

Wikipedia as a toolset for Open Education

Open Education Global Conference
Delft, April 2018



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Wikipedia

- Not-for-profit
- #5 most visited website in the world
- 300 languages
- 100% on CC



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Wikipedia: #1 OER source

Open copyright license required	Right of access, adaptation, and republication	Non-discriminatory (rights given to everyone, everywhere)	Does not limit use or form (does not include NonCommercial limitations)
			

“Abstinence-only Wikipedia education doesn't work”

<http://www.zachmcdowell.com/pubs/student-learning-outcomes-using-wikipedia-based-assignments-fall-2016-research-report/>

Step 1:
Teaching students
how to read
Wikipedia

Zach McDowell, PhD, University of Illinois at Chicago



https://commons.wikimedia.org/wiki/File:Michael_Musto_reading_his_Wikipedia_page_by_David_Shankbone.jpg

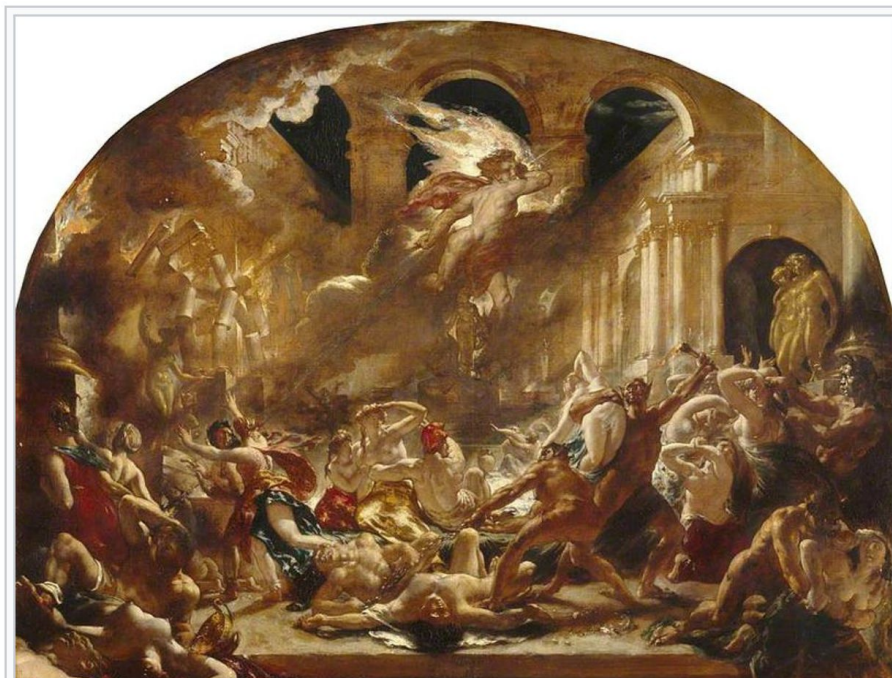


The Destroying Angel and Daemons of Evil Interrupting the Orgies of the Vicious and Intemperate



From Wikipedia, the free encyclopedia

The Destroying Angel and Daemons of Evil Interrupting the Orgies of the Vicious and Intemperate, also known as ***The Destroying Angel and Daemons Inflicting Divine Vengeance on the Wicked and Intemperate***^[1] and ***The Destruction of the Temple of Vice***,^[2] is a sylvestrian oil painting on canvas by English artist [William Etty](#), first exhibited in 1832. Etty had become famous for [nude paintings](#), and acquired a reputation for tastelessness, indecency and a lack of creativity. With *The Destroying Angel* he hoped to disprove his critics with an openly moral piece. The painting is 127.8 cm by 101.9 cm (50 in by 40 in) and depicts a classical temple



References

[edit source](#)]

Notes

[\[edit source \]](#)

- ¹ ^a ^b Burnage & Bertram 2011, p. 24.
- ² ^a ^b ^c Robinson 2007, p. 185.
- ³ ^a ^b Burnage 2011d, p. 33.
- ⁴ ^a ^b ^c "William Etty". *Oxford Dictionary of National Biography* (online ed.). Oxford University Press. doi:10.1093/ref:odnb/8925^d. (Subscription or UK public library membership^e required.)
- ⁵ ^a Gilchrist 1855, p. 23.
- ⁶ ^a ^b "About the artist"^d. Manchester Art Gallery. Archived from the original^e on 11 February 2015. Retrieved 10 February 2015.
- ⁷ ^a Burnage 2011b, p. 118.
- ⁸ ^a ^b Burnage 2011d, p. 23.
- ⁹ ^a Smith 2001, p. 53.
- ¹⁰ ^a Smith 2001, p. 55.
- ¹¹ ^a Burnage 2011d, pp. 32–33.
- ¹² ^a Burnage 2011d, p. 36.
- ¹³ ^a ^b ^c ^d ^e ^f Burnage 2011d, p. 37.
- ¹⁴ ^a ^b ^c ^d UK Retail Price Index inflation figures are based on data from Clark, Gregory (2017). "The Annual RPI and Average Earnings for Britain, 1209 to Present (New Series)"^d. *MeasuringWorth*. Retrieved 6 November 2017.
- ¹⁵ ^a Farr 1958, p. 23.
- ¹⁶ ^a Burnage 2011a, p. 167.
- ¹⁷ ^a ^b ^c ^d Burnage 2011d, p. 39.
- ¹⁸ ^a ^b ^c ^d Burnage 2011d, p. 40.
- ¹⁹ ^a ^b Robinson 2007, p. 186.
- ²⁰ ^a ^b ^c "Royal Academy". *The Times* (14860). London. 24 May 1832. col F, p. 3.
- ²¹ ^a ^b ^c ^d Burnage 2011b, p. 131.
- ²² ^a ^b ^c ^d ^e ^f ^g ^h Burnage 2011d, p. 38.
- ²³ ^a Burnage 2011c, p. 220.
- ²⁴ ^a "About Us"^d. London: Bethlem Museum of the Mind. 2015. Retrieved 6 April 2015.
- ²⁵ ^a ^b "Fine Arts". *The Examiner*. London: John Hunt (1271): 373. 10 June 1832.
- ²⁶ ^a ^b "Exhibition of the Royal Academy". *Library of the Fine Arts*. London: M. Arnold. **4** (18): 57. July 1832.
- ²⁷ ^a Burnage 2011d, pp. 39–40.
- ²⁸ ^a Burnage 2011d, pp. 40–41.
- ²⁹ ^a ^b Burnage 2011d, p. 41.
- ³⁰ ^a Burnage 2011d, pp. 41–42.
- ³¹ ^a ^b Burnage 2011d, p. 42.
- ³² ^a "Our Royal-Academical Lounge". *Fraser's Magazine for Town and Country*. London: James Fraser. **5** (30): 719. July 1832.
- ³³ ^a Leslie, Charles Robert (30 March 1850). "Lecture on the Works of the late W. Etty, Esq, R.A., by Professor Leslie". *The Athenæum*. London (1170): 352.
- ³⁴ ^a ^b Robinson 2007, p. 440.
- ³⁵ ^a Robinson 2007, p. 283.
- ³⁶ ^a "The Destroying Angel and Daemons of Evil Interrupting the Orgies of the Vicious and Intemperate"^d. *BBC Your Paintings*. BBC. Retrieved 7 April 2015.
- ³⁷ ^a Burnage 2011b, p. 130.
- ³⁸ ^a Robinson 2007, p. 433.
- ³⁹ ^a Robinson 2007, p. 437.
- ⁴⁰ ^a Robinson 2007, p. 438.

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[\[edit source \]](#)

- Burnage, Sarah (2011a). "Etty and the Masters". In Burnage, Sarah; Hallett, Mark; Turner, Laura. *William Etty: Art & Controversy*. London: Philip Wilson Publishers. ISBN 9780856677014. OCLC 800599710^d.
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ACCESSING WIKIPEDIA



PASSIVE
LEARNING

EDITING WIKIPEDIA



ACTIVE
LEARNING

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ACCESSING
WIKIPEDIA



40%

PASSIVE
LEARNING

EDITING
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60%

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The value(s) of Wikipedia in Education

Mythbusting Wikipedia



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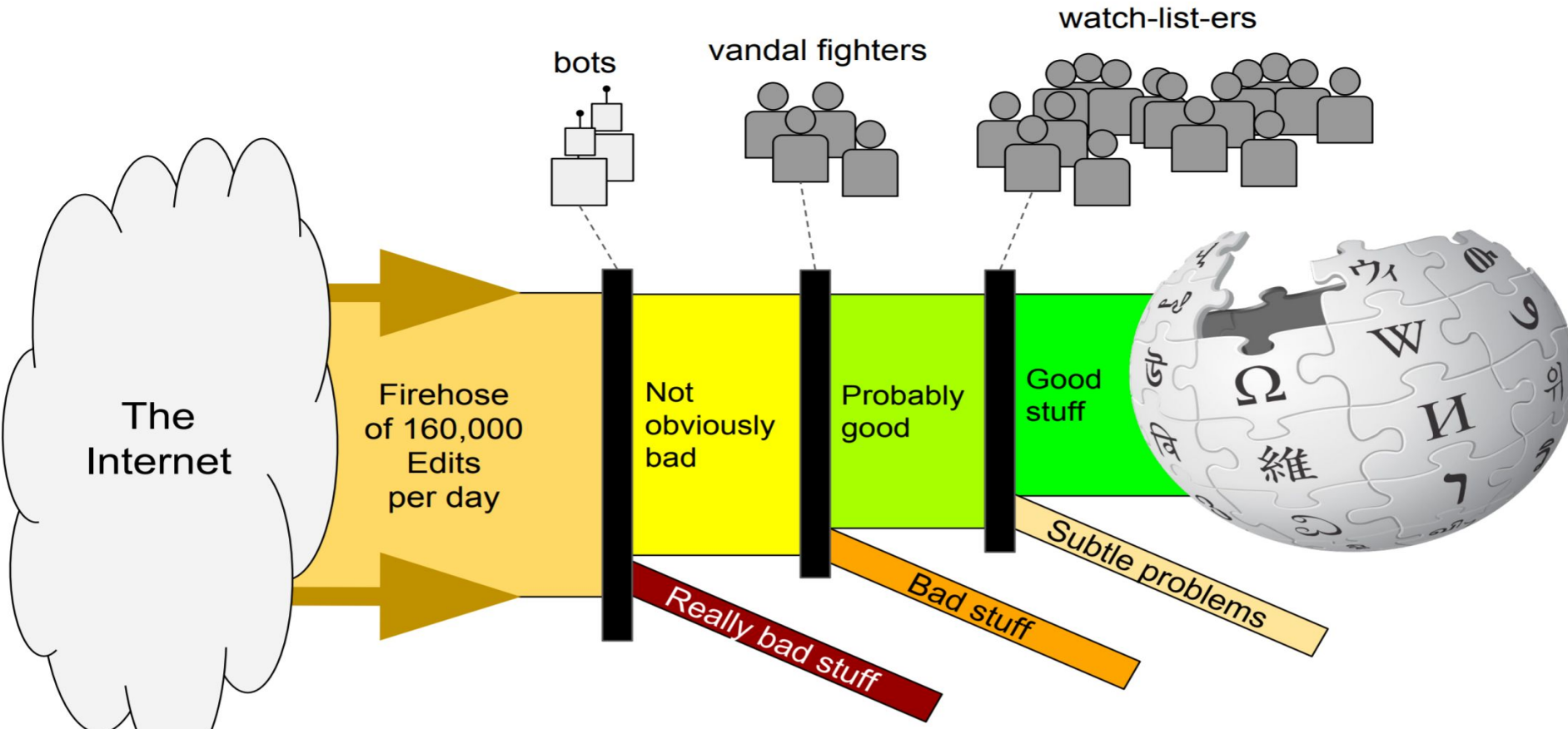
“Anyone
can edit
Wikipedia”

YES, but...

- There are norms
- There is a **community** that watches over the contents... and **has not qualms** about deleting contents that don't meet the standards.



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[source](#)

[More about the inner workings of Wikipedia](#)

“It can’t be trusted”

We’re not asking you to trust it.

- That’s what references are for!
- Do you use the Wikipedia yourself?
- Reliability:

https://en.wikipedia.org/wiki/Reliability_of_Wikipedia

<https://en.wikipedia.org/wiki/Wikipedia:Verifiability>
https://en.wikipedia.org/wiki/Wikipedia:Identifying_reliable_sources
https://en.wikipedia.org/wiki/Wikipedia:Wikipedia_is_not_a_reliable_source
https://en.wikipedia.org/wiki/Wikipedia:Verifiability,_not_truth

**“My students
copy+paste
from it”**

**Wikipedia does not tolerate
plagiarism, and neither should
you**

- Are you considering the “Internets” when you design your class activities?

Wikipedia and Open Education (Open Pedagogy)



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Applying the “Open Pedagogy” framework to Wikipedia-based activities

[Hegarty \(2015\)](#)

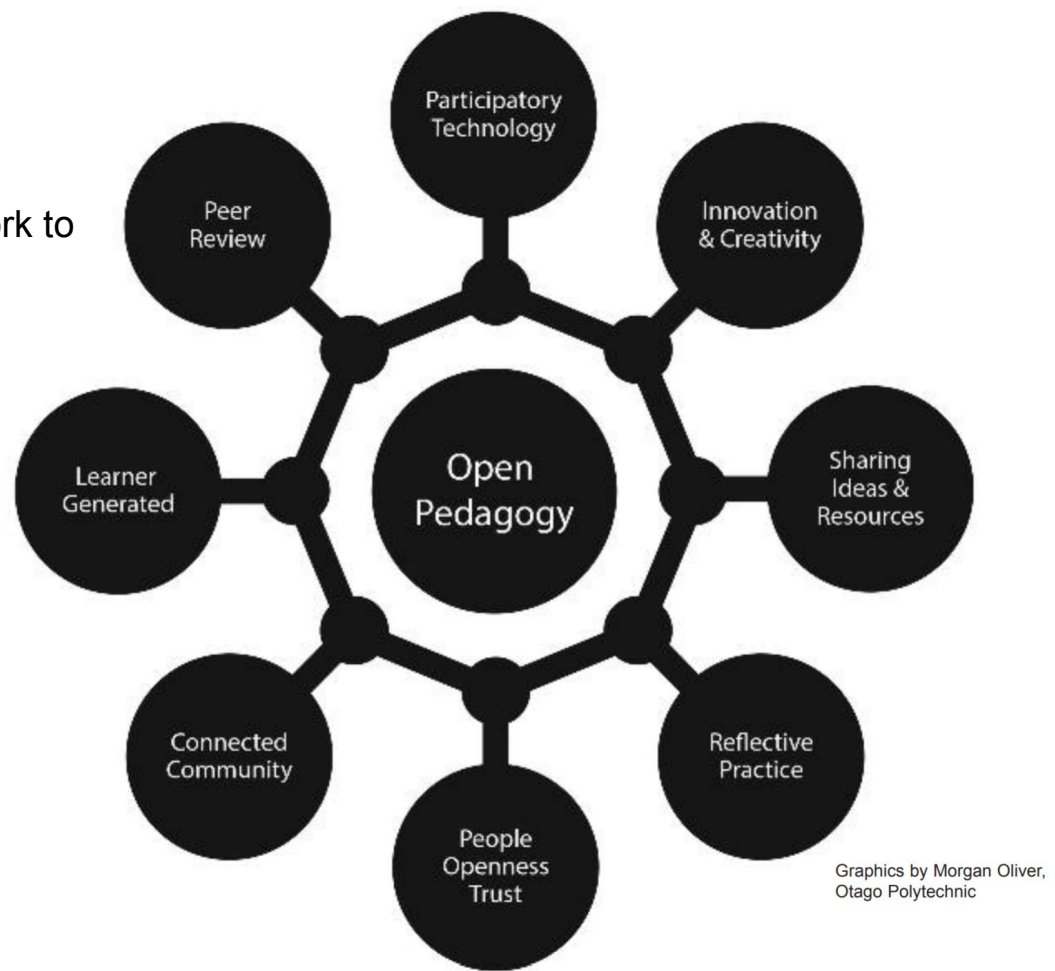


Figure 1. Eight attributes of Open Pedagogy, by Bronwyn Hegarty, based on Conole (2013).

Defining Open Education

... from a Wikipedia perspective

- Active learning, **student-led**
- Real world impact
- Learning is social
- ~~Disposable assignments~~



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Why use Wikipedia? win-win-win



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Students:

21st century competencies

- Writing
- Collaboration
- Digital and Academic literacy
- Critical thinking
- Bonus: a *proper* Digital footprint



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Teachers:

- Create and monitor a collection of relevant reliable articles
- Active pedagogy
- Use of ICTs
- Engagement
- ~~Disposable assignments~~
- Bonus: better writing
- 2xBonus: “Science is shaped by Wikipedia” paper

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3039505

<https://www.youtube.com/watch?v=u8YHYcFim7Q&list=LLD75SFUDrd8XvjNf3cbN97g&index=9&t=1119s>



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Social change:

Who has the right to generate and publish knowledge?

- Development of local languages
- Responding to social knowledge needs

Using Wikipedia in the classroom: in practical terms



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possible Classroom activities/projects



Book creation project

Improving articles

Creation of new articles

Translations

Photography, videos

Wikivoyage

Illustrations

Assessment for mastery learning

Topic and weight	Requirement details	Good – the article can be published on Wikipedia as is or with minor changes	Fair – the article will be ready for Wikipedia after major changes	Poor – the article will be ready for Wikipedia only after significant improvement
Content (30%)	<ul style="list-style-type: none"> * Comprehensiveness (good coverage of the topic) * Factual accuracy * Originality (independent writing) 	<ul style="list-style-type: none"> * The article covers the information essential for understanding the topic. * The article does not include redundant information. * The information is accurate. * The article was written entirely by the student. 	<ul style="list-style-type: none"> * The article covers a great deal of the information essential for understanding the topic. * The article includes some redundant information. * There are minor factual inaccuracies * Some of the content is copied from the external sources with slight changes. 	<ul style="list-style-type: none"> * Most of the information essential for basic understanding of the topic is missing. * A great deal of the information is redundant. * The article is replete with factual inaccuracies * The content is copied from the external sources completely or with only slight changes.
Structure (20%)	<ul style="list-style-type: none"> * Structure is coherent and logical * Structure is compatible with Wikipedia's norms (see Appendix I) 	<ul style="list-style-type: none"> * The article has a logical and coherent structure. * The article's structure is reflected in the way it is divided into sections and paragraphs. * Section titles appropriately describe their content. * The structure is very compatible with Wikipedia's norms (see Appendix I). 	<ul style="list-style-type: none"> * Most of the article is structured in a logical and coherent way. * The article's structure is usually reflected in the way it is divided into sections and paragraphs. * Section titles reasonably describe their content * The structure is mostly compatible with Wikipedia's norms (see Appendix I). 	<ul style="list-style-type: none"> * The article's structure is incoherent and illogical. * The division into sections and paragraphs is not consistent with the article's structure. * Section titles do not describe their content appropriately. * The structure is not compatible with Wikipedia's norms (see Appendix I).

At the very least:

1. Peer assessment
2. Educator feedback
3. **Wikipedian feedback**
before publishing

https://commons.wikimedia.org/wiki/File:Article_Assessment_for_Student_Assignments_%E2%80%93_or_Teacher.pdf



This Month in Education

Volume 7 | Issue 3 | March 2018

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