Reading Wikipedia in the classroom 2.0

Kwara, Nigeria

Using Wikipedia to foster media and information literacy skills.

Reading Wikipedia in the classroom

Using Wikipedia to foster media and information literacy skills.

○ Module 1
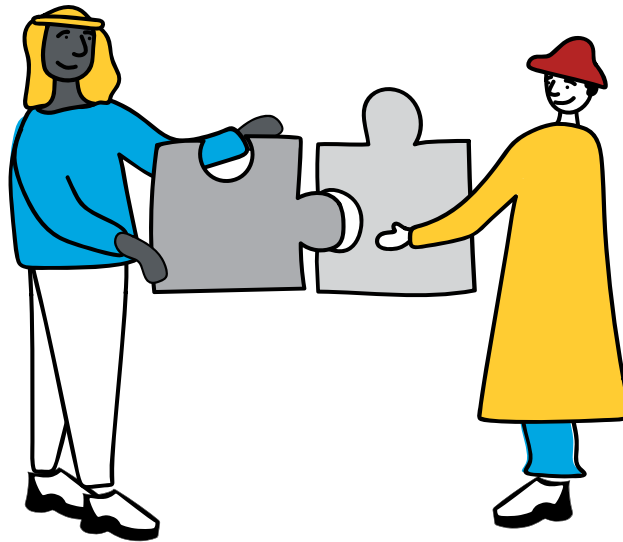
○ Module 2

● **Module 3**

Table
of Contents

About the Teacher's Guide

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

UNESCO proposes an integrated approach towards an interdisciplinary concept of literacy, and as such MIL is defined as "a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, to participate and engage in personal, professional and societal activities". We believe that learning how to critically engage students with Wikipedia is key to achieving the competencies encompassed by the MIL framework. For the development of this Teacher's Guide, we have used principles of the [Understanding by Design](#) framework to organize the essential questions and enduring understandings. Each module incorporates clear learning outcomes for teachers as well as classroom applications of the knowledge they will gain. We have followed a constructivist approach where we connect the teacher's own previous experiences and knowledge with how Wikipedia works.

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

This pedagogical approach is in tune with our educational philosophy:

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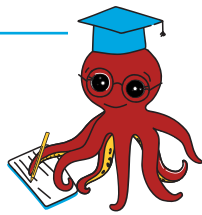
How to use this Teacher's Guide

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

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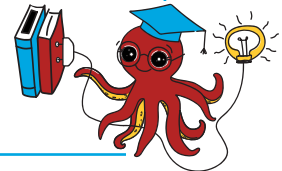
Navigation Key

ACTIVITY

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

PLUG INTO EDUCATION

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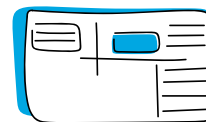
FOR YOUR INFORMATION

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

ANNEX

Annex

Example lesson plans and activities to integrate Wikipedia in the classroom

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

Training Schedule

Socializing your learning

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

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

During the training, you will share and report on your progress as you work through the assignments in each module.
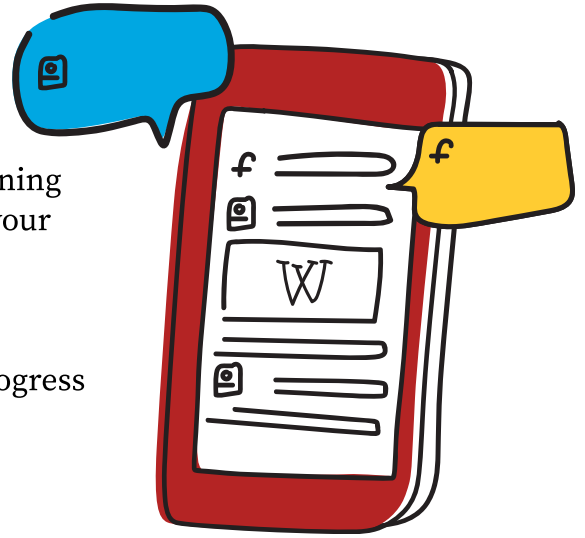
If you are an independent learner, consider the following ideas to make your learning more social:

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

If you use social media, decide on a day where you can post about your main learnings of the week to, share your reflections, helpful links, and tag us via @WikimediaEdu on Twitter or @WikimediaEducationTeam on Facebook. We would love to see what you're getting from this experience!
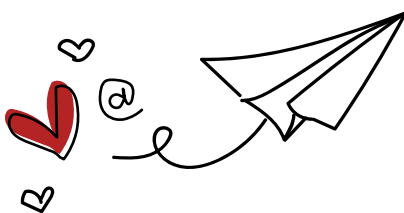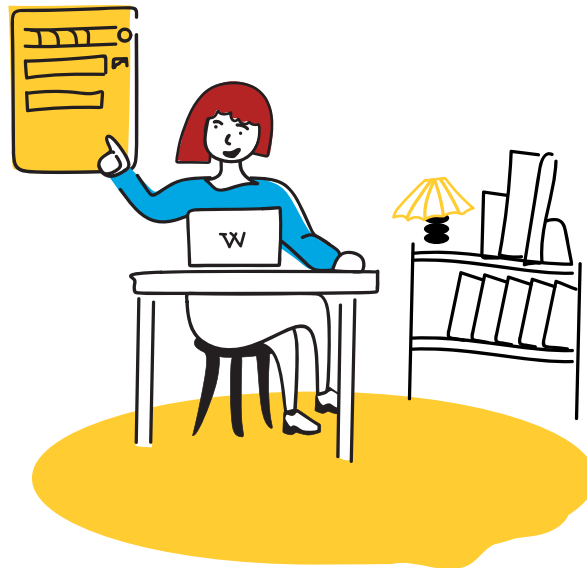
Module 3
Creating Information

MIL Competency
Creation, utilization and monitoring of information and media content.

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

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

Module 3

Learning Pathway
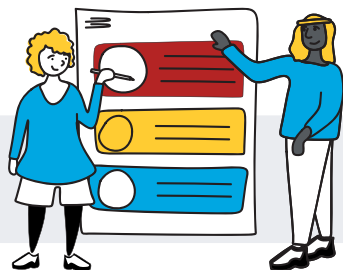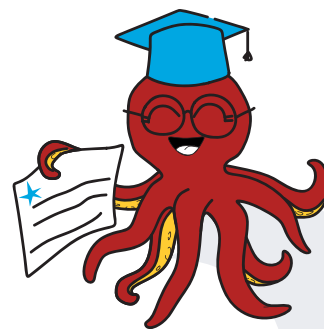
3.5
Transformative practices for building community knowledge

3.4
How Wikipedia editors organize contributions

3.3
Your first contribution

3.2
Create a Wikipedia user page

3.1
Be Bold!

3.1 Be Bold: growth mindset and Wikipedia

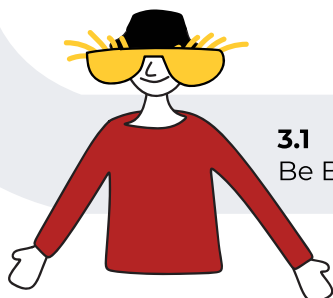As educators, we know how important it is to impart a growth mindset to our students. Belief in one's ability to grow and do better after making mistakes is a key factor in student success. Every day thousands of edits are made to Wikipedia, by hundreds of people all over the world. Sometimes they make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

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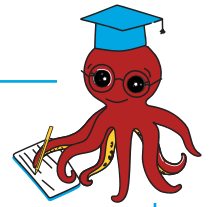
Wikipedia Editing Guidelines

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

Of course, others here will edit what you write. Do not take it personally! They, like all of us, just wish to make Wikipedia as good an encyclopedia as it can possibly be. Also, when you see a discussion in a talk page, do not be just a "mute spectator"; you can be bold and share your perspective as well!

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

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

POST-READING REFLECTIONS

After reading the guidelines, think about the following questions and write your thoughts below:

• How do you think these guidelines impact Wikipedia either positively or negatively?
• How does it affect your view of the quality of Wikipedia articles?

*You can take your notes in this box too!*

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

3.2 Create a user page on Wikipedia

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

With Wikipedia, editors have the opportunity to express themselves through their user page. On their user page they can indicate their interests, be visually creative, and express how they engage with Wikipedia and other free knowledge projects. In this section, we're going to create our own Wikipedia accounts and user pages, and think about how we can provide more opportunities for our students to develop as creators.
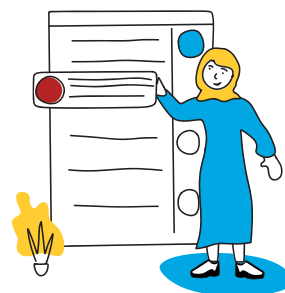
Creating a Wikipedia account will allow you to:
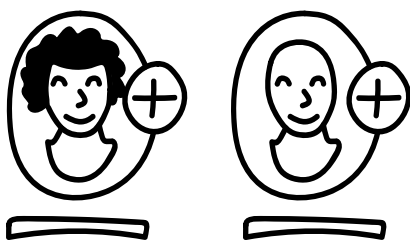
Choose an appropriate username, which will be reserved just for you on Wikipedia and other Wikimedia projects.

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

Edit without revealing your IP address (which can be used to trace your physical location) to the public.
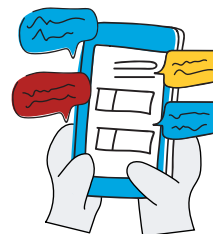
Communicate with other editors via your own talk page.

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

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

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

For more safety recommendations, refer back to the safety guidelines provided on Module 1.
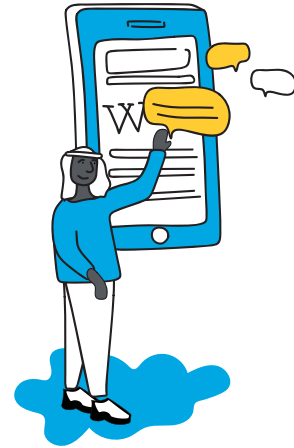
To create your Wikipedia account simply click on the option "Create account" on the main page of Wikipedia.

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

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

Your user page can be as simple or elaborated as you want to make it. Check out some examples below:
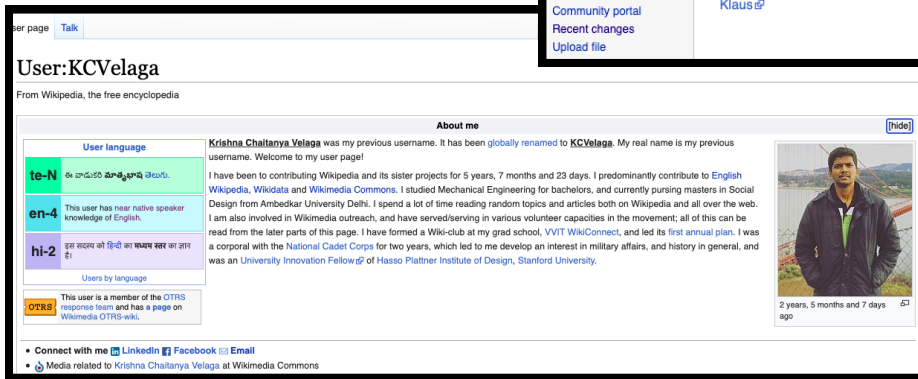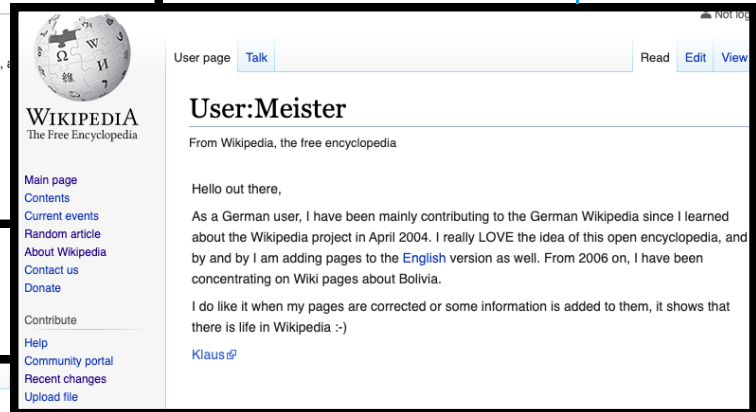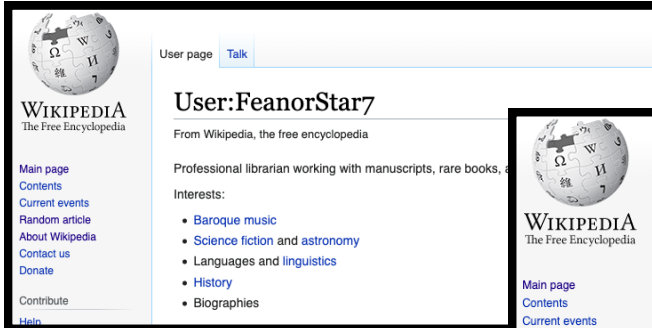
Finally, your personal user page connects to your user Talk page. These spaces allow registered editors to communicate with other Wikipedians and even to show appreciation for the work of other editors. Expressing thanks for another user's helpful, generous, or positive actions can be an important activity for cultivating community values such as civility and collaboration.

ACTIVITY

PERSONALIZING YOUR WIKIPEDIA USER PAGE
Below you can find some tips that can help you personalize your user page to practice basic editing skills and get started as a Wikipedian.

- Explore a few user pages and choose one that you think is a good example. You can try going to a Wikipedia article you like, click on "View History", and then click on the user pages of some Wikipedia editors who have worked on that article.
- Determine what you would use from the examples you have found, what you would add, or what you would change.
- Review the user page guidelines.
- Be bold! Click the "Edit" button on your user page and start experimenting.
  Include:

    - a friendly greeting
    - a line explaining what brought you to Wikipedia
    - a few topics that you enjoy learning about

- Publish the changes you have made. Review. Edit again!

Notes & Questions

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

3.3 Your first contributions

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

Use the "Thanks" button
The "Thanks" button offers a way to give positive feedback on Wikipedia. This feature allows editors to send a "thank you" notification to users who make useful edits— by using a small "thank" link on the view history page as shown below.
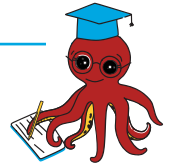
LET'S GIVE IT A TRY!

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

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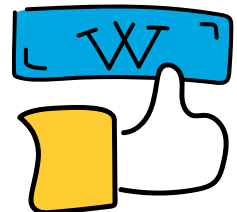
Add a citation

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

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

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

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

Alternatively, you can use the Citation Hunt game to look for more Wikipedia articles that need citations.
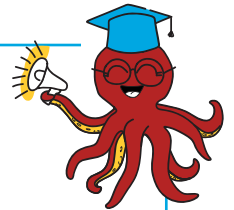
CONTINUE YOUR EDITING JOURNEY ON WIKIPEDIA
If you want to learn more about contributing knowledge to Wikipedia, check out the following resources:
- Wikipedia Adventure: A game-like activity that guides you through the basics of Wikipedia editing. Only available in English.
- Intro to Wikipedia editing: A compilation of guidelines, tutorials, and manuals that cover different knowledge and skills needed to edit Wikipedia. Available in over 100 languages.

Notes & Questions

3.4 How Wikipedia editors organize contributions

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

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

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

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

Examples of WikiProjects:

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

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

WIKIMEDIA AFFILIATES

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

■ *Wikimedia chapters (light blue)*

■ *Wikimedia user groups with a geographic focus (yellow)*

As of 20 June 2020
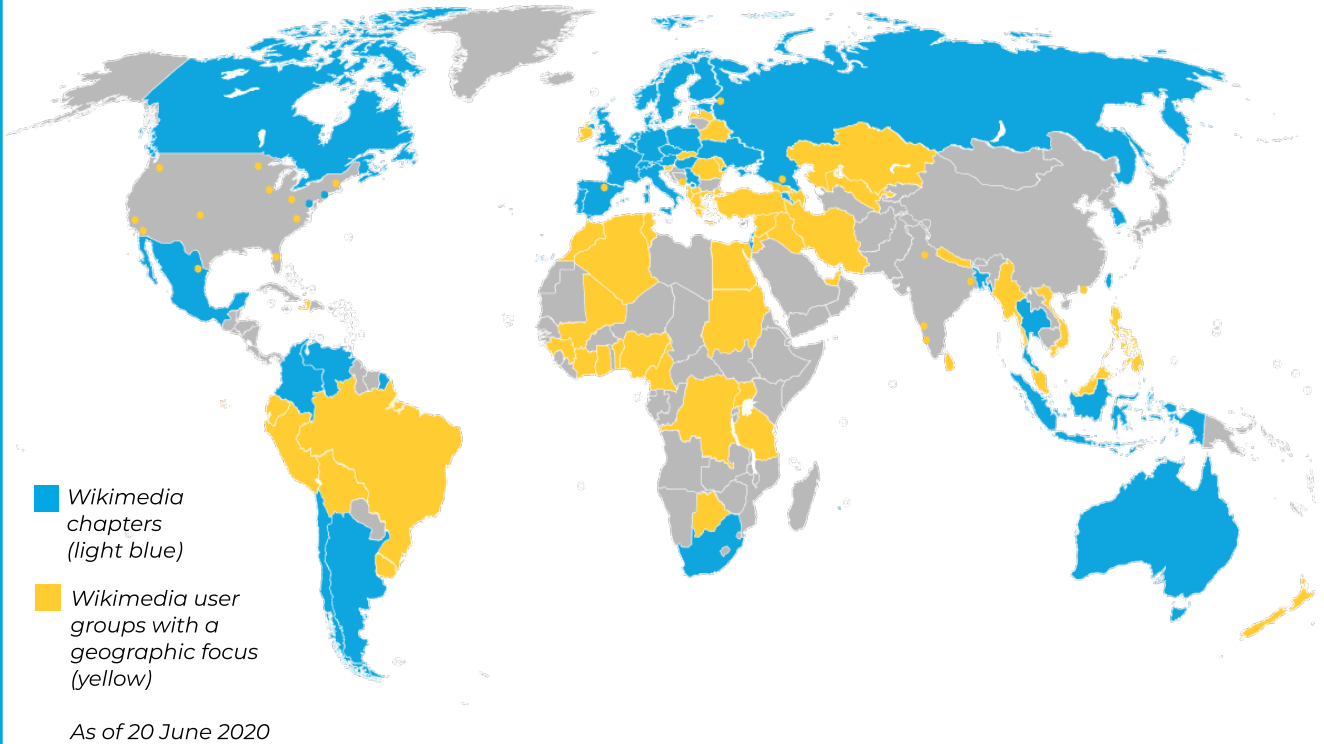
The Wikimedia Foundation has three active models for movement affiliates: chapters, thematic organizations, and user groups.

Wikimedia Chapters:	**Thematic organisations:**	**Wikimedia User groups:**
Wikimedia Chapters are independent non-profits representing the Wikimedia movement and supporting movement work globally, focused within a specific geography.	Thematic organizations are incorporated independent non-profits representing the Wikimedia movement and supporting work focused on a specific theme, topic, subject or issue within or across countries and regions.	User groups are open membership groups with an established contact person and history of projects, designed to be easy to form.

CAMPAIGNS AND CONTESTS

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

Some Of The Most Notable Campaigns In The Wikimedia Movement Are:

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

Wikipedia Asian Month: Wikipedia Asian Month is an annual online event that aims to promote Asian content in Wikipedia.

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

AfroCine project and other campaigns.

ACTIVITY

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

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

You can take your notes in this box!

3.5 Transformative practices for building community knowledge

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

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

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

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

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

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

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

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

Before you read the article, let's do a quick exercise! Go to Wikipedia, try to find examples of the following topics and register the articles you find in the box below:

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

And share your thoughts about the following:

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

The previous exercise encouraged you to reflect on the value of your own knowledge about topics that might be missing from Wikipedia. Additionally, you were able to do a first exploration of the availability (or lack of) sources that could contribute to expanding these topics. How can educators guide students to add their local knowledge to Wikipedia? You will find one example in the post below.
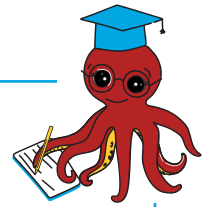
Note: The following article was originally published on the ["Our Stories, Our Knowledges"](#) series, a compilation of experiences and insights from the work carried out by "Whose Knowledge? together with Okvir, Equality Labs and Project Mukti, Native American communities of the Kumeyaay and Shoshone, and the Wikimedia movement."

Editing Wikipedia

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

Perse's Story

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

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

POST-READING REFLECTIONS

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

You can take your notes in this box!

You have **completed** Module 3!

Take a moment to share this achievement with your peers!
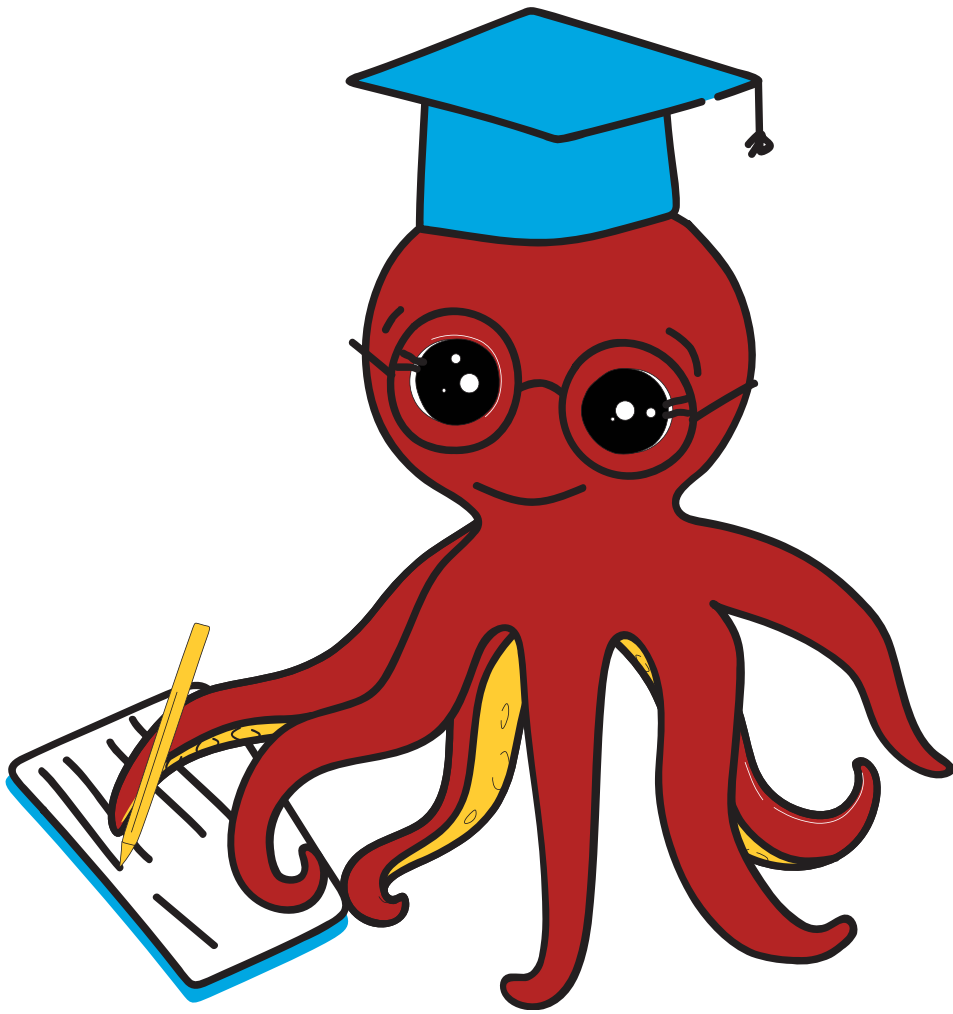
Final
Activity

Integrate Wikipedia
into your lessons

Final Activity

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

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

BRAINSTORM:

Notes & Questions

Lesson Plan
Template

ACTIVITY:

GRADE:

DISCOVERY QUESTIONS:

RESOURCES:

LEARNING OUTCOMES:

STANDARDS ALIGNMENT:

PREPARATION:

INTRODUCTION:

GUIDED PRACTICE:

INDIVIDUAL PRACTICE:

DEMONSTRATION OF LEARNING:

Annex

Example lesson plans and activities to integrate Wikipedia in the classroom

Knowledge Quest

ACTIVITY:	GRADE:
My Knowledge Quest	Secondary School

DISCOVERY QUESTIONS:	RESOURCES:
How can I find the information I need on the internet? How can I evaluate the information I find?	Computer, internet access, notebook, writing supplies, Knowledge Quest worksheet

LESSON SUMMARY:
Students reflect on and document their journey navigating Wikipedia as they access and evaluate the information they need to solve a query.
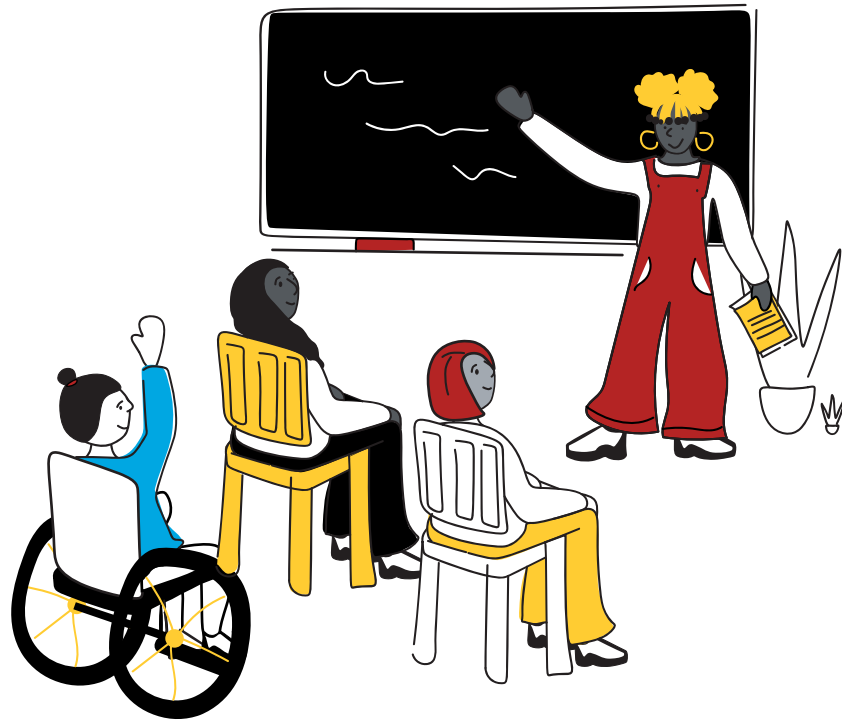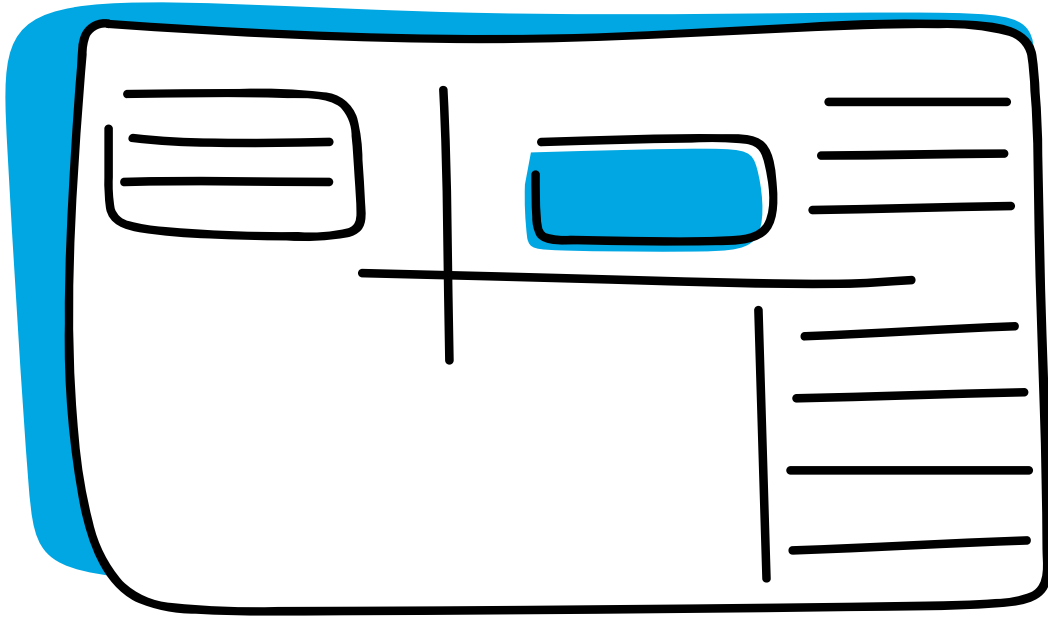
LEARNING OUTCOMES:
Students are able to identify positive and negative indicators of quality to assess the information they find on Wikipedia as a starting point of a research project.

PREPARATION:

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

INTRODUCTION:

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

Positive indicators of quality	Negative indicators of quality
- It contains several references from reliable sources. - It has an informative and clear lead section. - It covers different relevant aspects of one topic. - It presents balanced and organized content. - It is written from a neutral point of view.	- It does not have any references. - It has a warning banner. - It contains spelling or grammatical errors. - It contains outdated information about a current topic. - It contains unsourced opinions and value statements.

GUIDED PRACTICE:

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

INDIVIDUAL PRACTICE:

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

DEMONSTRATION OF LEARNING:

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

My Knowledge Quest

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

Finish!

Which sources of information will I visit next?

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

How can I tell if these are facts or opinions?

What key ideas am I finding?

What negative indicators can I see in these articles?

What positive indicators can I see in these articles?

What articles am I finding helpful?
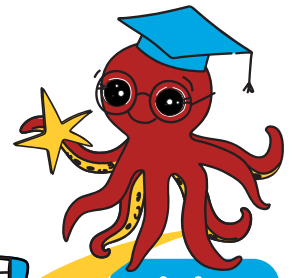
What am I looking for?
What keywords could I use I this search?

Let's Start!

My Knowledge Quest - Example

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

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

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

Which sources of information will I visit next?

Finish!

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

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

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

How can I tell if these are facts or opinions?

What key ideas am I finding?

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

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

What negative indicators can I see in these articles?

- Maya Angelou
- List of Maya Angelou works
- Poetry of Maya Angelou, themes
- Themes in Maya Angelou's autobiographies

What positive indicators can I see in these articles?

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

What articles am I finding helpful?

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

Let's Start!

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

My Knowledge Quest - Rubric

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

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

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

Biology

<table>
<tr><td>ACTIVITY:
Find the Meaning</td><td>GRADE:
S S ONE BIOLOGY, THIRD TERM WEEK EIGHT</td></tr>
<tr><td>DISCOVERY QUESTIONS:
How do you find cell biology on Wikipedia? How do you known the reliability of source of that information from Wikipedia?</td><td>RESOURCES:
Textbook, Computer, Mobile Phone, Chart showing structure of cells, and slides</td></tr>
<tr><td>TEACHER'S NAME:
USMAN ISMAIL</td><td>SCHOOL:
GOVERNMENT SECONDARY SCHOOL SHARE</td></tr>
</table>

LESSON OUTCOMES:

The students should be able to identify reliable sources of information, they should be able to known which one is from text books, journal and Internet.

STANDARDS ALIGNMENT:

The students reviews the article, to determine the quality of information.

PREPARATION:
- The teacher confirmed the article as cell biology, check the positive indicators is up-to-date.

INTRODUCTION:
- The Teacher introduced the lesson through the steps.
- The students should go to the Wikipedia to find the article CELL BIOLOGY.
- Click on the article indicate the one that's on textbook, journal, Internet.

GUIDED PRACTICE:
- The students reviews the article cell biology, students determine the quality of information.

INDIVIDUAL PRACTICE:
- The students go to wikipedia to check the article page.

DEMONSTRATION OF LEARNING:
- The teacher go on Wikipedia to check the article page.
- The teacher confirmed the article as cell biology, check the positive indicators.
- Also check the positive indicators is up-to-date.

Navigating Wikipedia

ACTIVITY:
Navigating and clicking hyperlinks on Wikipedia articles.

GRADE:
SS1

DISCOVERY QUESTIONS:
How do you discover main idea on the Wikipedia article? How are different hyperlinks on Wikipedia article connected?

RESOURCES:
Computer or cellphone(android), internet access, notebook

TEACHER'S NAME:
USMAN ISMAIL

SCHOOL:
GOVERNMENT SECONDARY SCHOOL SHARE

LESSON SUMMARY:
Learners are able to identify how Wikipedia articles are connected through hyperlinks as well as compare and contrast the source information.

STANDARDS ALIGNMENT:
Students navigate hyperlinks on Wikipedia article through four clicks as a model for easy access to information within the encyclopedia.

PREPARATION:

- Choose 3-4 Wikipedia articles about the topic covering chemistry.
- Review the articles to make sure they are examples of Wikipedia articles consider to have high quality content.

Articles	Click 1	Click 2	Click 3	Final Click
Acid	Bronsted Lowry acid-base theory	Arrhenius theory	Neutralization reaction	Dissociation
Hydrocarbons	Saturated hydrocarbons	Alkanes	Homologous series	Methane

INTRODUCTION:

- Present the week's topic to the learners.
- Present Wikipedia as a searching engine for information.
- Show an example of Wikipedia article.
- Demonstrate navigating within Wikipedia article through clicking hyperlinks.
- Show difference between internal links and external links.
- Emphasize Wikipedia article as a starting point in the search for information.

GUIDED PRACTICE:

- Show the prepared chart and inform the learners how to record their navigation on Wikipedia article.
- Tell the learners to read the article and click on the link that interest them to learn more.
- Ask them to record each article they visit after each click.
- Ask them to write down some facts learnt on each page they visit.

INDIVIDUAL PRACTICE:

- Learners demonstrate navigating hyperlinks within Wikipedia article and record their actions.
- Encourage learners creativity and independence on navigating hyperlinks within the Wikipedia article.

DEMONSTRATION OF LEARNING:

- Ask students to finalize their charts for presentation.
- Group students in pairs to compare different Wikipedia articles explored.
- Ask students to share their experiences and learning.
    - Was the content easy to understand?
    - What did they find helpful?
    - How has navigating hyperlinks on the Wikipedia article broaden their findings?
    - What new information have they discovered on the Wikipedia article relating to the given topic?
    - What did they wish they could find more?

Acknowledgements

References

3.1 Be Bold! Growth mindset and Wikipedia

- Wikipedia contributors. (2020, July 25). Wikipedia:Be bold. In Wikipedia, The Free Encyclopedia. Retrieved 15:31, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:Be_bold

- Wikipedia contributors. (2020, October 31). Wikipedia: Assume Good Faith. In Wikipedia, The Free Encyclopedia. Retrieved 15:44, November 19, 2020, from https://en.wikipedia.org/wiki/Wikipedia:Assume_good_faith

- Wikipedia contributors. (2020, October 31). Wikipedia: Civility. In Wikipedia, The Free Encyclopedia. Retrieved 15:44, November 19, 2020, from https://en.wikipedia.org/wiki/Wikipedia:Civility

3.2 Create a user page on Wikipedia

- Wikipedia contributors. (2020, August 24). Wikipedia:Why create an account?. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:Why_create_an_account%3F

- Wikipedia contributors. (2020, August 24). Help: Editing. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from https://en.wikipedia.org/wiki/Help:Editing

- Wikipedia contributors. (2020, August 24). Wikipedia: User Pages. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:User_pages#What_may_I_have_in_my_user_pages?

3.3 Your first contribution

- Wikipedia contributors. (2020, August 24). Almanac. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from http://en.wikipedia.org/wiki/Almanac

- The Wikipedia Library/1Lib1Ref. (2020, May 14). Meta, discussion about Wikimedia projects. Retrieved 15:32, September 16, 2020 from https://meta.wikimedia.org/wiki/1lib1ref

- Help:Notifications/Thanks. (2020, July 16). MediaWiki, The Free Wiki Engine. Retrieved 15:34, September 16, 2020 from https://www.mediawiki.org/wiki/Help:Notifications/Thanks

- Wikipedia contributors. (2020, September 14). Wikipedia:Citing sources. In Wikipedia, The Free Encyclopedia. Retrieved 15:41, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:Citing_sources

- Citation Hunt. 2020. Retrieved 15:32, September 16, 2020 from https://citationhunt.toolforge.org/en?id=f254855f

- The Wikipedia Adventure. (2020, February 26). In Wikipedia, The Free Encyclopedia. Retrieved 17:22, September 16, 2020. https://en.wikipedia.org/wiki/Wikipedia:The_Wikipedia_Adventure

- Intro to Wikipedia editing. (2020, November 23). In Wikipedia, The Free Encyclopedia. Retrieved 16:10, November 23, 2020, from https://en.wikipedia.org/wiki/Help:Introduction

3.4 How Wikipedia editors organize contribution: WikiProjects

- Wikipedia contributors. (2020, August 29). Wikipedia:WikiProject. In Wikipedia, The Free Encyclopedia. Retrieved 15:39, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:WikiProject

- Wikipedia contributors. (2020, August 19). Wikipedia:WikiProject Medicine. In Wikipedia, The Free Encyclopedia. Retrieved 15:39, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Medicine

- Wikipedia contributors. (2020, July 21). Wikipedia:WikiProject Education. In Wikipedia, The Free Encyclopedia. Retrieved 15:40, September 16, 2020, from https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Education Campaigns. (2020, July 2). Meta, discussion about Wikimedia projects. Retrieved 16:51, September 16, 2020 from https://meta.wikimedia.org/w/index.php?title=Campaigns

- Wikimedia movement affiliates. (2020, June 20). Meta, discussion about Wikimedia projects. Retrieved 16:52, September 16, 2020 from https://meta.wikimedia.org/w/index.php?title=Wikimedia_movement_affiliates

Thank you for your interest in **Wikipedia!**

We hope you enjoyed this resource!
Do you want to stay updated on this project?
Subscribe to our mailing list!

Share your experiences using this resource and keep
engaging with the sum of all knowledge through the
Wikimedia projects.

WIKIMEDIA EDUCATION   **Reading Wikipedia** in the classroom

Click on the handles below to visit our channels or go to
https://education.wikimedia.org

@WikimediaEducationTeam   @WikimediaEdu