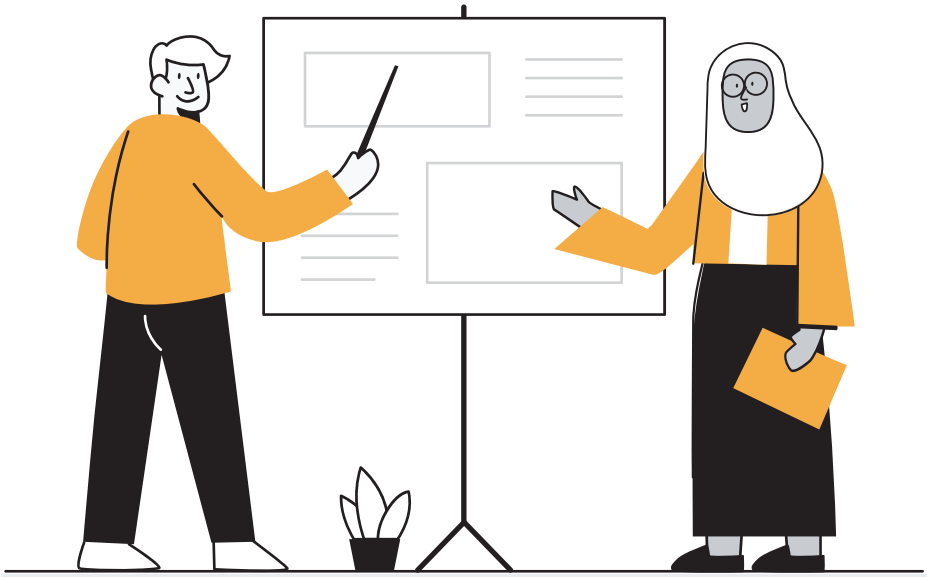
WIKIMEDIA
EDUCATION

Reading Wikipedia in the Classroom

Final report



How the Reading Wikipedia in the Classroom pilot helped improve teachers' media and information literacy skills in Morocco, Bolivia, and the Philippines.

Overview

The beginning of COVID-19 pandemic impacted teachers across the globe in many ways. Teachers were demanded to transition their teaching methods to virtual learning. In many cases teachers were not even equipped with adequate technology, direction, training, and teaching resources to conduct the new modality of teaching.

During a turbulent time such as a pandemic, disinformation and misinformation tend to run rampant. Thus, Media and Information Literacy (MIL) skills are fundamental for everyone. Reading Wikipedia in the Classroom was a pilot project that introduced teachers to the communities and practices behind Wikipedia - the largest free encyclopedia in the world. The project aimed to help teachers understand how to use Wikipedia to teach media and information literacy and shift attitudes towards Wikipedia as an educational tool.

In 2020, the Education Team at the Wikimedia Foundation worked with three affiliates in countries with diverse linguistic, cultural and educational contexts to produce, contextualize, and translate a 3 module teacher's guide and training program that we delivered to teachers in Bolivia, Morocco, and the Philippines. This report aims to describe how we implemented this project, discuss the results, and share recommendations for how to scale it globally.

We have organized the report around three key areas of learning: Teachers' increased skills and changing perspectives, safe and supportive online learning, and building affiliate capacity in education.

In each section, you'll find an overview of our approach, an analysis of our evaluation findings, and lessons learned for future expansion. At the end of the report, we provide a few key next steps for taking Reading Wikipedia in the Classroom from a three-country pilot to a global program.

"I was inspired by Wikipedia's core content policies. I taught them to my students so they can verify online information and adopt critical thinking toward the information."

Teacher participant from Morocco

Table of Content

Stakeholders

Wikimedia Foundation

Department of Education Philippines

SDO Pasay City

Wikimedia Affiliates (Wikimedistas de Bolivia, Wikimedia MA User Group, PhilWiki Community)

Teachers in Bolivia, Morocco, and the Philippines

Education and Political Context

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

- school year calendars
- resources available to teachers
- teachers' own lived experiences

For this reason, we sought to work in three countries with very different education systems, languages, and cultures. The following section describes how we approached this work.

Bolivia

School year	February - November	
Language of instruction	ES Spanish	Indigeneous languages (aymara, quechua, guaraní)
School enrollment rate	91% male	89% female
Challenges in the educational system	Digital infrastructure and skills gap affecting students in rural areas of the country 4 out of 10 teenagers do not finish secondary school due to financial insecurity The precariousness of the teaching profession in Bolivia results in continuous teacher strikes - most recently in January and May 2020.	
Government response to the COVID-19 pandemic	The Bolivian government ended the 2020 academic year for pre-primary, primary, and secondary schools. One of the main reasons was the lack of technological infrastructure and teaching resources to conduct online learning, especially for students in rural areas.	

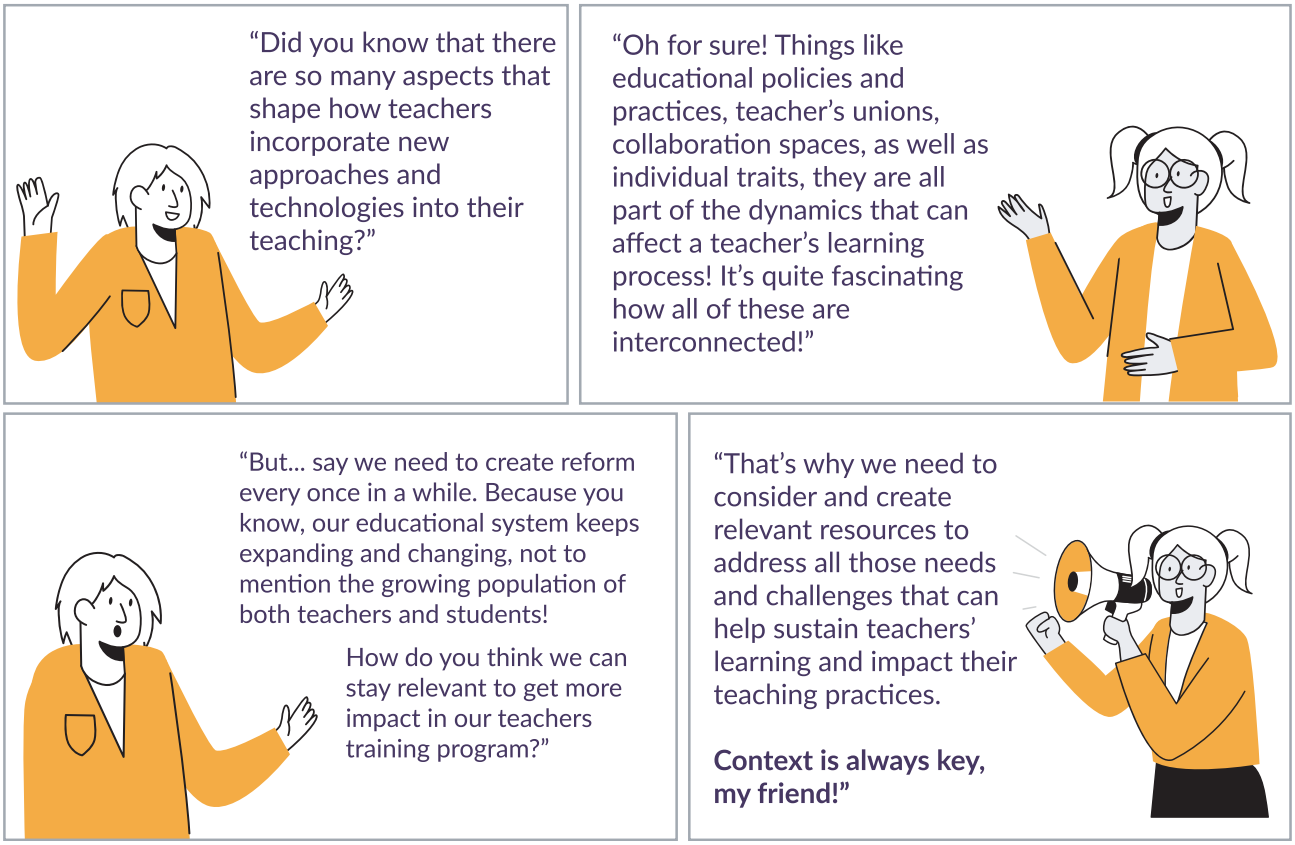
Morocco

School year	September - June
Language of instruction	AR Spanish FR French
School enrollment rate	84% male 77% female
Challenges in the educational system	Multi-lingual educational environment Regional disparity at the secondary level and beyond
Government response to the COVID-19 pandemic	Moroccan government suspended all schools, classes, and activities by mid-March 2020. Together with public administrations and the private sector, the Ministry of Education then prepared ways to adapt and continue education through virtual classes. The government distributed millions of tablets to accommodate distance learning. However, students in rural areas still did not have access to online learning. Thus, the government started broadcasting lessons on television.

Philippines

School year	June - April
Language of instruction	TL Tagalog (Filipino) EN English
Secondary school enrollment rate	equal male female However, male dropout rates are greater in secondary and higher education because they are expected to work for their families while females are allowed to pursue further education.
Challenges in the educational system	Shortage of teachers, classrooms, books, and libraries Commercialization of education through increase in private institutions without proper quality standards Despite increase in access to education, learning outcomes have stayed below the level of proficiency Drop-out rates at all levels are uneconomical and create other social and equity issues for the long term.
Government response to the COVID-19 pandemic	The Philippines government delayed the 2020-2021 school year to September. All public schools and private schools were closed and teaching shifted to remote learning using modular and digital platforms. The Department of Education formed the Basic Education - Learning Continuity Plan (BE-LCP) to provide distance learning using self-learning modules in digital and printed form, radio, tv, and internet.

Approach #1 Setting the context right is essential



The Education Team did a comprehensive needs assessment before implementing the program in the 3 pilot countries:

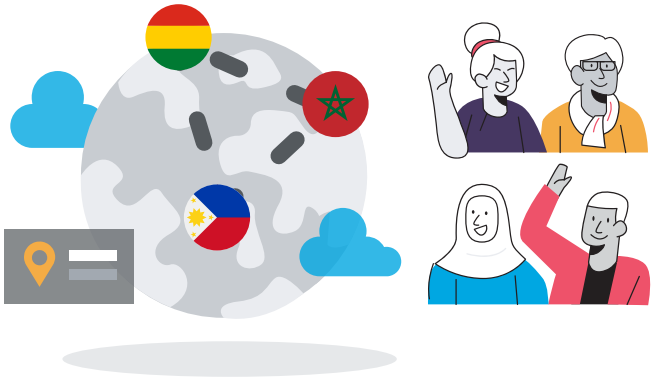
- desk research
- teachers surveys and interviews
- community consultation

These methods helped inform the contextualization of the teaching materials produced, and the corresponding training program.

Another aspect that we looked at during the needs assessment was the accessibility of the teacher's training resources (teacher's training guide, lesson plan templates, presentation slides) and training delivery. In terms of designing for users of screen readers and for users with low vision:

- we designed all the material to follow a linear logical layout,
- we used a contrast checker to make sure we were using good colour contrasts and a readable font size,
- We used a combination of colour, shapes and text.
- We used images and diagrams to support text
- We aligned text to the left (except for Arabic) and keep a consistent layout

Approach #2 Working with local Wikimedia affiliates



Working with Wikimedia affiliates was an integral part of the program design to increase community capacity to work with the education sector.

The program held **a transparent selection process, issuing an open call to participate with clear criteria for evaluating applications.**

13 affiliates applied to implement this program in their country.

We chose to work with our affiliates in Bolivia, Morocco, and the Philippines based on evaluating their applications and considering the diverse languages and geographical spread.

The criteria used to select affiliate partners were as follows:

- Located in an emerging Wikimedia community
- Interest in Wikimedia Education work, and desire to build capacity around the development of educational materials, building partnerships in the school system, and teacher support
- Willingness to collaborate on the design and dissemination of materials
- Willingness to support data collection
- Supporting a local language Wikipedia with at least **100,000+** articles (exception if there are enough good quality articles to align with school curricula)

Approach #3 Adapting and building resilience in response to the COVID-19 Pandemic

Initially, the Education team intended to deliver the training program in person to schools across the three countries...

However, early in the needs assessment stage, the COVID-19 pandemic caused worldwide school closures...

... forcing schools and teachers to adapt to distance learning.

The responses to the COVID-19 pandemic varied between the three countries, as we can see in the Education and Political Context section for each countries (page 5). The training program also had to adapt as follows:

Before COVID-19 pandemic

- aimed to take a school-based reform approach
- training **25** teachers in **5** schools in person in each country

Adapting to COVID-19 pandemic

- responded to worldwide school closures
- developed a **virtual training program** using a platform that was suited to the teacher's experiences and preferences.

The approach to implementation also varied by the social and political context in each country.

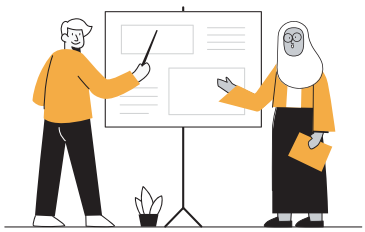
Bolivia and Morocco

- reached potential teachers directly
- participation was self-directed, resulted in a more geographically distributed and diverse cohort of teachers

Philippines

- partnership with Pasay School District
- The training program was included in School District's teacher training program supporting teachers to shift to virtual schooling. Resulted in a large number of teachers participating in the program

Approach #4 Pedagogical approach and design



The program's curriculum was designed following the main components of UNESCO'S Media and Information Literacy framework to provide a clear alignment on how Wikipedia can support the access, evaluation, and creation of knowledge.

Needs assessment stage

Conducted a **survey** taken by
- **144** teachers from Bolivia
- **223** teachers from Morocco
- **349** teachers from the Philippines

Conducted **in-depth interviews** taken by
- **5** teachers from Bolivia
- **5** teachers from Morocco
- **7** teachers from the Philippines

- to tailor the program to be relevant in each country's education system
- to contribute to better pedagogical practices
- to cover the topics most interesting to the teachers

Through a constructivist approach we incorporated reflection prompts and activities to connect the teacher's own previous experiences and knowledge with how Wikipedia works.
Based on the input of the team of local coordinators we also contextualized the teacher's guides to include pertinent examples and information about the local language Wikipedia and its editing communities.
Additionally, the local coordinators identified members of their local Wikimedia communities to participate as guest speakers in the different training sessions, providing contextual testimonies of the use of Wikipedia in education.

The instructional design process resulted in:

- a teacher's guide of three modules
- a set of synchronous training sessions
- private Facebook learning groups* designed as spaces to share learnings and report progress in the program.

**Note: We used a private Facebook learning group instead of a traditional Learning Management System (LMS). Through the needs assessment stage, we learned that Facebook is a widely used platform used by teachers. We will cover more in-depth about this LMS in the Safe and Supportive Virtual Learning Environment section.*

Each training session introduced the teachers to the content in the teacher's guides and provided a space to:

 ask questions

 demonstrate processes

 explore together the different elements of Wikipedia

After each training session, teachers were guided to work on corresponding sections of the teacher's guide independently and work on the reflection prompts and practical activities.
Finally, teachers were asked to share their answers to these prompts or activities in the corresponding section of their private Facebook group along with any questions that the content might have provoked.

1st Module

Teachers explored
- how to use Wikipedia to access information in over 300 languages,
- how to navigate Wikipedia through hyperlinks and categories,
- how to cope with knowledge gaps in the encyclopedia, and
- how to keep students safe when they navigate Wikipedia

Teachers also reflected on the role of open educational resources (OERs) and the UN Sustainable Development Goals for education in their teaching practice.

2nd Module

Teachers were guided to:
- explore the different elements of an article,
- critically explore Wikipedia's content and processes.

By the end of the second module, teachers were able to assess:
- the quality of a Wikipedia article by considering Wikipedia's core content policies (neutral point of view, verifiability, no original research),
- the different warning banners and quality marks that appear in the articles,
- collaborative spaces such as Talk pages and View History tabs.

3rd Module

Teachers were introduced to:
- Wikipedia's editing guidelines,
- how to create an account and user page,
- how to start making small contributions on the site.

The module included practical exercises on how to:
- add a citation,
- send "thanks" to other Wikipedia editors,
- participate in campaigns and contests organized by the global Wikimedia community,
- connect with the local Wikimedia affiliates.

Through this design we were able to make the experience student-centered and allow a degree of self-pacing in the development of the program.
We monitored the teachers' answers in the Facebook group to identify emerging patterns, common questions, and then address these in the following training session.

To continue this constant improvement of the program, we integrated teachers' feedback collected through the post-program surveys and interviews to review and publish a final version of these resources on Wikimedia Commons.

Approach #5

Measuring success: Reach, Participation, and Certification

To understand the impact of this program, we have looked at different types of engagement:

- any educator who viewed the materials or live trainings
- the educators who engaged with activities in the Facebook group and participated in the live trainings
- educators who completed all of the activities and final assignment

It was essential to the team and our affiliate partners that we understand the motivations and outcomes for all teachers, not only those who earned a certificate. We know that self-directed virtual learning certification rates tend to be low, but learners who do not earn a certificate still gain new knowledge and skills.

In the training program, we ensured that those who earned the final certificate would be able to incorporate their learnings into their teaching practice, making the certificate a valuable document for demonstrating professional development.

For that reason, to earn a certificate, teachers needed to:

- Complete all of the module assignments.
- Participate in the synchronous training sessions.
- Submit a lesson plan proposal that integrates Wikipedia into their classrooms.

Results

Program design

The Teacher's guide was localized and translated from English into 3 other languages: Spanish, Arabic, and Tagalog.

Engagement

Reach

- Over 7,000 teachers viewed the live training sessions
- 71 teachers in Bolivia, 487 in the Philippines, and 96 in Morocco enrolled in the program

Participation

- 580 teachers actively participated in the 3 modules
  - Bolivia: 57
  - Philippines: 400
  - Morocco: 83
- 259 teachers completed at least 1 module
  - 204 teachers from the Philippines
  - 24 teachers from Bolivia
  - 31 teachers from Morocco

Certification

169 teachers earned a certificate of completion

- **123** teachers from the Philippines
- **28** teachers from Morocco
- **18** teachers from Bolivia

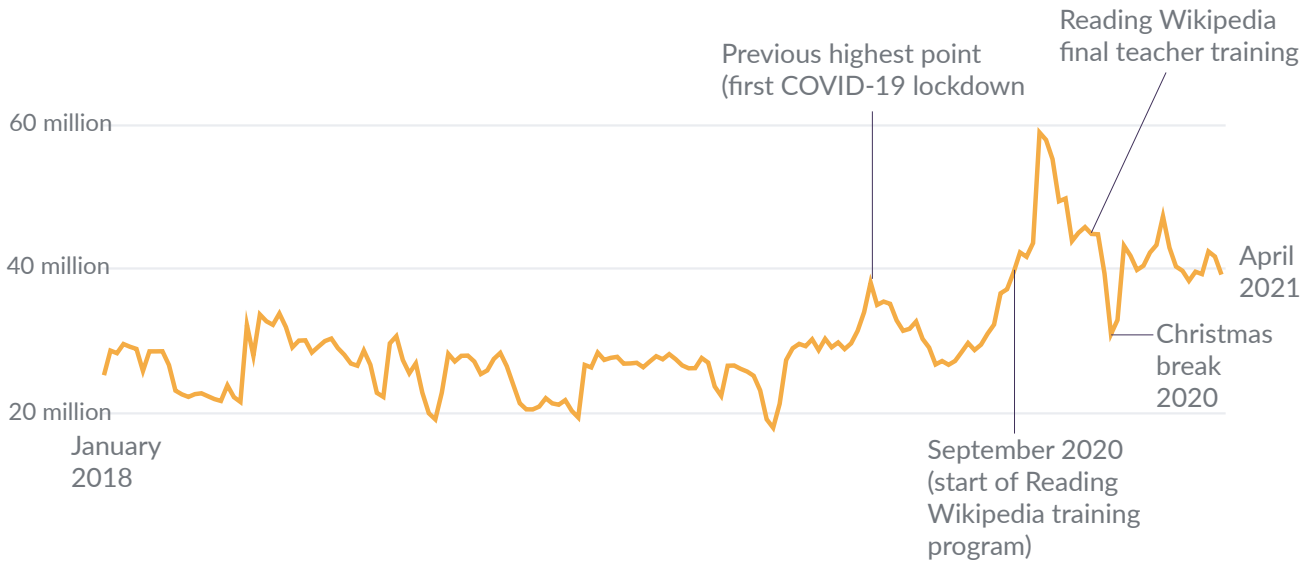
High level outcomes

Detailed outcomes are explained in depth in the following sections:

- Teachers' increased skills and changing perspectives
- Safe and supportive virtual learning
- Building Wikimedia affiliate capacity to work in Education

Sustained increase of Wikipedia readership in the Philippines

Over the past several years, readership trends in the Philippines have remained steady. We can see a significant spike at the beginning of the COVID-19 lockdown. The opening ceremony for Reading Wikipedia in the Classroom took place on September 22nd, and on average each virtual engagement hosted by the department of education received around 5,600 views with 22,400 total views. 600 teachers enrolled in the training program which lasted until the closing ceremony on December 11th. During that time of implementation we can see a significant spike in page views.



Additionally, we can see that this increase is sustained after the program finishes. Average weekly views before the introduction of the training program was 27.3 million pageviews, with 38 million views on the week of the first COVID-19 lockdown back in April 2020. After the training program, the readership is sustained at 43.4 million pageviews with the highest of 58.9 million views in the first week after the first virtual training session. Note: the pageviews data are aggregated daily for all projects per country.

Reading Wikipedia in the Classroom

Teachers' increased skills and changing perspectives

Overview

There is a widely believed conception among teachers and educational institutions that Wikipedia is not a resource to be used in schools. In the training program, the Education Team at the Wikimedia Foundation did a needs assessment survey to teachers across the world, and the result confirmed the opposing views on Wikipedia's use in academic institutions.

During the needs assessment stage, we asked teachers about their views on incorporating Wikipedia into their teaching practices. In the three countries where we piloted the program, Morocco, Bolivia, and the Philippines, 44% of teachers surveyed disagreed that Wikipedia is a valuable source of information, and 43% of teachers did not think that teachers should use Wikipedia in their classroom. Several factors influence this misconception: lack of knowledge about how information in Wikipedia is generated, lack of internet infrastructure to access the site, or institutional prohibition, to name a few.

One of the outcomes that the training program achieved was changing teachers' perspectives on the use of Wikipedia in education. Particularly, as we piloted the training program during the COVID-19 pandemic, the need for online teaching resources also increased, and teachers became more open-minded to various online resources that are readily available.

Teachers who would not encourage their students to use Wikipedia said:

"Anyone can edit it."

"It is prohibited by the school"

"After finding out that it can be edited by anyone, I started to doubt its reliability and credibility."

"I consider it very easy to manipulate the information"

"Many of my students don't have internet"

"My students can't handle it yet, they are still little kids"

Approach #1

Embedding the learning with UNESCO's Media and Information Literacy skills

The Reading Wikipedia in the Classroom's Teacher's Guide aligned with the three components of UNESCO's Media and Information Literacy (MIL) framework: access, evaluate, and create.

Reading Wikipedia' teacher's guide consist of 3 modules:

1

Accessing Information

MIL Competency: Recognizing the demand for, being able to search for, being able to access and retrieve information and media content.
Learning outcomes: able to incorporate Wikipedia as a learning tool into lesson planning and able to evaluate student's use of Wikipedia to access information

2

Evaluating Information

MIL Competency: Understanding, assessment, and evaluation of information and media
Learning outcomes: able to analyze Wikipedia article' quality using Wikipedia's pillars and guiding principles, and able to determine quality of information of a Wikipedia article

3

Creating Information

MIL Competency: Creation, utilization, and monitoring of information and media content
Learning outcomes: able to explain ways one can contribute to free knowledge on Wikipedia and able to make micro-contributions to Wikipedia

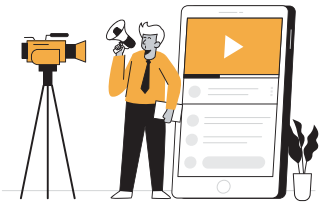
UNESCO proposes an integrated approach towards an interdisciplinary concept of literacy, and as such MIL is defined as "a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various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

Reading Wikipedia's teacher's guide in 4 languages

Approach #2

Tailoring the program delivery to adapt to digital challenges

To adapt to the COVID-19 lockdown, teachers had to shift their teaching to distance learning.



In the Philippines, we worked with a School Division Office in Metro Manila.
All teachers were guaranteed internet access to conduct distance learning from home.

Before the program started, teachers in the Philippines were already heavily reliant on online resources to develop teaching modules to be distributed to their students at home. One teacher interviewed said that Wikipedia is one of the most common resources that teachers in the school district were using at the time.

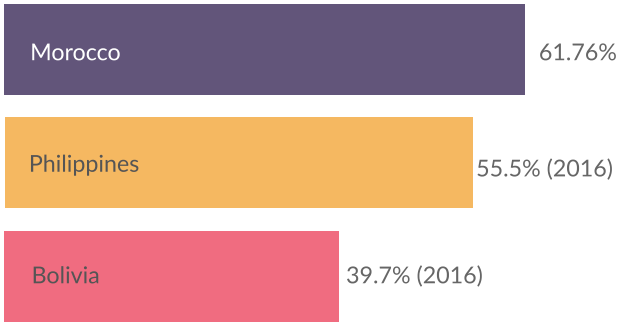
The school division also recorded teaching resources beforehand and distributed them through social media channels, such as Facebook and Youtube, to be accessible to students.

The three countries piloting the training program have different digital infrastructure.

However, in Morocco and Bolivia, we worked with teachers from across the countries, meaning that the digital gap was more apparent as many teachers and students in rural areas experienced difficulties gaining access to the internet.

Share of populations using the Internet (2017)

All individuals who have used the Internet in the last 3 months are counted as Internet users. The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.



Source: World Bank
OurWorldInData.org/technology-adoption/

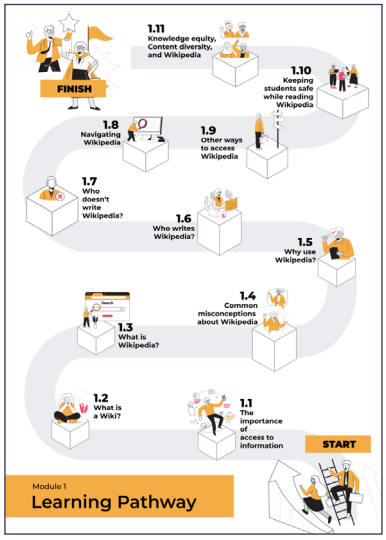
In Bolivia and Morocco, the school closures and sudden move to remote learning demanded teachers to learn more about accessing and creating digital resources for their students while also having to deal with limited internet accessibility both for teachers and students. Joining the training program also became part of the teachers' high professional commitment to adapt to distance learning. After the school year was canceled in Bolivia, teachers decided to use their time to improve their strategies and knowledge to adapt better to distance learning. They particularly mentioned that one of their main motivations to join the training program was learning how to conduct online classes and adapting to using more digital platforms.

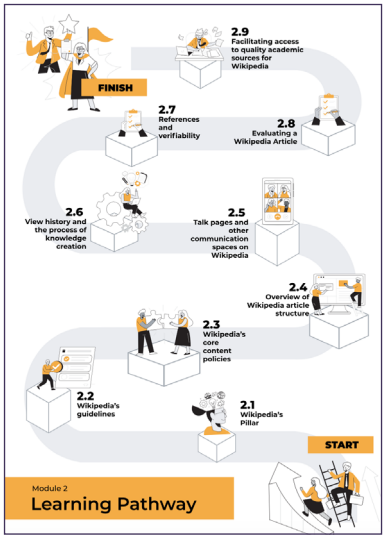
The training program provided the chance for teachers to learn about different means of teaching and to learn through virtual platforms that used both synchronous and asynchronous methods of delivery to cope with the apparent digital challenges. More explanation on the platforms we used can be found in the Safe and Supportive Virtual Learning Environment section (page 23).

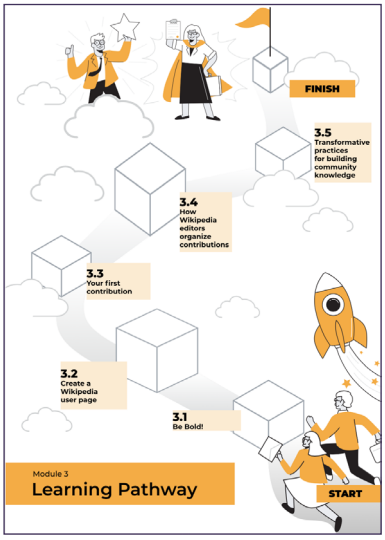
Approach #3

Providing learning pathways and certification

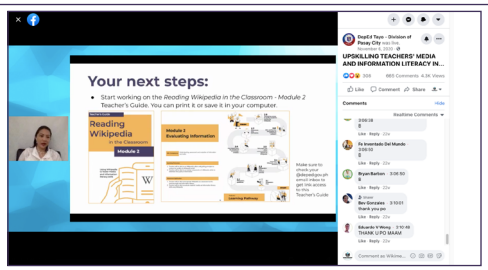
The training program designed learning pathways that teachers could use to navigate the modules and set their own pace. We structured the program into three modules, outlined in the previous section, with clear expectations and learning outcomes communicated in the Teacher's Guide.







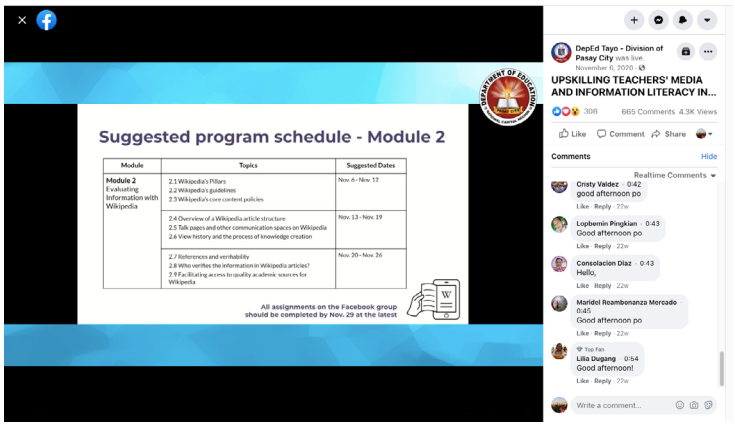
The live webinars aligned to these modules and they were led by the local coordinators in each country. In the Philippines, as per the terms of our partnership with the Department of Education, we conducted three live webinars which introduced each of the modules.



In the Philippines, each webinar lasted between 2.5 - 3 hours, and they included special messages by local authorities and audiovisual productions to engage the teachers.

In Bolivia and Morocco, the local coordinators led five webinars organized every two weeks. These live webinars lasted 1.5 hours, and they included the participation of Wikimedia volunteers from the user groups to share a short presentation.

In Bolivia, the coordinators also invited a local YouTuber and a heritage conservation specialist to demonstrate how they use Wikipedia to create digital content with an educational purpose.



After the first live webinar conducted in the Philippines, we noticed that some teachers were falling behind in completing the activities.

Thus, we designed a proposed timeline that teachers could refer to help them stay on track in the program and catch up with other teachers who have completed all the activities on time. The proposed timeline also presented chunks of activities they should do with proposed deadlines. We introduced a proposed timeline during the next live webinar, and we replicated that as a best practice in the following sessions.

The proposed timeline helped teachers organize the independent study demands of the program and work through the content of the Teacher's Guide

By sharing their answers to the proposed activities via the Learning Groups on Facebook, teachers could keep track of their progress in the program's requirements.

The groups also provided local coordinators with proof of the teachers' work, and they intervened early when teachers needed support in their progress.

To present a clear and direct connection between these resources and spaces, we also used a consistent visual identity and cues

For the **final activity**, teachers got the opportunity to demonstrate their learning by creating a lesson plan proposal that included using Wikipedia.

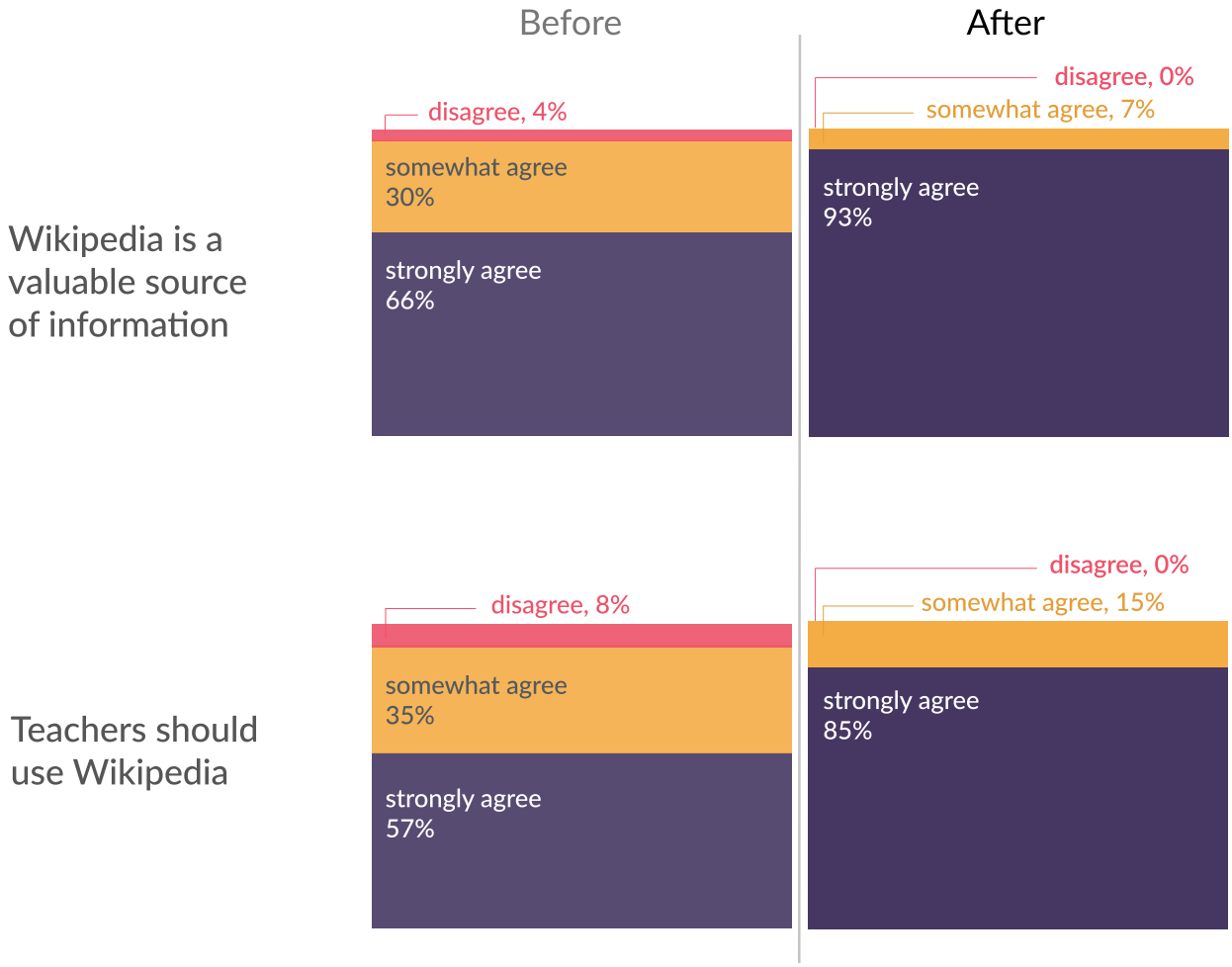
We provided 10 lesson plan examples for teachers, detailed instructions, and brainstorming prompts.

Then they had to submit this lesson plan based on their teaching subject as a requirement to receive a certificate of completion.

Results

Changing perspective

By the end of the program, we found that teacher perspectives towards the use of Wikipedia as a source of information became more positive.



The figures above indicated that, by the end of the program implementation,

100% of teachers agree that Wikipedia is a valuable source of information and that teachers should use Wikipedia in school.

Based on the post program evaluation, we also found that,

81% of teachers feel confident in applying their new knowledge and skills about Wikipedia in the next school year.

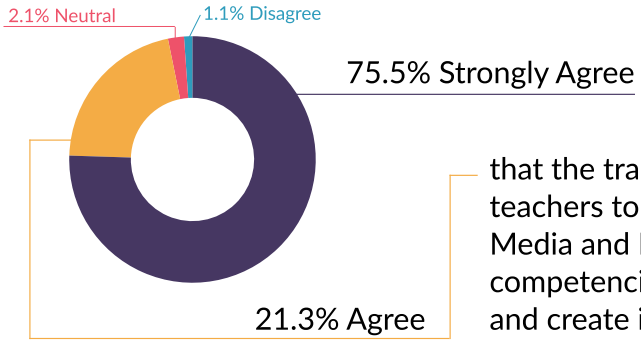
Local education context

Perceived Impact on the local education context based on Affiliates' post program self reflection:

- Change of negative perspective, impression, and attitude towards Wikipedia and active learning.
- Significant impact, especially considering the influence teachers have on the students, as well as the perceptions they transmit to them regarding Wikipedia.

Increased skills

The Reading Wikipedia training program content allowed teachers to achieve the learning objectives



that the training program enabled teachers to demonstrate the Media and Information Literacy competencies to access, evaluate, and create information using the power of Wikipedia

- Teachers found the program helped them to better navigate information on Wikipedia and the module helped them to use Wikipedia in their classrooms with students by organizing activities to learn about new topics and improve their knowledge and research online
- The majority of teachers we interviewed post-program were very interested to start contributing Wikipedia articles
- Participating in Reading Wikipedia in the Classroom helped the teachers to learn more about digital platforms and develop critical thinking skills. Teachers also acknowledged the importance of the internet as a facilitator of knowledge while emphasizing the importance of developing the skills needed to navigate the wealth of information, and also unreliable content. This was a shared opinion between teachers of all subject areas

By the end of the program in December 2020, teachers were also already encouraging other teachers in their network who were not part of the program to participate in any future opportunities.

- Teachers in the Philippines already shared their experiences with their colleagues within and outside of the Division of Pasay. One teacher interviewed mentioned that he praised the training to his teacher colleague living in Mindanao (Southernmost part of the Philippines)
- Teachers who were not able to finish the training were hoping to have another opportunity like this to be able to participate again.

Reading Wikipedia in the Classroom

Safe and supportive virtual learning environment

Overview

Reading Wikipedia in the Classroom program was intended to be delivered to teachers in person in school. However, when the COVID-19 Pandemic started in the first quarter of 2020, the team had to adjust the methods of delivery. The pandemic pushed 188 countries to implement school closures which affected 1.6 billion students, and teachers also had to adapt to virtual learning. Thus, providing an excellent virtual learning experience for teachers also became more critical than ever.

The program used multiple social media platforms to engage with teachers and to host the training program. Local coordinators were also actively responding to teachers' questions and activities' answers, and providing feedback on their activities. Based on the post-program evaluation, teachers were happy with the training program delivery, and it contributed to their effort to implement virtual learning to their students as well.

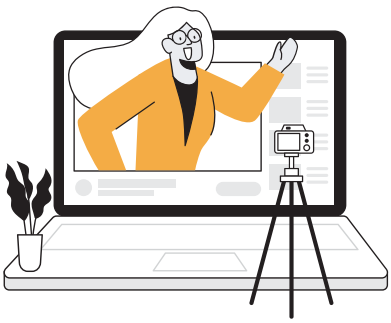
"I highly value the personal guidance that the team have given us. In other programs there is no such level of monitoring or the possibility to contact the coordination team. The regular follow-up was very constant and that allowed our motivation to continue and finish the training program. I also learned and take away the experience of how to design an online teaching session, with pauses and slides that invite you to participate."

Teacher participant from Bolivia

Approach #1

Providing Engaging and Interactive virtual learning experiences

The program used multiple channels to deliver its webinars:



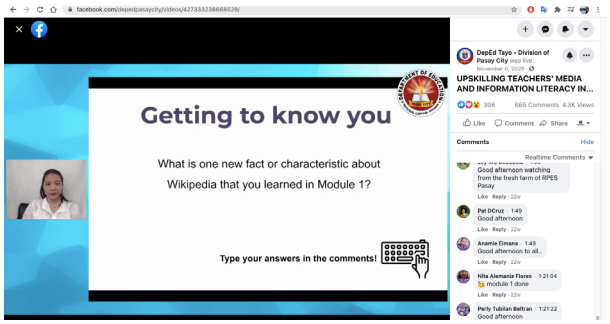
Morocco and Bolivia	**Zoom**
Philippines	**Pasay School Division arranged the live stream via Streamyard, and they streamed the live webinars in the school division's Facebook and youtube channels.**

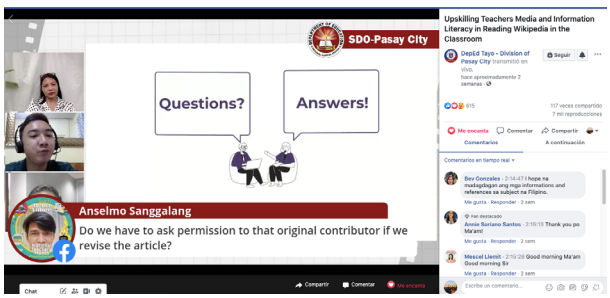
The program delivery included interactive activities such as:

ice breakers

reflection questions

taking advantage of the features provided by each platform (reactions, emojis, and others)





We designed some activities as reflective questions about teacher's teaching practices, aimed at generating collaborative discussions among the cohort.

These webinars served to introduce the content of the Teacher's Guides and provide guidance for the teachers' independent work.

Teachers also answered questions, and provided practical demonstrations.

In virtual learning, quality interaction in synchronous and asynchronous facilitation is crucial to support learning.

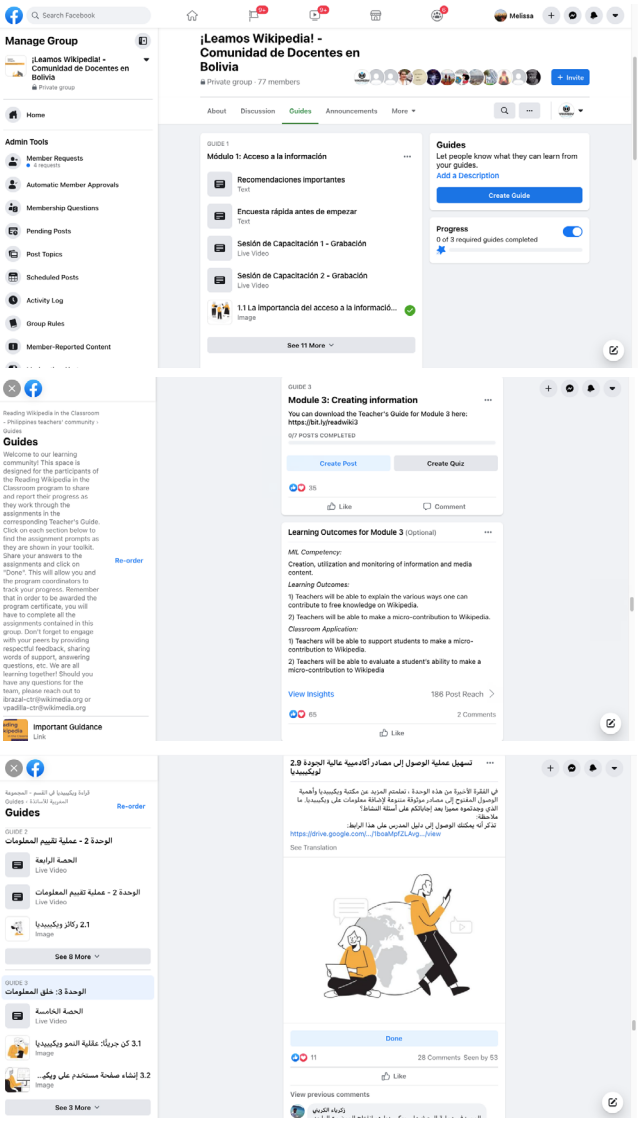
The three forms of interaction are 1) learner - content, 2) learner - learner 3) learner - teacher. The training program fostered these three forms of interaction during the program implementation, both synchronously during the live webinars and asynchronously through teachers' self-directed study of the Teacher's Guide, and their interactions in the Facebook groups.

learner - content	As teachers moved through the program, they engaged directly with the content working asynchronously on the teacher's guide, participating in the live webinars, and sharing their learnings in the Facebook groups. During live webinars, trainers guided teachers through the content and provided practical demonstrations for teachers to replicate independently. Teachers could then work on the corresponding sections of the Teacher's Guides asynchronously and develop the corresponding activities to share their work in the Facebook group. This allowed teachers to advance on the learning pathway through a coordinated exploration of the content in each of these spaces.
learner - learner	Learner-Learner interaction happened mostly on Facebook, where teachers had to provide their responses to the activities from the Teacher's Guide in the comment sections of specified posts. Teachers then could give feedback or comment on other teachers' answers which developed into discussions. During the live webinars, the teachers also interacted with each other through the comments section of Facebook live, sharing their answers to prompts, and responding to each other's comments.
learner - teacher	Interaction between learner and teacher happened throughout all stages of the training program. The local coordinators actively answered questions and provided feedback to teachers both in the live webinars and in the Facebook groups. In some cases, the trainers also reached out to teachers through private messages to provide personalized encouragement to continue participating, finish the program, and gain a certificate.

Approach #2

Using Facebook “Social Learning Groups” as a Learning Management System (LMS)

For this project, we decided to use Social Learning Groups on Facebook as an LMS to host the training program activities since it is a widely used platform by teachers with a familiar user experience. The Social Learning Groups on Facebook allowed us to structure the content around the learning modules using the “Units” feature (later called “Guides” in the Facebook update). We shaped each Teacher’s Guide module into a “unit” on the platform with the corresponding activities outlined in the module. To complete the activity, teachers had to post a comment on the designated post and click “Done.” They could also see and comment on other teacher’s posts, or view feedback and responses from the local coordinators.



The three Facebook Learning Groups were set up as private groups with controlled moderation. This means that teachers were able to comment on existing posts created by the team but any attempts to create a new post had to be approved by the group administrators (Education team and local coordinators). This way the local coordinators were able to maintain a safe environment focused on the contents of the program. In each live webinar the coordinators also reminded teachers of the Participation Principles to follow in the platform focused on supportive and respectful interactions.

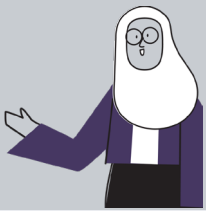
Additionally, we consulted the data insights to understand teachers’ engagement and participation in the course. We learned the number of active teachers engaging with the content, the number of teachers who had finished the activities, and the most optimal days and times to share important notifications.

Results

Teachers' positive experiences with the online learning

What teachers are saying

I liked the fact that the answers of all the module's questions were shared publicly on the Facebook group, I learned a lot from other teacher's perspectives and answers.



The program was highly organized and it was clearly designed for online environment with very accessible coordination team. I noticed great design in content compared to other programs.

The team was very professional while communicating with us, both during the live sessions and also in the facebook post activities. What I found really helpful was the quick answers and continuos support through Facebook and messenger

Participating in this program helped teachers enhance their own virtual teaching, a practice not many had experience with prior to the COVID-19 pandemic. Teachers expressed that the live webinars served as a positive reference and model for their own virtual lessons and helped make them more interactive.

A teacher from Bolivia expressed that the program had shown him how to:

"..design an online teaching session, with pauses and slides that invite people to participate".

Results

Using Social Learning Groups as an LMS

The aspect that teachers enjoyed most from the Facebook Learning Groups was the fact that they could learn from the experiences and reflections of other teachers in the program.

What teachers appreciated from the use of Facebook as LMS	Integration with Teacher's Guides and the live webinars, which demonstrated organization and clarity
	Integration with Messenger app which allowed teachers to have a direct and prompt communication with the trainers
Limitations of using the Social Learning Groups on Facebook	Limited features in tracking students' progress • In Morocco and Bolivia, with smaller group of teachers, it was easier to track whether individual teachers have completed the activities. • In the case of the Philippines, the coordinators had to track hundreds of answers individually and manually. The coordinators had to spend more time monitoring and tracking the teachers' progress and assessing the quality of the answers.

Almost all teachers interviewed after the program, both those who earned certificates and those who did not, also criticized the difficulties in navigating through the units and keeping track of their own progress. Some teachers missed filling in the answer for several activities due to the navigation difficulty. Teachers interviewed in the Philippines also stated that they prefer to have the modules and teaching activities to be lumped in one document or email instead of in the Facebook Learning Group so it would be easier for them to keep track of their own progress. Those who did not finish the program mentioned navigation issues as one of the main factors preventing them from finishing.

Reading Wikipedia in the Classroom

Building community capacity to work in Education

Overview

Capacity building promotes project ownership, inclusion, and community empowerment. Early in the design of this project, the Education Team established a goal that through participating, Wikimedia affiliates would develop new knowledge and skills to continue making an impact in their education sector.

We measured the increase in capacity by asking the Wikimedia affiliate partners to fill a self-reflection form before and after the program implementation, providing the affiliate partners with an opportunity to reflect on their experience. The reflection form included questions about their experience during the program implementation and the perceived impact on their local education community, Wikimedia community, and their capacity as affiliates.

"As a local coordinator, I am very grateful to the Wikimedia Education and Wikimedia Foundation for giving me the chance to grow while working for my community. This opportunity gave me confidence as a Wikimedian. RW has opened many doors to schools here in the Philippines. It has brought in access to information, global training for teachers, and the chance for the local Wikimedians to be recognized. I hope that the Wikimedia Foundation will continue to support local communities to ensure quality information and promote inclusive education even for small countries like the Philippines."

Philippines local coordinator

Approach #1

Wikimedia Affiliates as thought partners in the pilot program

The training program positioned the chosen Wikimedia affiliates as thought partners.

As thought partners, we collaborated by sharing ideas and experiences and brainstorming solutions to navigate complex situations based on each affiliate partners' strengths, particularly around local education experiences and cultural contexts.

Needs assessment stage

During the program development and needs assessment stage, we had regular calls with the affiliate partners to consult around the approaches we should use in terms of partnership with schools and the Ministry of Education.

The COVID-19 pandemic started during our needs assessment stage.

The regular calls with the affiliate partners helped us

- navigate locally appropriate approaches to school closures,
- shifting the training program methods into virtual learning,
- approach partnerships and reaching out to teachers
- get input and feedback from affiliates for the learning modules' content.

Program implementation

Once the program implementation started, we communicated with affiliates and partners about the project's ongoing activities and important updates via WhatsApp groups.

live webinars

- Local coordinators invited affiliate members to be guest speakers in the webinar and/or to interact with teachers in the chat, responding to questions or doubts that arose
- During the final live webinar and closing ceremonies, affiliate partners' representatives addressed the teachers and invited them to join their local Wikimedia community

Post-program

We continue to engage with the three affiliates. As affiliates are looking to do a second edition of the training program, we provide consultation space for them to develop a project grant proposal.

Approach #2

Promoting Gender Equity among Wikimedia Affiliates

Based on a report published by the Learning and Evaluation Team,

75% of user group primary contacts are male

74% of chapter and thematic organization board members are male

The training program mitigated the gender bias in affiliate leadership to ensure to achieve the Thriving Movement goal for Movement Diversity.

The Education team did this by piloting a gender equity/ mainstreaming approach, which included two primary interventions:

1. Restructuring the local coordinator role into a local project team to ensure gender diversity in local leadership and capacity building
2. Establishing guidelines for Education Team partnerships that facilitate gender equity and inclusion.

When the program opened the application for affiliates to apply and participate in the pilot program, 100% of those who completed the application were male, and 100% of the recommendations for the local coordinator roles were male.

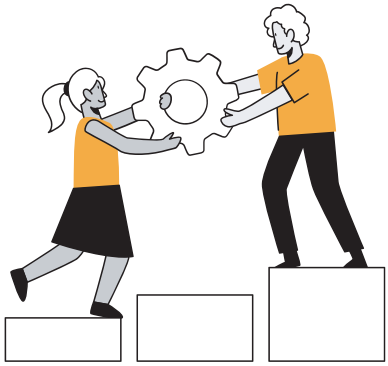
As part of the strategy to promote gender equity through this project, we asked for

5 - 7 candidates from each affiliate with a requirement of gender parity

After reviewing the experience and qualifications of the candidates, the team hired **5 female local coordinators**, helping to foster more equity in affiliate leadership.

Approach #3

Designing for impact in local education contexts



By working with local affiliates and hiring local coordinators, we ensured that the program's design and resources responded to the local education context.

As the program developed, the local coordinators communicated the limitations, opportunities, and arising events affecting teachers in each country

Weekly meetings with the local coordinators allowed us to:

- adapt the program's implementation to make sure we were meeting the teachers where they were,
- rearranging deadlines to accommodate unexpected circumstances, and incorporating motivational strategies (such as inviting local guest speakers).

Working with the local coordinators was vital to create a meaningful experience for the teachers.

Results

Increased capacity in affiliates skills

We asked affiliate partners about how much has the training program improved their capacity to conduct Wikimedia education projects in the future. Based on the responses we got from our affiliate partners through a post-program self reflection form, Affiliates from Morocco and Bolivia reported that they had gained great capacity in the form of skills improvements, as seen in the table below.

(scale from 1 to 5, with 1 being "no expertise gained" and 5 being "gained great expertise")

	Morocco	Bolivia	Philippines*
Designing educational material	**5**	**3**	**0**
Working with secondary schools	**3**	**4**	**0**
Working with secondary school teachers	**5**	**5**	**0**
Working with education ministry/institution	**2**	**3**	**0**
Evaluation strategies	**5**	**4**	**0**
Delivering live trainings/ webinar	**5**	**5**	**0**
Team collaboration	**5**	**5**	**2**
Technical skills			
• Translation	**5**	**5**	**2**
• Data collection (surveys and interview)	**5**	**5**	**5**
• Data processing	**5**	**5**	**0**

*The Philippines User Group did not report the same level of improvement in skills for their affiliate capacity as the other two affiliates. Due to community health reasons, both Philippines coordinators worked independently from the user group as the program developed. Both local coordinators in the Philippines reported in their separate post-program self-reflection forms that they gained greater expertise in the skills stated on the table above. In particular, they gained excellent skills in conducting live online training, facilitating meetings, and working with new digital tools (Figma, Adobe InCopy, Google Suite). Even though the local coordinators are not retained in the user group, as a thought partner, the user group said they had developed critical thinking skills and how to provide feedback.

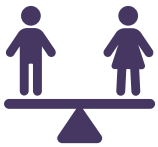
Results

After the implementation of the program, representatives of the user groups in Morocco and Bolivia reported that they gained significant expertise and skills to conduct Wikimedia Education projects, strengthening their capacity to implement similar initiatives in the future. They also reported being eager to continue working in the education sector as demonstrated by the actions they've taken to start planning a second edition of the program in the next fiscal year. The Wikimedistas de Bolivia affiliate also reported that they learned negotiation and advocacy skills through participating in the program.

Furthermore, through the post-program self-reflection form, we learned that the affiliates identify the following as the main impacts in their capacity:

- Increased awareness of possible models for Wikipedia and Education programs and capacity needed for their implementation.
- Increased capacity to establish partnerships and networks within the academic sector.
- Increased desire to promote more involvement opportunities with the education sector and actors, such as teachers, to join the local Wikimedia community and user group.

Promoting gender equity



Gender equity exceeds the intended proposal. 5 of 7 coordinators are female. Out of the 5 women who joined the team as local coordinators only 1 of them had previously been in a leadership role within their user groups. In the course of the program, they gave interviews to local press, participated in online convenings with internal and external stakeholders to their Wikimedia communities, and they demonstrated their leadership skills to their peers.

Overall, affiliate partners experienced a significant increase, particularly in their


technical capacity


building partnership skills


team collaboration

Affiliate partners also expressed readiness to implement the next chapter of the program in their countries. They described the experience as enriching, engaging, revolutionary, and inspirational while also helping them become more resilient in implementing the program amidst the COVID-19 pandemic.

Reading Wikipedia in the Classroom

Lessons Learned

1. Invest in high quality contextualized assets

- The research and needs assessment conducted prior to the design of the resources were key to providing pertinent content and delivery strategies for the different countries we worked in. Teachers were able to connect the new knowledge about Wikipedia and MIL skills with their own experiences, perspectives and educational context, making the learning experience more meaningful. This approach should be maintained in future iterations.
- The training assets integrated the expertise of the local coordinators about each language Wikipedia and user group activities. This allowed for relevant examples, visual references, and policies to be provided for the different cohorts. Relevant and up-to-date assets are key to providing a quality experience in the program.

2. Increase reach with large scale partnerships

The partnership with the Department of Education, Pasay Division in the Philippines brought a larger number of teachers to participate in the program. They provided professional support and leveraged their public-facing social media channels to disseminate the live webinars allowing us to reach thousands of teachers every time.

The high numbers of participants enrolled in the program demanded more time from the local coordinators to monitor their progress and ensure the quality of their assignments. More support would be needed from the local partner in this capacity should the model be replicated.

Reading Wikipedia in the Classroom

Lessons Learned

3. Work with Wikimedia affiliates towards a thriving movement

Collaborating with Wikimedia affiliates as thought partners in the project was key in the different stages of the program.

They helped in our process to hire coordinators from the local Wikimedia communities, they shared relevant local resources for the needs assessment, they provided feedback on the Teacher's Guides, and they were actively engaged in the training sessions.

Thanks to this partnership, the teachers who participated in the program have a direct means of engaging with their local Wikimedia community and continuing their journeys as Wikimedians. Onboarding new contributors from the education sector through this program can support the growth of local Wikimedia communities.

Reading Wikipedia in the Classroom

Next Steps

Through this pilot we learned that this type of training increases teachers' awareness of the value of Wikipedia, and helps them incorporate Wikipedia into their teaching practice.

The most important things to include in future iterations of the program are:

- **Supporting communities** to adapt the training to the local education context
- **Building capacities** within the Wikimedia community and with partners to provide this training to educators
- **Giving communities space** to incorporate their own styles and expertise into the training program while maintaining the core modules and competencies
- **Fostering** a safe, inclusive, and interactive learning community whether on or offline

To this end we plan **to scale** Reading Wikipedia in the Classroom in by:

1. **Certifying facilitators**. We will build a network of certified facilitators who can train teachers in their own countries and communities. In 2021 we will work with two cohorts of up to 25 participants who will be certified "Reading Wikipedia in the Classroom" facilitators
2. **Funding communities**. It is important to ensure that communities who want to implement this program have the necessary resources and support to do it successfully. For that reason, we've established a funding mechanism to support community pilots of the Reading Wikipedia in the Classroom program. In 2021, we will be funding up to 10 Wikimedia communities to translate & contextualize the assets, train facilitators, and implement the program
3. **Reuse of assets**. The teacher's guides and associated materials are all available under a Creative Commons license for adaptation, remixing, and reuse. We will scale the reach of Reading Wikipedia in the Classroom by supporting partners to translate, adapt, and contextualize the teacher's guide and related assets to enhance their own programs.

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