



# Wikimania 2006

The 2nd International Wikimedia Foundation Conference

---

Cambridge, Massachusetts, USA  
August 4-6, 2006

<http://wikimania2006.wikimedia.org/>

# To our Sponsors: Thank you!

Patrons: \_\_\_\_\_



**Berkman**  
The Berkman Center for Internet & Society  
at Harvard Law School

**Answers.com**

Benefactors: \_\_\_\_\_

**NOKIA**  
Connecting People

**wikiHow**



**amazon.com**

**olpc**

Friends: \_\_\_\_\_



**YAHOO!**



**Socialtext**

Supporters: \_\_\_\_\_



ELEVATION PARTNERS



# Welcome

## Conference Welcome

Welcome to the second annual international Wikimedia conference! The Wikimedia Foundation is excited to host the conference -- and proud that it is now officially an annual event! The past year has been an exciting one for the Foundation, filled with challenges and record growth across the projects. Questions raised by these challenges and changes will be well debated, and in some cases answered, during the conference.

On behalf of the many people who have made Wikimania 2006 a reality, we are pleased to welcome Wikimaniacs to Cambridge, Massachusetts, and to Harvard University. We hope you enjoy your stay here. We would like to extend a special welcome to our international attendees, who have come from all over the world to join this gathering. Face to face gatherings, whatever form they take — whether a handful of people meeting monthly over drinks, or a large international conference such as this one — are vital to the strength of the community.

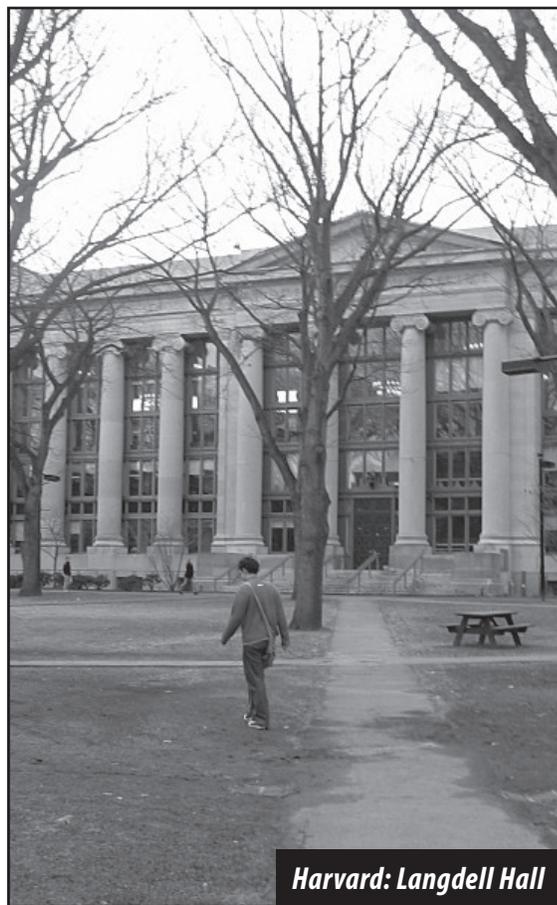
We are also pleased to welcome our distinguished speakers, who represent fields from digital archiving to copyright law, spanning the variety of topics that the Wikimedia projects touch. Wikimania has drawn in amazing people from other communities (editors, librarians, educators,

lawyers, technologists), and we hope that this diversity will help each of you to consider free knowledge, open information, and collaborative peer production in all of their forms.

One thing worth emphasizing: this conference is not for spectators. Participate actively in discussions you go to; ask questions; leave comments on the conference wiki; give an impromptu lightning presentation; share crazy ideas with your fellow conferees. And have fun! Whether it's competing in the world Calvinball championship or debating whether consensus really scales, we want you to have a good time. Please talk to a volunteer or information desk staffer if you have questions or need help during the conference.

Thanks to all of the amazing volunteers and sponsors who have helped realize this event; and especially to our hosts and contacts at the Berkman Center for Internet and Society, the MIT Media Lab, and the One Laptop per Child association. And finally, thanks to the organizers of Wikimania '05, who made the idea of Wikimania '06 possible.

*The Wikimania 2006 organizing team*



Harvard: Langdell Hall

## Contents

- 3 Welcome and Contents**
- 4 Credits**
- 5 Local Info**
- 7 Schedule**
- 8 Invited Speakers**
- 12 Abstracts**
- 28 Presentation and Poster Index**
- 30 Notes**
- 32 Harvard Law School Map**



# Credits

---

## Wikimania 2006 organizing team

### Lead organizers

Samuel Klein, program & local coordination  
Delphine Ménard, project management & logistics

### Registration & technical manager

Austin Hair

### Hacking days coordinator

Ivan Krstic

### Program leads

Phoebe Ayers  
Samuel Klein

### Program committee

Angela Beesley - Wikia, Inc. / Wikimedia Foundation  
Nicholas Boalch - University of Durham  
Andrea Forte - Georgia Institute of Technology  
David Moreno Garza - Debian project  
Ivan Krstic - Harvard University  
Cormac Lawler - University of Manchester  
Joseph Reagle - New York University  
Dirk Riehle  
Martin Roell  
Alex Schenck - University of Rhode Island  
Jean-Baptiste Soufron - CERSA  
Alexander Wait - Harvard University

### Printed Program

Phoebe Ayers, content  
Ryan Jenkins, design

### Proceedings coordinators

Phoebe Ayers  
Nicholas Boalch  
Andrea Forte

### Translation coordinators

Kizu Naoko  
Sabine Cretella

### Press Coordinators

Samuel Klein, Wayne Saewyc

### Sponsorships

Danny Wool

### Design

Ryan Jenkins, Reid Offringa, Brett Stilwell, Ben Yates

### Banner and shirt production

Delphine Ménard

### Local coordination

Jessica Baumgart

### Party organization

Kevin Driscoll, Adam Holt, Elizabeth Stark

### Berkman Center liaison

Erica George

### MIT Media Lab / OLPC liaison

Benjamin Mako Hill

**Thank you to all our on- and off-site volunteers, our sponsors, and everyone who has helped out over the last year to make this conference a success!**

Special thanks to: The Berkman Center for Internet & Society, Harvard Law School, the MIT Media Lab, the One Laptop per Child association, the Open Society Institute, Schwartz PR, Walter Bender, Barry Vercoe, Felice Gardner and Nia Lewis, Vera Franz, Eugene Kim, Ross Mayfield, Brion VIBBER, the Eclipse Foundation, John Palfrey and Colin Maclay.

## Contact us

<http://wikimania2006.wikimedia.org>  
[wikimania-info@wikimedia.org](mailto:wikimania-info@wikimedia.org)

# Local Info

---

## Conference location:

The conference is located on the Harvard Law School campus, in Cambridge, Mass. On campus, the main conference building is Pound Hall. Registration and information are located here. The conference rooms are in Pound Hall and Austin Hall. Pound 100, 101, 102 and 107 are on the first floor of Pound; Ropes Gray, John Chipman Gray, and Pound 200, 201 and 202 are on the 2nd floor of Pound; and Pound 335 is on the 3rd floor. Ames Courtroom is in Austin Hall, a short walk from Pound Hall.

Lunch will be served in Ropes Gray daily.

Dorms are located in the Gropius Complex nearby.

## Transportation:

### T (subway) stops:

The MBTA or T (Massachusetts Bay Transportation Authority) runs the local public transportation system that includes the subways, commuter rail, buses and water taxis. The subway in Boston and Cambridge is called the "T". If you are trying to find a subway station, look for a big black letter T against a white background. Most Cambridge stops, including Harvard Square, are on the Red Line. Hours of operation are roughly 5:20 am to a little after midnight.

Harvard University is located on the subway's Red Line at Harvard Square station. Pound Hall, the main Wikimania venue, is located at 1563 Massachusetts Avenue, a few blocks north on Massachusetts Avenue from Harvard Square. Pound Hall is the large building on the right-hand (east) side of the street.

MIT is located a modest walk from the Kendall/MIT stop on the Red line.

The Red Line goes to or through many major points in Cambridge and Boston. Subway fare is \$1.25. Subway stations have booths where you can get change. It is easiest to have exact change available.

### Directions:

\* To get to Harvard Square station from Harvard Law School, travel south along Massachusetts Avenue. Cross Massachusetts Ave to pass the Cambridge Common. Go a few more blocks. Just past the intersection with Church Street is the first entrance to the Harvard Square subway

station. This entrance has stairs only. Further down and across Massachusetts Avenue is the main entrance to the Harvard Square subway station and bus terminal. An elevator and escalators are at this entrance. Harvard Square is about a half-mile from Harvard Law School.

+ To get to Harvard Law School from Harvard Square, go north on Massachusetts Avenue as you go north. The Law School is on the right. Several buildings along Massachusetts Avenue, however, do not belong to the Law School. Pound Hall is ahead on the right.

It is also possible to walk through the Harvard Law School yard and Harvard Yard to get to or from Harvard Square. Use the Johnson Gate.

### Busses:

Several bus stops are along Massachusetts Avenue near Harvard Law School going both toward Harvard Square and toward Porter Square. Bus fare is 90 cents. Buses require exact change, though many people give the driver \$1 and receive no change.

### Taxicabs:

There are several cab companies in the area, including:

<i>Yellow Cab</i>	617-547-3000
<i>Ambassador Brattle Cab</i>	617-492-1100
<i>Green Cab</i>	617-623-6000
<i>Union Taxi</i>	617-661-2500
<i>US Shuttle</i>	617-894-3100

### Parking:

Nearby parking is difficult to find and is primarily located at meters on Mass Ave. Another option is to park at one of the MBTA park and ride garages and take the subway from there. These often fill up on weekday mornings but are generally available over the weekend and cost \$5 per day.

### Local area:

There are numerous stores and restaurants in the Harvard Square area of Cambridge, including newsstands, drugstores (chemists), office supply and hardware stores. There is a 24-hour Kinko's (photocopies, printing, and



shipping) at 1 Mifflin Place; phone (617) 497-0125, Fax: (617) 497-1334. See the conference wiki (<http://wikimania2006.wikimedia.org/wiki/Information>) for more.

## Emergencies:

For medical and urgent emergencies, call “911” from any public pay phone or personal mobile phone to summon the police/fire department/ambulances. (Dial “9-911” from campus phones).

The Harvard University Police emergency number is 1-617-495-1212 (the non-emergency number is 1-617-495-1215).

For non-immediate emergencies, please see an information desk volunteer or conference organizer in room 201.

## Attendees party:

There will be a party for attendees on Saturday, Aug. 5th, from 7:30-11:30pm in the main gallery of the MIT museum, located on the MIT campus. This is located near the bars and pubs of Cambridge for those who want to stay out later.

The theme: Web 1.0 (remember life circa 1998?)

There will be live music, a business plan judging contest (bring your best 1.0 elevator pitch!) and the attractions of the museum: robots, holograms and more.

There will also be a cash bar for those 21 and older; please bring photo id.

## Getting there:

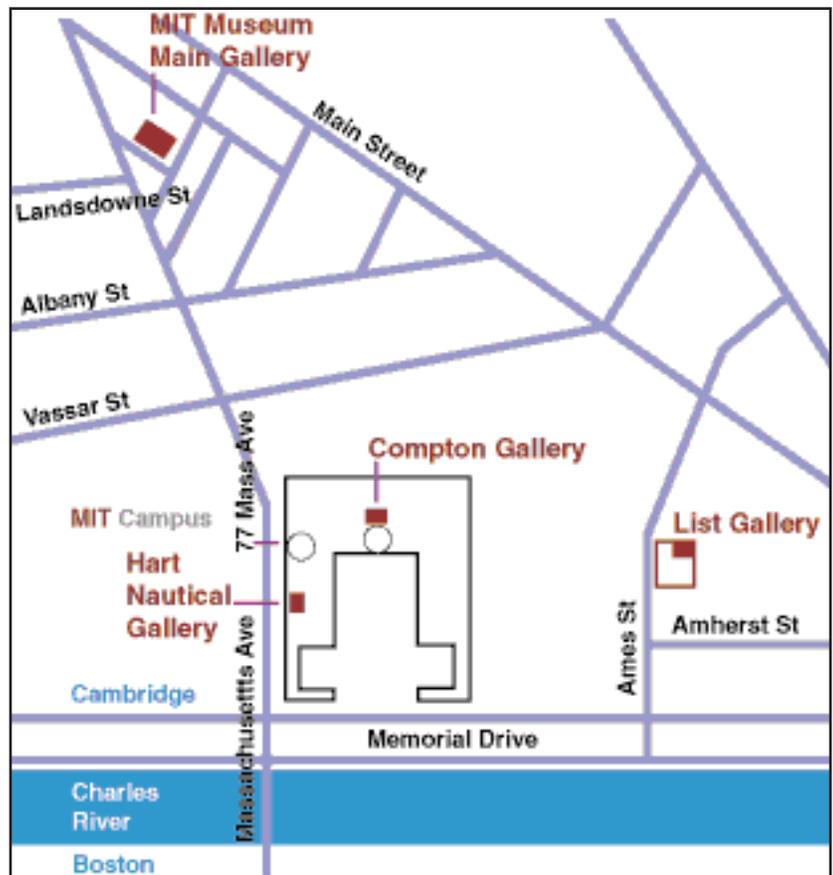
From the museum’s website: (<http://web.mit.edu/museum>):

“The main building of the MIT Museum is located at 265 Massachusetts Avenue near Central Square and the MIT Campus.

“To get there by subway, take the Red Line to either Central Square Station or Kendall Square/MIT Station—both are a short walk from the Museum.

From Central Square (approximately 10 min.), walk down Mass. Ave. toward Boston and the main MIT campus. The Museum is on the left at Front St.

From Kendall/MIT Station at the east end of campus (approximately 15 min.), walk down Main St., away from Boston, to Windsor St., turn left, take the second right onto Front St., and continue to the museum entrance.



# Schedules

For detailed session and room information, please see the schedule handout

## Friday, AUGUST 4TH

Time	Session
9:00-10:15	Welcome and Jimmy Wales plenary address
10:15-10:45	Break
10:45-12:00p	Session 1 — Presentations, workshops, BoFs
12:00-1:30p	Lunch
1:30p-2:30p	Plenary: Lawrence Lessig
2:30-2:45p	Break
2:45-3:30p	Session 2 — Presentations, workshops, BoFs
3:30-4:00p	Afternoon break
4:00-5:15p	Session 3 — Presentations, workshops, BoFs
5:15-5:30p	Break
5:30-7:00p	Wrap-up of day's sessions; Poster reception

## Saturday, AUGUST 5TH

Time	Session
9:00-9:15	Welcome, daily announcements, overview
9:15-9:30	Break
9:30-11:00	Session 4 — Presentations, workshops, BoFs
11:00-11:30	Break
11:30-12:30p	Plenary: Brewster Kahle
12:30-2:00p	Lunch, BoFs
2:00-3:00p	Session 5 — Presentations, workshops, BoFs
3:30-4:00p	Break
4:00-5:30p	Session 6 — Presentations, workshops, BoFs
5:30-5:45p	Break
5:45-6:00p	Wrap-up of day's sessions
Evening	Attendees Party

## Sunday, AUGUST 6TH

Time	Session
9:00-9:15	Welcome, daily announcements, overview
9:15-9:30	Break
9:30-11:00	Session 7 — Presentations, workshops, BoFs
11:00-11:30	Break
11:30-12:30p	Wikimedia Foundations Board q&a plenary
12:30-2:00p	Lunch, BoFs
2:00-3:15p	Session 8 — Presentations, workshops, BoFs
3:15-3:45p	Break
3:45-4:30p	Closing plenary
4:30-5:30p	Session and conference wrapup, awards gala



# Invited Speakers

---

**Yochai Benkler** is Professor of Law at Yale Law School. His research focuses on commons-based approaches to managing resources in networked environments. His publications include “*The Wealth of Networks: How Social Production Transforms Markets*” and “*Freedom and Coase’s Penguin, or Linux and the Nature of the Firm*”.

**Karen Christensen** is the CEO of Berkshire Publishing group, a reference work publisher known for specialty encyclopedias. Her primary responsibility is bringing together global teams and building relationships with experts and organizations around the world. Karen has also served as an encyclopedia editor; as coeditor on the “*Berkshire Encyclopedia of World Sport*” (June 2005) and “*Global Perspectives on the United States*” (three volumes, forthcoming), and as senior editor of the award-winning “*Encyclopedia of Community: From the village to the virtual world*” (Sage 2003). She is particularly interested in new technologies for social networking.

**Ward Cunningham** is best known as the inventor of the first wiki, which is called WikiWikiWeb, and one of the pioneers in patterns and Extreme Programming. He started programming WikiWikiWeb in 1994 and installed it on the Web site of his software consultancy Cunningham & Cunningham on March 25, 1995, as an add-on to the Portland Pattern Repository. He is currently Director of Committer Community Development at the Eclipse Foundation.

**Judith Donath** is associate professor of Media Arts and Sciences, Asahi Broadcasting Corporation Career Development Professor of Research in Education, and director of the Sociable Media Group at the MIT Media Lab. Her work focuses on the social side of computing, synthesizing knowledge from fields such as graphic design, urban studies and cognitive science to build innovative interfaces for online communities and virtual identities. She is known internationally for pioneering research in social visualization, interface design, and computer mediated interaction.

**Michael Eisen** is currently assistant professor of Molecular and Cell Biology at University of California, Berkeley. His academic research focuses on the evolution of gene regulation. Throughout his career he has been a forceful

advocate for open science - the free release of the material and intellectual product of the scientific research. He is a leading advocate of open access scientific publishing, and is co-Founder of Public Library of Science (PLOS). He serves on the PLOS board, and is an advisor to Science Commons.

**Rishab Aiyer Ghosh** first developed and sold free software in 1994. He switched from writing in C and assembly to English, and has been writing about the economics of free software and collaborative production since 1994. He is Founding International and Managing Editor of *First Monday*, the most widely read peer-reviewed on-line journal of the Internet, and Senior Researcher at the Maastricht Economic Research Institute on Innovation and Technology (MERIT) at the University of Maastricht and United Nations University, the Netherlands. In 2000 he coordinated the European Union -funded FLOSS project, the most comprehensive early study of free/libre/open source users and developers. He was a co-author and initial signatory to the Geneva Declaration on the Future of WIPO and involved in the early drafting of the Access To Knowledge (A2K) Treaty. In 2005, he published *CODE: Collaborative Ownership and the Digital Economy* with MIT Press. Ghosh was elected a board member of the Open Source Initiative, which maintains the Open Source Definition.

**Jim Giles** is a news and features editor for Nature magazine, and author of the much-discussed Nature News article which compared some of the scientific content of *Encyclopaedia Britannica* and Wikipedia, and found that the two encyclopedias were comparable in accuracy. Giles has worked as a news reporter at *Nature* for three years and spent two years as an editor beforehand. He writes about anything that comes his way, but tends to focus on topics where science overlaps with political, environmental or social factors. Before joining *Nature* Giles developed exhibitions for the Science Museum in London and studied for degrees in neuroscience and physics.



**Dan Gillmor** is a noted American technology writer and former columnist for the *San Jose Mercury News*. He was one of the leading chroniclers of the Silicon Valley dot com boom and its subsequent bust. Gillmor is also the author of a popular weblog, at <http://bayosphere.com/blog/dan-gillmor>, covering technology news and the Northern California technology business sector. Gillmor worked at the *Detroit Free Press* and the *Kansas City Times* before moving to the *San Jose Mercury News* in 1994. He left the *Mercury News* in January 2005 to work on a grassroots journalism project, called Bayosphere, launched in May 2005. He is also the author of a book, *We the Media*, published in August 2004, which chronicles how the Internet is helping independent journalists combat the consolidation of traditional media. He has released the book under a Creative Commons license.

**Brewster Kahle** is a digital Librarian and director and co-founder of the Internet Archive, which is now one of the largest digital archives in the world. Kahle has built technologies, companies and institutions to advance the goal of



universal access to all knowledge. After graduating from the Massachusetts Institute of Technology (MIT) in 1982, he helped found a supercomputer company, Thinking Machines, that built systems for searching large text collections. In 1989, he invented the internet's first publishing and distributed search system, WAIS (Wide Area Information Server). WAIS Inc. created the online presence for many of the world's largest publishers, and was purchased by America Online in 1995. In 1996, he co-founded Alexa Internet, which provides search and discovery services included in more than 90 per cent of web browsers, and was purchased by Amazon in 1999. He is a board member of the Electronic Frontier Foundation, and a plaintiff in *Kable v. Gonzales* (formerly *Kable v. Ashcroft*), which challenges recent copyright term extensions. He was selected as a member of the American Academy of Arts and Sciences in 2005, the AlwaysOn/Technorati Open Media 100 in 2005, the *Upside* 100 in 1997, the *Micro Times* 100 in 1996 and 1997, and the *Computer Week* 100 in 1995.

**Mitch Kapor** has been at the forefront of the information technology revolution for a generation as an entrepreneur, investor, social activist, and philanthropist. He is the founder of Lotus Development Corporation and the designer of Lotus 1-2-3, the “killer application” often credited with making the personal computer ubiquitous in the business world in the 1980s. With fellow digital rights activists John Perry Barlow and John Gilmore, he co-founded the Electronic Frontier Foundation in 1990, and served as its chairman until 1994. In 2001 Kapor founded the Open Source Applications Foundation. Kapor has been the Chair of the Mozilla Foundation since its inception in 2003. He founded the Mitchell Kapor Foundation to support his philanthropic interests in environmental health. He also co-founded and is on the board of the Level Playing Field Institute, a 501c(3) dedicated to fairness in education and workplaces. He is on the board of trustees of the Summer Science Program. Kapor is also member of the Board of Directors of Linden Lab, a San Francisco-based company which created the popular online game Second Life.

**Paul Kobasa** began his work life as an academic librarian before moving to scholarly publishing when he joined Greenwood Press (now the Greenwood Publishing Group, Westport CT) in 1977. At Greenwood, Kobasa worked successively as an indexer, production manager, acquisitions editor, and marketing manager. He drew on both his library and scholarly publishing experience when he joined the American Library Association (Chicago) in 1983 to head marketing operations for ALA's publishing division. In 1988 he was recruited by World Book to develop topical reference publications and has launched such successful publications as the World Book “Power Line” series of academic self-help publications, the *World Book Student Discovery Encyclopedia*, and *World Book's Biographical Encyclopedia of Scientists*. He also has been instrumental in the evolution of World Book's electronic publishing efforts, and now as World Book's vice-president, editorial and editor in chief, he is responsible for the content development and business management of World Book's print and electronic publications for the worldwide school-and-library and home-consumer markets.

**Lawrence Lessig** is a professor of law at Stanford University and founder of its Center for Internet and Society. He is also founder of the Creative Commons, and board member of the Free Software Foundation and the Electronic Frontier Foundation. Lessig is also on the board of directors of the Software Freedom Law Center, launched



in February 2005. He is the author of the book *Free Culture* and is associated with the movement of the same name. He is best known as a proponent of reduced legal restrictions on copyright, trademark and radio frequency spectrum, particularly in technology applications. In 2002, Lessig was awarded the FSF Award for the Advancement of Free Software from the Free Software Foundation. In 2006, Lessig was elected to the American Academy of Arts and Sciences.

**Erin McKean** is editor in chief of U.S. dictionaries for Oxford University Press. She is the editor of *Verbatim: The Language Quarterly* and the author of *Weird and Wonderful Words* and *More Weird and Wonderful Words*. McKean has a BA and an MA in Linguistics from the University of Chicago. While there, she worked as a volunteer at the Chicago Assyrian Dictionary. Before OUP, she spent eight years at Scott Foresman, where she worked on the Thorndike Barnhart children's dictionaries. McKean is a member of the American Dialect Society, the American Names Society, and Euralex and is a member of the board of the Dictionary Society of North America. Her publications include two papers in *Dictionaries*, the journal of the DSNA. She is a computer enthusiast and has given several presentations on SGML and XML to Chicago Webgrrls.

**Eben Moglen** is Professor of Law and History of Law at Columbia University, General Counsel for the Free Software Foundation and Chairman of the Software Freedom Law Center. He also serves as a director of the Public Patent Foundation. In 2003 he received the EFF Pioneer Award. In February 2005, he founded the Software Freedom Law Center. Moglen has published widely on copyright, internet law and free software.

**Jenny Preece** is an online community researcher and Professor and Dean at the College of Information Studies, U. of Maryland. After completing her Ph.D. in 1985 her research focused on information systems, computer-mediated communication, human-computer interaction, distance education, and online communities. Her current research is concerned with the design and management of online communities. She works with communities of practice, health, education, non-profit and knowledge communities. Preece's current research is concerned with sociability and usability in online communities. She focusses on three main research areas: (i) knowledge exchange, cross-cultural communication, empathy, trust, and etiquette online; (ii) why and how people participate, or do not participate; and (iii) heuristics and methods for developing, maintaining and evaluating online communities.

**Ben Shneiderman** is a Professor of Computer Science at the University of Maryland, College Park. He specializes in information visualization techniques and human-computer interaction research, including interface design. In addition to his influential work in user interface design, he is known for the co-invention (together with Isaac Nassi) of the Nassi-Shneiderman diagrams, a graphical representation of the design of structured software.



**Jimmy Wales** is an Internet entrepreneur and wiki enthusiast, and founder of the Wikipedia project. He is Chair of the Board of Trustees of the Wikimedia Foundation, president of Wikia, Inc. and a fellow of the Berkman Center for Internet and Society at Harvard Law School. In May 2006, Wales was named one of *Time magazine's* 100 most influential people. He is also on the Board of Directors of the Creative Commons.



**Jonathan Zittrain** holds the Chair in Internet Governance and Regulation at Oxford University and is a principal of the Oxford Internet Institute. He is also the Jack N. & Lillian R. Berkman Visiting Professor for Entrepreneurial Legal Studies at Harvard Law School, where he co-founded its Berkman Center for Internet & Society. His research interests include battles for control of digital property and content, cryptography, electronic privacy, the roles of intermediaries within Internet architecture, and the useful and unobtrusive deployment of technology in education. He has recently co-authored a study of Internet filtering by national governments, and is writing a book about the future of the now-intertwined Internet and PC. Papers may be found at <http://www.jz.org>.

**David Weinberger, Ph.D.** is co-author of *The Cluetrain Manifesto* and the author of *Small Pieces Loosely Joined*; he writes [www.JohnTheBlog](http://www.JohnTheBlog.com). He is a Fellow at the Harvard Berkman Center for Internet & Society. His work has appeared in many places, from *Wired* to *Harvard Business Review* to *TV Guide*. He is a commentator on NPR and is a columnist for *KMWorld* and *Il Sole 24 ore* (Italy's leading financial daily newspaper). As a marketing consultant he has worked with many companies, large and small. He has a Ph.D. in philosophy from the University of Toronto. His book *Everything Is Miscellaneous* about the ways in which the new principles of digital organization are transforming knowledge will be published by Times Books in winter 2007.



# Abstracts

---

More information may be found about all presentations at <http://wikimania2006.wikimedia.org/wiki/Proceedings:Index>.

## Encyclopedia or Cosmopedia? Collective Intelligence and Knowledge Technospaces

*Panagiota Alevizou, [Giota]*  
*University of Sussex*

“While the cosmopedia can be interpreted metaphorically as the ideal figure of knowledge, from a technical point of view, collective intellects are effectively capable of constructing their own cosmopedia” (Levy, 1998: 216). This paper is based on Levy’s posthumanist theorizing of cyberspace and hypertext to offer an analysis of wikis, and more specifically of Wikipedia. It will trace the emergence and evolution of Wikipedia in comparison with generic conventions of and ideological assumptions about encyclopaedia, to argue for the need to theorize the material and symbolic specificities, as well as the social and political properties and limits of this cultural form and medium for representing knowledge, emblematic of universally distributed and technologically enabled intelligence. It discusses a set of issues regarding: a. the aesthetic characteristics of wikipedia; b. its institutional structures within the contemporary media landscape; and c. its social, cultural and ideological significance.

## Subcultures and Wikipedia: Subcultural Capital in a Collaborative Writing Project

*Adriana Amaral*  
*Universidade Tuiuti do Paran , Brazil*

This paper is about the importance of Wikipedia in the context of subculture and post-subculture studies as an important and open source tool and niche-media that not only presents the origins of concepts and explanations about the aesthetic elements that determine what a subculture is but also is remediated and used by the participants of the specific subculture to disseminate their subcultural capital on the web. Wikipedia seems to be a rare case due to its collaborative writing, which allows the participants of an specific subculture to write and expose their way of thinking, alongside with researchers and scholars. For this paper, we’ve analyzed the role of some musical subcultures related to the post-punk and gothic subculture.

## Contribution Patterns among Active Wikipedians: Finding and Keeping Content Creators

*Seth Anthony*  
*Seth Ilys*  
*Colorado State University*

Wikipedia relies on strictly voluntary, uncompensated effort to supply the majority of its content. Consequently, Wikipedia and similar projects face the dual difficulties of acquiring and retaining productive content creators in spite of a number of obstacles. Based on both analysis of editing patterns and surveys of Wikipedians, we identify trends in Wikipedian “life cycles” and offer a more formal breakdown of hindrances and facilitators to productive content creation, with particular attention to the relative importance of factors that differ between Wikimedia projects and across the five-year history of Wikipedia.

## Intelpedia - Using MediaWiki to Share Information at Intel Corporation

*Josh Bancroft, John Minor*

Intelpedia is a MediaWiki created on the Intel corporate intranet. Launched as a “grassroots” project, it has been received with tremendous enthusiasm, growing to hundreds of articles and authors within weeks. Interesting questions regarding security and protecting intellectual property have been raised. See how Intel is dealing with the potential risk of such an open tool, as well as the benefits of sharing information so freely among a large, global, diverse workforce.

## Librariansque Birds of a Feather Session

*j Baumgart, [jkbaumga]*

Librarians, information scientists, archivists, information professionals, and people interested in these professions have lots of questions about Wikimedia Foundation projects, wikis, etc. They also have lots to share with each other and with the greater Wikimedia community. This session provides an open forum where people can come together to talk to each other about issues related to librarians, wikis, and Wikimedia Foundation projects.



## Tips for Conducting Research and Evaluating Information

*j Baumgart, [jkbbaumga]*

Do you ever try to search for that one fact that would finish an entry, but don't know where to go? Do you yearn to know more about a variety of sources? Do you find conflicting information in various sources and wonder what to believe? If you answered, "Yes!" to any of these questions, then this workshop is for you! We will discuss some basics about conducting research by sharing tips about using public records, people, business information, libraries, archives, databases, and the Internet to find information. We will even learn about some sources of images. Since knowing how to approach research can be almost as important as knowing what sources to use, we will learn about some strategies for conducting research. The workshop will also provide some guidelines for evaluating information and strive to inspire discussion among the participants about useful sources.

## Cross-wiki Policy and Features Discussion

*Angela Beesley*

This 45 minute "birds of a feather" discussion about cross-wiki policy and features will be of interest to all wiki editors, especially those with experience of editing multiple wikis, or those who have launched their own wikis. The topic itself is open for discussion and can be adapted to suit the interests of those who attend. One general topic this discussion will cover is wiki policies. We will look at how policies are applied across different wikis and whether the same policies work on different projects, or whether different communities have different needs that can not be met by another project's guidelines. Another focus of this discussion will be the features editors feel are needed for different wiki projects. Tips and techniques on how to manage, or be part of, a wiki community will be shared. We'll cover topics such as promoting your wiki, and attracting new users to it, as well as ways of dealing with vandalism, spam, and difficult users.

## Huru na Bure: Swahili Collaboration and the Future of African Languages on the Web

*Martin Benjamin*

The Kamusi Project Internet Living Swahili Dictionary is a collaborative web knowledge initiative that began in 1995. Participants contribute new terms and edit existing ones via user-friendly online lexicographic software developed by the project. An integrated online multimedia Swahili learning center is also under development. Unlike Wiki projects, all submissions must pass through editorial review before becoming public. The project is free for all users and is likely the most widely used African language resource on the Internet. This paper will describe the project's main technical features, discuss the advantages and disadvantages of the editorial oversight model, and discuss the needs, challenges, and opportunities for participatory open knowledge projects in the contemporary African context.

## The Wealth of Networks: How Social Production Transforms Markets and Freedom

*Yochai Benkler*

With the radical changes in information production that the Internet has introduced, we stand at an important moment of transition. The phenomenon Benkler describes as social production is reshaping markets, while at the same time offering new opportunities to enhance individual freedom, cultural diversity, political discourse, and justice. Alongside free and open source software, Wikipedia stands as a paradigmatic instance of these changes. But these results are by no means inevitable: a systematic campaign to protect the entrenched industrial information economy of the last century threatens the promise of today's emerging networked information environment. Benkler describes how patterns of information, knowledge, and cultural production are changing and shows that the way information and knowledge are made available can either limit or enlarge the ways people can create and express themselves.



## Fighting Vandalism with Vandalfighter

*Finne Boonen*

Every project has to deal with vandalism to some degree. For some projects, the number of changes can become so big that it is not possible to have all changes checked by individual users. Vandalfighter is an external program that tracks the recent changes. Vandalfighter's primary purpose is helping wikipedians fight vandalism. Vandalfighter combines the generic recent changes with collaborative vandalism fighting tools like project-specific vandalism-filters. The presentation at Wikimania 2006 will provide a short introduction to the existing vandalism-fighting tools, and will give a more in-depth look at what is possible using the vandal fighter tool. The Q&A will be used to share ideas and see how we can take vandalism-fighting to the next level.

## Diplopedia: Application of the Wiki Model for Collaborative Drafting in Foreign Affairs

*Chris Bronk*

*U.S. State department*

America's diplomats are tasked with sending from overseas embassies and consulates reports laden with added value beyond what may be read, seen, or heard in open sources by policymakers at home. To be effective, today's diplomat must convey a deeper understanding of his or her country than the international headlines. Recognizing that the Department of State's employees carry a tremendous amount of unique experience and knowledge with them as they rotate through overseas and domestic assignments, knowledge capture technologies are needed to collect and disseminate even a fraction of what is actually known. Wiki pages, which may be edited by any employee with demonstrable experience, offer a great deal of flexibility to a work force in constant motion. We do not seek to replicate the information contained within Wikipedia, but rather to answer "What are the issues for Embassy Quito?" or "What are the functions of the Bureau of Democracy, Human Rights, and Labor?" The Department of State's Office of eDiplomacy is now engaging in a pilot process to deploy an internal wiki space, entitled Diplopedia, to test the concept of a wiki as an institutional knowledge repository and information sharing tool.

## Perpetual Negotiation Machine: Wikipedia's Discursive Affordances for College Writing

**Instruction**

*Daniel Caeton*

*California State University, Fresno*

This paper seeks to engage an exigent question: what are the social and pedagogical implications of a writing space where the benefit of open access is offset by an anonymity which ineluctably impedes authorial accountability? Based on my student Emina's experiences and my own observations, I contend that the problematic of authorial erasure is mitigated in Wikipedia by its ingenuous deferment of textual completeness.

## Collecting Computer-Useable Knowledge from Volunteer Contributors

*Timothy Chklovski*

*Information Sciences Institute, University of Southern California*

A variety of emerging computer applications require large amounts of knowledge about the everyday world, encoded in a format accessible to computers. To collect such knowledge, one promising approach that we've been exploring is to turn to volunteer contributors. As in Wiki projects, the issues of reliability and objectivity of the contributed information often come up. This talk will present empirical data on the acceptability of the information collected. We will also present the mechanisms we have developed for ensuring quality of the data (validation by multiple contributors etc). In addition, the talk will overview design principles which we found useful for engaging contributors in the contribution process (immediate feedback, high contributor lists, etc).

## Reference Work Panel

*Karen Christensen*

Have you ever wondered how reference works such as encyclopedias or dictionaries are produced at the top 'traditional' publishing houses? How do editors find contributors? How do they verify the information that comes to them, and decide what content to leave in or out? In this panel, Karen Christensen, of Berkshire Publishing Group (a speciality encyclopedia publisher), Paul Kobasa of World Book, and Erin McKean of Oxford University Press dictionaries, will discuss their work as reference work editors and answer your questions.



## The Use of Wikis and Wikipedia in Dutch Education

*Jan-Bart De Vreede*  
*Kennisnet*

Kennisnet is the Dutch organisation which is responsible for promoting the use of Information and Communication Technology (ICT) in education. In the past year, we have started several wiki pilot projects within Dutch educational institutions. These pilots have been set up in cooperation with the Dutch Wikimedia chapter. This presentation will deal with our experiences using several different example projects. It will also try to identify critical succes factors for using Wiki(pedia) as an educational tool.

## Schrödinger's Wiki: The Quantum Challenge of Media Attention

*Betsy Devine*

In quantum mechanics, you can't observe a phenomenon without affecting it. When Wikipedia makes headline news, inbound waves of new visitors challenge the project. I will describe examples of two different challenges. First, the "Swiftboating" edit war (November/December, 2005) began when political bloggers linked to this article, criticizing its POV from both left and right. Within minutes, many new IP addresses were trying to edit the article, some expressing frustration with acts of vandalism. Second, Wikipedia's increasing use as a media source motivated anonymous edits by Congressional staffers, as investigated by WikiNews in January/February, 2006. I'll discuss some tools and metrics for each case, including ways to detect/recruit productive contributors. I hope the audience will also contribute new insights.

## Wikimedia Foundation: Building in Diversity

*Florence Devouard*  
*Wikimedia Foundation*

The early history of Wikipedia was characterized by much chaos and well-meaning strangeness. Wikipedia governance was conducted, effectively, by Jimmy Wales and Larry Sanger on the wiki, with the assistance of mailing list English-speaking participants, then later, with the help of a more international community. However, as the costs and popularity of Wikipedia rose, a general reluctance to display advertising on the site — together with a desire to reflect the spirit of openness and neu-

trality central to Wikipedia — suggested an alternative ownership model. Consequently, on June 20th, 2003 Jimbo announced the creation of the Wikimedia Foundation. All related assets (both in terms of intellectual property and computer hardware — two servers) were transferred or donated to the new organization. Finally, in January 2004, Jimmy Wales appointed Tim Shell and Michael Davis to the Board of Trustees of the Wikimedia Foundation. Then, in June 2004, an election was held for two user representative Board members. That much may be found on the internet. But what happened since June 2004? And what is planned next?

## Identity, Anonymity and the Wiki

*Judith Donath*  
*MIT Media lab*

Identity is very lightweight in most current wikis. Many allow anonymous editing; others request log-in, but do not authenticate the provided identity. In this talk I will discuss the pros and cons of different approaches to identity in a collaborative environment, including such issues as faceted vs. unified identities and how new interfaces that highlight author identity can be designed. Different approaches are best for different purposes; the goal of this talk is to stimulate thinking about the range of possibilities and to help system designers understand what is best for their particular situation.

## Free the Curriculum: Supporting Educators with Open Content

*Kevin Driscoll and Rob Lucas*

Each year thousands of teachers across the globe commit an act unthinkable to the software engineer: they work in parallel isolation, solving the same problems at the same time with little to no communication. Worse still, their solutions are often dropped into dusty filing cabinets never to be seen by another soul. In the US, new teachers feel unsupported while experienced teachers feel unrecognized. This isolation leads to stress, burn-out, attrition, and poor educational outcomes for students. To end this frustrating cycle, we need to build a tool that gives teachers a place to share lessons, offer feedback, and access the works of their peers. The successes of the free software movement and Wikipedia community provide models for the creation of an educators' commons. Collaborative development, open content, and rigorous

peer review nurtured the construction of a powerful operating system and comprehensive encyclopedia. Applied to the education community, these same principles can support the growth of a vast curriculum; diverse, freely available, and thoroughly documented. Previous attempts to connect teachers online have failed to find widespread acceptance. In this workshop, we will be identifying the teaching community's unique combination of needs and talents to design a tool for the open collaboration and sharing of teaching materials.

### **Wikis: Enabling Library Knowledgebases**

*Meredith Farkas, Norwich University*

*Mary Carmen Chimato, Stony Brook University*

*Ellyssa Kroski, Columbia University*

Institutional knowledge sharing is important to almost every organization. Librarians, like most professionals, have diverse skills and knowledge. Unfortunately, we're not always good at sharing that knowledge with our colleagues. Wikis are the ultimate tool for creating a knowledge repository to benefit the entire community — whether that community is a project group, an organization or the entire profession. The three presenters are librarians who are using wikis to collect knowledge from individuals in order to benefit a larger group. The presenters will discuss the development of their wikis, how they encourage people to contribute, and lessons learned.

### **Research about Wikimedia: A Workshop**

*James Forrester*

A workshop for those interested in carrying out research about the various Wikimedia projects, the content and the various processes of its production. Bring ideas about research projects and techniques.

### **Plans not maps! Wikiplan - collaborative geographical map building system**

*Piotr Gawrysiak*

While Wikipedia is regarded currently as The Encyclopedia, many areas of human knowledge still remain outside of its scope. Geographical maps constitute a fine example. Almost all existing services (such as Google maps) contain proprietary data. The data itself seems to be well suited to wiki-style integration. Finally, maps are useful. In short - an ideal situation to be remedied by a community driven, collaborative effort, yet existing

wiki mapping projects seem to be struggling instead of flourishing! I argue that the main reason is lack of proper tools. Instead of creating an accurate GIS mapping tool for Wikipedia, we need a tool for drawing rough plans - that does not have to be geographically accurate or compatible with GPS file formats, but must be fast, easy to use for anyone and anywhere and must provide collaboration and control infrastructure essential for Wikipedia growth. Such a tool - named Wikiplan - is currently being developed at the Warsaw University of Technology. Wikiplan is a system that can be used to collaboratively create vector diagrams, especially plans of cities. It does not require Java - it uses AJAX and SVG. It does not require accuracy. Finally, it is open source and designed for easy integration with MediaWiki.

### **Comparing Wikipedia and Britannica: The Story behind Nature's Encyclopaedia Story**

*Jim Giles*

Last December, Nature magazine published a news article (<http://www.nature.com/nature/journal/v438/n7070/full/438900a.html>) that compared the accuracy of science articles in Wikipedia and Encyclopaedia Britannica. The difference was surprisingly small: expert reviewers identified an average of around four errors in each Wikipedia entry, compared with three per entry in Britannica. The story provoked a great deal of debate and, in March, a strongly-worded attack and demand for retraction from Britannica. This talk will describe the motivation and methodology behind the story and answer Britannica's key criticisms. I will also discuss the strengths and weaknesses of our investigation, the media response to it and possible strategies for future evaluations of Wikipedia content.

### **Wikibooks, Webquests and Wikipedia: Tools for Teachers and Learners**

*Salvor Gissurardottir*

This paper explores how educators can use Wikibooks.org and Wikipedia.org when creating constructivist learning environments on the Web. Educators can design Wikibooks that link together Wikipedia articles and include student-centered and authentic inquiry-based learning tasks. These learning tasks could be Webquests. A WebQuest is a model to teach with the web that was developed in early 1995 at San Diego State University by Bernie Dodge with Tom March. A Webquest is an in-



quiry oriented activity in which some or all of the information that learners interact with comes from resources on the internet. Open content such as Webquests as part of a Wikibook can make the writing and updating of a Webquest a collaborative process for teachers and can also make it possible for learners to interact with the task - rewriting it or making changes such as adding links to resources, maintaining links collections, providing tips and messages and adding their own findings/solutions to problems thus changing the task for future learners traveling on the same learning path.

### **The Process of Requests for Adminship on the English Wikipedia: Role of Trust in an Open System**

*Srinivas Gunta*

The importance of trust is increasingly being stressed in the literature on organizations. Systems built on open source are increasingly being scrutinized to see what binds them together. Trust is believed to be a primary adhesive in these systems. This study attempts to document the process, called RfA, in which administrator status is given to editors on the English Wikipedia, the most visited of all the sites run by the Wikimedia foundation. It looks at the various ways in which trust plays out in the RfA process, the strengths of such a system, the possible pitfalls and the implications for the system. The wider implications for open source projects are touched upon. This would also help in a proper positioning and categorization of open source projects such as the English Wikipedia between diverse innovative models like the private model and the collective model. On a much broader plane, the presentation, by building on the study of the RfA process, will inform theories on trust and other possible avenues for research.

### **200 years of Collaborative Ownership: From Open Source Steam Engines to Free Genetics, Linux and Wikipedia**

*Rishab Ghosh*

The phenomenal recent popularity of Wikipedia and the success even in commerce of Linux, Apache and other free software seems incredibly new, even revolutionary. Yet the collaborative creation of knowledge has gone on for as long as humans have been able to communicate. I look at the collaborative model of creativity -- with examples ranging from collective ownership in in-

igenous societies to free software, academic science, and the human genome project -- and finds it an alternative to proprietary frameworks for creativity based on strong intellectual property rights. I start with the example of the late 18th century steam engines, where the battle between patent-protected monopolists and collaborative community development bears a striking resemblance to today's discussion around software. I look at why collaborative ownership works, show data on why people write free software, and how collaborative communities self-organise to form sustainable governance structures. I discuss how these methods can be applied to Wikipedia, and how a reputation network can help manage the trust needed for collaborative work.

### **Transitioning to a Wiki: The wikiHow Experience**

*Jack Herrick*

*WikiHow*

wikiHow is a collaborative writing project aiming to build the world's largest how-to manual. Our mission is to provide useful instructions to help people solve the problems of everyday life. When the site launched in January 2005 it initially attracted only 2500 readers in the first month, but it has grown very quickly since then. It now receives over 1.1 million unique readers per month, potentially making it one of the widely read wikis outside the Wikimedia websites. wikiHow was born out of eHow, which is a large professionally written and edited website with proprietary copyright policies. How is it possible to build a wiki from such a site?

### **Toward a Definition of Freedom**

*Benjamin Mako Hill*

*MIT Media Lab, Ubuntu*

The free knowledge, access to information, and free culture projects are frequently compared to the free and open source movements. Both groups share a similar critique of intellectual property, a similar goal of more freedom and access to information and a similar set of legal instruments (i.e., licenses) through which they attempt to achieve these goals. However, through its emphasis on licenses and legal, many in the free knowledge community have neglected the fact that it is not Richard Stallman's famous GNU General Public License that forms, "the constitution of the free software movement," but rather his Free Software Definition (FSD). While the free knowledge movement, and Creative Commons in

particular, calls for “some rights reserved,” the FSD defined free software as software that respects the four essential and unreservable freedoms to use, modify, share, and collaborate without restrictions. To date, there exists no similar definition of freedom at the core of any free content or free expression movement. On May 1st, the authors of this paper and others in the free information community (including Lawrence Lessig and Richard Stallman) will invite the Wikipedia community and rest of the free knowledge world to collaborate -- through a wiki -- to draft a Free Content and Expression Definition that aims to form the core of a new freedom movement. This presentation will argue for the need and justification of such a document, present and justify a text, and describe the process and future of such a definition.

### **Why WYSIWIKI?: Lowering the Barriers to Wiki Use in Heterogeneous User Environments**

*Darniet Jennings*

The proportion of wiki use in corporate settings has grown substantially in the last few years. However, there have been difficulties noted in wiki deployments beyond the early adopter, technically savvy audiences within large organizations. Business processes of significant complexity typically span multiple functional roles, and this implies a need to offer wiki technology for robust content creation accessible to users of widely varying technical skill. For the heterogeneous user populations found in large corporate environments, this difficulty is often exacerbated by the need to incorporate users of limited technical proficiency. This discussion will address the pros and cons of a full WYSIWYG integration into a MediaWiki installation, along with development drivers and use cases.

### **Universal access to all knowledge**

*Brewster Kahle*

*Internet Archive*

The goal of universal access to our cultural heritage is within our grasp. With current digital technology we can build comprehensive collections, and with digital networks we can make these available to students and scholars all over the world. A current challenge is establishing the roles, rights, and responsibilities of our libraries and archives in providing public access to this information. Another current issue will be whether the services will be primarily commercial therefore making the next generation library system a proprietary rather than public one. With these roles defined, our institutions will help fulfill this epic opportunity of our digital age.

### **I'd Like to Have an Argument: Inspiration from the Wikipedia about Collaborative Advocacy and Politics**

*Mitch Kapor*

Is there life beyond NPOV? This talk will be a speculative exploration about using collaborative and community-building techniques inspired by the Wikipedia to social problems such as global warming, America's role in the world, and growing gap between have's and have-not's, not only to discern what is the case (Wikipedia does a good job!), but to help the process of democratic deliberation of choosing a future. In other words, it's not only about facts, but values as well.

### **More than “Just the facts, ma'am [or sir]”: Accuracy and impartiality in crafting an encyclopedia article**

*Paul Kobasa*

To paraphrase something probably not spoken by Thomas Jefferson, “The price of accuracy is eternal vigilance.” Apart from data we expect will change—population figures and the like—other data may not change but their interpretation may be elaborated. Theories are proved or disproved, and information accretes around them in the process. Systematically capturing, validating, and incorporating such organic growth is a further aspect of maintaining accuracy in general reference material.



## Wikimedia projects as a teaching tool

*Piotr Konieczny*

Wikis are a very versatile tool and are increasingly finding applications in teaching. Wikipedia is no exception, as Wikipedia:School and university projects and Wikiversity projects are just at the beginning of their career, being roughly where Wikipedia was in 2002. Wikipedia can be used for various assignments and various groups: for example, students can be asked to reference an unreferenced article, improve the English language of a poorly written one, translate an article between various Wikis or create a completely new, encyclopedic article for their project. One of the most important benefits of having students edit the Wiki is that they realize they and everybody else will benefit from their efforts. An incredible amount of creativity is wasted around the world when students' papers are discarded after being graded. By submitting their work to Wiki not only will the students be able to access it from any place, any time, but it will benefit - and be improved upon - by the entire world.

## Using Wikipedia's Knowledge in Your Applications (workshop)

*Markus Krötzsch*

*Denny Vrandečić*

*Max Völkel*

In this workshop we offer application and website developers an introduction to technologies that help unleash the knowledge in a Semantic Mediawiki for their own tools. This includes a short introduction to Semantic Web technologies, presentation of basic technologies to use with the Semantic Mediawiki extension, source code and demonstrations. The workshop participants will be invited to take part in a hands-on session and we close with time for questions.

In order to take the most out of this workshop, workshop attendees should bring along some knowledge in programming. They do not need any knowledge of Semantic Web technologies, as we will offer basic introductory material. Often, Semantic Web technologies are derided as complicated and hard to understand, but we claim — and will demonstrate in this tutorial — that using the Semantic Web is easier than thought. Some knowledge of XML technologies will be helpful, but is not mandatory for understanding.

We aim to keep the tutorial as (programming) language independent as possible. The languages used in the exam-

ples in the tutorial will be Python, Java and PHP, but the techniques described can be easily used also with other languages, like C, C++, Javascript, Lisp, Perl, Ruby, and many others.

## Enterprise MediaWiki

*Rob Lanphier*

This is an informal roundtable for people of all stripes interested in MediaWiki for “behind the firewall” usage. Though not designed for enterprise use, there are many features of MediaWiki that make it useful as an enterprise tool, including user familiarity (at least among people that edit Wikipedia as a hobby), sophisticated markup, high performance and ease of installation. On-topic discussion will include LDAP integration, access control, and integration with other enterprise software, but not limited to those topics. Please come prepared to informally discuss your use of MediaWiki in the enterprise.

## Sins of omission? An exploratory evaluation of Wikipedia's topical coverage

*Derek Lackaff, Alexander Halavits*

The ‘reliability’ and ‘credibility’ of Wikipedia are issues of popular interest and concern. Much of Wikipedia's recent media attention has been the result of errors of commission, where factually inaccurate information has been deliberately placed in articles, or relevant information was deleted from articles. Wikipedia's open and distributed editorial structure may serve to ameliorate this type of error, but introduces the potential for a second type or error: errors of omission. While some topics, such as the fictional Harry Potter universe, may be covered in extraordinary detail (over 300 articles), other topics, such as geriatrics, are addressed by only a handful of entries (14 articles). As an exploratory effort, we compare three topical knowledge domains on Wikipedia — poetry, physics, and linguistics — with published encyclopedic treatments. While these fields are chosen for convenience, and may not represent a true sample, they should indicate similar relationships in other scholarly fields. We do not compare the content of these articles, but rather the degree of coincidental topical coverage between traditional academic encyclopedias and Wikipedia.



## **Organizational uses of wiki technology (panel)**

*Karim Lakhani, Ned Gulley, Michael Idinopulos, Matthew*

*Mahoney, Andrew McAfee*

This panel will discuss the challenges and opportunities for using Wikis inside organizations. The panelists will discuss how wikis are being used as tools for knowledge creation and management as well as for organizational coordination in industries as diverse as software development, management consulting, retail and manufacturing. The panelists will use examples of successful and failed efforts of wiki use inside of organizations to develop an understanding of the drivers behind successful wiki usage. Issues regarding technological infrastructure (or how to get traditional IT departments to accept wiki technology), work flow integration (how to make wikis a part of the organization's work practices) and cultural acceptance (what types of organizational cultures are open to wikis) will also be discussed. All the panelists have experience building, deploying and using wiki technology inside of organizations.

## **The Ethics of the Free Culture Movement**

*Lawrence Lessig*

*Stanford University*

## **Disambiguation: the key to information architecture?**

*Chris Luer*

We argue that disambiguation is key to many problems in information access. The effectiveness of different disambiguation techniques in Wikipedia varies; for example, disambiguation of historical rulers is rather effective (George I of Great Britain), while disambiguation of other persons is problematic (John Taylor). We survey the disambiguation techniques used in different scientific and scholarly domains and in different types of reference works, and classify disambiguation techniques for use in Web-based applications such as wikis. Implications for Semantic Wiki projects are discussed. Genealogy wikis are presented as a case study; these are wikis with a potentially very large size and high needs for disambiguation due to the large numbers of people sharing similar names. We conclude that proper disambiguation is essential for the success of a large wiki, but is hard to realize without intelligent tool support.

## **Trust and Wikipedia — the roles of social capitals in participatory knowledge production**

*Cathy Ma*

More than just the effort of volunteers alone, Wikipedia is perhaps a product of trust, made possible by the open wiki structure, copyleft movements, and the emergence of social capital online. Four important elements of trust in Wikipedia are vital to its development: Trust in the participants; Participants' trust in the project; Public trust in Wikipedia's credibility; State trust in Wikipedia. As Wikipedia picks up momentum (now becoming one of the top 40 sites as counted by Alexa) increasingly Wikipedia is facing several crises that threaten the four types of trust on which it was founded. This paper aims to explore the kinds of social capital that exist on Wikipedia and to provide a trajectory of incidents which potentially threatens to deplete this social capital.

## **Consensus as a governing principle: Does consensus scale?**

*Kelly Martin*

A discussion on the difficulties faced by large projects (e.g. English Wikipedia, Deutsche Wikipedia) in trying to use "consensus" as a governing principle in managing the community. Is the trend to interpret "consensus" as a requirement for a supermajority of those expressing an opinion healthy? Should major policy decisions be made by all interested persons or by selected leadership? Does the lack of an explicit social hierarchy lead to cabalism? What can be done about this? What should be done about this?

## **Practical (and Annoying) Problems in Dictionary Compiling**

*Erin McKean*

J.R. Hulbert once wrote "I know of no more enjoyable intellectual activity than working on a dictionary," and most professional lexicographers agree with his statement. However, even though lexicography is, in the main, enjoyable, there are still plenty of niggling and annoying problems, solvable and un-, involved in producing dictionary content. Considering various problems in commercial, semi-commercial, and wiki-style lexicography, we'll discuss possible solutions, workarounds, and whether some problems are better confronted head-on or just ignored (in the hopes they'll just go away).



## **Does Liability Enhance Credibility?: A Wiki Role for Section 230 [part of Section 230 panel]**

*Olivera Medenica and Kaiser Wabab*

This paper examines the role that legal liability could play in the development of Wiki driven platforms such as Wikipedia. We address the relationship between internet intermediaries, collaborative editing, and the 1996 Communication Decency Act's Section 230 ("Section 230"). We propose limiting Section 230 and that Wikis should: (1) address potential liability for user-provided content; and (2) impose mandatory rules of conduct for registered Wiki users. Section 230 provides that an internet intermediary will not be held liable for information posted by a user. Wikis benefit by remaining liability free from posting and edits of its users. We examine Wikis and their success in light of Section 230 and the legislative intent underpinning the current liability model. We conclude that Section 230 and current Wiki policies do not provide the best paradigm for the long run. Section 230 should be modified to include: (1) limited liability for internet intermediaries by providing a statutory cap on damages; (2) a safe harbor provision similar to DMCA's OCILLA provisions, and (3) a public defense fund as insurance against unwarranted liability.

## **Unsupported Assertions: An Analysis of Criticism of Wikipedia**

*Elijah Meeks, [elijahmeeks]*

The focus of the paper is on the criticisms leveled at Wikipedia in the press and academia. Specifically, it looks at the motivations of those criticisms -- epistemological, territorial, authorial and otherwise—and their merit. It offers possible solutions for some of the criticism, specifically that of the accuracy and credibility of the articles through utilization of proven peer-review techniques, while analyzing the motivation for what appears to be unsupported or uncharitable criticism of Wikipedia for research and general use.

## **Defining WiktionaryZ**

*Betsy Megas [Dvortygirl]*

This presentation will provide a brief introduction to WiktionaryZ, the next generation Wiktionary. WiktionaryZ aims to bring all different language Wiktionaries into one project. Besides cutting down on translation effort that is currently duplicated across separate Wiktionary projects, WiktionaryZ will link translations to meanings

rather than words, so that content can be displayed in any combination of languages set by the user. Because it will be based on a relational database structure, the content will also be much more accessible by software for use in derivative works and across wikis. Thus, projects like Commons could use the translation data to index images across languages.

## **Wiktionary: Nuts and bolts, bells and whistles**

*Betsy Megas [Dvortygirl]*

This workshop explores the different elements of a good dictionary. In a multimedia environment where space is not limited, a wider variety of information can join traditional dictionary content such as definition, pronunciation and etymology. For instance, Wiktionary already includes translations, audio, images and other matter not found in print dictionaries. An electronic dictionary may also contain citations, anagrams, synonyms, antonyms, categories, regional variations, and rhymes, where a paper one could not. The workshop will lead participants through creation of these elements in the context of an electronic dictionary and consider the purpose of each element.

## **Differentiation of authentication regimes to prevent more vandalism**

*Gerald Meijssen*

This presentation will focus on the authentication methods for the data layer. What I want to propose is differentiating in the way authentication of our users happen depending on the origin of the user. There are large areas of the Internet where people have a stable IP address. In other places even countries there is no such thing. By differentiating the origin of a user you can have different authentication requirements in place.



## All the world's a wiki: how Barcamp was planned in 6 days using a wiki, IM, IRC, blogs and word of mouth

*Chris Messina*

Barcamp is the wiki of events. Organized by the participants themselves, each camp reflects the flavor of local community and gives an equal voice to all those who attend. In this panel, I would like to discuss how the Barcamp wiki was used to organize the original Barcamp and how it has since then been used to fuel an international movement of camps, traveling from Palo Alto to Ireland to Amsterdam and hitting India, Korea and over 30 other locations in its brief existence. Barcamp represents a radical shift in event organizing models, the power of open and transparent systems for learning and sharing knowledge as well as a tool for galvanizing both on and offline communities

## Wikidata: Creating the structured wiki

*Erik Möller, [Eloquence]*

Since mid-2005, a development effort is underway to add support for rich relational data to MediaWiki. This effort is known as “Wikidata”. The basic underlying notion is to apply all the concepts of a regular wiki engine to a complex relational database consisting of multiple tables with typical relations (one-to-many, many-to-many, etc.) between them. In this model, Wikidata is a framework that makes simple structural additions simple for regular wiki site administrators, and complex things possible for wiki developers. This presentation will demonstrate three existing prototypes of Wikidata applications from a user’s point of view: WiktionaryZ, WikiAuthors, and (tentatively) Structured Wikinews.

## Title forthcoming

*Eben Moglen*

## Section 230: At the gates between liability for harmful speech and Wikipedia (Ken Myers)

*Ken Myers, Olivera Medenica, Kaiser Wahab, Jonathan Zittrain*

The panel seeks to explore the current and future role of Section 230 in the context of harmful speech disseminated over Wikipedia. To date, § 230 has provided a broad and robust shield from gatekeeper liability for passive and not-so-passive information intermediaries.

Does Wikipedia qualify for immunity? Panelist Myers will (1) introduce the basic elements that the Wikimedia Foundation must establish to benefit from § 230(c)(1) immunity, (2) offer a taxonomy of analytical approaches to its application, and (3) explore ambiguities relevant to that application in light of Wikipedia’s unique facts. The broad judicial interpretation of § 230(c)(1) and the more plausible resolution of the ambiguities suggest that the Foundation should be immune under the current legal framework.

But is this all-or-nothing — and mostly nothing giving the breadth of the immunity — framework the best, for Wikipedia and for society in general? Panelists Medenica and Wahab suggest not, and recommend that § 230 should be modified to include (1) limited liability for internet intermediaries by providing a statutory cap on damages; (2) a safe harbor provision, including a notice and take-down provision for allegedly infringing or defamatory material; and (3) a public internet intermediary defense fund as insurance against unwarranted liability.

Other panelists will present their views and suggestions with respect to the appropriate scope of § 230’s immunity and whether it should preempt gatekeeper liability for Internet entities such as Wikipedia.

## Wiki in the sub-continent

*Hari Nadig*

Rapidly improving infrastructure and ICT have been inducing more and more Internet users in India and many users now have easier access to the Internet than before. Over 1 billion people, 1/6th of world’s population reside in India. There are 22 Official languages in India, along with rich cultural diversity. In a democratic nation that is currently experiencing rapid penetration of Internet access, there is a huge potential for free knowledge sources. This presentation aims to highlight the significance of Wikipedia and other Wikimedia projects in the sub-continent and to present scenarios of these projects; the rapid growth of Internet; the digital divide that exists



in this transition time; the barriers in language computing that affect projects in different Indian languages and how communities are responding to these scenarios.

### **What can Wikipedia learn from Open Source Software Development? (panel)**

*Siobhan O'Mahoney, Kevin Crowston, Joel West*

Fans and critics of Wikipedia alike have compared its open collaborative process to open source software development. Both communities maintain transparent development processes and both produce publicly available, free content. However, differences remain. Most contributors to open source software projects are identifiable, which is not necessarily true for Wikipedia. Unlike software, a wiki based encyclopedia is less dependent upon architectural decisions. However, both types of communities share a similar challenge: managing 'the boundary of an open project'. How can open communities devoted to collaborative production manage growth and improve the quality of contributions, while maintaining open boundaries? The scholars on this panel have all researched how open source communities have wrestled with socializing new members to project norms and developing governance systems that can support open and democratic processes. This panel draws upon their work to identify how Wikipedia and open source development projects compare. The panel focuses on the lessons from open source software that are relevant to Wikipedia. Our goal is to identify principles that can simultaneously foster growth, quality and openness.

### **A Tale of Two Wikis: Techniques for building, managing and promoting collaborative communities**

*Laurence Parry [GreenReaper]*

The spread of wiki technology combined with Wikipedia's restricted goals has led to the creation of separate wikis devoted to diverse communities. Many do not reach their full potential through a lack of focus or leadership; others fail to attract stable contributors due to inadequate policies or promotion. This situation can be improved. Variations in topic, audience, and technical ability demand differing approaches when building and managing wiki communities. I show community solutions to issues arising from policy decisions, such as the inclusion of information on community members, and describe approaches to disruption, including legal threats, proxy at-

tacks, and influxes of visitors — and vandals — from popular websites. I discuss the variable applicability of Wikipedia's policies, as well as effective methods of on-line and offline promotion, recruiting, advertising, and monitoring of visitors and contributors. I outline effective uses of featured material on the front pages in driving regular contributions and traffic, and note the importance of personal leadership and delegation. I conclude that a respected community reference site can be created within half a year.

### **A Question-and-answer session with the English Wikipedia Arbitration Committee**

*Mark Pellegrini [Raul654], James Forrester [jdforrester], Kelly Martin, Kat Walsh [mindspillage]*

### **Language and cultural barriers and challenges to Wikipedia**

*Raghavendra Pramod*

There are nearly 200 language editions of Wikipedia, of which 130 are active and 14 editions have more than 50,000 articles each. Nearly 12 languages of those 14 language editions are spoken in Europe and 13 of them are spoken mainly in developed countries. This Bird of a feather session aims to discover reasons, beyond the obvious of limited access to technology & poverty, for this disparity and discuss means and methods, to correct the same. It also aims to bring together Wikipedia contributors from various languages and cultures to share their experiences and difficulties (technical, social and cultural) in contributing to Wikipedia. Participants could share how improvements in language technologies, like Unicode for instance, are affecting creation of content. They could share the average profile of contributors, how they are responding to the Wikipedia culture of openness and sharing, which could be more open than the society they live in and provide an insight into, how Wikipedia's policies get interpreted and applied. Finally, participants could discuss alternative methods to distribute content and efforts to bring in more participants, especially outside, the stereotypical technically savvy contributors.



## **Title forthcoming**

*Jenny Preece*

## **Wiki and open content travel guides: past, present, future**

*Evan Promodou, Wikitravel*

Travel guidebooks are functional reference works that provide critical information for people on the road. I will discuss the importance of an Open Content model for travel guides, and contrast this genre of work with other references. I'll review the history of Open Content travel guides and discuss the creation of the two main successful projects, Wikitravel and World66, and the importance of wiki technique to those projects. I'll cover the challenges that the two projects have faced in their 3 years of development, focusing on the difficulties presented by applying Open Content wiki methods to travel. I'll further cover the partnership between the two sites announced in April of 2006, the commercial development of the travel wiki space, and what that has meant for the communities and the content they produce. Finally, I'll discuss what this partnership will mean for the two sites in the future, and what technological and community developments can be expected for Wikitravel and World66 in the coming year.

## **Wiki uses in learning and teaching (panel)**

*Sheizaf Rafaeli, Dani Ben-Zvi, Yael Kali, Gilad Ravid, Edna Tal-ElHasid, Andrea Forte*

Representatives from five universities will discuss their groups' respective teaching and learning Wikis. The group assembled here represents several divergent approaches and projects to harnessing the collaborative and open-source nature of Wikis to the tasks of teaching, educating inquiry and training. We will discuss and compare Wiki projects that cover diverse methods and content fields. Projects include secondary, undergraduate, and graduate level courses. Systems we describe address groups varying in size from roughly a dozen to hundreds of students. We created and now study widely different implementations of Wiki usage in education that reflect a variety of instructional approaches. In all of the projects we have completed at least one cycle of use, and can therefore report on outcomes that include user feedback, reactions and satisfaction; impact on learning; impact on grade; non-obtrusive measures of usage patterns; and external measures of quality of the content generated and pre-

served. We wish to use this panel to share lessons learned and discuss a variety of usage modes, in search of "best practice" models as well as share lessons learned that apply to future modifications and additions to the code.

## **Is the Wikipedia Neutral?**

*Joseph Reagle [reagle]*

Claims of neutrality and accusations of bias are common themes of contemporary discourse about the media government education and technology. In this presentation I extend earlier work on the collaborative culture of Wikipedia (an on-line and free encyclopedia) to specifically focus on the fundamental but often misunderstood notion of neutrality. This presentation is inspired by earlier debates on neutrality of technical standards, literature on bias in technical systems, my present fascination with this Wikipedia norm and a change in my belief that while an important concept, the label of neutrality was an unfortunate coinage in the Wikipedia context.

## **Using Wiki Systems as Information Back-Ends for E-Learning Applications**

*Silvan Reinhold*

*Department of Computer Graphics, J. W. Goethe University*

This paper reviews the use of Wikis as information systems in an educational environment, where existing applications are already employed to supplement a classroom by offering structured multimedia learning materials and online courses to the students, but an additional Wiki is used by the students for collaborative, editorial work on class-relevant topics and articles. A concept is proposed to integrate such a Wiki system in a way that students may use its familiar Web interface to provide additional content in the form of a glossary or dictionary, while allowing the existing applications to dynamically access and present its content on-the-fly and context-sensitively. Based on this concept, an architecture and prototypical implementation are presented, allowing Web applications access to live and off-line Wiki content through an abstract application layer.



## **Semapedia.org - An internet of things**

*Alexis Rondeau [AkaAlias], Stan Wiechers*

Our goal is to connect the knowledge from Wikipedia with relevant places and things in physical space. As a community we invite you to take part and hyperlink your world with information that matters. The workshop will demonstrate how Semapedia works and how you can distribute knowledge using cell-phone readable physical hyperlinks yourself. In addition to the workshop we will go for a tagging session to try out the system in real-life.

## **WYSIWIKI - Questioning WISIWIG in the Internet Age**

*Christoph Sauer [csauer]*

*Heilbronn University*

There is a long standing controversial discussion on whether to keep wiki markup or to move to WYSIWYG editors. This talk explores this discussion. It presents the pros and cons of wiki markup, and shows why wiki markup is useful to keep as part of a grammar for online cooperation. It states that WYSIWYG in the internet age is not useful anymore. Still many users consider the current way of editing a wiki old fashioned and demand a modern way of editing pages. This talk shows a way out of the dilemma by defining the term WYSIWiki (What You See Is Wiki). It presents a proof of concept editor called "WikiWizard" that implements this new concept using elements of advanced markup highlighting and wizard dialogs to ease wiki editing.

## **Observations From The Bridge: Why Wikipedia Is So Attractive**

*Alex Schenck [linuxbeak]*

*New England Institute of Technology*

Like virtually any other major project, Wikipedia's success is not an accident. There are reasons why Wikipedia has evolved from the brainchild of a few to a major Internet and social phenomenon. The project itself is built upon a foundation of values and practices that encourage a healthy and dynamic environment perfect for an academically-sound encyclopedia. This presentation, given by English Wikipedia bureaucrat Alex Schenck, highlights the driving forces behind Wikipedia's popularity with both its editors and the public. Questions such as "why do editors stay with the project" and "what drives people to edit Wikipedia in the first place" are answered by Wikipedians themselves. In addition, this presentation

will offer insightful suggestions for how Wikipedia could be combined with other existing practices that may further increase Wikipedia's attractiveness to potential editors and readers.

## **Copyright basis and Wikipedia: A workshop**

*Jean-Baptiste Soufron [Soufron]*

This workshop is intended to help people to understand the vary basic copyright rules to know when publishing on Wikipedia.

## **Creating a Wiki Based Political Party (BoF)**

*Kasper Souren [guaka]*

## **The Bambara Wikipedia, one year later**

*Kasper Souren [guaka]*

African languages are almost non-existent on the internet, and in written form in general. In an attempt to counter this problem the Bambara Wikipedia was launched in the beginning of 2005. During my stay for Geekcorps Mali I managed to get some really interesting content written, in Bambara, by directly paying 1US\$ for any article that I considered good enough. The Peul Wikipedia was started in a similar way. But in June I left Mali. Every now and then some additions came. But just a couple of articles in total. I still hope to get back to Africa, to stimulate people writing in African languages, and specifically, get one of the Wikipedias in African languages to a thousand articles. I think this will lead to considerable press coverage, which would consequently lead to many unpaid edits, and it would be a huge result in itself, extremely beneficial for the emancipation of African languages. The proposed way of reaching this goal is to pay people with internet time.

## **Wikipedia on the Nokia 770 - wik2dict and MaemoDict (KS3)**

*Kasper Souren [guaka]*

## **Device independent access to Wikipedia**

*Paul Sponagl [Trigan777]*

*Sevenval*

The number of devices capable of web access is permanently increasing. Mobile Phones, PDAs, Game Consoles and Set Top Boxes are about to replace the PC as the one typical surf machine. Several projects have been started to make Wikipedia accessible by these devices. Whereas



most of the projects focus on one special device or device family, we have applied our software framework to create a single access point to Wikipedia for all kinds of devices. Therefore a User Agent Profiling is used to recognize devices and adapt markup languages and display options to the capabilities of every single device. I will showcase Wikipedia on several devices like PDA, Blackberry, Mobile Phone and a Dream Box. Furthermore, I will present political and social implications of device independent access to knowledge. The device independent access to Wikipedia can be used at <http://wikipedia.7val.com>.

### Can Visualization Help?

*Fernanda Viégas\**, *Martin Wattenberg\**, *Ben Shneiderman\*\**

*\*IBM Research, \*\*University of Maryland*

The spectacular growth of Wikipedia can make it hard to grasp how the site has evolved, how many users it has, or even what pages are the most active over time. Visualization is one way we can make this kind of information legible and accessible to site visitors and administrators alike. The diversity of Wikipedia visualizations built so far from viewing editing activity to visualizations embedded in article pages suggests that there are different roles that visual representations of data can play in Wikipedia. This presentation explores the reasons for building visualizations of Wikipedia data, the different audiences these systems might serve, and the ways in which we can facilitate the creation of new visualizations based on Wikipedia data. The discussion will cover the following topics: 1. Visualize what? Given the abundance of data in Wikipedia, what kinds of data should we focus on and why? 2. Visualize for whom? For whom are we building visualizations? Who are the people who might care about the information and the insights provided by these tools? 3. How to do it? How can we make it easy to get data? How can we share the data we get?

### What's cooking in MediaWiki: Single sign-on, version tagging, and other goodies

*Brion Vibber*

Overview of new and upcoming major software features, and how they will support and affect the wiki projects.

### Wikipedia and the Semantic Web (panel)

*Denny Vrandečić, Markus Krötzsch, Erik Möller, Valentina Presutti, Malvina Nissim*

Wikipedia is the biggest collaboratively created source of encyclopedic knowledge in the world. It would empower Wikipedia to allow knowledge processing in a computer assisted way. Semantic technologies, like developed for the semantic web, or natural language processing techniques, can be used for the extraction of information from wiki text sources. In this panel current research and practice on applying this techniques on Wikipedia will be presented, and also how this will provide additional support for creating, maintaining and accessing Wikipedia's knowledge.

### Title Forthcoming

*Jimmy Wales*

### Validation on Wikipedia: How do I know this article is accurate? (BoF)

*Martin Walker [Walkerma]\*, Paul Kobasa\*\**

*SUNY Potsdam\*, World Book\*\**

Factual accuracy is vital to the credibility of Wikipedia, but at this point the issue has only been dealt with in rather informal ways. This discussion will focus on the validation of articles, i.e., “How can I be sure that this article is factually correct?” The term validation is sometimes used more loosely to mean general assessment, but only the stricter meaning is intended here. Current systems of assessment (as used at Wikipedia 1.0) and article review fail to address this issue; by using reviewers who are not subject experts, they tend to focus on aesthetics and general breadth of coverage. If an article has (say) the wrong bond angle in a chemical structure, this would not typically be noticed by any existing systems of review, and it would not prevent the article from achieving “Featured Article” status. Even if the article is correct at some point in time, there is no guarantee that it will always be correct in the future. These are serious flaws that undermine the reliability of Wikipedia. The aim of the discussion will be to develop a workable method for article validation on Wikipedia. The discussion leader will initiate the discussion by briefly outlining the problem and describing some possible solutions. After the discussion a proposal will be placed on Wikipedia representing the consensus reached, and participants will be encouraged to refine the proposal further.



## Wikipedia 1.0: Offline releases of the English language Wikipedia

*Martin Walker [Walkerma]*  
*SUNY Potsdam*

“Wikipedia 1.0” is a proposal for releasing part or all of Wikipedia on CD, DVD and/or paper. The German Wikipedia has already been released in this way, and there are now plans to release an offline version of the English Wikipedia. The pros and cons of this offline format will be discussed, as well as the work done so far by the English Wikipedia 1.0 Editorial Team. The team has developed and applied a scheme for assessing article quality. The team has also developed a system for nominating and accepting articles for release. Useful side effects of the project have been to help WikiProjects in learning from each other, and to encourage editors and projects to focus on quality, improving major articles and monitoring those articles via worklists. Plans for the different English releases (0.5, 1.0, Schoolroom and Geography versions) will be presented, along with the long term goals of the project.

## OTRS discussion session

*Kat Walsh [Mindspillage]*

OTRS discussion session: This is an informal discussion session for those answering the Wikimedia information queues in OTRS or interested in doing so. Topics may include but not limited to: answering difficult requests, potential changes or improvements to management of the queues, response within the projects to actions resulting from confidential correspondence, interaction with people with little or no knowledge of how wiki works, strategies for finding and keeping volunteers, ways of helping users to find solutions on the wiki.

## What’s happening to knowledge?

*David Weinberger [davidWeinberger]*

The old principles for the organization of knowledge turn out to be based on principles for organizing physical objects; in the digital age we’re creating new principles free of the old limitations. This is changing the basic shape of knowledge, from (typically) trees to miscellanized piles. This has consequences for the nature of topics, the role of metadata, and, crucially, the authority of knowledge. In short, the change in the *\_shape\_* of knowledge is also changing its *\_place\_*. Despite the hysteria too often heard, knowledge is not being threatened. We are way too good at generating knowledge, and it is way too important to us as a species. But, much of what we’re doing together on the Web is about increasing *\_meaning\_*, not knowledge. That re-frames knowledge -- traditional and Wikipedian -- in ways that are hard to predict but important.

## Wikisource workshop: editorial choices (workshop)

*Jennifer Zagurski*

This workshop will introduce the participants to the English Wikisource and how it can be used as a resource for Wikipedia. The introduction will discuss how Wikisource compares against other digital libraries and on adding material from local resources. A presentation of editorial choice at Wikisource will cover choosing the best edition of a text and handling differences between editions. It will also discuss the use of subpages at the English Wikisource. The next topic will be Wikisource as a resource for Wikipedia articles. Some existing reference works at the English Wikisource will be examined, and a discussion on finding additional material will follow. The main workshop activity will be the “Sisterly Scavenger Hunt.” The participants will be given readings from Wikisource texts and be instructed to find as many Wikipedia articles as possible where they could be referenced. The readings will be distributed in a printed workbook and those without laptops will be asked to guess as to what articles might exist which could cite the information. It is hoped that some citations will begin being added during the workshop. The workshop will conclude with a survey of new opportunities with Wikisource.

# Index

## Presentations

Last name, First name | Title of presentation (code)  
Alevizou, Panagiota | Encyclopedia, cosmopedia and wikipedia: collective intelligence for knowledge technospaces (PA1)  
Amaral, Adriana | Subcultures and Wikipedia: subcultural capital in a collaborative writing project (AA1)  
Anthony, Seth | Contribution patterns among active Wikipedians: Finding and keeping content creators (SA1)  
Bancroft, Josh | Intelpedia - Using MediaWiki to share information at Intel Corporation (JB1)  
Benjamin, Martin | Huru na Bure: Swahili collaboration and the future of African languages on the web (MB1)  
Benkler, Yochai | The Wealth of Networks: How Social Production Transforms Markets and Freedom (YB1)  
Bronk, Chris | Diplopedia: Application of the Wiki Model for Collaborative Drafting in Foreign Affairs  
Caeton, Daniel | Perpetual negotiation machine: Wikipedia's discursive affordances for college writing instruction (DC1)  
Chklovski, Timothy | Collecting Computer-useable knowledge from volunteer contributors (TC1)  
Cunningham, Ward | A conversation with Ward Cunningham  
De Vreede, Jan-Bart | The use of wikis and Wikipedia in Dutch Education (JDV1)  
Devine, Betsy | Schrödinger's Wiki: The quantum challenge of media attention (BD1)  
Devouard, Florence | Wikimedia Foundation: building in diversity (FD1)  
Donath, Judith | Identity, anonymity and the wiki (JD1)  
Eisen, Michael | Title forthcoming  
Fagundes, Luis | What would a wiki kind of school be like? (CR1)  
Forte, Andrea | Empowering students: Wikis as a revolutionary force in education (AF1)  
Gawrysiak, Piotr | Plans not Maps! Wikiplan – a Collaborative Geographical Map Building System (PG1)  
Giles, Jim | Comparing Wikipedia and Britannica: The story behind Nature's encyclopaedia story (JG1)  
Gissurardottir, Salvor | Wikibooks, webquests and Wikipedia - Tools for teachers and learners (SG1)  
Ghosh, Rishab Aiyer 200 years of collaborative ownership: from open source steam engines to free genetics, Linux and Wikipedia (RG1)  
Gunta, Srinivas | Role of trust in an open system - The process of Requests for Adminship on the English Wikipedia (SG2)  
Halavis, Alexander | Sins of omission? An exploratory evaluation of Wikipedia's topical coverage (AH1)  
Herrick, Jack | How to transition from a static content site to a wiki: The wikiHow experience (JH1)  
Hill, Benjamin Mako | Toward a definition of freedom (BMH1)  
Jennings, Darniet | Why WYSIWIKI?: Lowering the barriers to wiki use in heterogeneous User Environments (DJ1)  
Kahle, Brewster | Universal Access to All Knowledge (BK1)  
Kapor, Mitch | I'd Like to Have an Argument: Inspiration from the Wikipedia about Collaborative Advocacy and Politics  
Kobasa, Paul | More than 'just the facts, ma'am [or sir]': Accuracy and impartiality in crafting an encyclopedia article (PK2)  
Konieczny, Piotr | Wikimedia projects as a teaching tool (PK1)  
Lackaff, Derek | Sins of omission? An exploratory evaluation of Wiki-

pedia's topical coverage  
Lessig, Lawrence | The Ethics of the Free Culture Movement (LL1)  
Luer, Chris | Disambiguation: the key to information architecture? (CL1)  
Ma, Cathy | Trust and Wikipedia – the roles of social capitals in participatory knowledge production (CM1)  
Meeks, Elijah | Unsupported Assertions: An Analysis of Criticism of Wikipedia (EM3)  
Megas, Betsy | Defining WiktionaryZ (BM2)  
Meijssen, Gerard | Differentiation of authentication regimes to prevent more vandalism (GM1)  
Messina, Chris | All the world's a wiki: how Barcamp was planned in 6 days using a wiki, IM, IRC, blogs and word of mouth (CM2)  
Möller, Erik | Wikidata: Creating the structured wiki (EM1)  
Moglen, Eben | title forthcoming (EM2)  
Nadig, Hari | Wiki in the sub-continent (HN1)  
Parry, Laurence | A Tale of Two Wikis: Techniques for building, managing and promoting collaborative communities (LP1)  
Preece, Jenny | title forthcoming (JP1)  
Prodromou, Evan | Wiki and open content travel guides: past, present, future (EP2)  
Ramos, Carolina | What would a wiki kind of school be like? (CR1)  
Reagle, Joseph | Is the Wikipedia Neutral? (JR1)  
Reinhold, Silvan | Using wiki systems as information back-ends for e-learning applications (SR2)  
Sauer, Christoph | What you see is wiki - Questioning WYSIWYG in the internet age (CS1)  
Schenk, Alex | Observations From The Bridge: Why Wikipedia Is So Attractive (AS1)  
Souren, Kasper | The Bambara Wikipedia, one year later (KS2)  
Souren, Kasper | Wikipedia on the Nokia 770 - wik2dict and Maemo-Dict (KS3)  
Sponagl, Paul | Device independent access to Wikipedia (PS1)  
Vibber, Brion | What's cooking in MediaWiki: Single sign-on, version tagging, and other goodies (BV1)  
Wales, Jimmy | title forthcoming (JW1)  
Walker, Martin | Wikipedia 1.0: Offline releases of the English language Wikipedia (MW1)  
Weinberger, David | What's happening to knowledge? (DW1)

## Panels

Christensen, Karen | Reference work publishing panel (KC1)  
Gazzolo, Paul | Endurance editing: The work that makes an encyclopedia work (PG3)  
McKean, Erin | Practical (and Annoying) Problems in Dictionary Compiling  
Farkas, Meredith | Wikis: Enabling library knowledgebases (MF1) (panel)  
Chimato, Mary Carmen | Wikis: Enabling library knowledgebases (MF1)  
Kroski, Ellyssa | Wikis: Enabling library knowledgebases (MF1)  
Lakhani, Karim | Organizational uses of wiki technology (KL1) (panel)  
Gulley, Ned | Organizational uses of wiki technology (KL1)  
McAfee, Andrew | Organizational uses of wiki technology (KL1)  
Idinopulos, Michael | Organizational uses of wiki technology (KL1)



Mahoney, Matthew | Organizational uses of wiki technology (KL1)  
 Myers, Ken | Section 230: At the Gates between Liability for Harmful Speech and Wikipedia (KM2) (panel)  
 Myers, Ken | Wikimmunity: Fitting the Communications Decency Act to Wikipedia (KM1)  
 Medenica, Olivera | Does Liability Enhance Credibility?: A Wiki Role for Section 230 (OM1)  
 Seltzer, Wendy | title forthcoming (WS1)  
 Wahab, Kaiser | Does Liability Enhance Credibility?: A Wiki Role for Section 230 (OM1)  
 Zittrain, Jonathan | title forthcoming (JZ1)  
 O'Mahony, Siobhan | What can Wikipedia learn from Open Source Software Development? (SO1) (panel)  
 West, Joel | What can Wikipedia learn from Open Source Software Development? (SO1)  
 Crowston, Kevin | What can Wikipedia learn from Open Source Software Development? (SO1)  
 Pellegrini, Mark | A Question-and-answer session with the English Wikipedia Arbitration Committee (MP1) (panel)  
 Rafaeli, Shezaf | Wiki uses in learning and teaching (SR1) (panel)  
 Ben-Zvi, Dani | Wiki uses in learning and teaching (SR1)  
 Kali, Yael | Wiki uses in learning and teaching (SR1)  
 Ravid, Gilad | Wiki uses in learning and teaching (SR1)  
 Tal-ElHasid, Edna | Wiki uses in learning and teaching (SR1)  
 Forte, Andrea | Wiki uses in learning and teaching (SR1)  
 Viegas, Fernanda | Can Visualization Help? (FV1) (panel)  
 Wattenberg, Martin | Can Visualization Help?  
 Shneiderman, Ben | Can Visualization Help?  
 Vrandecic, Denny | Wikipedia and the Semantic Web (DV2) (Panel)  
 Vrandecic, Denny | Wikipedia and the Semantic Web, Part II (DV1)  
 Nissim, Malvina | Wikipedia meets Natural Language Processing (MN1)  
 Presutti, Valentina | Wikipedia meets Natural Language Processing (MN1)

## Workshops

Baumgart, j and Price, Gary | Tips for conducting research and evaluating information (JKB1) (workshop)  
 Boonen, Finne | Fighting vandalism with Vandalfighter (FB1) (workshop)  
 Forrester, James | Research about Wikimedia: A workshop (JF1) (workshop)  
 Megas, Betsy | Wiktionary: Nuts and bolts, bells and whistles (BM3)(workshop)  
 Rondeau, Alexis, Wiechers, Stan | Semapedia.org (AR1) (workshop)  
 Soufron, Jean-Baptiste | Copyright basis and Wikipedia: A workshop (JBS1) (workshop)  
 Kröttsch, Markus, Vrandecic, Denny | Using Wikipedia's knowledge in your applications (MK1) (workshop)  
 Zagurski, Jennifer | Wikisource workshop: editorial choices (JZ2) (workshop)

## Discussion sessions

Baumgart, j | Librariansque birds of a feather session (JKB2) (bof)  
 Beesley, Angela | Cross-wiki policy and features discussion (AB1) (bof)  
 Driscoll, Kevin, Lucas, Rob | Free the curriculum: Supporting educators with open content (KD1)  
 Gelauff, Lodewijk | Localization, on a global project (LG1)  
 Lanphier, Rob | Enterprise MediaWiki (RL1)  
 Martin, Kelly | Consensus as a governing principle: Does consensus

scale? (KM3) (bof)  
 Pramod, Raghavendra | Language and cultural barriers and challenges to Wikipedia (RP1) (bof)  
 Souren, Kasper, Kjerulf, Alexander | The Wiki Party (KS1)  
 Walsh, Kat | OTRS discussion session (KW1)  
 Walker, Martin | Validation on Wikipedia: How do I know this article is accurate? (MW2)

## Posters

Arrigone, Sara | Quality vs open access: are both possible? (SA2)  
 Bossewitch, Jonah | Platonic Wikis and Subversive Social Interfaces (JB2)  
 Burgund, Halsey | Friday's Flowers and the Wiki as Art (HB1)  
 Carmen, Marc | Sharing data between lexical resources (MC2)  
 Cole, Sam | Removing the barriers to wikis in education (SC1)  
 Cora, Marie | The Adult Literacy Education Wiki (ALE Wiki) (MC1)  
 Dale, Michael | Metavid (MD1)  
 Elia, Antonella | Online encyclopedias: a contrastive analysis of formality in Wikipedia vs Encyclopedia Britannica Online (AE1)  
 Erle, Schuyler | Whither Wikipedia? (SE1)  
 Ertl, Thomas | Integration of Wikipedia previews and related meta-information in ordinary web pages (MG1)  
 Finol, Damian | Wikipedia in rural communities of the native tribes of northern Venezuela (DF1)  
 Futreal, Michael | molawiki: a Wiki-Based web development platform (MF2)  
 Gauthier, Leah | Friday's Flowers and the Wiki as Art (HB1)  
 Giereth, Mark | Integration of Wikipedia previews and related meta-information in ordinary web pages (MG1)  
 Henderson, Samuel | Wikipedia as a resource for language learning (SH1)  
 Leybovich, Jonathan | The Wikicite Project: Toward building a scholarly apparatus (JL1)  
 Liebert, Wolf-Andreas | How to do articles by discussions: Wikipedia as a user-driven knowledge system (WAL1)  
 Mahoney, Jim | Wikiacademia: a learning platform inspired by MediaWiki (JM1)  
 Mako, Benjamin | Diverging where necessary, collaborating where possible (BMH2)  
 Martone, Michael | The prognosis of diagnosis: Wikipedia nosology and the future of medicine (MM1)  
 Meeks, Elijah | Here There Be Dragons: Dynamic Maps for Wikipedia (EM4)  
 Melby, Alan | Sharing data between lexical resources (MA1)  
 Patarakin, Evgeny | Wiki pages as flocks and bricks (EP1)  
 Pirtle, Kimberly | Graduate Student Community and Collaboration Wiki (KP1)  
 Reinhold, Silvan and Abawi, Daniel | Wiki Interaction Revisited: Structural, Contextual, and Navigational Augmentation of Wiki Content  
 Rotard, Martin | Integration of Wikipedia Previews and Related Meta-Information in Ordinary Web Pages (MR1)  
 Seidenglanz, Sebastian | Motivation revisited: The open question of user motivation in the light of system theory (SS2)  
 Smith, Chuck | Wiki markup mess (CS3)  
 Stodola, Luke | Removing the barriers to wikis in education (SC1)  
 Tabor, Thorin | Massively Authored Sites (TT1)  
 Walker, John | Identifying and overcoming barriers to the successful adoption and use of wikis in collaborative knowledge management (JW2)  
 Zeffiro, Andrea | Iterative, participatory, digital: Evaluating the wiki as a social science research tool (AZ1)





Two columns of horizontal lines for writing.



# Map

