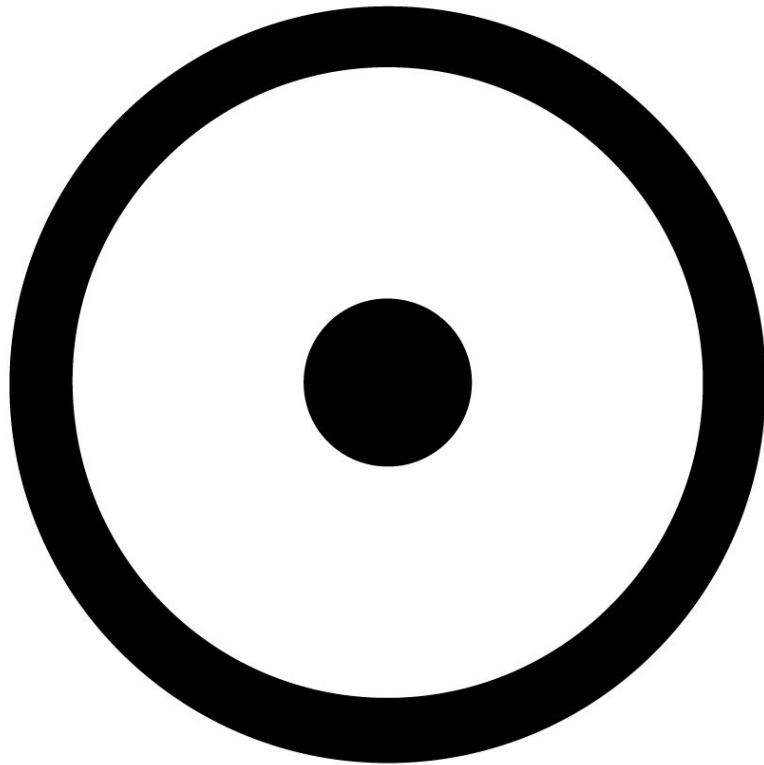


# why do people edit?

Summaries of the leading  
scholarship on Wikipedia

- *Anna C Rader*



## Introduction

The world's largest online encyclopedia is written, edited, sourced and moderated by millions of users around the world, who contribute their time voluntarily to create and sustain a globally significant example of user-generated content and peer production.

Why do they do it?

This document is part of a broader piece of research into the drivers of engagement and the motivators of sustained involvement in Wikipedia. It provides an overview of academic research on Wikipedia production and editor motivations, highlighting the themes and queries that focus scholarship in this area; and providing a reference for forthcoming deep-dive analysis.

### Approach

The scholarship on Wikipedia comes from multiple disciplines including information science, human-computer studies, management studies, behavioral psychology, educational technology and social science; and dates from the early days of the encyclopedia. This bibliography therefore reflects this theoretical range and covers the full timespan. In the case of researchers who have revisited this topic, the more recent work is reviewed over initial studies to include more contemporaneous findings.

This document reviews material from a range of sources, including peer-reviewed journals and academic meetings. The items have been chosen

for their notability and impact (widely cited within the ecosystem of research), relevance to the question at hand or simply for having an interesting perspective. Indeed, a great many conference papers have found their way onto the list, since this is where academics test out ideas, introduce insights and design new research. These papers also have the advantage of being publically available, which fits with the goal of including open-source or accessible versions where possible so that the accompanying repository can be widely shared. Articles behind paywalls or held by institutional or commercial repositories have therefore been minimized.

### Structure

This annotated bibliography is organized in three parts: a table of contents by theme; an alphabetical review of 50 relevant or influential articles, papers and book chapters; and a list of further reading. Each entry includes full reference details; categorization by theme and type; a set of keywords; a summary of the principal findings and how they connect to the research question; and in most cases, cross-references to relevant reviewed items, and suggested additional reading.

Items that have a digital copy in the repository are noted in each entry or marked by an asterisk [\*].

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## A

<i>Citation</i>	<b>Algan et al 2013</b>
<i>Full Reference</i>	Algan, Yann, Yochai Benkler, Mayo Fuster Morell and Jérôme Hergueux (2013). "Cooperation in a Peer Production Economy: Experimental Evidence from Wikipedia". NBER Summer Institute, July. Cambridge, MA.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Altruism; Public goods; Administrators; Barnstars
<i>In Repository?</i>	Yes – PDF (NB pre-publication version)
<i>Summary</i>	Algan et al surveyed 850 Wikipedia contributors to assess three types of social motives for sustained contribution to a public good: altruism, reciprocity and social image. They administered public goods and trust games to a sample of editors recruited by Wikipedia banners, finding that reciprocity and social image significantly predict the trajectory of users from non-contributors to substantially engaged contributors; altruism, however, was not supported as a motive. "Super-contributors" are less likely to exhibit reciprocity as a motive, preferring social image instead as measured by the propensity to display barnstars and the size of the user page. This social image is not a form of prosociality; rather, the authors argue that administrators demonstrate a negative correlation between participation and prosociality, which they suggest is due to admins self-selecting into policing roles.
<i>Cross-Ref</i>	Bryant, Forte and Bruckman 2005; Crowston and Fagnot 2018; Oreg and Nov 2008; Schroer and Hertel 2009; Zhang and Zhu 2011
<i>See Also</i>	Détienne, F, M Baker, D Fréad, F Barcellini, A Denis and M Quignard (2016). "The Descent of Pluto: Interactive Dynamics, Specialisation and Reciprocity of Roles in a Wikipedia Debate". <i>International Journal of Human-Computer Studies</i> . 86: 11–31.  Subramani, MR and N Peddibhotla (2003). "Contributing to Document Repositories: An Examination of Prosocial Behavior". University of Minnesota.

Xu, Bo and Dahui Li (2015). "An Empirical Study of the Motivations for Content Contribution and Community Participation in Wikipedia". *Information & Management*. 52 (3): 275–286.

*Citation*

## Amichai-Hamburger et al 2008

*Full Reference*

Amichai-Hamburger, Yair, Naama Lamdan, Rinat Madiel and Tsahi Hayat (2008). "Personality Characteristics of Wikipedia Members". *CyberPsychology & Behavior*. 11 (6): 679–681.

*Type*

Journal article

*Theme*

Editor identities

*Keywords*

Personalities; Editor typologies; Survey

*In*

Yes – PDF

*Repository?*

*Summary*

The authors conducted an online questionnaire of 69 active Wikipedia members and 70 non-Wikipedia users to determine the personal characteristics and psychological incentives of contributors. They found that Wikipedia members were more likely to locate their "real me" on the Internet, and that Wikipedia members tended to be less agreeable and more neurotic than non-users. The authors speculate that Wikipedians' prosocial behavior is primarily connected to egocentric motives, such as personal expression, raising self-confidence, and group identification, which are not reflected in the agreeableness parameters used. The authors also found that female users were more introverted than non-users, and speculate that introverted women may be better able to express themselves online, using the Internet as a "compensative tool".

*Cross-Ref*

Collier and Bear 2012; Welsler et al 2012

*See Also*

Jadin, Tanja, Timo Gnambs and Bernad Batinic (2013). "[Personality Traits and Knowledge Sharing in Online Communities](#)". *Computers in Human Behavior*. 29 (1): 210–216.

<i>Citation</i>	<b>Antin 2011</b>
<i>Full Reference</i>	Antin, Judd (2011). "My Kind of People? Perceptions About Wikipedia Contributors and Their Motivations." CHI'11, May 7–12, Vancouver, BC.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Editor typologies; Wikipedians; Prosociality; Interviews
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>Antin highlights the importance of in-group identification for creating community and encouraging participation, arguing that positive and negative stereotypes of Wikipedia users impact whether users progress to more frequent and engaged contribution. He conducted 20 interviews with people living in the Bay Area who had some familiarity (reading and/or editing) with the encyclopedia. He found that although many of the respondents considered Wikipedians to be "prosocial" (seeking to give back, make a difference, and share knowledge), they also were regarded as having selfish motivations for participating, such as enhancing their own skills, being a "busybody", or seeking attention. The coexistence of these two motivations, however, was not necessarily regarded as problematic, with Antin terming it a form of "selfish altruism". Antin makes two useful arguments: firstly, that three recurring stereotypes of active contributors – everyday folks, intellectuals and geeks – prevent new users from identifying as Wikipedians. Secondly, Antin argues that common perceptions of Wikipedians' characteristics are suggestive of Himanen's concept of the "hacker ethic" in which people work creatively on fun and interesting kinds of work, driven by their passion and desire to share with the community. These perceptions have negative, "othering" connotations, meaning that despite the understanding that anyone can contribute, the interviewees implied that only certain people actually do – people not like them. The author includes several interesting recommendations about how to extend the research and combat negative stereotypes at Wikipedia.</p>
<i>Cross-Ref</i>	Amichai-Hamburger et al 2008

*See Also* Lakhani, KR and RG Wolf (2005). “Why Hackers Do What They Do: Understanding Motivation and Effort in Free/Open Source Software Projects”. In J Feller, B Fitzgerald, SA Hissan and KR Lakhani (Eds). *Perspectives on Free and Open Source Software*. MIT Press. Cambridge, MA.

*Citation* **Asadi, Ghafghazi and Jamali 2013**

*Full Reference* Asadi, Saeid, Shadi Ghafghazi and Hamid Jamali (2013). "Motivating and Discouraging Factors for Wikipedians: The Case Study of Persian Wikipedia". *Library Review*. 62 (4/5): 237–252.

*Type* Journal article

*Theme* Editor motivations

*Keywords* Intrinsic motivations; Grounded theory; Interviews; Persian Wikipedia

*In Repository?* Yes – PDF

*Summary* The authors interviewed 15 users of Persian (Farsi) Wikipedia to understand the incentives and deterrents to editing and writing. They distinguish three types of contributor within their sample: those who accidentally start contributing and leave after a few edits; those who contribute for at least a few months; and those who become “addicted”. They argue that motivations change over time: initially prompted by curiosity and recommendations to join, users then develop motivations based on knowledge sharing, and increasing familiarity with the structure and culture of Wikipedia. Continuing participation is explained by reputation seeking and personal satisfaction, as well as the desire to enrich Persian web content. Financial motivation had no impact on contribution for the respondents. The authors summarize reasons for leaving Wikipedia, which include receiving negative feedback, misconduct, and lack of online resources and socio-cultural infrastructures in Farsi. The authors recommend improving mechanisms to keep users connected to the project to mitigate the discouraging factors that lead to departure.

*Cross-Ref* Crowston and Fagnot 2018

*See Also* Antikainen, M, M Mäkipää and M Ahonen (2010). “Motivating and Supporting Collaboration in Open Innovation”. *European Journal of Innovation Management*. 13 (1): 100–119.

## B

<i>Citation</i>	<b>Baytiyeh and Pfaffman 2010</b>
<i>Full Reference</i>	Baytiyeh, Hoda and Jay Pfaffman (2010). "Volunteers in Wikipedia: Why the Community Matters". <i>Educational Technology &amp; Society</i> . 13 (2): 128–140.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Administrators; Learning; Collaboration; Altruism; Survey
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Baytiyeh and Pfaffman surveyed 115 Wikipedia administrators about their motivations, including the most exciting aspect of being a Wikipedian. Most of their respondents claimed that membership in Wikipedia was rewarding, spending 1-10 hours a week on Wikipedia on average, with at least 2 hours a week participating in discussions and finding information, and 2-10 hours editing articles. The data suggests that Wikipedians are motivated most by their desire to learn, with the authors arguing that the collaboration and social interdependence of Wikipedia enables learning to take place. The desire to create a public artifact was the second highest-rated factor. Respondents also rated fun and enjoyment, and social reasons, but did not rate extrinsic motivations about reputation or reward highly. The survey included an open-ended question about Wikipedians' goals and satisfactions. Respondents emphasized altruism and collaboration as two important drivers of participation, and vandal fighting and cleaning as favorite activities.
<i>Cross-Ref</i>	Kuznetsov 2006; Nov 2007; Oreg and Nov 2008; Zhang and Zhu 2006; Zhao and Bishop 2011



<i>Citation</i>	<b>Benkler and Nissenbaum 2006</b>
<i>Full Reference</i>	Benkler, Yochai and Helen Nissenbaum (2006). "Commons-based Peer Production and Virtue." <i>Journal of Political Philosophy</i> . 14 (4): 394–419.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Peer production; Virtue; Altruism; Philosophy
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Benkler and Nissenbaum’s influential paper explores the nature of commons-based peer production contexts, characterizing them in terms of three structural attributes of modularity, granularity and low-cost integration. The authors set out the ethical dimension of the socio-technical system of commons-based peer production, particularly how this encourages virtuous behavior and thus offers a context for positive character formation. The authors discuss the case of Wikipedia, which is significant in the ways that it goes beyond mechanical cooperation, requiring that users adopt good faith principles and commit to consensus. Participants in peer projects are able to self-select, choosing work they find rewarding that reaches beyond the “humdrum routines” of the workday. They engage in forms of altruism and generosity by contributing time and effort that could be spent on more self-serving pursuits, enabling a conception of the self as part of a collective. The authors make the case for a causal connection between virtue and peer projects: virtue leads to participation, and participation may in turn give rise to virtue. This paper sets the tone for subsequent studies into the link between motivations and commons contributions.
<i>Cross-Ref</i>	Kuznetsov 2006; Oreg and Nov 2008; Rafaeli and Ariel 2008
<i>See Also</i>	Wasko, MM and S Faraj (2000). “It is What One Does: Why People Participate and Help Others in Electronic Communities of Practice”. <i>Journal of Strategic Information Systems</i> . 9: 155–173.

<i>Citation</i>	<b>Bryant, Forte and Bruckman 2005</b>
<i>Full Reference</i>	Bryant, Susan L, Andrea Forte and Amy Bruckman (2005). "Becoming Wikipedian: Transformation of Participation in a Collaborative Online Encyclopedia". GROUP '05, November 6–9, Sanibel Island, FL.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor journeys
<i>Keywords</i>	Wikipedians; Editor career path; Online participation activity; Interviews
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>Drawing on activity theory, the authors explain how individuals become active collaborators in Wikipedia via a process of "legitimate peripheral participation". Developed to describe how novices in industries like tailoring become old-timers, Bryant et al propose that Wikipedia newcomers similarly develop the necessary confidence, skills and vocabulary by "lurking" on the edges of editing activity. Novices first interface with Wikipedia via their personal expertise, using the "Edit this Page" feature to intervene on pages on which they feel they have some knowledge. They will often confine their activity to correcting mistakes or omissions before "getting into the habit" of frequently checking their watchlist and developing a sense of responsibility and stake-holding. <b>The authors argue that novices become "Wikipedians" when the encyclopedia as a whole becomes more important to them than a single article, seeing themselves as "caretakers" of sections of the project.</b> Although editors often feel pride and personal responsibility for "their" pages – and the desire to gain featured article status – Wikipedians value diverse authorship and peer review. This article is based on extended interviews with nine Wikipedians, and includes rich qualitative data.</p>
<i>Cross-Ref</i>	Crowston and Fagnot 2018
<i>See Also</i>	Halfaker, Aaron, Oliver Keyes and Dario Taraborelli (2013). "Making Peripheral Participation Legitimate: Reader Engagement Experiments in Wikipedia". CSCW '13, February 23–27. San Antonio, TX.

Balestra, M, O Arazy, C Cheshire and O Nov (2016). “Motivational Determinants of Participation Trajectories in Wikipedia”. ICWSM ’16, May 17–20. Cologne, Germany.

## C

*Citation*

### **Ciffolilli 2003**

*Full Reference*

Ciffolilli, Andrea (2003). "Phantom Authority, Self-Selective Recruitment and Retention of Members in Virtual Communities: The Case of Wikipedia". *First Monday*. 8 (12).

*Type*

Journal article

*Theme*

Editor retention

*Keywords*

Public goods; Editor motivations; Vandalism

*In*

No – available [here](#)

*Repository?*

*Summary*

Amongst the different types of virtual community, Ciffolilli assesses Wikipedia to be a purpose-built organization characterized by a horizontal assemblage of information and aimed at producing public or club goods. Wikipedia’s early success is attributed to low transaction costs for editing and changing information, and high disincentives to vandalism because of the overarching norm of “creative construction” and the ability to undo unapproved modifications. Ciffolilli suggests that individuals are motivated to participate for personal (self-satisfaction, self-efficacy and intrinsic desire to acquire knowledge), social (passion and desire for a collective good, a need for belonging), ethical or reputational reasons, but discounts political reasons. The author concludes that Wikipedia is an “impossible” public good that challenges some economic premises, in particular the lack of entry selection, and suggests that acknowledging authorship would represent a powerful incentive to participate, and may help to mitigate retention problems in the long run.

*Cross-Ref*

Algan et al 2013

<i>Citation</i>	<b>Collier and Bear 2012</b>
<i>Full Reference</i>	Collier, Benjamin and Julia Bear (2012). "Conflict, Confidence, or Criticism: An Empirical Examination of the Gender Gap in Wikipedia". CSCW '12, February 11–15. Seattle, WA.
<i>Type</i>	Conference paper
<i>Theme</i>	Gender gap
<i>Keywords</i>	Female contributors; Conflict; Confidence; Criticism; Survey analysis
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Collier and Bear address the low participation of female contributors to Wikipedia by analyzing the 2008 UNU-Merit survey data through the lens of the gender contribution literature. They find support for three hypotheses: female editors are put off by the high level of conflict involved in editing, debating and defending their work; female editors have lower confidence in the value of their contributions; and female editors prefer to share and collaborate, rather than delete and change the work of others. The authors found that 43 percent of female contributors are more likely to believe that they have insufficient knowledge or expertise. Surveyed women were more likely to select conflicts with other contributors and fear of being criticized as reasons for not becoming more active or for no longer contributing. The fourth hypothesis – that women have less discretionary time than men – was not supported by the data. The authors note several limitations regarding the survey data, but draw out thoughtful recommendations including more sensitive moderation of comments, increasing positive feedback, and making active invitations to contribute.
<i>Cross-Ref</i>	Amichai-Hamburger et al 2008; Lam et al 2010
<i>See Also</i>	Antin, Judd, Raymond Yee, Coye Cheshire and Oded Nov (2011). "Gender Differences in Wikipedia Editing". WikiSym '11, October 3–5. Mountain View, CA. [*]  Bear, Julia B and Benjamin Collier (2016). " <a href="#">Where are the Women in Wikipedia? Understanding the Different Psychological Experiences of Men and Women in Wikipedia</a> ". <i>Sex Roles</i> . 74 (5–6): 254–265.

Hargittai, Eszeter and Aaron Shaw (2014). "[Mind the Skills Gap: The Role of Internet Know-how and Gender in Differentiated Contributions to Wikipedia](#)". *Information, Communication & Society*. 18 (4): 424–442.

Kittur, A, B Suh, B Pendleton and E Chi (2007). "He Says, She Says: Conflict and Coordination in Wikipedia". CHI '07, April 30–May 3. San Jose, CA.

Shaw, Aaron and Eszter Hargittai (2018). "[The Pipeline of Online Participation Inequalities: The Case of Wikipedia Editing](#)". *Journal of Communication*. 68 (1): 143–168.

*Citation*

## Crowston and Fagnot 2018

*Full Reference*

Crowston, Kevin and Isabelle Fagnot (2018). "Stages of Motivation for Contributing User-Generated Content: A Theory and Empirical Test". *International Journal of Human-Computer Studies*. 109: 89–101.

*Type*

Journal article

*Theme*

Editor motivations

*Keywords*

Ideology; Power editors; Meta work; Survey analysis

*In*

Yes – PDF

*Repository?*

*Summary*

Crowston and Fagnot challenge the tendency of extant scholarship to consider motivations for contributions to user-generated content as a single, static and individual phenomenon. They criticize research that assumes that sustained contributors simply have higher levels of the motivations that impel initial contributions; and instead propose a stage theory that distinguishes between initial, sustained and meta contributors, testing it with data drawn from the 2011 Wikipedia editor survey. Their analysis challenges some of their initial hypotheses: whilst sustained contributors are more likely to be motivated by a perceived need for contributions, self-reported domain expertise was more likely to be found amongst users with fewer edits, suggesting that meta-contributors are motivated by other forms of knowledge, such as policy. Meta-contributors are distinguished by their agreement with Wikipedia's mission and identification with the project. Demographic analysis showed that being female reduces the likelihood of being a sustained contributor as well as the number of edits, and that being older predicts higher levels of contribution but lower likelihood of being a meta-contributor. The authors recommend further research into how contributors move from one stage to the other.

*Cross-Ref*

Bryant, Forte and Bruckman 2005; Panciera, Halfaker and Terveen 2009; Schroer and Hertel 2009; Zhang and Zhu 2006

*See Also*

McInnis, BJ, El Murnane, D Epstein, D Cosley and G Leshed (2016). "One and Done: Factors Affecting One-Time Contributors to Ad-hoc Online Communities". CSCW '16, February 27–March 2. San Francisco, CA.

Preece, J and B Shneiderman (2009). "The Reader-to-Leader Framework: Motivating Technology-Mediated Social Participation". *AIS Transactions on Human-Computer Interaction*. 1: 13–32.

## F

<i>Citation</i>	<b>Farič and Potts 2014</b>
<i>Full Reference</i>	Farič, Nuša and Henry WW Potts (2014). "Motivations for Contributing to Health-Related Articles on Wikipedia: An Interview Study". <i>Journal of Medical Internet Research</i> . 16 (12).
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Responsibility; Curiosity; Fun; Grounded theory; Interviews
<i>In Repository?</i>	Yes – PDF (NB non-formatted online version)
<i>Summary</i>	The authors surveyed 31 health professionals who contribute to Wikipedia, with follow-up interviews with just over half of the respondents. The respondents had a slightly higher than average age and education level than typical studies of Wikipedia users. The respondents' motivations to edit health-related content fell into five interrelated categories. The most frequent motivation was classed as "education" with editors initiating work on Wikipedia out of curiosity, and then finding that they acquired useful knowledge in the process of working on articles. Respondents sought to help make the encyclopedia better by fixing small mistakes; many also argued that they felt a particular responsibility as physicians and health-workers to ensure medical information was accurate and accessible. Respondents also reported being inspired by the mission of Wikipedia, and finding the process of editing "fun, relaxing, engaging and rewarding". The sampled editors named hostility and incivility from other users as a demotivator.
<i>Cross-Ref</i>	Konieczny 2018; Kuznetsov 2006; Nov 2007; Yang and Lai 2010
<i>See Also</i>	Laurent, MR and TJ Vickers (2009). "Seeking Health Information Online: Does Wikipedia Matter?". <i>Journal of the American Medical Informatics Association</i> . 16 (4): 471–479.

<i>Citation</i>	<b>Forte and Bruckman 2005</b>
<i>Full Reference</i>	Forte, Andrea and Amy Bruckman (2005). "Why Do People Write for Wikipedia? Incentives to Contribute to Open-Content Publishing". GROUP '05, November 6–9, Sanibel Island, FL.
<i>Type</i>	Conference paper
<i>Theme</i>	Incentives
<i>Keywords</i>	Online participation; Credibility; Interviews
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	The authors interviewed 22 Wikipedians to understand the incentive system that motivates volunteer editing in the absence of bylines or formal recognition. They suggest that contributors to Wikipedia are like scientists: seeking to collaboratively identify and publish true facts about the world in ways that permit the reinvestment and realization of credibility within the community. They note a "politics of credit" in which power dynamics reward some long-standing members who engage in coordinating tasks and participate in multiple channels of discourse whilst overlooking other veterans and relative newcomers. They recommend that online communities in general must meaningfully structure participants' contributions in a way that sustains their involvement, specifically by indicating which kinds of activities warrant higher levels of credibility, thus enabling participants to direct the way they invest their time and identity.
<i>Cross-Ref</i>	Lim, Datta and Wise 2013; Kriplean et al 2008
<i>See Also</i>	Bock, Gee-Woo and Young-Gul Kim (2001). "Breaking the Myths of Rewards: An Exploratory Study of Attitudes about Knowledge Sharing". PACIS 2001, June 20–22. Seoul, Korea. [*]  Chesney, T (2006). "An Empirical Examination of Wikipedia's Credibility". <i>First Monday</i> . 11 (6).  Hoisl, B, W Aigner and S Miksch (2007). "Social Rewarding in Wiki Systems: Motivating the Community". OCSC 2007, July 22–27. Beijing, China.





## G

<i>Citation</i>	<b>Giandica et al 2016</b>
<i>Full Reference</i>	Giandica, Y, R Lambiotte, T Carletti and F Sampaio dos Aidos (2016). "Circadian Patterns on Wikipedia Edits". In H Cherifi et al (Eds). <i>Complex Networks VII: Studies in Computational Intelligence</i> , 644. Springer International.
<i>Type</i>	Book chapter
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Editor activity; Circadian rhythms; Power peaks
<i>In Repository?</i>	No – available on ResearchGate
<i>Summary</i>	The authors analyze the number of edits per 30-minute window across ten years of data to assess regular patterns in editing activity. Focusing on a few administrators in their presentation of data, they find clear circadian patterns characteristic to each editor, who switch between mornings and evenings depending on the day, with "power peaks" at different times of day. Editing activity also intensifies during holidays, with peaks in December. In contrast, page edits do not show predominant power peaks, except for those related to records and companies. The authors conclude that editors' circadian cycles are constrained by biology – resting time – whilst more work needs to be done to understand the conditioning of social constraints.
<i>Cross-Ref</i>	Sundin 2011

## H

<i>Citation</i>	<b>Halfaker, Kittur and Riedl 2011</b>
<i>Full Reference</i>	Halfaker, Aaron, Aniket Kittur and John Riedl (2011). "Don't Bite the Newbies: How Reverts Affect the Quantity and Quality of Wikipedia Work". WikiSym '11, October 3–5. Mountain View, CA.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Newcomers; Retention; Reversions
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Reverts constitute a significant proportion of editing actions on Wikipedia: around 10 percent of all edits, with 900,000 non-vandal reverts in 2009 alone. The authors assess the impact of reversions, finding that reverts are powerfully demotivating, particularly amongst new editors. In the weeks following a revert, users edit less and reduce their communication on talk pages, and are at risk of leaving Wikipedia altogether. Editors reverted by anonymous editors recover more quickly than when reverted by named editors, which the authors suggest is because anonymous feedback can be taken less personally. Editors who do survive reversion become less active and less bold in their editing. However, the analysis also shows that the quality of subsequent edits is improved, suggesting a learning curve for reverted editors. The authors recommend that reverted editors are better supported, particularly in personalized ways, to guard against withdrawal, and that more experienced users should use the process of review to teach rather than berate.
<i>Cross-Ref</i>	Halfaker et al 2012; Schneider, Gelley and Halfaker 2014; Zhang and Zhu 2006
<i>See Also</i>	Lageard, Valentin and Cédric Paternotte (2018). "Trolls, Bans and Reverts: Simulating Wikipedia". <i>Synthese</i> . November.  Viégas, FB, M Wattenberg and K Dave (2004). "Studying Cooperation and Conflict Between Authors with History Flow Visualizations". CHI '04, April 24–29. Vienna, Austria.  Vota, Paul, Naoko Komura and Stanton Usability Team (2010). "The N00b Wikipedia Editing Experience". WikiSym '10, July 7–9. Gdansk, Poland.

<i>Citation</i>	<b>Halfaker et al 2012</b>
<i>Full Reference</i>	Halfaker, Aaron, R Stuart Geiger, Jonathan T Morgan and John Reidl (2012). "The Rise and Decline of an Open Collaboration System: How Wikipedia's Reaction to Popularity is Causing its Decline". <i>American Behavioral Scientist</i> . 57 (5): 664–688.
<i>Type</i>	Journal article
<i>Theme</i>	Editor retention
<i>Keywords</i>	Editor decline; Quality control; Newcomers
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>The authors address the decline in the retention of newcomers to Wikipedia by positing the problem of "socio-technical gatekeeping". They consider alternative explanations for the decline in new editors, including the increasing completion rate, failed socialization systems, and "right-sizing", but argue that three tools designed to enhance the quality of the encyclopedia have in fact served to demotivate new editors, particularly those they term "desirable newcomers". By analyzing newcomer editing behavior, the authors determine that the primary quality control mechanism increasingly rejects new editors' work, leading to a decline in the "survival rate" (the likelihood of making a second edit within two months of the first), even for editors who made "good-faith" errors. Algorithmic editing also had a negative effect on new editor retention, suggesting that automated tools exacerbate the effect of rejection. The authors also argue that the slowdown in the documentation of formal rules has left little space for new editors to contribute, creating another area where newer editors are rejected.</p>
<i>Cross-Ref</i>	Halfaker, Kittur and Riedl 2011; Schneider, Gelley and Halfaker 2014
<i>See Also</i>	<p>Antin, J, C Cheshire and O Nov (2012). "Technology-mediated Contributions: Editing Behaviors Among New Wikipedians". CSCW '12, February 11–15, Seattle, WA.</p> <p>Choi, B, K Alexander, RE Kraut and JM Levine (2010). "Socialization Tactics in Wikipedia and their Effects". CSCW '10, February 6–10. Savannah, GA.</p>

## I

<i>Citation</i>	<b>Iba et al 2009</b>
<i>Full Reference</i>	Iba, Takashi, Keiichi Nemoto, Bernd Peters and Peter A Gloor (2009). “Analyzing the Creative Editing Behavior of Wikipedia Editors Through Dynamic Social Network Analysis”. COINs09, October 8–11. Savannah, GA.
<i>Type</i>	Conference paper [NB early online publication version]
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Editor typologies; Social network analysis
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Using dynamic social network analysis, Iba et al analyzed 2580 featured articles from English Wikipedia finding that articles are more likely to achieve this status when shepherded by a few outstanding editors they coin “coolfarmers”. By plotting editing activity on particular articles and interactions on talk pages, the authors conclude that when a topic hits the news or generates controversy, many users will initially seek to make small edits, but as time goes on, only a few users consistently attend to the topic page creating a “small world structure” of active editors. They contrast the output of these creative editors with “egoboosters”: users with typically fewer than three backlinks who prioritize their own articles. They describe three types of egobooster networks – the snake, wheel and star – with the latter two characterized by negative, controlling edits that may depend on sockpuppets. Iba et al conclude that coolfarmers have the requisite moral authority to remove or reprimand egoboosters.
<i>Cross-Ref</i>	Nemoto, Gloor and Laubacher 2011; Viégas, Wattenberg and McKean 2007; Welser et al 2011
<i>See Also</i>	Anthony D, SW Smith and T Williamson (2005). “Explaining Quality in Internet Collective Goods: Zealots and Good Samaritans in the Case of Wikipedia”. Working Paper. Dartmouth College.



J

*Citation*

**Jemielniak 2014**

*Full Reference*

Jemielniak, Dariusz (2014). *Common Knowledge? An Ethnography of Wikipedia*. Stanford University Press. Stanford, CA.

*Type*

Book

*Theme*

Wikipedian community of practice

*Keywords*

Wikipedians; Editor identities; Community; Organizational culture; Ethnography

*In*

No – book at SF Main Public Library

*Repository?*

*Summary*

An ethnography of Wikipedia as a “nonexpert open-collaboration-community organization” by an organizational design scholar and committed Wikipedia administrator. Jemielniak focuses on a number of apparent paradoxes in the culture and community of Wikipedia, including why there are so many power and hierarchy battles despite the rhetorical claim to egalitarianism; why conflict and dissent are so rife despite the commitment to collaboration; and why real-life credentials and identities are disregarded despite the focus on producing high-quality knowledge. The author recounts anecdotes from his time as a contributor, giving an insight into governance (such as user blocking), policy adherence (such as edit wars) and the internal culture of the Wikipedian community.

*See Also*

Auray, N, C Poudat and P Pons (2007). “Democratizing Scientific Vulgarization: The Balance Between Cooperation and Conflict in French Wikipedia”. *Observatorio Journal*. 11 (3): 185–199.

Reagle, Joseph Michael (2010). *Good Faith Collaboration: The Culture of Wikipedia*. MIT Press. Cambridge, MA.

<i>Citation</i>	<b>Jullien 2012</b>
<i>Full Reference</i>	Jullien, Nicolas (2012). "What We Know About Wikipedia: A Review of the Literature Analyzing the Project(s)". 1-87.
<i>Type</i>	Research paper
<i>Theme</i>	Wikipedian community of practice
<i>Keywords</i>	Editor motivations; Editorial processes; Organizational practice; Literature review
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Jullien reviewed 300 articles in English, Spanish and French, following a highly sensitive keyword search of the Scopus and Web of Science bibliographic databases. Drawing on Carillo and Okoli's model of group processes in open content communities, the author assesses the competency and activeness of contributors, the organizational environment, patterns of interaction, process quality, and product outcome. Beginning with a reading of Wikipedia as a "community of practice" and "socio-technical project", Jullien offers a comprehensive tour of the three main themes in the Wikipedia literature: motivations to contribute; editorial processes and internal organization; and quality and reliability of production. He notes two important gaps in the literature: no articles (pre-2012) on why contributors leave Wikipedia; and no surveys on the patterns of interaction between editors, which would help to understand how people choose topics to contribute to and their perception of conflicts in coordination. Jullien concludes that more research is needed to understand the "reader-to-leader" process, and collaboration on non-text content.



## K

<i>Citation</i>	<b>Kittur et al 2007</b>
<i>Full Reference</i>	Kittur, Aniket, Ed Chi, Bryan A Pendleton, Bongwon Suh and Todd Mytkowicz (2007). "Power of the Few vs. Wisdom of the Crowd: Wikipedia and the Rise of the Bourgeoisie". CHI '07, April 30–May 3. San Jose, CA.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor journeys
<i>Keywords</i>	Collaboration; Revisions; Elite users; Admins; Editing quality
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Kittur et al trace the shift in editing from "elite" users to "common" users, showing that, after the initial burst of influence at the start of the encyclopedia, administrators made a declining number of edits as a proportion of total edits after 2004. By analyzing over 58 million revisions, the authors show that the decline in the percentage of edits by admin users is not explained by a decrease in editing (in fact, the number of edits by administrators continues to rise) or workload (bot work does not persuasively alleviate administrator work). Rather, the explanation lies in the rapid growth in the number of edits made by users with fewer than 100 edits – the "crowd" is increasing in size faster than the high-edit group (10,000 edits or more). The authors found different kinds of editing work amongst elite and common users, with the former changing more words and adding more content. These results mirror similar trends at the website del.icio.us which also experienced a massive growth in the lowest-edit class and a corresponding decline in the proportion of edits by elite users, suggesting that this may be a common feature in the evolution of online collaborative knowledge systems.
<i>Cross-Ref</i>	Bryant, Forte and Bruckman 2005; Panciera, Halfaker and Terveen 2009
<i>See Also</i>	Kittur, A and RE Kraut (2008). "Harnessing the Wisdom of Crowds in Wikipedia: Quality Through Coordination". CSCW '08, November 8–12. San Diego, CA.  Lee, Jung and DongBeck Seo (2016). "Crowdsourcing Not All Sourced by the Crowd: An Observation on the Behavior of Wikipedia Participants". <i>Technovation</i> . 55: 14–21.

<i>Citation</i>	<b>Konieczny 2018</b>
<i>Full Reference</i>	Konieczny, Piotr (2018). “Volunteer Retention, Burnout and Dropout in Online Voluntary Organizations: Stress, Conflict and Retirement of Wikipedians”. In Patrick G Coy (Ed). <i>Research in Social Movements, Conflicts and Change</i> , 42. Emerald Publishing.
<i>Type</i>	Book chapter
<i>Theme</i>	Editor retention
<i>Keywords</i>	Newcomers; Conflict; Power editors; Survey
<i>In Repository?</i>	Yes – PDF (NB pre-print)
<i>Summary</i>	Drawing on the literature on volunteering, Konieczny notes that there are many explanations for dropping out, but that typically volunteers depart at the beginning of their participation, after realizing it does not have the expected appeal; or after much longer in an organization, when they experience “burnout” from anxiety, cynicism and stress. Although not prioritized in the literature on volunteer retention, the author focuses on the problem of interpersonal conflict, which appears to characterize online discussions, including at Wikipedia. Conducting a survey with 122 of the highest edit-count editors in English Wikipedia, the author finds that, after life issues (such as career, health or family), Wikipedians were most likely to depart the encyclopedia because of conflict, with 70 percent of retired editors citing interpersonal conflict as their reason for leaving. In the open-ended responses, lack of civility, double standards and <i>ad hominem</i> attacks, particularly amongst administrators or very active members, was named as an important reason for dropping out. The author recommends deeper research into contributors’ reasons for quitting, and that Wikipedia focuses not only on newcomer retention, but enhancing the experience for long-term contributors too.
<i>Cross-Ref</i>	Halfaker et al 2013; Jemielniak 2014; Schneider, Gelley and Halfaker 2014; Schroer and Hertel 2009
<i>See Also</i>	Jian, L and JK MacKie-Mason (2008). “Why Leave Wikipedia?”, UCLA iConference, February 28–March 1. Los Angeles, CA.

Joyce E and RE Kraut (2006). "Predicting Continued Participation in Newsgroups". *Journal of Computer-Mediated Communication*. 11: 723–747.

Zhu, H, R Kraut and A Kittur (2012). "Effectiveness of Shared Leadership in Online Communities". CSCW '12, February 11–15, Seattle, WA.

*Citation*

## Kriplean et al 2008

*Full Reference*

Kriplean, Travis, Ivan Beschastnikh and David W McDonald (2009). "Articulations of WikiWork: Uncovering Valued Work in Wikipedia through Barnstars". CSCW '08. November 8–12, San Diego, CA.

*Type*

Conference paper

*Theme*

Incentives

*Keywords*

Reputation; Collaboration; Peer recognition; Barnstars

*In*

Yes – PDF

*Repository?*

*Summary*

Kriplean et al explore the exchange of barnstars, accolades assigned for a variety of editorial and social tasks that are displayed on user pages and often held within a "gallery" of achievements. They coded a random sample of 2400 barnstars from the November 2006 database dump to assess the range of acknowledged work, and the social dynamics underlying the process of giving and receiving barnstars. They found that less than 30 percent of the work rewarded by barnstars in their sample was for editing; social and community support actions – such as leading projects, welcoming newcomers and helping others – were just as frequently recognized. "Mop and bucket" work, fighting vandalism, determining notability, and administrative actions are also categories within which barnstars are awarded. The authors recommend that future discussions of reputation within the Wikipedia community reflect this range of valued work; and note that further research is needed to study the effects of barnstars on member retention.

*See Also*

Adler, BT and L de Alfaro (2007). "A Content-driven Reputation System for Wikipedia". WWW 2007, May 8–12. Banff, Canada.

Gallus, Jana (2017). “Fostering Public Good Contributions with Symbolic Awards: A Large-Scale Natural Field Experiment at Wikipedia”. *Management Science*. 63 (12): 3999–4015. [\*]

*Citation*

## Kuznetsov 2006

*Full Reference*

Kuznetsov, Stacey (2006). “Motivations of Contributors to Wikipedia”. *ACM SIGCAS Computers and Society Archive*. 36 (2).

*Type*

Journal article

*Theme*

Editor motivations

*Keywords*

Altruism; Values; Survey

*In*

Yes – PDF (NB pre-publication version)

*Repository?*

*Summary*

Kuznetsov draws data from published surveys on other collaborative online projects to conceptualize possible motivations of Wikipedia editors. From the University of Maastricht’s study of Free Software and Open Source software projects, the author notes that most survey respondents participate in order to learn and share new skills, and also from a commitment to free knowledge. Similarly, participants in the SETI@home project articulated a desire to help humanity. In each survey only a few respondents framed their motivations in terms of personal gain such as wealth or fame. Kuznetsov suggests that anonymous volunteers in projects such as these engage in a form of “reciprocal altruism” in which they seek to share knowledge and skills in order to gain new information for themselves. She also speculates that reputation, community and autonomy (the freedom to direct one’s own participation) are important considerations, which the technical framework of Wikipedia is designed to encourage. Her own pilot survey results are minimal though they suggest a productive hypothesis for future study: those who already consult Wikipedia frequently (weekly or daily) are more likely to add content than those who use it only a few times.

*Cross-Ref*

Antin 2011; Baytiyeh and Pfaffman 2010; Nov 2007; Zhao and Bishop 2011

## L

<i>Citation</i>	<b>Lam et al 2011</b>
<i>Full Reference</i>	Lam, Shyong (Tony) K, Anuradha Uduwage, Zhenhua Dong, Shilad Sen, David R Musicant, Loren Terveen and John Riedl (2011). "WP:Clubhouse? An Exploration of Wikipedia's Gender Imbalance". WikiSym '11, October 3–5, Mountain View, CA.
<i>Type</i>	Conference paper
<i>Theme</i>	Gender gap
<i>Keywords</i>	Female contributors; Newcomers; Editor retention
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	The authors seek to understand the nature of the persistent gender gap at Wikipedia, which contrasts with the greater participation of women in general volunteering activities, and the closure of the gap in other online communities such as social media. They find that not only are women in a minority of editors, but they contribute less than 10 percent of edits, are more likely to be reverted as a newcomer, and have a lower survival rate. The gender gap persists into the distribution of edited topics: women are more likely to edit people and arts themes, whilst men focus more on geography and science; "female" topics also have shorter article length on average than "male" topics. The gender gap is not limited to the Main namespace: female editors have a higher contribution rate to user and user talk namespaces than Main and talk, compared to men; but only a very small proportion reach administrator status. The authors suggest that their findings hint at a culture "resistant to female participation", which further research can uncover.
<i>Cross-Ref</i>	Collier and Bear 2012
<i>See Also</i>	Ford, H and J Wajcman (2017). "'Anyone Can Edit', Not Everyone Does: Wikipedia's Infrastructure and the Gender Gap." <i>Social Studies of Science</i> . 47 (4): 511–527.  Forte, Andrea, Judd Antin, Shaowen Bardzell, Leigh Honeywell, John Riedl and Sarah Stierch (2012). "Some of All Human Knowledge: Gender and Participation in Peer Production". CSCW '12, February 11–15. Bellevue, WA.

Hill, Benjamin Mako and Aaron Shaw (2013). "[The Wikipedia Gender Gap Revisited: Characterizing Survey Response Bias with Propensity Score Estimation](#)". *PLoS One*. 8 (6).

Kennedy, Kara (2016). "Why Women Should be Editing Wikipedia". University of Canterbury Feminist Society's Third Feminist Conference, September 17–18. Canterbury, New Zealand. [\*]

Reagle, J and L Rhue (2011). "Gender Bias in Wikipedia and Britannica". *International Journal of Communication*. 5.

Wagner, C, E Graells-Garrido, D Garcia and F Menczer (2016). "Women through the Glass Ceiling: Gender Asymmetries in Wikipedia". *EPJ Data Science*. 5 (1).

*Citation*

## Lerner and Lomi 2017

*Full Reference*

Lerner, Jürgen and Alessandro Lomi (2017). "The Third Man: Hierarchy Formation in Wikipedia". *Applied Network Science*. 2 (24).

*Type*

Journal article

*Theme*

Editor behaviors

*Keywords*

Hierarchy formation; Public goods; Text editing; Data visualization

*In Repository?*

Yes – PDF

*Summary*

Lerner and Lomi address a gap in the economic sociology literature about how the voluntary provision of public goods with economic value can be coordinated in the absence of formal hierarchies and incentive systems. They analyze a random sample of page histories to assess the relationships between text editing events – adding, deleting and reinstating text – in order to determine how linear hierarchies function in Wikipedia. They argue that in some cases "third parties" can affect hierarchical dominance relations by restoring edits deleted by another member. They find that hierarchies derived from third-party edits typically place anonymous users in the lowest positions and registered users in the highest positions, confirming the intuition that registering confers credibility and status.

*See Also* Lerner, Jürgen and Alessandro Lomi (2017). “Dominance, Deference, and Hierarchy Formation in Wikipedia Edit-Networks”. In H Cherifi, S Gaito, W Quattrociocchi and A Sala (Eds). *Complex Networks & Their Applications*. Studies in Computational Intelligence, 693. [\*]

*Citation* **Lim, Datta and Wise 2013**

*Full Reference* Lim, Kwan Hui, Amitava Datta and Michael Wise (2013). “A Preliminary Study on the Effects of Barnstars on Wikipedia Editing”. WikiSym '13, August 5–7. Hong Kong, China.

*Type* Conference paper

*Theme* Incentives

*Keywords* Barnstars; Editing activity; Reciprocity

*In Repository?* Yes – PDF

*Summary* The authors examined over 20,000 barnstars given to some 14,000 editors, finding that the awarding and receipt of barnstars is uneven; and followed by a dip in editing activity. Future research is suggested into the influencing factors of reciprocity, and the role of interaction links between editors

*Cross-Ref* Kriplean et al 2008

*See Also* Bock, GW and YG Kim (2002). “Breaking the Myths of Rewards: An Explanatory Study of Attitudes and Validation of New Scales to Measure an Integrative Taxonomy of Motivation”. *Psychological Reports*. 82 (3): 1011–1022.

<i>Citation</i>	<b>Littlejohn and Hood 2018</b>
<i>Full Reference</i>	Littlejohn, Alison and Nina Hood (2018). "Becoming an Online Editor: Perceived Roles and Responsibilities of Wikipedia Editors". <i>Information Research</i> . 23 (1).
<i>Type</i>	Journal article
<i>Theme</i>	Editor journeys
<i>Keywords</i>	Editor motivations; Newcomers; Editathon; Interviews
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	The authors interviewed nine participants of an editathon organized at Edinburgh University to discover the emotions and beliefs around becoming an editor of Wikipedia. They confirmed Benkler and Nissenbaum’s 2006 conclusions that people involved in commons-based peer production are motivated by personal dispositions and attitudes, which coalesce around different activities. Littlejohn and Hood found a range of initial motivations amongst the editathon participants, arising from participants' own interests and agendas, such as promoting women scientists, generating interest in the library archive, and understanding more about social media. Significantly, it took only a few days for Littlejohn and Hood’s interviewees to articulate changing motivations that emerged from the different ways that they engaged with the technical work of editing. Some wanted to focus on writing original wiki stubs or pages, often on their own; others were intrigued by sourcing primary information, or linking knowledge within the site, often in more noisy, collaborative ways. These “sub-groups” were framed by different beliefs about the nature of the work: creating new knowledge artefacts or pursuing broader social activism goals.
<i>Cross-Ref</i>	Crowston and Fagnot 2018; Robichaud 2016



M

*Citation*

**Miquel-Ribé and Laniado 2016**

*Full Reference*

Miquel-Ribé, Marc and David Laniado (2016). “Cultural Identities in Wikipedias”. SMSociety ’16, July 11–13. London, UK.

*Type*

Conference paper

*Theme*

Editor identities

*Keywords*

Cultural identities; Wikipedia languages; Topic distribution

*In Repository?*

No – available on DeepDyve

*Summary*

The authors use a theoretical model of identity-based motivation to understand how editors of 40 Wikipedia language editions contribute content related to their cultural identities and shared meanings. They find that almost a quarter of each Wikipedia language edition belongs to cultural identity-related articles – for instance, the articles ‘disputes in English grammar’ and ‘performing arts in England’ in English Wikipedia were geo-located in the UK. The paper includes an interesting visualization of the distribution of topics across 15 language editions, demonstrating that geography is on average the biggest category of cultural-identity related articles, followed by people and culture. They propose two categories of articles: those unique to a language edition, which may be shared by few editors because of content notability guidelines; and those with many interlanguage links, suggesting that the subject is an important symbol for that cultural identity,

*See Also*

Hale, Scott A (2014). “Multilinguals and Wikipedia Editing”. WebSci ’14, June 23–26. Bloomington, IN.

Neff JJ, D Laniado, KE Kappler, Y Volkovich, P Aragón and A Kaltenbrunner (2013). “Jointly They Edit: Examining the Impact of Community Identification on Political Interaction in Wikipedia”. *PLoS One*. 8 (4).

Pfeil, Ulrike, Panaylotis Zaphiris and Chee Siang Ang (2006). “Cultural Differences in Collaborative Authoring of Wikipedia”. *Journal of Computer-Mediated Communication*. 12: 88–113.

<i>Citation</i>	<b>Morgan and Halfaker 2018</b>
<i>Full Reference</i>	Morgan, Jonathan T and Aaron Halfaker (2018). “Evaluating the Impact of the Wikipedia Teahouse on Newcomer Socialization and Retention”. OpenSym '18. August 22–24. Paris, France.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor retention
<i>Keywords</i>	Editor decline; Newcomers; Welcome; Socialization
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Morgan and Halfaker note the continued decline of new editor recruitment in the English-language Wikipedia, and the failure of in-house interventions to secure long-term retention. They conducted a control experiment with new editors invited to participate in the Teahouse forum to see whether this encouraged their continued engagement through the early “survival” period. They found that newcomers who received Teahouse invitations were more likely to remain active weeks if not months later, an impact they ascribe to the personalization of the invitation, the ability to “lurk”, and the accessible Q&A format. They conclude that tailored, supportive and sociable early intervention in a Wikipedia editor’s career can increase their likelihood of continuing to contribute, and that this may require developing a better way to discriminate between good-faith newcomers and vandals so that early editors are not unsupported or targeted in the critical first stage.
<i>See Also</i>	<p>Ciampaglia, Giovanni Luca and Dario Taraborelli (2015). “MoodBar: Increasing New User Retention in Wikipedia through Lightweight Socialization”. CSCW '15, March 14–18. Vancouver, Canada.</p> <p>Halfaker, A, RS Geiger and LG Terveen (2014). “Snuggle: Designing for Efficient Socialization and Ideological Critique”. CHI '14, April 26–May 1. Toronto, Canada.</p> <p>Morgan, Jonathan T, Siko Bouterse, Sarah Stierch and Heather Walls (2013). “Tea &amp; Sympathy: Crafting Positive New User Experiences on Wikipedia”. CSCW '13, February 23–27. San Antonio, TX. [*]</p>

*Citation*

## Musicant et al 2011

*Full Reference*

Musicant, David R, James A Johnson, Yuqing Ren and John Riedl (2011). "Mentoring in Wikipedia: A Clash of Cultures". WikiSym '11, October 3–5, Mountain View, CA.

*Type*

Conference paper

*Theme*

Editor retention

*Keywords*

Newcomers; Mentoring; User communication

*In Repository?*

Yes – PDF

*Summary*

The authors examine the Adopt-a-User program to assess the success of mentoring initiatives in English Wikipedia. They find that many users who sought mentorship via the mechanism were matched with a more experienced user, but argue that socio-technical challenges within Wikipedia's design and culture makes mentoring difficult, including the difficulty of – and norms against – conducting one-to-one communication about issues not directly related to editing activity. Whilst Adopt-a-User has some benefits, they argue that it does not encourage mentors to sufficiently support or protect new editors. Their quantitative analysis of editing behavior made before and after mentorship suggests only a weak correlation between the relationship and increased edits by the mentee, which they admit could be explained by alternative interpretations and requires further study with a control group. They conclude that communications between mentors and mentees do not seem to offer advantages over other forms of editor communication, and find the same results when analyzing the German equivalent, Mentorenprogramm. The authors note that a large-scale shift in Wikipedia culture is difficult but that some technical features could enhance the experience for newcomers, including threaded discussions, better inter-user communication facilities, and notifications.

*Cross-Ref*

Morgan and Halfaker 2018

N

*Citation*

**Nemoto, Gloor and Laubacher 2011**

*Full Reference*

Nemoto, Keiichi, Peter A Gloor and Robert Laubacher (2011). “Social Capital Increases Efficiency of Collaboration among Wikipedia Editors”. HT ’11, June 6–9. Eindhoven, The Netherlands.

*Type*

Conference paper

*Theme*

Editor behaviors

*Keywords*

Featured article; Collaboration networks; Social network analysis

*In Repository?*

Yes – PDF

*Summary*

Building on extant research that having a small number of experienced editors improves article quality, the authors analyze the communication networks of featured articles and non-featured articles. The authors measure article quality promotion through edit histories and assess networks of collaboration through relations between user talk pages. They find that articles are more likely to reach featured status if their editors are connected by a pre-existing collaboration network, particularly those characterized by cohesion and centralization. This “social capital” reduces the “time-to-market” of articles right from the moment of creation through promotion to Good and Featured status, although different stages of article development have different types of collaboration networks. Articles considered important by WikiProjects are more likely to be featured, though increased attention by multiple Projects extended the time it took to lift quality to the highest level. The authors also mapped collaboration networks through cluster analysis, finding that groups of editors build lasting networks to collaborate on multiple articles.

*Cross-Ref*

Iba et al 2009

*See Also*

Chiu, Chao-Min, Meng-Hsiang Hsu and Eric TG Wang (2006). “Understanding Knowledge Sharing in Virtual Communities: An Integration of Social Capital and Social Cognitive Theories”. *Decision Support Systems*. 42: 1872–1888. [\*]

Liu J and S Ram (2009). "Who Does What: Collaboration Patterns in the Wikipedia and Their Impact on Data Quality". WITS '09, December 14–15. Phoenix, AZ.

Massa, Paolo (2011). "Social Networks of Wikipedia". HT '11, June 6–9. Eindhoven, The Netherlands.

Stein, K and C Hess (2007). "Does it Matter Who Contributes: A Study on Featured Articles in the German Wikipedia". HT '07, September 10–12. Manchester, UK.

Wasko MM and S Faraj (2005). "Why Should I Share? Examining Social Capital and Knowledge Contribution in Electronic Networks of Practice". *MIS Quarterly*. 29 (1): 25–57.

<i>Citation</i>	<b>Nielek et al 2017</b>
<i>Full Reference</i>	Nielek, Radoslaw, Wieslaw Kopec, Marta Lutostanska and Adam Wierzbicki (2017). "Turned 70? It Is Time to Start Editing Wikipedia". WI-IAT 2017, August 23–27. Leipzig, Germany.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor retention
<i>Keywords</i>	Newcomers; Seniors; Accessibility; Polish Wikipedia
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>Nielek et al set out to discover how older editors experience the Wikipedia interface using observations and interviews with ten users of Polish Wikipedia aged 62-87 years old. Since Wikipedia increasingly relies on “episodic editors”, they propose that older users may have the balanced opinions and good language skills needed to make useful contributions, whilst also benefiting from being part of the volunteer community. The research participants had above-average computer skills and were familiar with Wikipedia, regarding it as more accessible but less credible than traditional encyclopedias. However, they all struggled with a number of technical issues, in particular the divergence from the word-processing programs they knew: they found codes and templates difficult to interpret and apply, deepening feelings of unfamiliarity with the Wikipedia system. Inconsistencies in the language of call-to-action buttons also made it difficult to apply learning in one editing task to another; and certain aspects of the editing interface, such as the low color contrast and the need for fine mouse control, were more difficult due to their age. Of the 10 participants, only three returned to the Wikipedia editor by themselves, with the others claiming inadequate knowledge, reluctance, age, fear of responsibility, loss of privacy and laziness. All the users struggled with some aspects of the editing process, undermining their self-confidence. The authors recommend some accessibility improvements, as well as noting that training could also improve some of the hurdles.</p>
<i>See Also</i>	Buzzi, Maria Claudia, Marina Buzzi, Barbara Leporini and Caterina Senette (2008). “Making Wikipedia Editing Easier for the Blind”. NordiCHI ‘08, October 20–22. Lund, Sweden. [*]

<i>Citation</i>	<b>Nov 2007</b>
<i>Full Reference</i>	Nov, Oded (2007). "What Motivates Wikipedians?". <i>Communications of the ACM</i> . 50 (11): 60–64.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Ideology; Fun; Survey
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Drawing on Clary et al's influential 1998 study into volunteers' motivations, Nov conducted a survey amongst 151 Wikipedians who had created a personal user page. Nov prompted respondents with a series of statements, finding that the top motivations for participating in Wikipedia were "fun" and "ideology" (e.g. "I think information should be free"). Few respondents chose social or career motivations, whilst responses classed as "protective" ("I feel less lonely" when contributing) were more common amongst older respondents. Even though ideological motivations were ranked high, Nov found that this did not significantly correlate with contribution levels – in other words, being more ideologically motivated does not translate into increased contribution. He suggests two explanations: motivation does not convert into behavior ("talk is cheap") or such users contribute to other ideology-related projects, reducing the time they have to commit to Wikipedia. Nov therefore recommends that marketing, recruitment and retention efforts highlight the fun aspects of contributing.
<i>Cross-Ref</i>	Baytiyeh and Pfaffman 2010; Kuznetsov 2006; Zhao and Bishop 2011
<i>See Also</i>	Agarwal, R and E Karahanna (2000). "Time Flies When You're Having Fun: Cognitive Absorption and Beliefs about Technology Usage". <i>MIS Quarterly</i> . 24: 665–694.  Antikainen, Maria and Heli Väättäjä (2008). "Innovating is Fun': Motivations to Participate in Online Open Innovation Communities". ISPIM'08, June 15–18. Tours, France. [*]

## O

<i>Citation</i>	<b>Oreg and Nov 2008</b>
<i>Full Reference</i>	Oreg, Shaul and Oded Nov (2008). "Exploring Motivations for Contributing to Open Source Initiatives: The Roles of Contribution Context and Personal Values". <i>Computers in Human Behavior</i> . 24 (5): 2055–2073.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Personal values; Altruism; Reciprocity
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	The authors conducted surveys with software developers (SourceForge) and content creators (Wikipedia) to compare how different contexts are related to personal dispositions and motivations to contribute to open-source projects. They found that software contributors, who are more likely to gain recognition of their work, placed greater emphasis on reputation-gaining and self-development motivations, and correspondingly were more likely to exhibit personal values of achievement and self-direction. Content contributors, in contrast, articulated altruistic motives, and benevolent and universalist personal values. The authors suggest that further research could expand the range of motivations under investigation, and explore more deeply the personal values that underlie motivations to contribute since these seem to reflect their goals and preferences. The authors recommend that leaders of content-based projects highlight aspects of reciprocity and altruism to provide relevant incentives to contribute.
<i>Cross-Ref</i>	Algan et al 2013; Baytiyeh and Pfaffman 2010; Kuznetsov 2006; Nov 2007; Yang and Lai 2010
<i>See Also</i>	Wagner, C and P Prasarnphanich (2007). "Innovating Collaborative Content Creation: The Role of Altruism and Wiki Technology". HICSS '07, January 3–6. Waikoloa, HI.



## P

<i>Citation</i>	<b>Pancieria, Halfaker and Terveen 2009</b>
<i>Full Reference</i>	Pancieria, Katherine, Aaron Halfaker and Loren Terveen (2009). "Wikipedians are Born, Not Made: A Study of Power Editors on Wikipedia". <i>Proceedings of the ACM 2009 International Conference on Supporting Group Work</i> . ACM. New York, NY. 51–60.
<i>Type</i>	Conference paper/Book chapter
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Wikipedians; Power editors; Meta work; Data visualization
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>The authors sought to provide a quantitative test of the conclusions of Bryant, Forte and Bruckman 2005 by exploring the activity and behavior of registered users compared with "power editors": Wikipedians who have made over 250 edits in their lifetime. They draw a number of conclusions. Wikipedians do more work than registered users over the course of their time on Wikipedia, though both groups begin with a burst of activity which then tails off into a pattern of sustained lower activity. They argue that the number of edits made in the first two days is a strong predictor that a new editor will become a power editor: over 60 percent of registered users never made another edit after the first 24 hours, compared to those who made 6-10 edits in the initial period. Interestingly, the authors find that even Wikipedians do not improve over time, calculated in terms of persistent word revisions. They suggest that this is because editors become bolder over time, making more controversial edits or working outside their expertise; or conversely, become lazy. Contrary to Bryant, Forte and Bruckman's hypothesis about the career path of active contributors, the authors do not find that Wikipedians increase the proportion of their work on Talk pages compared to Main pages; although they do find that Wikipedians invoke norms more often than non-power editors, suggesting that they do become more engaged with the meta work of Wikipedia. The authors make several recommendations including identifying potential leaders early on, notifying new editors of new actions or opportunities to entice them back, and signposting editors to the activities in which they show most interest.</p>
<i>Cross-Ref</i>	Bryant, Forte and Bruckman 2005; Crowston and Fagnot 2018

<i>Citation</i>	<b>Proffitt 2018</b>
<i>Full Reference</i>	Proffitt, Merrilee (2018). "Becoming a Wikipedian". In Merrilee Proffitt (ed). <i>Leveraging Wikipedia: Connecting Communities of Knowledge</i> . American Library Association.
<i>Type</i>	Book chapter
<i>Theme</i>	GLAM
<i>Keywords</i>	Libraries; Wikipedians; Collaboration; Primary sources
<i>In Repository?</i>	No – book at SF Main Public Library
<i>Summary</i>	Proffitt, a librarian at OCLC, writes about her journey from her first encounter with Wikipedia as a "curious outsider" to becoming part of the Wikipedia community. After years of tentative edits, she embraces the possibilities of greater collaboration between libraries and Wikipedia, which she argues have a shared set of values. The author has sought to develop better links between GLAM and Wikipedia, leveraging libraries' access to quality sources that can enhance Wikipedia articles. In the introduction to the edited volume, Proffitt writes that she believes librarians are natural Wikipedians, coining the term "Wikibrarian" because of their commitment to making knowledge publicly accessible, their research and investigation skills, and their familiarity with written and digital materials.
<i>Cross-Ref</i>	Robichaud 2016; Stinson and Evans 2018

## R

<i>Citation</i>	<b>Rafaeli and Ariel 2008</b>
<i>Full Reference</i>	Rafaeli, Sheizaf and Yaron Ariel (2008). "Online Motivational Factors: Incentives for Participation and Contribution in Wikipedia". In A Barak (Ed), <i>Psychological Aspects of Cyberspace: Theory, Research, Applications</i> . Cambridge University Press. Cambridge.
<i>Type</i>	Book chapter
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Editor typologies; Incentives; Altruism; Literature review
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Wikipedians are "neither equal nor uniform" but display stratifications based on anonymity/self-disclosure; frequency, type and scale of contribution; and manner of collaboration. Rafaeli and Ariel draw from social psychology and motivational theory to consider a range of motivations to explain participation in Wikipedia, particularly for the small number of committed editors whose number operates under a consistent power law, remaining small and devoted whilst the volume of readers and contributors increases. They find no theoretical evidence for traditional rewards-based explanations of volunteer behavior, agreeing that information is an "experience good" that must be consumed to be valued – contributors therefore gain without remuneration. They suggest that personal gratification – such as self-fulfillment, enjoyment, ritual and habit – has great potential as an explanatory factor, since the outcomes of contributors' work are situated in a feedback loop, generating ongoing motivations to participate. The authors also emphasize the importance of community, theorizing that Wikipedia's interactivity promotes attachment. They propose that future research of Wikipedians' motivations should contrast different types of editors.
<i>Cross-Ref</i>	Ciffolilli 2003; Nov 2007; Zhang and Zhu 2006
<i>See Also</i>	Kollock P (1999). "The Economies of Online Cooperation: Gifts and Public Goods in Cyberspace". In M Smith and P Kollock (Eds). <i>Communities in Cyberspace</i> . Routledge. London.

Rafaeli, S, Y Ariel and T Hayat (2005). "Wikipedia Community: Users' Motivations and Knowledge Building". *Cybercultures*, August 11–13. Prague, Czechoslovakia.

Rafaeli, S, T Hayat and Y Ariel (2009). "Knowledge Building and Motivations in Wikipedia: Participation as 'Ba'". In J Ricardo (Ed). *Cyberculture and New Media*. Rodopi Press. Amsterdam/New York. [\*]

*Citation*

## Robichaud 2016

*Full Reference*

Robichaud, Danielle (2016). "Wikipedia Edit-a-thons: Thinking Beyond the Warm Fuzzies". *Partnership: The Canadian Journal of Library and Information Practice and Research*. 11 (2).

*Type*

Journal article

*Theme*

GLAM

*Keywords*

Libraries; Editathons; Newcomers; Editor retention

*In*

Yes – PDF

*Repository?*

*Summary*

As a librarian, Wikipedia editor and editathon host, Robichaud collates advice for GLAM institutions about engaging with the encyclopedia and its users. She argues that many GLAMS continue to see Wikipedia as a tool for self-promotion, but it is better to contribute content based on subject expertise and unique sources. She notes that many new users experience lack of confidence, especially since "some editors are jerks", and advises that editathon organizers are "honest and upfront" about what new editors can expect so as to avoid swift deletion.

*Cross-Ref*

Littlejohn and Hood 2018; Proffitt 2018; Stinson and Evans 2018

S

<i>Citation</i>	<b>Schneider, Gelley and Halfaker 2014</b>
<i>Full Reference</i>	Schneider, Jodi, Bluma S Gelley and Aaron Halfaker (2014). “Accept, Decline, Postpone: How Newcomer Productivity is Reduced in English Wikipedia by Pre-Publication Review”. OpenSym ’14, August 27–29. Berlin, Germany.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor retention
<i>Keywords</i>	Newcomers; Review; Quality control; Articles for Creation
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>“New article creation is a battlezone” argue Schneider, Gelley and Halfaker, who examine the impact of the Articles for Creation (AFC) drafting process. Though intended to improve the success of newcomers, they find that the process reduces editor productivity since many newcomers’ articles are tagged for speedy deletion (often within 30 minutes of creation) or removed after a period of review (87 percent within 30 days); and almost a third of AFC drafts are never submitted for review. The authors argue that sequestering new articles within the draft feature decreases the level of collaboration and therefore reduces the possibility of sufficient quality for transfer into the Main namespace. Deletion rather than assistance is likely since AFC reviewers are policy experts rather than subject-matter experts, and subject to reputational costs for poor decisions. The authors conclude that AFC as it stands is inadequate for helping and training newcomers, but offer seven “design implications” for Wikipedia including directing drafts to editors with relevant interests or expertise via intelligent task routing; supporting newcomers to return to reviewed articles; and encouraging co-editing on both content and technical fronts.</p>
<i>Cross-Ref</i>	Halfaker et al 2012; Halfaker, Kittur and Riedl 2011; Musicant et al 2011
<i>See Also</i>	Schneider, J, K Samp, A Passant and S Decker (2013). “Arguments about Deletion: How Experience Improves the Acceptability of Arguments in Ad-hoc Online Task Groups”. CSCW ’13, February 23–27. San Antonio, TX.

Zhu, H, A Zhang, J He, RE Kraut and A Kittur (2013). "Effects of Peer Feedback on Contribution: A Field Experiment in Wikipedia". CHI '13, April 27–May 2. Paris, France.

*Citation*

## Schroer and Hertel 2009

*Full Reference*

Schroer, Joachim and Guido Hertel (2009). "Voluntary Engagement in an Open Web-Based Encyclopaedia: Wikipedians and Why They Do It". *Media Psychology*. 12 (1): 96–120.

*Type*

Journal article

*Theme*

Editor motivations

*Keywords*

Intrinsic motivations; Administrators; Survey; German Wikipedia

*In*

Yes – PDF (NB pre-publication version)

*Repository?*

*Summary*

Schroer and Hertel draw from scholarship on social movement participation, intrinsic motivation and task characteristics to survey 106 self-selected contributors to German Wikipedia about their motivations to participate. They find that the extent of contribution is not positively correlated with a cost-benefit analysis, which they suggest may be because of a skew in the participants towards very active users, who may experience greater opportunity costs from their participation (such as less time to do other activities). The data also does not support their hypothesis that identification with the Wikipedia community is positively associated with levels of contribution and satisfaction. They find, however, that collective and social norms, related to the perceptions of relevant others, were less important than personal benefits. In the open-ended section of the survey, respondents were most likely to choose task enjoyment as a motive to contribute. The authors note a limitation in the heavy proportion of active and administrator-level users within the sample; and recommend longitudinal research to assess whether motivations change as users contribute more.

*Cross-Ref*

Adler et al 2013; Crowston and Fagnot 2018

*See Also* | Lai, Cheng-Yu and Heng-Li Yang (2014). "[The Reasons Why People Continue Editing Wikipedia Content: Task Value Confirmation Perspective](#)". *Behavior & Information Technology*. 33 (12): 1371–1382.

Waterman, AS, SJ Schwartz, E Goldbacher, H Green, C Miller and S Philip (2003). "Predicting the Subjective Experience of Intrinsic Motivation: The Roles of Self-determination, the Balance of Challenges and Skills, and Self-Realization Values". *Personality and Social Psychology Bulletin*. 29: 1447–1458.

*Citation* | **Stinson and Evans 2018**

*Full Reference* | Stinson, Alex and Jason Evans (2018). "Bringing Wiki(p/m)edians into the Conversation at Libraries". In Merrilee Proffitt (Ed). *Leveraging Wikipedia: Connecting Communities of Knowledge*. American Library Association.

*Type* | Book chapter

*Theme* | GLAM

*Keywords* | Libraries; Collaboration; Archives; Wikipedians in residence

*In Repository?* | No – book at SF Main Public Library

*Summary* | Stinson and Evans discuss how to engage volunteers and local champions to develop content of interest to GLAM, particularly by opening up collections and materials to provide source links and metadata. They include several case studies of how libraries have successfully used Wikipedians in Residence, visiting scholars and student interns to gain a greater understanding of Wikipedia’s processes to sustain public access to knowledge. They recommend that librarians look to reach out to hobbyists in their local community to develop specialized content since it may be difficult to find existing Wikipedia volunteers who are passionate about the topics GLAM institutions seek to develop.

*Cross-Ref* | Littlejohn and Hood 2018; Proffitt 2018; Robichaud 2016

<i>Citation</i>	<b>Sundin 2011</b>
<i>Full Reference</i>	Sundin, Olof (2011). "Janitors of Knowledge: Constructing Knowledge in the Everyday Life of Wikipedia Editors". <i>Journal of Documentation</i> . 67 (5): 840–862.
<i>Type</i>	Journal article
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Knowledge production; Meta work; Verifiability; Interviews; Swedish Wikipedia
<i>In Repository?</i>	Yes – PDF (NB preprint)
<i>Summary</i>	Sundin examines the construction of trustworthy knowledge claims in the Swedish Wikipedia using online ethnography and interviews with 11 editors. The author focuses on the policy of verifiability and the ways in which editors collate references to external sources. He argues that editors are like "janitors", keeping Wikipedia stable and credible by doing the labor of cleaning, referencing and sourcing. Informants emphasized the hard work of routine chores on Wikipedia, which they pursued for altruism and enjoyment. Sundin draws out useful information in terms of Wikipedians' working day: whilst some work in the mornings or evenings, many of the informants "fiddled" all day, keeping the website active in the background of their daily tasks, and using the watchlist to direct their activities. Confirming Bryant, Forte and Bruckman's conclusions, Sundin finds that informants often begin with article writing before progressing to meta activities, including fixing links and sourcing references.
<i>Cross-Ref</i>	Bryant, Forte and Bruckman 2005; Giandica et al 2016; West et al 2012



V

<i>Citation</i>	<b>Viégas et al 2007</b>
<i>Full Reference</i>	Viégas, Fernanda B, Martin Wattenberg, Jesse Kriss and Frank van Ham (2007). "Talk Before You Type: Coordination in Wikipedia". HICSS '07, January 3–6, Waikoloa, HI.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor behaviors
<i>Keywords</i>	Coordination; Talk pages; Data visualization
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Administrative and coordinating elements of Wikipedia are an area of growth for Wikipedia, which the authors hypothesize is due to the impact of the increasing influence of policies and guidelines. Comparing data from a 2005 dump with their 2003 analysis, the authors find a general upward trend in page size and number of edits; a drop in the frequency of edit wars; and continuing resilience in the face of vandalism. The authors analyze talk pages, classifying the posts into more than 10 types of communication ranging from requests for information, references to policies, polls, requests for peer review and off-topic remarks. They found that requests for coordination accounted for more than half the contributions made in the 25 sampled talk pages. The authors recommend further analysis of the talk pages, particularly to reveal the motivations of users.
<i>Cross-Ref</i>	Viégas, Wattenberg and McKean 2007
<i>See Also</i>	Morgan, Jonathan T, Michael Gilbert, David W McDonald and Mark Zachry (2013). "Project Talk: Coordination Work and Group Membership in WikiProjects". OpenSym '13, August 5–7, Hong Kong, China. [*]  Viégas, Fernanda B, Martin Wattenberg and Matthew M (2004). "Studying Cooperation and Conflict between Authors with History Flow Visualizations". SIGCHI '04, April 24–29. Vienna, Austria. [*]

<i>Citation</i>	<b>Viégas, Wattenberg and McKeon 2007</b>
<i>Full Reference</i>	Viégas, Fernanda B, Martin Wattenberg and Matthew M McKeon (2007). “The Hidden Order of Wikipedia”. OCSC '07, July 22–27. Beijing, China.
<i>Type</i>	Conference paper
<i>Theme</i>	Wikipedian community of practice
<i>Keywords</i>	Collaborative production; Governance; Featured article
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	The authors counter the notion that Wikipedia is an anarchic space, arguing that complex bureaucratic processes have emerged in “magical” ways. They utilize theoretical insights on collaborative production from Benkler and Ostrom to analyze the Featured Article process, which is characterized by non-hierarchical flow of information, collective-choice arrangements (such as the prevalence of polling), and monitoring mechanisms (such as watchlists). These aspects signal that Wikipedia is a self-governing institution like other self-governed communities around the world.
<i>Cross-Ref</i>	Benkler and Nissenbaum 2006; Iba et al 2009; Nemoto, Gloor and Laubacher 2011

## W

<i>Citation</i>	<b>Welser et al 2011</b>
<i>Full Reference</i>	Welser, Howard T, Dan Cosley, Georg Kossinets, Austin Lin, Fedor Dokshin, Geri Gay and Marc Smith (2011). "Finding Social Roles in Wikipedia". iConference 2011, February 8–11. Seattle, WA.
<i>Type</i>	Conference paper
<i>Theme</i>	Editor journeys
<i>Keywords</i>	Editor typologies; Social roles; Social networks; Survey
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	<p>Welser et al investigate the social roles people perform on Wikipedia, by analyzing edit histories across namespaces to reveal the “signatures” of different responsibilities. They class four main categories: substantive editors create content and add to discussion pages; technical editors and vandal fighters focus on content pages and edit user talk pages; and social networkers rarely edit content, focusing instead on their own user page and other parts of the community infrastructure. The roles are not evenly distributed: in a sample of 2000 users, they found 30 percent engaged in substantive editing, 10 percent in technical editing, 6 percent in counter vandalism, and only a trivial percentage focused on social networking. Using network analysis, the authors find that substantive editors and social networkers have dense community structures, engaging in repeated communication and reciprocated ties with a set of familiar users, whereas technical editors and vandal fighters have more dispersed networks with more one-off interactions as befitting the type of work they do. These role categories are found amongst both long-time dedicated and new users, suggesting that role players are replenished. The authors note that their analysis was not able to capture the multiple roles that editors play, and therefore recommend this as an area of further research.</p>
<i>Cross-Ref</i>	Iba et al 2009; West et al 2012
<i>See Also</i>	Arazy, O, H Lifshitz-Assaf, O Nov, J Daxenberger, M Balestra and C Cheshire (2017). “On the ‘How’ and ‘Why’ of Emergent Role Behaviors in Wikipedia”. CSCW '17, February 25–1 March. Portland, OR.

Fisher, D, M Smith and HT Welsler (2006). "You Are Who You Talk To: Detecting Roles in Usenet Groups". HICSS '06, January 4–7. Kauai, HI.

*Citation*

## West et al 2012

*Full Reference*

West, Robert, Ingmar Weber and Carlos Castillo (2012). "Drawing a Data-Driven Portrait of Wikipedia Editors". WikiSym '12, August 27–29, Linz, Austria.

*Type*

Conference paper

*Theme*

Editor behaviors

*Keywords*

Editing activities; Editor behavior; Social networking

*In Repository?*

Yes – PDF

*Summary*

The authors seek to address a gap in the literature: how Wikipedians relate to the online world in general. They created a dataset from toolbar searches between 2010 and 2011, analyzing pageviews for users with at least one 'submit' action on the English-language Wikipedia. They found that Wikipedia editors search more, read more news and play more games than typical Web users, with an average of three times as many pageviews as Wikipedia readers, and nine more than non-readers. Wikipedians' online searches tend to match their domain interests: with 7/10 categories of article topics classed as entertainment, it is perhaps unsurprising that sampled Wikipedia editors tended to consume more entertainment (videos, games and music) than average Web users, particularly those who focus on entertainment-themed pages. Interestingly, editors of science and business topics tend to be more versatile "generalists", familiar with a broader set of issues. The authors also found an inverse correlation between Wikipedia editing and social networking: users who use Facebook less were found to have larger edits, a higher chance of being logged into Wikipedia, more edits per user, and higher edit trust scores. In line with their findings that engaged users conduct searches within the areas that interest them, West et al recommend personalizing viewing and editing interfaces for specific types of users to support novices and encourage specialization.

*Cross-Ref*

Amichai-Hamburger et al 2008

## X

*Citation***Xu, Liu and Qi 2017***Full Reference*

Xu, Yu, Yusi Liu and Li Qi (2017). “Examining Collective Memory Building in Wikipedia: A Multilevel Network Approach”. *Proceedings of the 50<sup>th</sup> Hawaii International Conference on System Sciences*. 2138–2145.

*Type*

Conference paper/Book chapter

*Theme*

Wikipedian community of practice

*Keywords*

Collective memory; Knowledge production; Network analysis; Chinese Wikipedia

*In Repository?*

Yes – PDF

*Summary*

Building on literature that argues that Wikipedia is a “global memory place” where participants provide divergent interpretations of the past, the authors explore how significant events in Chinese contemporary history are remembered and presented. They analyzed the proportion of major and minor edits on event pages, and how pages were related to each other, to consider connectionist and structuralist drivers of homophily in the network embeddedness of Chinese Wikipedia. The results of quantitative analysis show that interconnections between high-impact events facilitate imitation behavior – in other words, Wikipedia editors will refer to the editing patterns of the events that have direct links or occupy similar structural positions with those they plan to contribute to. The authors note a number of limitations, including weak generalizability beyond Chinese Wikipedia and the failure to consider whether single or multiple users are conducting the editing on interrelated memory events.

*Cross-Ref*

Iba et al 2009

Y

<i>Citation</i>	<b>Yang and Lai 2010</b>
<i>Full Reference</i>	Yang, H L and C Y Lai (2010). "Motivations of Wikipedia Content Contributors". <i>Computers in Human Behavior</i> . 26 (6), 1377–1383.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Intrinsic motivation; Knowledge sharing; Barnstars; Survey
<i>In Repository?</i>	No – available on DeepDyve
<i>Summary</i>	Yang and Lai apply quantitative analysis to the question of how motivation affects individual knowledge-sharing behavior in Wikipedia, investigating both intrinsic motivations in terms of enjoyment and extrinsic motivation in terms of anticipation of rewards (barnstars). To this they add a self-concept perspective that captures how people align their perceived selves with their ideal selves, congruent with either personal traits or those of a group. Yang and Lai conducted a self-report survey with 219 randomly sampled Wikipedia users about their motivations to share knowledge on the encyclopedia. Their findings were consistent with Nov 2007, with intrinsic motivation receiving the highest mean motivation score, followed by internal self-concept-based motivation. However, intrinsic motivation did not significantly affect knowledge-sharing behavior suggesting that Wikipedia users do not derive their enjoyment from the process of sharing, which the authors suggest may be due to infrequency of social interaction within Wikipedia. Likewise, external motivations to share knowledge related to group congruence and rewards were not supported by the data analysis. The authors recommend repeating this study with users of other language editions, and extending the research by including analysis of the quality of contribution and personal characteristics.
<i>Cross-Ref</i>	Nov 2007; Oreg and Nov 2008; Zhang and Zhu 2006

## Z

*Citation*

### **Zhang and Zhu 2006**

*Full Reference*

Zhang, Xioaquan (Michael) and Feng Zhu (2006). "Intrinsic Motivation of Open Content Contributions: The Case of Wikipedia". WISE 2006, October 23–26. Wuhan, China.

*Type*

Conference paper

*Theme*

Editor motivations

*Keywords*

Editing retention; Deletions; Newcomers

*In Repository?*

Yes – PDF

*Summary*

Zhang and Zhu note that the development of open source software has typically been explained as driven by extrinsic motivation. Open content, on the other hand, is often seen as incentivized by intrinsic motivations, which they divide into individual factors (meaningfulness and self-determination) and interpersonal factors (perceived competence and sense of relatedness). They conducted a regression analysis on editing activity across all articles from 2001 to 2006 to determine the impact of additions and deletions on users' subsequent activity. They confirmed their hypothesis that editing an article decreased the article creator's incentive to contribute, particularly for additions; and found that this effect was more serious for newcomers since past collaboration experience seemed to mitigate the effects of negative feedback. They recommend further research into whether users and administrators report different incentives.

*Cross-Ref*

Halfaker, Kittur and Riedl 2011; Schroer and Hertel 2009; Schneider, Gelley and Halfaker 2014

<i>Citation</i>	<b>Zhang and Zhu 2011</b>
<i>Full Reference</i>	Zhang, Xiaoquan (Michael) and Feng Zhu (2011). "Group Size and Incentives to Contribute: A Natural Experiment at Chinese Wikipedia". <i>The American Economic Review</i> . 101 (4): 1601–1615.
<i>Type</i>	Journal article
<i>Theme</i>	Editor motivations
<i>Keywords</i>	Incentives; Censorship; Public goods; Social benefits; Chinese Wikipedia
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Zhang and Zhu examine the effects of the 2005 block of Chinese Wikipedia on Mainland China. As well as a reduction in the work of blocked users, the authors also find a 42 percent decrease in contributions to the Chinese Wikipedia from non-blocked users during the period. This is particularly the case for users who value the social benefits of Wikipedia contribution as measured by talk page activity, and connections with blocked users. They attribute the decline in contributions to the reduction in social benefits that comes from shrinking group size, arguing that Wikipedia does not display free-rider effects like other public good provisions. They encourage future research to distinguish the different motivations that give rise to the positive social benefits theorized here.
<i>Cross-ref</i>	Nemoto, Gloor and Laubacher 2011



<i>Citation</i>	<b>Zhao and Bishop 2011</b>
<i>Full Reference</i>	Zhao, Xiaoli and M J Bishop (2011). "Understanding and Supporting Online Communities of Practice: Lessons Learned from Wikipedia". <i>Educational Technology Research and Development</i> . 59 (5): 711–735.
<i>Type</i>	Journal article
<i>Theme</i>	Wikipedian community of practice
<i>Keywords</i>	Knowledge production; Evolution of Wikipedia; Key factor analysis
<i>In Repository?</i>	Yes – PDF
<i>Summary</i>	Zhao and Bishop seek to test whether Wikipedia meets the criteria of Wenger’s “community of practice” by assessing the mutual engagement of members, collaboration in knowledge building, and shared repertoires of practice. They conducted sequential surveys with a panel of selected experts using the Delphi method to generate a list of 44 factors that support the evolution of Wikipedia; later rounds of feedback generated key factors which were then tested in an iterative process. The authors’ findings are consistent with other studies (e.g. Rafaeli and Ariel 2008; Nov 2007) that find that internal motivations are important for users, although they found that whilst community was deemed important, it was not considered essential; personal relationships were rated very low in the effect on Wikipedia’s development. Respondents considered the technical infrastructure of Wikipedia to be most essential to its evolution.
<i>Cross-Ref</i>	Rafaeli and Ariel 2008

## Further Reading

Amayah, Angela Titi (2011). "Knowledge Sharing, Personality Traits and Diversity: A Literature Review". Midwest Research to Practice Conference, September 21–23. St. Louis, MO. [\*]

Boons, Mark (2014). *Working Together Alone in the Online Crowd: The Effects of Social Motivations and Individual Knowledge Backgrounds on the Participation and Performance of Online Crowdsourcing Platforms*. Doctoral thesis. Erasmus University Rotterdam. [\*]

Gaved, M, T Heath and M Eisenstadt (2006). "Wikis of Locality: Insights from the Open Guides". WikiSym '06, August 21–23. Odense, Denmark.

Kuznetsov, Stacey and Eric Paulos (2010). "Rise of the Expert Amateur: DIY Projects, Communities, and Cultures". NordiCHI '10, October 16–20. Reykjavik, Iceland. [\*]

Lampe, Cliff, Rich Wash, Alcides Velasquez and Elif Ozkaya (2010). "Motivations to Participate in Online Communities". CHI'10, April 10–15. Atlanta, GA.

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