Social Changer
Jae-Hee

AGE:
27 years old

LOCATION:
Seoul, South Korea

OCCUPATION:
Freelance graphic designer

EDUCATION:
University

LANGUAGES:
Korean (fluent)
Japanese (proficient)
English (proficient)

Technology comfort level
Low — High

Writing comfort level
Low — High

Macbook Pro
PRIMARY USE: Graphic design work, maintaining her website, writing, editing Wikipedia

iPad
PRIMARY USE: Reading, looking for inspiration for her work, and quick internet browsing when she's not at home

iPhone 6S
PRIMARY USE: Calling, messaging friends on Kakao Talk, Twitter

Background

Jae-Hee graduated from university two years ago and currently works as a freelance graphic designer. She lives in the suburbs of Seoul, with her parents and younger sister. In her spare time, she works on her digital art and photography, which she publishes on her personal website, through WordPress. She loves reading, particularly fantasy and science fiction stories, in both Korean and Japanese. While in university, she took a class on design and sustainability and became interested in environmental issues. Now she volunteers for an environmental advocacy non-profit which educates people about living a sustainable lifestyle, and shares similar lifestyle tips on her personal blog.

Tech Habits

She first started using a computer in grade school, and got her first smartphone in high school. She uses social media avidly, particularly Twitter to share her work and writing, and to follow other environmental groups. She is well-known by her online username, "jigu". She learned basic HTML to run her website, and uses Adobe software for her graphic design and art.

Perceptions of Wikipedia

She first used Wikipedia in university, and then started to use it more frequently while researching fantasy literature and inspiration for her art. She mostly uses English and Japanese Wikipedia, because she often finds incorrect translations or limited information on Korean Wikipedia. She sees Wikipedia as a formal, proper source of information, compared to other websites like Namuwiki which is more opinionated, but also more relaxed and collaborative.

Experience Goals
• To freely share her opinions and knowledge without conflict or rebuke, like she does elsewhere online
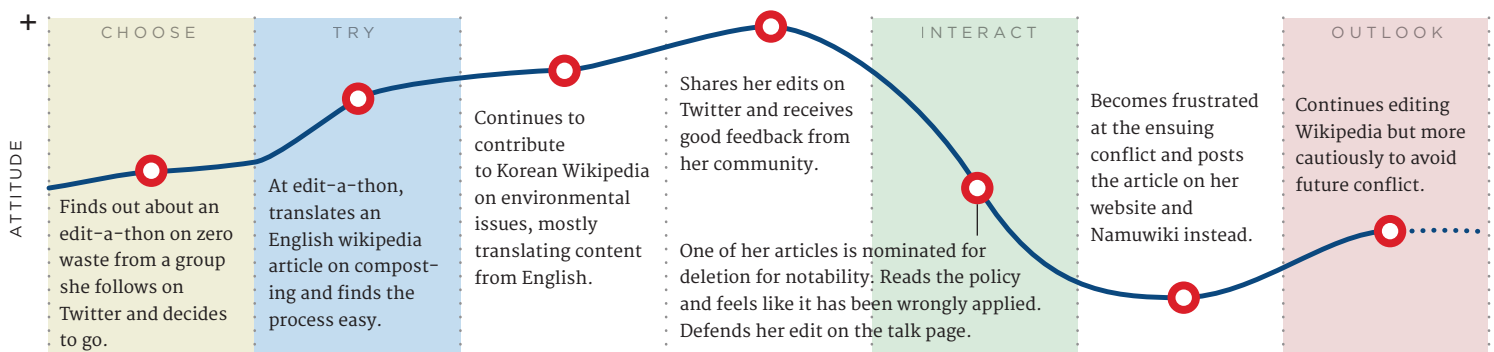
End Goals
• To raise awareness on environmental issues
• To collaborate with other environmentalists

Challenges
• Understanding Wikipedia policies like verifiability and notability. Frustrates her that she can't just write what she knows, like on her own website
• Social conflict seen and experienced on Wikipedia. Has received strongly negative responses to her edits.
• Translation takes a long time. The machine translation tool on Wikipedia only does so much, and she has to translate most of the content on her own.

Editing Journey

ATTITUDE

CHOOSE
Finds out about an edit-a-thon on zero waste from a group she follows on Twitter and decides to go.

TRY
At edit-a-thon, translates an English wikipedia article on composting and finds the process easy.

Continues to contribute to Korean Wikipedia on environmental issues, mostly translating content from English.

Shares her edits on Twitter and receives good feedback from her community.

One of her articles is nominated for deletion for notability. Reads the policy and feels like it has been wrongly applied. Defends her edit on the talk page.

INTERACT
Becomes frustrated at the ensuing conflict and posts the article on her website and Namuwiki instead.

OUTLOOK
Continues editing Wikipedia but more cautiously to avoid future conflict.

Knowledge Sharer
Yanko

AGE:
17 years old

LOCATION:
Olomouc, Czech Republic

OCCUPATION:
Student

EDUCATION:
High School

LANGUAGES:
Czech (fluent)
German (conversational)
Slovak (basic)
English (basic)

Technology comfort level
Low — High

Writing comfort level
Low — High

Older Lenovo laptop
PRIMARY USE: Schoolwork, browsing online, reading

HTC Android, with limited data plan
PRIMARY USE: Calling, texting, viewing maps.

Background

Yanko is from a small village outside of Olomouc, Czech Republic, where he goes to high school. He lives with his parents and two younger siblings. He spend a lot of time commuting to and from school and with family. When he's bored on the bus, he reads and listens to punk music. On the weekends, he goes for bike rides with his family, fixes bicycles, and does his chores. He's planning to go to university for science and attends science events and panels. He is also very interested in German history because he took a German class where they went on a study trip to Berlin and Munich, and he loved it. Since the class, he's been researching German history on his own to learn more.

Tech Habits

Yanko feels comfortable using and exploring new online platforms. He uses Google Maps and Mapy.cz to plan out his bike trips. He uses Facebook to connect with friends and share photos, and likes that he can leave traces of his daily life. He uses YouTube to find and listen to new music. Whenever he w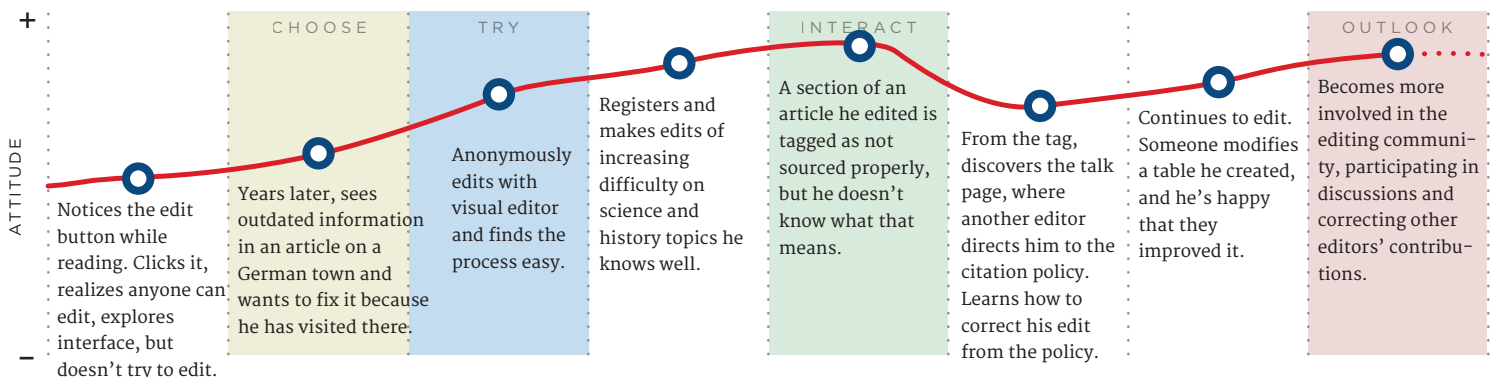ants to learn something new, he goes first to Google and reads the top results of his search. He spends a lot of time reading about science and German history online. He used to contribute to an online forum where he would review, post photos of, and create maps for bike trails in the Czech Republic.

Perceptions of Wikipedia

He has "always" known about Wikipedia. He looks a lot of things up on Wikipedia reflexively, such as bands, history, new science topics, etc. He uses mostly Czech Wikipedia, sometimes German for German history, and sometimes English for things that are not on Czech (which he read through Google Translate). He thinks Wikipedia is an amazing source of information and uses it whenever he's studying something new.
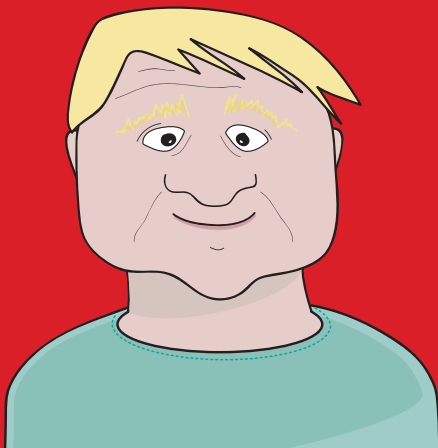
Experience Goals
- To progressively make more advanced edits, so that he can become a more technically skilled editor
- To be a part of and participate in Wikipedia's collaborative process

End Goals
- To make articles, on topics he knows well, more useful and correct for himself and others
- To expand his tech knowledge and skills
- To build tangible proof of his tech expertise

Challenges
- Not aware of the rules and policies on how content should be written and/or cited for Wikipedia
- Not aware that he can interact with other users on-wiki

Editing Journey

CHOOSE · TRY · INTERACT · OUTLOOK

ATTITUDE

Notices the edit button while reading. Clicks it, realizes anyone can edit, explores interface, but doesn't try to edit.

Years later, sees outdated information in an article on a German town and wants to fix it because he has visited there.

Anonymously edits with visual editor and finds the process easy.

Registers and makes edits of increasing difficulty on science and history topics he knows well.

A section of an article he edited is tagged as not sourced properly, but he doesn't know what that means.

From the tag, discovers the talk page, where another editor directs him to the citation policy. Learns how to correct his edit from the policy.

Continues to edit. Someone modifies a table he created, and he's happy that they improved it.

Becomes more involved in the editing community, participating in discussions and correcting other editors' contributions.

Reactive Corrector
Josef

AGE:
51 years old

LOCATION:
Prague, Czech Republic

OCCUPATION:
Data Analyst

EDUCATION:
University

LANGUAGES:
Czech (fluent)
Polish (proficient)
English (basic)
Slovak (basic)

Technology comfort level
Low — High

Writing comfort level
Low — High

Dell laptop, at home
PRIMARY USE: Online research, email, reading Facebook, storing photos

HP Desktop PC, at work
PRIMARY USE: Work (spreadsheets, statistical software), reading news, email

Samsung Android smartphone
PRIMARY USE: Calling, texting, navigation

Background

Josef lives in Prague and works as a data analyst for a media company. He has been married for 24 years and has a 18-year-old daughter. He's interested in history and politics, and likes to read nonfiction books on Czech, Slovak, and Polish history. On the weekends, he spends time with his family, visits the library and local museums, and practices his photography.

Tech Habits

At work, Josef uses a desktop computer with an external mouse, monitor, and keyboard, on which he mostly uses Excel and a statistical software for his work. He reads the news every day online, and will sometimes comment on news articles about current events. At home, he has a laptop computer where he searches on Seznam.cz (a Czech web portal) and Google for more information about the historical events he's currently reading about. He has a Facebook account but mostly browses it for updates from friends and family and doesn't post.

Perceptions of Wikipedia

He often uses Wikipedia when searching for information on historical and political events. He thinks Wikipedia is a good starting point for him to learn about a new topic and will use the reference index to find additional sources. He mostly uses Czech Wikipedia, but will sometimes use English, Slovak, or Polish Wikipedia, because he thinks Czech has limited information and because each of these Wikipedias have their own cultural perspective. Josef believes that only people who have credentials in their field should edit, and assumes that there is a committee that reviews content. He learned that anyone could edit from a news article about Wikipedia.

Experience Goals
• To make edits quickly and easily without having to put in effort to learn new content or how to edit
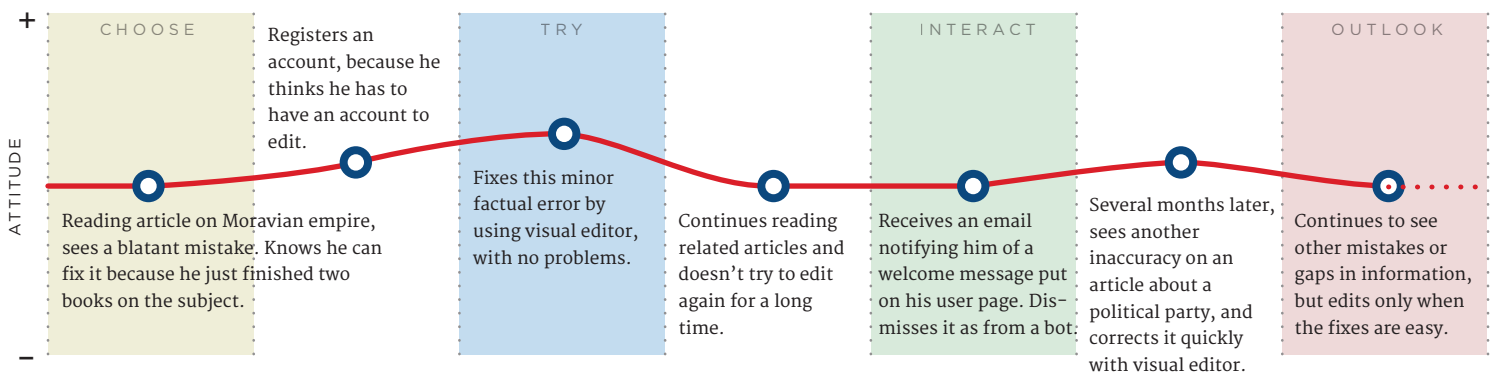
End Goals
• To correct obvious inaccuracies or mistakes that he finds while reading Wikipedia

Challenges
• Feels that he's not qualified to make more substantial edits, because he believes Wikipedia should be edited by experts
• Thinks editing is time consuming ("laborious"), particularly to create new content, find citations, or to edit on a topic he doesn't know about, even though he hasn't tried these tasks

Editing Journey

ATTITUDE

CHOOSE
Reading article on Moravian empire, sees a blatant mistake. Knows he can fix it because he just finished two books on the subject.

Registers an account, because he thinks he has to have an account to edit.

TRY
Fixes this minor factual error by using visual editor, with no problems.

Continues reading related articles and doesn't try to edit again for a long time.

INTERACT
Receives an email notifying him of a welcome message put on his user page. Dismisses it as from a bot.

Several months later, sees another inaccuracy on an article about a political party, and corrects it quickly with visual editor.

OUTLOOK
Continues to see other mistakes or gaps in information, but edits only when the fixes are easy.

Audience Builder
Gong-Yoo

AGE:
37 years old

EDUCATION:
University, MBA

LOCATION:
Seoul, South Korea

LANGUAGES:
Korean (fluent),
English (basic)

OCCUPATION:
Entrepreneur

Technology comfort level
Low · · · · · · · · · · · · · · · · High

Writing comfort level
Low · · · · · · · · · · · · · · · · High

Samsung Laptop
PRIMARY USE: Emails, writing for work and his blog

iPhone
PRIMARY USE: Calling, messaging on KakaoTalk, social media (Facebook, Kakao Story, Instagram)

Background

Gong-Yoo started his own management consulting business after working in the private sector for many years. He lives in Seoul with his wife and two young children. He has a university degree in accounting and an MBA. He spends most of his time working, and when he's not working or with his family, he writes on management practices for his Naver blog and meets potential clients over dinner or at professional events.

Tech Habits

He has a personal Windows laptop which he uses for his work and writing, and an iPhone which he uses frequently for business calls and to monitor and post on social media. He writes for his own Naver blog, which is among the top-rated business blogs on Naver. He also contributes to Naver forums on business and management, in an effort to further promote his expertise. He uses the internet quite a bit for work, but it took him some time to learn how to customize his Naver blog. Now he moves fluidly between Naver and his various social media accounts, constantly updating his various online profiles.

Perceptions of Wikipedia

Gong-Yoo first learned about Korean Wikipedia 8 years ago. He finds it extremely useful for explaining new topics, and does research on both Korean and English Wikipedias often when writing about a new topic on his blog. He learned that anyone could edit Wikipedia only recently, when he read about this in a news article. He knows that Wikipedia can be edited by amateurs, but doesn't know anything else about how editing works, and the related policies.

Experience Goals
• To add links and content from his work that will appear on Wikipedia instantly and publicly, without being disputed or removed
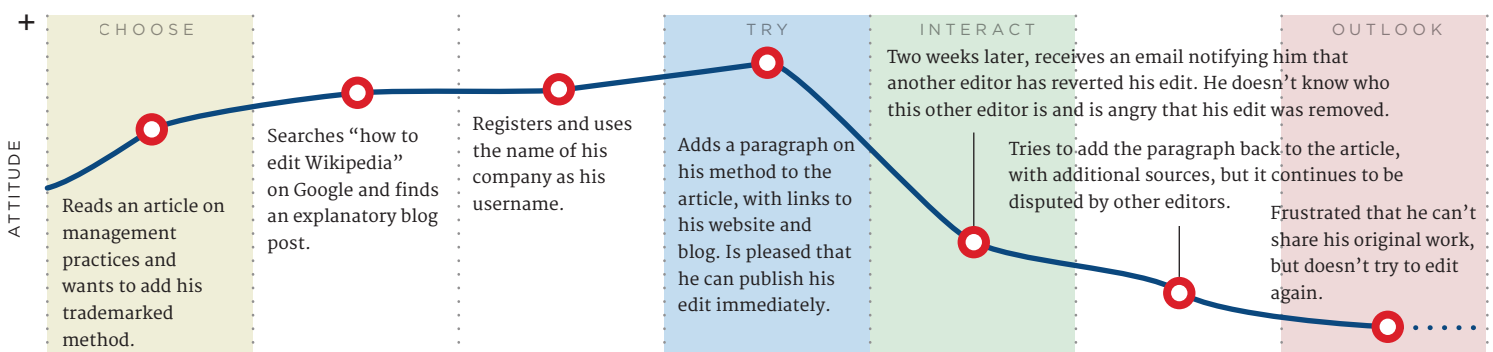
End Goals
• To increase awareness of the specific management practices he specializes in
• To have his work appear in the top results of Google searches
• To drive traffic, particularly potential clients, to his business website

Challenges
• Understanding and abiding by Wikipedia's conflict of interest policies

Editing Journey

CHOOSE

Reads an article on management practices and wants to add his trademarked method.

Searches "how to edit Wikipedia" on Google and finds an explanatory blog post.

Registers and uses the name of his company as his username.

TRY

Adds a paragraph on his method to the article, with links to his website and blog. Is pleased that he can publish his edit immediately.

INTERACT

Two weeks later, receives an email notifying him that another editor has reverted his edit. He doesn't know who this other editor is and is angry that his edit was removed.

Tries to add the paragraph back to the article, with additional sources, but it continues to be disputed by other editors.

OUTLOOK

Frustrated that he can't share his original work, but doesn't try to edit again.

ATTITUDE

Box Checker
Mina

Technology comfort level

Low ———————————————⬤——— High

Writing comfort level

Low ——————————⬤————————— High

Samsung Laptop
PRIMARY USE: Schoolwork, writing, watching shows and videos

LG Android Smartphone
PRIMARY USE: Calling, messaging on Kakao Talk, social media (Twitter, Facebook, Snapchat)

Background

Mina is currently studying international relations at Seoul National University. She lives with her parents, and spends most of her time at school or studying. On the weekends, she studies English at a *hagwon* (private tutoring academy), because she wants to go to the US or UK for her Master's degree. She spends her free time with friends or watching videos online, mainly English TV shows and TED talks. Mina likes to read, and tries to read books on topics mentioned in her lectures. She recently joined a book club for international development graduate students, which she found out about on Twitter, so that she could learn more about the topic.

Tech Habits

Mina always has her smartphone with her, and uses various apps to keep up to date with friends and the world. She uses Facebook "for everything"; she uses Facebook Messenger to talk to friends and follows pages related to her interests. Mina uses Snapchat and KakaoTalk to keep in touch with friends, and Twitter to follow the news. She uses Google to search for free digital copies of books her professors recommend, and YouTube to watch documentaries and political commentary.

Perceptions of Wikipedia

She uses Wikipedia a lot, mostly for schoolwork. Mina usually gets to Wikipedia by first searching for topics on Google. The language she uses depends on what she's researching. She uses Korean Wikipedia for Korea-specific topics, like aspects of national politics and culture; but she mostly uses English Wikipedia for her schoolwork because it's more academic and formal. She has also used Wikimedia Commons to find images for her papers.

Experience Goals

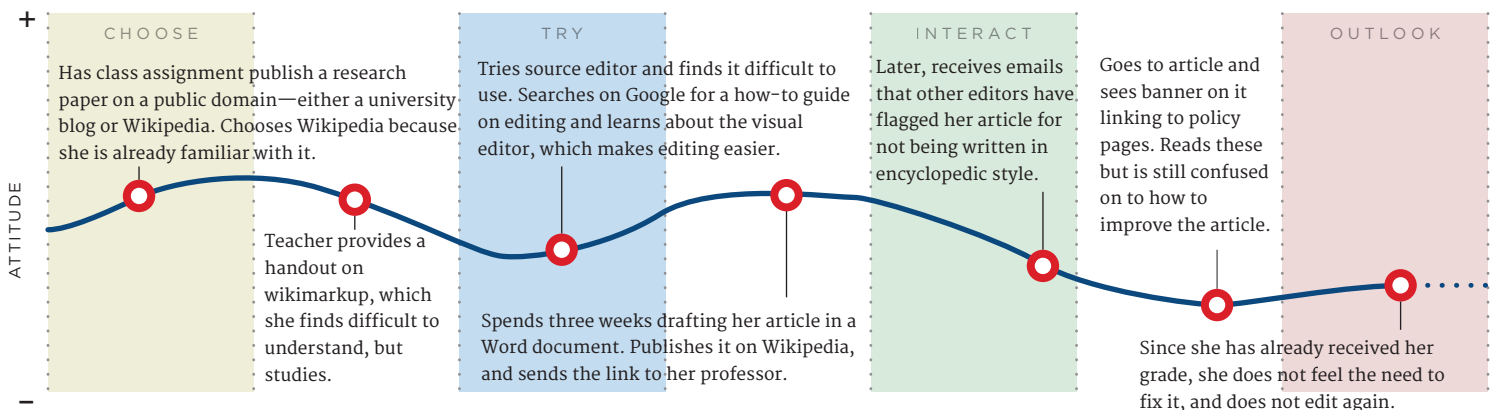• To make edits quickly and painlessly, so that she can do her assignment easily
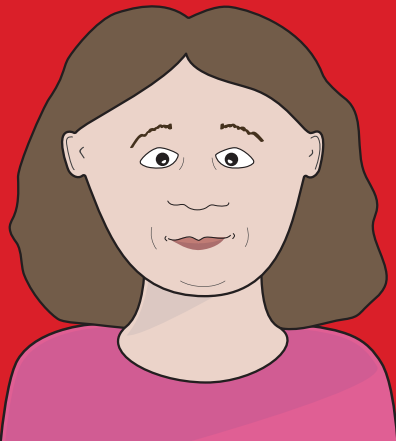
End Goals

• To complete her school assignment by publishing a research paper on a public domain

Challenges

• Finding the editing interface unintuitive, particularly source editor

• Understanding how to implement Wikipedia policies

Editing Journey

ATTITUDE

CHOOSE
Has class assignment publish a research paper on a public domain—either a university blog or Wikipedia. Chooses Wikipedia because she is already familiar with it.

Teacher provides a handout on wikimarkup, which she finds difficult to understand, but studies.

TRY
Tries source editor and finds it difficult to use. Searches on Google for a how-to guide on editing and learns about the visual editor, which makes editing easier.

Spends three weeks drafting her article in a Word document. Publishes it on Wikipedia, and sends the link to her professor.

INTERACT
Later, receives emails that other editors have flagged her article for not being written in encyclopedic style.

OUTLOOK
Goes to article and sees banner on it linking to policy pages. Reads these but is still confused on to how to improve the article.

Since she has already received her grade, she does not feel the need to fix it, and does not edit again.

Joiner-Inner
Helena

AGE:
58 years old

LOCATION:
Ostrava, Czech Republic

OCCUPATION:
Retiree

EDUCATION:
DiS (specialist with diploma)

LANGUAGES:
Czech (fluent),
English (proficient),
German (basic)

Technology comfort level
Low — High

Writing comfort level
Low — High

Win Notebook
PRIMARY USE: Email, online browsing, Skype

Nokia Feature Phone
PRIMARY USE: Calling

Background

Helena is a retiree living in Ostrava, and she has one daughter and two grandsons who live in Slovakia. She has a technical degree in office administration, and managed operations at different companies in Ostrava for most of her career. She recently retired and spends most of time visiting or keeping in touch with her daughter, visiting local museums, cultivating her garden, and singing in a local choir. She likes to try new activities when she has time and subscribes to the newsletters of many cultural institutions, such as the library, so she can learn about new courses or events.

Tech Habits

She has a notebook at home, which she uses with an external monitor, keyboard, and mouse. She doesn't have WiFi at home, but connects to the internet through a mobile data hotspot. She doesn't use the internet much, except to read her emails, look at the calendars for upcoming events and exhibits in Ostrava, and to Skype with her daughter and grandchildren. She has a feature phone, but doesn't use the internet on it; she mainly uses it for calls to friends and family.

Perceptions of Wikipedia

Helena is familiar with Czech Wikipedia because it frequently comes up in her Google searches, but she doesn't use it very much. She heard about a Wikipedia editing course being held at the local library, and signed up because she thought it might be a good skill to learn, and wanted to meet other people through the course. At the course, she was surprised and happy to learn that Wikipedia can be edited by anyone around the world. She thinks it's remarkable that such a comprehensive, volunteer-led information source exists, and this makes her excited to be a part of the project.

Experience Goals
- To learn a new skill, particularly one that could help her boost her tech competency
- To try out a new activity and see how it might fit with her other hobbies

End Goals
- To meet new people
- To see if editing would be a fun activity to add to her routine

Challenges
- Is not sure what to edit
- Has many other activities that compete for her time

Editing Journey

ATTITUDE

CHOOSE — Finds out about the Seniors Edit Wikipedia course at her local library and wants to check it out.

INTERACT — At the course, is inspired by the instructor's explanation of Wikipedia, and is happy to meet the other attendees.

TRY — Tries to make her first edit, but is not sure what to edit.

Instructor provides individual support, and suggests she edit about a plant in her garden. She adds to the article on wild strawberries.

After the course, tries to edit an article about a local museum. Wants to add an image that she took but doesn't know how.

Messages her instructor and he sends her step-by-step instructions. She follows these easily and uploads the photo.

OUTLOOK — Doesn't feel the desire to edit again, but still comes to Wikipedia offline events and encourages her friends to take the course.