Digital Infrastructure

Quarterly Review
1 December 2014

Sage Ross

- Completed: Assignment Design Wizard
- Up next: Dashboards
- Miscellanea:
  - Plagiarism prevention
  - FOSS Outreach Program mentorship
  - Longer term technical strategy

Assignment Design Wizard

Live: wizard.wikiedu.org
Testing: wizard-testing.wikiedu.org

Welcome to the Assignment Design Wizard!

Click Login with Wikipedia to get started

Login with Wikipedia

Welcome to the Assignment Design Wizard!

This tool will help you to easily create a customized Wikipedia classroom assignment and customized syllabus for your course.

When you're finished, you'll have a ready-to-use lesson plan, with weekly assignments, published directly onto a sandbox page on Wikipedia where you can customeize it even further.

Let's start by filling in some basics about you and your course:

Instructor name
Sage Ross

Course name
Toxic Masculinity

University
The Internet

Subject
Sociology

Approximate number of students
1.4 billion

Course dates

Year	Month	Day		Year	Month	Day
2014	12	1	to	2015	2	1

Start designing my assignment

Wikipedia essentials

Choose one:

Completion of training will be graded ○

Completion of training will not be graded ○

About Wikipedia essentials

To get started, you'll want to introduce your students to the basic rules of writing Wikipedia articles and working with the Wikipedia community.

As their first Wikipedia assignment milestone, you can ask the students to create user accounts and then complete the *online training for students*. This training introduces the Wikipedia community and how it works, demonstrates the basics of editing and walks students through their first edits, gives advice for selecting articles and drafting revisions, and explains further sources of support as they continue along. It takes about an hour and ends with a certification step, which you can use to verify that students completed the training.

Students who complete this training are better prepared to focus on learning outcomes, and spend less time distracted by cleaning up after errors.

Will completion of the student training be part of your students' grades? (Make your choice at the top left.)

⌃ Assignment milestones

Supplementary assignments

Choose supplementary assignments (optional):

Class blog or discussion	☐	ⓘ
In-class presentations	☐	ⓘ
Reflective essay	◉	ⓘ
Wikipedia portfolio	◉	ⓘ
Original analytical paper	☐	ⓘ

○ ○ ○ ○ ○ ○ ○ ● ● ● ● ●

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In-class presentation of Wikipedia work   ✕

Each student or group prepares a short presentation for the class, explaining what they worked on, what went well and what didn't, and what they learned. These presentations can make excellent fodder for class discussions to reinforce your course's learning goals.

Week 2 : Editing basics   [edit source | edit beta]

In class

- Basics of editing
- Anatomy of Wikipedia articles, what makes a good article, how to distinguish between good and bad articles
- Tips on finding the best articles to work on for class assignments
- Handouts: Using Talk Pages handout and Evaluating Wikipedia brochure

Assignment (due Week 3)

- Create an account and then complete the online training for students. During this training, you will make edits in a sandbox and learn the basic rules of Wikipedia.
- Create a User page, and then click the "enroll" button on the top left of this course page.
- To practice editing and communicating on Wikipedia, introduce yourself to any Wikipedians helping your class (such as a Wikipedia Ambassador), and leave a message for a classmate on their user talk page.

Milestones

- All students have Wikipedia user accounts and are listed on the course page.

Week 3 : Exploring the topic area   [edit source | edit beta]

In class

- Handouts: Choosing an article and How to get help

Assignment (due Week 4)

- Critically evaluate an existing Wikipedia article related to the class, and leave suggestions for improving it on the article's talk page.
- Choose one article, identify ways in which you can improve and correct its language and grammar, and make the appropriate changes. (You do not need to alter the article's content.)

Week 4 : Using sources and choosing articles   [edit source | edit beta]
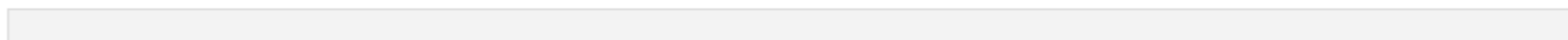
B *I* | ✎ ⌨ 🖼 📕 ▸ Advanced ▸ Special characters ▸ Help ▸ Cite

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{{end of course week}}
=== Week  2 :  Editing basics  ===
{{start of course week}}
{{in class}}

* Basics of editing
* Anatomy of Wikipedia articles, what makes a good article, how to distinguish between good and bad articles
* Tips on finding the best articles to work on for class assignments
* Handouts: [[:File:UsingTalkPages.pdf|Using Talk Pages]] handout and [[:File:Evaluating Wikipedia brochure (Wiki Education
Foundation).pdf|Evaluating Wikipedia]] brochure

{{assignment | due = Week 3 }}

* Create an account and then complete the [[Wikipedia:Training/For students|online training for students]]. During this
training, you will make edits in a sandbox and learn the basic rules of Wikipedia.

* Create a User page, and then click the "enroll" button on the top left of this course page.

* To practice editing and communicating on Wikipedia, introduce yourself to any Wikipedians helping your class (such as a
Wikipedia Ambassador), and leave a message for a classmate on their user talk page.

{{assignment milestones}}

* All students have Wikipedia user accounts and are listed on the course page.
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Insert ▼ — — ° ′ ″ ≈ ≠ ≤ ≥ ± − × ÷ ← → · § **Sign your posts on talk pages:** ~~~~ **Cite your sources:** <ref></ref>

Edit summary (Briefly describe the changes you have made)

☐ This is a minor edit ☑ Watch this page

By clicking the "Save page" button, you agree to the Terms of Use and you irrevocably agree to release your contribution under the CC BY-SA 3.0 License and the GFDL with
the understanding that a hyperlink or URL is sufficient for CC BY-SA 3.0 attribution.

Save page Show preview Show changes Cancel

- Challenges and roadblocks
  - User stories didn't align well with discrete development tasks
  - Development team took on too many tasks at once
  - Took longer than anticipated to get prototype up and running
  - Unexpected delays with OAuth
  - No time for user testing with live system until the main development phase was over

- Learning points
  - Make stories / requirements to break up 'plumbing' tasks, not just user-facing features
  - Do testing with lo-fidelity paper prototypes early on, even before development begins
  - Still learning new things from live user testing even after 4 (~1 hour) testing sessions

- Overall outcome
  - Project has been a success
    - Success criteria: when we are confident enough that it's an improvement over the old system that we turn it on by default for new instructors – DONE
  - Solid design, and a fully functional system by the deadline.
  - We didn't build as many of the features as we had hoped.
  - I think WINTR will make a good long-term partner

Course Dashboards

Toxic Masculinity
University of the Internet

Winter 2014

1 December 2014 – 1 March 2015

Instructor

Ragesoss

Online volunteers

Yunshui

Protonk

Student editors

Username	Completed training?	Bytes added
FacePuncher15	☑	52
CatCaller42	☐	0
NoCryingEver	☑	3752
TOTAL	2/3 (67%)	3804

Articles edited

Street harassment, Gender-based violence, Cycles of violence, Gender performativity, Masculinity in the United States, Emasculation, Male privilege, Androcentrism, Patriarchy, Prison rape in the United States, Boys Will Be Boys (film), If He Hollers Let Him Go

Cumulative page views

45,921

Total edits

112

Wiki Education Foundation
Classroom Program dashboard

Spring 2014 courses

Course	Size of class	Training	Bytes added	Articles edited	Edits	Page views
Toxic Masculinity	3	2/3 (67%)	3804	12	112	45,921
Civil rights in the American South	15	15/15 (100%)	43,080	17	251	55,688
Introduction to abnormal psychology	215	4/215 (2%)	303,985	120	378	576,096
TOTAL	233	21/233 (9%)	350869	149	741	677,705

What else is going on?

- Plagiarism prevention
  - James Heilman's bot project has been fairly successful
  - It will definitely be **possible** to set up our own plagiarism prevention system
  - Open question: how much would it cost?
  - Feasibility study to roughly answer this question will be done by January

- FOSS Outreach Program
  - Intern Anke Nowottne starts in mid-December, will work full-time for 3 months
  - Andrew Russell Green (WMF) and I are mentoring the project
  - Purpose: Global need-finding research for an improved Wikipedia course page system
  - Why take this on?
    - Keeps us involved with WMF tech community
    - This research can inform our technical work
    - FOSS OP aims to address gender gap in open source software development

- Longer term technical strategy
  - A rough initial plan was created as part of the wikiedu.org 1.0 RfP
  - We'll be circling back to create a better roadmap this month, with the long term plan of replacing the course page system, and the short term goal of addressing the key bottlenecks from the Classroom Program process map

The end.

Discuss.