

THE UNIVERSITY OF BRITISH COLUMBIA
FNH 200 102- EXPLORING OUR FOOD

Team Project Guidelines

Due Date: March 23, 2016

<http://wiki.ubc.ca/Course:FNH200/2015w2/TeamProjects>
[https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_\(Term_2\)](https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_(Term_2))

Team Project (25%)

The objectives of the team project are to enable students to delve deeper into a specific area of interest and to relate it to the topics explored in this course. Students will also gain experience working in an interdisciplinary team and examine the same topic from different perspectives.

Each team will select a traditional food commodity and a related aspect of food science and technology that is of interest to the team. Interactions among team members leading to selection of the topic and development of the project can be initiated by electronic communication through the Connect Discussion Tool. In this way, your teaching assistant and instructor may also monitor your progress and provide guidance to you.

You must have your project topic approved by **February 3, 2016**, but you are strongly encouraged to select a topic as soon as possible, since no two groups will be allowed to select the same topic for their project.

Each team project will be presented in four formats:

1. **Wikipedia page:**

Teams 01 to 08:

[https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_\(Term_2\)](https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_(Term_2))

Teams 09 to 16:

[https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_Teams_09_to_16_\(Term_2\)](https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_Teams_09_to_16_(Term_2))

Teams 17 to 24:

[https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_Teams_17_to_24_\(Term_2\)](https://dashboard.wikiedu.org/courses/University_of_British_Columbia/FNH_200_102_Teams_17_to_24_(Term_2))

Post your main research with supporting evidence, data, graphics and bibliography. It is recommended to aim for about 2000 to 3000 words in your main text body. Marks will not be deducted for not following the 'word limit'; however, projects that are too short are often lacking supporting evidence or missing well worded introduction and/or summary. Projects that are too long may be seen as not having a strong focus and missing key messages. The word limit is just a guideline.

2. On UBC Wiki page:

- a. A **group reflection** describing what you experienced and learned as a team at the beginning, development and completion of the project. Did you accomplish what you wanted to do at the beginning? Is there something else that you wanted to learn, but hadn't? How did the team function together? What would you have done differently?
- b. A **5-minute educational video** presentation, highlighting key, interesting, and /or controversial facts that will benefit other university students not enrolled in FNH 200. The video can be presented as live-action film, picture slide show, flash presentation, or other formats deemed appropriate for your topic and audience. Mark will be assigned based on its clarity, educational value and creativity.

- c. **A potential final exam question** as well as your recommended answer based on information presented in your project. Your TAs and instructor will select and announce qualified questions which may be included in the final examination.

All components must be completed by the Wednesday, March 23rd, at 5:00 pm. Further additions and editions will be disregarded during evaluation.

Evaluation of the team project: There are TWO components in the evaluation of the project:

Quality of the Project [A]:

TA and instructor will evaluate each project based on content (75%), video presentation (20%), and a final exam question (5%).

Team Work [B]: Peer evaluations on iPeer.ubc.ca.

Each student will provide a formative (mid-term, not for grading, in mid-February) and a summative (final, for grading, in late March) peer evaluation to each of their peers based on his/her contribution to the team. Your contributions as well as the mark you receive on the summative evaluation will be used to determine a multiplying factor that will be used to calculate your final project mark.

Determination of Your Own Multiplying Factor:

Contribution to iPeer	Summative Score Received from Peers	Multiplying Factor
Contributed to BOTH formative and summative peer evaluation	More than 75%	= 1.0
	Example 1: 76% Example 2: 90%	= 1.0 = 1.0
	Less than 75%	= 'Face Value'
	Example 3: 68% Example 4: 35%	= 0.68 = 0.35
Contributed to only one or none of the peer evaluation component		= 'Face Value'
	Example 5: 95% Example 6: 80% Example 7: 40%	= 0.95 = 0.80 = 0.40

Calculation of Final Grade:

Overall Quality of the Project x Individual Multiplying Factor = [A] x [B]

Examples:

A team project earned a mark of 85% from the TAs and instructor.

Student A received 95% from the peer evaluation and completed both formative and summative evaluation. Student A will get a score of 85% (85% x 1.0).

Student B also received 95% from the peer evaluation, but forgot to contribute to the summative evaluation. Student B will get a score of 81% (85% x 0.95).

Student C received a score of 60% from the peers. Student C will get 51% (85% x 0.6).

Selection of Topics:

Again, the objectives of the team project are to enable students to delve deeper into a specific area of interest and to relate it to the topics explored in this course, and to provide experience in teamwork.

The theme this year is tradition foods. When selecting your topic, you should consider four criteria:

1. It should be a 'traditional' food. Examples of traditional foods include, but not limited to:
 - a. Canadian:
Bannock
Cheese curd as those used in poutine
Maple liqueur
Spruce beer
 - b. European:
Champagne
Extrawurst
Oghi
Salami
 - c. Asian:
Arak
Fish Sauce
Mochi
Natto
Soju

2. The chosen topic should have been minimally explored on Wikipedia

For example: While maple syrup is regarded as a Canadian traditional food, it is already well described on Wikipedia: https://en.wikipedia.org/wiki/Maple_syrup

Maple syrup is therefore NOT a good topic for the purpose of this project.

On the other hand, maple liqueur would be a good candidate.

3. There should be sufficient and reliable information on the chosen topic.

You may have persuaded your teammates to explore a rare but significant food from your home country. However, perhaps this food is unknown to food scientists in the English speaking research community, there is limited data available in English. This could make it difficult for your teammates to contribute.

Once you agree on the food, you may want to delve in greater depth on selected scientific area. Using cheddar cheese as an example, you may want to explore:

- Canadian and International cheese standards (Lesson 4)
- Preservation of cheddar cheese (Lessons 5 to 11)
- Foodborne diseases related to cheddar cheese (Lesson 12)
- Functional cheddar cheese (Lesson 13)
- Storage and packaging requirements of cheddar cheese
- Etc.

There are hundreds of possible topics. However, in general, nutrition related topics are discouraged as they can be explored in other FNH courses. Please consult your instructors before you finalize your topic. Also, no more than two teams will be allowed to select the same topic for their project.

Tentative project topics can be posted on team project wiki page:
<http://wiki.ubc.ca/Course:FNH200/2014w2/TeamProjects>

Evaluation by TAs and Instructor:

What will your teaching assistants and instructor look for in evaluating your group project (worth 20% of your total mark for this course)?

- Completion of Library Research Skills Modules on Connect by at least two team members (2%)
- Completion of Wikipedia Essentials on Wikipedia (Week 3, second block) by at least two team members (2%)
- Posting an outline and supporting resources on associated Wikipedia 'Talk' page (6%)
- Content (68%)
- Group Reflection (4%)
- Video Presentation (14%)
- Question Quality (4%)

Your instructor, teaching assistants and teammates will use the following rubrics to evaluate your project. These rubrics will be fine-tuned in consultancy with your teaching assistants near the end of the term to better reflect the performances of the whole class.

Content (68%):

Criteria	Excellent	Good	Basic	Unacceptable
Quality of Information 45 out of 68%	Different views should be covered with appropriate balance. Both positive and negative elements should be included, in proportion to their coverage in reliable sources. Good articles also use neutral language and emphasize facts. Articles should not read like persuasive essays, but instead like encyclopedia articles.	Different views were covered. Though positive and negative elements from reliable sources were included, they were not balanced. Reliable sources. Articles read like persuasive essays.	Different views were covered, but were not supported by reliable sources. Language used was personal and lacked facts. Articles read like persuasive essays.	Biased view was presented, but not supported by reliable sources. Articles read like persuasive essays with personal opinions.
Graphics, Multimedia and hyperlinks 15 out of 68%	Images, multimedia sources and hyperlinks enhance quality of information; all acknowledged with captions or annotations	Images, multimedia sources and hyperlinks support quality of information; all acknowledged with captions or annotations	Insufficient number of images, multimedia sources and hyperlinks were used to support information	Images and graphics has little to do with the questions
Organization 4 out of 68%	Explains all ideas clearly and concisely in a logical sequence.	Explains most ideas clearly and concisely; some gaps in knowledge	Incompletely explains ideas with little use of supporting evidence	Fails to explain ideas
Citation 4 out of 68%	Accurately cites all sources of information to support the credibility and authority of the information presented; uses consistent bibliographic format	Most sources are cited using consistent bibliographic format	Few sources are cited; inconsistent bibliographic format	Insufficient citation

Rubric adapted from:

Franker, K. 2011. Wiki Rubric. <http://www2.uwstout.edu/content/profdev/rubrics/wikirubric.html> Accessed January 21, 2013.

Regina Public Schools. Research Project Rubric. <http://assessment.rbe.sk.ca/Rubrics/index.html>. Accessed January 21, 2013.

Evaluating Wikipedia.

https://upload.wikimedia.org/wikipedia/commons/9/96/Evaluating_Wikipedia_brochure_%28Wiki_Education_Foundation%29.pdf Accessed January 8, 2016.

Group Reflections (4% of overall project): A **group reflection** describing what you experienced and learned as a team at the beginning, development and completion of the project. Did you accomplish what you wanted to do at the beginning? Is there something else that you wanted to learn, but hadn't? How did the team function together? What would you have done differently?

Video Presentation (14%): This is a five minute video presentation focusing on key findings.

	Excellent	Good	Basic	Are you sure you are presenting this?
Clarity (4 out of 14%)	Tells an exciting 'story' with a stimulating introduction; highlights clear key points with sufficient evidence; team members demonstrate intimate knowledge of the subject; presents thoughtful insight	Presents a project with key findings in logical order; team members appear to be knowledgeable of the subject; presents a good conclusion	Presents key findings in random order team members know enough to present	Presents no key points; poor transition; inconsistent information among team members
Educational Value (6 out of 14%)	Stimulates interest in selected topic with evidence from different perspectives	Provides well-rounded evidence on selected topic to enhance understanding of selected topic	Provides basic scientific information that could be of interest to general university students	Information was insufficient and may be presented in random order
Creativity (4% out of 14%)	All shots, graphics and/or animation explain and reinforce key points and conveys a high impact message; overall appealing to audience	All shots, graphics and/or animation explain and reinforce key points and assist audience in understanding the flow of information or content	Information was presented.	Presentation appears to be bland, disconnects audience

Exam Question; Take Home Message (4%):

Think about what you did not know before starting this project and what you know at the end. What surprises you? What are you going to tell your friends? What do you think the rest of FNH 200 students should know. Frame your findings in a question and answer format and post it along your project on UBC wiki.

A good question and associated answer is relevant to FNH 200, enhancing the learning of FNH 200 students. The question and associated answer should be concise and informative, highlighting only key information presented in the project.

Peer Evaluation:

Peer Evaluation will be conducted on-line at <http://ipeer.elearning.ubc.ca>

- Formative evaluation, not for grade, voluntary: highly recommended to be completed by February 13.
- Final evaluation, will be used for grading, mandatory: to be completed by April 8, 2015

Category	Excellent	Good	Basic	Unacceptable
Respect and Attitude (1/6)	Always listen to and respects other team members' opinions; has an extremely positive attitude about the project and working in team	Listens to other team members' opinions; has a positive attitude about the project and working in team	Does not always listen to other team members' opinions; has an okay attitude about the project and working in team	Is often publicly critical of the project or the work of other members of the team; Is often negative about the project and working in team
Contributions (1/6)	Routinely provides useful ideas, inspires others, clearly communicates desires, ideas, personal needs and feelings, a leader who contributes a lot of effort	Participates in discussion, supports efforts of others, shares feelings and thoughts	Listens mainly, makes occasionally suggestions, appreciates efforts of others	Rarely provides useful ideas, may refuse to participate
Organization (1/6)	Takes the initiative proposing meeting time and getting group organized, completes assigned work ahead of time	Works agreeably with teammates concerning times and places to meet, completes assigned work	Requires reminders from teammates, but work is done without affecting quality of the project	Ignores organizational details agreed by the team; work was uncompleted and affected quality
Workload (1/6)	Does a full share of the work-or more; knows what needs to be done and does it; volunteers to help others	Does an equal share of the work; does work when asked; works hard most of the time	Does almost as much work as other; does what is required	Does less work than others, does not get caught up after absence; does not ask to help
Providing Feedback (1/6)	Offers timely, respectful and constructive feedback to fellow teammates	Offers feedback that does not offend	Provides some feedback that sometimes hurt feelings of others or makes irrelevant comments	Gives rude feedback
Receiving Feedback (1/6)	Willingly accepts and responds to feedback from teammates	Accepts feedback and attempts to respond to feedback from teammates	Accepts feedback	Refuses to listen to feedback