

UBC Teaching and Learning Enhancement Fund

Final Report – maximum 2 pages

Project Name: SoilWeb200 Educational Tool Goes to UBC Wiki

Date: July 14, 2014

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Year of Funding: 2013/14

Summary of Work Accomplished

The project has been successfully completed and the web-based teaching tool entitled “SoilWeb200 ” can be found at <http://soilweb200.landfood.ubc.ca/> . The project was initiated in April 2013 with objectives to (1) update the web platform of a proven soil science educational tool – SoilWeb200 with a simpler, modern and mobile friendly back-end and front-end interface and (2) migrate the SoilWeb200 content to UBC Wiki platform. The project timeline was as follows:

- **April – August 2013:** Project initiation. Instructional design and development. Student recruitment for review teams. Development of UBC Wiki platform for the SoilWeb200. Initiate development of a new website for SoilWeb200 using WordPress. **Deliverable 1:** Completion of the UBC Wiki platform for SoilWeb200, <http://wiki.ubc.ca/Course:APBI200> (completed)
- **September-December 2013:** Continue development of the new website for SoilWeb200. Collect initial feedback from the student review team. **Deliverable 2:** Completion of the new website for SoilWeb200, <http://soilweb200.landfood.ubc.ca/> (completed)
- **January – May 2014:** Pilot testing of the SoilWeb200 in the UBC Wiki during term 2 of 2013/14 academic year. Website refinements. **Deliverable 3:** Final version of the SoilWeb200 website to be completed by August 31, 2014 (90% complete)

In term 2 of 2013/14 academic year, the teaching tool was successfully incorporated into the curriculum of the APBI 200 – Introduction of Soil Science course. Due to its open access, and the educational resource that we have developed during this project will be used in 16 UBC courses (ranging from 200 to 500 level) benefiting about 1,100 annually.

Several promotional activities have been carried out with an aim to inform the community of learning about this educational resource. They included the following:

- 1) Celebrate Learning week in October 2013, where we gave a presentation in which we promoted this and other web-based educational resources developed through an on-going collaboration (Virtual Soil Science Learning Resources, <http://soilweb.landfood.ubc.ca/promo/>) of scientists and IT experts from several Canadian universities.
- 2) In November 2013, we gave a presentation at the annual conference of the American Society of Soil Science in Tampa, FL.
- 3) In May 2014, we gave a presentation about this teaching tool at the conference organized by the Canadian Society of Soil Science in Banff, AB. The tool has generated substantial interest among the soil scientists in Canada who confirmed the need for such educational resources.
- 4) Our manuscript on SoilWeb200 has been accepted for publication in a special issue of the Canadian Journal of Soil Science in April 2014.

Evaluation of Project’s Success (*Include evidence of rigorous evaluation*)

Evaluation was done by using the quality check-list (shown below) based on eCampus Alberta and quality rubrics of UBC.

Writing

- √ The level of language used is appropriate for the intended audience.
- √ The writing is free of bias relative to age, culture or ethnicity, gender, and sexual preference.

Technical Standards

- √ The learning resource is formatted so that it is accessible to learners from home or school with common operating platforms.
- √ The learning resource multimedia has been optimized for size and use with standard computer graphics and systems.
- √ Multimedia elements do not exceed minimum hardware/software requirements.
- √ All links work.

Layout (Visual Design) Standards

- √ The learning resource uses consistent navigational menus, icons or cues (i.e. photo icons) and is consistent in style and function.
- √ The web design displays content in a clear, concise, easy to navigate manner utilizing text, graphics, and hyperlinks.
- √ A simple, consistent, and accessible structure for navigation if learning resource materials is provided.
- √ Learning resource provides learners the opportunity to proceed at their own pace and revisit sections as required.

Instructional Design and Pedagogy Standards

- √ The learning resource is academically rigorous, relevant, current and has open access.
- √ A variety of instructional strategies are used to ensure compatibility with learners' different interests, abilities and learning styles.
- √ Access to appropriate information resources is provided through web links (URLs).
- √ The learning resource meets universal design principles.
- √ Information presented in the learning resource is accurate.
- √ Content is presented in a logical sequence based on the learning objectives.

Assessment Standards

- √ Content activates prior knowledge of the learner.
 - √ The learning resource provides opportunities for practice and transfer of learning in a variety of ways.
 - √ The learning resource provides background information required by the learner for successful understanding of the material covered.
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