

Wikirate as a pedagogical
tool: 2023 best practices
report



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Abstract

This report presents five compelling international case studies that highlight the diverse implementation of Wikirate across higher education institutions. Each case study provides insights into the integration of the platform in the curricula, the skills honed by students through their involvement with Wikirate, and the outputs developed by students with the data collected. These case studies were shared during two enlightening webinars held in April and June 2023.

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About this report

In the ever-evolving field of education, educators are actively embracing innovative methods to effectively engage their students. Wikirate, a collaborative open data platform, has consolidated itself as a valuable pedagogical tool utilized by higher education teachers worldwide.

Since 2016, Wikirate established a global collaboration with higher education institutions, successfully engaging a total of **23 universities worldwide**. These universities have seamlessly integrated Wikirate into their teaching curricula, benefiting over **7,000 students**.

The global collaboration has made significant strides towards achieving SDG 17 Partnerships for the Goals. By promoting collaboration, capacity building, and multi-stakeholder partnerships, this collaboration contributes to the broader goal of advancing sustainable development.

This report presents **five compelling international case studies** that highlight the diverse implementation of Wikirate across higher education institutions. These case studies were shared during two enlightening webinars held in April and June 2023.

Each case study represents a different university and course, including:

- Sustainability Reporting & Analysis at **Ewha Womans University (South Korea)**
- Sustainability Reporting and Analysis at **AMD Mode & Design Berlin (Germany)**
- Corporations and Human Rights at **SIPA-Columbia University (United States)**
- Introductory Analytical Approaches and Methods in International Relations at the **University of Gloucestershire (United Kingdom)**
- Corporate Social Responsibility and Accountability at the **University of Connecticut (United States)**, and
- Economics & Society for a Sustainable Environment at the **University of Navarra (Spain)**.

Likewise, each case study provides comprehensive insights into the skills honed by students through their involvement with Wikirate. The integration of this platform has proven particularly beneficial in **cultivating analytical thinking, research proficiency, and data analysis capabilities** among students.

Moreover, students gain valuable experience in navigating complex datasets, scrutinizing sustainability reports, and critically evaluating company disclosures.

By immersing themselves in real-world data and collaborating with peers, students acquire a **comprehensive understanding of the challenges and complexities associated with corporate accountability**, empowering them to develop the necessary skills and knowledge to drive positive change and foster a more sustainable future.

In addition to skill development, each lecturer shared details about the outputs generated through the Wikirate assignments. Although the nature of these outputs may vary across courses, they commonly include **presentations, research reports, reflective memos, and comparative analyses**.

These outputs offer students an opportunity to showcase their findings, enhance their presentation and writing skills, and demonstrate a profound comprehension of the subject. Incorporating **visual aids, infographics, and data manipulation tools** further enriches students' ability to effectively communicate their findings.

The final section of this report compiles the **challenges** the educators faced during the different exercises, as well as the strategies they used to overcome them.



International case studies 2023: Best practices

Ewha Womans University

SEOUL, SOUTH KOREA

Dr. Hannah Jun (전한나)

- Course: Sustainability Reporting & Analysis
- Level: Graduate Course
- 5 years using Wikirate
- 100 students involved

1. Wikirate Integration

Wikirate is integrated in a course entitled “Sustainability Reporting and Analysis.” The course is designed primarily for master's students, although PhD students are also welcome. The course is divided into two halves. In the first half, students are tasked with inputting data onto the Wikirate platform. They work in teams of around three to four students, and each team selects a specific industry and one of the Sustainable Development Goals (SDGs) to focus on. The objective here is to determine to what extent corporations are disclosing data with respect to a specific SDG.

To ensure a comprehensive representation, a narrowed-down list of three to four SDGs for students to choose from is provided. For each industry, students select specific companies to analyze. Since the course is

part of our International Business major, global representation in their choices is encouraged. Likewise, it is requested that at least one Korean corporation is included.

For the data input phase, students are tasked with inputting data onto the Wikirate platform and verifying the accuracy of existing information. This integration allows them to explore reporting trends and delve into the connection between sustainability reporting and the chosen SDGs. During the second half of the semester, students are tasked with analyzing to what extent corporations are contributing to their respective SDG. This has evolved from a simple final presentation to animated video contents to communicate their findings to a wide audience. The collaborative nature of the course and the involvement with Wikirate enriches the learning experience for the students.

2. Skills developed by students

It is important that students not only focus on the most recent data but also address any data gaps and ensure the correctness of data from previous years. This responsibility cultivates attention to detail and the ability to evaluate and validate information effectively.

One of the key aspects of the exercise is the analysis performed by student teams. They examine the companies' level of disclosure,



tangible contributions to specific SDGs, and trends over time within their chosen industry. Time plays a significant role in their analysis, and the availability of data through the Wikirate platform serves as a crucial foundation for their final projects.

Regarding presentation skills, students used to deliver their findings through in-class group presentations. However, new approaches were developed so that students could more completely digest findings from their analysis and communicate these findings to a wide audience. Students have been asked to create videos ranging from five to ten minutes in length. These videos showcased their creativity by employing various visualization techniques, including simple presentations and animated formats. This adaptation not only addressed the challenges of online communication but also allowed students to develop valuable digital communication and storytelling skills, which can prove beneficial in their future endeavors.

3. Coursework deliverables

Dr. Hannah Jun explained that skills developed by students using the data collected via Wikirate include data input and analysis. In the first half of the semester, students are responsible for inputting accurate and timely data onto the platform. Dr. Jun personally evaluates their work by matching the reports with the

inputted data, ensuring accuracy. In the second half, students focus on data analysis to understand the trends and disclosure levels within specific industries and SDGs.

To showcase their findings, Dr. Jun initially had students present their work in class or through Zoom presentations. However, this has evolved to the creation of multimedia videos ranging from five to ten minutes in length. The videos allowed students to showcase their creativity by incorporating elements like animations and engaging visual content. Dr. Jun believes that this exercise not only enhanced their presentation skills but also pushed them to deeply analyze and digest the findings in a way that would captivate the audience. In her most recent course, a special prize for outstanding teams includes an all-inclusive workshop in Busan, South Korea, with a private university that specializes in social design and visualization. Students from both universities will take the final videos produced in Dr. Jun's course and enhance visualization elements during the course of a two-day hackathon.

Regarding the sharing of these videos, Dr. Jun expressed her willingness to make them available. Initially, she considered uploading them to YouTube, but some copyright issues with copyrighted material used by the students could arise. However, she believes that a private channel or an alternative platform could be explored to



maintain an archive of the videos while addressing copyright concerns.

In addition to the videos, Dr. Jun also asks her students to provide practical implications based on the data they analyzed. This includes suggestions for improving disclosure of targets for each SDG within the industry. Furthermore, she encourages students to provide feedback on their experience with Wikirate, highlighting both positive aspects and areas that could be improved. These feedback and reflection sessions create an archive of

valuable insights that can help enhance the overall learning experience.

Although Dr. Jun had considered inviting the Wikirate team to witness the students' video presentations during a virtual showcase, logistical challenges such as time zone differences prevented it from happening. Nevertheless, she remains eager to find a way to share the video archive, as it would be an excellent opportunity to celebrate her students' work and showcase their achievements.

AMD Mode & Design Berlin

BERLIN, GERMANY

Prof. Dr. Ingo Rollwagen

- Course: Corporate Social Responsibility and Sustainable Production
- Level: Graduate Course
- 4 years using Wikirate
- 140 students involved

1. Wikirate Integration

The Master Program in Sustainability and Fashion Creative Industries brings together students with backgrounds in design and business administration. It can be challenging to introduce designers to the concept of corporate responsibility and related subjects. Similarly, students with a background in business administration or economics often lack proper exposure to the significance of relevant metrics.

The Wikirate exercise involves an in-class presentation by the Wikirate Team on the relevance of open data and transparent corporate reporting. In the classroom, Wikirate is mainly used as a knowledge-base and knowledge-tool, offering students an opportunity to explore various companies, metrics, and reporting practices. Through this exploration, students analyze CSR reports and identify inconsistencies, such as companies failing

to report for multiple years despite claiming to publish annual reports.

Students are encouraged to critically assess the quality of different knowledge bases and databases. Students reflect, for instance, on the limitations of accessing proprietary databases such as MSCI. For instance, proprietary databases do not publish their methodology, hindering students' ability to evaluate the quality of the sources and data. In contrast, Wikirate's is transparent and, in this way, validates the knowledge it provides.

In addition, students are encouraged to explore the platform and share their initial impressions with the Wikirate team, providing them with feedback and suggesting improvements. Despite being newcomers to using such resources, the students took the platform seriously and appreciated being regarded as important contributors.

Wikirate has also been used as a reach-out tool by which students have contacted other groups that have used Wikirate. Some have shared they have made good contacts and even friends during this process, underscoring the positive impact of the social element of the wiki.

2. Skills developed by students

The course is designed based on sustainable competencies defined by UNESCO, and the Green Competencies



Framework of the European Commission, along with the Digital Competencies Framework (Digicom 2.0).

Before the course begins, students are required to self-assess their competencies, providing a starting point for their learning journey. Self-assessment helps students understand their own capabilities and encourages them to continuously learn and improve.

Sustainable competencies generate interesting discussions, particularly regarding norms, values, and non-financial reporting. To deepen their understanding, students are tasked with performing a causality analysis (CLA), which delves into why companies choose to report certain aspects and why they may not report others. This exercise fosters self-awareness and enhances their orientation toward sustainability.

Critical thinking and anticipatory competencies are also emphasized in the course. From a perspective on future regulatory relations and reporting landscapes, students are encouraged to think critically about emerging trends.

3. Coursework deliverables

Regarding outputs, case studies are developed from various fashion companies, allowing students to conduct industry analysis. This approach enables students to assess CSR maturity, CSR awareness, and strategic orientation within the fashion sector. Moreover, students are asked to develop original metrics specifically tailored to fashion companies, with approximately 10 metrics sourced from Wikirate and another 10 metrics designed by the students themselves. In this sense, Wikirate is very valuable in providing an overview of existing metrics and facilitating metric design for companies.

School of International and Public Affairs at Columbia University

NEW YORK, UNITED STATES

Joanne Bauer -Professor of International and Public Affairs

- Course: Corporations and Human Rights
- Level: Graduate Course
- 6 years using Wikirate
- 150 students involved

1. Wikirate Integration

The graduate-level course "Corporations and Human Rights" uses what Professor Bauer calls "the web of corporate accountability," as a framing device for the course. The [web](#), which is presented as a visual on the first day of class and is shown throughout the course, depicts the stakeholders that pressure companies to respect human rights, as "regulators." This includes investors, consumers, employees, labor unions, as well as self-regulation and multi-stakeholder initiatives, and of course governments.

Throughout the semester, students examine how these actors interact and approach human rights challenges from

management, legal, policy, and advocacy perspectives.

The primary learning outcome is for students to be able to critically evaluate how a company managed a human rights challenge, which they demonstrate through a term paper delivered at the end of the course.

At the start of the semester, each student selects a company and a human rights challenge it has faced or is currently facing. Through exercises and several short graded assignments, students evaluate the company's performance in relation to that challenge. One assignment involves assessing the quality of the company's human rights policy, while another asks students to write a memo to the CEO, either as the Chief Sustainability Officer or a civil society advocacy organization.

The third graded assignment leverages the collaborative effort between Wikirate and Walk Free to introduce students both to company reporting and to the efficacy of mandatory disclosure laws. Each student is assigned a company - their chosen company or, where a modern slavery report for that company is not available or has already been added to the site, a company in the same sector. Additionally, each student is assigned to check another student's work, which provides a basis of comparison.

They are then required to submit a Reflections Memo. Through this assignment, students learn to navigate and make sense of the data on modern slavery, examining the metrics, trends, and implications for the chosen company.

The evolving nature of the data and the continuous growth of the Wikirate platform make it an invaluable resource for educators and students alike.

2. Skills developed by students

Traditional approaches such as having students analyze sustainability reports often fell short as a way to provide students with a comprehensive understanding of corporate reporting and disclosures.

Carrying out research on the Wikirate platform allows students to grapple with metrics and corporate reports in a comparative manner. It also provides students with the opportunity to contribute to the public good, including the transparency reports developed in collaboration with Walk Free. The platform enables students to engage with data and feel a sense of impact and contribution.

By using Wikirate, students can delve into the range of quality within corporate reports, honing their analytical skills and providing a means to make informed evaluations. The comparative work allows students to explore various dimensions,

such as whether the company is consumer-facing or operates in industries exposed to modern slavery issues, like consumer goods or cocoa companies.

The inclusion of the Australian Modern Slavery Statements adds another perspective for students to consider, comparing the stricter requirements of the Australian Modern Slavery Act with the reports generated in response to the UK Modern Slavery Act.

The data provided by Wikirate not only supports the teaching of key issues, but also grounds the discussions in real-world information. It empowers students to develop critical thinking, analyze complex data, and understand the implications of corporate reporting on human rights challenges. The ongoing use of Wikirate in this course reflects its effectiveness in enhancing the learning experience and equipping students with the skills necessary to evaluate companies' actions in a comprehensive and informed manner.

3. Coursework deliverables

After the students have gone through the process of analyzing a company's statement and collecting data, students produce several outputs that allow them to reflect on their findings and delve deeper into the subject.

One of the initial outputs is a Reflections Memo in which they are asked to identify key insights about the reporting comparing the two companies, as well as comparing their input company's modern slavery report against the risk factors section of that company's financial filings, particularly their Form 10-Ks, and compare the information presented in these filings with what is reported in the modern slavery reports. This prompts students to consider the reasons behind discrepancies and why companies may report differently in different contexts.

In addition, they opine on what they think the most decision-useful metrics are and, finally, the value of mandatory disclosure laws in relation to mandatory due diligence laws.

Towards the end of the course, students reflect on the strengths and weaknesses of mandatory due diligence and disclosure laws and compare them. They explore how mandatory due diligence laws are a step up from mandatory disclosure laws but also consider the continued value of disclosure laws. This output is graded and requires students to demonstrate a deep understanding of the subject.

Throughout these outputs, Wikirate plays a crucial role. It provides students with the opportunity to immerse themselves in specific metrics and thoroughly analyze the reports. Its comprehensive database and tools are unmatched in their ability to support this level of analysis. In this sense, no other tool can effectively replace Wikirate in the context of her teaching course.



University of Gloucestershire

GLOUCESTERSHIRE, ENGLAND, UK

Dr. Rachel Bennett - Senior Lecturer in Human Geography

- Course: Introductory Analytical Approaches and Methods in International Relations
- Level: Undergraduate
- 2 years using Wikirate
- 20 students involved

1. Wikirate Integration and skills development

Wikirate is integrated into the first-year methods course of the BA International Relations Program. The methods course focuses on introducing students to different research methods, types of evidence, and basic data manipulation skills using tools such as Excel, infographics, and maps.

International relations students often feel apprehensive about working with quantitative data and programs like Excel. Therefore, the goal in integrating Wikirate was to demonstrate to students that these skills are relevant and useful in the field of international relations.

There are two main ways in which Wikirate is linked to the subject content of international relations.

Firstly, students connect their IR knowledge to the Sustainable Development Goals Project. By the time students are near the end of the course, they have learned their data skills in another course and are studying the Sustainable Development Goals. The Wikirate assignment aligns nicely for them to apply their data skills to assess how a company is performing against the Sustainable Development Goals Project, particularly in areas such as gender, environment, and labor standards. This creates a clear connection between their substantive learning in international relations and the assignment that requires them to employ their data skills.

The second rationale for integrating Wikirate is its impact on employability. In the UK, there is a strong focus on graduate outcomes and universities are increasingly assessed based on the type of work their graduates secure. To address this, we strive to incorporate employability skills into our curriculum. The Wikirate project is valuable in this regard because it provides students with the opportunity to work on a live research project. They are not analyzing hypothetical or made-up data but are actively collaborating with a real organization. This experience enhances their employability and gives them practical skills that are transferable to the professional world.

Through Wikirate, the class also emphasizes international collaboration by



connecting with Wikirate, based in Germany. The Wikirate team engages with our students through video calls, which gives them the experience of working directly with an external organization. Initially, some students may feel nervous about such a professional relationship, but they value it greatly.

Dr. Bennett has observed that students who participated in this project highlight it on their LinkedIn profiles and include it in their summer internship applications. It becomes a selling feature of the experience they gained, providing tangible value in terms of future employability.

2. Coursework deliverables

Students are required to produce two main outputs to earn their academic credit. The first output is a short presentation, where each student is given three minutes to summarize the main findings and messages

derived from their research on the company they have investigated. The presentation challenges students to identify the most interesting aspects they discovered during their research and present them in an engaging manner. The use of infographics, various types of graphs, and other visual aids to enhance the presentation, is encouraged. This exercise not only helps them refine the students' presentation skills, but also focuses their attention on distilling the key messages.

Approximately a week after the presentation, students are expected to submit a research report. This report allows them to practice formal writing and present their research in a more structured and comprehensive manner. The aim of the report is for students to develop their ability to articulate their findings and analysis in a scholarly style.



University of Connecticut

UNITED STATES

Dr. Rachel Chambers

- Course: Corporate Social Responsibility and Accountability
- Course level: Undergraduate Course
- Years using Wikirate: 4
- Students involved: ≈ over 200

1. Wikirate Integration

Wikirate is integrated into a Business and Human Rights course, focusing on corporate social responsibility and accountability. The class explores how companies implement respect for human rights through various practices such as human rights policies, codes of conduct, human rights due diligence, and reporting on human rights impacts. Specifically, the class looks at modern slavery reporting as a subset of human rights reporting.

The assignment spans two weeks. Students are required to assess one company and check another, engage in peer review, and write a short report. The assignment prompts them to reflect on the data they gathered, compare the two companies, and consider what they have learned about modern slavery reporting through their experience with Wikirate. They are

encouraged to connect their reflections with other readings and research from the course to evaluate modern slavery reporting and broader human rights reporting.

The Wikirate component of the assignment is crucial because it allows students to analyze the information themselves and utilize external data points. This is particularly important for junior and senior undergraduate students, who are business and human rights majors with a range of backgrounds and have no prerequisites for the course.

By having students delve into one specific company and use Wikirate metrics, some of the abstract concepts we discuss throughout the semester are solidified, such as the UN Guiding Principles on Business and Human Rights. While the focus of the course is primarily on human rights, Wikirate also helps students understand the broader context of sustainability and the Sustainable Development Goals (SDGs).

2. Skills developed by students

Students develop skills revolving around understanding company reporting and viewing reporting as a tool to drive corporate performance in the area of human rights and corporate accountability. They learn how to critically analyze



company reports and assess whether companies are genuinely conducting comprehensive analyses of their supply chains or simply engaging in superficial "cut and paste" exercises.

The ultimate goal of the exercise is to cultivate their thinking about reporting as a means to bring about change in corporate behavior. As consumers, academics, journalists, or investors, we need to utilize this information effectively. Therefore, skills such as critical thinking regarding company reporting, the ability to comprehend and interpret company reports, and the need to question and interrogate the information presented are emphasized. Students are

encouraged to delve beyond surface-level assertions and recognize that more in-depth analysis is required.

3. Coursework deliverables

After collecting the data, the students are asked to write a report, and they work on the assignment during their own time. However, a small amount of class time is provided, usually one week after assigning the project, for students to meet the person whose work they are peer-reviewing. This serves as an accountability check and allows them to discuss their findings and troubleshoot any issues.



University of Navarra

PAMPLONA, SPAIN

Dr. Isabel Rodríguez-Tejedo

- Course: Economy & Society for a Sustainable Environment
- Level: Undergraduate
- 2 years using Wikirate
- 180 students involved

1. Wikirate Integration

Wikirate has been successfully integrated into the curriculum of the Economy & Society for a Sustainable Environment course at the University of Navarra in Pamplona, Spain. The course is a compulsory component primarily designed for second and third-year undergraduate students majoring in Business and Economics. The incorporation of Wikirate is specifically focused on the topic of sustainable development, with the assignment centered around the United Nations' Sustainable Development Goals (SDGs).

The main objective of this exercise is to supplement the students' understanding that companies play a crucial role in building a more sustainable world. The course begins by covering the relevant concepts in class, ensuring that students

have a solid foundation. Subsequently, students participate in a meeting facilitated by the Wikirate team, during which they receive a comprehensive explanation of the platform, guidance on how to navigate it effectively, and tips for finding the most pertinent information related to their assignment. This hands-on experience allows students to become familiar with the platform and its functionalities.

Following the introduction to Wikirate, students engage in a collaborative process. They review and provide feedback on each other's work, fostering peer learning and constructive discussions to refine their research and analysis skills. The review allows students to benefit from multiple perspectives. Additionally, as part of the assignment, students are encouraged to reflect on their own contributions, enhancing their self-awareness and critical thinking abilities.

The exercise provides a well-rounded educational experience that combines theoretical knowledge with real-world applications, preparing students to address the complex challenges of creating a more sustainable future.

2. Skills developed by students

Engaging with the platform serves as a wake-up call for many young students, as it provides them with a tangible

understanding of the significance of being precise and specific when it comes to the concept of "sustainability." Rather than being an abstract or vague notion, they come to recognize that sustainability is a fundamental concept for the future of business. This realization prompts a shift in their perception and encourages them to adopt a more critical and analytical approach to the topic.

Through the Wikirate exercise, students also gain insights into how companies incorporate different aspects of Environmental, Social, and Governance (ESG) factors. This exposure allows them to make connections between various elements of sustainability and understand the interconnectedness of these factors in shaping a company's approach to responsible business practices. By analyzing and comparing the levels of disclosure by different companies, students engage in reflective thinking, developing their ability to assess and evaluate the effectiveness of corporate sustainability initiatives. This skill is essential for future professionals, who will need to make informed decisions based on available data and information.

Furthermore, the Wikirate exercise enhances students' research skills, in particular their ability to search for relevant data and information. They learn to navigate complex datasets and identify key metrics and indicators related to

sustainability. As they engage with real-world data on Wikirate, students become proficient in extracting meaningful insights and drawing informed conclusions.

3. Coursework deliverables

Students engage in producing two primary outputs that enable them to consolidate their learning and critically analyze corporate reporting. The first output involves the completion of self-reflection exercises, guided by a set of thought-provoking questions. The assignment prompts students to synthesize the theoretical knowledge they have acquired in class with the practical insights gained from examining companies' actions and practices. By integrating these perspectives, students develop a deeper understanding of the complexities and nuances surrounding sustainability in the business world.

In addition to self-reflections, students collaborate in groups to generate comparative analyses of reporting practices across different companies. Working collectively, they discuss the reporting approaches employed by companies in various sectors. This process entails identifying areas where companies demonstrate stronger or weaker reporting practices, highlighting discrepancies or areas of improvement. Crucially, students are challenged to reflect on the alignment between the image companies project

through their public channels, such as websites, and the actual data collected via Wikirate. This analysis prompts students to critically evaluate the coherence between companies' public portrayals and the information they disclose.

By producing these outputs, students not only showcase their grasp of the subject but also develop essential skills for their academic and professional journeys. The

self-reflections and comparative analyses encourage them to think critically, draw connections between theory and practice, and effectively communicate their findings. These outputs serve as tangible evidence of their ability to apply knowledge, analyze corporate reporting, and evaluate the alignment between companies' public image and disclosed data.



Challenges in implementing the Wikirate Exercise

During the webinars, each lecturer reflected on the key challenges associated with integrating Wikirate into their teaching methods and formulating strategies to ensure students have a comprehensive and enriching experience.

A significant challenge that many professors encountered is **ensuring students adhere to project deadlines**. It's not uncommon for students to procrastinate, leading to complications during the Wikirate peer-review phase. Delays by some students can adversely affect the overall process and the learning experience of others. Therefore, it is imperative to impress upon students the critical importance of meeting deadlines for their assigned companies. Their peers rely on this information for their own analyses and project work.

Regarding students' understanding and use of Wikirate itself, all lecturers concur that once students become familiar with the research process, **the exercise runs smoothly**. There have been minimal issues in terms of comprehending and utilizing the Wikirate platform.

However, challenges can arise due to **technical issues** associated with web-based platforms. Such issues are to be expected, and students are informed in advance about potential troubleshooting and temporary glitches they might

encounter. To address this challenge, students are encouraged to promptly report any issues to the Wikirate team via email. Students should be aware that the Wikirate team will provide support and answer their questions, but they should also understand that the team is located in Berlin, Germany, which may result in time zone differences and delayed assistance if issues are left unresolved until the last minute.

To ensure ongoing support for students, one lecturer shared a successful approach involving the implementation of **digital tools**, such as a Slack workspace. This platform allows students to ask questions and discuss the methodology, fostering peer-to-peer support even outside of regular class hours.

For professors overseeing large classes, thoroughly reviewing each student's engagement on the platform and accurately assessing student interactions can be a daunting task. To address this, Wikirate has introduced a new feature that enables professors to **export data on student contributions**, comments, and the number of data points they have verified.

Finally, professors noted that **unit conversions**, especially regarding currency, often lead to discussions on determining the appropriate method. This can include debates on using average exchange rates for the year or year-end rates, which can



pose a challenge. However, professors view this as an opportunity for students to refine their mathematical skills. To tackle this challenge, students are encouraged to utilize the methodology section on the platform, specifying the exchange rate used and providing as much information as

possible for transparency and consistency. Notably, Wikirate is aware of this challenge and its potential impact on data quality. The product team is actively exploring the incorporation of a unit converter into the platform to address this issue comprehensively.



Biographies

- **Hannah Jun**

Dr. Hannah Jun specializes in the intersection between international business/finance and business ethics, with a focus on socially responsible investing and corporate governance/social responsibility. She received her M.A. and Ph.D. from Ewha Womans University and her B.A. from the University of Michigan, Ann Arbor. She has previously taught at Hankuk University of Foreign Studies, Hanyang University, and Sogang University, and worked as an equity research analyst covering the semiconductor and IT industries at Lehman Brothers and Nomura Securities.

- **Ingo Rollwagen**

Dr. Ingo Rollwagen is an expert in innovation management, foresight and digital, sustainable, design-based transformation. For the last twenty years he has been supporting and advising corporations in different industries, industry associations, research organizations, governments, the OECD, the European Commission and non-governmental organizations effecting change. Since 2015, he is a professor for management at Hochschule Fresenius, Department of Design (*Akademie Mode und Design*) and teaches on strategic, innovation and international, CSR and supply chain management.

- **Joanne Bauer**

Joanne Bauer teaches Corporations and Human Rights, as well as the year-long Business and Human Rights Clinic at SIPA. She is a Senior Researcher for the Business and Human Rights Program at Columbia's Center for the Study of Human Rights. She co-leads an international initiative on Teaching Business and Human Rights based at Columbia. In October 2018, she launched Rights CoLab, an independent initiative that develops strategies to advance human rights through business, technology and finance.

- **Rachel Chambers**

Dr. Chambers' research focuses on business and human rights, including corporate accountability mechanisms such as transnational tort litigation and laws mandating human rights disclosure and due diligence by corporations. Dr. Chambers teaches the courses Corporate Social Responsibility and Accountability and Business Solutions to Societal Challenges. As Co-Director of the Teaching Business and Human Rights Forum, a body



comprising 350 teachers of business and human rights from 140 different countries, Dr. Chambers is actively engaged in business and human rights pedagogy.

- **Rachel Bennett**

Dr. Rachel Bennett is a Senior Lecturer in Human Geography at the University of Gloucestershire in the UK. Rachel's research examines health, wellbeing and migration in a global context. Her teaching has often focused on developing data skills amongst non-specialist students, and she is particularly interested in the potential of data and data skills to contribute to global social justice.

- **Isabel Rodríguez-Tejedo**

Dr Isabel Rodríguez-Tejedo is a Professor of Economics at the University of Navarra, where she has taught economic theory and applied economics, with a focus on sustainability. She's also consulted for the World Bank and the Interamerican Development Bank. Isabel's research interests include the scholarship of teaching and learning and applied microeconomics.

- **Lucía Ixtacuy**

Lucia Ixtacuy is a public policy professional with a passion for open data and access to information. At Wikirate, she has coordinated work assessing companies' compliance with legislation that mandates companies to report on the effects of their operations on human rights. As Community and Data Manager, Lucía is maintaining and growing Wikirate's academic engagements and developing a community of contributors. She is responsible for improving data quality in public data sets on the platform. Lucía comes from Mexico and lives in Berlin.