

Taller Wikidata, Zotero y Cita

herramientas para comprender
la construcción de conocimiento



Diego de la Hera

28 abr 22



Plan del encuentro

- Zotero
- Bases de datos bibliográficas
- Wikidata
- Citas abiertas
- Cita

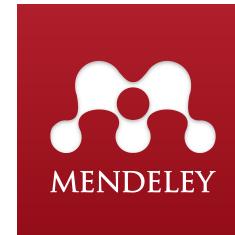
Recolectar, organizar y anotar fuentes relevantes

Citar fuentes en nuestros trabajos

Gestores de referencias al rescate



By Lars Aronsson - CC
SA 1.0



Elsevier

EndNoteTM
Clarivate



Corporation for Digital Scholarship
Universidad de George Mason



Zotero

<https://www.zotero.org/>

- Bibliotecas y colecciones, privadas o compartidas
- Diversos tipos de fuentes
- Metadatos:
 - información fáctica
 - describen una publicación
 - no son el contenido
- Anotaciones:
 - notas
 - etiquetas
 - subrayado
- Archivos adjuntos



Exportable

- Integración con procesadores de texto
- Múltiples formatos de exportación
- Datos no cautivos



Código abierto, y software libre

<https://github.com/zotero/>

- Público
- Adaptable
- Reutilizable



Extensible

<https://www.zotero.org/support/plugins>

ZotFile

<http://zotfile.com/>

Joscha Legewie

DOI Manager

<https://github.com/bwiernik/zotero-shortdoi>

Brenton M. Wiernik

Better BibTex

<https://retorque.re/zotero-better-bibtex/>

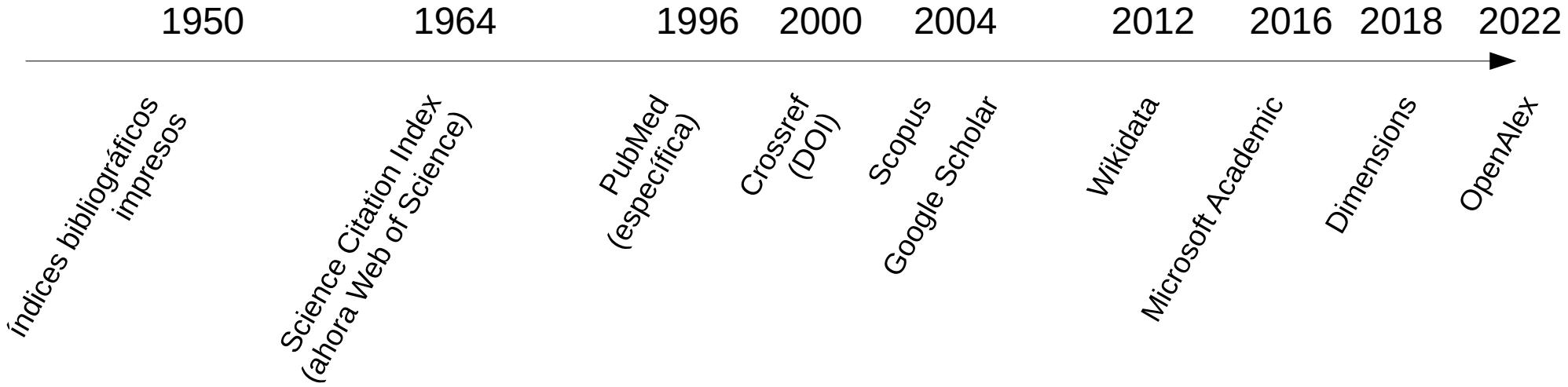
Emiliano Heyns

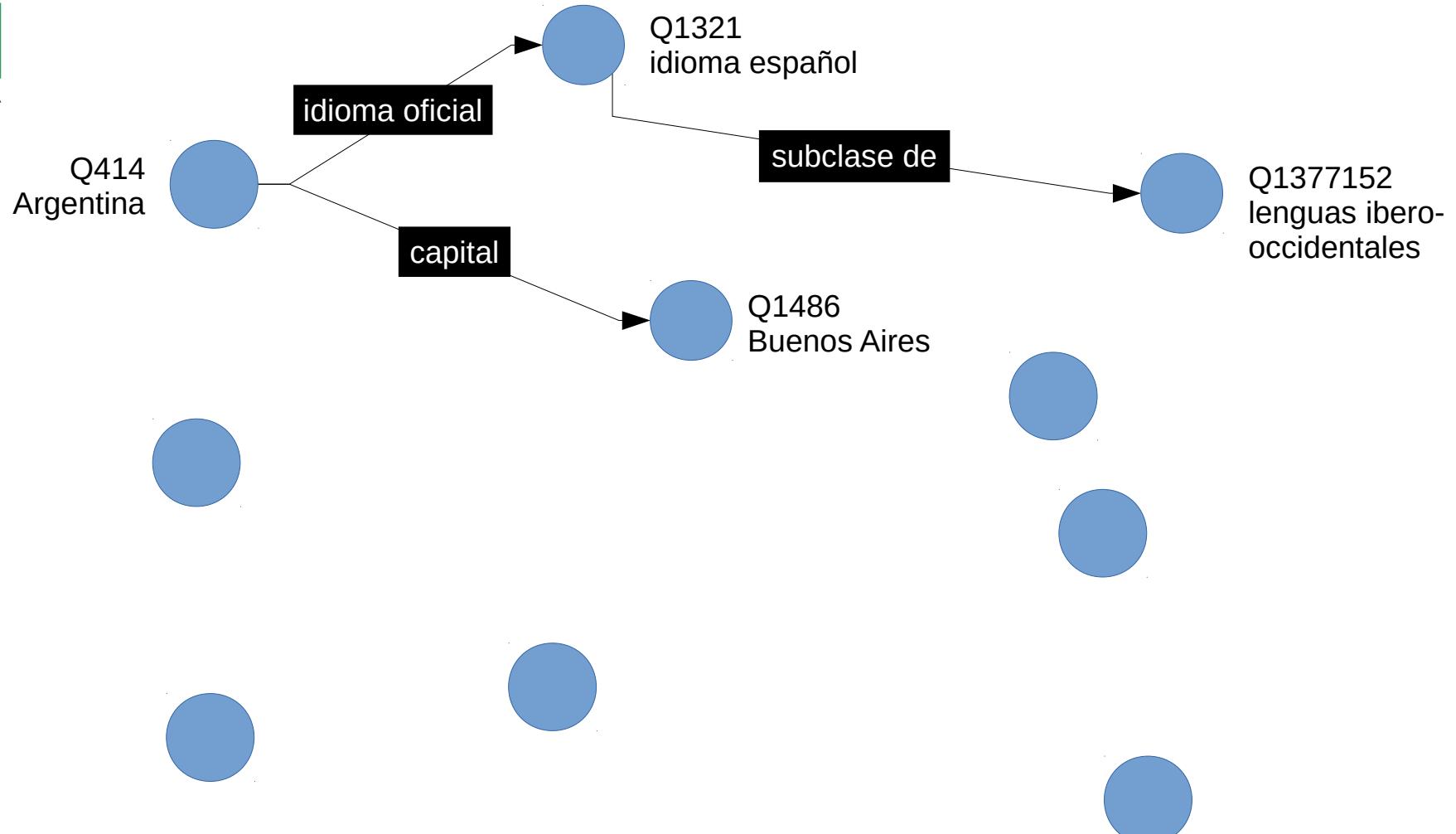


Importando

- Navegadores web
- Bases de datos bibliográficas

Bases de datos bibliográficas







Colombia (Q739)

país de América del Sur

República de Colombia |

editar

▼ En más idiomas

Idioma	Etiqueta	Descripción	También conocido como
español	Colombia	país de América del Sur	República de Colombia

Declaraciones

instancia de

editar

▼ 0 referencias

+ añadir referencia

editar

▼ 0 referencias

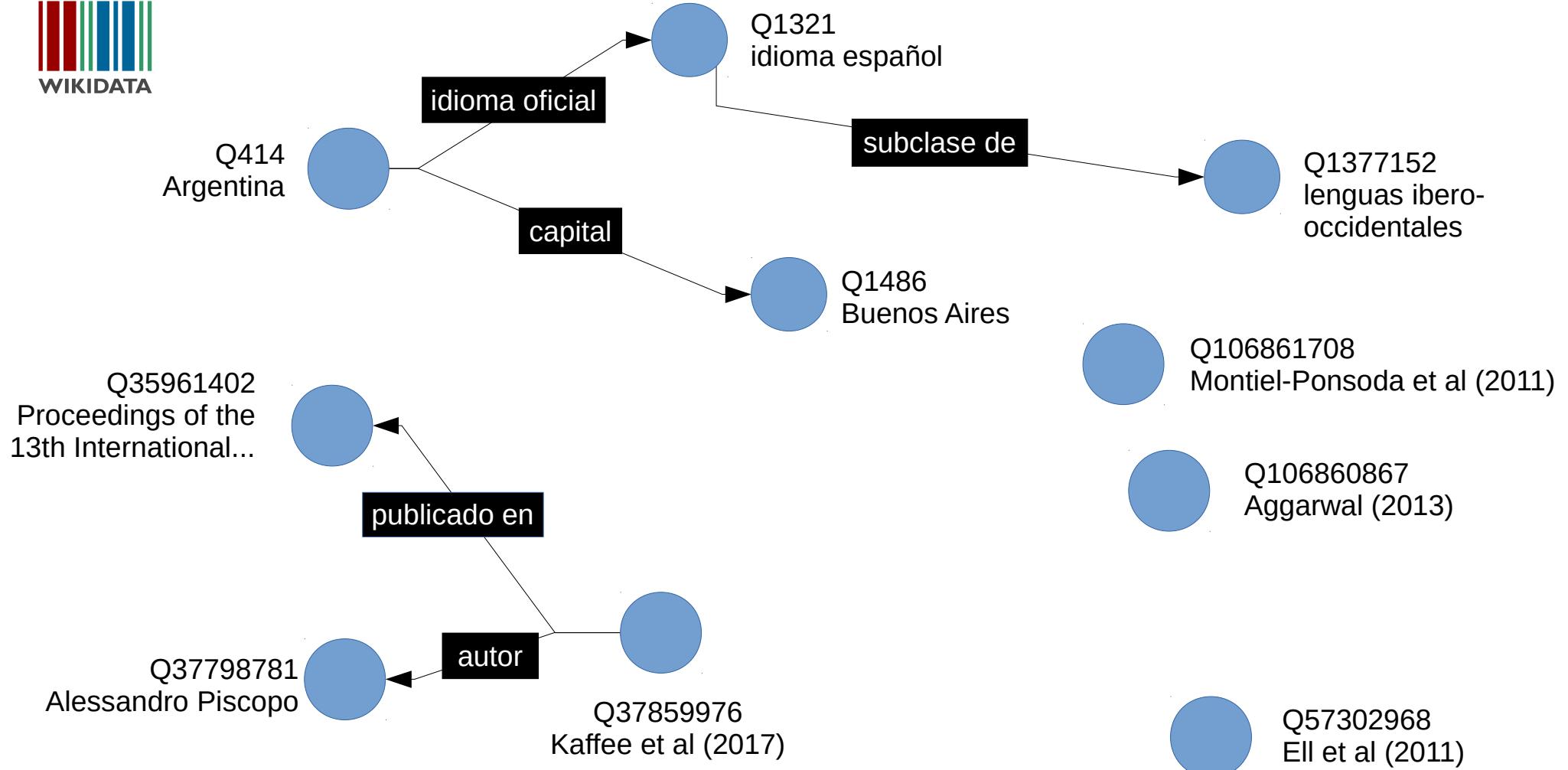
+ añadir referencia

capital

editar

► 1 referencia

+ añadir valor





*Incompleta
pero mejorable*



Amplio alcance



iconos obtenidos de Zotero

Reutilizable

Plantilla
Cite Q

Wikiproyecto
Source
MetaData

{ }
wikicite

Perfiles de tópicos, personas, organizaciones, etc

<https://scholia.toolforge.org/>

Semantic Web (Q54837)

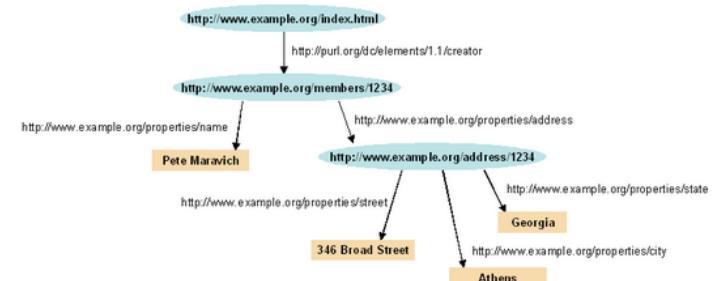
The Semantic Web, sometimes known as Web 3.0, is an extension of the World Wide Web through standards set by the World Wide Web Consortium (W3C). The goal of the Semantic Web is to make Internet data machine-readable. ([Read more on English Wikipedia](#))

Related: [chemical engineering](#) · [planetary science](#) · [embryology](#) · [seismology](#) · [optics](#) · [automation](#) · [climatology](#) · [emergency management](#) · [agronomy](#) · [marine biology](#)

 Reasonator  SQID

Table of Contents

- The topic in context
- Recently published works on the topic
- Publications per year
- Earliest published works on the topic
- Authors
 - Authors publishing about the topic
 - Author score
 - Co-author graph
 - Awards received by authors who published on the topic
- Topics
 - Co-occurring topics
 - Co-occurring topics graph
 - Co-occurring topics map
- Venues and series publishing works about the topic
- Citations
 - Works cited from works on the topic
 - Authors cited from works on the topic
 - Map of organizations associated with works about the topic
 - Citation graph of works about the topic, aggregated by country





inventaire

<https://inventaire.io/>

The screenshot shows the inventaire website's homepage. At the top, the word "inventaire" is displayed in a large, white, sans-serif font against a blurred background of book spines. Below this, there are three white callout boxes overlaid on the image:

- Guarda un inventario de sus libros**: Features an icon of four vertical bars and text encouraging users to track their books. It includes a quote: "y de lo que se puede hacer con ellos: 'este libro lo puedo regalar, este otro lo puedo prestar, éste para venderlo...'"
- Compártelo con su grupo de amigos y comunidades**: Features an icon of a group of people and text encouraging users to share their inventories. It includes a quote: "¿Ha soñado con una biblioteca colaborativa para su asociación u organización? ¡Aquí está!"
- Recuerde los libros que tiene prestados**: Features an icon of two arrows pointing in opposite directions and text encouraging users to remember borrowed books. It includes a quote: "¡Los libros que presta podrían ahora verdaderamente volver a sus manos!"

At the bottom of the callout area, there are two buttons: "Registrarse" (yellow) and "Iniciar sesión" (green).

Algunos de los últimos libros publicados



CC BY Diego de la Hera

delahera AT gmail DOT com

ARTICLE OPEN

Social interaction and conceptual change pave the way away from children's misconceptions about the Earth

Diego Pablo de la Hera^{1,2}, Mariano Sigman^{1,2} and Cecilia Ines Calero^{1,2}

Throughout development, children undergo moments of abrupt conceptual transitions, often replacing intuitive knowledge with grounded scientific theories. This typically also creates a situation of social conflict, as different children may hold at the same time substantially different theories and explanations about the same phenomenon. The main objective of this work is to understand whether social interaction and exchange of arguments and reasoning may be a catalyst for conceptual development. Dyads of 7-year-old children with different conceptual understanding of the Earth were asked to reach a consensus about its astronomic and geometric properties. Our results show that mere minutes of deliberation can result in substantial changes in children's conceptual representations, and moreover, that this transition was consistently in the direction of reasoned and scientific opinions. These results provide empirical evidence and suggest specific ways in which peer interaction can be used effectively to promote conceptual change in school settings, in a knowledge domain at the center of this era's post truth and science denial crisis.

npj Science of Learning (2019) 4:12; <https://doi.org/10.1038/s41539-019-0051-3>

INTRODUCTION

People often have different and contrasting knowledge and opinions. Science is no exception, and a variety of theories and interpretations are usually available for one same matter. How groups solve conflict and disagreement that result from these

From infancy, children have intuitive understandings of how the world works including, for example, elementary notions of physics, mathematics and social entities.^{15,17} These general intuitions, partly built on everyday experiences, often collide with scientific knowledge.^{18–20} The majority of researchers agree that they form

scheme 1's conceptual axes, which are more closely related to previously described mental models of the earth.²⁰ $r(0) = 0.65$, $p = 3.49 \times 10^{-10}$. A partial correlation analysis using the Shapiro-Wilk and Hartigan's dip test respectively rejected both normality ($W = 0.93$, $p = 1.27 \times 10^{-4}$) and unimodality ($D = 0.09$, $p = 6.26 \times 10^{-6}$) for average axis scores, whereas not for average dimension scores ($W = 0.97$, $p = 0.058$, and $D = 0.03$, $p = 0.840$, respectively), which also showed less saturation (Fig. 4b). This indicated that dimension scores provide a measure of conceptual knowledge that is more suitable for assessing knowledge level differences in the sections below.

Score differences between members of a dyad, i.e., between Children M and L (knowledge level gap: Δ_{ML}), were calculated for each dimension and then averaged:

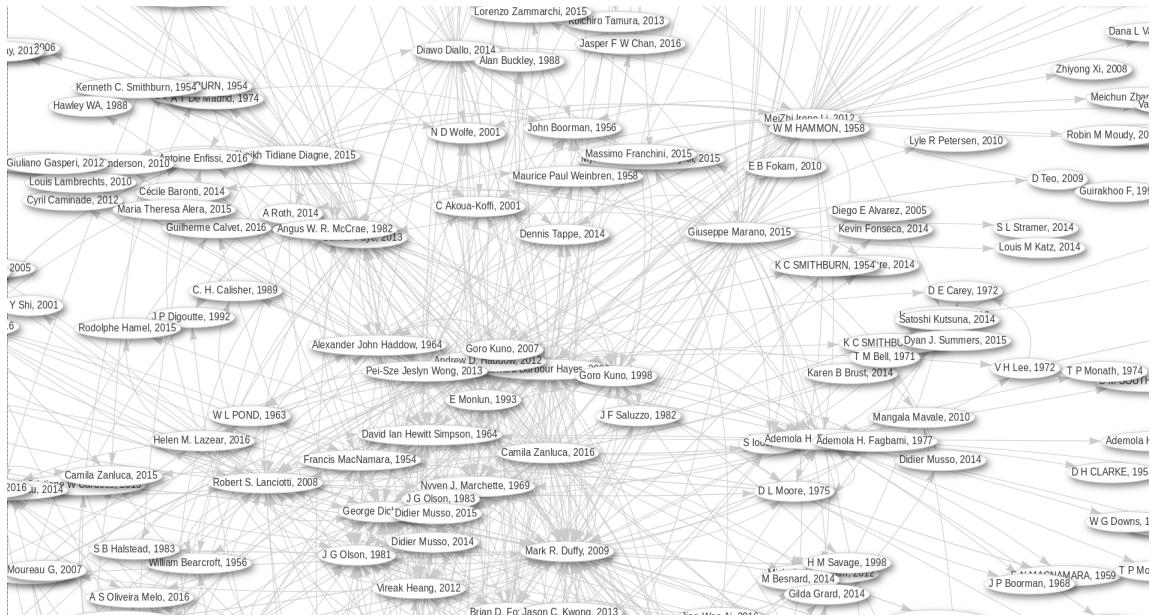
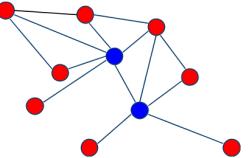
$$\Delta_{Mk}^k = \left(\sum_{i=1}^n d_i^M - d_i^L \right) / n, \quad (1)$$

where Δ_{Mk}^k is the score difference between Children M and L of the i th dyad in interview k , n is the total number of dimensions ($n = 11$), and d_i^M and d_i^L are the i th dimension score for Children M and L, respectively. Score differences between Interviews 1 and 2 of one participant (knowledge level shift: Δ_{12}) are calculated analogously:

$$\Delta_{12} = \left(\sum_{i=1}^n d_i^1 - d_i^2 \right) / n, \quad (2)$$

REFERENCES

- Galton, F. Vox Populi. *Nature* **75**, 450–451 (1907).
- Lorenz, J., Rauhut, H., Schweitzer, F. & Helbing, D. How social influence can undermine the wisdom of crowd effect. *PNAS* **108**, 9020–9025 (2011).
- Bahrami, B. et al. Oppositely interacting minds. *Science* **329**, 1081–1085 (2010).
- Koriat, A. When are two heads better than one and why? *Science* **336**, 360–362 (2012).
- Santos, J., Nella, T., Garbuksy, G., Bahrami, B. & Sigman, M. Aggregated knowledge from a small number of debates outperforms the wisdom of large crowds. *Nat. Hum. Behav.* **2**, 126–132 (2018).
- Mercier, H. & Sperber, D. Two heads are better stands to reason. *Science* **336**, 979–979 (2012).
- Heyd-Metzuyanim, E. & Schwarz, B. B. Conceptual change within dyadic interactions: the dance of conceptual and material agency. *Instr. Sci.* **45**, 645–677 (2017).
- Piaget, J. *The equilibration of cognitive structures: The Central Problem of Intellectual Development* (University of Chicago Press, 1985).
- Miller, S. A. & Brownell, C. A. Peers, persuasion, and piaget: dyadic interaction between conservers and nonconservers. *Child Dev.* **46**, 992–997 (1975).
- Mugny, G. & Doise, W. Socio-cognitive conflict and structure of individual and collective performances. *Eur. J. Soc. Psychol.* **8**, 181–192 (1978).
- Castellarro, M. & Roselli, N. Interacción sociocognitiva entre pares en situaciones simétricas y asimétricas de competencia epistémica. *Rev. de Psicología* **36**, 333–365 (2018).

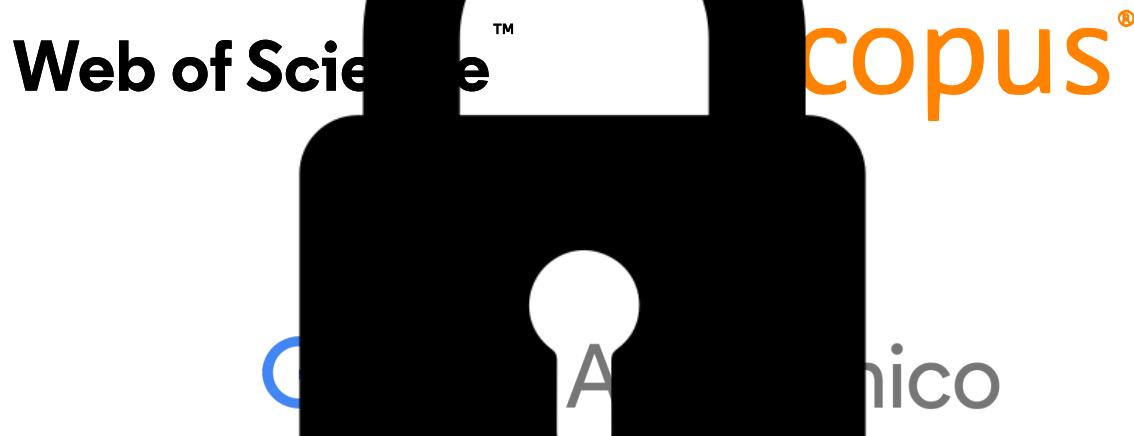
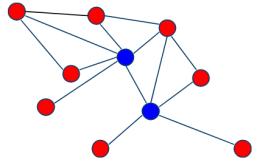


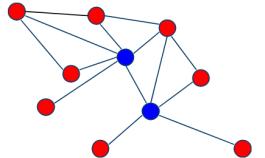
Daniel Mietchen, CC0

CC BY Diego de la Hera

delahera AT gmail DOT com

- Identificar publicaciones relevantes
- Evaluación científica
 - calidad = impacto ???
- Decisiones de política científica



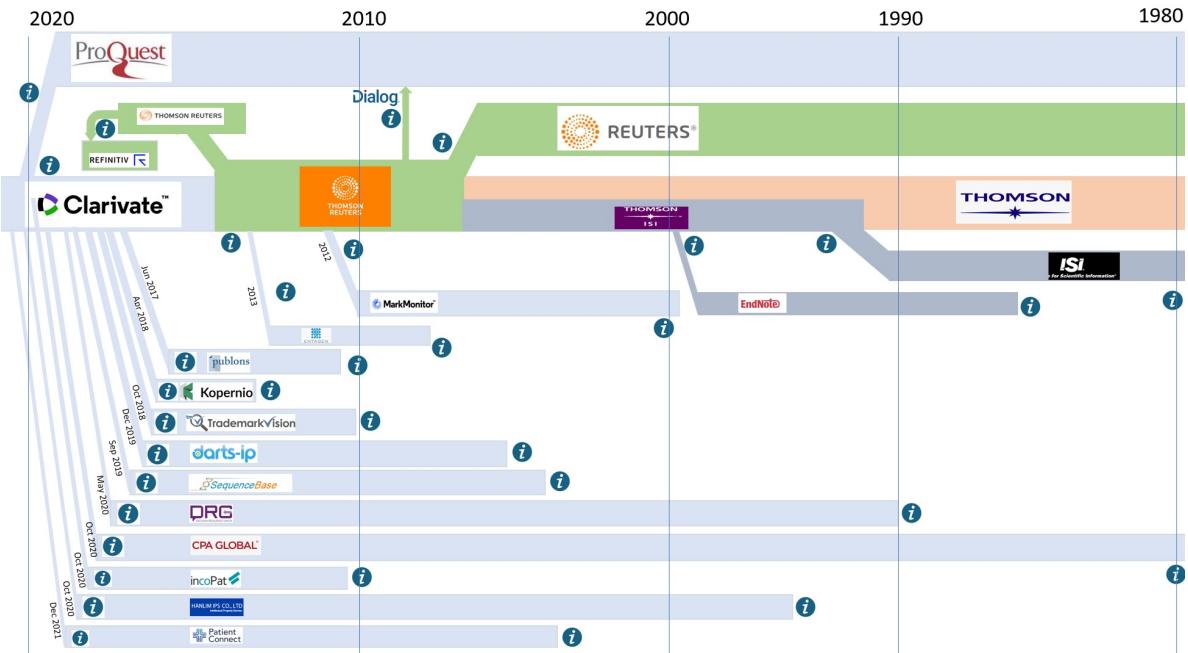


Web of ScienceTM

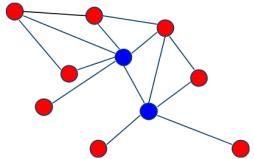
Originalmente
Science Citation Index
Eugene Garfield
Institute for Scientific Information

 Clarivate™ EndNote™

\$\$\$



<https://librarytechnology.org/mergers/clarivate/>



Scopus®

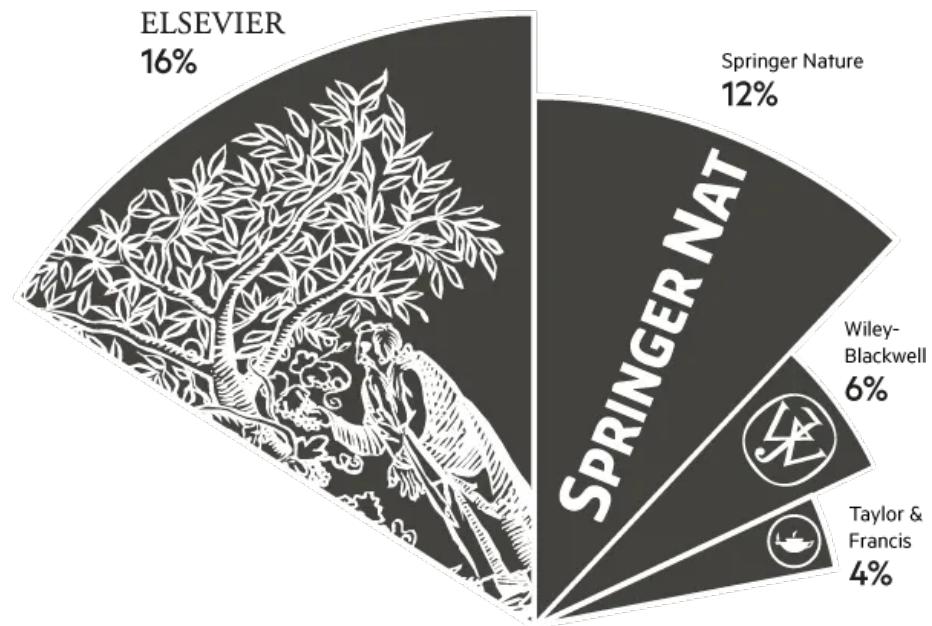


ELSEVIER

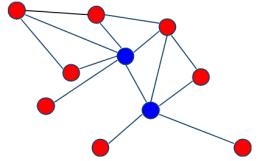
\$\$\$

Elsevier top of the league

Global market share of journal articles by leading publishers, 2013 (%)



Source: company



Google Académico

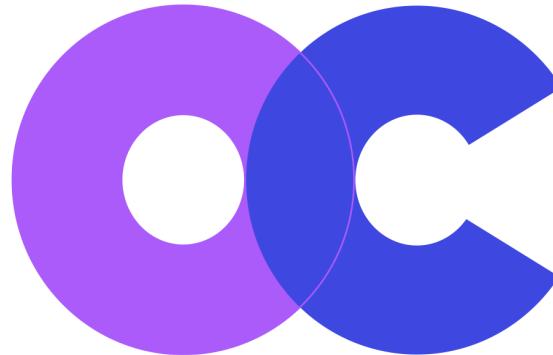
SÍ,

¡GRATIS!

PERO

(CERRADO)

2010:



OpenCitations
Corpus (OCC)

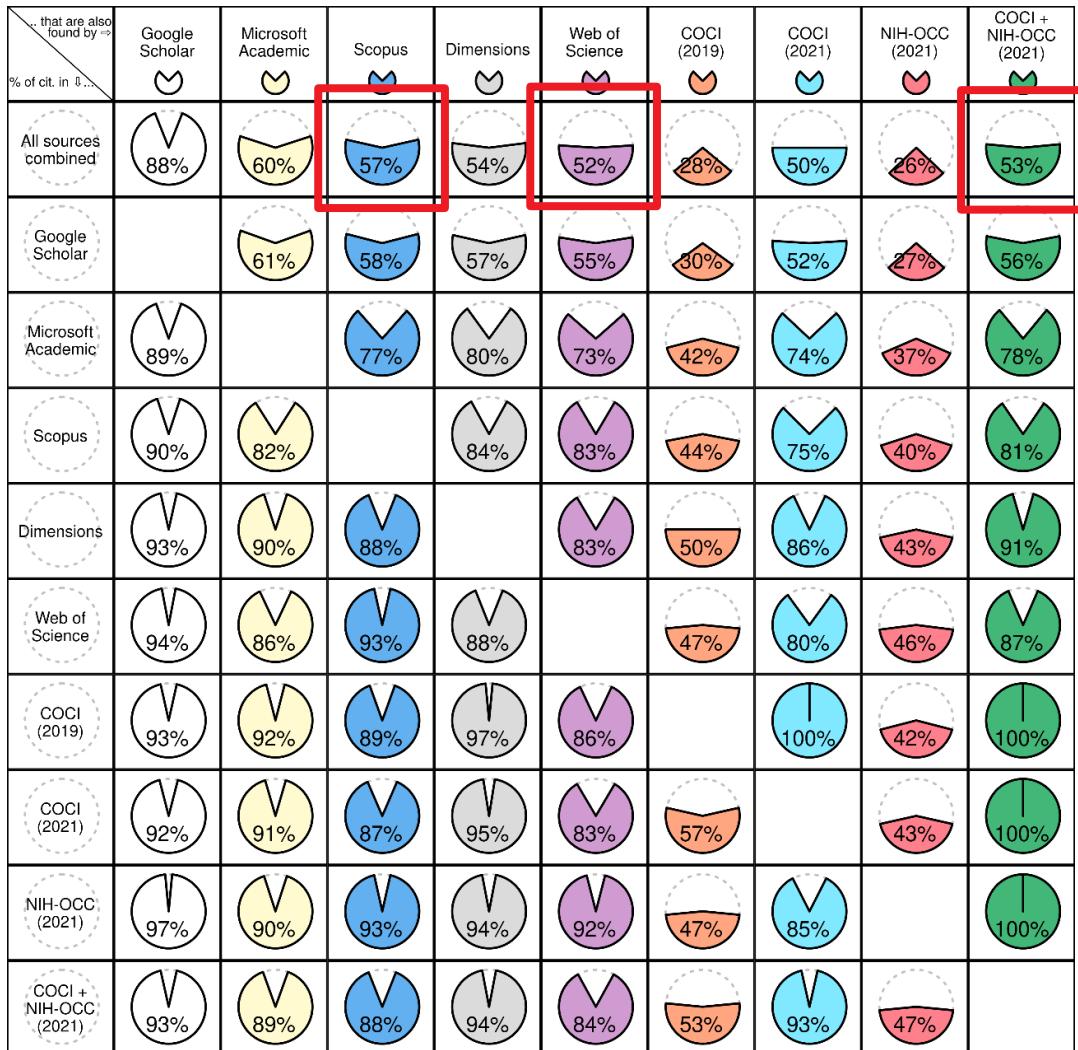
<https://opencitations.net/>

2017:

I 40C

<https://i4oc.org/>





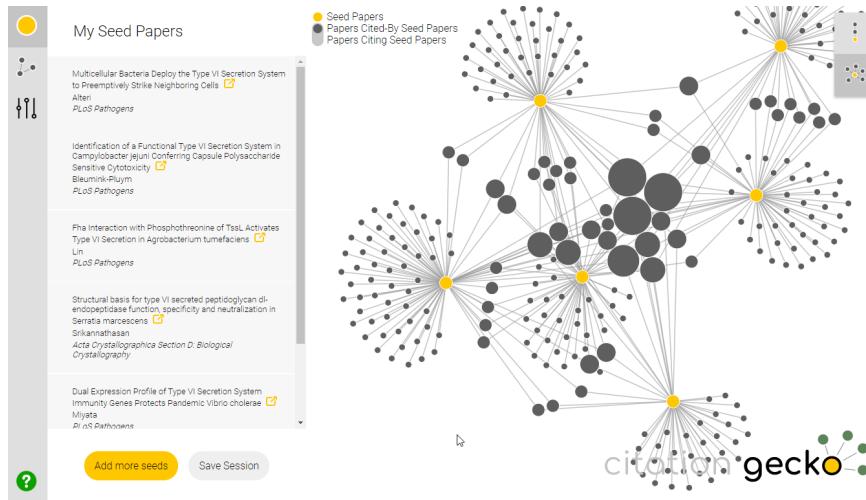
Coverage of open citation data approaches parity with Web of Science and Scopus

<https://opencitations.wordpress.com/2021/10/27/coverage-of-open-citation-data-approaches-parity-with-web-of-science-and-scopus/>

3,073,351 [incoming] citations found by these six data sources to 2,515 English-language highly-cited documents published in 2006

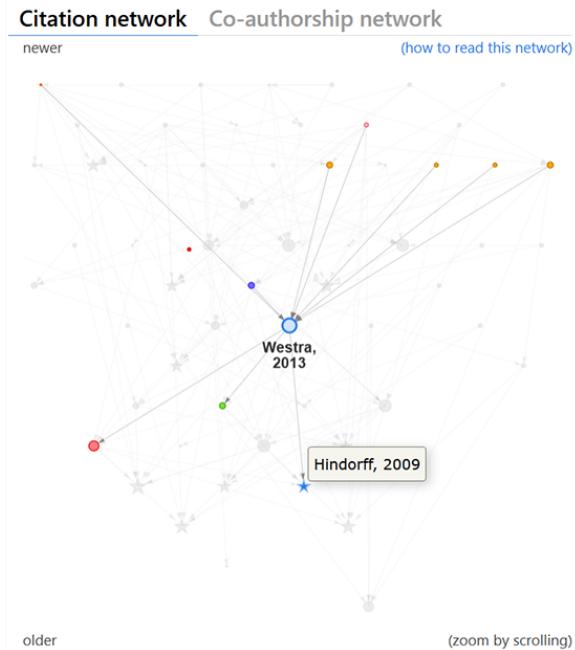
Martín-Martín et al (2020) en
Scientometrics

Citation Gecko

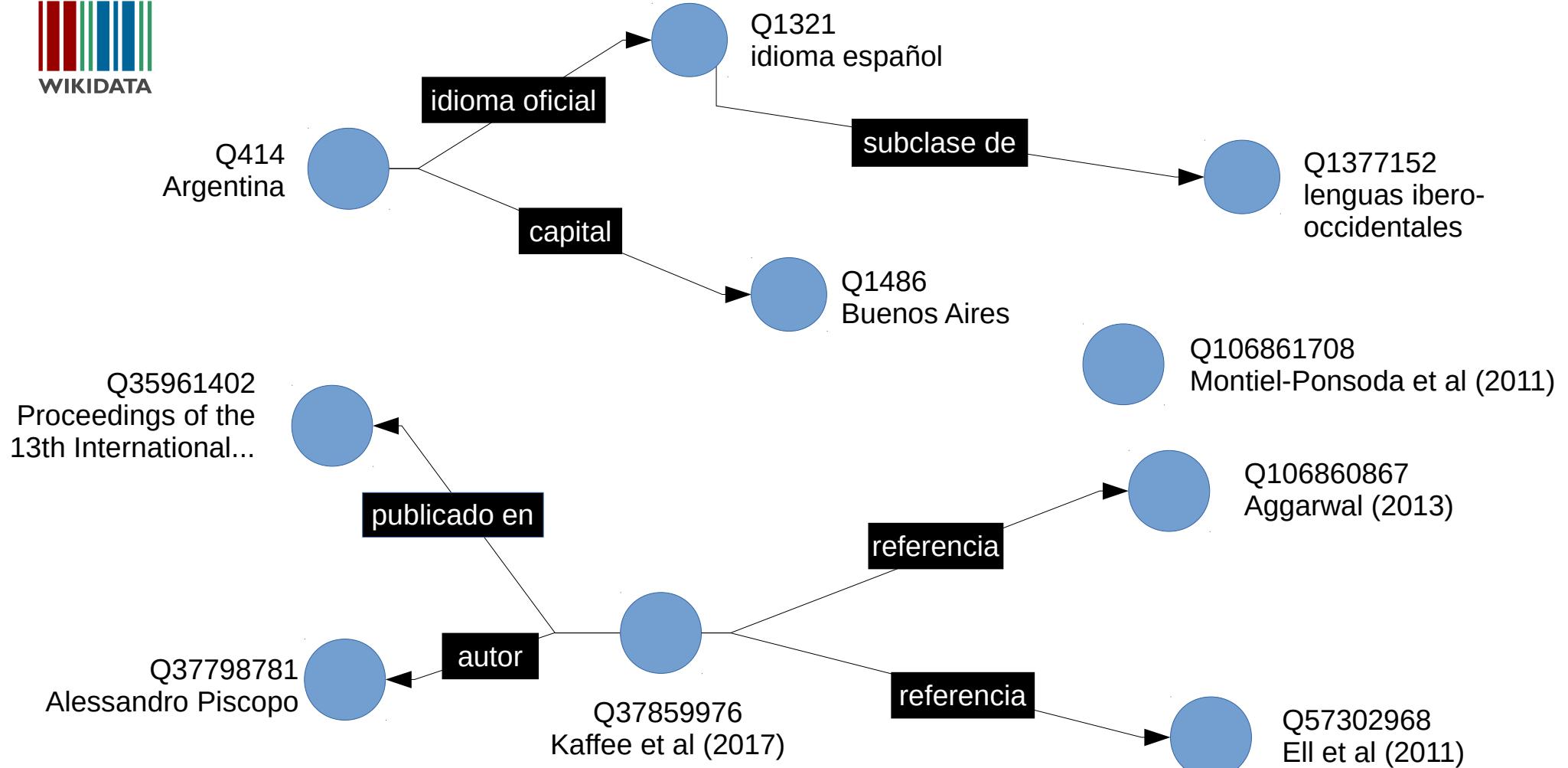


<https://citationgecko.azurewebsites.net/>

Local Citation Network



<https://timwoelfle.github.io/Local-Citation-Network/>



work / Q18507561 Improve data

Wikidata: A Free Collaborative Knowledgebase (Q18507561)

Search:

Description	Value
Title	Wikidata: a free collaborative knowledgebase
Authors	Markus Krötzsch, Denny Vrandečić
Language	English
Published in	Communications of the ACM
Publication date	2014-10-01
Topics	Wikidata, data collaboration, knowledge base, collaboration
DOI	10.1145/2629489
Full text	https://web.archive.org/web/20190311200511/http://cacm.acm.org/magazines/2014/10/178785-wikidata/fulltext

[Wikidata Query Service](#) work: data.sparql

Table of Contents

- [List of authors](#)
- [Topic scores](#)
- [Timeline](#)
- [Related works](#)
 - [Related works from co-citation analysis](#)
 - [Related works from knowledge graph embedding](#)
- [Citations](#)
 - [Citations to the work](#)
 - [Reasons why this article is cited](#)
 - [Cited works](#)
 - [Authors of cited works](#)
 - [Citation graph](#)
 - [Citations per year](#)
- [Wikipedia mentions](#)
- [Supports the following statement\(s\)](#)

ARTICLE OPEN

Social interaction and conceptual change pave the way away from children's misconceptions about the Earth

Diego Pablo de la Hera^{1,2}, Mariano Sigman^{1,2} and Cecilia Ines Calero^{1,2}

Throughout development, children undergo moments of abrupt conceptual transitions, often replacing intuitive knowledge with grounded scientific theories. This typically also creates a situation of social conflict, as different children may hold at the same time substantially different theories and explanations about the same phenomenon. The main objective of this work is to understand whether social interaction and exchange of arguments and reasoning may be a catalyst for conceptual development. Dyads of 7-year-old children with different conceptual understanding of the Earth were asked to reach a consensus about its astronomic and geometric properties. Our results show that mere minutes of deliberation can result in substantial changes in children's conceptual representations, and moreover, that this transition was consistently in the direction of reasoned and scientific opinions. These results provide empirical evidence and suggest specific ways in which peer interaction can be used effectively to promote conceptual change in school settings, in a knowledge domain at the center of this era's post truth and science denial crisis.

npj Science of Learning (2019)4:12; <https://doi.org/10.1038/s41539-019-0051-3>

INTRODUCTION

People often have different and contrasting knowledge and opinions. Science is no exception, and a variety of theories and interpretations are usually available for one same matter. How groups solve conflict and disagreement that result from these

From infancy, children have intuitive understandings of how the world works including, for example, elementary notions of physics, mathematics and social entities.^{15,17} These general intuitions, partly built on everyday experiences, often collide with scientific knowledge.^{18–20} The majority of researchers agree that they form

scheme 1's conceptual axes, which are more closely related to previously described mental models of the earth.²⁰ $r(82) = 0.65$, $p = 3.49E-11$. A quantitative analysis using the Shapiro-Wilk and Hartigan's dip tests respectively rejected both normality ($W = 0.93$, $p = 1.27E-04$) and unimodality ($D = 0.09$, $p = 6.26E-06$) for average axis scores, whereas not for individual dimension scores ($W = 0.97$, $p = 0.00$) and ($D = 0.03$, $p = 0.840$, respectively), which also showed less saturation (Fig. 4b). This indicated that dimension scores provide a measure of conceptual knowledge that is more suitable for assessing knowledge level differences in the sections below.

Score differences between members of a dyad, i.e., between Children M and L (knowledge level gap: Δ_{ML}), were calculated for each dimension and then averaged:

$$\Delta_{ML}^k = \left(\sum_{i=1}^n d_i^M - d_i^L \right) / n, \quad (1)$$

where Δ_{ML}^k is the score difference between Children M and L of the jth dyad in interview k, n is the total number of dimensions ($n = 11$), and d_i^M and d_i^L are the ith dimension score for Children M and L, respectively. Score differences between Interviews 1 and 2 of one participant (knowledge level shift: Δ_{12}) are calculated analogously:

$$\Delta_{12}^k = \left(\sum_{i=1}^n d_i^1 - d_i^2 \right) / n, \quad (2)$$

npj Science of Learning (2019) 12

REFERENCES

1. Galton, F. Vox Populi. *Nature* **75**, 450–451 (1907).
2. Lorenz, J., Rauhut, H., Schweitzer, F. & Helbing, D. How social influence can undermine the wisdom of crowd effect. *PNAS* **108**, 9020–9025 (2011).
3. Bahrami, B. et al. Optimally interacting minds. *Science* **329**, 1081–1085 (2010).
4. Koriat, A. When are two heads better than one and why? *Science* **336**, 360–362 (2012).
5. Navajas, J., Niella, T., Garbulsky, G., Bahrami, B. & Sigman, M. Aggregated knowledge from a small number of debates outperforms the wisdom of large crowds. *Nat. Hum. Behav.* **2**, 126–132 (2018).
6. Mercier, H. & Sperber, D. 'Two heads are better' stands to reason. *Science* **336**, 979–979 (2012).
7. Heyd-Metzuyanim, E. & Schwarz, B. B. Conceptual change within dyadic interactions: the dance of conceptual and material agency. *Instr. Sci.* **45**, 645–677 (2017).
8. Piaget, J. *The equilibration of cognitive structures: The Central Problem of Intellectual Development* (University of Chicago Press, 1985).
9. Miller, S. A. & Brownell, C. A. Peers, persuasion, and piaget: dyadic interaction between conservers and nonconservers. *Child Dev.* **46**, 992–997 (1975).
10. Mugny, G. & Doise, W. Socio-cognitive conflict and structure of individual and collective performances. *Eur. J. Soc. Psychol.* **8**, 181–192 (1978).
11. Castellar, M. & Roselli, N. Interacción sociocognitiva entre pares en situaciones simétricas y asimétricas de competencia epistémica. *Rev. de Psicología* **36**, 333–365 (2018).

Published in partnership with The University of Queensland

CC BY Diego de la Hera

Información	Notas	Etiquetas	Relacionado	Citas
Tipo de elemento	Artículo de revista académica			
Título	Social interaction and conceptual change pave the way away from children's misconceptions about the Earth			
▼ Autor	de la Hera, Diego Pablo	<input type="button" value="−"/>	<input type="button" value="+"/>	
▼ Autor	Sigman, Mariano	<input type="button" value="−"/>	<input type="button" value="+"/>	
▼ Autor	Calero, Cecilia Ines	<input type="button" value="−"/>	<input type="button" value="+"/>	
Resumen	Throughout development, children undergo moments of abrupt conceptual transitions, often replacing intuitive knowledge with grounded scientific theories...			
Publicación	npj Science of Learning			
Volumen	4			
Ejemplar	1			
Páginas	1–12			
Fecha	2019-08-28			
Serie				
Título de la serie				
Texto de la serie				
Abrev. de revista				
Idioma	en			
DOI	10.1038/s41539-019-0051-3			
ISSN	2056-7936			
Título corto				
URL	https://www.nature.com/articles/s41539-019-0051-3			
Accedido	26/5/2021 12:42:31			
Archivo				
Posición en archivo				
Ícono de biblioteca	www.nature.com			
Signatura				
Derechos	2019 The Author(s)			
Adicional	Number: 1			
	Publisher: Nature Publishing Group			
Fecha de adición	26/5/2021 12:42:31			
Modificado	26/5/2021 12:44:04			



delahera AT gmail DOT com

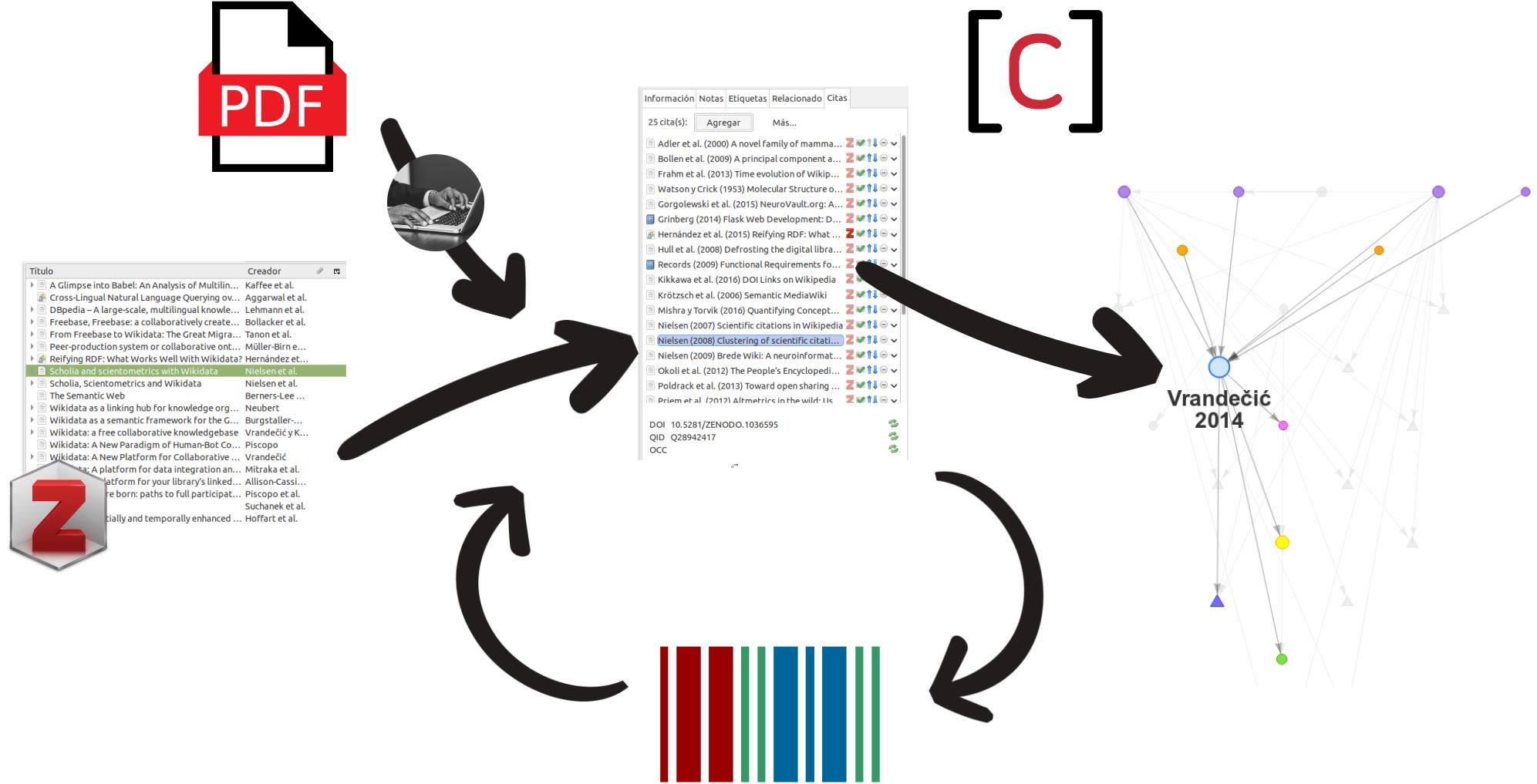
[c]ita

{ }

una extensión
WIKIDATA
para **Zotero**

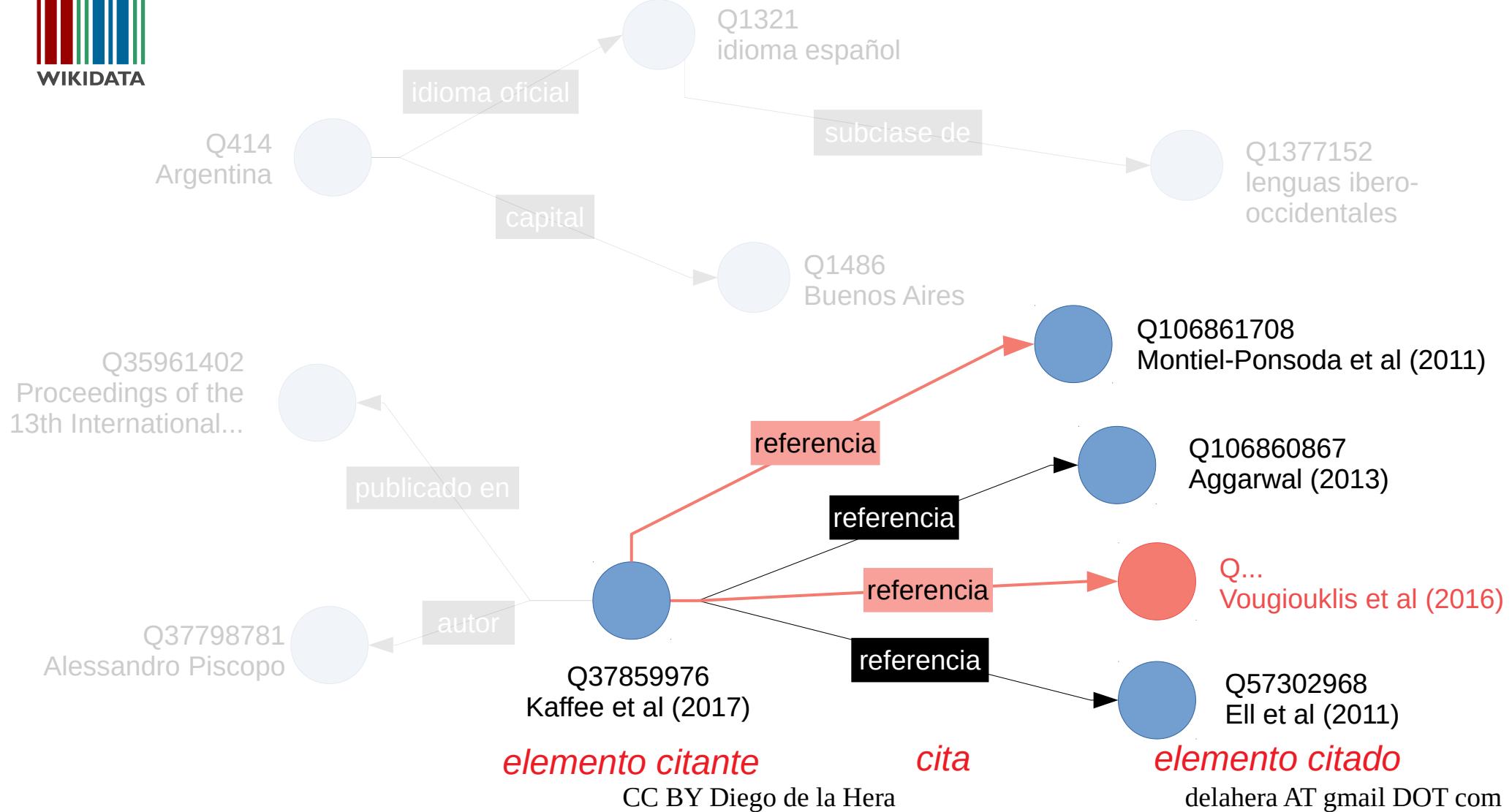
<https://github.com/diegodlh/zotero-cita/>





Demostración

- Instalar
- Importar colección ejemplo
- Agregar referencia manualmente
- Obtener QID elemento citante
- Sincronizar con Wikidata
- Agregar por identificador
 - Obtener QID
 - Sincronizar nuevamente
- Agregar por id (nuevo en Wikidata)
 - Crear QID
 - Sincronizar nuevamente
- Operaciones por lote
- Mostrar red local de citas
 - Descubrir publicaciones



Impacto

- Última versión descargada 1371 veces
- 83 “me gusta” en Github
 - <https://github.com/diegodlh/zotero-cita>
- ~950 ediciones en Wikidata (feb 22)
 - 850 nuevas entidades
 - 100 actualizaciones (una o más citas nuevas)

Impacto

Charlotte Oertel

Citation genealogy project

Historically earlier publications in the humanities

Wikimedia Open Science Fellowship program

https://de.wikiversity.org/wiki/Wikiversity:Fellow-Programm_Freies_Wissen/Einreichungen/Acceleration_of_quality_in_the_humanities_-_chances_of_open_source_implementation_in_research_and_training

Christian Boulanger Legal Theory Graph Project

<https://www.lhlt.mpg.de/2514927/03-boulanger-legal-theory-graph>



Alexandre Champagne
@AlexRChampagne

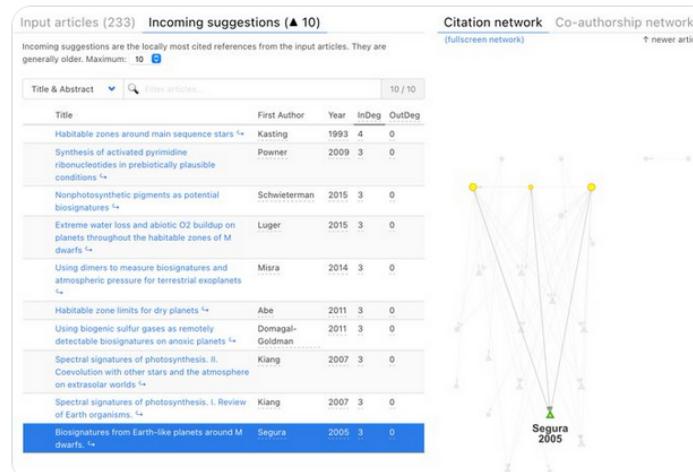
...

citation network from a bunch of #astrobiology papers in my library, using the coolest @Zotero plugin of all times, Cita, from @diegodlh

basically tells you which papers you still haven't read (i.e. not in your library)

THIS IS SO COOL.

[Traducir](#) [Tweet](#)



11:46 a. m. · 7 feb. 2022 · Twitter Web App

Impacto

AUG
2

Academic discovery related news that caught my eye
- Google updates, scite citation statement search,
Zotero plugin Cita, Lean library integrates with EDS,
Summon Primo, Clarivate acquires Proquest

<http://musingsaboutlibrarianship.blogspot.com/2021/08/academic-discovery-related-news-that.html>



Laboratorio de Bioinformación
@infovestigacion

...

En el Curso **#PCM20222** hoy estamos viendo como funciona un linda aplicación para **#InvestigacionDigital**

★ Cita de [@zotero](#) de [@diegodlh](#) para [@wikidata](#)

✏️ Citas en la literatura: Citante y Citado
✓ Wikidata: elementos y propiedades



[youtube.com](https://www.youtube.com/watch?v=JyfXWVjwvqU)

Workshop for "Cita": a Wikidata addon for Zotero

Scholarly citation data help understand how knowledge is constructed. Now these data are more open than ever, but ...

11:37 a. m. · 29 mar. 2022 · Twitter Web App

Participar

https://www.wikidata.org/wiki/Wikidata:Zotero/Cita/Taller_de_presentaci%C3%B3n%C3%A7n#C%C3%B3mo_colaborar

- Correr la voz
- Documentación colaborativa
- Traducción colaborativa
- Reportar errores
- Software libre

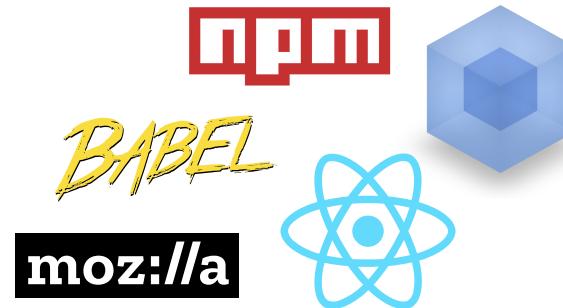
Agradecimientos



Will Shanks (Zutilo)
Tim Wölflle (Local Citation Network)
Philipp Zumstein (traductores Wikidata)
Maxime Lathuilière (wikibase-sdk/edit)



translatewiki.net



Dominic Dall'Osto

Referencias



1. ↑ [Wikipedia:Inteligencia colectiva en la red](#). PROFIT. Consultado el 14 de marzo de 2018.
 2. ↑ Wikimedia. «[Wikipedia Statistics: active wikipedians](#)» (en inglés). Consultado el 22 de junio de 2017.
 3. ↑ Wikimedia. «[List of Wikipedias](#)» (en inglés). Consultado el 13 de mayo de 2019.
 4. ↑ «[La Wikipedia, ¿en peligro de muerte?](#)». 20 minutos. Consultado el 14 de enero de 2010.
 5. ↑ **a b** Wikimedia Meta-Wiki (2018). «[Lista de](#)
 - de 2017.
 81. ↑ «[wikipedia - Google Play](#)». Consultado el 7 de mayo de 2017.
 82. ↑ Fundación Wikimedia (ed.). «[Wikipedia_on_CD/DVD](#)». Consultado el 18 de julio de 2010.
 83. ↑ «[Extensión para colección](#)». MediaWiki. Consultado el 30 de octubre de 2010.
 84. ↑ Flood, Alison; Joe Dunthorne, Marian Keyes, and John Dugdale (28 de febrero de 2009). *[The week in books](#)*. The Guardian. Consultado el 1º de marzo de 2009.

The image shows two screenshots of the Zotero 'Add a citation' interface side-by-side, connected by a large green arrow pointing from left to right.

Left Screenshot (Automatic Method):

- Header:** Add a citation
- Buttons:** Automatic (selected), Manual, Re-use
- Input Field:** URL, DOI, ISBN, PMC/PMID, QID, title, or citation
https://www.elobservador.com.uy/noticias/2022/03/21/observador-el-salto-alcanzo-los-42-5-celsius-y-rompio-el-record-historico-de-temperatura-en-enero-en-uruguay
- Buttons:** Generate, Wikipedia, Save your work

Right Screenshot (Manual Method):

- Header:** Add a citation
- Text:** item type wrong (red arrow)
- Text:** Website (red box)
- Text:** authors wrong (red arrow)
- Text:** Observador, El. "Salto alcanzó los 42,5°C y rompió el récord histórico de temperatura en enero en Uruguay". El (green box)
- Text:** title ok (green arrow)
- Text:** Observador, [Retrieved 2022-03-21] (green box)
- Text:** publication (green arrow)
- Text:** date missing (red arrow)
- Buttons:** Insert

```
65
66     function doWeb(doc, url) {
67         if (detectWeb(doc, url) == "multiple") {
68             Zotero.selectItems(getSearchResults(doc, false), function (items) {
69                 if (items) ZU.processDocuments(Object.keys(items), scrape);
70             });
71         }
72         else {
73             scrape(doc, url);
74         }
75     }
76
77     function scrape(doc, url) {
78         let json = JSON.parse(text(doc, 'script#Schema_NewsArticle'));
79
80         var item = new Zotero.Item("newspaperArticle");
81         item.ISSN = "0325-0946";
82         let canonical = attr(doc, 'link[rel="canonical"]', 'href');
83         if (canonical) {
84             item.url = canonical;
85         }
86         else {
87             item.url = url;
88         }
89         item.publicationTitle = "La Nación";
90         item.language = "es-AR";
91         item.place = "Buenos Aires";
92
93         item.date = ZU.strToISO(json.dateModified || json.datePublished);
94         item.title = attr(doc, 'meta[property="og:title"]', 'content');
95
96         for (let author of json.author || json.creator) {
97             if (author.trim() == 'Redacción LA NACION') {
98                 item.creators.push({
```

<https://github.com/zotero/translators>

Talk:WikiCite/Shared Citations

Zotero translators integration [\[edit \]](#)

Reading the "Partners" section I realized that Zotero and their translators would be a great partner for this project (not necessarily in the sense from the page). They are of course used currently in

Cite, but there is no way to easily extend them/add new ones. You should consider building a way to visually define a translator for a website. I have in mind something like the element selectors[↗] from the browser's development window. The resulting translator should then be pushed back to upstream.--Strainu (talk) 18:08, 24 February 2021 (UTC) [\[reply \]](#)

una forma de definir visualmente traductores para un sitio web

I think the best person to comment about this is User:Diegodlh who is currently also working on a WikiCite-grant funded project - "addon for Zotero with citation graph support" for Wikidata.

LWyatt (WMF) (talk) 11:24, 25 February 2021 (UTC) [\[reply \]](#)

Web2Cit

Extracción de metadatos automatizada colaborativamente

<https://meta.wikimedia.org/wiki/Web2Cit>



Evelin
Heidel

Wikimedistas
Uruguay



Gimena del
Rio Riande



Nidia
Hernández



Romina
De León

HD CAICYT LAB
CONICET



The Localization and Small Wikis Room

This room will be open to sessions regarding localization, translation of tools, and Small Wikis.

Friday, May 20

Time	Session
3:00– 3:50 GMT	Opening Ceremony
4:00– 4:50 GMT	
5:00– 5:50 GMT	
15:00– 15:50 GMT	Opening Ceremony
	Making it easy to improve automatic generated citations in any language: Web2Cit for early adopters Short intro to Web2Cit, then hands-on workshop to fix references • Contact: Diegodlh • Duration: 50 min
16:00– 16:50 GMT	• Language: English • Small walk through around Web2Cit and hands-on workshop for early adopters • Prerequisites: none • Good for newcomers? yes • Other details: Please see profile of Web2Cit on the phabricator
17:00– 17:50 GMT	

https://mediawiki.org/wiki/Wikimedia_Hackathon_2022/How_to



una extensión
WIKIDATA
para **Zotero**



¡Gracias!

Diego de la Hera

<https://diegodlh.conversodromo.com.ar/>

@diegodlh