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, sʔiːɬqəy̓ qeqən (double-headed serpent post), on the UBCV Campus

Photo by UBC Brand and Marketing

OER Excellence and Impact Awards

Call for nominations!

The **OER Excellence and Impact Awards** are teaching and learning awards that recognize outstanding work done by faculty materially advance the use and impact of OER at UBC.

The award program consists of **one individual** and **one team-based award** of $5,000 each year per campus.
https://open.ubc.ca/oer-award/

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

Slides Available Here:

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)

- "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)

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
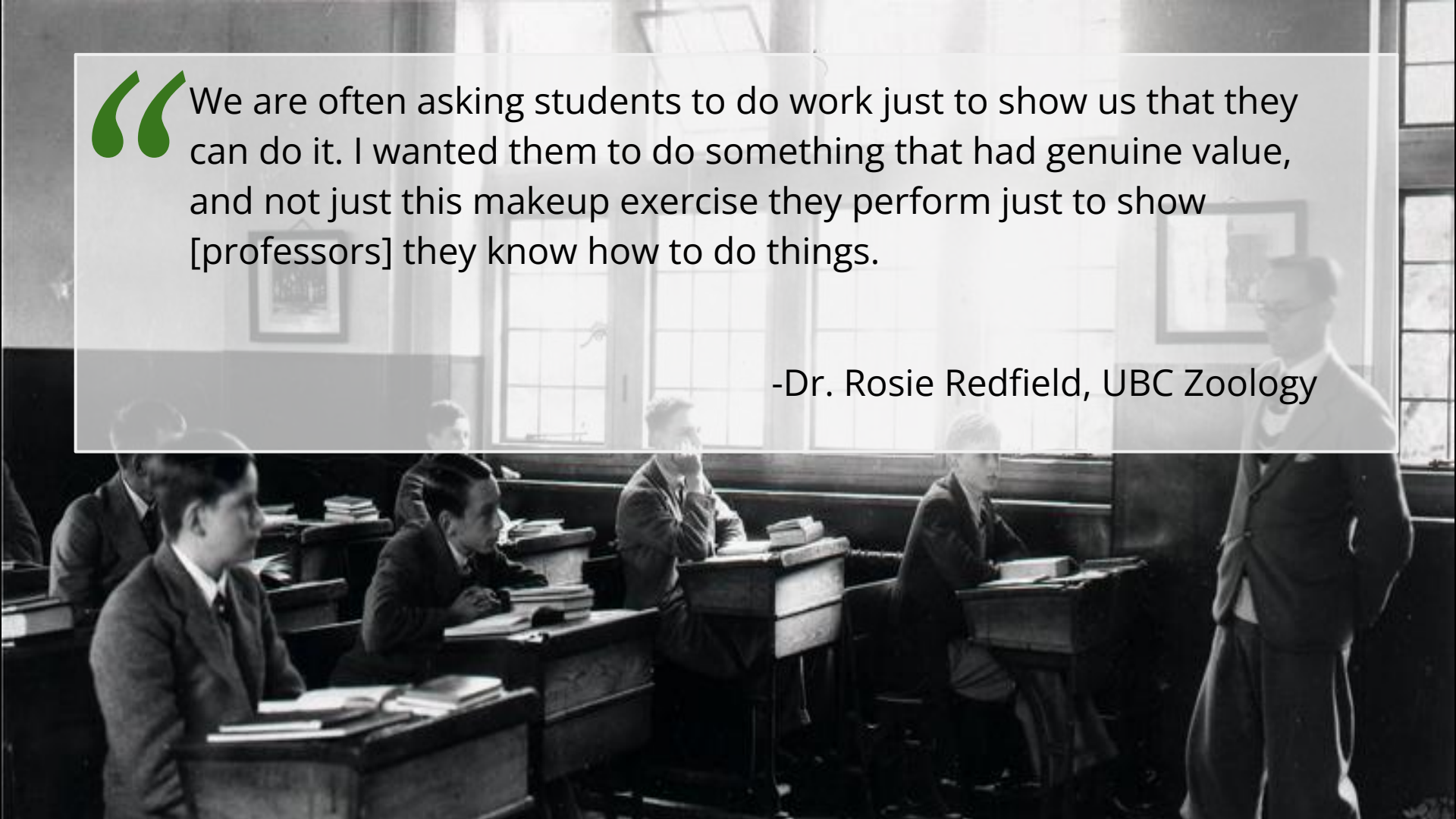
Questions to Consider:

- 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

- 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- 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

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: 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

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.

CONS200
Foundations of Conservation

[hide] **Contents**

1 Assignment Guidelines
  1.1 Length
  1.2 Purpose
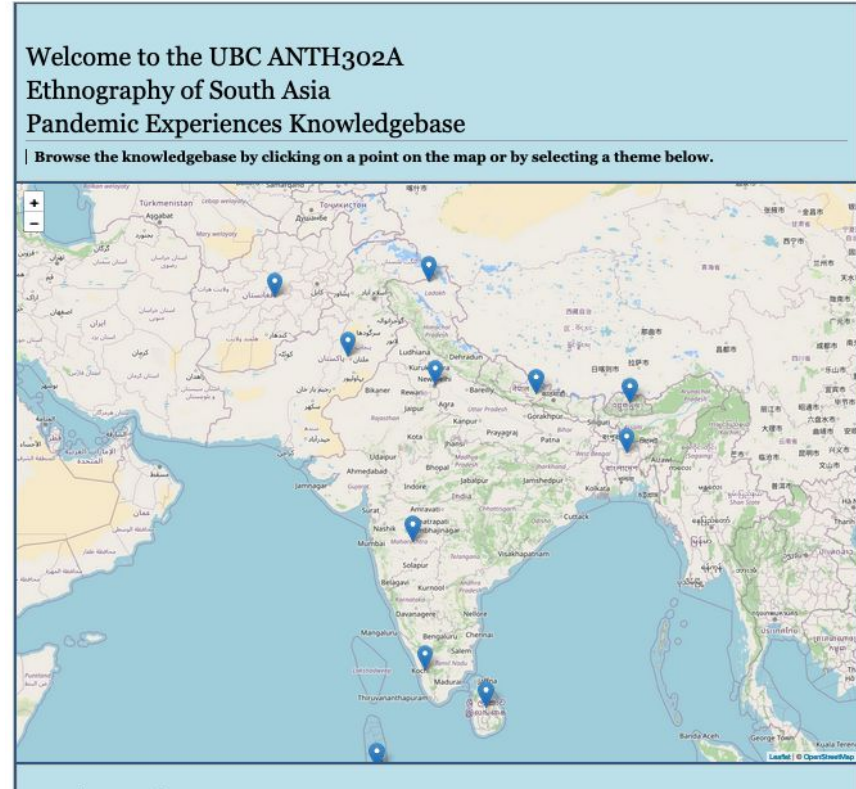 1.3 Suggested Structure

ate_a_New_Page

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](#)

Welcome to the UBC ANTH302A
Ethnography of South Asia
Pandemic Experiences Knowledgebase

| Browse the knowledgebase by clicking on a point on the map or by selecting a theme below.

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 Dhami ⌐ (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 · Relational economic loss · Rescuers ·

Math Exam Resources

[hide]

Hint 2

(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.

[hide]

Solution 1

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.

UBC Wiki Project Examples: APBI200

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

Course:APBI200

Contents [hide]

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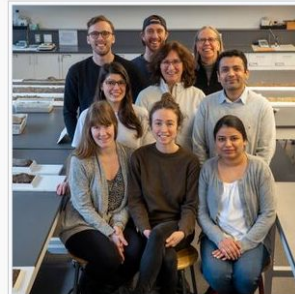
APBI 200 teaching team (2020)

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.

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/

branchlines 5

"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?

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

Sandbox | Discussion | Read | Edit | Wikitext | View history | ☆ | More ▾ |

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 the button at the bottom.

Legend: **(cur)** = difference with latest revision, **(prev)** = difference with preceding revision, **m** = minor edit.

[Compare selected revisions]

- (cur | prev) ⦿ 16:29, 17 April 2020 WillEngle (talk | contribs | block) **m** . . (1,516 bytes) (-66) . . *(Reverted edits by WillEngle (talk) to last revision by Drea*
- (cur | prev) ⦿ 16:25, 17 April 2020 WillEngle (talk | contribs | block) . . (1,582 bytes) (+3) . . *(→Activity)* (undo)
- (cur | prev) ○ 16:22, 17 April 2020 WillEngle (talk | contribs | block) . . (1,579 bytes) (+21) . . *(→Activity)* (undo)
- (cur | prev) ○ 16:18, 17 April 2020 WillEngle (talk | contribs | block) . . (1,558 bytes) (+36) . . *(→Activity)* (undo)
- (cur | prev) ○ 16:17, 17 April 2020 WillEngle (talk | contribs | block) . . (1,522 bytes) (+6) . . *(→Activity)* (undo)
- (cur | prev) ○ 15:36, 17 April 2020 Dreamsanatomy (talk | contribs | block) . . (1,516 bytes) (+22) . . *(→Activity)* (undo)
- (cur | prev) ○ 15:35, 17 April 2020 Dreamsanatomy (talk | contribs | block) . . (1,494 bytes) (0) . . *(→Activity)* (undo)
- (cur | prev) ○ 15:34, 17 April 2020 Dreamsanatomy (talk | contribs | block) . . (1,494 bytes) (+125) . . *(→Activity)* (undo)
- (cur | prev) ○ 15:33, 17 April 2020 Dreamsanatomy (talk | contribs | block) . . (1,369 bytes) (+1) . . (undo)

Self Assessment

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

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

Activity: Draft a wiki assignment

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!