

Action Plan for Wikipedia + Libraries Training in Mexico

With support of a project grant from the Wikimedia Foundation, OCLC has investigated potential paths for providing training in Mexico that would prepare library staff to help increase awareness and use of Wikipedia as a reference resource among students and the general public. A summary of OCLC's findings and recommendations are included in this action plan.

Research and outreach

From June through October 2019, OCLC engaged the Mexico-based consultants COP | Digital Information Solutions, S.A. de C.V. to conduct (1) an environmental scan of the library field in Mexico and (2) outreach to key library agencies and educational institutions in the country. The primary strategies and activities included the following:

- Attending the Mexico Library Association's (Asociación Mexicana de Bibliotecarios) annual conference, AMBAC, which is an important venue for professional development and networking for the library workforce. The conference attracts approximately 350 attendees from across Mexico. Several important first contacts were made at the June 2019 event. This was also an opportunity to observe onsite training workshops and to socialize the US-based *Wikipedia+Libraries: Better Together* training course with some of the conference attendees.
- Meeting in person with leadership of government agencies, library networks, universities, state libraries, and schools to (1) show the *Wikipedia+Libraries: Better Together* course materials created by OCLC to provide a frame of reference, (2) gauge interest in the topic for Mexico library staff training, and (3) identify organizations that are in a position to create and conduct such training for library staff in Mexico. The key organizations engaged were the following:
 1. Dirección General de Bibliotecas (DGB) of Mexico*
 2. Universidad de Guadalajara Library network*, which includes Biblioteca Pública del Estado de Jalisco "Juan José Arreola" (the Public Library of the State of Jalisco)
 3. Escuela Nacional Preparatoria (ENP) of Universidad Nacional Autónoma de México (UNAM)
 4. Escuela Nacional de Biblioteconomía y Archivonomía (ENBA), the national school of library and archival sciences
 5. El Colegio de México (COLMEX) Library
 6. Universidad Pedagógica Nacional (UPN) Library

In some cases, initial meetings led to follow-up conversations. The organizations followed by an asterisk (*) are of special interest and are discussed in more detail in the next section. See Appendix A for meeting dates and the personnel involved in those meetings.

- Meeting with Wikipedia Mexico’s president Carmen Alcázar (Wotancito) and immediate past president Iván Martínez (Ivanmartinez), and with COLMEX’s Digital Humanities and Wikipedian librarian [Silvia Gutiérrez](#) de la Torre (Silva_Selva).
- Visiting physical library spaces to observe the public-facing resources and reference services offered.
- Gathering facts and data about the library networks, history, populations served, and more. This research has been captured in the report compiled by COP | Digital Information Solutions, S.A. de C.V., *The Library Landscape – Mexico*, which is included as Appendix B. Broadly speaking, Mexico’s libraries are organized primarily by type and geography. For public libraries, there is a national network wherein the federal, state, and local municipal governments all have a role in their support and provisioning. Libraries in public schools seem to be virtually nonexistent, with public libraries primarily filling the role of school libraries. Some academic libraries also maintain school and public libraries under their auspices; however, the extent of these multi-type systems does not appear to be well documented.

Institutions of special interest

Dirección General de Bibliotecas (DGB)

The [Dirección General de Bibliotecas \(DGB\)](#) of the [Secretaría de Cultura](#) (Mexico Ministry of Culture) is an office of the federal government that oversees the National Network of Public Libraries. This network currently includes 7,451 public libraries that serve 93% of the country’s municipalities and its public high schools. The libraries in the network range from the central [Biblioteca de México](#) and “megalibrary” [Biblioteca Pública José Vasconcelos](#) in Mexico City, to very small and rural libraries with few resources. The 32 central state libraries also belong to this network.

The DGB is the primary provider of continuing education for public library staff, with the resources to provide both in-person, instructor-led training workshops and online courses through their Moodle platform. Since 2013, the DGB has implemented their widespread [Capacitación básica](#) (or “basic training”), a series of four courses designed to teach the essential competencies necessary to operate a public library. DGB is interested in developing intermediate and advanced-level trainings as well. Training is primarily conducted in person, although nearly 15% of those taking the basic training program did so via distance education.

DGB is planning to update their training model in 2020 from a centralized to a more decentralized model. OCLC was unable to gain further details about these changes before the end of the project, but the general understanding is that the revised model would be conducive to training library staff at scale.

Universidad de Guadalajara

The [Universidad de Guadalajara](#) is a large university system with campuses located across the Guadalajara metropolitan area and in all [eight administrative regions](#) of the state of Jalisco. It offers more than 280,000 students a range of 422 vocational, high school, undergraduate, and

graduate academic programs. In addition to its 15 academic libraries, the university system also functions as the central State Public Library of Jalisco, and maintains two public libraries that have unique histories and appear to function as hybrid public and academic institutions.

The university system provides extensive continuing education and [virtual education](#) delivered via a Moodle learning management system. Among its offerings is an online bachelor's program in [Library Science](#). It remains unclear whether this platform is also used or could be used toward staff professional development.

Recommendations for training implementation

Adaptation of the US training course

As noted in our project proposal, it is not a simple step to adapt the OCLC-created training program designed for US public library staff and English-language Wikipedia for a Mexico context. Significant changes to the course content and design will be needed to reflect the differences between English-language and Spanish-language Wikipedia, and between US and Mexico libraries.

Spanish-language Wikipedia has policies, practices, strengths, and gaps that are separate from those of English-language Wikipedia, and the Spanish-language Wikimedian community has its own culture as well. Because of this, any library organization wishing to adapt the training must begin by engaging a Mexico-based Wikimedian to ensure the accuracy of the training from a Spanish Wikipedia (and Mexican) point of view. This Wikimedian must also be able to understand and reflect the needs and perspectives of Mexico's library staff and champion those perspectives to those who will be designing the course and conducting the training.

Mexican libraries have a distinct culture and point of view that is different from US libraries; and, within Mexican libraries there appears to be a broad range of cultural variations and educational backgrounds among library staff that correlates to library location, type, and size. Therefore, the course will need to be adapted for Mexico's distinct cultural contexts, and the training for public library staff will need to be different than that for academic library staff. This difference goes beyond the length or depth of the training.

Any training adapted for Mexican library staff can be inspired by the approach and intent of the OCLC-created courses, but the specific lessons and content are likely to vary underneath that general arc. The content from the OCLC course can serve as a useful example to the course developers in Mexico, but the organization that takes on this initiative should expect to essentially rearchitect and rewrite the content. OCLC would also recommend that the approach to instructional design follow a similar approach as OCLC's, which was to engage a Wikipedian who works closely with the lead organization to "meet learners where they are." This entails doing desk research on library and community issues, conducting conversations and interviews with library staff, deploying surveys of the targeted learning audiences, and other forms of outreach to understand the library perspective and needs, and amplify how library staff may already be engaging with Wikipedia. This approach will result in a higher-quality learning experience and improved learning outcomes for the library staff who take the adapted course for Mexico libraries.

Engaging a Mexico-based lead organization

OCLC has identified two potential scenarios for how a Mexico-based organization can lead an initiative that brings Wikipedia training to Mexico library staff. These scenarios can be considered separately or in tandem, as each serves to reach different library and public audiences.

1. National training for public libraries: DGB as lead organization

Towards the goal of impacting the general public's awareness and use of Wikipedia in Mexico, OCLC sought an organization and plan that would bring training to the most public library staff across Mexico as possible. As head of the National Network of Public Libraries, the DGB is a strong choice to serve as lead organization for a national training effort. In this scenario, DGB would combine their existing training infrastructure with external funding to create a Wikipedia training program focused on information literacy and the critical evaluation and use of online information sources, using Wikipedia as the core example. This training would be adapted from the first three or four lessons of the US course created by OCLC. It would also include some basic training on the mechanics of editing Wikipedia articles. (See *Wikipedia + Libraries: 4 week training*, attached as Appendix C.)

The DGB would conduct the training in partnership with a selected number of central state libraries that can reach the targeted libraries. This approach could reach public library staff in approximately 230 public libraries that DGB has identified as meeting the readiness criteria for receiving the training (i.e., libraries with staff who possess the necessary basic skills and with the infrastructure necessary to support the training).

Over the course of the meetings with DGB leadership and training personnel, the organization has expressed interest in this opportunity and in the training topic. Furthermore, since DGB already conducts a basic skills training program for library staff, they believe it would be possible to fold a Wikipedia training course that has a focus on information literacy into that popular training series. This approach would greatly enhance the viability and sustainability of such a training.

Draft plan

1. DGB engages a Wikimedian in Residence who is familiar with the needs and perspectives of Mexico-based public libraries and their staff.
2. In collaboration with the Wikimedian in Residence, DGB develops a course focused on teaching public library staff how to use Spanish-language Wikipedia so that libraries can guide lifelong learners in Mexico to read and evaluate Wikipedia articles and their citations.
3. DGB conducts a pilot training in two or three public library systems. These systems would be selected to provide a range of library sizes and staff education.
4. DGB evaluates the training after the pilot and makes any necessary improvements and updates to the course.
5. DGB propagates the training widely to public libraries through the trainers within selected central state libraries.

Resources

DGB brings its existing training infrastructure (instructional design, trainers, learning management system, communication channels, training venues) to the proposed plan. A caveat to DGB is that its priorities are shaped by the priorities set by the Ministry of Culture, which are subject to change with incoming presidential administrations. Therefore, it is not possible to predict whether DGB would be able to support this initiative in the long term.

In order to serve as lead organization, DGB will need funding toward developing the training course, including funds to engage a Wikimedian in Residence. The state libraries may also need some funding to support delivery of the training to their regional library systems. These could be direct grants to the state libraries or subawards managed by DGB.

2. Regional training for academic libraries: University of Guadalajara as lead

This project also uncovered what appears to be significant interest in Wikipedia training from regional academic library systems in Mexico. Because these libraries reach a substantially different user population than DGB libraries do, a project involving one or more university systems would make an ideal second phase to an initial public library training. Or, if the public library training through the DGB does not happen, training academic library staff would be a good second option.

In either case, the University of Guadalajara stands out as an excellent institution to lead the creation of a training that is tailored to the needs of academic library staff. This version would incorporate Wikipedia editing to a much greater extent and essentially cover the full scope of the OCLC-designed Wikipedia + Libraries training. (See *Wikipedia + Libraries Curriculum Outline*, attached as Appendix D.) Conversations with university and Wikimedian contacts in Mexico surfaced a strong sentiment that Spanish-language Wikipedia would be a more compelling and widely used resource if coverage of Mexico-specific topics were increased and improved. This interest may motivate libraries to design and lead Wikipedia editathons and other activities that focus on developing Mexico-based Wikipedia content as a follow-on to their training.

Under this scenario, once the training is developed and underway inside the university's library network, other academic systems could adopt the training for their library staff as well. Regional academic library systems could apply for individual grants to support adapting and deploying the training program developed by University of Guadalajara.

Draft plan

1. University of Guadalajara engages a Wikimedia in Residence who is familiar with the needs and perspectives of academic libraries in the university's network.
2. In collaboration with the Wikimedian in Residence, the university develops a series of Wikipedia trainings that includes teaching library staff and—by extension—their patrons how to critically read and evaluate Wikipedia articles; it would also cover how to add and edit citations, copy edit, and create new article content on Wikipedia. This is a more in-depth (and longer) training than what is proposed under the first scenario.
3. University of Guadalajara deploys the training through its library systems, including to the staff of its high school and public libraries.

4. After the initial deployment, University of Guadalajara evaluates the training and makes any identified improvements.
5. University of Guadalajara publishes the training materials as open educational resources (OERs) that can be adapted and reused by any Mexico-based academic or other library systems interested in offering this training to their staff. University personnel will need to communicate about the availability of these OERs to those in the training departments of other institutions and will likely need to provide some amount of consulting to orient the other institutions to the training materials.

Resources

The university will need funding toward development of the training course, including funds to engage a Wikimedian in Residence. For future adaptations of the OER, small training grants to participating academic institutions could help ensure broader adoption and implementation.

Next steps

If either or both of these scenarios are of interest to the Wikimedia Foundation and its user community (including the Wikimedia Mexico Chapter), it will be important for direct contact to be established between foundation representatives and the leadership at these organizations. This will help clarify the opportunity and the need and establish the relationships that are the foundation of successful partnerships. OCLC's consultants in Mexico can help bridge any connections that may be needed.

October 2019

The Library Landscape - Mexico

“En algún lugar de un libro hay una frase esperándonos, para darle sentido a nuestra existencia.”¹

-Miguel Cervantes Saavedra

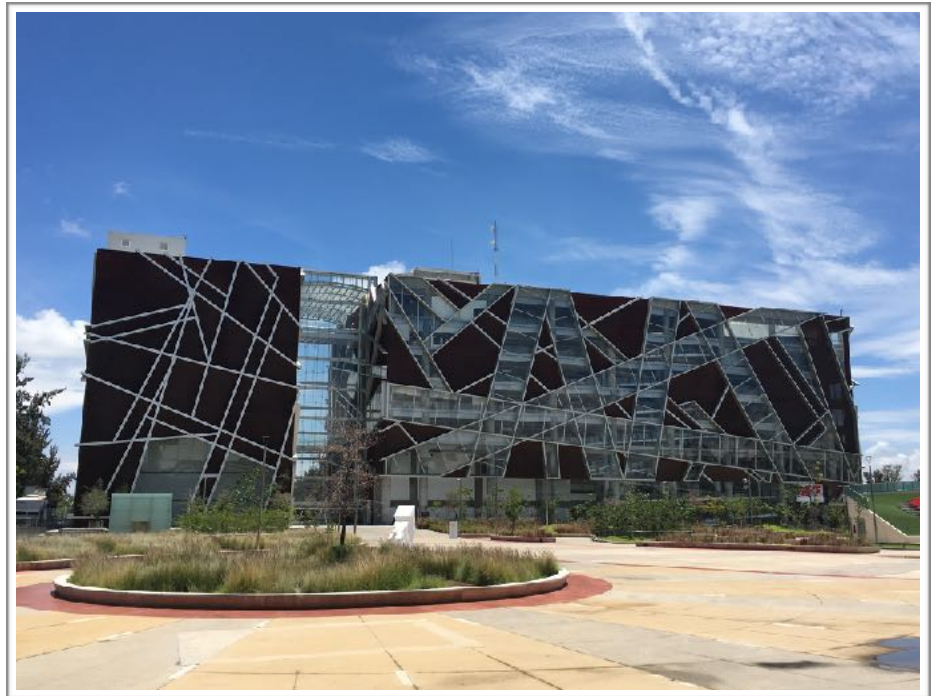


Photo: Biblioteca Pública Estatal “Juan José Arreola” of the Universidad de Guadalajara, taken by Nicholas Cop, July, 2019, Guadalajara, Jalisco, México.

This study of the Mexican library landscape, prepared as part of the *Wikipedia + Mexico Libraries* feasibility study funded by the Wikimedia Foundation, executed by OCLC with **COP | Digital Information Solutions, S.A. de C.V.** as the consultants, complements the research undertaken by the consultants to identify library and library related institutions with the greatest potential of becoming Wikipedia training centers for librarians, either locally, regionally or nationally, and of adapting the existing US Wikipedia training materials to the Mexican environment and culture.

¹ "Somewhere in a book there's a phrase waiting for us, to give sense of our existence." - Miguel Cervantes Saavedra.

The Library Landscape - Mexico

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Introduction - Mexico

The United States of Mexico, commonly referred to as simply Mexico, is a democratic, free and sovereign republic, with a Constitution. The population of Mexico, according to the last census² of 2015, is 119.5 million. It is estimated that today the number of inhabitants is close to 130 million.

Spanish is the most spoken language, and is the *de facto* although not official language. In addition to Spanish, the government formally recognizes 68 indigenous languages as per the Law of Linguistic Rights passed in 2003^{3, 4, 5}.

There are approximately 6 million speakers of indigenous languages. The two most spoken are Náhuatl, with over 1.7 million speakers, and Mayan, with over 859,000.

Mexico is divided into thirty-two States. The State of Mexico City (CDMX) is the most recent, created only a few years ago. Previously it was a Federal District (DF) similar to Washington (D.C.). CDMX is the seat of the Federal government.

The States are divided into Municipios. The State of CDMX is divided into 16 Alcaldías which are similar to the Municipios of the other states.

The Federal Government has 18 Ministries (Secretarías de Estado). The ones most relevant to this report are the Secretaría de Educación Pública which is responsible for the development of public education at all levels, and the Secretaría de Cultura under which the General Directorate of Public Libraries (DGB) manages the network of more than 7,400 public libraries in the country.

Mexico ranks 15th in GDP, just ahead of the Netherlands and just after Australia and Spain according to World Bank statistics.⁶ It is approximately a fifth of the size of the US, and almost three times the size of

Ranking	Economy	(millions of US dollars)	
USA	1	United States	20,494,100
CHN	2	China	13,608,152
JPN	3	Japan	4,970,916
DEU	4	Germany	3,996,759
GBR	5	United Kingdom	2,825,208
FRA	6	France	2,777,535
IND	7	India	2,726,323
ITA	8	Italy	2,073,902
BRA	9	Brazil	1,868,626
CAN	10	Canada	1,709,327
RUS	11	Russian Federation	1,657,554 ^a
KOR	12	Korea, Rep.	1,619,424
AUS	13	Australia	1,432,195
ESP	14	Spain	1,426,189
MEX	15	Mexico	1,223,809
IDN	16	Indonesia	1,042,173
NLD	17	Netherlands	912,872

World Bank GDP Open Data

² INEGI <http://cuentame.inegi.org.mx/poblacion/habitantes.aspx?tema=P>

³ El Universal <https://www.eluniversal.com.mx/english/60-indigenous-languages-mexico-may-soon-disappear> and <https://www.donquijote.org/mexican-culture/history/languages-mexico/>

⁴ <https://www.donquijote.org/mexican-culture/history/languages-mexico/>

⁵ Wikipedia https://en.wikipedia.org/wiki/Languages_of_Mexico#Indigenous_languages

⁶ World Bank Open Data <https://datacatalog.worldbank.org/dataset/gdp-ranking>

Texas. It is the US' second-largest export market and the third-largest source of imports⁷. The official currency is the Mexican Peso.

Library Systems and Types of Libraries

The major library systems in Mexico are:

- 1) The Public library system under the DGB (Dirección General de Bibliotecas) of the Secretaría de Cultura (Ministry of Culture).

There are over 7,400 public libraries in this system throughout Mexico.

- 2) Libraries in a public university library system which have been designated by the university as libraries for the public.

They are independent of the DGB Public Library System. The public universities are under the Secretaría de Educación Pública (SEP) (Ministry of Education). An example is the public libraries of the Universidad de Guadalajara library system. The photo on cover of this report shows the main one.

- 3) The academic libraries of Institutions of Higher Education.

There are over 3,500 libraries belonging to 195 Institutions of Higher Education (IHE) in Mexico. [ANUIES](#) (Asociación Nacional de Universidades, e Instituciones de Enseñanza Superior) is the association to which these IHE belong. CONPAB-IES (Consejo Nacional para Asuntos Bibliotecarios de las Instituciones de Educación Superior - National Council for Library Issues), under ANUIES, is the association of the over 3,500 libraries belonging to the 195 IHE. Currently, CONPAB-IES does not have a functioning website.

- 4) The Senior High School⁸ (Preparatorias) libraries that are part of university high school systems. In contrast, the public school system has no libraries to speak of, and depends on the DGB public library network for library services.

- 5) Specialized, private and historical libraries.

There are some 2,800 libraries that fall under these types of libraries, with various related associations to which they belong.

- 6) The libraries of the network of the [Centros CONACYT](#) (the National Science Council). This is a network of twenty-six specialized research institutes, such as the INAOE - Instituto Nacional de Astrofísica, Óptica y Electrónica.

- 7) The [National Library of Mexico](#), which is officially part of the UNAM (Universidad Autónoma Nacional de México) university library system.

⁷ The World Fact Book <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2147rank.html>

⁸ The last 3 years of high school before university.

Public Libraries - the DGB Network



Some of the Central State Public Libraries of the DGB Network, clockwise from left:

Entrance to the DGB and to the Biblioteca de México; [Biblioteca Francisco Cervantes](#) (Querétaro) - [image](#) from the same source ; [Biblioteca Lic. José Ignacio Gallegos Caballero](#) (Durango) - [image](#) from Wikimapia; [Biblioteca José María Pino Suárez](#) (Tabasco) - [image](#) from Wikipedia.

The origins of public libraries in Mexico

In 1905, President Porfirio Díaz commissioned the Secretaría de Instrucción Pública y Bellas Artes to create public libraries. At that time the illiteracy rate was 80% of the population. By the end of 1924 there were 2,426 public libraries in the country. However, afterwards there was a dramatic deterioration and destruction of the public library infrastructure to the point that by 1963 only 130 public libraries were left.⁹

The present National Network of Public Libraries was created in 1983 under an entity called the Dirección General de Bibliotecas (DGB) and brings together the commitments and efforts of federal, state and municipal governments in the establishment, maintenance and organization of public libraries, as well as the participation of the social and private sectors. In broad terms, the federal government provides for the collections; the state provides the salaries and operating costs; and the municipality (the Municipios mentioned earlier) provides the building for the library.

⁹ Marx Arriaga Navarro, "Diagnóstico de la Red Nacional de Bibliotecas Públicas", *Bibliotecario*, p.31-40, <https://dgb.cultura.gob.mx/bibliotecario/pdf/EIBibliotecario112.pdf>

When the Network was founded in 1983, it began with 350 public libraries which were dispersed and operating in isolation. By 2018 there were 7,451 public libraries in the Network in about 93% of the municipalities of Mexico, with an average of three libraries per municipality.

In 1991, soon after the creation of the Library Network, a [document describing the norms and operation](#) of the Network was published. It covers the structure, training, collections and services offered.

The DGB, which today is under the Ministry of Culture, is located in Mexico City and continues to be responsible for the operation and development of the National Network of Public Libraries. Responsibilities cover: the coordination of the Network; the issuance of technical regulations for the provision of library services; the provision and maintenance of bibliographic collections; the training of personnel assigned to public libraries; and the promotion of reading, among others. The Biblioteca de México in Mexico City is the lead library in the Network and is the seat of the DGB.

Each one of the 32 Mexican states, including the new state of CDMX (Mexico City), has a Central State Library (Biblioteca Pública Central Estatal) which is responsible for managing the public libraries in the respective state.

Currently, 544 public libraries are closed due to damage caused by the earthquake of Sept 19, 2017.

Recent activities

In 2010, the DGB initiated a massive digitization project of the collections of the Biblioteca de México¹⁰, and in September 2018 the [Biblioteca Virtual de México \(BVM\)](#) was launched.



In April of 2015 an agreement was signed with Apple Inc., to give free access to the iTunes platform to download eBooks made available to users by the DGB. Between April of 2015 and November 2018, 788,530 downloads were registered.

In 2016, the first platform for eBooks - [Digitalee](#) - was launched with over 3,000 Spanish language titles. It was managed by [Educal](#)¹¹ and was offered as a service to users by the DGB. [It ended in April of 2019](#) due to lack of sufficient funding with over 6,000 eBook titles.



Beginning in 2016, the DGB undertook a series of technology updates of the equipment that dated from the 2002 donation of computers to 1,500 public libraries by the Bill and Melinda Gates Foundation. The DGB promoted the adoption of a new technological solution, based on the combination of fixed (computer) and mobile (tablet) devices, together with other tools that would strengthen libraries as

¹⁰ It serves over 600,000 users per year.

¹¹ EDUCAL is a state owned enterprise operating under the Secretary of Culture whose mission is to distribute and commercialize books and cultural products, contributing to the growth of publisher offerings and the infrastructure of bookstores throughout the country.

cultural spaces. Additional funds were also obtained to equip 148 public libraries in the 32 states with a total of 893 computers, 1,480 tablets, 148 screens and 148 projectors.

Technology

The computing infraestructura of the DGB for training, online services and conservation of its digital books is made up of 4 Dell R-71 Servers with 48 Gigabytes of RAM, and 2 SAN arrays with a total storage capacity of 150 Terabytes. Aleph is used to manage the union catalog of the Biblioteca de Mexico (the lead library of the National Public Library Network), the Biblioteca Vasconcelos (the principal public library of Mexico City), and the digital resources.

Training Activities

The DGB has been undertaking training and professional development activities to develop the skills of the librarians in four main areas: basic technical training; promotion of reading; training in the management of bibliographic resources; and training in digital technology. In total, 1,616 courses with 35,795 participants were given through out the country during the 2013 - 2018 period.

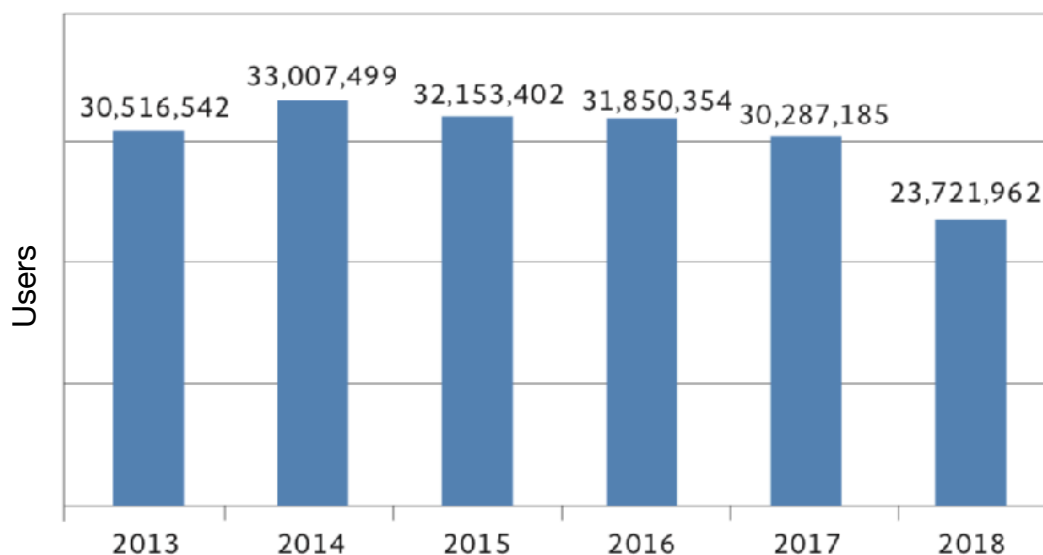
Basic technical library training has been provided through four courses that give the librarian the essential knowledge required to operate and administer a public library. They are: "Basic operation of the public library" (in-class and distance education modes); "The organization of catalogs in the public library" (in-class); "The care and repair of books" (in-class); and "Information and Communication Technologies in the public library" (in-class). During the 2013 - 2018 period, 564 such courses were given to a total of 11,011 librarians, including 1,603 who participated via distance education. Of this total, 5,543 librarians who were assigned to 3,205 libraries have the accreditation of the course "Basic operation of the public library".

Additional training is offered to librarians at national public library conferences through workshops focusing on current issues and new services. More on this in the section ["Continuing Education for Librarians"](#).

During the 2013-2018 period, under the Ministry of Communications and Transport Program "*México Conectado*" aimed at providing public spaces with broadband connectivity, 2,038 public libraries benefited from free Internet access and 1,145 librarians were trained in improving their digital skills, and in being digital promoters.

In that same period, the DGB provided training via the workshops "*Digital skills in digital resources*"; "*Introduction to Web 2.0: use of new technologies*"; "*The Digitalee platform, the library goes with you*"; "*Facebook, the day-to-day life of the librarian*" and "*Reading and technologies*".

Number of users of the National Network of Public Libraries 2013-2018 (from the “Memoria 2013 - 2018”)



* Preliminary data up to November 2028. Not all Central State Libraries had reported. It is estimated that the total for 2018 will be above 30M.

Map of the National Network of Public Libraries of the DGB

[Data on the public libraries of the DGB](#) was mapped in Google Maps using the Government of Mexico Open Data Portal. There is a note stating that the files are still under evaluation.

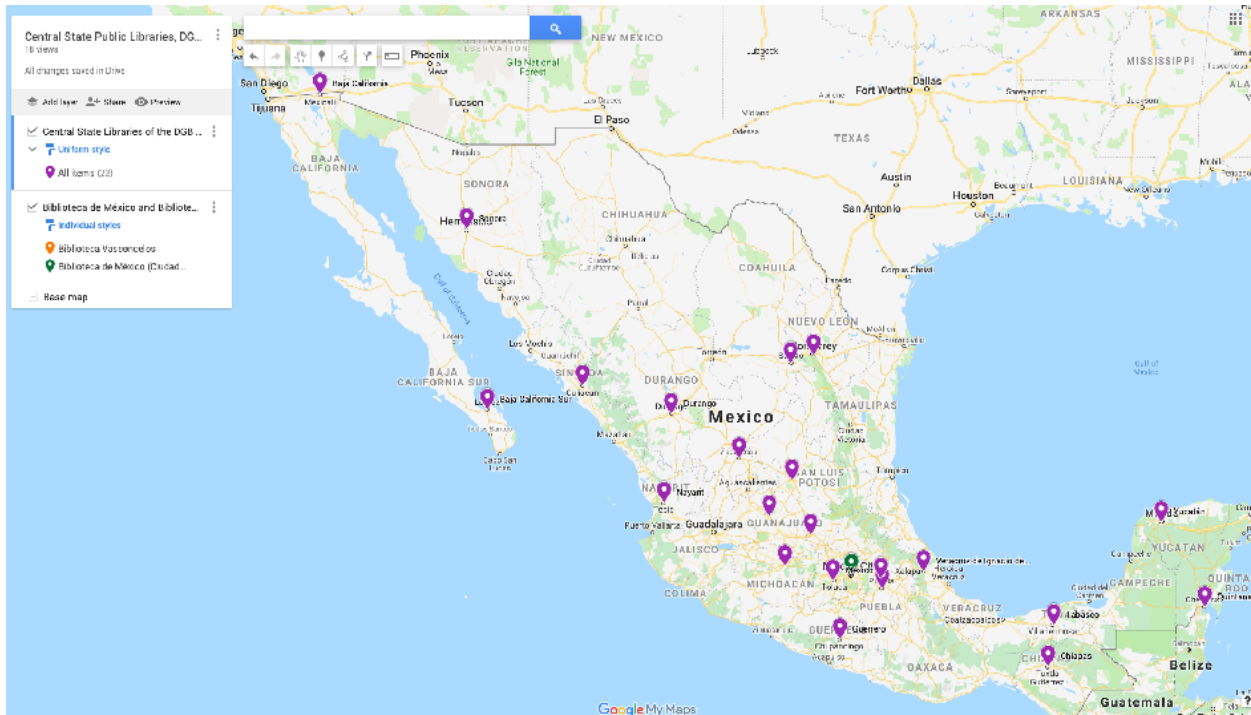
The [map has two layers \(see next page\)](#) - the 22 Central State Public Libraries; and the Biblioteca de México (the seat of the DGB) and the Biblioteca Vasconcelos (main public library of Mexico City). There are also links in the map pop-ups to the individual library websites.

It was impossible to map the 7,400+ public libraries under the DGB since Google Maps only accepts up to 2,000 records. Also, in the dataset of all public libraries, about 2,470 public libraries have zeroes as both or one of their geo-coordinates, so they do not map properly. In fact, they end up in Africa or in the ocean nearby!

Service Manuals

The DGB has a [series of publications](#) that detail, in a simple and practical way, useful strategies for librarians to carry out activities to promote reading in public libraries. The publications cover: Request for the establishment of a public library; Library Loan Services; The Library Guided Tour; Reference Services; Collection Analysis; The Vertical File; Comparison Collection-Catalogs; The Suggestion Box; The organization and Care of the Collection; Guide for New Staff; Associations that Promote the Public

Library; Library Service Statistics; User orientation; Promoting the Public Library; Book Repair; New Book Shipments; Journals; Books Without Cataloging; The Catalogs of the Public Library; and Integrating the Public Library with the School and Family.



Special Focus - The Biblioteca Pública “José Vasconcelos” and the Biblioteca de México

These two public libraries are part of the DGB Network, and are both located in Mexico City. They merit special mention because of their size and importance to the DGB Network of Public Libraries and to Mexico City. As stated earlier, the Biblioteca de México is the lead library in the DGB Network of Public Libraries, and is the seat of the DGB. The Biblioteca Pública “José Vasconcelos” is the main, and largest public library in Mexico City.

Both libraries used to have different directors. As of September 2019, both are under the new Director, José Mariano Leyva, whose office is located in the Biblioteca Pública “José Vasconcelos”.

In the period 2013-2018, the Vasconcelos library celebrated its 10th anniversary, and the Biblioteca de México its 70th.

The Biblioteca Pública “José Vasconcelos”, pictured here, has 7 floors, is incredibly well equipped with over 400 public computers for access to resources and the Internet, and well staffed with knowledgeable librarians. It

has excellent training facilities and training rooms. It serves over [6,000 patrons daily](#), and has [collections of close to 600,000 volumes](#) (from Wikipedia). A [detailed analysis of profiles and behaviours of patrons](#) was performed in 2017 by the independent firm *Analítica Marketing* based on 20 minute interviews with 1,000 patrons. Among the findings, it shows that 91% of patrons feel that their



Biblioteca Pública “José Vasconcelos”. Photo by Omas Sans
https://commons.wikimedia.org/wiki/User:Omar_sansi

expectations are fully satisfied, that 52% have contact with the library staff and rate it 9 out of 10, that 82% of patrons are from middle to lower-middle socioeconomic level, and that 49% of patrons are 18-25 years old.

In 2014, there were around [43,000 library card holders](#). More recent statistics were not found.

[The Biblioteca de México](#), is in a beautifully restored historic building, and has collections totaling almost 900,000 volumes. See the figure “Acervo General” (General Collection) on the next page.

There do not appear to be statistics on the number of patrons daily, but the number is most likely close to, or more than, the number visiting the Biblioteca Pública “José Vasconcelos”.

In addition to its collections, catalogs and the Virtual Library, the library holds the [personal libraries](#) of famous educators, authors, poets, lawyers and thinkers.

The library also holds events and workshops for seniors, adults, teens and children. It has an area dedicated to a children’s collection and to activities for children.

An example of a workshop for children is the one taking place this month about the Day of the Dead.

The current schedule of events is always displayed on the library’s homepage.



Entrance to the Biblioteca de México. Photo by Thelmadatter <https://es.wikipedia.org/wiki/Archivo:EntranceMexicoCityLibrary.JPG>



A children’s workshop for the Day of the Dead.

The Biblioteca Pública “José Vasconcelos” also provides workshops and holds events for patrons of all ages, including children. More on this is found in the section [“Librarians and Library Services”](#).

Acervo General

Colección	Unidades de información
Bibliotecas personales	258,314*
Colección general	210,127**
Fondo Reservado y Hemeroteca histórica	73,702
Hemeroteca	332,800
Total	874,943

*Bibliotecas personales José Luis Martínez, Antonio Castro Leal, Jaime García Terrés, Alf Chumacero, Carlos Mansiváis, Abraham Zabludovsky, Julieta Campos-Enrique González Pedrero, Jorge González Durán, Luis Garrido Díaz/Luis Javier Garrido Platas, José Luis Martínez Hernández y Embajada de Polonia.
 **Incluye los materiales de la Sala General, Fondo México, Consulta, Infantil y Sala para Personas con Discapacidad Visual.

The following pictures exemplify the infrastructure these two libraries possess.



On the left, one of the many banks of public Internet terminals at the Biblioteca Pública “Jose Vasconcelos”. We understand that there are over 400 of them.

On the right, one of the banks of public Internet terminals at the Biblioteca de México.



One of the personal collections at the Biblioteca de México. Each personal collection is in its own room, with its own architectural style.



One of the 10 to 12 (not sure of the actual number) training rooms in the Vasconcelos library. In this photo, Excel training for the public was taking place.



A view of another training room at the Vasconcelos library.



A schedule of courses for the public in October posted at the entrance to the Vasconcelos library. It shows courses on the use of Social Media, Excel, Word, Access, Publisher, Powerpoint, and an Intro to Computing.

CULTURA 2019
SECRETARÍA DE CULTURA

la Secretaría de Cultura a través de la Biblioteca Vasconcelos
Invita a todos sus usuarios a participar en los talleres de capacitación
que ampara y coordina el área de Servicios Digitales.

El objetivo de los talleres es proporcionar al usuario con oportuna la información e instrucción para las labores de Microsoft Excel y Word básicos, Publisher, Access, Power Point, redes sociales e introducción a la computación, en ellos podrán adquirir conocimientos y habilidades que les permitan interactuar con el ambiente y entorno de las Tecnologías de la Información y Comunicación (TIC).

Decimosexta etapa:
Octubre 2019

Nombre del taller	Horario	Tiempo	Sala
Redes Sociales	8:30 a 10:00	Martes	Séptimo piso Sala 3 Oriente
Course Power 2019	10:30 a 12:00		
Introducción a la computación	12:30 a 2:00		

Nombre del taller	Horario	Tiempo	Sala
Acceso 2019	2:00 a 3:30	Viernes	Séptimo piso Sala 3 Oriente
Excel 2016 básico	4:00 a 5:30		
Word 2016 básico	6:00 a 7:30		

Nombre del taller	Horario	Tiempo	Sala
Publisher 2016	8:30 a 1:00	Martes	Séptimo piso Sala 3 Oriente
Power Point 2016	1:30 a 2:30		

Nombre del taller	Horario	Tiempo	Sala
Introducción a las computadoras	8:30 a 1:00	Martes	Séptimo piso Sala 3 Oriente
Redes Sociales	1:30 a 2:30		

Publicación de la Convocatoria: **22 de septiembre de 2019**

Se imparte en: Biblioteca Vasconcelos
Ubicada en: Calle Iztac Mezquite s/n s/n Alcaldía CCI, Buenavista en el Sistema para el desarrollo de las ciudades y la expansión de las fronteras del Estado de México.

Inscripciones: **Del 30 de septiembre al 04 de octubre de 2019 en el tercer ventanilla Oriente del edificio A, piso 1 de la biblioteca Vasconcelos, horario 9:00 a.m. a 5:00 p.m.**

"El registro es de forma personal y presencial sin excepción"

Requisitos: Presentar su credencial de usuario de la Biblioteca Vasconcelos o su Pasaporte de Acceso Interno con fotografía, y presentar datos responsables para el Estado del registro (domicilio, edad y código postal). Para el caso de menores de edad se requiere la autorización por escrito de sus padres o tutores, así como el consentimiento de la Secretaría de Cultura y el consentimiento de la Secretaría de Educación Pública para el uso de sus datos personales en el sitio web de la biblioteca Vasconcelos.

2. **CONDICIONES:** La información que derivate de la gran demanda, deberá de tener un tiempo de espera para la inscripción, dicho tiempo será variable por las limitaciones de espacio que quedan al ser reducido en esta convocatoria. **NO será válido el uso de credencial para entrar a las actividades, debido a la gran demanda de usuarios, se otorgará un tiempo de espera y se otorgará el acceso a las actividades de acuerdo a la disponibilidad de espacios, se otorgará un tiempo de espera y se otorgará el acceso de acuerdo a la disponibilidad de espacios.**

NO SE ACEPTA EL REGISTRO DE TERCERAS PERSONAS QUE NO SE HAYAN REGISTRADO PREVIAMENTE

La Biblioteca Vasconcelos tiene como a su disposición el uso de Promoción INGRESOS de acceso gratuito para la inscripción de usuarios.

Informes: TEL: 52 55 56 46 4055 Escudo de Informes 9:00 a.m. a 5:00 p.m.

CAMPO: 15 TERCERAS POR CADA UNO DE LOS TALLERES PROGRAMADOS

INSCRIPCIÓN: 2 TALLERES POR USUARIO

LA INSCRIPCIONES Y LOS TALLERES SON TOTALMENTE GRATUITOS
Se otorgará un tiempo de espera para el registro de usuarios de los talleres de capacitación.

En: 1. Centro de la calle Andara, Cal. Barandilla, s/n, P.O. Box 36, de Buenavista, México DF
Tel: 52 55 56 46 4055

A view of the stacks (7 floors of them) at the Vasconcelos library. The numbers on the columns correspond to the DDC on that floor.



Public Libraries - the University Networks

Some universities maintain public libraries, that is, libraries open to and dedicated to public use. They are not under the DGB public library system and are financed and staffed entirely by the respective university. Many of these libraries, if not all, began as libraries established by religious orders in the 16th and 17th centuries for religious and educational purposes, and were later were absorbed by universities.

Although there does not appear to be a list of public libraries under universities, these are the ones we know of:

- Universidad de Guadalajara (UDG)
[Biblioteca Pública del Estado de Jalisco](#) “Juan José Arreola” (Public Library of the State of Jalisco);
The Biblioteca Pública del Estado de Jalisco (on the cover of this report) was founded by decree in 1861 and inaugurated on December 18, 1874. At that time it had 20,000 volumes in human science.

In 1925, the library was placed under the Universidad de Guadalajara to become an integral part of the UDG university library network but still retained its character as a public library.

[Biblioteca Iberoamericana](#)

This library building was originally the San Tomás Jesuit College, established in the late 15th century. The library holds over fifty-thousand volumes of Iberoamerican literature.

- Universidad Michoacana de San Nicolás de Hidalgo (UMSNH)
[Biblioteca Pública de la Universidad Michoacana de San Nicolás de Hidalgo \(UMSNH\)](#)
The library was founded in 1930 and housed in a historic Catholic church dating from the 17th century at the initiative of the then governor of Michoacán, and transferred to the Universidad Michoacana de San Nicolás de Hidalgo (UMSNH). The historical collection of the library consists of 22,901 volumes, and is considered to be the third largest historical collection in Mexico owned by a public university.
- Universidad Autónoma de San Luis Potosí
[The Biblioteca Pública](#) of the Universidad Autónoma de San Luis Potosí, in this case, happens to be [part of](#) the National Public Library Network of the DGB.

The following two university library systems have influence, via agreements with the DGB Network of Public Libraries, to support the public libraries in their respective states in the DGB's national initiative to promote reading.

- [Universidad Juárez del Estado de Durango \(UJED\)](#)
- [Universidad Autónoma de Nuevo León \(UANL\)](#)

University public libraries generally have good financial support since they are part of the university budget. They also have a good number of highly qualified, professional library staff with library degrees, and have a relatively good level of political and financial stability, thus the basis for continuity in their programs and initiatives.

University Libraries - Public & Private

University libraries have functions similar to those in the US, that is, they serve the students and researchers, and provide support to education undertaken at the institutions. The links below are to the library webpages.

The main **public universities and their libraries** in Mexico are:

- [Universidad Nacional Autónoma de México \(UNAM\)](#) in Mexico City, with almost 140 libraries serving some 250,000 students.
- [Instituto Politécnico Nacional \(IPN\)](#) in Mexico City, with more than 80 libraries serving a combined student and researcher population of 65,700.
- [Universidad Autónoma Metropolitana \(UAM\)](#), with 4 campuses in Mexico City - Azcapotzalco, Iztapalapa, Xochimilco and Cuajimalpa, serving a total of 54,000 students.
- [Universidad de Guadalajara \(UdG\)](#) in the city of Guadalajara, Jalisco State with 280,200 students, and 15 main (Centros Universitarios) libraries - [6 thematic and 9 in the other 9 campuses](#).
- [Benemérita Universidad Autónoma de Puebla \(BUAP\)](#) in the city of Puebla, with a Central Library, Medical Library and the historical collection in the Lafragua library, serving 31,000 students (2019).
- [Universidad Autónoma de Nuevo León \(UANL\)](#), with 6 campuses in the city of Monterrey, with a total of 84 libraries serving 172,000 students. [This includes](#) the Preparatoria (Senior High School) network;
- [Universidad Autónoma de Yucatán \(UADY\)](#) in the city of Mérida, with 11 libraries serving 21,000 students (2012).
- [Universidad Veracruzana \(UV\)](#) in the city of Veracruz, with 54 libraries serving 30,000 students. New libraries were built over the past ten years in the campuses of Xalapa, Veracruz, Poza Rica, Coatzacoalcos and Ixtaczoquitlán.
- [Universidad Autónoma de San Luis Potosí \(UASLP\)](#) in the city of San Luis Potosí, with 11 subject libraries and 11 information centers serving 32,000 students;
- [Universidad Autónoma de Baja California \(UABC\)](#) with campuses in the cities of Tijuana, Ensenada and Mexicali, each with one main library serving a combined total of 64,000 students;
- [Universidad Michoacana San Nicolás de Hidalgo \(UMICH\)](#) in the city of Morelia, with four libraries serving 55,000 students. One of the libraries is an historical one; the other is a public library;

ANUIES (Asociación Nacional de Universidades e Instituciones de Educación Superior,) is a non-governmental organization formed by the [195 principal public and private universities and institutions of higher education](#) in Mexico, and promotes the improvement and advancement of higher education in the fields of teaching, research and the extension of culture and services.

CONPAB-IES (Consejo Nacional para Asuntos Bibliotecarios de las Instituciones de Educación Superior) is the National Council for Library Issues under ANUIES. Its principal mission is to provide the standards for libraries of Higher Education and Research Institutions that underlie the evaluation of library services offered at the national level. Currently, CONPAB-IES does not have an active website. CONPAB-IES' profile has diminished over recent years, especially amongst the information vendors. The annual CONPAB-IES conferences were at one time key library events for information vendors to meet with library decision makers.

The main **private universities and their libraries** in Mexico are:

- [Instituto Tecnológico y de Estudios Superiores de Monterrey \(ITESM\)](#), usually simply called the “Tec”, has its main campus in the city of Monterrey, state of Nuevo León, and campuses in 25 other cities in Mexico, each one with a library, although electronic resources are contracted by the main campus library. The 32 libraries serve a total of 65,766 students.
- [Universidad Anahuac](#) , a Legion of Christ based university, has [8 campuses and one specialized institute](#) spread through different cities in Mexico. It is part of an [international network of 5 other Anahuac universities](#) in the US, Chile, Italy and Spain.
- [Universidad del Valle de México \(UVM\)](#), has 37 campuses in Mexico and is part of the international Laureate International Universities Network, advertised as the largest network of private universities in the world with 80 schools in 30 countries. The 32 libraries of the UVM serve a community of 129,000 students.
- [Universidad de la Americas de Puebla \(UDLAP\)](#), has two campuses and two libraries. The main campus is in Cholula, just outside of the city of Puebla (in the State of Puebla), and the other is in Mexico City. Most of the 10,000 students are in the Cholula campus which has an excellent library.
- [Universidad Iberoamericana \(IBERO\)](#), which has its main campus in Mexico City with 13,000 students, a second campus called ITESO in Guadalajara with 9,000 students, a third in Puebla with 4,200 students, a fourth in León, State of Guanajuato with 3,200 students, and two small ones - one in Tijuana with 1,400 students and another in Torreón with less than 500 students. All of the campuses have excellent libraries honoring the Jesuit tradition.
- [Universidad Panamericana \(UP\)](#), has four campuses: Santa Fe (México City); Aguascalientes (State of Aguascalientes); Guadalajara; and the IPADE business school (North of Mexico City) which has schools in Mexico City, Monterrey, and Guadalajara. The libraries serve a total of 16,200 students. The Aguascalientes Campus also appears as a [public library under the DGB National Network of Public Libraries](#).

University libraries have the best qualified and greatest number of librarians. They also have the best financial resources, as evidenced by the number of libraries built and the quality and scope of the collections, both modern and historical.

The academic librarians are what give life to the Mexican library associations because of their training, numbers and motivation.

Thanks to Spain, many Mexican librarians are now getting their Doctorate degrees from Spanish universities, such as Carlos III, Universidad de Salamanca, and the Universidad Complutense de Madrid, among others. This is a recent trend. In the past, Mexican librarians would go to US universities to further their studies.

Library Networks

Academic Library Networks

- [RESBIUC](#) (La Red de Sistemas Bibliotecarios de las Universidades del Centro, A.C.). Network of the Central region of Mexico.
- [REBICS](#) (La Red de Bibliotecas de la zona centro sur). <http://www.anuies.mx/anuies/redes-de-colaboracion/redes-regionales/centro-sur>. Network of the South-Central region.
- [RETBIN](#) (Red de Teleinformática y de Bibliotecas del Noreste). Network of the Northeast.
- [REBISS](#) (Red Sur Sureste de Bibliotecas) and also their [own page](#). Network of the South-Southeast region. It has a [union catalog](#) created by a large retrospective conversion project done by OCLC. The union catalog uses OCLC symbols to identify the holding library.
- [REDICS](#) (Red Centro Sur). Network of the Central-South region.
- [REBCO](#) (Red de Bibliotecas de Centro Occidente). Network of the Central - West region.
- [REBIENSE](#) (Red de Bibliotecas de Instituciones de Educación Superior del Noreste). Network of the Northeast region.

Subject & Specialized Networks:

- [REMBA](#). Red Mexicana de Bibliotecas Agropecuarias (Mexican Network of Agricultural Libraries), a network made up of libraries of [16 institutions](#).
- [La Red de Bibliotecas del Poder Judicial de la Federación](#)
This Network of Libraries of the Judicial Branch of Mexico is made up of 120 libraries: 51 correspond to the Library System of the Supreme Court of Justice of the Nation; 32 to the Institute of the Federal Judiciary; 28 to the Federal Institute of Public Defense; 1 to the Federal Institute of Specialists in Commercial Tenders; and 8 to the Electoral Tribunal of the Judicial Branch.
- [RBACH](#) The network of libraries and archives in Mexico City's Historical Center. [It has 92 members](#).

The National Public Library Network:

- [Red Nacional de Bibliotecas Públicas-DGB](#). A very brief, [general description](#) can be found in Wikipedia. There are over 7,400 public libraries in the network. A more complete description is found in this report.

School Libraries - Senior High Schools (Preparatorias)

School libraries are found principally in the *Preparatoria*¹² (Senior High School - final 3 years before university) systems of schools operated by universities as an integral part of their institutions. The libraries are not staffed by professional librarians, although the director may be, so students discover information and resources on their own, or with the help of the teachers.

The public schools under the Secretaría de Educación Pública (SEP - Ministry of Public Education) really do not have any libraries to speak of; they may have a very small collection of books but students are expected to use, and do use, the local public libraries of the DGB Network.

The universities that operate senior high school (preparatorias) systems are:

- Universidad Nacional Autónoma de México (UNAM)
- Universidad Autónoma de Querétaro (UAQ)
- Universidad Autónoma de Chihuahua (UACH)
- Universidad Autónoma del Estado de México (UAEMEX)
- Universidad Autónoma de Nayarit (UAN)
- Universidad Autónoma de Sinaloa (UAS)
- Universidad Autónoma del Estado de Morelos (UAEM)
- Benemérita Universidad Autónoma de Puebla (BUAP)
- Universidad Autónoma de Yucatán (UADY)
- Universidad Autónoma del Estado de Hidalgo (UAEH)
- Instituto Politécnico Nacional (IPN)

¹² [https://es.wikipedia.org/wiki/Educación_media_superior_\(México\)](https://es.wikipedia.org/wiki/Educación_media_superior_(México)). The English version of Wikipedia does not have a good description.

Education of New Librarians

There are eight library schools^{13,14} in the country, and one virtual one, which issue formal degrees in library and information science. They are:

1. [ENBA \(Escuela Nacional de Biblioteconomía y Archivonomía\)](#) - Licenciatura en Archivonomía (Bachelor's degree in Archival Sciences); Licenciatura en Biblioteconomía (Bachelor's in Librarianship).
2. [Colegio de Bibliotecología](#) of the Facultad de Filosofía y Letras of UNAM (Universidad Autónoma Nacional de México) - Licenciatura en Administración de Archivos y Gestión Documental (Bachelor's in Archives Administration and Information Management); Licenciatura en Bibliotecología y Estudios de la Información (Bachelor's in Librarianship and Information Studies); Maestría en Bibliotecología y Estudios de la Información (Master's in Librarianship and Information Studies); Doctorado en Bibliotecología y Estudios de la Información (Doctorate in Librarianship and Information Studies).
3. [Universidad Autónoma de San Luis Potosí](#), Facultad de Ciencias de la Información - Licenciatura en Gestión Documental y Archivística (Bachelor's in Document and Archive Management); Licenciatura en Gestión de la información (Bachelor's in Information Management); Maestría en Ciencias de la Información Documental (Master's in Information Sciences).
4. [Universidad Autónoma de Chiapas](#) - Licenciatura en Bibliotecología y Gestión de la Información (Bachelor's in Librarianship and Information Management).
5. [Virtual University of the Universidad de Guadalajara](#) - Licenciatura en Bibliotecología y Gestión del Conocimiento (Bachelor's in Librarianship and Knowledge Management).
6. [Universidad Autónoma de Nuevo León](#) - Licenciatura en Bibliotecología y Ciencia de la Información (Bachelor's in Librarianship and Information Sciences).
7. [Universidad Autónoma de Chihuahua](#) - Licenciatura en Ciencias de la Información (Bachelor's in Information Sciences).
8. [Universidad Autónoma del Estado de México](#) - Licenciatura en Ciencias de la Información Documental (Bachelor's in Information Science).
9. [Universidad de Oriente](#) - Licenciatura en Bibliotecología y Gestión de la Información (Bachelor's in Librarianship and Information Management).

In 2010, there was a total of 120 graduates from all of the library schools. The number has continued to grow to the point where, in 2018, there was a total of 324 new librarians with Bachelor's and Associate

¹³ <https://uploads.knightlab.com/storymapjs/76b020f215df1661e5da02dc8e6a34f3/bibliotecologia/index.html>
<https://universidadesdemexico.mx/carreras/bibliotecologia-y-archivologia>

¹⁴ <https://archivo.eluniversal.com.mx/cultura/2013/impreso/red-nacional-sin-registro-de-bibliotecarios-profesionales-72296.html>

degrees, and 10 with Master's degrees. The tables below show the number of graduates over the past four years by library school according to official statistics from ANUIES - Asociación Nacional de Universidades e Instituciones de Educación Superior (The National Association of Universities and Higher Education Institutions).

Number of Graduates 2015 to 2018 from Library Schools Bachelor Degree (Source: ANUIES)*

INSTITUTION	2017-2018	2016-2017	2015-2016	2014-2015
ENBA ** Escuela Nacional de Bibliotecología y Archivonomía	27	20	31	30
UASLP Universidad Autónoma de San Luis Potosí	16	40	52	0
UNO Universidad de Oriente	14	0	0	0
UNACH Universidad Autónoma de Chiapas	20	13	14	15
UACH Universidad Autónoma de Chihuahua	1	12	8	24
UNAM Universidad Nacional Autónoma de México	71	68	65	75
UDG Universidad de Guadalajara	12	24	26	55
UANL Universidad Autónoma de Nuevo León	11	6	11	5
UAEMEX Universidad Autónoma del Estado de México	23	24	16	13

* ANUIES - <http://www.anui.es.mx/iinformacion-y-servicios/informacion-estadistica-de-educacion-superior/anuario-estadistico-de-educacion-superior>

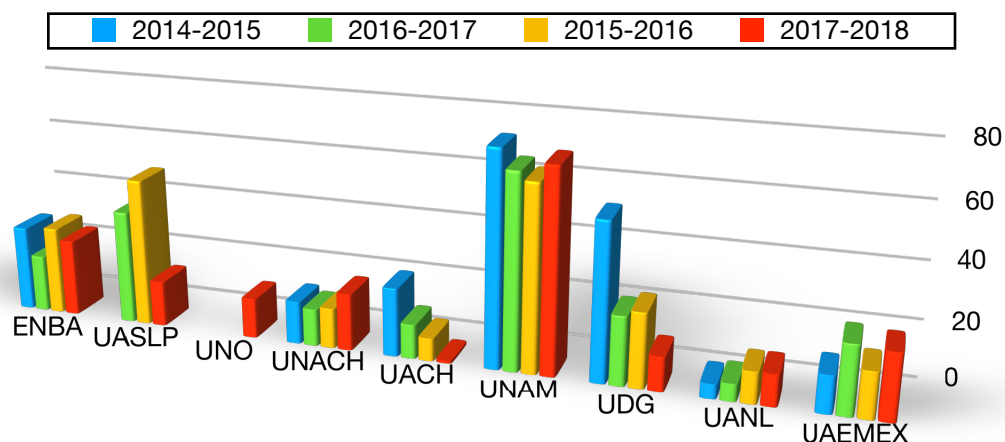
** ENBA also produces graduates in Archival Sciences. In 2017-2018 they had 25.

Number of Graduates 2015 to 2018 from Library Schools Master's & Doctorate Degrees (Source: ANUIES)*

INSTITUTION	2017-2018	2016-2017	2015-2016	2014-2015
UASLP	0	0	0	0
UNO (Master's)	10	17	25	0
UNAM	0	0	0	0

* ANUIES - <http://www.anui.es.mx/iinformacion-y-servicios/informacion-estadistica-de-educacion-superior/anuario-estadistico-de-educacion-superior>

Library Schools versus Number of Graduates (Bachelor's) for School Years 2014-2015 to 2017-2018



Library Schools

ENBA is the only school also granting two-year Associate degrees (Profesional Asociado). As can be seen from the table below, the Associate program does produce a large number of graduates qualified to work in libraries.

Number of Graduates from ENBA in 2014-2018 (Source: ANUIES)

DEGREE	2014-2015	2015-2016	2016-2017	2017-2018
LICENCIATURA EN BIBLIOTECONOMÍA	30	31	20	27
LICENCIATURA EN ARCHIVONOMÍA	22	20	11	25
PROFESIONAL ASOCIADO EN BIBLIOTECONOMÍA	44	37	86	52
PROFESIONAL ASOCIADO EN ARCHIVONOMÍA	64	77	125	52

Continuing Education for Librarians

Continuing education for Mexican librarians is provided for principally at conferences, or by commercial companies such as this one (*COP | Digital Information Solutions*) which are contracted by the librarians' institutions or held off-site for individuals.

Free Webinars are also used by the librarians as a way to stay up-to-date. Webinars are provided by information companies and vendors, as well as academic publishers. Particularly good, non-commercial Webinars are offered by international organizations such as the UN CEPAL/ECLAC (Economic Commission for Latin America and the Caribbean) based in Santiago, Chile. CEPAL is currently offering excellent [Webinars in Research Data Management and Open Science](#) in English and Spanish and also related, [online education in both languages](#).

The UNAM library system, undoubtedly due to its size, has its own [Continuing Education Department](#) for its almost 140 libraries. It does promote attendance to its courses by outside institutions, but charges them higher fees. Also at UNAM, [IBI](#) (Instituto de Investigaciones Bibliotecológicas y de la Información - Institute for Library and Information Research) provides courses and conferences as a way for librarians to keep up-to-date.

The Universidad Autónoma de Nuevo León (UANL) advertises [continuing education courses for its librarians](#), but the website shows none for 2019. It is not known if there were any courses in 2018.

Recent example of Courses and Workshops at Key Conferences.

- Congreso Nacional de Bibliotecas Públicas, Sept., 25 - 27, CDMX, 2019
<https://congresonacionaldebibliotecaspublicas.cultura.gob.mx/talleres.php>
- Congreso Nacional de Bibliotecas Públicas, Sept., 20 -22, Oaxaca, 2018
<http://www.culturasyartes.oaxaca.gob.mx/concluye-xviii-congreso-nacional-de-bibliotecas-publicas/>
- Congreso Nacional de Bibliotecas Públicas, 23 -25 Aug., Puebla 2017
<https://www.gob.mx/cultura/documentos/xvii-congreso-nacional-de-bibliotecas-publicas>
- AMBAC, Jornadas Mexicanas de Biblioteconomía, 18-21 June, CDMX, 2019.
<https://asociacionmexicanadebiblioteca.godaddysites.com/cursos>
- AMBI (Asociación Michoacana de Bibliotecarios) 20-23 Aug., Morelia, 2019
<https://ambiac.org.mx/programa-preliminar/>
- [Congreso del Colegio Nacional de Bibliotecarios](#), 3-5 April 2019.
Courses: <http://congreso.cnb.org.mx/index.php/talleres>
- Filuni. Feria Internacional del Libro Universitario. 27-28 Aug., CDMX, 2019

Courses: <http://www.filuni.unam.mx/eventos/III-jornada-internacional-de-bibliotecarios>

- Filuni 2018.
Courses: " Implicaciones de alfabetización infomediática para **bibliotecarios** y editores de revistas".
- Filuni: 2017.
Courses: "Big Data para bibliotecarios". Instructor: Nicholas Cop.
- [Feria Internacional del Libro \(Guadalajara Book Fair\), Coloquio Internacional de Bibliotecarios.](#)
This is the second largest book fair in the world, and since librarians go there to buy books, a library conference is always organized as part of the book fair.
Courses: <http://www.coloquiobibliotecarios.udg.mx/>
- [Primer Congreso Nacional Información para la Investigación:](#) cooperación, servicios y repositorios. May, 29 - 31, 2019. BCCT-CDMX. UNAM.
Workshops: <http://bcct.unam.mx/gbc/congreso/convocatorias/talleres/>
- [X Encuentro de Catalogación y Metadatos](#), 18-20 September, 2019. A specialized, yet important annual conference held at IIBI, UNAM.
Courses: <http://iibi.unam.mx/ecm2019/index.php/talleres-2>

Librarians and Library Services

Services offered by public libraries in Mexico are in the general categories of Enquiries and Reference, Loans, Children's Services, Promotion of Reading, Guided Tours, Photocopy Services, and Laptop Lending (for use in-library). The graphic on the right shows the services offered by the Biblioteca de México.

The public libraries also have authors' nights, workshops and courses of interest to the public, recitals, computer workshops, and so on. The graphic on the lower right is of one of the workshops recently offered by the Biblioteca Pública "José Vasconcelos" to the public.

The promotion of reading by libraries is an ongoing, crucial and widespread initiative in Mexico because of the low level of readership in the country. According to a [study commissioned by CONACULTA](#)¹⁵, in 2015 Mexicans read an average of 5.3 books annually, thankfully up from 2.4 books in 2006. Of the 5.3 books read in 2015, 1.8 were out of necessity and 3.5 were for pleasure.

"*Mis vacaciones en las Bibliotecas*", a subset of Children's Services, is a regular summer program for children at many public libraries. Under this program, authors are invited to speak about their books to the children, retirees are invited to read books out loud, and there are dramatized readings too. Musicians are invited to play and speak of their music.

Academic libraries provide the same services as in the US and Canada to students and researchers, although some services are developed later in Mexico. For example, Research Data Management services are just now coming on the radar of academic libraries.

Consulta y referencia
Préstamo interno
Servicios infantiles
Visitas guiadas
Horario
Fotocopiado
Préstamo de equipo de computación

List of services at the Biblioteca de México.



An example of a workshop on gender violence at the Biblioteca Pública José Vasconcelos.

¹⁵ CONACULTA - Consejo Nacional para la Cultura y las Artes (the National Council for Culture and Arts), now renamed as the Secretaría de Cultura (Ministry of Culture).

Library Associations

Mexico has different types of library associations - for all librarians, professional librarians, librarians of institutes of higher education, librarians of private libraries, and librarians of historical libraries and archives.

The most important associations are:

- [AMBAC](#), Asociación Mexicana de Bibliotecarios, A.C. (The Mexican Library Association). It is open to all who work as librarians or who are professional librarians. It has a membership of around 400 librarians.
- [CNB](#), Colegio Nacional de Bibliotecarios, A.C.. It is open to professional librarians. It has a [membership of 159 librarians](#) (latest statistics 2017).
- CONPAB-IES, Consejo Nacional para Asuntos Bibliotecarios de las Instituciones de Educación Superior (National Council for Library Issues in Institutions of Higher Education) which is under ANUIES. It no longer has a website; however there is a site of the [last meeting held in 2019](#). ANUIES is the Asociación Nacional de Universidades e Instituciones de Educación Superior (National Association of Universities and Institutes of Higher Education).
- [AMABPAC](#), Asociación Mexicana de Archivos y Bibliotecas Privados, A.C. (Mexican Association of Private Archives and Libraries);
- [ADABI](#), Apoyo al Desarrollo de Archivos y Bibliotecas de México, A.C. (Support for the Development of Archives and Libraries in Mexico)

The A.C. in the names of the associations is short for “Asociación Civil”, similar to a not-for-profit in the US.

Library Conferences

The key conferences are covered in the section on [Continuing Education for Librarians](#).

Appendix C: Wikipedia + Libraries: Four-week training

This is an illustrative example that demonstrates how the nine-week *Wikipedia+Libraries: Better Together* course developed by OCLC could be adapted as a shorter course. This is not intended to be a description of a Mexico-based course.

Course Description

This four-week online course provides an in-depth understanding of the most ubiquitous basic reference source in the world. Wikipedia is an online, open-access encyclopedia that is created and maintained by a community of volunteer editors dedicated to providing free and open access to information for all. In addition to understanding and getting the best use out of it as a reference, this course will show you how Wikipedia creates an excellent opportunity to hone your own information literacy skills using Wikipedia, as well as transfer those skills to those your library serves.

Participants in the course will engage with library and Wikipedia practitioners through compelling content, relevant activities and peers to learn about

- The inner workings of English-language Wikipedia—understanding how the online encyclopedia is built by volunteer editors in an open and transparent environment, guided by a set of policies and guidelines that shapes both the content and the process of its creation
- Wikipedia’s own explicit quality criteria, and the tools it provides to quickly identify the Wiki community’s assessment of a given article. You’ll also learn how to take the next steps of applying your own critical eye, and helping others (patrons, colleagues) learn to evaluate quality and reliability.
- The different ways to contribute and help build this quality information source, including by copy-editing articles, adding citations, updating and correcting content and even creating new articles. We’ll give you tips for signaling your good intentions, and successfully interacting with the editing community, including where to get help along the way.

This course includes one live-online session per week, plus outside reading, activities and discussion. Successful completion will require a time commitment of between three and five hours per week.

Course Learning Objectives

At the end of the course, learners will be able to

- Define “encyclopedia” and describe how that definition informs the style and content of Wikipedia articles
- Understand the history of Wikipedia, the community behind it, how it is organized and functions

- Be able to communicate the “Five Pillars of Wikipedia” and their significance to both readers and editors
- Understand how the Wikipedia community and libraries share a common goal of providing access to information
- Describe the unique definition of “notability” used by Wikipedia to identify appropriate article topics
- Use Wikipedia article quality standards to coherently evaluate articles
- Advise patrons and staff on the best use of Wikipedia for scholastic and personal research
- Write a clear “Conflict of Interest” statement for their own user page
- Comfortably use the Wikipedia editing tools to edit existing articles.
- Use the VisualEditor “Cite” tool to add a reference citation to an existing article
- Get editing help and advice outside the boundaries of this course
- Appropriately link to resources in your library’s collection
- Describe the usage rights restrictions necessary when adding images to Wikipedia

Course Format

This course is designed as a mixed synchronous and asynchronous, online course. Each week will begin with some individual study, followed by a one-hour live online session, then assignments and online discussion.

Week 1

The first week introduces learners to Wikipedia as a reference source, an organization and community. We look at how articles are created, who creates them, and what guides the thousands of volunteer editors in determining what is appropriate content. We also consider the limitations of Wikipedia, with its own content gaps, biases and flaws. In many ways, the ubiquity of Wikipedia in the online information ecosystem means that people take it for granted, or at least that their vague notions of “anyone can edit it” define its reliability as a reference tool.

- Learners complete a 20-minute Wikipedia Essentials tutorial that introduces key concepts, policies and guidelines Wikipedia editors follow when building Wikipedia.
- The first live online session begins with unpacking the definition of an encyclopedia, and how that definition guides what is and is not included in the millions of Wikipedia articles. We will discuss the Wikipedia community, whose goals of providing open access to information to all closely mirror that of librarians. And we will examine both the strengths and challenges inherent to such a vast, open-access, volunteer-created reference source.
- Following the live session, participants will do further reading about Wikipedia’s Five Pillars, and share their thoughts and impressions in a discussion forum. They will also make their first edits in Wikipedia by creating user pages for their Wikipedia accounts.

Week 2

In week 2, we look at Wikipedia through an information literacy lens. First we examine Wikipedia's own criteria for article quality, including the specific definition of "notability" that is critical to determining what is a suitable topic for inclusion in Wikipedia, and how that definition is applied more or less strictly depending on topic areas. We also cover the critical qualities of neutral point-of-view writing, the prohibition on original research, the verifiability of claims requirement, and how quality resources back them up.

As we begin our own evaluations of articles, we will first learn to identify the signs and signals of the Wikipedia community's own assessment of article quality, and then using those as a starting point from which to make our own calls about the quality and reliability of the information we find. This section culminates in participants making and discussing their own article evaluations.

- Learners complete a 26-minute Wikimedia Foundation [Evaluating Articles and Sources](#) tutorial, which describes how to read Wikipedia articles and sources with a critical eye.
- In the second live session, we will begin by reviewing learners' posts on the reading. We will then learn how Wikipedia editors navigate issues of notability and conflicts of interest, and how they apply visible signs and signals to alert the reader to that assessment. From that initial guidance, we will learn how a reader might approach making their own assessment of the rigor, quality and authority of Wikipedia articles. And finally discuss how Wikipedia is best used for personal and scholastic research.
- Following the live session, learners will choose from selected articles to read and assess. They will post their assessments of article quality, including why they think so and suggesting ways the article might be improved.

Week 3

In the third week, the course covers concepts and skills involved in editing Wikipedia. After an introduction to the world of Wikipedia editing, learners will create a Wikipedia user page and add a conflict of interest statement to it. We then move on to editing actual articles, starting with copy edits, adding citations and external links. understanding the distinction between a citation and an external link.

- Learners complete a Wikimedia Foundation 23-minute [Editing Basics](#) tutorial, covering the practical basics of editing Wikipedia pages.
- Learners complete the Wikimedia Foundation 7-minute [Sources and Citations](#) tutorial.
- Following the live session, learners will add a conflict of interest statement to their user page; make at least 1 copy-edit; and add at least 1 citation or external link.

Week 4

This week builds on the editing skills developed in week 3, and will introduce adding images to articles using Wikimedia Commons; where to go to get help when editing; and the process for, and potential issues to be aware of when, creating an article from scratch. We also take a look at

how groups of editors are addressing content gaps through projects such as Art+Feminism and Afrocrowd, and how librarians are both incorporating Wikipedia into existing programming as well as creating new, Wikipedia-focused programs.

- Learners complete the 17-minute Wikimedia Foundation [Contributing Images and Media Files](#) tutorial.
- Learners complete the 13-minute Wikimedia Foundation [Sandboxes and Mainspace](#) tutorial.
- Learners read and reflect on the discussions they find in the [Teahouse](#).
- Individually or with a partner, learners will make a substantive content edit to an existing article (suggest article of local interest).
- Learners will propose a new article, providing justification for notability.

Appendix D: Wikipedia + Libraries: Curriculum Outline

These are the instructions created for prospective trainers who wish to teach the OCLC-created courses, Wikipedia+Libraries: Better Together course.

About this course

Wikipedia + Libraries: Better Together, an online, continuing education training for public library staff, was created and originally delivered by OCLC's WebJunction program in 2017, as part of an 18-month project to strengthen ties between US public libraries and Wikipedia. The project was made possible with funding from the John S. and James L. Knight Foundation, the Wikimedia Foundation, and OCLC.

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Note for trainers

Wikipedia + Libraries is designed as a nine-week online continuing education course for library staff, consisting of five sections, each including one live online session, discussion forums, self-paced modules, reading and activities, and a final, concluding live online session. Sections range from one to three weeks in duration, getting longer as the course progresses, and the complexity of assignments increases. On average, the course work requires a student time commitment of about 3-5 hours per week.

In the first two sections, learners gain general knowledge about how the English-language edition of Wikipedia works: its origin and ongoing creation; the organization behind it and the largely volunteer community that builds it; their mission to provide free access to verifiable information; the policies and guidelines they follow; and how a reader can evaluate the quality and reliability of individual articles. The third section introduces learners to active editing, with an initial focus on improving existing articles. The final two sections focus on uses of Wikipedia in the library, including for reference, staff and patron training, and programming. Learners select and plan the type of use that best fits them and their libraries.

Course structure

This course was initially designed and delivered online using a combination of synchronous and asynchronous methods over nine weeks. The course is divided into five sections, and each section has three parts. A Learner Guide (described in greater detail below) is provided to help learners navigate through the parts of each section of the course; this includes the assignments, related links, and suggested readings.

1. **Part 1** of each section contains short assignments for learners to do before the live online session. These assignments are intended to introduce them to the concepts or ideas that

will be discussed throughout the section. Learners can be given 2-3 days to complete the assignment.

2. **Part 2** is a 90-minute live online session where the instructors connect the materials, concepts, and ideas directly to library practice. In every live online session, a library-practitioner guest presenter presents what they have done with Wikipedia in their libraries.
3. **Part 3** of every section is an assignment. The assignment is designed for learners to deepen their understanding of the section's content by doing one or more activities; these range from exploration, evaluation, editing or engagement planning, along with discussion and reflection about these activities with the other learners in the discussion forum. As the course unfolds and the activities become more involved, more time is allowed for the learners to complete them. Depending on the section, the time allotted to complete the assignment can vary from 4 days to 3 weeks.

Live Sessions

The live online sessions are critical to creating social connection and motivation. Although the tools are the same, these are not webinars, so it is important to not just think of them as opportunities to lecture. Just like good in-person training, live online sessions should be interactive and engaging with ample opportunities for participants to ask questions, give input, and share their own experiences. While the desired attributes of classroom and online sessions are similar, the skills and techniques for delivering engaging live online instruction are not identical. If you will deliver online and do not have experience with this method, we highly encourage you to seek out instruction and find an opportunity to practice delivery.

- **Length:** 90 minutes is a long session for live online delivery. Interactive segments and multiple voices help maintain learner engagement. This outline is divided into multiple segments, none over 20 minutes. Ideally, instructors and guests will alternate so that no single person is speaking for more than about 30 minutes straight.
- **Slides:** We have made available a version of the original PowerPoint slides that are stripped of content that was either specific to the time or situation of our delivery of the course, or where we are protecting content and personal privacy rights of others. Feel free to use these decks as a starting point if you wish. Due to the dynamic nature of Wikipedia, examples, policies, guidelines, and editing techniques may have changed; we recommend you confirm and customize to make sure the information is current. We have included a key at the beginning of each deck to guide your customization of the slides.
- **Making resources available:** We always share slides (in pdf) before the live session, and afterwards, along with the recording of the session, we recommend providing transcripts of the chat and closed captions if available. There are often additional handouts distributed before the session.
- **Guest presenter:** We strongly believe in the benefit of including library-practitioner guest presenters in every session to supplement the instruction and bring the material to life through their own experiences. When participants can identify with a presenter and their work situation, they are more likely to believe that the experience shared represents something they could do as well.

- **Interactive engagement:** Every live online session should include activities where participants talk, use the chat feature, or whiteboard tools to interact with each other and the instructors. The activities we used were chosen to fit the tools our system provides, and the size of our cohort. You will likely want to change some or most of them depending on your needs and learners. We recommend building in some kind of participant interaction every 20 minutes or so.
- **Chat:** We recommend using open live chat, where messages are visible to all participants during each live session, and making a transcript of this available to learners afterwards. Chat provides a rich, second channel of conversation that many learners are more comfortable using than verbal interaction.

Course Materials:

In addition to the slides, there are additional handouts made available at the beginning of each section. These include job aids for assignment tasks, various background material, and tips for success. There are also two special types of handouts:

- **Learner Guides:** Each section of the course includes a corresponding 2-5-page learner guide handout, intended to help participants make the most out of each section. These guides provide a summary of key points, learning objectives, links to references, and describe next steps and assignments. We have included Learner Guides for each section in editable form.
- **Steps to Engagement:** This handout is an action planning template that learners will complete with the details of how they will create a successful Wikipedia engagement in their library. Completing this plan is core assignment for the course.

Wikipedia Learning Resources

English Wikipedia and the Wikimedia Foundation have a plethora of documentation, tools, support, and self-directed learning materials available that are critical to the success of the course. Because these resources tend to be scattered—and of variable quality and organization—this curriculum and accompanying support documents point specifically to the ones we recommend. Resources such as the [Programs and Events Dashboard Training Library](#) of self-paced modules, [Wikimedia Outreach FAQ for Librarians](#), the [Wikipedia Teahouse](#), and extensive [Help documentation](#) including many step-by-step guides walking new editors through common tasks and explaining concepts such as notability and NPOV will provide many of the content building blocks you need to cover such a broad and detailed topic while allowing individual learners to pursue specific and varied interests.

Using the Programs and Events Outreach Dashboard

With the [Programs and Events Outreach Dashboard](#), you can document user activities by capturing all Wikipedia editing contributions made by a specific group of Wikipedia usernames over a selected period of time. The Dashboard is available on [Wikimedia Foundation's Lab space](#); any event organizer, instructor, or trainer in any language may use this tool. The Outreach Dashboard was adapted from the [Wiki Education Foundation's](#) learning dashboard, which is only available for higher education instructors in North America.

Use the Program and Events Outreach Dashboard for small or large workshops, programs, or events in order to:

- View participants' editing activities on Wikipedia
- Easily see each individual editor's contribution to an article with multiple editors using the "View Authorship" tool
- Assign specific articles to edit or allow participants to choose from a defined set of articles
- Assign self-paced Wikipedia [training](#) modules to complete
- Download all data in CSV format for further analysis and to help justify your Wikipedia program

Look to the Outreach Dashboard [trainings](#) for guidance on creating and managing your dashboard programs.

Using the course materials

You may use and adapt these materials created as part of OCLC's Wikipedia + Libraries: Better Together training program. The slide templates, handouts, and learner guides may be shared and adapted under CC BY-SA 4.0 licensing. For more information, see

<https://creativecommons.org/licenses/by-sa/4.0/>

Before the start of the course

Before the course begins, you can position your learners to get a running start by completing a few tasks.

- 1. Create a Wikipedia user account**
- 2. Become familiar with the online learning environment**

Give your learners a few small tasks to introduce them to the interactive online learning environment.

- Completing a user profile with more personal information—especially a photo
- Introducing themselves and interacting with other learners, in an online discussion thread set up for that purpose
- Reading an introduction to the practical workings of the course and live online environments, along with your expectations of their involvement (see *Before-the-course_Getting-the-most-out-of-this-course.docx*).

Resources

- *Before-the-course_Create-your-Wikipedia-account.docx*
- *Before-the-course_Getting-the-most-out-of-this-course.docx*
- *Before-the-course_Discussion-forum-facilitation-tips.docx*

Section 1 (1 week)

Wikipedia for you, your library, and your community

Section 1 introduces the learners to Wikipedia, an online, global encyclopedia, and the community of volunteer editors who continuously build, enhance, and correct it. In many ways

the ubiquity of Wikipedia in the online information ecosystem means that people take it for granted, or at least that their vague notions of ‘anyone can edit it’ define its reliability as a reference tool.

Learning Objectives

At the end of Section 1, learners will be able to...

- Define an encyclopedia and a wiki, describe how these definitions inform the style, content, and workflow of Wikipedia
- Understand the history of Wikipedia, the community behind it, and how it is organized and functions
- Be able to communicate the “Five Pillars of Wikipedia,” and their significance to both users and editors
- Understand how the Wikipedia community and libraries share a common goal of providing access to information

Section 1, Part 1 - Assignment

Participants should have already created Wikipedia user accounts, have logged in and oriented themselves to the systems used for online instruction, including live online / webinar system, and introduced themselves in the general Introductions discussion forum.

Assignment

1. Create your Wikipedia user account (if not already done), and either add yourself to the course Outreach Dashboard, or forward your username to the instructors so they can do so
2. Complete a pre-training assessment
3. Complete the Wikipedia Essentials tutorial,
<https://outreachdashboard.wmflabs.org/training/editing-wikipedia/wikipedia-essentials>

Section 1, Part 2 - Live Session

90-minute, interactive, live online session

Topics

- Welcome and overview of course
- Why are we here?
- Five Pillars of Wikipedia
- The Wikipedia editing process
- Guest presenter
- Next steps

In this script, instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font. The talking points to be used by instructors have varying levels of detail.

Timing	Topic/activity
5 min	<p>Welcome, introductions, overview of the course, expectations, and agenda</p> <ul style="list-style-type: none"> • <i>Provide an overview of your course structure, the technologies used, expectations</i> • <i>Describe your syllabus and course organization</i>
5 min	<p><u>Activity</u>: Map activity</p> <p><i>Kick off the course by helping learners get to know each other and get accustomed to using the interactive tools available in the web conferencing system.</i></p>
10 min	<p>Why are we here? Why Wikipedia is important</p> <p><i>Explain the compelling reasons why US public libraries should engage with Wikipedia; you may wish to customize this for other library types.</i></p>
5 min	<p><u>Activity</u>: Successes!</p> <p><i>Show successes! Provide slide with examples of successful outcomes from engaging with Wikipedia in the library (customize for your audience), plus an “other” option.</i></p>
15-18 min	<p><u>The Five Pillars of Wikipedia</u></p> <p><i>To discuss the core principles of Wikipedia, captured in the Five Pillars (WP:Five_Pillars), choose an excellent example article to walk through (we suggest using a Featured Article, because this class of articles is considered Wikipedia’s best, see Featured Article criteria for details). The OCLC Wikipedia + Libraries course used the Franz Kafka article. This Featured Article is among a subset of articles that were featured on the homepage and received a highest number of page views (see full list). Core content policies and community consensus processes are extensions of the Five Pillars, which are like the alphabet of Wikipedia. As when you are learning the alphabet of a new language, once you understand the Pillars, Wikipedia processes will make more sense.</i></p>
7-10 min	<p>Wikipedia workflow and project development</p> <p><i>In this section, help participants recognize the strengths and benefits of the Wikipedia editorial process, emphasize how the content development process helps to ensure reliability and is also always under development.</i></p>
10 min	<p>Wikipedia – Wikimedia projects today</p> <p><i>Zoom out in this section to situate English Wikipedia as a popular volunteer project, the flagship project of the Wikimedia Foundation (WMF), and the primary focus of the course.</i></p>

20 min	<p>Guest presenter #1 <i>Your first guest presenter should be a library practitioner with experience using Wikipedia in their library. The specifics of this practice and the specific focus of the talk is open, but at this point focus less on editing and programming, and more on Wikipedia in the day-to-day life of the library and their general vision of 21st century librarianship. This presentation will set the stage for the course. Provide a presenter introduction.</i></p>
10 min	<p>Next steps and assignments – to do by next session: <i>Remind participants about their assignments, listed below.</i></p>

Section 1, Part 3 - Assignment

Assignment

1. Create your Wikipedia user page, Section-2_Creating-your-Wikipedia-user-page.docx
2. Review the [Wikipedia Five Pillars](#)
3. In the course discussion group:
 - a. Introduce yourself, and share your Wikipedia username and a link to your Wikipedia user page
 - b. Discuss your impressions of the Wikipedia Five Pillars and how it may have changed your perception of Wikipedia as a resource
 - c. Read the other posts and respond to at least two of them

Section 2 (1 week)

Evaluating Wikipedia with a critical eye

Section 2 guides learners to evaluate Wikipedia as critical reader knowledgeable about the inner workings of the volunteer editorial community. Topics covered include examining Wikipedia's criteria for article quality, specifically Wikipedia's definition of "notability" and conflicts of interest, core content policies (neutral point-of-view, no original research, verifiability of claims and pointing to quality resources support claims), and how to use the parts of the page to evaluate contributions. Learners will gain insight into how to read signs and signals to evaluate article quality. This section will provide learners with a robust orientation to the inner workings to help them understand how articles are developed and how to evaluate quality and reliability. By gaining experience observing community processes for the purposes of evaluation, learners will be oriented to the norms, processes, and guidelines to edit, which will set them up for success as new editors. The section culminates with learners evaluating and discussing a set number of articles that you have chosen in advance.

Learning Objectives

Learners will be able to...

- Describe the Wikipedia definition of "notability" and use it to identify appropriate topics deserving of encyclopedia articles

- Identify Wikipedia article quality standards and the signs and signals of Wikipedia editing procedures

Section 2, Part 1 - Assignment

1. Complete the Evaluating Articles and Sources tutorial, <https://outreachdashboard.wmflabs.org/training/editing-wikipedia/evaluating-articles>

Section 2, Part 2 - Live Session

Topics

- Reflections on the Five Pillars
- Navigating notability and conflicts of interest
- Defining and assessing article quality
- Guest presenter
- Wikipedia for personal and scholastic research
- Next steps

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

Timing	Topic/Activity
5 min	Welcome back, overview of the session agenda <i>Begin the session with a welcome and presentation of the agenda</i>
5 min	<u>Activity</u>: Ice breaker with check marks <ul style="list-style-type: none"> • How did it go creating your user page?
7 min	Reflections on the Five Pillars <i>Help learners learn from each other. Prior to the live session, review all forum posts and summarize trends in the live session. You may wish to highlight 2-3 comments from discussions that represent common threads about impressions of the Wikipedia Five Pillars, address any frustrations, misconceptions and ah-ha moments to showcase learners' perceptions of Wikipedia.</i>
5 min	Navigating notability <i>This section covers two important features of Wikipedia, the notability guidelines (WP:GNG) and conflicts of interest.</i>
2 min	<u>Activity</u>: What's needed to establish notability for X topic? <i>Choose a topic and ask participants to explain in chat how they would establish encyclopedic "notability" for the topic to have its own Wikipedia article.</i>
5 min	Conflicts of Interest? What is it and why is it a problem?

	<p><i>What is a Conflict of Interest (COI) and why are seasoned Wikipedia editors resistant to conflicts of interest (COI) editing? Explain that editors discourage promotional or commercially-motivated contributions because the conflicts of interest imposed on the editors may make it difficult for them to achieve a neutral point of view on a topic.</i></p>
5 min	<p><u>Activity:</u> When do words introduce biases? <i>Learners brainstorm examples of “value-laden words” that may advance implicit or unintentional biases in chat</i></p>
5 min	<p><u>Core content policies</u> <i>Guide participants through the three core content policies. Depending on the interests of your audience, you may wish to showcase how ideas that depart from the mainstream perspective are handled by editors (fringe theories), and why editors take special care in biographies of living persons</i></p> <ol style="list-style-type: none"> 1. “Neutral point of view (WP:NPOV) – 2. Verifiability (WP:V) 3. No original research (WP:NOR)
5 min	<p><u>Activity:</u> Why should (and do) biographies of living persons (WP:BLP) receive extra attention from editors? <i>Learners brainstorm answers to this question in chat channel</i></p> <ul style="list-style-type: none"> • Some answers: Libel, 15-min of fame doesn’t meet WP:GNG, err on privacy versus exposure
5 min	<p>Defining and assessing article quality <i>Help learners understand Wikipedia’s goal in terms of article quality by showing them the elements of a quality article, and then how editors are in the process of collaborating to achieve this goal. What are the implications of editors’ collaboration to reach the goal? Not all articles have yet achieved the highest level of quality.</i></p>
10 min	<p>Six signs and signals of Wikipedia’s inner workings to augment evaluation: Assessment class, Templates, Stability, Breadth, Reference diversity, Authority of contributors.</p> <p><i>The OCLC Wikipedia + Libraries Wikipedian-in-Residence (WiR) instructor Monika Sengul-Jones identified the six signs and signals that library staff can look to in addition to evaluating the article content front page. Knowledge about the inner workings will also serve library staff to confidently and expertly evaluate Wikipedia. Use these signs and signals to begin to design evaluation techniques for your learners, then expand on these avenues of analysis. Though Wikipedia is always changing, strategies for evaluating the inner workings look to processes and protocols that are now essential parts of Wikipedia’s digital infrastructure.</i></p>

20 min	<p>Guest presentation <i>Your second guest presenter should be a library practitioner with experience evaluating Wikipedia in the library; they may be an experienced editor who can take learners on a tour through their contributions to help them read the signs and signals of articles. They may also have experience evaluating Wikipedia's inner workings and quality based on using it at the reference desk or trainings in general. Provide a presenter introduction and write down questions or comments from chat during the presentation to guide the Q&A.</i></p>
5 min	<p>Wikipedia for research <i>Help learners understand how they can begin to incorporate Wikipedia into the library for personal and scholastic research, and help patrons leverage Wikipedia as a work in progress, a participatory digital media, and an online community. Here are some points brought up during the OCLC Wikipedia + Libraries course:</i></p>
5 min	<p>Questions and next steps <i>Explain the assignment and let learners know what's on deck for the next week.</i></p>

Section 2, Part 3 - Assignment

Assign learners a few Wikipedia articles to read and evaluate in small group discussion forums. A few things to know about this assignment, and how you can adapt it to meet the needs of your learners:

Assignment

1. **Read any two of these five articles and post a review** for each in the *Evaluating Wikipedia Articles* discussion forum. In the review:
 - a) Assess the **reliability and usefulness** of each article for an information seeker based on what you've learned about the six ways to assess Wikipedia articles
 - b) Suggest ways to improve the articles so they satisfy **Wikipedia's core content policies (neutral point of view, verifiability, and no original research)** and better expand access to the world of information for Wikipedia's readers.
2. **Discussion guidelines:** Read and reply to the reviews of your colleagues.

Section 3 (2 weeks)

Contribute to the Wikipedia body of knowledge

Section 3 introduces editing Wikipedia. You may have learners who have been anxious to get started editing, maybe even to start creating new articles. We strongly encourage learners to first complete sections one and two to help them be successful and understand how the community works before they start editing. Moreover, they will have already gotten started with editing by adding a conflict of interest statement to their user page. However technical barriers exist to preserve quality and deter vandalism, new editing accounts are not "autoconfirmed," which means they will be unable to create a new page or edit locked pages until they've made ten edits over four days. Even if you help them past this threshold, the same barrier will exist for new learners they work with. Instead, take advantage of a longer learning period and guide

learners to complete an editing tutorial to practice with the interface and learn the standard workflow. In the live session we first review the article evaluation conversations, and then move on to gain some context around editing, including easy ways to get started with adding citations, copy editing, and practicing in your user sandbox before jumping in with making content changes to live articles.

Learning Objectives

Learners will be able to...

- Enable and use both sets of Wikipedia editing tools (Wiki Source Code and VisualEditor) to edit Wikipedia articles and community pages
- Use the VisualEditor's citoid tool to add a reference citation to an existing article
- Know where to go for editing help and advice outside the boundaries of the course
- Understand Conflicts of Interest (COI) and write a Conflict of Interest statement for their own user page, gaining experience with editing in the username space
- Understand the difference between citations and external links; how and why to appropriately link to resources in your library's collection to Wikipedia articles
- Understand policies related to adding images to Wikipedia (image use policy)

Section 3, Part 1 – Assignment

Assignment

1. Complete the Editing Basics tutorial, covering the practical basics of editing Wikipedia pages, <https://outreachdashboard.wmflabs.org/training/editing-wikipedia/editing-basics>
2. Add a conflict of interest (COI) statement to your Wikipedia user page by follow these instructions, Section-3_Add-a-COI-statement.docx

Section 3, Part 2 - Live Session

Topics

- Reflections on evaluating articles
- Basics of editing Wikipedia: adding citations, copy editing, user sandbox
- Where to go for help on Wikipedia
- Guest presenter
- Selected editing topics: linking to your library's collection, Wikimedia Commons, copyright and images for Wikipedia

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

Timing	Topic / Activity
5 min	Warm-up & welcome
3 min	<u>Activity:</u> Which articles did you review?
17 min	Reflections on evaluating articles

	<p><i>Discussion review – How did it go evaluating these articles?</i></p> <ul style="list-style-type: none"> ▪ <i>What did they learn from the discussion? Teachable moments</i> ▪ <i>What did they think about the articles, their histories, how can they be improved?</i> ▪ <i>Pull out key points of discussion for each article</i> <p><i>Encourage learners regarding the value of building in time for article evaluation—important work required to get started with editing. Often the most difficult part of editing is deciding where to begin. Evaluation of articles, and the journeys they take you on, are a great way to get primed for editing.</i></p>
5 min	<p><u>Activity</u> – Who has added a citation before? (Display a continuum)</p> <p><i>Interactivity can be done with a slide and annotation tools, with chat, or via voice.</i></p>
10 min	<p>Time to edit!</p> <p><i>The slides walk through the process of adding a citation to an article. This may also be a good opportunity to do a quick, live demonstration of adding a citation, but only if you are confident that your system and your learners’ connections have the capacity.</i></p>
5 min	<p>Where to go for technical and community support on Wikipedia</p> <p><u>Teahouse</u> – “a friendly place to learn about editing Wikipedia”</p> <ul style="list-style-type: none"> • Teahouse is highly valuable both as a place for new editors to get answers, and just to read to become more informed about policies and procedures, see the kinds of issues common to new editors, and see how there is often a range of opinion from the hosts – there is no absolute authority. <p>https://en.wikipedia.org/wiki/Wikipedia:Teahouse</p>
	<p><u>Activity:</u> Why was a biography rejected as a new article by other Wikipedia editors? What would you advise this new editor to do to improve the article if they were your patron?</p>
20 min	<p>Guest presenter</p> <p><i>Your third guest presenter should be a library practitioner with experience editing Wikipedia, specifically on topics that matter to the library community. The presenter can describe how they’ve incorporated library materials into Wikipedia, how they’ve become comfortable with other editors, and why they may identify – as many have – as a “librarian on Wikipedia.” Invite them to give specific examples of their editing to model ways of doing Wikipedia, e.g. if they’re involved in administrative work or wikiprojects. Provide a presenter introduction.</i></p>

5 min	Activity: <i>Poll learners in chat. Where do links to library collections belong in Wikipedia articles?</i>
7 min	Selected topics in editing: External links <i>The slides walk through the process of adding an external link to an article. This may also be a good opportunity to do a quick, live demonstration of adding a link, but only if you are confident that your system and your learners' connection have the capacity.</i>
7 min	Selected topics in editing: Images & image use policy <i>The slides walk through the process of adding an image to an article. This may also be a good opportunity to do a quick, live demonstration of adding an image, but only if you are confident that your system and your learners' connection have the capacity.</i> Adding images <i>Most learners are unfamiliar with the image use policy of Wikipedia. You may choose to go over dos and don'ts in relation to copyright. Images added to Wikimedia Commons (the repository of images that connects to Wikipedia) where the editors do not demonstrate they have the correct permissions will almost always be swiftly deleted.</i>
5 min	Questions and next steps <i>Explain the assignment and let learners know what's on deck for the next section. Depending on how you are structuring the course, this may be a good time to mention they have two weeks and that this is a good time to catch up on all past assignments. And start thinking about how they might want to use Wikipedia in their library – this is the focus of the last five weeks of the course.</i>

Section 3, Part 3 – Assignment

This assignment is designed to get learners editing. They should have completed tutorials, observed Wikipedia's articles and the various stages of development, and be familiar with the parts of pages. Learners are instructed to practice using the interface by either working in their Sandbox or making copyedits, then also making a citation. The second part of the assignment is to observe the Teahouse to get a sense of the problems or concerns new editors often face. This second part of the assignment will help them understand not just the misconceptions of Wikipedia that many new editors have, but also see how the Teahouse volunteers respond with civility. Participants in the OCLC Wikipedia + Libraries course noted that Teahouse volunteers responded in ways that reminded them of library workers.

Should you wish to have your learners create a new article at some point, these initial editing assignments are crucial for them as new editors to build credibility, understand the way editing works, and know where to go for help, in this case, Teahouse (WP:TEA). In addition, making

small edits on a number of pages over time will give new editors the necessary edits needed to gain [autoconfirmed status](#) (see [user access levels](#) for more information) and have the technical permission granted to their username to create a new article page.

Assignment

1. Practice editing
2. Add a citation to an article
3. Observe the [Wikipedia Teahouse](#)
4. Share with your peers in the discussion forums

Section 4 (2 weeks)

Wikipedia empowers your community

Section 4 introduces the learners to pathways they can take with Wikipedia in the library, and continues to build skills and capacities in editing and knowledge of the innerworkings.

Learning Objectives

Learners will be able to

- Describe at least five forms of Wikipedia engagement they might do at the library
- Understand how these directions can translate into specific activities
- Plan preliminary steps toward implementing one or two forms of engagement, discuss those plans with others

Section 4, Part 1 - Assignment

Section 4 introduces library staff to one or more of the forms of engagement they might explore at their libraries. You may wish to assign learners a reading or article to preview the forms of engagement that will be discussed later in this section. Or you may wish to give participants additional opportunity to catch up on course work.

Section 4, Part 2 - Live Session

Topics

- Reflections on editing and Teahouse
- Wikipedia programs, projects, and organizations
- Introduction to five forms of engagement with Wikipedia
- Guest presenter
- Next steps

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

Timing	Topic / Activity
5 min	Welcome and agenda
5 min	<i>Activity:</i> Icebreaker about the editing experience <i>Learners rate their editing experience:</i>

5 min	<p>Reflections on editing <i>Reflect on what learners have done in their assignments.</i></p> <ul style="list-style-type: none"> • <i>Use pull quotes from homework discussions – look to highlight both positive experiences and challenges, specifically help them feel validated and also seek to resolve challenges.</i> <p><i>Reflect on their Teahouse learnings; share participant feedback and surface what else they noticed were common questions or concerns from new editors and establish that they can feel comfortable going to Teahouse in the future to ask for guidance.</i></p>
7 min	<p>Wikipedia programs, projects and organizations <i>Describe the various programs, projects and organizations affiliated with the global Wikimedia movement to help learners understand the many facets of the community.</i></p>
8 min	<p>Forms of engagement (1, 2) <i>Describe two forms of engagement, with examples. All five forms used in the OCLC course are detailed in greater length in the resource document Section_4-Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx</i></p>
20 min	<p>Guest Presentation <i>Your fourth guest presenter should be a library practitioner with experience with one of the forms of engagement with Wikipedia, preferably engagement that has had an impact on the library community. The presenter can describe how they've incorporated editing into staff events, training or programs, the kinds of responses or impact their initiative has had, and their advice for other staff curious about perusing this form of engagement. Consider the Librarians Who Wikipedia interview with Anne Lefkofsky (Public Library Albuquerque and Bernalillo County) as an additional example (published May 2018). Provide a presenter introduction. Instructors facilitate questions.</i></p>
20 min	<p>Formations of engagement, part 2 <i>(Present second half of Forms of Engagement)</i></p>
3 min	<p><u>Activity:</u> <i>Participants indicate with slide and annotation tools, chat, or via voice what Wikipedia campaigns or activities they have already participated in</i></p>
5 min	<p><u>Five forms of engagement: Stories from WebJunction</u> <i>You may choose to feature stories from WebJunction, or start an interview, article or podcast series of your own with Wiki-librarians in a field of librarianship similar to your learners (e.g. school librarians, research librarians, librarians from a particular geographic or linguistic background). WebJunction's pages on Wikipedia</i></p>

	+ Libraries offer inspiration on these pathways.
2 min	Activity: Participants indicate with slide and annotation tools or chat what they'd like to provisionally focus on (from the list on the slide); you could also create survey to capture their interests
10 min	Next Steps Spend the final part of the session describing the assignment around the forms of engagement.

Section 4, Part 3 – Assignment

This assignment is intended to give learners an opportunity to deepen their knowledge of forms of engagement. Use *Section_4-Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx* to tailor the assignment.

Assignment

1. Read about the five forms of engagement we have identified in *Section-4_Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx*.
2. Choose 2-3 of the suggested activities
3. For the 1 activity that you want to explore further, post answers to the questions in the discussion forums:
4. Join the conversation with others who are also considering similar engagements.

Section 5 (3 weeks)

Organize a Wikipedia event or activity for your community

Section 5 guides learners to Wikipedia event organization, identifying the tools and skills needed put on events, and encourages providing examples of events—both library-facing and community-facing. Library staff continue to explore forms of engagement with Wikipedia for their libraries. This section of the course dives deeper into specific community outreach events. As the final full section of the course, this section is three weeks long to allow learners to catch-up or dive deeper into Wikipedia as they complete a plan of action for their library.

Learning Objectives

Learners will be able to

- Understand how they can use the Wikimedia Outreach Dashboard to track their engagement-related Wikipedia activity
- Commit to taking action on at least one form of Wikipedia library engagement
- Create a structured action plan for a group activity, following the provided template (*Section-5_Steps-to-Engagement.docx*)

Section 5, Part 1 – Assignment

The first assignment is to watch three short videos about edit-a-thons in the United States in the GLAM (galleries, libraries, archives and museums) sector. You may assign these examples, or choose more up-to-date or regionally specific videos.

Assignment

Watch three short videos describing different Wikipedia edit-a-thons

Section 5, Part 2 - Live Session

Topics

- Review learner accomplishments
- Additional editing topics (Dashboard, article creation, mobile)
- Guest presenter
- Continued introduction and review of Wikipedia engagement forms (events)
- Building an action plan for Wikipedia engagement for your library after the course
- Next steps

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

Timing	Topics / Activities
5 min	Agenda
2 min	<u>Activity:</u> Find the wikilinks
3 min	<u>Activity:</u> Have you edited Wikipedia? <i>(revisit)</i> <i>Show slide that has been used before with the Yes and No question, ask participants to place a mark corresponding with whether they have done any editing yet; Since their assignments have now included editing, most participants should report yes, and this activity should give them a sense of accomplishment.</i>
18 min	Wikipedia accomplishments <i>Exhibit class editing data from your course Outreach Dashboard project page. Show examples of good work done, give tips to improve/advance the work. Have reviewed their edits beforehand in order to use their accomplishments (or mistakes) to provide additional editing instruction during in-class examples. Learning opportunities may include:</i>
2 min	<u>Activity:</u> Title interests <i>Chat activity about article titles: What are your interests? Invite chat comments (no right answer)</i>
8 min	Additional topics

	<p>Outreach Dashboard <i>Introduce the purpose of the dashboard, give a reminder about transparency (everything is saved and visible, and can be downloaded and shared from Wikipedia); explain Outreach dashboard is a way to create a shared experience of editing, measure impact, justify programs, and celebrate results</i></p>
2 min	<p><u>Activity</u>: Are you ready to move to main space? Tips and support! <i>Prompt reflection, give encouragement: Many of you have only edited in Sandbox so far, who is ready to go forward after this session and try editing in the main space?</i></p>
10 min	<p>Creating an article <i>Up to now we have put off talking much about creating new articles, partly because there are already more than 5 million articles, most needing additional work, but also because it's a big step up in effort and exposure. Some learners will want to go this extra step, so here are some tips:</i></p>
20 min	<p>Guest presenters <i>Your fifth guest presenter should be a library practitioner with experience with another one of the forms of engagement with Wikipedia, preferably engagement that has been community-facing. The presenter can describe what they've done and why, their measures of success, and advice for other staff curious about perusing this form of engagement. Provide a presenter introduction. Instructors facilitate questions.</i></p>
15 min	<p>Wikipedia Events <i>Putting on a Wikipedia activity that could involve editing – from a one-hour session, to a learn-a-thon, to a salon, a longer workshop – requires some preparation in advance.</i></p>
10 min	<p>From intention to action <i>Describe writing up plan of action (Section-5_Steps-to-Engagement.docx). Help learners commit to a form of engagement, discuss challenges and opportunities</i></p>
5 min	<p><i>Spend the final part of the webinar describing the assignment around the forms of engagement. For session 6: Call for volunteers to Be Bold and share Wikipedia engagement plan with the class during the final live session</i></p>

Section 5, Part 3 - Assignment

Completing and submitting the Section-5_Steps-to-Engagement.docx is the only required assignment. Between the end of this session and the next, final, live session, you may also wish to coordinate volunteers who will prepare guest presentations.

Assignment

Section 4 introduced you to five forms of engagement with Wikipedia. In the final three weeks of the course, you will formulate an engagement commitment to take your Wikipedia learning to the next level.

1. Commit to taking action on at least one form of engagement with Wikipedia (if you are choosing a Wikipedia event, additional resources are provided below).
2. Define your plan using *Section-5_Steps-to-Engagement.docx*
3. As you fill in your own responses in the form, use the discussion forum to bounce your ideas around with your cohort. Take advantage of your peer community to share your ideas and resources for engagement and to help you think through the challenges. Share what you are going to do and any questions, ideas, musing or quandaries that occur to you as you start to plan.

For those planning Wikipedia events:

The following are resources to help you plan and deliver a successful edit-a-thon or other event

1. Read the *Section-5_Wikipedia-event-planning-resources.docx*.
2. Review *Running Edit-a-thons and other Editing Events* series of self-paced tutorials, links and more information provided in *Section-5_Wikipedia-Event-Planning-Resources.docx*.
3. Fill out the *Section-5_Wikipedia-event-action-plan.docx*. This provides a framework to help you think through all the details of planning a Wikipedia event and describe the steps, timing and roles to make your event a success.

Wrap-up live online session

Your Wikipedia journey continues

The sixth and final live online session is a course wrap-up session that addresses a few additional topics, answers outstanding questions, and provides the opportunity for course participants to share their learnings and action plans.

Topics

- Your commitments to the Wikipedia journey
- Guest presenters: Volunteers from the course share their learnings and action plans
- Advancing with Wikimedia
- More programming tips
- Looking ahead

Live Session 6

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

Timing	Topics / Activities
5 min	Agenda
3 min	<u>Activity</u>: How many people have you talk to about this course?
17 min	Your commitments to the Wikipedia journey <i>Review all the exciting things learners have accomplished, highlight discussion threads and Steps to Engagement form.</i>
	<u>Activity</u>: Brainstorm names for Wikipedia events or training–what catchy names could entice skeptics? <i>Have participants speak up or use chat</i>
45 min	Guest presentations <i>Up to four 10-minute learner presentations about their chosen engagements, activities so far and action plan going forward, with some time for questions</i>
15 min	Deeper dive into selected topics <i>The final part of this last session is a time to talk about any topics that you feel you have missed, or that participants have expressed unexpected interest in; you may also highlight some activity data from the course's Outreach Dashboard - # of edits, # of articles worked on, # of page views of the articles worked on</i> Advancing w/ Wikipedia & Wikimedia <ul style="list-style-type: none"> • The history and future of Wikipedia • Connecting with Wikimedians
10	Looking ahead <i>Provide learners with final instructions or information about the course, including instructions on completing the course, certificate information, feedback expectations, course space maintenance and accessibility, and evaluation.</i>

Course completion

These were the course completion requirements for learners enrolled in the OCLC Wikipedia + Libraries course.

Requirements:

1. Attend or watch recordings of all 6 live sessions. *Our web conferencing system tracks attendance and recording views.*
2. Complete the assignments described in the forums for Sections 1-4, post at least once per section in that section's discussion forum.
3. Complete and submit the Section-5_Steps-to-Engagement.docx; add at least one additional post to a Section 4 discussion, describing your ideas and responding to what others are doing.
4. Complete a post-course evaluation survey.