

Brief Statement of Rationale:

This course will train students to identify and edit Wikipedia entries on medical topics. This effort is aligned with similar courses at major Medical Schools with the goal of improving the quality and reach of this free resource with significant impact on medical education worldwide. Students will become a part of a global community of healthcare information providers, gain experience in editing a widely used resource, and produce tangible, published evidence of outward-facing engagement in a topic area suitable for inclusion in residency applications or other retention and promotion actions.

Students will receive guidance about how the community of Wikipedians works to maintain the quality of entries on healthcare-related topics, how to identify topics in need of editing and how to edit the entries. Online modules provided by Wiki Education will be used for background training, then we will meet in person once a week to strategize and share lessons learned. Other asynchronous or synchronous virtual meetings will be held as needed over the 4 weeks of the course, and while in-person participation for the weekly sessions is encouraged, students may also attend these online. This elective is therefore ideal for students in all phases of the curriculum, especially those with busy interview schedules. Each student will edit at least one article and provide feedback for other students' edits to receive a grade of "pass" in the course.

BIO C7210: Editing Medical Topics in Wikipedia Syllabus

Credit Hours: 2

Contact Information

Name	Position	Phone/Pager	Email
Tim Formosa	Director	801-581-5435	tim@biochem.utah.edu
Kathryn Moore	Director	801-585-3323	kathryn.moore@neuro.utah.edu
Kristin Barry	Coordinator	801-213-2121	kristin.barry@hsc.utah.edu

Course Information

Brief Description of Course

Wikipedia is one of the most visited websites in the world. Local and global evidence confirms that patients, students, and health professionals use Wikipedia to access health information. Students will choose a topic and spend four weeks researching the topic and improving the information available on Wikipedia. Successful outcomes will include significant impact on global education in the realm of healthcare and will provide students with tangible evidence of engagement in a worldwide project.

Course Objectives

As a result of successfully completing the Editing Medical Topics in Wikipedia, students will be able to:

1. Identify highly visited health related articles on Wikipedia that could be improved upon.
2. Locate and assess research evidence relevant to these articles
3. Summarize research literature for a lay audience according to Wikipedia style guidelines
4. Conduct critical review of peer contributions and supply constructive advice for improvement

Course Format & Schedule

Timeline

Sep 5th, 2023 - Sep 29th, 2023

Educational and Instructional Modalities

Modality	Percentage
----------	------------

Online training modules for editing Wikipedia	5%
Small group discussion; identifying topics	10%
Synchronous editing sessions	20%
Asynchronous editing sessions	25%
Synchronous Peer review of edits	20%
Asynchronous Peer review of edits	20%

Role of the Student in this Course

Students will choose a topic related to medicine on Wikipedia. They will research and distill relevant information relating to their topic and update and improve upon the current Wikipedia page. Students will also participate in peer review to improve their own work and help their classmates to improving theirs.

Required Textbooks/Readings

NA

Additional Resources

Wikiedu.com

Assessment & Grading

	Weight	Must Pass/ Must Complete	Due Date
Course Assessments			
Submit edits to a chosen set of Wikipedia pages for review by peers and faculty	40%	Yes	Mar 31st, 2023
Narrative Assessments			
Provide written feedback for peer reviews	10%	Yes	Mar 24th, 2023
Assignments and Must Complete Elements			
Self-Assessment of effort, quantitative (hours engaged, characters edited)	10%	Yes	TBD
Self-assessment of effort, qualitative (impact of edits)	15%	Yes	TBD
Peer evaluation (qualitative feedback for a peer)	15%	Yes	TBD
Peer evaluation (qualitative assessment of impact of feedback from a peer)	10%	Yes	TBD

Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

PASS: A student who achieves all of the criteria with a score of "meets expectations" or better will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve all of the criteria for PASS will be assigned a grade of FAIL for the course.

Criteria to Pass include: Students will be assessed on the quantity and quality of the edits made, the appropriateness of the topics chosen, and the quality of the feedback given to peers. Students will be asked to evaluate the effort (quantitatively and qualitatively) they put into achieving the core goals of the course, then these self-assessments will be evaluated by faculty. Students will be asked to assess the quality of the edits made by at least one other student, and the recipient of the feedback will be asked to evaluate the quality and impact of the feedback. Completing these assignments satisfactorily will result in passing the course.

Grading will be performed by faculty members based on the rubrics below:

Feedback:

Criteria	Does not meet expectation	Needs Improvement	Meets Expectations	Exceeds Expectations
Quality of Work	No posting	Responds, but with minimum effort. (e.g., "I agree with Dave")	Makes appropriate comments and responds respectfully to others' postings.	Makes appropriate comments: is thoughtful, reflective, and respectful of others' postings.
Contribution to the Learning Community	No feedback provided to fellow student(s).	Minimum effort is made to participate in learning community as it develops.	Attempts to add to the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic.

Wikipedia edits:

Criteria	Does not meet expectation	Needs Improvement	Meets Expectations	Exceeds Expectations
Quality of Work	No edits posted	Edits show minimal effort, little improvement over existing text	Makes appropriate edits that improve the accuracy, quality, and accessibility of the text.	Brings significant new insights to the description of a topic

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform of you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

steven.baumann@hsc.utah.edu

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.