



Wikipedia Campus Ambassador Training Day 2

Slide: Wikipedia Campus Ambassador Training

Purpose:

- Title slide to open presentation (should be visible when learners enter the room)

Presentation activity

- Continue with presentation activity if not all the groups had a chance to present on Day 1.



Slide: Presentation activity

Purpose:

- Give people the chance to practice teaching material

Timing: 20 minutes for activity; 10 minutes for feedback at the end.

Facilitation Notes/Talking Points:

This is the same presentation activity from Day 1. If all groups had a chance to present on Day 1, skip over this slide.

Working in the Classroom: Overview

- You'll be paired with a particular professor and class.
- Your role is to teach the students about Wikipedia-editing.
- Communicate with the professor frequently to stay updated about the Wikipedia assignment and overall instruction needs for Wikipedia.

Remember: Wikipedia assignments serve as a tool for supporting the overall learning objectives (e.g. writing skills, media literacy, critical thinking) and subject of the class. These are determined by the professor.



Slide: Working in the Classroom

Purpose:

- Give CA's a general sense of what they'll be doing in the classroom.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Remember: Wikipedia assignments serve as a tool for supporting the overall learning objectives (e.g. writing skills, media literacy, critical thinking) and subject of the class. These are determined by the professor.

Working in the Classroom: the "pod"!

Your "pod" consists of -

- The professor
- Any Campus Ambassador(s) working with you in the same class
- Online Ambassadors paired up with the class
 - Mentor students virtually!

Also: Regional Ambassador

- Brief introduction to your Regional Ambassador
- The Regional Ambassador will:
 - Pair you up with a professor/class
 - Check in with you (and the professor) throughout the academic term
 - Be your first point of contact for any questions, concerns, or problems related to the class!



Slide: Working in the Classroom

Purpose:

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Timing: 5 minutes

Facilitation Notes/Talking Points:

Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Explain that the central working unit of this program is the "pod," which consists of: the professor, the CA's working with that class, and the OA's working with that class. Briefly explain that OA's are experienced Wikipedians who will support students virtually (via chatrooms, Wikipedia discussion pages, etc.).

Explain the role of the Regional Ambassadors & their relation to Campus Ambassadors.

Working in the Classroom: Expectations

The MOU (Memorandum of Understanding)

- Very important!
- Expectations for each member of the "pod"
- Please sign the MOU!

http://en.wikipedia.org/wiki/Wikipedia:United_States_Education_Program/MOU



Slide: Working in the Classroom

Purpose:

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Timing: 15 minutes

Facilitation Notes/Talking Points:

Emphasize the importance of the MOU, as outlining what is expected of each member of the "pod." This will serve as a guide to working together.

Go to the link on the slide, and go over the entire MOU with the CA's, focusing especially on what the CA's are expected to do!

Ask the CA's to sign the MOU as soon as possible (but not during a training activity).

Working in the Classroom: Role Plays!



Slide: Working in the Classroom

Purpose:

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Timing: 15 minutes

Facilitation Notes/Talking Points:

Fun role plays, so CA's can practice responding to common problematic situations involving professors and/or students.

Tips for working with the professor

- Establish a rapport with your professor by meeting with him/her before classes start to discuss
 - How much time will you have in the classroom to do presentations or labs
 - How much the Wikipedia assignments count for (in terms of grade)
 - Who the students will go to first for Wikipedia-related questions (and how)
 - Helping with article selection if needed
- Get access to email list of all students, to be used for lab reminders and other occasions
- Keep Online Ambassadors in the loop



Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Tips for working with the professor

- Establish a rapport with your professor by meeting with him/her before classes start to discuss
 - How much time will you have in the classroom to do presentations or labs
 - How much the Wikipedia assignments count for (in terms of grade)
 - Who the students will go to first for Wikipedia-related questions (and how) -- *You will want to make sure students know this*
 - Helping with article selection if needed - Talk to the professor about students pick topics and sufficient research resources for their topics
- Get access to email list of all students, to be used for lab reminders and other occasions
- Keep Online Ambassadors in the loop

Tips for working with the professor

- Meet regularly throughout semester
- Go to meetings with some printed material (sample assignments, outline of ideas, etc.) that professor can read later
- Be flexible & open-minded -- plans might change

Remember: Final decisions about the class and assignments are ultimately up to the professor!



Slide: Working in the Classroom

Purpose:

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Timing: 15 minutes

Facilitation Notes/Talking Points:

Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Tips for Presentations & Labs

- Ensure the classroom has internet access
- Bring in someone on Skype (e.g., Another Campus Ambassador or Online Ambassador) if possible to provide additional context or content for that day's lesson.
(Note: Talk to them prior to class, ensure they have a slide deck, take-away points for students that are related to lesson).
- Have handouts!
- Ask the professor to attend



Slide: Working in the Classroom

Purpose:

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Timing: 15 minutes

Facilitation Notes/Talking Points:

Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Tips for Avoiding Problems

- Require sources before editing -- sources can be a limiting factor
- Establish clear expectations with all "pod" members
- Have an ongoing dialogue with your professor
- Have students create accounts before class (since only 6 accounts can be created on one IP address without help from an editor with special permissions).

Remember: Don't get too tech-focused early (wait until students have started working on Wikipedia)



Slide: Working in the Classroom

Purpose:

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Timing: 15 minutes

Facilitation Notes/Talking Points:

Read off the slides -- share your own experiences from last term and the experiences of your fellow Ambassadors to tell stories and go through the content of the slide.

Setting up a Course Page

Use the *Course Page Wizard!*

1. Start at [[[Wikipedia:Ambassadors/For instructors](#)]]
2. Enter the title of the course page and press "start..."
 - Caveats:
 - Title should begin "Wikipedia:Ambassadors/Courses/"
 - No apostrophes
 - 1. The wizard will provide directions for building the page from there. Watch the video for an overview of the process.

Note: If the professor wants to build a page without the that's fine too.



Slide: Setting up a Course Page

Purpose: To show CAs how to start course pages with the wizard



Timing: 5 minutes

Facilitation Notes/Talking Points:

Read off the slides. The video will appear as part of the course page wizard, once you save a page with the {{course page}} template to start the wizard.

Setting up a Course Page

Wikipedia:Ambassadors/Courses/Intro to Law and Technology (Brad Rosen)

From Wikipedia, the free encyclopedia
< Wikipedia:Ambassadors | Courses

Course page wizard
(You can stop and continue later at any time. Just return to this page to continue.)

1. Start your course page ✓
2. Add a course description ✓
3. List instructor and ambassadors (the "pod") ✓
4. Create assignment timeline ✗
5. Add list of articles (or placeholder) ✗
6. Make grading rubric ✗
7. Start "Discussion", "Resources" and "Getting help" tabs ✗
8. Add your course to the course list
9. Edit this page and change "done = no" to "done = yes"

Course description [edit]

A case-law and policy intensive class that explores how various legal doctrines have evolved with and around technological development. Topics include criminal law, privacy, search and seizure, digital rights, and the implications of technologically-permitted (and enforced) methods of control on the law and our culture.

Instructor and Ambassadors [edit]

Instructor
Bradevanrosen (talk)

Campus Ambassadors
Joel Sircus and TBA

Online Ambassadors
TBA

The timeline is a list or table of the key due dates and the expected timeline of the Wikipedia-related assignment(s). Clicking the create timeline button below will load a sample timeline that the Wikimedia Foundation put together in collaboration with other instructors who have previously used Wikipedia in their classes. Feel free to adapt, trim, cut, and use it (or replace it wholesale with your timeline) as you see fit. You can find more information about the thinking and experience behind this example assignment timeline in our [Example Syllabus](#).

(Click to refresh if you've saved the course description but this message still appears.)

Slide: Setting up a Course Page (diagram)

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Timing: 5 minutes

Facilitation Notes/Talking Points:

*As an alternative to this slide, do a quick walkthrough of making an example course page with the wizard.

The course page wizard starts off with a todo list marking all the completed and pending steps to building a course page.

A video (~10 minutes) appears to the right of the todo list. It walks through the use of the wizard from start to finish. (The wizard has undergone some updates since the video was made, but the basic concept is the same.)

Beneath all of the elements created already, a blue box provides a button to move on to the next step of the wizard.

Where to Get Help: Ambassadors

- **Wikipedia technical Assistance**
 - IRC: #wikipedia-en-classroom or #wikipedia-en-help
- **Relationship between Ambassador & student/professor**
 - Talk to other Ambassadors individually
 - Regional Ambassador and others in your pod
 - Wikimedia staff
- **Article Writing**
 - Course page's talk page
- **ACTIVITY: Log on and ask a question!**
<http://webchat.freenode.net/?channels=wikipedia-en-classroom>



Slide:Where to get help: Ambassadors

Purpose:

- Shows CAs where to get help; log on to IRC and ask question

Timing: 5 minutes for explanation; 15 minutes for IRC

Facilitation Notes/Talking Points:

So what happens when you get asked a question you can't answer? There are several channels through which you can ask for help.

If you're just looking for a quick answer to a technical question, your best bet is to log on to IRC. If you've never used IRC before, it's like any Internet chat room. The en-classroom channel is for one is for students (and you!) to get help; the en-help channel is staffed by helpful Wikipedians not connected to our program.

If you have a question about a relationship with a student or a professor, talk to your fellow Ambassadors at your campus and your new friends here today. Regional Ambassadors and Wikimedia Foundation staff are also available if you get stuck, especially in relationships with professors.

The first place for questions about article development is your course's talk pages. You can also post questions on the Wikipedia Ambassadors discussion page. Many Regional Ambassadors, staff, Online Ambassadors, and other Campus Ambassadors have these pages watchlisted, so they'll see when you post something and will give you an answer.

We'll now have a live activity where you can log on to IRC and ask a question of Online Ambassadors who are staffing the channel right now.

You were supposed to think of a question you still had last night about Wikipedia; here's your chance to ask it. Log on now, and we'll have time for 3-4 people to ask a question, so not everyone has to ask their question.

Where to Get Help: Professors

- **Relationship between students & Online Ambassadors**
 - Contact your Campus Ambassador(s)
- **Relationship between students & Campus Ambassadors**
 - Regional Ambassador
 - Wikimedia staff
- **Article writing help (technical/research/writing)**
 - Contact your Campus and Online Ambassadors
 - Course page's talk page
 - Immediate help: IRC: #wikipedia-en-classroom (<http://webchat.freenode.net/?channels=wikipedia-en-classroom>)



Slide:Where to get help - professors

Purpose:

- instructs CAs where to lead professors for help

Timing:5 minutes

Facilitation Notes/Talking Points:

Some professors may want to learn more about Wikipedia as well. Their first point of contact should be you, their Campus Ambassador.

If they have problems with you, they should contact the Regional Ambassador for your region.

For article development help, you should encourage them to contact you or to leave messages on the course talk page or the Wikipedia:Ambassadors discussion page.

They can also log on to IRC as we just did and ask a question.

Where to Get Help: Students

- **Article writing/technical/etiquette questions**

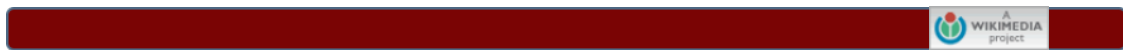
1. Immediate assistance - IRC: #wikipedia-en-classroom (<http://webchat.freenode.net/?channels=wikipedia-en-classroom>) or #wikipedia-en-help
2. Post question to course page's talk page
3. If no response in 1 day, talk to your Campus Ambassador or Online Ambassador

- **Conflict with other Wikipedia editors**

- Ask your Campus or Online Ambassador

- **Subject-specific questions only**

- Talk to your professor, teaching assistant, classmates, etc.



Slide:Where to get help - students

Purpose:

- Gives CAs the ability to direct students to find help

Timing:5 minutes

Facilitation Notes/Talking Points:

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When students ask questions about just about anything, they should be encouraged to post the question to their course's talk page. They should then alert their Online Ambassador mentor that they've posted a question and ask for a response.

Encourage them to email you to set up an appointment to talk about article development if you'd like.

Encourage students to contact their mentors frequently, so they know what stage students are at and at what point the student will need extra help. Be sure your students enable email notifications on their talk pages so when their mentors respond, the student can reply quickly.

They're also welcome and encouraged to log on to IRC to ask questions.

If they have a conflict with their Online Ambassador or another editor, encourage them to talk to you.

You shouldn't give them help on finding sources or other subject-specific questions -- those are questions for the professor. But encourage students to not contact the professor for Wikipedia-related questions.

Wikipedia-editing pow-wow

- Which basic Wikipedia technical skills and cultural norms are still unclear? Let's go over them briefly.
- Suggestions:
 - How to add images to Wikipedia articles
 - How to cite & add references
 - How to move writing from sandboxes to live pages
 - How to communicate with other editors via discussion pages
- ...We'll have some time after the training to answer remaining questions too.



Timing: 15 minutes (Don't spend more than 15 minutes on this section unless you have a lot of spare time!)

Facilitation Notes/Talking Points:

At this point in the training, some trainees might have some lingering questions about Wikipedia-editing. Please remember that this training is focused on teaching CA's how to teach others about Wikipedia-editing, NOT on teaching CA's themselves about advanced Wikipedia-editing skills. So don't spend too much time on teaching CA's how to edit Wikipedia, but CA's should at least know the basics of Wikipedia-editing. This pow-wow is meant to make sure CA's are clear about the BASICS of Wikipedia-editing.

Please ask what Wikipedia basics the trainees are still unclear about (basics means things included in the 4 modules). Then go over these things to make sure the CA's are clear about them. If someone feels like they understand it, ask them to practice their teaching skills by teaching the group how to add images, references, etc.!

If possible, stay behind for 30 minutes or so after the training ends, to answer any lingering questions CA's might have. Let CA's know you'll stay behind.

Sustainability

We need YOU in order to keep this project and the Wikipedia Ambassador program going.

- Transitioning leadership roles to Ambassadors: how you can take ownership:
 - Lead an Ambassador training
 - Be a "Regional Ambassador"
 - Recruit other professors and Ambassadors
 - Develop new instructional videos, handouts, sample assignments, & other materials



We need YOU to keep the Global Education Program going.

- Developing lasting materials that can be passed on / adapted
 - Handouts, sample lesson plans, brochures
 - Instructional videos
 - Training slides & schedules
 - WikiProjects & online infrastructure
 - Documentation of best practices, tips & tricks
- Institutionalizing the program on university campuses
 - Recruit staff members as Campus Ambassadors - they have relevant experiences, can connect us with other professors and staff, have a lot of influence over colleagues, and enjoy institutional legitimacy and resources
 - Give examples:
 - Indiana University: meeting faculty members beforehand, connecting us with Writing Center staff, holding workshops on using WP as teaching tool
 - Georgetown University: reserving training facilities, creating CNDLS-led videos about WP in the classroom
 - Louisiana State University: embedding this into their communications certification requirements!
- Transitioning leadership roles to the Ambassadors!
 - Outreach: recruit other professors and Ambassadors, start student clubs, hold events and workshops... in general establish a WP presence on campus
 - This is why we're now accepting Campus Ambassadors at places without a paired professor
 - Lead an Ambassador training
 - Apply to be a "Regional Ambassador" - coordinating the Ambassadors in your region.
- Questions?
- Other ideas about sustainability?

Review: Campus Ambassador Principles/Expectations

- Always be friendly
 - You represent Wikipedia and the Ambassador program
- Exude passion for Wikipedia
 - Support and encourage student learning with Wikipedia
 - Consult with professors on Wikipedia assignments
 - Teach Wikipedia modules in class
- Act as an advocate for new contributors
 - Help new contributors and advocate on their behalf
- Communicate in a clear and understandable manner
 - Communicate with WMF, fellow ambassadors, students, professors
- Listen and share openly
 - The Wikipedia Ambassador program ultimately belongs to YOU
 - You are the leaders and the driving force behind this program
- Have fun!



Slide: Expectations

Purpose:

- Review of expectations

Timing: 10 minutes

Facilitation Notes/Talking Points:

As a reminder, here are the six main principles/expectations for all ambassadors. Throughout this training, we have talked about how to accomplish these expectations.

Now let's talk about these a bit more in depth:

1. Always be friendly

As a Wikipedia Ambassador, you are the first point of contact for new contributors. The way you treat them will shape their view of Wikipedia. Show respect and courtesy to the people you are trying to help. Act in good faith and assume good faith on the parts of the people you are dealing with. Be visible and responsive to newcomers, giving them permission and ample opportunity to seek guidance. Encourage others to give positive and constructive feedback, and model constructive feedback in your own interactions. Facilitate open and honest communication oriented toward a positive result. Be patient with people who have varying levels of computer and Wikipedia literacy.

2. Exude passion toward Wikipedia

Infect new contributors with your enthusiasm. Promote Wikimedia's vision: "Imagine a world in which every single human being can freely share in the sum of all knowledge." And cultivate familiarity with Wikipedia's core policies, especially the [Five Pillars](#). Adhere to the wider community and its values, and help new contributors do the same.

Support and encourage student learning while also consulting with professors about appropriate Wikipedia Assignments.

Facilitate in-class Wikipedia modules that engage and develop the skills necessary for students to successfully complete their Wikipedia assignment.

3. Act as an advocate for new contributors

Be mindful that new contributors often need help advocating for their needs; they are in an unfamiliar environment and lack knowledge of both specific processes and community norms. Find ways to speak up on their behalf when they clash with longer-term community members and other stakeholders. Give them space to grow in the project.

4. Communicate in a clear and understandable manner

Be present in all conversations. Translate complex concepts into forms your audience can easily grasp. Take time to listen openly to what is being said and isn't being said without having an agenda. It's okay to be human.

Use jargon and acronyms sparingly and with an appropriate level of explanation.

5. Listen and share openly

The Wikipedia Ambassador program ultimately belongs to YOU, the Ambassadors. You are the leaders and the driving force behind this program.

Take charge, speak up about what's working and what's not, get creative, and be bold and proactive in sharing your ideas with the group! At the same time, give your fellow Ambassadors sufficient space to do the same; listen sincerely and remain open to different ideas.

6. Have Fun!

Your biggest asset is that you enjoy Wikipedia! Have fun, and seize opportunities to express your enjoyment. And if something you're doing isn't fun, speak up! Somebody will be happy to help you out.

Allow yourself to think outside the box. Reflect on what's working, change the things that are not working and experiment with new ways of doing.

And be aware of your own development through the program. Choose tasks that match your abilities, or abilities you are seeking to develop. We're all learning together!