



Wikipedia in the Classroom

Designing an Information Literacy Course around a
Wikipedia Editing Assignment

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IST 141: About the class



- **IST 141: “Library Research”**

- 1 credit
- 8 students

- **Learning Goals:**

- Identify, differentiate between, and choose the most appropriate source type for different information needs
- Use effective search strategies to find relevant information sources in the library and on the web
- Gather, synthesize, and summarize information from multiple sources to contribute to scholarly conversation

Why Wikipedia?



- **Audience is general rather than academic**
 - Less focus on writing skill and more focus on synthesizing and summarizing information
 - Ability to clearly explain a topic is a good learning measurement
- **Naturally incorporates ACRL Framework**
 - Less emphasis on arbitrary rules about page length and source requirements
 - More emphasis on scholarship as conversation and research as inquiry
 - Opportunity to explore the value and appropriate use of all kinds of sources, including Wikipedia
- **Published to the web**
 - Product is actual contribution to scholarship
 - Public audience theoretically inspires better student work

Wikipedia & The Framework



- **Authority is constructed and contextual**

- What authority is required to edit Wikipedia? How does this differ from other source types?
- What are the pros, cons, and contexts for different types of source authority?

- **Information creation as a process**

- What is the process of creating a Wikipedia contribution, and how does this differ from the processes of other source types?
- What are the purposes of those differing processes?

Wikipedia & The Framework



- **Information has value**

- What are the most valuable sources for different needs? How does context affect what is considered valuable?
- What do we mean when we describe Wikipedia as an “open” source? Does open accessibility impact “value”?

- **Research as Inquiry**

- What does this Wikipedia article need to improve? What information does it need, and what sources would be most relevant?
- What further questions arise as I look at the sources I find?

Wikipedia & The Framework



- **Scholarship as conversation**

- What conversation goes into a Wikipedia article? How does this compare to conversations in scholarly literature?
- How can I contribute to this conversation?

- **Searching as strategic exploration**

- Where and how can I locate the sources I need? How can I most effectively find and access the most useful sources of information?
- How is my search strategy dependent on the type of source I am looking for?

The Wikipedia Project



- **Choosing an article**

- Open topic choice
- Articles rated C-Class or less

B	<p>The article is mostly complete and without major problems but requires some further work to reach good article standards.</p> <p>More detailed criteria [show]</p>	<p>Readers are not left wanting, although the content may not be complete enough to satisfy a serious student or researcher.</p>	<p>A few aspects of content and style need to be addressed. Expert knowledge may be needed. The inclusion of supporting materials should be considered if practical, and the article checked for general compliance with the Manual of Style and related style guidelines.</p>
C	<p>The article is substantial but is still missing important content or contains much irrelevant material. The article should have some references to reliable sources, but may still have significant problems or require substantial cleanup.</p> <p>More detailed criteria [show]</p>	<p>Useful to a casual reader, but would not provide a complete picture for even a moderately detailed study.</p>	<p>Considerable editing is needed to close gaps in content and solve cleanup problems.</p>
Start	<p>An article that is developing but still quite incomplete. It may or may not cite adequate reliable sources.</p> <p>More detailed criteria [show]</p>	<p>Provides some meaningful content, but most readers will need more.</p>	<p>Providing references to reliable sources should come first; the article also needs substantial improvement in content and organisation. Also improve the grammar, spelling, writing style and improve the jargon use.</p>

The Wikipedia Project



- **Topic choices:**

- Wildlife, NFL Draft, Type of arthritis, Social Media, Clothing company, Transcendentalism, Lucid dreaming, Egyptian queen

- **Talk page suggestions:**

Prognosis [\[edit \]](#)

There is no discussion of prognosis or course of disease. This is a major omission as it is essential to understand that without successful treatment, total destruction of joint cartilage can result. —Preceding [unsigned](#) comment added by [71.141.238.140](#) ([talk](#)) 07:38, 26 April 2009 (UTC)

Transcendental Club [\[edit \]](#)

In my opinion, there should be more information on the Transcendental Club in this article. It is only mentioned, not described at all. While there is a separate article, I think at least a brief description should be added. [66.32.151.112](#) ([talk](#)) 20:15, 21 February 2008 (UTC)

The whole article could really use some help. Feel free to lend a hand yourself! --[Midnightreary](#) ([talk](#)) 20:40, 21 February 2008 (UTC)

Wiki Education Dashboard



- **Weekly tutorials, readings, activities**

- Organize timeline with whatever tutorials and activities you want to include
- Topics include evaluating articles, Wikipedia policies and procedures, adding citations, drafting and publishing content, special topics, etc.
- Every class is assigned a Wiki Ed staff member

Introduction to the Wikipedia assignment

In Class

Welcome to your Wikipedia assignment's course timeline. This page guides you through the steps you'll need to complete for your Wikipedia assignment, with links to training modules and your classmates' work spaces.

Your course has been assigned a Wikipedia Expert. You can reach them through the **Get Help** button at the top of this page.

Resources:

- [Editing Wikipedia](#), pages 1-5
- [Evaluating Wikipedia](#)

Get started on Wikipedia

Assignment - **Due:** 2019-01-28

Training

Wikipedia policies	Completed	Continue →
Sandboxes, talk pages, and watchlists	Completed	Continue →

Wiki Education Dashboard



Trail

Training Library > Moving work out of the sandbox

Moving your work into Wikipedia's mainspace

In this training, you'll learn how to move your drafted content into Wikipedia's mainspace — that's where all the live articles live!

We'll review:

- How to add content to an existing article
- How to create a new article
- How to move a page

Next Page →

The Wikipedia Project



- **Grading breakdown:**

- Project was 80% of grade (remaining grade is participation and attendance)
- Project breakdown:
 - Dashboard modules: 30%
 - Source selection: 30%
 - Final contribution: 15%
 - Peer review: 15%
 - Reflective essay and short presentation: 10%

Hi folks! I'm working on this article for a class project. I've added a small subsection under the "Beliefs" section. I'd like to let everyone know! Any advice would be much appreciated! :) [REDACTED] 19 April 2019 (UTC)

That's beautiful. Simply excellent work. Thank you! [REDACTED] 20 April 2019 (UTC)

Future Updates



- **Change to title and credit hours**

- New title: “Information Literacy for the Digital Age”
- Additional credit hour will allow more time to balance course content with skill-building

- **Change to project**

- More practice with writing style
- Increased discussion of projects with other students
- Clearer expectations RE: substance of edits
- Restructuring dashboard tutorial requirements, and more in-class practice

Some Sources



Cummings, R. E. (2009). *Lazy Virtues: Teaching Writing in the Age of Wikipedia*. Nashville, Tenn: Vanderbilt University Press.

Di Lauro, F., & Johninke, R. (2017). Employing Wikipedia for good not evil: Innovative approaches to collaborative writing assessment. *Assessment & Evaluation in Higher Education*, 42(3), 478–491.

<https://doi.org/10.1080/02602938.2015.1127322>

Shane-Simpson, C., Che, E., & Brooks, P. J. (2016). Giving Psychology Away: Implementation of Wikipedia Editing in an Introductory Human Development Course. *Psychology Learning and Teaching*, 15(3), 268–293. (SAGE Publications. 2455 Teller Road, Thousand Oaks, CA 91320. Tel: 800-818-7243; Tel: 805-499-9774; Fax: 800-583-2665; e-mail: journals@sagepub.com; Web site: <http://sagepub.com>).

Walker, M. A., & Ye Li. (2016). Improving Information Literacy Skills through Learning To Use and Edit Wikipedia: A Chemistry Perspective. *Journal of Chemical Education*, 93(3), 509–515. <https://doi.org/10.1021/acs.jchemed.5b00525>