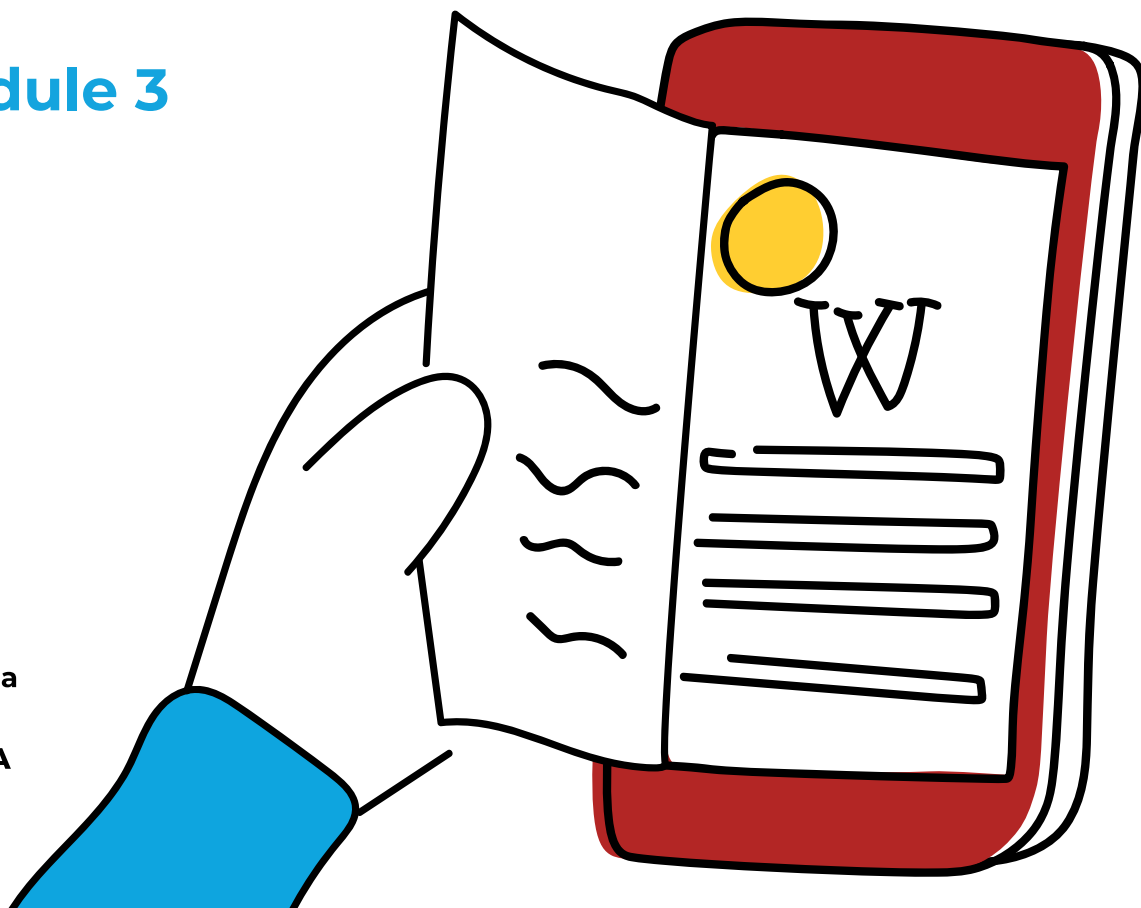


Reading Wikipedia in the Classroom

Using Wikipedia to foster media and information literacy skills.

- Module 1
- Module 2
- Module 3





**This word cloud is generated from 713 teachers' responses to a survey that was conducted on July 2020 in Bolivia, Morocco, and Philippines*

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Introduction

Around the world, students and educators are using Wikipedia as a learning resource. As teachers, we can either get frustrated by students misusing Wikipedia or we can use it to teach them important lessons on media and information literacy. We can even use it to teach vital 21st-century skills like critical thinking, communication, and collaboration. In almost every academic subject, students can use Wikipedia as a “first stop” for gathering an overview of a topic.

Let’s help them do it responsibly!

The Education team at the [Wikimedia Foundation](#) is excited to present this resource as an integral part of the “Reading Wikipedia in the Classroom” program. “Reading Wikipedia in the Classroom” is a training program that helps teachers understand and leverage Wikipedia as a learning tool by connecting it to the components of UNESCO’s Media and Information Literacy framework. In the first pilot stage, we developed a teacher’s tool-kit and professional training program to align with the local education systems and teachers’ realities in three pilot countries. This resource will help educators to teach vital media and information literacy skills for the 21st century, including understanding how information is produced, how to access and evaluate content online, and how to understand biases and knowledge gaps. This training program also addresses key questions we received from teachers about how to keep students safe online, and how to equip them to face the various forms of disinformation and misinformation online.

Wikimedia Foundation

The [Wikimedia Foundation](#) is the non-profit organization that hosts Wikipedia and its sister projects. We work towards a world where everybody can freely share in the sum of all knowledge. We support a global community of volunteers who collaboratively collect, develop, and share educational content, and we advocate for values and policies that guarantee the right to free knowledge.

READING WIKIPEDIA IN THE CLASSROOM TEAM

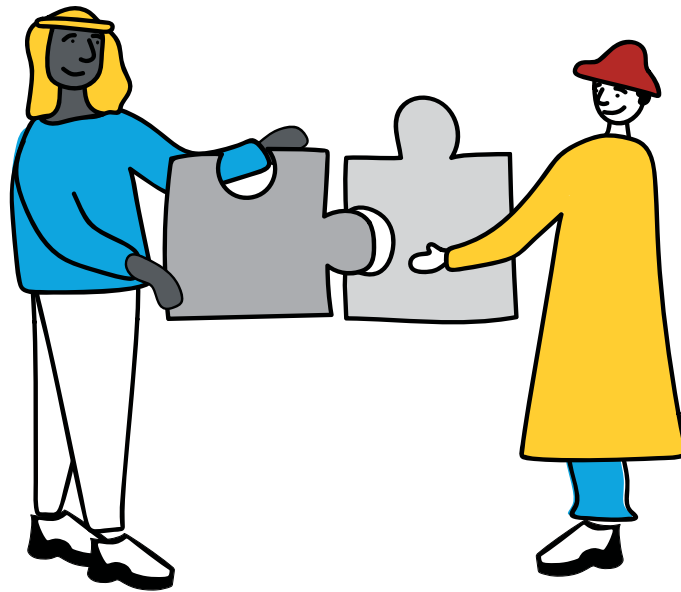
Nichole Saad
Melissa Guadalupe Huertas
Vasanthi Hargyono
Sailesh Patnaik
Brahim Faraji
Soukaina Abelhad
Noemi Ticona Angles
Olga Paredes Alcoreza
Erlan Vega Rios
Imelda Brazal
Vanj Padilla





About the Teacher's Guide

This Teacher's Guide is aligned with the three components of UNESCO's [Media and Information Literacy \(MIL\)](#) framework: access, evaluate, and create.



UNESCO proposes an integrated approach towards an interdisciplinary concept of literacy, and as such MIL is defined as “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, to participate and engage in personal, professional and societal activities”. We believe that learning how to critically engage students with Wikipedia is key to achieving the competencies encompassed by the MIL framework.

For the development of this Teacher's Guide, we have used principles of the [Understanding by Design](#) framework to organize the essential questions and enduring understandings. Each module incorporates clear learning outcomes for teachers as well as classroom applications of the knowledge they will gain.

We have followed a constructivist approach where we connect the teacher's own previous experiences and

knowledge with how Wikipedia works. Reflection questions and activities help teachers construct new knowledge and connect it to their classroom practices and experiences.

This pedagogical approach is in tune with our educational philosophy:

- We believe that open educational resources are vital to providing quality education for all and that participating in open movements helps students grow as 21st-century learners
- We believe students learn best when they facilitate their own learning journey with the support of teachers
- We believe people of all backgrounds and abilities should be able to participate and learn through our programs
- We value local knowledge and experiences and believe that our programs should enable the inclusion of localized learning resources in the classroom
- We believe student wellbeing is imperative to their academic and social development

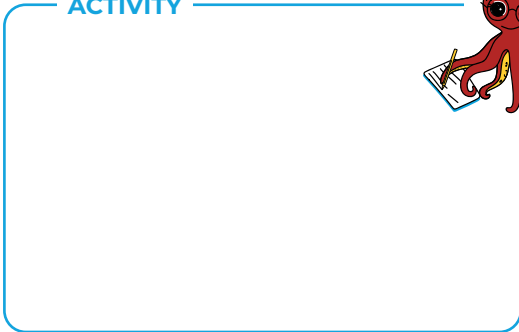
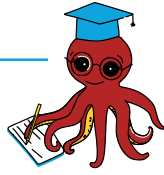
How to use this Teacher's Guide



The content of this Teacher's Guide incorporates the wealth of knowledge created by Wikimedia communities and it has been designed to easily adapt to different contexts. It draws from Wikipedia policies, guidelines, essays written by Wikimedians, and a variety of resources helpful to understand Wikipedia, its communities, and practices. You can find the original sources from where this content was adapted in the References section.

This Teacher's Guide is licensed by the Wikimedia Foundation under the [Creative Commons Attribution-ShareAlike 4.0](#) international license. This means that you are free to copy, redistribute, adapt, and translate this resource for any purpose as long as you provide appropriate credit to the authors and use the same Creative Commons license to distribute your contributions.

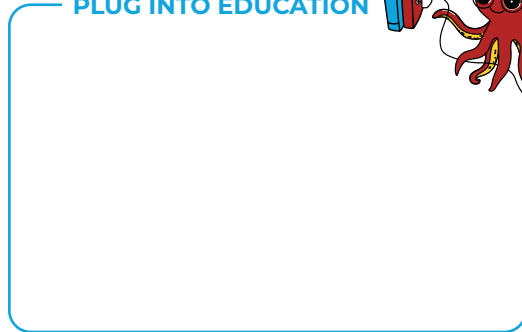
ACTIVITY



Activity box

The activity box indicates an activity required for the training, each section in this guide has at least one. Read the instructions and use the blank pages to take notes if you like. If you're using this Teacher's Guide as part of a learning cohort, you will have a forum dedicated to sharing your work.

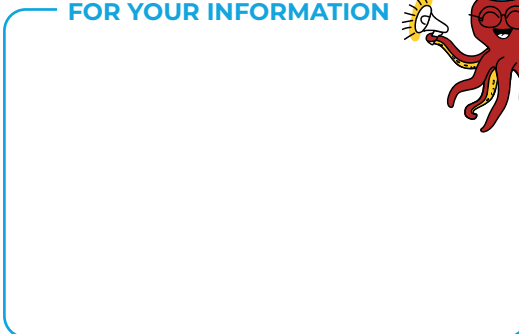
PLUG INTO EDUCATION



Plug into Education box

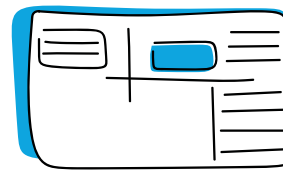
The "Plug into education" boxes indicated content that is directly related to education theories or pedagogical trends. Use this information to make deeper connections between the content and your teaching practice.

FOR YOUR INFORMATION



For Your Information box

The "For your information" box calls attention to interesting or insightful information about the topic we're reviewing in the section.



Annex

Example
lesson plans

Annex

The annex contains sample lesson plans that you can use or adapt to meet the needs of your students. Review the lesson plans before you do the final activity.

MODULE 1



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MODULE 2



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MODULE 3

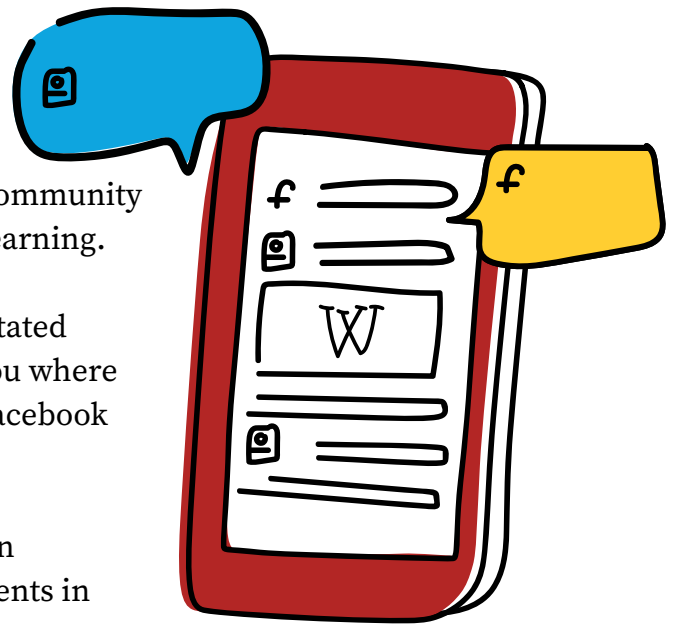


_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

No matter where you are, by learning about Wikipedia and bringing it to your classroom you are becoming part of a community of innovative educators committed to lifelong learning.

If you are using these resources through a facilitated learning cohort, your local facilitator will tell you where to share your responses and assignments (eg: Facebook group, Moodle course, Discord channel).

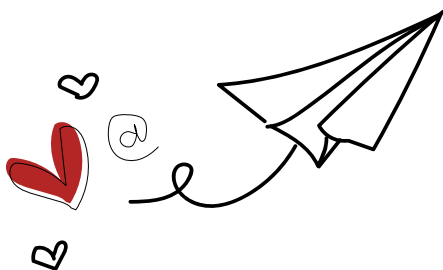
During the training, you will share and report on your progress as you work through the assignments in each module.



If you are an independent learner, consider the following ideas to make your learning more social:



Find a colleague who is also interested in expanding their knowledge and skills on Wikipedia, media and information literacy, or digital spaces. Schedule bi-weekly check-ins to share your progress and learning, help each other clarify some doubts, or go deeper into the topics that interest you. By the end of Module 3, you could meet monthly to continue learning to contribute content to Wikipedia together!



If you use social media, decide on a day where you can post about your main learnings of the week to, share your reflections, helpful links, and tag us via [@WikimediaEdu](#) on Twitter or [@WikimediaEducationTeam](#) on Facebook. We would love to see what you're getting from this experience!



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Module 3

Creating Information

MIL Competency

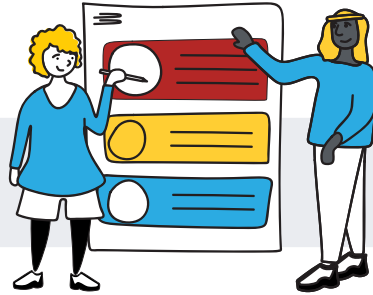
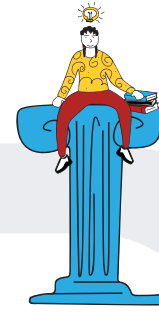
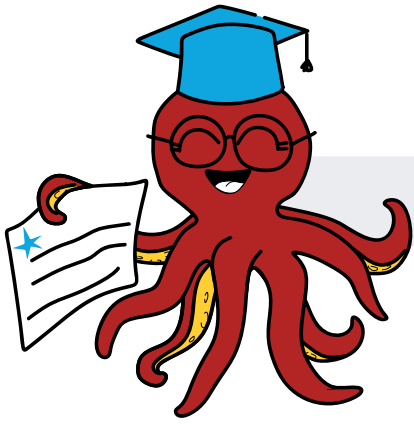
Creation, utilization and monitoring of information and media content.

Learning Outcomes

1. Teachers will be able to explain the various ways one can contribute to free knowledge on Wikipedia
2. Teachers will be able to make a micro-contribution to Wikipedia

Classroom Application

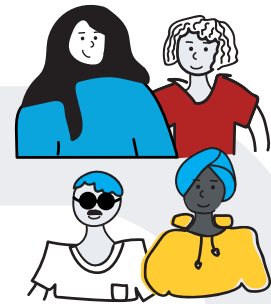
1. Teachers will be able to support students to make a micro-contribution to Wikipedia
2. Teachers will be able to evaluate a student's ability to make a micro-contribution to Wikipedia



3.5
Transformative practices
for building community
knowledge



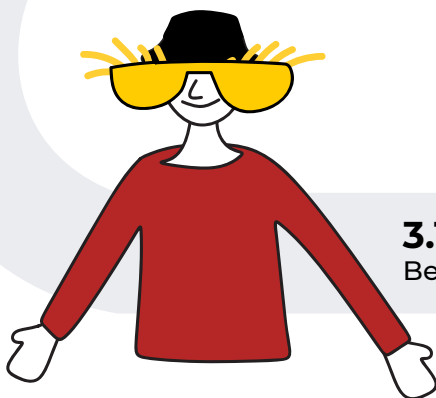
3.4
How Wikipedia
editors organize
contributions



3.3
Your first
contribution



3.2
Create a Wikipedia
user page



3.1
Be Bold!



Module 3 Learning Pathway

As educators, we know how important it is to impart a growth mindset to our students. Belief in one's ability to grow and do better after making mistakes is a key factor in student success. Every day thousands of edits are made to Wikipedia, by hundreds of people all over the world. Sometimes they make mistakes, and their edits get reverted. Sometimes, they need guidance from other more experienced editors. A Wikipedia editor needs to learn quickly how to [Be Bold](#), by establishing their own goals, going for it, asking for help when needed, and not taking feedback personally.

In a previous module, we reviewed some of Wikipedia's behavioral guidelines for editors. Now let's look at an editing guideline, and think about how this might impact our students if we were to teach it in our classrooms.

Wikipedia Editing Guidelines **Be bold can be explained in three**

words: "Go for it." The Wikipedia community encourages users to be bold when updating the encyclopedia. Wikis like ours develop faster when everybody helps to fix problems, correct grammar, add facts, make sure wording is accurate, etc. We would like everyone to be bold and help make Wikipedia a better encyclopedia. How many times have you read something and thought—Why doesn't this page have good spelling, grammar or layout? Wikipedia not only allows you to add and edit articles: it wants you to do it. This does require

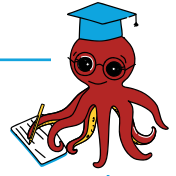


politeness, but it works. You'll see. Of course, others here will edit what you write. Do not take it personally! They, like all of us, just wish to make Wikipedia as good an encyclopedia as it can possibly be. Also, when you see a conflict in a talk page, do not be just a "mute spectator"; be bold and drop your opinion there!

Fix it yourself instead of just talking about it. If you notice an unambiguous error or problem that any reasonable person would recommend fixing, the best course of action may be to be bold and fix it yourself rather than bringing it to someone's attention in the form of a comment or complaint. In the time it takes to write about the problem, you could instead improve the encyclopedia.

Do not be upset if your bold edits get reverted. Instead of getting upset, read [Wikipedia:Assume good faith](#) and [Wikipedia:Civility](#). After the reversion of your bold edit, you might want to be bold in an edit on the talk pages so as to not start an edit war. On some of the less-prominent articles on Wikipedia that have a lower editing rate, your bold edit might not be responded to immediately. Think about it this way: if you don't find one of your edits being reverted now and then, perhaps you're not being bold enough.

ACTIVITY



POST-READING REFLECTIONS

After reading the guidelines, think about the following questions and write your thoughts in the Facebook group:

- How do you think this guideline impacts Wikipedia either positively or negatively?
- How does it affect your view of the quality of Wikipedia articles?

You can take your notes in this box too!



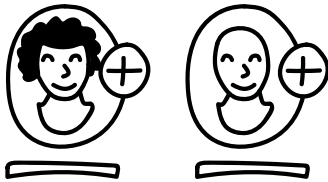
Don't forget to share your thoughts in the dedicated forum

• • • • 3.2 Create a user page on Wikipedia

In 2006, Sir Ken Robinson asked the question, “[Do schools kill creativity?](#)”. Banking models of education have left little room for students to explore and express their creativity, and this creates a challenge for us as educators hoping to prepare our students for the future. Meta cognitive skills like critical thinking, creativity and innovation are critical to teach in order to prepare students for jobs and technologies that do not yet exist. However, we are not always given the time, resources, or training we need to help students develop these skills.

With Wikipedia, editors have the opportunity to express themselves through their user page. On their user page they can indicate their interests, be visually creative, and express how they engage with Wikipedia and other free knowledge projects. In this section, we’re going to create our own user pages, and think about how we can provide more opportunities for our students to develop as creators.

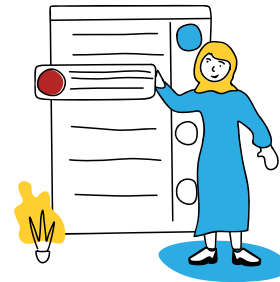
Creating a Wikipedia account will also allow you to:



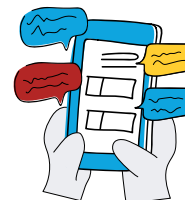
Choose an appropriate username, which will be reserved just for you on Wikipedia and other Wikimedia projects.



Edit without revealing your IP address (which can be used to trace your physical location) to the public.



Create your own user page to collaborate, share information about yourself and your interests, or just practice editing and publishing in your own sandbox.



Communicate with other editors via your own talk page.

3.2 Create a user page on Wikipedia

You don't need to create an account to access Wikipedia nor to contribute knowledge to a Wikipedia article. However, by creating a user account on Wikipedia you will be joining a global community committed to realizing the vision of "a world in which every single human being can freely share in the sum of all knowledge".

Though you don't need to use an email to create a Wikipedia account, we highly recommend it. An email is the best way to recover your password, and get notifications when other editors try to contact you.

However, make sure that you choose an appropriate user name/pseudonym that is different from your email address. This pseudonym represents you, but shouldn't disclose more personal information than you are comfortable sharing.

For more safety recommendations, refer back to the safety guidelines provided on Module 1.



To create your Wikipedia account simply click on the option "[Create account](#)" on the main page of Wikipedia.

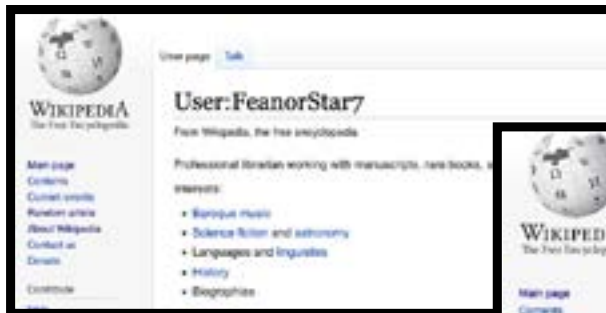


Once you have created a personal account on Wikipedia you can start taking your first steps in your journey as a volunteer editor by personalizing your user page.

User pages - like talk pages and every other kind of page on Wikipedia - are wiki pages, and they can all be edited in the same way. Editing your user page is a good way to practice and get ready to edit Wikipedia.

3.2 Create a user page on Wikipedia

Your user page can be as simple or elaborated as you want to make it. Check out some examples below:

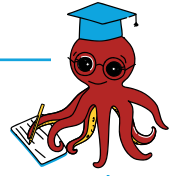


Finally, your personal user page connects to your user Talk page. These spaces allow registered editors to communicate with other Wikipedians and even to show appreciation for the work of other editors. Expressing thanks for another user's helpful, generous, or positive actions can be an important activity for cultivating community virtues such as civility and collaboration.



3.2 Create a user page on Wikipedia

ACTIVITY



PERSONALIZING YOUR WIKIPEDIA USER PAGE

- Below you can find some tips that can help you personalize your user page to practice basic [editing](#) skills and get started as a Wikipedian.
- Explore a few user pages and choose one that you think is a good example. Try going to a Wikipedia article you like, click on “View History”, and then click on the user pages of some Wikipedia editors who have worked on that article.
- Determine what you would use from the examples you have found, what you would add, or what you would change.
- Review the user page [guidelines](#).
- Be bold! Click the “Edit” button on your user page and start experimenting. Include:
 - a friendly greeting
 - a line explaining what brought you to Wikipedia
 - a few topics that you enjoy learning about
- Publish the changes you have made. Review. Edit again!

Notes and Questions



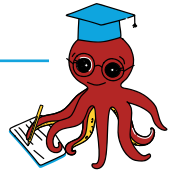
Go to the forums and show us the user page you have created!

3.3 Your first contributions

Wikipedia is a collaborative process. No editor can write an article alone, or anticipate every reader's main questions when writing a lead section. Combining the writing, research and formatting skills of a range of contributors is how the community builds the most comprehensive and useful articles on Wikipedia.

The **Thanks button** offers a way to give positive feedback on Wikipedia. This feature allows editors to send a "thank you" notification to users who make useful edits—by using a small "thank" link on the view history page.

ACTIVITY



LET'S GIVE IT A TRY!

- Log-in to Wikipedia with your recently created account
- Find an article of a topic that interests you
- Click on the View History tab of the article
- Look at the latest contributions done by Wikipedia editors
- Click on the “thank” option next to a contribution and confirm the action
- You just showed gratitude to a volunteer editor and helped make Wikipedia a friendlier place!

Education: Revision history

Filter revisions

External tools: Find additional sources (WikiWiki) · Find edits by user (Timeline) · Page statistics · Pageviews · Fix dead links

For any version listed below, click on its date to view it. For more help, see Help:Page history and Help:Edit summary. (cur) = difference from current version, (prev) = difference from preceding version, (m) = minor edit, (s) = section edit, (a) = automatic edit summary

(newest | oldest) View (newer 50 | older 50) (20 | 50 | 100 | 250 | 500)

Compare selected revisions

• (cur prev)	08:26, 24 February 2022	InternetArchivesBot (talk contribs)	...	(120,185 bytes) (+374)	...	(Rescuing 2 sources and tagging 0 as dead.) #A&Ct (v2.0.6.6) (Whoop whoop pull up - 3630)
• (cur prev)	18:22, 23 February 2022	Kuru (talk contribs)	...	(119,811 bytes) (+392)	...	(Inv non-WP:RS - publisher of copied Wikipedia articles, see WP:CPICULAR (ad-tech press scam)) (thank) (Tag: Manual revert)
• (cur prev)	14:57, 23 February 2022	TheCooledKdHire (talk contribs)	...	(120,303 bytes) (+392)	...	(←Development) (thank) (Tag: Reverted Visual edit)
• (cur prev)	08:20, 15 February 2022	Scu030 (talk contribs)	...	(119,811 bytes) (+2,119)	...	(←top: Added citations to definition, restructured for readability, and omitted details.) (thank)
• (cur prev)	07:48, 11 February 2022	Freeman1858 (talk contribs)	...	(117,692 bytes) (+8)	...	(Thank)
• (cur prev)	07:26, 10 February 2022	Freeman1858 (talk contribs)	...	(117,684 bytes) (+20)	...	(Thank)
• (cur prev)	00:43, 31 January 2022	MtOBe (talk contribs)	...	(117,664 bytes) (+379)	...	(Undo revision 306011990 by #Ac02033 (talk) unreliable source) (thank) (Tag: Undo)
• (cur prev)	07:06, 26 January 2022	#Ac02033 (talk contribs)	...	(118,042 bytes) (+273)	...	(necessary citation added) (thank)
• (cur prev)	06:53, 26 January 2022	#Ac02033 (talk contribs)	...	(117,769 bytes) (+276)	...	(necessary citation added) (thank) (Tag: Reverted)

When you are logged into your Wikipedia account you can find the “Thanks” button next to the summary of each contribution in the View History tab of any Wikipedia article.



3.3 Your first contributions

Add a citation

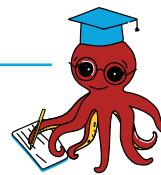
As you have learned in Module 2, Wikipedia articles are as reliable as their sources. Statements on a Wikipedia article that are not backed by a reliable source will be disputed and can be deleted. You may encounter the “[citation needed](#)” tag in articles where certain claims are not supported by a verifiable source.

Initiatives such as [#1lib1ref](#) encourage people to improve Wikipedia articles by adding citations to improve the verifiability of Wikipedia’s content. By adding reliable sources to a Wikipedia article you are also helping readers find additional information on the topic so they can continue their search for information beyond Wikipedia. Moreover, you are actively improving the encyclopedia that millions of people consult every day.

You can add a citation to a Wikipedia article by clicking on the “Edit” tab and choosing the “Cite” option on the editing menu.

• • • • 3.3 Your first contributions

ACTIVITY



TRY IT YOURSELF!

- Log-in to Wikipedia with your recently created account
- Look for some articles of a topic you are familiar with
- Identify the source(s) that can help verify the information contained in a Wikipedia article
- Locate the sentence or paragraph where you want to add the citation
- Click on the “Edit” button
- Click on the “Cite” button on the top menu
- A popup will allow you to auto-generate a citation from a URL, ISBN or DOI, or add the citation manually.
- Click “Insert”. You will see the citation number in the article.
- Click on the “Publish changes” button on the top right and add a small summary of the action you did. You can also use the hashtag #1lib1ref
- Share in the forum a brief reflection of your experience doing these activities, and tell us if you had the chance to do any other contributions to Wikipedia so far!

Alternatively, you can use the [Citation Hunt](#) game to look for Wikipedia articles that need citations.

FOR YOUR INFORMATION



CONTINUE YOUR EDITING JOURNEY ON WIKIPEDIA

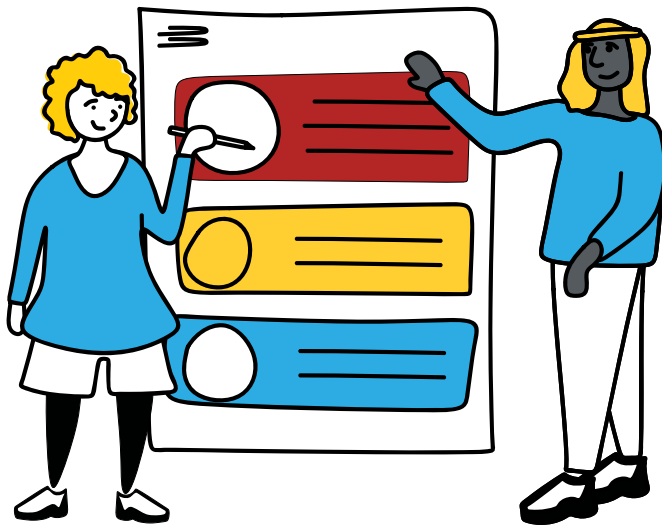
If you want to learn more about contributing knowledge to Wikipedia, check out the following resources:

- [Wikipedia Adventure](#): A game-like activity that guides you through the basics of Wikipedia editing. Only available in English.
- [Intro to Wikipedia editing](#): A compilation of guidelines, tutorials, and manuals that cover different knowledge and skills needed to edit Wikipedia. Available in over 100 languages.

Notes and Questions



3.4 How Wikipedia editors organize contributions



The practices required to engage in the creation of a Wikipedia article can be directly linked to the principles behind [project-based learning](#): it is an activity focused on inquiry, reflection, critique and revision, and an act of public service. Creating a Wikipedia article faces students with an authentic challenge of knowledge creation, a public product that drives them towards excellence, and an opportunity for reflective and public communication.

This is why educators around the world are [integrating Wikipedia](#) into their classrooms to foster critical thinking, problem solving, collaboration, and communication skills in their students. With millions of page views every month and millions of readers relying on Wikipedia as a source for information, the Wikipedia volunteer community strives to make sure that the content of articles on Wikipedia are complete and up-to-date.

Let's look at a few of the many ways Wikipedians organize themselves to collaboratively create high quality content on Wikipedia and let's reflect on how these mechanisms and values can be applied in the classroom.

WIKIPROJECT

A WikiProject is a project of cooperation amongst Wikimedians who want to work together as a team to improve Wikipedia. Volunteer editors who decide to collaborate on a WikiProject often focus on a specific topic area, a specific part of the encyclopedia, or a specific project.

Examples of WikiProjects:

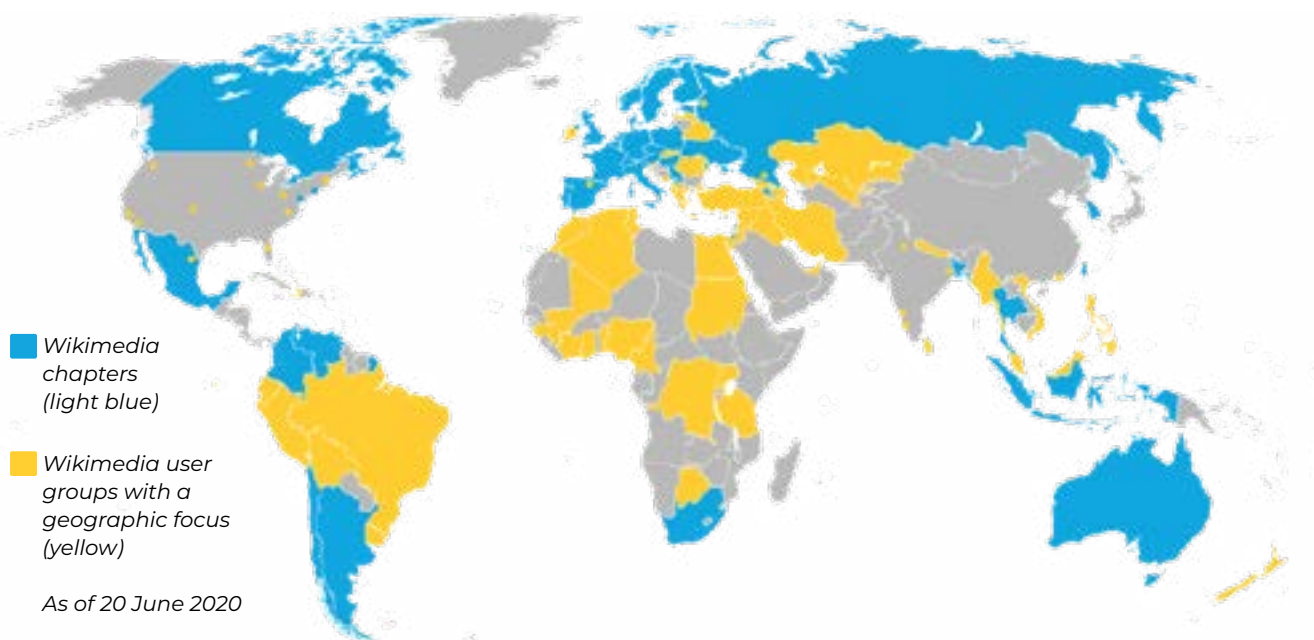
[WikiProject Education](#)

WikiProject Education aims to develop and standardize content related to education on Wikipedia. Volunteers involved in this project maintain and improve all articles within the Education category.

[WikiProject Medicine](#)

WikiProject Medicine aims to manage and help in curation of Wikipedia's medical articles. The medical editing community works very hard to maintain a high standard for medical content on Wikipedia and coordinate partnerships and collaborations to make sure that high quality medical content is available in many language Wikipedias.

3.4 How Wikipedia editors organize contributions



Wikimedia Affiliates

Wikimedia movement affiliates are organized independent and formally recognized groups of people who work together to support and contribute to the Wikimedia movement. Movement affiliates are intended to organize and engage in activities to support and contribute to the Wikimedia movement, such as regional conferences, outreach, public relations, public policy, advocacy and others.

Campaigns and Contests

[Content campaigns](#) and contests in the Wikimedia movement help in the growth of off-wiki communities bringing new content and contributors to the Wikimedia projects and incentivizing existing communities to participate more actively. These activities often facilitate diverse and new content, and strengthen the skills, capacities and commitment of existing editors and organizers.

SOME OF THE MOST NOTABLE CAMPAIGNS IN THE WIKIMEDIA MOVEMENT ARE:



[Art and Feminism](#): Art and Feminism is an annual campaign improving content on women and the arts on Wikipedia, and encouraging women's participation in the encyclopedia.

[Wikipedia Asian Month](#): Wikipedia Asian Month is an annual online event that aims to promote Asian content in Wikipedia.

[Wiki Loves Monuments](#): Wiki Loves Monuments (WLM) is a public photo competition around cultural heritage monuments, organized by Wikimedia chapters, groups and local Wikipedia volunteers.

[AfroCine project](#) and other campaigns.

The Wikimedia Foundation has three active models for movement affiliates: chapters, thematic organizations, and user groups.

Wikimedia Chapters:

Wikimedia Chapters are independent non-profits representing the Wikimedia movement and supporting movement work globally, focused within a specific geography.

Thematic organisations:

Thematic organizations are incorporated independent non-profits representing the Wikimedia movement and supporting work focused on a specific theme, topic, subject or issue within or across countries and regions.

Wikimedia User groups:

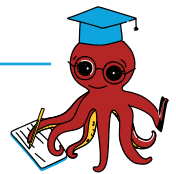
User groups are open membership groups with an established contact person and history of projects, designed to be easy to form.

ACTIVITY

REFLECT ON THE FOLLOWING QUESTIONS AND SHARE YOUR ANSWERS IN THE DEDICATED FORUM.

- What has been your experience with project-based learning in your classroom? What are some of the benefits and challenges of implementing this model?
- What principles or practices from the way volunteers organize to contribute to Wikipedia can you bring into your classroom activities?

You can take your notes in this box too!



• • • • 3.5 Transformative practices for building community knowledge



Anybody can edit Wikipedia. People from all professional fields, nationalities, and genders are encouraged to contribute to the sum of all knowledge.

However, there are still barriers that prevent people from being active knowledge creators on Wikipedia, particularly in communities that have been systematically excluded and whose knowledge, traditions, languages and stories are still missing from Wikipedia and the broader Internet.

These barriers can take the form of gaps in digital skills, cost and access to ICTs, lack of recognition of local academic sources of knowledge, or the inability to engage in unpaid work.

“[Whose Knowledge?](#)” is an organization that works together with communities that are underrepresented on the internet building strategies for participation and engagement in the digital sphere, including editing Wikipedia and adding images of women onto Wikimedia Commons.

What do these strategies look like? What can educators learn from the way “Whose Knowledge?” approaches content creation online and centers knowledge from the margins? They tell us:

“Wikipedia, despite its anonymous nature, is a community of real people. Wikipedians host editathons, meetups, photo contests, and both regional and international events.

In order to represent our knowledge on Wikipedia, we have learned and are still learning the importance of building relationships with long-time editors, especially those who share our desire to better include marginalized knowledge in the encyclopedia.

Building relationships takes time, but there are many Wikipedia groups who work on issues of systemic bias, whether it’s the gender gap, lack of content about queer folks, people from the African diaspora, Dalit/Adivasi/Bahujans, indigenous culture, or the intersection of these issues.”
([Source](#))

• • • • **3.5 Transformative practices for building community knowledge**

Before you read the article, let's do a quick exercise! Go to Wikipedia and try to find:

The article of an internationally famous dish	
The article of a local dish from your country	

And share your thoughts about:

The overall quality of the articles	
The elements that are missing from each article based on your own knowledge of the topic	
The sources you could use in order to add more information about this topic on Wikipedia	

The previous exercise encouraged you to reflect on the value of your own knowledge about topics that might be missing from Wikipedia. Additionally, you were able to do a first exploration of the availability (or lack of) sources that could contribute to expanding these topics. How can educators guide students to add their local knowledge to Wikipedia? You will find one example in the post below.

Note: The following article was originally published on the “[Our Stories, Our Knowledges](#)” series, a compilation of experiences and insights from the work carried out by “Whose Knowledge? together with Okvir, Equality Labs and Project Mukti, Native American communities of the Kumeyaay and Shoshone, and the Wikimedia movement.”

Editing Wikipedia

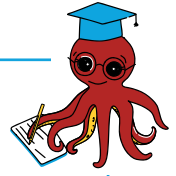
As the world increasingly goes online for knowledge and information, visibility on platforms such as Wikipedia is becoming more and more important. Wikipedia content is often the first search item returned when a Google search is done. And yet, because Wikipedia’s editors still skew to being overwhelmingly white, male, straight and Global North in origin, much of the world’s knowledge remains missing from the resource. To address this, marginalized communities are making efforts to add their knowledge to Wikipedia. We all have unique stories of adding our knowledge to Wikipedia, and we’re sharing those stories here so that they can inform and inspire more efforts to center marginalized knowledge in the world’s most visited encyclopedia.

Perse’s Story

I began using Wikipedia in my courses in Fall 2018. I employed place-based learning whenever possible and felt that focusing on the local indigenous Kumeyaay experience was necessary for teaching a course on Indigenous Decolonization in an ethnic studies department at the University of San Diego. The purpose of engaging my students as Wikipedians was for them to deconstruct the ways settler colonialism infiltrates and shapes the body of knowledge. By focusing on English Wikipedia, my students were able to examine a platform with global impacts. The pedagogy I employed included critiquing the assumptions of Wikipedia and utilizing a decolonizing pedagogy to complete the editing project. Assigning readings and assignments that incorporate an Indigenous ontological and epistemological foundations are necessary for creating a decolonizing classroom.

In my course, I wanted my students to not only create new articles in Wikipedia, but to write them in a way that honored the four R’s of indigenous research: reciprocity, respect, relevance, and responsibility. Therefore, the subjects of the articles were chosen in consultation with Kumeyaay folks (relevance). My students established relationships with the folks they were writing about (respect). They reflected on the ways that they were learning from the community and the importance of the articles being available to Kumeyaay people (reciprocity). Finally, they invited the community to view the articles together and to offer editing suggestions (responsibility).

ACTIVITY



POST-READING REFLECTIONS

- What kind of activities have you conducted to encourage your students to create content online?
- Why is it important for underrepresented communities to become active knowledge producers online?
- How confident do you feel about adding your own knowledge to Wikipedia? What would make you feel more confident to do so?

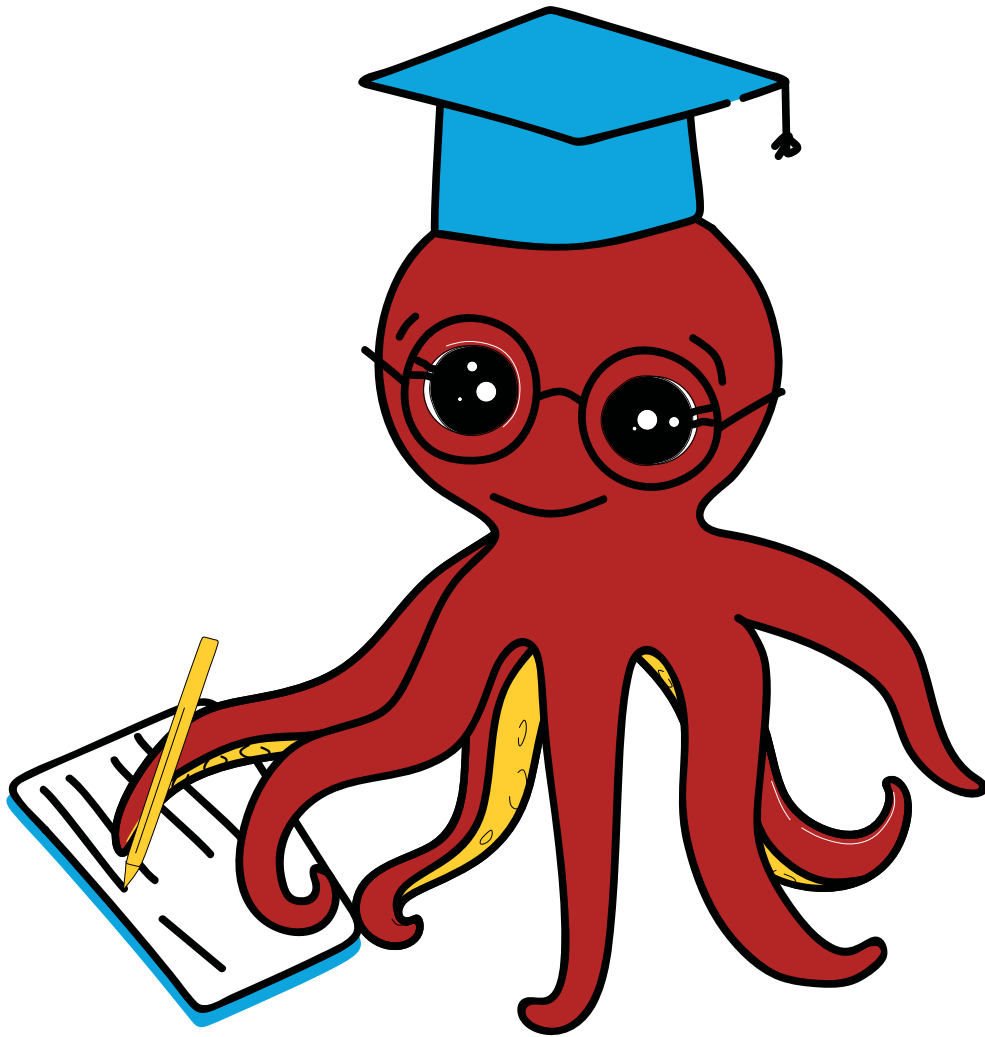
You can take your notes in this box too!



You have **completed** Module 3!

Take a moment to share this achievement
with your peers!





Final Activity

Integrate Wikipedia
into your lessons

Now it's time to put your knowledge in action!

- Reflect on the new aspects you have learned about Wikipedia and its value as a pedagogical tool to develop media and information literacy skills.
- Consider the transferable skills that your students can acquire through critically using Wikipedia in their academic journey.
- Review the example lesson plans and activities in Annex 1 to find actionable ways to integrate Wikipedia in your virtual classroom.
- Review the draft you were working on at the end of Modules 1 and 2 and make any necessary improvements.
- Share your finalized lesson plan in the dedicated forums to get feedback from your peers.
- Bring it to your classroom!

BRAINSTORM:



Notes and Questions





Lesson Plan Template

ACTIVITY:

GRADE:

DISCOVERY QUESTIONS:

RESOURCES:

LEARNING OUTCOMES:

STANDARDS ALIGNMENT:

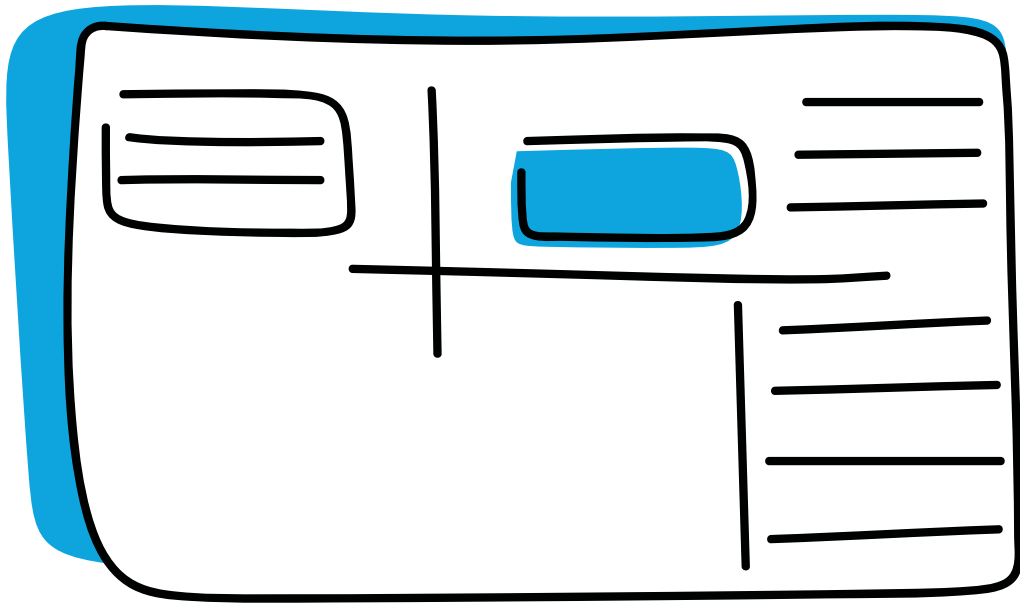
PREPARATION:

INTRODUCTION:

GUIDED PRACTICE:

INDIVIDUAL PRACTICE:

DEMONSTRATION OF LEARNING:



Annex

Example
lesson plans
and activities
to integrate
Wikipedia in
the classroom

ACTIVITY:

My Knowledge Quest

GRADE:

Media and Information Literacy: Grade 11/12

DISCOVERY QUESTIONS:

How can I find the information I need on the internet? How can I evaluate the information I find?

RESOURCES:

Computer, internet access, notebook, writing supplies, Knowledge Quest worksheet

LEARNING OUTCOMES:

Students reflect on and document their journey navigating Wikipedia as they access and evaluate the information they need to solve a query.

STANDARDS ALIGNMENT:

Students are able to identify positive and negative indicators of quality to assess the information they find on Wikipedia as a starting point of a research project.

PREPARATION:

- Identify a research project, activity, take-home assignment where students will need to navigate the internet to find information.
- Familiarize yourself with the worksheet “My Knowledge Quest” as well as with the example and evaluation rubric provided.
- Digitally distribute the worksheet “My Knowledge Quest” for students to complete online or print and use at home

INTRODUCTION:

- Present the topic of the research project, activity, or take-home assignment.
- Ask students to brainstorm the websites they will use to find information to complete their project.
- Lead a discussion for your students to compare the benefits and challenges of finding information online, how reliable the information is, and how to avoid plagiarism in their work. Bring their attention to Wikipedia in particular and tell them they will use it as the starting point in their project.
- Present the positive and negative indicators of quality from Module 2 and tell your students they will use them as they navigate Wikipedia to start their project.

Positive indicators of quality	Negative indicators of quality
<ul style="list-style-type: none"> • It contains several references from reliable sources. • It has an informative and clear lead section. • It covers different relevant aspects of one topic. • It presents balanced and organized content. • It is written from a neutral point of view. 	<ul style="list-style-type: none"> • It does not have any references. • It has a warning banner. • It contains spelling or grammatical errors. • It contains outdated information about a current topic. • It contains unsourced opinions and value statements.

GUIDED PRACTICE:

- Choose one topic as an example to complete the worksheet “My Knowledge Quest”.
- Demonstrate how to search for the topic from the Wikipedia search box, how to document information on the worksheet, and ask your students for input on the positive and negative indicators of quality they are finding on the Wikipedia article.

INDIVIDUAL PRACTICE:

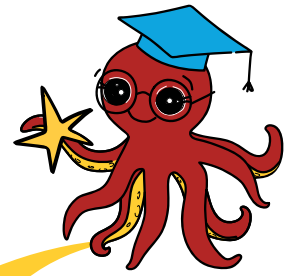
- Give your students time to individually complete the worksheet “My Knowledge Quest”.
Alternatively
they can work in pairs.
- Make sure they have the positive and negative indicators of quality in hand and they can consult these when needed.
- Provide guidance and input as your students work through the activity.

DEMONSTRATION OF LEARNING:

- Ask your students to send you their completed worksheets: taking a picture of the printed worksheet, a screenshot, etc.
- Ask 2 - 3 students to share the process they followed: What was helpful? What was difficult? What indicators of quality were they able to identify in the articles they found? Was Wikipedia a good starting point for their research?
- Evaluate your students’ work using the suggested rubric and provide feedback.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

• • • • My Knowledge Quest

Instructions: Use this worksheet to document your search for information on Wikipedia. Answer each question in the corresponding box to reach the "Finish" line. Compare your findings with your classmates!



[Empty box for answer]

Which sources of information will I visit next?

[Empty box for answer]

What are the main discussions about this topic "Talk" page?

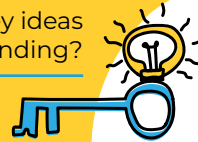


[Empty box for answer]



How can I tell if these are facts or opinions?

What key ideas am I finding?



[Empty box for answer]

[Empty box for answer]

What negative indicators can I see in these articles?



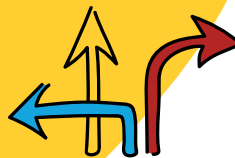
[Empty box for answer]



What positive indicators can I see in these articles?

[Empty box for answer]

What articles am I finding helpful?

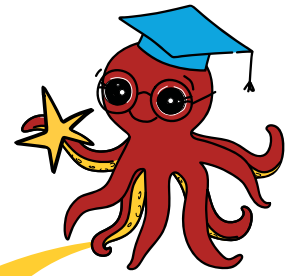


What am I looking for?
What keywords could I use I this search?

[Empty box for answer]

My Knowledge Quest - Example

Here you can find an example of a completed Knowledge Quest worksheet. Adapt and change accordingly!



Next, I will visit these references included in the Wikipedia articles I saw:

- [Saint Maya - The New Republic](#)
- [How Maya Angelou influenced hip-hop](#)
- The interview [Laugh and Dare to Love](#)
- Episodes of [Black, Blues, Black!](#)

Which sources of information will I visit next?

In the "Poetry of Maya Angelou" I found it interesting how authors were discussing the best language to present the value of Maya's poetry objectively.

What are the main discussions about this topic "Talk" page?

The main events in Maya Angelou's life: she had many occupations before becoming a writer, she suffered from abuse and moved houses a lot, she had a son very young. Her work includes poetry, autobiographies, plays, and children's books even. She received many awards for her contributions and activism

How can I tell if these are facts or opinions?

What key ideas am I finding?

These are not opinions because I can see the sources that the authors have used to create the text and they describe real events in a neutral and objective way

The Wikipedia articles I saw have a lot of references, the lead sections were informative and clear, and it covered different aspects of the life and work of Maya Angelou

What negative indicators can I see in these articles?

- [Maya Angelou](#)
- [List of Maya Angelou works](#)
- [Poetry of Maya Angelou, themes](#)
- [Themes in Maya Angelou's autobiographies](#)

What positive indicators can I see in these articles?

I didn't find any negative indicators of quality in these articles, they had proper references, updated information, and no warning banners

What articles am I finding helpful?

What am I looking for?
What keywords could I use in this search?

I'm looking for the main events in the life of Maya Angelou, examples of her work, and the main themes in her writings. Potential keywords:

- Maya Angelou
- Maya Angelou work

• • • • My Knowledge Quest - Rubric

Here you can find an example of a suggested rubric to evaluate the activity. Adapt and change accordingly!

STUDENT ARE ABLE TO...	SCORE
Identify search parameters and relevant keywords	
Examine the article using positive and negative indicators of quality	
Summarize the information they find to answer their original query	
Determine if the article contains facts or opinions	
List other sources of information to continue their research	

3	Clear demonstration of understanding
2	Some demonstration of understanding
1	Unable to complete the task

ACTIVITY:

Who's in your textbook?

GRADE:

Araling Panlipunan, G7-8

DISCOVERY QUESTIONS:

Who is represented in my textbooks? Who is missing? What makes someone “notable”?

RESOURCES:

Computer, internet access, history textbook, notebook, writing supplies.

LEARNING OUTCOMES:

Students explore Wikipedia to create a profile about a notable person who is not represented in their history textbook.

STANDARDS ALIGNMENT:

Students are able to analyze representation gaps in their History textbook and use Wikipedia to research the life of local notable people not included in their textbook.

PREPARATION:

- Review the textbook your students are using for their History class.
- Notice the main gaps in representation of notable people it features: gender, nationality, racial identity, mother tongue, etc.
- Create a grid to highlight the main gap in representation for your students to complete. If we focus on the gender gap, for example, your grid could look like this:
- Create the profile of a notable person not featured in the History textbook to show the students as an example.

INTRODUCTION:

- Ask students to freely share names of notable people in the history of their country/the world. Provide some examples to get them started. List them on a shared document or virtual board.
- Ask them if they can identify some common characteristics of the people they have identified and bring their attention to those who are missing: Are there mostly men/women in this list? How did your students learn about them? What makes these people notable?
- Take notes of the main points of this discussion.
- Introduce the purpose of the activity:
- “We are going to identify who is featured in and who is missing from our History textbook. We are going to add the missing stories of notable people ourselves by conducting an initial research on Wikipedia and other pages on the web”.

GUIDED PRACTICE:

- Bring the students attention to their History textbook and ask them if they think they can find the people they listed in the previous activity there.
- Present them the grid you had prepared and ask them to list the names of the different people they find on their textbooks accordingly. Example:

Women featured in my History textbook	Men featured in my History textbook

- Ask your students to compare their answers with a partner. Alternatively you can ask 2-3 students to share their findings with the class as a whole.
- Choose the example of one notable person not featured in their textbook and demonstrate conducting a simple search about them on Wikipedia.
- Highlight the different sections of a Wikipedia article that are most helpful for this activity. For example: lead section, references, internal links.
- Show the profile you had prepared about a notable person missing from the History textbook.
- Explain to the students how they create their own: the main information it should have, the writing style, how Wikipedia should be the starting point, the external references they can conduct.
- Note: if there are no articles available on Wikipedia about the missing notable people you have identified, guide your students to search the web using the same applicable principles.

INDIVIDUAL PRACTICE:

- Tell your students it is now their turn to find more information about the notable people missing from their textbook.
- Ask them to choose one notable person they want to include in their textbook. It could be from the collective list they created or someone else they have identified.
- Give your students appropriate time to conduct their research on the web.
- Provide input on the writing style, best practices to avoid plagiarism, citing sources, going beyond Wikipedia, etc.

DEMONSTRATION OF LEARNING:

- Ask your students to present the profiles they have created. This could be done in small groups, pairs, or in front of the whole class.
- Ask your students to reflect on the process they followed: How they identified the notable people missing, how they looked for information on the web, how they verified the sources of the information, how they chose what to include in the profile, and what lessons they have learned about this activity.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

ACTIVITY:

Only five clicks away

CURRICULUM ALIGNMENT:

DISCOVERY QUESTIONS:

How do you discover new information on the internet? How are different web pages connected?

RESOURCES:

Computer or cellphone, internet access, notebook

LEARNING OUTCOMES:

Students navigate hyperlinks on Wikipedia articles through five clicks as a model to discover new information on the internet.

STANDARDS ALIGNMENT:

Students are able to identify how information on the internet is connected through hyperlinks and contrast their findings against those of their peers.

PREPARATION:

- Choose 3 - 4 Wikipedia articles about the topics you are covering in your science lesson of the week.
- Review the articles to make sure they are examples of Wikipedia articles you consider to have high quality content.
- Prepare a chart for students to record their actions:

Article	Click 1	Click 2	Click 3	Click 4	Final Click

INTRODUCTION:

- Present the week’s topic to your students.
- Present Wikipedia and how to use the search bar to look up information.
- Show an example of a Wikipedia article from the ones you had chosen about your week’s topic by using the search bar.
- Demonstrate the different parts of the article and the information students can get.
- Focus on the hyperlinks: demonstrate navigating within Wikipedia through the hyperlinks, how information is connected for easy access within the encyclopedia, the new articles you are finding, and how they help you expand on the topic.
- Point to the difference between internal links and external links. Emphasize the fact that a Wikipedia article can always be a starting point in the search for information.

GUIDED PRACTICE:

- Show the chart you have prepared and tell students they are going to document their navigation on Wikipedia.
- Point to the conditions: there are 2 - 3 articles they should start on, they can start reading the articles and click on any link that sparks their interest to learn more, but they can only make 5 clicks. After 5 clicks they must stop browsing.
- Ask them to document the names of each article they visit after each click: they can copy the link of the article, write down the name, or capture screenshots.
- Ask them to write down some facts they learn on each page they visit.
- Do the first article together.
- Compare your results with the results of a student.

INDIVIDUAL PRACTICE:

- Allow students some time to independently navigate and document their actions.
- Provide support as needed.
- Encourage your students' creativity and independence on how they document their navigation experience.

DEMONSTRATION OF LEARNING:

- Ask your students to finalize their charts for presentation.
- Provide different alternatives: creating a slideshow, a collage, a word cloud, an infographic, etc.
- Get students in pairs or small groups and have them compare the different Wikipedia articles they explored.
- Bring the class together and have 2 - 3 students share their experience and learnings: Was the content easy to understand? What did they find helpful? What do they wish they could find more of? What does this teach them about their practices to access information on the web?

ACTIVITY:

Four stars for Wikipedia!

CURRICULUM ALIGNMENT:

DISCOVERY QUESTIONS:

Can you trust everything you read online? How can you tell if the content you find online is reliable? How can you assess the quality of the information you find online?

RESOURCES:

Computer or cellphone, internet connection, notebook, writing supplies

LEARNING OUTCOMES:

Students examine Wikipedia articles and rank their quality based on a simple star grading system.

STANDARDS ALIGNMENT:

Students are able to evaluate Wikipedia articles and explain how they can use this evaluation criteria to analyze the information they find in other websites.

PREPARATION:

- Prepare a slide or graphic representation of the star grading system you will present:

Article	Final Click
<ul style="list-style-type: none"> • The article has a clear lead section 	<ul style="list-style-type: none"> • The article has 5 or more references to reliable sources
<ul style="list-style-type: none"> • The article is written from a neutral point of view 	<ul style="list-style-type: none"> • The article contains up-to-date information

- Adapt the star grading system to your own needs: make the parameters more specific, add one or two additional stars, etc.
- Choose a couple of Wikipedia articles that are connected to a topic you are teaching that week to use as examples.

INTRODUCTION:

- Guide a reflection with your students about how they navigate the web to find the information they need. Focus on: Which sites do they visit more frequently? For which purpose? What kind of content do they find? How can they evaluate if the content they find is reliable?
- Note down the main ideas that come out of this discussion.
- Ask students about their use of Wikipedia in particular: How do they use the information they find there? What are the elements of a Wikipedia article? Can they trust the information they find on Wikipedia?
- Note down their ideas and provide guidance as needed.

GUIDED PRACTICE:

- Introduce the stars grading system as a tool to help them evaluate the information they find on Wikipedia.
- Present the Wikipedia articles you had chosen as examples.
- Walk your students through the criteria represented by each star and discuss on whether the article deserves that star or not.

INDIVIDUAL PRACTICE:

- Help your students choose one or two Wikipedia articles to conduct the same evaluation.
- Ask them to document their decisions: on a table, a slideshow, a simple infographic, or taking notes in their notebook.
- Provide them with enough time to conduct the activity and guide them as needed.

DEMONSTRATION OF LEARNING:

- Have students present the articles they evaluated and the star rating they gave them.
- Prompt a discussion for students to reflect on what they have learned about the information they consume online: Was the grading system helpful to evaluate the information they found? Can they use this criteria when they navigate information in other websites? How?
- Take notes of this discussion and compare them with the notes from the introductory activity. Have your students recognize the importance of having up-to-date information presented with clarity, written from a neutral point of view, and with clear references to the sources used.

ACTIVITY:

My movie on Wikipedia

CURRICULUM ALIGNMENT:

English G7 - Differentiating reality from fantasy
G6-G12, Reading Comprehension,
Book/Movie Review

DISCOVERY QUESTIONS:

What makes a movie special? How can the same information be expressed through

RESOURCES:

Computer or cellphone, internet connection, notebook, writing supplies

LEARNING OUTCOMES:

Students compare information about a popular movie on Wikipedia and other websites to understand differences in text styles and create an encyclopedic article about a movie not yet available on Wikipedia.

STANDARDS ALIGNMENT:

Students are able to identify different writing styles on the internet and determine if texts are written from a neutral point of view.

PREPARATION:

- Look for Wikipedia articles about movies that your students are enjoying this season.
- Look for other websites or media that your students visit to learn about movies.
- Prepare some reflection questions for your students to analyze the difference on how movie plots are presented through Wikipedia (encyclopedic, neutral point of view) and other websites (opinions, critics reviews, advertisement, etc.). For example:
 - Which website describes the movie more objectively?
 - Which website is trying to talk me into watching the movie?
 - Which website is expressing a personal view of the movie

INTRODUCTION:

- Help students recall their favorite movies: write down the titles on a document or virtual board, ask them to put images of the movie posters on a slideshow, or ask them to describe the movie and have others guess the title.
- Make a collaborative list of websites that your students visit to learn about upcoming movies.
- Introduce Wikipedia as another website where they can look up information about a movie (if it hasn't already come up).

GUIDED PRACTICE:

- Compare an article about a movie available on Wikipedia and another website recommended by your students.
- Give students time to independently read the articles.
- Divide them into small groups to discuss the differences in these websites using the reflection questions you have prepared.
- Bring them back and ask 2 - 3 students to share their reflections.

INDIVIDUAL PRACTICE:

- Ask students to choose one movie that doesn't have a Wikipedia article yet.
- Tell your students that they will create a mock-up Wikipedia article about this movie.
- Guide them through the main parts of a Wikipedia article about a movie and leave it as an example. Point again to the characteristics of an encyclopedic text.
- Provide support as needed while your students work independently on their articles. This could be done on a digital document or their notebooks. Alternatively, students could also work in pairs or small groups.
- Review that students are including the different elements of a Wikipedia article and are writing their texts from a neutral point of view.

DEMONSTRATION OF LEARNING:

- Collect all the mock-up Wikipedia articles that students have created.
- Present them as a gallery view using slideshows or another platform of your choice.
- Select 2 - 3 random articles that your students have produced and ask the class to verify that it contains the different elements of a Wikipedia article and it is in fact written from a neutral point of view. Alternatively, students can swap articles and provide feedback directly to their classmates.
- If available, publish the work created by your students on a school blog, virtual notice board, class Pinterest board, etc.

ACTIVITY:

Data visualizations on Wikipedia

CURRICULUM ALIGNMENT:

Math G6 - G7, using graphs to represent organized data

DISCOVERY QUESTIONS:

How can information be presented in different ways? What are the benefits of representing data through graphics?

RESOURCES:

Computer or cellphone, internet connection, notebook, writing supplies

LEARNING OUTCOMES:

Students identify and interpret data visualizations of country demographics on Wikipedia articles and create their own.

STANDARDS ALIGNMENT:

Students are able to analyze demographic information through data visualizations, identify data sources, and design new data visualizations.

PREPARATION:

- Make a list of Wikipedia articles about different countries that include data visualizations in their “Demographics” section.
- Verify that the sources of the graphics available are reliable and up to date.
- Create 2 - 3 alternative data visualizations to the ones presented in the Wikipedia articles you have selected. Feel free to be creative! Use everyday objects, incorporate popular characters, turn tables into graphics, or create a small animation.
- Prepare quick trivia questions for your students to review demographic data about 3 - 4 of the countries you have included in your list.

INTRODUCTION:

- Do a quick trivia style activity to get students to guess or recall demographic data about 3 - 4 of the countries you have chosen.
- Bring your students’ attention to Wikipedia and ask them to identify the answers to the trivia questions in the corresponding articles about each country.
- Guide your students to identify the sources of this information by following the references on the Wikipedia articles.

GUIDED PRACTICE:

- Lead a small reflection around how the different ways demographic data can be presented, the benefits and challenges of data visualizations, and examples of data visualizations students encounter in their day-to-day lives.
- Present the data visualizations you have created based on demographic data available on Wikipedia.
- Demonstrate how you have interpreted the available data and used colors, shapes, and labels to communicate information.
- Ask your students to comment on the data visualizations: Which ones were easier to understand? Which ones were harder to understand? Why?

INDIVIDUAL PRACTICE:

- Present the list you have created of Wikipedia articles about different countries.
- Ask students to choose one country of their interest and look through the “Demographics” section on its Wikipedia article. What kind of information can they find? What kind of data visualizations are available? What is the source of that information?
- Ask students to focus on one aspect of the information contained in the “Demographics” section of the Wikipedia article of their choosing (population by age, gender, religion, ethnicity, etc).
- Tell your students they are going to use that information to create their own data visualization using either digital or analogue tools (or a combination of both).
- Provide some pointers for the process: consider your audience, choose colors and elements that facilitate understanding, select relevant information to keep it simple, use guiding labels, cite the sources.

DEMONSTRATION OF LEARNING:

- Collect all the data visualizations that students have created.
- Present them as a gallery view using slideshows or another platform of your choice.
- Select a few examples and ask different students to interpret the information transmitted by these graphics.
- If available, publish the data visualizations created by your students on a school blog, virtual notice board, class Pinterest board, etc.

Acknowledgements

We are grateful for the collaborative work done by local coordinators in each pilot country to make this project a reality and for the input received from those who contributed to this Teacher's Guide.

The local coordinators in Bolivia, Morocco and the Philippines were key to develop the needs assessment stage of this project, connect with local teachers through in-depth interviews, and contextualize the content of the Teacher's Guide and training programs to better respond to the needs and interests of our audience.

We would like to thank our two Graduate Fellows Priyal Gala and Meng Zhou who helped with the preliminary research of this project and helped shape its direction.

We would like to thank everyone at the Wikimedia Foundation and in the Wikimedia Community who collaborated on this project through providing insights, feedback, and support.

We would also like to thank the thousands of teachers who took the pre-program survey. Their perspectives helped inform this pilot and shaped the Teacher's Guide to be a meaningful and practical resource for their teaching practice.



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