Making Online Group Work Appealing Through Wikipedia Editing

Linguistic Society of America POSTER panel session on Scholarly Teaching in the Age of COVID-19 and Beyond January 9, 2021

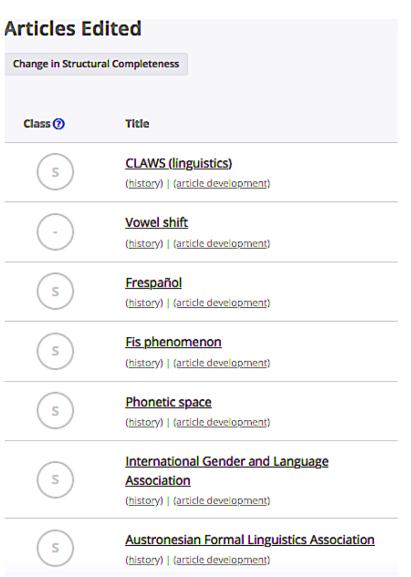


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Forming Groups

- I provide pre-selected topics
- Students self-select into a group based on the topic they wanted to research

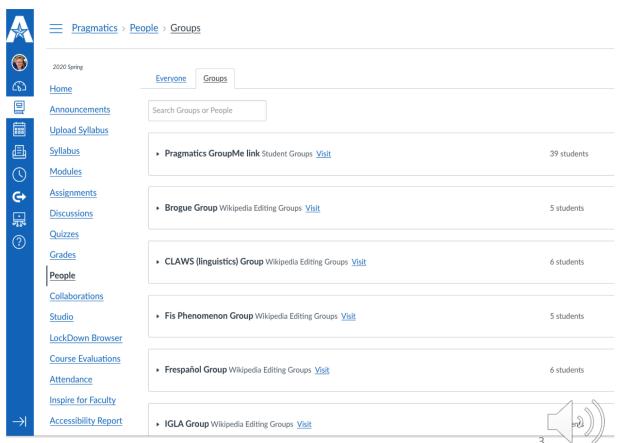




Meeting Together Online

e.g.

- Canvas groups
- GroupMe
- FaceTime
- Wikipedia Sandbox
- Teams Breakout Rooms



The Group's Goals--Content

- a) What kinds of examples would illustrate what your topic covers? Where could you find them? Don't limit yourself to English examples!
- b) If you read another language, check about translating info from a Wikipedia page in another language's version of Wikipedia: e.g.
 - https://es.wikipedia.org/wiki/Wikipedia:Portada (Spanish version)
 - https://ko.wikipedia.org/wiki/%EC%9C%84%ED%82%A4%EB%B0%B1%EA %B3%BC:%EB%8C%80%EB%AC%B8 (Korean version)
 - https://de.wikipedia.org/wiki/Wikipedia:Hauptseite (German version)
- c) Begin gathering a list of sources to read. (Check Google Scholar for the titles, then track them down in the UTA Library databases. Don't buy any articles!)



The Group's Goals--Structure

- d) As you learn about and work on defining the topic, consider how your page's topic is similar to, or different from, another related topic. Note down other pages that might be good models for this one.
- e) Identify what things are missing from the current article. This should be an ongoing list.
- f) Create a list of section headings to add.
- g) Note what claims need citations. Are there any false or unclear claims right now?
- h) Plan who will summarize each section and each cited source.
- i) Consider what other existing pages should link to this one. And, what terms on this page could link to other pages.



How Group Work was Graded

Point Contributions from Wikipedia Editing

• Individual reflection on shaping

the final article

•	Get started on Wikipedia	5 (completion grade from dashboard)
•	Evaluate a Wiki article	10 (completion grade from dashboard)
•	Add a citation to an existing article	10 (completion grade from dashboard)
•	Draft a section of your group's article	15
	= make two or more individual edits on	
	the group's sandbox & on the final page	
•	Respond to your peer reviews	15
•	Group in-class presentation	15

90 class points were Wiki related. The other 110 class points were linguistics essays

20



Tracking Each Contribution

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04:41, 9 May 2020 Giselleee16 (talk I contribs) . . (9,504 bytes) (+885) . . (undo I thank) (Tag: Visual
• (cur | prev)
  edit)
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                    04:35, 9 May 2020 Jellybean745 (talk I contribs) m . . (8,619 bytes) (0) . . (edited the layout)
  (undo I thank) (Tag: Visual edit)
                     03:54, 9 May 2020 Jellybean 745 (talk | contribs) m ... (8,619 bytes) (-2,276) ... (Deleted a repeating
• (cur | prev) \bigcirc
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                    03:53, 9 May 2020 Jellybean745 (talk I contribs) . . (10,895 bytes) (+1,958) . . (Added a uses header
  along with a chart) (undo I thank) (Tag: Visual edit)
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                     03:50, 9 May 2020 Giselleee16 (talk I contribs) . . (8,937 bytes) (+678) . . (undo I thank) (Tag: Visual
  edit)
• (cur | prev) \bigcirc
                     03:48, 9 May 2020 Giselleee16 (talk I contribs) . . (8,259 bytes) (+1,603) . . (undo I thank) (Tag: Visual
  edit)
• (cur | prev) \bigcirc
                     02:35, 9 May 2020 Elisweets (talk I contribs) . . (6,656 bytes) (0) . . (moved citation) (undo I thank)
  (Tag: Visual edit)
• (cur | prev) \bigcirc
                     02:34, 9 May 2020 Elisweets (talk I contribs) . . (6,656 bytes) (+123) . . (more geographic info)
  (undo I thank) (Tag: Visual edit)
                    02:30, 9 May 2020 Elisweets (talk I contribs) . . (6,533 bytes) (+196) . . (added sentence)
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                    02:21, 9 May 2020 Elisweets (talk | contribs) . . (6,337 bytes) (+3) . . (minor wording change)
  (undo I thank) (Tag: Visual edit)
• (cur | prev) \bigcirc
                    02:20, 9 May 2020 Elisweets (talk I contribs) . . (6,334 bytes) (+11) . . (Title change) (undo I thank)
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Before Page

Fis phenomenon is a phenomenon of child language acquisition that demonstrates that perception of phonemes occurs earlier than the ability of the child to produce those phonemes. It is also illustrative of a larger theme in child language acquisition: that skills in linguistic comprehension generally precede corresponding skills in linguistic production.

The name comes from an incident reported in 1960 by J. Berko and R. Brown.^[1] A child referred to his inflatable plastic fish as a *fis*. However, when adults asked him, "Is this your *fis*?" he rejected the statement. When he was asked, "Is this your fish?" he responded, "Yes, my fis." This shows that although the child could not produce the phoneme /ʃ/, he could perceive it as being different from the phoneme /s/. In some cases, the sounds produced by the child are actually acoustically different, but not significantly enough for others to distinguish^[2] since the language in question does not make such contrasts.

References

- A J. Berko and R. Brown (1960). "Psycholinguistic Research Methods". In P. Mussen (ed.). Handbook of Research methods in Child Development. New York: John Wiley. pp. 517–557.
- Fromkin, V. (Ed.) (2000). Linguistics: An Introduction to Linguistic Theory. Malden, MA: Blackwell Publishing. ISBN 0-631-19711-7. Chapter 7: Phonology.

['st^b] This linguistics article is a stub. You can help Wikipedia by expanding it.

Categories: Language acquisition | Linguistics stubs

April 19, 2018 Entire page, two references



After Page

Fis phenomenon is a phenomenon during a child's language acquisition that demonstrates that perception of phonemes occurs earlier than a child's ability to produce the phoneme. It is also illustrative of a larger theme in child language acquisition: that skills in linguistic comprehension generally precede corresponding skills in linguistic production. The name comes from an incident reported in 1960 by J. Berko and R. Brown, in which a child referred to his inflatable plastic fish as a *fis.* However, when adults asked him, "Is this your *fis?*" he rejected the statement. When he was asked, "Is this your fish?" he responded, "Yes, my fis." This shows that although the child could not produce the phoneme /ʃ/, he could perceive it as being different from the phoneme /s/. In some cases, the sounds produced by the child are actually acoustically different, but not significantly enough for others to distinguish since the language in question does not make such contrasts.

Contents [hide]

- 1 Occurrences in ASL
- 2 Language acquisition
 - 2.1 Perception
 - 2.2 Production
- 3 Experiments and studies
 - 3.1 Covert contrast as a stage in the acquisition of phonetics and phonology
 - 3.2 Invariant order of phonological development
 - 3.3 Juliette Blevins and claims
- 4 See also
- 5 References

References [edit source]

- 1. ^ "2;0: Classical "fis phenomenon" in sign language" & . www.handspeak.com. Retrieved 2020-05-04.
- 2. A "Toddler talking in American Sign Language, age 2, month 5" & YouTube. Retrieved 2020-05-04.
- 3. ^ Mussen, Paul H. (1967). Handbook of Research Methods in Child Development. John Wiley & Sons. pp. 517–557.
- A Rowland, Caroline (2013-10-23). Understanding Child Language Acquisition를 (0 ed.). Routledge. doi:10.4324/9780203776025를. ISBN 978-0-203-77602-5.
- BARTON, DAVID, 1976. The Role of Perception in the Acquisition of Phonology. University College, London dissertation.
- 6. ^ a b Smith, N. V. (Neilson Voyne). Acquiring phonology: a cross-generational case-study. ISBN 978-1-107-66295-7.

 OCLC 949367454 @.
- 7. ^ "LINGUIST List Home Page" &. linguistlist.org. Retrieved 2020-05-04.
- 8. ^ "Childhood apraxia of speech Diagnosis and treatment Mayo Clinic" ... www.mayoclinic.org. Retrieved 2020-05-04.
- 9. * Scobbie, James; Gibbon, Fiona; Hardcastle, William; Fletcher, Paul (1996). "Covert Contrast As a Stage in the acquisition of Phonetics and Phonology" . QMC working Papers in Speech and Language Sciences. 1.
- Moore, Timothy E. Moore (1973). Cognitive Development and the Acquisition of Language. Harcourt Brace Jovanovich. pp. 215, 216, 217.
- 11. ^ Blevins, Juliette (2007). Evolutionary phonology: the emergence of sound patterns. Cambridge Univ. Press. ISBN 978-0-521-04364-9. OCLC 845648469 €.



Students' Responses

"Especially in working with such a short article to start with, the feedback from group members and being able to collaborate in this way definitely made the experience less pressured."

"We'll continue to get feedback on our edits to this page from other users beyond just our classmates and the page will hopefully continue to grow."

"I doubt I would have nearly as much information to work with had we not been pooling our sources and discussing possible citations and references."

Tools for Follow Up

List of page stubs needing improving

https://en.wikipedia.org/wiki/Category:Linguistics stubs

Links to Wiki Education

- https://wikiedu.org/
- https://dashboard.wikiedu.org/

Some articles on the pedagogical value of Wikipedia Editing Assignments

- Rotramel, Ariella, Rebecca Parmer and Rose Oliveria. 2019. "Engaging Women's History through Collaborative Archival Wikipedia Projects." Journal of Interactive Technology and Pedagogy 14. https://jitp.commons.gc.cuny.edu/engaging-womens-history-through-collaborative-archival-wikipedia-projects/ (April 4, 2020).
- Villeneuve, Cassidy. 2019. "The Wikipedia assignment: praxis as pedagogy." Wiki Education. https://wikiedu.org/blog/2019/03/06/the-wikipedia-assignment-praxis-as-pedagogy/ (April 4, 2020).