Reading Wikipedia in the Classroom Kwara Nigeria

Final Report

How the Reading Wikipedia in the Classroom pilot helped improve teachers' media and information literacy skills in Kwara, Nigeria.

Overview

Before the pandemic, the Nigerian education system was entirely based on face-to-face teaching and learning in primary and secondary schools. With the outbreak of the COVID-19 pandemic, both teachers and students were forced to quickly transition to remote learning, which was primarily focused on personalising education by developing alternative learning models to facilitate high-quality learning and teaching efficiency.

Despite the Federal Ministry of Education's educational policies prioritising ICTs as 21st-century skills to advance remote learning in Nigeria secondary schools for high-quality teaching and learning, there is little or no stimulation for prioritising digital literacy and Open Education Resources to develop vital media and information literacy; understand how information is produced; and how students use information. This presents significant challenges for both students and teachers, who must develop a diverse set of skills to provide a safe and high-quality teaching-learning environment in the new normal.

In June 2022, the Reading Wikipedia in the Classroom program (RWC) in Nigeria led by Bukola James, a Certified Trainer of RWC received the Wikimedia Foundation support of a grant and mentorship from the Education team for the first implementation in Kwara State.

Hence, this report describes how the project was implemented, discusses the results, and shares recommendations on how to scale it locally and globally. The report was organized around education and political context indicating the relevance of the project, with results from the implementation, engagement rates, teachers' increased skills, changing perspectives, and main learnings, as well as other gaps, addressed such as gender equity, languages, content gaps, etc. It further discusses the lessons learned, general limitations/challenges, as well as plans for sustainability in the future with references to the data summary, reports from final surveys, photos, videos and any multimedia documentation of the project links to newly created or adapted resources of the program (teacher's guides, booklets, online course, educational videos, etc.

Overview

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Stakeholders

KWARA STATE GOVERNMENT

Teachers in the 16 local governments of Kwara State

UNESCO

United Nations Educational, Scientific and Cultural Organization

The Kwara Community

Kwara State

NATIONAL LIBRARY OF NIGERIA

Education and Political Context

One of the most important components of this pilot was to ensure that the program was adaptable to local education contexts by taking into account the specific challenges and opportunities in the education system.

Three of the main aspects that we assessed:

1   **School year calendar**

2   **Education system**

3   **Situations and how the program fits into it**

School Year Calendar

The approved Kwara state school calendar for 2021/2022 academic session by the Government of Kwara state Nigeria, Ministry of Education and Human Capital Development that aligned with the project implementation are stated as follows;

Term: 3rd Term

The third (3rd term of every academic year in Kwara State Secondary School is usually referred to as the promotion year for secondary school students. It is when the promotion exams to the next class are written. Also, those in Junior Secondary School Class 3 and Senior Secondary School Class 3 students would be writing their Junior and Senior West African Examinations Council (WAEC) exams respectively

Resumption and Closing date: The resumption date for the 3rd School Term/ session was 9th May, 2022 while the closing date was 29th July, 2022.

Duration: The 3rd term/ session lasted for a period of 12 Weeks

Education system

The Federal Ministry of Education is in charge of education in Nigeria. The State and Local governments are responsible for carrying out state-controlled policies regarding public education and state schools, (Glavin, 2017).
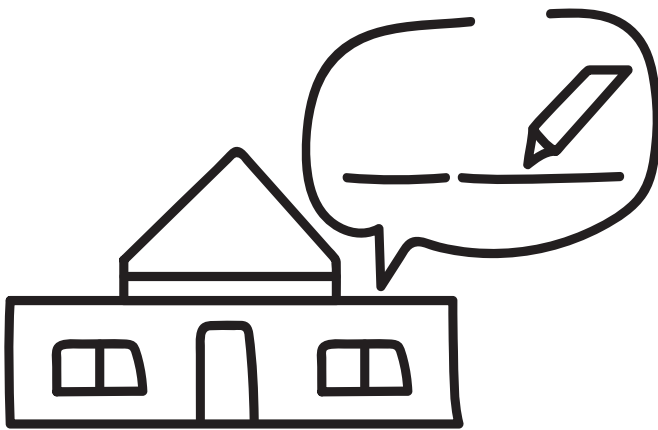
The educational system comprises of Kindergarten, Primary education, Secondary education, and Tertiary education based on the (1)-6-3-3-4 formula: one (1) year of pre-primary education; six (6) years of primary education; three (3) years of junior secondary education; three (3) years of senior secondary education; and at least four (4) years of tertiary education(Ekundayo, 2019). This system of education was established in Nigeria in 1983 with the primary goal of meeting the educational needs of its citizens and equipping youths with marketable skills that will enable them to be self-sufficient, (Uwaifo, & Uddin, 2009). Today, thirty-nine years after, a new system of education called the Universal Basic Education (UBE) otherwise known as the 9-3-4 has been re-introduced, whose curriculum was designed in conformity with the Millennium Development Goals (MGDs) and the Education for All (EFA) policy initiative, (tens.niger.com, 2022).

Situations and how the program fits into it

According to Odia and Omofonmwan (2018), the Nigeria's educational system is bisected with myriads of problems. Such as:
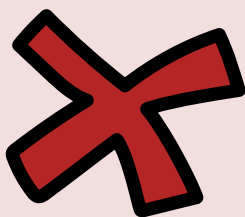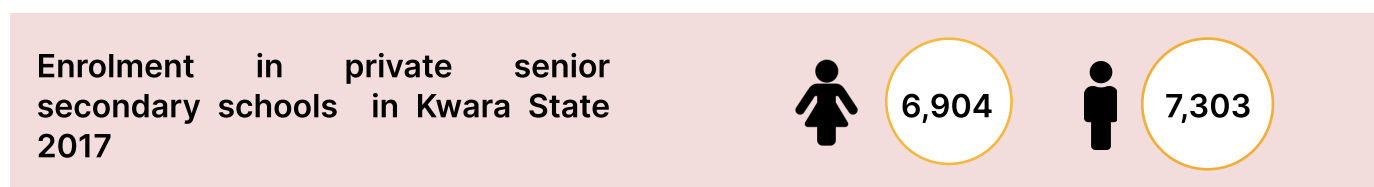
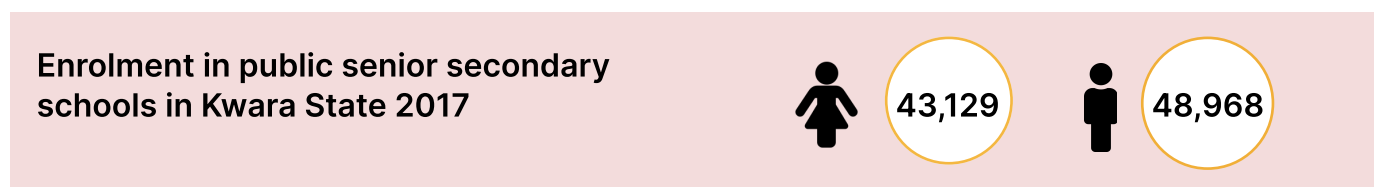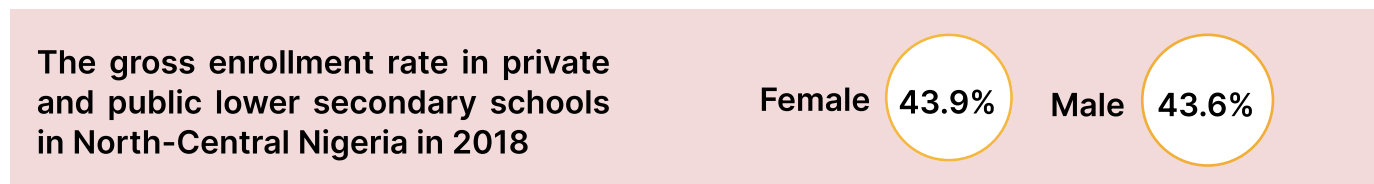**Poor funding, Infrastructural decay, Inadequate classrooms, teaching aids (projectors, Computers, Laboratories and libraries), Resource waste; the paucity of quality teachers and poor / polluted learning environment neglect and deplorable working conditions.**

Over 10 million children are not attending school in the country. Another 27 million students are performing abysmally well in school.

Millions of Nigerians are only partially educated, and more than 60 million, or 30%, are illiterate, (Unicef.org, nd). Even worse is the high rate of boys out of school making a total of 62 per cent of the national total, while the girls making up the remaining 38 per cent in a premium times report of 2021.

Report according to the National Bureau of Statistics report from 2016 to 2017

The gross enrollment rate in private and public lower secondary schools in North-Central Nigeria in 2018	Female	43.9%	Male	43.6%
Enrolment in public senior secondary schools in Kwara State 2017		43,129		48,968
Enrolment in private senior secondary schools in Kwara State 2017		6,904		7,303

While Nigeria is dealing with underlying educational challenges that have kept the country behind in terms of preparing young people for dynamic workplaces (Dan-Nwafor et al., 2020; Obiako & Adeniran, 2020; Yinka & Adebayo, 2020), COVID-19 impacts exacerbate this problem.

Prior to the pandemic, the Nigerian education system was centered entirely on face-to-face teaching and learning in primary and secondary schools. Most elementary and secondary school pupils were not permitted to own or be seen with a digital device like a phone or computer at school. Following the COVID-19 pandemic, all schools in Nigeria were closed from March 27, 2020, as one of the Federal Government measures to limit the spread of the disease. This translated to a contextualized state-wide school closure across the 36 states in the country, (Eze, Sefotho, Onyishi, & Eseadi, 2021). With the emergence of school closures during the COVID-19 pandemic, both teachers and students were forced to quickly transition to remote learning, which was primarily focused on personalizing education by developing alternative learning models to facilitate high-quality learning and teaching efficiency.

In response, different states' Ministries of Education released modalities for radio and TV schooling and internet-based learning for students in public primary and secondary schools, (Eze, etal. 2021). Despite the Federal Ministry of Education's educational policies prioritizing ICTs as 21st-century skills to advance remote learning in Nigeria secondary schools for high-quality teaching and learning, little or no stimulation is provided for prioritizing digital literacy and Open Education Resources to develop vital media and information literacy; understand how information is produced; and how students use information (Education.gov.ng, nd).

According to findings, most of the Federal Ministry of Education Technology partners (https://education.gov.ng/educational-technology-edtech-summit-2020/) for ICTs are primarily focused on; personalising education, developing alternative learning models to facilitate safe and high-quality teaching and learning efficiency to adapt to the new normal(https://education.gov.ng/education-coordinated-covid-19-response-strategy/) but none focused on understanding how information is created; how to access and evaluate content online, or how to recognize biases and knowledge gaps in the information they consume.

In a presentation made by the Universal Basic Education Commission on the "Application of Educational Technology as Pedagogy in Basic Education" at the Edtech Summit 2020, they confirmed that technology integration in the Nigerian educational system is still very low, as institutions with technological facilities are not functioning or performing below expectations for a variety of reasons.

The majority of educational policies, education medium-term plans (https://planipolis.iiep.unesco.org/sites/default/files/ressources/nigeria_nbtbesp_0.pdf)and education for change: Ministerial Strategic plan 2018- 2022 (https://planipolis.iiep.unesco.org/sites/default/files/ressources/nigeria_education_ministerial_plan_2018-2022.pdf) concentrated solely on strengthening and growing Open, Distance, and E-Learning; innovating and assisting home learning; and how to implement them, (TEP NESG, 2020).

Hence, this program fits into the educational context because it has the potential to orient, revitalize, train and expose teachers to 21st century ICT skills that enhanced their media and information literacy skills, teaching methodologies, and provided them with an alternative format for using Open Education Resources in their classroom using Wikipedia as a learning tool to deliver quality education for life -long learning in the Nigerian Education system.

Languages of instruction

The main language of instruction in Nigerian school is English. It is also a compulsory subject and a yardstick for evaluating a learner's school performance. However, for the first years of education an indigenous or local language is taught. According to the National Policy on Education the teaching of Hausa, Igbo and Yoruba in all schools is a necessity for national unity.

English	**Yoruba**
Igbo	**Hausa**

Main challenges in the Educational system
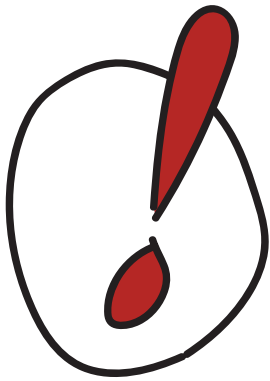
The main challenges in the educational system which the program sort to address include;

- Inadequate teachers' core knowledge and competencies used to deliver appropriate quality education using proven teaching methodologies.

- Increase biases and knowledge gaps in the information consumed by Teachers and students.

- Absence of alternative format for learning new things outside of the regular school curriculums.

- Inadequate collaboration among students to foster better relationships.

- Lack of awareness on the impact of Wikipedia on education

- Inadequate understanding of how information is produced; and how teachers can access and evaluate content online using Wikipedia.

Little or no stimulation provided for prioritizing digital literacy and Open Education Resources to develop vital media and information literacy skills for both Teachers and students.

How the program impacts local Teachers and the Educational System

The program impacts local teachers and the educational system in the following ways:

It enhances teachers' Media and Information Literacy Skills to improve teaching efficiency and the manner they conduct classroom activities.	It develops and improve teachers' pedagogical skills; the ability to research, plan, initiate, lead, and develop teaching with a starting point in both general and subject-specific knowledge of student learning.
It creates new roles and opportunities for teachers to become Wikipedia content creators instead of consumers.	It provides teachers with an opportunity to teach students essential 21st-century skills for lifelong learning.
It effectively integrates the lessons learned media and information literacy skills in their classroom	It assists students to understand and leverage Wikipedia as a learning tool whilst producing information on Wikipedia through micro- contributions.

Result

● Implementation:

Modality (online, blended, in-person)
The program adopted a blended mode of implementation Offline (in-person training) and online (one-on-one support for teachers) with four (4) physical training Sessions held at the Mustapha Akanbi Library and Resource Centre, Ilorin for a period of 1 month and 3weeks from 9th June, to 28th July 2022.

Overview of the Reading Wikipedia in the Classroom Program Nigeria's implementation can be found via the link below:
(https://docs.google.com/presentationd/1e545lRqAiHhJpidzepVCm8fPlmw_8Xli92QbYDHJsA/edit#slide=id.g12638cc3d26_0_96)

Implementation

• Session 1 (Module 1: Mentoring, Office Hours, and Monitoring)- 9th June 2022

• Session 2 (Module 2: Mentoring, Office Hours, and Monitoring)- 16th June 2022

• Session 3 (Module 3: Mentoring-Editing Workshop, Office Hours, and Monitoring)- 23rd June 2022

• Session 4 (Revisions and Certification of participants) 28th July 2022

Platforms/spaces used (LMS, social media channels, etc.)

● Metapage:(https://meta.wikimedia.org/wiki/Reading_Wikipedia_in_the_Classroom_Nigeria/Overview)

● Twitter: (https://twitter.com/RWC_Nigeria?t=rCrsXFgJEST95tkb5r3vfQ&s=09)

● WhatsApp Platforms

General RWC Group (https://chat.whatsapp.com/HZMYOJzLn3NC9E1opO0pN8)
○ RWC Partners (https://chat.whatsapp.com/GOxOJve6OUeKjeH4AzW7Mt)
○ Group 1 (https://chat.whatsapp.com/IyDPqorDC4M9PPxaBQJ0JJ)
○ Group 2 (https://chat.whatsapp.com/ITGESkkjWipKrtHwOZsTAc)
○ Group 3 (https://chat.whatsapp.com/KNNreEe7jkcHwmwpMIUZCN)
○ Group 4 (https://chat.whatsapp.com/GT1l1PW7Ufq48j9uC9K9jM)

● Facebook:(https://www.facebook.com/105215675420802/posts/105218632087173/?substory_index=0&app=fbl)

● Instagram:(https://instagram.com/rwc_nigeria?utm_medium=copy_link)

● **Numbers of sessions:** 4 physical training sessions

The Teachers were trained for a period of 1 month and were expected to submit a final assignment and perform edits on any of the Wikimedia projects which were tracked on the project outreach dashboard.

Key Activities

● The first training session introduced 63 Teachers to module 1 (Accessing Information) of the Teacher's Guide. At the end of the first training session, the teachers were divided into 4 groups and added to a WhatsApp group to provide one on one support for them during the implementation stage.

● The second training session which was held on Thursday 16th of June discussed module 2 (Evaluating Information) with 72 participants in attendance.

● The third training session which was held on Thursday 23rd of June dwelled on module 3 (Creating information) with 68 participating teachers in attendance.

● The fourth session which was the closing and certification ceremony was held on the 28th of July with over 70 participants across all the 16-Local Government Area of Kwara State with 60 certified teachers who met the program requirements, and special recognition / awards were given to the top 5 editors who contributed immensely to Wikipedia and its sister projects

Staff Involved

- James, Bukola Olutola (Project Lead)
- Linason Blessing Chematoan (Co-Trainers)
- Ajeigbe, Rukayat Bolaji (Volunteer),
- Barakat Adegboye (Volunteer),
- Oluwaseyi Ogbonlaiye (Communication Expert),
- Rhoda James (Co-Trainers)
- Mr. Taiye Odedeji, (Resource Person)
- Pst. J. K. Alabi, (Resource Person)
- Mrs. Olani Olabimpe, (Resource Person)
- Mrs. Juliet Emielu (Resource Person)

Monitoring teams from the UNESCO/TDD Unit of School Services Department of the Ministry of Education and Human Capital Development Kwara
- Mrs. Roseline O. Ayansola
- Mrs. Tanko B.A.
- Mrs. Olawale I.
- Mr. Abaya A. A.
- Mr. Ogunsanya Seun O.

- Mr. Samuel Kayit (Representative) Secretary-General, Nigerian National Commission for UNESCO

- Mrs. O.O. Ade-Aboyeji (Representative) Permanent Secretary, Ministry of Education and Human Capital Development Kwara

- Mr. A.A. Oyunranti, Director School Services, Ministry of Education and Human Capital Development Kwara

- Alhaja M. Giddado, Deputy Director Schools and Colleges Academic Kwara State Teaching Service Commission.

- Alhaji Idiagbon, Adebimpe A. Director of Quality Assurance Department, Kwara State Universal Basic Education Board Kwara.

Engagement Rates

- **Engagement**
  - 228 teachers applied for the program, and 85 participants joined the first information session via WhatsApp before the start of the program, etc.
  - Number of teachers who attend a live session
  - First (1st) training session: 63 (https://bit.ly/3Duj18k)
  - Second (2nd) training session: 72 (https://bit.ly/2ndTrainingSession)
  - Third (3rd) training session: 68 (https://bit.ly/3rdTrainingSession)
  - Fourth (4th) training session: 70

- **Participation**
  - number of teachers participated actively; 60
  - number of teachers who completed at least 1 module: 72

- **Certification**
  - Number of teachers who earned a certificate: 60

- **Teachers increased skills, changed perspectives, and main learnings About Wikipedia**

There is a general misconception of Wikipedia not being reliable or proven to involve scientific research that can be resourceful to students in schools among teachers and Academia in educational institutions. In this training program, we did a needs assessment survey to determine teachers' familiarity with Wikipedia, and even though the result confirmed that 83.3% are familiar with Wikipedia only 25.9% often always consult Wikipedia. In further analysis, we discovered that 78.1 % of the Teachers have never edited Wikipedia.

Thus, this result confirmed the supporting view on Wikipedia's use in academic institutions in Kwara, Nigeria. During the needs assessment stage, we asked teachers about their views on incorporating Wikipedia into their teaching practices and even though 54.4% think Wikipedia should be used, 60.5% of them do not know what to do if they find false/unreliable information on Wikipedia. Several factors influence this misconception: lack of knowledge about how information on Wikipedia is created; they believe anyone can add their opinion to Wikipedia and claim it as fact; it makes students lazy, and they are more likely to commit plagiarism; lack of internet infrastructure to access the site, or institutional prohibition, among others.

One of the training program's outcomes in Kwara State was a shift in teachers' attitudes toward the use of Wikipedia in education. The need for online teaching resources increased as we piloted the training program, and teachers became more open to various online resources that are readily available.

Teachers who do not want their students to use Wikipedia stated:

|	
Students are more likely to commit plagiarism	Students at my school are not permitted to use internet-connected devices.
It can be edited by anyone, anywhere and I doubt its credibility and verifiability.	I have no control over what my students search for on the internet.

About media and information literacy skills

During the needs assessment stage, 51.7% of the Teachers confirmed that they had received a form of training on information literacy skills but it was discovered that 66.2% can not categorically identify the source/author of information they consume online, and 11% of the Teachers find it very difficult to perform these tasks. Further analysis revealed that 64.5% of the Teachers do not engage their students in activities that develop their information literacy skills and 53.1% identified that their students could not differentiate between factual and false information. Hence, they advised their students to get the information they need for their school activities from textbooks. The potential outcomes of this program in Kwara State, as expressed by the 75 teachers who participated in the training program and also affirmed that they are willing to take another online training

program offered by the Wikimedia Foundation in the post-program survey stated in the bar chart below, include:
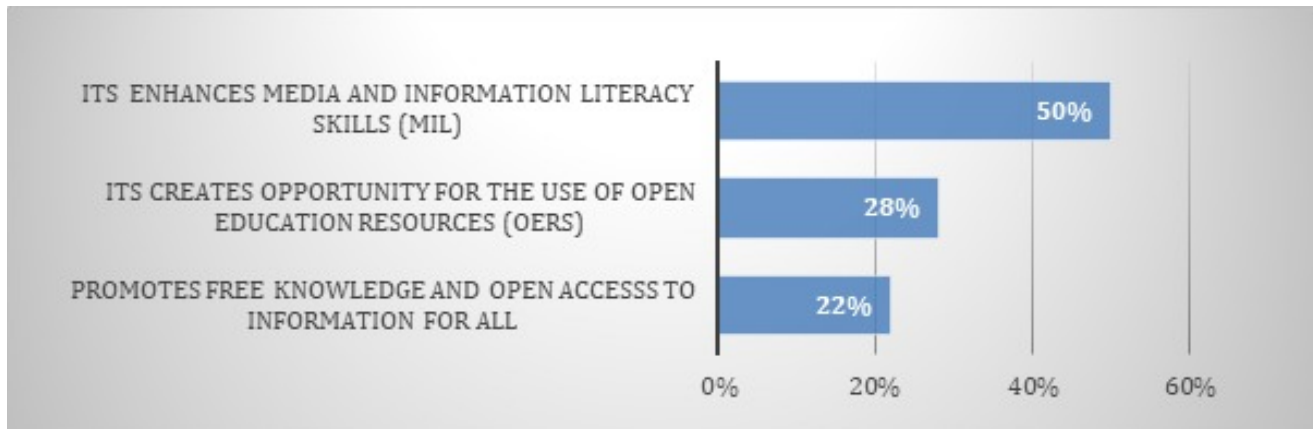
About the Teachers Guides

UNESCO proposes a multidisciplinary approach to literacy and part of its effort in achieving "media and information literacy for all" was the launch of the "Global media and information literacy week between October 24th to 31st yearly. This was possible with the support of the UNESCO-U.N.A.O.C. Media and Information Literacy and Intercultural Dialogue University Network, and the UNESCO Media and Information Literacy Alliance.

MIL is a set of competencies that enables individuals to access, retrieve, understand, evaluate, use, create, and share information and media content in all formats, using a variety of tools, in a critical, ethical, and effective manner, to participate and engage in personal, professional, and societal activities." Learning how to critically engage students with Wikipedia is critical to achieving the MIL framework's competencies and the Teacher's Guide for Reading Wikipedia in the Classroom program Kwara, Nigeria adhered to the three components of UNESCO's Media and Information Literacy (MIL) framework: accessing, evaluating, and creating information.

"The Reading Wikipedia in the Classroom Program Curriculum Guide for Teachers was localised into Yoruba and some of the course contents illustrations were adapted as part of the project planning activities for participating teachers in Kwara State to suit the predominant languages in the State."

The course module was translated from English into Yoruba. While the English module one (1) was adapted. The adapted English Module 1 to 3 which discuss accessing, evaluating, and creating information incorporates a new cover page with Nigeria boldly written on it. The English and Yoruba localized curriculum includes an acknowledgment page that expressed appreciation to stakeholders in Nigeria who were part of the project planning; Mrs. Olani Olabimpe (Head of Branch, National Library of Nigeria Kwara State) Mr. Taiye Odedeji (Desk Officer UNESCO Asp-Net Schools in Kwara State), Mrs. Juliet Emielu (Resource Person), Blessing Linason and Rhoda James (Co-trainers); Oluwaseyi Ogbonlaiye (Communication Expert); Olatunde Praise Akora (Yoruba Translator) and Mr. Olatunde Rufai (Graphics, Adaptor, and Printer).

The English Module 1 specifically incorporated new images of YouTube videos in the 1.6 section of the course content which showcases a popular child comedienne, the Wikimedia Nigerian Board of directors, and a Veteran Nollywood Actor sharing their motivation on why and who writes Wikipedia? The video showcases a feature of Mr. Olushola Olaniyan, Board of Directors, Wikimedia User Group Nigeria, featured on a popular TV programme One on One, Emmanuella of the famous Mark Angel Comedy, featured in a video explaining a term found on Wikipedia, and a Veteran Nollywood actor, Pete Edochie, featured in a short drama showing the impact of Wikipedia in an adult education class in Nigeria.
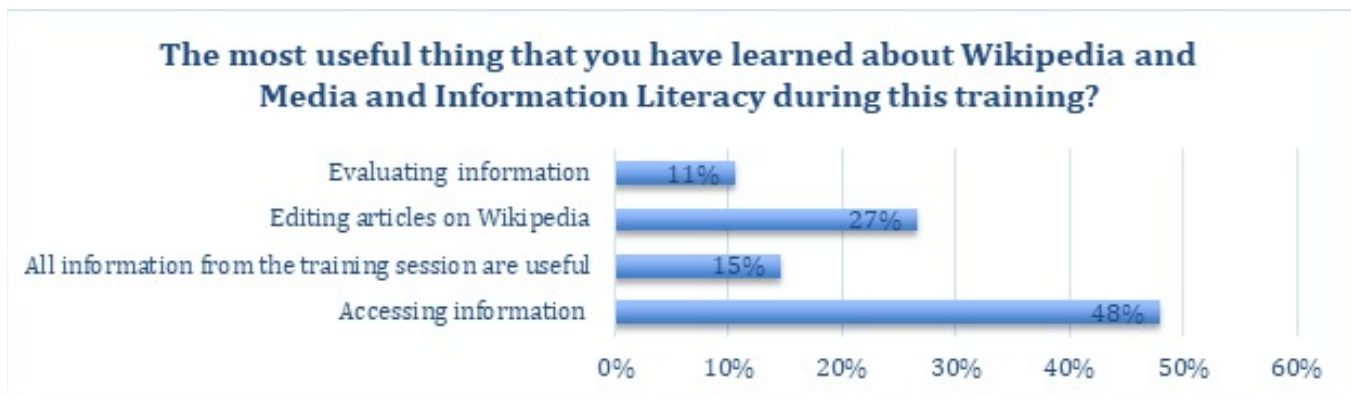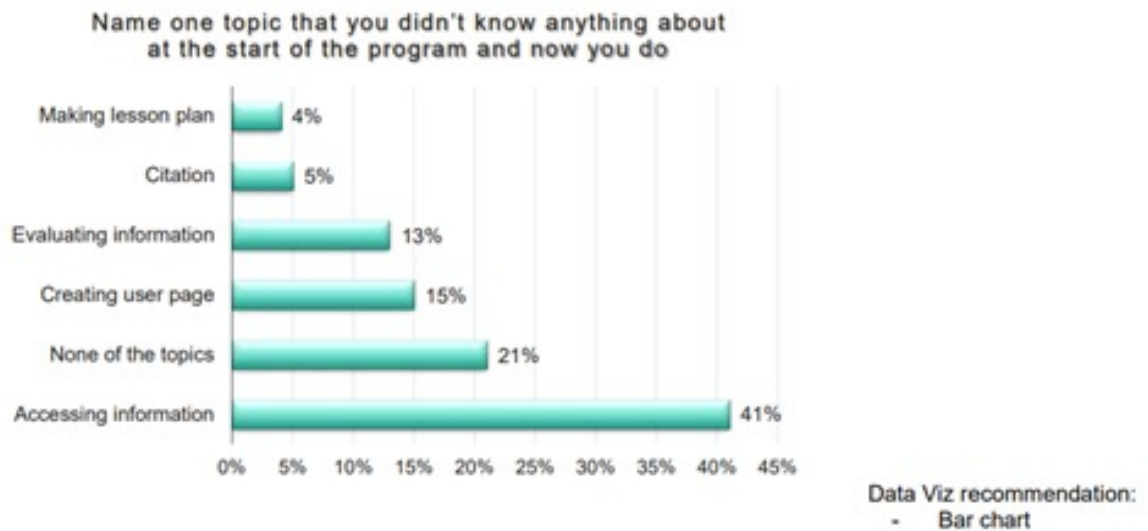
The Yoruba course guide for teachers was divided into 3 modules; Modulu Kinni, Modulu Keji, and Modulu Keeta which are bonded together into a single booklet. The module localized different sections of the course contents and incorporated screenshots of the Yoruba Wikipedia page to illustrate some areas of the curriculum content e.g. 1. 8 Navigating Wikipedia uses Samuel Ladoke Akintola's article page 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.

General observation from teachers' participations and assessments

At the commencement of the program, most of the participants were neither aware of the UNESCO Media and Information Literacy Framework nor aware of the dates set aside to commemorate the Global Media and Information Literacy Week by UNESCO usually held from 24th to 31st October every year. It was even more shocking to discover that since little simulation was given to MIL most of the Teachers even though familiar with the term, do not have the theoretical and practical knowledge of how to transform it into a pedagogical skill to facilitate high-quality learning and teaching efficiency in the classroom. After the Teachers were introduced to the program, they gained a better understanding of M.I. L. and Wikipedia as Open Education Resources for teaching and learning.

[Q27] Name one topic that you didn't know anything about at the start of the program and now you do

Name one topic that you didn't know anything about at the start of the program and now you do

Topic	Percentage
Making lesson plan	4%
Citation	5%
Evaluating information	13%
Creating user page	15%
None of the topics	21%
Accessing information	41%

Data Viz recommendation:
- Bar chart

The most useful thing that you have learned about Wikipedia and Media and Information Literacy during this training?

Topic	Percentage
Evaluating information	11%
Editing articles on Wikipedia	27%
All information from the training session are useful	15%
Accessing information	48%

The Teachers were very committed to the program and always attempt their assignments and submit them when due. This was a result of their willingness to learn something new and beneficial to their classroom activities.

Other gaps addressed (capacity building, identifying the topic of impact, and connecting social enterprise with the government.)

Overall, the project team experienced a significant increase, particularly in their technical capacity building, partnership skills, and team collaboration. In the course of the program, they gave interviews to participants, held one-on-one interactions with stakeholders in the education sector, and broadened their knowledge of the program's key concepts such as UNESCO Media and Information Literacy Framework; Wikipedia core content policies; and editing rules on Wikipedia. Furthermore, the project team increased their awareness of possible models for Wikipedia and Education programs and the capacity needed for their implementation. They also experienced an increased desire to promote more involvement opportunities with the education sector and actors to join the local Wikimedia community and user group.

Discussions

● **Lessons learned**

- **Invest in high quality contextualized assets that suit local context:** The adaptation of course module to reflect the Nigerian education context during planning prior were key to providing pertinent content and delivery strategies for the teachers. They were able to connect the new knowledge about Wikipedia and MIL skills with their own experiences, perspectives and educational context, making the learning experience more meaningful. This approach should be maintained in future iterations. The training assets integrated the activities of the Nigerian local languages on Wikipedia and its user group activities. This allowed for relevant examples, visual references, and policies to be provided for the Teachers. Relevant and up-to-date assets are key to providing a quality experience in the program.
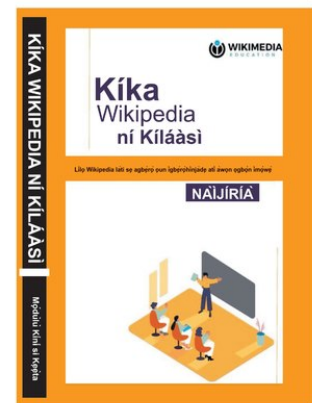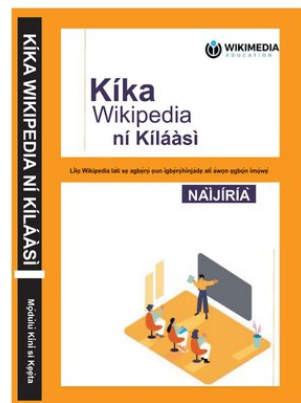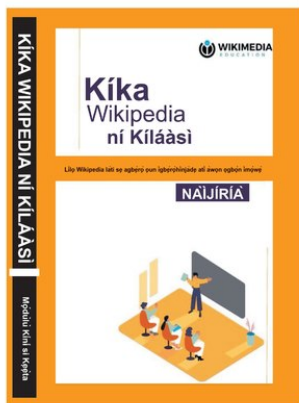
- **Seek advice from experienced resource persons:** Advice and involvement of experienced resource persons who are key stakeholders in the implementation of the program provided guidance and proper planning for the implementation to measure greater impact.

- **Team work:** According to research, collaborative problem-solving produces better results as people are more likely to take calculated risks that lead to innovation. Working with a team of 6 dedicated volunteers made the implementation less stressful as there was a division of labour and grouping of teachers by the trainers so they can be attended to on time for increased job satisfaction, and to reduce workload.

- **Partnership is Key**: Building an effective partnership with relevant stakeholders who will act as promoters to help ensure proper monitoring benefits the project team and, ultimately, the Reading Wikipedia in the Classroom Program implementation process by delivering the desired results and outcomes.

- **Carry out more research:**

The questions posed by the teachers during the physical training session prompted us to conduct additional research beyond what we have learnt during the Training of Trainers (ToT) course, as we needed to effectively answer some questions raised, such as;

- How to geolocate and map their school location on Google Map?

- How can students stay safe online?

- How can mathematics teachers make use of Wikipedia in the classroom? Among others.

- Can Wikipedia be read and edited while the student is not present?

- How will students in remote areas access Wikipedia if they do not have access to the internet?

- Why are some subjects not covered on Wikibooks?

- Does the Wikimedia Education section have any projects that can help them upload their lesson notes online so that their students can access them?

- For future training participants are expected to create Wikipedia accounts before the day of the training to keep IP blocks to a minimum and subsequent training should hold for a minimum of 5 sessions so that teachers can get more hands-on experience during implementation.

General limitations/challenges

Despite the project's success, the following challenges were faced during its implementation.

Inadequate ICT Skills: Some of the teachers selected to represent their schools do not have adequate ICT skills and could only use their mobile phones for basic functions, which slowed their comprehension of some basic things on Wikipedia. E.g., changing their mobile phones to desktop mode, inability to distinguish between a search engine and a browser, and unfamiliarity with the Wikipedia user interface.

Absence of Teachers at the physical meeting: Some of the teachers who could not attend the third physical training found it extremely difficult to adapt and complete the lesson plan on their own, so we had to organise individual Zoom calls and provide one-on-one support for them to go over the lesson plan several times.

IP address block: This was the most difficult challenge encountered during the third week of the program implementation, as it prevented most teachers from actively participating in the physical training session on creating information in module 3. Hence the need to devise other alternatives which made the session very difficult and stressful. The teachers became hesitant and almost changed their perception of Wikipedia as a friendly space for new editors causing a delay in their assignment submission, and postponement of the closing/certification ceremony.

Plans for sustainability in the future

Through this pilot implementation we learned that the Reading Wikipedia in the Classroom training increases teachers' awareness and use of Wikipedia, and helps them incorporate Wikipedia into their classroom activities. Hence, in order to have a functional measurement of the impact of the Reading Wikipedia in the Classroom program Kwara on Teachers, we plan to scale the program by:

- Adopting a follow-up initiative to the Reading Wikipedia in the Classroom program for students in secondary schools in Kwara State. The goal of this initiative is to assist the teachers who completed the program in implementing the lessons learned and using the knowledge gained to support their students, so as to evaluate the impact of this training in their classroom activities.

- Funding communities: It is important to ensure that communities within Kwara State who want the most important things to include in future iterations of the program have the necessary resources and support to do it successfully. For that reason, we hope to established a funding/project mechanism to support community/school pilots of the Reading Wikipedia in the Classroom program to train more Teachers.

- Reuse of Teacher's Guide: The teacher's guides and associated materials are all available under a Creative Commons license for adaptation, remixing, and reuse. We will scale the reach of Reading Wikipedia in the Classroom by supporting partners to adapt, and contextualize the teacher's guide and related assets to enhance their own programs.

- Step-down training by certified teachers: This will help to build a network of certified facilitators who can train teachers in their own countries and communities.

- Organising yearly refreshers course for Teachers to broaden their knowledge and increase skills.

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<td>• Give communities space to adapt the training to their local education context and incorporate their own styles and expertise into the training program while maintaining the core modules and competencies.</td>
<td>• Building capacities within the Wikimedia community and with partners in the Education sector to provide this training to educators, fostering a safe, inclusive, and interactive learning community whether on or offline.</td>
<td>• Establish WikiSchoolClub: Establish EduWiki Secondary School Club to train secondary school students on how to continuously contribute to Wikipedia; accessing, evaluating, and creating information online using the UNESCO MIL framework.</td>
</tr>
</table>

References/Annex

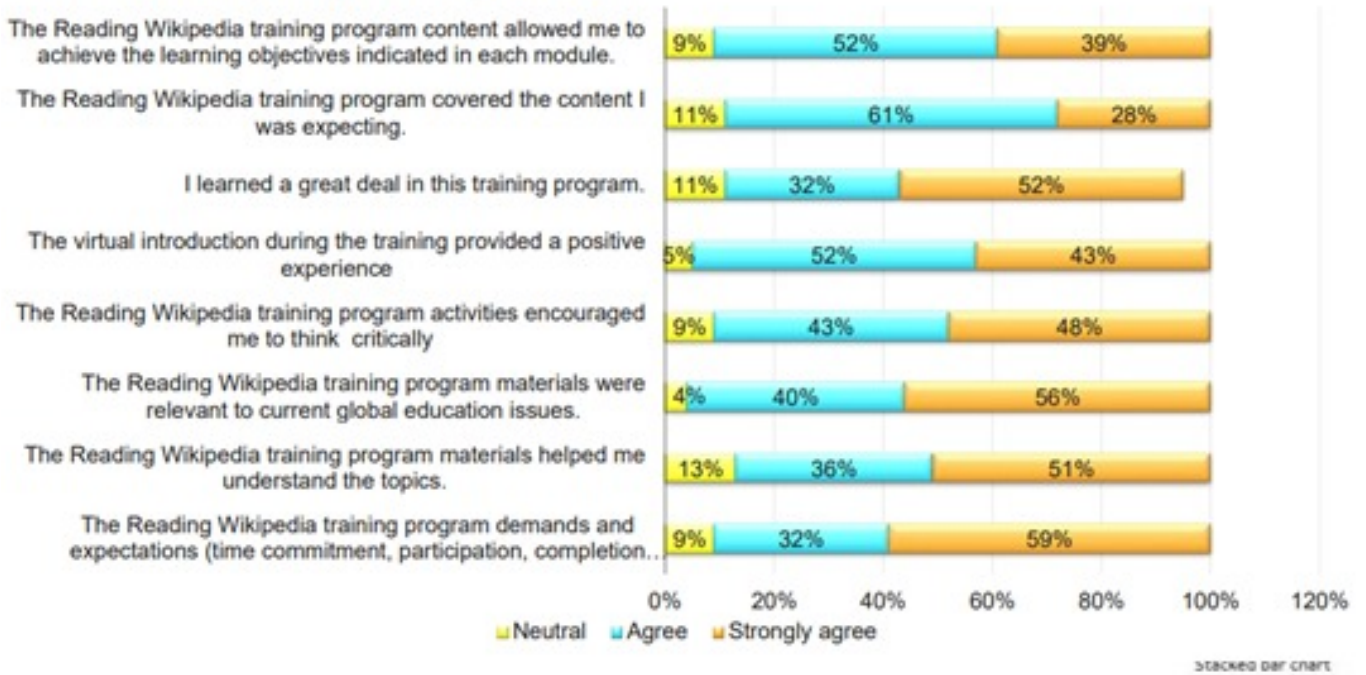● Data summary reports from final surveys and interviews conducted
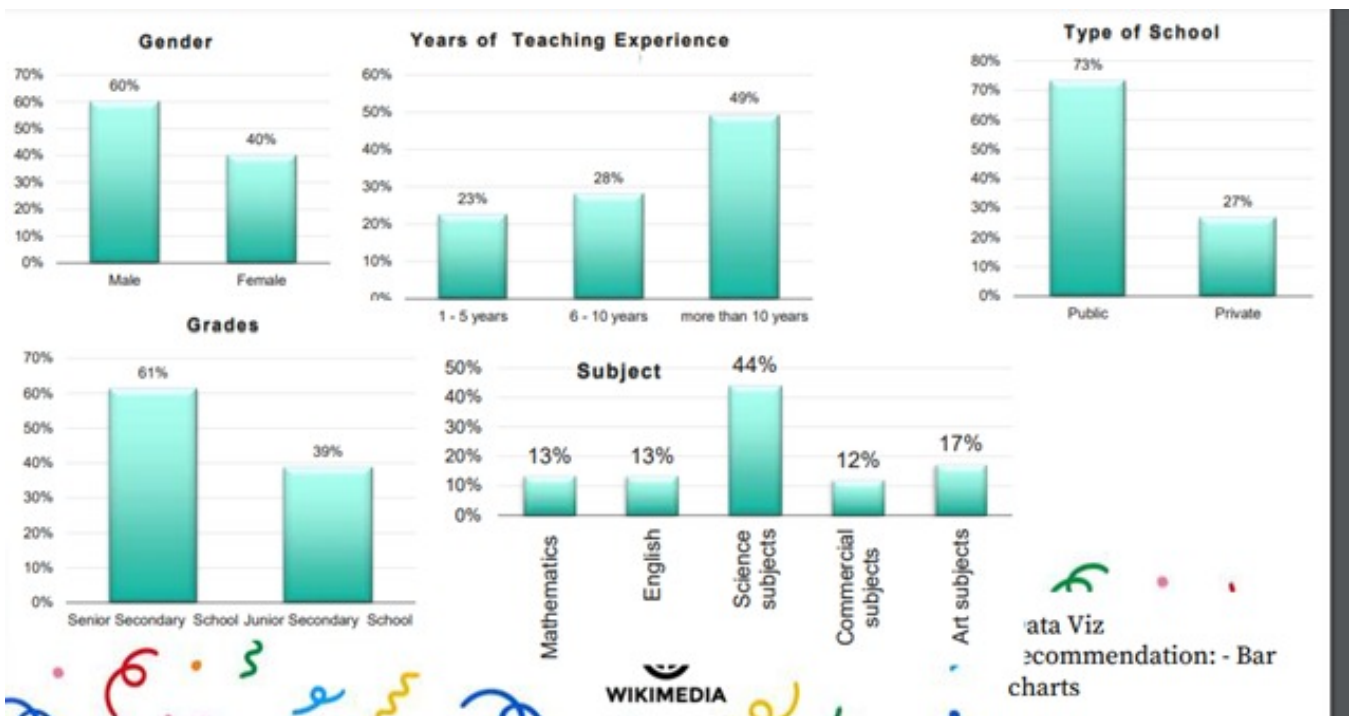
Source: Online survey, 2022.

According to the findings of the demographic data gathered from the post-program survey, the following summary can be deduced:

● 60% of the participants who make up the majority are Male.

● 49% of the participants have more than 10 years of teaching experience.

● 73% of the participating Teachers were from public schools.

● 61% of the Teachers taught Senior Secondary School Students.

● 44% of the Teachers taught science subjects.

[Q14] Training Program Expectations

Statement	Neutral	Agree	Strongly agree
The Reading Wikipedia training program content allowed me to achieve the learning objectives indicated in each module.	9%	52%	39%
The Reading Wikipedia training program covered the content I was expecting.	11%	61%	28%
I learned a great deal in this training program.	11%	32%	52%
The virtual introduction during the training provided a positive experience	5%	52%	43%
The Reading Wikipedia training program activities encouraged me to think critically	9%	43%	48%
The Reading Wikipedia training program materials were relevant to current global education issues.	4%	40%	56%
The Reading Wikipedia training program materials helped me understand the topics.	13%	36%	51%
The Reading Wikipedia training program demands and expectations (time commitment, participation, completion..	9%	32%	59%

Neutral   Agree   Strongly agree

Stacked bar chart

Source: Online survey, 2022.

The comprehensive statistical summary of the percentage response for the 8 variables estimated to identify participants' training program expectations includes:

● 91% of the participants affirmed that the RWC program content allowed them to achieve the learning objectives indicated in each module.

● 89% stated that the RWC program covered the content they were expecting.

● 84% affirmed that they learned a great deal in the training program.

● 95% said the RWC program activities encouraged them to think critically.

● 96% affirmed that the RWC program materials were relevant to current global education issues.

● 87% revealed that the RWC Program materials helped them understand the topics.

● 91% indicated that the RWC program demands and expectations were clear and understandable.

[Q15] What motivated you throughout this Reading Wikipedia in the Classroom training program?


Data Viz recommendation: Word Cloud

Source: Online survey, 2022.

●88% of the respondents, representing 66 participants revealed that new ideas offered by the RWC program were what motivated them throughout the implementation.

[Q16] How easy or difficult was it to understand the concepts introduced in this training program?
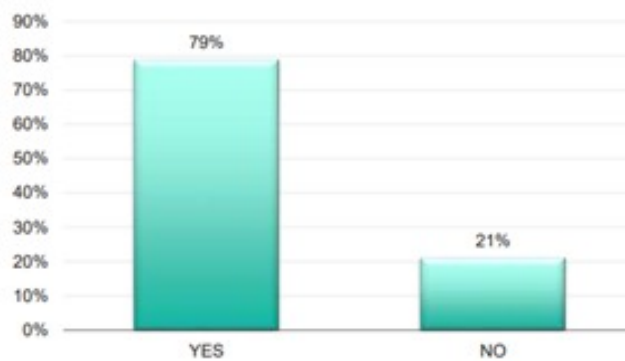

Pie chart segments: 7%, 29%, 20%, 44%

Legend:
- VERY EASY
- EASY
- NEUTRAL
- DIFFICULT
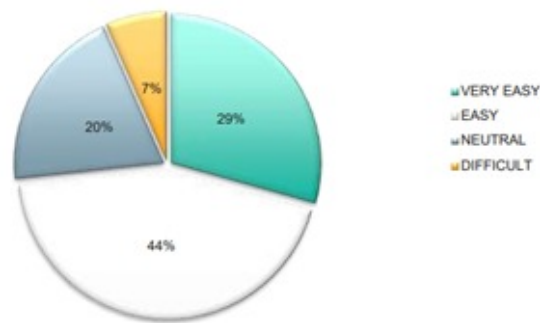
Data Viz recomme...
Pie Chart

Source: Online survey, 2022.

● 73% (55) of the participants revealed that it was easy to understand the concepts introduced in the RWC training program.

**[Q17] Did you open additional links or researched some of the topics while reading the Teacher's Guide?**

Bar chart: YES 79%, NO 21%

Data Viz recommendation:
- Bar chart

Source: Online Survey and interview, 2022

● 79% of the participants affirmed that they opened additional links / researched some topics while reading the Teacher's Guide. According to the interview carried out, this allowed them to expand their knowledge about the course content and gain better insight.

[Q18] Which part of the course was your favourite? Why? You may indicate the name of the module/topic/activity

Pie chart segments: 21%, 50%, 29%

Legend:
- MODULE 1
- MODULE 2
- MODULE 3
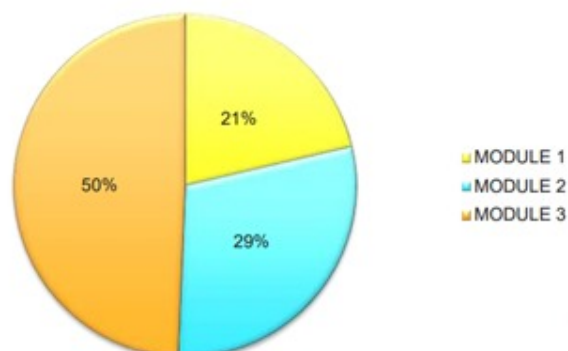
Data Viz recommendation:
- Pie chart for main Question
- List interesting reasons on the side
- Bar chart for name of module/topic/activity

Source: Online Survey and interview, 2022

●50% of the respondents indicated that their favourite course was Module 3; Be Bold! creating user pages on Wikipedia, making micro-contributions, and understanding the transformative practices for building community knowledge.

[Q19] Which part of the course was your least favourite? Why? You may indicate the name of the module/topic/activity
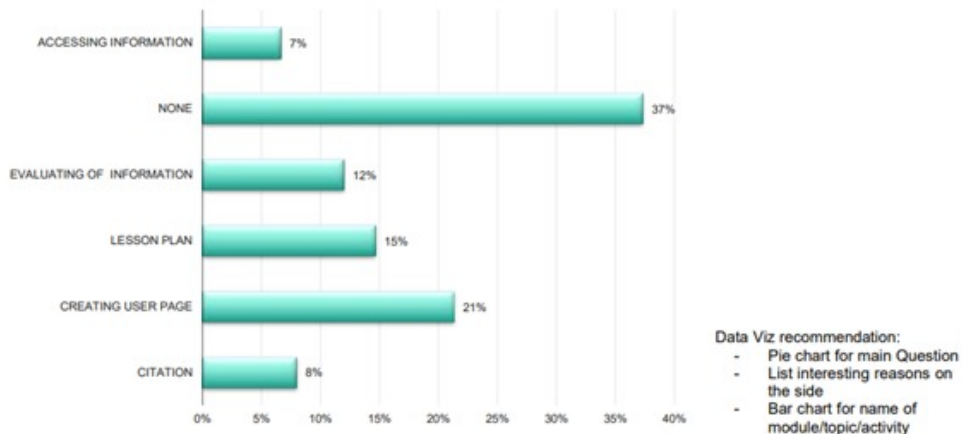
Source: Online Survey, 2022

●37% of the respondents stated that none of the course content was their least favourite. This is because it covered the content they were expecting; met the relevant current global education issues and help the adaptation as well as localisation helped them understand the topic better. While 21% who indicated that creating a user page was their least favorite was due to the IP block challenges , poor ICT skills, and absence at the 3rd physical training sessions that dwelled on creating information.

[Q20] Which topics do you wish were more in-depth or had more follow up later? Please, indicate the name of the module or activity
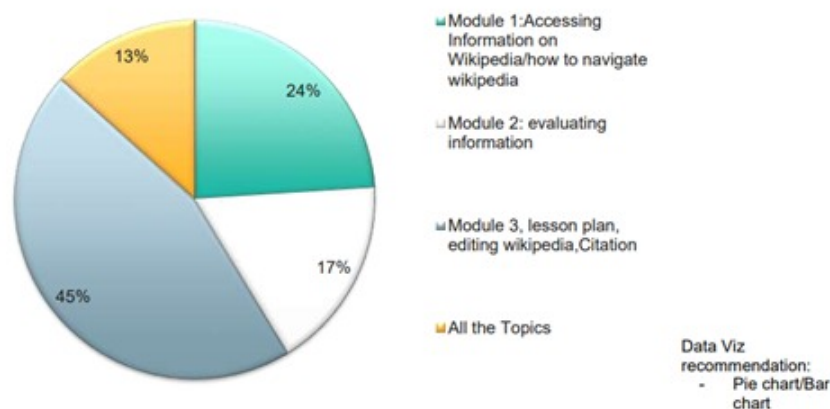
Source: Online Survey, 2022

●45% of the respondents revealed that they wish some of the topics in Module 3 such as adapting lesson plans, editing Wikipedia, and adding citations to Wikipedia articles were more in-depth or had more follow-up later.

[Q21] How would you rate the quality of visuals (images, webinar video)?

Data Viz recommendation:
- Pie chart/Bar chart
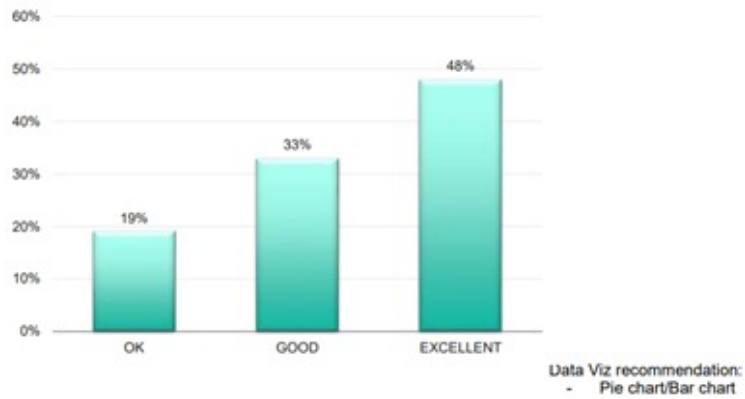
●48% of the RWC program participants rated the quality of the visuals excellent! This was achieved because the Teacher's Guide made use of images, and emoticons, with links to videos where necessary, and the hard copy was printed out using glossy paper type.
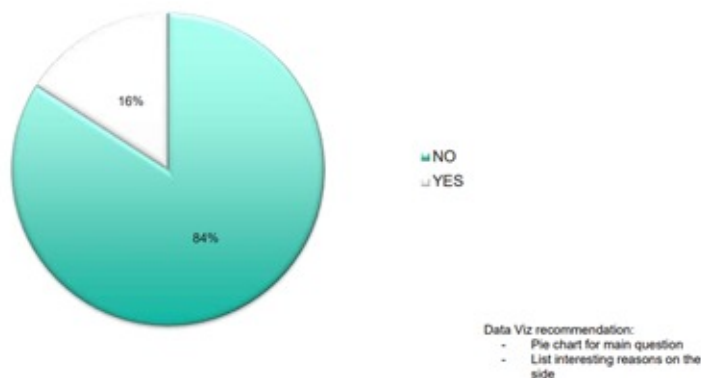
[Q22] Did the activities at the end of each section in the Teacher's Guide help you dive deeper into the new information presented?

◢YES ◢NO

Data Viz recommendation:
- Pie chart
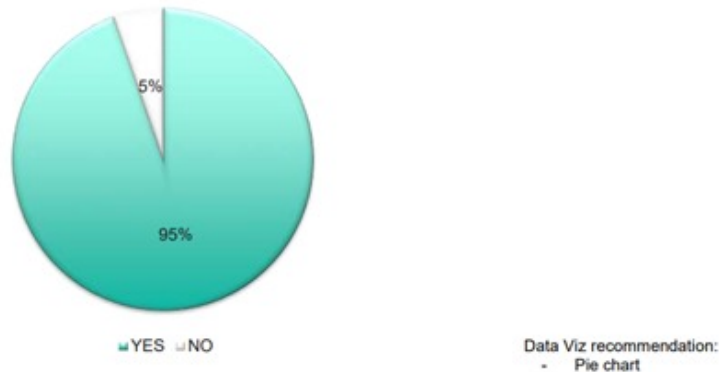
●95% of the respondents who were part of the implementation affirmed that the activities at the end of each section in the Teacher's Guide help them dive deeper into the new information presented in the next module as each part of the framework is linked together.

[Q23] Did you skip any part? If yes, why?

◢NO
◢YES

Data Viz recommendation:
- Pie chart for main question
- List interesting reasons on the side

●84% of the respondents revealed that they did not skip any part of the course module, while the 16% that skipped some sections of the module, said they wanted to meet the certification deadline, and catch up with the training pace.

[Q24] In general, how would you rate the quality of the materials used in the training program? (Teacher's Guide, slidedeck, Facebook posts)


1% 5%

38%

56%
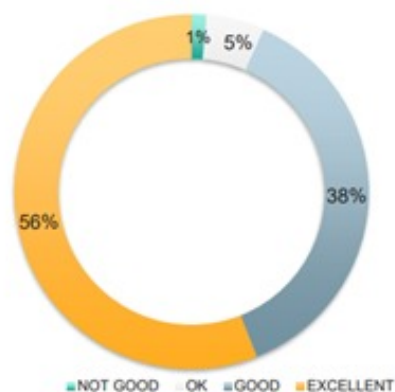
Data Viz recommendation:
- Pie or doughnut chart

NOT GOOD   OK   GOOD   EXCELLENT

Source: Online Survey, 2022

●56% of the respondents rated the quality of the materials used in the training program as excellent. The Teacher's Guide help them to understand the course better, while the facilitators used slide decks to explain the course contents during the physical training sessions, the Facebook posts provided daily updates about the program to the Teachers.

Learning Outcomes

[Q25] How confident are you in applying your new knowledge and skills about Wikipedia in the next school year?
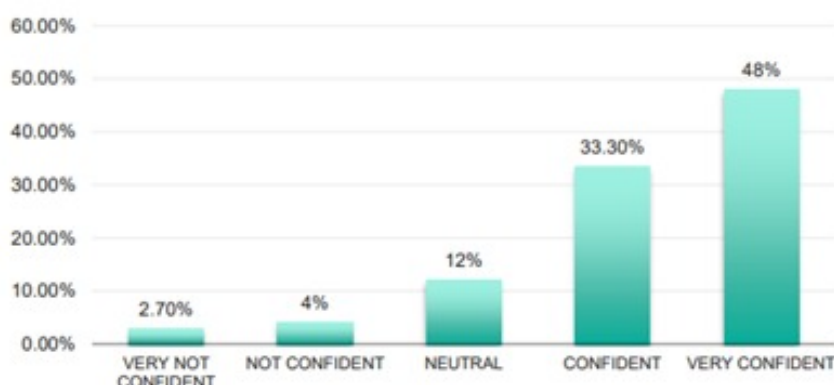
Source: Online Survey, 2022

●Having learned the skills needed to enhance their Media and Information Literacy skills; such as the ability to access, evaluate and create information using Wikipedia as a learning tool, 81.3 % of the respondents affirmed that they are confident in applying new knowledge and skills about Wikipedia in the next school year.
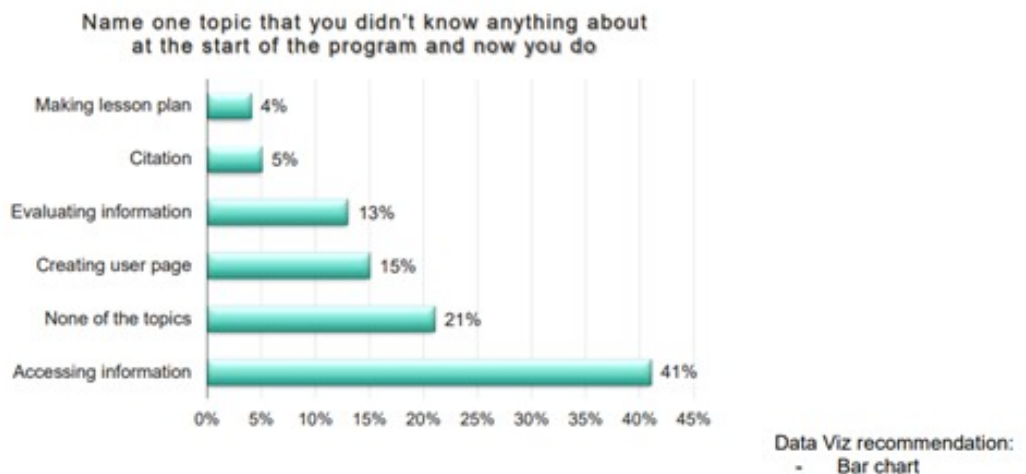
[Q26] Did the Reading Wikipedia in the Classroom Training Program make you think differently about a certain topic? Please indicate the name of the topic

Data Viz recommendation:
- Bar chart
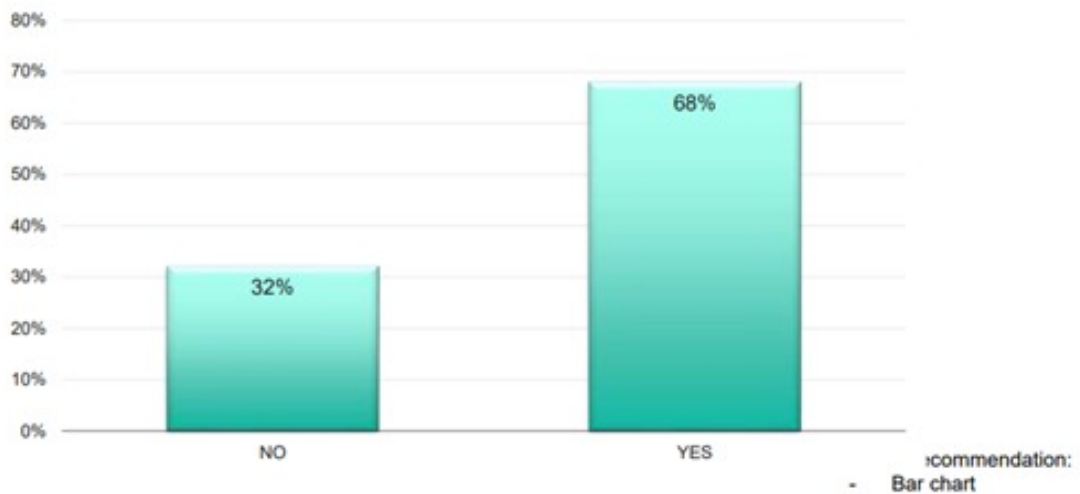
●68% of the respondents revealed that the RWC training program makes them think differently about a certain topic. Some of which include the topics (e.g., Money, part of Speech, Demand and Supply, History of Kwara State, Animal husbandry, etc.) they had taught their students previously and those they are hoping to teach them using the new knowledge gained to improve their teaching methodologies and enhance their pedagogical skills.

[Q27] Name one topic that you didn't know anything about at the start of the program and now you do

Name one topic that you didn't know anything about at the start of the program and now you do

Data Viz recommendation:
- Bar chart

●41% of the respondents revealed that, before the commencement of the RWC program, they did not understand the relationship between accessing information and Reading Wikipedia in the Classroom program. Furthermore, 15% and 13% stated that they did not know anything about creating a user page and evaluating information.

[Q28] Now that you have participated in this training program, how would you explain Wikipedia to your students? How would you guide them into using it?
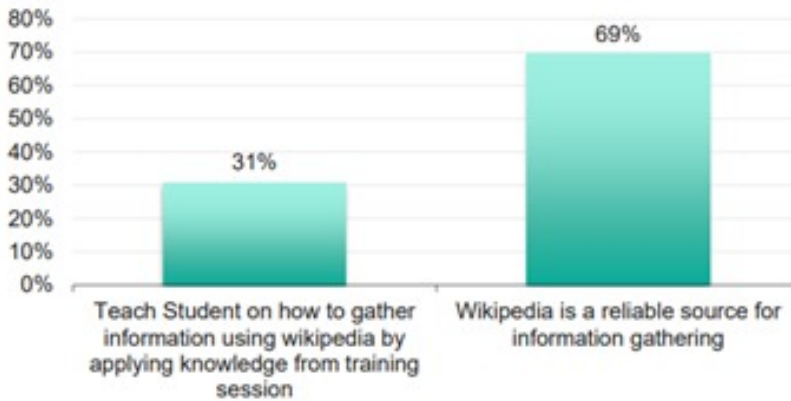

Data Viz recommendation:
- Bar chart

Source: Online Survey, 2022

●69% of the respondents revealed that they will explain Wikipedia to their students as a reliable source of information retrieval and would guide them into using it by applying the knowledge gained in the RWC program in their classroom activities.

[Q29] Do you agree, somewhat agree, or disagree with the following statements?
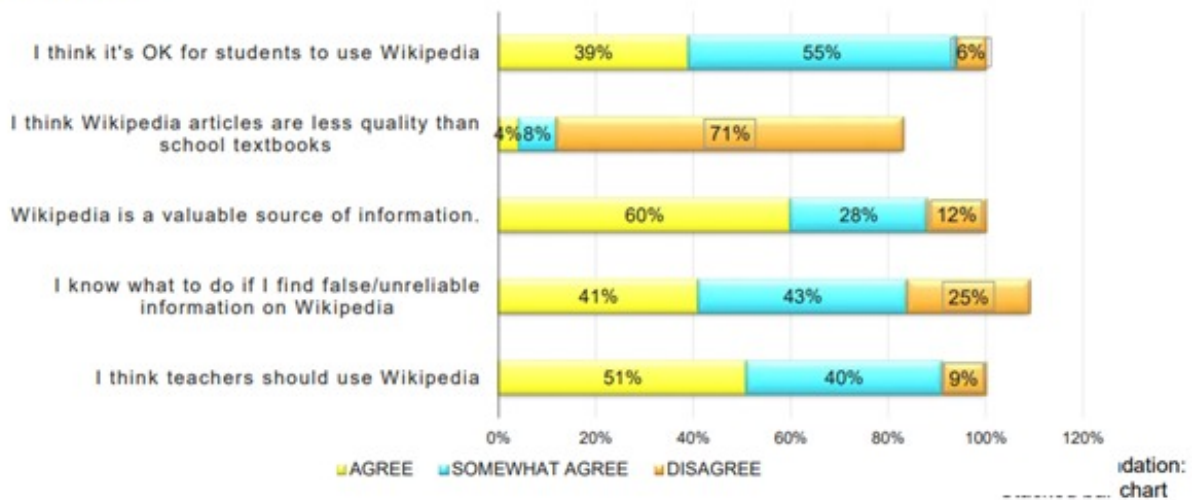
Source: Online Survey, 2022

●The comprehensive statistical summary of the percentage response for the 5 variables estimated to identify participants' perceptions towards Wikipedia is stated as follows:

- 94% of the respondents think it's ok for students to use Wikipedia.
- 71% of the respondents think Wikipedia articles are less quality than school textbooks.
- 88% of the respondents think Wikipedia is a valuable source of information.
- 84% of the respondents think they know what to do if they find false/unreliable information on Wikipedia.
- 91% of the respondents think Teachers should use Wikipedia.

[Q30] What was the most useful thing that you have learned about Wikipedia and Media and Information Literacy during this training?

The most useful thing that you have learned about Wikipedia and Media and Information Literacy during this training?

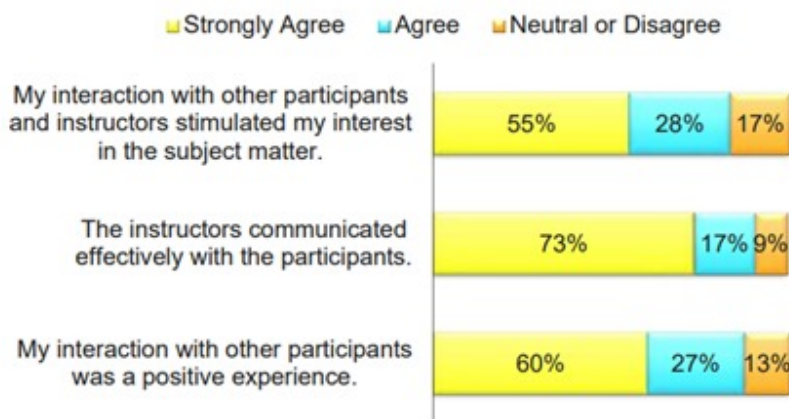| Category	Percentage
Evaluating information	11%
Editing articles on Wikipedia	27%
All information from the training session are useful	15%
Accessing information	48%

Data Viz recommendation:
- Bar chart

Source: Online Survey, 2022

●According to 48% of the respondents, the most useful thing they have learned about Wikipedia and MIL during this training is accessing information. Furthermore,27% affirmed that editing articles on Wikipedia were the most useful thing they had learned, while 15% of the respondents revealed that all information from the training sessions is very useful.

Interaction

[Q31] How much do you agree with the following statements?

Legend: ■Strongly Agree ■Agree ■Neutral or Disagree

| Statement	Strongly Agree	Agree	Neutral or Disagree
My interaction with other participants and instructors stimulated my interest in the subject matter.	55%	28%	17%
The instructors communicated effectively with the participants.	73%	17%	9%
My interaction with other participants was a positive experience.	60%	27%	13%

Data Viz recommendation:
- Stacked bar chart

Source: Online Survey, 2022

●According to the findings gathered from the interaction data of the post-program survey, the following summary can be deduced:

- 83% of the respondents agree that their interaction with other participants and instructors stimulated their interest in the subject matter.
- 90% of the respondents agree that the instructors communicated effectively with the participants.
- 87% of the respondents agree that their interaction with other participants was a positive experience.

[Q32] Do you think the interactive elements during the webinars improved the experience? (Questions, teacher participation, use of emojis) (Yes/No)
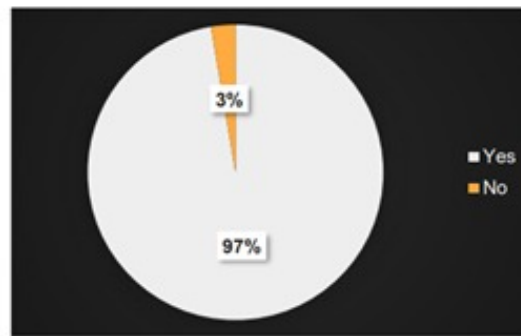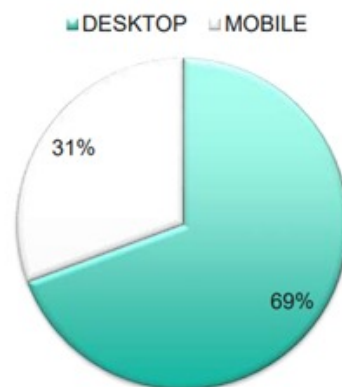

Data Viz recommendation:
- Pie chart

Source: Online Survey, 2022

●97% of the respondents affirmed that the interactive elements such as slide decks, videos, question and answer segments, motivational talks, quizzes, and pep talks used during the physical training sessions improved their learning experience.

Experience in the platforms

[Q35] Would you prefer to use mobile or desktop computer for future learning activities?
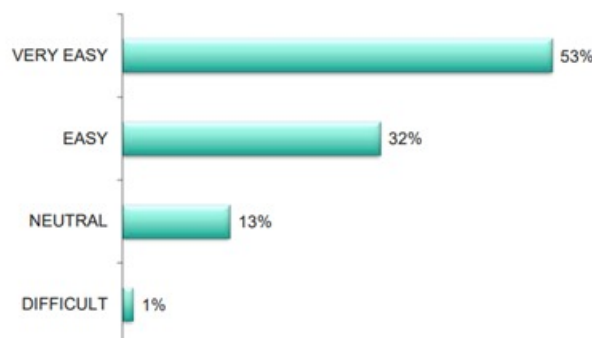

Data Viz recommendation:
- Bar / Pie Chart

Source: Online Survey, 2022

●69% of the respondents preferred editing on a Desktop computer for future learning activities. According to them the desktop allows easy access to editing articles and displays the full view and features of the article at a go.

[Q36] Please rate the ease of navigation of the Facebook and WhatsApp group
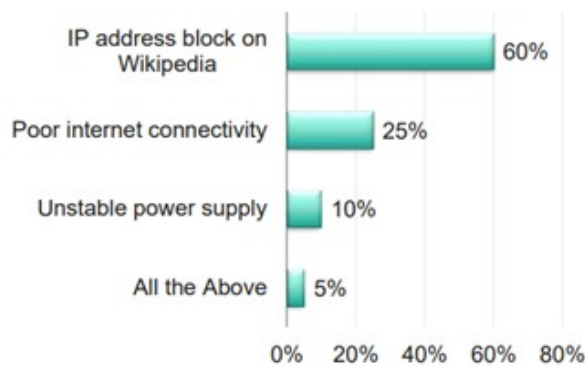

Data Viz recommendation:
- Bar / Pie Chart

Source: Online Survey, 2022

●97% of the respondents affirmed that the interactive elements such as slide decks, videos, question and answer segments, motivational talks, quizzes, and pep talks used during the physical training sessions improved their learning experience.
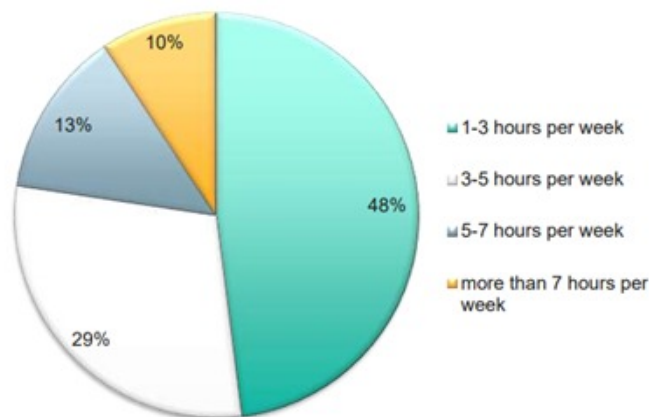
[Q39] Did you encounter any technical problems during the training program? If yes, please let us know the details.

Data Viz recommendation:
- Bar / Pie Chart for main question
- List interesting responses on the side

Source: Online Survey, 2022

[Q40] On average, how much time per week did you normally spend on the course?


Data Viz recommendation:
- Bar / Pie Chart

Source: Online Survey, 2022

●On average, 48% of the respondents spent 1-3 hours per week on the course and 29% of them spend 3-5 hours per week, with 13% of them spending 5-7 hours per week while 10% more than 7 hours per week.
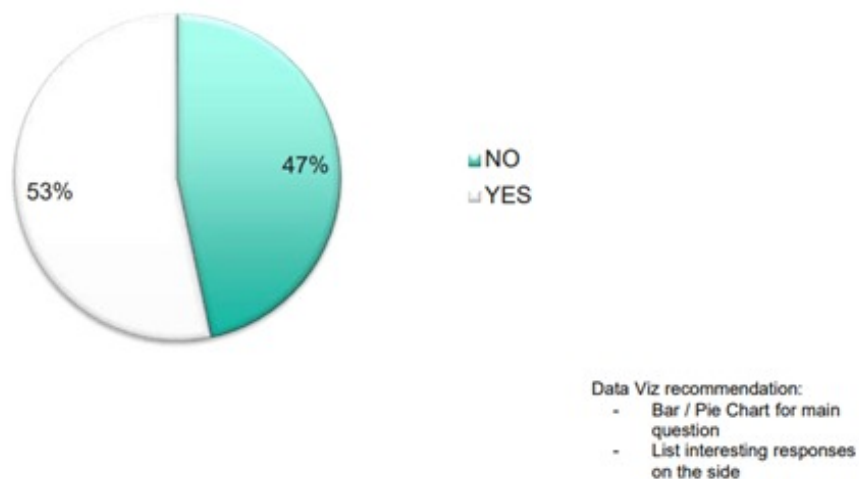
[Q41] Do you think that 4 weeks was enough time to complete a module in this training program?

- YES
- NO

Data Viz recommendation:
- Bar / Pie Chart for main question
- List interesting responses on the side
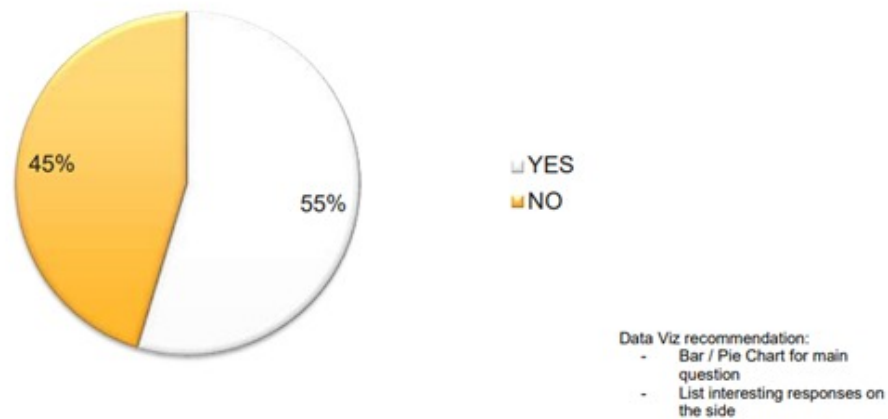
Source: Online Survey, 2022

●55% of the respondents agreed that 4 weeks was enough time to complete the modules in the training program while 45% disagreed. According to them, the program timeline is too short for the training program because teachers have so many schools work ongoing concurrently with the RWC program and other school work commitments that is time-consuming and very tasking.

[Q42] Did you return to any of the materials/activities after finishing them? Why?

- NO
- YES

Data Viz recommendation:
- Bar / Pie Chart for main question
- List interesting responses on the side

Source: Online Survey, 2022

●53% of the respondents affirmed that they returned to the materials/activities after finishing them. According to the interview carried out, they did this to see examples of the lesson plan that they can adapt for their classroom activities and also to gain better insight into the course module that was taught previously.

Overall Experience

[Q43] Have you rewatched the recordings of the webinars after the live session?
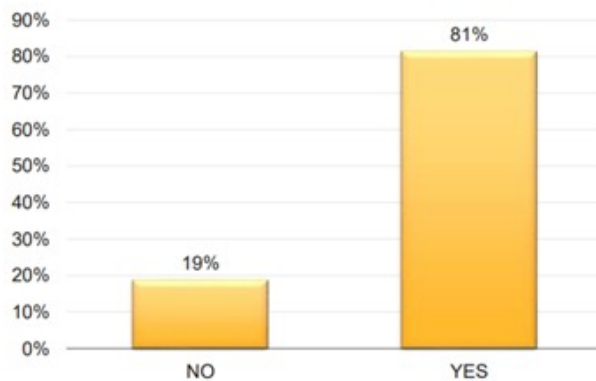
Data Viz recommendation:
- Bar / Pie Chart

Source: Online Survey, 2022

●81% of the respondents revealed that they have watched the recordings of some of the training sessions uploaded on YouTube and shared on the RWC program page.

**[Q44] Do you have any suggestions to improve the content or delivery of this training program?**

Suggestion	Percentage
Increase the duration of the training programme	45%
Give more time for the submission of final assignments	34%
Simplify the content of the course modules	15%
Working in groups instead of individually	6%

Data Viz recommendation:
- Bar Chart

Source: Online Survey, 2022

●45% of the respondents who participated in the RWC program suggested that the duration of the program be increased to accommodate more practical sessions for the Teachers while 34% suggested providing teachers with more time for their assignment submission.

[Q45] Based on your experience in this training program, would you take another online training program offered by the Wikimedia Foundation? Why or Why not?
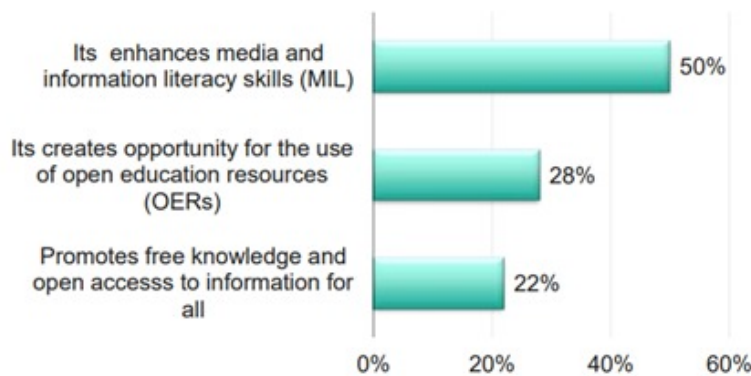

7%

93%

■ Yes
■ No
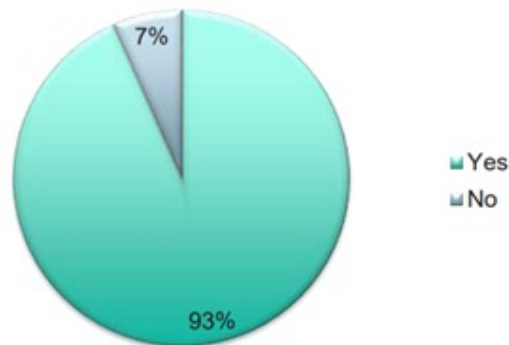
Data Viz recommendation:
- Pie Chart

Source: Online Survey, 2022

●93% of the respondents revealed that they are willing to take another online training program that will be offered by the Wikimedia foundation based on their learning experience in the RWC training program.

[Q45-cont] Why?

Its enhances media and information literacy skills (MIL)	50%
Its creates opportunity for the use of open education resources (OERs)	28%
Promotes free knowledge and open accesss to information for all	22%

0%   20%   40%   60%

Data Viz recommendation:
- Bar Chart

Source: Online Survey, 2022

●50% of the respondent said they will take another course offered by the Wikimedia Foundation because it enhances media and information literacy skills; 28% said it creates the opportunity for the use of OERs; while 22% said because it promotes free knowledge and open access to information for all.

[Q46] Please list any additional comments and/or suggestions

Suggestion	Percentage
Thanks for the opportunity	40%
The facilitators are very intelligent and friendly	20%
More Teachers should be trained yearly	26%
Increase the duration of the program	9%

Data Viz recommendation:
- List interesting comments

Source: Online Survey, 2022

Conclusions

✓ The Reading Wikipedia in the Classroom program in Nigeria has exposed Teachers to the UNESCO Media and Information Literacy framework with a practical skill indicating that Wikipedia truly belongs in education.

✓ Most Teachers now have theoretical and practical knowledge of how to access, retrieve, and effectively integrate the lessons learned from this program into their classroom activities.

✓ Some Teachers have started promoting the use of Wikipedia in their classrooms as a new learning methodology for students to increase their teaching pedagogies, facilitate high-quality learning and, prioritize the use of Open Education Resources, to bridge the media and Information literacy gap in Nigeria.

✓ I think this program should train more Teachers in all localities and provide continuous support for the project team to assist the implementation in the classroom for students to create a new generation of Wikimedians within and outside the classroom.

WIKIMEDIA

● Photos	WikiCommons

● Videos	• Interview with the participant Teachers at the 3rd physical training session of the Reading Wikipedia in the classroom Kwara Nigeria, 2022
	• Closing /Certification of 60 teachers at the RWC Kwara 2022

Links to newly created or adapted resources of the program (teacher's guides, booklets, online course, educational videos, etc.)

Adapted English Module

Adapted English Teacher's Guide Module 1. Retrieved from https://commons.wikimedia.org/wiki/File:Nigerian_Adapted_English_Teachers%27_guide_module_1.pdf (July 2022)

Adapted English Teacher's Guide Module 2. Retrieved from https://commons.wikimedia.org/wiki/File:Adapted_English_Teacher%27s_Guide_Module_2.pdf (July 2022)

Adapted English Teacher's Guide Module 3. Retrieved from https://commons.wikimedia.org/wiki/File:Adapted_English_Teacher%27s_Guide_Module_3.pdf (July 2022)

Yoruba Module

Yoruba Teacher's Guide Module 1. Retrieved from https://commons.wikimedia.org/wiki/File:Yoruba_Teachers_Guide_Module_1.pdf (July 2022)

Yoruba Teacher's Guide Module 2. Retrieved from https://commons.wikimedia.org/wiki/File:Yoruba_Teachers_Guide_Module_2.pdf (July 2022)

Yoruba Teacher's Guide Module 3. Retrieved from https://commons.wikimedia.org/wiki/File:Yoruba_Teachers_Guide_Module_3.pdf (July 2022)

Slide decks for the 3 physical training sessions:

1. Session 1-Module 1 Retrieved from https://docs.google.com/presentation/d/1Fho_szvdsXu8CGuoy14_T4TcGWNkLzuF/edit#slide=id.p3

2. Session 2-Module 2 Retrieved from https://docs.google.com/presentation/d/1_Mbnrsr-K1ft-sddN1OebEar0iVLibFp/edit#slide=id.p1

3. Session 3-Module 3 Retrieved from https://docs.google.com/presentation/d/1_OybteHsilfK8KbMU6QWmqB5QJ4WEyHT/edit#slide=id.p3

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