

Education

Annual Report 2019 | Wikimedia CH



Introduction & Strategy

In 2019, we rethought our [Wikimedia CH Education Strategy](#) for three reasons. First, we aligned our chapter's approach with the Wikimedia Movement's [2030 strategy](#). Second, we incorporated the latest thinking among Switzerland's education experts. Modern educational standards must respond to the demands placed on students and workers by technology, particularly the latest impacts of automation and digitalization. We meet this need with our new strategy.

The third and final reason that we revised our strategy was that we wanted to ensure that our programming builds community among those educators and learners who are primed to become long-term Wikipedians. Therefore, a vital component of our work in 2019 remained the university community, a community that already encourages people to openly share research and advance new ideas and technologies. However, we also focused on the communities concerned with upper secondary education, vocational education and training (VET) and continuing education and training (CET, also known as lifelong learning). Like the university

community, these communities are keen to address the impacts of automation and digitalization.

For primary and lower secondary education, we placed greater emphasis on recruiting more teachers and trainers to become long-term users of and contributors to Wikimedia tools. With a train-the-trainer approach – among instructors in formal classroom settings as well as workers in other professions – we aim to build our community and the capacity of teachers to inspire students who have a passion for Wikimedia.

Our strategy has already produced many benefits, making it possible for us to speak credibly with major players in the educational field: teachers, schools, universities, training centers, etc. Wikimedia CH has aligned our activities with strategic objectives, focusing on developing skills, defining topics that have an impact, delivering tools to support teachers and programming for diverse community members.

Even though 2019 was a pivotal year, the evolution of Program Education is still underway. For 2020, we will primarily focus activities on Wikidata and on GLAM training, following the needs of the community. For this reason, we have started to collaborate with Wikimedia Germany and specifically with the Wikidata team to offer our communities the best trainers. In 2020, we will improve these relationships and proceed with certifying competencies.

[RETURN TO MAIN REPORT PAGE](#)



Skills Development

Our activities for lifelong learners and the university community aligned closely with Recommendation 7 in the 2030 strategy: [Invest in Skills Development](#). In so doing, we also responded to Switzerland's educational experts, who have said that the education system must prepare students and workers for the

technological demands placed on the workforce of today and tomorrow.

Our chapter's Zurich Wikidata Network is key in helping us define the skills that our community needs and deliver training to develop those skills. The network is three years old now and still growing. Based around the University of Zurich, it includes researchers, students and professionals. In November, Wikimedia CH and the Wikidata Network supported a first-of-its-kind Wikidata Zurich Training 2019 in collaboration with Wikimedia Germany, the University of Zurich, the Statistical Office of the town of Zurich and the canton of Zurich. The maximum, i.e. 60 participants, joined the event and learned to develop tools and to consult, integrate, populate and modify Wikidata. They practiced what they learned with live coding and support. Expert trainers hailed from Germany and Poland as well as Switzerland. Because of the event's positive feedback and to extend our network into Switzerland's French-speaking region, we are planning a similar event in Lausanne for 2020.

The successful outcomes and feedback from Wikidata Zurich Training 2019 demonstrate that the demand exists for skills-based events, particularly in specialist areas such as Wikidata. The same level of demand was further illustrated in other 2019 events. One is the Wikidata workshop in Lausanne, which advanced the proficiency of GLAM professionals. Another example is the Wikidata Zurich Hackathon 2019, described in the next section, which uses a format that allows for skills development among professionals and university students alike. We intend to launch new modules in 2020 that conform to this new strategic approach.

[RETURN TO MAIN REPORT PAGE](#)



Topics for Impact

Among all the levels of education, we have had the longest-running and most robust relationships with faculty and students at the university level. For this community, we offered more specialized programming in 2019, such as activities focused on Wikidata and Open Science. Giving our programming thematic coherence helped to cultivate longer-term relationships with

community members whose interests lie in learning life skills. In other words, we [prioritized topics for impact](#) per Recommendation 10 of the Movement's 2030 strategy.

Our main activities were carried out in collaboration with key partners, such as the University of Zurich, University of Neuchâtel and University of Fribourg. Our work with the University of Zurich was described in the previous section. With Neuchâtel and Fribourg, we focused more on digital humanities, achieving a good merger of Program GLAM and Program Education. We integrated didactic activities with professional training, using a combination of theoretical lessons and practical activities to connect classroom lessons to the work responsibilities that students will encounter in their future professions.

For this reason, edit-a-thons, hackathons or datathons matched well to the needs of universities. Student participants could interact with real-world professionals – students in the humanities could network with museum and library professionals, technology students with software development firms, science students with research laboratories, etc. The [Wikidata Zurich Hackathon 2019](#), for example, continued a popular format for the third year. In November, 40 participants formed teams around shared interests, with students and professionals working side by side on innovations of their choosing, such as a tool for Wikidata editors or a visualization of Wikidata content. We encouraged diversity among the teams so that they could learn from each other's expertise, inviting collaboration among front-end coders, database masters, geographical data analysts and others.



A team at the Wikidata Zurich Hackathon 2019. (#4 - Photo credits at the end of the page.)

[RETURN TO MAIN REPORT PAGE](#)



Tools for Teachers

For the community that serves students in primary and lower secondary education, Wikimedia CH focused on recruiting more teachers and trainers to become long-term users of and contributors to Wikimedia tools. This train-the-trainer strategy adheres to the Wikimedia Movement's Recommendation 8: [Manage Internal Knowledge](#), which states that the Movement's

knowledge must be “easy to capture, discover, adapt, and consume by all stakeholders to facilitate both individual skill development and growth in an equitable way across all communities.”

Following this direction, Wikimedia CH continued its three-year collaboration with the faculty of pedagogy of Locarno to deliver [#theLab](#), a laboratory where teachers prepare lessons with the lab team (pedagogists and Wikipedians) to introduce students to learning through games. We also supported a similar event called [Media in Piazza](#), which promotes learning in the fields of media and digital technologies. The Swiss Federal Commission for Child and Youth Affairs named Media in Piazza among the most innovative educational projects in Switzerland in its report called [Growing Up in the Digital Age](#).



Students and teachers participating in #theLab. (#6 - Photo credits at the end of the page.)

Both #theLab and Media in Piazza were held in Switzerland’s Italian-speaking region. The plan for 2020 and beyond is to further define and refine these types of educational models and tools, using our 2019 experiences to scale them up in other cantons.

[RETURN TO MAIN REPORT PAGE](#)



Diversity

Across all levels of education, both innovation and diversity are necessary to ensure that we share knowledge openly and easily. To support knowledge equity – one of the two main pillars of the Wikimedia Movement’s 2030 strategy – we designed activities with disadvantaged students in mind, aiming to reduce educational gaps. We focused on two main issues confronting

Swiss schools: how to educate students with learning differences and how to ensure inclusivity.

First, we continued a [project with Albinet](#) that we began two years ago – a project that aims to identify how we can innovate for people with visual impairments. In 2019, four testers checked four Wiki projects: Wikipedia, Commons, Wikivoyage and Wikisource. The testers were students, and they encountered most of their problems when studying, mainly at the university level. We applied the results to improve accessibility for the target audience as well as students who encounter similar issues due to other learning challenges (e.g., dyslexia).

The second diversity issue that the chapter addressed was inclusivity, and for that, we cohosted [Wikipedia for Peace Switzerland 2019](#) with SCI Switzerland. It was the country's second Wikipedia for Peace event, and we imposed new participant requirements to ensure gender equity and to encourage participation from students, researchers and immigrants in Europe. At the 2019 event, we had 13 editors, taught by three Wikimedians, with a high percentage of women and students and with many coming from Eastern Europe.



Workspace for Wikipedia for Peace Switzerland 2019. (#8 - Photo credits at the end of the page.)

[RETURN TO MAIN REPORT PAGE](#)



Support Free Knowledge!

Join us in supporting access to free and unbiased knowledge. Besides being an active member in Wikimedia CH, or a contributor to Wikipedia and its sister projects, you can give tax-deductible financial support. Wikimedia CH is an independent nonprofit.

Your donations directly support some of the most popular collaboratively-edited reference projects in the world.

[DONATE](#)



[DOWNLOAD A PDF OF THIS EDUCATION SECTION](#)

[RETURN TO MAIN REPORT PAGE](#)

[CONTACT US](#)

Photo Credits

1. **Rolex Learning Center** (“EPFL Learning Center”), the campus hub and library for the EPFL in Lausanne. Photo by Philippe - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=82732935>.

2. **University of Zurich**, located in the city of [Zurich](#) and the largest university in Switzerland. Photo by Roland zh, upload on 10. Juli 2009 - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=7274263>.

3. **University of Fribourg**, main building, in the city of [Fribourg](#), Switzerland. Photo by Norbert Aepli, Switzerland, CC BY 2.5, <https://commons.wikimedia.org/w/index.php?curid=1297933>.

4. A team at the **Wikidata Zurich Hackathon 2019**. Photo by Ilario - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=88630260>.

5. **Compilation of seeds with [elaiosomes](#)**. These seeds are dispersed by ants, known as [myrmecochory](#). Starting from top left: *Borago officinalis* · *Chelidonium majus* · *Corydalis cava* · *Corydalis sempervirens* · *Cytisus scoparius* · *Dicentra torulosa* · *Euphorbia lathyris* · *Euphorbia cyparissias* · *Jeffersonia diphylla* · *Pentaglottis sempervirens* · *Symphytum officinale* · *Viola elatior*. Photo by Hans

Stuessi - Own work, CC BY 4.0,

<https://commons.wikimedia.org/w/index.php?curid=84435326>.

6. **Students and teachers participating in [#theLab](#)**, a laboratory where teachers prepare lessons with the lab team (pedagogists and Wikipedians) to introduce students to learning through games. Photo by Ilario - Own work, CC BY-SA 4.0,

<https://commons.wikimedia.org/w/index.php?curid=76134387>.

7. **[Lake Sils](#)**, a lake in the Upper [Engadine](#) valley, [Grisons](#), Switzerland. Photo by Michael Kuhn - Own work, CC BY-SA 4.0,

<https://commons.wikimedia.org/w/index.php?curid=59904925>.

8. **Workspace for [Wikipedia for Peace Switzerland 2019](#)**, Mont Soleil, 26 April to 5 May. Photo by Ilario - Own work, CC BY-SA 4.0,

<https://commons.wikimedia.org/w/index.php?curid=78629233>.

9. **Pfäffikersee by night**. [Pfäffikersee](#) (or Lake Pfäffikon) is a lake in the [canton of Zurich](#). The lake was created in the last ice age when a moraine blocked off the ability for the lake to empty north towards Winterthur. Photo by Lriese 1 - Own work, CC BY-SA

4.0, <https://commons.wikimedia.org/w/index.php?curid=49061475>.