I designed five comprehensive on-line discussion forums (DF), week-long each, which complemented my MBA Theories of Economics course. They were tested and refined in my courses, during teaching each term in the period of 2010-2013. I compared them with the Wiki Team Projects I ran with students multiple times during my courses in the period of 2013-2015. Monitoring and facilitation of these activities provided an extensive research material for assessing the effectiveness of them in achieving learning goals of the course. The model of ‘BIG FIVE’ was adopted for outcomes assessment, as expanded by Salas, Yuces, and Burke (2005), and tested by Kay, Monsen, Zemke, and Reimann (2006).

**OBJECTIVES OF THE STUDY**

I aimed to investigate the impact of Wiki on academic performance and motivation; cognitive, emotion and interactional processes in collaborative learning; knowledge building and social constructivism; and student satisfaction in terms of using Wiki as a learning tool. Theses objectives are in line with the three general goals stated above: (1) learn the concepts and develop the skills; (2) learn how to use and apply the concepts; (3) learn how to communicate and collaborate. The five models for Wiki were compared with those of related models for online courses in terms of their theoretical and empirical implications. The models were compared with the three general goals stated above: (1) learn the concepts and develop the skills; (2) learn how to use and apply the concepts; (3) learn how to communicate and collaborate.

**The Series of 5 DFs**

**DF 1. Thinking Like an Economist**

- **Objective:** Improving students’ critical thinking skills and ability to analyze economic policies.
- **Setting:** The course teaches students how to analyze and interpret economic data, policies, and theories.
- **Technology used:** Course management system (CMS), discussion forums.
- **Outcomes:** Improved critical thinking skills, enhanced ability to analyze and interpret economic data, policies, and theories.

**DF 2. OPEC Summit**

- **Objective:** Enhancing students’ knowledge of oil pricing and market dynamics.
- **Setting:** The course teaches students the fundamentals of oil pricing and market dynamics.
- **Technology used:** Interactive simulations, case studies.
- **Outcomes:** Improved understanding of oil pricing and market dynamics, enhanced ability to analyze and interpret oil market data.

**DF 3. The Firm**

- **Objective:** Developing students’ understanding of business operations and strategies.
- **Setting:** The course teaches students the fundamentals of business operations and strategies.
- **Technology used:** Online quizzes, case studies.
- **Outcomes:** Improved understanding of business operations and strategies, enhanced ability to analyze and interpret business data.

**DF 4. The Council of Economic Advisers**

- **Objective:** Enhancing students’ knowledge of economic policies and their impact on society.
- **Setting:** The course teaches students about the role of the Council of Economic Advisers in formulating economic policies.
- **Technology used:** Online discussions, case studies.
- **Outcomes:** Improved understanding of economic policies and their impact on society, enhanced ability to analyze and interpret economic data.

**DF 5. The FED Meeting**

- **Objective:** Developing students’ understanding of monetary policy and its impact on the economy.
- **Setting:** The course teaches students about the Federal Reserve and its role in monetary policy.
- **Technology used:** Online quizzes, case studies.
- **Outcomes:** Improved understanding of monetary policy and its impact on the economy, enhanced ability to analyze and interpret economic data.

**References**


Rovai, A. P. (2001b). Classroom Community Scale (CCS) model, developed by Rovai (2001a, b) and tested by Johnson and Sims (2013), confirmed in terms of Learning Environment, Quality, Teamwork, and Community.


**Team-Building Experiment in Application of Economic Concepts in the Series of On-Line Discussions Imitating Real-Life Simulations, as Compared with Wiki Team Projects**

**WIKI IN THE LITERATURE**

- **Objective:** To compare the effectiveness of Wiki and online course-based threaded discussions in achieving learning goals of the course. The model of ‘BIG FIVE’ was adopted for outcomes assessment, as expanded by Salas, Yuces, and Burke (2005), and tested by Kay, Monsen, Zemke, and Reimann (2006).

**CONCLUSIONS**

Presented structured series of two-stage DFs with outlined and required final readings were very effective at achieving stipulated learning outcomes in the created virtual Classroom Community Scale (CCS) model with the application of the significant learning experiences framework. Conversely, the instructional output of Wikis was not fully achieved: quality of teamwork (problem solving ability, healthy competition, mutual support, cohesion, developing relationships, sharing unique perspectives) and efficiency and effectiveness of teamwork. Additionally, problems of hostility and “social loafing” were observed in Wikis teams and assignments.

Contradictions (disobedience) in Wiki reported by Johnson and Sims (2013), also noted by Barab, Evans, & Baek (2003), and Murphy & Rodriguez-Manzaneque (2000) were observed and included the following issues:

- **Familiarity with the technology (smoothed with scaffolding entry)**
- **Choice of Wiki (lack of discussion)**
- **Simultaneous editing (the timing of interactions)**
- **Cohesion and trust (needs prior team building in smaller groups)**
- **Classroom Community and Design Strategy, with consideration of the scale of the course; recommended the alignment of focus, outcomes and technology.**


**REFERENCES**


Rovai, A. P. (2001b). Classroom Community Scale (CCS) model, developed by Rovai (2001a, b) and tested by Johnson and Sims (2013), confirmed in terms of Learning Environment, Quality, Teamwork, and Community.