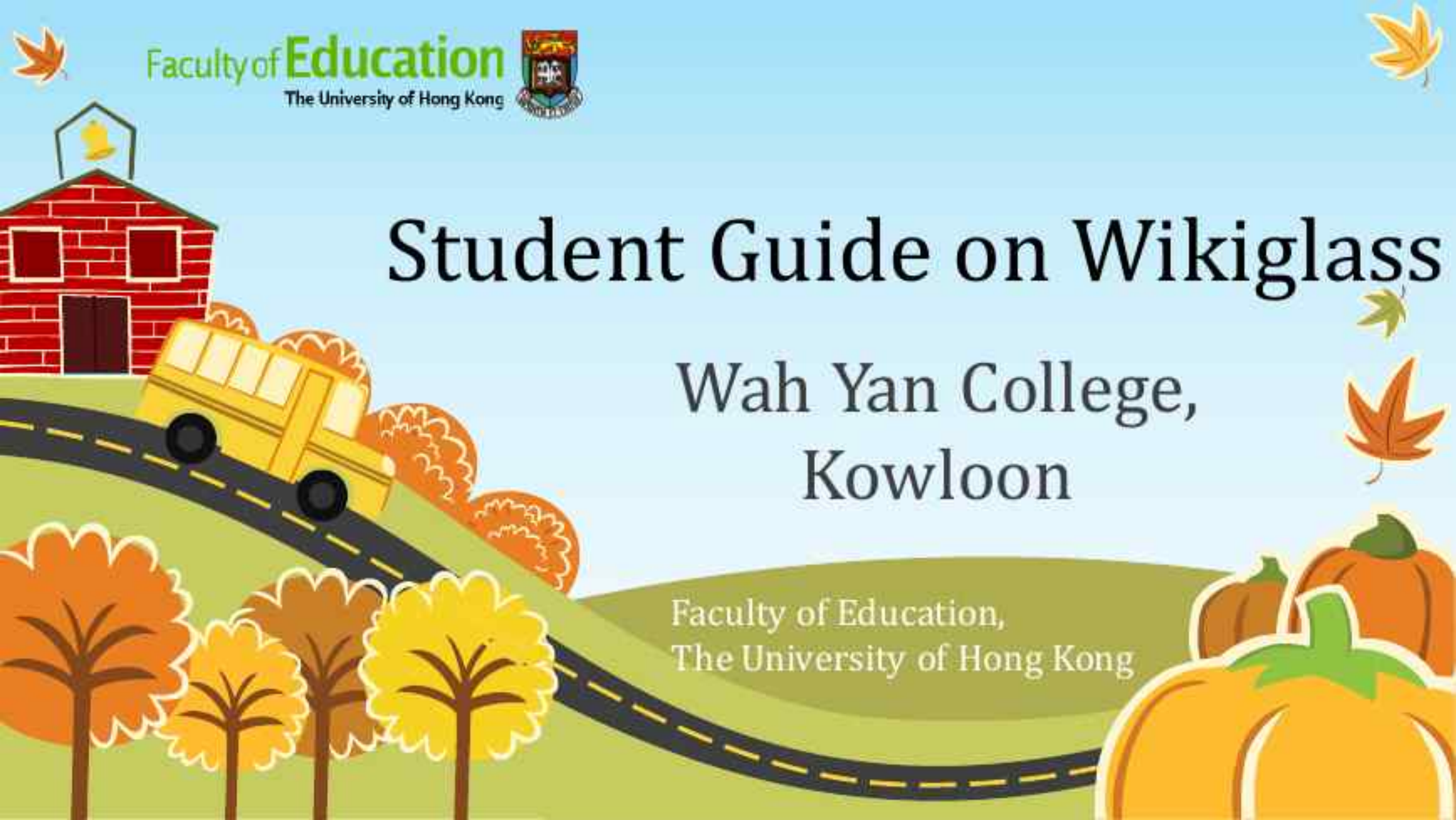




Student Guide on Wikiglass

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/

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 white header with 'WikiGlass Analytics' in red and a 'Dashboard' link. The main content area has a dark grey background and features a white login box with a blue 'Login' header. Inside the box, there are input fields for 'Username' (with placeholder text 'Input your username') and 'Password' (with placeholder text 'Password'), followed by a blue 'SUBMIT' button.

← → ↻ 🏠 [ccmir.cite.hku.hk/wikiglass/#/login](#)

WikiGlass Analytics Dashboard

Login

Username:

Password:

SUBMIT

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

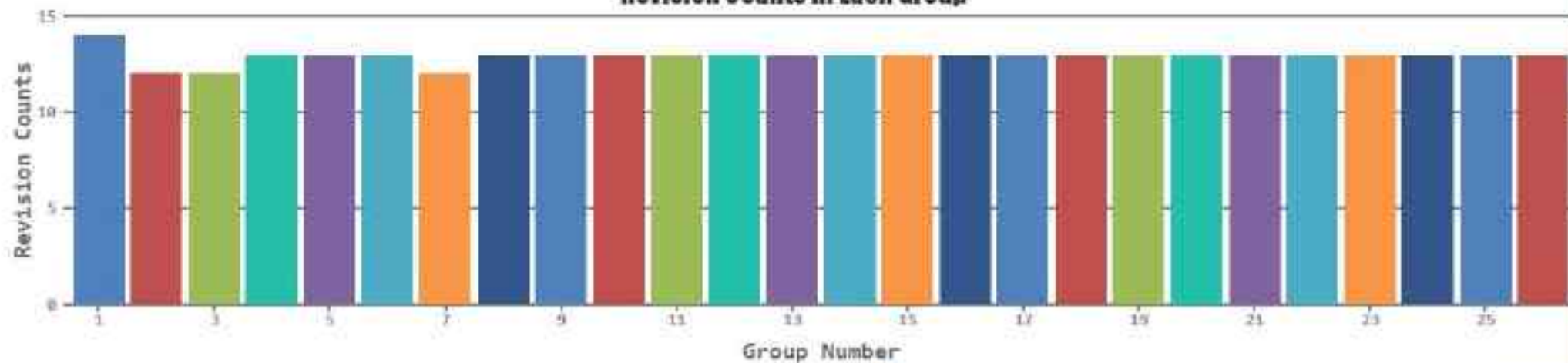


Statistics of a Student in the Individual Writing 個人寫作的統計(1)

修改次數

STUDENT

Revision Counts in Each Group



Student No.

Statistics of a Student in the Individual Writing

個人寫作的統計(2)

總字數

STUDENT



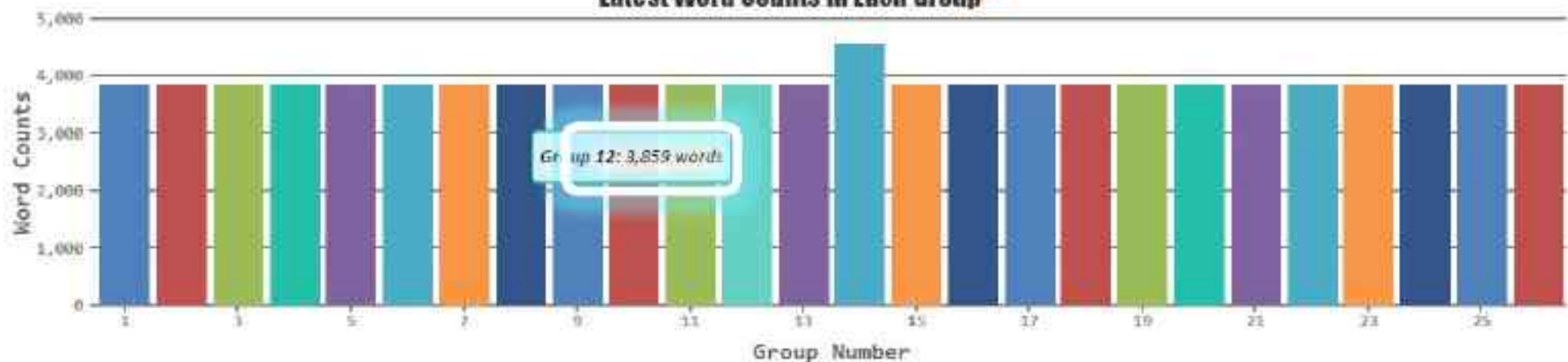
Student No.

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

總字數

STUDENT

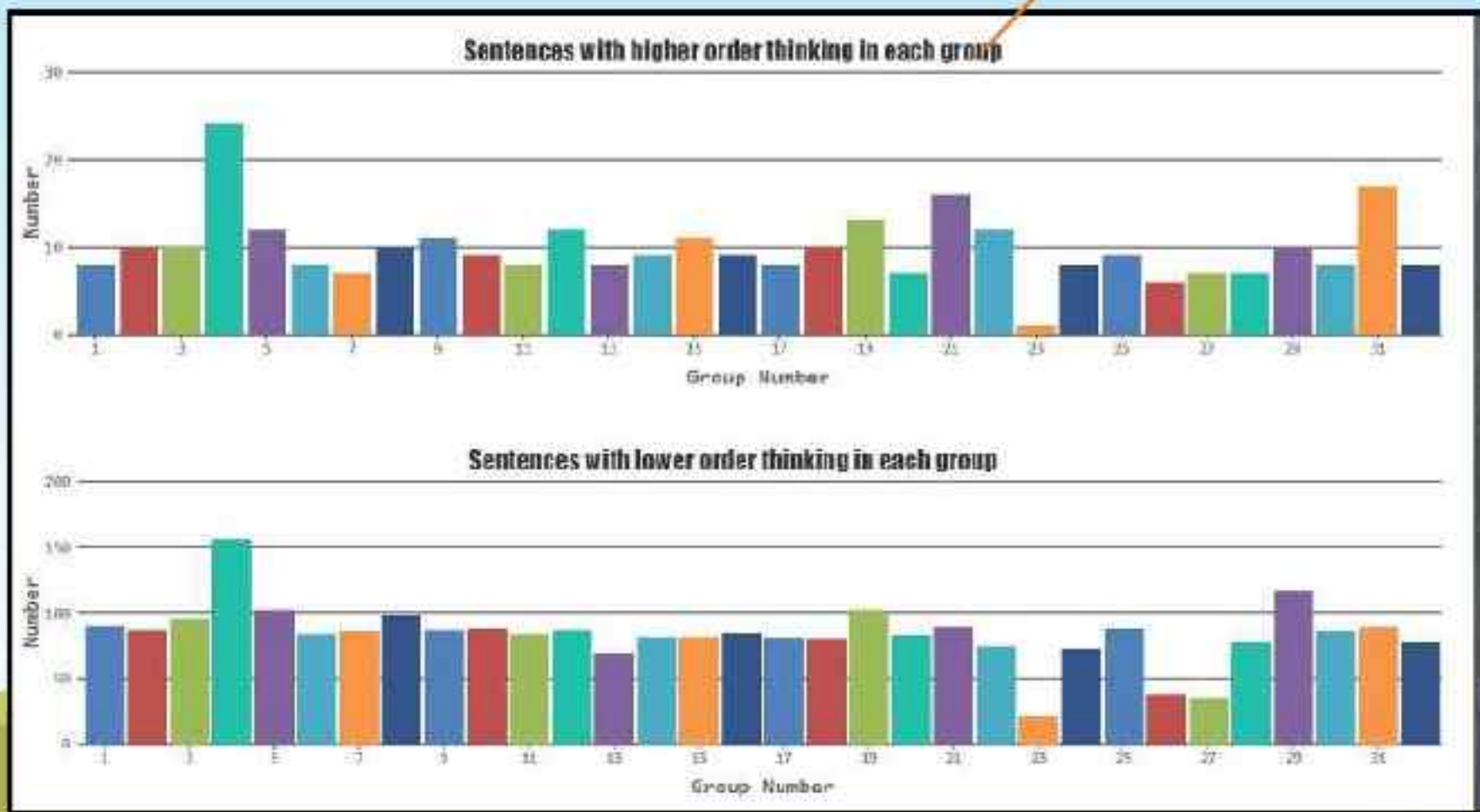
Latest Word Counts in Each Group



Student No.

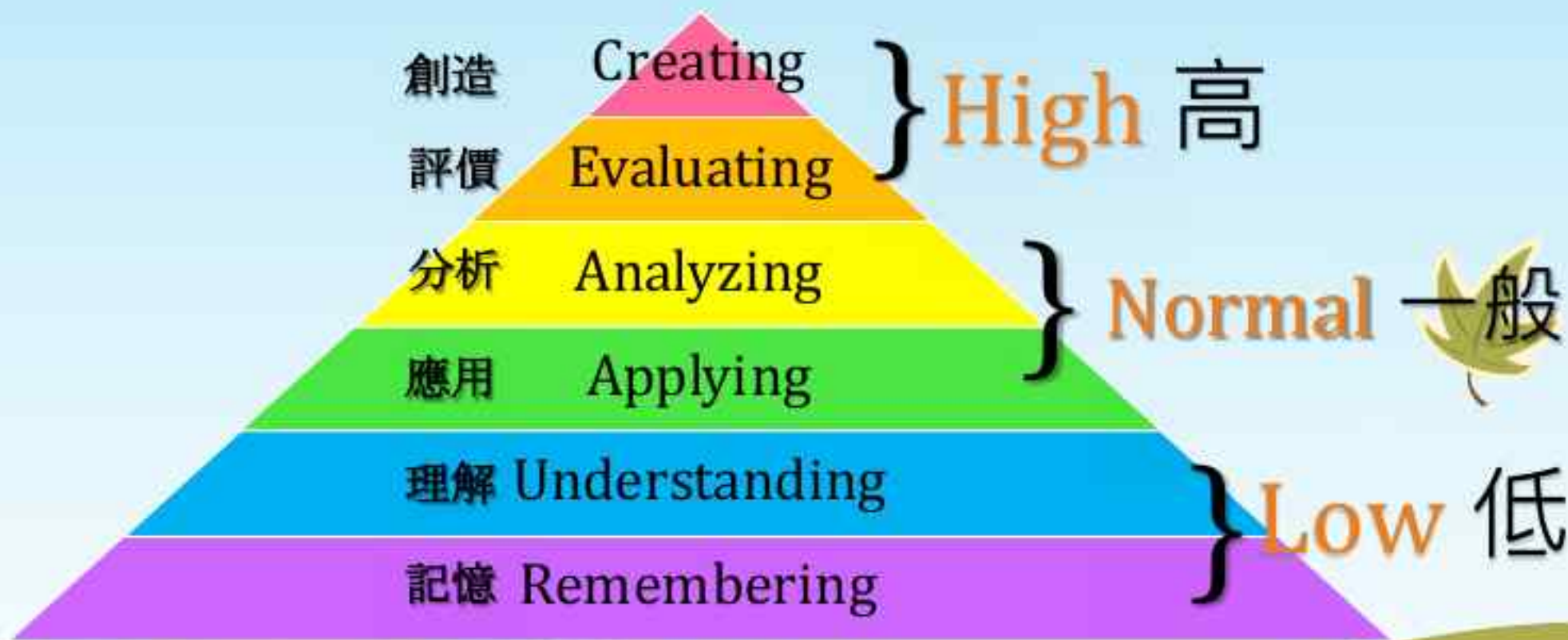
Statistics of a Student in the Individual Writing 個人寫作的統計(4)

STUDENT

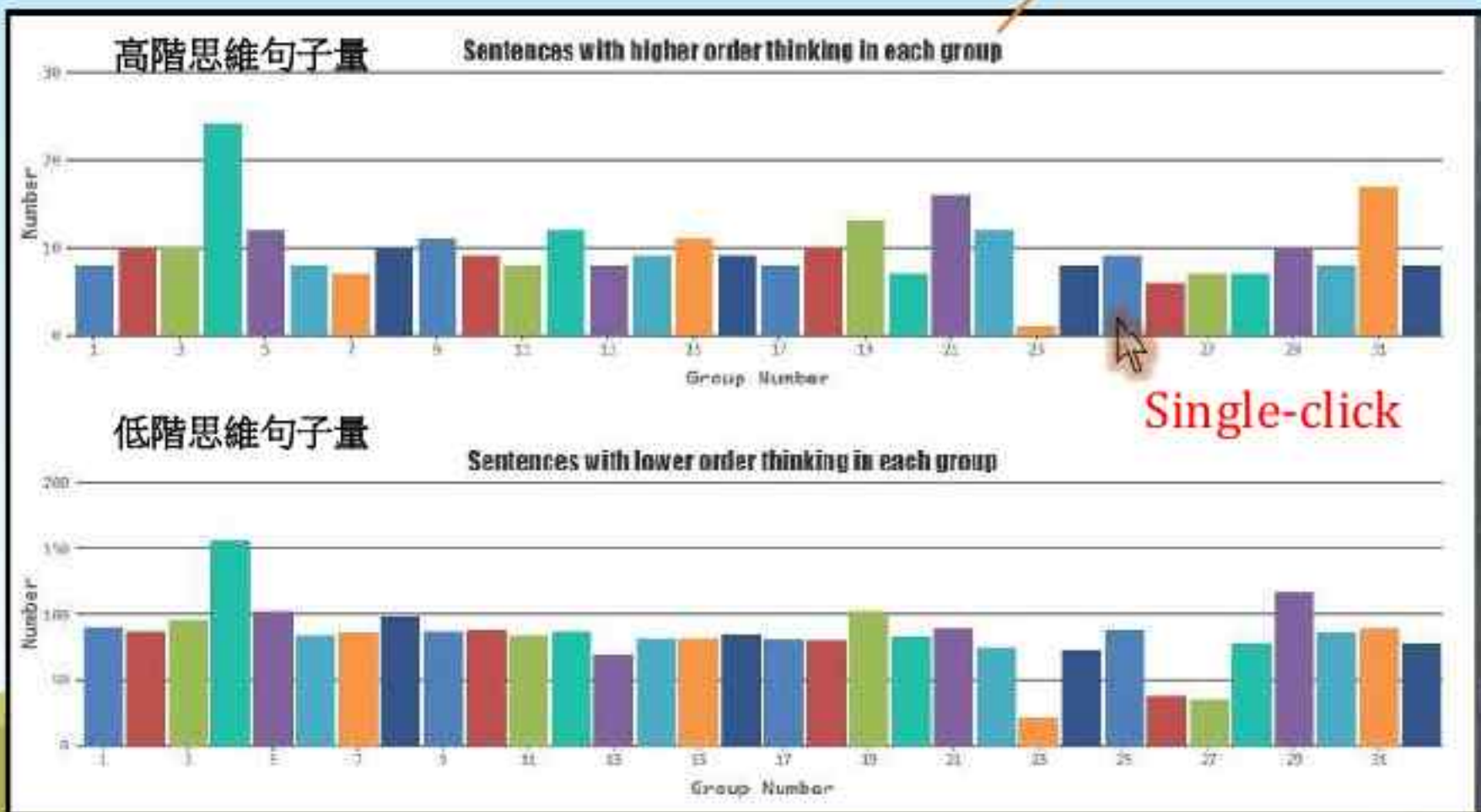


思維水平指示

Indicators of Thinking Levels

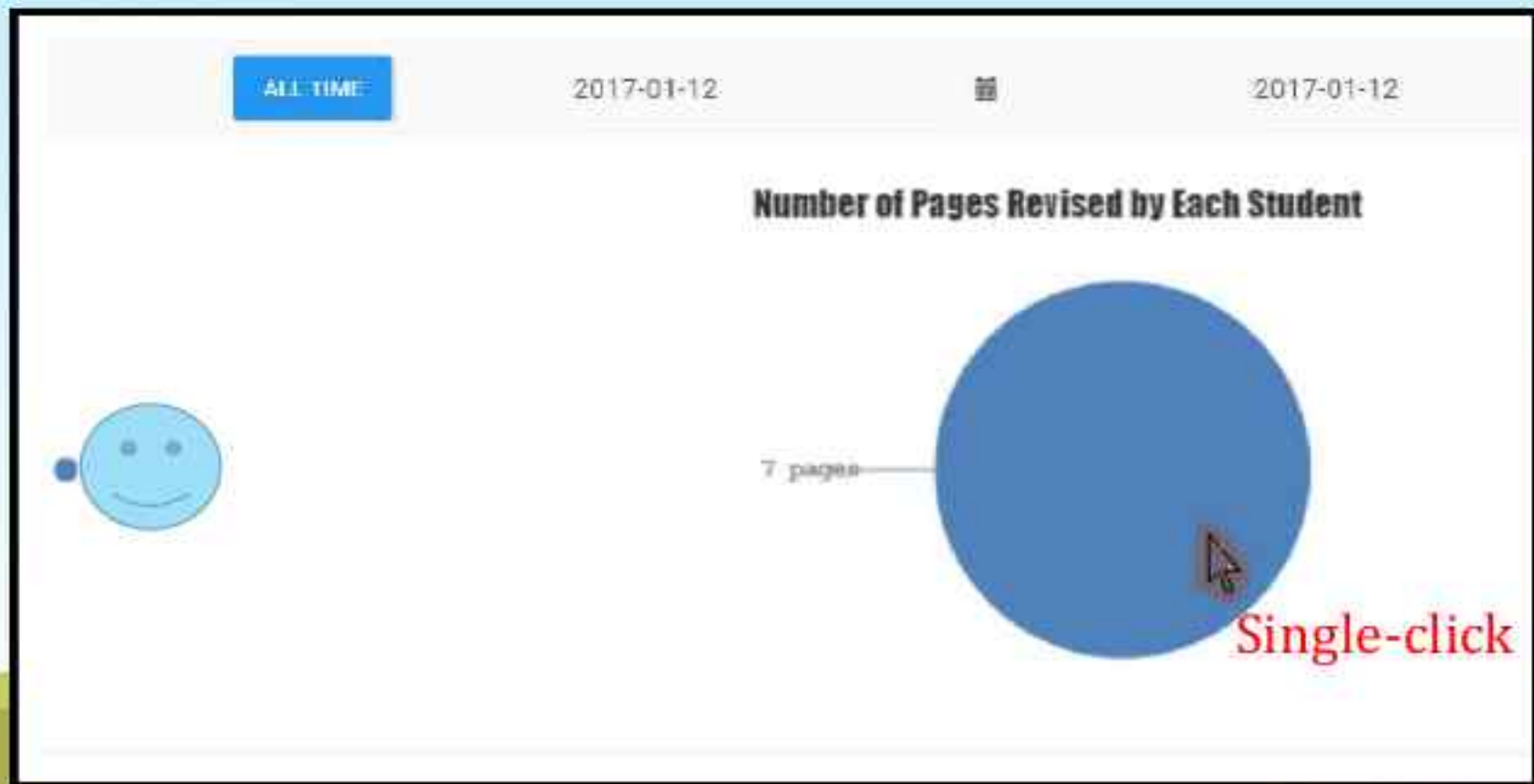


Statistics of a Student in the Individual Writing 個人寫作的統計(5)



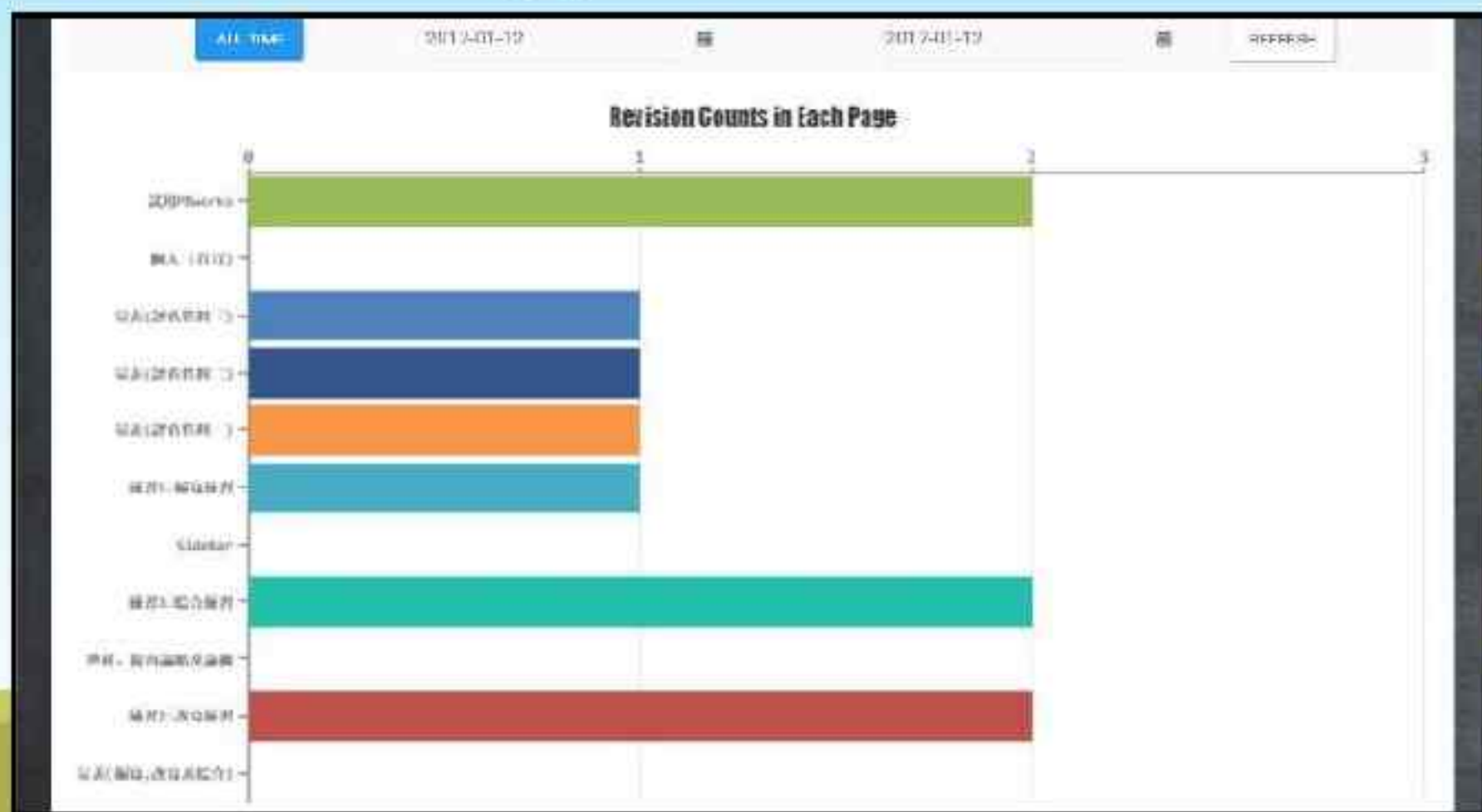
Statistics of a Student in the Individual Writing

個人寫作的統計(5)

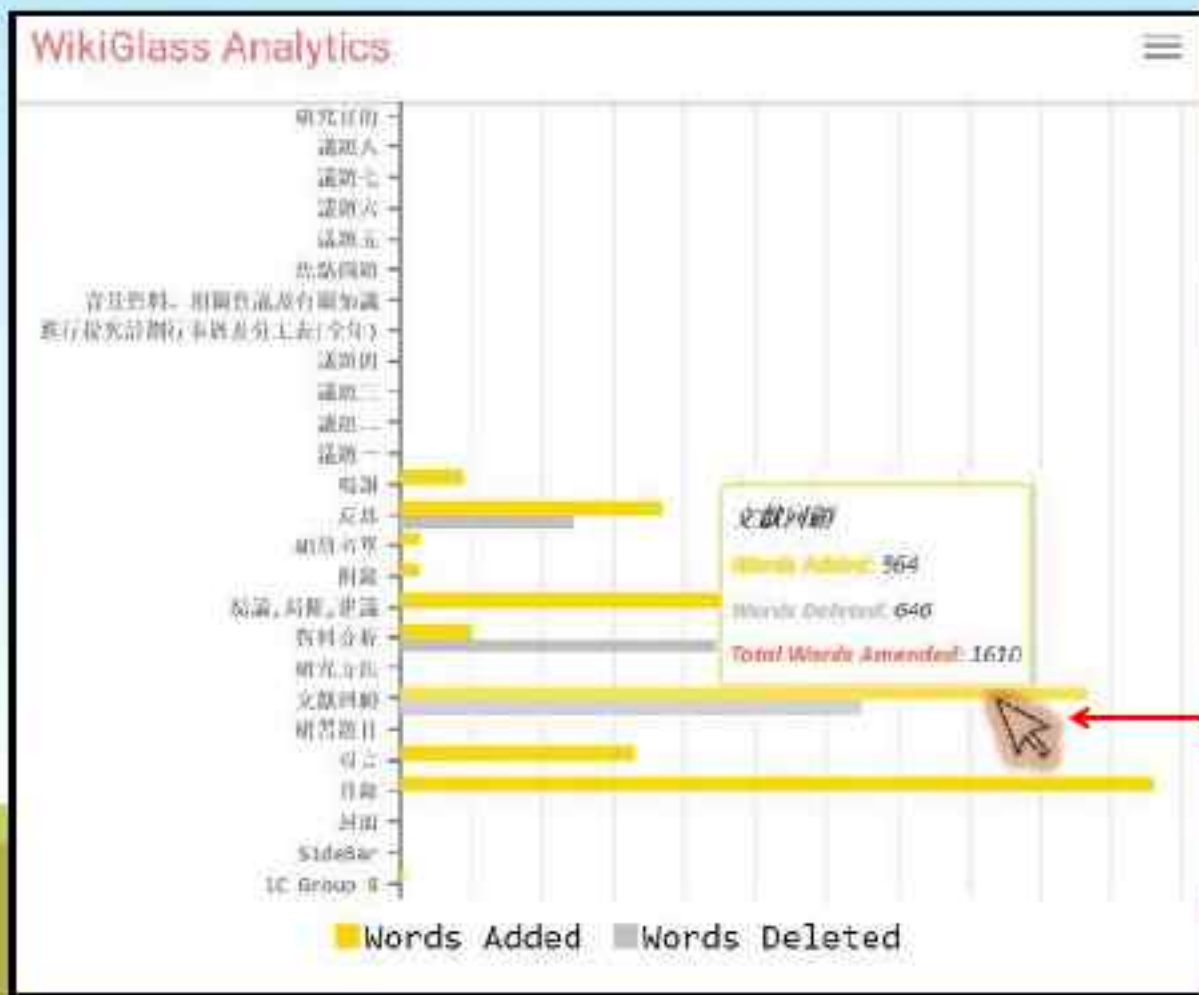


Statistics of a Student in the Individual Writing

個人寫作的統計(5)

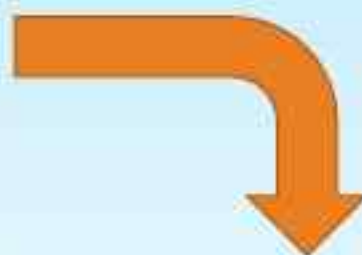
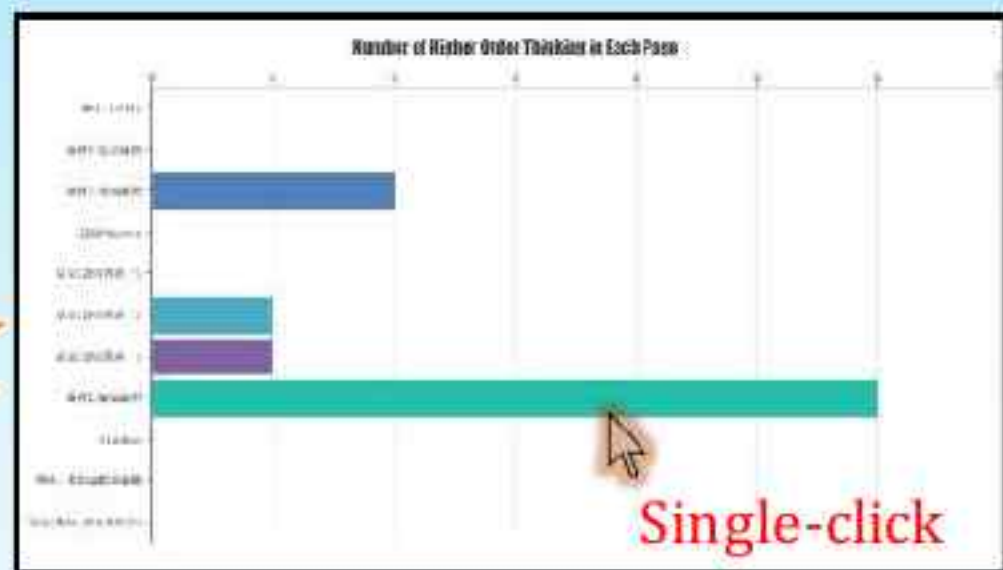


Statistics of a Student in the Individual Writing 個人寫作的統計(6)



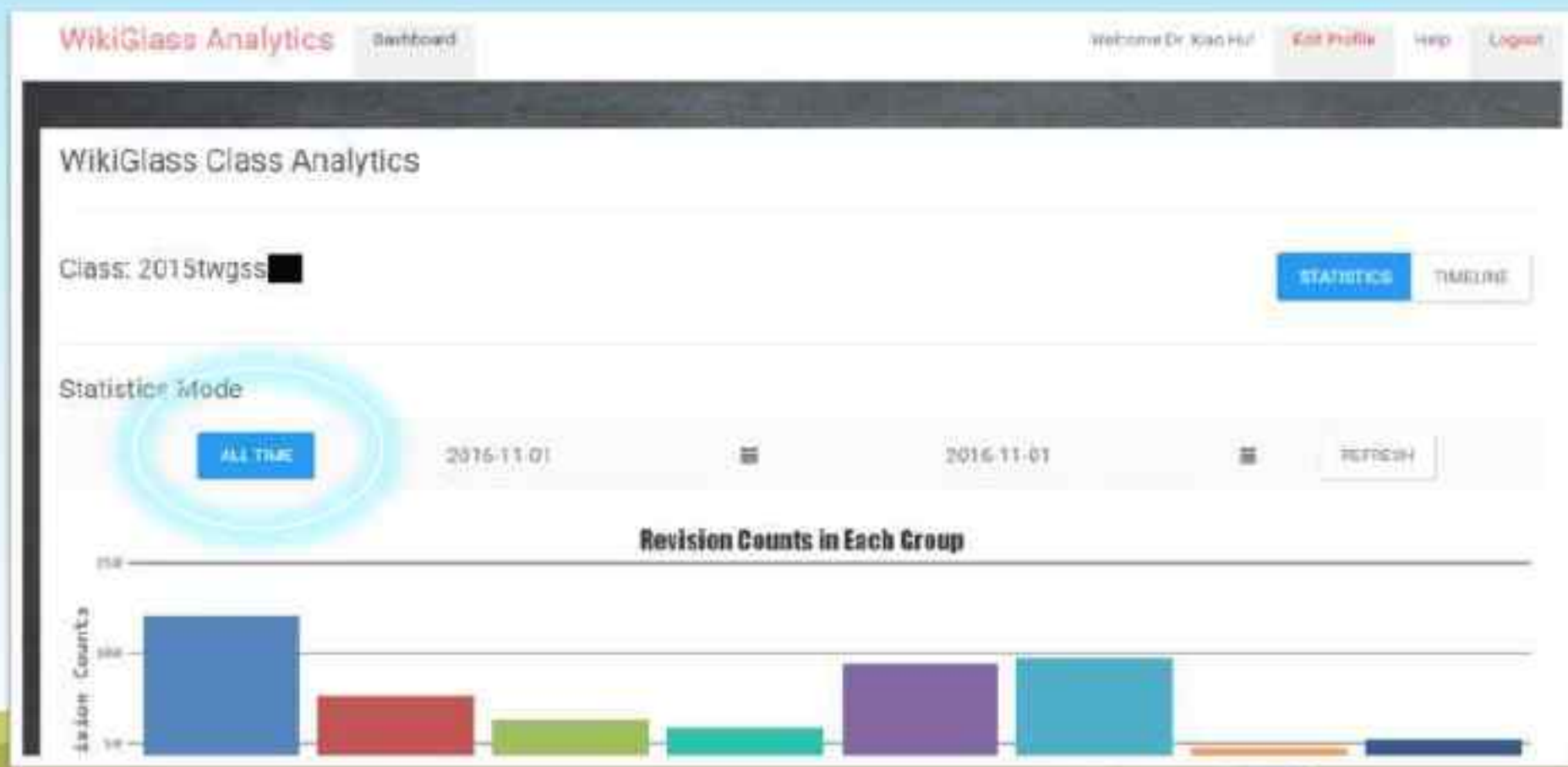
Hover over

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



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

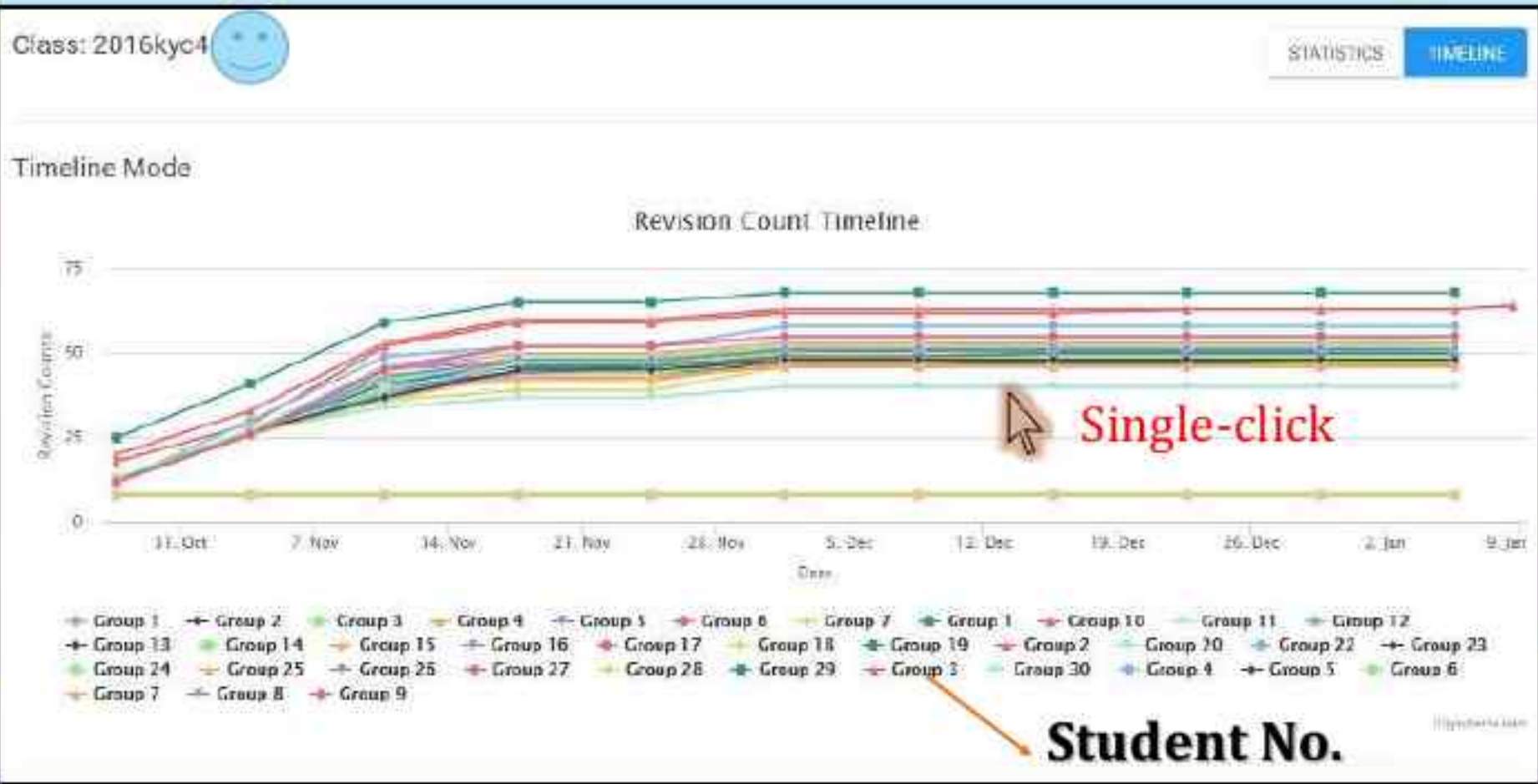
STATISTICS

TIMELINE



Timeline of Students in Individual Writing 同學的個人寫作時間線

TIMELINE



Timeline of a Student in Individual Writing

個別同學的個人寫作時間線

Class: 2016kyc4 | Group: 2

STATISTICS

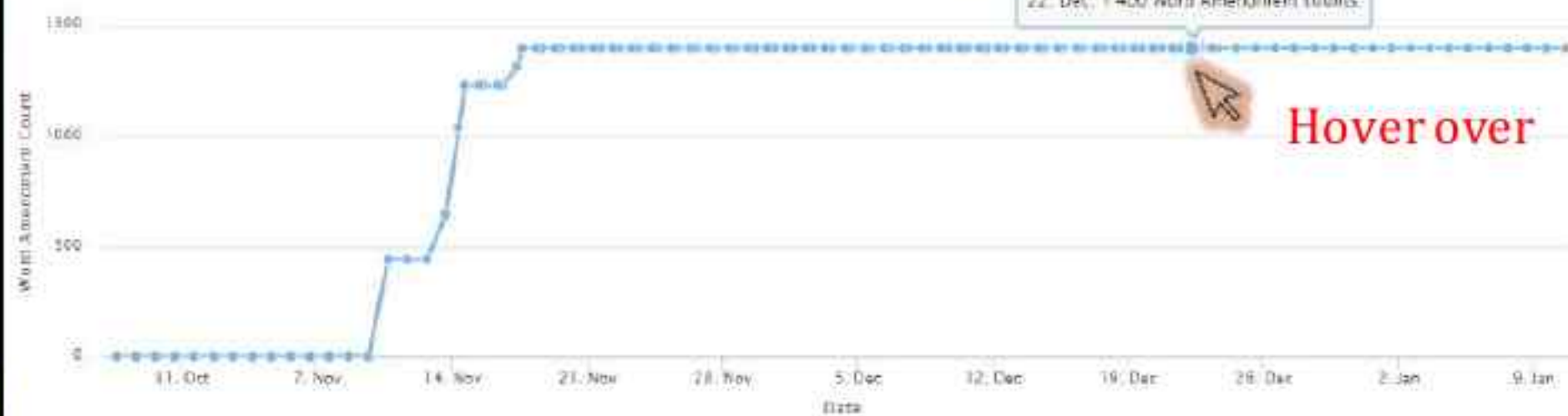
TIMELINE

Timeline Mode - Daily

DAILY

WEEKLY

Word Amendment Count Timeline



Group Writing 小組協同寫作

WikiGlass Analytics



2016kyc4c

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

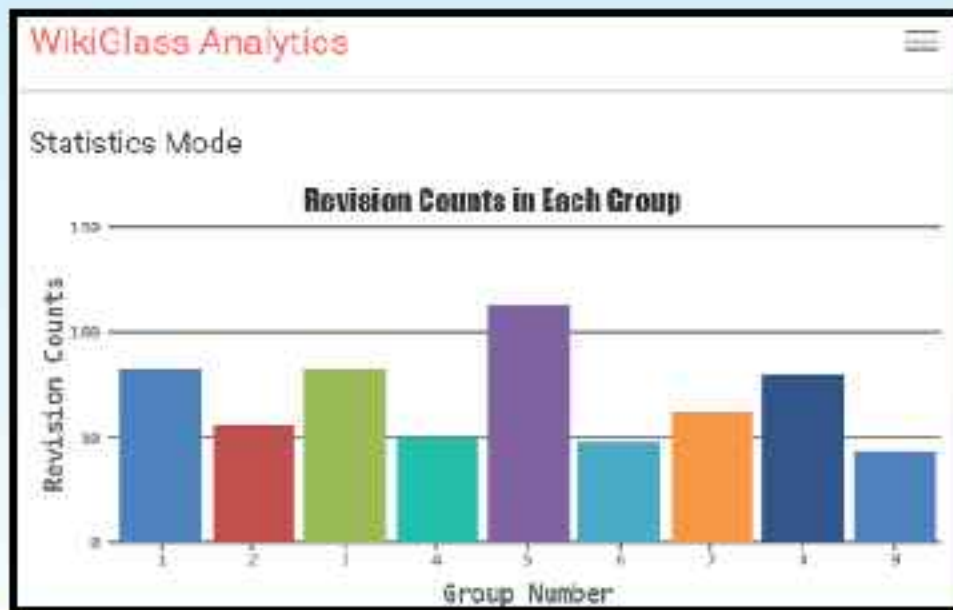
TIMELINE



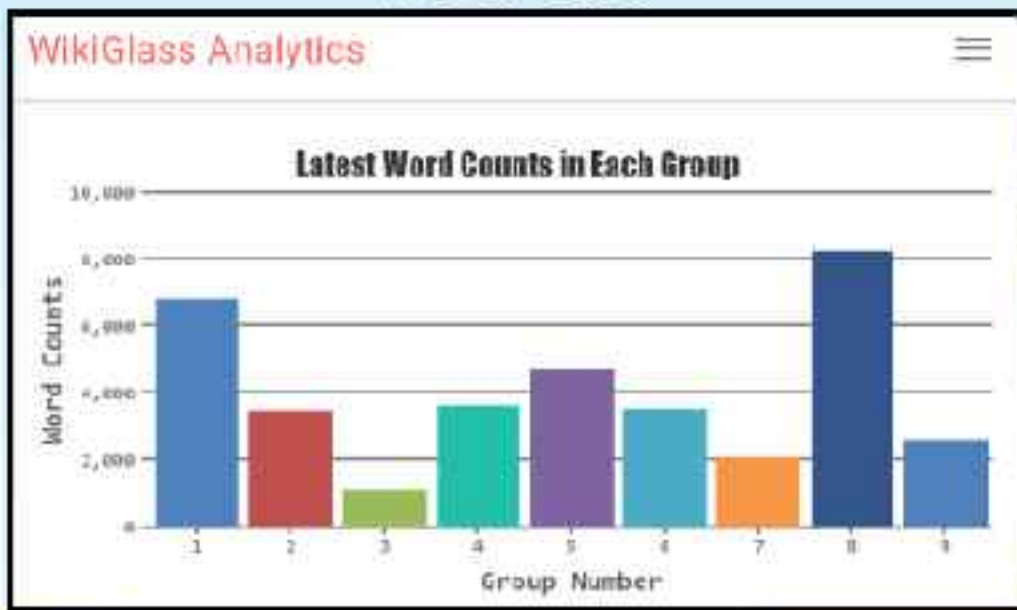
Statistics of the Group

各個小組的統計

修改次數



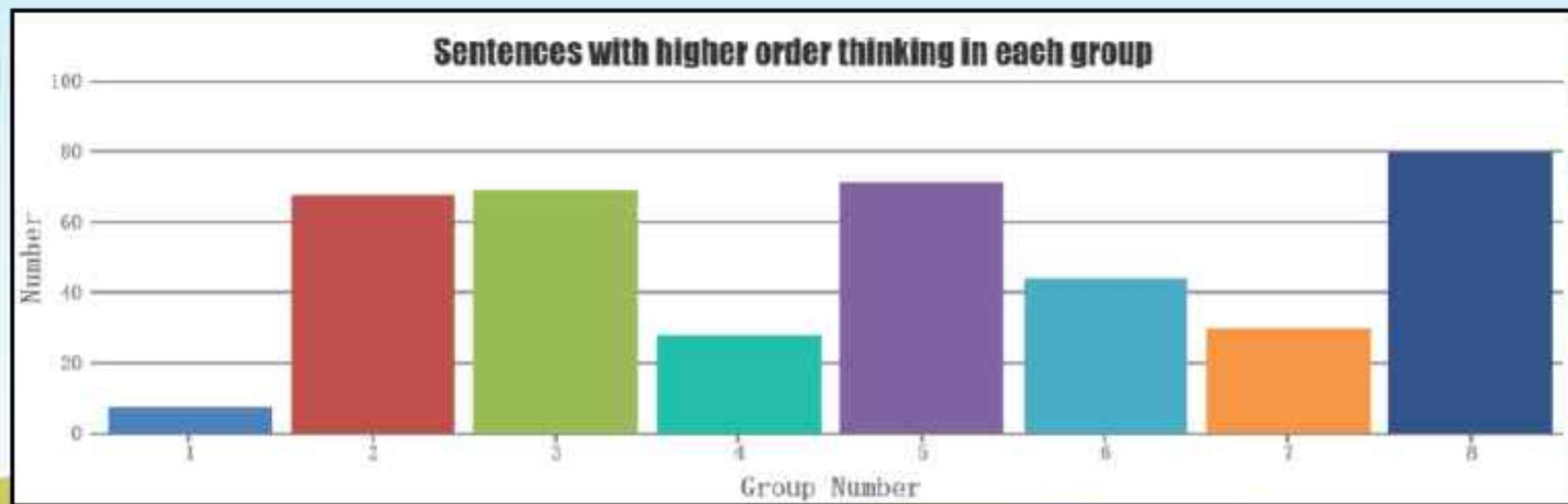
總字數



Statistics of the Group (2)

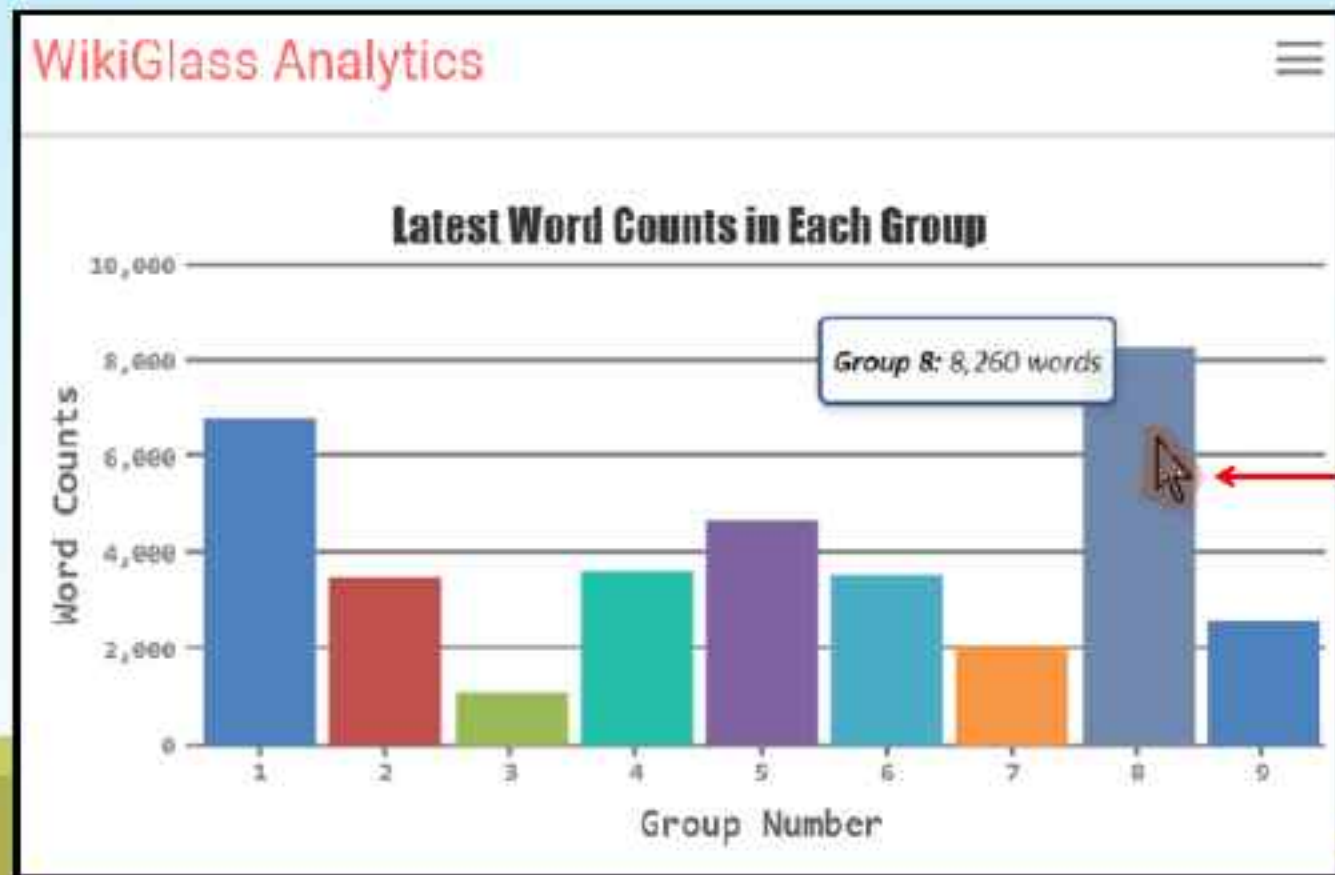
各個小組的統計

高階思維句子量



Statistics of the Group (3)

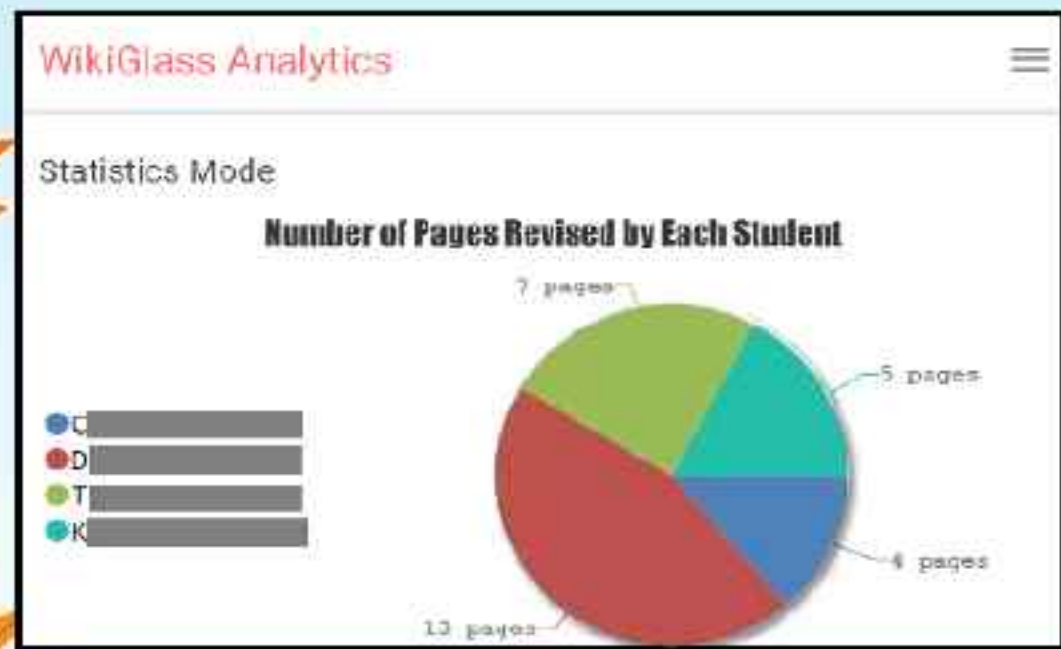
各個小組的統計



Single-click

Statistics of Group Members (1)

各組員的統計

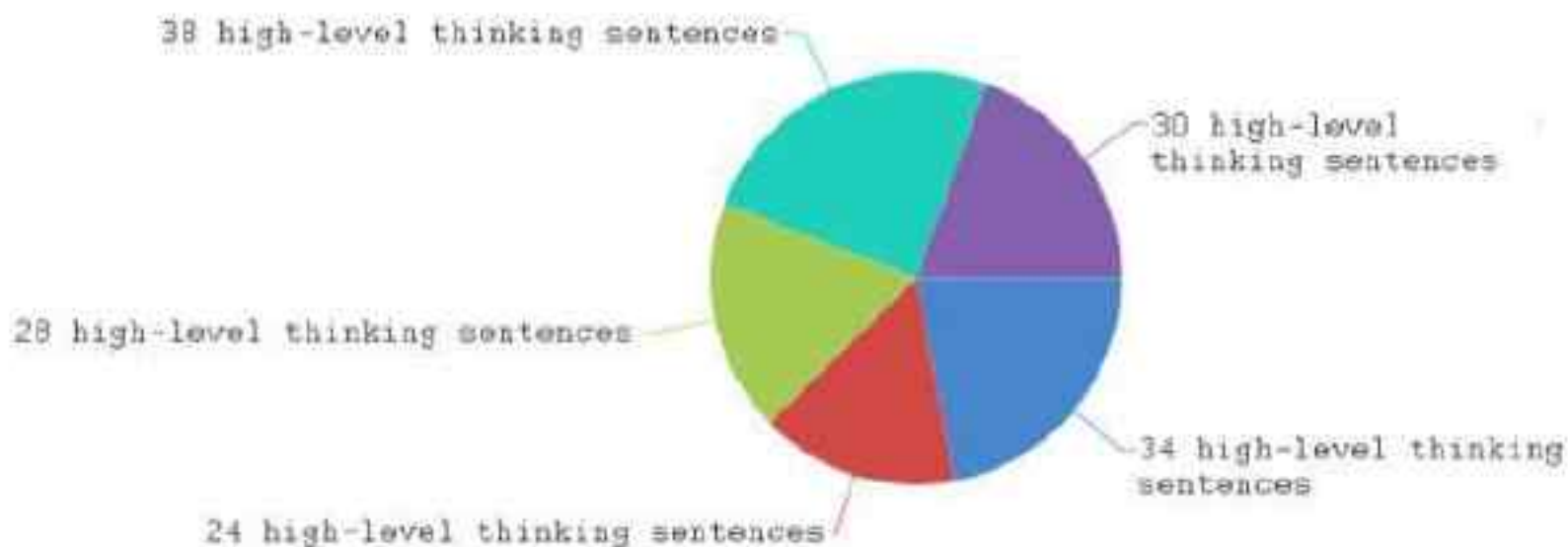


- Number of **pages** revised by each student (修改頁數)
- Number of **revisions** made by each student (修改次數)
- Number of **words added** by each student (增加的字數)
- Number of **words deleted** by each student (刪減的字數)
- Number of **High-order Thinking Sentences** by each student (高階思維句子量)
- Number of **Low-order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

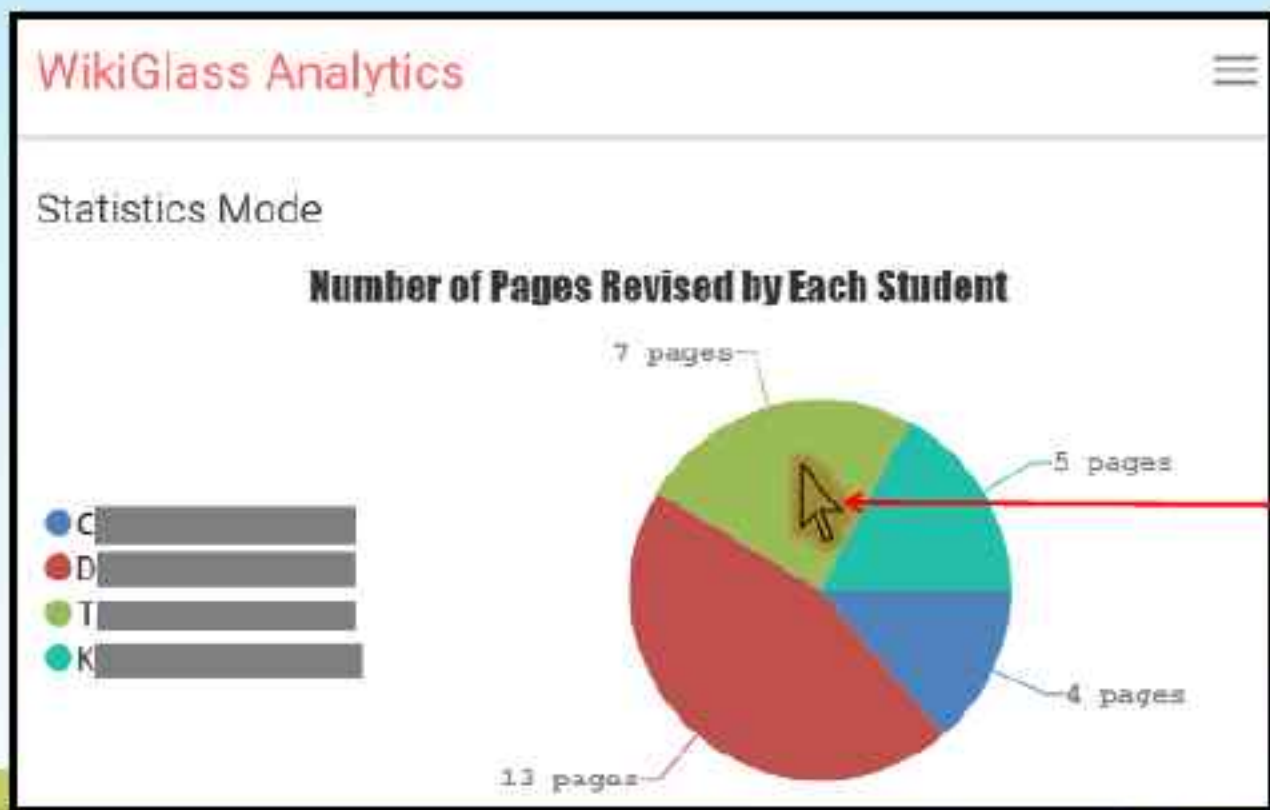
同學C修改了同學Y寫過的頁面
Student C has revised Student Y's work

Number of Words Added by Each Student

7,528 words

Statistics of a Student in a Group (1)

個別組員的統計

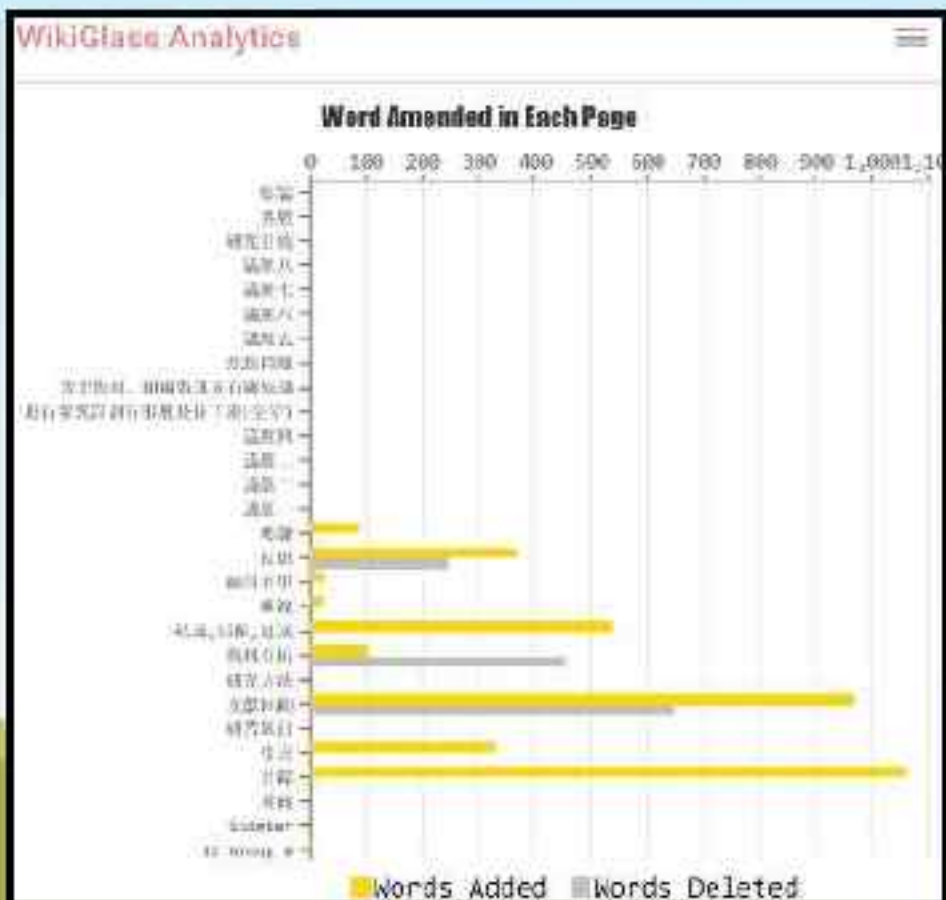
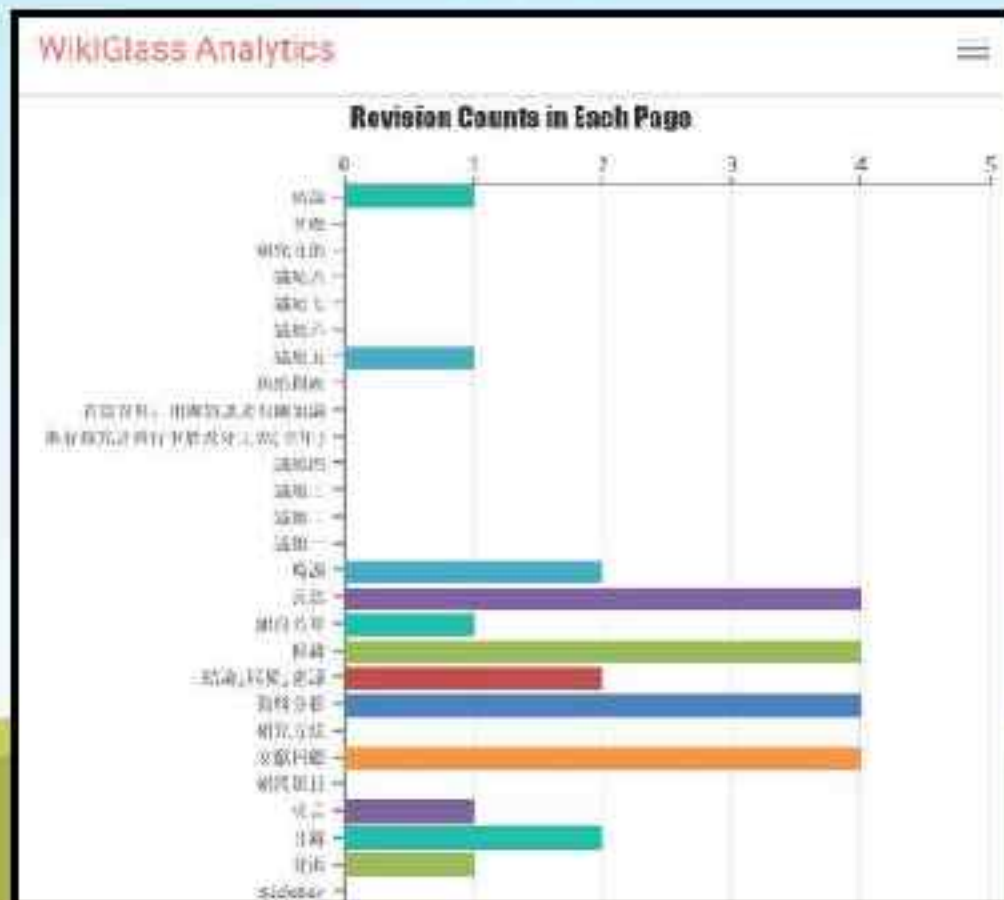


Statistics of a Student in a Group (2)

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)



Hover over

Statistics of a Student in a Group (4)

個別組員的統計

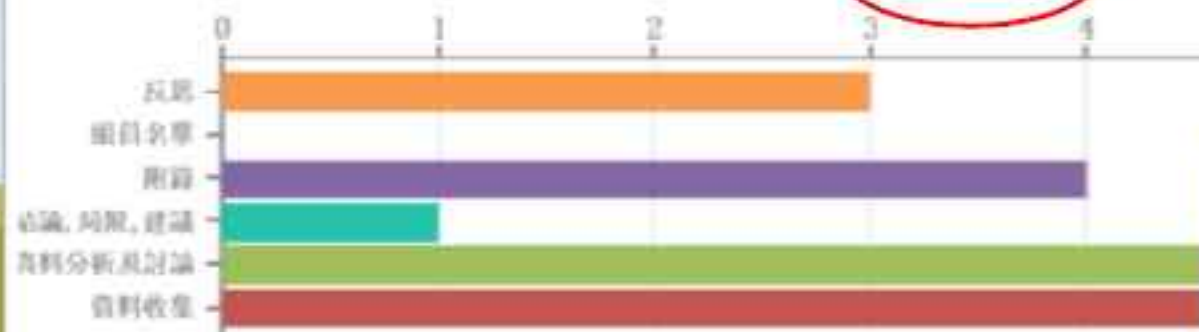
Number of High-level Thinking Sentences by Each Student



Single
Click

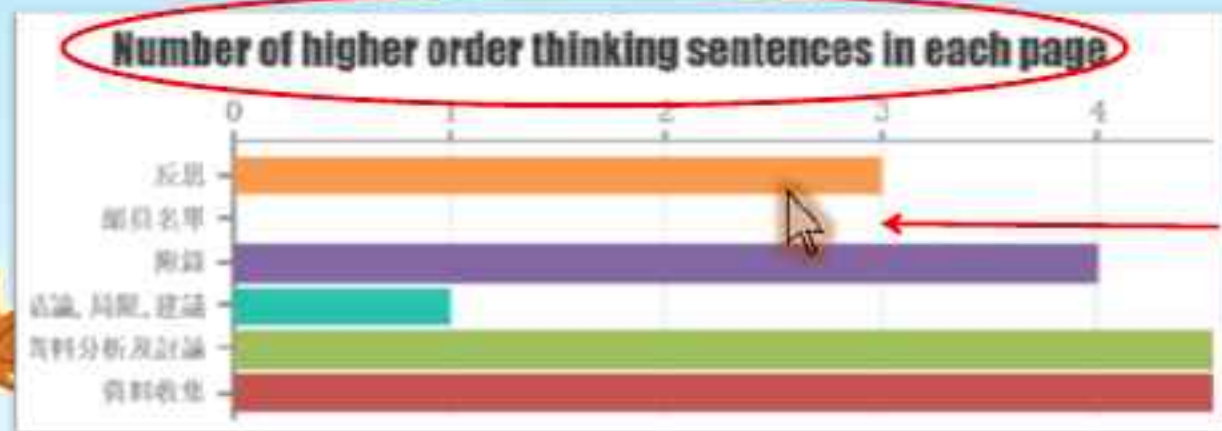
有高階思維的句子量

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道德問題。宗教、家庭傳統才是最大原因，而不是人口老化或社會問題。同性戀對文化影響比較社會的改變更大。
資料收集	4.在67.9%贊成同性戀婚姻合法化的人認為道德和宗教是最大原因，有另外32.9%的人認為文化以及其同性戀者不應受歧視。有7.9%受訪者認為最大原因是不能從傳統思想局限。餘下受訪者有其陳述見解，而沒有人認為宗教道德是最大原因。
資料收集	3.在67.9%受訪者認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，香港有接受可以實行同性戀婚姻合法化。

Timeline Mode

時間綫模式

STATISTICS

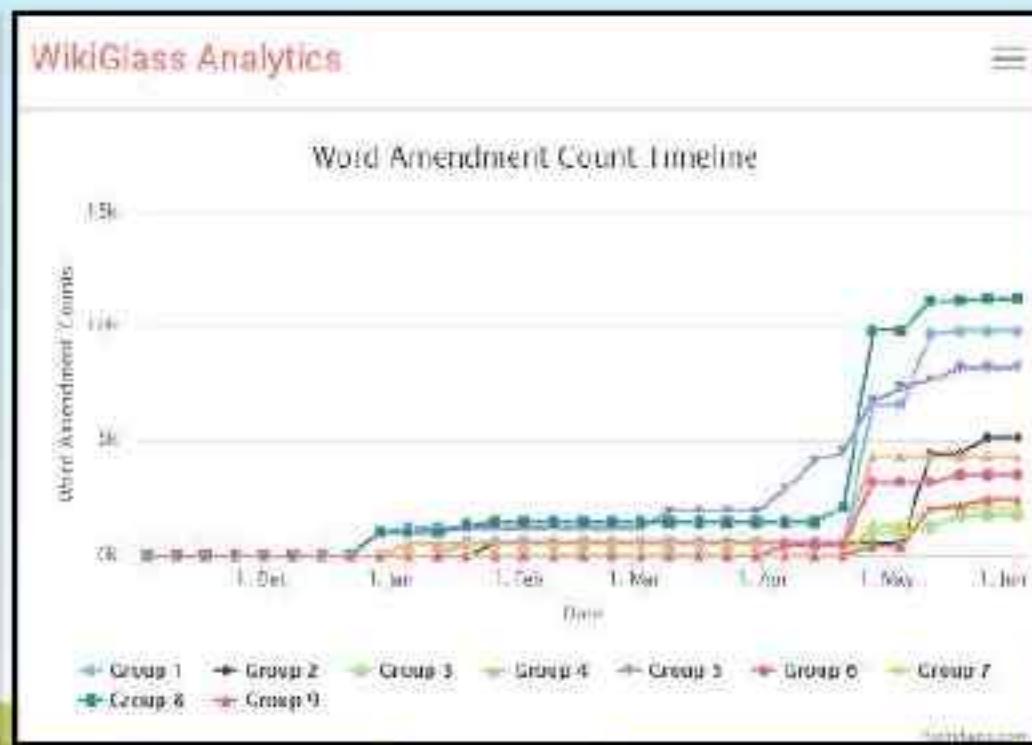
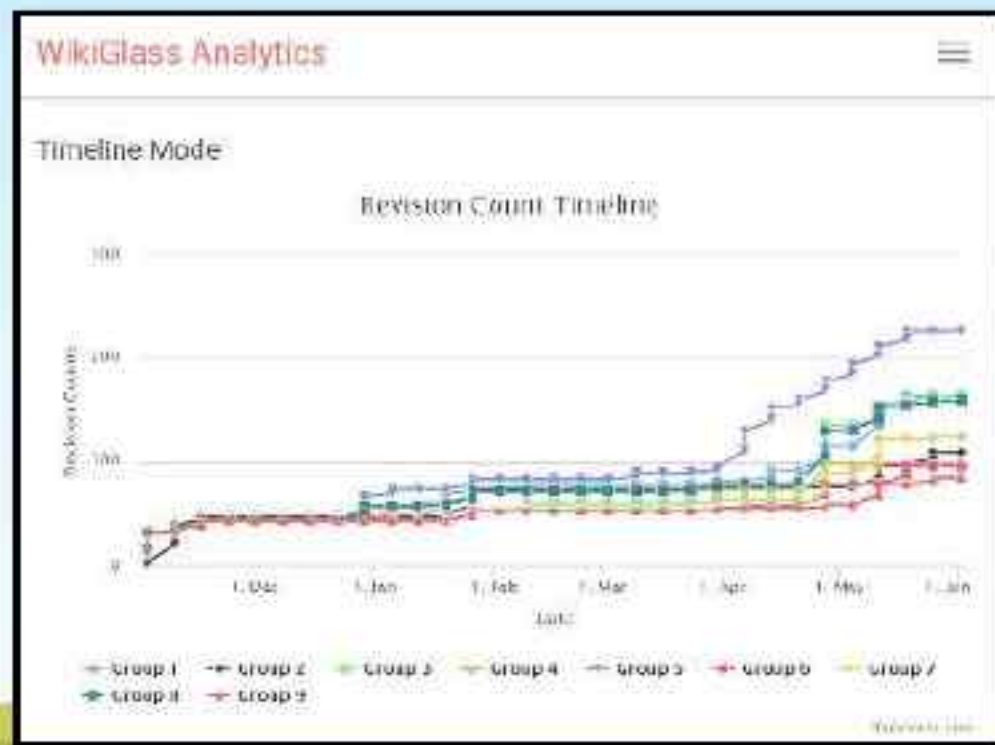
TIMELINE



Timeline of the Groups (1)

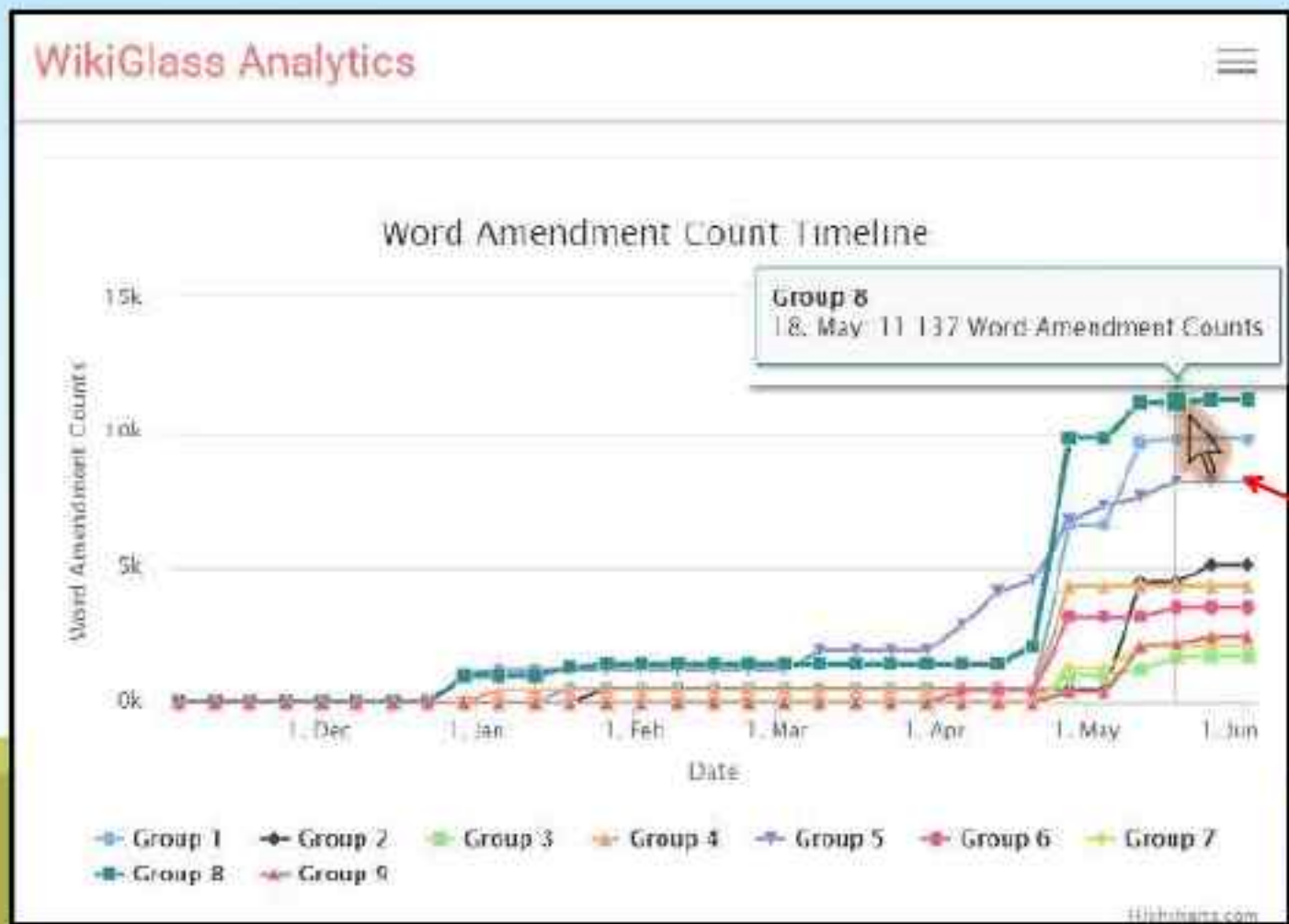
各組的時間綫

TIMELINE



Timeline of the Groups (2)

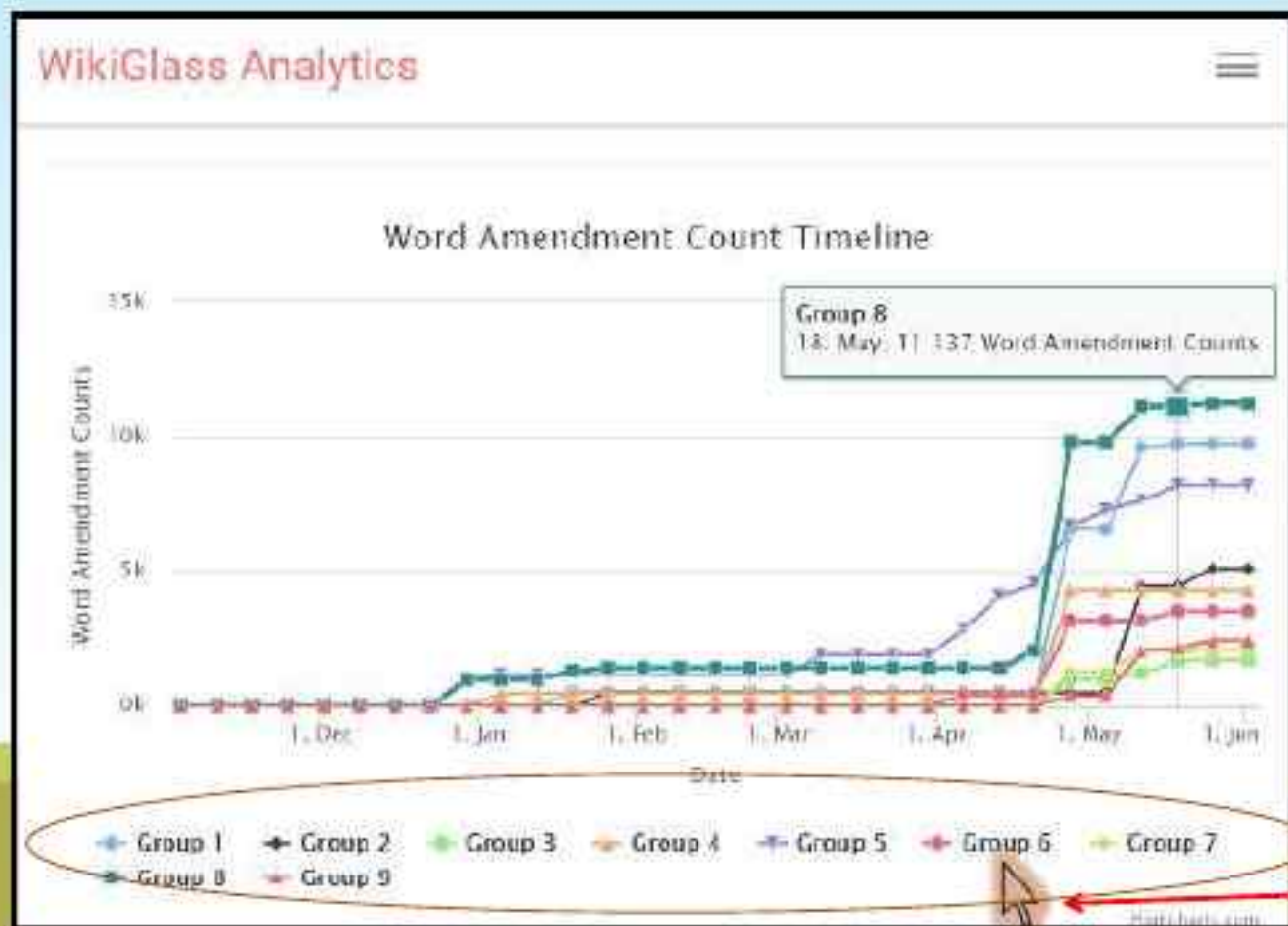
各組的時間綫



Hover
over

Timeline of the Groups (3)

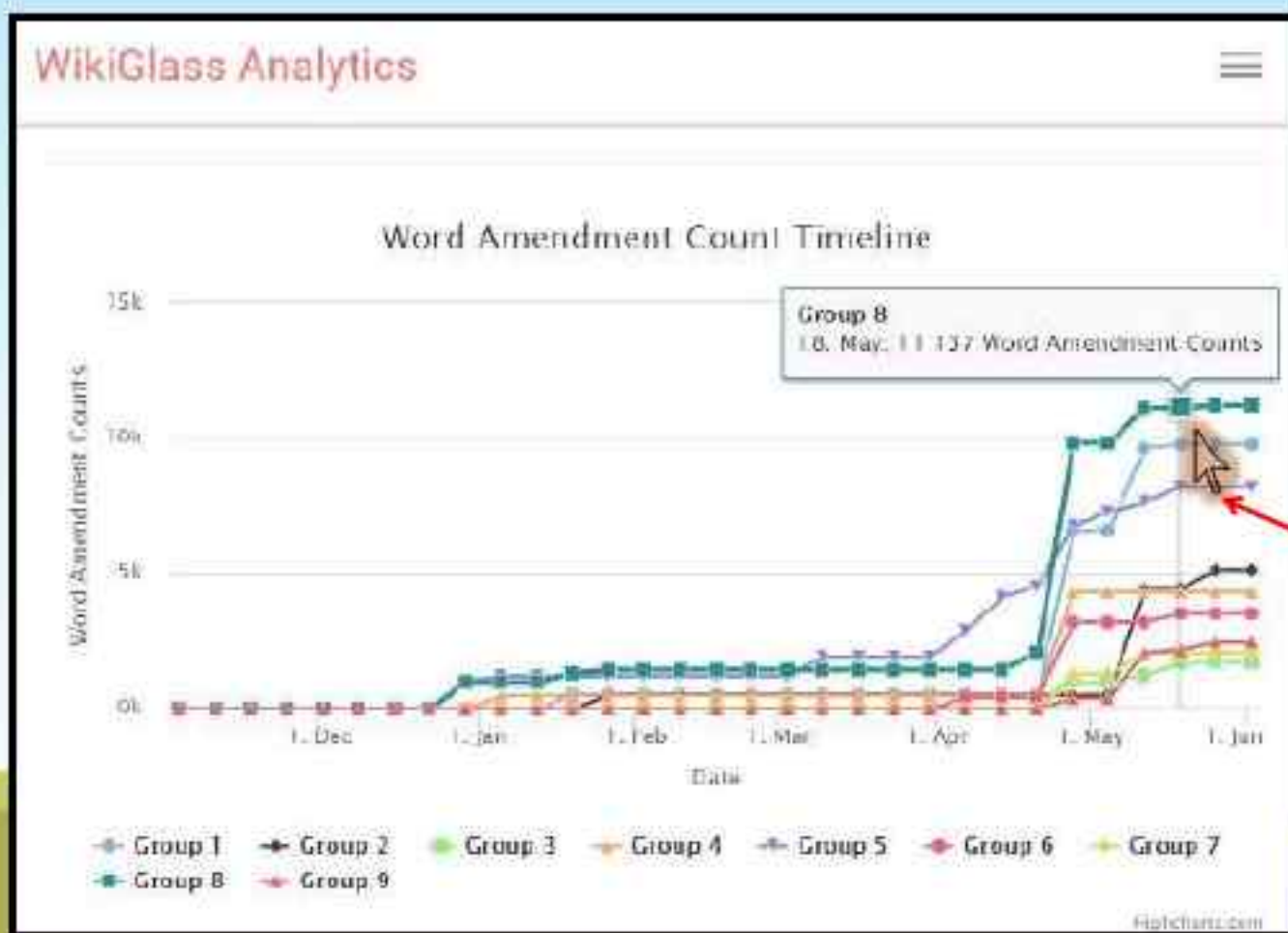
各組的時間綫



Single
Click

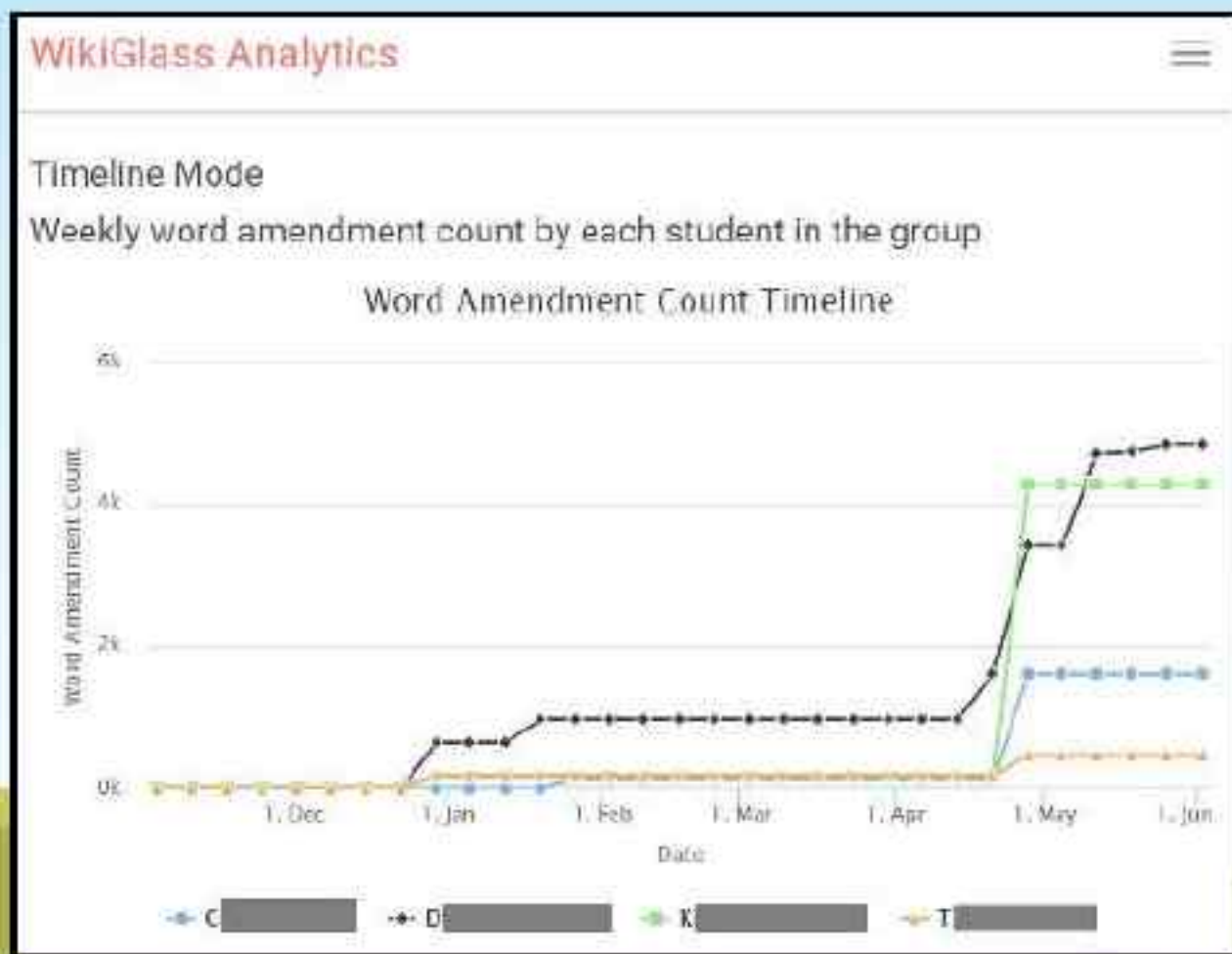
Timeline of the Groups (4)

各組的時間綫



Timeline of Group Members (1)

組員的時間綫



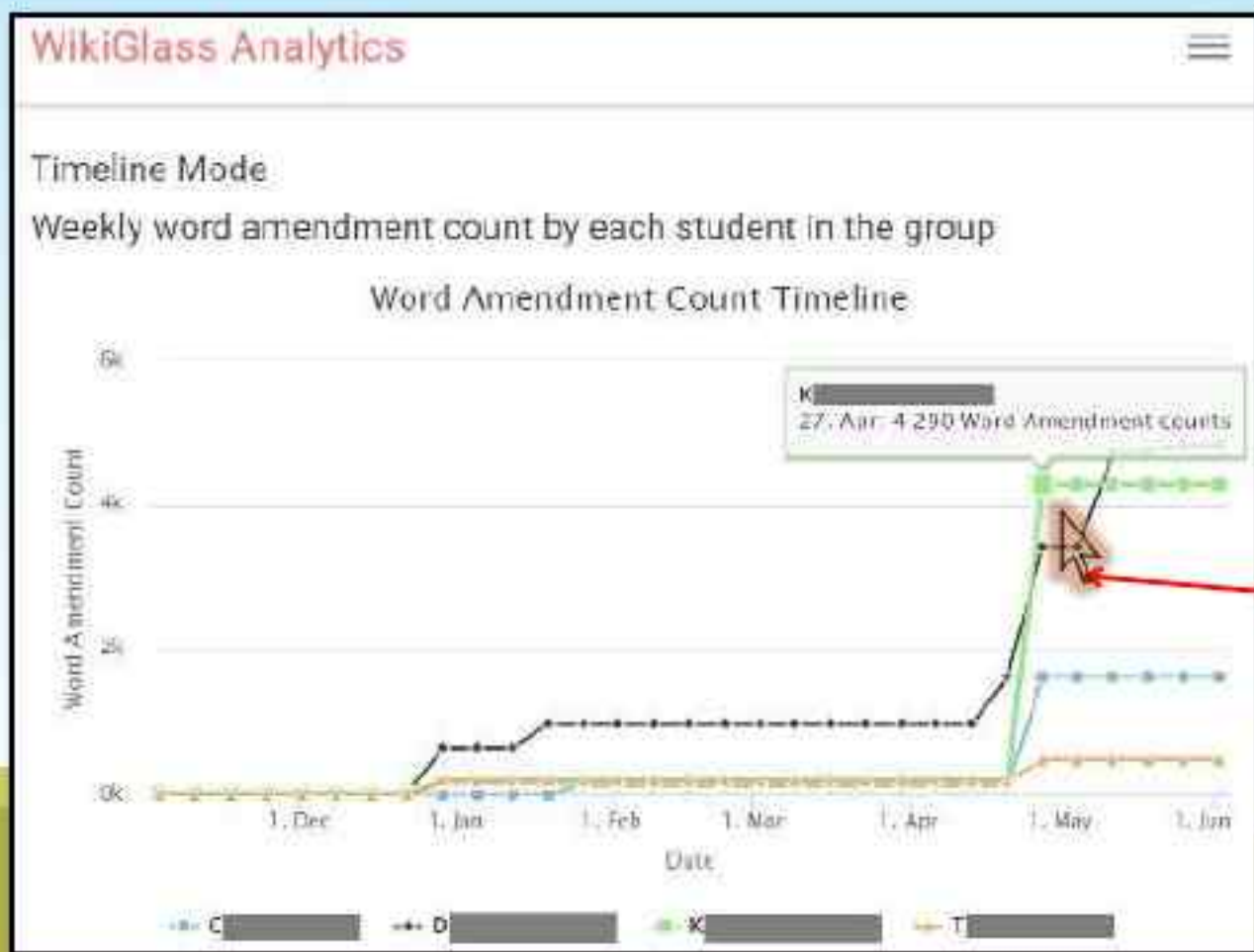
Timeline of Group Members (2)

組員的時間綫



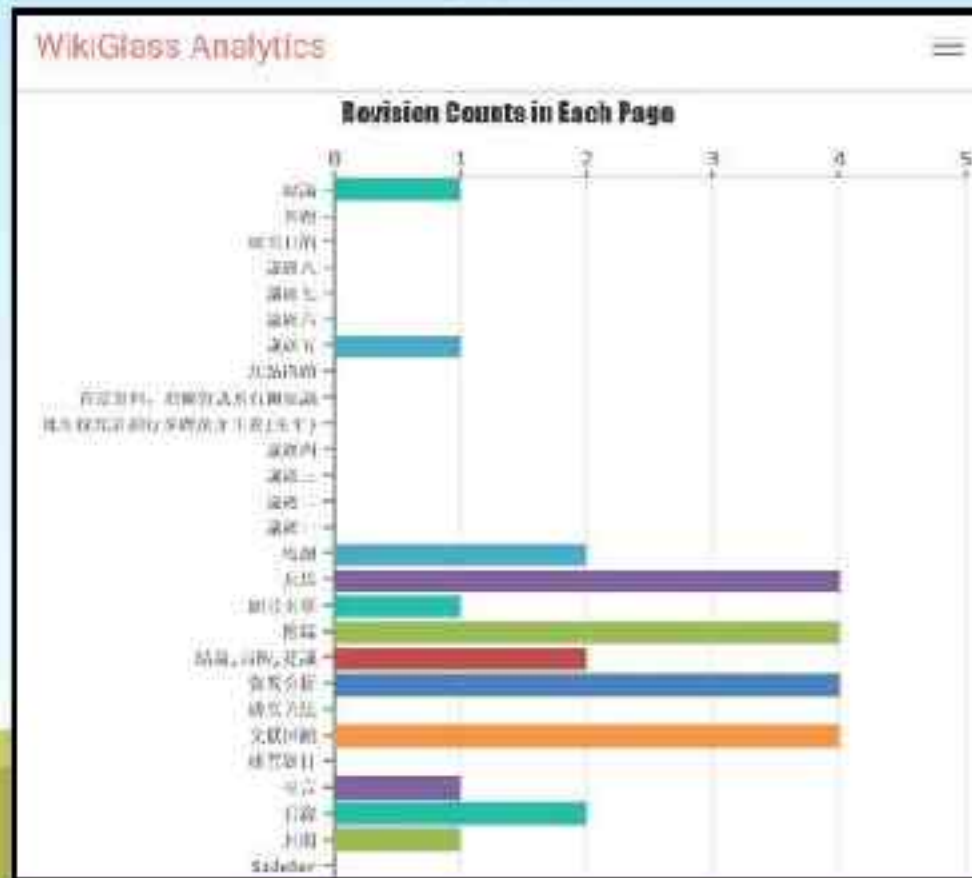
Timeline of Group Members (3)

組員的時間綫

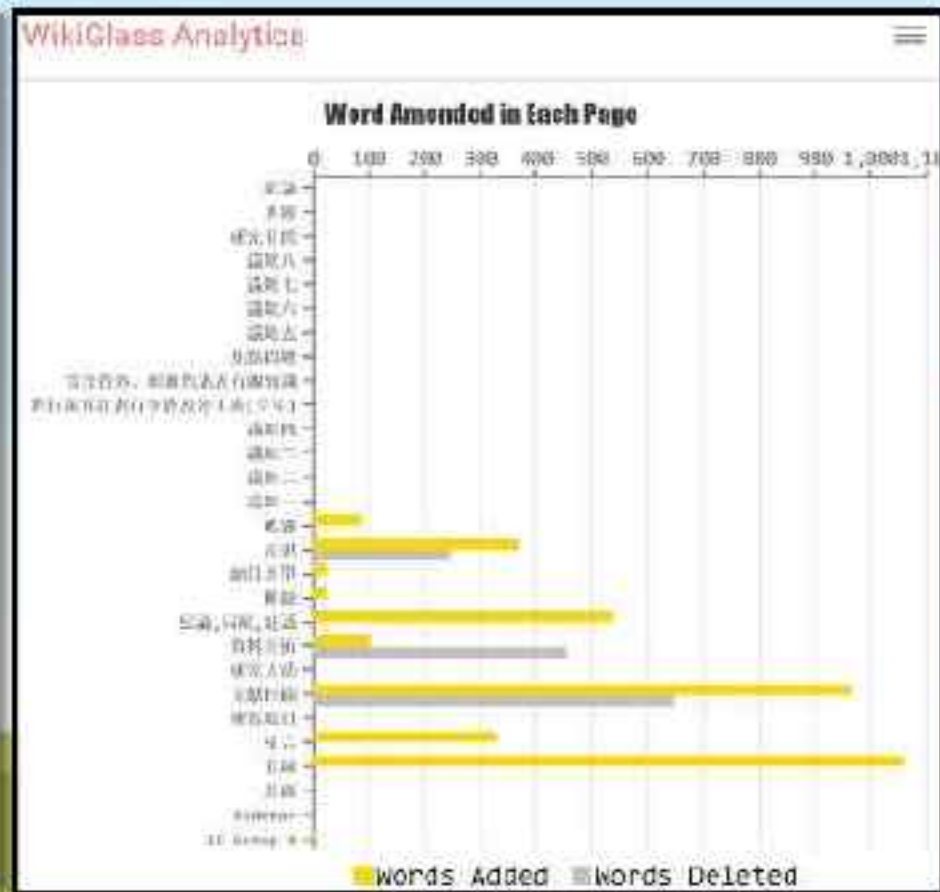


Individual Page 個人頁面

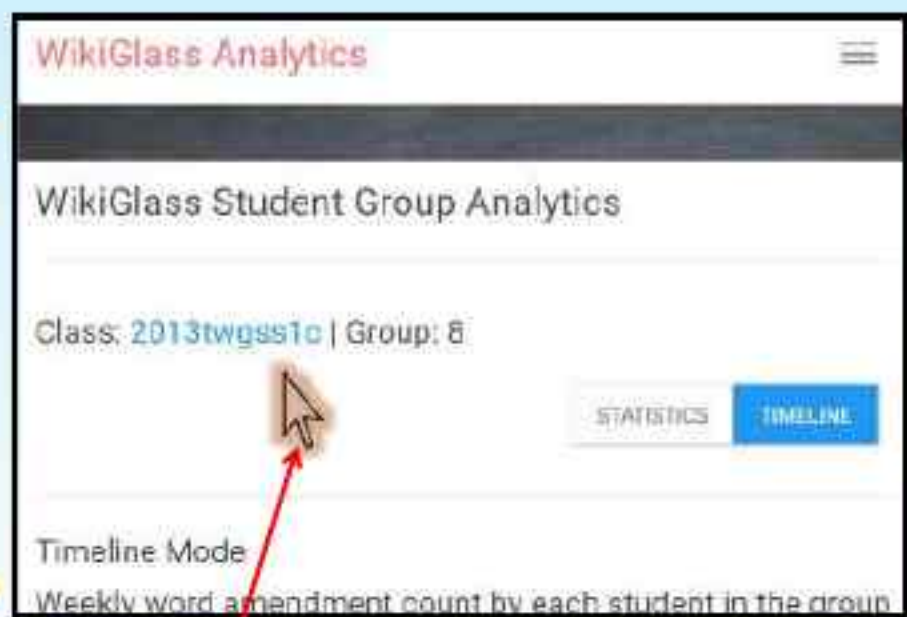
修改次數



增加和刪減的字數



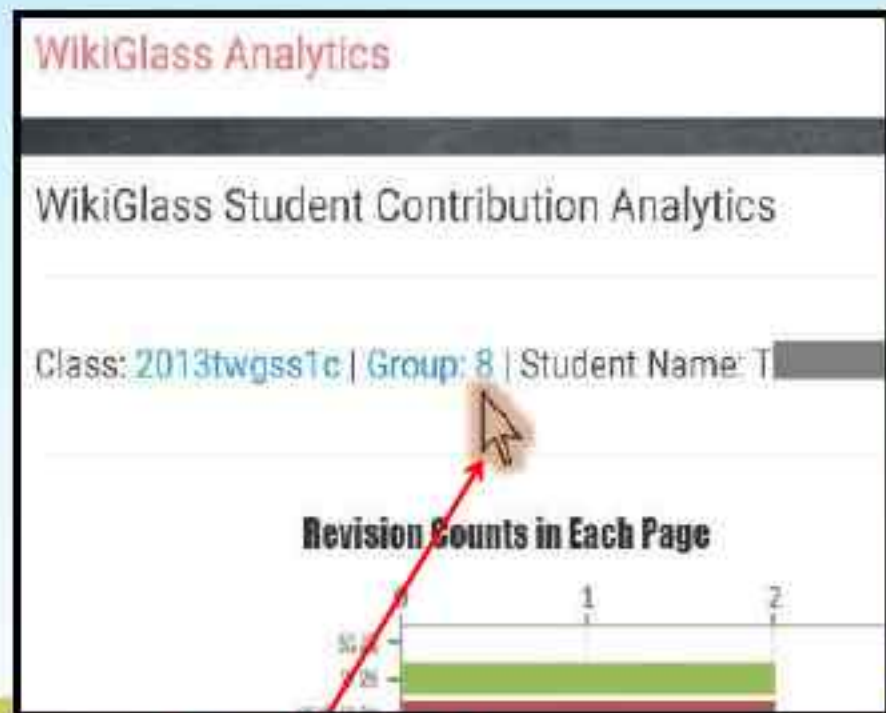
Navigation 導航 (1)



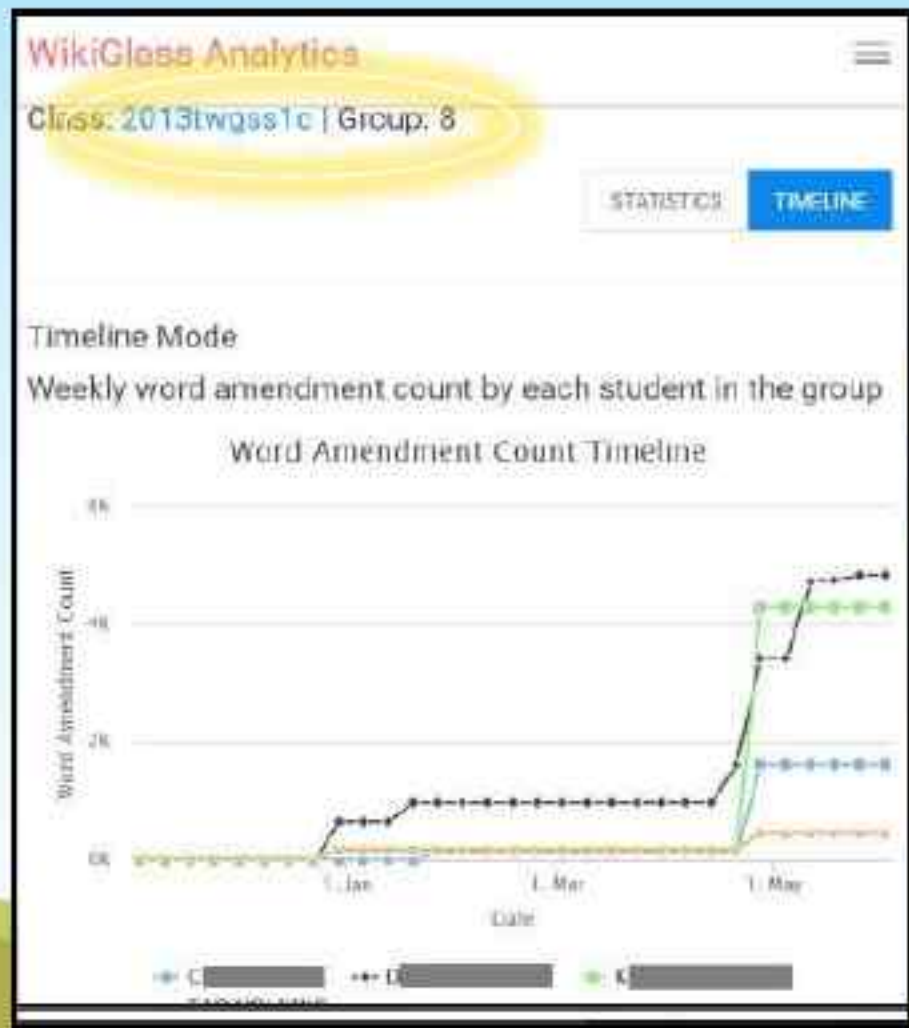
Single Click



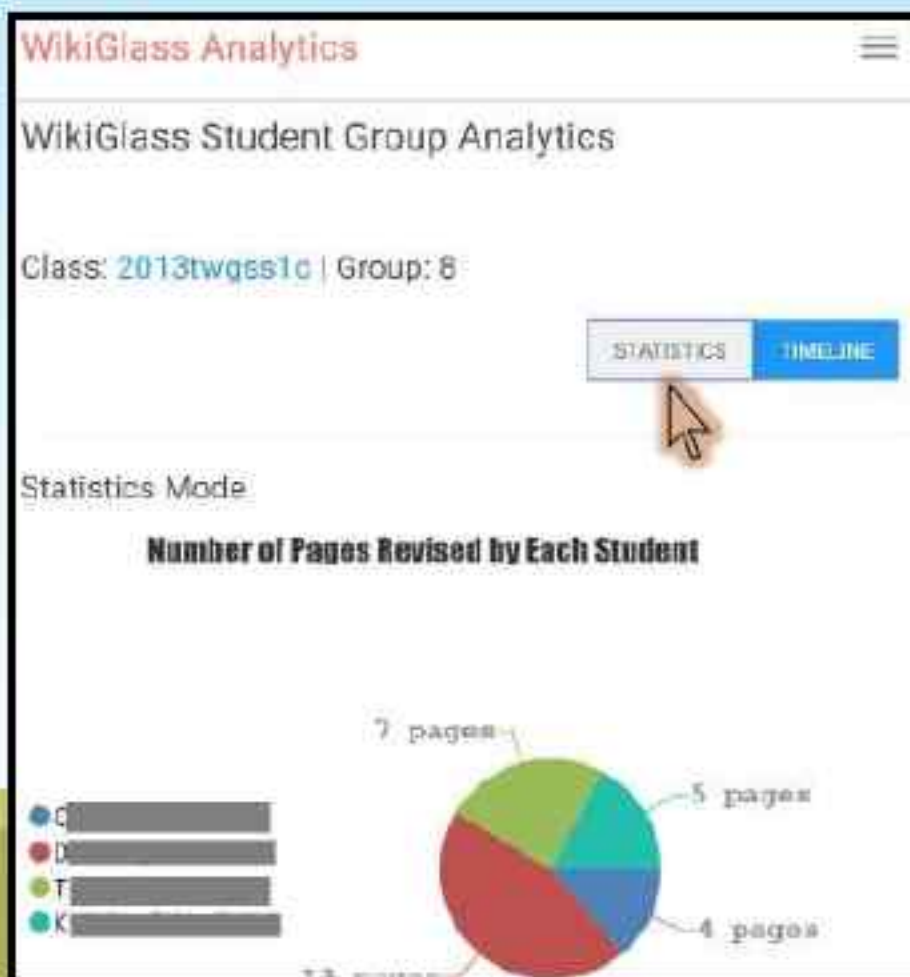
Navigation 導航 (2)



Single Click



Navigation 導航 (3)



Help Page and Logout!

WikiGlass Analytics

Dashboard

Welcome Dr. Xiao Hu!

Edit Profile

Help

Logout

Wikiglass Help Page

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

TWGSS Wikiglass User Guide for Students

Statistics of a Student (e)
個別組員的統計

Number of High-level Thinking Sentences by Each Student

High-level thinking sentences

10 High-level thinking sentences

10 High-level thinking sentences

10 High-level thinking sentences

10 High-level thinking sentences





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