

Classroom Program

Quarterly Review, August 2014

Jami Mathewson



Overview

- where we've been: November 2013 and spring 2014
- successes
- a term in the life of...
- looking forward: separating the two roles
- impact of partnerships
- Wiki Ed's needs



Maintaining the Classroom Program

- Since Spring 2012, when we started planning for Wiki Ed, we decided to maintain the programmatic level around 65-70 courses
 - ensure the appropriate amount of support for each course and student editor
 - do not overwhelm the Wikipedia editing community if we could not provide additional support



Spring 2014 goals

- Incidents: resolve 90% of Wiki Ed-related incidents within 5 days
 - Result: ZERO incidents
- Highlight program successes: 4 new blog posts about instructor and student experiences
 - Result: 20 blog posts (3 profiles; 1 outstanding)



Spring 2014 wrap-up

- 65 courses (42 or 65% taught by returning instructors)
- 1,852 student editors
- articles touched = 2,639 (253 new articles)
- new files to Commons = 1,381
- page views of improved articles = 96,000,000
- incidents: ZERO

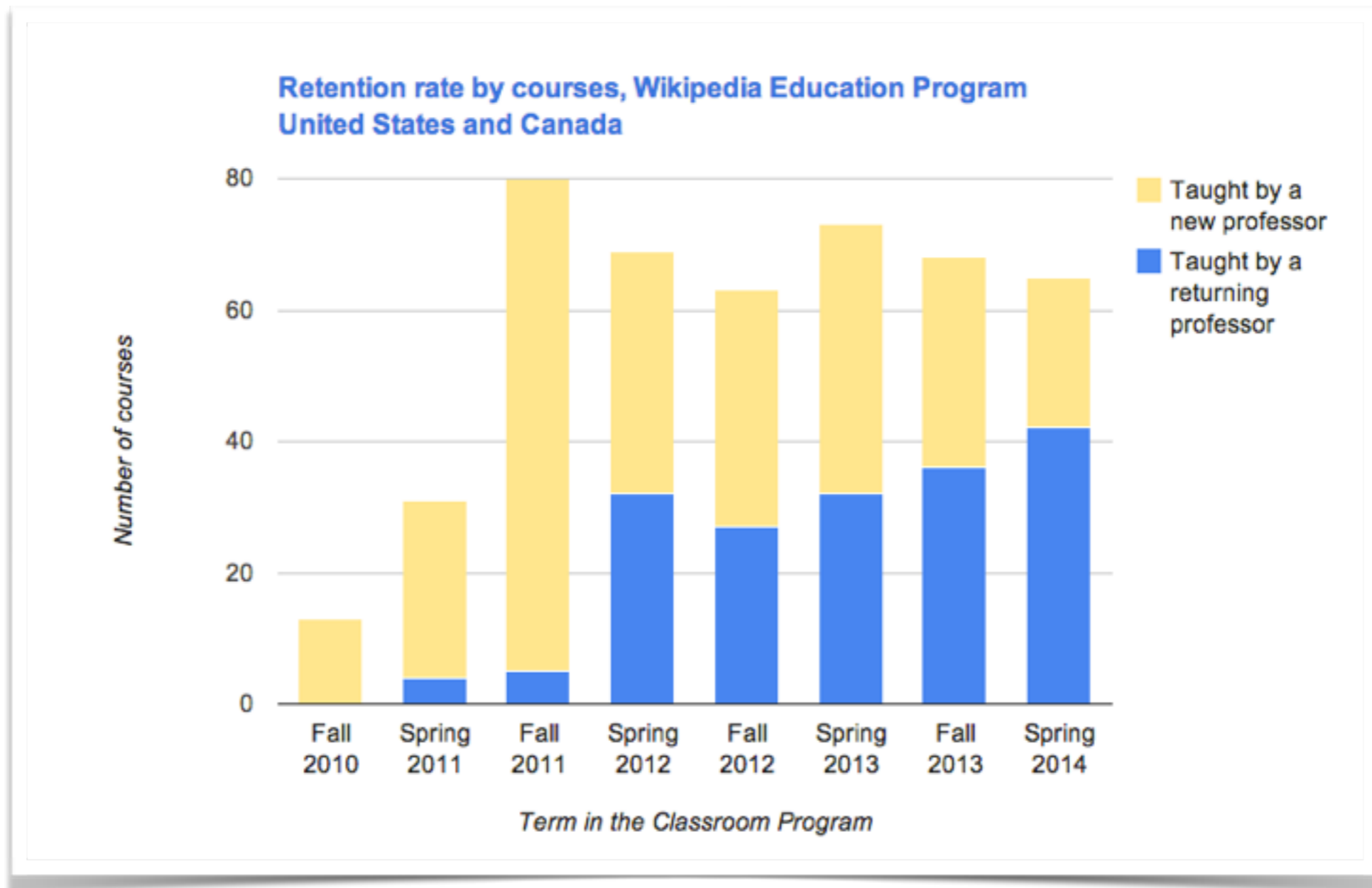


Successes

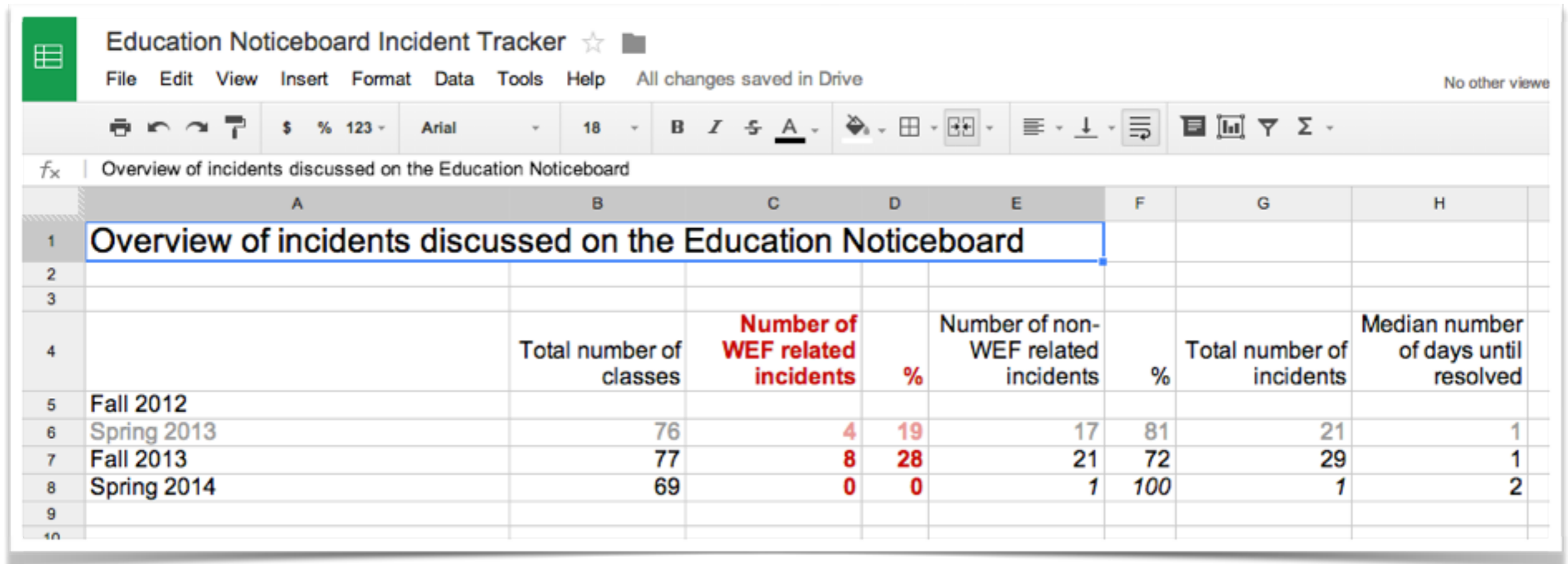
- 65% retention rate of instructors
- Zero incidents in the spring 2014 term
- strengthen bonds with volunteers as the experts in teaching with Wikipedia: WikiCon USA, Wikimania
- reestablished our partnerships with ASA and APS
- creating usable databases
- highlighting reach (page views)
- Split the Classroom Program Manager into 2 roles!



Why retention matters



Incident tracker



Education Noticeboard Incident Tracker ☆

File Edit View Insert Format Data Tools Help All changes saved in Drive No other views

fx | Overview of incidents discussed on the Education Noticeboard

	A	B	C	D	E	F	G	H
1	Overview of incidents discussed on the Education Noticeboard							
2								
3								
4		Total number of classes	Number of WEF related incidents	%	Number of non-WEF related incidents	%	Total number of incidents	Median number of days until resolved
5	Fall 2012							
6	Spring 2013	76	4	19	17	81	21	1
7	Fall 2013	77	8	28	21	72	29	1
8	Spring 2014	69	0	0	1	100	1	2
9								
10								

Salesforce

Wiki Edu

Search... Search

Jami Mathewson Setup Help & Training Classroom Program

Home Contacts Instructors Ambassadors **Courses** Institutions Incidents Reports Dashboards +

Courses Home

View: Default for Jami Edit Create New View

<Previous Page | Next Page>

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | Other All

New Course Change Owner

<input type="checkbox"/> Action	Course Name	Instructor	Institution	primary subject area	course page	term +	Origin	student count	Wikipedia Ambassador	Course page ID	Last Modified By Alias
<input type="checkbox"/> Edit Del	Writing about Wikipedia	Patrick Fleming	Rollins College	writing	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Returning instructor			352	Jami
<input type="checkbox"/> Edit Del	Ecological Factors in Design	Travis Longcore	University of Southern California	biology	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Organic growth	8		364	Jami
<input type="checkbox"/> Edit Del	Medical and Veterinary Mycology	James Scott	University of Toronto	medicine	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Organic growth			362	Jami
<input type="checkbox"/> Edit Del	Archaeology of mainland southeast Asia	Ben Marwick	University of Washington	chemistry	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Organic growth	11		356	Jami
<input type="checkbox"/> Edit Del	Tropical Ecology	Emilio Bruna	University of Florida	biology	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Returning instructor			360	Jami
<input type="checkbox"/> Edit Del	Motivation for Athletes and Students	Terrence Bryant	East Carolina University	psychology	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Recruited by champion			365	Jami
<input type="checkbox"/> Edit Del	Summer Institute	Becky Carmichael	Louisiana State University	biology	https://en.wikipedia.org/wiki/Education_Program...	Fall 2014	Returning instructor	6	Becky Carmichael	349	Jami



Master article database

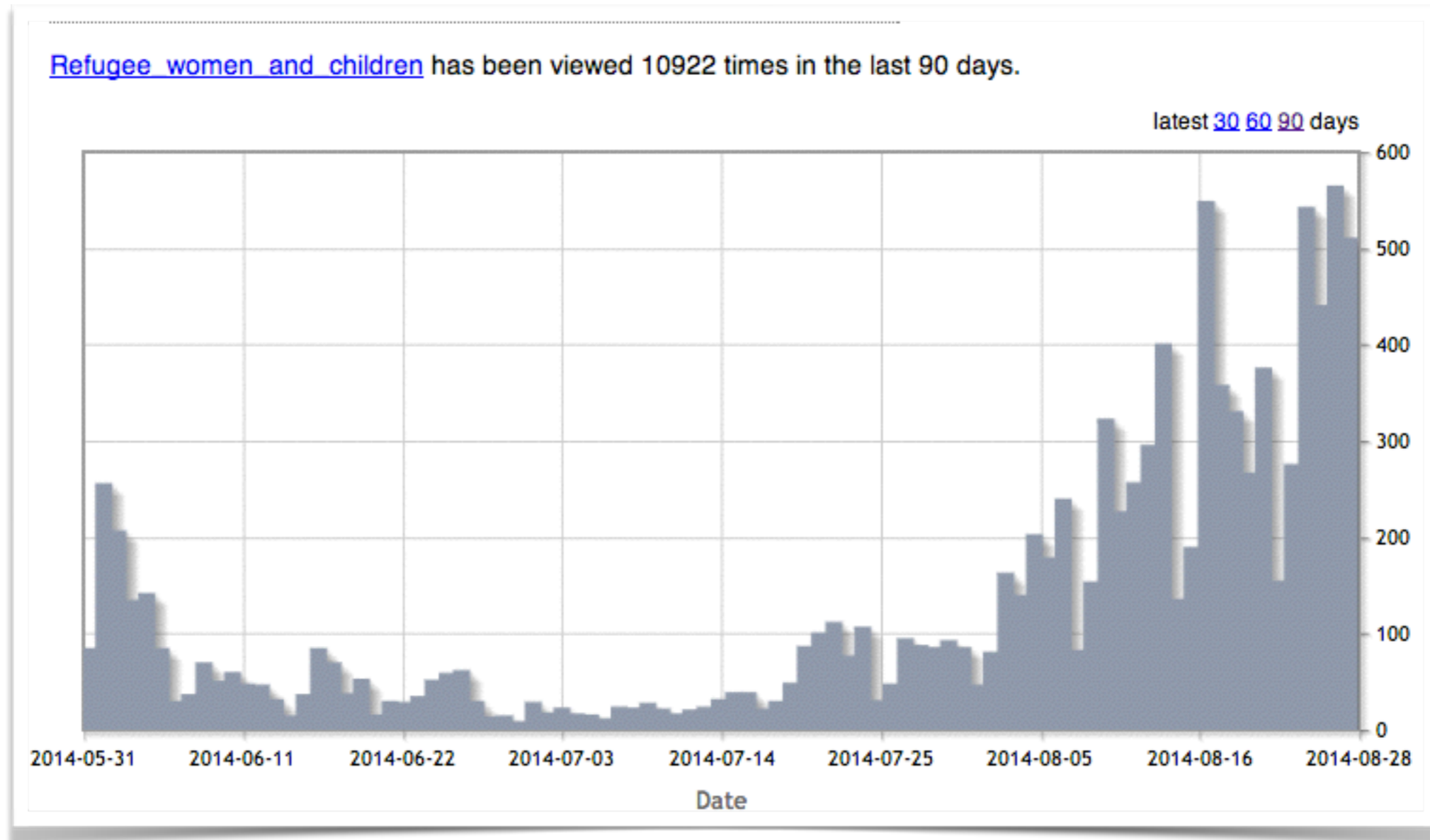
Master article database ☆

File Edit View Insert Format Data Tools Help All changes saved in Drive

fx | Emerald ash borer

	A	B	C	D	E	F	G	H	I
1	Article	Article link	Before	Bytes before	After	Bytes after	Bytes added	Course WEP ID	Contribution
2	Nuclear labor issues	https://en.wikipedia.org/	n/a	0	https://en.wikipedia.org/wiki/Nuclear	77199	77199	420	New article
3	Federalist No. 70	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/Federalist	1936	https://en.wikipedia.org/wiki/Federalist	68740	66804	421	Expanded article
4	<i>First National Bank of Boston v. Bellotti</i>	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/First_National	3053	https://en.wikipedia.org/wiki/First_National	63945	60892	421	Expanded article
5	<i>Discourses on Livy</i>	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/Discourses	10050	https://en.wikipedia.org/wiki/Discourses	63100	53050	397	Expanded article
6	FairVote	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/FairVote&co	4945	https://en.wikipedia.org/wiki/FairVote	49963	45018	421	Expanded article
7	Clean Diamond Trade Act	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/Clean_Diamond	4107	https://en.wikipedia.org/wiki/Clean_Diamond	42896	38789	421	Expanded article
8	<i>Bob Jones University v. Simon</i>	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/Bob_Jones	1378	https://en.wikipedia.org/wiki/Bob_Jones	38752	37374	421	Expanded article
9	Consent decree	https://en.wikipedia.org/	https://en.wikipedia.org/wiki/Consent_d	2224	https://en.wikipedia.org/wiki/Consent_d	39269	37045	421	Expanded article
10	Muslim Female Political Leaders	https://en.wikipedia.org/	n/a	0	https://en.wikipedia.org/wiki/Muslim	36346	36346	398	New article
11	Decolonising the Mind	https://en.wikipedia.org/	n/a	0	https://en.wikipedia.org/wiki/Decolon	36078	36078	392	New article
12	Structural violence in Haiti	https://en.wikipedia.org/	n/a	0	https://en.wikipedia.org/wiki/Structur	35311	35311	424	New article

Why page views matter



A term in the life of...

- assignment design: emails, phone calls, Skype calls, reviewing syllabi and draft assignments
- documenting in databases: course information, contact info
- monitoring student work: via the activity feed—keep an eye on class status

A term in the life of...

- highlighting student activity: Trophy case, blog posts, Twitter/Facebook
- connecting Wikipedia Ambassadors to instructors and student editors
- supporting our partners: strategy about how to expand on campus? how to best support academic associations?



A term in the life of...

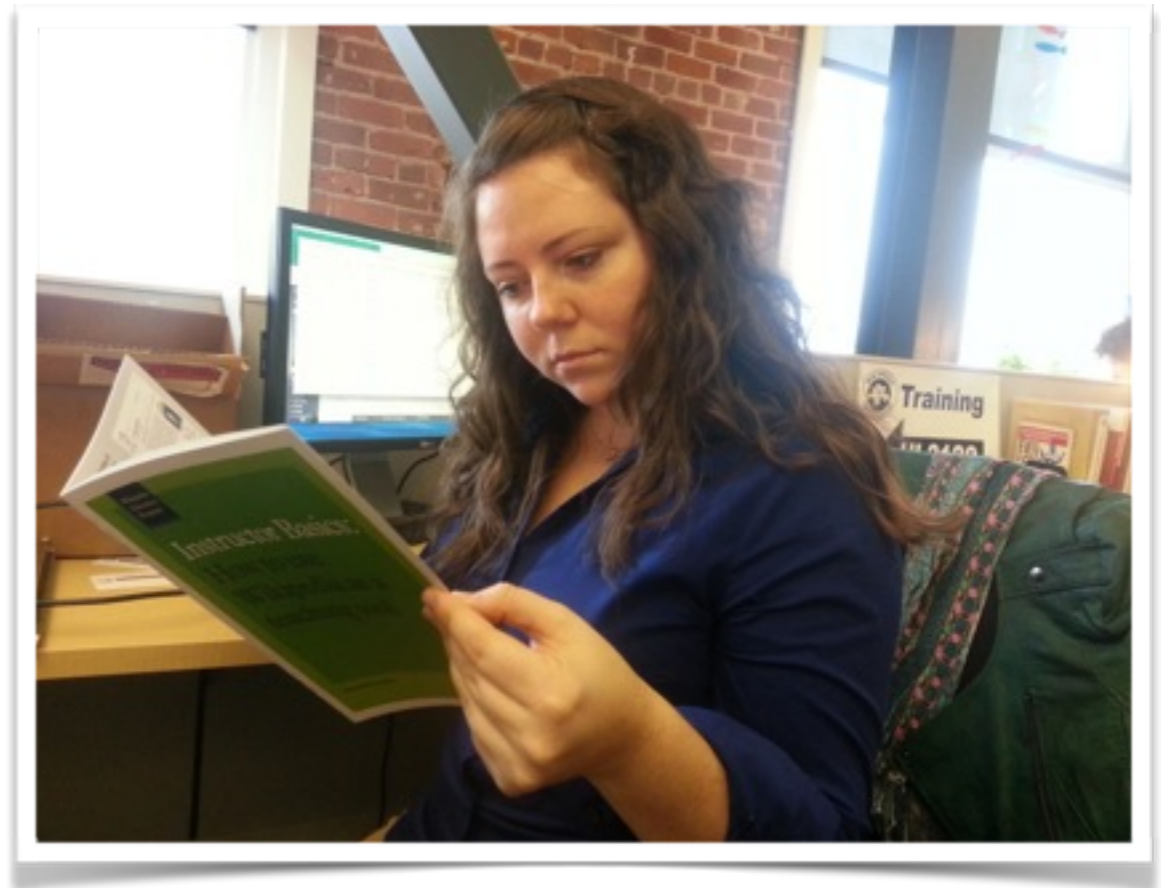
- gathering data: evaluating course and term activity
- training/mentoring university faculty to become Wikipedia Ambassadors
- follow-up with past instructors: revise assignments and share info about new resources and tools



Would spend less time on...

Classroom Program

- logging student usernames
- gathering data
- developing databases
- monitoring student work



Would spend more time on...

Classroom Program

- pairing courses with WikiProjects
- training/mentoring Ambassadors
- analyzing data
- highlighting good student work

Educational Partnerships

- coordinating with instructors/experts to create 'content gap lists'
- building relationships with the organization, its instructors, and campus faculty
- outreach



Support from others

- communications: blog posts highlighting good student work, campus PR and outreach, subject-specific materials for academic associations, articles for member magazines
- digital infrastructure: survey tools, API support
- fundraising: keeping the Classroom Program involved in any promises or leads, since we only have 2 chances a year to set goals (e.g., target gender gap courses?)



Questions?



Looking forward



The 2 roles

Classroom Program

- support Classroom Program day-to-day activities
- coordinate Ambassadors
- focus on bringing more student editors

Educational Partnerships

- support Classroom Program for partners (e.g., sociology, LSU)
- coordinate Ambassadors on partner campuses
- focus on supporting more student editors



Fall 2014 goals

- 85 courses
- 80% satisfaction rate for instructors
 - measure with an end-of-term survey
- Classroom Program Manager has developed a new Ambassador model to implement by December 1st (with support from Jami)
- Formalize partnerships with 3 academic organizations and 2 campuses



Numeric course goals

- 85 courses
 - 50 taught by returning instructors (60% return rate)
 - 15 new courses from champions and academic associations
 - 20 courses of organic growth (or from champions)



Academic associations

- 3 formal academic association partnerships by the end of 2014
 - American Sociological Association (ASA)
 - Association for Psychological Science (APS)
 - National Communications Association (NCA)
 - National Women's Studies Association (NWSA)
 - American Folklore Society (AFS)



Campus partners

- 2 formal campus partnerships by the end of 2014
 - Georgetown University
 - Louisiana State University
- Other potential partners
 - Barnard College
 - Brock University



Impact of partnerships

Bringing more student editors

- our primary goal: expand the Wikipedia Education Program to more student editors
- academic organization expansion will bring more courses, as will local outreach from campus faculty



Impact of partnerships

Expand support capacity for the Classroom Program

- instructors and student editors **need** support!
- we can support more instructors when we have subject-specific assignments and training materials to on-board them
- campus faculty can manage more courses if they build the role into their job and departments



Impact of partnerships

Higher quality participants

- subject-specific training materials better prepare student editors before they edit
- campus faculty can help student editors with their writing and research skills in addition to their Wikipedia-editing skills
- campus faculty can target high-achieving students and classes based on the campus culture



Impact of partnerships

Better impact to Wikipedia: targeting content gaps

- academic association members can develop lists of content gaps on Wikipedia within their specialty
- campus faculty can target disciplines via outreach to department heads and other support faculty



Impact of partnerships

Maintaining a high instructor retention

- better support materials (written, web portal, staff members, campus faculty, etc.) = happier instructors!
- we can engage more instructors by asking them to contribute to content gap lists, meeting them in-person at conferences or on-campus, and connecting them with other instructors to advise



Impact of partnerships

Credibility in the academic community

- academic associations are credible institutions already
- formal partnerships with university departments/centers will bring well-trained faculty members into our support infrastructure



Impact of partnerships

Credibility in the Wikipedia community

- targeting missing content on Wikipedia that is not being added otherwise
- look at the formal institutions who respect us as the experts on teaching with Wikipedia!



Open questions

- what are the baselines for content gaps so we can measure our impact?

Supporting partners



Meetings and strategy

- what are our numeric goals for your organization/campus?
- what do we need to do to support you in reaching those goals?
- how do we identify new participants and fully train them to be successful?
- how do we incentivize instructors? Ambassadors?
- who needs to support this initiative to remove roadblocks from expanding our reach, and how do we get their buy-in?



Presentations

- teaching webinars
- attend conferences
 - at least 2 reasons to attend (exhibitor's booth, teaching workshop, partnership meeting, pilot opportunities, etc.)
- lead on-campus teaching workshops

Publications

- write blog posts about the partnerships and promoting the participants' work
- write articles for academic associations' magazines or campus newspapers
- develop PR materials for campus outreach, newspapers, mailing lists, etc.
- subject-specific help and training materials



Data

- pre- and post- surveys for student editors and instructors
 - evaluate student learning outcomes and satisfaction rate
- number of courses/student editors/articles edited
- amount of content added within their discipline/on their campus

Supporting Wiki Ed



Data needs

- Retention of instructors
- Number of courses, instructors, universities, and student editors
- Number of courses, instructors, universities, and student editors by discipline/topic area
- Program's reach: page view statistics
- Qualitative data (stories about impact and student/instructor experience)



Data needs

- Number of Ambassadors
- Number of articles edited
- Number of new articles
- Number of incidents and median days resolved
- Number of Did You Know, Good Article, Featured Article
- Amount of content added



Open questions

- How do we measure quality improvements?
 - Create a baseline with content gaps and evaluate our impact to it? Some other measure?
- Formal adoption of program/curriculum through policy change at institutional level: how do we define “formal”?
- What needs do *you* have that weren’t listed?
- What is the best way to provide ongoing information and data for communications and fundraising needs?

