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# 1. INTRODUCTION TO WIKIPEDIA

## 1.1. What is Wikipedia?

Wikipedia is a free to access virtual encyclopedia that is built collaboratively. Wiki technology is used on its webpages, which lets anyone who accesses it modify the content. All information is accessible free of charge and its license allows the user to exchange, modify, copy and distribute information without restrictions.

*The free encyclopedia that everyone can edit* was created in 2001 by Jimmy Wales and Larry Sanger (in the United States) with the aim of making the sum of human knowledge accessible to everyone around the world, freely and free of charge. Currently Wikipedia has more than 30 million articles in 287 languages and is the most popular and the most extensive work of reference on the Internet<sup>1</sup>.

## 1.2. How does Wikipedia work?

All contributions to Wikipedia are voluntary and can be done without registering as a user. The growth of the encyclopedia has generated a community of users, for each of its linguistic varieties, who have reached a consensus regarding editing policies and basic operating principles. Such collective agreements follow the logic of the *work-in-progress*, according to which all resolutions passed can always be adapted, improved and revised.

The shared policies of all linguistic variations of Wikipedia are called the **5 pillars** of Wikipedia<sup>2</sup>. These pillars originate in the founding spirit of Wikipedia and make up the basic rules of use:

- *Wikipedia is an encyclopedia*: it collects knowledge, it doesn't create original content (it's not a dictionary or a collection of original texts, neither is it a platform for propaganda, etc.).
- *Neutrality*: information must be presented from a neutral perspective, by citing authorized reliable and verifiable sources.
- *Free content*: everybody can collaborate on content and its distribution, respecting the rights of the authors who don't wish their work to be free content.
- *Etiquette*: respect other people who contribute content and don't try to impose personal points of view, act in good faith and avoid personal attacks.
- *There are no firm rules*: editing is ongoing, there is always room for improvement and an older version can always be recovered (e.g. in case of accidental damage to an article).

Besides these basic pillars there are also **rules of use** that have been reached by the consensus of the user community and are presented as recommendations for new users. The basic rule of neutrality has been complemented with two other Wikipedia content policies:

- *Verifiability*: newly added information must be verifiable through work published at other authorized sources.
- *Absence of original research*: Wikipedia does not publish original information or research (unpublished material, essays, and partial results of ongoing investigations).

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<sup>1</sup> [http://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](http://en.wikipedia.org/wiki/Wikipedia:Five_pillars)

<sup>2</sup> More detailed information about the rest of the guidelines may be consulted on Wikipedia's pages, for example: [http://en.wikipedia.org/wiki/Wikipedia:Policies\\_and\\_guidelines](http://en.wikipedia.org/wiki/Wikipedia:Policies_and_guidelines)

The use of multimedia content (such as images and videos) has required the development of standards of use and recommendations to consider the rights of use for pictures and other multimedia content. Images are usually loaded into Wikimedia Commons, the media file repository shared by all Wikipedias, with the recommendation to use a *Creative Commons* license.

The various language versions of the project - while having different user communities and backgrounds - have, in their own way, developed a variety of questions to take into account elements such as: their own style manuals that include guidelines and recommendations; protocols for welcoming newcomers (new users); criteria on how to treat vandalism; discussions about sensitive subjects; and how to detect intrusion on the pages from commercial interests and propaganda by certain people and businesses.

Most language versions of Wikipedia have a **portal for the community of users**, which can be accessed from the menu on the left. There is easy access to all information concerning use and operation standards, recommendations, tasks, news and projects related to the Wikipedia project. There is also usually a welcome page and a basic guide to publishing that lists resources and related links.

The main difference between Wikipedia users is between those who just read the information (readers) and those who also write and edit content (editors). Editors may or may not be registered users (anonymous users). It is the registered users though (who have a page and a user name) who are the ones dubbed as *Wikipedians* and are considered to be people more closely linked to the project.

According to Wikipedia's estimations, there are over 20 million user accounts<sup>3</sup> - even if only a minority of these users contributes regularly. Depending on personal ability or dedication to specific tasks, and always within community consensus, specific roles may be assigned to a user.

Access to different editing tasks does not imply greater decision-making power. The first level of maturity is reached automatically 4 days after creating the user account: *autoconfirmed user*. There are roles addressed at controlling changes done on articles (*rollbacks*) or to create and modify editing filters to avoid abuse (*Edit Filter managers*). Other roles to be highlighted are those of *administrator* (who can temporarily block and unblock users and articles, e.g. to avoid acts of vandalism) and of *bureaucrat* (who can promote a user to the role of administrator) and who are elected by the community<sup>4</sup>.

### 1.3. Who works on Wikipedia?

The nonprofit organization behind the Wikipedia project that supports the initiative is **The Wikimedia Foundation**. Headquartered in San Francisco (USA), it was founded in 2003 (to find an outlet for the costs associated with developing the free encyclopedia) as an entity in the field of education with the mission of developing free and open projects, based on wiki technology, for the entire population<sup>5</sup>.

Besides Wikipedia, the Foundation supports other projects: Wiktionary, Wikiquote, Wikibooks, Wikisource, etc.<sup>6</sup> It works as the host organization of an international network of people, projects and organizations. It is important to distinguish at all times between the Foundation and its projects, from Wikipedia as an encyclopedia. The Foundation manages basic aspects (such as domains and image rights), but the encyclopedia is the result of user participation (whether they are or are not members of the Foundation) and editorial decisions are taken collectively.

Another distinction to take into account is the creation of **local chapters**, which are independent organizations that share the objectives and the values of the Foundation and are involved in developing

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<sup>3</sup> <http://en.wikipedia.org/wiki/Wikipedia:Wikipedians>

<sup>4</sup> You can consult the list and the definition of the types of users here: [https://en.wikipedia.org/wiki/Wikipedia:User\\_access\\_levels](https://en.wikipedia.org/wiki/Wikipedia:User_access_levels)

<sup>5</sup> <http://en.wikipedia.org/wiki/Wikimedia>

<sup>6</sup> [http://wikimediafoundation.org/wiki/Our\\_projects](http://wikimediafoundation.org/wiki/Our_projects)

them in their specific geographical area<sup>7</sup>. Therefore, although they are connected to the original organization, they work and are organized autonomously. Currently, there are 40 recognized and approved local chapters, 5 chapters that are in the process of being recognized and 28 chapters that are still in the discussion phase<sup>8</sup>. This means that the Wikipedia project is present in every continent around the world and that the initiative has expanded and been globally successful.

A case that is perhaps somewhat exceptional (according to the criteria with which the Foundation reaches a resolution regarding the approval of a new local chapter) is **Amical Wikimedia**, the section corresponding to the Catalan language. Usually, a local chapter is associated to a state or an administrative subdivision of the same, so the process for this entity to be recognized has been complex, as there were already local chapters in its linguistic space (Spain, Italy and France).

The Amical Wikimedia<sup>9</sup> association was founded in 2008, although it was not until July 2013 that it was recognized as a thematic organization for the Catalan language that is affiliated to the Wikimedia Foundation. It is a very active association and is involved with both local educational projects and international projects such as the GLAM-Wiki<sup>10</sup> (addressed at professionals in the cultural sector).

On the other hand, the figure of the *wikipedian in residence*<sup>11</sup> has only been created recently – i.e. a Wikipedia editor who, on behalf of an institution (a museum, a library or an archive, for example), facilitates the editing of articles about themes related to the institution or collaborates with materials belonging to the institution or related to it under a free license. The Open University of Catalonia was the first European university to include a wikipedian in residence.

#### 1.4. Educational projects

The whole Wikipedia movement and the network of organizations involved in it are found within the fields of education, the dissemination of knowledge and access to free and open educational resources for the entire population. It is not surprising then that both the Wikimedia Foundation and its affiliates are conducting various differing educational projects in parallel with Wikipedia.

On the one hand, specific sections can be found within the pages of Wikipedia addressing educational content. The English edition created an **education portal**<sup>12</sup> that other language editions later replicated on their own pages. In this portal all kind of resources and information related to the world of education are brought together (terms such as education, important people in the history of education...), information about universities and schools, the state of education in various countries around the world, information addressed at education professionals, information organized thematically, etc.

Within Wikipedia we can also find links to what are called **WikiProjects**<sup>13</sup>: they consist of “user groups working together as a team” to improve the presence or coverage of a certain subject in Wikipedia. On Wikipedia’s English education portal, there is a section that links all wikiProjects related to topics in the educational sector. For example, there is a WikiProject about “Science and Academia” and another specific project about “Universities” (which aims - by mutual agreement - to standardize the structure of the content related to universities, to ensure the preservation of the five pillars in editing this kind of content, etc.).

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<sup>7</sup> [http://wikimediafoundation.org/wiki/Local\\_chapters](http://wikimediafoundation.org/wiki/Local_chapters)

<sup>8</sup> [http://meta.wikimedia.org/wiki/Wikimedia\\_chapters](http://meta.wikimedia.org/wiki/Wikimedia_chapters)

<sup>9</sup> [https://meta.wikimedia.org/wiki/Amical\\_Wikimedia](https://meta.wikimedia.org/wiki/Amical_Wikimedia)

<sup>10</sup> <http://en.wikipedia.org/wiki/Wikipedia:GLAM>

<sup>11</sup> [http://outreach.wikimedia.org/wiki/Wikipedian\\_in\\_Residence](http://outreach.wikimedia.org/wiki/Wikipedian_in_Residence)

<sup>12</sup> <http://en.wikipedia.org/wiki/Portal:Education>

<sup>13</sup> <http://en.wikipedia.org/wiki/Wikipedia:WikiProject>

On the other hand, the Wikimedia Foundation created **Wikimedia Outreach**<sup>14</sup> which is a *wiki* to spread and coordinate divulgation and coordination initiatives. It is addressed to the general public, and to cultural institutions and universities. There are 3 main projects: GLAM (linked to cultural institutions such as museums, libraries and archives); *Students Clubs* (aimed at creating editor communities within an educational organization); and **The Wikimedia Education Portal**, a space addressed to anyone interested in using Wikipedia and its sister projects in education. It is a very complete portal which links educational projects around the world, information and resources, a news bulletin, a space for volunteering and other resources.

From this portal the Foundation manages its educational project addressed at *the educational use of Wikipedia* at universities, the **Wikipedia Education Program**<sup>15</sup>. The educational use of Wikipedia we refer to is that in which an educator sets their students a project or a task that involves contributing to Wikipedia, or the revision of content or its editing process. From this educational program, the Wikimedia Foundation hopes to offer resources and coordination to all those professors who are already carrying out these types of educational initiatives and for those interested in doing so.

The Wikipedia Education Program has grown since the start of the Foundation's initiative in 2010, and it currently has specific projects in Brazil, Canada, Egypt and the United States. This program offers support, resources, and practical information for any educator interested in carrying out educational tasks with Wikipedia. It is especially worth noting the international network of volunteers who, under the title of *Wikipedia ambassadors*, provide support to educators and students, and coordinate the development of activities with the Wikipedia community. Is it also worth mentioning that since 2014 (in the United States and Canada) there is a specific organization called the Wiki Education Foundation<sup>16</sup> that supports and promotes educational projects - and is distinct from the Wikimedia Foundation.

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<sup>14</sup> [http://outreach.wikimedia.org/wiki/Main\\_Page](http://outreach.wikimedia.org/wiki/Main_Page)

<sup>15</sup> [http://outreach.wikimedia.org/wiki/Wikipedia\\_Education\\_Program](http://outreach.wikimedia.org/wiki/Wikipedia_Education_Program)

<sup>16</sup> <http://wikiedu.org>

## 1.5. Resources

The best way of getting into the world of Wikipedia is by consulting its pages. The English, as well as the Spanish and Catalan ones, have complete and detailed information about how the project works and they have developed guides and tutorials to get started with the editing processes.

- **Introduction to Wikipedia:** there is an introductory space on Wikipedia's main page. The basics of how the encyclopedia works are explained there, and the space includes a [basic editing guide](http://en.wikipedia.org/wiki/Wikipedia:Introduction). Link: <http://en.wikipedia.org/wiki/Wikipedia:Introduction>
- **"Editing Wikipedia":** is a guide on how to edit (in .pdf format) that is edited by the Wikimedia Foundation (first edition 2010, updated in 2014). There are roughly 20 pages of clear, detailed graphics that explain the basic concepts to encourage users to start editing Wikipedia's content.  
Link: [http://outreach.wikimedia.org/wiki/File:Welcome2WP\\_English\\_082310.pdf](http://outreach.wikimedia.org/wiki/File:Welcome2WP_English_082310.pdf)
- **Wikipedian Portal:** is a page with information related to the Wikipedian community and, among other resources, it includes an explanation of the principles of Wikipedia with editing recommendations.  
Link: [http://en.wikipedia.org/wiki/Wikipedia:Community\\_portal](http://en.wikipedia.org/wiki/Wikipedia:Community_portal)
- **Help pages:** in all language versions of Wikipedia (from the community portal, for example) help pages may be accessed to answer queries and contact other users.
- **Writing Wikipedia Articles: The Basics and Beyond (WIKISOO).** A Massive Open Online Course (MOOC) organized by the P2P University<sup>1</sup> (an online open university based in an open community project) and coordinated from the selfsame Wikipedia. It lasts 6 weeks and new editions take place periodically.  
Link: [http://en.wikipedia.org/wiki/Wikipedia:School\\_of\\_Open\\_course](http://en.wikipedia.org/wiki/Wikipedia:School_of_Open_course)



## 2. WIKIPEDIA AS AN EDUCATIONAL RESOURCE

### 2.1. Open educational resources

A major impact that the Internet has had on education has been the availability of a wide variety of open educational resources (course materials, study guides, collections of exercises, programmes, etc.) that are all freely accessible on the Web. This phenomenon is rooted in what has been called the **Open Educational Resources movement** or **OER**. The origins of this movement are said to be in 2001 in the USA, when MIT (Massachusetts Institute of Technology) created the *OpenCourseWare* initiative, which consisted of putting all of the teaching materials for their courses online where they became available and free to everyone. This initiative spread to other universities and there are currently many other similar projects around the world, which strengthen and expand the reach of the Open Educational Resources Movement.

At the same time, in recent years, the emergence of the so called Web 2.0 has opened up a new array of possibilities to develop and share resources on the Web. The most significant change within these tools is that they allow the user to create and share information in a relatively easy way and often in collaboration with others, in such a way that the traditional barrier between producers and consumers of information disappears. It is thus that Web 2.0 seems to offer new opportunities to the educational environment that favor **social learning** processes, both inside and outside of traditional educational institutions.

It can be said that Wikipedia represents precisely the confluence of both the OER and Web 2.0 movements. On the one hand, it is a gigantic open repository of knowledge and information with great potential of being used in learning processes at all levels of education. On the other hand it has become an example of **collaborative knowledge production**, through the use of a virtual platform that facilitates collaboration on an unprecedented scale. The collaborative production – or *among equals* – of knowledge can be described as a voluntary form of cooperation that aims to build a commons resource using tools and work platforms on the web. In this sense, Benkler (2006) and other authors consider Wikipedia as a canon example of *mass-online commons-based peer production*: a specific way of producing informational products and knowledge that originates from free software projects.

### 2.2. Wikipedia at university

Wikipedia has a strong presence at university. In fact, several studies show that university students use it regularly as a form of reference, to consult it or to carry out work or do many tasks (Brox, 2012; Knight and Pryke, 2012). In a survey that represents 4,400 students from several German universities, Wannemacher and Schulenburg (2010) found that 80% of the students used Wikipedia regularly and that 60% used it frequently or very frequently. Students not only value the quality of the encyclopedia's articles, but also the ease of access to information and the hypertextual structure that facilitates navigation, as well as the abundance of references and works cited (Alonso and García, 2013; Lim, 2009).

The generalized use of Wikipedia as a reference tool among students does not seem to have been enthusiastically received by educators and other players in the university system, who in some cases perceive Wikipedia with skepticism. For example, quite a few academics believe that it is not legitimate to cite Wikipedia as a source because its articles do not have clear or well-defined authorship - so it is difficult



to verify its content (Jaschick, 2007). In some cases the use of Wikipedia is explicitly forbidden when doing university work or tasks.

From a survey of 133 university faculty, Knight and Pryke (2012) established that the main reason why academics mistrust Wikipedia is its evident deviation from the “conventional models of scholarship”. They mention that people who contribute to Wikipedia do not need to have formal accreditation to do so, that it is possible to make anonymous edits, that there is not a formal peer review process before publication (as is typical of academic publications), and that the authorship of the entries is not clear.

Other possible explanations for academics’ negative attitude towards Wikipedia have more to do with the production model among equals that it represents. Beyond specific concerns about the reliability and credibility of the information provided, several authors detect a fundamental conflict with the epistemological bases and the power and authority relationship that is typical of the academic and scientific culture (Black, 2008; S. Chen, 2010; Eijkman, 2010).

However, based on the data collected in our study about perceptions, attitudes and practices of university educators<sup>17</sup>, we can say that the attitude of university faculty regarding Wikipedia is generally quite positive. Educators have a good opinion about the quality of their articles and, more importantly, are the most frequent users – both for academic and personal topics. It is true, however, that there are few who contribute to editing it, and even fewer who use it as a teaching tool. This is partly because: they don’t have much institutional incentives for doing so; they have little knowledge of other colleagues’ previous experiences; and they certainly perceive a tension between the collaborative model of Wikipedia and the culture of academic publication – something that restricts the use of the free encyclopedia to the private context, and to limit references to it to both colleagues and students.

### 2.3. Educational benefits

In recent years, many university educators around the world have started to openly use Wikipedia as a teaching tool. These experiences mostly show satisfying results and a significant improvement in several basic skills together with a positive influence on student motivation.

The use of Wikipedia as a teaching tool implies, in most cases, that students carry out individual or group activities where the aim is to create new articles or to improve and/or correct existing articles. The educational benefits of these learning activities are determined in the improvement and strengthening of many specific skills (basic or general) and, in the most part, are relevant to university studies. The most important of these skills are mentioned and briefly discussed below.

#### *Interaction and communication*

The educational use of Wikipedia encourages, in the first place, various skills regarding interaction and communication with others. This includes addressing a generic and indeterminate audience. Regardless of whether it is an individual or a group activity, the act of editing Wikipedia content necessarily entails communication and collaboration between (a) students and the educator and (b) with the general Wikipedia community - from administrators to other editors, whether they are registered or anonymous users.

In these interactions users can improve skills related to discussing and arguing in the defense of certain edits or corrections – we remind readers that Wikipedia articles have a discussion page (accessible through a tab on the upper left of the article) in order to discuss and agree changes in content with other editors.

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<sup>17</sup> <http://oer.uoc.edu/wiki4HE/about/>

Therefore this requires the capacity on the part of the students to accept critique and external revisions, and the ability to use the feedback with the aim of improving their own contributions.

### *Writing and comprehension*

Clearly, the writing style used in Wikipedia articles implies different skills and competencies related to writing and the use of the written word. In particular, it encourages an academic style of writing with a preference towards objective facts, a neutral point of view and plenty of references to other sources.

The ability to synthesize is another of the greatest competencies. Writing an encyclopedic article about a certain subject requires a strong ability to understand and synthesize information, as well as the capacity to plan and structure text in different part or sections. Therefore these abilities must also be supported by a deep and exact understanding of the subject matter in question.

Due to the fact that editing activities could consist of translating and adapting articles from other language versions of Wikipedia – or, at least, a critical comparison of the information they provide – competencies related to the use of other languages can also be relevant.

### *Research*

Various abilities related to research are often mentioned as significant educational benefits derived from the active use of Wikipedia in the academic setting. First, preparation activities prior to editing an article enhance students' ability to analyze content. Second, it also encourages critical evaluation of the quality and reliability of various information sources that are necessary for the documentation process. Of course, all of this requires continuous development in the search for information and having some knowledge about various sources (not just from the Internet) and formats.

Last but not least, care must be taken when editing with referencing and correctly citing the sources used in the preparation of the text. We must remind potential editors that the standard of verifiability requires that all Wikipedia content is correctly referenced to authoritative sources, and is previously published and external to Wikipedia itself.

### *Motivation*

Most teaching experiences with Wikipedia in the university context have seen a clear increase in student motivation. Instead of having their work or exercises only read and rated by educators (to then be ignored and forgotten) students see how contributions to Wikipedia can be useful to many people, both inside and outside the university environment. Students are aware, in this sense, of doing an activity in the "real world" and not just a simulation in an educational environment that is restricted and closed.

### *Social benefits*

Besides the educational benefits, the active use of Wikipedia within the university context also produced a number of important social benefits. First, editing Wikipedia means contributing to a common good which can benefit many people, and the only requirement to doing so is to have an Internet connection. In a global social environment with great difficulties to access knowledge openly (due to legal, economic or technological restrictions) Wikipedia represents a clear commitment to free and open access to all kinds of knowledge.

Another social benefit, particularly important in the university context, is an aspect of Wikipedia that is usually overlooked: Wikipedia has become a major source of scientific information for the general public, and not only for an academic or specialist audience. Every day, millions of people around the world look for

scientific information on the web, and Wikipedia entries are often the ones that stand out by being listed at the top of search engine results (being the most consulted!).

These inquiries seek to satisfy the public's curiosity about many scientific issues, either because of their own desire for knowledge or because of specific needs – for example, an important part of these searches is about health or medical issues. So as Wikipedia is an important channel for public communication about science, it is crucial that more scientists or academics are themselves involved in improving its content.

## 2.4. Resources

- Information about Open Educational Resources (OER) can be found on the following **Wikipedia** pages:  
[http://en.wikipedia.org/wiki/Open\\_educational\\_resources](http://en.wikipedia.org/wiki/Open_educational_resources)  
[http://en.wikiversity.org/wiki/Open\\_educational\\_resources](http://en.wikiversity.org/wiki/Open_educational_resources)
- **OER Commons**: is a free online library that allows educators and other people to access several open educational resources (OER) and other educational materials:  
[http://en.wikipedia.org/wiki/OER\\_Commons](http://en.wikipedia.org/wiki/OER_Commons)
- The organization that manages and promotes free open use licenses, Creative Commons, also has specific information about OERs: [http://wiki.creativecommons.org/What\\_is\\_OER%3F](http://wiki.creativecommons.org/What_is_OER%3F)
- **MIT** has a portal specifically addressed at MOOC courses: <http://ocw.mit.edu/index.htm>
- Bibliography cited in this chapter:
  - Alonso, M. I. and García, J. (2013). "Colaboración activa en Wikipedia como método de aprendizaje", *Revista Iberoamericana de Educación a Distancia*, vol. 16, núm. 1, pp. 13-26.
  - Benkler, Y. (2006). *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. New Haven, CT: Yale University Press.
  - Black, E.W. (2008). "Wikipedia and Academic Peer-Review – Wikipedia as a Recognized Medium for Scholarly Publication?", *Online Information Review*, vol. 32, num. 1, pp. 73–88.
  - Brox, H. (2012). "The Elephant in the Room: a Place for Wikipedia in Higher Education?", *Nordlit*, núm. 30, pp. 143–155.
  - Chen, H. (2010). "The Perspectives of Higher Education Faculty on Wikipedia", *The Electronic Library*, vol. 28, num. 3, pp. 361–373.
  - Eijkman, H. (2010). "Academics and Wikipedia: Reframing Web 2.0+ as a Disruptor of Traditional Academic Power-Knowledge Arrangements", *Campus-Wide Information Systems*, vol. 27, num. 3, pp. 173–185.
  - Jaschick, S. (2007). "A stand against Wikipedia", *Inside Higher Education*, num. 26. Available on: <http://www.insidehighered.com/news/2007/01/26/wiki> (last accessed on 13<sup>th</sup> December de 2013).
  - Knight, C. and Pryke, S. (2012). "Wikipedia and the University, a case study", *Teaching in Higher Education*, vol. 17, num. 6, pp. 649–659.
  - Lim, S. (2009). "How and Why Do College Students Use Wikipedia?", *Journal of the American Society for Information Science and Technology*, vol. 60, num. 11, pp. 2189–2222.
  - Wannemacher, K. and Schulenburg, F. (2010). "Wikipedia in Academic Studies: Corrupting or Improving the Quality of Teaching and Learning?", a Ebner, M. i Schiefner, M. (Eds.), *Looking Toward the Future of Technology-Enhanced Education: Ubiquitous Learning and the Digital Native*. Hershey, PA: Information Science Reference (pp. 295–311).
- Related publications from the Wiki4HE project:
  - Aibar, E., Lerga, M., Lladós, J., Meseguer, A., Minguillón, J. (2013). *Anàlisi de freqüències de l'enquesta al professorat de la UOC. Informe preliminar*. Research report, available at the open repository the UOC and on the project's blog (In Catalan: <http://oer.uoc.edu/wiki4HE/recursos/>).
  - Lladós, J., Aibar, E., Lerga, M., Meseguer, A., Minguillón, J. (2013). *An Empirical Study on Faculty Perceptions and Teaching Practices of Wikipedia*. Proceedings of the 12th European Conference on e-Learning (ECEL). Sophia Antipolis, France, pp. 258-265.



### 3. TEACHING PRACTICES WITH WIKIPEDIA

#### 3.1. Introduction

Within the pages specific to Wikipedia's educational projects<sup>18</sup> there is information about 500+ teaching practices that have taken place since 2002 in highly prestigious universities such as Columbia, Harvard, Yale and MIT. There are similar projects in roughly 23 other Wikipedia editions, in languages such as Catalan, Czech, German, Greek, Spanish, French, Russian, etc. Most courses have taken place in the United States, but there have been others in approximately thirty countries around the world. According to this information, more than 4,500 students participated in these courses and they have added the equivalent of 20,000 printed pages of content to Wikipedia in over 6,000 articles.

The application of Wikipedia as a teaching tool at university has so far been collected and documented either by the same faculty who have undertaken these teaching practices, or by the Wikimedia Foundation itself. In this sense, our collection of educational practices is the first to be carried out within the framework of a research university.

The overall objective of the collection of practices that we present below is a document that provides recommendations for university faculty who either want to (a) deepen their practice or (b) start this kind of exercise. The ultimate aim is to help spread the use of open educational resources on the Web in innovative ways.

In order to compile the information, the process started by documenting the research data available on the internet. Later, however, given the disparity of information, we designed a *form* or *sheet* to standardize the information and proceeded to directly contact the faculty who had evidence that they were carrying out teaching with Wikipedia. We are taking this opportunity to thank the collaboration, encouragement and support of all the faculty members who answered our call.

The items on the information form have been built based on a review of the specialized texts and the preliminary results of our research. For our research we requested *General information about the faculty member* (name, academic position, university, country...), *general information about the course* in which the teaching practice was conducted (course name, academic field or discipline to which it belonged, academic level, number of years during which it has been done, which edition of Wikipedia it contributed to...), *details about the task or tasks that students were asked to do* (type of activity to be performed, educational objectives, model evaluation, course organization. ...), *additional information on resources used* (whether or not they had outside help, support materials, publications ...) and questions *assessing the experience*.

By analyzing the information collected (a total of 52 forms) we have produced a series of recommendations and practical examples to highlight the most relevant and useful information. There are 6 main sections with 18 sample forms and a final section on resources. In these forms most of the information, especially concerning how the teaching experience is characterized, has been provided by the same faculty members who responded to our form (although some content has been edited and modified to adapt it to the guide's requirements).

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<sup>18</sup> You can check the links on the Resource section of this chapter.

### 3.2. Types of activities

We found seven distinct types of activities that involve editing content on Wikipedia. When choosing between one activity or another we should take into account some criteria such as the educator's experience in the editing process, the course's parameters (for example, its duration and work load), the students' familiarity with 2.0 tools and with the course's general topic etc.. But what must be taken into account, above all, are the learning goals of the course and the most appropriate way to achieve them.

#### What kind of activities can we set for our students?

- Critical analysis of existing articles
- Article correction
- Adding references or multimedia content (photos, illustrations, videos)
- Expanding and improving existing articles
- Creating new articles
- Getting an article to be *featured* (for quality)
- Article translation

A teaching practice can be built from any one of these activities, as seen in the first three examples (forms 1, 2 and 3): a critical analysis of existing items; adding references or multimedia content; expanding and improving existing articles. Each of these options is recommended if you are unfamiliar with Wikipedia's editing process, or in cases where the content that you want to work on is in a very specific subject.

It is easy, however, for various activities to be combined using the same approach. For example, if we aim to make an article get the Featured Article badge, the exercise tasks will also involve its correction, the addition of references or multimedia content, and expanding and improving the existing content. This is the case shown on Form 4, which gives the option to create a new article that will ideally become a quality (Featured) item.

On the other hand, there is the option to combine several activities for any reason whatsoever. Form 5's teaching activities combine the critical analysis of articles, the expansion of existing articles and the creation of new articles in order for students to become familiar with how Wikipedia works and with the contents of the course.

Finally, several open options can be shown from which the students can choose one. As we can see on Form 6, the educator invites students to choose between (a) extending an existing article and (b) creating a new one.

## Form 1

### CRITICAL ANALYSIS OF EXISTING ARTICLES

#### Faculty

Antoni Meseguer Artola  
Assistant Professor  
Economic and Enterprise Studies  
Open University of Catalonia  
Spain

#### Course name

Advanced quantitative research methods in the information society






#### Area of expertise

Statistics and econometrics

#### Course level

Master students

#### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Individual

#### Language version of Wikipedia

English

#### Teaching period

2012 – 2014

#### Average number of students

22

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

*Elearning by comparing.* A document explaining the experience in detail can be found at the Wiki4HE project blog:

<http://oer.uoc.edu/wiki4HE/seminari-internacional/presentacions/>

#### Rating



### DESCRIPTION

Students must evaluate or verify the information in Wikipedia articles by comparing their content with those in specific material for academic learning. There are 4 evaluation phases during the course. As part of the evaluation for each of them, students must answer 4 questions about the integrity and the reliability of Wikipedia, and about how useful and up-to-date it is in comparison to standard learning materials. They must provide evidence (examples) in order to argue their answers.

### ASSESSMENT

The exercises were evaluated according to the evidence that supports students' perception about the quality of various Wikipedia articles. If no evidence is given, students will not pass the exercise.

### APPRAISAL

"This teaching experience has been very positive: we have improved students' academic performance. They are getting better results in comparison to previous years when Wikipedia was not introduced in the learning process."



#### Application of the methodology

##### Course description:

- **Master Program** in Information and Knowledge Society at IN3- UOC: "Advanced Quantitative Methods in Knowledge Society Research"

- **advanced quantitative course** that complements statistical knowledge developed in previous basic courses

- the course is divided into four units: **Sampling methods**, **Topics in econometrics**, **Structural equations modeling (SEM)**, and **Neural Networks (NN)**

- it is a **practical course**, where each technique is applied to particular cases, with **real data**, and basic references are given in both, web format and recommended bibliography, to understand the **theoretical foundations** of each technique.

## Form 2

### ADDING REFERENCES OR MULTIMEDIA CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)

#### Faculty

Lorena Gutiérrez Madroñal  
Professor  
Computer Engineering Department  
University de Cadis  
Spain

#### Course name

Multimedia tools and animation






#### Area of expertise

IT

#### Course level

Senior grad students

#### Teaching objectives

Development of writing competencies	
Digital literacy	
Critical thought and research skills	
Collaboration	
Working with wikis: technical and communication skills	

#### Mandatory or optional activity

Optional

#### Group or individual

Individual

#### Language version of Wikipedia

Spanish, English, French, and Italian

#### Teaching period

2012 - 2014

#### Average number of students

70

#### Is it in a wider educational project with Wikipedia?

Yes: "UCAC2 Project"

<http://commons.wikimedia.org/wiki/Commons:UCAC2>

#### Resources

Support from an online Wikipedian Ambassador  
Introductory material (guides, tutorials...).

Gutiérrez, L. et al. *Desarrollo de materiales multimedia libres de carácter enciclopédico: Del aula a Wikimedia Commons*. X Jornadas Internacionales de Innovación Universitaria. Universidad Europea Madrid: 2013. At (in Spanish):

<http://www.uem.es/myfiles/pageposts/jiu/jiu2013/tecnologia-e-innovacion-docente.html>

#### Rating



#### DESCRIPTION

The students are taking the degree on Publicity and Public Relations. One of the activities in the *Multimedia Tools and Animation* course consists of creating models and 2D and 3D animations for Wikipedia articles and to publish them on *Commons*, in collaboration with Wikimedia Spain.

Some shortcomings have been identified in the multimedia available on *Commons*, such as images that are hard to get for free due to copyright restrictions, or videos that cannot be made because they are difficult to record.

This project offers students the opportunity of modeling the objects in these images to recreate the same information in animated videos like those that are so difficult to obtain. At the same time, it allows students to work in a professional environment and to present their work. In this way they will be part of the graphic author community in *Wikimedia Commons*.

#### ASSESSMENT

Students who decide to carry out this activity receive an extra 1.5 points on top of their latest mark. Instructions must be followed that are given by both the professor and the professional expert in animation and multimedia tools.

#### APPRAISAL

"Although the number of students who participated in the experience was small, it was observed that those who carried out the activity had acquired a greater competence with the animation tool than other students. They had improved their knowledge and skills and, thus, the practice exam for the course was easier and more accessible for these students. Besides, the students who took part positively evaluated the fact that there was animation made by them on Wikipedia and they considered it as a way to be better known and to give more visibility to their CV."



### Form 3

#### EXPANDING ARTICLES

##### Faculty

Donna Lind Infeld  
Professor  
Trachtenberg School of Public Policy and Public  
Administration  
George Washington University  
USA

##### Course name

Policy Analysis

##### Area of expertise

Social sciences

##### Course level

Postgrad students

##### Teaching objectives

Development of writing competencies



Digital literacy



Critical thought and research skills



Collaboration



Working with wikis: technical and  
communication skills



##### Mandatory or optional activity

Optional

##### Group or individual

Individual

##### Language version of Wikipedia

English

##### Teaching period

2010 - 2014

##### Average number of students

20

##### Is it in a wider educational project with Wikipedia?

Yes, initially: "Public Policy Initiative".

[http://outreach.wikimedia.org/wiki/Public\\_Policy\\_Initiative](http://outreach.wikimedia.org/wiki/Public_Policy_Initiative)

##### Resources

Support from an in Campus Wikipedian Ambassador,  
during the first semesters.

Introductory material (guides, tutorials...).

Infeld, D. I Adams, W. *Wikipedia as a Tool for  
Teaching Policy Analysis*. Journal of Public Affairs  
Education: 19 (3), p. 445–459. 2013. Disponible a:  
[http://www.naspaa.org/jpaemessenger/Article/VOL19-3/06\\_Infeld-Adams.pdf](http://www.naspaa.org/jpaemessenger/Article/VOL19-3/06_Infeld-Adams.pdf)

#### Rating



#### DESCRIPTION

After completing a thorough policy analysis as the  
main exercise for the course, students must find a  
Wikipedia page related to either the central problem  
or to one of the policy options they've analyzed. The  
exercise with Wikipedia consists of adding or  
updating the content on the page and to monitor the  
chosen site for 2 weeks. Then they have to write an  
essay about the experience, also based on the topics  
studied in class and readings for the course.

#### ASSESSMENT

Each student's essay is evaluated on a scale of 0 to  
100, taking into account the writing style used, the  
logic of their argument, their understanding and  
their analysis of the information, and the  
documentation used to write the article.

#### APPRAISAL

"Students who did the exercise were very motivated  
and considered it a positive experience."

Navigation  
Main page  
Outer Space  
Recent changes  
Projects & Programs  
Ambassador Program  
Student Clubs  
Account Creation  
Improvement Project  
Bookshelf Project  
Public Policy Initiative  
Best practices  
10th anniversary  
Target audiences  
Secondary Education  
Higher Education

Page Discussion Read Edit

### Public Policy Initiative

The **Public Policy Initiative** is a pilot project that the Wikimedia Foundation is running during the 2010-11 academic year. Professors at public policy programs in universities in the United States are participating in our initiative by asking their students to improve articles on the English-language Wikipedia as part of the curriculum. The Foundation will provide professors support in the form of lesson plans and coordination with the community to provide Wikipedia Ambassadors, who will serve as mentors for the first-time Wikipedians.

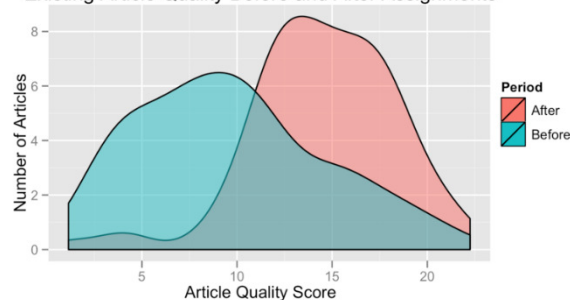
The Public Policy Initiative is a completely new and exciting model for outreach with subject matter experts on Wikipedia. It's also a first for the Wikimedia Foundation, and something we hope will lead us toward new best practices and a solid foundation to better collaborate with our volunteers and with academic and institutional partners. We believe that the Wikipedia Public Policy Initiative will both improve public policy content during the duration of the project and also produce information and infrastructure that could inform the design and development of a long-term sustainable model.

#### Fall 2010 Courses

We've lined up nine professors at eight universities to teach eleven courses in the fall. The courses participating in the Public Policy Initiative are:

- Introduction to the Study of the Arab World, Professor Rochelle Davis, Georgetown University
- Theorizing Culture and Politics, Professor Rochelle Davis, Georgetown University
- Grassroots Politics and Public Policy, Professor Michael Cornfield, George Mason University
- Fundamentals of Political Management, Professor Michael Cornfield, George Washington University
- Policy Analysis (two different sections), Professor Donna Infeld and Professor Peter Linquist, George Washington University
- Media, Politics and Power in the Digital Age, Professor Nicco Mele, Harvard University
- Seminar in Urban Economic Development, Professor Barry Rubin, Indiana University
- Seminar in International Law, Professor Charm Karamanos, I. Kottis University

Existing Article Quality Before and After Assignments



Amy Roth (Public Policy Initiative). Quality of student  
contributions in pre-existing articles to the content of Wikipedia  
through the Public Policy Initiative. 12 July 2011.

## Form 4

### GETTING AN ARTICLE TO BE FEATURED

#### Faculty

Phillip Edwards

Assistant Director

University Center for the Advancement of Teaching  
Ohio State University  
USA

#### Course name

Retrieving and analyzing information

#### Area of expertise

Information Science

#### Course level

Senior grad students

#### Teaching objectives

Development of writing competencies



Digital literacy



Critical thought and research skills



Collaboration



Working with wikis: technical and communication skills



#### Mandatory or optional activity

Mandatory

#### Group or individual

Group

#### Language version of Wikipedia

English

#### Teaching period

2010 - 2011

#### Average number of students

25-45

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

Introductory material (guides, tutorials...).

Course follow-up through the professor's Wikipedia user page: <http://en.wikipedia.org/wiki/User:Pmedward>

Edwards, P. M. (2010). *Theories-in-use and reflection-in-action: Core principles for LIS education*. Journal of Education for Library and Information Science, 51(1), 18-29.

<https://docs.google.com/file/d/0B-m9gwXu1Ap5MmU2Zjk4OWItOTRjYS00NTQwLWFhNDYtZjE1MzMONTIINmFi/edit?usp=sharing>

### Rating



#### DESCRIPTION

Throughout the semester, students work in groups of 3-4 people to research and write an article on Wikipedia (new or existing) that aspires to be a Featured Article. Each group freely chooses the topic and the article to edit. To do the exercise, students are expected to review and evaluate information sources and resources relevant to their subject and to decide what to use as references or external links to support their article. They recommended that each group aims at making a contribution of 1,000 to 1,500 words.

Each group should select a topic within their field of study (computer science, music, history, journalism, information science, biology ...) or an area of shared interest. One way of selecting a topic is to check the *list of entries that require editing tasks* that are in the same Wikipedia and thus find an entry that already has a *stub*, or trying to integrate the topic into an existing project.

#### ASSESSMENT

The faculty member has developed an evaluation system that you can read in more detail in the reference documents. After reviewing the results of the exercise (i.e. how the article has been edited), the assessment is based on a 16 point system:

- Topic selection, scope and refinement (4 pts.)
- Reflecting a diversity of existing knowledge, perspectives and sources of information (4 pts. x 2 = 8 pts.)
- It follows Wikipedia's conventions and criteria to become a Featured Article (4 pts.)

#### APPRAISAL

"In general, I think the practice is 'good', but for the first undergraduate courses (and perhaps also for postgraduate ones) I need training and support in the editing process. Technically, for example: on how to use *markup*, the changes on page view, etc. The editing rules of Wikipedia must also be explained clearly and there must be some deeper critical evaluation of sources. Because of this I would suggest that at least one or more of these challenges is related to the learning objectives of the course."

## Form 5

### CRITICAL ANALYSIS OF EXISTING ARTICLES EXPANDING AND IMPROVING ARTICLES CREATING NEW ARTICLES

#### Faculty

Stephanie Swartz and Janat Makan  
Professors  
School of Business  
University of Applied Sciences  
Germany

#### Course name

LLM English Project

#### Area of expertise

Legal sciences

#### Course level

Postgrad students

#### Teaching objectives

Development of writing competencies

Digital literacy

Critical thought and research skills

Collaboration

Working with wikis: technical and  
communication skills



#### Mandatory or optional activity

Mandatory

#### Group or individual

Both

#### Language version of Wikipedia

English

#### Teaching period

2011 - 2013

#### Average number of students

20

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

Link with detailed information about the project:

[http://en.wikipedia.org/wiki/Wikipedia:School\\_and\\_university\\_projects/University\\_of\\_Applied\\_Sciences,\\_Mainz,\\_Germany\\_-\\_LLM\\_English\\_Project](http://en.wikipedia.org/wiki/Wikipedia:School_and_university_projects/University_of_Applied_Sciences,_Mainz,_Germany_-_LLM_English_Project)

Introductory material (guides, tutorials...).

#### Rating



#### DESCRIPTION

This teaching practice combines different activities or tasks. The idea is that students carry out three tasks that enable progressive learning for how Wikipedia works and the course content.

First of all, there's the critical reading of selected articles. Then there's the practical work of editing an existing article existent and, finally, students are encouraged to create a new article on their own about a topic of their choosing that is related to those covered in the course.

#### ASSESSMENT

The students had to present a *portfolio* of their work from the conclusions from their first exercise, the small editions and the creation of their own article. By including screenshots and other printing options, an overview of their work and their dedication to the task was provided.

#### APPRAISAL

"The set of activities was received with mixed feelings by the students. I found that using Wikipedia is not widely accepted in the university and that it was difficult to overcome the reluctance that appeared when it came to contributing to the encyclopedia.

Also, some of the students were concerned about privacy issues. Other felt intimidated by the fact that their articles could be viewed and criticized by others.

Despite all this, I thought this was an excellent way of getting the more advanced students further involved with their writing assignments. Many appreciated the exchange with other Wikipedia users.

I noticed how digital native students approached the task with less skepticism, while older students rejected the idea."

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EXPANDING AND IMPROVING ARTICLES  
CREATING NEW ARTICLES

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## Faculty

Linda S. Watts

Professor

School of Interdisciplinary Arts and Sciences  
University of Washington Bothell  
USA

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## Course name

Senior seminar: "Revisiting the Weather  
Underground"

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## Area of expertise

Interdisciplinary

## Course level

Senior grad students

## Teaching objectives

Development of writing competencies

Digital literacy

Critical thought and research skills

Collaboration

Working with wikis: technical and  
communication skills

## Mandatory or optional activity

Mandatory

## Group or individual

Individual

## Language version of Wikipedia

English

## Teaching period

2007 - 2014

## Average number of students

15 - 20

## Is it in a wider educational project with Wikipedia?

No

## Resources

Introductory material (guides, tutorials...).

Watts, L. "Writing Radical Lives: Undergraduates  
Publishing Activist Biographies on Wikipedia", a Wankel &  
Blessinger eds., *Increasing Learner Engagement through  
Cutting-edge Technologies*. Bingley, UK: Emerald  
Publishing, 2012. p. 109-135.

## Rating



## DESCRIPTION

As part of a series of writing assignments, students research and publish the research results on Wikipedia about the *Weather Underground* organization. In principle, it is to add or improve a biographical entry's content about a member of the group. In some cases, work was done on other related topics (not biographical) and a new article was created.

## ASSESSMENT

Students are assessed based on: their investigation protocols; the written drafts with their proposals for editing and creating content; their edits, their monitoring work, and their response to comments about their edits; and their own comments on the work of their classmates.

## APPRAISAL

"I believe it was a mutually beneficial activity. Wikipedia gained some well-documented content and the students got an audience for their academic work."

**Weather Underground  
or Weather Underground Organization**



"Our signature was...letters of explanation....  
Each letter had a logo hand-drawn  
across the page...." — BILL AYERS\*

\* "Weather Underground Redux, Bill Ayers."  
Billayerswordpress.com; 2006-04-20. Retrieved June 2010.  
[http://en.wikipedia.org/wiki/Weather\\_Underground](http://en.wikipedia.org/wiki/Weather_Underground)

### 3.3. Teaching objectives

We have used this body of reference: *Case Studies: How professors are teaching with Wikipedia*<sup>19</sup> (2012) created by the Wikimedia Foundation to systematize the learning objectives for implicit teaching practices. Five main objectives (collected from the participation of educators in the project) are described and can be summarized as:

#### *Development of writing skills*

Students learn to write for a diverse audience outside the classroom. The process of content creation involves learning to write with others and also to include revisions of their work (instead of one single final draft). Moreover, with Wikipedia's emphasis on verifiability and not including "original research", students gain a greater understanding of the differences in style between writing based on the facts and trying to be persuasive.

#### *Promoting digital literacy*

The transparency and collaborative approach that Wikipedia represents encourages students to become aware of the process of creation and consumption of information and reflect on what use is made of the sources of information.

#### *Critical thought and research skills*

Thanks to the critical analysis of Wikipedia articles, students learn to: determine the perspective of how a topic is approached in an article; identify what information is missing; and assess to what extent the article is documented with reliable sources. This evaluation process is very similar to the process used when academic research work is reviewed.

#### *Collaboration*

Students not only learn to work collaboratively with their classmates, but also with a powerful active community of volunteer editors. The reviewing process generates feedback on their work and from that they learn to build consensus on the content.

#### *Working with wikis: technical and communication skills*

Wiki software is growing in use and it is now common in both corporate and educational environments. The editing tasks within Wikipedia teach students how to use the popular MediaWiki software. Students communicate on articles and on user's discussion pages, so that they develop skills and techniques appropriate to convey their message to their target audience.

Normally, in any teaching practice with Wikipedia, a set of educational objectives are worked on to a greater or lesser extent. But there are cases in which we prefer (or are more interested in) to work on one or more of these objectives more specifically. In this section we have chosen five examples of cases (forms 7 to 11) that followed the order of presentation of the teaching objectives and, at the same time, showed intensified dedication to each of the points.

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<sup>19</sup> [http://outreach.wikimedia.org/wiki/Education/Case\\_Studies](http://outreach.wikimedia.org/wiki/Education/Case_Studies)

## Form 7

### ARTICLE CORRECTION

### ADDING REFERENCES OR MULTIMEDIA CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)

### EXPANDING AND IMPROVING ARTICLES

### CREATING NEW ARTICLES

#### Faculty

Rochelle Davis

Associate Professor

School of Foreign Service

Georgetown University

USA

#### Course name

Introduction to the Study of the Arab World


#### Area of expertise


Social sciences

#### Course level


Postgrad students


#### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and  
communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Individual

#### Language version of Wikipedia

English

#### Teaching period

2010

#### Average number of students

28

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

[http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_United\\_States\\_Public\\_Policy/Courses/Introduction\\_to\\_Study\\_of\\_Arab\\_World\\_fall\\_2010](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_United_States_Public_Policy/Courses/Introduction_to_Study_of_Arab_World_fall_2010)

Support from a Wikipedian Ambassador online and on campus.

Introductory material (guides, tutorials...).

Roth, A. et al. *Assigning Wikipedia editing: Triangulation toward understanding university student engagement*.

First Monday, May 2013. Available at:

<http://firstmonday.org/ojs/index.php/fm/article/view/4340>

Brian, W. et al. (2012). "Assigning Students to Edit Wikipedia: four case studies", *E-Learning and Digital Media*, vol. 9, number 3, pg. 273-283. Available at:

<http://dx.doi.org/10.2304/elea.2012.9.3.273>

#### Rating



#### DESCRIPTION

This practice requires a lot of writing effort from the students, not only to contribute to Wikipedia, but also to reflect on their research progress. The first weeks of the semester were earmarked to becoming familiar with the basics of running and editing Wikipedia, and to choose a topic of research that would make significant contributions to the encyclopedia.

First, students develop the research topic offline and through two types of activity: the draft of what will be their contribution to Wikipedia, and a journal in which they had to tell their tasks and the work process they had gone through to develop the article.

After a few weeks the draft was published on Wikipedia and the feedback from the community was monitored until a definitive article was complete. At the same time, there was follow-up and an explanation of the process in the journal.

Students learn how to develop a research topic by using a variety of sources, to read critically and to analyze large amounts of information, and to make decisions about how to organize the material and what to include when presenting the topic.

#### ASSESSMENT

Writing the final article about their research topic represented 30% of the grade. For it, they had to turn the written work done for the Wikipedia article into a scholarly paper with corresponding arguments.

The set of journal entries that collected the work process and the overall experience (a minimum of three entries), represented 45% of the grade, based on the criteria:

1. The vision and the approach to the content of the article.
2. Research carried out "thinking beyond Google" to find relevant and diverse sources.
3. The organization of content, materials and information in the article.
4. Writing substantiated and well-reasoned entries.

#### APPRAISAL

"With over ten years' experience working as an educator, I consider that some of these final works are some of the best academic work I have received from the students. The fact that students have invested their time to learn the subject through the process of researching and writing a Wikipedia article led them to develop well-argued and well-grounded scholarly work."

## Form 8

### CREATING NEW ARTICLES

#### Faculty

Lila Pagola  
Professor  
Audiovisual Design Department of the  
Villa María National University  
Argentina

#### Course name

New technologies and multimedia production






#### Area of expertise

Social sciences

#### Course level

Senior grad students

#### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Individual

#### Language version of Wikipedia

Spanish

#### Teaching period

2013

#### Average number of students

15

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

Support from the Wikinews community, also through an Ibercoop mailing list.

Introductory material (guides, tutorials...)

#### Rating



#### DESCRIPTION

In this case, the teaching practice was not focused on the main Wikipedia project, but on the *Wikinews* project, which is a portal for news only.

The activity consisted of creating new news articles for the Spanish version of the portal. The edits were made directly on the portal and were therefore subject to being reviewed by the community of editors and readers.

#### ASSESSMENT

- Basic research, the eligibility of topics and original writing: 50% of the grade.
- Including multimedia material, using the right license: 30%.
- Adapting to the wiki format: 20%.

#### APPRAISAL

"This was our first experience with *Wikinews*. I hadn't personally participated in this community and I think this was a kind of a limitation, at first.

My students "hated" *Wikinews* for a while, as many of the news pieces they suggested ended up being removed by the community, for various justified reasons. But there was also some great collaboration with some of the *Wikinews*' regular editors, and that was very productive because it gave my students a lot more autonomy to solve the issues with their articles directly, outside of class time and without my direct intervention."

One of the students eventually managed to publish a news piece, shown on June 23, 2013 (in Spanish):

[https://es.wikinews.org/wiki/Se\\_dan\\_a\\_conocer\\_las\\_listas\\_para\\_las\\_elecciones\\_legislativas\\_nacionales\\_en\\_Argentina](https://es.wikinews.org/wiki/Se_dan_a_conocer_las_listas_para_las_elecciones_legislativas_nacionales_en_Argentina)

<https://es.wikinews.org/wiki/Wikinoticias:2013/06/23>



## Form 9

ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)  
EXPANDING AND IMPROVING ARTICLES  
CREATING NEW ARTICLES  
GETTING AN ARTICLE TO BE FEATURED

### Faculty

David Gómez Fontanills  
Assistant Professor  
Department of IT, Multimedia and  
Telecommunications  
Open University of Catalonia  
Spain

### Course name

Image and visual language






### Area of expertise

Design

### Course level

Senior grad students

### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and  
communication skills 

### Mandatory or optional activity

Mandatory

### Group or individual

Individual

### Language version of Wikipedia

Catalan and Spanish

### Teaching period

2010 - 2011

### Average number of students

65

### Is it in a wider educational project with Wikipedia?

No

### Resources

(In Catalan):

[https://ca.wikipedia.org/wiki/Viquiprojecte:Tipografia/curs\\_2010-11\\_UOC\\_1s](https://ca.wikipedia.org/wiki/Viquiprojecte:Tipografia/curs_2010-11_UOC_1s)

Tutorial support from advanced users

Introductory material (guides, tutorials...)

Gómez, D. (2012). *Wikipedia: Frecuentando el otro lado*.  
Available at Academia.edu.

### Rating



### DESCRIPTION

The activity lasted 11 weeks and was part of a series of other programmed activities carried out during the course. The extensive amount of time allowed students to delve into the materials and the sources necessary to write articles, as well as participate at various intervals and interact with the Wikipedia community.

A Wikiproject was created to coordinate this exercise. Through it, different articles were linked that were being worked on; help pages and other useful resources were listed; work tips and instructions were given; and there was also a reference page that could be used by the students and the Wikipedia community as a whole.

### ASSESSMENT

The resulting final article is assessed with *wiki* resources also taking into account: the article's History (where we can access previous versions and compare changes between versions) and User Contributions (which shows all the changes a user has made to any page on Wikipedia).

Students were also asked to prepare a report reflecting their work based on (among others) the following items: Self-evaluation of the work carried out; Templates and Categories included; Bibliography, Sources and References; Discussion about their interaction with the community; Petitions to review content (if any were requested); Distinctions (if any were received); Multimedia material added (if applicable); other.

The educator puts special emphasis on monitoring each student's work on Wikipedia during the course, as needed to guide the students and to identify any questions to solve, but also in order to assess the reports and the final results.

### APPRAISAL

"It was a very enriching experience that was also at a personal level. Most students used the sources properly and delved deeply into their content.

Some said that working with *wiki* was an additional effort (although some also said that it was well worth it), so it was right to include it with a high percentage for the final mark for the subject. I believe the self-evaluation halfway through the term was key."



## Form 10

ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)  
EXPANDING ARTICLES  
CREATING NEW ARTICLES

### Faculty

Francis Bond  
Associate Professor  
Division of linguistics and multilingual studies  
Nanyang Technological University  
Singapore

### Course name

Language, technology and Internet






### Area of expertise

Humanities

### Course level

Senior grad students

### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and  
communication skills 

### Mandatory or optional activity

Mandatory

### Group or individual

Group

### Language version of Wikipedia

English

### Teaching period

2010 – 2014

### Average number of students

30

### Is it in a wider educational project with Wikipedia?

No

### Resources

[https://en.wikipedia.org/wiki/Wikipedia:School\\_and\\_university\\_projects/NTU\\_HG252\\_Language,\\_Technology\\_and\\_the\\_Internet](https://en.wikipedia.org/wiki/Wikipedia:School_and_university_projects/NTU_HG252_Language,_Technology_and_the_Internet)

Tutorial support from advanced users

Introductory material (guides, tutorials...)

### Rating



### DESCRIPTION

Students must get a linguistics-related (in the broadest sense) Wikipedia article to be flagged as a *featured article*, but without going through the qualification process needed for a *good article*\* (as it's too long-winded to be completed in a short course's timeframe).

The main objective of the exercise is to learn about collaborative editing. The exercise is part of a broader course on language and technology.

### ASSESSMENT

The educator follows every page as they are being worked on (to see how people interact online) and then the final page is assessed one week after the deadline (to verify that the changes are not reversed).

The evaluation criteria is the same as the 6 qualification criteria for a *good article* (well-written, verifiable with no original research, broad in its coverage, neutral, stable and illustrated, if possible, with images)\*\*.

### APPRAISAL

"In general, I think it's a great experience for the students. For many Internet searches, Wikipedia is the first result (using Google) and it's good for students, primarily, to learn about the underlying collaborative editing process, and then to be able to say: "I wrote some of the content". Furthermore, I think we definitely improved Wikipedia's coverage of our chosen topics.

The only problem we encountered was that of editors who monitored vandalism/antisocial edits. It can become a real problem: if someone really insists on it, they can prevent any progress on a page. Students don't have infinite time to debate editions; if someone was really nasty we moved on to a new page."

\*

[http://en.wikipedia.org/wiki/Wikipedia:Good\\_article\\_nominations](http://en.wikipedia.org/wiki/Wikipedia:Good_article_nominations)

\*\* [http://en.wikipedia.org/wiki/Wikipedia:Good\\_article\\_criteria](http://en.wikipedia.org/wiki/Wikipedia:Good_article_criteria)

## Form 11

### STYLE CORRECTION

ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)  
CREATING NEW ARTICLES

#### Faculty

Toni Hermoso Pulido

Assistant Teacher  
Genomic Regulation Centre  
Pompeu Fabra University  
Spain

#### Course name

Introduction to the world of Wikipedia


#### Area of expertise


Humanities

#### Course level


Senior grad students


#### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and  
communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Both

#### Language version of Wikipedia

Catalan

#### Teaching period

2010 - 2014

#### Average number of students

15

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

(In Catalan): <http://bioinformatica.upf.edu>

Introductory material (guides, tutorials...)

#### Rating



### DESCRIPTION

This is basically a 2-hour practical to introduce Biotechnology students to working with *wikis* and *wiki* editing. By editing Wikipedia, the idea is to understand how information is managed with *wikis* (very widely used tools in academic centers and companies).

### ASSESSMENT

Given the limited time allotted for the activity, what is essentially assessed is students' participation and motivation. If some of them get to contribute to or correctly create articles on Wikipedia as part of their work (after this practical) or for their end of course project, it will be evaluated positively.

### APPRAISAL

"I think this activity is a very positive introduction to the *wiki* world for the students. In order to delve in the world of Wikipedia properly, and get to understand and master more advanced uses, an activity should be designed that lasts longer."

### 3.4. Course organization

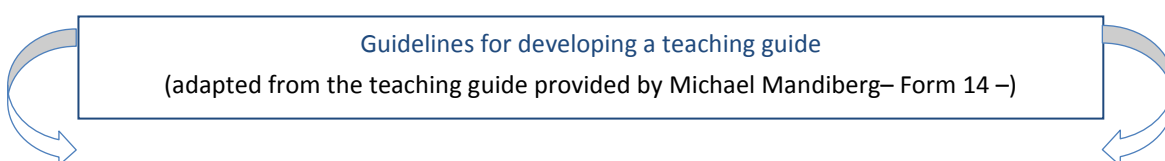
It is important to plan the activity well and to provide the students with all the information they need to understand the dynamics of the course and for them to successfully complete all the exercises. Many educators use the Wikipedia space as a **platform to coordinate the course and to keep in touch with the students**, whether it is through the user pages (as seen on Form 4), creating work pages for the project (*wikiprojects*, as seen on Forms 9 and 10), or through the proper tools for the editing process, such as the *sandboxes*.

This allows large amounts of **information** to be made available to students in a format that is easy to update and to adapt to the needs and specifics of each course. At the same time, it also serves as a form of introduction to the wiki work platform. In this regard, there is also the option of creating a wiki that is independent of the Wikipedia project at an early stage of the course; this option allows a progressive introduction to the *wiki* world but with more privacy, so that students who are more reluctant to get involved in the project can get used to the idea over time.

In order to **determine the topics** or the articles to be edited, several options may be taken into account. Form 12 shows the case of an educator writing up a list for the students with the topics and the articles that can be worked on, and each group of students can choose from these. But Form 13 shows that it is the students who, after doing a little research, suggest and choose the topics and the articles to be worked on.

Above all, we must take into account that there are many **examples and resources** at our disposal to design a teaching practice based on Wikipedia contributions. David Gómez explained, on Form 9, that he was inspired by the Bearsley-Murray experience<sup>20</sup>, which is very well documented and that has certainly served as an example and inspiration to many university faculties around the world. Depending on the area of expertise within our subject, our work environment or other factors, we can take as reference the example that best suits our expectations.

One particularly remarkable case is Michael Mandiberg's experience, collected on Form 14. Based on various editions done in his course and other experiences that he has taken into account, this educator has developed a program or teaching guide of the subject that has deservedly gained the attention of the Wikimedia Foundation<sup>21</sup>. In this section of our guide we wanted to delve into this example, beyond the content collected on that case's Form.



#### General description of the exercise:

Each student's task consists of choosing a topic related to the contents of the subject that is under-developed, and then, in general, to research it and write about it on Wikipedia. Research into the literature of that topic will be carried out and, based on the results of this research, either an existing article will be expanded or a new one will be created that follows all of Wikipedia's rules of operation. While the project is active, each student has to monitor the comments and the edits to their article, and they need to collaborate with the rest of the students by reading and reviewing their work.

<sup>20</sup> [http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Murder\\_Madness\\_and\\_Mayhem](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Murder_Madness_and_Mayhem)

<sup>21</sup> <http://blog.wikimedia.org/2012/01/04/design-professor-gives-students-real-world-experiences-through-wikipedia-assignment/>

### Detailed description:

A topic and an article to work on are chosen in the first quarter of the semester. Once the choice is made, every student must write a one-page proposal that highlights the key information to justify the choice, the points to be covered by the article, and a small list of resources. Students will be interviewed or have a tutorial with the educator during class hours in order to discuss their proposal. It is recommended to clearly specify the deadlines for carrying out this task.

When the proposal receives the educator's approval, the student begins to work on the process of creating a detailed and interesting article about the chosen topic. It is recommended BEFORE starting that students become familiar with the type of writing style used in the encyclopedic format. Writing for Wikipedia is very different from writing an essay – although it's quite similar to writing a descriptive scientific article – and it must fit the proper format. As a general rule, information about the following elements should be checked:

- *Wikipedia: what it is and what it is not*, summarizes what Wikipedia is and what it isn't.
- *Neutral point of view*, describes Wikipedia's middle-of-the-road perspective about writing neutral and unbiased articles.
- *No original research*, explains what is and what isn't valid encyclopedic information.
- *Verifiability*, explains what counts as a verifiable source and how a source can be verified.
- *Quoting sources*, describes what type of sources should be quoted and how.
- *Style manual*, links to the Wikipedia writing style guide.

Wikipedia maintains a high standard of writing and has made great efforts to improve it. Students must follow these "instructions to the letter" so that their article is not deleted or blocked.

Advice may also be given about the desired length of the article and the amount and the quality of the sources to be used, supplying links to valid reference articles. At this point the educator should do research prior to the course and find appropriate examples for their students and their course material.

If students are encouraged to include images or other multimedia material, they will have to be reminded that not all the images available on the web are free to use so introduce them to the *Wikipedia copyright policy* to ensure that they do not engage in malpractice (violation of copyright, plagiarism...). Warning must be given of any malpractice that is detected and let it be treated by the community of editors. Penalties affecting the final assessment of the subject can also be set.

The article should include at least 10 references to books or academic journals. This is one of the minimum requirements; in Wikipedia, every sentence or paragraph that makes a statement must be referenced. It must also include a list of external links that give the reader more information about the topic, and to link the article to other Wikipedia pages so that the page is not "orphan" (*hyperlinking content*).

In order to familiarize students with the dynamics of *peer review*, educators can recommend they visit the section in Wikipedia devoted to this work process (providing links or resources) and to seek creative comments on their articles. That is, they must overcome the fear of reading the comments of other editors and see collaborative work as a means of enriching and strengthening their own work.

In relation to the task of monitoring the article, students must be made to see that during the editing process they will be required to answer any comment about their article and to act accordingly (make the appropriate changes, defend their own decisions, etc.). These comments are what will give substantial *feedback* to their work and will allow them to improve their final product. They can be reminded that the educator will also be an active member in all this reviewing activity and will monitor the work of each student throughout the semester.

Finally, students will also read and evaluate or comment on their classmates' articles. They must be encouraged to participate, by always giving helpful and constructive comments. No bonuses will be given for comments such as "good article!" or "I liked it!" They should give suggestions about specific elements that realistically improve the article, they should compare their classmates' articles to their own, and they should see if someone has learned to use a tool or has a trick that can help. It is also important to remember that they must refrain from any abusive or inappropriate language.

#### Writing an essay that is reflective by nature:

In parallel to writing an article on Wikipedia, students are asked to write a short reflective essay (2-5 pages) about their experiences during the course. Some of the questions they could reflect upon might be, for example: Is writing an article for Wikipedia different from writing more typical work in a university class? Or: What have you learnt about Wikipedia?

Reflections on the technical and social aspects of editing on Wikipedia might also be included. This could include a review of:

- The talk page
- The page with the editing history
- Users' roles
- The role of collaboration
- The rules of Wikipedia (which are slightly different rules/standards to those in writing for a course or a subject)

Also, students could be asked the following questions:

- Has your relationship with Wikipedia changed?
- Do you see it differently?
- Do you trust in it less or more than before?
- Have you learnt new research methods in this course and activity?
- Have you applied methods that you already knew about and used?
- Do you think that there has been less or more investigation prior to writing the article on Wikipedia than when writing other academic papers?
- Has doing the exercise changed your way of writing in other contexts? If so, could you detail in what sense this change has happened?
- What do you feel about the fact that the words written there could appear in someone else's search results who is looking for information about the topic worked on?
- How does it feel knowing that the words written there might be modified or rewritten by someone else who considers that they can improve on the content of the article?

#### Assessment of the exercise:

The mark on the exercise is worth 50 points of the final mark, divided as follows:

- 25 points are earned for the *work-in-progress* during the course, including drafts and proposals.
- 25 points correspond to the evaluation of the final article.

Students will receive 25 bonus points if the article achieves quality recognition above class B and up to the level of *good article* (getting it to be a Featured Article tends to be outside the scope of the course, unless it is a specific objective of the course).

*Criteria to check the quality of the article:*

- The article must be about a topic approved by the educator.
- The article must include an introductory summary or a header (following Wikipedia's own style), at least 3 paragraphs in the main body of the article to each group member (if the article is prepared in groups and not individually), a conclusion and a bibliography.
- No orthographic and grammatical errors in the entire document (this does not include an absence of spurious capitalization, such as Sociology instead of sociology).
- The introduction summarizes the topic correctly and does not include unique information that is not present in the main body of the article.
- The article is logically structured and there are no "strange gaps" (for example, the article is about a historical trend but there is an omission, without any mention or justification, of a few centuries in the investigation; or that an overview by countries is being presented but it is decided that it's enough to choose a few countries at random rather than reason (a) how many countries, and (b) which countries should be included to properly cover the subject of the study).
- The sources used are reliable.
- There are citations in the article and they are used correctly, according to the format stipulated by the Wikipedia community.
- Citations used in the article are in a consistent format and they provide all the necessary information (author's name, title of the publication, publisher information, page number, whether it's available online...).
- The body of the document explores the chosen topic in sufficient detail ("sufficient detail" means that a quick bibliographical search should not result in finding information that does not appear in the document). To achieve this, current and past literature must be reviewed, as well as books, newspapers, website, etc. and all of this must be summarized in an article that is easy to read and understand. This should be an important aspect of the evaluation: if large chunks of information are missing, or if information has been included that is incorrect or without citations that support the student's conclusion, s/he will lose a considerable number of points.
- The article must conform to Wikipedia's writing standards (Neutral point of view, No original research, etc.).

On the other hand, the *student's activity* will be evaluated according to two main factors: (1) if there have been regular contributions or edits to the article (every few days) or not, and (2) if s/he has been active on the discussion page of the article (this means that the educator will take into account if the comments the student has received on the discussion page of their article have been acknowledged and answered, whether they were made by classmates, the educator or the Wikipedia community; or if a suggested change has not been carried out, if an appropriate explanation has been given for it).

*How to fail the exercise:*

- Plagiarism or the use of overly-long verbatim quotations.
- Skipping the deadlines set for the completion of the subject's tasks.
- Registering and editing only towards the end of the course.
- Not taking part in the discussion on the Talk pages.

*Assessment of the reflective essay:*

The essay can be assessed according to the rigor and depth with which the student reflects on their own experience, and by the number and the detail of the factors they have evaluated. The document is also used as a magnifying glass to assess the final project.

## Form 12

CRITICAL ANALYSIS OF EXISTING ARTICLES  
STYLE CORRECTION  
ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)  
EXPANDING ARTICLES  
CREATING NEW ARTICLES

### Faculty

Cullen J. Chandler and Alison S. Gregory  
Associate Professor/Director of Library Services  
Department of History/Snowden Library  
Lycoming College  
USA

### Course name

The origin of Islam






### Area of expertise

History

### Course level

Senior grad students

### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and communication skills 

### Mandatory or optional activity

Mandatory

### Group or individual

Group

### Language version of Wikipedia

English

### Teaching period

2008

### Average number of students

25

### Is it in a wider educational project with Wikipedia?

No

### Resources

Introductory material (guides, tutorials...)

Chandler, C. (2010). "Sleeping with the Enemy: Wikipedia in the College Classroom". *The History Teacher*, 43.2 (Feb. 2010), p. 247-257.

### Rating



### DESCRIPTION

The students were put into pairs and the educator gave each group a list of topics from which they had to choose one. These topics were either completely absent from Wikipedia or they had more than one entry qualified as a *stub* (the name given to very short and unstructured articles on Wikipedia).

The first stage of the project consisted of researching the chosen topic. Then a 5-page document had to be written based on primary scholarly sources. Lastly (after receiving the educator's approval), students either created a new Wikipedia article or they inserted their own research into an existing article while following Wikipedia's policies and criteria.

### ASSESSMENT

There were three preliminary exercises each pair of students had to complete in order to achieve the required technical expertise to edit Wikipedia. Students also had to have the drafts of their articles submitted for revision by the educator. At the end of the semester, each group presented their results to the class and there was a debate about the experience.

### APPRAISAL

"I consider that the experience was a success and that we achieved the main learning objectives that we were aiming for."

## Form 13

### CRITICAL ANALYSIS OF EXISTING ARTICLES

#### STYLE CORRECTION

#### ADDING REFERENCES OR MULTIMEDIA

#### CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)

#### EXPANDING ARTICLES

#### CREATING NEW ARTICLES

##### Faculty

Erik Herzog

Professor

Biology Department

University of Washington

USA

##### Course name

Biological Clocks


##### Area of expertise


Biology

##### Course level


Senior grad students


##### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and communication skills 

##### Mandatory or optional activity

Mandatory

##### Group or individual

Both

##### Language version of Wikipedia

English

##### Teaching period

2010 - 2014

##### Average number of students

55

##### Is it in a wider educational project with Wikipedia?

No

##### Resources

[http://www.nslc.wustl.edu/courses/Bio4030/wikipedia\\_project.html](http://www.nslc.wustl.edu/courses/Bio4030/wikipedia_project.html)

Support from an online Wikipedia Ambassador and tutorials from advanced users.

Introductory material (guides, tutorials...)

Chiang, CD et al. (2012). "Learning chronobiology by improving Wikipedia". *Biol Rhythms*, 27 (4): p. 333-6.

##### Rating



##### DESCRIPTION

This project aims for the students to identify *wiki* sites that need to be updated or to have their content modified, and to distribute their information to the world. After doing a research exercise, students vote on a list of 15 *wiki* sites and these are shared among groups of 3-4 students.

##### ASSESSMENT

SCIENTIFIC ACCURACY (15 points). At least two of the following items must have been carried out:

1. Correction of incorrect facts.
2. Identifying errors or common misunderstandings.
3. Clarifying confusing sentences.
4. Adding (updating) knowledge.
5. Disambiguating a definition.
6. Providing historical context.

QUALITY OF THE ORGANIZATION (10 points). Having carried out at least two of the following items:

1. Organizing the topics logically.
2. Correcting typos and grammatical errors.
3. To be clear and concise, and to comply with Wikipedia's style manual.
4. Including links to other relevant Wikipedia articles (*hyperlinking*).
5. Including links to relevant and reliable external sources.

##### QUALITY OF THE QUOTES (15 points)

Students are rewarded for providing at least 3 citations that follow the *wiki* criteria for citations/scientific references. Different types of sources may be considered and it is recommended to prioritize sources that are more commonly used or that have a greater impact.

##### BONUS (10 points)

There will be bonus points awarded for special effort or originality, based on a global evaluation of the final result of each student's work. A good way of achieving these extra points is to go above the minimum points mentioned above and to always bear in mind Wikipedia's criteria for a quality article.

##### APPRAISAL

"Students valued the learning experience positively. However, we sometimes found that some Wikipedia editors have goals that don't fit in with the learning objectives of our project."



## Form 14

### EXPANDING ARTICLES

### CREATING NEW ARTICLES

#### Faculty

Michael Mandiberg

Associate Professor

Media Culture, Division of Humanities and Social Sciences

College of Staten Island

USA

#### Course name

History of Design and Digital Media


#### Area of expertise


Design and digital media

#### Course level


Senior grad students


#### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Individual

#### Language version of Wikipedia

English

#### Teaching period

2011 - 2014

#### Average number of students

30

#### Is it in a wider educational project with Wikipedia?

Si: "United States Education Program"

#### Resources

[http://en.wikipedia.org/wiki/Education\\_Program:College\\_of\\_Staten\\_Island/History\\_of\\_Design\\_and\\_Digital\\_Media\\_\(Fall\\_2013\)](http://en.wikipedia.org/wiki/Education_Program:College_of_Staten_Island/History_of_Design_and_Digital_Media_(Fall_2013))

Support from an online Wikipedia Ambassador and from a *Research Librarian*

Introductory material (guides, tutorials...)

#### Rating

1 2 3 4 5

## DESCRIPTION

The main exercise consists of writing or improving a Wikipedia article. The student must do initial research in order to choose a topic related to the course content that is underdeveloped, and decide if they want to expand an existing Wikipedia article or create a new one.

While the project is active, each student will have to monitor the comments and the edits to their article, as well as collaborate with the rest of the students by reading and reviewing their work.

Students are also asked to write a short essay (2-5 pages) that reflects on their experiences during the course.

## ASSESSMENT

Marks on the exercise are given out of 50 points: 25 points are given for their *work-in-progress* during the course, including drafts and proposals. 25 points correspond to the evaluation of the final article.

Up to 25 bonus points will be awarded if the article achieves quality recognition beyond class B and up to the level of *good article* (getting it to be a Featured Article is beyond the scope of this course).

The essay will be assessed according to the rigor and depth with which the student reflects on their own experience, and by the number and the detail of the factors they have evaluated.

## APPRAISAL

"Students were very motivated by the exercise, and they became more involved with the subject. They also improved their research skills and became more aware of the problems of plagiarism and the value of well-developed research work."



\* <http://blog.wikimedia.org/2012/01/04/design-professor-gives-students-real-world-experiences-through-wikipedia-assignment/>

### 3.5. Working with collaborators

As we have already seen in the examples of the forms presented so far, some projects have the support of external collaborators. In this sense the greatest reference is the *Wikimedia Education Program*, which we have previously presented. The figure of the **Wikipedia ambassador**<sup>22</sup> was created from this educational program, i.e. a volunteer who collaborates with educators and students who are taking part in teaching practices based on editing Wikipedia. The Wikipedia ambassador provides support with the editing tasks, understands how the community and its rules operate, and can help solve whatever conflicts may arise, etc.

Beyond official attribution to the educational program of the Wikimedia Foundation, Wikipedia ambassadors from around the world can be contacted to collaborate with your initiative. However, it must be taken into account that institutional support is a key factor in succeeding. Therefore, if you are interested in this collaboration, the best option is to first contact the closest Wikipedia community and get to know the resources they have along this line of collaboration. A local Wikipedia chapter could help you create a collaboration network with **online Wikipedia ambassadors**.

If you are motivated and you have the necessary institutional support, you can try to introduce the figure of the **Campus Wikipedia ambassador** into your school or university. That person would be an ambassador or a volunteer linked to the organization who enables the spread of the teaching practices to various areas of the institution. In this case, your teaching practice would be recorded in an educational project within the framework of your university, beyond the scope of your course or subject.

Alternately, you can count on the collaboration of Wikipedia users who have more experience than the students to whom the course is aimed at. For example, students from previous editions of the course or the subject can tutor the students on the current course and be with them as they experience it. Tutoring for **advanced users** can be carried out by other faculty at your university (e.g. your subject's assistant teachers or other colleagues) or volunteer users who show interest in your project and want to collaborate on it.

Working with collaborators, especially if they belong to the education sector, can be highly beneficial to the success of the teaching practice. As mentioned, it helps us follow the students' work, to detect any possible conflict and to intervene in it, or advise students in the editing tasks. It is also a bridge between the students and the wikipedia community, facilitating mutual understanding of varying expectations of the students and what other editors may have.

In this section we've also wanted to examine another type of collaboration between a teaching practice and an external agent: the linking of an educational project with a wider Wikipedia project. As we have seen in the forms presented so far, it isn't the usual option. In fact, out of the 52 cases collected during research for the Wiki4HE project, only 15 claimed to be linked to a wider educational project. In this guide we'll highlight three of these cases, as examples.

Form 15 shows the case for the **Wikimodernism project**, from the research group for History of Art and Contemporary Design, Gracmon<sup>23</sup>, at the University of Barcelona. Some members of this research group presented their experience at the international seminar "*Wikipedia and University: Research and Teaching Experiences*" organized within the framework of the Wiki4HE Project in December 2013 at the IN3-UOC, so you can check the presentation on the research project's blog<sup>24</sup>.

The Wikimodernism project is a teaching initiative through which all the members of the Gracmon research project carry out a teaching practice within their subject based on editing Wikipedia. The project is the result of collaboration between Gracmon and Amical Wikipedia. Coordination is achieved through a *wikiproject* that has three main objectives: (1) improving the presence of Catalan Modernism on the Catalan

<sup>22</sup> [http://en.wikipedia.org/wiki/Wikipedia:Education\\_program/Ambassadors](http://en.wikipedia.org/wiki/Wikipedia:Education_program/Ambassadors)

<sup>23</sup> In Catalan: <http://www.ub.edu/gracmon/>

<sup>24</sup> <http://oer.uoc.edu/wiki4HE/seminari-internacional/presentacions/>

Wikipedia, (2) improving the transference of academic knowledge to the open online content and (3) putting new models of open education into practice<sup>25</sup>. Seven members of the research group that edit Wikipedia content in five subjects and are currently involved in the project are from the University of Barcelona's History Faculty.

Second, Form 16 shows a teaching practice linked to the **ASA Wikipedia Initiative**<sup>26</sup> project. In this case, the initiative comes from the Americana Sociological Association, which since 2011 has appealed to sociology professionals in the educational sector to carry out teaching practices that contribute to improving Wikipedia content in the field of sociology. From the portal specifically enabled for the initiative, users can consult information about ongoing projects, create an account or register on Wikipedia, and register to become part of the initiative.

So this project reflects a professional commitment to improve the representation of an academic discipline in one of the major open repositories of information in the world. Also, the ASA wants to promote open educational practices around the world. Because of this, the initiative is also coordinated with the Wikimedia Foundation's global educational program.

This example could inspire faculty members who might not be in a position to propose a large-scale educational project within their university, but they can nevertheless seek alliances with colleagues in their profession through professional organizations within the academic environment.

Finally, Form 17 presents the case of the **WikiProject Medicine**<sup>27</sup> project. According to Associate Clinical Professor Amin Azzam, from the Faculty of Medicine at the University of California, this project is the first case in which a medical school (in the United States) creates a project with the explicit aim of editing medical content on Wikipedia. At the same time, the project has been associated with Translators Without Borders and the Wikipedia Zero<sup>28</sup> initiative to facilitate access to Wikipedia in developing countries through the use of mobile phones that don't charge for data transmission.

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<sup>25</sup> In Catalan: <http://ca.wikipedia.org/wiki/Viquiprojecte:Viquimodernisme>

<sup>26</sup> [http://www.asanet.org/about/wiki\\_Initiative.cfm](http://www.asanet.org/about/wiki_Initiative.cfm)

<sup>27</sup> [http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Medicine](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Medicine)

<sup>28</sup> [http://wikimediafoundation.org/wiki/Wikipedia\\_Zero](http://wikimediafoundation.org/wiki/Wikipedia_Zero)

## Form 15

ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)  
EXPANDING ARTICLES

CREATING NEW ARTICLES

GETTING AN ARTICLE TO BE FEATURED

### Faculty

Cristina Rodríguez Samaniego  
Professor  
History of Art Department  
University of Barcelona  
Spain

### Course name

From Decorative Arts to a culture of Design






### Area of expertise

Humanities

### Course level

First and second year grad students

### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and communication skills 

### Mandatory or optional activity

Optional

### Group or individual

Groups

Language version of Wikipedia  
Catalan

### Teaching period

2012 - 2013

### Average number of students

50

Is it in a wider educational project with Wikipedia?

Yes: "Viquimodernisme" (In Catalan)

<http://ca.wikipedia.org/wiki/Viquiprojecte:Viquimodernisme>

### Resources

Support from an online Wikipedia Ambassador, and from Amical Wikipedia  
Introductory material (guides, tutorials...)

### Rating



### DESCRIPTION

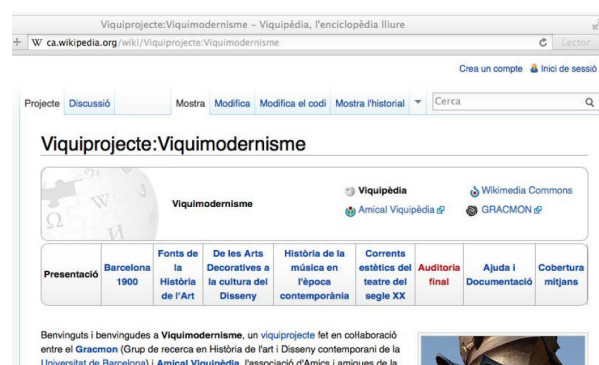
Overall, the exercise consisted of editing content about Catalan *Art Nouveau* on Wikipedia. The student could choose from various tasks (adding references, creating a new article...) depending on the chosen topic. First of all research was done to determine which content to publish (from information about artists to magazines or cultural activities) and then there was some consideration about which editing task was most convenient, depending on available resources and the information already entered in the encyclopedia.

### ASSESSMENT

The assessment varied according to the group's results. The maximum score could be up to 40% of the final grade for the subject. The main evaluation criteria were: (1) the use made of sources of information about History of Art, and (2) the development of the research process.

### APPRAISAL

"The experience was very positive, for the students and for the educator alike."



## Form 16

### EXPANDING ARTICLES CREATING NEW ARTICLES

#### Faculty

Erik Olin Wright  
Vilas Distinguished Professor  
Department of Sociology  
University of Wisconsin  
USA

#### Course name

Seminar on state theories


#### Area of expertise


Social sciences

#### Course level


Doctorate


#### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Both

#### Language version of Wikipedia

English

#### Teaching period

2011

#### Average number of students

15

#### Is it in a wider educational project with Wikipedia?

Si: "ASA Wikipedia Initiative"

[http://www.asanet.org/about/wiki\\_Initiative.cfm](http://www.asanet.org/about/wiki_Initiative.cfm)

#### Resources

Support from a *Wikipedian Ambassador* online and on campus, tutorials with advanced users.

Introductory material (guides, tutorials...)

Wright, E. (2011). "A Call to Duty: ASA and the Wikipedia Initiative", a *ASA footnotes*, vol. 39, n. 9 (nov.). A:

[http://www.asanet.org/footnotes/nov11/images\\_new/footnotes\\_nov11.pdf](http://www.asanet.org/footnotes/nov11/images_new/footnotes_nov11.pdf)

#### Rating



#### DESCRIPTION

Students must make a contribution to Wikipedia as a *spin-off* from the main exercise of their subject. The premise of the neutral point of view must be followed and students must be able to differentiate the academic writing style from an encyclopedic one.

The collaborative aspect is also worked on in the discussion and the defense of the positions that each student adopts for their proposals. The final result doesn't need to be an entire article; it can also be an extension of an existing article. In either case, a reasonable contribution is considered to be between 600 – 1,500 words.

At the beginning of the course there are tutorials and introductory sessions to teach the basic principles and show how Wikipedia's editing process works. Throughout the semester, the seminar has the support of a Campus Wikipedia Ambassador who will help the students develop their collaboration and editing tasks.

#### ASSESSMENT

The assessment consisted of reviewing the overall result of students' work, following (as a general rule) the dedication and the effort devoted to the exercise, instead of assessing the quality of the final product.

#### APPRAISAL

"I intend to repeat the experience in the future. Students found the exercise to be very interesting and productive. The extra work it involved, in relation to normal coursework, was somewhat problematic; because of this, I'm trying to redefine the exercise so that it is better integrated in the normal course of the academic year."

## Form 17

### STYLE CORRECTION

ADDING REFERENCES OR MULTIMEDIA  
CONTENT (PHOTOS, ILLUSTRATIONS, VIDEOS)

EXPANDING ARTICLES

GETTING AN ARTICLE TO BE FEATURED

#### Faculty

Amin Azzam  
Associate Clinical Professor  
School of Medicine  
University of California  
USA

#### Course name

Expanding WikiProject Medicine






#### Area of expertise

Health Science

#### Course level

Senior grad students

#### Teaching objectives

Development of writing competencies   
Digital literacy   
Critical thought and research skills   
Collaboration   
Working with wikis: technical and  
communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Individual

#### Language version of Wikipedia

English

#### Teaching period

2013 - 2014

#### Average number of students

5

#### Is it in a wider educational project with Wikipedia?

Yes: "WikiProject Medicine"

#### Resources

[https://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Medicine/UCSF\\_Elective\\_2013](https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Medicine/UCSF_Elective_2013)

Support from Wikipedia ambassadors and from the  
university librarians

Introductory material (guides, tutorials...)

### Rating



### DESCRIPTION

The activity wanted to attract medical students who would be keen to contribute to the WikiProject Medicine. Specifically, the activity was aimed at students in their fourth year of medicine and it was presented as a month-long activity, within an elective, that was centered on improving the content of existing articles.

### ASSESSMENT

It was not considered necessary to develop a complex or elaborate system to assess the exercise; it was taken for granted that all students would get involved and would strive to do the activity correctly.

However, each student was required to review their classmates' work throughout the course via comments on the Talk page of the articles reviewed. In addition, all the students had to interview medical professionals at the beginning and at the end of the semester during which the activity took place. At the end of the course a group discussion was carried out among all the participants to assess the experience together.

### APPRAISAL

"The experience was very rewarding and the students valued it positively. Despite this, due to the training program for last year medical students (when they have to do rotations, internships and residencies), it is very difficult to include this activity in the training plan."

### 3.6. Achievements and challenges

The first conclusion from all the information collected on teaching practices with Wikipedia is that most of the faculty gives it an overall positive evaluation. Despite this, they also mention difficulties that come up while working on the exercises, especially related to lack of experience (either from the educators, or from the students), lack of time (due to limitations of the duration course and time allotted for the academic exercise) and time restraints to plan the exercise.

It's worth highlighting *achievements* such as:

- (1) Including and working on general information regarding the rules and the editing process of Wikipedia in order to ensure that students are able to work with a minimal knowledge and skills necessary to complete the requested tasks.
- (2) Providing clear and accessible information about how the subject and the exercise operate, specifying established deadlines for completing the tasks, how the students' work will be assessed, what criteria will be taken into account, and what work dynamics are expected from the students, etc.
- (3) Having a common space available to collaborate and communicate, such as a wiki project linked to the subject.
- (4) Having the support of external collaborators, such as the Wikipedia ambassadors or tutorials with advanced users.
- (5) Limiting the expectations of the course and realistically adapting them to the context of the educator, the students and the main subject under study. Technical and organizational difficulties can prevent Wikipedia's quality standards from being reached, but this shouldn't prevent the experience from being satisfactory for the students.
- (6) Constantly monitoring the work and the evolution of students' contributions.

The main *challenges* identified were:

- (1) Disagreements or different perspectives between the wikipedia editors and the students. The educational purposes of the teaching practice and students' specific objectives sometimes generated conflict with the objectives of the wikipedia editors. Despite this, the interaction between students and editors is a very positive and enriching factor of the educational use of Wikipedia.
- (2) Working on this type of exercise means that the students must invest more time and devote more effort. In some cases the students complained or expressed their reluctance toward the activity. This also means that the faculty dedicate significantly more time to it, whether in preparation, or in tasks related to monitoring and evaluating activities.
- (3) The lack of knowledge about Wikipedia could be a barrier for some students, as they might feel uncomfortable due to the lack of privacy of their work or because of participation from people outside their academic environment.
- (4) The development of the exercise is ultimately unpredictable: regardless of how much the activity has been planned, the intensity of collaborative work and the complexity of the exercise mean that there is always something that is unforeseen, some unexpected reaction...

In most cases, however, it seems student satisfaction and the improvement of their skills and competencies makes up for the obstacles and the challenges that can arise during the course.

In relation to the overall assessment of the experience, out of the 52 sample cases only 1 case gave the experience a rating of 1, on a scale of 1 to 5 (with 1 representing the most negative rating and 5 the most

positive); and only one other case gave it a rating of 2. In contrast, 85% of the responses have given a rating of 4 or 5 out of 5.

We provide the example of Form 18 at the end of this section to describe the case with the second most negative rating in the sample. According to the educator, this result is due to an unfavorable institutional environment, a socio-demographic context among the students that posed great difficulties (issues with reading and writing, barriers to access the internet and new technologies...) and very low student motivation.

In addition to the positive feedback, educators make constructive comments from their own experience which could be very useful to predict troublesome situations. Besides what has been coming up in the forms presented so far, faculty member Joan Simon from the University of Barcelona specifically emphasizes that carrying out this kind of teaching requires a lot of time. Along the same lines, faculty member Xavier Giró from Pompeu Fabra University (a veteran in carrying out teaching practices with Wikipedia), says: “I still have concerns about how to evaluate without generating a huge amount of work for the educator. I think that a two-part system would be more desirable, but it requires a greater effort on my part.”

To overcome difficulties, David Gómez from the UOC says: “the preliminary information to anticipate potential problems and key factors for everything to go well are: self-evaluation delivered halfway through the course, monitoring the process, and the students’ final report.” And faculty member Tomás Saorín from the University of Murcia says that the result ends up being “irregular if the activity is not well planned, not enough time is invested in it, and the evaluation criteria are not clear”.

Among the most enthusiastic comments, we should highlight the contributions from faculty members José Miguel Tomasena and Héctor Eduardo Robleda, from the Jesuit University of Guadalajara (Mexico), who said: “The experience has been extremely rewarding. The students, when facing public learning situations, in which they are interacting with real wikipedians, experience the thrill of contributing to build resources for other people (some have already used Wikipedia, by *copy-pasting*, not realizing how the community behind so much information really works). On the other hand, it is a platform to learn things they supposedly should know but actually ignore, such as the logic of free licenses, the correct way of citing an article or even questions about grammar and syntax.”

Some faculty consider the experience to be so positive that they are encouraged to undertake more projects with a greater scope, after carrying out a teaching practice individually. Faculty member Fernando da Rosa from the University of the Republic (Uruguay), tells us that they are now working on the project *Wikipedia in Education*<sup>29</sup> – which they are developing together with the Education Training Council (CFE in Spanish) and the institutional education project Ceibal, in Uruguay –, with the support of the Uruguay Chapter of the Wikipedia Foundation.

In conclusion, it is a question of balance, practice, experience and motivation. As faculty member Robert Cummings says: “*High risk, high reward*”.

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<sup>29</sup> In Spanish: <http://eduwiki.me/Bienvenidos>



## Form 18

### TRANSLATING ARTICLES

### CREATING NEW ARTICLES

#### Faculty

Serge Bibauw

Assistant Professor

Faculty of Philosophy, Literature and Education  
Science

Central University of Ecuador  
Ecuador

#### Course name

French culture and civilization


#### Area of expertise


Humanities

#### Course level


Senior grad students


#### Teaching objectives

Development of writing competencies 

Digital literacy 

Critical thought and research skills 

Collaboration 

Working with wikis: technical and  
communication skills 

#### Mandatory or optional activity

Mandatory

#### Group or individual

Group

#### Language version of Wikipedia

Spanish and French

#### Teaching period

2011

#### Average number of students

50

#### Is it in a wider educational project with Wikipedia?

No

#### Resources

Introductory material (guides, tutorials...).

#### Rating



### DESCRIPTION

Students were asked to complete 2 tasks:

(1) As an introduction to the world of Wikipedia, a page was first created on the Central University of Ecuador in the French Wikipedia: *Université Centrale de l'Équateur*. It was created by all the students, in groups: each group was assigned a specific part of the page to create and organize ( $\pm$  8 groups of 5-6 students).

(2) The main exercise consisted of translating Featured articles from the French Wikipedia into Spanish.

Each group of students ( $\pm$  10 groups of 5 students) had to choose a page that they were interested in from a given list of articles taken from the French Wikipedia. The articles were about French history or a cultural topic, and then translate it into Spanish (their mother tongue).

The general objectives were: (a) delve into a fact or a feature of French culture; (b) improve their French reading skills; (c) improve their reading comprehension, their translating skills and, also, their written Spanish.

### ASSESSMENT

Both tasks were classified taking into account the quality of the results obtained by the group. The effort and the quality were taken into account, in the research and in reading, as well as in organizing the information and writing.

Some students had to be penalized for committing fraud in the process, although they were well-informed about the consequences of plagiarizing or using automatic translation services.

### APPRAISAL

"The results were not satisfactory enough to continue the experience: most of the students were incapable of carrying out the tasks satisfactorily, especially due to their general low level in reading and writing skills (both in French and their mother tongue). Student involvement was also low.

The translation work turned out to be too difficult because of the complexity and length of the chosen Wikipedia articles. There were also problems with the Internet access (some students prepared the tasks at home, without an Internet connection, and then pasted it onto Wikipedia but neglected the elements of format or appearance).

In general, the main difficulty was due to the students' sociocultural environment and, at the same time, a university and academic environment that did not favor this type of experience. The use of Wikipedia was a giant leap in relation to the exercises that they were used to doing in other courses."

### 3.7. Resources

The best way of getting introduced to the world of teaching practices with Wikipedia is by using the information generated by the Wikimedia Foundation and its Educational Program (in the English edition).

- [http://en.wikipedia.org/wiki/Wikipedia:Education\\_program](http://en.wikipedia.org/wiki/Wikipedia:Education_program)
- <http://outreach.wikimedia.org/wiki/Education>: Contains detailed information for educators, for students and for wikipedians. A large volume of resources, tools and a collection of best practices.
- [http://en.wikipedia.org/wiki/Wikipedia:Education\\_program/Educators](http://en.wikipedia.org/wiki/Wikipedia:Education_program/Educators): Wikiproject of the program with information for educators. It also links with the previous page.
- [http://en.wikipedia.org/wiki/Wikipedia:Education\\_program/Courses](http://en.wikipedia.org/wiki/Wikipedia:Education_program/Courses): A list of active courses that is constantly updated.
- File that preserves the old list of teaching practices, before the information was integrated into Wikimedia Foundation's Education Program:  
[http://web.archive.org/web/20090805193929/http://en.wikipedia.org/wiki/Wikipedia:School\\_and\\_university\\_projects](http://web.archive.org/web/20090805193929/http://en.wikipedia.org/wiki/Wikipedia:School_and_university_projects)
- List of **teaching wikiprojects on the Catalan Wikipedia** (in Catalan):  
[http://ca.wikipedia.org/wiki/Categoria:Viquiprojectes\\_docents](http://ca.wikipedia.org/wiki/Categoria:Viquiprojectes_docents)
- **Wikipedia: Educational projects**. Information about educational projects on the Spanish Wikipedia. Contains information about current projects and previous projects, as well as contact information and resources (in Spanish):  
[http://es.wikipedia.org/wiki/Wikipedia:Proyectos\\_educativos](http://es.wikipedia.org/wiki/Wikipedia:Proyectos_educativos)
- *Using Wikipedia in pedagogy*. Information page and recommendations (in French):  
[https://fr.wikipedia.org/wiki/Projet:Qu%C3%A9bec/Comit%C3%A9\\_Qu%C3%A9bec/Colloque\\_TIC](https://fr.wikipedia.org/wiki/Projet:Qu%C3%A9bec/Comit%C3%A9_Qu%C3%A9bec/Colloque_TIC)
- *Canada Education Program*. List of courses that are currently taking place in Canada. It includes information about ambassadors, training for students, press coverage of the initiatives and student contributions.  
[https://en.wikipedia.org/wiki/Wikipedia:Canada\\_Education\\_Program/Courses/Present](https://en.wikipedia.org/wiki/Wikipedia:Canada_Education_Program/Courses/Present)
- *Wikipedia at University*. List of courses taking place in Portuguese universities. It includes information about ambassadors and a section with resources (in Portuguese):  
[https://pt.wikipedia.org/wiki/Wikip%C3%A9dia:Wikip%C3%A9dia\\_na\\_Universidade/Cursos](https://pt.wikipedia.org/wiki/Wikip%C3%A9dia:Wikip%C3%A9dia_na_Universidade/Cursos)
- The set of forms collected within the framework of the Wiki4HE research project is available as an open repository or **database** on the project's blog (<http://oer.uoc.edu/wiki4HE/bones-practiques/>). This lets users consult information based on certain criteria. For example, it is easy to search according to the type of activity or the academic area of the course.