Bachelor of Oral Health - Human Biology
Assessment Task - Semester 2 2008
Instructions to Students

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Collaborative group work – Developing a wiki and poster presentation assignment.

1. A Wiki on How to Make a Wiki!!!

Cathy and I will begin to construct a collaborative wiki on 'How to Make a Wiki' to model the format of your next assignment for Human Biology.

For the purpose of this project you will:
1. Work in groups of 3
2. Explore and investigate an assigned topic/issue in Human Biology
3. Review your aims and objectives collaboratively
4. Assign group member tasks equitably
5. Develop a wiki of your research findings with support from your designated e-facilitator
6. Frame a research topic/question and design an academic poster to present to a simulated scientific forum, with a summary of your findings
7. Your poster presentation will be accompanied by a 10 minute oral presentation.

2. What is a wiki?

For the technologically savvy amongst us, a wiki is easy to understand, develop and nurture. We have provided a few links to for you to view some pretty amazing wikis. Not that we expect the same level of construction for the purpose of this assignment from you guys, but it may help to view some other wikis to help give you ideas. They look more complex than what they are, and trust me, if Cathy and I can get our heads around them, you Gen Y kids have already got a head start on us. They can be a simple or as complex as you like. The beauty of a wiki is that it becomes a written record of your collaborative group work. My advice for making a wiki... Just do it !!! Click the icons and see what happens. Everyone knows of wikipedia, right? Well here is a link to view a wiki on the Endocrine System as an example:
http://en.wikipedia.org/wiki/Endocrine_system

Next we have an example from the University of Columbia on Social Justice. This is a favourite of mine and Cathy's.
http://socialjustice.ccnmtl.columbia.edu/index.php/Main_Page

Step 1

Your assigned groups, topics and e-facilitator (Sophie or Cathy) are as follows:

Group 1 The Gag Reflex
Group 2 Physiology of Dental Pain
Group 3 Cementum
Group 4 Endocrine and Exocrine Glands
Group 5 Endocrine System: Negative Feedback
Group 6 Endocrine System: Growth Hormone
Group 7 Endocrine System: Adrenal Glands
Group 8 Stress
Group 9 Diabetes
Group 10 Pregnancy
Group 11 Smell and Taste - Sophie

Step 2
Aims and objectives: you may add to or modify your assigned objectives to make them more suited to your learning preferences, as well as helping to frame your research focus.
The aims and objectives of each poster will be discussed in our F2F session on the assignment on Tuesday 27/7/09

Step 3
Set group roles and assign tasks.

The role of your e-facilitator: Cathy and I will join in on your selected groups to assist you with any queries or concerns you may have. Although we will not add or contribute to the content of your wiki, we may make some suggestions as you are progressing through the different stages on the wiki discussion page or by sending you an email. An example of how the discussion page works can be accessed on
http://boh08.wikispaces.com/message/list/Group+9

Step 4
Find your page in this space under the navigation list.

Step 5
Begin your research and start your collaborative writing. Write down your ideas and information and do not be too concerned about the format or structure of your page as it evolves. There is plenty of opportunity to cut and paste and reframe the page as it develops. That's part of the fun..... Start by clicking the 'edit this page' tab on the right hand side tool box.

Step 6
Click on the Wiki folder in MyUni under **Human Biology I OH Semester 2/Assignments/Wiki Resources** to access the **assessment rubric** that gives you clear and explicit criteria of how you ill be assessed. You will notice that the learning process eg., group work, research skills and wiki

development will be assessed just as equally as your final poster presentation.

Other useful resources found in this folder:
- Links to academic poster formats
- Criteria outlining high quality poster presentations
- Exemplars: Past student posters and poster presentations
- Exemplars; Past student wiki pages eg., http://boh08.wikispaces.com/Group+9

Alternatively you can take the stairs to the fourth floor of the Medical School South Building - Physiology Department- and view the suggested layouts for posters in the corridor or take note of the may Posters displayed around the Dental School and outside our offices. Please be mindful not to disrupt classes whilst you are viewing the layouts.

Remember you can also access the many discipline specialists across the dental school to help you frame a research focus for your topic.

Step 7:
Once you have the final draft of your wiki, refine the content and add inks to pages and external resources. You must reference your wiki content throughout using the Harvard Referencing System. (Refer to your General Studies MyUni folder for a refresher on how to reference accurately).

Whilst in the process of finalising the content and layout of your wiki, begin selecting the information that you will include in your poster.

You poster must include the following elements:
Title and authors
Aims and objective, research focus
Introduction
Content to include diagrams or any graphs etc..
Summary and any acknowledgments etc....
The University of Adelaide Logo

Step 8:
Your e-facilitator will upload your group's poster on MyUni under Human Biology 1 in the assigned area labelled **Poster Gallery**. You will need to prepare a 10-minute oral presentation of your poster and your wiki space to the rest of the class. The date for these presentations is scheduled for the first week in October 2009, in the Wine Centre Gallery. The first year students last year really enjoyed this part of the project - not just because it was at the end - but they were really proud of what they have achieved as a group and it was a chance to showcase their work.

Step 9: Enjoy !!

Group Wiki Collaboration and Project Poster

RSD

Student Name: _____ Student ID: _____

Marker: _____

Facet of Inquiry ↓	Student Autonomy Level 1 — *Students research at the level of a **closed inquiry** and require a **high degree of structure/guidance***	Student Autonomy Level 2 — Students research at the level of a **closed inquiry** and require **some structure and guidance**	Student Autonomy Level 3 — Students research **independently** at the level of a **closed inquiry**
A. Students **embark on inquiry** and so determine a need for knowledge/ understanding	❑ Identifies peripheral/duplicated core components of topic ❑ Minimal articulation of core components to oral health practice.	❑ Identifies core components of topic. ❑ Clear articulation of core components to oral health practice.	❑ Identification includes and goes beyond core components of topic. ❑ Comprehensive articulation of core components to oral health practice.
B. Students **find/generate** needed information/data using appropriate methodology	❑ Search strategy is limited to a single source (eg internet only) for finding information. ❑ Content generated is partially relevant to the topic and/or primarily drawn from one or two sources. ❑ Allocation of group roles to manage workflow is minimally identified on the wiki page. ❑ Inequitable distribution of group work contribution with minimal evidence of shared leadership roles.	❑ Search strategy uses several different sources (eg catalogues and databases) for finding information. ❑ Content generated is relevant to the topic, and primarily based on several sources. ❑ Allocation of group roles to manage workflow is identified on the wiki page. ❑ Equitable distribution of group work contribution with evidence of shared leadership roles.	❑ Search strategy includes multiple source types for finding quality information (eg scientific catalogues, library databases, search engines) ❑ Content generated is relevant and draws on a wide range of sources. ❑ Allocation of group roles to manage workflow is clearly detailed and identified on the wiki page. ❑ Equitable distribution of high degree group work contribution and strong evidence of shared leadership roles.
C. Students **critically evaluate** information/data and the process to find/generate this information/data	❑ Identifies indicators of sources credibility and reliability but does not fully apply them in evaluating data or process ❑ Supporting evidence in search strategy only partially supplied and/or inappropriate Missing:_____ ❑ Minimal evidence of a team approach to reviewing, revising and editing group content contributions.	❑ Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for use/inclusion of information. ❑ Supporting evidence in search strategy supplied but some details inaccurate. Problems with_____ ❑ Evidence of a team approach to reviewing, revising and editing group content contributions.	❑ Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion. ❑ Supporting evidence in search strategy is extensive and appropriate. ❑ Strong evidence of a team approach to reviewing, evaluating, revising and editing group content contributions.
D. Students **organise** information collected or generated	❑ The group use basic strategies to organise the wiki (eg headings, dot points etc.) but with little flow or connection. Problems with:_____ _____ ❑ The group use basic strategies to organise the poster (eg layout, sections, choice of visuals etc.) with some explanations and basic conclusions. Problems with: _____ _____	❑ The group use several sound strategies to organise the wiki, with linkage between and within most sections. Problems with_____ _____ ❑ The group use several sound strategies to organise the poster with accurate explanations and sound conclusions. Problems with _____ _____	❑ The group use a wide variety of strategies to organise the Wiki with coherent linkage between and within all sections ❑ The group use a wide variety of strategies to organise the poster with accurate and complete explanations and draw distinct conclusions.
E. Students **synthesise, analyse and apply** new knowledge	❑ Content largely restates information from original sources used, with minimal integration. ❑ Poster has a broadly based and superficial coverage, which does not specifically address the chosen learning outcomes	❑ Information from original sources is integrated data but overall theme closely resembles that of the original sources ❑ Poster has broadly based coverage, with detailed information provided for at least one of the chosen learning outcomes.	❑ Content incorporates paraphrasing of information and presents 'new' interpretations/context from that of original sources. ❑ Poster has a focussed and in-depth coverage of all chosen learning outcomes.
F. Students **communicate** knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	❑ Minimal coverage of poster appearance criteria. ❑ Partially conforms to spelling, grammar conventions except for: _____ ❑ Partial/incomplete referencing Missing: _____	❑ Moderate coverage of poster appearance criteria. ❑ Generally conforms to spelling, grammar conventions; minor errors with _____ ❑ Generally well referenced; Problems with _____	❑ Complete and total coverage of poster appearance criteria. ❑ Accurately conforms to spelling/grammar conventions. ❑ Full and correct acknowledgement of all sources used in poster.