

Research Questions for Wikipedia Co-op

1. How well does the Co-op work?

a. For learners

- i. changes in productivity
 1. volume
 2. types of edits
 3. reverted edits
- ii. Changes in retention
- iii. satisfaction with
 1. editing
 2. mentorship experience
 3. measures of self efficacy
- iv. amount of time waiting
 1. for a match
 2. for actual teaching to begin
 3. to learn the skills relevant to their goal
- v. How is the Co-op different from other mentorship projects?
 1. Time to complete lesson
 2. Time to match with mentor
 3. Satisfaction with learning what they wanted to learn
 4. Frequency of interaction with (and perceived responsiveness of) mentor
 5. Mode of communication between learner and mentor
 6. Changes in behavior (draws on data from change in behavior question)
 7. Frequently sought after skills

b. Mentors

- i. What aspects of the co-op motivates mentors to participate and continue mentoring ?
 1. More broadly, what motivates volunteers to mentor?
- ii. How is the Co-op different from other mentorship projects?
 1. Frequency of mentor engagement with learners
 2. Degree to which mentors experience load concerns
 3. How do mentors interact with editors?
 4. Do mentors interact with each other with regard to lesson material?
 5. Do mentors use resources the Co-op provides? How?
 6. Do mentors know what their mentee needs?

2. What predicts how well the Co-op works for particular learners?

a. For learners (predictors)

- i. satisfaction with
 - 1. editing
 - 2. mentorship experience
- ii. particular editing goals
- iii. Editing behavior prior signing up for the program
- iv. Does the category learners engage in predict their future activities on wiki?

3. What features work best in the various programs?

- a. How does the co-op work?
 - i. What do editors think about the categories?
 - ii. How do editors see themselves within the Co-op? Do they feel like they belong?
 - iii. Do editors feel like they are a part of Wikipedia more generally?
- b. How does the co-op complement other programs?
 - i. Did editors use other resources during or before mentorship?
 - 1. how editors used these resources
 - ii. Did editors find other resources helpful?
 - 1. when editors used these resources during (or before) mentorship
 - iii. Predictive measures for combinations of mentorship programs
- c. What gaps still remain?

4. Why do learners seek out and continue mentorship

- a. Signs up for Co-op
 - i. Why do they seek support?
 - ii. How soon after registration do learners sign up?
 - iii. Identifying initial lesson
 - 1. What kind of support/skills do learners seek first?
 - iv. Identifying subsequent lessons
 - 1. Do the recommendations make sense?
 - 2. What kind of support/skills do learners transition to?
- b. Dropping out of the program
 - i. How many mentorships do learners usually complete?
 - ii. How does drop out of the co-op relate to drop out of Wikipedia entirely?
 - iii. Editing behavior/experience around time of drop-out (predictive measures around drop out or sign ups for subsequent lessons).

Events that we want to capture to help answer above RQs:

- Learner is invited to the Co-op. (At account creation or later)
 - T1 measurement
- Mentor creates/edits skill category
- Mentor signs on to work with Learner in a mentorship for a skill category
 - Frequently sought after skills
 - Time to match with mentor (T2 from invite and when learner declares a skill).
- Learner finishes a Skill lesson
 - T2 measurements by some trace (**we'll figure out what that is later, but likely through mentor indication of completion.**)
 - T1 / T2 measurement to see how long they need to spend in mentorship
 - How many skill lessons do learners usually complete?
- Mentor assesses a Learner's Comprehension (Pass/fail)
 - T2 measurement (from T1s: learner creates a goal, invited to co-op)
- Learner joins/leaves the Co-op
 - Edits by namespace
 - Edits by absolute frequency
 - Edits by volume
 - Reverted edits (measure of quality)
 - What predicts what learners do after they finish?
- Mentor joins/leaves the Co-op
- Mentor and learner communicate in a mentorship
 - Frequency of communication
 - Mentor edits learner talk page
 - Learner edits mentor talk page

Actions to be logged

- invite (template) (HostBot: structured comment in revision table)
- learner completes skill lesson (barnstar)
- specifies goals (profile tags?) (form wizard: structured comment in revision table)
- profile page creation (form wizard: structured comment in revision table)
- match delivered (who/date) (from HostBot)
- match confirmation (who/date) (a response to the match delivery)
- mentor joins (profile template)