



September 23, 2022
Block One, Paper 3P

2022: "The Labor of Open Education"

Deliberations before running another Wikipedia editing assignment

Laurel Smith Stvan
UT Arlington
stvan@uta.edu
@Ling_Lass



Aspects of integrating these tasks

❖ **filling in Wikipedia content gaps within a discipline**

❖ **building up student research skills**

Which pages?



❖ filling Wikipedia content gaps within a discipline

- time spent by the instructor in finding relevant page topics for students to work with
- both instructors and students recognizing special constraints on editing biography pages (Wagner et al. 2016)
- seeking appropriately copyrighted graphics (Qaiser et al. 2022)
- and using the modularity of pages on minority languages.

❖ building student research skills

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❖ building student research skills

- supporting students in sharing their nascent knowledge
- managing instructor time to track students' training on the wiki editing tools, which is in addition to keeping track of any existing content assignments they do in the class
- incorporating groupwork as students practice library skills training (Stvan 2021)
- maintaining the attention needed to integrate the WikiEdu interface with other online course tools.



How many modules?



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Balancing content and wiki skill points

Contributions from the Textbook and Lecture (total of 105 points)	Points for Each Assignment
Class attendance total	10
Gricean implicature exercise	15
Reference and deixis exercise	20
Direct and indirect speech act exercise	20
Choice of linguistics reflection essay	10
Final Exam	30
Contributions from Wikipedia Editing (total of 95 points)	
Get started on Wikipedia	5
Evaluate Wikipedia	10
Add to an article	10
Draft your article	20
Respond to your peer reviews	10
Group in-class presentations	10
Final article	30
Grand Total for all classwork	200 points

Simplifying the goals

Cut down on content	Cultivate community	Create clear connections	Convey care
Offer less content but more ways to access and engage with content	Acknowledge systemic intersecting inequities of higher ed teaching labor	Consistently communicate goals of every meeting, program, interaction	Loudly reject perfectionism and fight the super-teacher myth / ideal
Make it a snack buffet, not a sit-down meal	Incorporate “relentless welcome” into every program & interaction	Include structured opportunities for individual reflection on relevance of content to own teaching	“No Guilt” reading groups; consistent and friendly reminders; time estimates; short, authentic videos
Instead of new content, structure time for practice and feedback	Always include time for brainstorming, with multiple access points and takeaway documentation	“Activate faculty agency” and “engage their teaching and subject expertise”	Acknowledge that systemic problems mean we can’t always “pedagogy our way out”
Emphasize how humans learn: it’s hard, it takes time, and it builds on previous knowledge	Emphasize how humans learn: sociality / presence and connection are vital to any authentic learning	Emphasize how humans learn: content must be relevant and must spark our curiosity & creativity	Emphasize how humans learn: a tired, scared, distracted, overloaded brain cannot learn well

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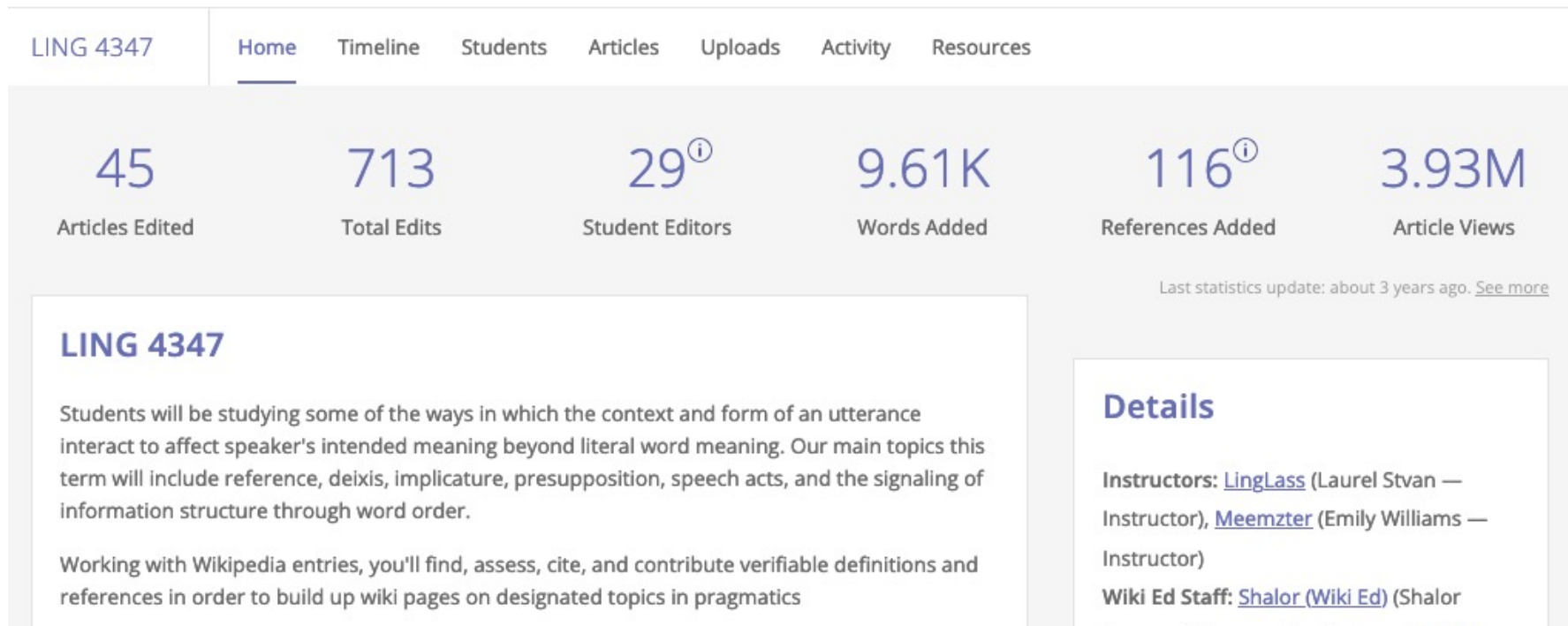
No, really--simplify the goals

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Takeaways—using WikiEdu support

- Though it adds one more tech layer for students and instructors to master, WikiEdu’s web interface is rich and well supported. Besides training providing modules on how to cite sources, it provides space for students to practice their drafting and citation skills together.



Takeaways—subdividing

- Students don't have to create a page from scratch. They can work on making a subsection for a page. Or can contribute by adding photos or references to scholarly bios in their discipline. i.e., it's not just full pages of prose: there's a diversify of types of coverage to create.



The screenshot shows the top portion of a Wikipedia article. At the top, there are navigation tabs for 'Article' and 'Talk', and a 'Read' section with links for 'Edit source', 'View history', a star icon, and 'More'. A search bar for Wikipedia is also visible. The main title 'Interjection' is prominently displayed. Below the title, it states 'From Wikipedia, the free encyclopedia'. The introductory paragraph defines an interjection as a word or expression that occurs on its own and expresses a spontaneous feeling or reaction. It lists various examples and categories, such as exclamations, curses, greetings, response particles, and hesitation markers. A 'Contents' box is located at the bottom of the visible text, listing eight sections: Historical classification, Meaning and use, Distinctions and modern classification (with sub-sections for primary and secondary interjections, and interjections and other word classes), Interjections as deictics, Interjections across languages, Examples from English, See also, and References.

Article [Talk](#) Read [Edit source](#) [View history](#) ☆ More ▼ 🔍

Interjection

From Wikipedia, the free encyclopedia

An **interjection** is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction.^{[1][2]} It is a diverse category, encompassing many different parts of speech, such as exclamations (*ouch!*, *wow!*), curses (*damn!*), greetings (*hey*, *bye*), response particles (*okay*, *oh!*, *m-hm*, *huh?*), hesitation markers (*uh*, *er*, *um*), and other words (*stop*, *cool*). Due to its diverse nature, the category of interjections partly overlaps with a few other categories like [profanities](#), [discourse markers](#), and [fillers](#). The use and linguistic discussion of interjections can be traced historically through the Greek and Latin Modistae over many centuries.

Contents [\[hide\]](#)

- [Historical classification](#)
- [Meaning and use](#)
- [Distinctions and modern classification](#)
 - [3.1 Primary and secondary interjections](#)
 - [3.2 Interjections and other word classes](#)
- [Interjections as deictics](#)
- [Interjections across languages](#)
- [Examples from English](#)
- [See also](#)
- [References](#)

Takeaways—finding insider knowledge

- Students relish finding that page topics reflect wider cultural biases. And that pages all have multiple writers and copyeditors. So, seeing a page's edit history reveals fun secret knowledge.

- (cur | prev) ○ 04:41, 9 May 2020 Giselleee16 (talk | contribs) .. (9,504 bytes) **(+885)** .. (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 04:35, 9 May 2020 Jellybean745 (talk | contribs) **m** .. (8,619 bytes) (0) .. (edited the layout) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:54, 9 May 2020 Jellybean745 (talk | contribs) **m** .. (8,619 bytes) **(-2,276)** .. (Deleted a repeating header) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:53, 9 May 2020 Jellybean745 (talk | contribs) .. (10,895 bytes) **(+1,958)** .. (Added a uses header along with a chart) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:50, 9 May 2020 Giselleee16 (talk | contribs) .. (8,937 bytes) **(+678)** .. (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 03:48, 9 May 2020 Giselleee16 (talk | contribs) .. (8,259 bytes) **(+1,603)** .. (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:35, 9 May 2020 Elisweets (talk | contribs) .. (6,656 bytes) (0) .. (moved citation) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:34, 9 May 2020 Elisweets (talk | contribs) .. (6,656 bytes) **(+123)** .. (more geographic info) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:30, 9 May 2020 Elisweets (talk | contribs) .. (6,533 bytes) **(+196)** .. (added sentence) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:21, 9 May 2020 Elisweets (talk | contribs) .. (6,337 bytes) **(+3)** .. (minor wording change) (undo | thank) (Tag: Visual edit)
- (cur | prev) ○ 02:20, 9 May 2020 Elisweets (talk | contribs) .. (6,334 bytes) **(+11)** .. (Title change) (undo | thank)

Takeaways—assessing the ROI

It **does** take more time than the usual class prep

- Incorporate any on campus training, including librarian or Wikipedian support
- Start small—independent studies, honor contracts
- Incorporate a TA

It was rewarding for students, for me, and for the discipline

References

Qaiser, Farah, Maryam Zaringhalam, Francesca Bernardi, Jess Wade & Emily Pinckney. 2022. How academic institutions can help to close Wikipedia's gender gap. *Nature*. <https://doi.org/10.1038/d41586-022-01456-x>.

Stvan, Laurel Smith. 2021. Collaborative group work and increased diversity through Wikipedia editing. *Proceedings of the Linguistic Society of America* 6(2). 1–8. <https://doi.org/10.3765/plsa.v6i2.5101>.

Stvan, Laurel Smith. in press. Who Builds it, Who Benefits? Deepening Student and Faculty Knowledge about Wikipedia's Scholarly Value. In *Open Educational Resources in Higher Education: A Global Perspective* (Future Education and Learning Spaces). Springer Nature.

Wagner, Claudia, Eduardo Graells-garrido, David Garcia & Filippo Menczer. 2016. Women through the glass ceiling: gender asymmetries in Wikipedia. *EPJ Data Science* 5(5). 1–24. <http://dx.doi.org.ezproxy.uta.edu/10.1140/epjds/s13688-016-0066-4>.

WikiEdu. <https://wikiedu.org>.

Thank you!

stvan@uta.edu [@Ling_Lass](#)