Building a learning network

WIKIMEDIA
FOUNDATION

Remember to tell participants there will be more practice time in different sessions.

We are all learning things all the time.

[Facilitator]
We are all learning things all the time… because we are doing things all the time.
The first access to knowledge is experience.

[Facilitator]
Experiential knowledge is defined as knowledge gained through experience, as opposed to that gained a priori, or through a textbook (called descriptive or propositional knowledge). [1]

Take the example of this kid. He doesn't need to know about atmospheric pressure, evaporation, or the chemical composition of the soap, to have a successful bubble. He may do it once, and the second time, he might blow slower to get a longer bubble.

Experiential knowledge is the first, most basic level of knowledge we develop, and the questions about why what happens happens, is what leads us to create more structured forms of knowledge.

How can we capture experiential knowledge?

[Facilitator]
Capturing or documenting experiential knowledge is key to move from the anecdote into shared learning, a resource that others can both relate to and apply in their own context.

Understanding what you learn

There are two key elements to experiential knowledge:

1. **Process**

2. **Assumptions**

Public Domain, NACA

Describing your process

Think of the steps you take to run a programmatic activity or event.

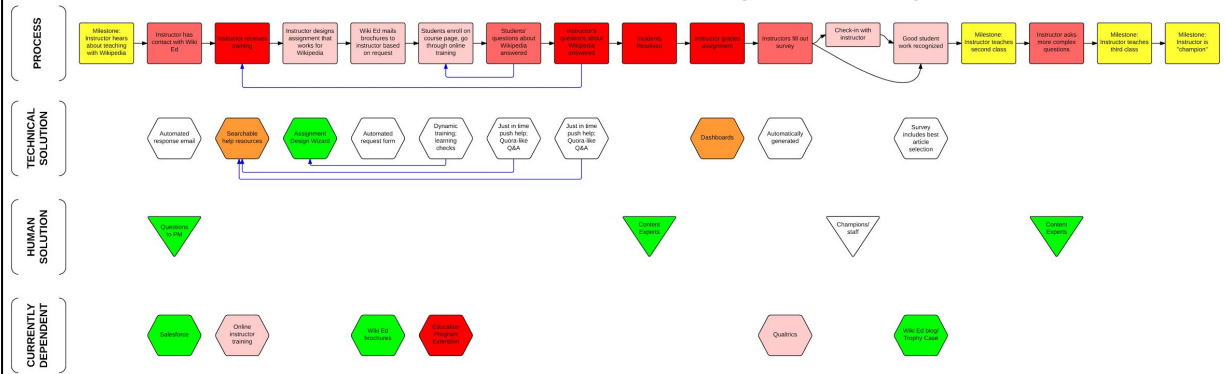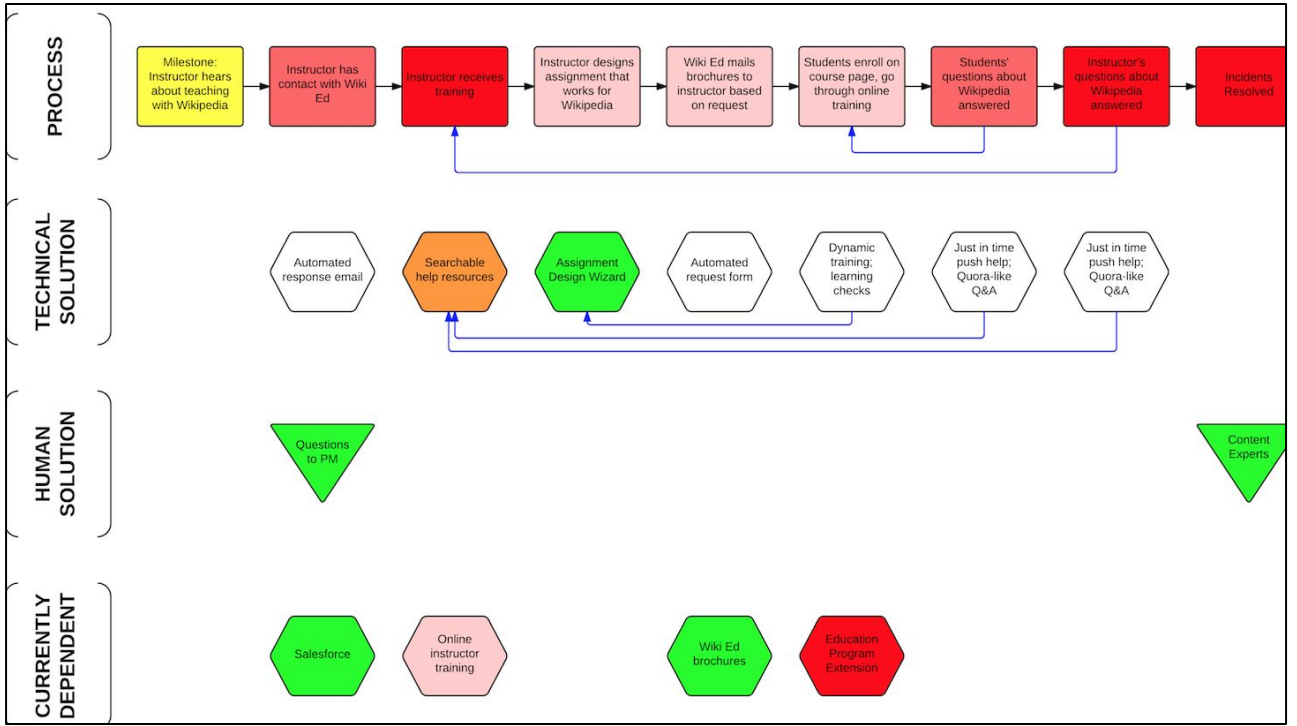- What do you achieve in each step?
- Why is it important?

Example[3]:
To run an edit-a-thon, you need to:
1. Define a clear set of goals.
2. Determine logistics:
   a. Size
   b. Internet access
   c. Computers
   d. Refreshments
   e. Access
3. Recruit active Wikipedia Editors and research experts
4. Determine how to create user accounts
5. Provide a way for people to find out about the event and sign up to attend
6. Have appropriate forms for data collection afterwards

Sample process map

Wiki Education Foundation Classroom Program Process Map

	PROCESS

Row labels (left axis): PROCESS, TECHNICAL SOLUTION, HUMAN SOLUTION, CURRENTLY DEPENDENT

PROCESS row:
- Milestone: Instructor hears about teaching with Wikipedia
- Instructor has contact with Wiki Ed
- Instructor receives training
- Instructor designs assignment that works for Wikipedia
- Wiki Ed mails brochures to instructor based on request
- Students enroll on course page, go through online training
- Students' questions about Wikipedia answered
- Instructor's questions about Wikipedia answered
- Incidents Resolved
- Instructor grades assignment
- Instructors fill out survey
- Check-in with instructor
- Good student work recognized
- Milestone: Instructor teaches second class
- Instructor asks more complex questions
- Milestone: Instructor teaches third class
- Milestone: Instructor is "champion"

TECHNICAL SOLUTION row:
- Automated response email
- Searchable help resources
- Assignment Design Wizard
- Automated request form
- Dynamic training; learning checks
- Just in time push help: Quora-like Q&A
- Just in time push help: Quora-like Q&A
- Dashboards
- Automatically generated
- Survey includes best article selection

HUMAN SOLUTION row:
- Questions to PM
- Content Experts
- Champions/ staff
- Content Experts

CURRENTLY DEPENDENT row:
- Salesforce
- Online instructor training
- Wiki Ed brochures
- Education Program Extension
- Qualtrics
- Wiki Ed blog/ Trophy Case

PROCESS	Milestone: Instructor hears about teaching with Wikipedia	Instructor has contact with Wiki Ed	Instructor receives training	Instructor designs assignment that works for Wikipedia	Wiki Ed mails brochures to instructor based on request	Students enroll on course page, go through online training	Students' questions about Wikipedia answered	Instructor's questions about Wikipedia answered	Incidents Resolved
TECHNICAL SOLUTION		Automated response email	Searchable help resources	Assignment Design Wizard	Automated request form	Dynamic training; learning checks	Just in time push help; Quora-like Q&A	Just in time push help; Quora-like Q&A	
HUMAN SOLUTION		Questions to PM							Content Experts
CURRENTLY DEPENDENT		Salesforce	Online instructor training		Wiki Ed brochures	Education Program Extension			

Stating your assumptions

When you assume something, you believe without proof that something is true or that something will happen.

Reflecting back on your assumptions, after the activity took place, helps you to see what assumptions were correct and which ones were wrong, and adjust your activity as a consequence.

Example [4]:

We understand that extracurricular editing is competing for students' time with other priorities. For this reason, our target student group audience includes those who we consider "high achieving" in their field as well as those with the potential interest in Wikipedia editing.

We believe students involved in honor societies and other extracurricular student clubs are meeting to discuss topics they are passionate about. We posited that passion should lead to high-quality contributions to content gaps in their fields, and may lead to students continuing to edit Wikipedia after the term ends.

[Facilitator]
When a programmatic activity or event fails, it is usually related to a wrong assumption. We assume things will happen based on our previous experience, but until we try, we don't know how it is going to work out. In the example, from Wiki Edu Foundation, the hidden assumption is that students would edit Wikipedia without any incentives. This was a wrong assumption.

Activity time!

[Facilitator]
Work in pairs. Think of a programmatic activity you recently held, or one that you would like to hold in the near future. Document a general outline of the steps of the process, and write down one or two assumptions.

How is what I learn relevant to the movement?

We are a global movement

Wikimedia is a global movement whose mission is to bring free educational content to the **world;** through various **projects**, **programs** and **chapters** work, and the support structure of the non-profit Wikimedia Foundation, Wikimedia strives to bring about a world in which **every single human being** can freely share in the **sum of all knowledge.**

(KL)
Some elements refer to a global scene: world; sum of all knowledge.
Some elements refer to a local scene: projects, programs, chapters and… every single human being. But, is every chapter the same? Why or why not? Is every human being the same?

A network of knowledge

Within a specific location, there can be certain education, public policy, GLAM, community building needs that are relevant to that city / country. Making the context clear allows others to resonate with certain characteristics, and adapt your experience.
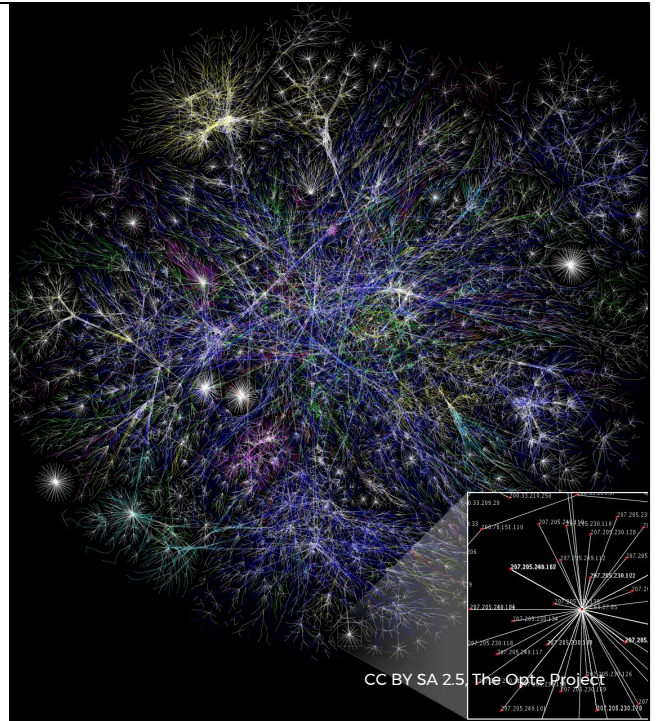
(MC)

How do you bring *your local context* to the world? How do you bring the *world* to your local context?

In the movement's mission, global and local elements have to be combined to reach shared goals.
Within a specific location, there can can be certain education needs that are relevant to that city / country (eg, professional training, educational software), as well as a certain cultural Agenda (eg., appraising of local history, awareness of local contemporary artists, etc).

By identifying these needs on the local level, program leaders and community members can design projects that include global products, yet fit the local context in the appropriate way.

This is known as Glocalization, a means of combining the idea of globalization with that of local considerations. The picture is a network analysis of the internet in 2005, and it helps us to describe how each node is unique, but still contributes to expanding the network even further.

When a program leader or wikimedia organization makes their context clear, they are

making relevant why it is important to have Wikimedia programs (like Wiki Loves Monuments, Wikipedians in REsidence, etc) and products (like Wikipedia, Wikimedia Commons, Wiki Books, Wiki Voyage) in a certain location.

Glocalization

[Facilitator]
Look around you, stay up to date with the news from the movement. Who in the movement is in a context that is similar to yours? Which groups are working in your thematic area? Think of the things you have in common, and how you can support them, or how they could support you.

Question to the group:

- Can anyone think of a Wikimedia group or community member that can relate to their work?
- Who are they, and how would you connect with them?

How can we document our processes and lessons learned?

[Facilitator]
We are going to go through 4 types of documentation that is good to communicate and share lessons learned. These are:

- Learning Patterns
- Learning Story
- Case studies
- Reports

Each adds a bit more complexity, reports being the most complex forms of documentation.

Formats for documentation

Reports   Higher complexity

Case Studies

Learning Stories

Learning Patterns   Lower complexity
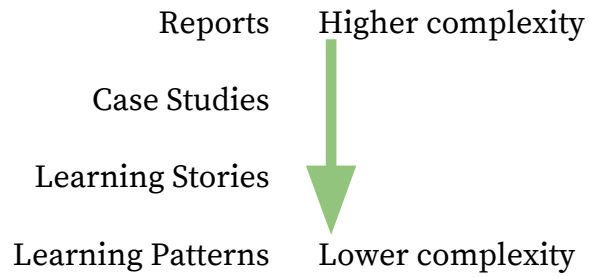
Learning patterns

- Learning Patterns are simple ways to share lessons.

- Through problem and solution statements, they explain how to reproduce a successful strategy for executing or evaluating an activity.

- Anyone can create a Learning Pattern on Meta Wikimedia.

- Read more: Learning pattern library

Learning patterns/How to create or edit an article in terms of gender approach

< Learning patterns

Contents [hide]

1 What problem does this solve?
2 What is the solution?
   2.1 Things to consider
   2.2 When to use
3 Endorsements
4 See also
   4.1 Related patterns
   4.2 External links
   4.3 References

What problem does this solve? [edit]

Wikipedia faces a problem of gender gap. Just around the 8% of the editors are women and exists a disparity in terms of content regarding the women's articles. Also, the disparity is not only the amount of editors who are women and the number of women' articles in Wikipedia but the content of these articles has a major bias regarding gender. For this reason and in order to improve the content in Wikipedia taking into consideration the gender issue, Wikimedia Argentina has developed a short guide, very easy, to help write articles with a gender perspective.

What is the solution? [edit]

Before each activity that may involve editing and improve Wikipedia and its content we can follow this little guide of how to write an article in the encyclopedia considering the gender issue:

- **Title**: To name a woman's article by her maiden name and then clarify whether she acquired a married name in the article.
- **Women are not defined by their status as a male companion**: the reference to being a woman, daughter, mother or wife may appear in the personal life section, but not necessarily in the introduction. Start introductions by describing their contributions, activities and achievements, not their gender, or family status.
- **Do not use the term "woman of"**, use "husband and wife" or "husband" or "partner" or "partners" according to the circumstances. You can say "is married to someone" instead of "is the wife of" because a woman does not belong to a

A learning pattern for **education-GLAM activities**

Learning Pattern Library

How to create or edit an article in terms of gender approach

problem
Wikipedia faces the challenge of approaching properly the gender gap issue in terms of its content.

solution
To implement a series of tips while editing Wikipedia to include the gender perspective within the articles

creator
· Anna Torres (WMAR)

discuss   **endorse**

created on 18:21, 16 December 2015 (UTC)   **status: DRAFT**

Learning story

- A blog that focuses on one or multiple lessons learned during the implementation of a program or event. It's goal is to put a lesson in context.

- It adds complexity to the Learning Patterns in that it explains the context, including assumptions, and after sharing a lesson learned, it closes by describing next steps.

- Read more:
    - "What I learned" blog series.
    - Other learning stories in the Wikimedia blog.

What I Learned

EDUCATION

What I Learned: Improving the Armenian Wiktionary with the help of students

"Wikicamps" for Armenian students have expanded with Wiktionary.... Read more

By David Saroyan
Lilit Tarkhanyan
María Cruz
Samir Elsharbaty
February 1st, 2016

COMMUNITY

What I Learned: Wiki Photo School in Serbia

COMMUNITY

What I Learned: Wikipedia Education Program in Argentina

In this new blog series, we will share a story a month that stems from the implementation and practice of Wikimedia programs in communities all over the world.

Case studies

- Case studies document a program or project following a template with specific sections, and their main goal is to enable the reproduction of that program or project.

- The sections include: what were the original goals, what activities took place, what is the context in which the program or project was implemented, and what were the outcomes. They could also include a how-to guide.

- We are working to standardize case studies! If you have ideas, talk to us!

- Read more:
  - GLAM Model projects
  - Education Case studies

GLAM/Case studies/Catalonia's Network of Public Libraries

< GLAM | Case studies

Contents [show]

Introduction [edit]

This case study covers the collaboration of a whole network of Catalan public libraries with Wikipedia & Wikimedia projects. This documentation focuses on the motivations for their collaboration, the activities engaging the libraries and the influence and impact of that initiative on ideas around open access and the Wikimedia community within the libraries sector.

The program builds on a few important values: in a world of lots of information, librarians are references heroes; they have research expertise; Wikimedia projects need expertise. Moreover, many libraries want to have connection to local users who are eager for knowledge. We explained Wikipedia as one more way to engage those knowledge seekers:social media is about to start talking with engaged learners; Wikipedia is a great way to start collaborating with them.

- Official name & URL of the project ca:Viquiprojecte:Bibliowikis (literal translation of **Wikiproject:libraries**)
- Case study written by: Carme Fenoll & Àlex Hinojo

Mission and focus [edit]

We approached the project with the following mission: If Wikipedia is a virtual (online) door to knowledge and libraries are a real door (offline), we should work together to provide new levels of access to information.

To meet this mission, we focused on the following strategies:

- Providing information to librarians on how to integrate Wikipedia into the daily work of a library
- Sharing the movement's wiki philosophy with librarians (i.e. collaborative work, knowledge sharing and open access to the results of this work)
- Contributing alongside networks of libraries or cultural institutions encourages participation in the creation of open data and promotion of open access
- Promoting digital literacy of citizens (Library users)
- Promoting spread of local contents related to the region and to library's specific knowledge (for theme libraries).
- Training librarians and society on copyright terms and Creative Commons licensing

History [edit]

Origins [edit]

GLAM-Wiki projects in Catalonia started in 2010 with an initial focus on Museums. These were mostly internationally recognized institutions, such as Barcelona's Picasso Museum or Joan Miró Foundation joined the project; with their support, we were able to engage many others national, art & history museums.

During 2011 David Parreño, a volunteer Wikimedian, became Wikimedian in Residence in a small beach town called Palafrugell. He visited all the cultural institutions in town explaining the benefits of collaborating with Wikipedia (5 pillars, wikimarkup, etc.). During this residency, he was based at the local library, where the librarian discovered the potential of these kind of collaborations. After some months, this particular Palafrugell librarian was named head of Catalan libraries. We were so lucky: It was a shortcut from a pilot project to a national level scale.

Kick off: Let's do some training [edit]

We had then some meetings with the brand new head of Catalan Public Libraries service. There we established both assumptions and expectations and set a very basic first goal: assuming the fact that Wikipedia is now the basic source of information for citizens and librarians' mission is to facilitate access to information; Catalan Librarians should — at least — know how Wikipedia works.

Reports

- Reports have as main goal to document the details of a project, program, or grant.

- They are more complex than learning stories or learning patterns, because they include more details and information about context, activities, and outcomes.

- If it is a grant report, depending on the grant program, it can include several programs reported.

- Read more:
  - [Affiliate reports](#)
  - [Project reports](#)
 - [Rapid grant reports](#)

Activity time!

Possible activities
- Think of one lesson you would like to share. Start writing a learning pattern or sketch out a learning story.
- Think of a program that could be replicated elsewhere. Start a case study. Use a title, and sketch out sections the case study would have.
- Have a grant to report? Outline the narrative, and think what metrics you want to include, and what will be your lessons learned.

Contribute what you know; find what you are looking for.
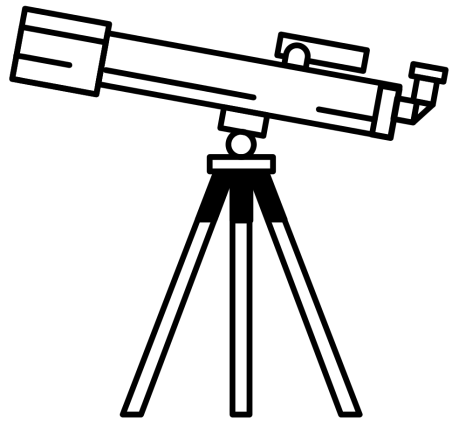
https://meta.wikimedia.org/wiki/Wikimedia_Resource_Center

Wikimedia Resource Center

Find what you're looking for.

The **Wikimedia Resource Center** is a new portal designed to be a single point of entry for Wikimedians all over the world to access specific Wikimedia resources, including documented best practices, program support, toolkits, and financial resources. See disclaimer.

Not sure where to go? Try our **walkthrough**.

| Search all resources | Search | Search full text |

For Program Coordinators

Resources for people organizing initiatives, including training and outreach programs.

For Contributors

Resources for those who contribute content to our projects.

For Developers

Resources for those who contribute code to our projects, writing bots, Lua modules, and contributions to MediaWiki itself.

For Affiliate Organizers

Resources for those with governance roles in their affiliates, including chapter board members.

| View All Resources | Documentation | Translation | Give Feedback |

Have any questions?

Ask a question

Recent questions

For an editathon I would like to make a list of articles in a special category that are stubs (so less than 2500 bytes or thereabouts). I see that there is a page_len field set in the page table so I was wondering if I could query this somehow through the api? Question from Jane023 16:19, 25 January 2017 (UTC)

View discussion

Can one get a professional certification in Wikimedia use for education? Pharos (talk) 19:08, 20 June 2017 (UTC)

View discussion

Is there a system in place to semi-automate the renewal process for a WMF Rapid Grant? Checkingfax (talk) 17:18, 2 July 2017 (UTC)
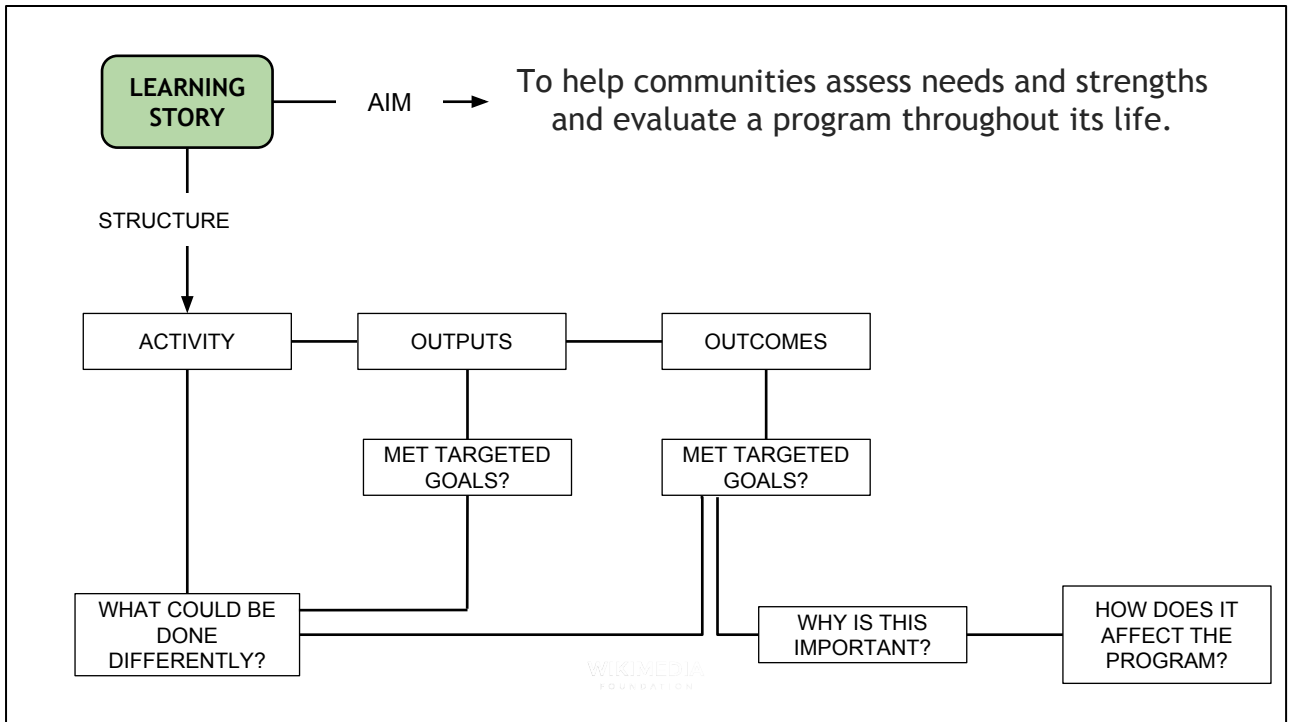
View discussion

Dear,

I am working on a separate wiki but this wiki does not allow me to use annotated images. I tried to export and import the template:annotated_images_4, but this doesn't work. How can I transfer the image annotations to another wiki? Mactwyver (talk) 18:54, 12 July 2017 (UTC)

Thank you!

References

[1] Definition of Experiential Knowledge: https://en.wikipedia.org/wiki/Experiential_knowledge

[2] Science behind the bubble: https://www.kidsdiscover.com/teacherresources/bubbles-for-kids/

[3] How to run and edit-a-thon: https://en.wikipedia.org/wiki/Wikipedia:How_to_run_an_edit-a-thon

[4] Wiki Education Foundation Outreach Pilot:
https://meta.wikimedia.org/wiki/Wiki_Education_Foundation/Outreach_Pilot_final_report

Appendix

LEARNING STORY — AIM → To help communities assess needs and strengths and evaluate a program throughout its life.

STRUCTURE

ACTIVITY — OUTPUTS — OUTCOMES

MET TARGETED GOALS?

MET TARGETED GOALS?

WHAT COULD BE DONE DIFFERENTLY?

WHY IS THIS IMPORTANT?

HOW DOES IT AFFECT THE PROGRAM?

Facilitator: A learning story is more complex because it includes more elements, but also the relations between those elements has to be clear.
This flowchart shows possible paths, either for success, midway to success, or even failure.
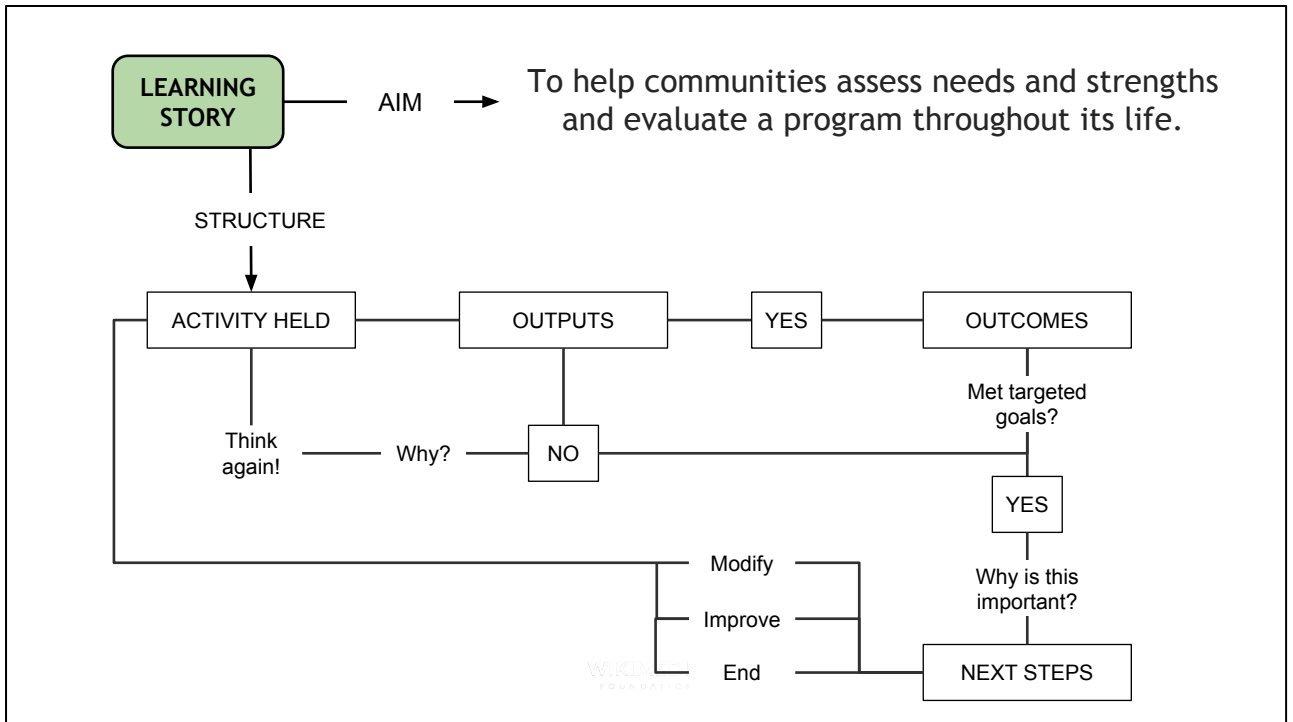
Facilitator: This is the same flowchart, broken up even more.

Examples of learning stories:
- WM Thailand UG [WLM Report](#).
- WMF [Book grants on Arabic Wikipedia blog](#).

What to do when things don't measure up? Check out [this slide](#) on "Framing your measures to tell the story you want".

Little 'f' failure framing:

1. We planned this thing:_____
2. This is how we knew it wasn't working:_____
3. We think that this went wrong:_____
4. Here is how to fix it:_____

Problem Statement:

Big 'F' failure framing:

1. We planned this thing:_____
2. This is how we knew it wasn't working:_____
3. There might have been some issues with our assumption that:_____
4. If we tried it again, we might change:_____

Problem Statement:

Facilitator: Recognize in programs, often times one small element could be improved. The program didn't fail but an element of the program did and you would want to document that for continuous program improvement.

Learning story - Blog structure

What I Learned: [Program] [Country]

Paragraph 1: context and activity (50 words)
Trigger phrases:
"One of the goals we had…"
Maybe open with an anecdote (something that someone said, something that happen during the activity).

Paragraph 2: assumptions (focusing on specific lesson) (70 - 100 words)
Trigger phrases:
"We thought this would work because…"
"The context for this activity was optimal: (x), (y)…"

Paragraph 3: lesson learned (150 - 200 words)
Trigger phrases:
"One of the things we learned in the first X months / weeks of the program is that…"

Paragraph 4: where do we go from here? (100 words)
Trigger phrases:
"This reality made us rethink our program: we now need to focus on…"
"Even though [students] didn't respond how we hoped they would, we want to continue down this path because…"

Facilitator: Recognize in programs, often times one small element could be improved. The program didn't fail but an element of the program did and you would want to document that for continuous program improvement.