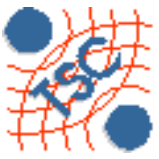


The edition of the Wikipedia as an academic activity

Xavier Giró, Ferran Marqués & Josep Ramon Casas

EUETIT & ETSETB

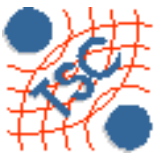
Technical University of Catalonia (UPC)



Outline

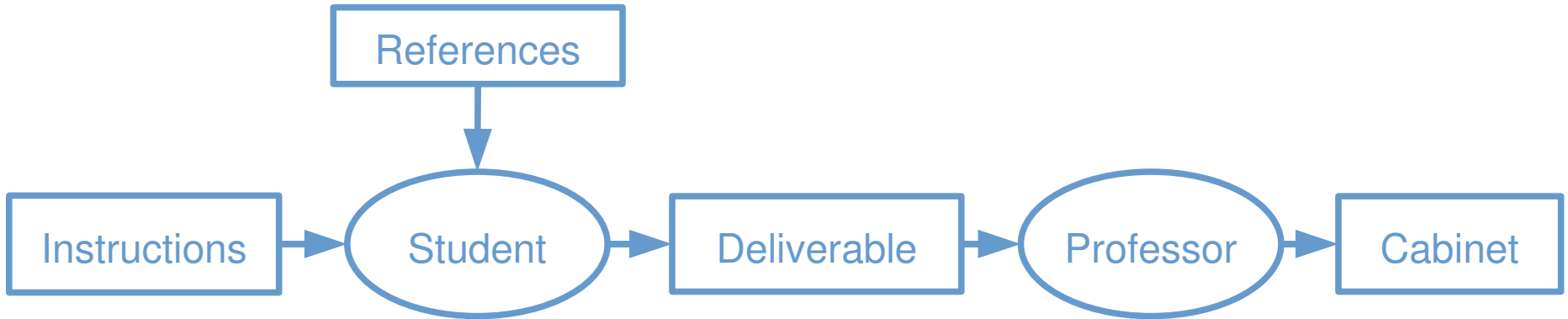
1. Introduction ←
2. Objectives
3. Methodology
4. Results
5. Conclusions





Introduction

- Classic life cycle for an academic assignment.

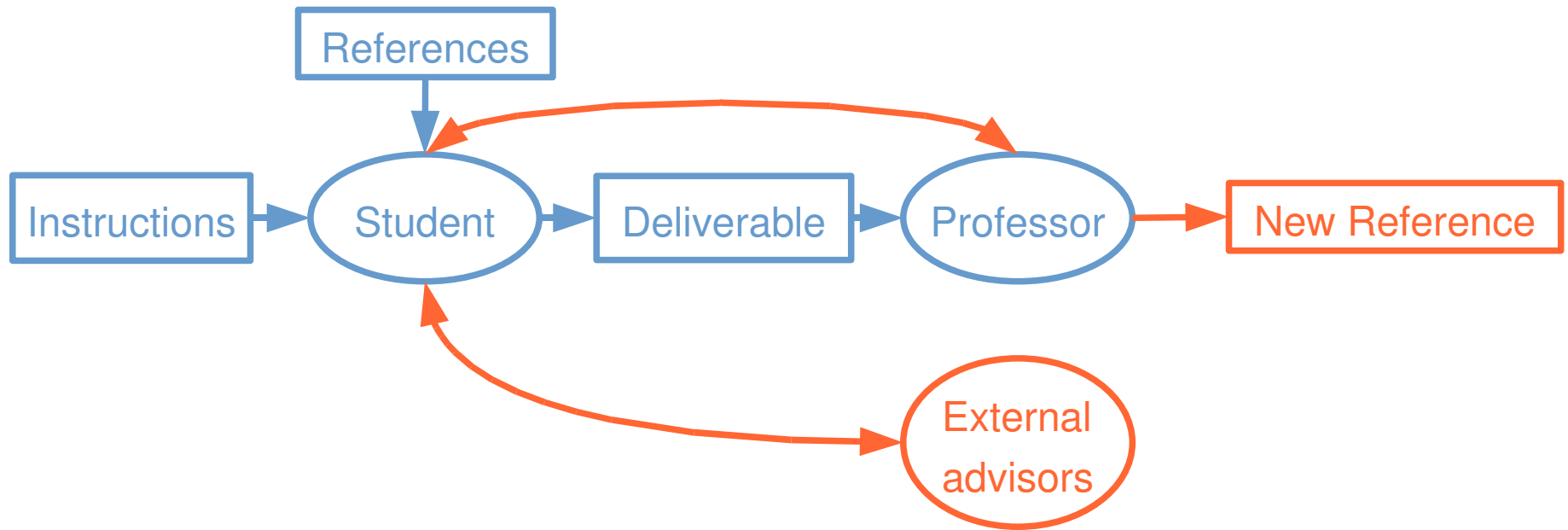


- Restricted student-professor & student-student interaction.
- Multiple “Copy & Paste” cases.
- Lost effort.



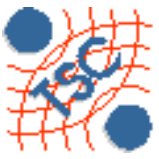
Introduction

- Proposed approach.



- Enhanced student-professors, student-student, student-the world interaction.
- Deliverables become references to other students.
- Reuse & improvement of previous deliverables.

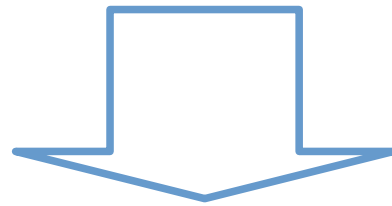




Introduction

- Historical framework

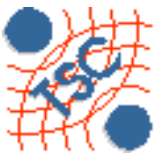
- Internet as the main communication channel.
- Wiki tools for fast and easy cooperative creation of web resources.
- Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities [1].
- Creative Commons licenses.



<http://www.wikipedia.org>



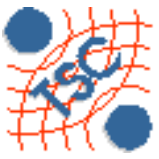
[1] <http://www.zim.mpg.de/openaccess-berlin/berlindeclaration.html> (2003)



Outline

1. Introduction
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Objectives

- The complete activity covers a wide range of categories in Bloom's taxonomy [2].
 - a) Identify the most relevant terms of a professional text in English → Knowledge & Comprehension
 - b) Explain one of the relevant terms in a new entry of the Wikipedia. → Analysis & Synthesis
 - c) Summarize the contribution in an oral presentation. → Analysis & Synthesis
 - d) Review and improve another existing Wikipedia entry related to the article → Evaluation

[2] B.S. Bloom, "Taxonomy of educational objectives" (1956).

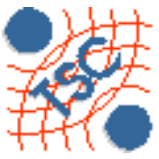




Outline

1. Introduction
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Methodology



Seventeen online stages

- a) Texts selection
- b) Presentation
- c) Topic preferences
- d) Topics distribution
- e) Reviews distribution
- f) Text reading
- g) Article proposal
- h) Article acceptance
- i) Review edition
- j) Article creation
- k) Discussion
- l) Final submission
- m) Oral
- n) Evaluation
- o) Feedback
- p) Articles reading
- q) Test

a) Text selection (professor)

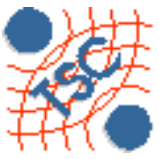
- Short texts from scientific magazines.
- Language skills may be assessed.
- Organized in topics matching the study plan.

b) Activity presentation (professor)

- Work plan and deadlines.
- Overview and topics presentation.

c) Topic preferences (students)

- Sorted list of preferred topics.
- Organization in work groups.



Methodology

- a) Texts selection
- b) Presentation
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- d) Topics distribution
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d) Topic distribution (professor)

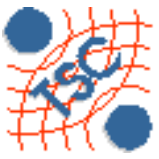
- Conflicts may appear.
- Magazine text assigned to each work group.

e) Review distribution (professor)

- Wikipedia article to improve based on topic.
- Previous activity editions or help requests.

f) Text reading (students)

- Topic familiarization.
- Identification of key terms.



Methodology

- a) Texts selection
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g) Article proposal (students)

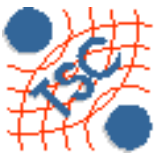
- Non-existing relevant term of public interest.
- Free choice of language (while evaluable)

h) Article acceptance (professor)

- Discussion and negotiation.
- Basic starting guidelines.

i) Review edition (students)

- Familiarization with Wikipedia edition.
- Username and history tools.



Methodology

- a) Texts selection
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j) Article creation (students)

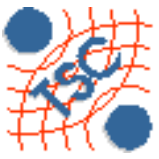
- Follow Wikipedia style guidelines.
- No copyright infringements (text & multimedia)

k) Discussion (professor)

- Feedback through internal discussion.
- Guarantee article quality and accuracy.
- Set watch flag to track changes.

l) Final submission (students)

- Frozen article version.
- Statistics: links, references, improvements.



Methodology

- a) Texts selection
- b) Presentation
- c) Topic preferences
- d) Topics distribution
- e) Reviews distribution
- f) Text reading
- g) Article proposal
- h) Article acceptance
- i) Review edition
- j) Article creation
- k) Discussion
- l) Final submission
- m) Oral
- n) Evaluation
- o) Feedback
- p) Articles reading
- q) Test

m) Oral (students)

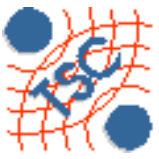
- Short oral presentation (PDF).
- Authority proof.

n) Evaluation (professor)

- Three parts: oral, review and new articles.
- Oral and text communication skills.
- Topic expertise.
- Deadline accomplishments.

o) Feedback (students)

- Get ideas for activity improvement.



Methodology

- a) Texts selection
- b) Presentation
- c) Topic preferences
- d) Topics distribution
- e) Reviews distribution
- f) Text reading
- g) Article proposal
- h) Article acceptance
- i) Review edition
- j) Article creation
- k) Discussion
- l) Final submission
- m) Oral
- n) Evaluation
- o) Feedback
- p) **Articles reading**
- q) **Test**

p) Articles reading (students)

- Extend knowledge to the rest of course topics.
- Test preparation.

q) Short question in test (professor)

- Include Wikipedia content in the study material for any final evaluation test.
- Ensure students attention.

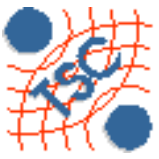




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Results

1st experience: Fall 2005



Escola Universitària d'Enginyeria
Tècnica Industrial de Terrassa

- 1 professor and 64 students in 3rd year of Telecommunications Engineering Diploma.
- 81 new articles = 42 Catalan + 20 Spanish + 18 Bilingual + 1 Trilingual.
- Schedule synchronized with course topics.
- Limited online tool.
- Lack of experience → Missing guidelines.



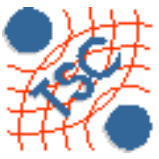
Results

2nd experience: Spring 2006

Escola Tècnica Superior
d'Enginyeria de Telecomunicació
de Barcelona

UNIVERSITAT POLITÈCNICA DE CATALUNYA

- 3 professors and 43 students in 4th and 5th year of Telecommunications Engineering Degree.
- 60 new articles = 21 Catalan + 25 Spanish + 3 English + 13 Catalan/Spanish + 3 Spanish/English.
- 14 articles were reviewed.
- Common deadlines for all students → Professor workload peaks.
- Excellent online tool (Moodle) boosted inteaction.



Results

- New article from EUETIT student.



VIQUIPÈDIA
L'enciclopèdia lliure

Valkyra3 | [discussió](#) | [preferències](#) | [llista de seguiment](#) | [contribucions](#) | [finalitza](#)

[article](#)
[discussió](#)
[edita](#)
[historial](#)
[reanomena](#)
[deixa de vigilar](#)

Tub de raigs catòdics

El **tub de raigs catòdics** (CRT o *Cathode Ray Tube en anglès*), que fins fa poc era l'únic sistema de presentació d'imatges, va ser l'element decisiu en la història de la [televisió](#). Aquest tub, realment és una vàlvula en la que l'últim [ànode](#) es recobreix d'un element capaç d'emetre [llum](#) quan incideix sobre ell un feix d'[electrons](#). Per poder controlar la intensitat del punt de la imatge, es col·loquen uns terminals de porta amb els que es controla la intensitat del feix. Es col·loquen en el camí dels electrons uns terminals que fan un efecte de lent electrònica que permeten fer incidir tots els electrons del feix en un punt estret sobre la pantalla. Exteriorment es col·loquen unes [bobines](#) amb les que es controla un [camp magnètic](#) que desplaça el feix d'electrons per tota la pantalla, il·luminant-la en tots els seus punts. Controlant adequadament la [intensitat](#) del feix en cada moment, es genera una imatge a la pantalla.

Taula de continguts [\[amaga\]](#)

- [1 Orígens](#)
- [2 Funcionament](#)
 - [2.1 Parts dels CRT](#)
 - [2.1.1 Coll](#)
 - [2.1.2 Campana](#)
 - [2.1.3 Pantalla](#)
 - [2.2 Mida de la pantalla](#)
- [2.3 Freqüència de refresc](#)
- [2.4 Visualització per escombrat](#)
- [2.5 Visualització vectorial](#)



Tub de raigs catòdics 

navegació

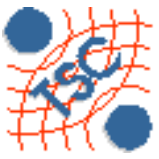
- [Portada](#)
- [Portal viquipedista](#)
- [Actualitat](#)
- [Canvis recents](#)
- [Pàgina aleatòria](#)
- [Ajuda](#)
- [Donatius](#)

cerca

eines

- [El que enllaça ací](#)
- [Seguiment d'enllaços](#)
- [Carrega](#)
- [Carrega a Commons](#)
- [Pàgines especials](#)
- [Versió per imprimir](#)



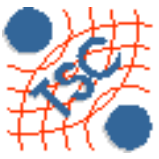


Results

Activity section in Moodle course.

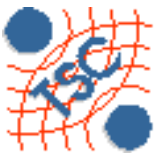
The screenshot shows a Moodle course interface. On the left, there is a navigation menu with sections: Forums (Forums, Internalmails, Recursos, Tasques), Administració (Activa edició, Paràmetres..., Estudiants..., Còpia de seguretat..., Restaura..., Escales..., Qualificacions..., Registres..., Fitxers..., Ajuda..., Fòrum del professorat), and Cursos (Suport al professorat, Televisió analògica i digital (Grup 10), Televisió analògica i...). The main content area is titled '7 The edition of the Wikipedia' and contains a list of activity items: Help, Slides, Team creation and subject preferences, Teams, subjects, articles and review terms, How to edit a Wikipedia page, New wikipedia entry proposal (TXT), Subjects, teams and new entries, Submit here your reviewed and new entries, Group Report (PDF), Individual report (PDF), Schedule for oral presentation, Request for changes in schedule for oral presentations, Oral presentation (PDF), Complete list of Wikipedia entries, and Your opinion about the activity. Below this list is a 'Salta a...' dropdown menu. On the right side, there are three widgets: 'Feedback on new wikipedia entries més...' with a 'Debats anteriors ...' link, 'Activitat recent' showing 'Activitat des de Friday, 2 June 2006, 12:11' and a link to 'Informe complet d'activitat recent...', and 'Esdeveniments pròxims' showing 'Final TAD primavera 2006' on 'Tuesday June 13 (11:00)' with links to 'Vés al calendari...' and 'Nou esdeveniment...'. At the bottom right is a 'Calendari' widget for June 2006, with the 13th highlighted.





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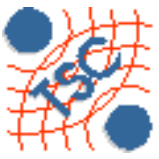


Conclusions

- New activity following the Bologna process guidelines.
- Complex activity: Good planification and instructions required.
- Knowledge transfer to society.
- Students enthusiasm and skills development.
- Significant differences among students' work.
- Important workload for professors.
- New editions of the activity.
- Future organization in a Audiovisual Technology WikiProject.
- Complete list of articles in paper.

“Wikipedia knows all,
and what it does not know,
you can tell it”

Shaye Horowitz



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