

CAMPFIRES AND SCIENCE: FUTURE KNOWLEDGE



WE LOVE WIKEDIA



WikiJournal Youth Salon Evaluation Report



About this report

This report tells the story of the events ran by members of the WikiJournal user group in Melbourne in August 2019 to involve young people in sharing their views about Wikipedia. We met and spoke with people from the ages of 7 to 70 and have summarised the views they shared and any learning points. As well as sharing photos, we have also embedded recommendations throughout the report, relevant to the feedback given. This report is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

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¹ <https://en.wikipedia.org/wiki/User:Jacknunn>

Event preparation

There were a number of stages involved for the preparation of this event. In summary, they were:

- Co-designing the grant application with members of the WikiJournal User Group and staff at 'Science for All'
- Refining the event plan with colleagues from the Wikimedia Foundation
- Running a face to face co-design event with young people, students and University staff to refine event design, questions and gather data
- Running the public 'Campfires and Science' youth salon event

More information about this process can be found in the Appendix in the section 'Grant application'.

Co-design event

This event was held at La Trobe University with 20 students, 25% of whom were young people (between 15-24). They were asked a number of questions about Wikipedia, how they used it, what they thought of it and ideas for improving it. They were also invite to create a number of questions or discussion starters that they felt would useful at the public event.

Data from event

A summary of the data can be found below:

Ideas generated included:

- Integrating more videos into articles at the top of the page for people who are visual learners. A number of topics can be understood more easily if a video is used to explain it.
 - Recommendation: Create a process for sourcing or commissioning videos. Involve users in prioritising pages where video content would be beneficial. In some cases, request users to source or create content.
 - Example: Systematic Reviews – a GIF is embedded into the Wikipedia page, visualising how the process of data extraction and synthesis occurs.

Questions created

Participants created a list of questions at the event, which included:

- How do you use Wikipedia now?
- How do you think you will use Wikipedia in the future?
- When using it, what is your purpose? What are you trying to achieve?
- Is Wikipedia relevant to your life?
- Would you use Wikipedia as primary source?
- How would you like to be represented in Wikipedia?
- What would make you use Wikipedia more?
- What knowledge would you like to see on Wikipedia?
- What do you think are credible research sources?

A full list of these questions can be found in the Appendix in the section 'Ideas for questions'.

Photos



‘Campfires and Science’ public youth salon

Format

The format of the ‘Campfires and Science’ events run by ‘Science for All’ are that people are invited to gather around the culturally neutral space of a campfire. Experts are invited to share knowledge and discussion is facilitated by trained professionals to ensure that everyone is included and that the discussion is culturally safe and appropriate. At this event, Thomas Shafee², the Editor-in-Chief of the Wikimedia Journals, took notes to ensure that discussion was captured accurately.



The event

The free event was promoted online and held in a public space. In addition, signs were put up on the day and free hot chocolate and marshmallows were offered to anyone who shared their views about Wikipedia. As it was a public space, a number of people who were younger than 15 or older than 24 also shared their views.



² https://en.wikipedia.org/wiki/User:Evolution_and_evolvability

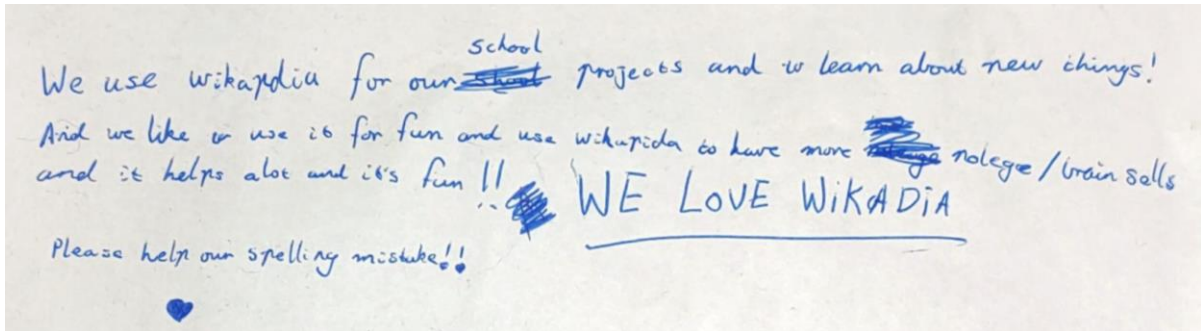
Before the formal discussion started, a number young people were asked to answer some of the questions generated at the co-design event. They were given a clipboard and a pen and asked to share their thoughts and ideas about Wikipedia.



Legal guardians of young people were also invited to share their views and join the discussion.



Here are some examples of what was shared on the clipboards written by two ten year olds:



Below are some themes from what was discussed during the day, along with some recommendations.

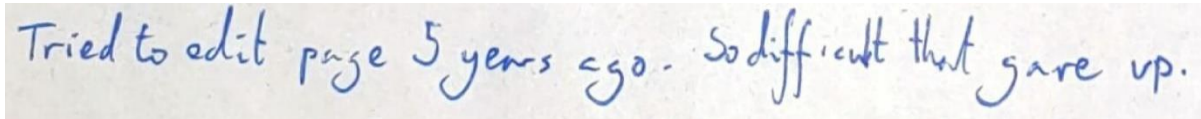
Teaching Teachers in Schools

Some younger participants shared how their teachers encouraged them to use Wikipedia, but not to 'cite' Wikipedia. Young people reported that teachers did not help them learn how to use or 'read' Wikipedia.

Recommendation:

- Create learning resources for educators about how to use Wikipedia, including critically appraising sources and citing.
- Ensure there is a campaign to raise awareness about the peer reviewed Wikipedia pages and involve users in prioritising pages for peer review.

Other people reported that they found editing Wikipedia difficult and 'gave up'.



A number of subject area experts from universities also reported a number of occasions where they had made edits, which were changed or reverted by people who were not subject area experts, and they had given up not wanting to enter an 'editing war'.

Recommendation: Explore the use of tools like Standardised Data on Initiatives (STARDIT)³ to transparently report who has made edits, and created content. Pages with restricted editing can use tools like STARDIT, to transparently demonstrate credentials, qualifications or other attributes which make that user appropriate to be given editorial control.

Which language?

Some users reported that different languages were better for different areas. For example, fungi experts reported that French language pages were often much more detailed than English for fungi knowledge, which could provide potentially life-saving information.

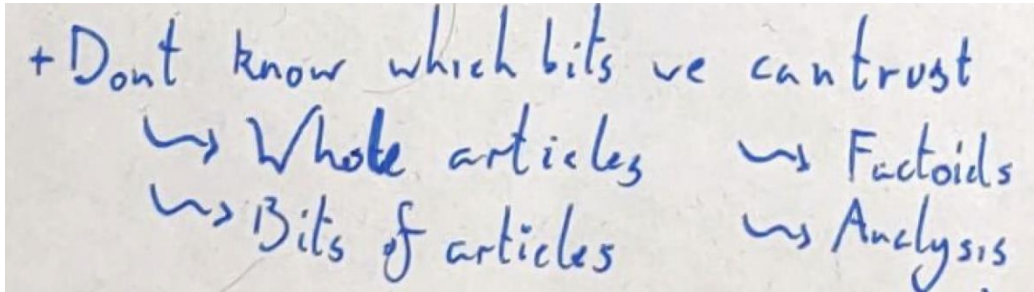
Recommendation:

³ Nunn, Jack S., Thomas Shafee, Steven Chang, Richard Stephens, Jim Elliott, Sandy Oliver, Denny John, et al. 2019. "Standardised Data on Initiatives - STARDIT: Alpha Version." OSF Preprints. September 20. doi:10.31219/osf.io/5q47h.

- Create a way to automatically indicate content on parallel pages across languages. This could use Wiki Data codes to spot common terms, and aid machine translation.

Life or death

Some information can be a matter of life or death (for example, medical information or identifying edible plants and fungi).



Recommendation:

- Create a process for flagging potentially lethal information and explore using tools like STARDIT to transparently report who was involved in creating the content in order to allow people to make informed decisions about 'trustworthiness'.
- Create more 'verified' users for certain kinds of information. [look up how this works on the current partnerships with CRUK, Cochrane]

Learning styles

Different people have different learning styles. Users agreed videos were helpful learning tools. In addition, the needs of people with different cognitive processing abilities were also flagged, for example dyslexia.

Recommendations:

- Commission research into different learning styles and ways of supporting people with different learning needs . For example, integrating open access dyslexic friendly fonts.

Indigenous knowledge

One of the areas discussed at the event, and among members of the Wikijournal User Group at other points, is the issue of citing traditional, oral and indigenous knowledge. For example, Aboriginal stories. The question was explored about whether there are systematic barriers to including this knowledge (owing to the difficulty of citing knowledge). This issue is particularly relevant in Australia, home to the oldest known continuous human civilisation on the planet. The knowledge systems of Aboriginal and Torres Strait islanders in Australia are culturally unique, precious and a form of intangible cultural heritage with global significance. 'Science for All' is working with a number of Aboriginal organisations and community members to explore this issue. The recommendations below reflect informal conversations, and the authors wish to highlight that a detailed piece of research needs to be done in this area, in partnership with indigenous peoples and appropriate experts from around the world.

Recommendations:

- Co-create a way for indigenous peoples to share traditional and oral knowledge. Tools like STARDIT could be used to transparently report who created any content containing the

knowledge, what tasks they had, how this knowledge was shared and any relevant concepts of 'owning' or 'property'. Members of indigenous communities could work in partnership with the Wikimedia Foundation to create 'verified' users who formally represent relevant communities are have permission to share and verify knowledge (including stories, beliefs, medicine).

- A detailed piece of research needs to be commissioned by the Wikimedia Foundation to explore concepts of 'intellectual property' and 'owning knowledge', and how this respectfully interacts with the free knowledge and open access movements.
- Certain cultures have restricted, taboo or 'secret' knowledge. This can include culturally significant sites which may be at greater risk of vandalism if they are shared in the public domain. The Wikimedia Foundation needs to co-develop processes with indigenous peoples to ensure that a balance is struck between sharing, storing and preserving unique intangible culture, while also remaining sensitive to respective cultural practices and attitudes regarding 'ownership'.
- The Wikimedia Foundation should explore partnerships with indigenous peoples to recognise their cultures as UNESCO Intangible World Heritage, working with appropriate partner organisations to co-design ways of helping actively sustain knowledge (and the respective systems of transmission), rather than passively record it.

Financial reporting

Income (AUD)	Amount
Wikimedia grant	1,818.00
Total income from all streams	1,818.00

Outgoings (AUD)	Amount
Venue (partially covered by Science for All)	2,000.00
Speakers fees (costs covered by Science for All)	200
Staff time (costs covered by Science for All)	600
Food (costs covered by Science for All)	100
Total spent	2,900.00

Acknowledgements

Thank you to everyone who helped support with grants, organise these events, share their ideas.

Thank you to Kelsi and Thomas for their support throughout the whole process and for helping proof-read this report.

Appendices

Co-design event with La Trobe University students

Ideas for questions

- How do you use Wikipedia (W) now
- How do you think you will use W in the future?
- Are there any websites you use that are similar to I
- You think W is outdated?
- How much do you rely on W?
- Is there anything that isn't on W?
- What are your opinions on I?
- What is the future of learning and education with incorporation of Wikimedia?
- Why do you use W? / Why don't you?
- When using it, what is your purpose? What are you trying to achieve?
- What makes you keep going back to a website? What is this on W?
- Is W relevant to your life?
- What do you think the future problems will be in 2030?
- What biases are in in W?
- Do you think W is relevant in the Australian context?
- Would you use W as primary source?
- What is W doing to make sure there is quality checking?
- How would you like to be represented in W?
- What would make you use W more?
- How should we remove negative connotations and improve trust in W?
- What would make you use W for research
- What knowledge would you like to see on W?
- What do you think are credible research sources?

Ideas

- Could videos be integrated more - at least at the top of the page to introduce topic (it's very text dependant)
- Animation for historical topics, helps leave an impact on visual learners without visual recordings
- Better citing throughout the sentence, rather than just at the end of a block of text
- Make sure all citation links are accessible to public
- Citations go to the relevant part of the document being cited

Suggested breakout discussions

These discussions were co-designed with students and members of the WikiJournal usergroup:

- What is good about Wikipedia?
- What could be improved?
- Creating knowledge and sharing it on Wikipedia
 - Would you know how to do this?
 - What would make this easier (e.g. learning sessions in schools - webinars, online communities?)
- Curating and collecting knowledge

- What is missing from Wikimedia - what is censored?
- Should indigenous knowledge be integrated into the free knowledge movement? If not, why? If so, how? What would help improve how this knowledge is integrated?
- Controlling Wikimedia
 - Who should control Wikimedia decisions?
 - How?
- Improving Wikipedia
 - Do you face any barriers to getting involved or using it (technical, cultural?)
 - How could these barriers be overcome?

Detailed facilitation plans

This facilitation plan was used to help plan discussions.

Introductions and discussion framing

The Wikimedia 2030 strategy states that ‘Most of the content we have created is in the form of long-form encyclopedia articles and still images, which leaves out many other types of knowledge’. We hope to work with young people to explore what knowledge has been missed out, and discuss ‘agnotology’ - the study of culturally induced ignorance.

Working with them, we will lead a discussion about how they think Wikimedia can play a role in creating new knowledge and also how to appropriately integrate traditional knowledge and knowledge from indigenous peoples (including Aboriginal knowledge) in a culturally safe way.

By asking the young people to reflect on the past, and how certain people with power have shaped how knowledge is used or shared, we will ask them to share ideas on how the Wikimedia Foundation can ensure that everyone has a chance to get involved in shaping future knowledge, and accessing the sum of humankind’s knowledge.

Session	Summary	Learning aims	Learning outcomes	Activity instructions	Time (min)
Introductions	Introductions and expectations	To provide a general outline of session and to give participants chance to introduce themselves	Participants will be able to explain the purpose of the session and what they will learn	<p>Introduce self and explain format of the session.</p> <p>Invite people to introduce themselves and state what they’d like to get out of the session</p> <p>Summarise back themes and check learning aims will be met</p>	15

Session	Summary	Learning aims	Learning outcomes	Activity instructions	Time (min)
Knowledge	Explore the concept of knowledge	Ask participants to critically appraise their concept of knowledge and consider other definitions	Be able to define knowledge and explain how it has been controlled in the past and how it is controlled in the present	<p>Ask these questions to stimulate discussion:</p> <ul style="list-style-type: none"> • What does knowledge mean? • What kinds of knowledge are there (e.g. experiential knowledge) • What knowledge do you have? Are skills different from knowledge? • Pick a point on earth 500 years ago, what were the sources of knowledge? Were there limits on this knowledge? What were the limits? (Discuss in pairs and feedback) - <i>bring in theme of censorship if not introduced</i> • Can knowledge be owned, or just access to it controlled? • Should access to certain knowledge be controlled? Who should control this access • Can anyone name countries where Wikipedia is censored or illegal? Why do you think this is? 	15

Session	Summary	Learning aims	Learning outcomes	Activity instructions	Time (min)
				(China, Venezuela, Turkey)	
				<p>State: The United Nations (UN) Universal Declaration of Human Rights states that everyone has the right to 'receive and impart information'. The UN also states that 'democracy, development and respect for all human rights and fundamental freedoms are interdependent and mutually reinforcing'. To uphold human rights and for 'the maintenance of peace', people require 'media freedom' in order to 'seek, receive and impart information'.</p> <p>Ask: How might the Wikimedia Foundation support this?</p> <p>In small groups: discuss your favourite fact or thing you've learned on Wikipedia, share it in a small group</p>	5

Session	Summary	Learning aims	Learning outcomes	Activity instructions	Time (min)

Creation or curation?	Explore the difference between creating knowledge and curating it	Participants can explore the principles of observation and knowledge creation, or collecting, appraising and curating knowledge	Be able to explain the difference between knowledge, science, the scientific method, research and data	<ul style="list-style-type: none"> • If I told you I had seen an eagle in the sky, would you believe me? Why? • If I told you I had seen a dragon in the sky, what would you think? • Explain that they have critically appraised my source of knowledge, based on their own experience • What research means? • What does science mean? • Ask someone to explain the scientific method • Ask someone to explain the difference between data and evidence (use weather data as an example of predicting events from data) • Why we do research? • Who should decide what gets researched? • How should we share research and data? (mention WikiJournals) 	15
Owing knowledge	Discuss if and how knowledge can be owned or controlled	Participants can explain concepts such as knowledge, intellectual property and censorship	Participants can explain concepts of knowledge ownership and the difference between	Use example of permaculture which we'll be hearing about later in the day: "There has been contention over who, if anyone, controls legal rights to the word <i>permaculture</i> : is it trademarked or copyrighted ? If so, who	

			control and censorship	holds the legal rights to the use of the word? For a long time Bill Mollison claimed to have copyrighted the word, and his books said on the copyright page , "The contents of this book and the word PERMACULTURE are copyright." These statements were largely accepted at face value within the permaculture community. However, copyright law does not protect names, ideas, concepts, systems, or methods of doing something; it only protects the expression or the description of an idea, not the idea itself. Eventually Mollison acknowledged that he was mistaken and that no copyright protection existed for the word <i>permaculture</i> "	
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Grant application

What is the name of your affiliate? *

‘Science for All’

What youth-focused organization or group are you partnering with?

What will your partner contribute to the event?

‘Science for All’ is a not-for-profit education organisation with experience in organising inclusive learning events that teach people how to get involved in every stage of research and knowledge creation.

They work with the Royal Society of Victoria, the Australian National University, La Trobe University, the State of Victoria's 10 Tech Schools and Aboriginal councils to involve the public in sharing knowledge and doing science.