

# DESIGNING A CULTURALLY SENSITIVE WIKI SPACE FOR DEVELOPING CHINESE STUDENTS' MEDIA LITERACY

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## ABSTRACT

Due to technological development and intensification of integration processes all over the world, people from different cultural backgrounds have more opportunities to maintain academic and professional cooperation. To make this cooperation more effective, it is important to take into consideration diverse ethnic values and their influence on interaction. That is why many researchers focus on the issues that arise when there is a need to use modern web technologies in a multinational context. This paper addresses the problem of providing education to Chinese students in a foreign country by means of wikis.

## KEYWORDS

Wiki; culturally sensitive; collaborative learning.

## 1. INTRODUCTION

Web 2.0 has become an integral part of our daily lives and a focus of interest of numerous researchers but it seems that it still has an undiscovered pool of opportunities in the educational sphere. Numerous researchers discuss issues arising in connection with wikis in education; some of them touch upon cultural challenges posed by Web 2.0-based instruction; but few offer culturally sensitive educational models with wikis involved.

The present paper describes an experiment designed to prove that wikis can be an effective instrument for developing Chinese students' media literacy by means of creating a culturally sensitive learning environment for them.

The aim of the educational experiment was to improve media skills of Chinese students who major in English Literature and Philology which was achieved through the following steps: 1) to draw up a "cultural portrait" of Chinese students and determine the effects of the cultural features on students' performance; 2) to define the structure and content of media literacy and principles of its formation as a part of the professional competence of a philologist; 3) to work out the selection criteria for mass media texts as well as the principles of organizing instructional materials with Chinese students' cultural characteristics in mind; 4) to design exercises for the culturally sensitive learning environment and check their effectiveness.

It was hypothesized that teaching media literacy to Chinese students with wikis involved could be effective if 1) it is based on the analysis of cultural characteristics of students; 2) the formation of media literacy includes the following components: a) media critical skills, b) media communicative skills, c) technological skills, d) media interactive skills; 3) it is based on the principles of developing media literacy as a part of the professional competence of a philologist.

The following research methods were used: 1) analysis of academic literature; 2) analysis of regulatory documents; 3) analysis of course books for developing media skills; 4) observations of Chinese students' learning process; 5) questionnaires and tests; 6) quantified analysis of data; 7) experimentation.

## 2. CHINESE CULTURAL CHARACTERISTICS

The cultural portrait of Chinese students was formed on the basis of the previous research in this sphere and our experience of teaching Chinese students (Flowerdew, 1998; Lixin, 2006; Zhao and McDougall, 2008; Jiang, 2008; Zhu et al., 2009; Chou and Chen, 2010; Parrish and Linder-VanBerschoot, 2010; Earl and Cong, 2011; Qian and Tian, 2013; Wang, 2013).

1. Students' attitude to teachers. The image of a strict but fair teacher dominates the Chinese classroom. Chinese students are supposed to show enormous respect to teachers and rely heavily on them as a source of knowledge, guidance, and self-esteem. It means that the same image of power and care should dominate the online learning environment where Chinese students need clear instructions, teacher's assistance, and reasonable and immediate feedback.

2. Students' attitude to each other. Chinese students' relationship within the classroom can be described as harmonious, cooperative, conflict-free. They care not only about saving their own face but also about the reputation of their group mates avoiding criticizing each other or showing off too much. It means that an online discussion between them may never start and wiki pages meant for peer reviewing will stay blank or contain a few positive remarks.

3. Students' learning style. The learning style of Chinese students may be characterized as needs for precedent, visualization, and time. That is to say, they succeed in completing a task when they have clear instructions and patterns to follow, acquire knowledge better with the help of visual cues, and have long term orientation, which means they prefer to get deeper knowledge and understanding of the subject without tight time constraints.

4. Students' attitude to new technologies in education. Although Chinese students are always well-informed about the latest news in high-tech world, and they are good at using devices and applications, one should not expect that they will not have any problems when it comes to mastering some Internet tool. Moreover, many Chinese students are wary of online studies because they tend to consider distance education or any elements of it to be second-rate. That is why the implementation of any devices, applications or Internet tools would be highly appreciated by Chinese students if a teacher explains all the goals and real benefits of this procedure.

Overall, the aforementioned features form a type of learner behaviour that can be described as the combination of industriousness and lack of creative learner autonomy, empathy and oversensitivity to criticism, ability to co-operate and fear of failure, interest to new technologies and concern about the quality of education these technologies can provide, accompanied by cogitative needs for clear instructions, visualization, and time. These characteristics should be taken into consideration as they may pose challenges and open prospects.

## 3. MEDIA LITERACY

At the Faculty of Philology of our University, Chinese students majoring in English Literature and Philology are offered a course in reading, watching, and discussing news in English. Thus, teaching this course implies development of students' media literacy within their professional philological competence. While doing the course, they find it quite difficult and demotivating which can be attributed to the design of the course itself, the lack of English language proficiency, the lack of media literacy (which is explained by the fact that media education is still at its initial stage in China), and the influence of the cultural peculiarities described above (Liao, 2008; Wan and Gut, 2008; Tan, 2012; Xu, 2013). The list of the problems Chinese students face when reading analytical reviews and features or watching talk shows and discussing them includes: 1) inability to spot key points of the text they read or watch; 2) learning texts by heart instead of summarizing the information; 3) inability to give their own opinions and develop argumentation; 4) lack of knowledge about cultural realities of English-speaking countries; 5) lack of active and passive vocabulary; 6) lack of contextual deduction; 7) low (mostly extrinsic) motivation.

The challenges mentioned above led to the idea of creating a model for developing Chinese students' media literacy with the help of a culturally sensitive wiki space in order to increase their motivation, improve their performance, and foster their learner autonomy, creativity, and activeness not only in the classroom but also in the online environment.

According to the model of developing media literacy within their professional philological competence, Chinese students have the following skills to acquire:

1) media critical skills (analytical skills enabling students to find key content elements of mass media texts, such as topic, problem, facts, main idea in analytical articles and episodes of talk shows; and elements of users' comments, such as position, examples, and informative value);

2) media communicative skills (communicative skills including reading and listening to mass media texts in English, expressing and discussing opinions about mass media texts in English, both orally and in the written form);

3) technological skills contains (technological skills including collaborative doing of tasks, editing of wiki pages, creating wiki pages, participating in wiki discussions, communicating with other students and the teacher);

4) media interactive skills (interactive skills implying organizing a simulation in the form of a TV talk show where participants discuss socially important issues);

The development of media literacy shall be based on the principles of the integration of media education and professional education. Thus, we followed the principles of the integration of media education and English language learning: 1) the principle of complementary development of media literacy and communicative competence in English; 2) the principle of considering cultural characteristics; 3) the principle of critical thinking development; 4) the principle of developing skills necessary for the usage of mass communication tools; 5) the principle of the practical usage of skills (Masterman and Mariet, 1994; Sefton-Green, 2000; Bean, 2001; Hartley, 2002; Buckingham, 2003; Branston, 2006).

The principle of complementary development of media literacy and communicative competence in English implies the priority of the communicative component within the media literacy of Chinese students and the usage of English mass media texts for the development of their communicative skills in English.

The principle of considering cultural characteristics presupposes that students might demonstrate certain strengths and weaknesses when trying to acquire media literacy skills due to their cultural background. Thus, the educational process must be organized in such a way that turns off any challenges caused by cultural characteristics of students.

The principle of critical thinking development means that students must be taught to analyse important social problems presented in mass media texts and formulate and maintain their own opinions.

The principle of developing skills necessary for the usage of mass communication tools states that every media literate person should be able to use diverse mass communication tools for storing, processing, producing, and exchanging information including mass media texts.

The principle of the practical usage of skills means that all those media critical, media communicative and technological skills that students acquire must be used in practice, i.e. for organizing projects, case studies, simulations and other types of interactive activities that imitate diverse kinds of professional communication.

The application of the principles mentioned above enables a teacher to make the most of mass media texts in English chosen for developing media literacy skills, however, the classroom time is not enough for improving all the media literacy skills. Hence, there is a necessity of organizing students' extracurricular time with the help of a mass communication tool that could be also used as a means of developing students' technological skills and would enable a teacher to create culturally sensitive tasks.

## 4. WIKIS

As well as other similar Web 2.0 tools, wikis are perfectly fit for collaborative learning rooted in the theory of constructivism (Paloff and Pratt, 2005; Parker and Chao, 2007; Sandifier, 2011). However, to create a culturally sensitive online learning environment it is important to take into consideration all the four parameters characterizing Chinese students that were described above: 1) students' attitude to teachers; 2) students' attitude to each other; 3) students' learning style; 4) students' attitude to new technologies in education.

Firstly, Chinese students need to feel the teacher's presence in the wiki: in the same way as a teacher dominates the classroom in China, he or she should dominate the wiki providing clear and consistent guidelines, providing timely consultations through wiki mail or other instruments available in the wiki, checking, correcting or commenting on homework, setting deadlines and giving marks.

Secondly, wikis are an ideal place for a harmonious, cooperative, and conflict-free learning that Chinese students strive for. It is easier to save face online because students have time to think, and wikis provide an opportunity to work a) in groups or b) individually but in collaboration (which means each student does some part of a common task and bears responsibility for his or her part individually): when students share a task, they have less psychological pressure because they either bear responsibility as a group (not individually) or at least get their peers' assistance when working individually.

Thirdly, wikis suit Chinese students' learning style as they meet their needs for precedent, visualization, and time. All these needs can be easily satisfied in the wiki space which presupposes the use of visual content and asynchronous communication, which make Chinese students feel more comfortable than in face-to-face communication in the traditional classroom when they have to rely more on verbal perception and produce answers immediately. Both of these wiki features complemented by clear organization of learning activities and well-formulated tasks can make wikis a smart addition to face-to-face studies.

Fourthly, the usage of wikis in the educational process can be motivating for students if a teacher explains how to use the wiki space and the main goals of using this tool.

## 5. CULTURALLY SENSITIVE WIKI ACTIVITIES

For the purpose of designing culturally sensitive wiki activities the following selection criteria for mass media texts were used: 1) compliance with communicative and general cultural competencies of Chinese students; 2) being in accordance with ethical norms; 3) diversity of themes and formats (printed media, audio, video, illustrations); 4) analytical texts containing not only information but also authors' opinions; 5) authenticity; 6) informative value.

The principles of organization of instructional materials included the principle of thematic organization and the principle of considering cultural characteristics of students.

According to the principle of thematic organization the instructional materials were grouped into nine units with articles on the following topics: Sport (Health, Olympics), Culture (Social Networks, Problems of Education), Science and Technology (Achievements, Ecology), Business (Products of Big Companies, Employment). Each unit also contained comments on different media critical topics to develop students' media critical skills: Types of Mass Media Texts, Headlines, Structure of Article/Video, Key Elements of Article/Video (topic, problem, facts, idea), Summary of Article/Video, Key Elements of Comment (position, example, informative value), Opinion about Article/Video, Participation in Discussion.

According to the principle of considering cultural characteristics of students, tasks were divided into two groups (wiki activities and in-class activities) with Chinese students' learning style in mind. For example, listening activities were presented as wiki tasks for homework because Chinese students are used to rely heavily on visual materials in their educational system and, as a result, their listening skills need considerable improvement, so it is much easier for them to save face when they do listening tasks at home in the wiki where every student may watch a video in the task as many times as necessary.

Using the principles mentioned above, we have designed a set of activities for wiki and in-class studies. While learning activities in the wiki space were considered to be the preliminary and closing stages for in-class studies including vocabulary work, information search (realias), revision of media critical theoretical comments, listening and writing practice, acquisition of technological skills, in the classroom students mainly learnt theory, studied articles and did normal pre-reading, reading, and post-reading activities, which also included lexical and grammar exercises as well as speaking activities (reports and discussions).

In order to develop media literacy, the wiki site named Wikispaces was chosen (<http://www.wikispaces.com>) and used to create a wiki space. The wiki space had the following structure: 1) home page (contained teacher's announcements about new home tasks posted in the wiki space); 2) thematic pages (contained tasks for collaborative learning); 3) checklist (contained an assessment chart with students' marks).

As soon as students got a notification via wiki mail, they opened the home page of their wiki space and went via the most recent link to a thematic page. The theme of a page depended on the issues discussed in articles chosen for an upcoming class. Each thematic page contained links for downloading handouts for upcoming classes and the set of activities for individual work and work in mini-groups depending on the difficulty of an activity. The wiki and in-class activities are described below:

1. Wiki activities:

1) Illustration (warm-up activity for mini-groups, done before an upcoming class). Students were asked to think in mini-groups of a picture posted on a thematic page, and explain its irony as well as use it to predict key topics and problems touched upon in mass media texts chosen for in-class studies.

2) Vocabulary and Realias (vocabulary activity for individuals, done before an upcoming class). The activity was done individually but in collaboration with each other. The teacher created a list of theme-based expressions and realias (culture-specific information) derived from articles (chosen for an upcoming class) and a video (posted on the same thematic page). Students were to translate expressions into Chinese and provide Chinese definitions for realias. The list was divided into portions and shared by students so each student did not have to do the whole list but a small part of it and had to post translations and definitions on the thematic page before a specified time in order for other students to see his or her portion of work and, consequently, see other students' posts. As a result, students did the vocabulary work in collaboration which facilitated their homework and in-class studies, and implied joint responsibility. After the specified time, the teacher checked the posts, did corrections, and put the marks into the assessment chart immediately, so students could get the immediate feedback on the same day. In the classroom, students could check the list of expressions and realias, when necessary, getting the access to the wiki space via smartphones and tablets.

3) Drills (vocabulary activity for individuals, done before an upcoming class). Again the task was done individually. The teacher posted a number of exercises created on the basis of the vocabulary list (gap-filling, matching, multiple choice, odd one out, rephrasing, etc.) on a thematic page. Each student got some kind of exercise which included a part of the vocabulary done by other students and he/she had to post the answers on the page before a specified time for the teacher to check, do necessary corrections, and put a mark into the assessment chart.

4) Video (listening activity for mini-groups, done before an upcoming class). Not all the students were equally good at listening, so they were divided into mini-groups for doing this exercise. The task was chosen for wiki work because in the classroom students usually did not have enough time to watch a video as many times as they needed. Watching and listening were facilitated by the previous vocabulary work in the wiki space. Students were to use a link on the thematic page to go to Youtube or any other site with video content and watch a short video thematically connected with all the previous tasks and the articles for in-class work. Afterwards, students were offered to post answers to questions about the content of the video or do a true-false exercise on the thematic page. The homework was checked and assessed by the teacher.

5) Link to China (speaking activity for individuals, done before an upcoming class). Students were offered a few questions in connection with the theme of the page and the upcoming class. The main idea of the task was to make students think of the issues in question in connection with their own country: if a situation which takes place in some English-speaking country is the same in China or not, and why. So, students had enough time to think and look for the relevant information, if necessary, before discussing it in the classroom.

6) Theory Revision and Writing (writing activity for mini-groups, done after a class). In the classroom, students got media critical theoretical knowledge and practical skills but in the wiki space they were to do the revision of the material. Depending on the material students studied in the classroom, they were asked either to formulate a problem using prompts, match problems and facts, read a given comment for a mass media text and define the commenter's position, write one's own comment in response to a given comment and so on. The homework was checked and assessed by the teacher.

7) Wiki skills (set of instructions for students to learn how to use wiki instruments).

2. In-class activities:

1) Illustration (warm-up activity for mini-groups, done at the beginning of a class). This exercise was a counterpart of the first activity with a picture in the wiki. It was used to check how students interpreted the picture at home in mini-groups and used it to predict the topic and problems of an upcoming class.

2) Check Vocabulary and Realias (done by the whole group). The exercise was used to check meanings of new theme-based words and definitions for realias that students wrote in the wiki.

3) Theory (done by the whole group). Blocks of media critical theoretical comments were included into the set of in-class activities for students, firstly, to learn about the key elements of mass media texts for improving their analytical, reading, and watching skills; secondly, to learn about the structure of opinions that they need to create on the basis of mass media texts and ways to develop argumentation in discussions for improving their speaking and writing skills.

4) Group Speed Task (done in mini-groups). This task included pre-reading and reading activities. The pre-reading activity helped students to predict what the text was going to be about. As for the reading activity, it was done in mini-groups who had one article cut into several pieces (for example, topic sentences and bodies of paragraphs) that needed to be matched and put together in the right order as fast as possible. The task was aimed at developing students' media critical and reading skills. Its content depended on the theory they had learnt. After completing the task, students did exercises with evaluative words as well as grammar exercises.

5) Individual Task (done individually). The task included the same pre-reading activities as in the previous task but students had the whole text of the article which they were to read and analyze individually. After reading the article they had to do exercises based on the theory they had learnt.

6) Link to China (done by the whole group). This post-reading task was a counterpart of wiki activity №5. Before each class students were offered a few questions connected with the theme of the class. They had to think of these issues at home to be able to compare situation described in articles with similar situations in China. Thus, students used their ideas and participated in discussions about the articles they had read improving their speaking skills.

At the end of the course, students participated in a creative activity. They were offered to participate in a simulation reproducing a situation of a real talk show using all those media skills that they had acquired. They presented the simulation in the classroom but all the preparatory job had been done at home with the help of the wiki space which was used to post the scenario of the talk show and words for the roles so the teacher could check them and post tips and recommendations.

All in all, the organization of the educational process was in line with Chinese students' cultural characteristics. Firstly, while working autonomously at home, students had clear instructions to follow (in terms of using the wiki space and doing the activities), they could communicate with the teacher if they had any problems and could see that their homework was constantly and immediately checked by the teacher.

Secondly, the wiki environment prevented students from losing their face as they had enough time to refine their posts and worked either in mini-groups or individually but collaboratively, so, they could feel their group mates' support all the time.

Thirdly, students' cognitive needs for precedent, visualization, and time were satisfied as they got clear instructions for using the wiki space and doing activities, used visual content, and communicated asynchronously, so they had enough time to work on tasks and think of their answers.

Fourthly, there were a couple of introductory classes for students where they learnt how to use the wiki space (registration, creating and editing pages, uploading/downloading files, posting comments, using wiki mail) and where they were told about the main goals of using this tool (well-organized and user-friendly storage of study materials where they can be easily found anytime and anywhere, no need to print study materials which can be easily read in a smartphone/tablet; collaborative language learning activities which enable them to share knowledge and, thus, spend less time on homework, charts with marks which enable them to follow their progress).

## 6. EXPERIMENT AND RESULTS

The set of activities described above was tested in the spring semester of 2013. There were two groups of Chinese students in their third year of University who participated in the experiment (18 students in the control group, and 19 students in the experimental one). Students' proficiency in English in both groups was B1-B2. The experimental group studied offline and online using the above mentioned set of activities while the control group studied offline using the textbook "Reading the News" (Sharma, 2007).

The experiment included a pre-experimental test, experimental training, and a post-experimental test. The experimental training took 13 face-to-face classes, 10 wiki assignments, and one final face-to-face class.

The aim of the pre-experimental test was to measure students' media literacy level before the experimental training. The test included the following tasks: a) read an article, provide a summary, and give one's opinion about the problem described in it; b) watch a video, answer the questions, write a short summary and one's opinion about the problem discussed in it; c) register in the wiki (<http://www.wikispaces.com/>) and create one's profile; d) make a dialogue on one of the topics (Sport, Culture, Science and Technology, Business).

The following parameters were used to define the levels of media literacy skills. For each parameter a student got one point.

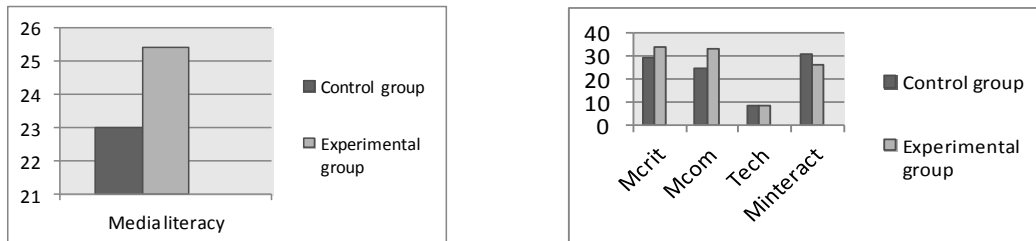
1. Media critical skills: a) knowledge of types of mass media texts; b) knowledge of lexical and grammatical features of news headlines; c) knowledge of structure of mass media texts and their key content elements (topic, problem, facts, idea); d) ability to tell what a mass media text is about using headlines, first and last paragraphs; e) ability to define the main topic of a mass media text; f) ability to define the main problem of a mass media text; g) ability to find and connect the facts that prove the problem exists; h) ability to define the main idea of a mass media text; i) ability to read an Internet comment on a mass media text and define the user's position regarding the problem described by the author of the mass media text; j) ability to find those examples that a user provided to prove his/her position in a comment; k) ability to define how a user feels about the informative value of the mass media text he/she commented upon.

2. Media communicative skills: a) knowledge of thematic vocabulary; b) knowledge of evaluative words and expressions; c) knowledge of cultural realities; d) knowledge of discourse markers; e) knowledge of grammar rules; f) ability to distinguish between facts and opinions while reading/listening to a mass media text; g) ability to make a short summary of a mass media text (orally, in the written form) defining its topic, problem, facts, main idea; h) ability to give one's opinion about a mass media text including one's position concerning the problem of a mass media text, one's examples, and description of the informative value of this text; i) ability to make a dialogue discussing socially important issues; k) ability to use discourse markers in one's monologues and dialogues.

3. Technological skills: a) knowledge about application of wikis; b) knowledge about wiki functions (creating and editing pages, uploading and downloading documents, checking recent changes, posting comments, sending wiki mail etc.); c) ability to register and create one's profile; d) knowledge of wiki space structure and ability to look for study materials; e) ability to download and upload materials in a wiki space; f) ability to check recent changes and restore older versions of documents; g) ability to post comments; h) ability to use wiki mail to keep in touch with other students and a teacher.

4. Media interactive skills: a) knowledge of key stages of organizing a simulation; b) knowledge of a simulation scenario; c) knowledge of discourse markers used in a scenario; d) ability to choose a theme for a simulation and find relevant mass media texts; e) ability to create one's utterances for a chosen role; f) ability to change a scenario in a creative way without destroying its main structure; g) ability to present a simulation; h) ability to reflect on simulation experience.

The results of the pre-experimental test are presented below:



Mcrit - media critical skills, Mcom - media communicative skills, Tech - technological skills, Minteract - media interactive skills

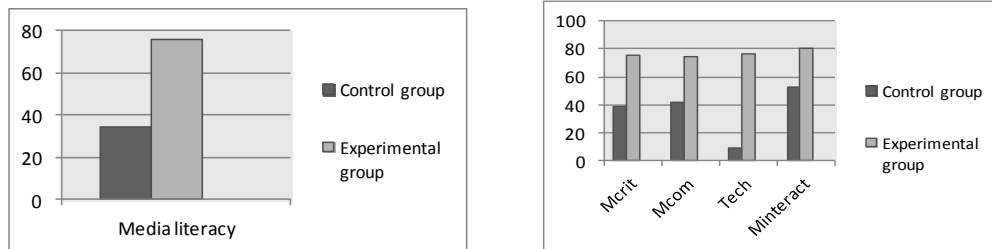
Figure 1. The levels of media literacy and media literacy skills in the control and experimental groups (%)

The analysis of the first diagram that presents the levels of media literacy shows that before the experiment these levels had been low (23 and 25,4%) with not much difference between the control and experimental groups. The second diagram presents similar levels of media critical, media communicative, and media interactive skills in both groups which vary from 25 to 35% while technological skills are the least developed (about 8%) which is easily explained by the fact that students had not used wiki sites prior to the experiment.

The aim of the post-experimental test was to measure students' media literacy level after the experimental training. The test included the following tasks: a) read an article, provide a summary, and give one's opinion about the problem described in it; b) watch a video, answer the questions, write a short summary and one's

opinion about the problem discussed in it; c) answer questions about wikis (for the experimental group only); d) make a dialogue on one of the topics (Sport, Culture, Science and Technology, Business).

The same parameters were used to define the levels of media literacy skills. The results of the post-experimental test are presented below:



Mcrit - media critical skills, Mcom - media communicative skills, Tech - technological skills, Minteract - media interactive skill

Figure 2. The levels of media literacy and media literacy skills in the control and experimental groups (%)

The first diagram proves the positive dynamics in both groups: the level of the control group rose by 10% while the level of the experimental group increased considerably, by 50%. The second diagram demonstrates the highest levels of media interactive skills in both groups (53% in the control group, 80,25% in the experimental group). The levels of technological skills differ significantly (about 10% in the control group, 76% in the experimental group) because the wiki site was not used in the control group. As for media critical, media communicative, and media interactive skills, the experimental group was able to improve their performance by 40-55% while the control group managed to increase their score by 10-20% only.

The results of the experiment showed that the wiki space (along with the changes of the course content) contributed to the development of Chinese students' media literacy as a part of their philological competence. In other words, students from the experimental group gained better media critical, media communicative, technological and media interactive skills than those in the control group who studied offline only.

After the experiment, students were given questionnaires for getting their feedback concerning the usage of the wiki space. Chinese students made a note of the following advantages of implementing wikis into the traditional educational process: 1) more convenient than e-mail because the wiki space is well-organized and it is easy to find links to study materials; 2) even if students miss a class, they may find all the handouts in the wiki space; 3) no need to print study materials; 4) the wiki space is convenient for multi-tasking (doing homework, sharing homework, being in connection with the teacher and group mates via wiki mail, check one's study progress); 5) convenient for team work (sharing homework, feeling of belonging to a group, one does not feel lonesome when doing homework); 6) easy to follow one's study progress and compare one's marks to those of other students; 7) opportunity to edit pages, change something oneself.

As for the wiki drawbacks, students mentioned 1) bugs; 2) lack of interesting applications integrated with the wiki space; 3) irresponsibility of some students who did not do their portion of homework in time and let other students down; 4) discomfort caused by the fact that other students could see one's marks in the assessment chart; 5) plain design.

## 7. CONCLUSION

Overall, the positive results of the experiment as well as generally positive feedback from students showed that a culturally sensitive wiki space could work if the following points are taken into account: Teacher Support (clear instructions, assistance, feedback), Peer Support (sharing homework, work in mini-groups, face-saving online environment), Focus on Cogitative Needs (clear instructions and patterns, visual content, flexible time constraints), Technology Insight (introductory classes for students to learn about wiki application purposes, wiki functions, and wiki activities).



It is also important to note that wikis and the aforementioned principles of designing a culturally sensitive wiki space may not work for students of all ethnic backgrounds and may not be fit for all educational purposes.

Anyway, the present case demonstrates that it is worth a try if students and teachers face certain challenges (including those connected with cultural differences), and traditional classroom techniques and tools do not provide sufficient help.

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