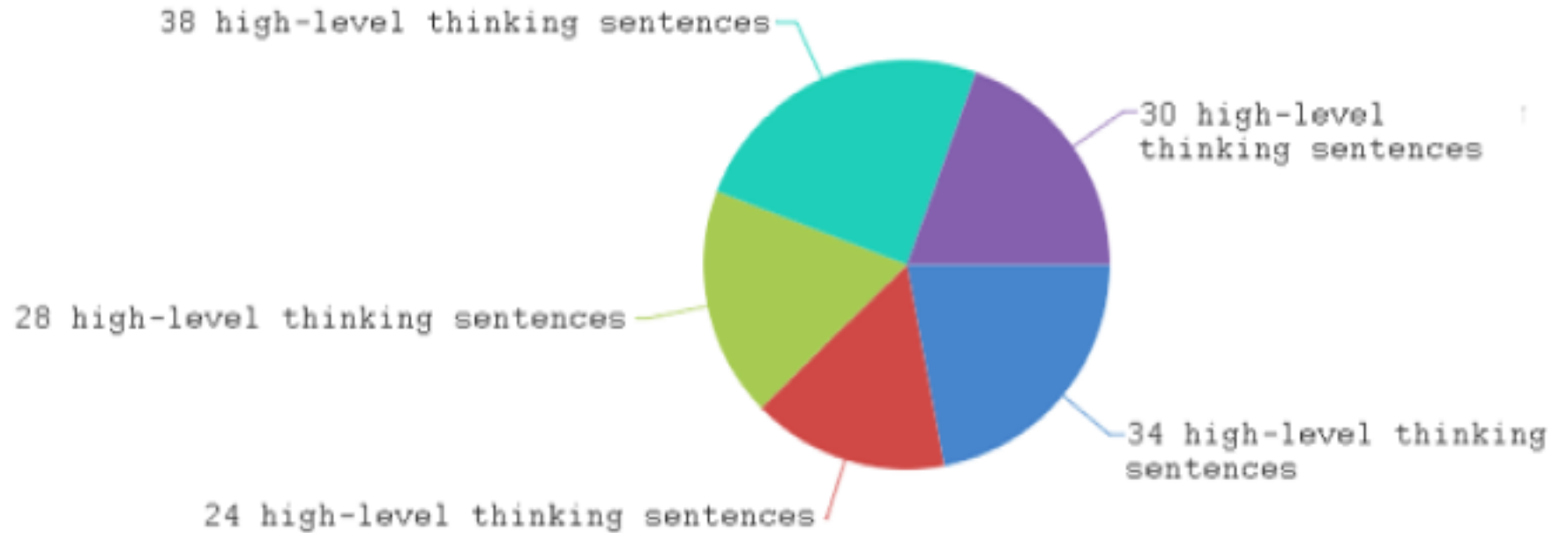


- Number of **pages** revised by each student (修改頁數)
- Number of **revisions** made by each student (修改次數)
- Number of **words added** by each student (增加的字數)
- Number of **words deleted** by each student (刪減的字數)
- Number of High-order Thinking Sentences by each student (高階思維句子量)
- Number of Low-order Thinking Sentences by each student (低階思維句子量)

Statistics of Group Members (2)

各組員的統計

Number of High-level Thinking Sentences by Each Student

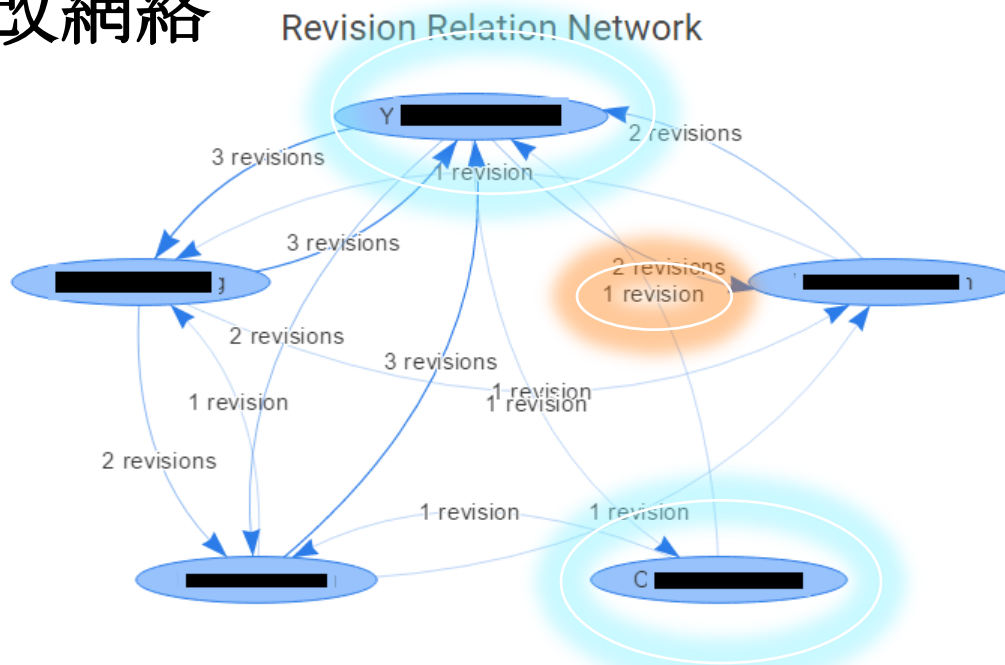


Number of higher order thinking sentences (高階思維的句子數目)

Statistics of Group Members (3)

各組員的統計

修改網絡

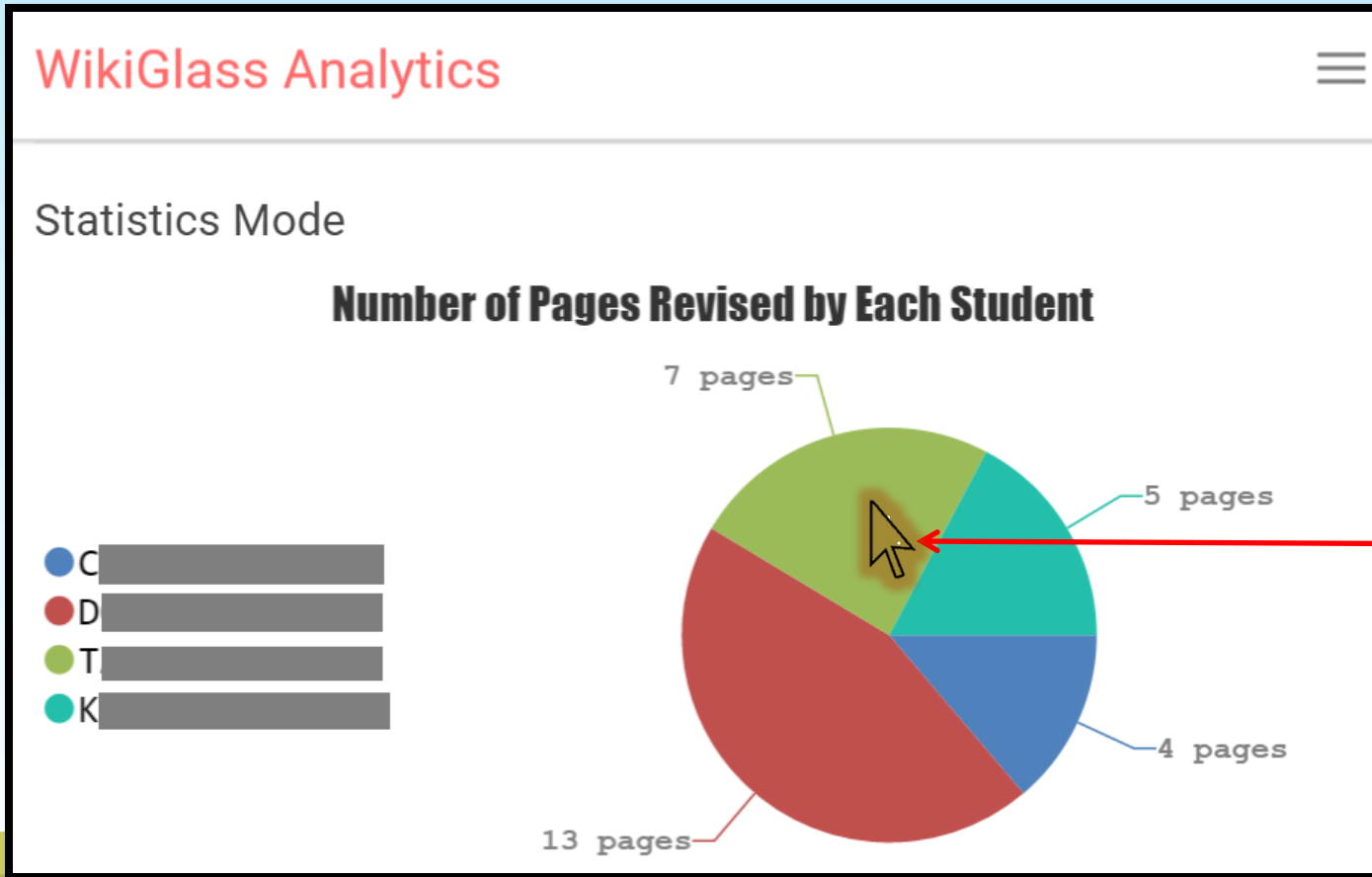


組員之間的協同寫作
Collaborative work

同學C修改了同學Y寫過的頁面
Student C has revised Student Y's work

Statistics of a Student in a Group (1)

個別組員的統計

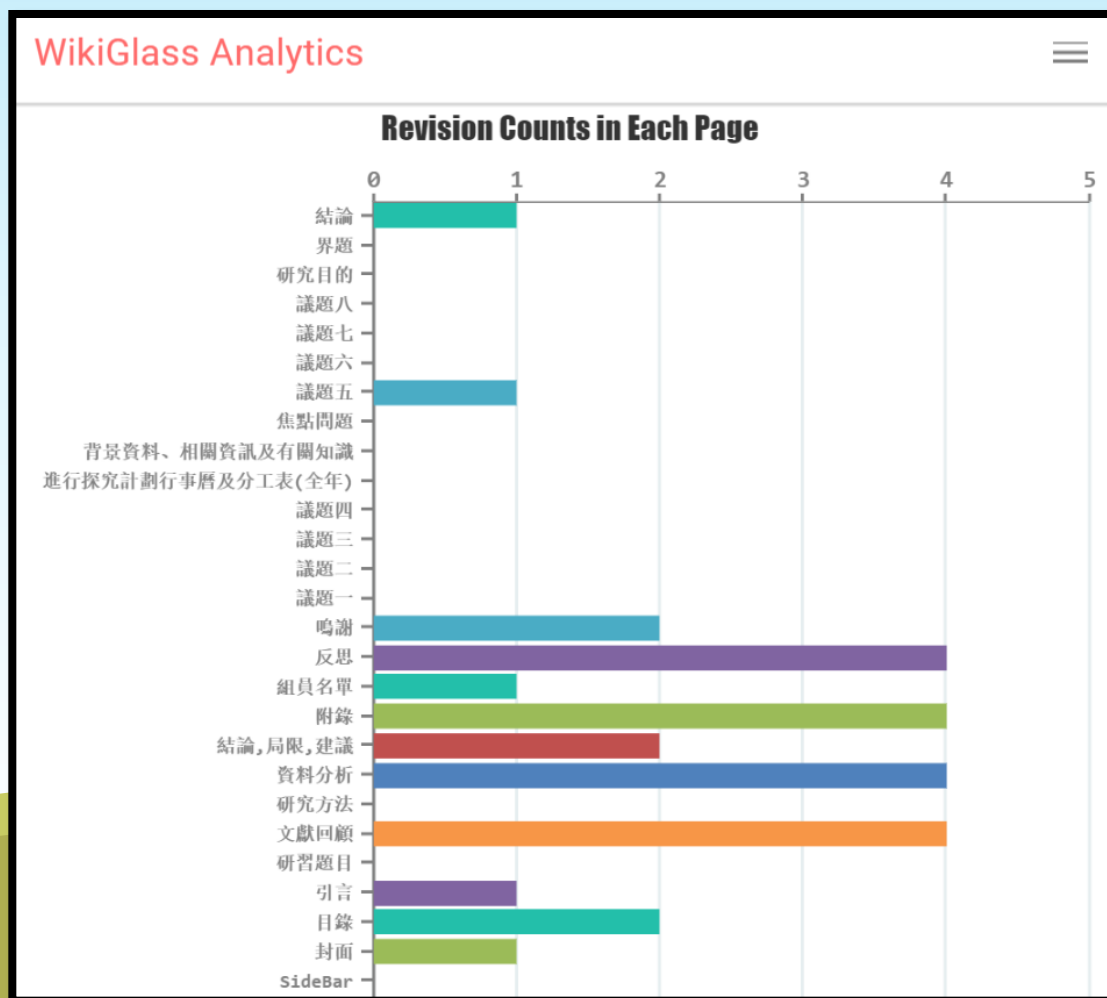


Single-click

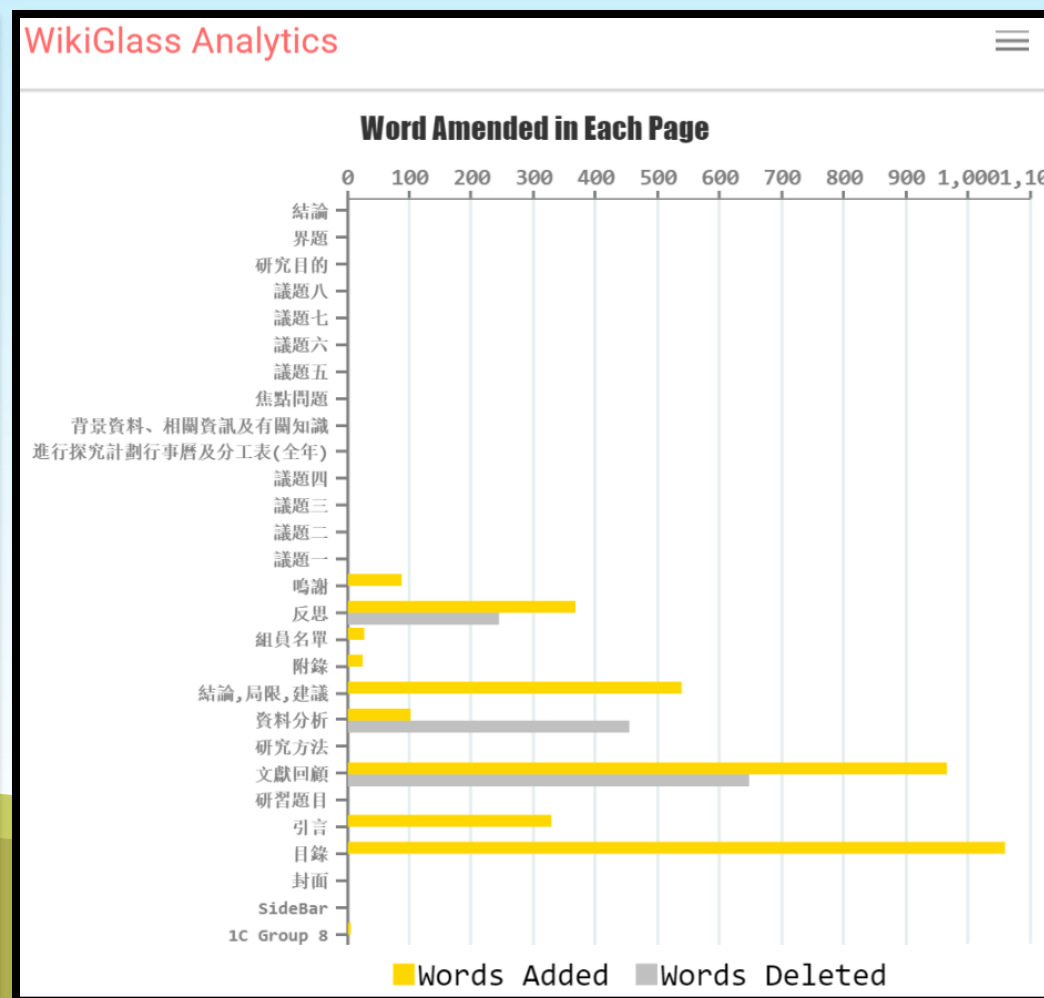
Statistics of a Student in a Group (2)

個別組員的統計

修改次數

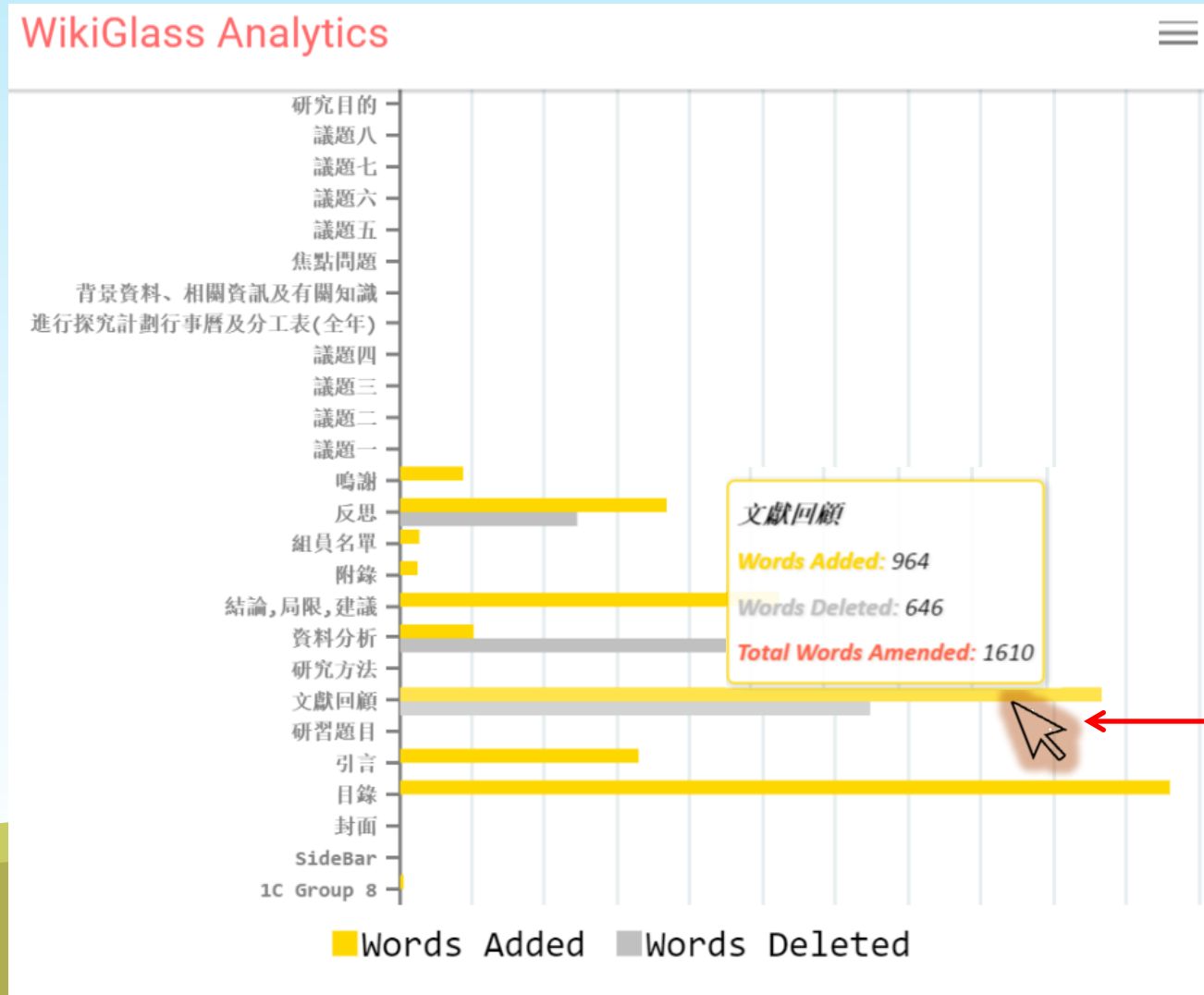


增加和刪減的字數



Statistics of a Student in a Group (3)

個別組員的統計

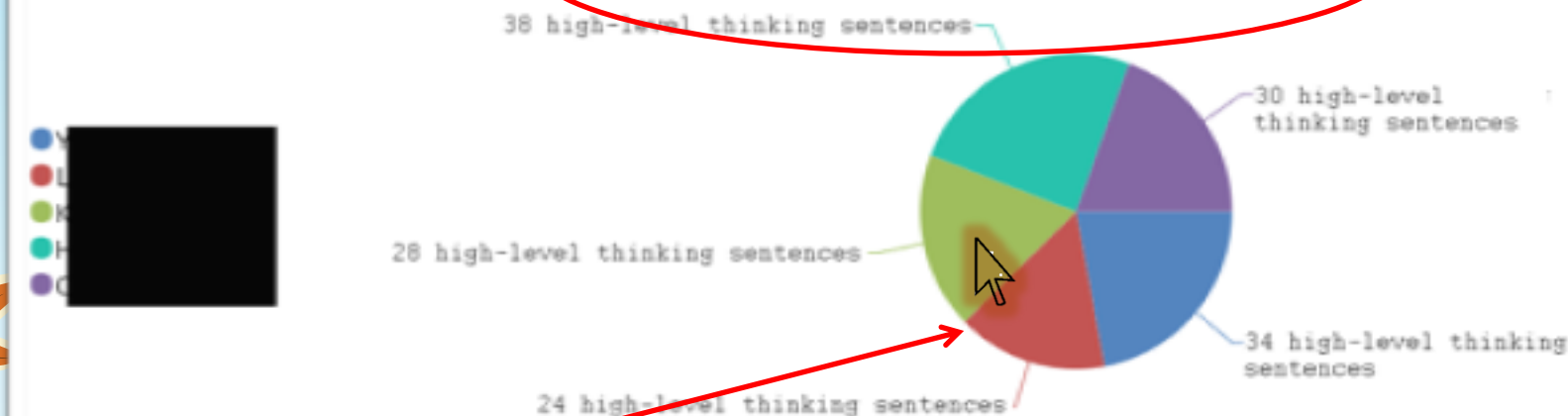


Hover over

Statistics of a Student in a Group (4)

個別組員的統計

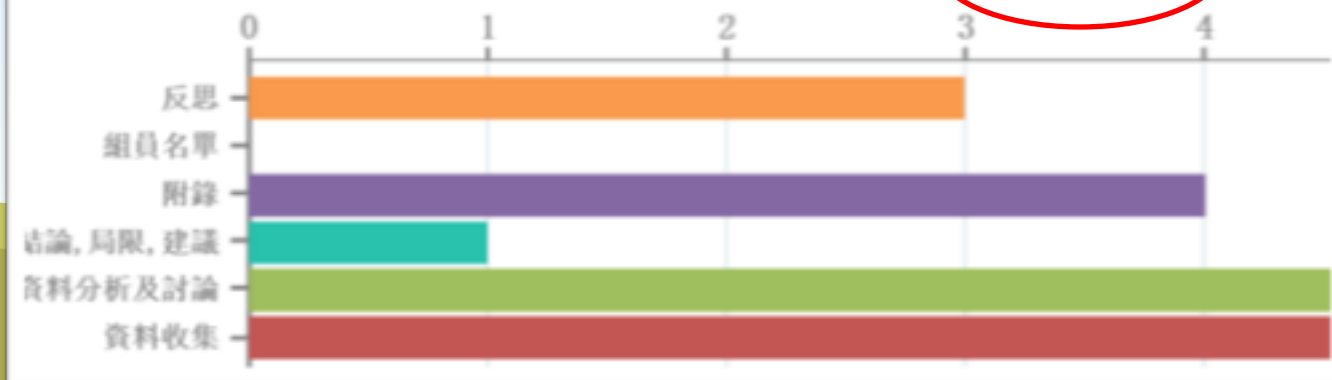
Number of High-level Thinking Sentences by Each Student



Single
Click

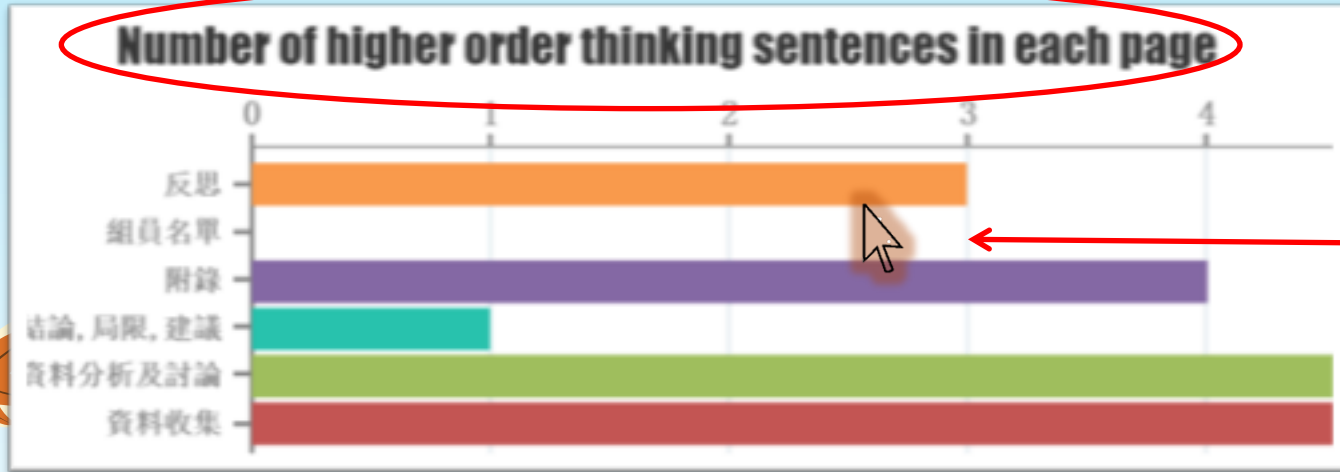
有高階思維的句子量

Number of higher order thinking sentences in each page



Statistics of a Student in a Group (5)

個別組員的統計



Single
Click

High level thinking sentence	
Page	Sentence
資料收集	由此可見，大部份不贊同同性戀婚姻合法化的人都認為有違倫理、宗教、家庭傳統才是最大原因，而不是人口老化這社會問題，同性戀對文化的影響比對社會的影響更大。
資料收集	4.有57.9%贊成同性戀婚姻合法化的受訪者認為愛情無分性別是贊同的最大原因，有另外32.9受訪者認為最大原因是同性戀這不應受歧視，有7.9%受訪者認為最大原因是不應被傳統思想局限，餘下受訪者有其他原因，而沒有人認為仿效其他國家是最大原因。
資料收集	3.有67.5%受訪者贊同香港實行同性戀婚姻合法化，其餘受訪者則不贊同，可見同性戀婚姻合法化在香港的歡迎度不少，香港有機會可以實行同性戀婚姻合法化。

Timeline Mode

時間綫模式

STATISTICS

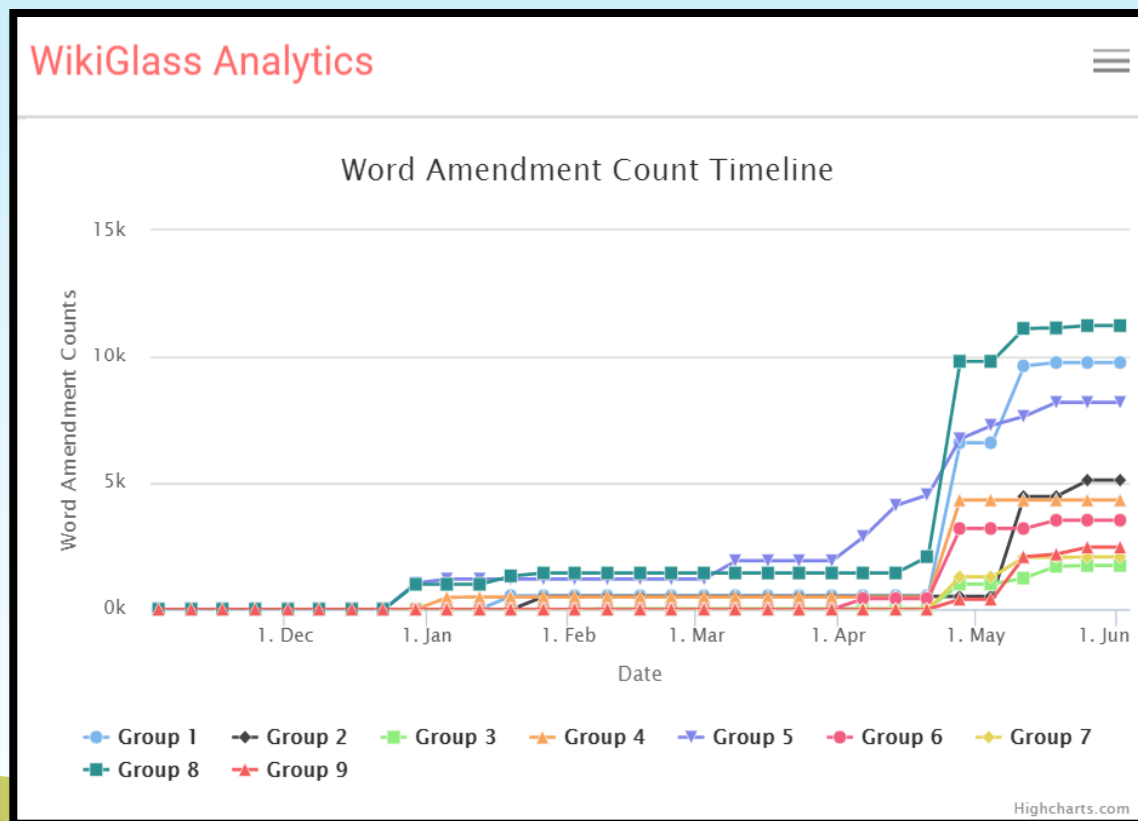
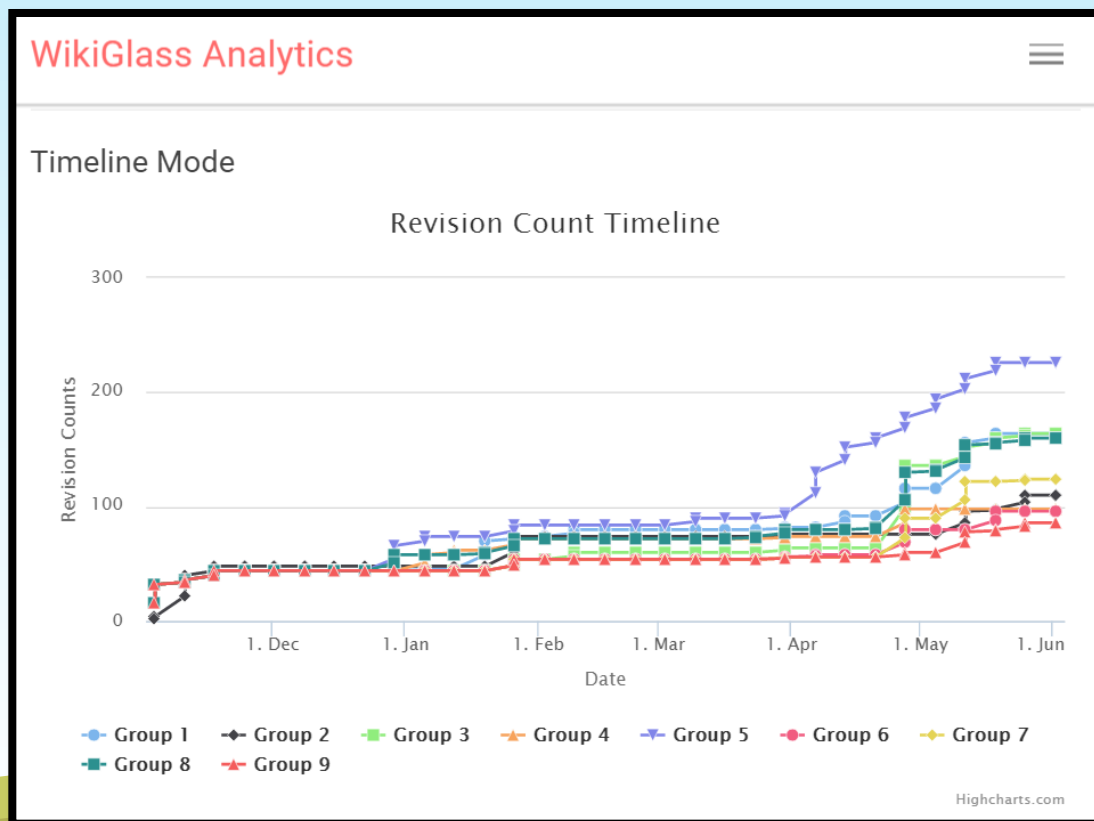
TIMELINE



Timeline of the Groups (1)

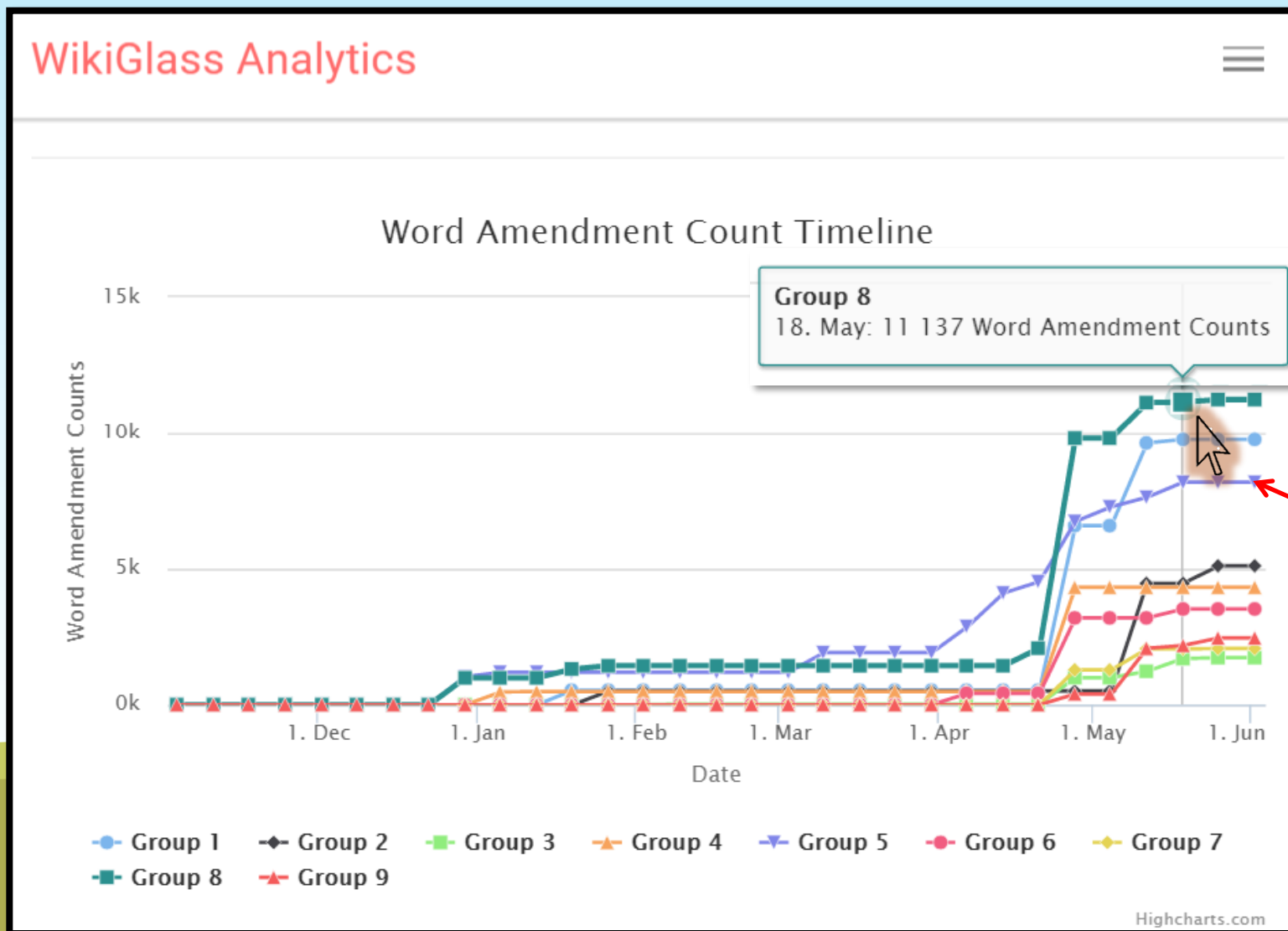
各組的時間綫

TIMELINE



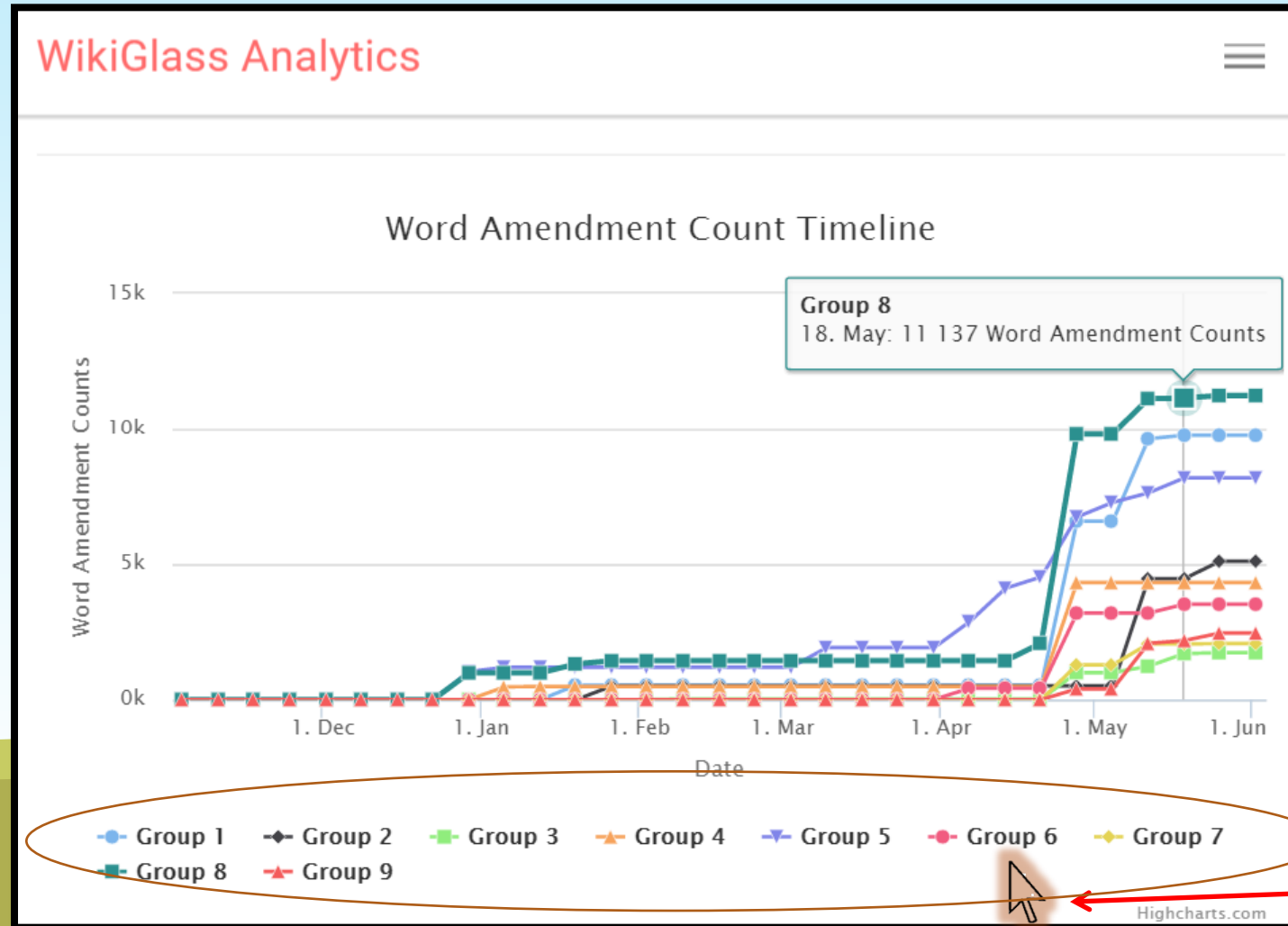
Timeline of the Groups (2)

各組的時間綫



Timeline of the Groups (3)

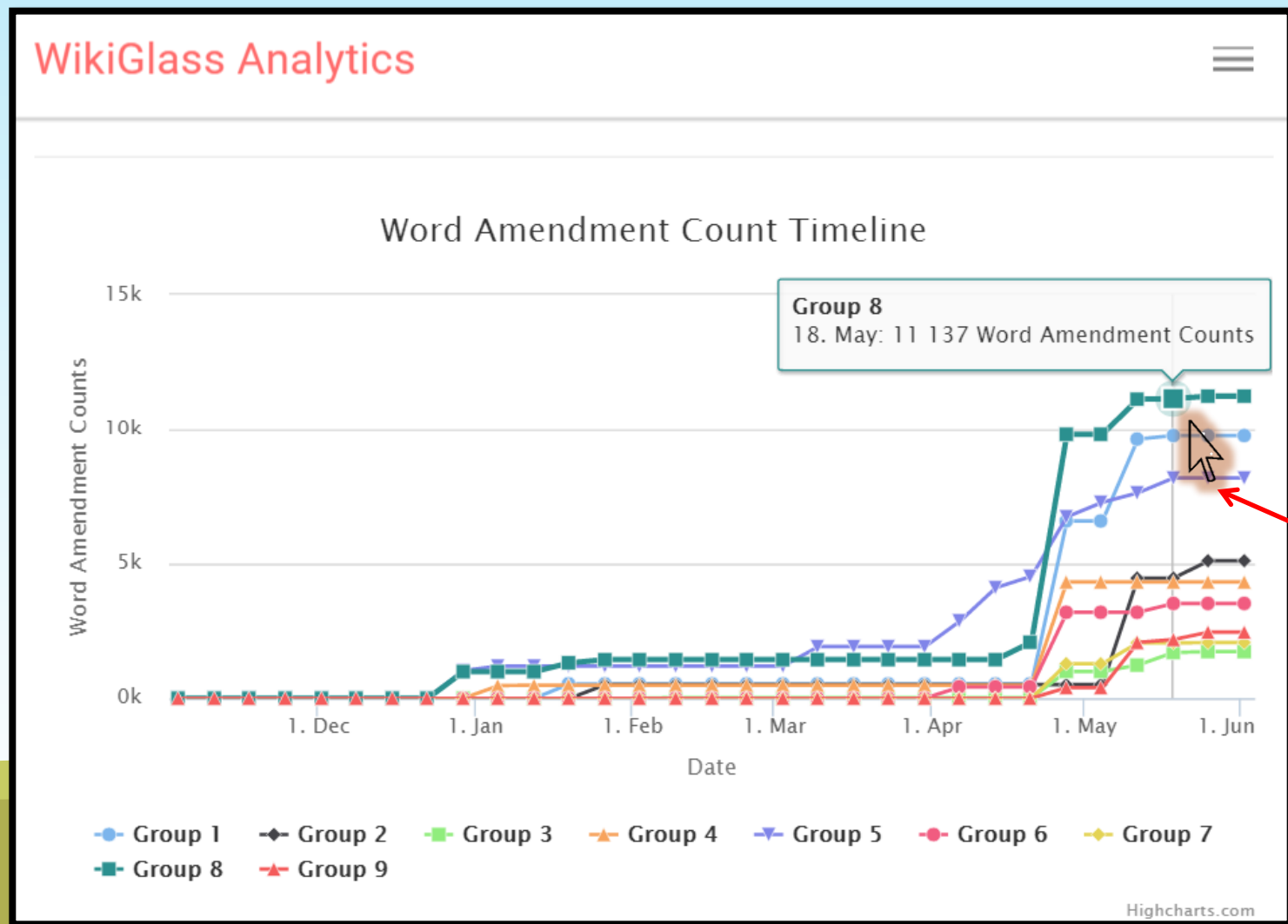
各組的時間綫



Single
Click

Timeline of the Groups (4)

各組的時間綫



Timeline of Group Members (1)

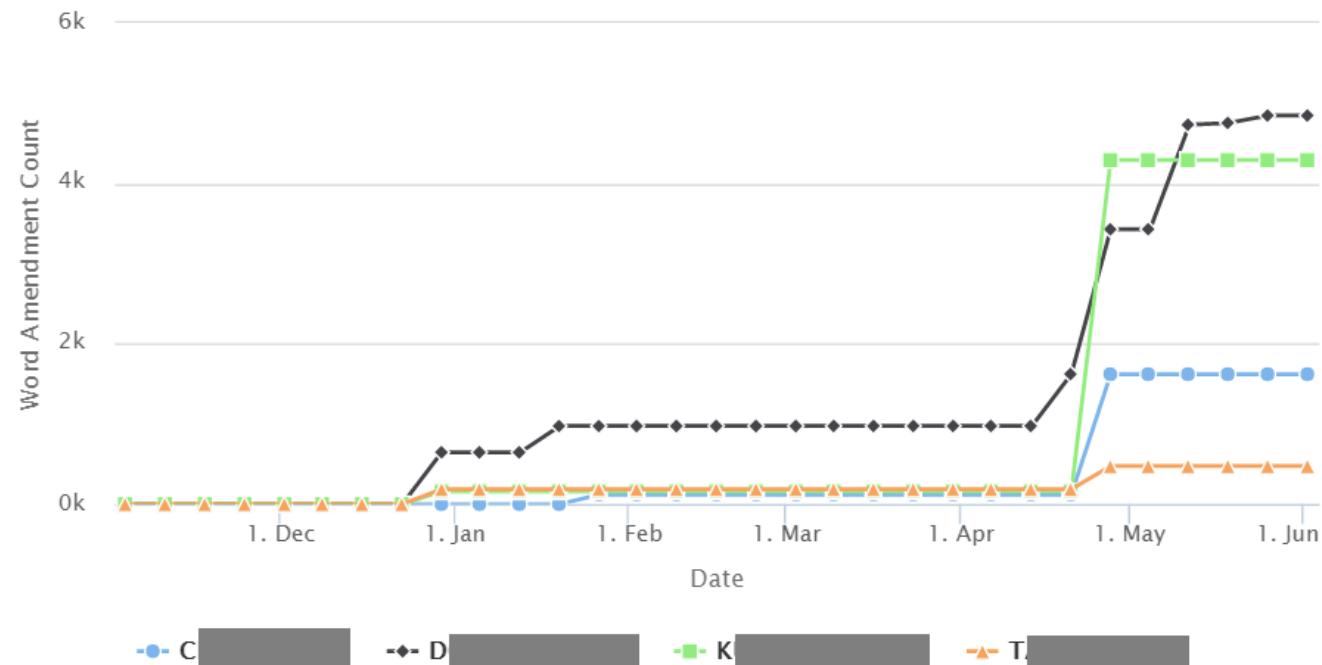
組員的時間綫

WikiGlass Analytics

Timeline Mode

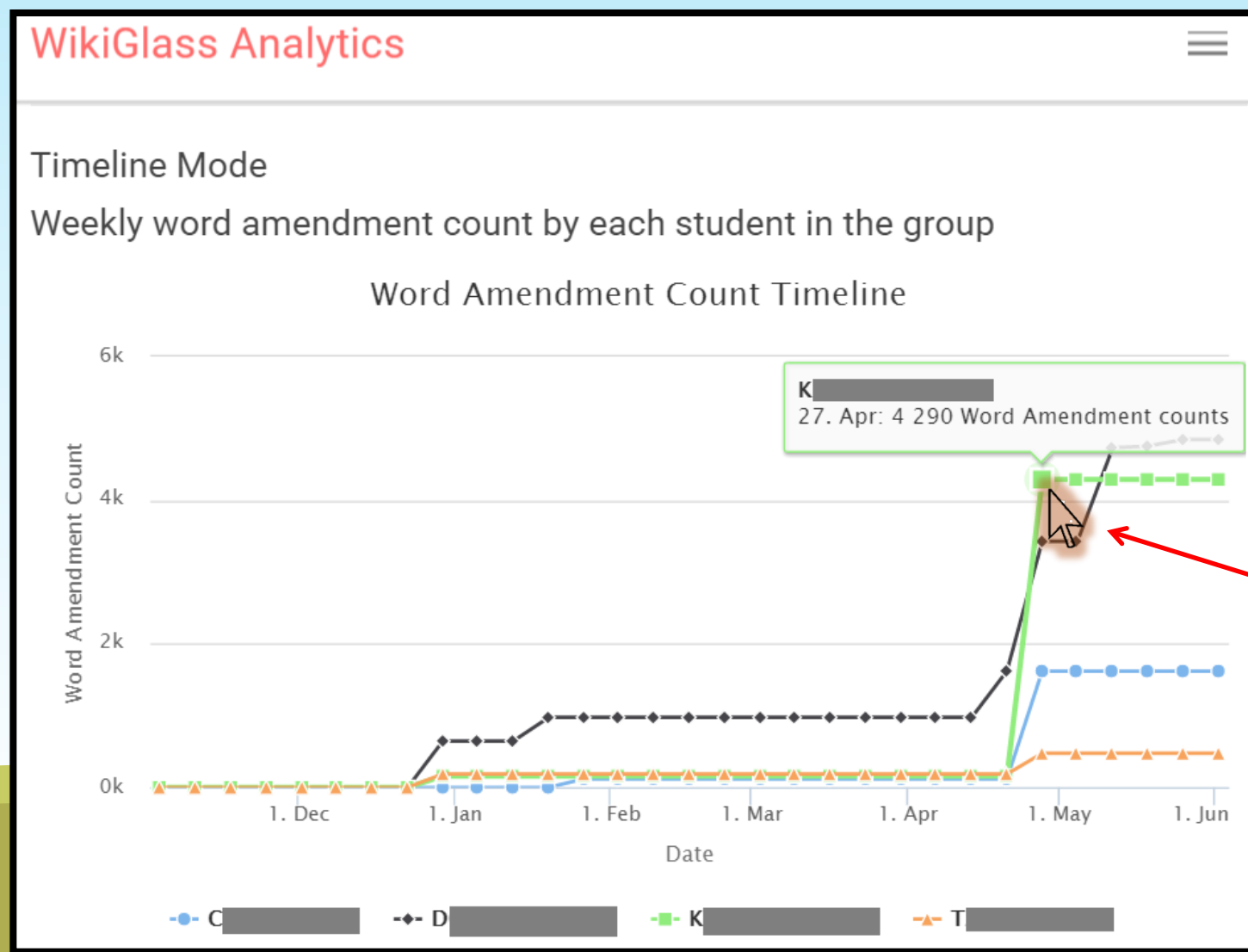
Weekly word amendment count by each student in the group

Word Amendment Count Timeline



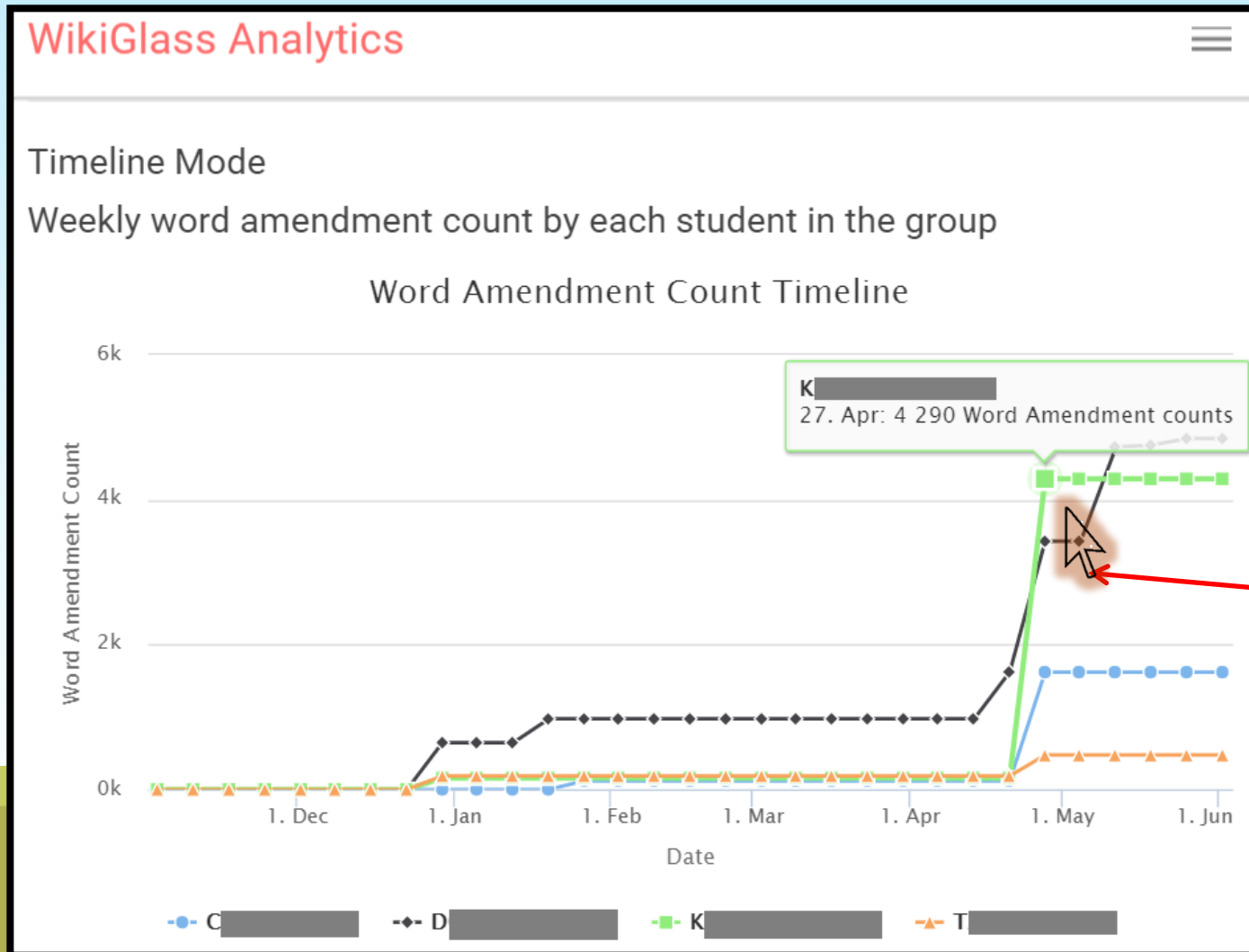
Timeline of Group Members (2)

組員的時間綫



Timeline of Group Members (3)

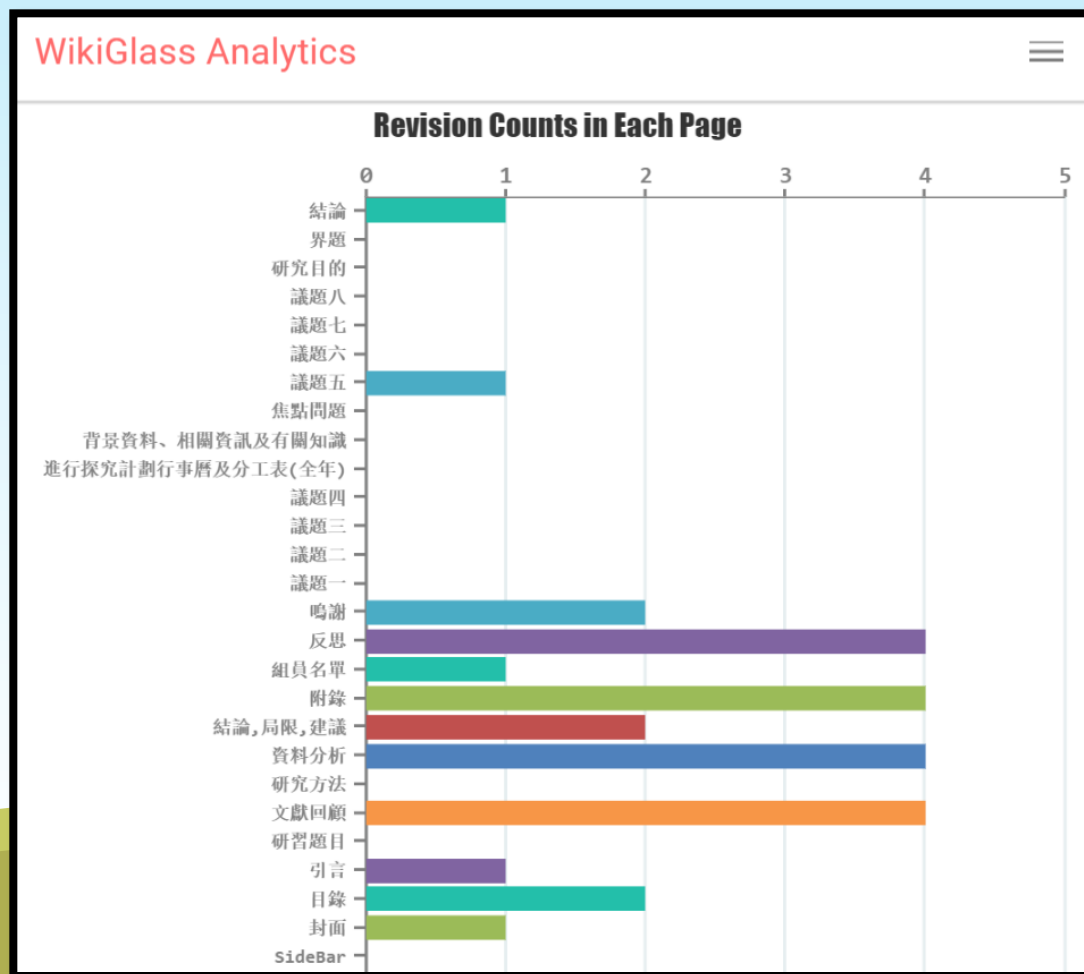
組員的時間綫



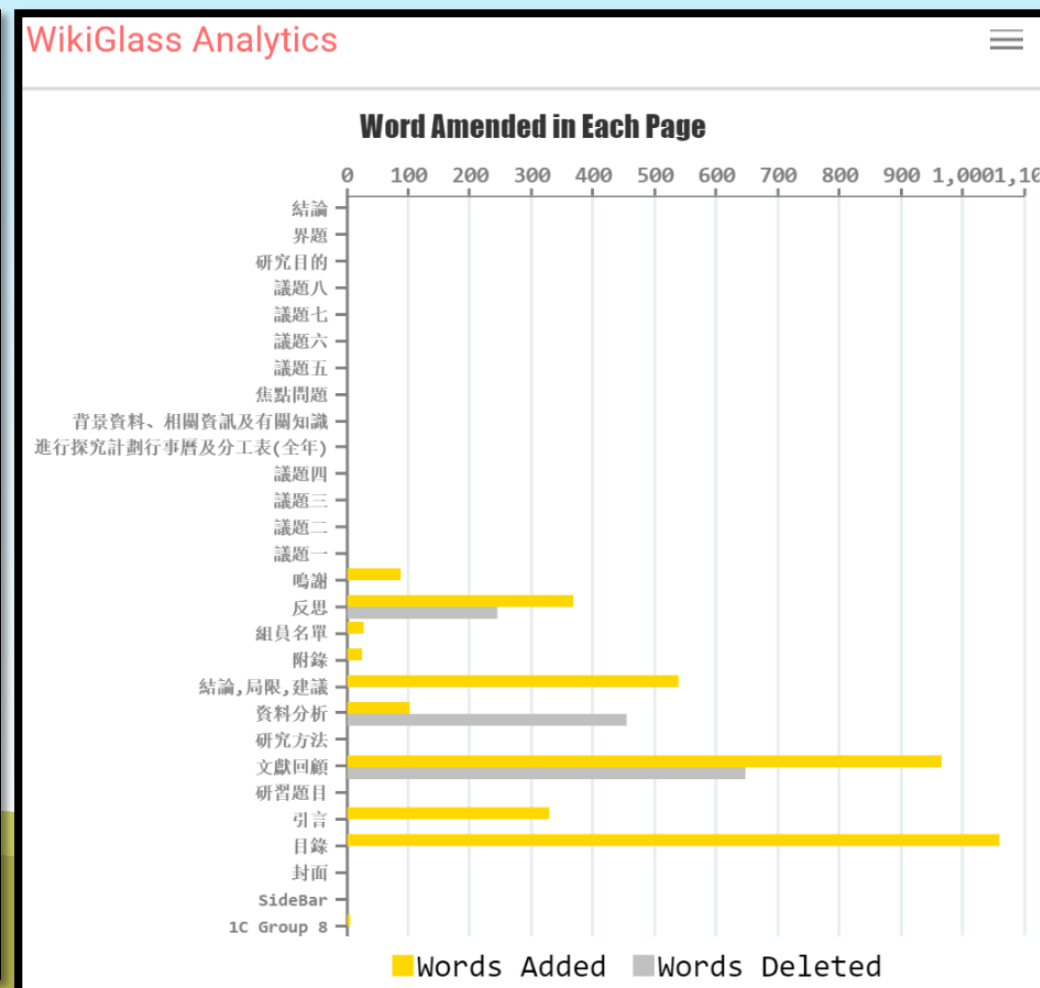
Single-click

Individual Page 個人頁面

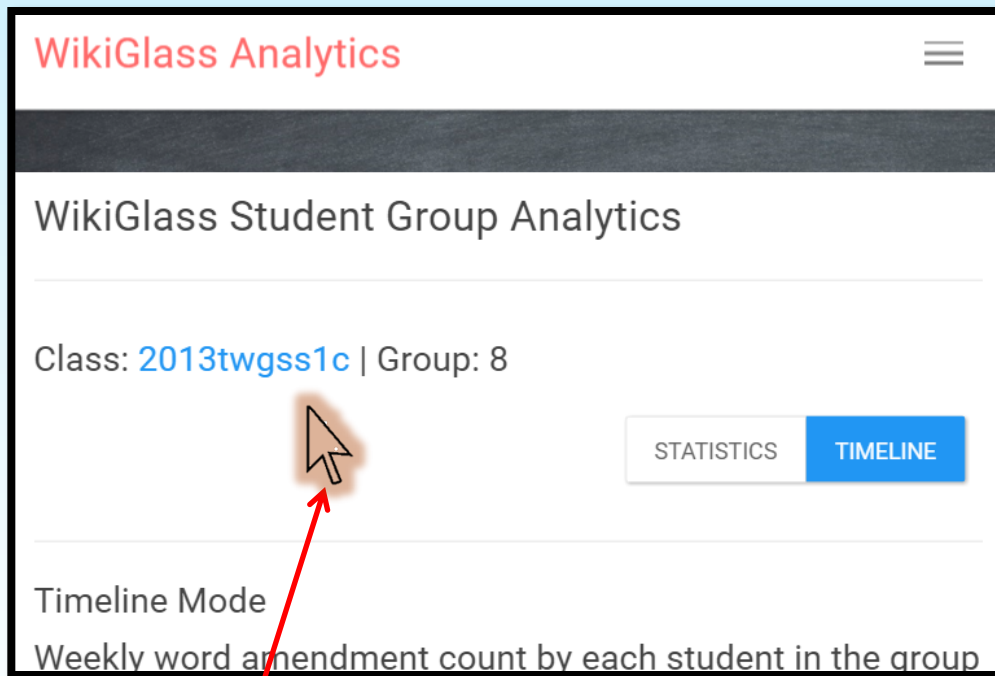
修改次數



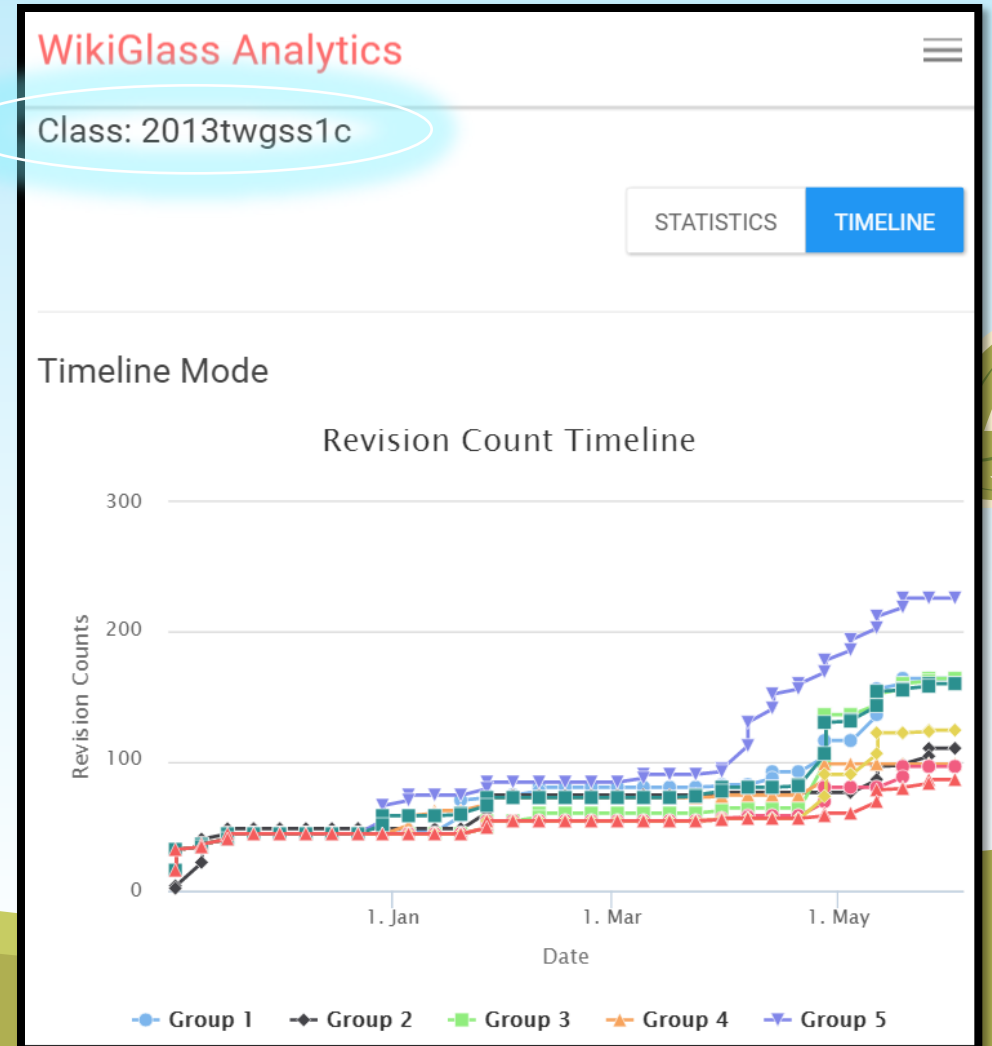
增加和刪減的字數



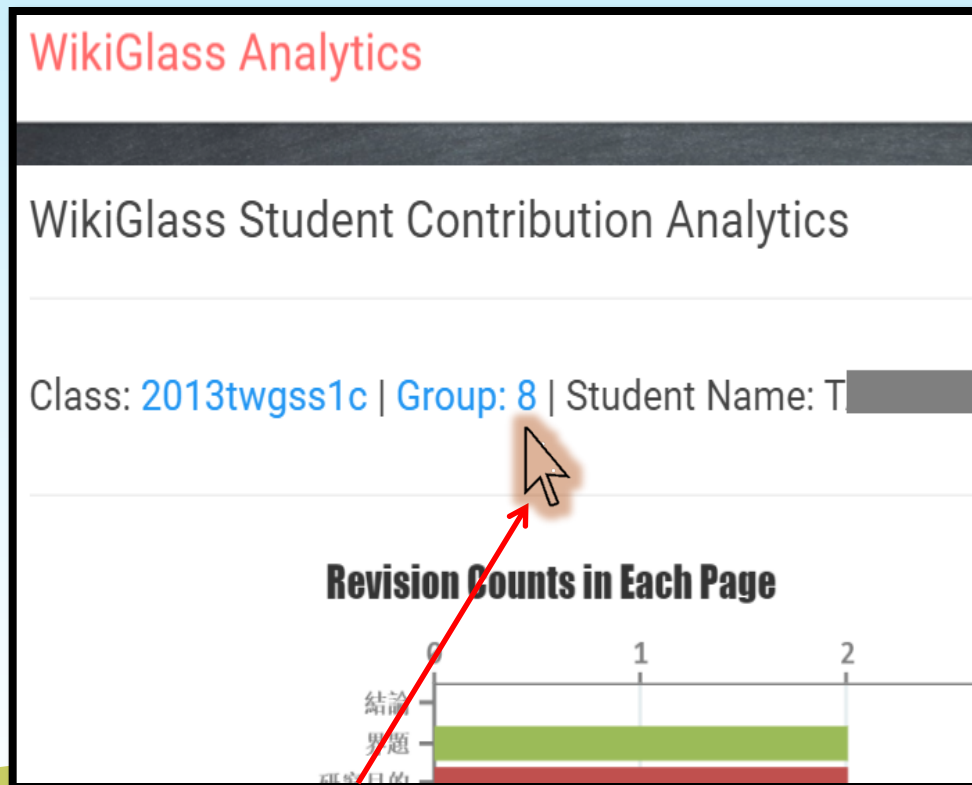
Navigation 導航 (1)



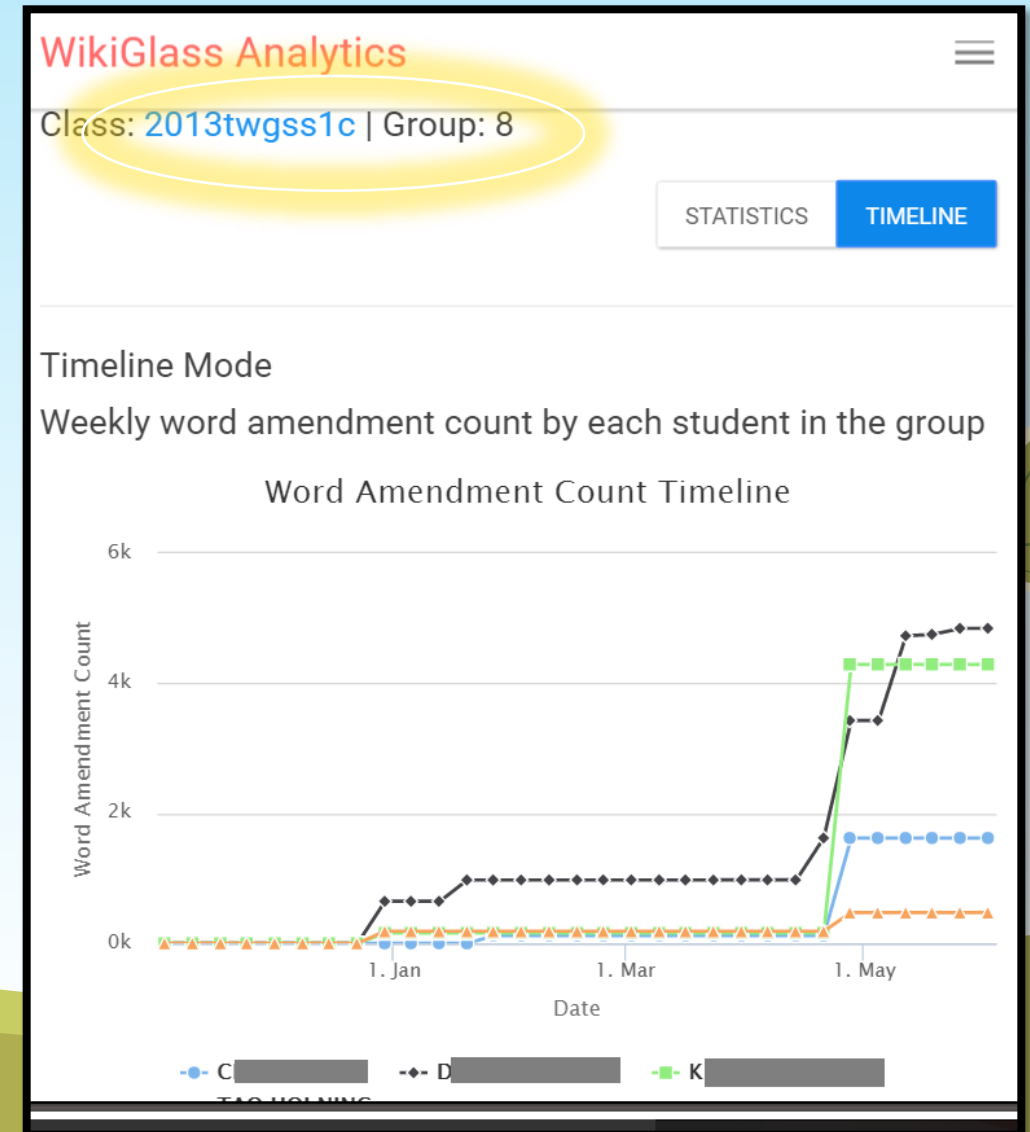
Single Click



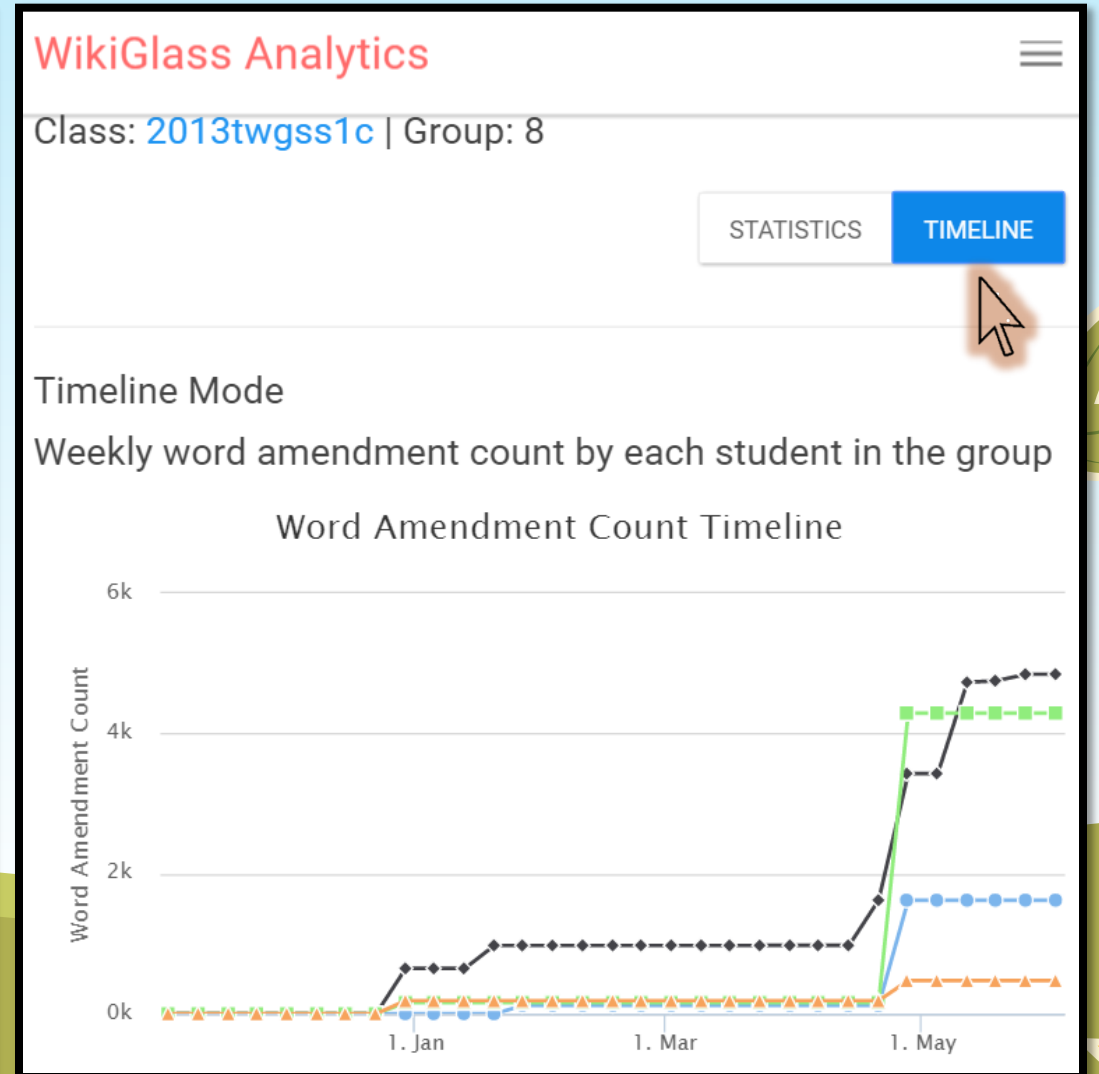
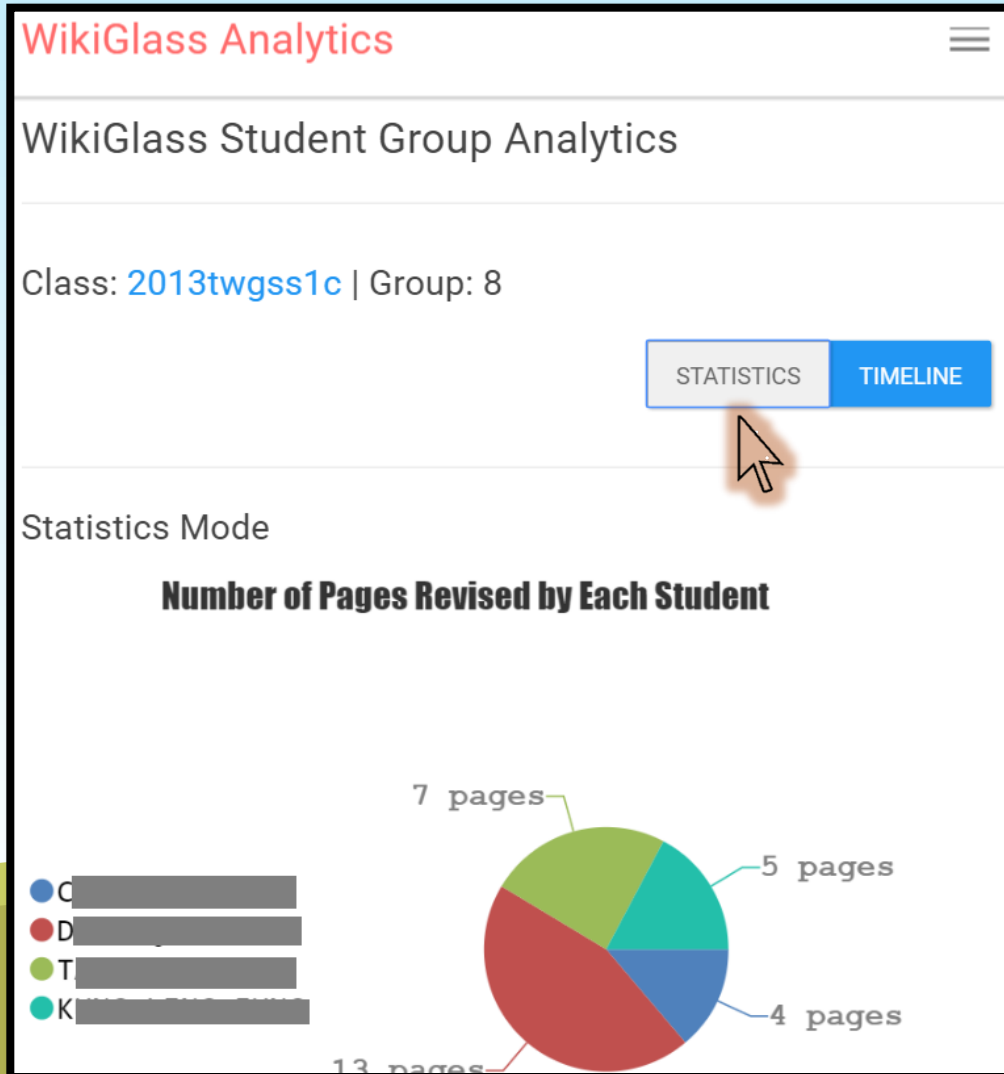
Navigation 導航 (2)



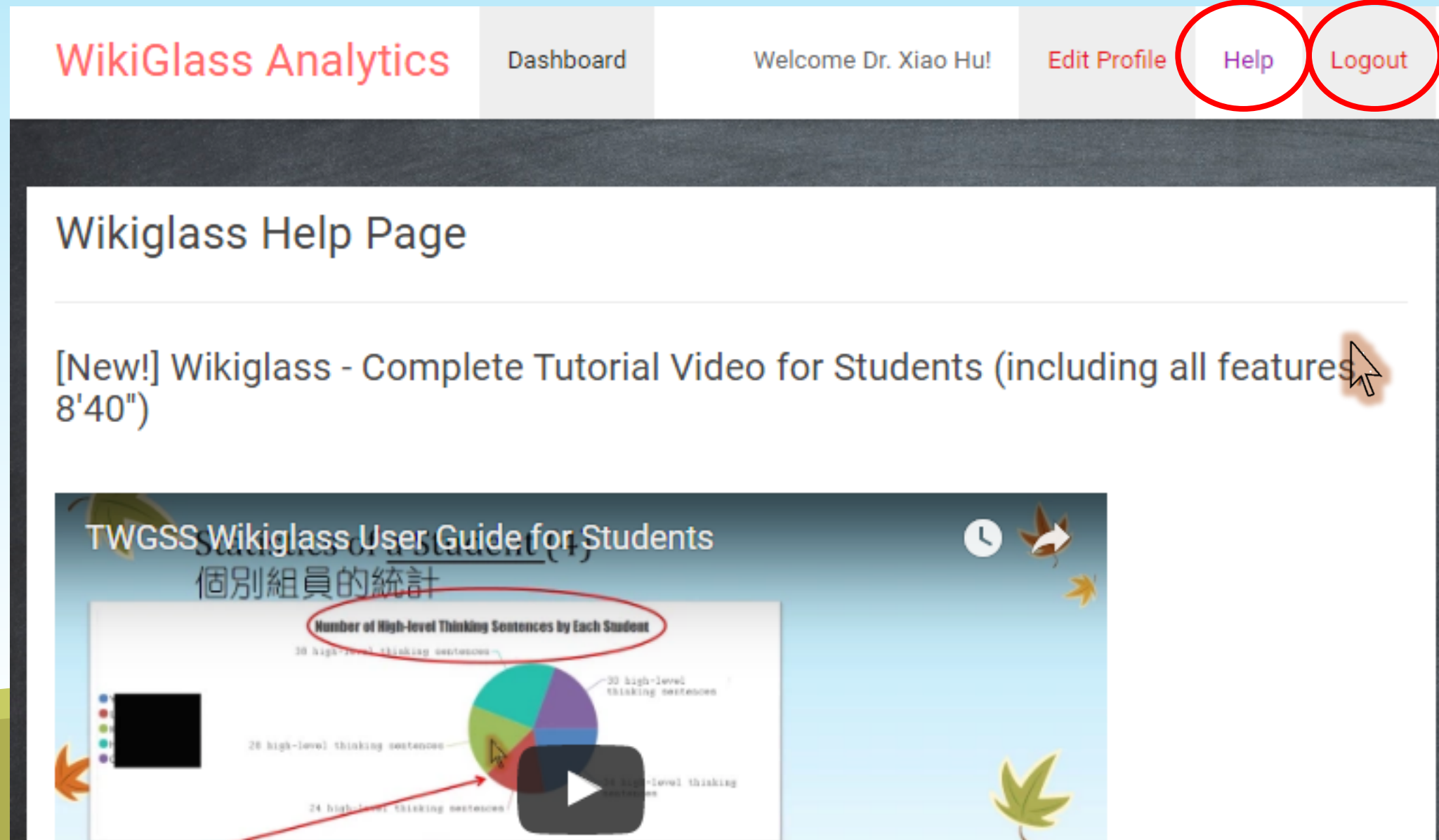
Single Click



Navigation 導航 (3)



Help Page and Logout!



The screenshot shows the WikiGlass Analytics dashboard. The top navigation bar includes the following items:

- WikiGlass Analytics
- Dashboard
- Welcome Dr. Xiao Hu!
- Edit Profile
- Help** (circled in red)
- Logout** (circled in red)

Below the navigation bar, the main content area displays:

Wikiglass Help Page

[New!] Wikiglass - Complete Tutorial Video for Students (including all features 8'40")

A video player is shown with the title "TWGSS Wikiglass User Guide for Students" and the subtitle "Statistics of a student (個別組員的統計)". The video thumbnail features a pie chart titled "Number of High-level Thinking Sentences by Each Student" with the following data:

Category	Count
High-level thinking sentences	30
High-level thinking sentences	30
High-level thinking sentences	28
High-level thinking sentences	24

A red circle highlights the title "Number of High-level Thinking Sentences by Each Student" in the video thumbnail. A mouse cursor is visible over the video player.



Thanks for your support!
Dr. Xiao Hu,
The University of Hong Kong
xiaoxhu@hku.hk