PLANTING THE SEEDS OF A "PEDIA" PROJECT

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WHAT IS A "PEDIA"?

On-line textbook using a Wikipedia style and design with one major exception; only students in my classes are provided access to build and edit the information on the pages, with editorial oversight controlled by me.

PROJECT BACKGROUND

- Desire to have something for end of course assessment and tired of grading papers over same subjects each semester

- Wanted to require an independent "research" project for students in two classes (2015) using vast internet resources.

  - PLSC 4370 – Forage Crops and Pasture Management (taught every semester)

  - PLSC 4397 – Integrated Pest Management (taught every third long semester)

INSTRUCTIONAL DESIGN SPECIALISTS

- Created the Google Site
- Created a Google Drive folder
- Created a Google Form so that students can pick a subject
- Google Sheet tracking document to organize who has done what and when

TAKE AWAY

This is an *alternative* means to assess students' mastery of the course material while extending their knowledge beyond what may be presented in the classroom alone. The project also builds a sense of community and promotes the application of modern knowledge sharing.

THE COURSES

- **PLSC 4397 – Integrated Pest management**

  - Course Format: 3-0

  - Independent assignments account for 15% of course grade

  - Previous assignments included insect collection

- **PLSC 4370 – Forage Crops and Pasture Management**

  - Course format: 2-2; 2 hours lecture plus 2 hours lab per week

  - Independent assignment accounts for 10% of course grade

  - Previous assignments included plant collections (mounted and photographic)

WHY CHANGE IT?

➢ End-of-semester plant ID practical already required in 4370

➢ Desire to have my students become more aware of the wealth of information available on forage crops and pest management through on-line resources

➢ Preferred to have a product that would showcase the efforts of my students and that could benefit others in our region of Texas

PROJECT DESIGN

- Decided on species considered most important for each class

  - 4370 – important forage grass and legume species, herbaceous dicot weeds, sedges, brush species

  - 4397 – common farm and garden insects, mites, nematodes, mollusks, and crop diseases

- Determined what information is most critical

- Designed pages using Google

- Prepopulated pages with headings

IPM Prepopulated Fields

Common Name of Pest:

Common Synonyms:

Classification:

Photograph(s) and/or video at various stages of Development:

Description of Appearance:

Habitat – Location – Occurrence – Crops damaged:

Life Cycle:

Feeding Habits (insects):

Host defenses (if applicable):

Prevention & Control Approaches:

     Cultural -

     Physical -

     Mechanical -

     Biological -

     Chemical -

References:

Forage Crops & Pasture Management Prepopulated Fields

Classification:

Class, Subclass, Superorder, Order, Family, Subfamily, Tribe, Subtribe, Genus, Species

Other common names:

Common varieties or cultivars:

Plant Description:

Photographs:

Seedling/young plant
Leaves
Flowers/seedhead/inflorescence
Fruit/seeds
Unique or distinguishing traits

Forage Use and Quality Characteristics:

Soil/Environmental Adaptation:

U.S. Distribution map (if available):

Planting/Cultivation Practices:

Common Pest Issues (diseases and insects):

References (footnoted in text):

EXAMPLES

https://sites.google.com/site/shsuipmpedia/ambrosia-beetle

https://sites.google.com/site/shsuplantpedia/crimson-clover

THE GOOD

Improves learning outcomes
deepens student engagement with curriculum

Improves access and efficiency
increases student presence in the course

Information accuracy
evolves over time

Evidence of contributions
ability to track student work

THE BAD

- **Functionality**
  - **Some students struggle with technology**

- **Need student buy-in**
  - **Can be conceptually difficult to sell students on the idea**

- **Must be research-based**
  - **It's not a blog**

THE UGLY

Ambiguity with first implementation
evolution in phases

Crisis of authority
Students reluctant to edit another's work

Quality
Student work is public

Highly supportive work environment is a <u>must</u>!