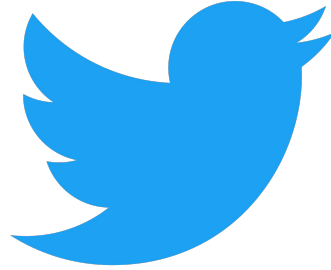


Editing Wikipedia as Open Education

Vahid Masrouf
ETE19 Exploring the Edges (2019)
University of Windsor



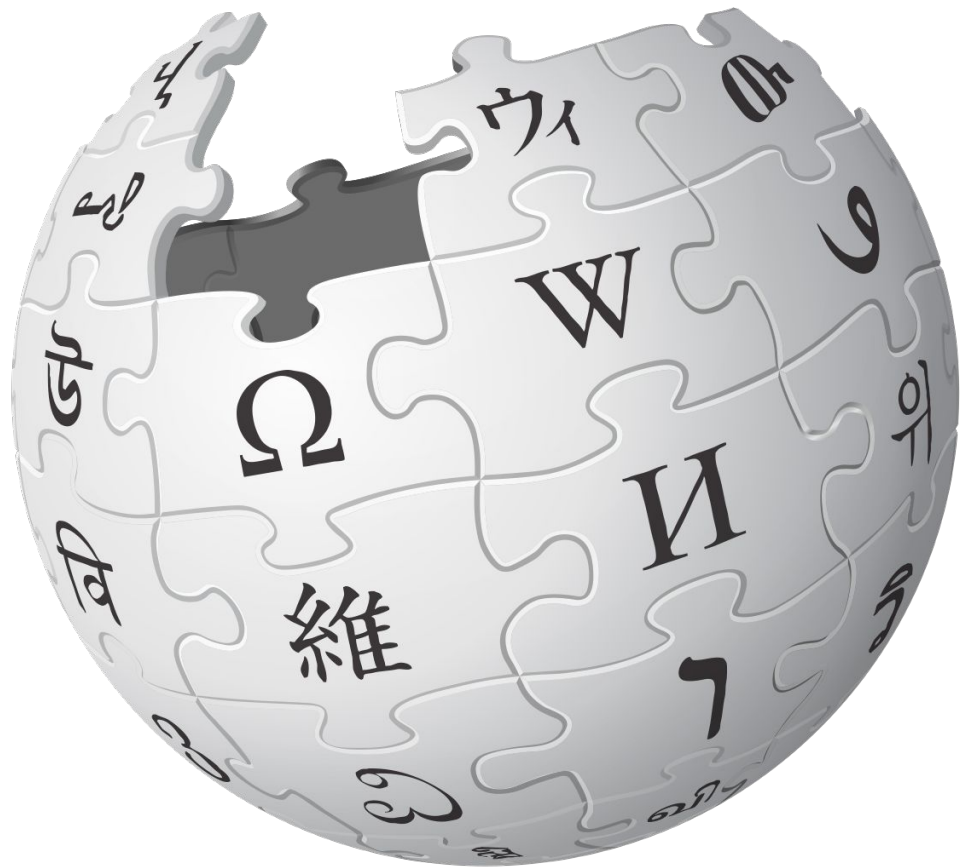
@vahidm

You can access this presentation at:

<https://bit.ly/2ZhF0rl>



Wikipedia:
Just *what* is it?



Wikipedia & Open Education

OER17

ACCESSING WIKIPEDIA



PASSIVE LEARNING

OER17



ACCESSING
WIKIPEDIA



40% PASSIVE
LEARNING

EDITING
WIKIPEDIA



ACTIVE
LEARNING **60%**

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

[Hegarty \(2015\)](#)

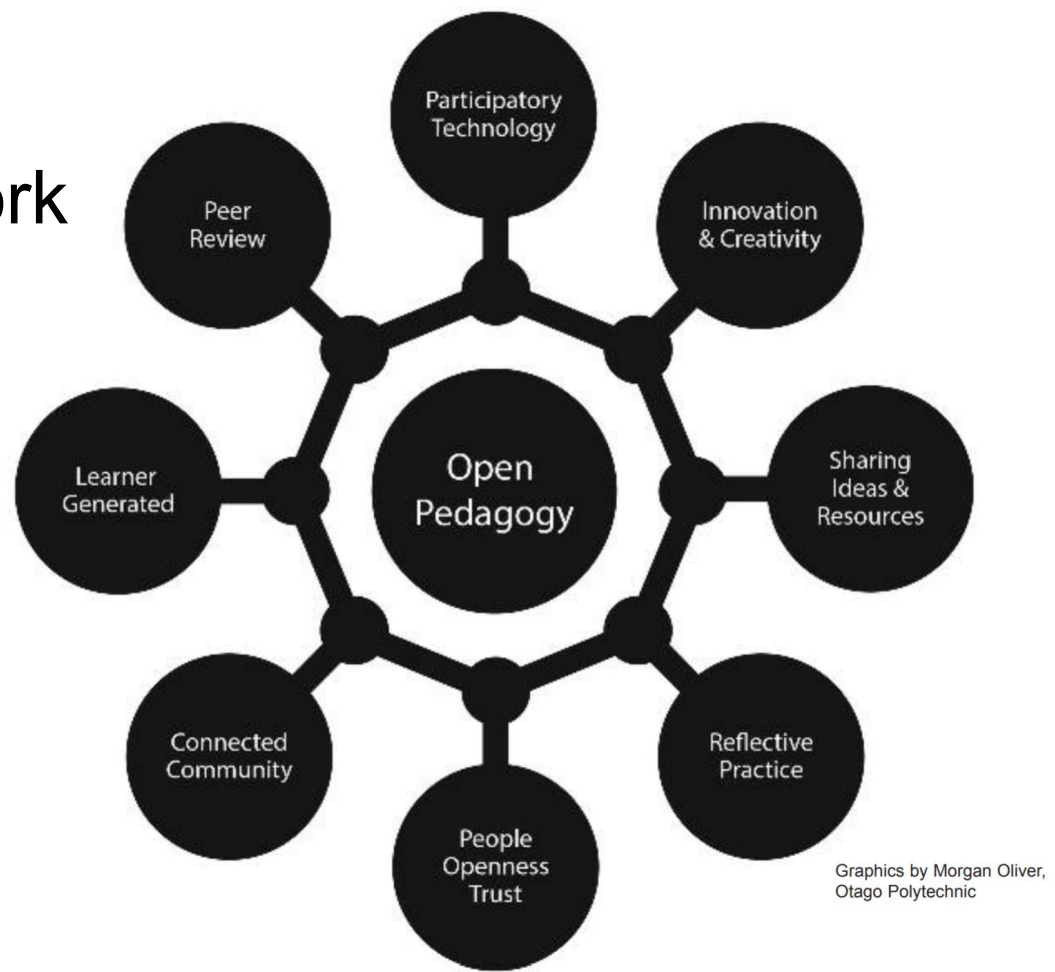


Figure 1. Eight attributes of Open Pedagogy, by Bronwyn Hegarty, based on Conole (2013).

Defining Open Education

... from a Wikipedia perspective

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



The audience:

Writing for the world to read

Writing:

- from the classroom,
- *for* external collaborations,
- for a general audience (with an encyclopedic style)



Using Wikipedia in the classroom: in practical terms

Classroom activities/projects



[Joe Mabel](#), [Adventuress - toolbox 01](#), [CC BY 3.0](#)

Assessing student contributions

before uploading (#1)

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

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),

Assessing student contributions *before* uploading (#2)

Wikipedia Assignment Assessment

A guide for evaluating student contributions to Wikipedia.

1. Lead Section

	Excellent	Good	Fair	Poor
Introductory sentence 1.1	States article topic concisely and accurately in single sentence	Topic of article stated, though not concise/direct.	Begins with an introduction, not a lead	No lead
Summary 1.2	Summarizes all major points in the article	Summarizes most major points, but misses one or more important aspects	Includes excessive background information	Summary missing, lacking key ideas
Context 1.3	All information included is also present in body of the article	Includes some information not present in body of the article	Includes only 1-2 additional sentences of information	Doesn't provide enough information to determine what the article is about
				Points: <input type="text"/>
Organization 2.1	Clear organization of heading and subheadings; appropriate transitions and clear language/grammar	Purposeful organization, but article does not flow between sections	Confusing organization and/or many grammatical errors	No sections

https://upload.wikimedia.org/wikipedia/commons/d/d2/Wiki_Education_Classroom_Program_example_grading_rubric.pdf

Suggestion: triple filter before uploading

Peer feedback



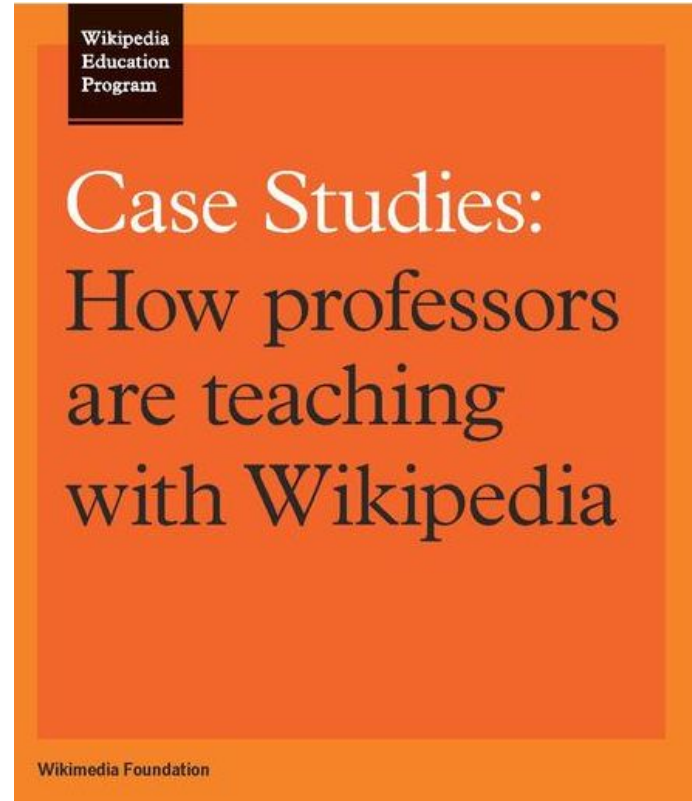
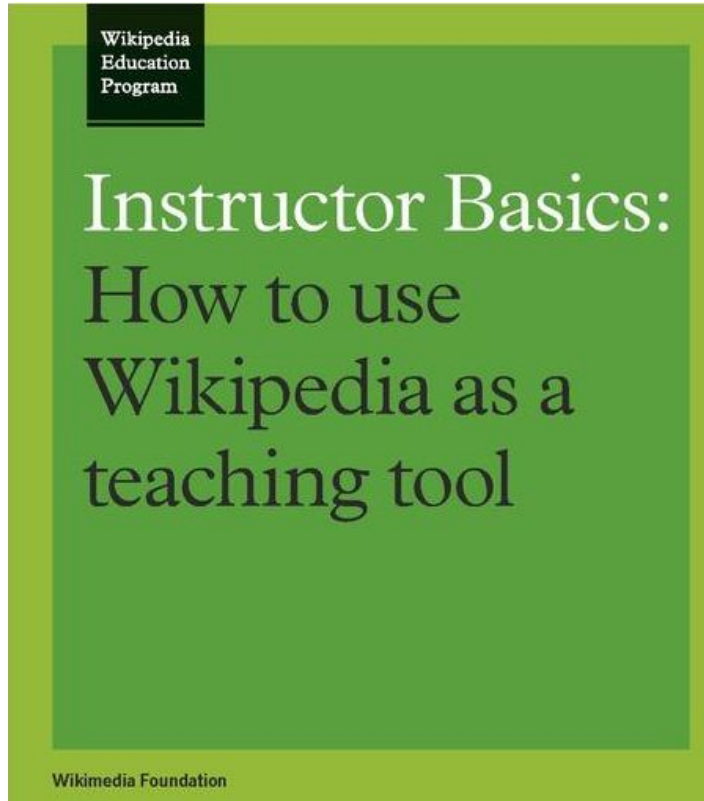
Educator feedback



Wikipedian feedback



2 quick guides:

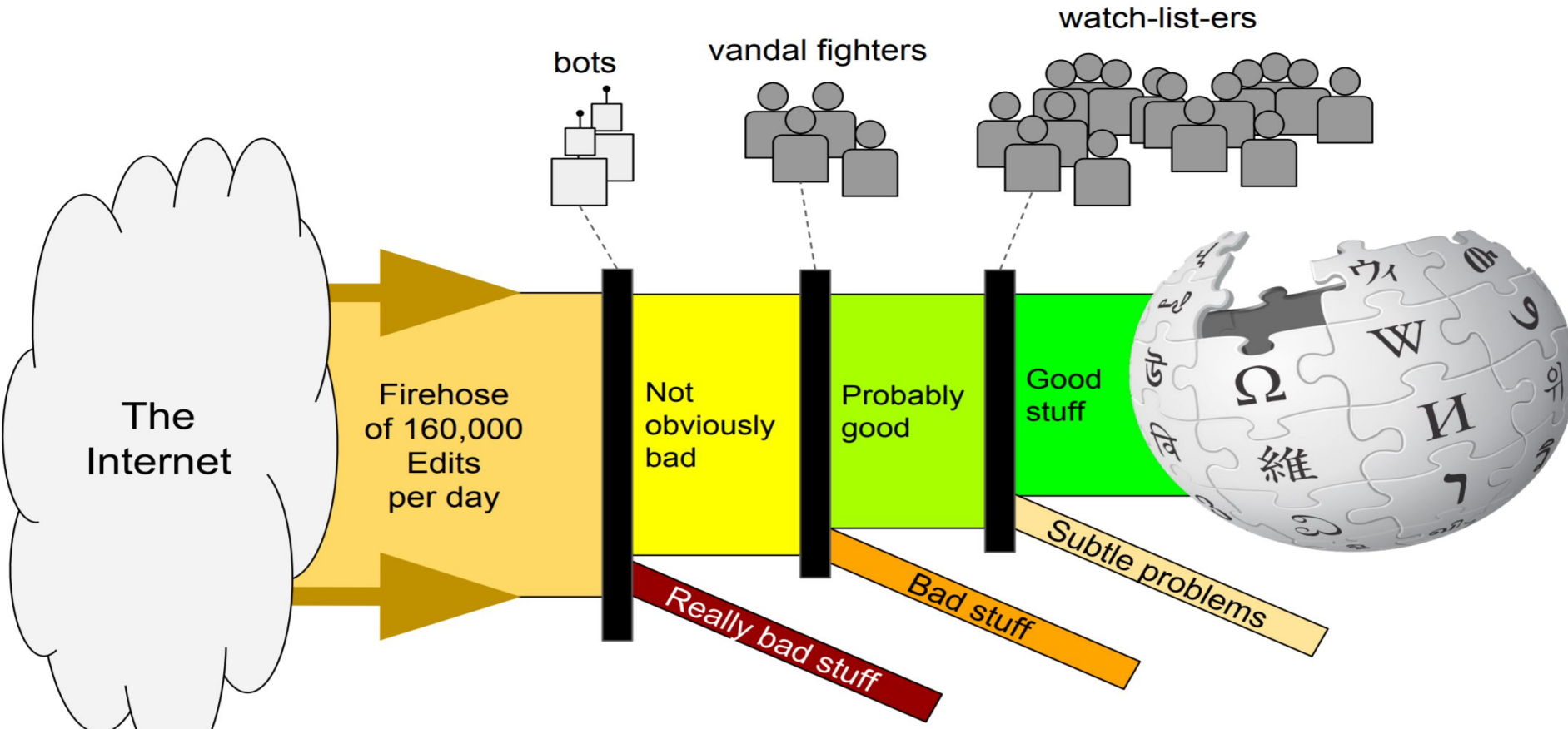


Mythbusting Wikipedia

"Anyone can edit
Wikipedia"

YES, but:

- Norms
- **Community** that watches over the contents... and **has no qualms** about deleting contents that don't meet the standards.



[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?

Defining OER-Enabled Pedagogy

David Wiley and John Hilton, *International Review of Research in Open and Distributed Learning*, Volume 19, Number 4, September - 2018

OER-enabled pedagogy and Wikipedia. Another category of OER-enabled pedagogy is connected with Wikipedia. The basic idea behind many of these approaches is that a major assignment that students complete is writing or rewriting Wikipedia articles. One classic example of this type of pedagogy comes from a class titled "Murder, Madness & Mayhem." Beasley-Murray (n.d.) was teaching a course at the University of British Columbia that focused on Latin American literary texts. He assigned students to edit (and if necessary create) Wikipedia articles about each of the texts covered in class. Beasley-Murray felt that this project would be important because it had "tangible and public, if not necessarily permanent, effects" (para. 9) in contrast with a final essay or exam which would be "written in haste; for one particular reader, the professor; and thereafter discarded" (para. 9). Another advantage of this assignment was that it motivated students to "re-read and reflect upon their own work" (para. 10). As Wikipedia requires sources for its entries, students were pushed to make sure that they were properly using prior research. Moreover, there were many people (besides the professor) reading their work and ensuring accuracy. Ultimately, 12 articles were created as part of this class; three of them achieved "featured article" status and eight achieved "good article" status (at the time, fewer than .5% of Wikipedia articles achieved either of these statuses).

Other examples of this type of OER-enabled pedagogy are plentiful. Azzam et al. (2016) taught classes to fourth year medical students over a two-year period in which editing Wikipedia articles related to medicine was the primary purpose of the class. In this class, 43 students made a total of 1,528 edits and added 274 references (and deleted several lower-quality references). These 43 articles were viewed over one million times, indicating a significant contribution to society. In

Bonus links:

<https://www.amazon.com/Lazy-Virtues-Teaching-Writing-Wikipedia/dp/0826516165>

<https://www.edsurge.com/news/2017-10-17-once-reviled-in-education-wikipedia-now-embraced-by-many-professors>

<https://www.npr.org/sections/ed/2017/02/22/515244025/what-students-can-learn-by-writing-for-wikipedia>

https://journals.lww.com/academicmedicine/Fulltext/2017/02000/Why_Medical_Schools_Should_Embrace_Wikipedia__22.aspx

<https://www.epw.in/engage/article/pedagogy-and-language-disciplines-classroom-experiment-wikipedia>

<https://www.actualites.uqam.ca/2019/bonifier-wikipedia-une-activite-pedagogique>

<https://blog.wikimedia.org/2017/12/04/things-my-professor-never-told-me-about-wikipedia/>

<https://www.timeshighereducation.com/news/teaching-intelligence-putting-wikipedia-heart-class#survey-answer>

<http://openpedagogy.org/course-level/editing-wikipedia-in-the-classroom-individualized-open-pedagogy-at-scale/>