Using the UBC Wiki to Enhance Learning through Open Assignments
Please note this session is being recorded
Lots of info about the session, including links to resources, can be found on this UBC Wiki page:

https://wiki.ubc.ca/Sandbox:RTI_Wiki_Session
We hope you will leave this session with:

- A rationale for using wiki based assignments in your class
- Reflections on different types of student projects the UBC Wiki can enable
- Considerations for effective use of the UBC Wiki
- Where to get help and support
Why Wiki Assignments
student as producer

MANIFESTO

- STUDENT AS PRODUCER RESTATES THE MEANING AND PURPOSE OF HIGHER EDUCATION BY RECONNECTING THE CORE ACTIVITIES OF UNIVERSITIES, I.E., RESEARCH AND TEACHING, IN A WAY THAT CONSOLIDATES AND SUBSTANTIATES THE VALUES OF ACADEMIC LIFE
- THE CORE VALUES OF ACADEMIC LIFE ARE REFLECTED IN THE QUALITY OF STUDENTS THAT THE UNIVERSITY OF LINCOLN AIMS TO PRODUCE
- STUDENT AS PRODUCER EMPHASISES THE ROLE OF THE STUDENT AS COLLABORATORS IN THE PRODUCTION OF KNOWLEDGE
- THE CAPACITY FOR STUDENT AS PRODUCER IS GROUNDED IN THE HUMAN ATTRIBUTES OF CREATIVITY AND DESIRE, SO THAT STUDENTS CAN RECOGNISE THEMSELVES IN A WORLD OF THEIR OWN DESIGN
Students should move from being the **object** of the educational process to its **subject**. Students should not be merely consumers of knowledge but producers, engaged in **meaningful, generative work alongside the university’s faculty.**

-Derek Bruff -
http://cft.vanderbilt.edu/2013/09/students-as-producers-an-introduction/
We are often asking students to do work just to show us that they can do it. I wanted them to do something that had genuine value, and not just this makeup exercise they perform just to show [professors] they know how to do things.

-Dr. Rosie Redfield, UBC Zoology
Questions to Consider:

- Are students asked to create new artifacts or revise/remix existing OER (open educational resources)?
- Does the new artifact have value beyond supporting the learning of its author?
- Are students invited to publicly share their new artifacts or revised/remixed OER?
- Are students invited to openly license their new artifacts or revised/remixed OER?

- Wiley & Hilton (2018)
Think about your course. What sort of open, public work might your students engage in and why?

Comment from the chat on the bottom-right screen
The UBC Wiki
The UBC Wiki

http://wiki.ubc.ca

- **Shared** Space for the UBC Community
- 92,000+ pages
- 600,000 edits
- Only editable by CWL users (UBC community)
- Anyone can view articles - public
- Built on mediawiki (same as Wikipedia)
- Been running since 2006
UBC Wiki Project Examples:FNH200

https://wiki.ubc.ca/Course:FNH200

Course:FNH200

Course Description
Students are introduced to chemical and physical properties of foods; issues pertaining to safety; nutritive value and consumer acceptability of food, food quality and additives; food preservation techniques and transformation of agricultural commodities into food products; foods of the future.
This course is required in the Food, Nutrition and Health Program and will also be of value to students in other programs in the Faculty of Land and Food Systems, or in other disciplines including those in the life sciences, health care professions, human kinetics or physical education, who wish to enhance their understanding of the science of food.

Course Objectives
After completing this course, successful students will be able to:
- Describe tissue-based (both plant and animal) food systems, fluid food systems and various dispersions important to food quality;
- Describe the role of chemical reactions, enzymes, and microorganisms in food spoilage, food preservation and food-borne disease;
- Describe the regulations and agencies that are in place to ensure the quality and safety of the Canadian food supply;
- Describe food processing methods and their application in the conversion of raw materials into food products;
- Develop personal food selection and food handling habits that will minimize your risk of contracting food-borne or water-borne disease;
- Illustrate the importance and role of chemical reactions, enzymes and micro-organisms in food spoilage, food preservation and food-borne disease;
- Describe various types of food processing and packaging systems;
- Understand the need for and appropriate applications of food processing;
- Rationalize and articulate a personal set of values related to your decisions pertaining to selection of food products;
- Demonstrate an ability to critically evaluate the validity of information that commonly appears in newspapers, magazines, radio, television, and internet.
UBC Wiki Project Examples: CONS 370

- [https://wiki.ubc.ca/Course:CONS370](https://wiki.ubc.ca/Course:CONS370)
- [https://cases.open.ubc.ca/](https://cases.open.ubc.ca/)

Course:CONS370

This is the Wiki Project Page for CONS370. The Open Case Studies project at UBC brings together faculty and students from different disciplines to write, edit, and learn with case studies that are free and open—they are publicly available free of cost, and they are licensed to allow others to revise and reuse them. As part of CONS370, you have the opportunity to create valuable educational resources that can be used world-wide. You will create a wiki article to demonstrate (a) your ability to extract and summarize relevant information and (b) your capacity to rationalize and present logical arguments for further evolution or progress on some aspect of your case study. You will create a wiki article to demonstrate (a) your ability to extract and summarize relevant information and (b) your capacity to rationalize and present logical arguments for further evolution or progress on some aspect of your case study.

Contents [hide]
1. Wiki Project Guidelines
   1.1 I. Length
   1.2 II. Purpose
   1.3 III. Content
   1.4 IV. Text of Paper
   1.5 V. References
   1.6 Sharing Your Work
      1.6.1 Example

CONS 370
Aboriginal Forestry

Course Info
Instructor: Janette Buikan
Class Time: Tue-Thu, 12:30-14:00
Classroom: FSC 1221
Office Hours:

2019-20 CONS370 Wiki Projects
- Wiki Projects Page
Quiz feature

Documentation/Example: https://wiki.ubc.ca/Help:Quiz
UBC Wiki Project Examples: GEOG 352

- [https://wiki.ubc.ca/Course:GEOG352](https://wiki.ubc.ca/Course:GEOG352)
UBC Wiki Project Examples:
Fundamentals of Injury Biomechanics

- https://wiki.ubc.ca/Fundamentals_of_Injury_Biomechanics
- https://wiki.ubc.ca/Documentation:FIB
Salinity/sodicity vs. CEC

I’m curious about the differences in CEC between the soils on question 3. I would have expected the CEC to correlate with the pH of the soils. However, there’s no correlation. Nor can I see any correlation between CEC and any other given variable.

SpencerShields (talk) 15:09, 7 April 2020

Among commonly present soil mineral particles, only Fe & Al oxides/hydroxides have pH-dependent charge. While pH is variable, the charge is permanent or constant.

You are also forgetting that CEC is also driven by soil organic matter (besides clay particles) and you were not given contents in those 4 soils are most likely reason for the different CEC values reported in this question.

Majzirzc (talk) 10:12, 7 April 2020

Spencer, consider that both SOM and % clay contribute to CEC. You have no information about %OM in each of the soils. Considering the range in %clay within each texture class (28-40% in the case of clay loam soil - see lab 3 and the texture triangle). It is possible to consider more than one parameter.
UBC Wiki Project Examples: Multilingual Forestry Dictionary

- [https://wiki.ubc.ca/Documentation:MFD](https://wiki.ubc.ca/Documentation:MFD)
UBC Wiki Project Examples:
Math Exam Resource Wiki

- [https://wiki.ubc.ca/Science:Math_Exam_Resources](https://wiki.ubc.ca/Science:Math_Exam_Resources)
Outcomes

- Quality of work went up significantly
- Viewing went from dozens to thousands
- On permanent display at UBC, promotes UBC, aligned w/ academic values
- Students learn open culture, wiki editing, keep their work
- Open to ongoing improvements and additions (students, world)
- Contribution to public knowledge, can easily be republished and remixed
- Increased interactions with local and global community
Students as Scholars:

Forestry students create content on UBC Wiki

Two years ago the Centre for Teaching, Learning and Technology (CTLT) developed UBC Wiki, a platform for student-created content, part of UBC’s goal to train and inspire the next generation of global leaders. UBC Wiki pages facilitate the student as synthesiser of knowledge that is freely shared with the global community.

With support from Will Engle and his team at CTLT, Janette Bulkin of the department of Forest Resources Management, worked with students in 3 courses – 2 undergraduate and 1 graduate – to create over 140 UBC Wiki pages on a range of forest and conservation topics. Only media elements under a Creative Commons License can be used in a Wiki page, so students learn about Intellectual Property Rights issues in a direct way. In addition, students surveyed by CTLT listed increasing confidence in their own intellectual process, learning how to conduct research and working collaboratively among the benefits they gained while creating their pages, some now listed on their CVs.

A counter at the bottom of each Wiki page keeps track of the number of page views. Traffic to many of the UBC Wiki pages is impressive. The Wiki page on illegal logging imports in India by Stephanie Lee, Master of International Forestry graduate (2017), has been viewed > 4000 times. That page was the first item listed in a recent Google search of key words ‘illegal logging’ and ‘India’.

A page on the Flathead Valley - a forest of the Ktunaxa Peoples of Canada and Kootenai People of the United States by a TransforM student led a researcher with shared interests to reach out to her to continue the conversation.

So far, 20 of the UBC Wiki pages are the work of group collaborations, with the rest produced by individual students. Their topics are situated in 48 countries. Twenty-three pages are devoted to Canadian issues and 12 to Chinese issues. Other pages focus on examples of collaborative management involving Indigenous Peoples or local communities.

You can listen to 4 students from the most recent Foundations of Conservation course talk about their experiences while creating a Wiki page by following this link: https://ctl.ubc.ca/2018/03/26/open-dialogues-using-wiki-pages-to-advance-student-created-knowledge/
Considerations
Question/Reflection!

**What are we asking students to do when we ask them to work in the open?**

Comment from the chat on the bottom-right screen
Students are:

- Opening their ideas up to public scrutiny - this is a bit scary for most of us but doing so usually means it pushes us to a higher standard of work.
- Learning to see themselves as contributors to knowledge - beginning to see themselves as emerging scholars.
- Evaluating, creating and communicating in new ways using technology.
- Building digital literacies
- Engaging with communities other than their peers in a classroom - negotiation
Privacy/Copyright Consideration

Everything on UBC Wiki is publicly viewable and searchable (images, discussions, sandbox) Which means:

- **Let your students know that they are submitting their assignment in an, online space**
  - consider alternative assignments for students who are not comfortable with contributing their work to public space.
  - By default, wiki username is first name and last name...but students have an options to change username to more anonymous username if they wish.

- **Don’t post personal information such as:**
  - Student number, CWL, phone no, m, personal email address etc

- **Copyright consideration**
  - Use Openly licensed/Creative Commons image (as fair dealing is hard to be applied in open spaces). UBC Wiki is integrated with Wikipedia so we have a built in-feature that we can easily find and use open licensed image.
Student Motivation

● How does the wiki project align with the goals and learning outcome for the course? How have you articulated that alignment?
● Do students have agency in the assignment?
● Do they feel supported?
Wiki Organization

Pages on the UBC wiki are grouped into different collections to accommodate different needs:

**Main**
The root of the wiki is open space reserved for articles relating to UBC. It is primarily a community area for knowledge sharing about all aspects of the University.

See main space or create below:

Create a New Main Space Page

Create page

**Course**
Course-based content or activities should go into the Course space. See Using the UBC Wiki for Course Work for more information on how to add pages to this space.

See course space

Create a New Course Page

Course:

Create Course Page

**Documentation**
The Documentation space is provided for documentation, support guides, technical manuals, and other similar content. Here is an example of how it can be used.

See documentation space

Create a New Documentation Page

Create Documentation Page

**Sandbox**
The Sandbox is your notebook; it's a place to work, do projects, collaborate, experiment, or just play with the Wiki.

See sandbox space

Create a New Sandbox Page

Sandbox:

Create Sandbox Page
Grade the wiki project using Speedgrader in Canvas
Revision History/View History

Revision history of "Sandbox:RTI Wiki Session"

View logs for this page

Search for revisions

From year (and earlier): 2020  From month (and earlier):  all  Tag filter:  Revision deleted only  Show

Diff selection: Mark the radio boxes of the revisions to compare and hit enter or click the button at the bottom.
Legend: (cur) = difference with latest revision, (prev) = difference with preceding revision, m = minor edit.

Compare selected revisions

- (cur I prev) 16:29, 17 April 2020 WillEngle (talk | contribs | block) m . . (1,516 bytes) (-66) . . (Reverted edits by WillEngle (talk) to last revision by Dreamanatomy (talk)) (undo)
- (cur I prev) 16:25, 17 April 2020 WillEngle (talk | contribs | block) . . (1,582 bytes) (+3) . . (Activity) (undo)
- (cur I prev) 16:22, 17 April 2020 WillEngle (talk | contribs | block) . . (1,579 bytes) (+21) . . (Activity) (undo)
- (cur I prev) 16:18, 17 April 2020 WillEngle (talk | contribs | block) . . (1,558 bytes) (+36) . . (Activity) (undo)
- (cur I prev) 16:17, 17 April 2020 WillEngle (talk | contribs | block) . . (1,522 bytes) (+6) . . (Activity) (undo)
- (cur I prev) 15:36, 17 April 2020 Dreamanatomy (talk | contribs | block) . . (1,516 bytes) (+22) . . (Activity) (undo)
- (cur I prev) 15:35, 17 April 2020 Dreamanatomy (talk | contribs | block) . . (1,494 bytes) (0) . . (Activity) (undo)
- (cur I prev) 15:34, 17 April 2020 Dreamanatomy (talk | contribs | block) . . (1,494 bytes) (+125) . . (Activity) (undo)
- (cur I prev) 15:33, 17 April 2020 Dreamanatomy (talk | contribs | block) . . (1,369 bytes) (+1) . . (undo)
Using Images from Wikimedia Commons
Activity: Draft a wiki assignment

Activity: Brainstorm your Wiki Assignment!

Start a new wiki page from the box below to brainstorm your wiki assignment

project title here

Create page

List of Wiki Assignments

Resources
Get Help!

Resources:

https://wiki.ubc.ca/Sandbox:RTI_Wiki_Session

Email Support:

- LT Hub (lt.hub@ubc.ca)
- Will Engle (will.ingle@ubc.ca)
- Rie Namba (rie.namba@ubc.ca)
Thank You!

Graphics Credit: Atelier Disko, Hamburg und Berlin - Shared at Wikimedia Commons: Mapping OER - Bildungsmaterialien gemeinsam gestalten, CC BY 4.0
Some slides were modified by previous presentation co-developed with UBC partners.