



## Wiki Writing: Collaborative Learning in the College Classroom

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When most people think of wikis, the first---and usually the only---thing that comes to mind is Wikipedia. The editors of *Wiki Writing: Collaborative Learning in the College Classroom*, Robert E. Cummings and Matt Barton, have assembled a collection of essays that challenges this common misconception, providing an engaging and helpful array of perspectives on the many pressing theoretical and practical issues that wikis raise. Written in an engaging and accessible manner that will appeal to specialists and novices alike, *Wiki Writing* draws on a wealth of practical classroom experiences with wikis to offer a series of richly detailed and concrete suggestions to help educators realize the potential of these new writing environments.

Robert E. Cummings began work at Columbus State University in August 2006 as Assistant Professor of English and Director of First-Year Composition. Currently he also serves as the Writing Specialist for CSU's Quality Enhancement Plan, assisting teachers across campus in their efforts to maximize student writing in their curriculum. He recently concluded a three-year research study with the Inter/National Coalition for Electronic Portfolio Research and continues to research in the fields of computers and writing, writing across the curriculum, writing in the disciplines, and curricular reform in higher education.

Matt Barton is Assistant Professor, St. Cloud State University, Department of English-Rhetoric and Applied Writing Program. His research interests are rhetoric, new media, and computers and writing. He is the author of *Dungeons and Desktops: A History of Computer Role-Playing Games* and has published in the journals *Text and Technology*, *Computers and Composition*, *Game Studies*, and *Kairos*. He is currently serving as Associate Editor of *Kairosnews* and Managing Editor of *Armchair Arcade*.

"*Wiki Writing* will quickly become the standard resource for using wikis in the classroom."

---Jim Kalmbach, Illinois State University

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