

A globe composed of puzzle pieces, each featuring a different character or symbol from various languages, including the letter 'W'. The globe is light gray and serves as a background for the text.

# **Wikipedia & Why It Belongs In Education**

**Anna Koval, M.Ed.  
Wikipedia Education Program  
Wikimedia Foundation  
@msannakoval**

# *Who am I and why should you care??*

- ★ Teacher
- ★ Librarian
- ★ Master of Education



# *Who am I and why should you care??*

- ★ Walt Disney Teacher of the Year Nominee
- ★ American Library Association Emerging Leader
- ★ Co-author of the *Model School Library Standards for California Public Schools*



# *Who am I and why should you care??*

- ★ Wikipedia  
Education  
Program
- ★ Wikimedia  
Foundation





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belongs in  
education.

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Before I tell you *what I think* about Wikipedia,  
first let's find out *what you think* about Wikipedia!

What is something *good* about Wikipedia?

What do you *really* think about Wikipedia? ;)





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## Criticism of Wikipedia

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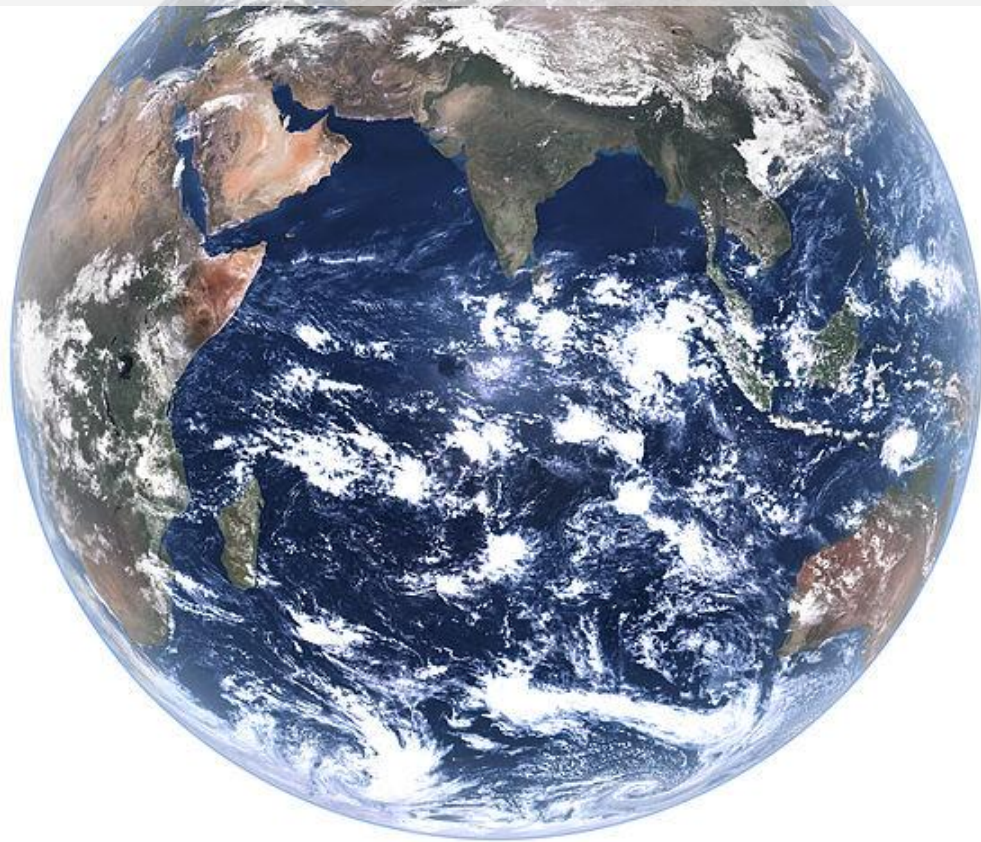
## Wikipedia:Replies to common objections

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**WIKIMEDIA**  
**FOUNDATION**

# Imagine a world...



in which every single human being



can freely share



**in the sum of all knowledge.**



# That's what we do.



But before I tell you *how*, first let me tell you *why*...



# Generation Z.



This generation is  
**different.**

# GENERATION Z

★ BORN 1995-2009 ★

## MOBILITY

17 JOBS  
15 HOMES  
IN A LIFETIME\*

## TOP NAMES

William	1	Lily	1
Jack	2	Chloe	2
Jacob	3	Isabella	3
Lachlan	4	Mia	4
Oliver	5	Olivia	5



## EFFECTIVE ENGAGEMENT

Verbal	→	Visual
Sit & listen	→	Try & see
Teacher	→	Facilitator
Content (what)	→	Process (how)
Curriculum centred	→	Learner centric
Closed book exams	→	Open book world

## EDUCATION

1 in 4  
1 in 3  
1 in 2\*

UNIVERSITY EDUCATED

## WEALTH

Avg. annual earnings in 2063 (as Gen Z retire)\*

\$222,000

Average capital city house price (2063)\*

\$2.5 MIL.

## DIGITAL INTEGRATORS

10 HRS 19 MINS  
TECH. USE/DAY

5,100,000,000  
SEARCHES/DAY

4,000,000,000  
VIEWS/DAY

1,000,000,000+  
ACTIVE USERS

500,000,000  
TWEETS/DAY

1,000,000+  
APPS



## % IN WORKFORCE

NOW	2020	MALE		FEMALE	
		1946	1945	1964	1964
1%	0%	34%	17%	42%	36%
21%	35%	2%	12%	2%	12%

## AGE RANGE

1945	69+
1964	50-68
1979	35-49
1994	20-34
2009	5-19



## SLANGUAGE



## HEALTH



% likely to be obese/overweight when all Gen Z have reached adulthood (2027)\*

77.9 61.8



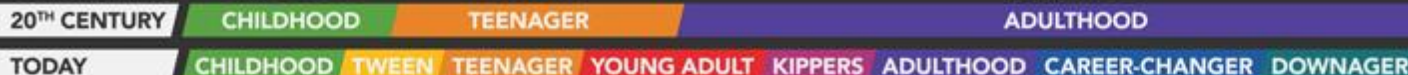
## GLOBAL GENERATION

2,000,000,000 2 BILLION GEN Zs

COUNTRIES WITH LARGEST NUMBER



## REDEFINED LIFESTAGES





**WIKIPEDIA**  
The Free Encyclopedia

This encyclopedia is  
**different.**

# *Encyclopaedia Britannica*



(New 11th Edition) Issued 1910-11 by the  
CAMBRIDGE UNIVERSITY PRESS (England)

**The Sum of Human  
Knowledge**

*29 volumes, 28,150 pages,  
44,000,000 words of text.  
Printed on thin, but strong  
opaque India paper, each  
volume but one inch in  
thickness.*

The Printed Britannica: 29 volumes, 950 pages each



# Wikipedia

Contributor Appendix

Volume 1

[The Printed Wikipedia: 7,473 volumes, 700 pages each](#)

★ **~1/2 billion**  
visitors monthly

★ **+2 million**  
total editors

★ **+77 thousand**  
active editors

★ **~1 thousand**  
very active editors

★ **+35.4 million**  
total articles

★ **~8 thousand**  
new articles per day

★ **+10 million**  
edits per month

★ **~10 thousand**  
edits per hour





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# Wikipedia:Five pillars

From Wikipedia, the free encyclopedia

The fundamental principles of Wikipedia may be summarized in five "pillars":



**Wikipedia is an encyclopedia:** It combines many features of general and specialized encyclopedias, almanacs, and gazetteers. Wikipedia is not a soapbox, an advertising platform, a vanity press, an experiment in anarchy or democracy, an indiscriminate collection of information, or a web directory. It is not a dictionary, a newspaper, or a collection of source documents, although some of its fellow Wikimedia projects are.



**Wikipedia is written from a neutral point of view:** We strive for articles that document and explain the major points of view, giving due weight with respect to their prominence in an impartial tone. We avoid advocacy and we characterize information and issues rather than debate them. In some areas there may be just one well-recognized point of view; in others, we describe multiple points of view, presenting each accurately and in context rather than as "the truth" or "the best view". All articles must strive for verifiable accuracy, citing reliable, authoritative sources, especially when the topic is controversial or is on living persons. Editors' personal experiences, interpretations, or opinions do not belong.



**Wikipedia is free content that anyone can use, edit, and distribute:** Since all editors freely license their work to the public, no editor owns an article and any contributions can and will be mercilessly edited and redistributed. Respect copyright laws, and never plagiarize from sources. Borrowing non-free media is sometimes allowed as fair use, but strive to find free alternatives first.



**Editors should treat each other with respect and civility:** Respect your fellow Wikipedians, even when you disagree. Apply Wikipedia etiquette, and don't engage in personal attacks. Seek consensus, avoid edit wars, and never disrupt Wikipedia to illustrate a point. Act in good faith, and assume good faith on the part of others. Be open and welcoming to newcomers. If a conflict arises, discuss it calmly on the nearest talk pages, follow dispute resolution, and remember that there are 4,936,082 articles on the English Wikipedia to work on and discuss.



**Wikipedia has no firm rules:** Wikipedia has policies and guidelines, but they are not carved in stone; their content and interpretation can evolve over time. Their principles and spirit matter more than their literal wording, and sometimes improving Wikipedia requires making an exception. Be bold but not reckless in updating articles, and do not agonize about making mistakes. Every past version of a page is saved, so any mistakes can be easily corrected.

Shortcuts:  
[WP:5P](#)  
[WP:FIVE](#)  
[WP:FIVEPILLARS](#)

Shortcut:  
[WP:5P1](#)

Shortcut:  
[WP:5P2](#)

Shortcut:  
[WP:5P3](#)

Shortcut:  
[WP:5P4](#)

Shortcut:  
[WP:5P5](#)

<span>V</span> <span>•</span> <span>T</span> <span>•</span> <span>E</span>	<b>Wikipedia principles</b>	<a href="#">[show]</a>
<span>V</span> <span>•</span> <span>T</span> <span>•</span> <span>E</span>	<b>Wikipedia key policies and guidelines</b>	<a href="#">[show]</a>

Categories: [Wikipedia basic information](#)

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تۆرکجه

Source: [https://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](https://en.wikipedia.org/wiki/Wikipedia:Five_pillars)



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# Wikipedia:Core content policies

From Wikipedia, the free encyclopedia



**This is an [information page](#)** that describes a communal [consensus](#) on some aspect or aspects of Wikipedia's norms and practices. It is intended to supplement and/or clarify [Wikipedia:Neutral point of view](#), [Wikipedia:Verifiability](#) and [Wikipedia:No original research](#) pages. It is not one of Wikipedia's [policies](#) or [guidelines](#); where something is inconsistent with this essay, please defer to those.

**Shortcuts:**  
[WP:CCPOL](#)  
[WP:NPOV](#),  
[V](#) and [OR](#)

Wikipedia's content is governed by three principal core [content policies](#): [neutral point of view](#), [verifiability](#), and [no original research](#). Editors should familiarize themselves with all three, jointly interpreted:

1. **Neutral point of view** ([WP:NPOV](#)) – All Wikipedia articles and other encyclopedic content must be written from a *neutral point of view*, representing significant views fairly, proportionately and without bias.
2. **Verifiability** ([WP:VER](#)) – Material challenged or *likely to be challenged*, and all quotations, must be attributed to a reliable, published source. In Wikipedia, **verifiability** means that people reading and editing the encyclopedia can check that information comes from a *reliable source*.
3. **No original research** ([WP:NOR](#)) – Wikipedia does **not** publish original thought: all material in Wikipedia must be attributable to a *reliable, published source*. Articles may not contain any new analysis or synthesis of published material that serves to advance a position not clearly advanced by the sources.

These policies determine the type and [quality](#) of material that is acceptable in Wikipedia articles. Because they complement each other, they should not be interpreted in isolation from one another. The principles upon which these policy statements are based are not superseded by other policies or guidelines, or by editors' consensus. These three policy pages may be edited only to improve the application and explanation of the principles.

## Core content policies

[Neutral point of view](#)  
[No original research](#)  
[Verifiability](#)

## Other content policies

[Article titles](#)  
[Biographies of living persons](#)  
[Image use policy](#)  
[What Wikipedia is not](#)

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Source: [https://en.wikipedia.org/wiki/Wikipedia:Core\\_content\\_policies](https://en.wikipedia.org/wiki/Wikipedia:Core_content_policies)

Wikipedia  
Education  
Program

# Wikipedia Education Program

**The idea behind the Wikipedia Education Program is simple:** educators and students around the world contribute to Wikipedia and Wikimedia projects in an academic setting.



Wikipedia  
belongs in  
education.

[education.wikimedia.org](https://education.wikimedia.org)

**Readers**



**Content**



**Contributors**



**Quality**





**CLASSROOM  
ASSIGNMENTS**



**GOVERNMENT  
PARTNERSHIPS**



**CLUBS &  
CAMPS**



**REGIONAL  
HACKATHONS**

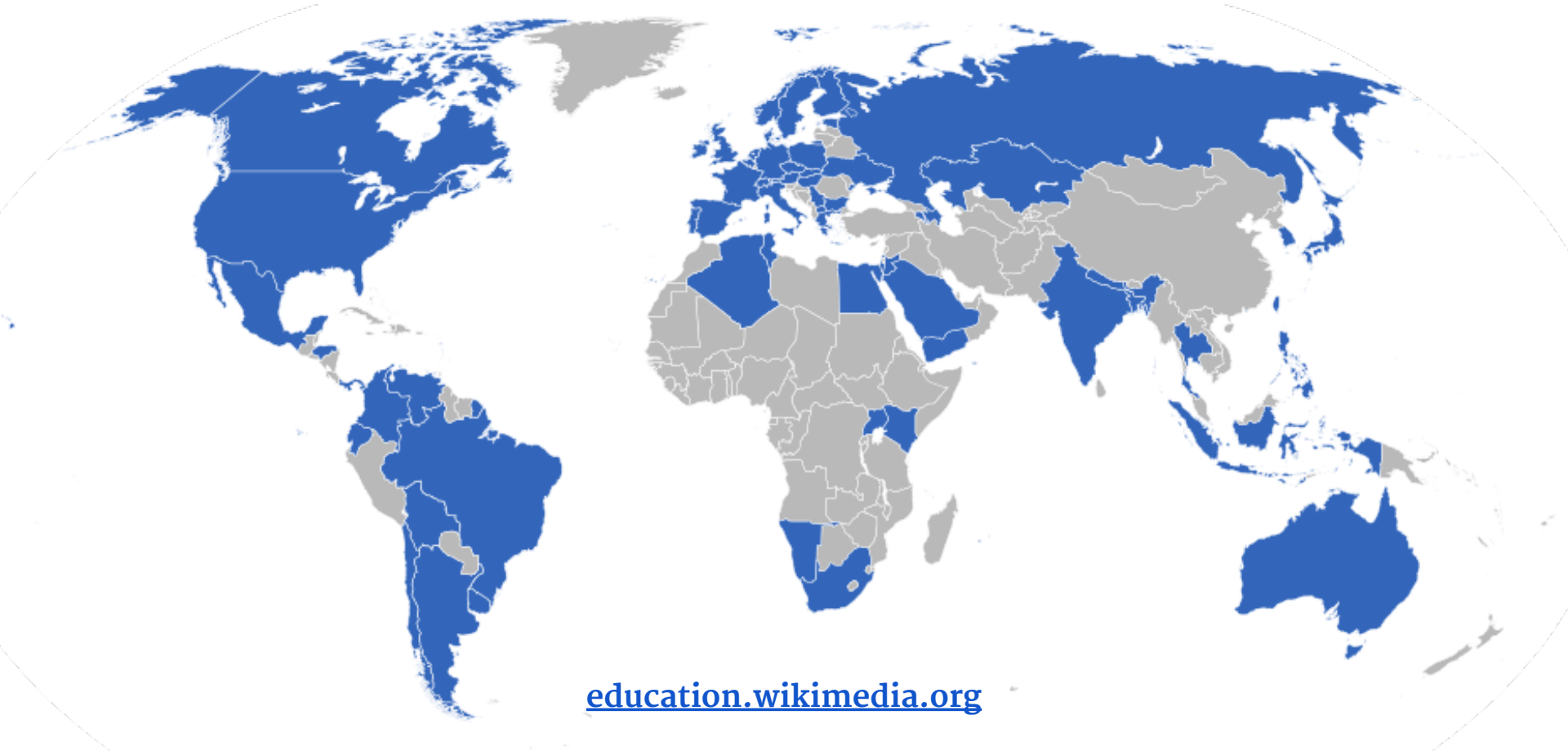


**ONLINE  
TRAINING**



**INSTRUCTIONAL  
MATERIALS**

# 70+ programs worldwide



[education.wikimedia.org](https://education.wikimedia.org)



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الجزائر	<a href="#">Algeria</a>	Ελλάδα	<a href="#">Greece</a>	Portugal	<a href="#">Portugal</a>
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Australia	<a href="#">Australia</a>	Magyarország	<a href="#">Hungary</a>	Република Србија	<a href="#">Serbia</a>
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Belgium	<a href="#">Belgium</a>	מְדִינַת יִשְׂרָאֵל	<a href="#">Israel</a>	España	<a href="#">Spain</a>
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Brasil	<a href="#">Brazil</a>	日本	<a href="#">Japan</a>	Suisse	<a href="#">Switzerland</a>
България	<a href="#">Bulgaria</a>	الأردن	<a href="#">Jordan</a>	سوريا	<a href="#">Syria</a>
Canada	<a href="#">Canada</a>	Қазақстан	<a href="#">Kazakhstan</a>	中華民國	<a href="#">Taiwan</a>
Catalunya	<a href="#">Catalonia</a>	Kenya	<a href="#">Kenya</a>	ประเทศไทย	<a href="#">Thailand</a>
República de Chile	<a href="#">Chile</a>	한국	<a href="#">Korea</a>	تونس	<a href="#">Tunisia</a>
中华人民共和国	<a href="#">China</a>	Latvija	<a href="#">Latvia</a>	Uganda	<a href="#">Uganda</a>
Colombia	<a href="#">Colombia</a>	Македонија	<a href="#">Macedonia</a>	Україна	<a href="#">Ukraine</a>
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Danmark	<a href="#">Denmark</a>	Namibia	<a href="#">Namibia</a>	United States	<a href="#">United States</a>
Ecuador	<a href="#">Ecuador</a>	Nederland	<a href="#">Netherlands</a>	Uruguay	<a href="#">Uruguay</a>
مصر	<a href="#">Egypt</a>	नेपाल	<a href="#">Nepal</a>	Venezuela	<a href="#">Venezuela</a>
Eesti	<a href="#">Estonia</a>	Norge	<a href="#">Norway</a>	Việt Nam	<a href="#">Vietnam</a>
Suomi	<a href="#">Finland</a>	اسلامی جمہوریہ پاکستان	<a href="#">Pakistan</a>	Wikinews	<a href="#">Wikinews</a>
République française	<a href="#">France</a>	Panamá	<a href="#">Panama</a>	اليمن	<a href="#">Yemen</a>
		Pilipinas	<a href="#">Philippines</a>		

Country	Classes	Students	Bytes added	New articles	Files uploaded	Duration
Algeria	1	38	1.5 m	-	-	1 term
Armenia	12	127	21 m	6,609	-	2 years
Czech Rep.	3	294	1.8 m	147	-	3 terms
Egypt	85	741	31 m	-	-	5 terms
Israel	1	63	2.1 m	217	-	1 class
Jordan	10	121	1.4 m	-	-	3 terms
Mexico	-	403	7.1 m	-	3,019	9 groups
Nepal	-	14	388 k	55	-	1 term
US / Canada	67	9,090	66 m	253	1,381	8 terms

# CHINA



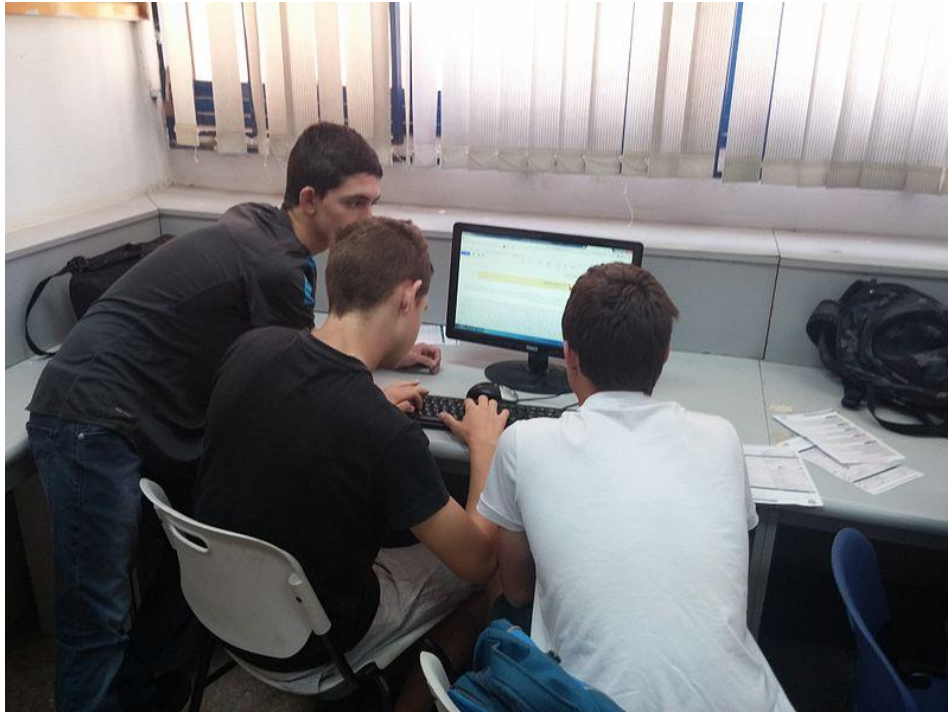
In China, there are no WikiClubs in schools. Students edit independently.  
In Winter 2014, high school and university students honored the death of a famous philanthropist. They photographed some of the 6,013 monuments, schools, hospitals, and theaters that he built.

# EGYPT



In Spring/Summer 2014, students added more than 12 million bytes of new Arabic content. Since 2012, they have translated articles into Arabic from English, French, German, Greek, Hebrew, Italian, Japanese, Korean, Spanish, and Turkish.

# ISRAEL



In 2013–2014, in Be'er Sheva, 350 excelling/advanced students from 10 9th-grade classes wrote articles about the city and its surrounding areas.

This project was a partnership of many people and organizations: Wikimedia Israel, the Ministry of Education, the Municipal Education Director, the senior teachers from all of the secondary schools in the city, and two Wikipedians.



# SERBIA

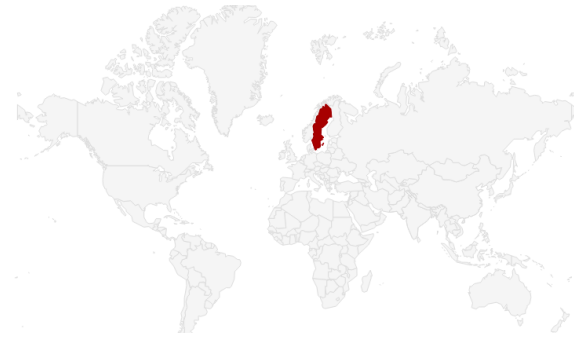
Lazar is a Serbian high school student studying programming in Belgrade.

Lazar and his classmates wrote articles live during the 2014 EduWiki conference for teachers in Belgrade.

He convinced the director that their school should participate in the Wikipedia Education Program.

Thanks to Lazar, the Wikipedia Education Program is now even more accessible to Serbian high school students.





# SWEDEN

In Sweden, there is a Wikipedia for children called WikiMini. It is for students 7-13 years old.

In Spring 2014, 100 high school students wrote articles about the human body.

In Fall 2014, they taught younger children how to edit WikiMini.

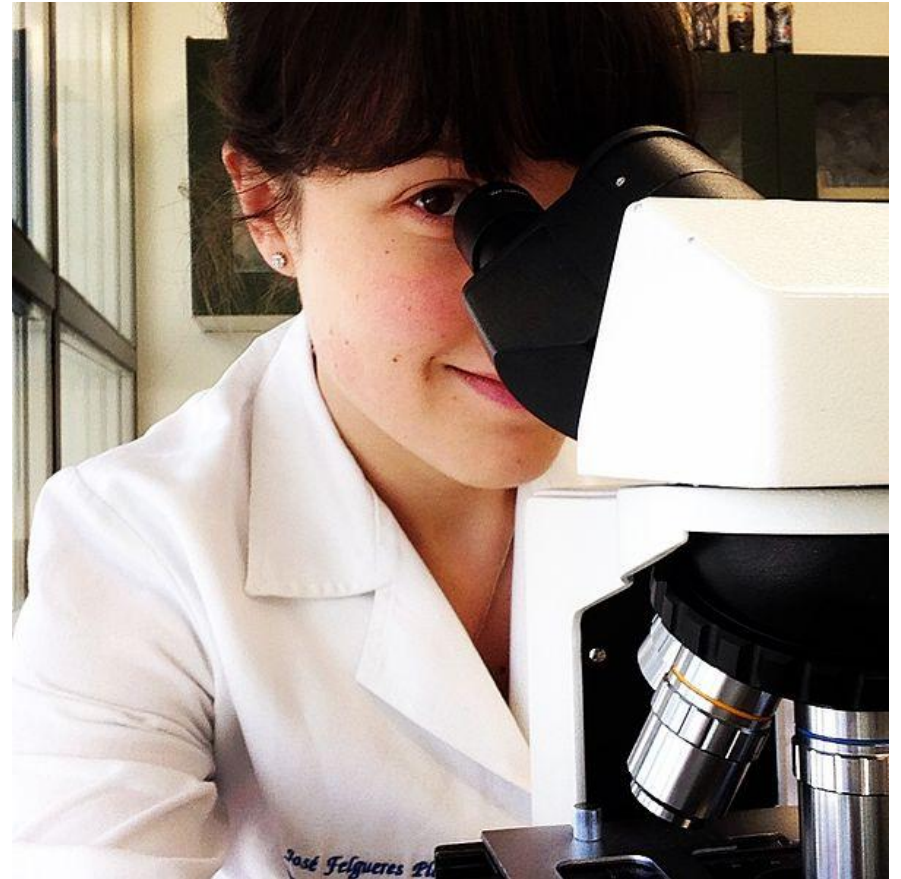


# MEXICO

Mexican university students must complete 480 hours of community service in order to graduate.

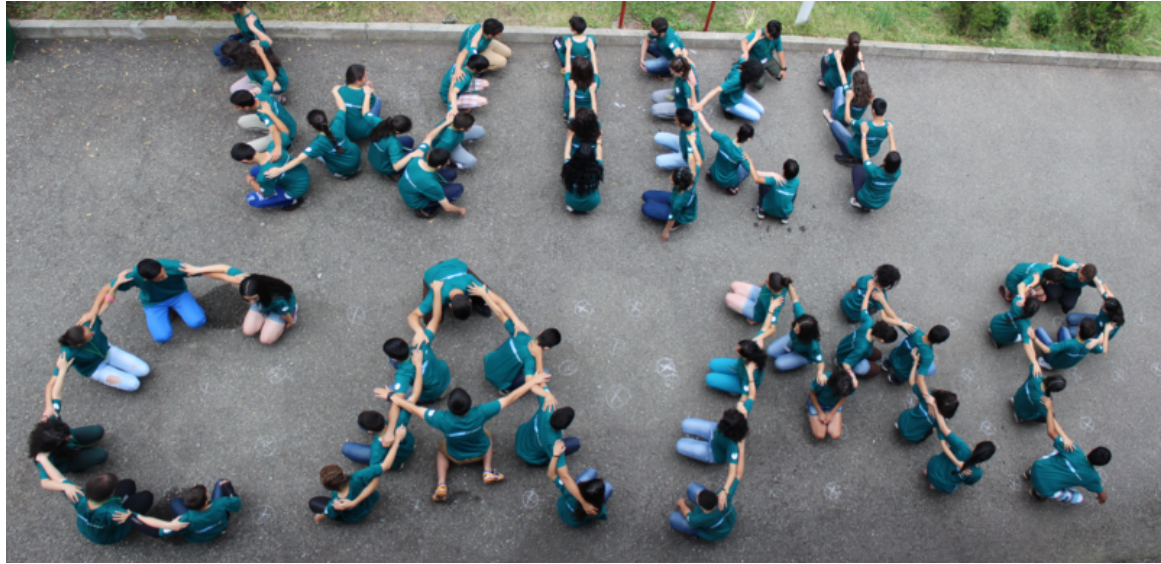
One option at one school is creating content on Wikimedia projects.

María is a biotechnology student. She translates biology and medical articles from English to Spanish.





# ARMENIA



Armenia has 7 WikiClubs and 5 WikiCamps. As of May 2015, students have contributed  $\frac{1}{3}$  of all the content on Armenian Wikipedia and Armenian Wiktionary!

# GREECE

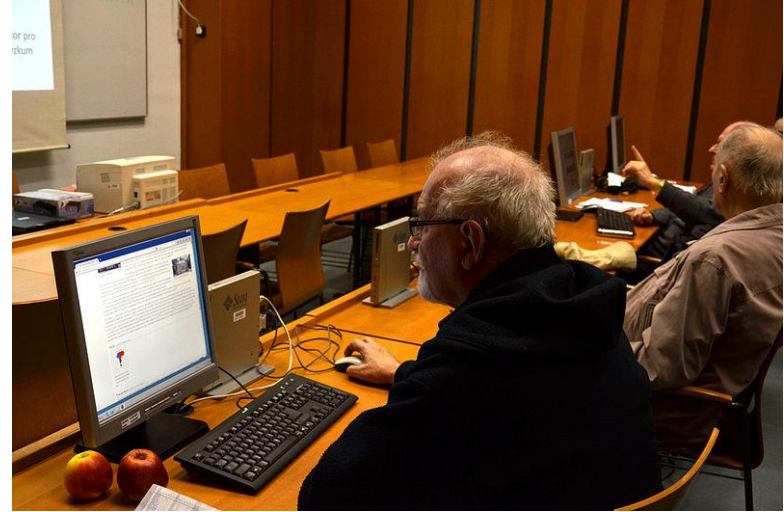


**Adults who stopped going to school as teenagers can complete their basic education at the Second Chance School in Corfu.**

**In Spring 2015, students learned to edit Wikipedia. They participated in a WikiExpedition then created new articles about Greek villages.**

**Not one student dropped the class. And 4 times as many students want to take this course next term.**

# CZECH REPUBLIC



Since 2014, more than 100 seniors added more than 200,000 bytes of new Czech content.



See: <https://en.wikipedia.org/wiki/Wikipedia:Barnstars>

# The Details...

- ★ Who?
- ★ Where?
- ★ What?
- ★ How?
- ★ How much?
- ★ Why?

# The Who...

*The "who" are the people who make up the programs and their partners in this process:*

- ★ Students
- ★ Educators
- ★ Volunteers
- ★ Affiliate groups
- ★ The Wikimedia Foundation

# The Where...

*The "where" are the academic institutions:*

- ★ Universities and colleges
- ★ Secondary schools
- ★ Primary schools
- ★ Adult education
- ★ Teacher training programs
- ★ Libraries
- ★ Local NGOs

# The What...

*The "what" are the entry points, the Wikimedia projects:*

- ★ Wikipedia
- ★ Wiktionary
- ★ Wikiversity
- ★ Wikibooks
- ★ Wikisource
- ★ Wikinews
- ★ Wikidata
- ★ Wikimedia Commons



# The How...

*The "how" are the strategies, the program models:*

- ★ Classroom assignments
- ★ Extracurricular opportunities (community service)
- ★ Policy change (government partnerships)
- ★ Online activities (edit-a-thons, hack-a-thons, contests)
- ★ Offline activities (clubs, camps, workshops, meetups)

# The How Much...

*The "how much" or "how many" are the [metrics](#), the numbers, the data:*

- ★ Content quantity (bytes, edits)
- ★ Content quality ([FAs](#), [GAs](#), [DYKs](#))
- ★ Participation (current, new, and surviving new users)
- ★ Contribution (active users and very active users)
- ★ Reach (programs, projects, languages, countries)

# The Why...

*The "why" or "for what?" are the reasons, the rationale, the motivation:*

- ★ Diversification: Gender, Geography, Language
- ★ Contribution: Participation, Collaboration
- ★ Information: Free, Open Knowledge

*The WOW...*

# *Students improve their skills in:*

- ★ Reading
- ★ Writing
- ★ Research
- ★ Critical thinking
- ★ Communication
- ★ Translation
- ★ Technical skills

- ★ Information literacy
- ★ Media literacy
- ★ Digital literacy
- ★ Digital citizenship
- ★ Copyright
- ★ Citation
- ★ Collaboration

Wikipedia empowers  
**this generation** with  
the skills they need.

Wikipedia Education Program

**Students gain** confidence, voice, and capabilities.

**The world gains** free knowledge for all,  
diversity of voices, conscious citizens.



**This program is global...**

**Wikipedia Education Program**

**12,575+ students!**  
**1,707+ teachers!**  
**178+ volunteers!**  
**and that's just 16 countries!**

♥ [education.wikimedia.org](https://education.wikimedia.org) ♥

**The impact is real...**

**87,838+ articles created!**  
**1,533+ articles translated!**  
**925+ articles improved!**  
**4,528+ files uploaded!**  
**282,539,283+ bytes added!**  
**and that's just 16 countries!**

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Wikipedia helps  
students learn.

Wikipedia Education Program

Wikipedia helps  
**the world learn.**

Wikipedia Education Program



Wikipedia  
belongs in  
education.

[education.wikimedia.org](http://education.wikimedia.org)

# Resources:

- ★ [wikimediafoundation.org/wiki/Our\\_projects](https://wikimediafoundation.org/wiki/Our_projects)
- ★ [wikimediafoundation.org/wiki/Answers](https://wikimediafoundation.org/wiki/Answers)
- ★ [wikimediafoundation.org/wiki/FAQ/en](https://wikimediafoundation.org/wiki/FAQ/en)



**WIKIMEDIA**  
**FOUNDATION**



# Resources:

- ★ [Toolkit](#)
- ★ [Training](#)
- ★ [Booklets and handouts](#)
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Thanks for your interest in the Wikipedia Education Program! There are many ways to get involved and this page explains several of them. You can also [read more general information on volunteering here](#). We hope you will decide to join us. :)

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*education.wikimedia.org*

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تخيل عالمًا يمكن  
فيه لكل فرد  
مطالعة مجموع  
معارف البشرية  
كلها.

جيمي ويلز


مرحبا بك في  
ويكيبيديا



Պատկերացրու  
աշխարհը, որում  
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Ցիմի Ուելս

Բարի գալուստ  
Վիքիպեդիա



Imagineu un món  
en què tots i  
cadascun dels  
habitants del  
planeta poguessin  
accedir a la suma  
de tot el  
coneixement humà.

Jimmy Wales

Benvinguts a la  
Viquipèdia



Imagineu un món  
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habitants del  
planeta pogueren  
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Imagine a world in  
which every single  
person on the  
planet is given  
free access to the  
sum of all human  
knowledge.

Jimmy Wales

WIKIMEDIA


Welcome to  
Wikipedia



Imagine a world in  
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person on the  
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Welcome to  
Wikipedia



Imaginez un  
monde où chaque  
personne sur la  
planète aurait  
librement accès  
à la totalité du  
savoir humain.

Bienvenue sur  
Wikipédia



”תארו לעצמכם עולם, שבו כל  
אדם ואדם יש גישה חופשית לסך  
כל הידע האנושי”

- בייסי וילס, מייסד ויקיפדיה

ברוכים הבאים  
לויקיפדיה



Kepzeld el azt a  
vilTgot, ahol mindenki  
szabadon hozzTfer az  
emberi tudTs  
' szzesscgchez”

Jimmy Wales


Üdvözlünk a  
Wikipcditban



Immagina un  
mondo in cui ogni  
persona possa  
avere libero  
accesso all'intero  
patrimonio della  
conoscenza  
umana.

Jimmy Wales


Benvenuti su  
Wikipedia



Imagine um  
mundo em que  
cada pessoa no  
planeta tenha livre  
acesso à soma de  
todo o  
conhecimento  
humano.

Jimmy Wales


Bem-vindo à  
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Замислите свет у  
коме свака особа  
на планети има  
слободан приступ  
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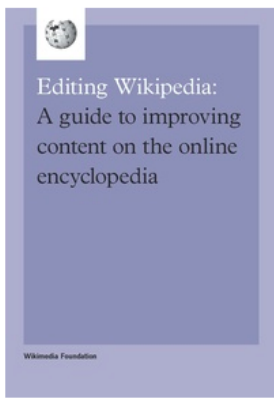


Tänk dig en värld  
där varje människa  
på den här planeten  
får fri tillgång till  
mänsklighetens  
samlade kunskap.

Jimmy Wales, Wikipediass grundare

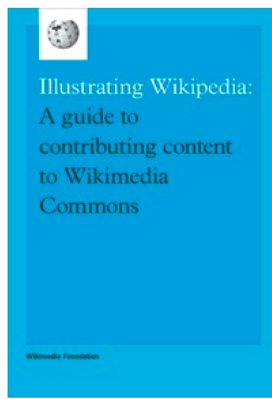
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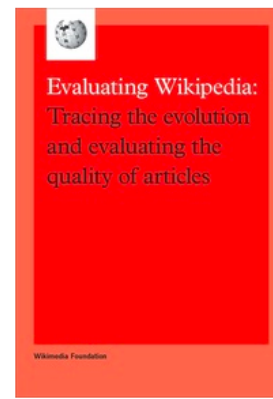
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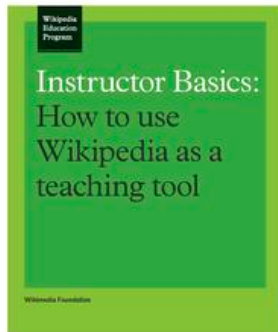
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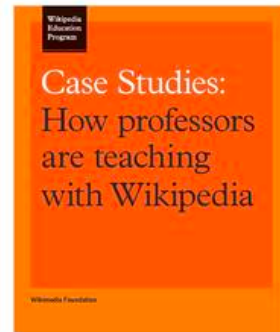
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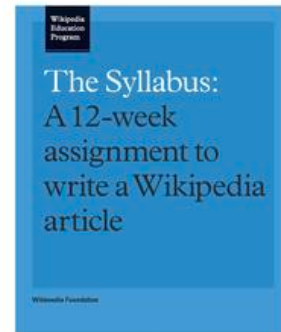
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### Sample Syllabus

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- wiki version

# Instructor Basics: How to use Wikipedia as a teaching tool

## Typical structure of a Wikipedia article

A quality Wikipedia article is the result of a well-defined structure, encyclopedic content, and an active community.

### Lead section

A lead section should summarize the key points covered in the article. Note that the lead section is without a heading. The first sentence should provide a definition of the topic of the article.

### Infobox

Many articles contain an infobox that describes key elements of the topic. Find an article on a similar topic to yours and copy the code for the infobox to add one to your article.

### Body of the article

Headers clearly delineate appropriate sections. In the case of this article, the body covers the history of the hurricane as well as its impact.

### Images

Freely licensed images can be added to Wikipedia articles from Wikimedia Commons.

### Appendices and footnotes

After the content comes a section with other related Wikipedia articles ("See also"), the sources used in the article ("References"), and a list of other websites people could consult for more information ("External links").

The screenshot shows the Wikipedia article for Hurricane Irene (2005). Green callout boxes highlight the following sections:

- Lead section:** The introductory paragraph summarizing the hurricane's path and impact.
- Infobox:** The summary box at the top right containing key facts like dates, location, and damage.
- Body of the article:** The main text describing the hurricane's formation, intensification, and effects.
- Images:** Satellite and radar images of the hurricane.
- Appendices and footnotes:** The bottom section containing references and external links.

At the bottom of the page, there is a note: "Tropical cyclones of the 1991 Atlantic hurricane season".

# The Syllabus: A 12-week assignment to write a Wikipedia article

## Rating Wikipedia articles

The initiative to improve the quality of all articles has led Wikipedia to introduce a rating system (summarized below) that describes the progression from Stub to Featured Article. Encourage your students to familiarize themselves with this rating system and use it when doing peer reviews of each others' articles. Students should keep in mind that B-class and C-class articles on Wikipedia are not equivalent to a traditional "B" or "C" class work in academia. Good Article and Featured Article are only attainable through a challenging peer-review process on Wikipedia, and only the most advanced students should contemplate submitting their work to these processes.

FA	The article meets the <i>featured article criteria</i>   shortcut <a href="#">WP:FACR</a> and has gone through the FA candidates process   shortcut <a href="#">WP:FAC</a> Achieving FA status is rare, although not unprecedented, for Wikipedia class projects.
GA	The article meets the <i>good article criteria</i>   shortcut <a href="#">WP:GACR</a> and has gone through a successful <i>good article nomination</i>   shortcut <a href="#">WP:GAN</a> Good articles are challenging, but possible, for classes that engage with Wikipedia throughout the term. Leave more time for review and revision of GAs are your goal, since it typically takes several weeks before a nominated article receives a review.
B	The article is mostly complete and without major issues, but requires some further work to reach good article standards. This level of quality is realistic for good students who work hard on their Wikipedia assignments and work on articles that are not too broad.
C	The article is substantial, but is still missing important content or contains a lot of irrelevant material. Your students can do better than this, but it will take effort.
Start	An article is developing, but is still incomplete and may require further reliable sources. Without feedback and guidance from the instructor, this is the typical level of quality achieved by students. It's also, approximately, the typical level of quality of a random Wikipedia article longer than a few paragraphs.
Stub	The article contains only a very basic description of the topic, from a single sentence up to a few paragraphs. (Articles marked as stubs may actually have improved beyond stub status.)





# Evaluating Wikipedia: Tracing the evolution and evaluating the quality of articles

## Elements of quality articles

In general, high-quality articles have five elements:

- a lead section that gives an easy-to-understand overview,
- a clear structure,
- balanced coverage,
- neutral content, and
- reliable sources.

✓ The lead is points. The lead person is known for her childhood.

✓ The structure images and diagrams footnotes at the bottom arranged by topic.

✓ The various takes over the important views an article about breed's temperamental characteristics.

✓ Coverage It there is disagreement there should be coverage elements should show sources. Good facts. Articles: encyclopedia is

✓ Reference plenty of foot authoritative high-quality at NASA's website

## Signs of bad quality

✗ The article has a **warning banner** at the top. Most warning banners are only information or requests, such as asking you to help expand the article if it is very short. But warning banners can also represent an unresolved dispute about the article's neutrality or the quality of its sources.

✗ Several Problems: A very short piece-by-piece

✗ The lead which are of saying: 'number of

✗ The article people. The facts.

✗ There is contents a period of

✗ Some examples, a company

✗ The article lack footnote written with

✗ The article the article biased in controversial controversies

## What to do with articles of poor quality

If you have the time or the knowledge, please consider correcting the problems yourself by clicking **Edit** at the top of the article.

- 1) Check if the problem is temporary, such as somebody trying to remove a section that is unflattering about their hero. Click **View history** and look through the last few edits.
- 2) If the problem lies in the last edits you can click **undo** and instantly repair the damage. If the problem has been around for a longer period or if you do not possess the knowledge to fix it, leave a comment on the **Talk page**, describing the problem.
- 3) If the problem is serious, such as libelous statements against a living person, feel free to cut out the problematic parts. Be thoughtful about your own biases, though, especially if you are working on an article about yourself, your nation, or your organization. Critical sections in an article are often appropriate, especially when they are well sourced. You may want to explain your deletion on the article's **Talk page**.

For more information about what you can do when you find a poorly written article, type **Wikipedia:Writing better articles** in the search box.



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in which every single **student**  
can freely share  
in the sum of all knowledge.

That's what **you** do.

THANK YOU!!



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Thank you

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