



Description

Asking students to co-author a textbook has the potential to extend synchronous community into asynchronous and digital contexts, to support students in seeing themselves as creators in the discipline, to make course learning pathways more diverse and flexible, and to refocus assessment on the learning we value. In this session, we will consider some of the design challenges when building a course around a large-scale collaborative writing project and think about how you might adapt this structure to support students in your context.



Alternative Approaches to Assessment in Quantitative Reasoning Courses

Today we will explore a Wiki and collaborate in a GoogleDoc.

You should be able to access everything at these links:

- WikiGlossary: <http://bit.ly/WikiGlossary>
- GoogleDoc: <http://bit.ly/WikiAdaptation>
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- Today's Slides: <http://bit.ly/StudentsWriteATextbook>
- My Full Paper: <http://bit.ly/WikiPaper>
- Example Syllabus: <http://bit.ly/ExampleSyllabus>

Feel free to start exploring the WikiGlossary. These links will be shared in the chat before you need them in the session.



The Students Write a Textbook

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For CSU Alternative Assessment in QR Courses series

Potential Co-Presenters: Simon, River, Yard Workers





Assumptions:

Understanding and identity are constructed by participating in community.

Authoritarian pedagogical ([Kung: TEDx-GreatMills](#)) and assessment practices undermine the construction of positive, perhaps liberatory participation in our classroom communities.

So, the work and assessment in a course should be aligned with each other and a vision of the students as accomplished learners with deep, connected, and flexible understanding and affirming and generative identities that will sustain them after our courses end.



Questions/Challenges:

- How will I scaffold the out-of-class work so that it supports construction and participation in community?
- How will I encourage students to see themselves as producers of knowledge and legitimate members of the disciplinary community?
- How will I design pathways to excellence that include students who struggle more with attending or participating in live discussions?
- How will I align course assessments with this vision of teaching and learning?
- And how will this play out in the context of emergency remote teaching?



Key idea

I can emphasize community, student authority, and synthesis by organizing my courses around a large-scale, collaborative writing project.

In many cases, this looks like students co-authoring a textbook in the form of a wiki.



Design Benefits

- Supports deep engagement with the course concepts/objectives
- Encourages repeated engagement with the concepts
- Hyperlinking makes the structure of knowledge explicit
- Many opportunities to write & revise for a peer audience
- Encourages critical reading because of the peer authorship
- Collaboration is facilitated and motivated
- Emphasizes communal knowledge creation and students as authorities
- Decouples feedback from in-class meetings, including peer-peer
- An asynchronous analog of in-class inquiry (shy, remote)
- Builds a course-specific reference resource



Remaining Overview:

- Explore a sample wiki
- Discuss course design with a collaborative writing project at its core
- Brainstorm adaptations for your needs
- Q&A



Activity 1

Explore this sample wiki, framed as a “WikiGlossary” skeleton: <http://bit.ly/WikiGlossary>

Over the next 3-4 minutes, look for:

- An entry in the glossary
- An author biography page
- A tutorial or support page
- A page for students to self-organize
- A picture of one of my cats as a kitten

Type at least one thing you Notice/Feel/Wonder in the chat.



Design Questions

From a student perspective:

- **Why** is this collaborative writing task important for my goals?
- **How** will we accomplish this large task?
- **What** work should each of us be contributing, and **when**?
- **Who** is responsible for each piece, and **where** will it live?

Examples:

- WikiGlossary: PreCalculus/Statistics?
- CommunityWiki: Calc I
- ArXiv: Abstract Algebra
- WikiTextbook: Modern Geometry



Activity 2

Go to this GoogleDoc: <http://bit.ly/WikiAdaptations>

In the table, add a row containing:

1. Your name and a course you teach
2. An idea for adapting a large, collaborative writing project to meet a design challenge in that course
3. A design question that you still need to explore about implementing this idea



Q&A

Let's discuss your adaptation ideas and questions.



Thank you!

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I'd be happy to keep discussing.

My paper in PRIMUS about these ideas is linked in these slides and the GoogleDoc.