# Using the UBC Wiki to Enhance Learning through Open Assignments

Will Engle | Rie Namba
UBC CTLT

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

*Photo:* Musqueam Post, sʔiːɫqəy̓ qeqən (double-headed serpent post), on the UBCV Campus

Photo by UBC Brand and Marketing

# OE Week @ UBC

**https://bit.ly/3EYOHSU**

# 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

# Wiki page for this session

Lots of info about the session, including links to resources, can be found on this UBC Wiki page:

**https://wiki.ubc.ca/Documentation:2023_Open_Pedagogy_Wiki_Session**

# 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.

# 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](#))

- "teacher as 'the' **authority** vs. students being able to bring other sources of authority" ([Jim Luke](#))

- "a **social justice orientation** – caring about equity, with openness as one way to achieve this" ([Maha Bali](#))

*Compiled by Christina Hendricks*

| 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

# 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
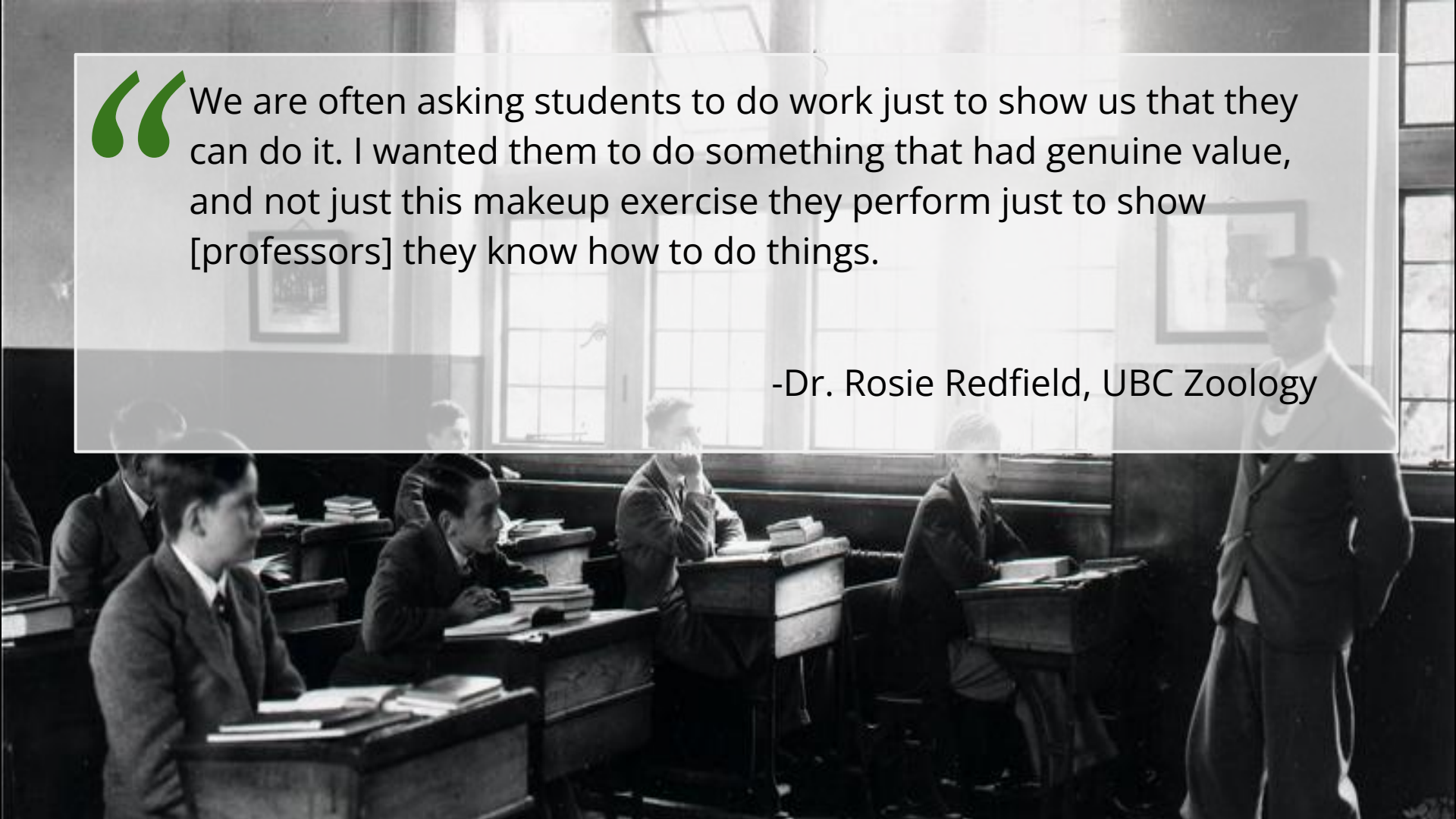
# Questions to Consider:

- 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)

# Question/Reflection! (1 min)

*Think about your course. What sort of open, public work might your students engage in and why?*

# The UBC Wiki

# The UBC Wiki

## http://wiki.ubc.ca

- Built on mediawiki (same technology as Wikipedia)
  - Been running since 2006, 105,872+ pages
- Only editable by CWL users  (UBC community)
  - Shared Space for the UBC Community
- **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**

EXPLORING OUR FOODS
FNH 200

**Course Info**

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

# UBC Wiki Project Examples:ASIA 319

https://wiki.ubc.ca/Course:ASIA319

## Course:ASIA319

| **Guidelines** | Create Your Wiki Page | Past Projects | Help and Resources |
|---|---|---|---|

> *Pop is about speaking everybody's language.The imagery and iconography we instantly recognize. When you can rely on things that the public already knows, you're dealing with Pop.* (Nuno Roque)

| [hide] | **Contents** |
|---|---|

1 Welcome to the **"Keywords in Chinese Popular Culture"** project for ASIA 319: Contemporary Chinese Popular Cultures.
    1.1 What are the Keywords?
    1.2 Why Compile a Keyword Wiki?
    1.3 Project Guidelines
        1.3.1 Description
        1.3.2 Objectives
        1.3.3 Procedures
        1.3.4 Suggested Structure
        1.3.5 Tips
        1.3.6 References

**ASIA 319**
**Contemporary Chinese Popular Cultures**

Course Info

# 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.

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[10].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[11].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[11].

Disposable paper coffee cups. By Kgbo via Wikimedia Commons. CC BY-SA 4.0

**NEGATIVE IMPACT ON THE ECONOMY**

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# 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 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.

[hide]     **Contents**

1 Assignment Guidelines
  1.1 Length
  1.2 Purpose
  1.3 Suggested Structure

ate_a_New_Page

**CONS200 Foundations of Conservation**

**Course Info**

*Instructor:* M. Fernanda Tomaselli

*Class* M W F 10-11am

*Time:*

# UBC Wiki Project Examples: ESA

- [UBC ANTH302A Ethnography of South Asia Pandemic Experiences Knowledgebase](#)
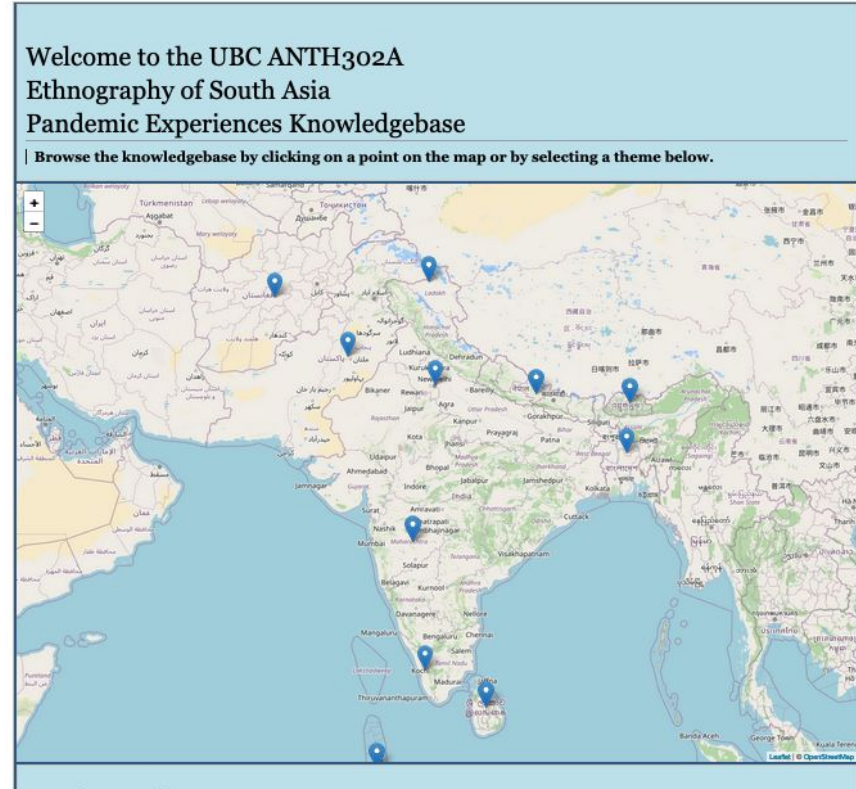
# UBC Wiki Project Examples: APBI200

- [https://wiki.ubc.ca/Course:APBI200](https://wiki.ubc.ca/Course:APBI200)

## Course:APBI200

**Contents** [hide]

APBI200
Introduction to Soil Science
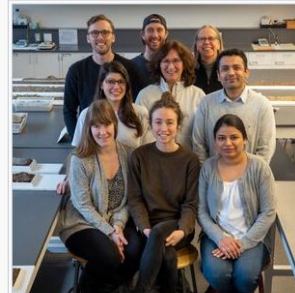
APBI 200 teaching team (2020)

## 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 w
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
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). R
consider more than one parameter.

# UBC Wiki Project Examples: Multilingual Forestry Dictionary

- 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)
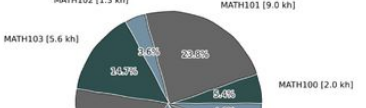
# Outcomes

- Quality of work went up significantly

- Viewing went from dozens to thousands

- 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://ctlt.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

# Question/Reflection! (1 min)

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

**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

# 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.
  - 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 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
- **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?

Tips, Tricks, and Getting Started

# 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 |
| --- |
| Documentation: |
| **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** |

# Starting a new Course page



**How to use this Wiki** Overview • Help • Formatting • Questions • Explore

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| --- |
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
| Create a New Sandbox Page |
| --- |
| Sandbox: |
| Create Sandbox Page |

# Grade the wiki project using Speedgrader in Canvas
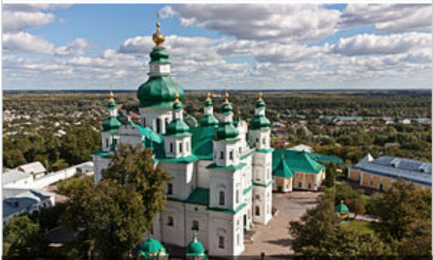
# Using Images from Wikimedia Commons

# Revision History/View History

# Self Assessment

Quiz Tool: https://wiki.ubc.ca/Help:Quiz

H5P: https://wiki.ubc.ca/Help:Adding_Media/H5P

# Activity: Draft a wiki assignment

## Activity [ edit | wikitext ]

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 [ edit | wikitext ]

## Resources [ edit | wikitext ]

# Get Help!

Resources:

**https://wiki.ubc.ca/Documentation:2023_Open_Pedagogy_Wiki_Session**

Email Support:

- LT Hub (lt.hub@ubc.ca)
- Will Engle (will.engle@ubc.ca)
- Rie Namba (rie.namba@ubc.ca)

*Thank You!*