



# Reading Wikipedia in the classroom 2.0

## Kwara, Nigeria

Using Wikipedia to foster media and information literacy skills.





# Reading Wikipedia in the classroom

Using Wikipedia to foster media and information literacy skills.

- Module 1
- Module 2**
- Module 3







\*This word cloud is generated from 713 teachers' responses to a survey that was conducted on July 2020 in Bolivia, Morocco, and Philippines

# Table of Contents



<b>Introduction</b> .....	<b>4</b>
<b>About the Teacher’s Guide</b>	<b>6</b>
<b>How to use this Teacher’s Guide</b>	<b>8</b>
Navigation Key .....	9
<b>Annex</b>	<b>9</b>
Training Schedule .....	10
Socializing your learning .....	11
<b>Module 2 Evaluating Information</b>	<b>12</b>
Learning Pathway .....	13
2.1 Wikipedia’s Pillars .....	14
2.2 Wikipedia’s Guidelines .....	16
2.3 Wikipedia’s Core Content Policies .....	17
2.4 Overview of Wikipedia Article Structure .....	19
2.5 Talk pages and other communication spaces on Wikipedia .....	21
2.6 View history and the process of knowledge creation .....	25
2.7 References and verifiability .....	27
2.8 Evaluating a Wikipedia article .....	32
2.9 Facilitating access to quality academic sources in Wikipedia .....	34
<b>What’s next?</b>	<b>39</b>
<b>Final Activity</b>	<b>42</b>
<b>Lesson Plan Template</b>	<b>45</b>
<b>Annex</b>	<b>47</b>
Knowledge Quest .....	48
My Knowledge Quest .....	50
Further Mathematics .....	53
Search on Wikipedia .....	54
<b>Acknowledgements</b>	<b>55</b>
<b>References</b>	<b>56</b>



# Introduction

Around the world, students and educators are using Wikipedia as a learning resource. As teachers, we can either get frustrated by students misusing Wikipedia or we can use it to teach them important lessons on media and information literacy. We can even use it to teach vital 21st-century skills like critical thinking, communication, and collaboration. In almost every academic subject, students can use Wikipedia as a “first stop” for gathering an overview of a topic.

Let’s help them do it responsibly!

The Education team at the [Wikimedia Foundation](#) is excited to present this resource as an integral part of the “Reading Wikipedia in the Classroom” program.

“Reading Wikipedia in the Classroom” is a training program that helps teachers understand and leverage Wikipedia as a learning tool by connecting it to the components of UNESCO’s Media and Information Literacy framework.

This program was designed to align with local education systems and teachers’ realities. Through a critical approach to Wikipedia, we aim to help educators to teach vital media and information literacy skills for the 21st century, including understanding how information is produced, how to access and evaluate content online, and how to understand biases and knowledge gaps. This program also addresses key questions posed by teachers about how to keep students safe online, and how to equip them to face the various forms of disinformation online.

The program resources have been adapted to multiple languages and we encourage further localizations of the available resources.

## Wikimedia Foundation

The [Wikimedia Foundation](#) is the non-profit organization that hosts Wikipedia and its sister projects. We work towards a world where everybody can freely share in the sum of all knowledge. We support a global community of volunteers who collaboratively collect, develop, and share educational content, and we advocate for values and policies that guarantee the right to free knowledge.

### READING WIKIPEDIA IN THE CLASSROOM PILOT TEAM

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 NIGERIA



# About the Teacher's Guide

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



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

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

**This pedagogical approach is in tune with our educational philosophy:**

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

# How to use this Teacher's Guide

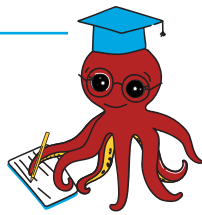


The content of this Teacher's Guide incorporates the wealth of knowledge created by Wikimedia communities and it has been designed to easily adapt to different contexts. It draws from Wikipedia policies, guidelines, essays written by Wikimedians, and a variety of resources helpful to understand Wikipedia,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

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

# Navigation Key

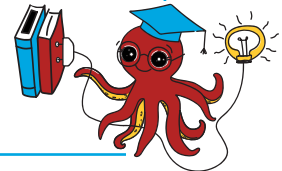
## ACTIVITY



### Activity box

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

## PLUG INTO EDUCATION



### Plug into Education box

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

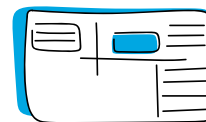
## FOR YOUR INFORMATION



### For Your Information box

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

## ANNEX



Annex

**Example lesson plans and activities to integrate Wikipedia in the classroom**

### Annex

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



# Training Schedule

## MODULE 1



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## MODULE 2



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## MODULE 3



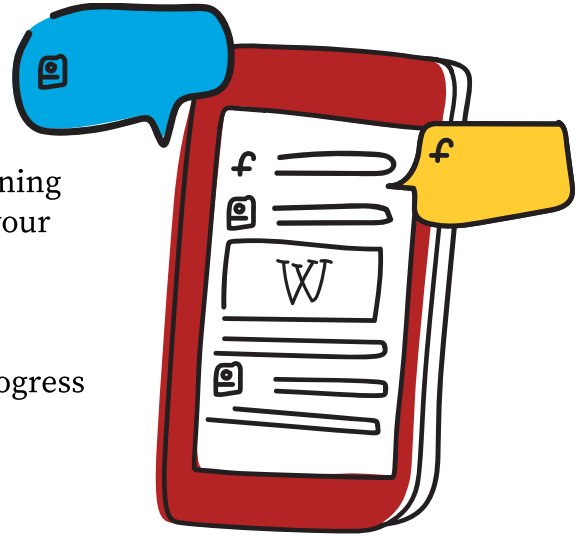
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Socializing your learning

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

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

During the training, you will share and report on your progress as you work through the assignments in each module.

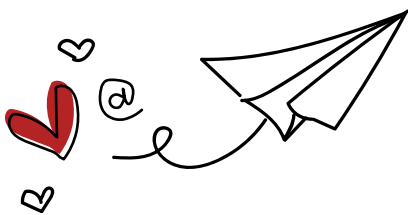


## If you are an independent learner, consider the following ideas to make your learning more social:

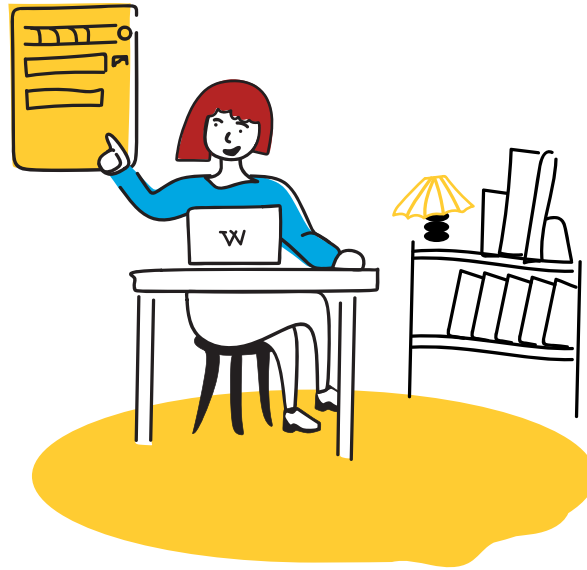


Find a colleague who is also interested in expanding their knowledge and skills on Wikipedia, media and information literacy, or digital spaces. Schedule bi-weekly check-ins to share your progress and learning, help each other clarify some doubts, or go deeper into the topics that interest you. By the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

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



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# Module 2

# Evaluating Information

## **MIL Competency**

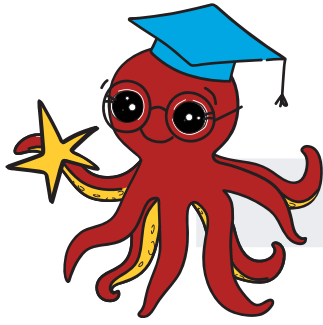
Understanding, assessment and evaluation of information and media

## **Learning Outcomes**

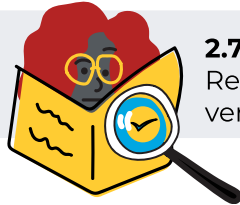
1. Teachers will be able to use Wikipedia's pillars and guiding principles to analyze the quality of a Wikipedia article
2. Teachers will be able to use various components of a Wikipedia article to determine the quality of information

## **Classroom Application**

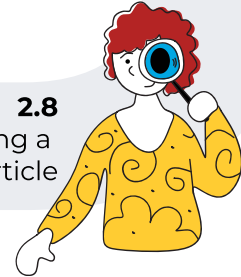
1. Teachers will be able to incorporate Wikipedia as a classroom tool for teaching media and information literacy
2. Teachers will be able to evaluate students' media and information literacy skills using Wikipedia



**2.9**  
Facilitating access to quality academic sources for Wikipedia



**2.7**  
References and verifiability



**2.8**  
Evaluating a Wikipedia article

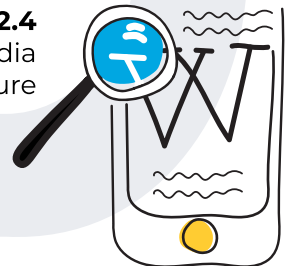


**2.6**  
View history and the process of knowledge creation



**2.5**  
Talk pages and other communication spaces on Wikipedia

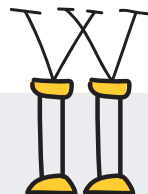
**2.4**  
Overview of Wikipedia article structure



**2.3**  
Wikipedia's core content policies

**1**  
**2**  
**3**  
**4** ...

**2.2**  
Wikipedia's guidelines

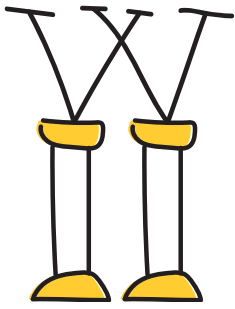


**2.1**  
Wikipedia's Pillars



## Module 2 Learning Pathway

# 2.1 Wikipedia's Pillars



A pillar is a symbol of strength, it ensures reliability and support. We use pillars to demonstrate the foundations on which something is built. Thousands of volunteers use their time, knowledge, and creativity to edit Wikipedia - collectively building the most accurate, complete, and accessible encyclopedia in the world. While it is true that there are no strict rules and no mandated hierarchy of power among volunteer editors, setting expectations that guide contribution to Wikipedia is essential.

There are [5 fundamental principles](#), or pillars, by which Wikipedia operates.

## 1. Wikipedia is an [encyclopedia](#)

Wikipedia combines many features of general and specialized [encyclopedias](#), [almanacs](#), and [gazetteers](#). Wikipedia's scope is heavily influenced by these traditions. Encyclopedias don't seek to contain every single statement ever made on a topic but give a reasonably deep overview so that the reader can confidently do more research about the topic. Wikipedia is not an advertising platform, an experiment in anarchy or democracy, an indiscriminate collection of information, a web directory, or a newspaper.

## 2. Wikipedia is written from a [neutral point of view](#)

Wikipedia strives for articles that document and explain the major points of view in an impartial tone - this is achieved by using reliable, authoritative sources. Information and issues about a topic are rather explained than debated. Topics that have one well-recognized point of view and those with multiple points of view are presented accurately and in context.

## 3. Wikipedia is [free content](#) that anyone can edit, use, modify, and distribute

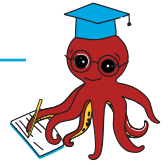
Since all editors freely license their work to the public, no editor owns an article, and any contributions can and will be edited and redistributed. Wikipedia editors must respect copyright laws, and never plagiarize from sources.

## 4. Editors should treat each other with respect and [civility](#)

Wikipedians must demonstrate respect for all contributors, even when there are disagreements. Wikipedians should not engage in personal attacks. Wikipedia editors should act in good faith, and assume good faith on the part of others.

## 5. Wikipedia does not have [firm rules](#)

Wikipedia has policies and guidelines, but they are not carved in stone; their content and interpretation can evolve over time. Their principles and spirit matter more than their literal wording, and sometimes improving Wikipedia requires making an exception.



ACTIVITY

**CO-CONSTRUCTING EXPECTATIONS**

Much in the same way that Wikipedia contributors consider themselves a community, our classrooms can be built as a [community of learners](#). Research shows that when we give our students some choice and agency over how their learning is governed, they may be more motivated to learn and participate. It can also be part of the [hidden curriculum](#) of how we teach students to interact with each other and the world. Working with your students to set the expectations to which they hold themselves and each other accountable can be a valuable lesson to incorporate into your teaching practice. Wikipedians do this through consultations and consensus building in their communities.

Have you done something like this with your students? How did you go about doing it? Tell us more by answering the questions below. Then, share your answers in the dedicated forum.

<p>What are some class expectations that your students have collaboratively defined? If there aren't any, how can you get your students to be co-authors of your classroom's guiding pillars?</p>	
<p>Are any of Wikipedia's five pillars relevant to your classroom community? What do you think will resonate most with your students in constructing your class expectations?</p>	
<p>How can you help students understand the importance of these guiding pillars and take ownership of them?</p>	

## 2.2 Wikipedia's Guidelines

In our classrooms, we set boundaries around acceptable and unacceptable behavior. We establish goals for each of our students and the classroom community as a whole. Much like our own learning communities, Wikipedia is governed by sets of [guidelines](#). These guidelines inform everything from how people should behave on Wikipedia to naming conventions, and even how an article gets deleted. These guidelines establish norms for how the community works together to achieve its goals.



For now, let's focus on the **behavioral guidelines**, as these will help you to understand how the community works together to ensure that Wikipedia is accurate, reliable, and up to date.

### **Assume good faith**

Unless there is strong evidence to the contrary, Wikipedia editors are encouraged to assume that people who work on the project are trying to help it, not hurt it.

### **Conflict of interest**

Wikipedia editors are not to use Wikipedia to promote themselves, their friends or family, their websites, or their organizations.

### **Disruptive editing**

Participants with a consistent activity that disrupts progress toward improving an article or building a reliable encyclopedia may be blocked or banned indefinitely from editing Wikipedia.

### **Do not disrupt Wikipedia to illustrate a point**

Wikipedia editors should state their points. However, they should not spam

Wikipedia, unfairly nominate articles for deletion, push rules to their limits, or otherwise create work for other people just to prove a point.

### **Etiquette**

Contributors have different views, perspectives, and backgrounds, sometimes varying widely. Treating others with respect is key to collaborating effectively in building an encyclopedia.

### **Please do not bite the newcomers**

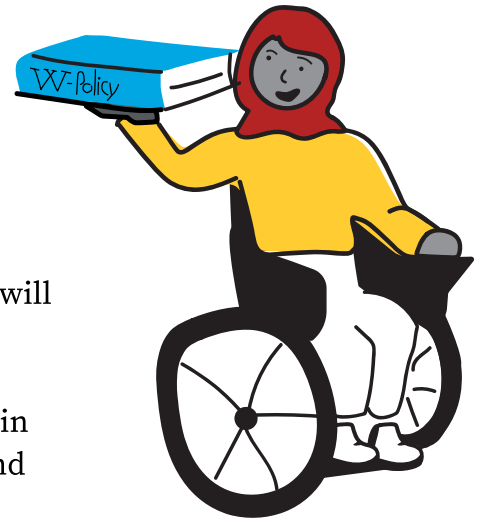
Many new contributors lack knowledge about Wikipedia policies. Nevertheless, Wikipedia editors should always understand that new contributors are prospective "members" and are therefore our most valuable resource.

#### **ACTIVITY**



Compare and contrast Wikipedia's behavioral guidelines to the ones you set for behavior with your students. What would a classroom community look like if they were following Wikipedia's behavioral guidelines? Share your thoughts in the dedicated forum.

## 2.3 Wikipedia's Core Content Policies



One of the main misconceptions teachers have about Wikipedia is that it is an “anything goes” territory on the internet: if people can freely edit and add content, then they will write whatever they want. However, Wikipedia’s content is governed by three core content policies. These policies determine the type and quality of material that is acceptable in Wikipedia articles. These policies complement each other, and they should not be interpreted in isolation from one another.

1

### **Neutral point of view:**

All Wikipedia articles and other encyclopedic content must be written from a neutral point of view, representing significant views fairly, proportionately and without bias. To see some examples, try this [neutrality quiz!](#)

2

### **Verifiability:**

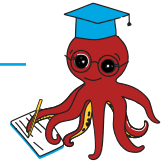
Material challenged or likely to be challenged, and all quotations, must be attributed to a reliable, published source. In Wikipedia, verifiability means that people reading and editing the encyclopedia can check that information comes from a reliable source.

3

### **No original research:**

Wikipedia does not publish original thought: all material in Wikipedia must be attributable to a reliable, published source. Articles may not contain any new analysis or synthesis of published material that serves to advance a position not clearly advanced by the sources.





ACTIVITY

**EXPLORING WIKIPEDIA'S CORE CONTENT POLICIES**

Pick a topic that interests you and use Wikipedia to find 2-3 related articles. You're going to evaluate how well these articles reflect Wikipedia's core content policies. Use the table below to document your answers and share a summary in the forum. Feeling adventurous? You can also click [here](#) to get a random Wikipedia article every time!

	ARTICLE 1	ARTICLE 2	ARTICLE 3
<b>Article title:</b>			
<b>Neutral point of view:</b> Is the article presenting information fairly and without bias?			
<b>Verifiability</b> Can you identify the sources of the information presented in the article? How reliable are the sources?			
<b>No original research</b> Do any sources quoted in the article contain original research?			
<b>Overall assessment</b> Based on your analysis, how reliable do you think this article is?			

# 2.4 Overview of Wikipedia Article Structure

In the following sections, we will explore the different elements that are generally part of a Wikipedia article. They can provide you and your learners with pointers for a more critical approach to the information you consume online and offline.

Let's start with a quick overview:

The "Talk" section shows discussions around the topic of the article. It shows how knowledge is constructed through informed exchanges.

The numbers found along a Wikipedia article indicate the sources used to create it. Articles can be assessed according to the number and quality of sources they have.

This tab shows the edits done on a Wikipedia article, how the article has evolved over time, and how up-to-date the information is.

Use the search box to look for more information without leaving Wikipedia

There are badges that highlight articles as "good" or "featured" content. Similarly, warning banners indicate areas of improvement for an article, citations needed, or potential conflicts.

Blue links allow you to explore more Wikipedia articles related to the topic. Red links indicate that the page does not exist yet but it probably should!

The infobox summarizes the article's key points. It provides the students with a quick overview of the topic.

## 2.4 Overview of Wikipedia Article Structure

A table of contents presents how the content of an article is organized. It allows students to understand how the article is structured and helps them to optimize their information search.

**Contents** [hide]

- 1 Early life
- 2 Career
  - 2.1 Adulthood and early career: 1951–61
  - 2.2 *Africa to Caged Bird*: 1961–69
  - 2.3 Later career
- 3 Personal life
- 4 Death
- 5 Works
  - 5.1 Chronology of autobiographies
- 6 Reception and legacy
  - 6.1 Influence
  - 6.2 Critical reception
  - 6.3 Awards and honors
  - 6.4 Uses in education
- 7 Poetry
- 8 Style and genre in autobiographies
- 9 **References**
  - 9.1 Explanatory notes
  - 9.2 Citations
  - 9.3 Works cited
- 10 External links

This section compiles all the sources cited in an article. It can also contain notes clarifying or expanding on information contained in the article. Students can use this section to expand their search for information beyond Wikipedia and find academic sources that they can include in their own research. Wikipedia should only be the beginning of their journey.

### References

#### Explanatory notes

1. ^ Angelou wrote about Vivian Baxter's life and their relationship in *Mom & Me & Mom* (2013), her final installment in her series of seven autobiographies.
2. ^ According to Angelou, Annie Henderson built her business with food stalls catering to Black workers, which eventually developed into a store.<sup>[9]</sup>
3. ^ The correct Greek spelling of Angelou's husband name is probably "Anastasios Angelopoulos".<sup>[31]</sup>
4. ^ Reviewer John M. Miller calls Angelou's performance of her song "All That Happens in the Marketplace" the "most genuine musical moment in the film".<sup>[37]</sup>
5. ^ In Angelou's third book of essays, *Letter to My Daughter* (2009), she credits Cuban artist *Celia Cruz* as one of the greatest influences of her singing career, and later, credits Cruz for the effectiveness and impact of Angelou's poetry performances and readings.<sup>[39]</sup>
6. ^ Guy Johnson, who as a result of this accident in Accra and one in the late 1960s, underwent a series of spinal surgeries. He, like his mother, became a writer and poet.<sup>[49]</sup>
7. ^ Angelou called her friendship with Malcolm X "a brother/sister relationship".<sup>[53]</sup>
8. ^ Angelou did not celebrate her birthday for many years, choosing instead to send flowers to King's widow *Coretta Scott King*.<sup>[57]</sup>
9. ^ See *Mom & Me & Mom*, pp. 168–178, for a description of Angelou's experience in Stockholm.
10. ^ Angelou described their marriage, which she called "made in heaven",<sup>[63]</sup> in her second book of essays *Even the Stars Look Lonesome* (1997).
11. ^ Angelou co-wrote "And So It Goes" on Flack's 1988 album *Oasis*.<sup>[65]</sup>
12. ^ Angelou dedicated her 1993 book of essays *Wouldn't Take Nothing for My Journey Now* to Winfrey.<sup>[70]</sup>
13. ^ In her fifth autobiography *All God's Children Need Traveling Shoes* (1987), Angelou recounts being identified, on the basis of her appearance, as part of the *Bambara people*, a subset of the Mande.<sup>[101]</sup>
14. ^ See Gillespie et al., pp. 153–175.
15. ^ Angelou describes her brother's addiction to heroin in *Mom & Me & Mom*, pp. 189–194.
16. ^ In Angelou's essay, "My Grandson, Home at Last", published in *Woman's Day* in 1986, she describes the kidnapping and her response to it.<sup>[109]</sup>
17. ^ In *Letter to My Daughter* (2009), Angelou's third book of essays, she related the first time she used legal pads to write.<sup>[116]</sup>

#### Citations

- |  |  |
|--|--|
| 1. ^ "Maya Angelou" <span>↗</span> . SwissEduc.com. December 17, 2013. Archived from the original <span>↗</span> on December 17, 2013. | 100. ^ Gates, Jr., Henry L. (host) (2008). "African American Lives 2: The Past is Another Country (Part 4)" <span>↗</span> . PBS. Retrieved December 20, 2013. |
| 2. ^ Glover, Terry (December 2009). "Dr. Maya Angelou". <i>Ebony</i> . Vol. 65, no. 2. p. 67.  | 101. ^ Angelou, Maya (1986). <i>All God's Children Need Traveling Shoes</i> . New York: Vintage Books. pp. 206–207. ISBN 0-670-72101-8.                        |

### ACTIVITY

#### TRY IT YOURSELF!

Can you identify the elements presented above in the following articles?

- [Amazon River](#)
- [World Heritage Site](#)
- [TikTok](#)



**Note:** If you're feeling adventurous, you can click [here](#) to get a random high quality Wikipedia article to explore.

## 2.5 Talk pages and other communication spaces on Wikipedia



How often do you get a behind-the-scenes look at how textbooks are published? How often do you consider who has written the educational resources you use—their backgrounds, or the perspectives that might be guiding their writing? One of the most amazing things about using Wikipedia as a learning tool is that both you and your students can peek behind the curtain at how information is produced and curated. It's like being in the room with the publishers, and being allowed and encouraged to ask questions—or even contribute!

Talk pages (also known as discussion pages) are spaces where editors can discuss and coordinate improvements to articles or other Wikipedia pages. Wikipedia volunteers use talk pages to diagnose problems in an article, debate the notability of a topic, or assess an article's quality.

Let's take a look at a section of the Talk page of the article "[Early childhood education](#)". What skills and values are the editors demonstrating?

Early Childhood Education And Technology [Pradeep.aradhya \(talk\)](#) 14:19, 12 April 2011 (UTC)[pradeep.aradhya](#) [\[ edit source \]](#)

I would like to propose an additional section to this page to do with how technology is used in Early Childhood Education. While the subjective nature of the page is still in question, efforts to educate young children are real enough. An unbiased view with examples on how it is being done, particularly with technology would be very useful. What is a good course of action on this?

Chicago study [\[ edit source \]](#)

I deleted the Chicago longitudinal study because it was unsourced *and* it didn't mention a control for income, meaning its results were basically meaningless. I also got rid of a lot of self-advertising, and put up the "irrelevant" tag for the "Development" section, since it doesn't really talk about *education*. [Prof. Squirrel \(talk\)](#) 23:17, 14 May 2012 (UTC)

I think the Theory/Development domains section needs work but isn't irrelevant. It may not make this clear, but the connection to the topic is that early childhood education practices try to take into account these domains of development in order to teach kids most effectively and appropriately given their ages and abilities. For example, preschools and pre-ks spend a lot of time with simple activities like stringing beads not just to make pretty objects and keep the kids quiet, but to help develop the fine motor skills they'll soon need to start writing. [Tcwrites \(talk\)](#) 18:10, 11 September 2014 (UTC)

In addition to revealing discussions around content improvement, an article's talk page can show you if articles are meeting certain quality standards based on [content assessments](#) established by the community of editors. Depending on the Wikipedia language edition you are visiting, this assessment system may vary, or sometimes not exist. On English Wikipedia, this content assessment is mainly performed by editors who are part of a [WikiProject](#). A WikiProject is a collaborative initiative amongst Wikimedians who work together as a team to improve specific topic areas of the encyclopedia. You will learn more about WikiProjects in Module 3.

• • • • 2.5 Talk pages and other communication spaces on Wikipedia

The content assessment done by these editors is expressed through a [letter scheme](#), for example:

FA, GA, A	Featured Articles, Good Articles, and A-Class articles. The article is well organized and essentially complete, having been examined by impartial peer reviewers.	<a href="#">Muisca Art</a>
B	The article is mostly complete and without major problems but requires some further work to reach good article standards.	<a href="#">Angie Turner King</a>
C	The article is substantial but is still missing important content or contains much irrelevant material. The article should have some references to reliable sources, but may still have significant problems or require substantial cleanup.	<a href="#">Paulo Freire</a>
Start	An article that is developing but still quite incomplete. It may or may not cite adequate reliable sources.	<a href="#">Divsha Amirà</a>
Stub	A very basic description of the topic. Can be well-written, but may also have significant content issues.	<a href="#">Germaine Arbeau-Bonnefoy</a>

Let's go back to the Talk page of the [Early childhood education](#) article. At the top of the page you can see the content assessment established by editors of the [WikiProject Education](#).

Article Talk
Read Edit New section View history

## Talk:Early childhood education

From Wikipedia, the free encyclopedia

This article is within the scope of **WikiProject Education**, a collaborative effort to improve the coverage of **education** and **education-related** topics on Wikipedia. If you would like to participate, please visit the project page, where you can join the **discussion** and see a list of open tasks.

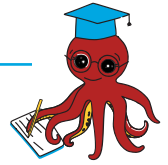
[Education portal](#)

Start

This article has been rated as **Start-Class** on the project's [quality scale](#).

Top

This article has been rated as **Top-importance** on the project's [importance scale](#).



ACTIVITY

**EXPLORING TALK PAGES**

Let's go back to the articles you explored in the previous activity - this time we will pay attention to their talk pages.

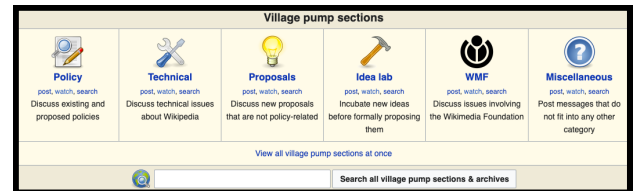
ARTICLE	MAIN DISCUSSIONS ON THE TALK PAGE	CLASS (IF AVAILABLE)	WHAT NEW INSIGHTS HAVE YOU GAINED FROM EXPLORING THE TALK PAGE OF THE ARTICLE?
<a href="#">Amazon River</a>			
<a href="#">World Heritage Site</a>			
<a href="#">TikTok</a>			



## 2.5 Talk pages and other communication spaces on Wikipedia

### Other discussion spaces

Along with article and user talk pages, you can find Wikipedia editors participating in other discussion spaces to seek help from experienced editors, discuss Wikipedia policies, or to plan online or offline events (just to name a few examples). There are many such participation spaces, we are introducing two of them here:



**The Teahouse** is a help space on English Wikipedia that organizes experienced editors to actively provide encouragement and peer support to promising new editors. Experienced editors who participate in the Teahouse take the role of Hosts. Hosts invite and welcome new editors to the Teahouse, answer questions, offer editing advice, and foster a supportive environment.

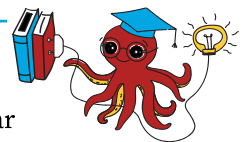
**The Wikipedia Village Pump** is a communication space used by Wikipedia editors to discuss various topics including technical issues, policies, and operations of Wikipedia. On English Wikipedia, the Village Pump is divided into 6 sections to guide volunteers to the appropriate discussion space.

### PLUG INTO EDUCATION

#### DIGITAL CITIZENSHIP

Effective communication and collaboration are key [21st century skills](#) and they gain particular importance on digital platforms that put users in contact with people from different cultural, socioeconomic, and linguistic backgrounds.

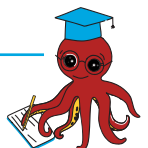
Digital citizenship refers to the use of information technologies and digital communication platforms to actively and respectfully engage with others. Additionally, [UNESCO](#) emphasises the role of digital citizenship skills in empowering users to be “self-regulated and resilient”. This is important as students can face challenges around violence, misinformation, and safety online.



#### ACTIVITY

How can you help, or are already helping, your students to become critical and respectful digital citizens?

Share your ideas in the dedicated forum.



## 2.6 View history and the process of knowledge creation

Most people never see the process authors go through to write a book, or a newspaper or magazine article. This can involve identifying a topic to investigate, researching the various (sometimes competing) perspectives on that topic, producing a draft, incorporating feedback from an editor, and many cycles of revisions to create the final piece. Wikipedia articles are different. As wiki pages are written by many editors, they contain a record of the entire process: from first sentence to final product. This record is the “page history”, and it is free for anyone to examine.

Clicking on the “View History” tab of any Wikipedia article reveals a list of all the

article’s previous revisions, including the date and time (in UTC by default) of each edit, the username or IP address (for anonymous editors) of the user who made the change, and an optional edit summary that briefly describes or explains the changes made to the page.

You can use the page history to examine the differences between any two versions of a Wikipedia article and to track specific changes. It also provides a menu of external tools for different purposes such as accessing pageview statistics. Some features on this tab can also help editors to easily revert vandalism made by a specific user, or to thank editors for their contributions to a Wikipedia article.

The image shows two overlapping screenshots of a Wikipedia article titled "Geography of Antarctica". The top screenshot shows the main article page with the "View history" tab selected. The bottom screenshot shows the "Revision history" page for the same article, listing various edits with their dates, times, and user names.

**Geography of Antarctica**

From Wikipedia, the free encyclopedia

The **geography of Antarctica** is dominated by its **south polar location** and, thus, by **ice**. The **Antarctic continent**, located in the Earth's southern hemisphere, is centered asymmetrically around the **South Pole** and largely south of the **Antarctic Circle**. It is washed by the **Southern (or Antarctic) Ocean** or, depending on definition, the southern **Pacific**, **Atlantic**, and **Indian Oceans**. It has an area of more than 14 million km<sup>2</sup>.

Some 98% of Antarctica is covered by the **Antarctic ice sheet**, the world's largest ice sheet and also its largest reservoir of **fresh water**. Averaging at least 1.6 km thick, the ice is so massive that it has **depressed the continental bedrock** in some areas more than 2.5 km below sea level; **subglacial lakes** of liquid water also occur (e.g., **Lake Vostok**). **Ice shelves** and **ridges** populate the ice sheet on the periphery.

In September 2018, researchers at the **National Geospatial-Intelligence Agency** released a **high resolution terrain map** (detail down to the size of a car, and less in some areas) of Antarctica, named the "**Reference Elevation Model of Antarctica**" (**REMA**).<sup>[1]</sup>

**Geography of Antarctica**

**Geography of Antarctica: Revision history**

View logs for this page (view filter log)

Filter revisions

External tools: [Find addition/removal](#) (Alternate) · [Find edits by user](#) · [Page statistics](#) · [Pageviews](#) · [Fix dead links](#)

For any version listed below, click on its date to view it. For more help, see [Help:Page history](#) and [Help:Edit summary](#). (cur) = difference from current version, (prev) = difference from preceding version, m = minor edit, += section edit, += automatic edit summary

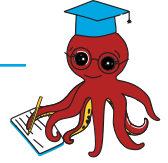
(newest | oldest) View (newer 50 | older 50) (20 | 50 | 100 | 250 | 500)

Compare selected revisions

- (cur | prev) 17:13, 25 August 2020 Esprit15d (talk | contribs) . . (23,442 bytes) (-37) . . (rm {{more footnotes|date=January 2013}}, no longer applies) (undo)
- (cur | prev) 17:12, 25 August 2020 Esprit15d (talk | contribs) m . . (23,479 bytes) (+280) . . (Cleaned up using AutoEd, date formats per MOS:DATEFORMAT by script | Add: page, journal, bibcode, author pars. 1-1. Removed parameters. Some additions/deletions were actually parameter name changes. I You can use this tool yourself. Report bugs here. I via #UCB\_Gadget) (undo)
- (cur | prev) 17:07, 25 August 2020 Esprit15d (talk | contribs) . . (23,199 bytes) (+2) . . (→General references: formatting) (undo)
- (cur | prev) 17:07, 25 August 2020 Esprit15d (talk | contribs) . . (23,197 bytes) (+11) . . (→Sources: general references) (undo)
- (cur | prev) 14:10, 13 August 2020 WikiCleanerBot (talk | contribs) m . . (23,186 bytes) (-10) . . (v2.03b - Bot T19 CW#25 - WP:WCW project (Heading hierarchy)) (undo) (Tag: WPCleaner)
- (cur | prev) 07:54, 6 June 2020 MonAll (talk | contribs) . . (23,196 bytes) (+55) . . (Adding short description: "Geographic features of Antartica" (Shortdesc helper)) (undo)
- (cur | prev) 18:27, 18 April 2020 WikiCleanerBot (talk | contribs) m . . (23,141 bytes) (0) . . (v2.02b - Bot T12 - WP:WCW project (Punctuation in link)) (undo) (Tag: WPCleaner)
- (cur | prev) 14:47, 17 April 2020 OAbot (talk | contribs) m . . (23,141 bytes) (+64) . . (Open access bot: doi added to citation with #oabot.) (undo)
- (cur | prev) 21:52, 29 March 2020 DannyS712 (talk | contribs) m . . (23,077 bytes) (0) . . (Fixing the location of periods / full stops) (undo)



## 2.6 View history and the process of knowledge creation



### ACTIVITY

#### IT TAKES A VILLAGE TO CREATE WIKIPEDIA

Pick a topic that interests you and go to Wikipedia to find 2-3 related articles. Go to their “View History” tab and answer the questions below about each article..

	ARTICLE 1	ARTICLE 2	ARTICLE 3
Article title:			
When was the last time this article was edited?			
Was the last edit done by a registered editor or an anonymous editor?			
How many editors have worked on this article in the past 2 months?			
What kind of content did the most recent editor create?			
How does the quality of this article relate to the activity you can observe in its edit history?			

**Go to the forums and share your experiences! Tell us which articles you explored and what you learned from this exercise.**

**Note:** Feeling adventurous? You can also click [here](#) to get a random Wikipedia article every time!

## 2.7 References and verifiability

Can your students differentiate between factual versus false information? How can they develop the skills needed to critically evaluate the information they encounter?

Students spend an increasing amount of time online and are constantly exposed to information from a variety of sources through traditional media as well as through social networking sites. As one [study from 2018](#) among Argentinian youth explains, this is changing the news consumption habits of young people: rather than intentionally seeking for news from traditional and accredited sources, young people come across news while they are using social media for other purposes.

The role that social media plays in facilitating access to information also

also creates avenues for the proliferation of various forms of misinformation and disinformation.

[The New York Times](#) states that the inability to judge information can lead to people believing everything that aligns with their preconceived ideas and beliefs, or categorical mistrust of everything. Neither of these outcomes are characteristics of a responsible and empowered digital citizen.

Given the vast amount of information our students encounter daily, how can we help them to be critical consumers of information online? The International Federation of Library Associations and Institutions ([IFLA](#)) suggests eight steps students can take to evaluate information and strengthen their critical thinking skills:

### HOW TO SPOT DISINFORMATION



**Consider the source**  
Who is publishing this information?



**Check the author**  
Who wrote this?



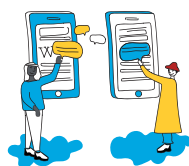
**Check the date**  
Are these stories still relevant?



**Check your bias**  
How are your own beliefs affecting your judgement?



**Read beyond**  
Is the headline actually telling the whole story?



**Supporting sources**  
Can you verify the sources?

### JOKE

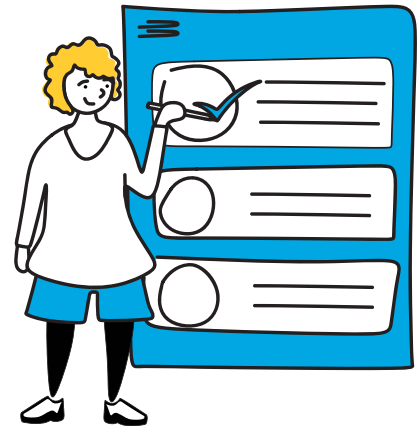


**Check the intention**  
Is it a joke?



**Ask the experts**  
Can you consult a teacher librarian, or fact-checking sites?

In the next sections we will explore how you can use Wikipedia to guide your students to better verify sources of information and consider these in their assessment of the information they consume both on Wikipedia and on other online information resources.



### Why is verifiability important?

As you have seen in the previous module, the articles found in Wikipedia are based on reliable, published sources, making sure that all majority, and significant minority, views are referenced. If no reliable sources are found on a topic, Wikipedia will probably not have an article on it. Wikipedia does not publish original research. Well written, Wikipedia articles accurately summarize the facts, interpretations and opinions of these sources.

In Wikipedia, verifiability means that any reader can confirm that the information in

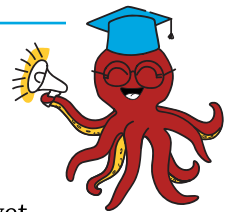
an article comes from a reliable source. These sources can be available either online or offline. If reliable sources disagree, editors seek a neutral point of view by presenting all reasonable opinions found in the sources for the article, giving each side due weight.

Many Wikipedia pages use footnotes or other in-text citations to connect statements in an article with their source, especially if those statements will be challenged. All the information in a Wikipedia article (including texts, lists and captions) needs to be verifiable.

#### FOR YOUR INFORMATION

##### CHALLENGES IN ACCESSING RELIABLE SOURCES

1. Wikipedia relies on the availability of reliable sources to add content to the encyclopedia. However, not all of the world's knowledge sources are available online yet. Most of these sources come in the form of printed books, news sources, or other documents which have never been digitized or made available online.
2. Wikipedia's sister project [Wikisource](#) is a multilingual repository of source texts available under open licenses. Wikisource volunteers digitize, transcribe and proofread texts that were not previously available online and create e-books which can later be used as citations on Wikipedia articles. The [Punjabi Wikimedia Community](#), for example, is working on Wikisource to make sure that books containing important aspects of their local knowledge are available online and can enrich Wikipedia.
3. Publication and digitization is very expensive, and many communities and cultures haven't been able to publish and digitize their history, culture and community. How do you think Wikipedia's reliable source policy changes representation of these kinds of knowledge?





ACTIVITY

**RELIABLE RESOURCES IN EDUCATION**

Are all textbooks reliable sources? What power do the educational resources we use in the classroom hold? How do you verify the information contained in the resources you use in the classroom?

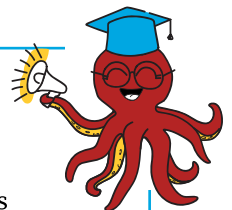
Choose three educational resources (textbooks, pedagogical guides, booklets, etc.) that you and your students use. Document your reflections about the questions below and share in the forum:

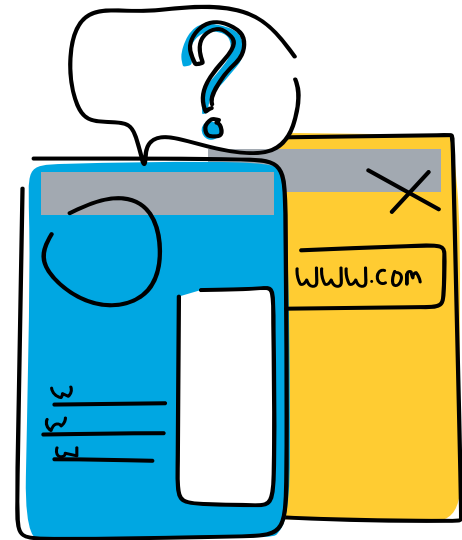
NAME OF EDUCATIONAL RESOURCE	CAN I VERIFY THE SOURCES OF THE INFORMATION CONTAINED IN THIS RESOURCE? HOW?	WHAT INFORMATION/ PERSPECTIVE IS MISSING FROM THIS RESOURCE?
1.		
2.		
3.		

FOR YOUR INFORMATION

**1LIB1REF - MICRO-CONTRIBUTIONS FOR LIBRARIANS AND EDUCATORS**

[#1Lib1Ref](#) (which stands for “1 librarian, 1 reference”) is a yearly campaign inviting every librarian on Earth to improve Wikipedia by adding citations that support existing articles. This ever-expanding campaign happens twice per year (in January and May), and has produced tens of thousands of contributions that boost Wikipedia’s quality and reliability for billions of readers. You will learn more about the different ways volunteers contribute knowledge to Wikipedia in Module 3.





### Quality references in Wikipedia

Wikipedia relies upon external, reliable sources. Reliable sources may be published materials with a reliable publication process (including peer-evaluation or fact-checking practices, for example), authors who are regarded as authoritative in relation to the subject, or both. These qualifications should be demonstrable to other people.

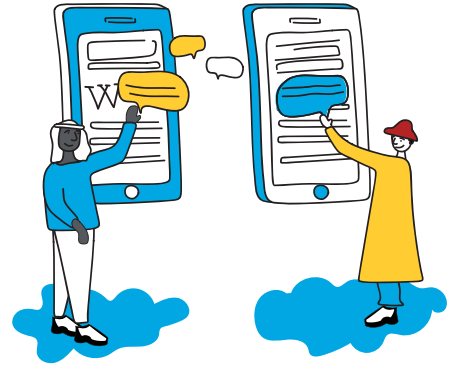
Wikipedia articles are based on reliable, published secondary sources and, to a lesser extent, on tertiary sources and primary sources. Secondary or tertiary sources are needed to establish the topic's notability and to avoid novel interpretations of primary sources. Below you can find some guidelines that Wikipedia editors follow to incorporate information from these different kinds of sources:

**Primary sources** are defined as original materials that are close to an event, and are often accounts written by people who are directly involved. They offer an insider's view of an event, a period of history, a political decision, and so on. They may or may not be independent sources. A primary source may be used on Wikipedia only to make straightforward, descriptive statements of facts that can be verified by any educated person with access to the primary source but without further, specialized knowledge.

**A secondary source** provides an author's own thinking based on primary sources, generally at least one step removed from an event. It contains an author's analysis, evaluation, interpretation, or synthesis of the facts, evidence, concepts, and ideas taken from primary sources. They are not necessarily independent sources and they rely on primary sources for their analysis. Whether a source is primary or secondary depends on context.

**Tertiary sources** are publications such as encyclopedias and other compendia that summarize primary and secondary sources. Wikipedia is considered to be a tertiary source. Many introductory undergraduate-level textbooks are regarded as tertiary sources because they sum up multiple secondary sources. Reliable tertiary sources can be helpful in providing broad summaries of topics that involve many primary and secondary sources, and may be helpful in evaluating due weight, especially when primary or secondary sources contradict each other.

So where can students find the sources used to write a Wikipedia article? Sources are included through a **citation** or **reference**. This citation is represented by a number next to a statement or paragraph which links to the source of the information. This number also takes you to the **References** section which provides complete, formatted details about each of the sources contained in a Wikipedia article so that anyone can find and verify them.



**References** [ edit ]

<p>1. ^ "UN-Youth-Definition". <i>usfca.usfca.edu</i>. Retrieved 2020-04-03.</p> <p>2. ^ "Transnational New Forms of Youth Activism". <i>usfca.usfca.edu</i>. Retrieved 2020-04-03.</p> <p>3. ^ Rose, Steve (2019-06-03). "Our rage and terror give us power: what drives young activists?". <i>The Guardian</i>. ISSN 0261-3077. Retrieved 2020-04-03.</p> <p>4. ^ Gordon, Hava R.; Taft, Jessica K. (December 2011). "Rethinking Youth Political Socialization: Teenage Activists Talk Back". <i>Youth &amp; Society</i>. <b>43</b> (4): 1499–1527. doi:10.1177/0044118X10386087. ISSN 0044-118X.</p>	<p>27. ^ Wall, Melissa; Zahed, Sahar El (2011-09-02). "The Arab Spring! 'I'll Be Waiting for You Guys': A YouTube Call to Action in the Egyptian Revolution". <i>International Journal of Communication</i>. <b>5</b>, 11. ISSN 1932-8036.</p> <p>28. ^ Thorson, Kjerstin; Driscoll, Kevin; Ekdale, Brian; Edgerly, Stephanie; Thompson, Liana Gamber; Schrock, Andrew; Swartz, Lana; Vraga, Emily K.; Wells, Chris (2013-04-01). "Youtube, Twitter and the Occupy Movement". <i>Information, Communication &amp; Society</i>. <b>16</b> (3): 421–451. doi:10.1080/1369118X.2012.756051. ISSN 1369-118X.</p> <p>29. ^ Jeffrey, C. 2013. Geographies of children and youth III:</p>	<p>57. ^ Stumpf, Juliet P. (2017-07-14), <i>The Routledge Handbook on Crime and International Migration</i>, Routledge, pp. 237–250, doi:10.4324/9780203385562-16, ISBN 978-0-203-38556-2</p> <p>58. ^ Fund, Malala. "Malala Fund". <i>www.malala.org</i>. Retrieved 2018-04-28.</p> <p>59. ^ "Young, Powerful and Influential: How Malala Yousafzai is Changing the World   National Underground Railroad Freedom Center". <i>freedomcenter.org</i>. Retrieved 2018-04-28.</p> <p>60. ^ "Activist: Students Are Leaders of Social Change". Retrieved 2018-04-28.</p> <p>61. ^ "Champlain College activists bring Invisible Children's 'Kony</p>
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## 2.8 Evaluating a Wikipedia article

As you have seen in this module, there are criteria for [content quality](#) on English Wikipedia that volunteer editors use to determine and signal the quality of an article. Similarly, you can set your own guidelines to help your students critically read and evaluate a Wikipedia article by paying attention to the different elements you have learned in this module.

For example, you can develop a set of positive and negative indicators of quality that your students can use to evaluate a Wikipedia article like the ones below:



It contains several references from reliable sources. ✓

It has an informative and clear lead section. ✓

It covers different relevant aspects of one topic. ✓

It presents balanced and organized content. ✓

It is written from a neutral point of view. ✓



! It does not have any references.

! It has a warning banner.

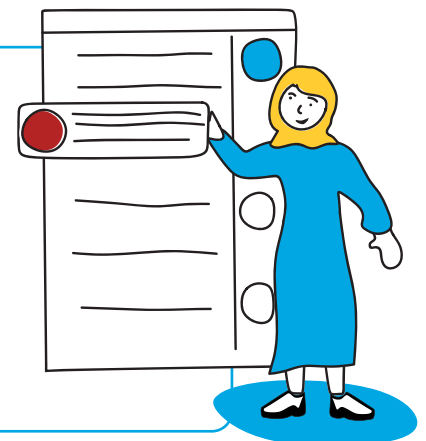
! It contains spelling or grammatical errors.

! It contains outdated information about a current topic.

! It contains unsourced opinions and value statements.

So how can you bring this knowledge to your classroom? In the Annex, you can see examples of activities that integrate Wikipedia in different school subjects as a tool to develop media and information literacy skills.

Check out the “Knowledge Quest” activity as an example of how your students can use the positive and negative indicators of quality to evaluate a Wikipedia article.







ACTIVITY

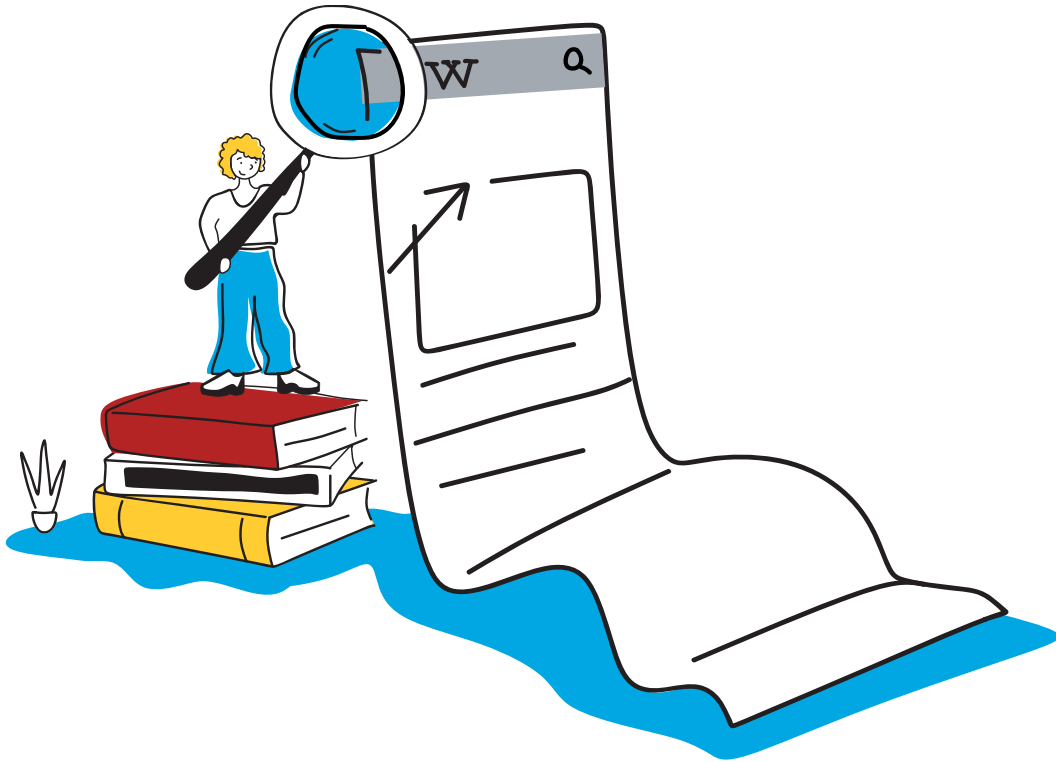
**TRY IT YOURSELF!**

In the following table, document how you would guide your students to determine the reliability and quality of a Wikipedia article. You can see an example already in the table and you can use the positive and negative indicators above as guidance.

ELEMENT / SECTION	REFLECTION QUESTION	CRITERIA/INDICATOR OF QUALITY
<i>Lead section</i>	<i>Does the lead section provide a good summary of the article's topic?</i>	<i>The lead section provides a good overview of the article and it is written from a neutral point of view.</i>



## 2.9 Facilitating access to quality academic sources in Wikipedia



As you have learned in this module, every article on Wikipedia requires reliable, published sources. These can guide the readers into critically assessing the quality of the article as well as expanding our search for information beyond Wikipedia. But accessing these resources can be a barrier for many editors.

[The Wikipedia Library](#) is an open research hub where active Wikipedia editors can gain access to the vital reliable sources that they need in order to improve Wikipedia articles.

An [active Wikipedia editor](#) will have an account that is at least 6 months old, a minimum of 500 edits, a minimum of 10 edits in the last month, and they do

not already have access to the sources provided by the Wikipedia Library. The Wikipedia Library makes the access and use of different academic sources free, easy, collaborative, and efficient for the service of editors and benefit of readers. At the same time, with the great majority of the academic sources being available in English through the Wikipedia Library, we are also reminded of the need to foster access to non-English sources and the importance of projects such as [Wikisource](#).

In the following article written by Alex Stinson you will learn how a volunteer editor used the services offered by the Wikipedia Library to create a well-sourced article on Wikipedia.

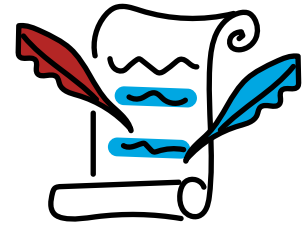
Before you read the article, let's do a quick exercise! Go to Wikipedia and try to find:

<p>An article about a subject you have taught this year</p>	
<p>An article about a subject you are curious about</p>	

And share your thoughts about:

<p>The number of references included in each article</p>	
<p>The quality of the references included in each article (Do they come from more than one source? Are they academic articles? Are they news articles from reputable sources? Are they recent sources?)</p>	
<p>The accessibility to the references included in each article (Were they accessible online? Were these websites active? Did you encounter any paywalls?)</p>	

Through the previous exercise you were able to identify the importance of having a variety of reliable sources to create a quality Wikipedia article. How is the Wikipedia Library facilitating this work for volunteer editors? You will find out in Alex's post below.



**Note:** The original article written by Alex Stinson can be found on [Diff](#), the community blog for the Wikimedia movement.

## Expanding local history with The Wikipedia Library

The Wikipedia Library gives active, experienced Wikipedia editors free access to a wide range of paywalled databases – reliable sources that are vital for their work. Established partnerships are constantly expanding, getting Wikipedia editors more access to high quality research materials! Moreover, because of those successes, we are having many fruitful discussions with organizations large and small that are interested in helping Wikipedians create public knowledge and link Wikipedia into the larger network of scholarly source materials.

We surveyed Wikipedia users interested in the Wikipedia Library about which sources would be best for us to get access to, and one from that list, [British Newspaper Archive](#), has been a very active recent success. An archive of high-quality scans of newspapers from the collection of the British Library, it provides a great source of reference materials for Wikipedia articles about 18th, 19th, and early 20th century Britain and its global interests. Wikipedians have been successfully using them to create new and expand old articles about historical topics, both about local history and topics of national British interest. These range from articles about geographical features (Swithland Reservoir) to sports (1884 FA Cup Final and Jack Kid Berg), coal mines (Pendleton Colliery) to politicians (Sewallis Shirley).

### USER:SITUSH'S EXPERIENCE

Here is what one of our Wikipedia editors who got access through this partnership, User:Sitush, shared on the British Newspaper Archive's [blog](#) about his new account:

I have a degree from Cambridge in History, and Wikipedia has always been a way for me to explore my interest in Indian and local history. When I got BNA access through the Wikipedia Library, I saw it as an opportunity to explore a local history mystery raised by several people who had been apprentices with the engineering firm of Sir James Farmer Norton & Co Ltd at Adelphi Ironworks in Salford. They often speak with some pride and affection of their time there and of the products that the company manufactured. Those products were sold worldwide, many are still being used and resold now, and some were truly innovative, such as a fast printing press.

None of these people, however, could really tell me anything about Sir James Farmer (the Norton bit of the name came later, when another family became involved in the business). They only knew that he was once mayor of Salford. Although the company did produce a celebratory booklet for an anniversary, there really doesn't seem to have been much effort made by way of tipping the hat to the man who started it all. Yet, because of the impact on my friends and our community, I suspected him to be one of the more notable of the many self-made – often world-changing – engineering men who inhabited Manchester, Salford and the surrounding areas in the 19th century. He needed a Wikipedia article!

## 2.9 Facilitating access to quality academic sources to Wikipedia

Wikipedia's model for article development supports the [“from little acorns...”](#) approach. So, if I could start an article about Farmer then perhaps at some time in the future someone might find more information and add to it. But Wikipedia also has limitations, meaning that I couldn't use primary source material available at a couple of archives and, really, there wasn't much else that I could find without some extensive trawling through microfilms. **Inaccessible verifiable information usually means no article – it is meant to be an encyclopaedia, after all, and thus there needs to be some type of public and reliably documented conversation to show that it is of interest to the public (we on Wikipedia call this public interest “notability”).**

Enter the BNA! Forget spending days, probably weeks, twiddling at a film reader. I could get access to the most important information about Farmer with one simple search. In the space of a couple of hours, most of which was spent being pleasantly distracted by other news articles surrounding the ones about Farmer, I'd gathered enough material to justify an article, to plant that acorn. The man is now recognised on a major educational project that gets millions of viewers and, although it's not the best thing I've ever written for Wikipedia, the hat has been tipped. Hopefully, given time, much more can be said about him and his company.

(User:Sitush's new article based on research done with the British Newspaper Archive is titled “James Farmer (knight)” and can be found on [English Wikipedia](#)).

### ACTIVITY



#### POST-READING REFLECTIONS

- Do your students have access to academic references about notable local topics in their mother language? If not, why do you think that is?
- How important is it to have access to academic sources in languages other than English?
- How can you facilitate access to reliable sources of information for your students?
- What local knowledge is missing from the academic sources available in your field of practice?

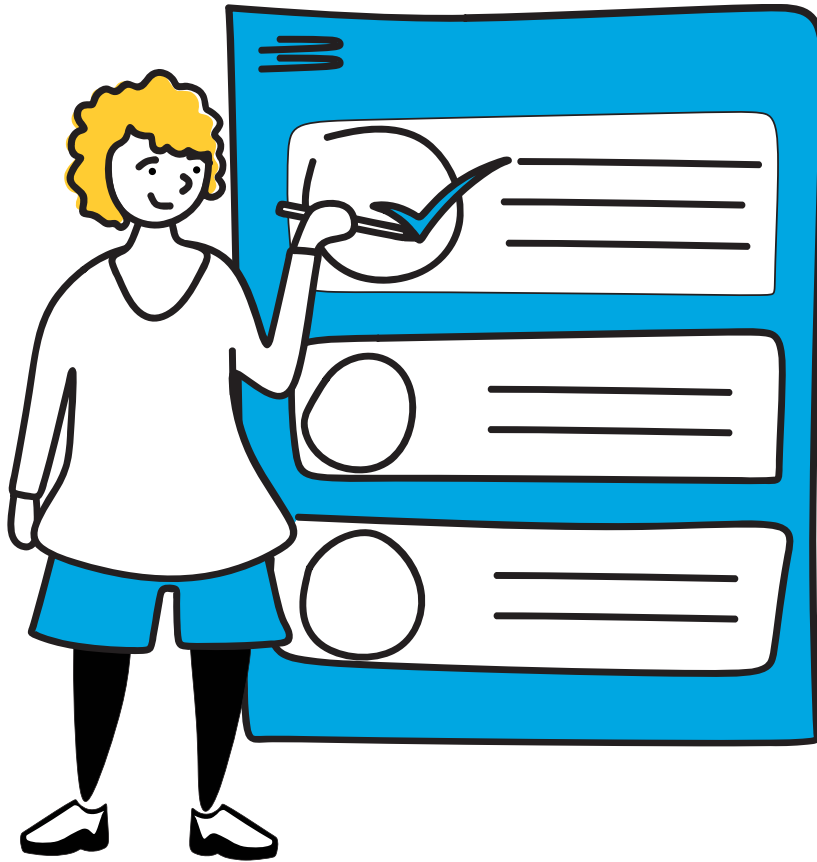
*You can take your notes in this box!*



# You have **completed** Module 2!

Take a moment to share this achievement in the dedicated forum!

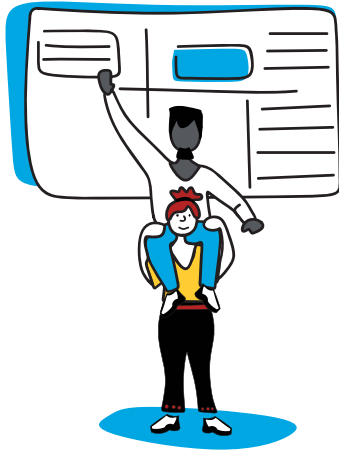




# What's next?

Now that you have completed Module 2,  
you are ready to start Module 3!

# What's next?



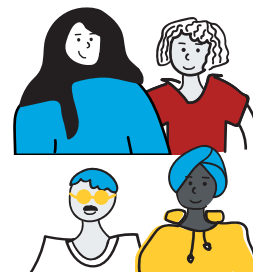
In Module 3 you will learn more about the editing guidelines for Wikipedia and how to take your first steps as a Wikipedia contributor.



Use the lesson plans provided in the Annex for inspiration, you will find examples of how to incorporate Wikipedia in different subject areas.



**Bring your new knowledge to your classroom!** Prepare a lesson plan where you can teach your students how to use Wikipedia to strengthen their media and information literacy skills.



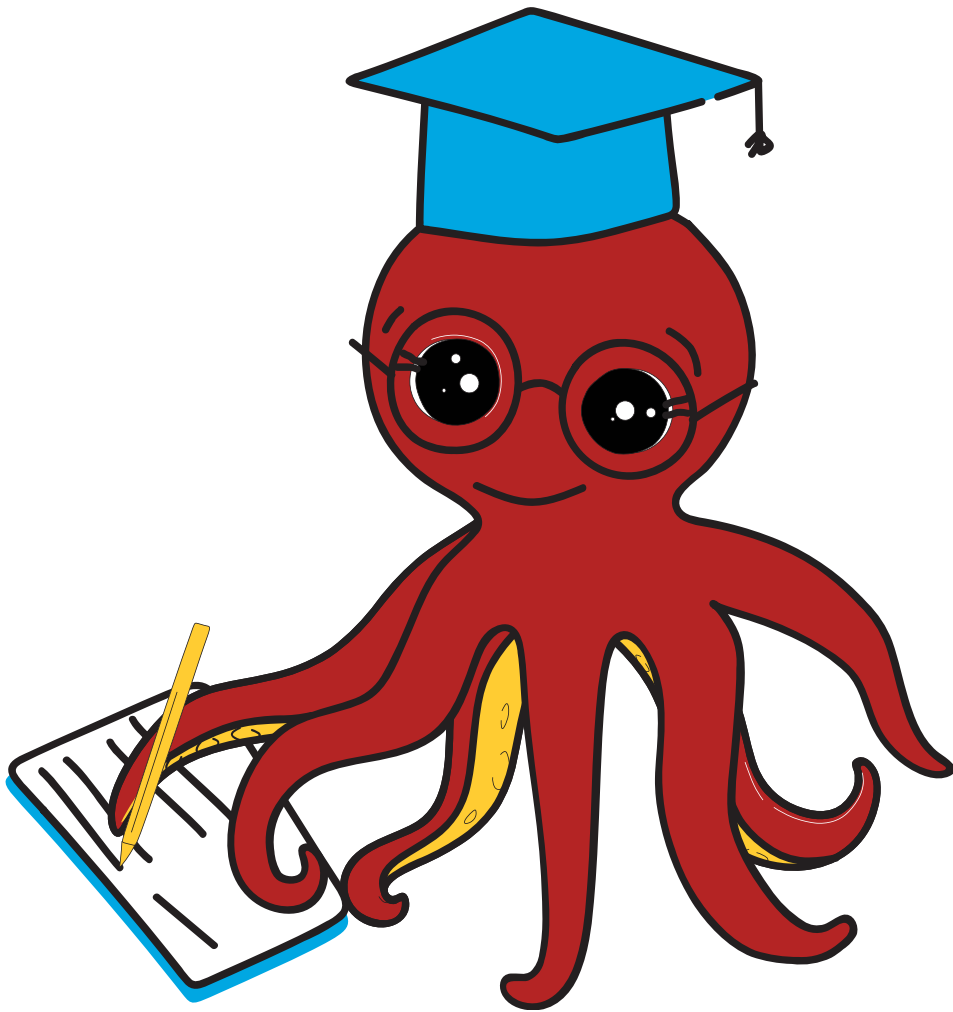
Remember to connect with the larger Wikimedia education community via social media and check if there's a local Wikimedia affiliate [in your region](#).

Review the ideas that you wrote down at the end of Module 1 and start drafting your lesson plan incorporating what you have learned in this module.

## Notes & Questions







# Final Activity

Integrate Wikipedia  
into your lessons

# Final Activity

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

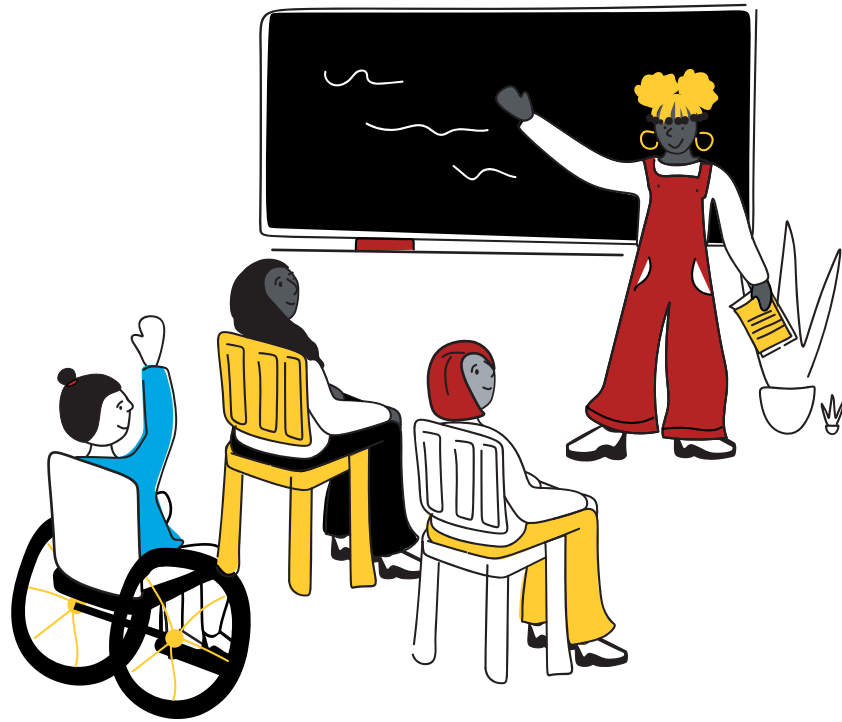
- Review the lesson plan ideas you drafted at the end of Module 1.
- Reflect on the new aspects you have learned about Wikipedia and its value as a pedagogical tool to develop media and information literacy skills.
- Consider the transferable skills that your students can acquire through critically using Wikipedia in their academic journey.
- Review the example lesson plans and activities in the Annex to find actionable ways to integrate Wikipedia in your virtual classroom.
- Improve on your original idea and draft a lesson plan. Use the brainstorm space and the lesson plan template (or another template you already use) to organize your ideas and develop your activity proposal.
- Share your lesson plan in the forum to get feedback from your peers. Bring it to your classroom!



**BRAINSTORM:**

## Notes & Questions





# Lesson Plan Template

**ACTIVITY:**

**GRADE:**

**DISCOVERY QUESTIONS:**

**RESOURCES:**

**LEARNING OUTCOMES:**  
  
**STANDARDS ALIGNMENT:**

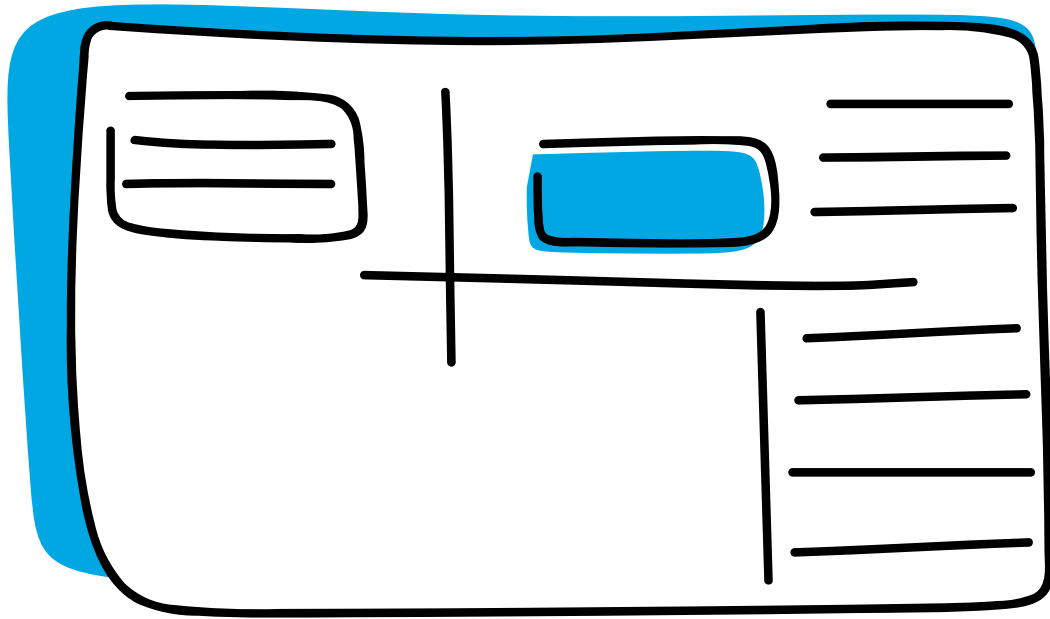
**PREPARATION:**

**INTRODUCTION:**

**GUIDED PRACTICE:**

**INDIVIDUAL PRACTICE:**

**DEMONSTRATION OF LEARNING:**



Annex

**Example  
lesson plans  
and activities  
to integrate  
Wikipedia in  
the classroom**

# Knowledge Quest

**ACTIVITY:**

My Knowledge Quest

**GRADE:**

Secondary School

**DISCOVERY QUESTIONS:**

How can I find the information I need on the internet? How can I evaluate the information I find?

**RESOURCES:**

Computer, internet access, notebook, writing supplies, Knowledge Quest worksheet

**LESSON SUMMARY:**

Students reflect on and document their journey navigating Wikipedia as they access and evaluate the information they need to solve a query.

**LEARNING OUTCOMES:**

Students are able to identify positive and negative indicators of quality to assess the information they find on Wikipedia as a starting point of a research project.

**PREPARATION:**

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

**INTRODUCTION:**

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

Positive indicators of quality	Negative indicators of quality
<ul style="list-style-type: none"><li>• It contains several references from reliable sources.</li><li>• It has an informative and clear lead section.</li><li>• It covers different relevant aspects of one topic.</li><li>• It presents balanced and organized content.</li><li>• It is written from a neutral point of view.</li></ul>	<ul style="list-style-type: none"><li>• It does not have any references.</li><li>• It has a warning banner.</li><li>• It contains spelling or grammatical errors.</li><li>• It contains outdated information about a current topic.</li><li>• It contains unsourced opinions and value statements.</li></ul>

**GUIDED PRACTICE:**

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

**INDIVIDUAL PRACTICE:**

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

**DEMONSTRATION OF LEARNING:**

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



# My Knowledge Quest

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



**Finish!**

Blank box for answer to: Which sources of information will I visit next?

Which sources of information will I visit next?



Blank box for answer to: What are the main discussions about this topic "Talk" page?

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



Blank box for answer to: How can I tell if these are facts or opinions?

How can I tell if these are facts or opinions?



What key ideas am I finding?



Blank box for answer to: What key ideas am I finding?

Blank box for answer to: What negative indicators can I see in these articles?

What negative indicators can I see in these articles?



Blank box for answer to: What positive indicators can I see in these articles?

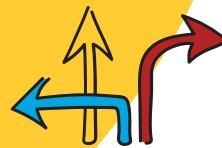
What positive indicators can I see in these articles?



Blank box for answer to: What positive indicators can I see in these articles?

Blank box for answer to: What articles am I finding helpful?

What articles am I finding helpful?



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

Blank box for answer to: What am I looking for? What keywords could I use in this search?

**Let's Start!**

# My Knowledge Quest - Example

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



**Finish!**

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

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

Which sources of information will I visit next?

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

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

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

How can I tell if these are facts or opinions?

What key ideas am I finding?

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

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

What negative indicators can I see in these articles?

- [Maya Angelou](#)
- [List of Maya Angelou works](#)
- [Poetry of Maya Angelou, themes](#)
- [Themes in Maya Angelou's autobiographies](#)

What positive indicators can I see in these articles?

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

What articles am I finding helpful?

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

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

- Maya Angelou
- Maya Angelou work

**Let's Start!**

# •••• My Knowledge Quest - Rubric

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

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

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

# Further Mathematics

**ACTIVITY:**

Polynomials on Wikipedia

**GRADE:**

Further Mathematics SSS 2

**DISCOVERY QUESTIONS:**

When was the word polynomials first used? What is the difference between monomials, binomials

**RESOURCES:**

Laptop, Desktop, Mobile phones and internet connection

**TEACHER'S NAME:**

Kamal-deen Olayinka

**SCHOOL:**

Government Secondary School, Ilorin

**LESSON OUTCOMES:**

Students are able to identify and differentiate polynomials from monomial and binomial on Wikipedia. Students explore Wikipedia to get fact on the etymology of polynomials.

**STANDARDS ALIGNMENT:**

Students are able to navigate and search for articles on Wikipedia.

**PREPARATION:**

- Searches for Wikipedia articles on polynomials.
- Verifies that the sources of the articles are reliable.
- Identifies the differences between Wikipedia articles on polynomials and the students textbooks.
- Identifies hyperlinks on related articles to polynomials
- Shows students the positive and negative indicators on the article.

**INTRODUCTION:**

- Presents polynomials as a topic to the students.
- Shows students how to use Wikipedia's search bar to look up their topic of interest.
- Demonstrates this by typing polynomials on Wikipedia search bar.
- Shows students how to use hyperlinks to navigate within the Wikipedia to get more information (sub-topics) connected to polynomials.
- Demonstrates how to determine the reliability of the citations to the articles by checking the sources/references.

**GUIDED PRACTICE:**

- Demonstrates to the students how to search for articles on Wikipedia using search box.
- Asks students to identify monomials, binomials and polynomials from the available articles.
- Allows students to go through the etymology, definition and arithmetic of polynomials.
- Asks students to open hyperlinks related to the articles.
- Allows students to study the arithmetical calculation of polynomials.
- Asks students to compare the information they got from Wikipedia articles and the one in their textbooks.

**INDIVIDUAL PRACTICE:**

- Asks students to use Wikipedia's search bar to search for article on arithmetic of polynomials (i.e sub-topic of polynomials).
- Asks students to calculate and determine the authenticity of the results given on the arithmetical calculation of polynomials on Wikipedia.
- Allows them to identify the positive and negative indicator on the article.
- Guides them as they navigate on Wikipedia.

**DEMONSTRATION OF LEARNING:**

- Allows students to comment on the authenticity of the articles and the topic they have searched on Wikipedia.
- Asks them questions on the sub-topics they found on the articles.
- Tells the students to discuss the information they got from Wikipedia and the steps involved in finding articles on polynomials.

# Search On Wikipedia

**ACTIVITY:**

Search Magic

**GRADE:**

SS1 - SS2

**DISCOVERY QUESTIONS:**

How do you make use of search engines?  
How to properly compose search phrases?

**RESOURCES:**

Internet, Textbooks

**TEACHER'S NAME:**

EGBOMEADE OSAJIE MICHAEL

**SCHOOL:**

ECWA SECONDARY SCHOOL, GANMO

**LESSON OUTCOMES:**

Students are able to understand what search engines are all about and how to enter the right phrases in order to get the best search results

**STANDARDS ALIGNMENT:**

Students should be able to carry out basic to advance searches using the search button on Wikipedia as well as any search engine they come across.

**PREPARATION:**

- Prepare a slide on search engines are all about the different types of search engines we have from Wikipedia article on the topic.
- Get some text books with indexes at the end to demonstrate how using indexes can make searching for a topic or word faster.
- Prepare search phrases, words or topic that would be used to show how an addition of a word to it would better produce a better search result

**INTRODUCTION:**

- Perform a task of trying to find a word or topic in a pile of textbooks they are familiar with and also use your phone to try to scroll to a number which is almost at the end of your contact list or try to find a document in your computer without using the search button.
- Show them a slide of the history and evolution of the search engines
- Lunch Wikipedia and make use of the search button and explain how the interface and how the search result interface is similar with search engine such as Google which has choice of searching in multiple languages.

**GUIDED PRACTICE:**

- Divide them into groups and give them similar phrases or topics to search for with each group using a different search engine and take record of the top 10 search results
- Modify the phrase, word or topic given them earlier and ask them to search again and take note of the top 10 results
- Ask them to compare there findings and see the differences in their search results

**INDIVIDUAL PRACTICE:**

- Ask each student to suggest topics that can be searched for using Wikipedia search engine
- Ask students to choose the best search results that truly relates to the topic they are searching for
- Tell the students that they would used the searched article for further reading and research work.
- Provide more explanations to the students on the task as some may not have understood the task well
- Ensure that they all stick with the topics or area of focus while conducting their searches

**DEMONSTRATION OF LEARNING:**

- Create a class demonstration by the students on what search engines are and how they are useful
- Give them two different topics asking them to combine them together into a topic and search for an article similar to the topic
- Record their presentation in video form and place on the school's Facebook page.

# Acknowledgements

We are grateful for the collaborative work done by local coordinators in each pilot country to make this project a reality and for the input received from those who contributed to this Teacher's Guide.

The local coordinators in Bolivia, Morocco and the Philippines were key to develop the needs assessment stage of this project, connect with local teachers through in-depth interviews, and contextualize the content of the Teacher's Guide and training programs to better respond to the needs and interests of our audience.

We would like to thank our two Graduate Fellows Priyal Gala and Meng Zhou who helped with the preliminary research of this project and helped shape its direction.

We would like to thank everyone at the Wikimedia Foundation and in the global Wikimedia community who collaborated on this project through providing insights, feedback, and support.

We would also like to thank the thousands of teachers who took the pre-program survey before the launch of the pilot. Their perspectives helped inform this program and shaped the Teacher's Guide to be a meaningful and practical resource for their teaching practice.



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- Wikipedia contributors. (2020, September 11). Wikipedia:Five pillars. In Wikipedia, The Free Encyclopedia. Retrieved 15:27, September 16, 2020, from [https://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](https://en.wikipedia.org/wiki/Wikipedia:Five_pillars)

## 2.3 Wikipedia's core content policies

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## 2.5 Talk pages and other discussion spaces on Wikipedia

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