



**WIKIMEDIA**  
EDUCATION

# **READING WIKIPEDIA IN THE CLASSROOM**

**Anambra State, Nigeria**

- **Module 1**
- Module 2**
- Module 3**

# Reading Wikipedia in the classroom

Using Wikipedia to foster media and information literacy skills.

- Modul 1
- Modul 2
- Modul 3





\*This word cloud is generated from 713 teachers' responses to a survey that was conducted on July 2020 in Bolivia, Morocco, and Philippines

# Table of Contents



<b>Introduction</b> .....	<b>4</b>
<b>About the Teacher's Guide</b>	<b>6</b>
<b>How to use this Teacher's Guide</b>	<b>8</b>
Navigation Key .....	9
Training Schedule .....	10
Socializing your learning .....	11
<b>Module 1 Accessing Information</b>	<b>12</b>
1.1 The importance of access to information .....	15
1.2 What is a Wiki? .....	16
1.3 What is Wikipedia? .....	17
1.4 Common Misconceptions about Wikipedia .....	20
1.5 Why Use Wikipedia? .....	22
1.6 Who writes Wikipedia? .....	23
1.7 Who doesn't write Wikipedia? .....	25
1.8 Navigating Wikipedia .....	27
1.9 Other ways to access Wikipedia .....	31
1.10 Keeping students safe while reading Wikipedia .....	35
1.11 Knowledge equity, content diversity, and Wikipedia .....	39
<b>What's next?</b>	<b>44</b>
<b>Final Activity</b>	<b>47</b>
<b>Lesson Plan Template</b>	<b>50</b>
<b>Annex</b>	<b>52</b>
Knowledge Quest .....	53
My Knowledge Quest .....	55
History .....	58
Science .....	60
Social Studies .....	62
Language Arts .....	64
Math .....	66
<b>Acknowledgements</b>	<b>68</b>
<b>References</b>	<b>69</b>



# Introduction

Around the world, students and educators are using Wikipedia as a learning resource. As teachers, we can either get frustrated by students misusing Wikipedia or we can use it to teach them important lessons on media and information literacy. We can even use it to teach vital 21st-century skills like critical thinking, communication, and collaboration. In almost every academic subject, students can use Wikipedia as a “first stop” for gathering an overview of a topic.

Let's help them do it responsibly!

The Education team at the [Wikimedia Foundation](#) is excited to present this resource as an integral part of the “Reading Wikipedia in the Classroom” program.

“Reading Wikipedia in the Classroom” is a training program that helps teachers understand and leverage Wikipedia as a learning tool by connecting it to the components of UNESCO’s Media and Information Literacy framework.

This program was designed to align with local education systems and teachers’ realities. Through a critical approach to Wikipedia, we aim to help educators to teach vital media and information literacy skills for the 21st century, including understanding how information is produced, how to access and evaluate content online, and how to understand biases and knowledge gaps. This program also addresses key questions posed by teachers about how to keep students safe online, and how to equip them to face the various forms of disinformation online.

The program resources have been adapted to multiple languages and we encourage further localizations of the available resources.

## Wikimedia Foundation

The [Wikimedia Foundation](#) is the non-profit organization that hosts Wikipedia and its sister projects. We work towards a world where everybody can freely share in the sum of all knowledge. We support a global community of volunteers who collaboratively collect, develop, and share educational content, and we advocate for values and policies that guarantee the right to free knowledge.

### READING WIKIPEDIA IN THE CLASSROOM PILOT TEAM

Nichole Saad

Melissa Guadalupe Huertas

Vasanthi Hargyono

Sailesh Patnaik

Brahim Faraji

Soukaina Abelhad

Noemi Ticona Angles

Olga Paredes Alcoreza

Erlan Vega Rios

Imelda Brazal

Vanj Padilla

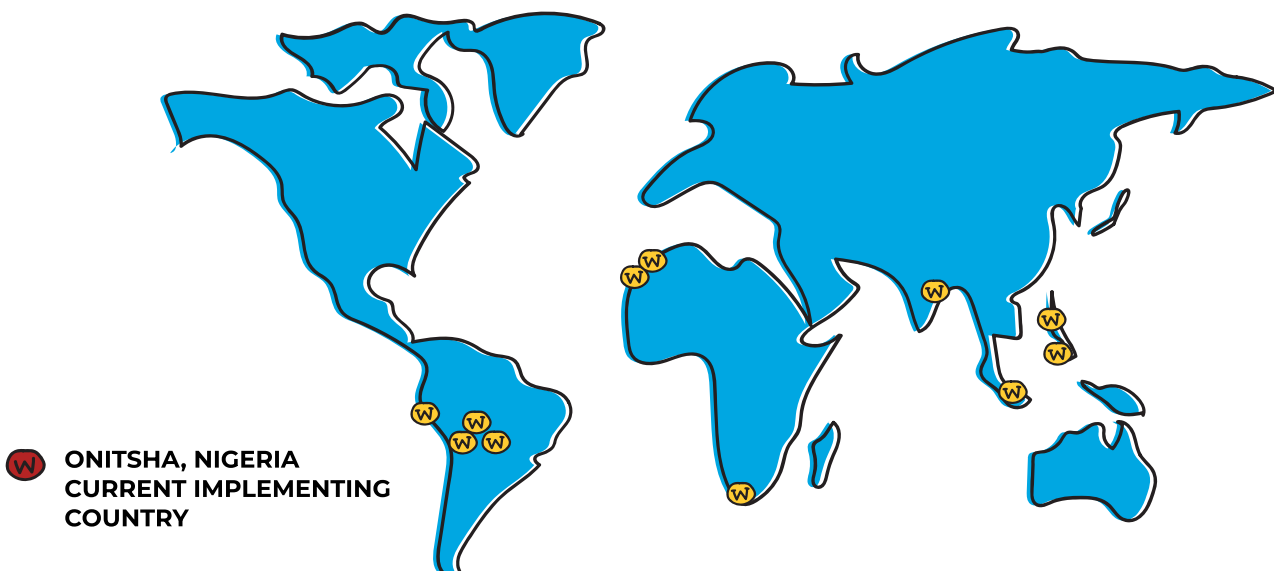
### READING WIKIPEDIA IN THE CLASSROOM ONITSHA, NIGERIA TEAM

OBIAGELI EZEILO

JANE ONUOHA

NGOZI OSUCHUKWU

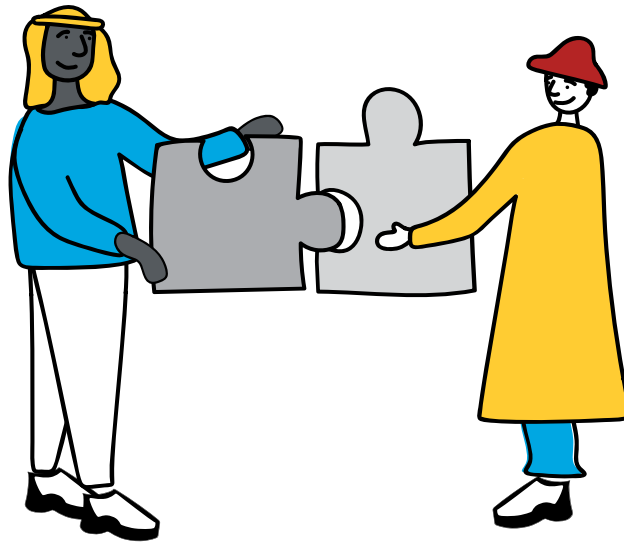
VENERABLE CHIGOZIE ANIETO





# About the Teacher's Guide

This Teacher's Guide is aligned with the three components of [UNESCO's Media and Information Literacy \(MIL\) framework](#): access, evaluate, and create.



UNESCO proposes an integrated approach towards an interdisciplinary concept of literacy, and as such MIL is defined as “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, to participate and engage in personal, professional and societal activities”. We believe that learning how to critically engage students with Wikipedia is key to achieving the competencies encompassed by the MIL framework.

For the development of this Teacher's Guide, we have used principles of the [Understanding by Design](#) framework to organize the essential questions and enduring understandings. Each module incorporates clear learning outcomes for teachers as well as classroom applications of the knowledge they will gain.

We have followed a constructivist approach where we connect the teacher's own previous experiences and knowledge with how Wikipedia works.

Reflection questions and activities help teachers construct new knowledge and connect it to their classroom practices and experiences.

**This pedagogical approach is in tune with our educational philosophy:**

- We believe that open educational resources are vital to providing quality education for all and that participating in open movements helps students grow as 21st-century learners
- We believe students learn best when they facilitate their own learning journey with the support of teachers
- We believe people of all backgrounds and abilities should be able to participate and learn through our programs
- We value local knowledge and experiences and believe that our programs should enable the inclusion of localized learning resources in the classroom
- We believe student wellbeing is imperative to their academic and social development



# How to use this Teacher's Guide

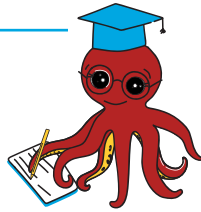


The content of this Teacher's Guide incorporates the wealth of knowledge created by Wikimedia communities and it has been designed to easily adapt to different contexts. It draws from Wikipedia policies, guidelines, essays written by Wikimedians, and a variety of resources helpful to understand Wikipedia, its communities, and practices. You can find the original sources from where this content was adapted in the References section.

This Teacher's Guide is licensed by the Wikimedia Foundation under the [Creative Commons Attribution-ShareAlike 4.0](#) international license. This means that you are free to copy, redistribute, adapt, and translate this resource for any purpose as long as you provide appropriate credit to the authors and use the same Creative Commons license to distribute your contributions.

# Navigation Key

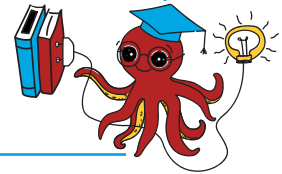
## ACTIVITY



### Activity box

The activity box indicates an activity required for the training, each section in this guide has at least one. Read the instructions and use the blank pages to take notes if you like. If you're using this Teacher's Guide as part of a learning cohort, you will have a forum dedicated to sharing your work.

## PLUG INTO EDUCATION



### Plug into Education box

The "Plug into education" boxes indicated content that is directly related to education theories or pedagogical trends. Use this information to make deeper connections between the content and your teaching practice.

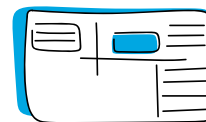
## FOR YOUR INFORMATION



### For Your Information box

The "For your information" box calls attention to interesting or insightful information about the topic we're reviewing in the section.

## ANNEX



Annex

**Example lesson plans and activities to integrate Wikipedia in the classroom**

### Annex

The annex contains sample lesson plans that you can use or adapt to meet the needs of your students. Review the lesson plans before you do the final activity.

# Training Schedule

## MODULE 1



---

---

---

---

---

---

---

---

---

---

---

---

## MODULE 2



---

---

---

---

---

---

---

---

---

---

---

---

## MODULE 3



---

---

---

---

---

---

---

---

---

---

---

---

# Socializing y

No matter where you are, by learning about bringing it to your classroom you are becoming a community of innovative educators committed to learning.

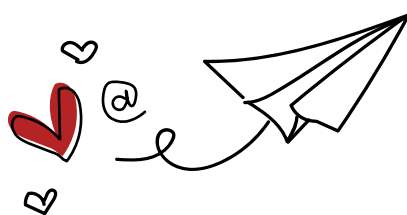
If you are using these resources through a cohort, your local facilitator will tell you where to find responses and assignments (eg: Facebook course, Open edX course, Discord channel)

During the training program, you will share your progress as you work through the assessment module.



## If you are considering your learning

Find a colleague to share knowledge and information. Check-ins and other clarifications that interest you monthly to Wikipedia.



If you use social media to post about your reflections on Twitter, we would love to experience your journey.



# About Teacher's Guide

This Teacher's Guide is aligned with the three components of [UNESCO Information Literacy \(MIL\)](#) framework: to evaluate, and create.



This work by Wikimedia Foundation is licensed under a Creative Commons Attribution-ShareAlike license. You can share, remix, and adapt it as long as you credit the source and share your work under the same license.



# Module 1

# Accessing Information

## **MIL Competency**

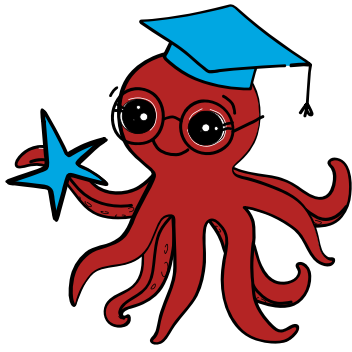
Recognizing the demand for, being able to search for, being able to access and retrieve information and media content.

## **Learning Outcomes**

1. Teachers will be able to distinguish different types of digital learning resources
2. Teachers will be able to debate the merits of Wikipedia as a source of information
3. Teachers will be able to use Wikipedia to gain a general understanding of a topic

## **Classroom Application**

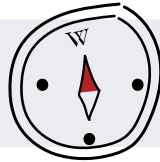
1. Teachers will be able to plan lessons that incorporate Wikipedia as a learning tool
2. Teachers will be able to evaluate students' use of Wikipedia to access information



**1.11**  
Knowledge equity,  
Content diversity and  
Wikipedia



**1.10**  
Keeping students safe  
while reading Wikipedia



**1.8**  
Navigating  
Wikipedia



**1.9**  
Other ways to access  
Wikipedia

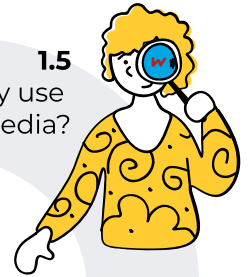


**1.7**  
Who doesn't  
write Wikipedia?

**1.6**  
Who writes  
Wikipedia?

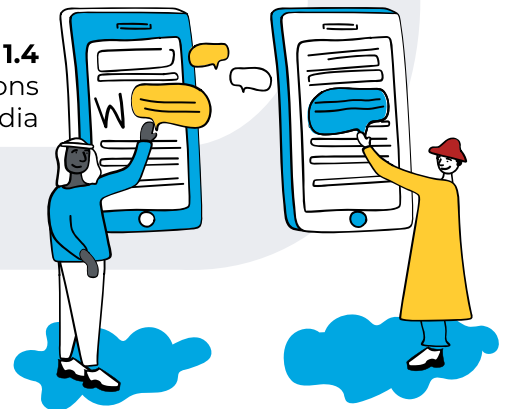


**1.5**  
Why use  
Wikipedia?



**1.3**  
What is Wikipedia?

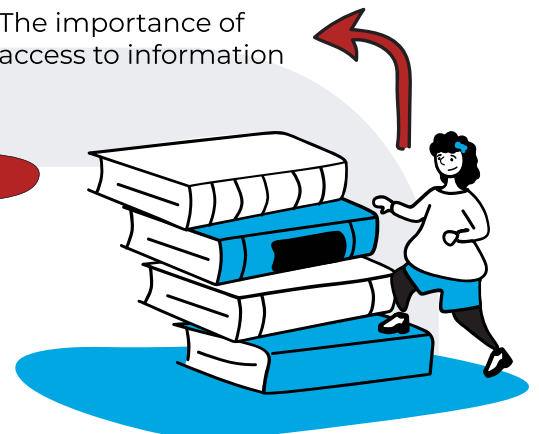
**1.4**  
Common misconceptions  
about Wikipedia



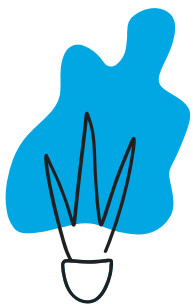
**1.2**  
What is a Wiki?



**1.1**  
The importance of  
access to information



**Let's start!**



# 1.1 The importance of access to information

Imagine a world where every student has access to the sum of all knowledge, readily available for them to search and reference in their studies.

Freedom of information allows citizens to understand the world they live in, make critical decisions, form their perspectives, and grow into life-long learners. It's key in the fight for human dignity and human rights, as it enables democratic participation in society. Freedom of expression is connected to freedom of information- the unrestricted sharing of information and ideas. One does not exist without the other.

Of course, freedom of information does not guarantee access to information. If people are prevented from the means to access information (due to paywalls, lack of connectivity, or underdeveloped literacies) then the social gaps that already marginalize certain groups of individuals become even more stark. As we grow into an information society it becomes of utmost importance to advance the infrastructure and abilities needed to access information and guide our students through new technologies.

How do we begin to help our students to navigate the extensive amount of content on the web, make sense of it, and use it to support their learning goals? Searching for information online starts with establishing what it is that you want to know, asking the correct questions or keywords to get the information desired, and using the available channels to reach this information.



Wikipedia provides open access to information without any restrictions and it upholds the rights of citizens to access diverse sources of information.

## In this module, we will explore:

- How Wikipedia can support students and teachers to have access to information.
- Why Wikipedia is a good tool to facilitate access to information.
- How to navigate Wikipedia.

### ACTIVITY

#### INTRODUCE YOURSELF TO THE OTHER TEACHERS IN THE DEDICATED FORUM.

- Who are you?
- Why do you think it's important to foster media and information literacy skills for the subject you teach?





## 1.2 What is a Wiki?



There are so many websites, apps, and other digital spaces that use the word “wiki.” It can be confusing to understand exactly what a wiki is, and how all of these various wikis are related. We may even have used an “internal wiki” in our school or district.

In the Hawaiian language “wiki wiki” means speedy. This word was appropriated to describe a website which allows people to rapidly contribute content. A wiki enables communities of editors and contributors to write documents collaboratively. A single page in a wiki website is referred to as a “wiki page”, while the entire collection of pages, which are usually well-interconnected by hyperlinks, is “the wiki”. A wiki is essentially a database for creating, browsing, and searching through information. A defining characteristic of wiki technology is the ease with which pages can be created and updated.

### FOR YOUR INFORMATION

#### IS EVERY “WIKI” RELATED TO WIKIPEDIA?

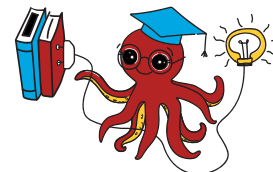


No. Many other websites, applications, and networks call themselves “wikis” and are not affiliated with the Wikimedia Foundation or Wikipedia.

The projects affiliated with Wikipedia are listed on the Wikimedia Foundation website: [www.wikimediafoundation.org](http://www.wikimediafoundation.org)

### PLUG INTO EDUCATION

#### COLLABORATION



A wiki is a digital tool that supports collaboration —one of the most important [21st-century skills](#) needed for young people to become successful citizens.

On the surface, collaboration means working together to achieve a common goal, but it actually involves several important skills. To teach positive collaboration, we must also teach and model active listening, asking good questions, negotiating, delegating, and reaching consensus.

#### ACTIVITY

What are some ways you teach and model collaboration in your classroom?



# 1.3 What is Wikipedia?



## WIKIPEDIA The Free Encyclopedia

Wikipedia is a free online encyclopedia that strives to share the sum of all knowledge. It is written collaboratively by largely anonymous volunteers who write without pay. Anyone with internet access can write and make changes to Wikipedia articles, except in limited cases where editing is restricted to prevent disruption or vandalism.

Since its creation on January 15, 2001, Wikipedia has grown into the world's largest reference website, attracting 1.5 billion unique visitors monthly as of March 2020. It currently has more than 54 million articles in more than 300 languages, including 6,133,962 articles in English, with an average of 100,000 active contributors every month. Wikipedia is free and open for everyone.

### FOR YOUR INFORMATION

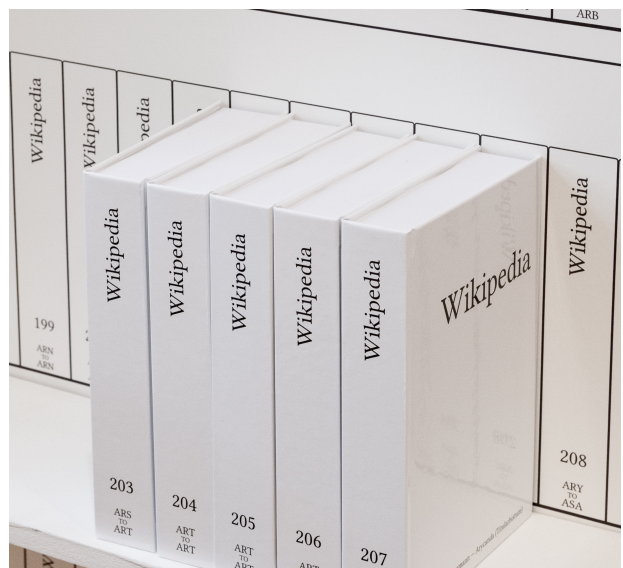


#### ENCYCLOPÆDIA BRITANNICA

29 volumes at 950 pages each.  
44M words of text.



An advertisement for the 1911 Encyclopædia Britannica, from the May 1913 issue of National Geographic Magazine.



#### PRINTED WIKIPEDIA (2015)

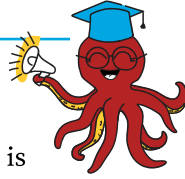
5,231,100 printed pages.  
7,473 volumes at 700 pages each:  
meet Print Wikipedia

## 1.3 What is Wikipedia?

### FOR YOUR INFORMATION

#### WHAT DOES “OPEN” MEAN?

Open knowledge (or free knowledge) is knowledge that one is free to use, reuse, and redistribute without legal, social, or technological restriction.



### PLUG INTO EDUCATION

#### OPEN EDUCATIONAL RESOURCES

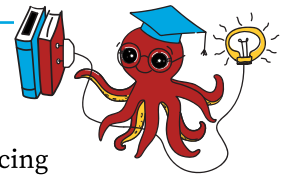
Wikipedia is an Open Educational Resource (OER).

According to [UNESCO](#), Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. In 2019, UNESCO adopted a recommendation on OERs, encouraging governments worldwide to support the production, curation, and use of OERs for classroom learning.

Using OERs instead of traditional publications has many benefits.

First, it reduces the cost of producing educational materials. Secondly, it gives teachers the ability to freely use, adapt, and remix materials without worrying about copyright infringement. Finally, pedagogical considerations around the use of OERs shift our relationship with knowledge and educational resources, helping us as educators to support our students to develop important 21st-century skills.

[Learn more](#) about how the Wikimedia community contributed to the OER Recommendation, our participation in the OER Coalition, and our involvement with the UNESCO Global Education Coalition for COVID-19 response.

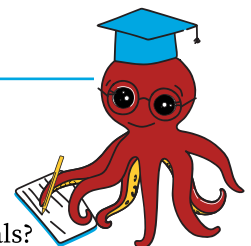


### ACTIVITY

What resources do you normally use in the classroom?

Do you primarily rely on 9juij materials?

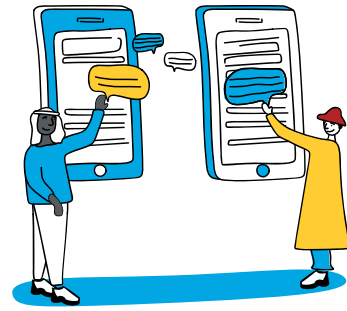
Consider your own opinion on the benefits or drawbacks of using OERs to supplement your teaching resources.



## Notes & Questions



# 1.4 Common Misconceptions about Wikipedia

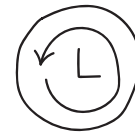


In our work with teachers around the world, we've heard a lot of misconceptions about Wikipedia, and unfortunately, they often lead to teachers feeling uncomfortable using this amazing resource. So, let's take a look at a few of them, and hopefully clear up any misunderstandings:



## Anyone can add their opinion and claim it as fact

Opinions are not allowed on Wikipedia. What gets included in a Wikipedia article should be backed by reliable secondary sources and where those sources disagree, all opinions should be documented. If someone adds something that doesn't follow these rules, it will be removed by Wikipedia editors.



## Edits done to a Wikipedia article cannot be reversed

Wikipedia articles are dynamic and continuously improved. New edits can be deleted or reversed and old edits can be restored if necessary. All these changes are recorded in the edit history of the page and anybody can see the evolution of an article by comparing the different versions.



## The editorial control of Wikipedia is left-leaning/progressive/liberal

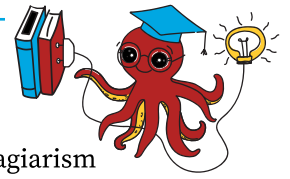
There is not one organization with editorial control over Wikipedia. No single organization has editorial control over Wikipedia. Wikipedia is entirely edited by volunteers and disputes are addressed through open dialogue on the platform. The Wikimedia Foundation may intervene in editing activity only if it violates the [terms of use](#).



## Wikipedia makes students lazy, they're more likely to commit plagiarism

When properly introduced and explained, Wikipedia actually empowers students to do self-directed research using the encyclopedia as a starting point. Wikipedia can facilitate the development of key [21st-century skills](#) that prevent students from committing plagiarism.

PLUG INTO EDUCATION



**PLAGIARISM**

It's very likely that in your role as a teacher you have already encountered cases of plagiarism and you have developed your own strategies and tools to help your students avoid it. Plagiarism is presenting someone else's work – including their language and ideas – as your own, whether intentionally or inadvertently. Plagiarism is not tolerated on Wikipedia - editors will delete, improve the citations, or modify sections where plagiarism is identified. Learning the ways that plagiarism happens on Wikipedia can also provide you with additional strategies to guide your students. Plagiarism on Wikipedia can take the shape of:

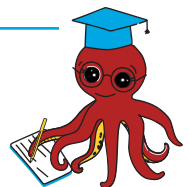
- Copying a text word-for-word or with very few changes from a source that is not acknowledged anywhere in the article (body of the article, footnotes, references section).
- Copying from a source acknowledged in a poorly placed situation, not directly after the sentence or passage that was copied.
- Summarizing a source in your own words without citing the source anywhere in the article (body of the article, footnotes, references section).
- Copying from a source that is properly acknowledged with an inline citation directly after the sentence or passage that was copied but without explicitly naming the source in the text. For example, "Rachel Smith states that...".

ACTIVITY

**SETTING THE RECORD STRAIGHT ABOUT WIKIPEDIA**

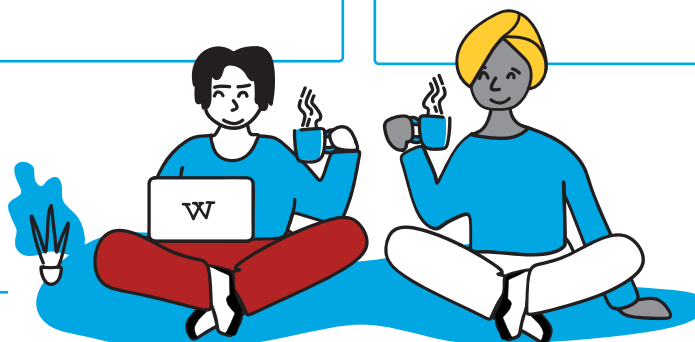
Ask your colleagues what assumptions they have about using Wikipedia as a pedagogical tool.

Pick one and write a clarification statement correcting the assumption.  
If it's something we haven't covered here yet, ask for advice in the dedicated forum.



*Assumption about Wikipedia:*

*Clarification statement:*



# 1.5 Why Use Wikipedia?

Now that we've cleared up some common misconceptions, it's time to demonstrate why Wikipedia is a powerful educational tool. When we think about the resources we use in the classroom, how do we evaluate their usefulness? When you choose books, encyclopedias, worksheets, and other educational materials, what do you look for? In the following section, we outline a few reasons why Wikipedia should be added to your teacher toolbox as an educational resource for students:



## Wikipedia cites sources

The information presented on each Wikipedia article must come from [reliable, independent, published sources](#). Wikipedia editors work together to identify, evaluate, and cite reliable sources that enrich the articles. If no reliable sources are available the article is not deemed notable enough to exist on Wikipedia and it will get deleted.



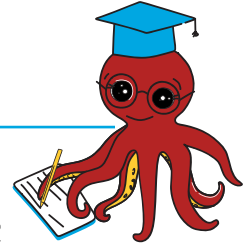
## Wikipedia strives to be unbiased

The reason Wikipedia can be considered to have less bias than other sources is that Wikipedia is edited by both sides of the argument. Controversial subjects, such as TikTok and Christopher Columbus, are even edit protected to prevent misinformation and biased information from leaking through.



## Wikipedia is up to date

Wikipedia has more editors than any other information source, with nearly 25 edits happening per second. This ensures that Wikipedia is generally one of the most up-to-date sites on the Internet.



### ACTIVITY

#### SHARE YOUR ANSWERS IN THE DEDICATED FORUM:

What kind of information do you usually search for on Wikipedia?

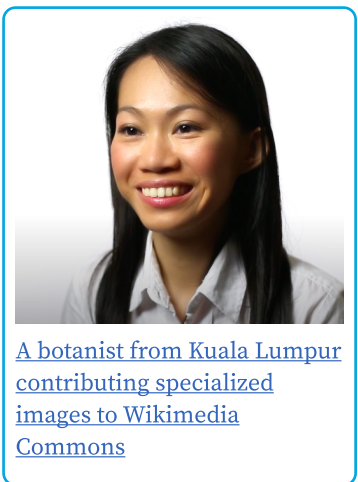
Keeping in mind the three aspects indicated in this section (references, neutral point of view, up-to-date), how does Wikipedia perform as a reference material compared to other reference materials your students have access to?



# 1.6 Who Writes Wikipedia?



[A Bolivian volunteer's journey editing Wikipedia and Wiktionary](#)



[A botanist from Kuala Lumpur contributing specialized images to Wikimedia Commons](#)



[A volunteer from Iraq describing the positive impact of writing a Wikipedia article](#)

You do! Yes, anyone can be bold and edit an existing article or create a new one, and volunteers do not need to complete any formal training. The people who create and edit articles in Wikipedia come from many countries, and each of them brings something different: researching skills, technical expertise, writing prowess, organizational skills, local knowledge, but most importantly a willingness to help. Any contributor to this encyclopedia, unregistered and registered alike, is called a “Wikipedian”, or, more formally, an “editor”. Wikipedia editors are volunteers that have various motivations. Some are interested in certain topics like medicine or art. Some edit to ensure their language and culture are represented online.

Some edit because they believe in the mission of the [Wikimedia Movement](#): That everyone in the world should be able to freely share in the sum of all knowledge.

Click on the profiles to the right to hear what some editors have to say about their motivations to edit Wikipedia in their own words:



• • • • 1.6 Who Writes Wikipedia?

FOR YOUR INFORMATION



People sometimes think that the Wikimedia Foundation is the authority who writes and edits Wikipedia articles.

When staff at the Wikimedia Foundation says that their job is not to write Wikipedia articles, but to support the community of editors who do, people often ask how article quality is checked and verified.

Surely, it can't be only volunteers doing all of that work on hundreds of thousands of articles in 300+ languages? It seems impossible for a volunteer effort to be responsible for something so grand, but actually, it is!

Volunteers write, edit, and verify the information on all Wikipedia articles. Additionally, you can find:



**Administrators:** Trusted volunteer Wikipedia editors selected by the community to perform certain technical actions on Wikipedia such as deleting pages or blocking users to protect the wiki.



**Bots:** They are automated tools created by Wikipedia editors to support the efforts of maintaining the quality of Wikipedia articles. Take [ClueBot NG](#), for example - this bot identifies and reverts vandalism based on its own dataset and vandalism detection algorithm. Bots are not exempt from biases or inaccuracies so ClueBot NG has systems in place for volunteers to review the bot's performance.

ACTIVITY



SHARE YOUR ANSWERS IN THE DEDICATED FORUM:

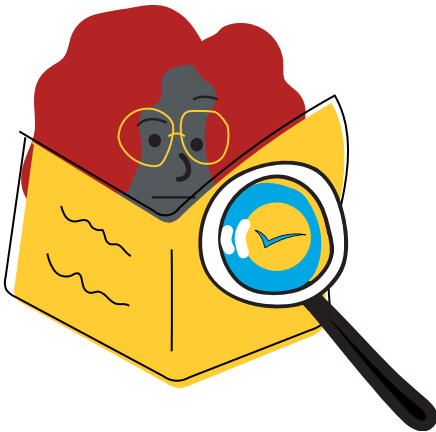
If you've edited Wikipedia before, what inspired you to make your first edit?

If you were to become an editor, what would your main topics of interest be?

If you were to meet a Wikipedia editor face to face, what would you want to ask them?



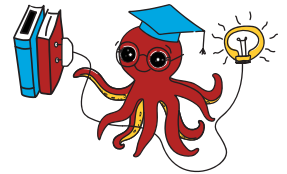
# 1.7 Who Doesn't Write Wikipedia?



The Wikimedia Movement aims to represent all human knowledge on Wikipedia. This means that coverage should include all languages, cultures, histories, and perspectives. However, the current makeup of Wikipedia editors does not represent the demographics of the world. This is an issue that the different communities supporting Wikipedia are actively trying to solve.

One of the solutions is helping more people understand how Wikipedia works and encouraging anyone interested to become a contributor. One of the core pillars of the Wikimedia Movement's strategy for the future is "Knowledge Equity".

## PLUG INTO EDUCATION



### KNOWLEDGE EQUITY

The [strategic direction](#) of the Wikimedia movement states that: *"As a social movement, we will focus our efforts on the knowledge and communities that have been left out by structures of power and privilege. We will welcome people from every background to build strong and diverse communities. We will break down the social, political, and technical barriers preventing people from accessing and contributing to free knowledge."*

Brazilian educator Paulo Freire believed that in order to create a more just society, students needed to be given the opportunity to become knowledge constructors. In his book, *Pedagogy of the Oppressed*, Freire said, *"For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."*

The pedagogy of liberation taught by Freire and others encourages students to think critically about information and the world. One of the ways we as teachers can help our students to do this is by taking a critical lens to Wikipedia and other sources of knowledge and asking questions about who has constructed that knowledge, what it means for them and for us, and who has been left out altogether.

## ACTIVITY



### REFLECT AND SHARE YOUR ANSWERS IN THE DEDICATED FORUM:

How do you and your students think critically about information?

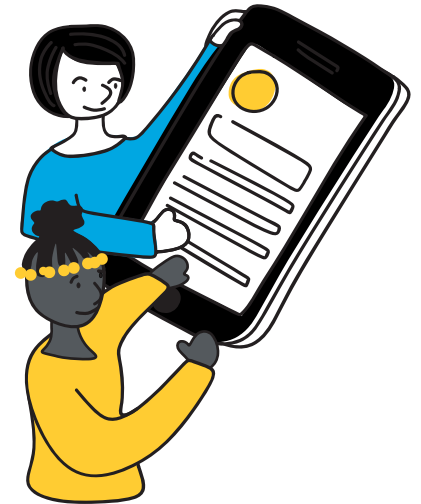
Do you encourage them to be knowledge constructors?

What barriers do your students encounter in this process?

## Notes & Questions



# 1.8 Navigating Wikipedia



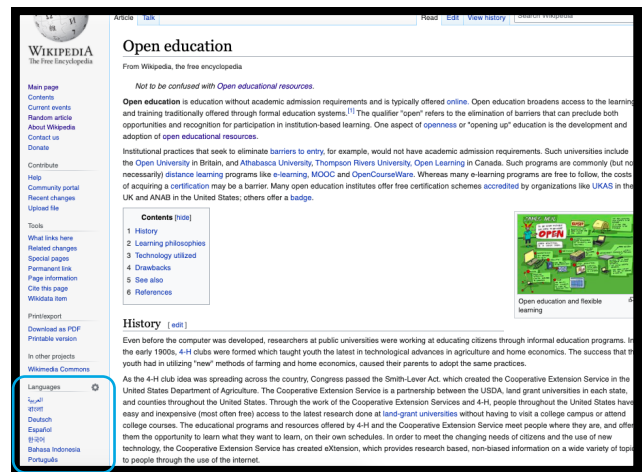
Now that we've learned about what Wikipedia is, and who writes it, let's take a deeper look at how we can navigate Wikipedia and use its many features. In this section, we're going to explore how to search, how to see other language versions of an article, how to explore categories, and how to open links within an article.

A screenshot of the Wikipedia homepage. At the top, it says "Not logged in" with links for "Talk", "Contributions", "Create account", and "Log in". Below this is a search bar with the text "Search Wikipedia" and a magnifying glass icon. The main heading is "Welcome to Wikipedia," followed by "the free encyclopedia that anyone can edit." and "6,458,423 articles in English". There are three columns of featured content: "From today's featured article" featuring J. R. R. Tolkien and his work on *Beowulf*; "In the news" with a list of current events including Russia's invasion of Ukraine and the Winter Olympics; and "Ongoing" and "Recent deaths" sections. A "Nominator article" link is at the bottom right.

**SEARCH**

Wikipedia contains a search box on every page. The search box helps to navigate directly to a given page name upon an exact match when you conduct a query about a specific topic. If Wikipedia doesn't have an article about that topic, you will find articles that mention it.

## 1.8 Navigating Wikipedia



### LANGUAGES

Wikipedia is available in more than 300 languages, from English to Tagalog. You can navigate through the different language versions of a Wikipedia article and notice the differences and similarities in each article including the way the information is presented. Each language Wikipedia may have its own rules and dynamics agreed upon by its community of editors.

Categories: [Learning methods](#) | [Pedagogy](#) | [Learning programs](#) | [United States educational programs](#) | [Curricula](#) | [Collaboration](#) | [Skills](#) | [Learning](#)

### CATEGORIES

Categories are intended to group together pages on similar subjects on Wikipedia. Categories help readers to find and navigate around, a subject area, to see pages sorted by title, and to thus find article relationships.

Categories are normally found at the bottom of an article page when you navigate Wikipedia from a desktop. Clicking a category name brings up a category page listing the articles (or other

pages) that have been added to that particular category. There may also be a section listing the subcategories of that category. The subcategorization feature makes it possible to organize categories into tree-like structures to aid navigation.

Take a look at the categories where the article on [“21st Century Skills”](#) is included.

## LINKS

Hyperlinks are an important feature of Wikipedia. Internal links bind the project together into an interconnected whole. Internal links allow readers to deepen their understanding of a topic by conveniently accessing other articles without leaving Wikipedia. Inter-Wikimedia links bind the project to sister projects such as Wikisource, Wiktionary, and Wikipedia in other languages, and external links bind Wikipedia to the web.

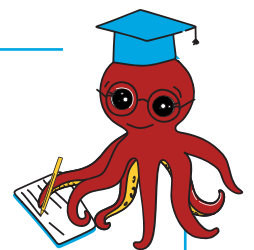
However, there are still gaps in the information available on Wikipedia. As you navigate through different Wikipedia articles on your desktop browser you will notice some internal links in red. This means the Wikipedia article about that topic does not exist yet (but it probably should!).

The screenshot shows the Wikipedia article for Sakena Yacoobi. At the top, there are navigation tabs for 'Article' and 'Talk', and a search bar. The article title is 'Sakena Yacoobi'. Below the title, it says 'From Wikipedia, the free encyclopedia'. The main text describes her as an Afghan activist known for her work for promoting access to education for women and children. It lists several awards she has received, including the 2013 Opus Prize, the 2015 WISE Prize, and the 2016 Harold W. McGraw Prize in Education. There is a 'Contents' box with links to Biography, Afghan Institute of Learning, Recognition, Works, Notes, and External links. A 'Biography' section follows, detailing her birth in Herat, Afghanistan, her move to the United States, her education at the University of the Pacific and Loma Linda University, and her work with Afghan refugees in Pakistan. It also mentions her role as a teacher training guide and her work with the United Nations Rehabilitation Plan for Afghanistan. A photo of Sakena Yacoobi is shown on the right. Below the biography, there is a section for 'Afghan Institute of Learning' with a photo of her and another person.

## ACTIVITY

### TRY IT YOURSELF!

1. Open Wikipedia on your language of choice.
2. Locate the search box and look for a topic that is relevant to the subject you teach.
3. Identify how many languages that article is available in.
4. Identify the categories that this article belongs to.
5. Click on a hyperlink in the article that will help you expand your knowledge on the topic.
6. Document your thoughts and discoveries:
  - How easy was it to find information about this topic on Wikipedia?
  - What information is missing about this topic?
  - Why is it important that your students have access to information about this topic?
  - What would happen if they didn't?



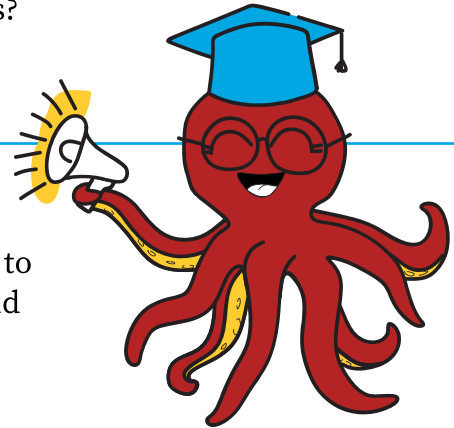
## Notes & Questions



# 1.9 Other Ways to Access Wikipedia

In 2015 the world came together to draft Sustainable Development Goals that serve as a guide for solving the most pressing problems of our age.

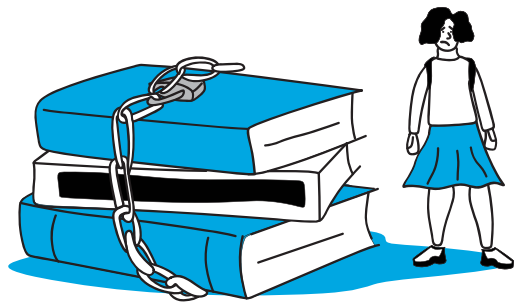
Are you familiar with the Sustainable Development Goals?



[Sustainable Development Goal #4](#) calls governments to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.



Crises such as the COVID-19 pandemic exacerbate the existing inequalities in education...



...causing children to be left out of education systems.

Open knowledge initiatives such as Wikipedia can facilitate equitable access to education and to learning opportunities for all by reducing the costs associated with traditional publishing, and by crowdsourcing content and translations.



But... what about students that have no computers or internet connectivity?



## 1.9 Other Ways to Access Wikipedia

It can still be a challenge to ensure that students worldwide have access to technology. Many schools are still not equipped with adequate computers or internet access.

If that is the case for you, or anyone you know, there are some other ways you can access Wikipedia:

- You can access Wikipedia through any browser that can connect to the internet, whether it's from a desktop, laptop, tablet, or smartphone.
- You can also download an official Wikipedia app for your smartphone
- For areas where internet connectivity is an issue (whether due to lack of access to a network or elevated prices of data packages), you can also download Kiwix, an app that allows you to access the content of Wikipedia offline.

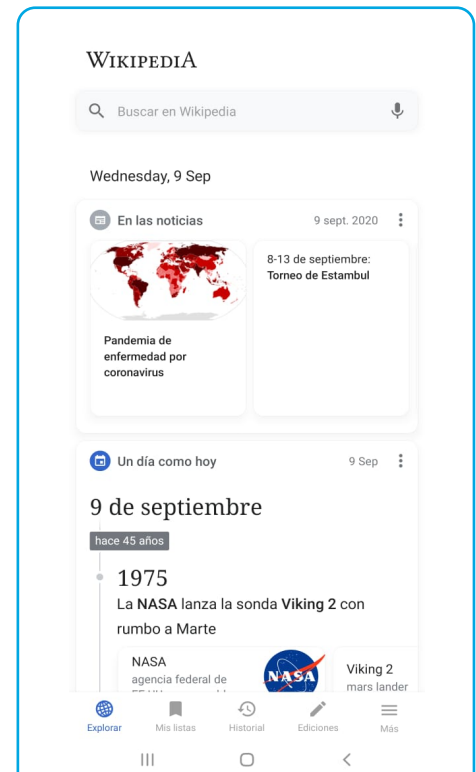
*Note: In order to continue facilitating the access to Wikipedia around the world, a Wikipedia app for [KaiOS](#) has recently been launched!*



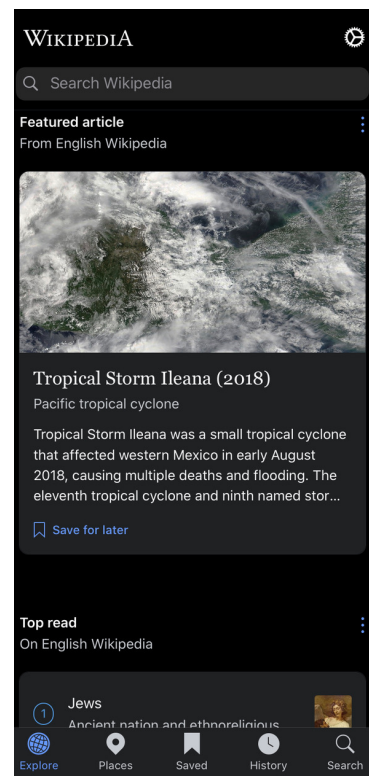
### OFFLINE WIKIPEDIA WITH [KIWIX](#)

Kiwix is a free and open-source offline web browser that allows offline access to Wikipedia.

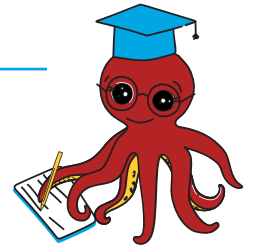
You can store Wikipedia (and its sister projects) in any language on a computer, USB flash drive, or even a DVD, and have access to it without using the internet.



[Wikipedia app for Android](#)



[Wikipedia app for iOS](#)



**ACTIVITY**

**TRY IT YOURSELF!**

We're going to reflect on the experience of accessing Wikipedia through a web browser and a phone app. This will allow you to better guide your students in navigating Wikipedia to access information. Follow the same sequence of action below on wikipedia.org on your computer and then on the Wikipedia app on your smartphone (download it from the corresponding app store).



1. Locate the search box and look for the article about planet Earth.
2. Identify the other languages it's available in.
3. Click on a hyperlink that can take you to learn more about the Solar System.
4. Return to the page about planet Earth.
5. Return to Wikipedia's main page.

Share your thoughts about this experience on the dedicated forum.

	WIKIPEDIA ON A BROWSER	WIKIPEDIA APP
What was easy to do?		
What was difficult to do?		
What would be the advantage for students to use this platform?		
What about this platform could be challenging for students?		

## Notes & Questions



# 1.10 Keeping students safe while reading Wikipedia



Learning how to be safe online is an imperative 21st-century skill for all young people. As educators, how can we ensure the safety of our students as they navigate new technology and digital spaces? Participation in Wikipedia requires children to understand basic Internet safety practices. Parent or teacher supervision and guidance is important, depending upon the age of the child, just as in any other online environment.

According to UNICEF, children can be thought of as receivers, actors, and participants in their online environments. As such, the risks they face have been organized into three categories: inappropriate content, inappropriate conduct, and inappropriate contact. Let's explore how we can keep children safe on Wikipedia in these three categories.

## Inappropriate Content

Wikipedia is not edited to remove elements deemed inappropriate for children or censored. It contains articles on subjects such as racial slurs, controversial political and religious issues and movements, and sexual acts, including images of nudity.

However, articles on these topics are based on facts and are not meant to incite or provoke the reader. Articles, including those on human reproduction, may contain anatomical, graphic photographs of sexual organs, which certain cultures may find inappropriate for small children. However, Wikipedia can be configured to hide these images if desired.

Because Wikipedia is an open platform, pages which are normally appropriate for children to use are occasionally edited in a malicious or intentionally disruptive manner with rude words or content which may be offensive. This type of [vandalism](#) is normally noticed and removed within a few minutes—if not seconds—but it is still possible that a person may access a page before this is dealt with.

### FOR YOUR INFORMATION

#### WHAT YOU CAN DO TO MAKE WIKIPEDIA SAFER:

- Have a conversation with your students about appropriate search terms.
- Communicate and model what students can do if they see something inappropriate while reading a Wikipedia article.
- Curate content lists for students to read.
- If you're planning to have students search for certain topics, run searches yourself in advance to look for any inappropriate results.



### Inappropriate Conduct

UNICEF explains inappropriate conduct as, “Children and adults may use the Internet to harass or even exploit other people. Children may sometimes broadcast hurtful comments or embarrassing images or may steal content or infringe on copyrights.”

There are not many opportunities for inappropriate conduct involved in simply reading Wikipedia, and other sections of this training go further into helping students make appropriate use of Wikipedia content. However, if at any point a student becomes an editor, or engages with other editors on Wikipedia, their risk of exposure to inappropriate conduct increases.

There are reasonable measures that prevent and stop potential problems associated with the use and editing of Wikipedia by children, and the interactions between children and adult predators. These measures are implemented as consistently as possible and with the level of action necessary to protect and maintain the safety, privacy, and identity of children.

If one of your students feels that another Wikipedia user (e.g. an editor or administrator) is behaving in a way that threatens their personal safety, or worries them in any way whatsoever, they should be instructed to inform their teacher or another responsible adult that they trust. They should not continue to communicate with that user.

### Inappropriate Contact

Wikipedia does not ask its users (editors) to state their age or any other personal identifying information, either upon registration or at any other time. However, some users do decide to include personal identifying information on their user page, possibly including contact information (email, instant messaging, etc), a photograph, their real name, their location, information about their areas of expertise and interest, likes, and dislikes, homepages, and so forth. Sometimes, a user may also disclose some personal identifying information elsewhere, such as on a discussion page.

This disclosure raises special concerns in terms of Wikipedia’s younger users, particularly when the user identifies himself or herself as being a child. Unfortunately, some younger users have occasionally treated Wikipedia as a social networking site, and this has resulted in the disclosure of personal information, as well as other conduct that is inappropriate for the project of building an encyclopedia.

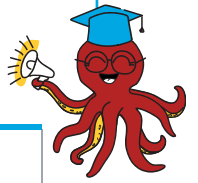
#### FOR YOUR INFORMATION

##### WIKIPEDIA ADMINISTRATORS

On Wikipedia, **administrators** are trusted members of the community who have the authority to delete articles, block users and protect the wiki from vandalism and inappropriate editing.



FOR YOUR INFORMATION



**TO HELP KEEP STUDENTS SAFE ON WIKIPEDIA, YOU CAN REVIEW THE FOLLOWING GUIDELINES WITH THEM:**

	<p>1. When you have an account, always log in and use it when you edit.</p>
	<p>2. Never tell your password to anyone.</p>
	<p>3. If a stranger online asks for your password, you should not give it to them.</p>
	<p>4. Don't let your family or friends use your account. If they do something wrong, you will be held accountable for it.</p>
	<p>5. Log out every time you leave the computer, especially if it is a shared computer.</p>
	<p>6. Don't use more than one account unless you have a good reason.</p>
	<p>7. Never post your address or phone/mobile phone number.</p>
	<p>8. Don't use your real name for your username.</p>
	<p>9. Don't post photos of yourself, your friends, or your family on your user page. People can use this info to find out who you really are, especially if you have used the same information or username on other websites.</p>
	<p>10. Don't start editing your school's page - it's a dead giveaway that you probably go there!</p>
	<p>11. Don't write articles about yourself - if you are a really important person, someone else will probably write an article about you.</p>
	<p>12. If you posted your own information by mistake, ask an administrator to remove it for you, or you can request it to be overlooked, which hides it. Even if you don't ask, an administrator or other editor may delete it if we know that you are very young. Please don't be upset, as this will be done to keep you safe.</p>

### Handling and Reporting Issues

Personally identifiable information that is self-disclosed on Wikipedia by apparent children should be removed and reported privately to an [Oversight](#), or the Oversight email group. The user should be notified of the removal, advised that it has been done to ensure their privacy and safety, and discouraged from disclosing such personal information on Wikipedia in the future.

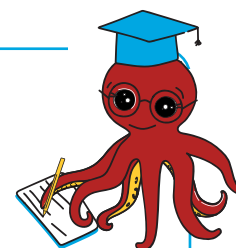
Reports of editors attempting to pursue or facilitate inappropriate adult-child relationships, or otherwise breaching trust and safety, should be made to the Wikimedia Foundation by email: [legal-reports@wikimedia.org](mailto:legal-reports@wikimedia.org). Reports of issues concerning inappropriate images of children should be sent to the same email address.

Reports of threats of physical harm should be made to the Wikimedia Foundation emergency team by email: [emergency@wikimedia.org](mailto:emergency@wikimedia.org).

#### ACTIVITY

##### SAFE NAVIGATION ON WIKIPEDIA

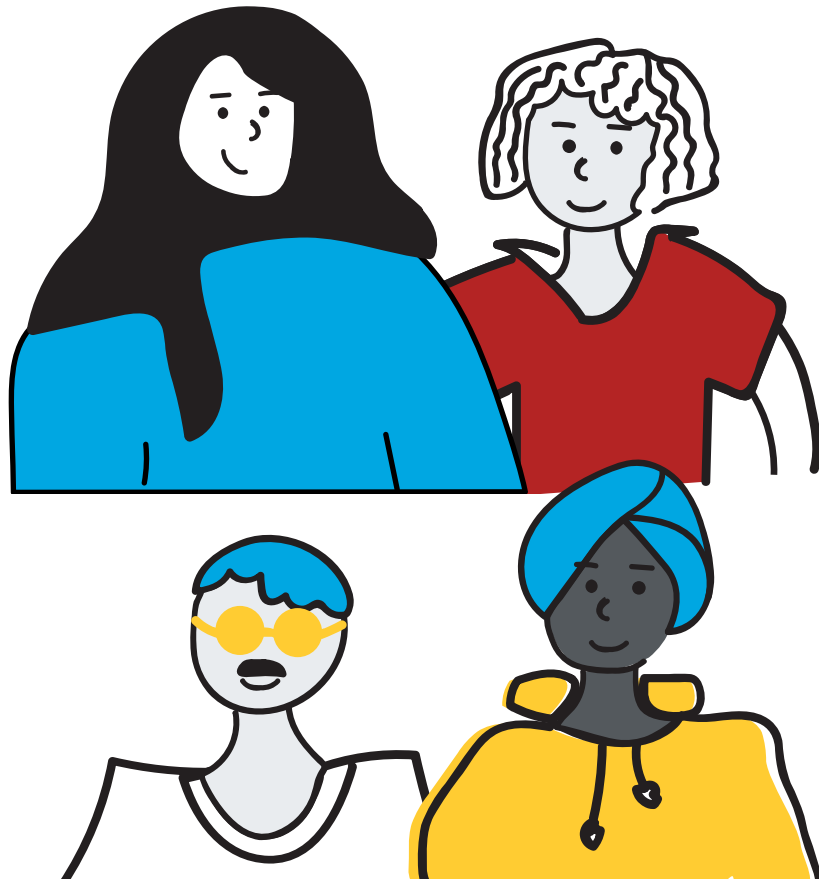
Based on what you learned in this lesson, write 3-4 actions that you could take to help your students use Wikipedia safely. Share them in the forums!



*You can take your notes in this box too!*



## 1.11 Knowledge equity, content diversity, and Wikipedia



Wikipedia is not a finished project, and there are still significant gaps in the content available across the different language versions. This results in the exclusion, or under-representation, of certain cultures, languages, histories, and perspectives. Wikipedia contributors such as Marc Miquel work to create research frameworks and tools that can help identify what is missing. For example gaps in geographic representation and locally relevant topics; gaps in gender representation (e.g. the number of biographies of women), and gaps in coverage of marginalized ethnic groups. Efforts like these promote knowledge equity and enable more diverse representation on Wikipedia across languages.

Why is it important for educators to be aware of the knowledge gaps found on Wikipedia? What is the impact of having an increased representation of local languages and knowledge in Wikipedia? In [Marc's words](#):

*"[The inclusion of local knowledge on Wikipedia, and its use] in education may be crucial in order to have a chance to pass it on to further generations. Wikipedia's characteristics, such as its wide variety of topics, linked nature and extensive use of images, constitute a corpus of knowledge essential to revitalize a language or to study [a culture's] nuances at any future point."*



• • • • 1.11 Knowledge equity, content diversity, and Wikipedia

Before you read Marc’s article, let’s do a quick exercise! Go to Wikipedia and try to find articles that match the statements below. Write your findings in the corresponding text boxes:

An article of a notable person from your community	
An article of a traditional dish	
An article of a historical; event or landmark in your region	

Based on the articles you found, answer the following questions:

How would you describe the quality of these articles in your local language?	
Are these Wikipedia articles available in other languages?	
Can you identify any differences between the same article in a different language version? (You can use a browser translation feature if you have it)	

Through the previous exercise, you might have been able to identify missing content about your local context on Wikipedia, as well as differences in the way the same topic is presented in different languages. How are volunteers working to identify and address these knowledge gaps? You will find out in Marc's article below.

**Note:** The following article was [originally published](#) on the "[Knowledge Equity Calendar](#)", a project that featured stories of Wikimedians working towards Knowledge Equity.

**"IF WE WANT TO GATHER THE SUM OF HUMAN KNOWLEDGE, WE MUST INCLUDE EVERYONE."**

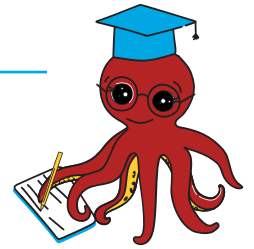
My name is Marc Miquel, I work on a project called [Wikipedia Diversity Observatory \(WDO\)](#), which is a joint space for researchers and activists to study Wikipedia's content diversity coverage, discuss strategic needs, and propose solutions to improve it and fight against knowledge gaps.

The project aims to explain the causes of the gaps and to provide a summary of the cultural representation of every language in every place in the world. At the same time, it intends to stimulate sharing content across languages. To close knowledge gaps, we want to raise awareness by providing different types of resources: datasets, visualizations, and statistics, as well as lists of articles and tools that show the most relevant gaps that need to be bridged.

Solving the problem of knowledge gaps is a daunting challenge. However, in this project, I want to shed some light on the problem and start raising awareness in order to have a common understanding of the problems that stop us from having more content diversity. Our main challenge lies in transforming research into effective communication which can be easily understood by every [Wikimedia] community member and which encourages them to organize different activities in order to bridge some priority gaps. For this reason, we publish academic papers explaining all the different technical methodologies in order to analyze content and how we quantify the most important gaps related to gender and cultural diversity.

I envision that by 2030 every [Wikimedia] community is aware of the gaps both in the content that they should create in order to properly represent their most immediate context (from geographical places, traditions, monuments, prominent figures, ethnic groups, people, etc.) and in the content that relates to the other languages' contexts. I expect that collaborations among Wikipedia language communities in order to cover cultural and contextual content will proliferate in the years to come. Either with projects like [Asian Month](#), which invites everyone to edit about Asia, or [Intercultur](#) and [CEE Spring](#) which promote the exchange of articles between the languages of the Iberian peninsula and between the languages of Central and Eastern European countries.

All in all, I am confident that content diversity will become one of the main objectives in the future and that we will become much better organized and coordinated to address all the content categories that are key to bridging the most pressing knowledge gaps. Knowledge equity is the right way to pay attention to those who provide us with the knowledge we are missing. **Because if we want to gather the sum of human knowledge, we must include everyone.**



### POST-READING REFLECTIONS

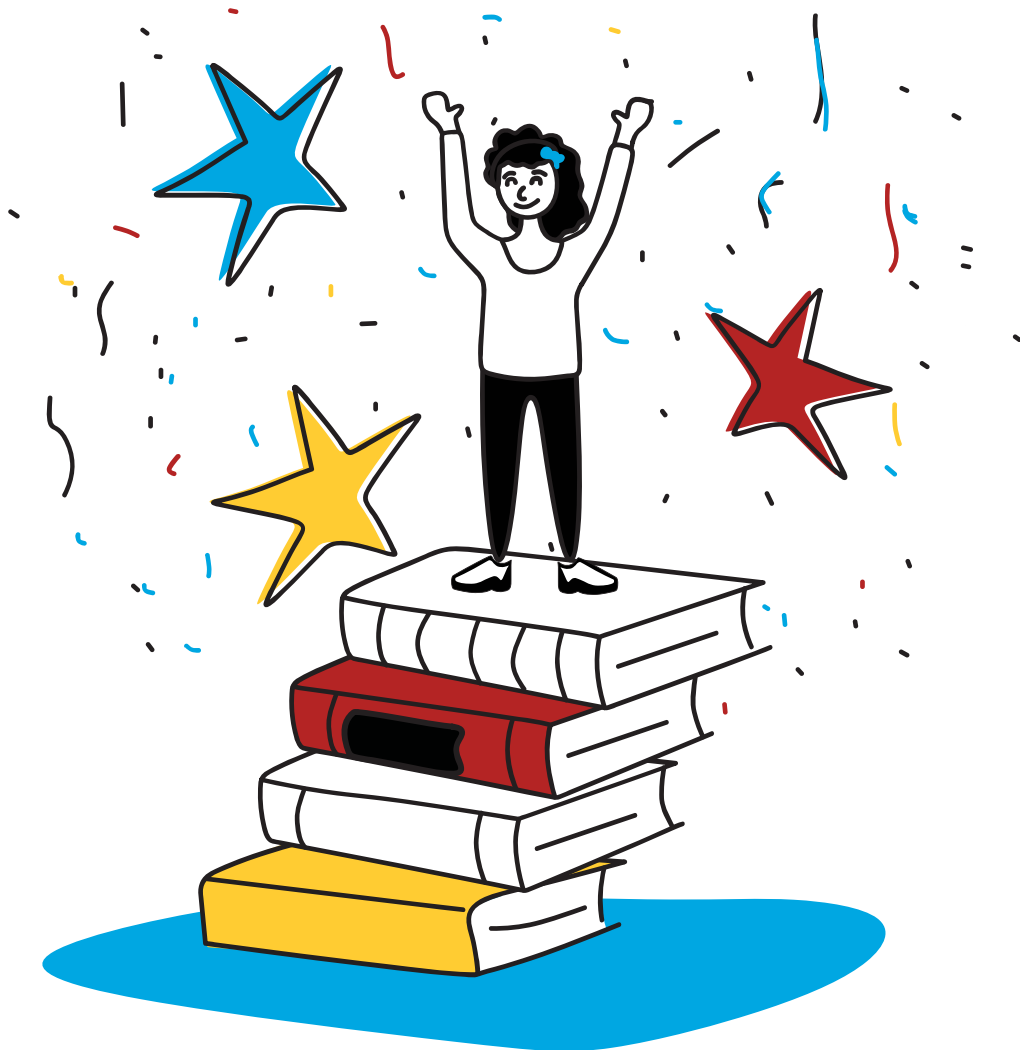
- Where can students go, either online or offline, to gain easy access to information about local history, traditions, and notable people?
- What parts of your cultural context are underrepresented online? Are there specific groups of people that are underrepresented?
- Why is it important for knowledge about your cultural context to be represented online?
- Based on the research you did in the first exercise, do you think Wikipedia has a good representation of your local culture? What can be done to improve it?

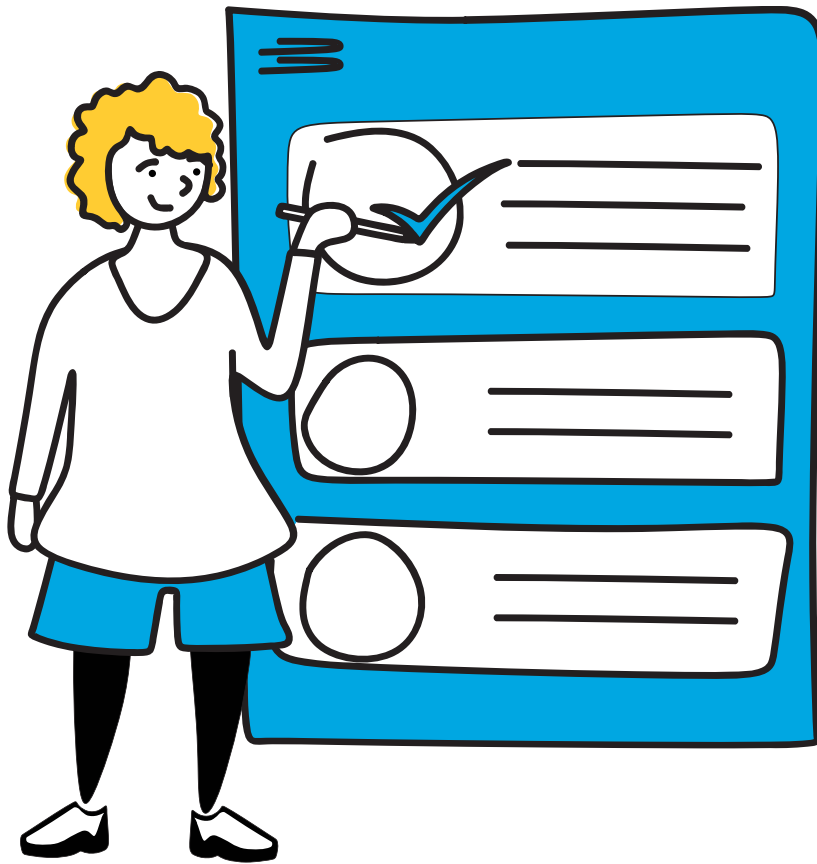
*You can take your notes in this box too!*



# You have **completed** Module 1!

Take a moment to share this achievement in the dedicated forum!





# What's next?

Now that you have completed Module 1,  
you are ready to start Module 2!

# What's next?



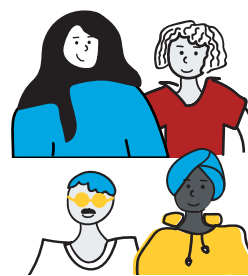
In Module 2 you will learn more about a Wikipedia article's structure and how to help your students better assess the information they find.



Use the lesson plans provided in the Annex for inspiration, you will find examples of how to incorporate Wikipedia in different subject areas.



**Bring your new knowledge to your classroom!** Prepare a lesson plan where you can teach your students how to use Wikipedia to strengthen their media and information literacy skills.

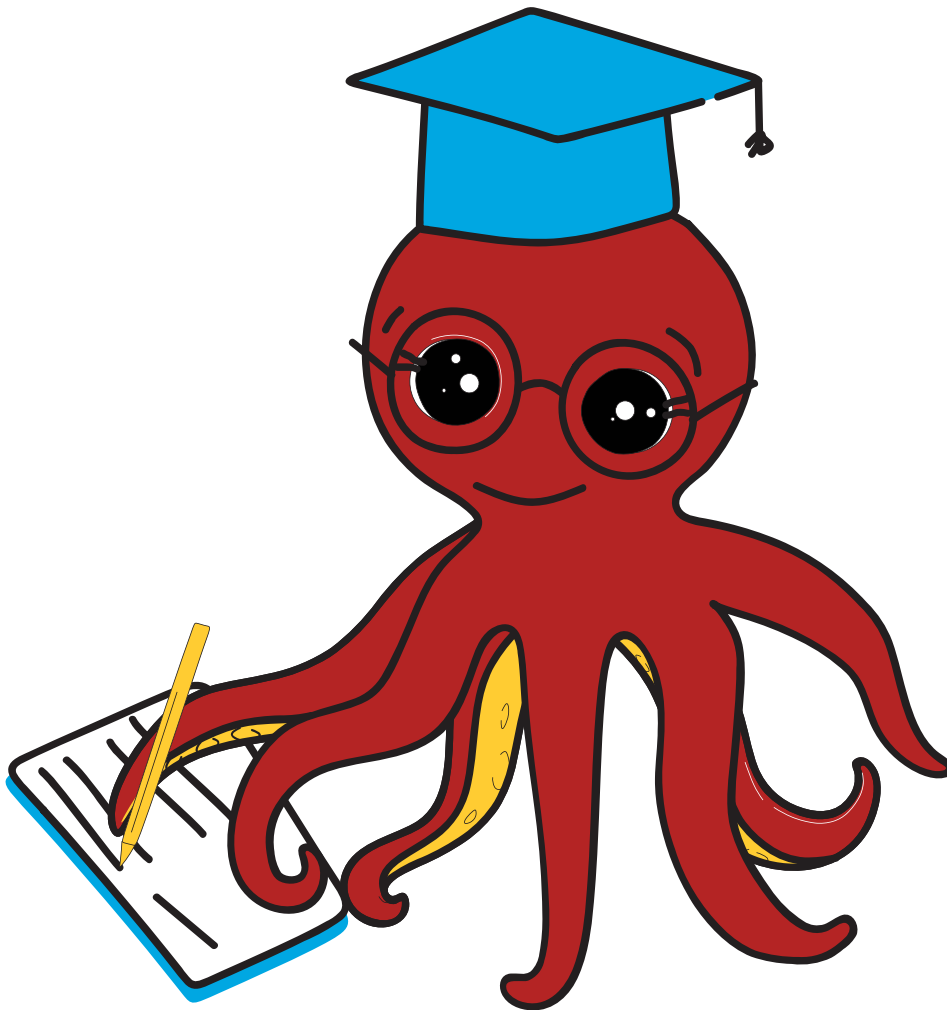


Remember to connect with the larger Wikimedia education community via social media and check if there's a local Wikimedia affiliate [in your region](#).

Use the space on the next page to start drafting your ideas for a lesson plan, you can improve on them as you move through Modules 2 and 3.

## Notes & Questions





# Final Activity

Integrate Wikipedia  
into your lessons



# Final Activity

## Now it's time to put your knowledge in action!

- Reflect on the new aspects you have learned about Wikipedia and its value as a pedagogical tool to develop media and information literacy skills.
- Consider the transferable skills that your students can acquire through critically using Wikipedia in their academic journey.
- Review the example lesson plans and activities in the Annex to find actionable ways to integrate Wikipedia in your virtual classroom.
- Identify an activity, lesson, or module in your class where you could integrate Wikipedia to foster media and information literacy skills.
- Draft a plan for this activity. Use the space below to brainstorm and gather resources. Use the lesson plan template (or another template you already use) to organize your ideas and develop your activity.
- At the end of Module 2 you should review your ideas, incorporate new perspectives and knowledge, and improve your lesson plan draft.



## BRAINSTORM:

## Notes & Questions





# Lesson Plan Template

**ACTIVITY:**

**GRADE:**

**DISCOVERY QUESTIONS:**

**RESOURCES:**

**LEARNING OUTCOMES:**

**STANDARDS ALIGNMENT:**

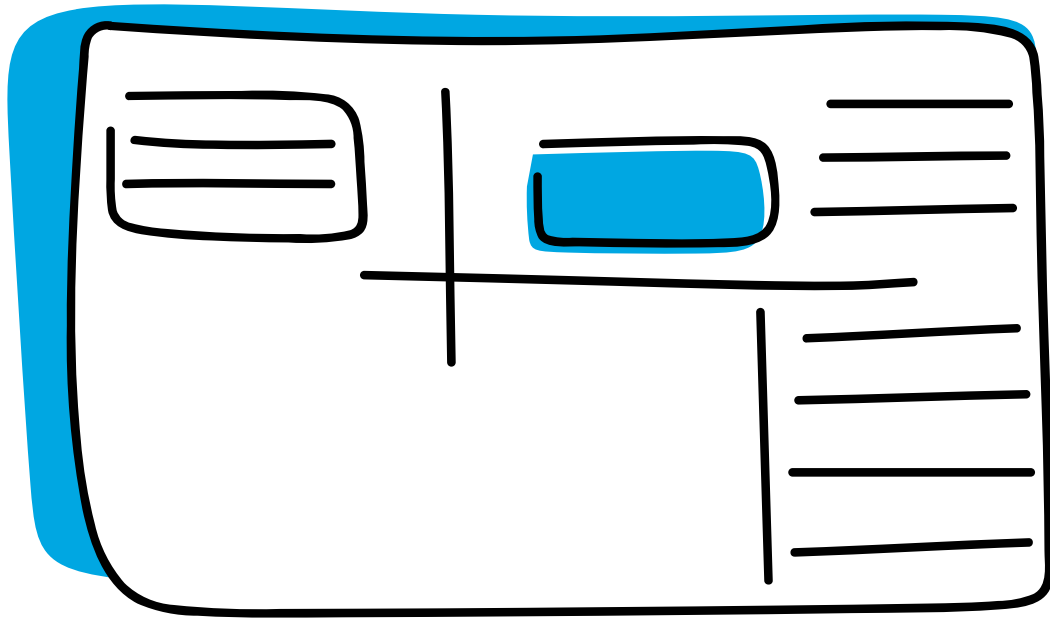
**PREPARATION:**

**INTRODUCTION:**

**GUIDED PRACTICE:**

**INDIVIDUAL PRACTICE:**

**DEMONSTRATION OF LEARNING:**



Annex

**Example**  
**lesson plans**  
**and activities**  
**to integrate**  
**Wikipedia in**  
**the classroom**

# Knowledge Quest

**ACTIVITY:**

My Knowledge Quest

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

How can I find the information I need on the internet? How can I evaluate the information I find?

**RESOURCES:**

Computer, internet access, notebook, writing supplies, Knowledge Quest worksheet

**LESSON SUMMARY:**

Students reflect on and document their journey navigating Wikipedia as they access and evaluate the information they need to solve a query.

**LEARNING OUTCOMES:**

Students are able to identify positive and negative indicators of quality to assess the information they find on Wikipedia as a starting point of a research project.

**PREPARATION:**

- Identify a research project, activity, take-home assignment where students will need to navigate the internet to find information.
- Familiarize yourself with the worksheet “My Knowledge Quest” as well as with the example and evaluation rubric provided.
- Digitally distribute the worksheet “My Knowledge Quest” for students to complete online or print and use at home

**INTRODUCTION:**

- Present the topic of the research project, activity, or take-home assignment. Ask students to brainstorm the websites they will use to find information to complete their project.
- Lead a discussion for your students to compare the benefits and challenges of finding information online, how reliable the information is, and how to avoid plagiarism in their work. Bring their attention to Wikipedia in particular and tell them they will use it as the starting point in their project.
- Present the positive and negative indicators of quality from Module 2 and tell your students they will use them as they navigate Wikipedia to start their project.

Positive indicators of quality	Negative indicators of quality
<ul style="list-style-type: none"><li>• It contains several references from reliable sources.</li><li>• It has an informative and clear lead section.</li><li>• It covers different relevant aspects of one topic.</li><li>• It presents balanced and organized content.</li><li>• It is written from a neutral point of view.</li></ul>	<ul style="list-style-type: none"><li>• It does not have any references.</li><li>• It has a warning banner.</li><li>• It contains spelling or grammatical errors.</li><li>• It contains outdated information about a current topic.</li><li>• It contains unsourced opinions and value statements.</li></ul>

**GUIDED PRACTICE:**

- Choose one topic as an example to complete the worksheet “My Knowledge Quest”.
- Demonstrate how to search for the topic from the Wikipedia search box, how to document information on the worksheet, and ask your students for input on the positive and negative indicators of quality they are finding on the Wikipedia article.

**INDIVIDUAL PRACTICE:**

- Give your students time to individually complete the worksheet “My Knowledge Quest”. Alternatively they can work in pairs.
- Make sure they have the positive and negative indicators of quality in hand and they can consult these when needed.
- Provide guidance and input as your students work through the activity.

**DEMONSTRATION OF LEARNING:**

- Ask your students to send you their completed worksheets: taking a picture of the printed worksheet, a screenshot, etc.
- Ask 2 - 3 students to share the process they followed: What was helpful? What was difficult? What indicators of quality were they able to identify in the articles they found? Was Wikipedia a good starting point for their research?
- Evaluate your students’ work using the suggested rubric and provide feedback.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

# My Knowledge Quest

**Instructions:** Use this worksheet to document your search for information on Wikipedia. Answer each question in the corresponding box to reach the “Finish” line. Compare your findings with your classmates!



**Finish!**

[Empty box for answer]

Which sources of information will I visit next?



[Empty box for answer]

What are the main discussions about this topic “Talk” page?



[Empty box for answer]

How can I tell if these are facts or opinions?



What key ideas am I finding?



[Empty box for answer]

[Empty box for answer]

What negative indicators can I see in these articles?



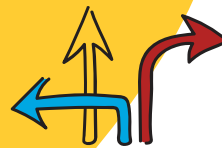
[Empty box for answer]

What positive indicators can I see in these articles?



[Empty box for answer]

What articles am I finding helpful?



What am I looking for?  
What keywords could I use in this search?

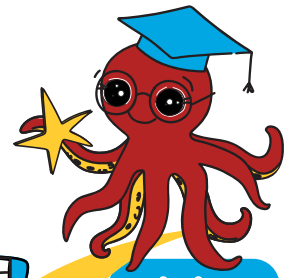
[Empty box for answer]

**Let's Start!**



# My Knowledge Quest - Example

Here you can find an example of a completed Knowledge Quest worksheet. Adapt and change accordingly!



**Finish!**

Next, I will visit these references included in the Wikipedia articles I saw:

- [Saint Maya - The New Republic](#)
- [How Maya Angelou influenced hip-hop](#)
- The interview [Laugh and Dare to Love](#)
- Episodes of [Black, Blues, Black!](#)

Which sources of information will I visit next?

In the "Poetry of Maya Angelou" I found it interesting how authors were discussing the best language to present the value of Maya's poetry objectively.

What are the main discussions about this topic "Talk" page?

The main events in Maya Angelou's life: she had many occupations before becoming a writer, she suffered from abuse and moved houses a lot, she had a son very young. Her work includes poetry, autobiographies, plays, and children's books even. She received many awards for her contributions and activism

How can I tell if these are facts or opinions?

What key ideas am I finding?

These are not opinions because I can see the sources that the authors have used to create the text and they describe real events in a neutral and objective way

I didn't find any negative indicators of quality in these articles, they had proper references, updated information, and no warning banners

What negative indicators can I see in these articles?

- [Maya Angelou](#)
- [List of Maya Angelou works](#)
- [Poetry of Maya Angelou, themes](#)
- [Themes in Maya Angelou's autobiographies](#)

What positive indicators can I see in these articles?

The Wikipedia articles I saw have a lot of references, the lead sections were informative and clear, and it covered different aspects of the life and work of Maya Angelou

What articles am I finding helpful?

What am I looking for?  
What keywords could I use in this search?

I'm looking for the main events in the life of Maya Angelou, examples of her work, and the main themes in her writings.  
Potential keywords:

- Maya Angelou
- Maya Angelou work

**Let's Start!**

# •••• My Knowledge Quest - Rubric

Here you can find an example of a suggested rubric to evaluate the activity. Adapt and change accordingly!

STUDENTS ARE ABLE TO	SCORE
Identify search parameters and relevant keywords	
Examine the article using positive and negative indicators of quality	
Summarize the information they find to answer their original query	
Determine if the article contains facts or opinions	
List other sources of information to continue their research	

3	Clear demonstration of understanding
2	Some demonstration of understanding
1	Unable to complete the task

# History

**ACTIVITY:**

Who's in your textbook?

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

Who is represented in my textbooks? Who is missing? What makes someone "notable"?

**RESOURCES:**

Computer, internet access, history textbook, notebook, writing supplies.

**LESSON SUMMARY:**

Students explore Wikipedia to create a profile about a notable person who is not represented in their history textbook.

**LEARNING OUTCOMES:**

Students are able to analyze representation gaps in their History textbook and use Wikipedia to research the life of local notable people not included in their textbook.

**PREPARATION:**

- Review the textbook your students are using for their History class.
- Notice the main gaps in representation of notable people it features: gender, nationality, racial identity, mother tongue, etc.
- Create a grid to highlight the main gap in representation for your students to complete. If we focus on the gender gap, for example, your grid could look like this:

Women featured in my History textbook	Men featured in my History textbook

- Create the profile of a notable person not featured in the History textbook to show the students as an example.

**INTRODUCTION:**

- Ask students to freely share names of notable people in the history of their country/the world.
- Provide some examples to get them started. List them on a shared document or virtual board.
- Ask them if they can identify some common characteristics of the people they have identified and bring their attention to those who are missing: Are there mostly men/women in this list? How did your students learn about them? What makes these people notable?
- Take notes of the main points of this discussion.
- Introduce the purpose of the activity: "We are going to identify who is featured in and who is missing from our History textbook. We are going to add the missing stories of notable people ourselves by conducting an initial research on Wikipedia and other pages on the web".

### GUIDED PRACTICE:

- Bring the students attention to their History textbook and ask them if they think they can find the people they listed in the previous activity there.
- Present them the grid you had prepared and ask them to list the names of the different people they find on their textbooks accordingly. Example:

Women featured in my History textbook	Men featured in my History textbook

- Ask your students to compare their answers with a partner. Alternatively you can ask 2-3 students to share their findings with the class as a whole.
- Choose the example of one notable person not featured in their textbook and demonstrate conducting a simple search about them on Wikipedia.
- Highlight the different sections of a Wikipedia article that are most helpful for this activity. For example: lead section, references, internal links.
- Show the profile you had prepared about a notable person missing from the History textbook.
- Explain to the students how they create their own: the main information it should have, the writing style, how Wikipedia should be the starting point, the external references they can conduct.
- Note: if there are no articles available on Wikipedia about the missing notable people you have identified, guide your students to search the web using the same applicable principles.

### INDIVIDUAL PRACTICE:

- Tell your students it is now their turn to find more information about the notable people missing from their textbook.
- Ask them to choose one notable person they want to include in their textbook. It could be from the collective list they created or someone else they have identified.
- Give your students appropriate time to conduct their research on the web.
- Provide input on the writing style, best practices to avoid plagiarism, citing sources, going beyond Wikipedia, etc.

### DEMONSTRATION OF LEARNING:

- Ask your students to present the profiles they have created. This could be done in small groups, pairs, or in front of the whole class.
- Ask your students to reflect on the process they followed: How they identified the notable people missing, how they looked for information on the web, how they verified the sources of the information, how they chose what to include in the profile, and what lessons they have learned about this activity.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

**ACTIVITY:**

Only five clicks away

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

How do you discover new information on the internet? How are different web pages connected?

**RESOURCES:**

Computer or cellphone, internet access, notebook

**LESSON SUMMARY:**

Students navigate hyperlinks on Wikipedia articles through five clicks as a model to discover new information on the internet.

**LEARNING OUTCOMES:**

Students are able to identify how information on the internet is connected through hyperlinks and contrast their findings against those of their peers.

**PREPARATION:**

- Choose 3 - 4 Wikipedia articles about the topics you are covering in your science lesson of the week.
- Review the articles to make sure they are examples of Wikipedia articles you consider to have high quality content.
- Prepare a chart for students to record their actions:

Article	Click 1	Click 2	Click 3	Click 4	Final Click

**INTRODUCTION:**

- Present the week's topic to your students.
- Present Wikipedia and how to use the search bar to look up information.
- Show an example of a Wikipedia article from the ones you had chosen about your week's topic by using the search bar.
- Demonstrate the different parts of the article and the information students can get.
- Focus on the hyperlinks: demonstrate navigating within Wikipedia through the hyperlinks, how information is connected for easy access within the encyclopedia, the new articles you are finding, and how they help you expand on the topic.
- Point to the difference between internal links and external links. Emphasize the fact that a Wikipedia article can always be a starting point in the search for information.

**GUIDED PRACTICE:**

- Show the chart you have prepared and tell students they are going to document their navigation on Wikipedia.
- Point to the conditions: there are 2 - 3 articles they should start on, they can start reading the articles and click on any link that sparks their interest to learn more, but they can only make 5 clicks. After 5 clicks they must stop browsing.
- Ask them to document the names of each article they visit after each click: they can copy the link of the article, write down the name, or capture screenshots.
- Ask them to write down some facts they learn on each page they visit.
- Do the first article together.
- Compare your results with the results of a student.

**INDIVIDUAL PRACTICE:**

- Allow students some time to independently navigate and document their actions.
- Provide support as needed.
- Encourage your students' creativity and independence on how they document their navigation experience.

**DEMONSTRATION OF LEARNING:**

- Ask your students to finalize their charts for presentation.
- Provide different alternatives: creating a slideshow, a collage, a word cloud, an infographic, etc.
- Get students in pairs or small groups and have them compare the different Wikipedia articles they explored.
- Bring the class together and have 2 - 3 students share their experience and learnings: Was the content easy to understand? What did they find helpful? What do they wish they could find more of? What does this teach them about their practices to access information on the web?

# Social Studies

**ACTIVITY:**

Four stars for Wikipedia!

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

Can you trust everything you read online? How can you tell if the content you find online is reliable? How can you assess the quality of the information you find online?

**RESOURCES:**

Computer or cellphone, internet connection, notebook, writing supplies

**LESSON SUMMARY:**

Students examine Wikipedia articles and rank their quality based on a simple star grading system.

**LEARNING OUTCOMES:**

Students are able to evaluate Wikipedia articles and explain how they can use this evaluation criteria to analyze the information they find in other websites.

**PREPARATION:**

- Prepare a slide or graphic representation of the star grading system you will present:

Article	Final Click
<ul style="list-style-type: none"><li>• The article has a clear lead section</li></ul>	<ul style="list-style-type: none"><li>• The article has 5 or more references to reliable sources</li></ul>
<ul style="list-style-type: none"><li>• The article is written from a neutral point of view</li></ul>	<ul style="list-style-type: none"><li>• The article contains up-to-date information</li></ul>

- Adapt the star grading system to your own needs: make the parameters more specific, add one or two additional stars, etc.
- Choose a couple of Wikipedia articles that are connected to a topic you are teaching that week to use as examples.

**INTRODUCTION:**

- Guide a reflection with your students about how they navigate the web to find the information they need. Focus on: Which sites do they visit more frequently? For which purpose? What kind of content do they find? How can they evaluate if the content they find is reliable?
- Note down the main ideas that come out of this discussion.
- Ask students about their use of Wikipedia in particular: How do they use the information they find there? What are the elements of a Wikipedia article? Can they trust the information they find on Wikipedia?
- Note down their ideas and provide guidance as needed.

**GUIDED PRACTICE:**

- Introduce the stars grading system as a tool to help them evaluate the information they find on Wikipedia.
- Present the Wikipedia articles you had chosen as examples.
- Walk your students through the criteria represented by each star and discuss on whether the article deserves that star or not.

**INDIVIDUAL PRACTICE:**

- Help your students choose one or two Wikipedia articles to conduct the same evaluation.
- Ask them to document their decisions: on a table, a slideshow, a simple infographic, or taking notes in their notebook.
- Provide them with enough time to conduct the activity and guide them as needed.

**DEMONSTRATION OF LEARNING:**

- Have students present the articles they evaluated and the star rating they gave them.
- Prompt a discussion for students to reflect on what they have learned about the information they consume online: Was the grading system helpful to evaluate the information they found? Can they use this criteria when they navigate information in other websites? How?
- Take notes of this discussion and compare them with the notes from the introductory activity. Have your students recognize the importance of having up-to-date information presented with clarity, written from a neutral point of view, and with clear references to the sources used.



# Language Arts

**ACTIVITY:**

My movie on Wikipedia

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

What makes a movie special? How can the same information be expressed through

**RESOURCES:**

Computer or cellphone, internet connection, notebook, writing supplies

**LESSON SUMMARY:**

Students compare information about a popular movie on Wikipedia and other websites to understand differences in text styles and create an encyclopedic article about a movie not yet available on Wikipedia.

**LEARNING OUTCOMES:**

Students are able to identify different writing styles on the internet and determine if texts are written from a neutral point of view.

**PREPARATION:**

- Look for Wikipedia articles about movies that your students are enjoying this season.
- Look for other websites or media that your students visit to learn about movies.
- Prepare some reflection questions for your students to analyze the difference on how movie plots are presented through Wikipedia (encyclopedic, neutral point of view) and other websites (opinions, critics reviews, advertisement, etc.). For example:
  - Which website describes the movie more objectively?
  - Which website is trying to talk me into watching the movie?
  - Which website is expressing a personal view of the movie?

**INTRODUCTION:**

- Help students recall their favorite movies: write down the titles on a document or virtual board, ask them to put images of the movie posters on a slideshow, or ask them to describe the movie and have others guess the title.
- Make a collaborative list of websites that your students visit to learn about upcoming movies.
- Introduce Wikipedia as another website where they can look up information about a movie (if it hasn't already come up).

### **GUIDED PRACTICE:**

- Compare an article about a movie available on Wikipedia and another website recommended by your students.
- Give students time to independently read the articles.
- Divide them into small groups to discuss the differences in these websites using the reflection questions you have prepared.
- Bring them back and ask 2 - 3 students to share their reflections.

### **INDIVIDUAL PRACTICE:**

- Ask students to choose one movie that doesn't have a Wikipedia article yet.
- Tell your students that they will create a mock-up Wikipedia article about this movie.
- Guide them through the main parts of a Wikipedia article about a movie and leave it as an example. Point again to the characteristics of an encyclopedic text.
- Provide support as needed while your students work independently on their articles. This could be done on a digital document or their notebooks. Alternatively, students could also work in pairs or small groups.
- Review that students are including the different elements of a Wikipedia article and are writing their texts from a neutral point of view.

### **DEMONSTRATION OF LEARNING:**

- Collect all the mock-up Wikipedia articles that students have created.
- Present them as a gallery view using slideshows or another platform of your choice.
- Select 2 - 3 random articles that your students have produced and ask the class to verify that it contains the different elements of a Wikipedia article and it is in fact written from a neutral point of view. Alternatively, students can swap articles and provide feedback directly to their classmates.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

**ACTIVITY:**

Data visualizations on Wikipedia

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

How can information be presented in different ways? What are the benefits of representing data through graphics?

**RESOURCES:**

Computer or cellphone, internet connection, notebook, writing supplies

**LESSON SUMMARY:**

Students identify and interpret data visualizations of country demographics on Wikipedia articles and create their own.

**LEARNING OUTCOMES:**

Students are able to analyze demographic information through data visualizations, identify data sources, and design new data visualizations.

**PREPARATION:**

- Make a list of Wikipedia articles about different countries that include data visualizations in their “Demographics” section.
- Verify that the sources of the graphics available are reliable and up to date.
- Create 2 - 3 alternative data visualizations to the ones presented in the Wikipedia articles you have selected. Feel free to be creative! Use everyday objects, incorporate popular characters, turn tables into graphics, or create a small animation.
- Prepare quick trivia questions for your students to review demographic data about 3 - 4 of the countries you have included in your list.

**INTRODUCTION:**

- Do a quick trivia style activity to get students to guess or recall demographic data about 3 - 4 of the countries you have chosen.
- Bring your students’ attention to Wikipedia and ask them to identify the answers to the trivia questions in the corresponding articles about each country.
- Guide your students to identify the sources of this information by following the references on the Wikipedia articles.

### **GUIDED PRACTICE:**

- Lead a small reflection around how the different ways demographic data can be presented, the benefits and challenges of data visualizations, and examples of data visualizations students encounter in their day-to-day lives.
- Present the data visualizations you have created based on demographic data available on Wikipedia.
- Demonstrate how you have interpreted the available data and used colors, shapes, and labels to communicate information.
- Ask your students to comment on the data visualizations: Which ones were easier to understand? Which ones were harder to understand? Why?

### **INDIVIDUAL PRACTICE:**

- Present the list you have created of Wikipedia articles about different countries.
- Ask students to choose one country of their interest and look through the “Demographics” section on its Wikipedia article. What kind of information can they find? What kind of data visualizations are available? What is the source of that information?
- Ask students to focus on one aspect of the information contained in the “Demographics” section of the Wikipedia article of their choosing (population by age, gender, religion, ethnicity, etc). Tell your students they are going to use that information to create their own data visualization using either digital or analogue tools (or a combination of both).
- Provide some pointers for the process: consider your audience, choose colors and elements that facilitate understanding, select relevant information to keep it simple, use guiding labels, cite the sources.

### **DEMONSTRATION OF LEARNING:**

- Collect all the data visualizations that students have created.
- Present them as a gallery view using slideshows or another platform of your choice.
- Select a few examples and ask different students to interpret the information transmitted by these graphics.
- If available, publish the data visualizations created by your students on a school blog, virtual notice board, class Pinterest board, etc.

# Acknowledgements

We are grateful for the collaborative work done by local coordinators in each pilot country to make this project a reality and for the input received from those who contributed to this Teacher's Guide.

The local coordinators in Bolivia, Morocco and the Philippines were key to develop the needs assessment stage of this project, connect with local teachers through in-depth interviews, and contextualize the content of the Teacher's Guide and training programs to better respond to the needs and interests of our audience. We would like to thank our two Graduate Fellows Priyal Gala and Meng Zhou who helped with the preliminary research of this project and helped shape its direction.

Furthermore, to the Nigerian stakeholders that made it possible for us to implement this initiative, we would like to convey our gratitude and admiration. We would especially want to appreciate the Principal Dennis Memorial Grammar School Onitsha Venerable Chiagozie Anieto. Teachers of DMGS and all other Teachers, for their support, motivating ideas, and encouragement during the entire implementation process.

We would like to thank everyone at the Wikimedia Foundation and in the global Wikimedia community who collaborated on this project through providing insights, feedback, and support.

We would also like to thank the thousands of teachers who took the pre-program survey before the launch of the pilot. Their perspectives helped inform this program and shaped the Teacher's Guide to be a meaningful and practical resource for their teaching practice.

**Obiageli Ezeilo** - Team Lead  
**Jane Onuoha** - Co Trainer  
**Ngozi Osuchukwu** - Certified Trainer



# References

## 1.2 What is a Wiki?

- Wikipedia contributors. (2020, September 1). Wiki. In Wikipedia, The Free Encyclopedia. Retrieved 12:26, September 3, 2020, from <https://en.wikipedia.org/w/index.php?title=Wiki&oldid=976131101>

## 1.3 What is Wikipedia?

- Wikipedia contributors. (2020, September 3). Wikipedia. In Wikipedia, The Free Encyclopedia. Retrieved 12:26, September 3, 2020, from <https://en.wikipedia.org/w/index.php?title=Wikipedia&oldid=976521866>
- Wikipedia contributors. (2020, September 4). Wikipedia:About. In Wikipedia, The Free Encyclopedia. Retrieved 18:18, September 4, 2020, from <https://en.wikipedia.org/w/index.php?title=Wikipedia:About&oldid=975975349>
- Wikipedia contributors. (2020, August 3). Open knowledge. In Wikipedia, The Free Encyclopedia. Retrieved 22:56, September 4, 2020, from [https://en.wikipedia.org/w/index.php?title=Open\\_knowledge&oldid=970891242](https://en.wikipedia.org/w/index.php?title=Open_knowledge&oldid=970891242)

## 1.4 Common misconceptions about Wikipedia

- Wikipedia contributors. (2020, September 4). Wikipedia. In Wikipedia, The Free Encyclopedia. Retrieved 18:25, September 4, 2020, from <https://en.wikipedia.org/w/index.php?title=Wikipedia:Plagiarism&oldid=958736282>

## 1.5 Why use Wikipedia?

- Wikipedia contributors. (2019, December 1). Wikipedia:Why use Wikipedia. In Wikipedia, The Free Encyclopedia. Retrieved 15:42, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Why\\_use\\_Wikipedia](https://en.wikipedia.org/wiki/Wikipedia:Why_use_Wikipedia)

## 1.6 Who writes Wikipedia?

- Wikipedia contributors. (2020, September 8). Wikipedia:Who writes Wikipedia?. In Wikipedia, The Free Encyclopedia. Retrieved 15:42, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Who\\_writes\\_Wikipedia%3F](https://en.wikipedia.org/wiki/Wikipedia:Who_writes_Wikipedia%3F)

## 1.7 Who doesn't write Wikipedia?

- Berthoff, A. (1990). Paulo Freire's Liberation Pedagogy. *Language Arts*, 67(4), 362-369. Retrieved September 16, 2020, from <http://www.jstor.org/stable/41961745>
- Freire, P. (1993). *Pedagogy of the Oppressed* (930854093 729190338 M. B. Ramos, Trans.). NY, NY: The Continuum International Publishing Group, from <https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>
- Ira Shor, Paulo Freire. *A Pedagogy for Liberation: Dialogues on Transforming Education*. Greenwood Publishing Group, 1987

## 1.8 Navigating Wikipedia

- Wikipedia contributors. (2020, August 27). Help:Searching. In Wikipedia, The Free Encyclopedia. Retrieved 15:21, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:Search>
- Wikipedia contributors. (2020, September 10). Wikipedia:Manual of Style/Linking. In Wikipedia, The Free Encyclopedia. Retrieved 15:22, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Manual\\_of\\_Style/Linking](https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style/Linking)

## 1.9 Other ways to access Wikipedia

- Wikipedia contributors. (2020, August 14). Kiwix. In Wikipedia, The Free Encyclopedia. Retrieved 23:35, September 4, 2020, from <https://en.wikipedia.org/w/index.php?title=Kiwix&oldid=972915338>

### 1.10 Keeping students safe on Wikipedia

- Wikipedia contributors. (2020, March 19). Wikipedia:Protecting children's privacy. In Wikipedia, The Free Encyclopedia. Retrieved 15:23, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Protecting\\_children%27s\\_privacy](https://en.wikipedia.org/wiki/Wikipedia:Protecting_children%27s_privacy)
- Wikipedia contributors. (2020, July 8). Wikipedia:Child protection. In Wikipedia, The Free Encyclopedia. Retrieved 15:24, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Child\\_protection](https://en.wikipedia.org/wiki/Wikipedia:Child_protection)
- Wikipedia contributors. (2020, August 5). Wikipedia:FAQ/Schools. In Wikipedia, The Free Encyclopedia. Retrieved 15:24, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:FAQ/Schools#Is\\_it\\_a\\_safe\\_environment\\_for\\_young\\_people?](https://en.wikipedia.org/wiki/Wikipedia:FAQ/Schools#Is_it_a_safe_environment_for_young_people?)
- Wikipedia contributors. (2015, May 9). Wikipedia:Youth protection. In Wikipedia, The Free Encyclopedia. Retrieved 15:25, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Youth\\_protection](https://en.wikipedia.org/wiki/Wikipedia:Youth_protection)
- International Telecommunication Union (ITU) & UNICEF. (2015). Guidelines for Industry on Child Online Protection. <https://www.unicef.org/media/66616/file/Industry-Guidelines-for-Online-ChildProtection.pdf>

### 2.1 Wikipedia's Pillars

- Wikipedia contributors. (2020, September 11). Wikipedia:Five pillars. In Wikipedia, The Free Encyclopedia. Retrieved 15:27, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](https://en.wikipedia.org/wiki/Wikipedia:Five_pillars)

### 2.3 Wikipedia's core content policies

- Wikipedia contributors. (2020, May 22). Wikipedia:Core content policies. In Wikipedia, The Free Encyclopedia. Retrieved 15:28, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Core\\_content\\_policies](https://en.wikipedia.org/wiki/Wikipedia:Core_content_policies)

### 2.5 Talk pages and other discussion spaces on Wikipedia

- Wikipedia contributors. (2020, September 5). Help:Talk pages. In Wikipedia, The Free Encyclopedia. Retrieved 15:29, September 16, 2020, from [https://en.wikipedia.org/wiki/Help:Talk\\_pages](https://en.wikipedia.org/wiki/Help:Talk_pages)
- Wikipedia contributors. (2020, September 16). Wikipedia:Teahouse. In Wikipedia, The Free Encyclopedia. Retrieved 15:29, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Tea\\_House](https://en.wikipedia.org/wiki/Wikipedia:Tea_House)
- Wikipedia contributors. (2020, September 3). Wikipedia:Village pump. In Wikipedia, The Free Encyclopedia. Retrieved 15:30, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Village\\_pump](https://en.wikipedia.org/wiki/Wikipedia:Village_pump)

### 2.6 View history and knowledge creation

- Wikipedia contributors. (2020, July 30). Help:Page history. In Wikipedia, The Free Encyclopedia. Retrieved 15:30, September 16, 2020, from [https://en.wikipedia.org/wiki/Help:Page\\_history](https://en.wikipedia.org/wiki/Help:Page_history)
- Wikipedia contributors. (2020, September 15). Help:Reverting. In Wikipedia, The Free Encyclopedia. Retrieved 15:31, September 16, 2020, from <https://en.wikipedia.org/wiki/Help:Reverting>
- Wikipedia contributors. (2020, July 25). Wikipedia:Be bold. In Wikipedia, The Free Encyclopedia. Retrieved 15:31, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Be\\_bold](https://en.wikipedia.org/wiki/Wikipedia:Be_bold)

### 2.7 References and verifiability

- Wikipedia contributors. (2020, August 28). Wikipedia:Verifiability. In Wikipedia, The Free Encyclopedia. Retrieved 15:32, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:Verifiability>
- The Wikipedia Library/1Lib1Ref. (2020, May 14). Meta, discussion about Wikimedia projects. Retrieved 15:32, September 16, 2020 from <https://meta.wikimedia.org/wiki/1lib1ref>
- Wikipedia contributors. (2020, July 29). Wikipedia:No original research. In Wikipedia, The Free Encyclopedia. Retrieved 15:33, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:No\\_original\\_research](https://en.wikipedia.org/wiki/Wikipedia:No_original_research)

### 2.8 Who verifies the information in Wikipedia articles?

- Wikipedia contributors. (2020, September 12). Wikipedia:Wikipedians. In Wikipedia, The Free Encyclopedia. Retrieved 15:35, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:Wikipedians>
- Wikipedia contributors. (2020, September 15). Wikipedia:Administrators. In Wikipedia, The Free Encyclopedia. Retrieved 15:35, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:Administrators>

- Wikipedia contributors. (2020, September 7). Wikipedia:Rollback. In Wikipedia, The Free Encyclopedia. Retrieved 15:36, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:Rollback>
- Small Wiki Monitoring Team. (2020, August 5). Meta, discussion about Wikimedia projects. Retrieved 15:33, September 16, 2020 from [https://meta.wikimedia.org/wiki/Small\\_Wiki\\_Monitoring\\_Team](https://meta.wikimedia.org/wiki/Small_Wiki_Monitoring_Team)
- [https://www.washingtonpost.com/opinions/happy-18th-birthday-wikipedia-lets-celebrate-the-internets-good-grown-up/2019/01/14/e4d854cc-1837-11e9-9ebf-c5fed1b7a081\\_story.html](https://www.washingtonpost.com/opinions/happy-18th-birthday-wikipedia-lets-celebrate-the-internets-good-grown-up/2019/01/14/e4d854cc-1837-11e9-9ebf-c5fed1b7a081_story.html)
- Wikipedia contributors. (2010, October 20). User:ClueBot NG. In Wikipedia, The Free Encyclopedia. Retrieved 15:37, September 16, 2020, from [https://en.wikipedia.org/wiki/User:ClueBot\\_NG](https://en.wikipedia.org/wiki/User:ClueBot_NG)

### **3.1 How Wikipedia editors organize contribution: WikiProjects**

- Wikipedia contributors. (2020, August 29). Wikipedia:WikiProject. In Wikipedia, The Free Encyclopedia. Retrieved 15:39, September 16, 2020, from <https://en.wikipedia.org/wiki/Wikipedia:WikiProject>
- Wikipedia contributors. (2020, August 19). Wikipedia:WikiProject Medicine. In Wikipedia, The Free Encyclopedia. Retrieved 15:39, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Medicine](https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Medicine)
- Wikipedia contributors. (2020, July 21). Wikipedia:WikiProject Education. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Education](https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Education)
- Campaigns. (2020, July 2). Meta, discussion about Wikimedia projects. Retrieved 16:51, September 16, 2020 from <https://meta.wikimedia.org/w/index.php?title=Campaigns>
- Wikimedia movement affiliates. (2020, June 20). Meta, discussion about Wikimedia projects. Retrieved 16:52, September 16, 2020 from [https://meta.wikimedia.org/w/index.php?title=Wikimedia\\_movement\\_affiliates](https://meta.wikimedia.org/w/index.php?title=Wikimedia_movement_affiliates)

### **3.2 Create a user page on Wikipedia**

- Wikipedia contributors. (2020, August 24). Wikipedia:Why create an account?. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Why\\_create\\_an\\_account%3F](https://en.wikipedia.org/wiki/Wikipedia:Why_create_an_account%3F)

### **3.3 Your first contributions**

- Help:Notifications/Thanks. (2020, July 16). MediaWiki, The Free Wiki Engine. Retrieved 15:34, September 16, 2020 from <https://www.mediawiki.org/wiki/Help:Notifications/Thanks>
- Wikipedia contributors. (2020, September 14). Wikipedia:Citing sources. In Wikipedia, The Free Encyclopedia. Retrieved 15:41, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Citing\\_sources](https://en.wikipedia.org/wiki/Wikipedia:Citing_sources)



# Thank you for your interest in **Wikipedia!**

We hope you enjoyed this resource!  
Do you want to stay updated on this project?  
Subscribe to our mailing list!

Share your experiences using this resource and keep  
engaging with the sum of all knowledge through the  
Wikimedia projects.



Click on the handles below to visit our channels or go to  
<https://education.wikimedia.org>

 [@WikimediaEducationTeam](https://www.facebook.com/WikimediaEducationTeam)

 [@WikimediaEdu](https://twitter.com/WikimediaEdu)