Wikipedia Campus Ambassador Training Day 1

Slide: Wikipedia Campus Ambassador Training

Purpose:

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

Today's Agenda

>> Introductions

>> Intro to Wikipedia/Wikimedia/Global Education Program

>> Overview of Wikipedia Ambassadors program

>> Lightning Talks activity

>> Wikipedia editing modules

>> Wrap-up

A WIKIMEDIA project

Slide:Today's training
Purpose:
  ● Establishes ground rules
Timing: 5 minutes

Facilitation Notes/Talking Points:

(Make sure every trainee has a binder.)

Introduce yourself, including your relation to the Wikipedia Global Education Program.
Say where the bathrooms are.

Go over today's agenda briefly. Let the trainees know that an agenda is in their binder.

Why Wikipedians are the Weirdest People on the Internet!

http://www.youtube.com/watch?v=UEkF5o6KPNI

Slide:Welcome to Wikipedia!
Purpose:
  ● introduce to WP
Timing: 10 minutes

Facilitation Notes/Talking Points:

Thanks for joining us!

We'll start by watching a video of one Wikipedian's talk about why Wikipedians are the Weirdest People on the Internet.

<<WATCH VIDEO>>

So, welcome to Wikipedia! We're glad you're here, and we hope you'll enjoy being a Wikipedia Campus Ambassador as much as we do, and we hope you approach it with as much seriousness but humor as Steven Walling does in this video.

Wikipedia by the numbers

10 years old

5th most popular website in the world

400 million unique visitors a month

15 billion pages

~5% of the world's population

270 languages

80,000 editors

200+ Wikipedia Ambassadors

(and growing)... that's you!

A few numbers to start us off...

* Wikipedia was created in January of 2001, so we're celebrating our 10th anniversary this year!

* We used to be the 4th most popular website, but Facebook just edged us out a year ago. Google, MSN, and Yahoo are the other three.

* Rest of numbers... then:

* Today's training is one of nine that are happening this month across the United States. We're excited you're here to learn how to become a Campus Ambassador, and we look forward to working with you this term and in the future!

Wikipedia Global Education Program

● **Core ideas:**
  ○ Professors use Wikipedia as a tool for helping to teach their class content & achieve Learning Objective
  ○ Professors incorporate Wikipedia-editing assignments into the class

Note: The class is not about Wikipedia. Wikipedia assignments serve as a tool for supporting the learning objectives of the professor.

WIKIMEDIA project

Slide: Wikipedia Global Education Program
Purpose:
  ● an overview of the Global Education Program
Timing: 3 minutes

Facilitation Notes/Talking Points:

The Wikipedia Ambassadors program - which you're now all a part of - is a crucial element of the Wikipedia Global Education Program.

The core idea of the Global Education Program is to work with professors to incorporate Wikipedia-editing assignments into the class. To support these participating professors, Wikimedia provides a variety of resources, including brochures, instructional videos, and very importantly, Wikipedia Ambassadors - that's you folks! - who teach and mentor students on Wikipedia-editing, both in person and virtually.

Most of the classes you work with are not classes about Wikipedia. The Wikipedia assignments are only tools for supporting and achieving the learning objectives of the professor.

Wikipedia Global Education Program

● **Pilot phase (fall 2010 & spring 2011):**
"Public Policy Initiative"
   ○ 20+ universities, approx. 50 classes, 800+ students
   ○ More than 8.8 million characters added to Wikipedia

Now what?

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Slide: Wikipedia Global Education Program
Purpose:
   ● an overview of the Global Education Program
Timing: 3 minutes

Facilitation Notes/Talking Points:

The pilot phase of the Global Education Program was the "Public Policy Initiative," which was tremendously successful. Now we're expanding the program to all academic disciplines and more countries, including India and Canada! So you are part of a truly global and rapidly expanding movement.

Wikipedia Global Education Program

- **Schools involved:**
  - **U.S.:** Harvard, Georgetown, Louisiana State U, NYU, Indiana U, University of San Francisco, & many more
  - **India:** College of Engineering in Pune, Symbiosis Institute of Economics, & more
  - **Canada:** University of Toronto

WIKIMEDIA project

Slide: Wikipedia Global Education Program
Purpose:

- an overview of the Global Education Program

Timing: 3 minutes

Facilitation Notes/Talking Points:

Now we're expanding the program to all academic disciplines and more countries, including India and Canada! So you are part of a truly global and rapidly expanding movement.

You're Not Alone

- You're one of 70+ Campus Ambassadors
- Around 100 Online Ambassadors are available to help
- Regional Ambassadors
- Your Campus Ambassador Trainers
- Wikimedia Foundation staff

WIKIMEDIA project

Slide:You're not alone

Purpose:

- Make CAs feel like they're part of a big group

Timing:5 minutes

Facilitation Notes/Talking Points:

Emphasize that there's a whole community of people who are out there to support you as you navigate being a Campus Ambassador.

- You're one of 70+ Campus Ambassadors
- Around 100 Online Ambassadors are available to help
- Regional Ambassadors
- Your Campus Ambassador Trainers
- Wikimedia Foundation staff

Meet a few of your fellow Campus Ambassadors...

David Guz, student at Michigan State U

Brenda Burk,
librarian at IUPUI (Indiana)

Drew Lynch,
professor at CUNY

Mike Cline,
working professional in Bozeman, Montana

WIKIMEDIA project

Slide:You're not alone
Purpose:
   ● Make clear that CAs come from very diverse backgrounds!
Timing: 2 minutes

Facilitation Notes/Talking Points:

Campus Ambassadors come from diverse backgrounds. We have
undergraduate students, graduate students, university staff members,
university faculty members, and even local residents!

Campus Ambassador Role

- In-class representatives of Wikipedia
- Conduct Wikipedia presentations & labs
- Help students with Wikipedia questions
- Hold office hours
- Make Wikipedia fun and exciting on campus (maybe by starting a student club!)
- Help recruit more professors & Ambassadors

Slide:CA role
Purpose:
- explain what the role is

Timing: 2 minutes

Facilitation Notes/Talking Points:

Here are some things you may want to consider doing as a Campus Ambassador.

If you're already paired with a professor, you're expected to be in that prof's class to teach the Wikipedia portions of the curriculum. This includes giving presentations, holding labs, answering questions. Your subject matter expertise is Wikipedia, not the subject of the class. You shouldn't answer questions about the reading or the topic of students' articles - that's the professor' role. You should only answer questions about Wikipedia.

If you're not paired with a professor already, we'll look for you to do more outreach stuff -- recruiting a professor, starting a student club, finding ways to make Wikipedia fun and exciting on campus, etc.

Campus Ambassador: It is NOT your job to...

- Write Wikipedia assignments for the professor
- Determine what articles students will work on

- Actively contribute content to student articles

- Determine final grades on student work

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Slide:Expectations
Purpose:
- Clarify what CA's should NOT be doing
Timing: 10 minutes

<u>Facilitation Notes/Talking Points:</u>

- Write Wikipedia assignments for your professor
  - Your role is to understand what an appropriate Wikipedia assignment is and help guide professors in creating WP-friendly assignments, not to create the assignment for them
- Determine what articles students will work on
  - You may be asked to help identify possible articles for students to work on, however your professor will work with their students to determine if the article is class-appropriate, not you.
- To actively contribute content to student articles
  - In your role as an Ambassador, your focus will be on helping and encouraging students as they write their articles.
  - You will give feedback, provide examples of how they might improve articles, and help them engage, collaborate with and navigate the Wikipedia community.
- Grade Assignments
  - As an Ambassador, you are providing Wikipedia knowledge, support, and guidance. Your professor is responsible for the grades of his or her students.
  - You can give feedback on the article or on how to grade, but (unless you're the TA who's doing it as that facet of your job) you're not supposed to give grades.

Lightning Talks!

- Icebreaker (but it's fun!)
- Practice presentation skills
- You have 3 minutes to introduce yourself, say which school you're an Ambassador for, and talk to the whole group about anything you want.
- A volunteer will give you hand signals to mark when you have 2 minutes, 1 minute, and 30 seconds remaining.
- Everyone will give feedback to you, either in front of the whole group or individually if you'd prefer.
- http://lightningtimer.net/#180

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Slide:Lightning Talks
Purpose:
- Icebreaker, presentation skills
Timing: 60 minutes

Facilitation Notes/Talking Points:

Say: Our first activity serves as an icebreaker -- you get to introduce yourself and get feedback on your presentation skills.

Choose a volunteer to go first, and choose another volunteer to be the timer. Do this until every trainee has given a lightning talk.

NOTE: feel free to shorten the time for each lightning talk to 2 minutes if you're strained on time. To make the timer 2 minutes, change the #180 in the URL to #120. You may need to clear the browser's cache/cookies for the change to take effect.

Wikipedia Editing

● Any questions on the homework?

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Slide:Wikipedia editing
Purpose: Clarify any questions from the homework

Timing: 5-10 minutes total

Facilitation Notes/Talking Points:
Say: At this point in the training, we're expecting that everyone feels comfortable with editing basics. Those of you who are newer to Wikipedia-editing have been asked to make several edits that will get you used to editing. We'll take 5-10 minutes to answer any questions before we jump into the content you'll be teaching students.

The stuff we're teaching here is not to teach you the content of Wikipedia-editing; it's to teach you *how* to teach other people about Wikipedia-editing. This distinction is important, so we want to take a few moments to make sure everyone feels like they're comfortable with the basics of editing on Wikipedia.
Any questions on the homework?

Presentation activity

- Find a partner (or partners).
- Choose one of the modules.
- With your partner(s), plan out how you would present that module to a class.
- With your partner(s), present that module to other trainees as if they're a class of students.
- After your presentation, the "class" (other trainees) will give you feedback.

Now that we've answer some of your questions around the homework, we are making the transition to talking about how to teach others about Wikipedia-editing. In your binder you'll find 4 different modules, named (in this order) "Introduction to Wikipedia," "Wikipedia Literacy," "Wikipedia Essentials," and "Working on Wikipedia."

We the trainers will start by presenting the first module ("Introduction to Wikipedia"), and we will do this as if we are Campus Ambassadors and you (the trainees) are our class of students. Watch how we deliver the module and engage you as students.

<<DELIVER "INTRODUCTION TO WIKIPEDIA" MODULE, including actually doing the Is/Is Not activity with the trainees!>>

(15 minutes)

<<ASK TRAINEES TO GIVE FEEDBACK ON YOUR PRESENTATION - what do they think you did well on, and what could you improve on, in terms of how you delivered the information in the module?>>

(5-10 minutes)

This introductory module is one of 4 you will be teaching your students.

Now, it's your turn to practice delivering these modules! Follow the instructions on this slide to do the activity.

<<Read slide directions. Divide up the remaining 3 modules among the trainees, such that there are 2-4 trainees per group working together on a section (whether the section is an entire module or a portion of a module). For example, you might have one group of trainees work together on presenting Module 2, another group work together on the first half of Module 3, another on the second half of Module 3, another on the first half of Module 4, and another on the second half of Module 4).>>

<<The trainers should wander around listening to presentations and give feedback and answer questions.>>

<<Then, each group has 20 minutes max to present their section, as if they're presenting in front of a class of students. After each presentation, other trainees spend 10 minutes giving them feedback.>>

Read slide directions. If there's an odd number, have a group of three people.
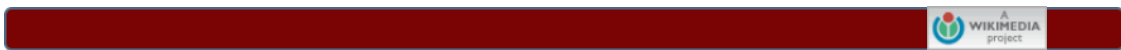
The facilitator should wander around listening to presentations and give feedback and answer questions.

Spend 10 minutes at the end of this section answering any questions that arose from the small groups.

Tips around giving presentations

When should each module be delivered?
- The 4 modules are arranged in chronological order. Generally you'd deliver the 1st module early on in the academic term, the 2nd module a bit later, etc.
- You might deliver more than 1 module on the same day, depending on class structure
- Feel free to tweak these modules to fit the goals and needs of your professor/class structure (e.g. how much time you're given in class to do the presentation)

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Slide:Tips around giving presentations
Purpose:
- Some tips around delivering the modules. Some of these points might already have been mentioned during the feedback sessions.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Briefly go over what's on the slide.

Be sure to emphasize that CA's can tweak the slides, make their own slides, etc. to fit the preferences, needs, class structure, etc.

Tips around giving presentations

Doing live demonstrations - what to watch out for:
- Live demo's are great especially for teaching technical processes, but they can be really confusing if not done properly.
- Avoid scrolling up and down rapidly/frequently
- Before you perform an operation, tell the audience what you are about to do. Then after you've done it, remind them what exactly you just did.
- Slow down. Take frequent pauses and keep an eye on the audience to make sure everyone is following along and getting their questions answered.
- Audience members could get distracted if each of them has a computer in front of them - a computer-lab setup is really great for certain lessons, but just be aware of these potential distractions.

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Slide:Tips around giving presentations

Purpose:
- Some tips around delivering the modules. Some of these points might already have been mentioned during the feedback sessions.

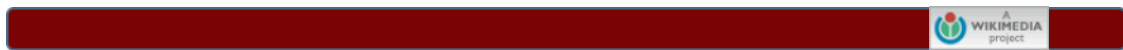Timing: 3 minutes

Facilitation Notes/Talking Points:

Briefly go over what's on the slide.

Tips around giving presentations

Tips around setting up for the presentation
- Get there early! Test things out before the class starts!
- Lighting: can the audience see and read the slides easily? Can they see each other and their own notebooks/computers easily?

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Slide:Tips around giving presentations
Purpose:
- Some tips around delivering the modules. Some of these points might already have been mentioned during the feedback sessions.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Briefly go over what's on the slide.

Creating many accounts at once

- Wikipedia has a limit of 6 new accounts that can be created from the same IP address within 24 hours.
- To get around this for a large class, students should create their own accounts before or after class.
- Alternatively, an editor with the "accountcreator" right can make unlimited new accounts. Ahead of time, contact a Wikipedia Ambassador who is an administrator if you need to create more than 6 new accounts at once.

Slide: Creating many accounts at once
Purpose:
   ● Explain how to avoid problems from the account creation limit
Timing: 5 minutes

Facilitation Notes/Talking Points:

Read the slide.

Several regional ambassadors and other ambassadors who are longtime Wikipedians are administrators and can give you the account creator right if you need it. But even with that right, you still have the problem of needing to create each account individually from the same computer where you are logged in. So the best option is generally going to be to just have students create their accounts outside of the class or lab session.

Wrap-Up

- Day 2 will cover:
  - Working in the classroom: Expectations & Tips
  - Where to get help
  - Wikipedia-editing pow-wow
  - Sustainability
- Feedback: Plusses and deltas so far of the training

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Slide:Wrap up
Purpose:
- Wrapping up

Timing:45 minutes, or however long you still have.

<u>Facilitation Notes/Talking Points:</u>

- Go over outline for Day 2.
- Feedback time -- ask attendees to fill out plusses/deltas (plusses = what they liked; deltas = what they would like to see changed) from Day 1 on pieces of paper and give them to you. What else do they need information about on Day 2?
- Wrap up by 5:00 PM; feel free to dismiss CAs early.