WIKI’S AND AR: A THEMED ISSUE

Introduction

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Editor

When I was approached by Bill Hunter at the University of Ontario Institute of Technology (UOIT) I was at a loss as to how to handle his request. He had been working with students on collaborative, self-reflective projects within a course and wanted to put their research to the test of blind review. I was happy to oblige, but felt like a dinosaur as he talked about his use of “wiki’s” within the classroom setting. I did know that this included the creation of websites on which users were able to collaboratively modify the content and structure. However, I wondered how this could be used in a classroom, or what possible relationship it may have with Action Research.

Nevertheless, I was quite willing to give Bill a fair hearing of this endeavour, as I had great respect for what he had accomplished in the area of change in Higher Education, Online Learning and Teacher Education. With extensive editorial experience, most notably as editor of the Canadian Journal of Education, Bill had gone on to become the founding Dean of UOIT’s Faculty of Education, advocating the use of technology to enhance learning, communication and connectivity within educational communities. Recently, with Dr. Roger Austin, Bill had co-authored the book, Online Learning and Community Cohesion: Linking Schools (Routledge), which examined international initiatives that use online technologies to bring school children together from different communities to work on collaborative school projects.

So, inevitably, the editorial board accepted his strongly argued proposal for a themed issue on the subject of how Wiki’s may be used as an aspect of Action Research. This issue represent the fruits of his and his students’ labours. We hope that it will lead to deeper conversations that may push the boundaries of what we consider Action Research. I believe this is a primary duty that this journal should perform.