The current reflection is targeted at the author`s experience regarding the Wiki he created with a specific focus on what could be done differently and why. Therefore, the paper starts with a brief description of the Wiki and why it was designed in the way it was done. Then, the topic shifts to specific characteristics of the Wiki and other alternative paths that could have been chosen to implement instead of or in addition to the existing ones. Conclusions drawn follow.

The Wiki “Deeper exploration into human memory” was designed with a specific purpose of leading the target learner group (advanced PhD students) to think critically about the existing evidence about the dissociation between explicit and implicit memory. Therefore, the main part of the Wiki is named as “On the evidence for the dissociation between explicit and implicit memory”. As a result, the Wiki includes previous research studies conducted on this issue. In other words, the Wiki also provides insights into how scientists approached the problem of the dissociation between explicit and implicit memory for the learners. Second, somewhat different from traditional Wiki concept, the Wiki created by the author also includes activities in the form of “before or after going through this page” that were aimed to function as application activities. The main purpose if doing so was not only present information but transform the content of the Wiki into “instruction” by increasing learner interactivity. Finally, the Wiki includes both a student work evaluation and lesson evaluation. The basic aim of this is give the learners the chance to keep track of their own performance by knowing the evaluation criteria, and to figure out possible flaws pertaining to the Wiki in order to improve it for future learning experiences.

As for characteristics of the Wiki, as can be seen in the “pink” portions of the main titles, and bold and italic words included in the content, it was designed to direct learners` attention to specific, important parts of it. This is totally in line with cognitive information processing perspective in general and Mayer`s cognitive theory of multimedia learning. Specifically speaking, the technique was implemented to facilitate selection of information pieces by the learners. Closely related the information is presented in black on a white background for two main reasons: 1) contrasting colors make it easy to process information by increasing chances of noticing; 2) it is assumed to exhaust human vision or eyes less. In this respect, I would no do it differently.

The presentation style of the other important information that may require further clarification is another dimension to mention. Not all but some specific pieces of information are linked to external website where learners can find further information. The aim behind is to help learners to remember what they already know about a specific concept or learn about that concept if they do not have enough knowledge. Since such information pieces are thought to be prerequisite information, the existing presentation way of them would contribute to learning level. This was not done for other concepts that were thought to be not of central concern for the content of the Wiki. However, even though it sounds awkward to assume that target learners (PhD) students may not have that knowledge, presenting them in the same style may remedy such possible instances. However, such an approach would lead to more load or time on the part of those who know the concepts but still wants to check them out once more. Therefore, I would not change the existing strategy of presentation important information pieces.

Third, the learners are presented with the objectives of the lesson on the very first page. The aim was to orient them towards what is expected. The learners are also given the chance to create their specific objectives. All these aim at increasing ownership of learning on the part of the learners thus trying to increase their motivation. Another way of doing this would be to present the instructor objectives after the learners create their own ones. The reason is this would instigate a search on the topic by the learners thus hypothetically contributing to their prior knowledge level before they actually start to go through the Wiki. The instructor`s objectives could be presented later and the learners could be asked to compare theirs with those of the instructor`s, which would further learners` ownership of the lesson content.

Diagrams presented in the Wiki served the purpose of making the Wiki more cognition friendly as well. Since the learning type is basically conceptual learning, this was challenging to do though. This mainly stems from the characteristics of academic readings. Most of the time, it would be difficult to visualize research articles and other academic publications. However, it would be very helpful to visualize some information included such as the diagrams of the possible relationships between explicit and implicit memory. That is, scientist may need to draw such visuals out of the content of an academic reading in order to understand it better. Consequently, in the Wiki, the learners are provided with examples of this but only after they create their own ones. I like this part not only because it encourages processing through more than one modality but also includes an application part in which learners are given the chance to apply their understanding of the content of the Wiki. Needless to say, comparing their own diagrams with the example ones on the Wiki is another application activity and a sort of a self-check/assessment showing them how their understanding goes on. If I had the time and technical skills, I would do this more interactive in that learners drag and place parts of the diagrams. The reason is it would be more motivating and learning by “doing”.

Furthermore, learners are asked to fill out tables and write down an essay by using basic MS tools. This relates more the Wiki technology I used but I wish I had been able to insert these into the Wiki pages themselves instead of adding them as files to be filled out and uploaded later on. This would make it easier for the learners to manage what they are asked to do and save more time for them. For example, instead of writing a 500-word essay on MS Word learners would do it on one of the Wiki pages and hit insert to submit their essay. I should acknowledge that this does not seem to be in line with Wiki “idea” but doing so would make it more manageable on the part of the learners.

Finally, I wish I had the sort copies of every reading I mentioned in the Wiki. Unfortunately, most of them are book chapters and I do not have the PDFs of any other soft copies of them. If I had them, I would link them to their corresponding references given. This would give the learners to go to the original resources and go through them on their own. Needless to say, this way, they would have even the chance of critiquing the content of the Wiki.

In sum, the Wiki is constructed in a way that is thought to facilitate cognitive processing of information thus trying to make it easier for the learners to grasp the content. The same aim also underlines the activities included that are aimed at fostering application of information instead of rote reading. Of course, things such as presentation of important information pieces and adding more pictorial information would be done differently to enhance learning but some of these may not be in line with Wiki “idea” or technical skills of the author may not allow this. After all, the Wiki has a target population of advanced PhD students who can be supposed to have some knowledge and skills that are not addressed by the Wiki.