Write it, don't cite it

Wikimedia in Education

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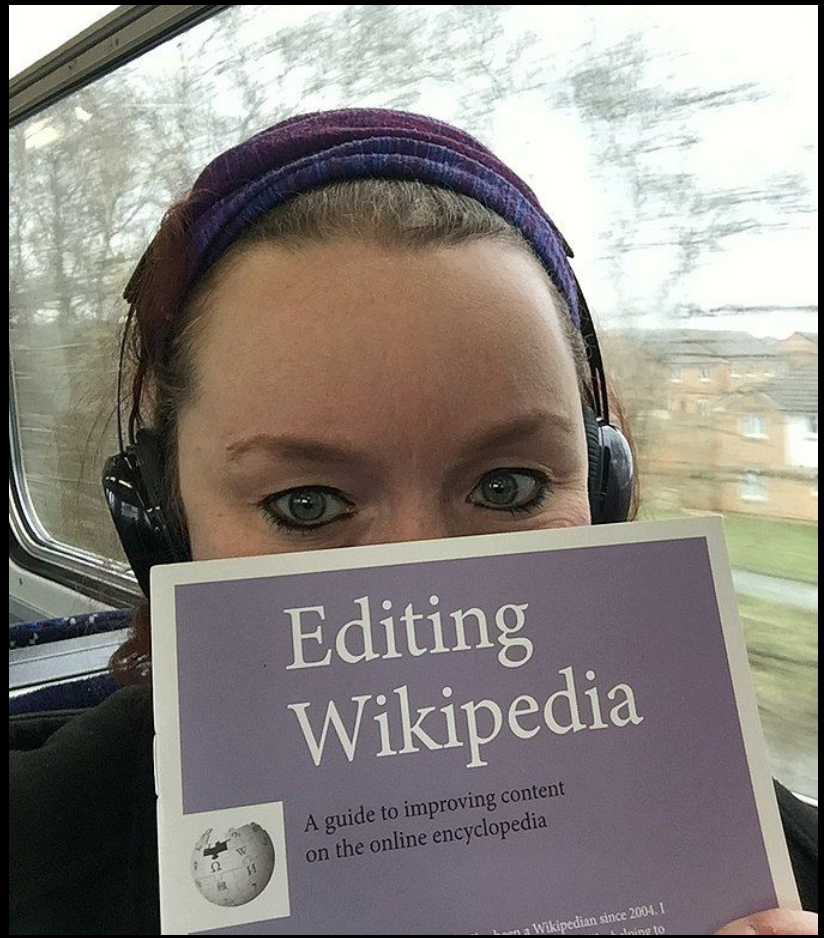
Wikimedia UK

WIKIMEDIA
UK



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WIKIPEDIA
The Free Encyclopedia

Wikiquote

WIKIDATA

WIKISOURCE

WIKIBOOKS
Open books for an open world

wiki
voyage

MediaWiki

WIKIVERSITY

WIKISPECIES
free species directory

WIKINEWS

Wiktionary
The free dictionary

WIKIMEDIA
INCUBATOR

WIKIMEDIA
COMMONS

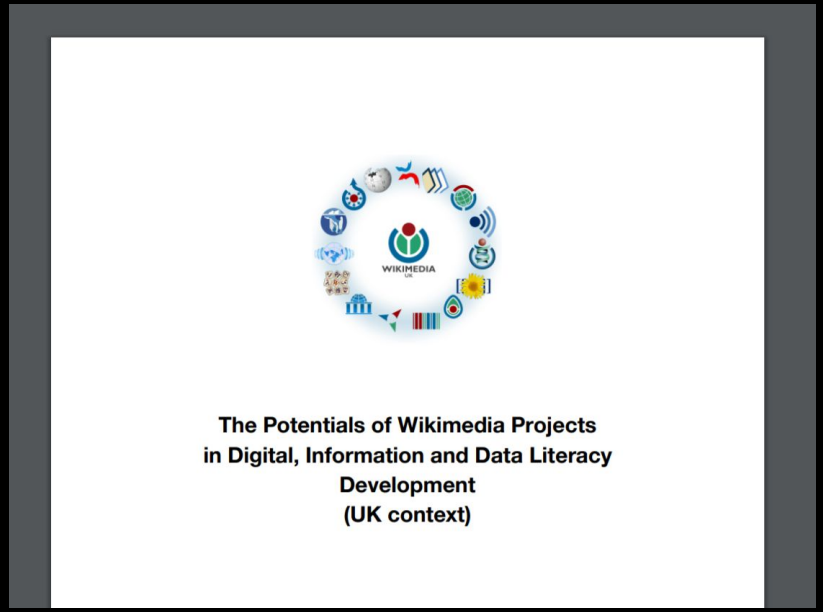
WIKIMEDIA
META-WIKI

All of these have potential for education, but particularly

Wikimedia UK strategic objectives 2019-22

- Increase the representation of marginalised people and subjects on Wikimedia
- Work with the Wikimedia projects to develop digital, data and information literacy
- Create changes in policy and practice that enable open knowledge to flourish

- Computer & internet literacy
- Data & information literacy
- Content creation skills
- Collaboration skills
- Advanced IT skills



WIKIMEDIA UK

Queen Mary's University
Queens University Belfast
University of Edinburgh
London School of Economics
Imperial College London
Middlesex University London
University of Stirling
University of Sheffield
Swansea University
University of Derby
University of Winchester
University of East Anglia
Coventry University
Strathclyde University
University of Sussex
University of Leicester
Univesity of Exeter
WiciMon at Llangefni
Bangor University
RCAM / Menter Iaith
Ceredigion Aberystwyth
University of St Andrews
University College London
Aberdeen University
University of Glasgow
Glasgow School of Art
University of Kent
University of Dundee
London College of Communication
Teesside University
University of Leeds
Bournemouth University

Benefits of Wikimedia engagement:

- Data, digital & information literacy
- Learning to write for the public domain
- Fact-checking, database searching, source evaluation, content synthesis
- Collaboration & building consensus
- Student engagement

VISUAL THINKERY

to be a

KNOWLEDGE ACTIVIST

#WIKIEDU20

The very first Wikipedia editathon hosted at the University of Edinburgh was **Women in Science and Scottish History** in February 2015 and was focused on the Edinburgh Seven, the first group of matriculated undergraduate female students at any British university.

As a research-based institution, Professor Allison Littlejohn from the Open University was invited to come along to the event to help us make sure there was value in a collaboration with Wikimedia UK and to analyse what was going on in these editing events and what their impact actually was. And what she discovered was that there was indeed genuine formal and informal learning going on at these events and she's produced two research papers arising from that 1 event.

1. **Does a formal wiki event contribute to the formation of a network of practice? A social capital perspective on the potential for informal learning.** This paper looked at the formation of networks of practice and social capital through participation in an editathon. Through Allison's work we learned that activity did not stop after the editathon event and participants did see it as an important part of their professional development.
2. **Becoming an online editor: perceived roles and responsibilities of Wikipedia editors**. The second paper looked at the process of becoming a Wikipedia editor – and how participants felt editing was a form of knowledge activism and helped generate important discussions about how knowledge is created, curated and contested online and how Wikipedia editors can positively impact on the knowledge available to people all around the world and addressing those knowledge gaps.

Changing the way stories are told.

THE UNIVERSITY of EDINBURGH

WIKIMEDIA UK

“Learning becomes personal, triggering forms of agency”

Dr Allison Littlejohn, on the editathon and the process of becoming a Wikipedia editor.

Learning to become an online editor: the editathon as learning environment (2019) Interactive Learning Environments

Suitable for face to face, or remote learning

What does Wikimedia in Education look like?

Wikimedia in the Classroom

Assignment types

Writing or improving a Wikipedia article (group or individually)

Translating an article

Adding images

Importing & visualising data

Writing a textbook

>> Reflective essays

University of Sheffield

“Our students here at Sheffield do fantastic work, [so] I wanted to teach a course which allowed them to apply their expertise to improve a global resource - as well as to reflect on the implications of Wikipedia’s ever growing influence for History and historians.”

Charles West, Course Leader

Dr. Charles West, CC-BY-SA

An encyclopedia

Neutral point of view

Free content that anyone can use, edit and distribute

Respect and civility

No firm rules

Thermos - Own work. CC BY-SA 2.5

- Conflict of interest
- Notability
- Reliable sources
- Copyrighted material
- Verifiability
- Neutral point of view

Reliable Sources

YES ✔️

- Academic textbooks
- Broadsheet newspapers
- Published books
- Peer-reviewed journals

NO ❌

- Tabloid newspapers
- Self-published blogs
- Hearsay
- Personal conversations

“It was really good to work on something that made a difference outside the university.”

Student Feedback

Student Learning Outcomes using Wikipedia-based assignments

Fall 2016 Research Report

Example quotes from focus groups

> What is cool about it for me that changed the way I thought about it was, we were talking about the public aspect of it, that people can change what you're doing. But that's a really interesting way to look at it because *usually when you do research and you write a paper, if it's not going to be published, which most of the time for just a class, it's not going to be, you do all this work, you submit it and then it just disappears. With this project, the idea is you put your work out there, you put the information out there and then other people can add to it and it's like existing in a conversation.*

> *It makes you want to work harder, I guess. For me, at least, because it's going to have an impact.* For an essay, it's just for the grade and then you're going to throw it away. So, there's not that much motivation. I mean, it is. It's fun to write papers and put your opinion and stuff, *but with this article, it's like you're actually making a change.*

> You get one grade in the end for the entire class, so you can't really just do this for a grade. *You kind of need to find your own motivation in it, which I agree. It's fun to just write something that's important. It's something that other people will read, it's not just you and the professor.*

> I found it like less daunting, like when the professor assigns me a ten page research paper or something. I have trouble getting myself to do it sometimes just because I'm like, "Why?" But this, *I was like I'm contributing to something bigger and it's public. So, I felt more motivation to go in and edit it* and whatever.

> It raises an awareness of what is good information, what is bad information, so obviously in learning how to correct something that has good information. If you're looking at an article you're conscious, "Oh wait, that's not quite right. This source is honestly not very valid. Like, do I believe this information?" I think you're a lot more ... *you have much more of a questioning mentality and you're a lot more conscious of the validity of the information that you read.*

> I think I was more critical of the sources I was using. . . because when you're writing an academic paper, you go on JSTOR... and you find your articles, you read them, you analyze them, but you don't have to ... but it was finding reliable sources that weren't academic because no one had written about it in an academic context. . . Because in academic sources, when you go on JSTOR, you know they're reliable, right?. . . But now you're assessing their reliability.

University of Edinburgh

- 245 training sessions
- 1309 students trained
- 524 staff trained
- 484 members of public trained
- 100 editathons
- 828 articles created
- 2890 articles improved

By Mihaela Bodlovic - http://www.aliceboreasphotography.com/, CC BY-SA 4.0

Reproductive Medicine BSc

Students group research a reproductive term not represented on Wikipedia in a 3 hour workshop.

Then put the article together in a 2nd workshop and publish it before doing a short oral presentation on their group efforts.

Translation Studies MSc

Alle oversættelser | Saved just now | Udgiv

Mary Syme Boyd (15 August 1910 – 30 October 1997) was a Scottish artist and sculptor who studied at the Edinburgh College of Art from 1929-33. She became known for her animal sculptures and exhibited at the Royal Scottish Academy (RSA) and the Royal Glasgow Institute (RGI).

Edinburgh College of Art where Mary Syme Boyd studied from 1929 to 1933

Early life and education

Mary Syme Boyd was born in Edinburgh in 1910. Her mother was Clara Constance Lepper (1875-1961) of Co.Antrim. Her father was Francis Darby Boyd (1866-1922),[1] Professor of Clinical Medicine at the University of Edinburgh.

She attended the Edinburgh College of Art from 1929 to 1933. There she

Mary Syme Boyd (15. august 1910 - 30. oktober 1997) var en skotsk kunstner og billedhugger, der studerede ved Edinburgh College of Art fra 1929-33. Hun blev kendt for sine dyreskulpturer og udstillet på Royal Scottish Academy (RSA) og Royal Glasgow Institute (RGI).

Edinburgh College of Art, hvor Mary Syme Boyd studerede fra 1929 til 1933

Tidligt liv og uddannelse

Mary Syme Boyd blev født i Edinburgh i 1910. Hendes mor var Clara Constance Lepper (1875-1961) af Co.Antrim. Hendes far var Francis Darby Boyd (1866-1922), [1] Professor i klinisk medicin ved University of Edinburgh .

Hun deltog i Edinburgh College of Art fra 1929 til 1933. Der havde hun

Citér

Issues 1/7

Din oversættelse indeholder 100% uændret tekst

Maskinoversættelser leveres udelukkende som et forslag. Du skal sikre, at indholdet er korrekt og lyder naturligt i dit sprog.

Lær mere

Mark as resolved

1 Klik på afsnit for at oversætte
Du behøver ikke at tilføje dem alle

2 Sørg for at teksten virker naturlig at læse
Maskinoversættelse er nyttige, men du skal læse korrektur på teksten for at gøre den korrekt.

3 Offentliggør oversættelsen
Når du er tilfreds med resultatet, skal du trykke på "Udgiv".

Provide feedback

Students translate 1,500-2,000 words from one language Wikipedia to another

Islamic Art

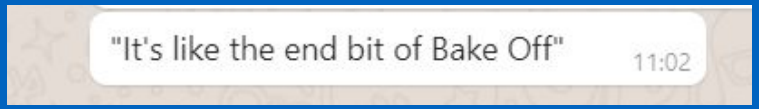
Students will evaluate the quality of articles on Islamic Art on Wikipedia and present on their findings.

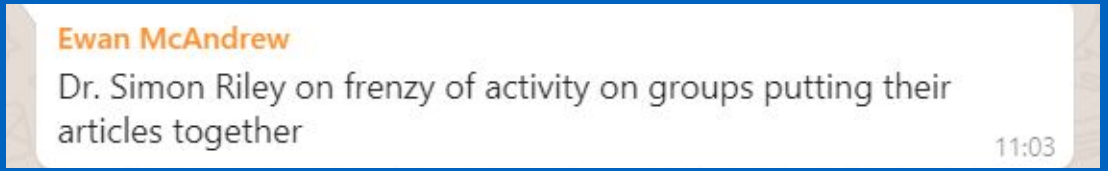
They will then work in groups of 3-4 to add 500 words+ to these articles.

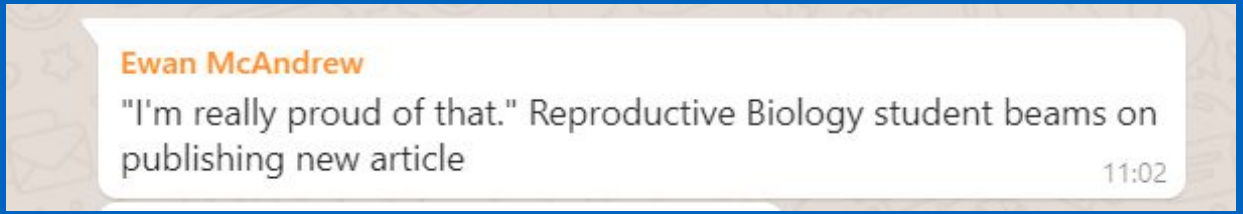
WIKIMEDIA FOUNDATION

Classroom assignments

- Referencing, copyright, plagiarism
- Collaboration
- Database use
- Critical source analysis
- Writing for the general public







witches.is.ed.ac.uk

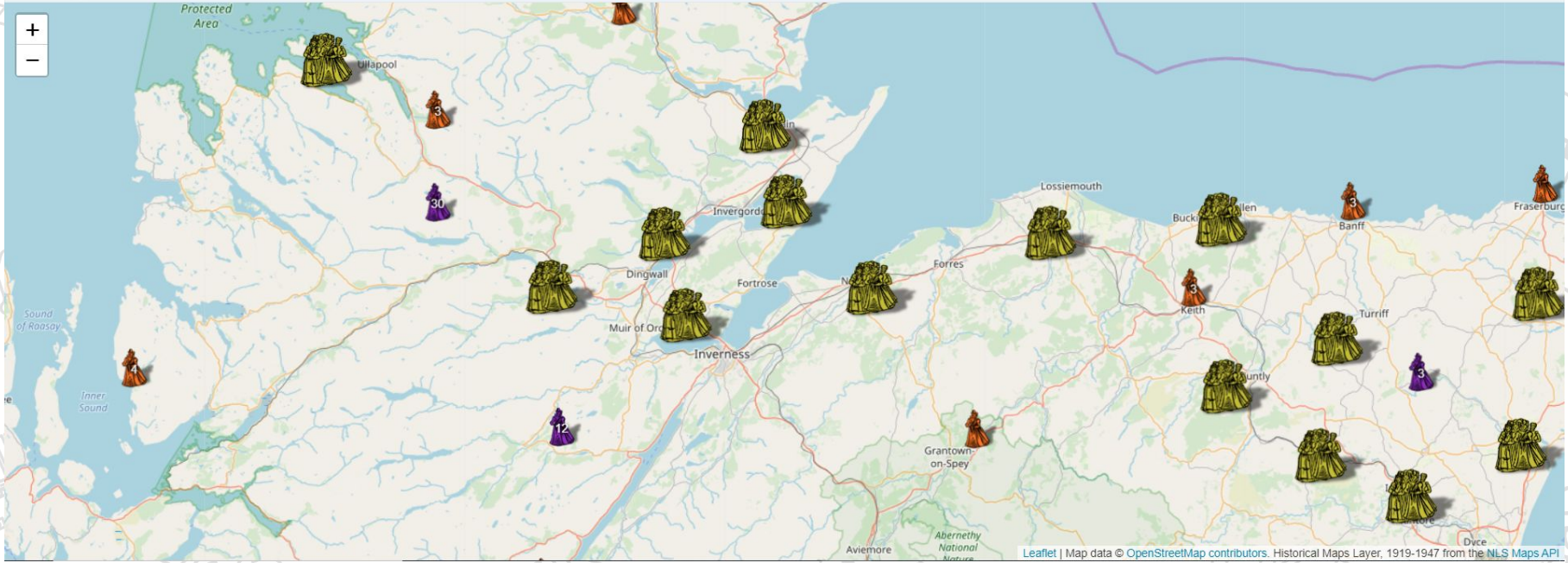
Witches

Residences | Detention Locations | Trial Locations | Death Locations | People Associated | Extra Visualisations | About | Blog

THE UNIVERSITY of EDINBURGH

Places of Residence for Accused Witches (total named accused witches: 3141)

Filters



SGSAH Internship: Picturing Archaeology

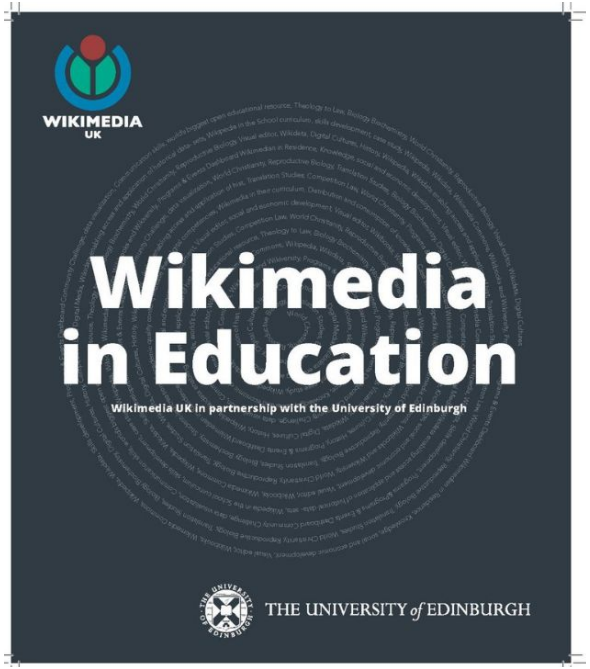
My first steps in the Wikimedia world – interning with Wikimedia UK & Archeology Scotland

Students move from a passive role to an active one

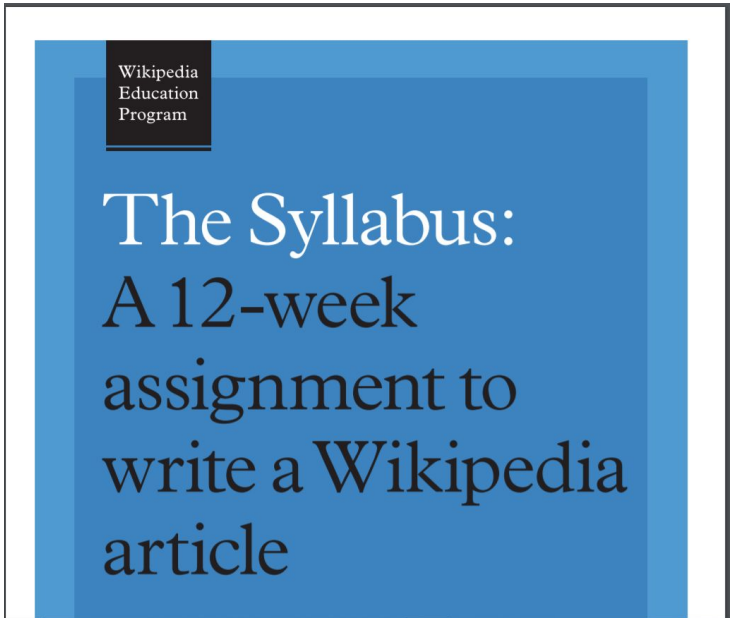
Activity has real-world impact

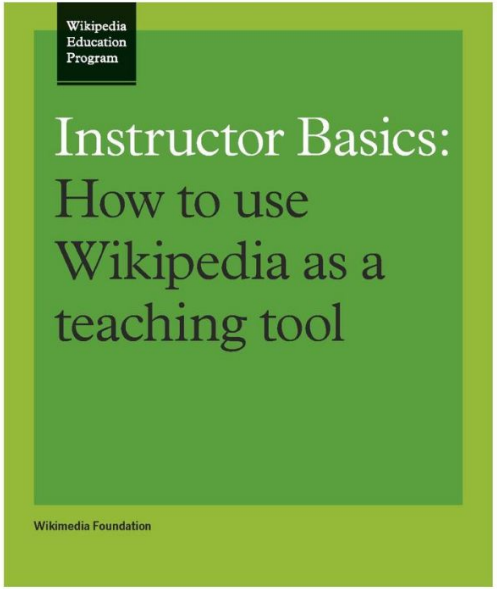
Increased levels of motivation

Case Studies

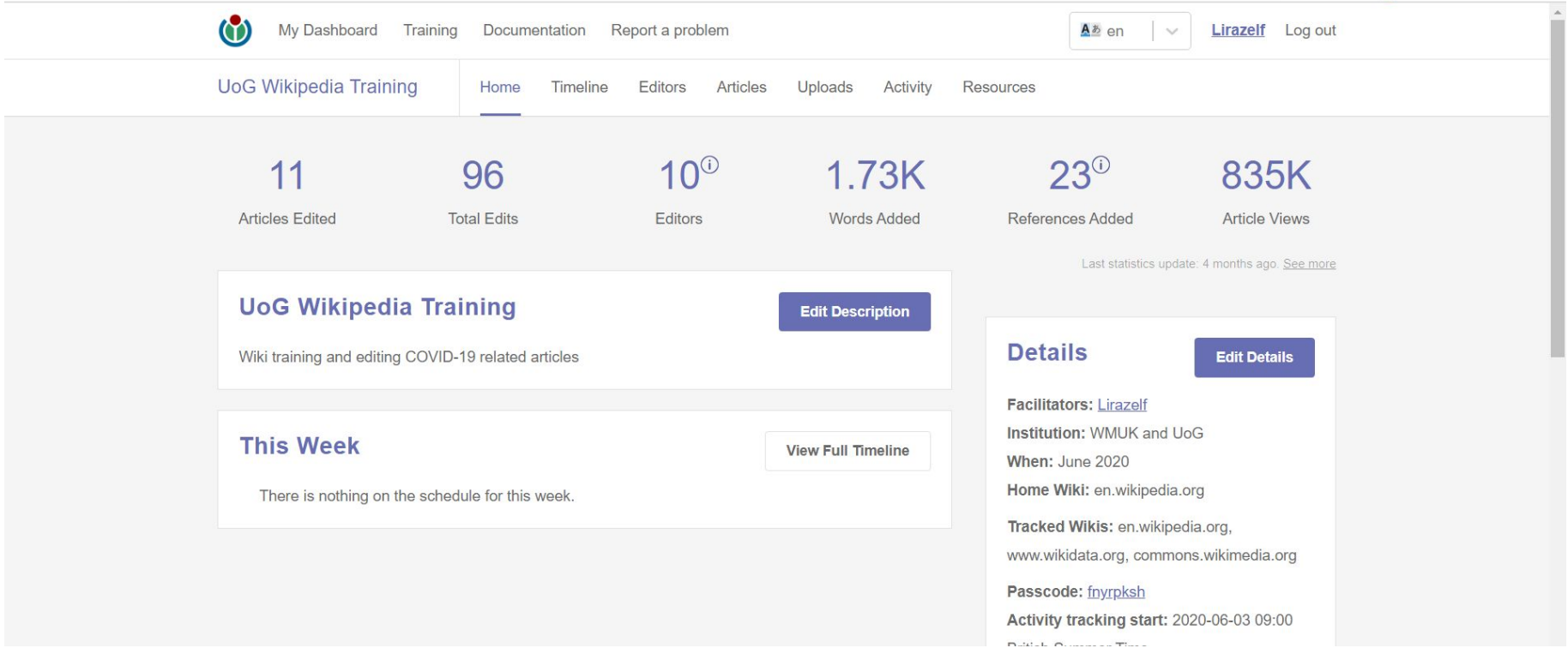


Other resources

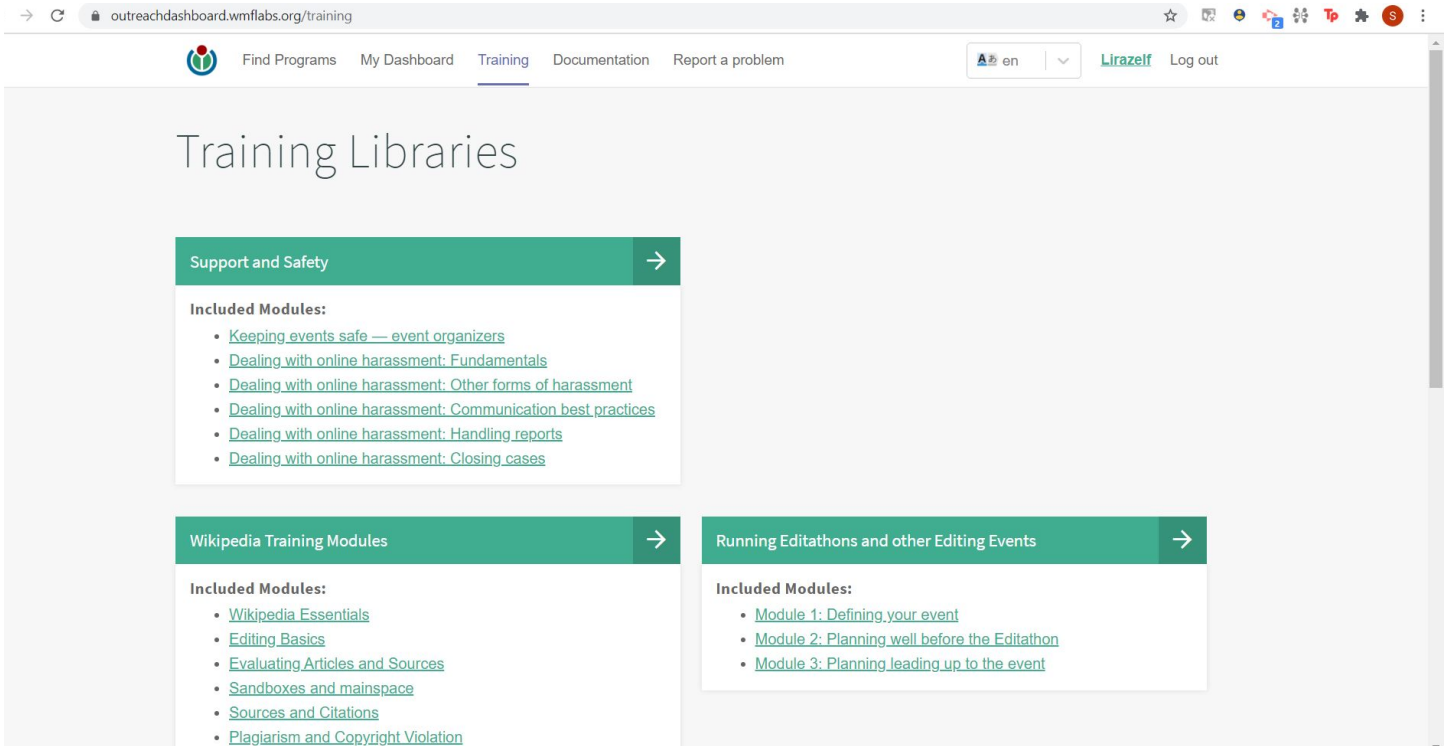




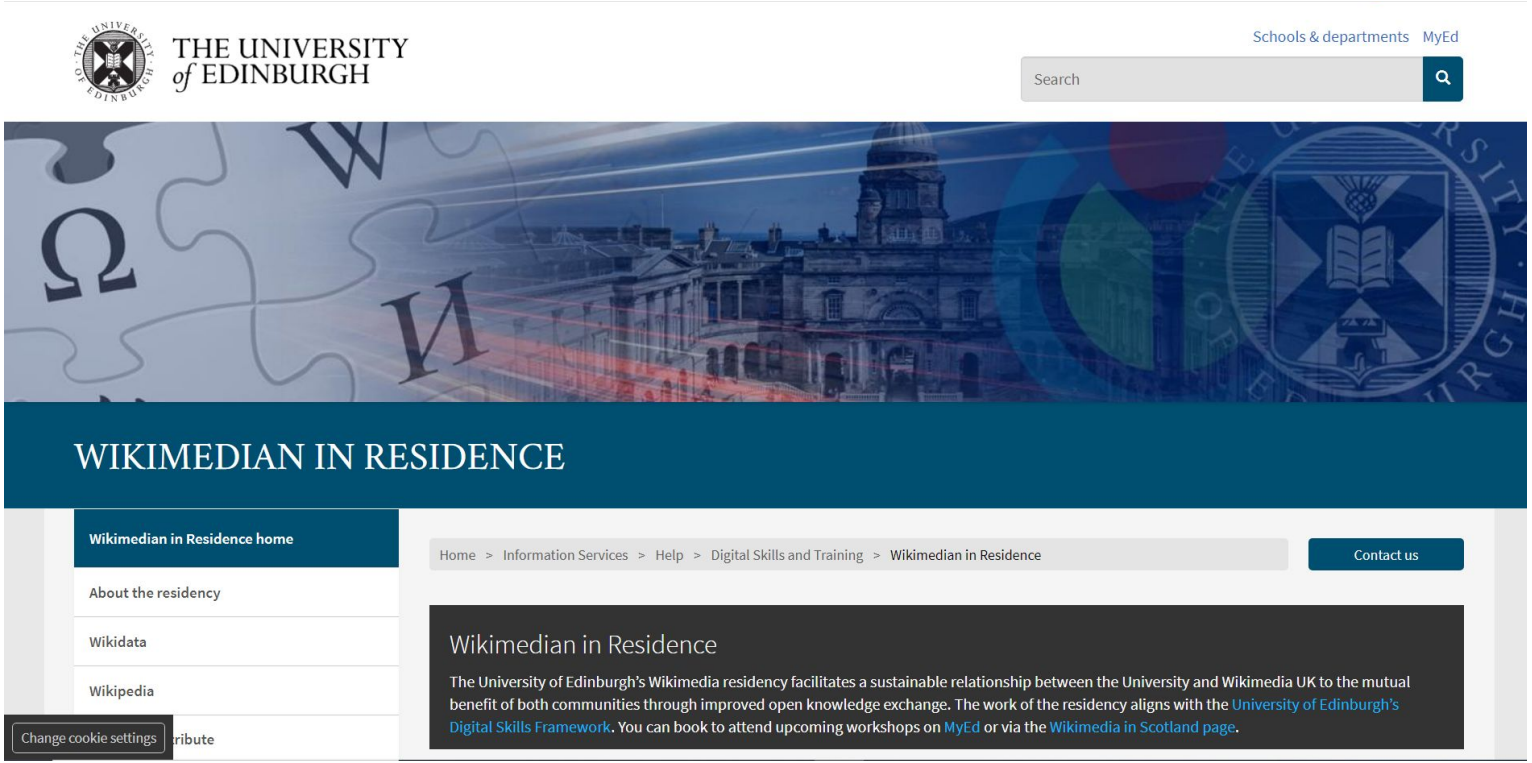
Outreach Dashboard



...inc training modules



UoEdinburgh resource



Scots & Gaelic
Decolonising the curriculum
Mis and disinformation
Gender gap
Data for product design
Wikimedia Israel - commons images
Collaboration of Dental Schools
Collaborative textbook production
Archives project - University of Stirling

Next steps:
Editathon
Pilot course?
Email me!

Thanks!

sara.thomas@wikimedia.org.uk
@lirazelf