

Wikiglass: A Learning Analytic Tool for Visualizing Collaborative Wikis of Secondary School Students

Xiao Hu

Jason Ip

Koossulraj Sadaful

George Lui

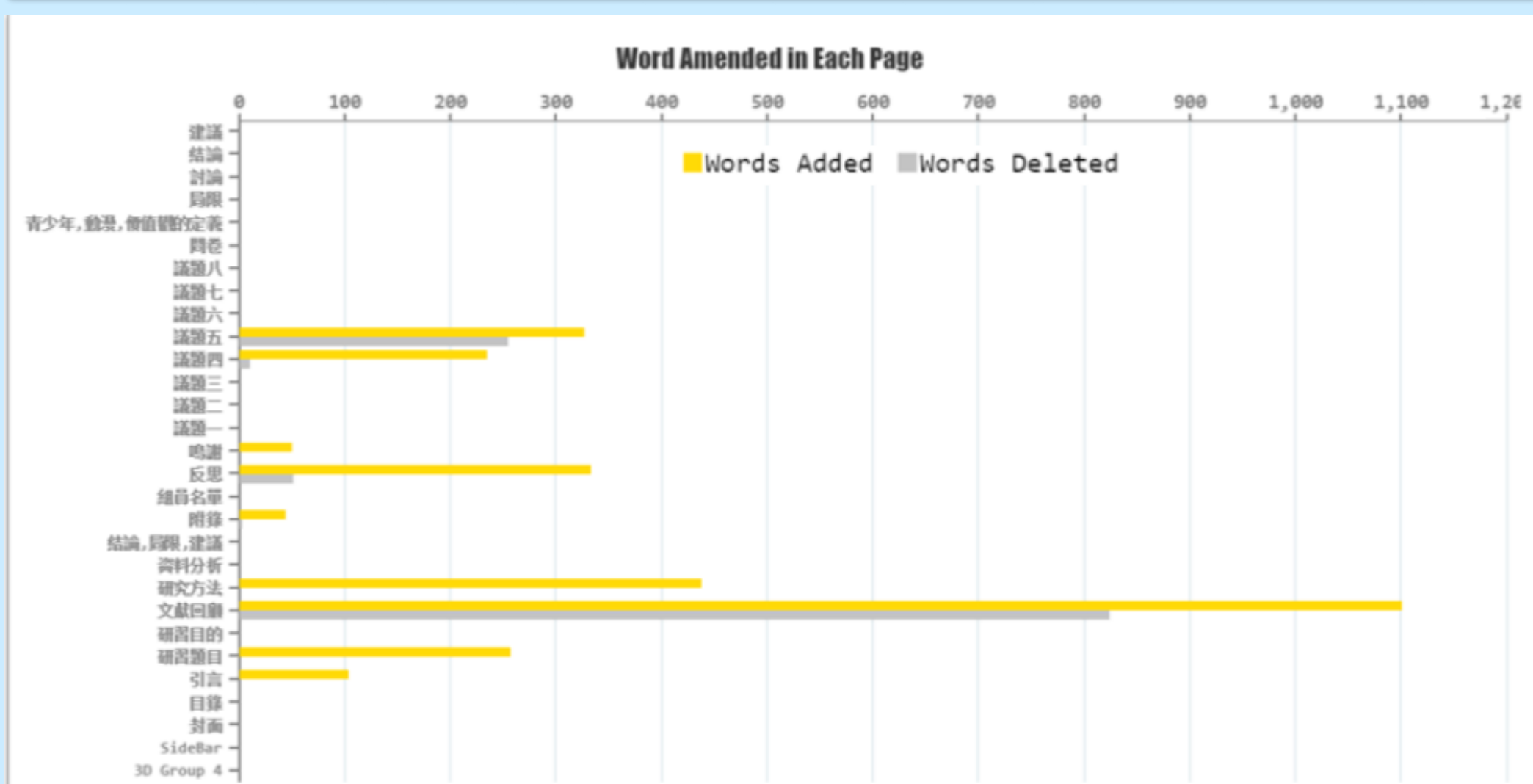
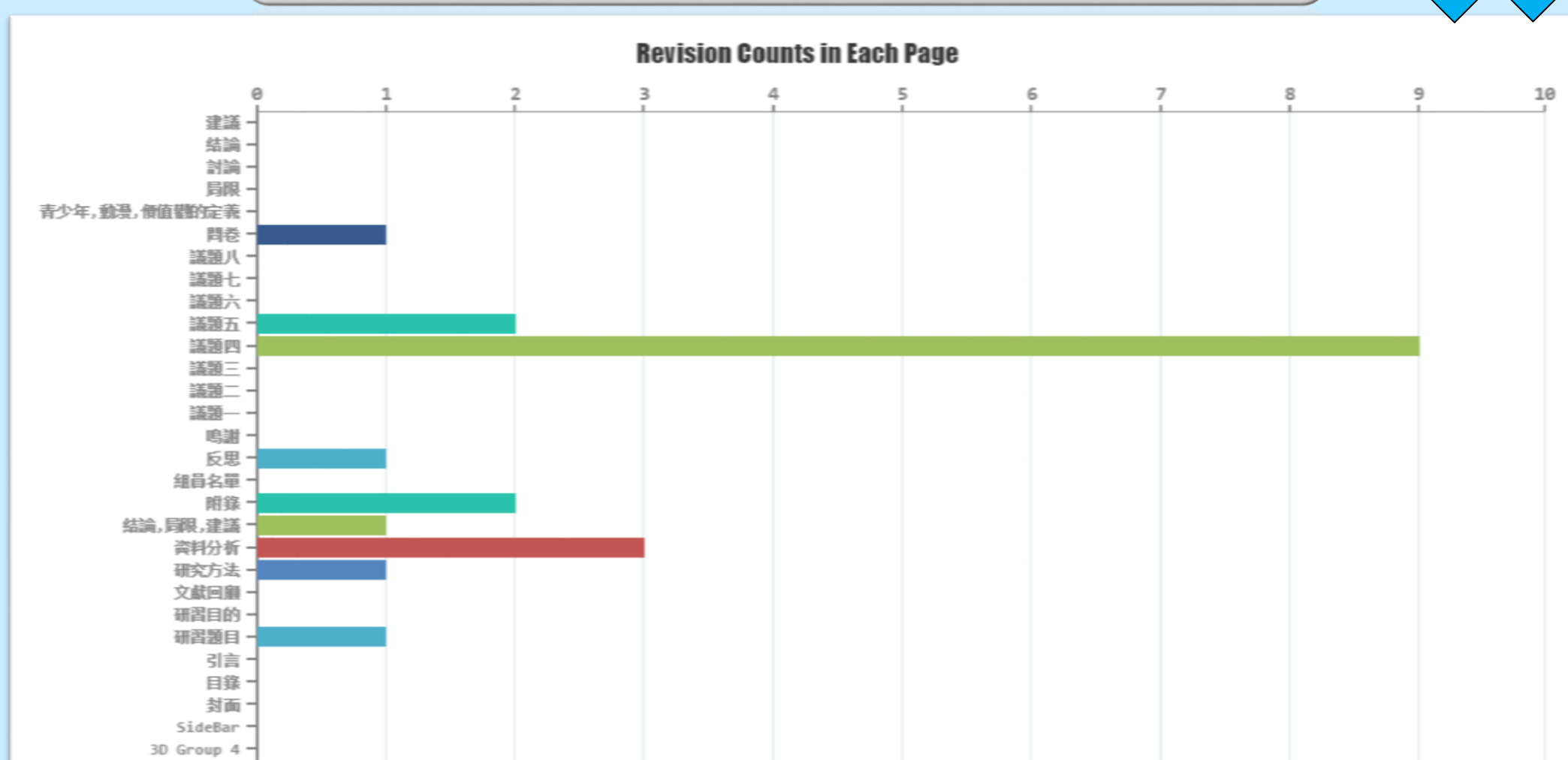
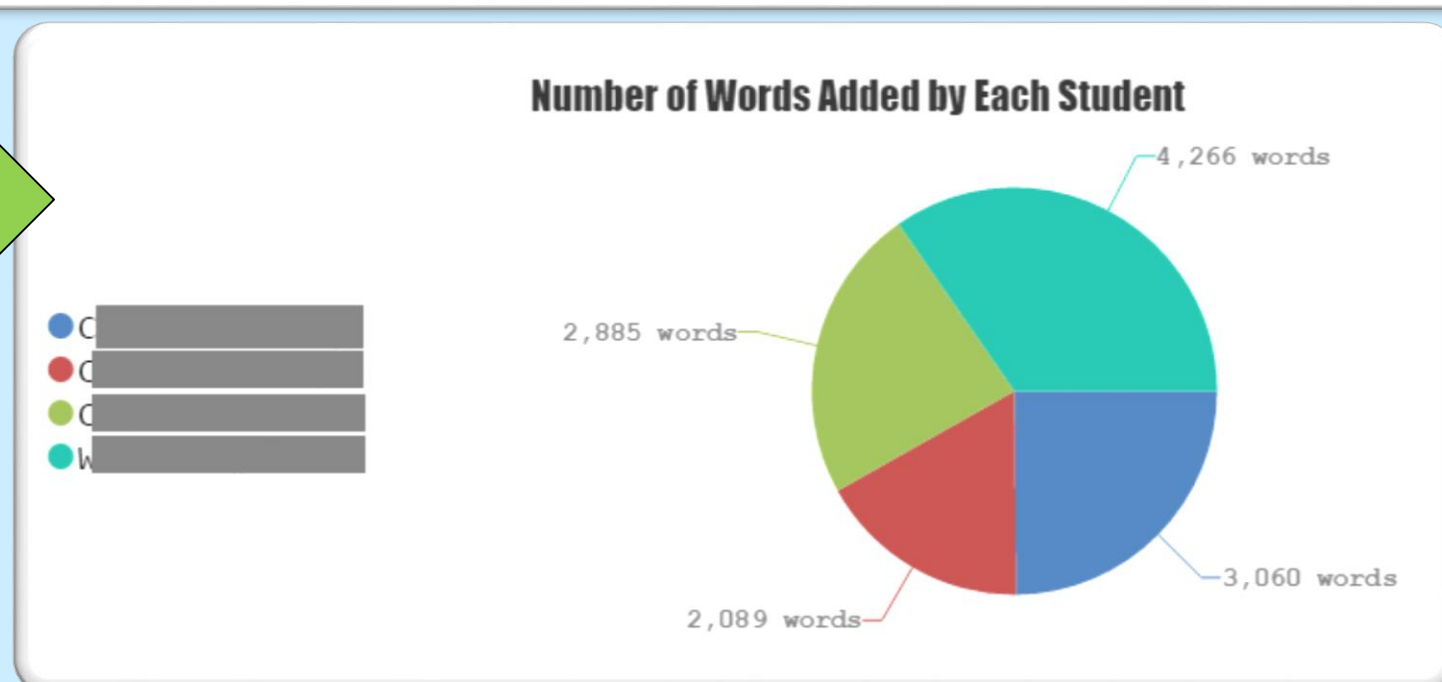
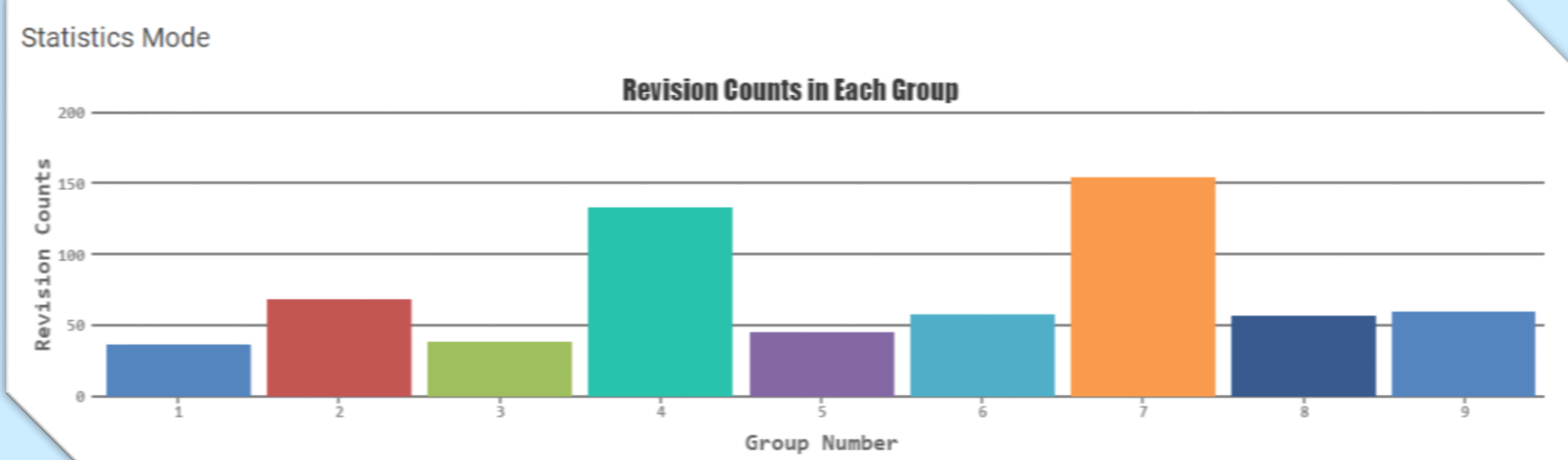
Sam Chu

The University of Hong Kong

Wikiglass: A Monitoring Lens

- Group Projects of Secondary School Students (12 – 15 yrs.)
- Each Group (~ 5 Students) writes Project Report on Wiki
- Wikiglass Can Help Teachers
 - Keep Track of Student Progress
 - Identify At-Risk Groups and Individuals
- Wikiglass Can Help Students in
 - Work Distribution
 - Group Collaboration
 - Motivation

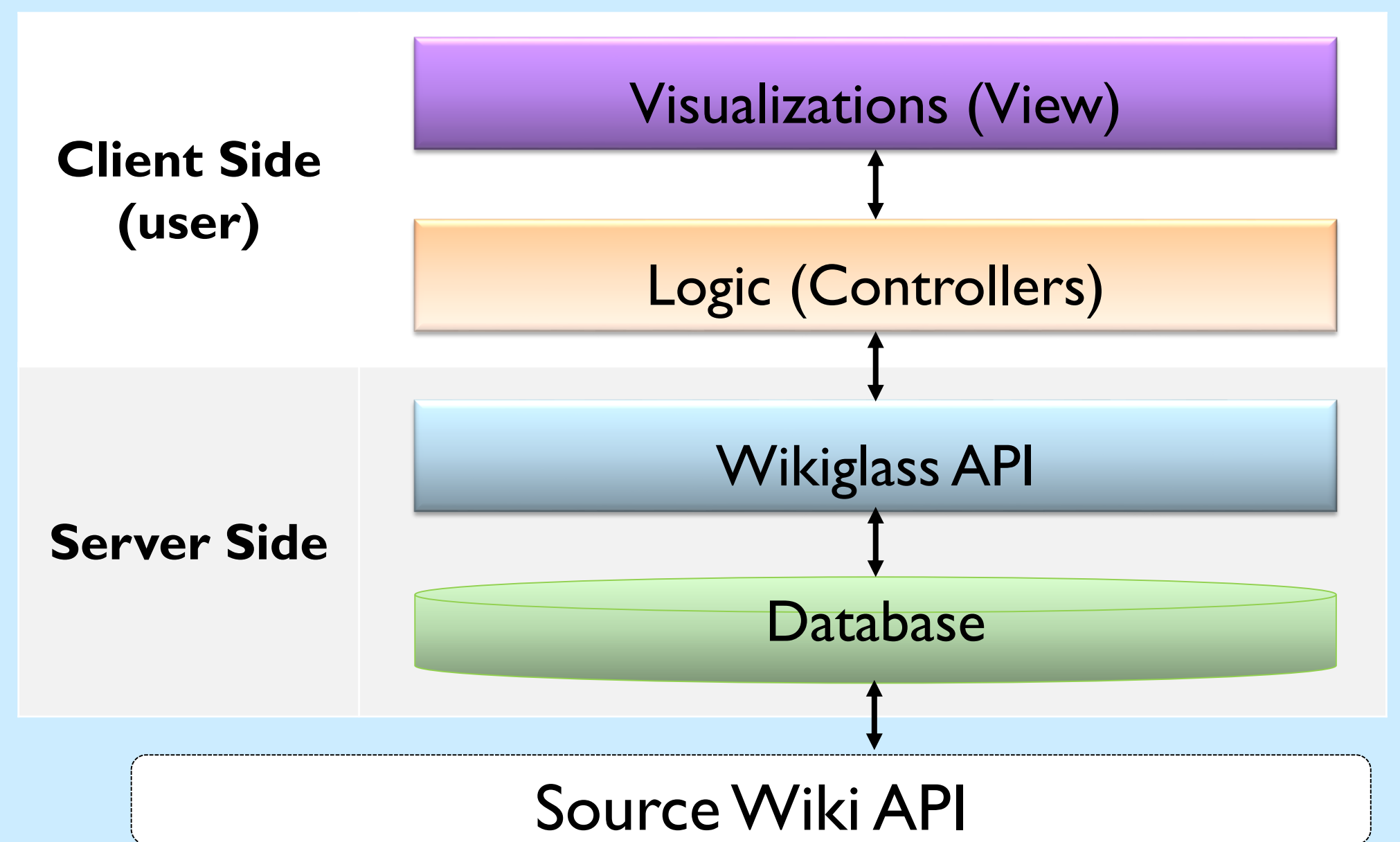
Visualization: Statistics Mode



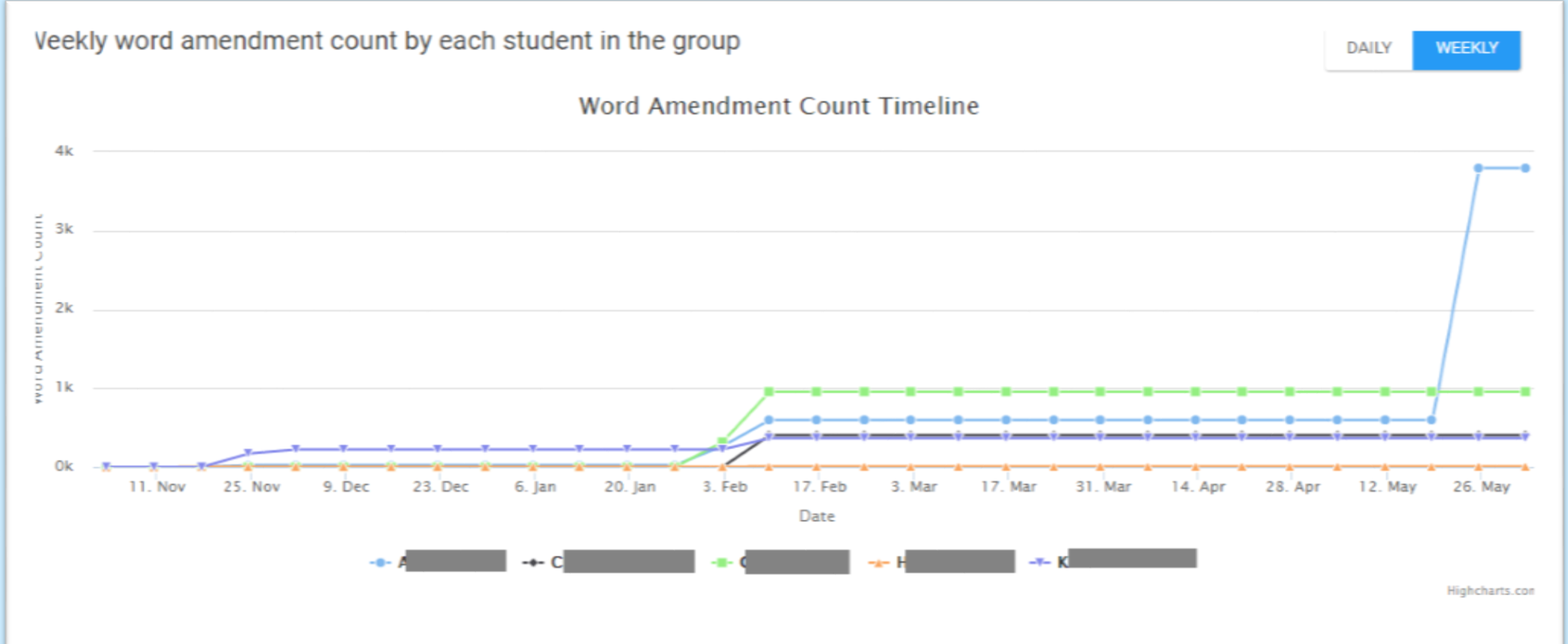
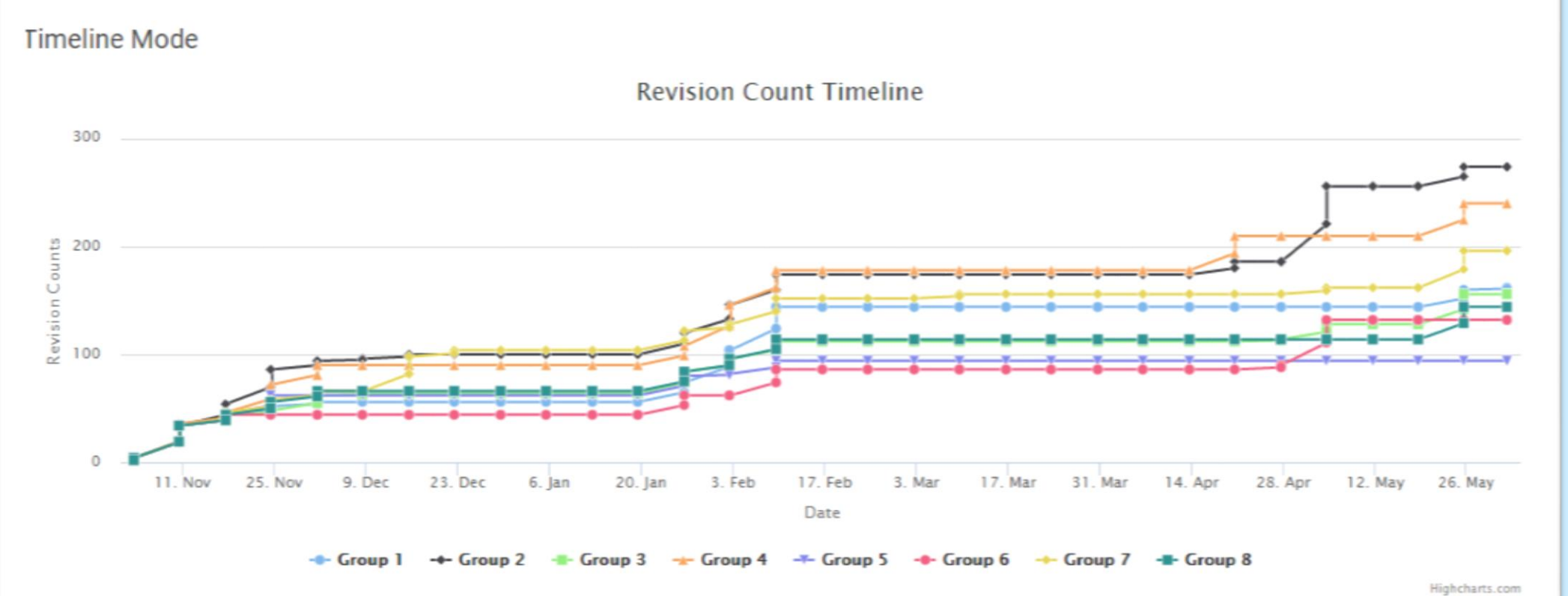
Ongoing Work

- Identifying and Visualizing **Quality Indicators** of Student Collaborative Writing
- Visualizing Student Interactions: Collaboration vs. Cooperation ?
- Free Selection of Date Range for Visualization
- Systematic Classroom Evaluation

System Architecture of Wikiglass



Visualization: Timeline Mode



Other Features

- Daily update of database; Event logging
- Weekly summary of progress in e-mail:

This is a weekly summary (2016/03/07 - 2016/03/13) of students' performance in Class 3X Group Y. In this class, the average number of revisions per group is 9. Following is a brief analysis of weekly performance of the class.

Group comparison

Group comparison

Top 3 groups with the best performance:

1. Group 2 (32 revisions)
2. Group 1 (9 revisions)
3. Group 7 (9 revisions)

Bottom 3 groups with the worst performance:

1. Group 3 (3 revisions)
2. Group 5 (4 revisions)
3. Group 6 (5 revisions)

Member performance

Member performance

Contributions of your group member in group Y:

1. Ng Cindy (107 words added, 612 words deleted)
2. Lee Joanne (391 words added, 251 words deleted)
3. Mak Ivan (506 words added, 2 words deleted)
4. So Mingming (395 words added, 0 words deleted)
5. Lau Fred (372 words added, 0 words deleted)

Please log in to [Wikiglass Site](#) for more details at any time. Data on Wikiglass are updated everyday.

- This project is partially supported by an Early Career Scheme grant from the Research Grants Council of the Hong Kong SAR, China. (Project No. HKU 27401114) and a Teaching Development Fund by the Faculty of Education, HKU.