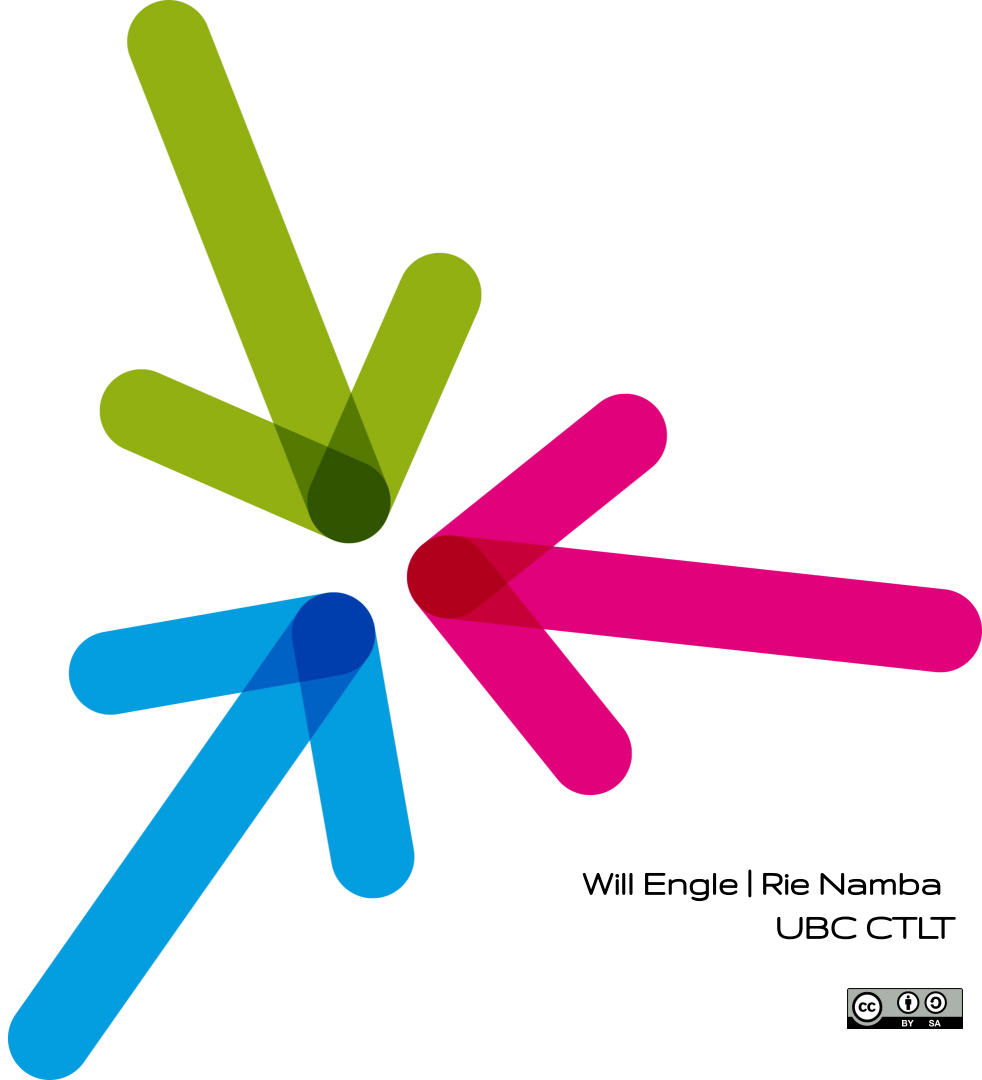


Enhancing Student Learning through Open Assignments



Will Engle | Rie Namba
UBC CTLT

OER graphics by Atelier Disko, Hamburg und Berlin - Mapping OER -
Bildungsmaterialien gemeinsam gestalten, CC BY 4.0,
<https://commons.wikimedia.org/w/index.php?curid=44529777>



UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory.

Photo: Musqueam Post, s̓ʔi:łqəy̓ qəqən (double-headed serpent post), on the UBCV Campus

Photo by UBC Brand and Marketing



The background is a dark blue field filled with various white and light blue icons representing education and technology. These include a laptop, a lightbulb, a speech bubble, a paper airplane, a globe, a pencil, a notepad with 'PB' on it, a gear with a wrench, a calendar, a globe, a book, a sign that says 'Come in WE'RE OPEN', a copyright symbol, and a thought bubble. Dotted white lines also crisscross the background.

MAR 2 - 11
OPEN
EDUCATION
WEEK

OPEN.UBC.CA

A decorative footer consisting of three horizontal stripes: a yellow stripe on top, a purple stripe in the middle, and a blue stripe on the bottom.

We hope you will leave this session with:

- A rationale for using open assignments in your class
- Reflections on different types of student projects that the UBC Wiki and UBC Blogs can enable
- Considerations when asking students to engage in open assignments
- Where to get help and support





Why Open Assignments



Open pedagogy could be considered as a blend of strategies, technologies, and networked communities that make the process and products of education more transparent, understandable, and available to all the people involved.

Tom Woodward in an excerpt from an interview in Campus Technology

Quotes about open pedagogy:

- “the ability for **learners to shape** and **take ownership** of their own education” ([Devon Ritter](#))
- “**connect** with a broader, global **community**” ([Tannis Morgan](#))
- “a **social justice orientation** – caring about equity, with openness as one way to achieve this” ([Maha Bali](#))

Attribute 1: Participatory technologies	use for interacting via Web 2.0, social networks and mobile apps
Attribute 2: People, openness, trust	develop trust, confidence and openness for working with others
Attribute 3: Innovation & creativity	encourage spontaneous innovation and creativity
Attribute 4: Sharing ideas & resources	share ideas and resources freely to disseminate knowledge
Attribute 5: Connected community	participate in a connected community of professionals
Attribute 6: Learner generated	facilitate learners' contributions to OER
Attribute 7: Reflective practice	engage in opportunities for reflective practice
Attribute 8: Peer review	contribute to open critique of others' scholarship

Hegarty's Attributes of Open Pedagogy from: Hegarty, B. (2015) [Attributes of open pedagogy: a model for using open educational resources](#) *Educational Technology*, July-August, [CC-BY 4.0](#)

THIS IS A FLYER

student as producer

STUDENTASPRODUCER.LINCOLN.AC.UK

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

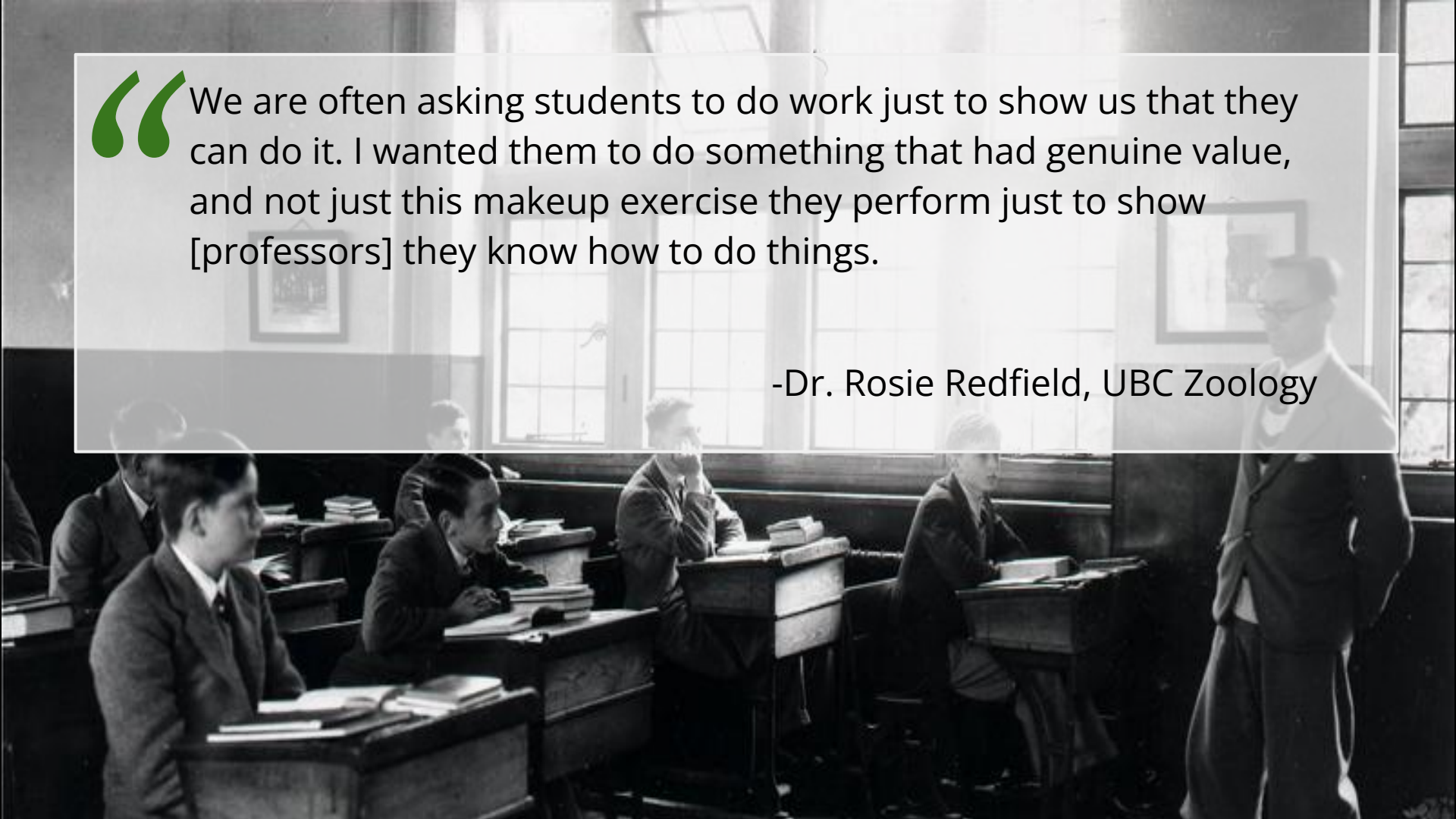
STUDENT AS PRODUCER EMPHASISES THE ROLE OF THE STUDENT AS COLLABORATORS IN THE PRODUCTION OF KNOWLEDGE

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



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)





The UBC Wiki

The UBC Wiki

<http://wiki.ubc.ca>



- Collaborative knowledge building and publishing platform
- Only editable by CWL users (UBC community)
 - Shared Space for the UBC Community- guidelines are more flexible compared to Wikipedia.
- **Anyone can view articles - public**

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.

FNH200
Exploring our Foods




Course Info

Instructor: Judy Chan
Class Summer: T Th 4-7pm
Time:
Classroom: MacMillan 166
Office By Appointment
Hours:
Virtual [Office on Mon, Thur](#)
Office:
Facebook [UBC FNH 200 Judy's](#)
Gp:
Course [FNH 200 942 Course](#)
Syllabus: [Syllabus 2017S](#)

UBC Wiki Project Examples: CONS 200

- <https://wiki.ubc.ca/Course:CONS370>
- <https://cases.open.ubc.ca/>

ECOLOGICAL AND SOCIAL COSTS OF SINGLE USE COFFEE CUPS

 This conservation resource was created by Sohjeet Toor, Moskan Khan, Nitisha Dhir, and Ashleen Bajwa. It is shared under a [CC-BY 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION ▾

LIFE-CYCLE ASSESSMENT OF A SINGLE-USE COFFEE CUP ▾

ECOLOGICAL COSTS ▾

SOCIAL COSTS ▾

In a twelve-month period, around 52 billion disposable paper coffee cups make their way out of coffee shops and fast food restaurants and into the landfill^[1]. Although the use of paper cups has numerous benefits, the cost of assembling, purchasing and disposing of these cups is costly and requires a huge amount of energy and water^[1]. The main reason behind the increased use of paper cups is the changing lifestyle and consumer preferences to convince. Whether it is America or Canada there is a growing love affair for the disposables. Faster pace lifestyles and increased dependency for on-the-go eating play a significant role in increased consumptions of disposables. However, the society has to absorb the negative impact of our convenient lifestyles^[1].

NEGATIVE IMPACT ON THE ECONOMY



Disposable paper coffee cups. By Kgbt via [Wikimedia Commons](https://commons.wikimedia.org/wiki/File:Disposable_paper_coffee_cups.jpg). CC BY-SA 4.0

Course:CONS200

(Redirected from CONS200)

[Guidelines](#)

[2022 Winter Term
2 Projects](#)

[Past Projects](#)

[Help and Resources](#)

This is the Wiki Project Page for CONS200. 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 CONS200, you have the opportunity to create valuable educational resources that can be used worldwide. 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.

[\[hide\]](#) **Contents**

- 1 [Assignment Guidelines](#)
 - 1.1 [Length](#)
 - 1.2 [Purpose](#)
 - 1.3 [Suggested Structure](#)

[Create a New Page](#)

CONS200

Foundations of Conservation



Course Info

Instructor: M. Fernanda Tomaselli

Class M W F 10-11am

Time:

TORTS

[Documentation](#) [Discussion](#)

[Read](#) [View source](#) [View history](#) [Tools](#) ⌵

COMMON LAW TORTS WIKI

Exploring the (Canadian) common law of torts

Tort law is a branch of [private law](#) that recognizes and responds to wrongdoing between people. This wiki commentary explores and explains the nature and relevance of the common law of torts in Canada. We hope you find this free and accessible resource useful for your studies, classroom discussions, and overall understanding of this subject.

About

The *Common Law Torts Wiki* was developed over 2023-25 under the editorial supervision of [Samuel Beswick](#), Assistant Professor at the University of British Columbia Peter A. Allard School of Law, through a project with Allard Law JD students [Gabriella Pasolli](#), [Cléa Catona](#), [Lillian Callender](#) and [Alirod Ameri](#) (summer 2023) and [Joey He](#) and [Malik Dhani](#) (summer 2024). It was supported by a UBC Teaching and Learning Enhancement Fund (TLEF) Small Innovation Project Grant. The quiz exercises that are integrated throughout were developed with former Allard Law students [Maddison Zapach](#) (summer and fall 2021) and [Parm Rai](#) (summer 2020). The wiki is a living resource that is updated and improved from time-to-time.

Contribute

Law students and scholars who have ideas to contribute to the development of this commentary on the common law of torts are encouraged to [reach out](#) to Prof. Beswick. Contributions generally should comply with the [wiki content and style guide](#). UBC affiliates can make minor error corrections or updates directly by logging in with their CWL account. Non-UBC affiliates may contact Prof. Beswick attaching suggested content additions or edits.

Disclaimer

TORT LAW

[CASEBOOK](#)

Introduction

Dignitary Torts

Defamation • Discrimination • Harassment • Intentional infliction of mental suffering • Invasion of privacy • Trespass to the person

Property Torts

Interference with goods • Interference with land • Non-natural use of land • Private nuisance • Public nuisance

Negligence Tort

Duty of care • Breach of duty • Damage • Causation • Remoteness

Negligence Categories

Employment • Environmental pollution • Harmful products • Hosting patrons and guests • Infliction of mental injury • Misrepresentation • Occupation of premises • Professional services • Public authorities • Pure economic loss • Defective economic loss • Defective products

<https://wiki.ubc.ca/Documentation:Torts>

Math Exam Resources

Hint 2

[hide]

(Solution 2) Observe that the integrand is an even function.

Checking a solution serves two purposes: helping you if, after having used all the hints, you still are stuck on the problem; or if you have solved the problem and would like to check your work.

- If you are **stuck on a problem**: Read the solution slowly and as soon as you feel you could finish the problem on your own, hide it and work on the problem. Come back later to the solution if you are stuck or if you want to check your work.
- If you **want to check your work**: Don't only focus on the answer, problems are mostly marked for the work you do, make sure you understand all the steps that were required to complete the problem and see if you made mistakes or forgot some aspects. Your goal is to check that your mental process was correct, not only the result.

Solution 1

[hide]

As suggested in the hint, we can write

$$\int_{-2}^2 (1 - 2|x|) dx = \int_{-2}^0 (1 - 2|x|) dx + \int_0^2 (1 - 2|x|) dx.$$

Then we have

$$\int_{-2}^0 (1 - 2|x|) dx = \int_{-2}^0 (1 + 2x) dx = \left[x + x^2 \right]_{-2}^0 = 2 - 4 = -2,$$

and

$$\int_0^2 (1 - 2|x|) dx = \int_0^2 (1 - 2x) dx = \left[x - x^2 \right]_0^2 = 2 - 4 = -2.$$

We conclude that the value of the original integral is -4 .

Answer: The correct answer is **C**.

[https://wiki.ubc.ca/Science:Math_Exam_Resources/Courses/MATH101/April_2018/Question_01_\(i\)](https://wiki.ubc.ca/Science:Math_Exam_Resources/Courses/MATH101/April_2018/Question_01_(i))



UBC Wiki Project Examples: APBI200

Course **Discussion** Read Edit Wikitext View history More

Course:APBI200

- <https://wiki.ubc.ca/Course:APBI200>

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 salinity/sodicity. 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 phyllosilicates (with their permanent or constant) 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.

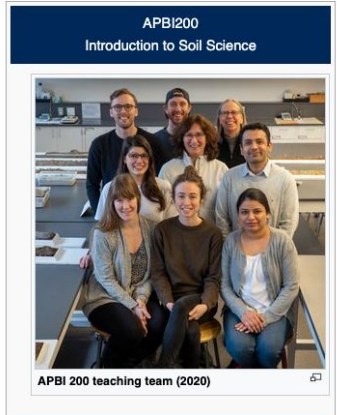
[MajaKrzic](#) (talk)

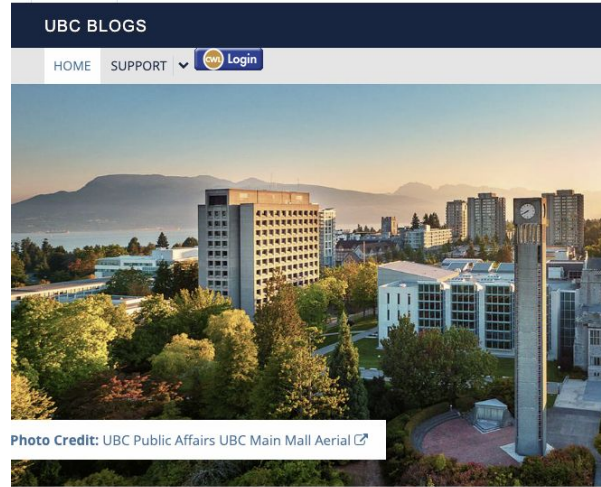
16:12, 7 April 2020

Spencer, consider that both SOM and % clay contribute to CEC. You have no information about %OM in each of the range in %clay within each texture class (28-40% in the case of clay loam soil - see lab 3 and the texture triangle). Remember to consider more than one parameter.

Contents [hide]

- 1 Syllabus
- 2 Course Overview
- 3 Recommended Textbook and Study Materials
- 4 Grading
- 5 Schedule of Labs, Exams and Problem Sets
- 6 Course Overview
 - 6.1 Introduction
 - 6.2 Soil physics
 - 6.3 Soil chemistry
 - 6.4 Soil organic matter
 - 6.5 Soil biology and biochemistry
 - 6.6 Soil as a source of plant nutrients (soil fertility)
 - 6.7 Weathering and soil formation; Soil classification and survey
 - 6.8 Soil science in environmental management and problem-solving
- 7 Lecture Schedule





Welcome to UBC Blogs

[Login](#) ... [Sign up](#) or [Learn More](#)

UBC Blogs

The UBC Blogs

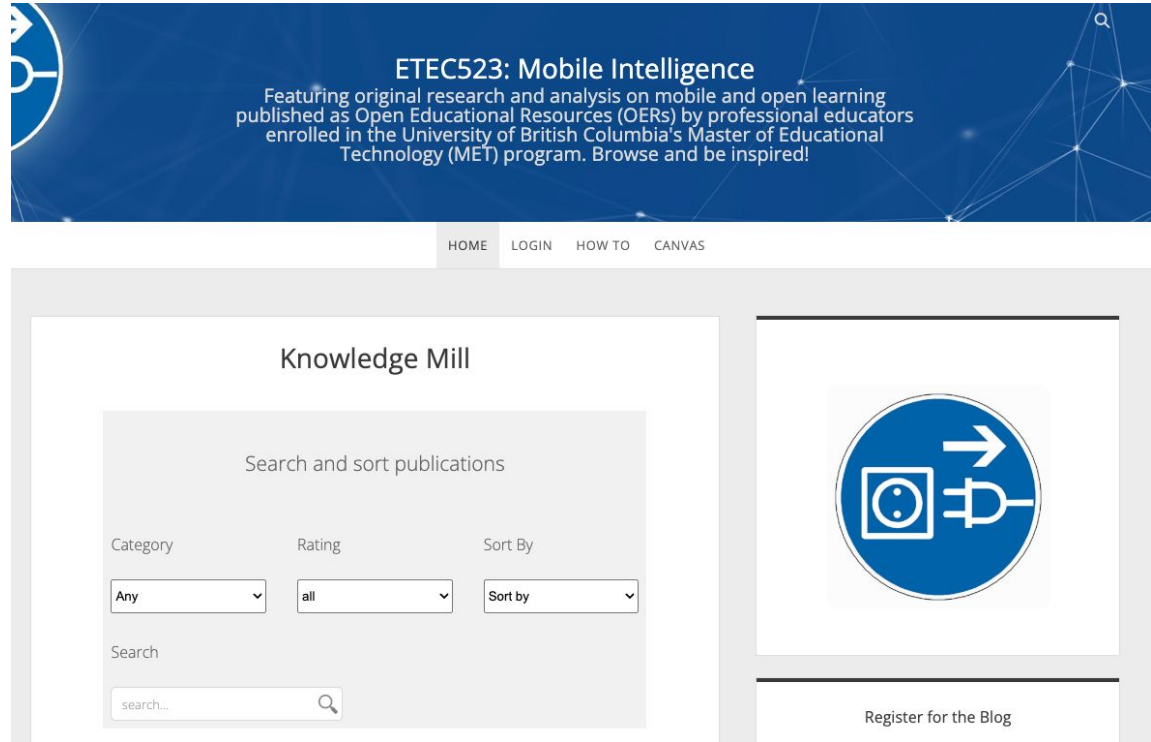
<http://blogs.ubc.ca>

- Built on WordPress
- Available for any CWL user
- Website creation tool
- More control on who can edit the page



Blogs Examples

<https://blogs.ubc.ca/etec523/>



The screenshot displays the homepage of the ETEC523: Mobile Intelligence blog. The header features a blue background with a network diagram and the text: "ETEC523: Mobile Intelligence" and "Featuring original research and analysis on mobile and open learning published as Open Educational Resources (OERs) by professional educators enrolled in the University of British Columbia's Master of Educational Technology (MET) program. Browse and be inspired!". Below the header is a navigation menu with links for HOME, LOGIN, HOW TO, and CANVAS. The main content area is titled "Knowledge Mill" and includes a search and sort interface with dropdown menus for Category (Any), Rating (all), and Sort By (Sort by), along with a search input field. A large blue circular icon with a camera, a right-pointing arrow, and a plug symbol is prominently displayed. At the bottom right, there is a "Register for the Blog" button.

ETEC523: Mobile Intelligence

Featuring original research and analysis on mobile and open learning published as Open Educational Resources (OERs) by professional educators enrolled in the University of British Columbia's Master of Educational Technology (MET) program. Browse and be inspired!

HOME LOGIN HOW TO CANVAS

Knowledge Mill

Search and sort publications

Category Rating Sort By

Any all Sort by

Search

search...

Register for the Blog

Blogs Examples

<https://rmst202.arts.ubc.ca/blogs/>

Students writing on a topic

The screenshot shows the website for RMST 202 at UBC. The header includes the UBC logo and the text 'THE UNIVERSITY OF BRITISH COLUMBIA'. Below this is a purple banner with the course title 'RMST 202 Literatures and Cultures of the Romance World II: Modern to Post-Modern'. A navigation menu contains links for Home, About, Schedule, Authors, Texts, Concepts, Lectures, Videos, Student Blogs, and Assessment. A 'Playlist' dropdown is set to 'START HERE!'. The main content area has a breadcrumb 'Home / Student Blogs' and a 'Tags' section with a list of clickable tags: [blog](#), [books](#), [childhood](#), [class](#), [coming of age](#), [crime](#), [death](#), [desire](#), [Dreams](#), [family](#), [fiction](#), [France](#), [gender](#), [history](#), [identity](#), [life](#), [literature](#), [love](#), [memories](#), [memory](#), [money](#), [motherhood](#), [nadia](#), [narration](#), [nostalgia](#), [perspective](#), [politics](#), [poverty](#), [power](#), [race](#), [reading](#), [reality](#), [reflection](#), [relationships](#), [romance](#), and [Romance Studies](#). A 'sexuality' tag is also present but partially cut off. To the right, the 'Student Blogs' section features a heading, instructions on using categories and tags, a note on how to format links for WordPress, Blogger, and Substack, a reminder to include a question for discussion, and a link to 'Blog Post Awards 2026' or '2024'. Below this is a blog post titled 'Inspector the hour of the star' by Alivia S, dated March 1, 2026, with a snippet of text starting 'The hour of the star was way different from the other books I have read in this course, particu'.

ePortfolio

<https://blogs.ubc.ca/lks590eportfolio/>

<https://blogs.ubc.ca/nicoleleekauer/>

<https://blogs.ubc.ca/emmalcunningham/>

Home / About / Skills and Work experience ▾ / Artworks ▾ / Academic papers ▾


Iceland Logbook

Nicole Lee-Kauer

As an Environment and Sustainability student at UBC, here is a platform to share my projects.

My journey in cartography began in my third year with GEOB 270. It was my first class using GIS and

Chinese-Iceland relations in international



Grade the open project using Speedgrader in Canvas

Submit your wiki page URL
Due: No Due Date - Rie Sandbox


0/2 Graded 1/2

← Rie Namba →


This submission was a URL to an external page. We've included a snapshot of what the page looked like when it was submitted.

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

(View in a new tab) [↗]

 THE UNIVERSITY OF BRITISH COLUMBIA

UBC Wiki

 [Login](#)

Sandbox Discussion Read View source View history Search UBC Wiki

Sandbox:RTI Wiki Session

Remote Teaching Institute Wiki Session

Contents [hide]


- 1 Slides
- 2 Examples of Wiki Assignments and Projects
- 3 Resources
 - 3.1 Copyright/Open Licensed Resources
 - 3.2 Help template
- 4 Support

Slides

Submitted: Apr 17 at 2:54pm




Assessment
Grade out of 0

Assignment Comments

 I like how you add links ×

Rie Namba, Apr 17 at 2:55pm

Add a Comment

[Download Submission Comments](#)

Outcomes

- Quality of work went up significantly
- Viewing went from dozens to thousands
- Students learn open culture, wiki editing, keep their work
- 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 synthesizer of knowledge' that is freely shared with the global community.

With support from Will Engle and his team at CTLT, Janette Bulkan 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 prowess, 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 > 4,000 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 the Kootenai Peoples of the United States by Transform student, Braydi Rice, led a researcher with shared interests to

reach out to her so as to continue the conversation.

So far, 29 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/>

“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.”



Considerations



Risk

“Risk is ever-present with open pedagogy, from the platforms that we utilize that mine and monetize our intellectual labour and the digital footprints that we require our students to leave in the course of their education to the open sharing of unpolished ideas and practices that leave us exposed and open to criticism and judgment. Open pedagogy involves vulnerabilities and risks that are not distributed evenly and that should not be ignored or glossed over. These risks are substantially higher for women, students and scholars of colour, precarious faculty, and many other groups and voices that are marginalized by the academy.”

-Rajiv Jhangiani, Ph.D. - [5Rs for Open Pedagogy](#)

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.
- **Don't require students to post any personal information such as:**
 - Student number, CWL, phone no, first name and last name ,personal email address etc.
More info on <https://wiki.ubc.ca/Help:Privacy>
- **Students own the copyright to their own work!**
 - You must have permission from them to reuse their work.

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?

Get Help!

Resources:

<https://wiki.ubc.ca/Help:Contents>

Email Support:

- LT Hub (lt.hub@ubc.ca)
- Will Engle (will.engle@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.