

**Other tips:**

1. Mac users should access [seedwiki.com](http://seedwiki.com) through the Firefox browser. Safari will not work. You can download this browser free from [www.mozilla.com/firefox/](http://www.mozilla.com/firefox/)
2. On the disk, you should find the “Index” file. Clicking on this will bring up a nice table of contents page for all the wikis.
3. If you open the templates on a browser, they should copy nicely into Seedwiki including the formatting. You may need to try several browsers to open the file and then copy the contents until the formatting appears correctly. If this fails, a person with some experience in html can assist you in copying the html code into Seedwiki. Our tests, however, on both Mac and PC have been successful without resorting to these measures.

**Wiki Templates for Super Teaching!**

David V. Loertscher  
Douglas Achterman  
Debbie Faires

Hi Willow Research & Publishing  
2006

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The purchaser of this software template package may copy and use the templates including modification for their own classes and any classes within their own public school faculty. For those in higher education or adult learning environment, the templates can be used with the purchaser's students only. Any commercial use of the templates must have permission from the author. Email David Loertscher at [davidlmc@qwest.net](mailto:davidlmc@qwest.net) for that permission.

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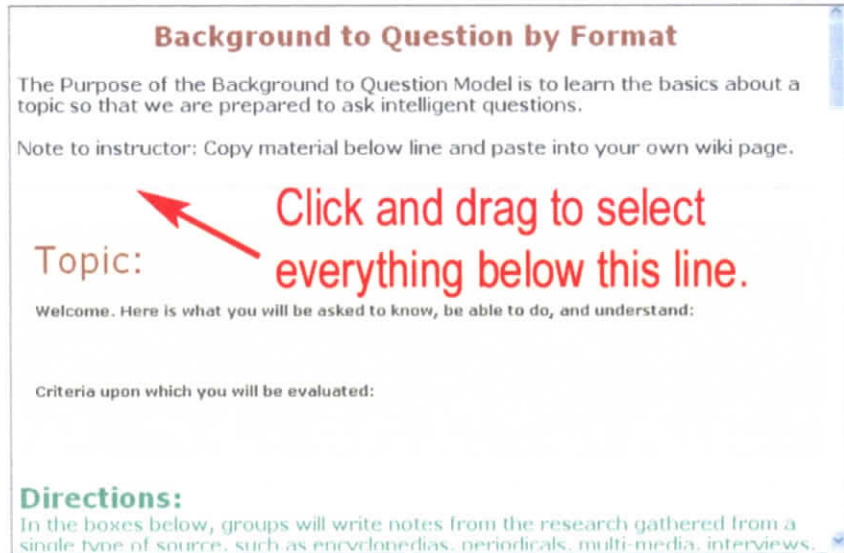
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Now you can edit the page as needed. See instructions for individual models.

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## Select and Copy your Wiki Template

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The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent questions.

Note to instructor: Copy material below line and paste into your own wiki page.

**Topic:** *Click and drag to select everything below this line.*

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In the boxes below, groups will write notes from the research gathered from a single type of source, such as encyclopedias, periodicals, multi-media, interviews.

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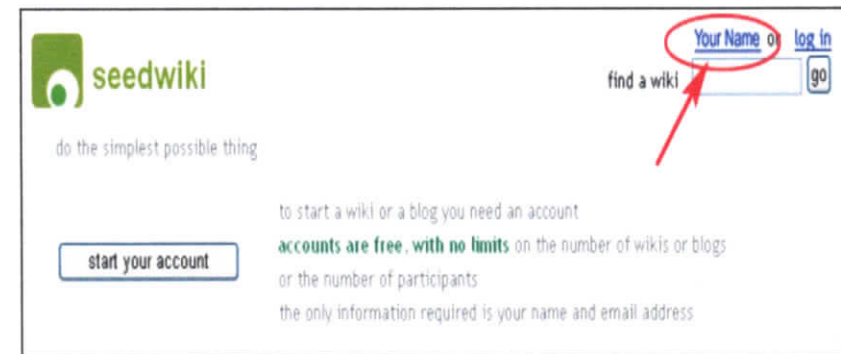
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ways of communicating the message of the data in the most meaningful way.

### **sense2 - Sensemaking Model 2**

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In this wiki, the entire class assembles ideas in the main box, then up to four smaller groups analyze the data to draw out the big ideas and construct questions to investigate further.

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The teacher may ask groups of students to investigate various formats as a part of their background. For example, a group reads periodicals; another group reads encyclopedias, other reference books, and selected Internet sites; the last reads trade books. Students categorize their information as they build questions.

### **compare1 - Compare and Contrast Model 1**

When the instructor wants a simple comparison between two different things, this wiki has been set up with two columns that can be used to record differences and a center column for similarities all on the main page.

### **compare2 - Compare and Contrast Model 2**

Three boxes have been created in this wiki to allow students to list characteristics and then they can list similarities below. The instructor might add more boxes and add another section for students to note differences.

### **compare3 - Compare and Contrast Model 3**

Four boxes have been created to a more complex comparison across topics. Again, the instructor can add a comparison of both similarities and differences if desired.

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Up to four groups are given a question to answer. This question requires them to collect information and to become a mini-expert in the answer to the question. Then the instructor asks a more difficult question requiring the expertise of each of the first groups. New groups are formed with one mini-expert from the first groups on the new team. The new team then combines their expertise in search of an answer to the larger question. The advantage here is that students are encouraged to bring the information they can find in the

best information sources together and then combine that information as a group to answer a major question. Plagiarism is not a problem.

### **conceptjigsaw2 – Concept Jigsaw Puzzle Model 2**

A variation on model one, groups record their final conclusions on the main page. Particularly effective for groups working totally online.

### **history - The History and Mystery Model 1**

Students can investigate four different historical sources to determine what happened or what really happened. This wiki is designed for brief findings that can be listed on the front page.

### **history2 - The History and Mystery Model 2**

This wiki allows groups of students to spend more time reconstructing what might really have happened in the face of evidence collected by the group. One thinks of the obvious contest to figure out what really is the truth in the DaVinci Code. For more extensive investigations, the instructor might have the collection of evidence much more in depth and placed on second pages of the wiki before “competitive” analysis begins.

### **history3 - The History and Mystery Model 3**

The third history or mystery-solving problem has groups take a role in a particular problem and then they do research from that point of group or role. The wiki then allows for posting of agreements and disagreements creating a matrix that can be analyzed by the entire group.

### **matrix1 - The Matrix Model 1**

The first matrix allows for a very simple 4X4 grid for students to enter data for a decision or to look at patterns and trends. The instructor may have to add additional columns or rows to

this matrix to handle topics that require more traits or subjects. In addition, this matrix can be completed on the center screen but only if the data students are collecting is relatively brief. If more extensive data are to be collected, use model 2.

### **matrix2 - The Matrix Model 2**

Here is a simple 4X4 matrix, but in this case, each cell has a second page where lots of data can be assembled before doing the analysis. The instructor may need to add additional rows or columns to handle the decision being made or the patterns and trends being studied.

### **problemjigsaw1 - Problem Jigsaw Puzzle Model 1**

Up to four groups are given a problem to solve. This problem requires them to collect information and to become a mini-expert in the solution of that problem. Then, the instructor poses a more difficult problem requiring the expertise of each of the first groups. New groups are formed with one mini-expert from the first groups on the new team. The new team then combines their expertise in search of a solution to the larger problem. The advantage here is that students are encouraged to bring the information they can find in the best information sources together and then combine that information as a group to create a solution. Plagiarism is not a problem.

### **problemjigsaw2 - Problem Jigsaw Puzzle Model 2**

Students are given a problem to solve and groups extract information from assigned formats. When this information has been collected, the instructor poses a second problem to solve and new groups composed of one mini-expert from each of the previous groups use their combined expertise to solve the new problem.



## Other tips:

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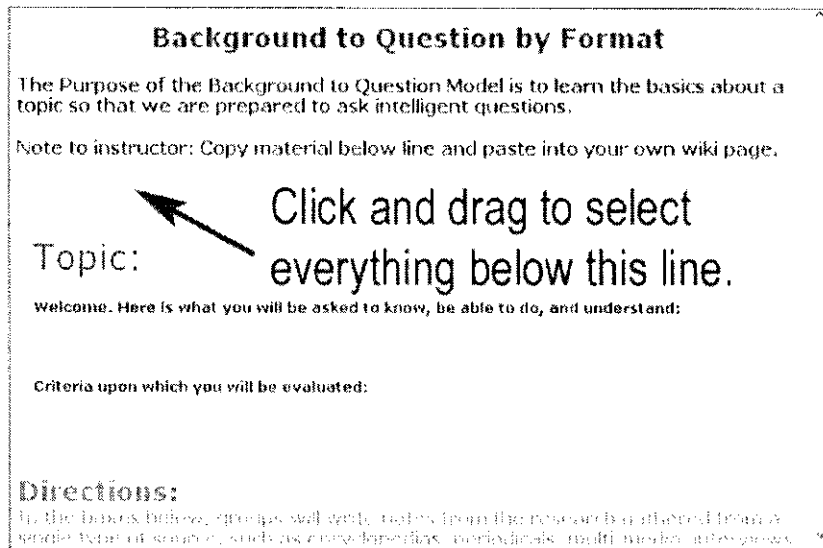
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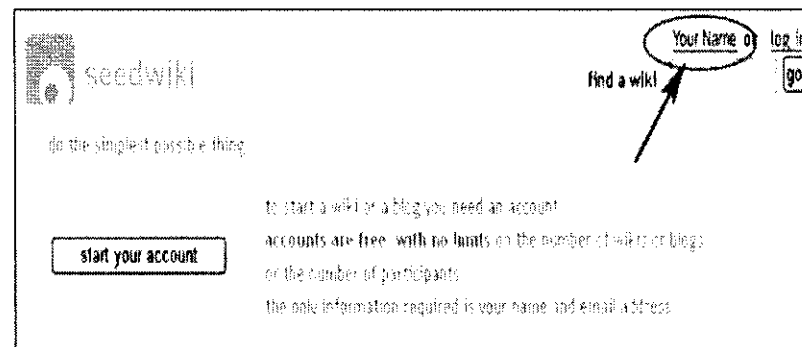
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information they can find in the best information sources together and then combine that information as a group to answer a major question. Plagiarism is not a problem.

### **conceptjigsaw2 – Concept Jigsaw Puzzle Model 2**

A variation on model one, groups record their final conclusions on the main page. Particularly effective for groups working totally online.

### **history - The History and Mystery Model 1**

Students can investigate four different historical sources to determine what happened or what really happened. This wiki is designed for brief findings that can be listed on the front page.

### **history2 - The History and Mystery Model 2**

This wiki allows groups of students to spend more time reconstructing what might really have happened in the face of evidence collected by the group. One thinks of the obvious contest to figure out what really is the truth in the DaVinci Code. For more extensive investigations, the instructor might have the collection of evidence much more in depth and placed on second pages of the wiki before “competitive” analysis begins.

### **history3 - The History and Mystery Model 3**

The third history or mystery-solving problem has groups take a role in a particular problem and then they do research from that point of group or role. The wiki then allows for posting of agreements and disagreements creating a matrix that can be analyzed by the entire group.

### **matrix1 - The Matrix Model 1**

The first matrix allows for a very simple 4X4 grid for students to enter data for a decision or to look at patterns and trends. The instructor may have to add additional columns or rows to this

matrix to handle topics that require more traits or subjects. In addition, this matrix can be completed on the center screen but only if the data students are collecting is relatively brief. If more extensive data are to be collected, use model 2.

### **matrix2 - The Matrix Model 2**

Here is a simple 4X4 matrix, but in this case, each cell has a second page where lots of data can be assembled before doing the analysis. The instructor may need to add additional rows or columns to handle the decision being made or the patterns and trends being studied.

### **problemjigsaw1 - Problem Jigsaw Puzzle Model 1**

Up to four groups are given a problem to solve. This problem requires them to collect information and to become a mini-expert in the solution of that problem. Then, the instructor poses a more difficult problem requiring the expertise of each of the first groups. New groups are formed with one mini-expert from the first groups on the new team. The new team then combines their expertise in search of a solution to the larger problem. The advantage here is that students are encouraged to bring the information they can find in the best information sources together and then combine that information as a group to create a solution. Plagiarism is not a problem.

### **problemjigsaw2 - Problem Jigsaw Puzzle Model 2**

Students are given a problem to solve and groups extract information from assigned formats. When this information has been collected, the instructor poses a second problem to solve and new groups composed of one mini-expert from each of the previous groups use their combined expertise to solve the new problem.