WIKIPEDIA WORKBOOK

For Cultural Institutions

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With support from Vizcaya Museum and Gardens, Miami

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USING THIS WORKBOOK

ORIENTATION: GOALS OF THIS WORKBOOK

USE THIS WORKBOOK TO BUILD A MAP FOR YOUR INSTITUTION.
You are making a survey of your opportunities for engagement with Wikipedia and its related projects.

This workbook was written for people in GLAMs, but can be applied more broadly.

- GLAM = Galleries, Libraries, Archives, Museums

The goals of this workbook are:

- To help you build a map of your institution on Wikimedia platforms
- To identify potential problem areas
- To identify possibilities for future work
- To provide a guide to places that you may not know much about
- To help you start planning a trip to some of those destinations
- To guide future work

You should:

- Take lots of notes (on paper, online, cut and paste)
- Fill in the worksheets as you go
- Take screenshots (Mac: command-shift-4, move cursor; PC: snipping tool)
- Take photos with your camera or phone
- Mark things to come back to so that you can revisit them later
- Review and do the homework!
- Identify the information and activities that are most relevant to you
- Decide where to spend your time depending on your interests

This is a high-level overview that introduces a lot of material quickly. The intention is not to teach you everything you need to know about Wikipedia and its related projects. The intention is to give you an overview of key projects that exist, the ways in which they can and cannot be used, and where to find resources to learn more about using them.

I hope you will enjoy planning your trip through Wikipedia and its related projects and that this guide will support you in subsequent explorations and engagement!

ITINERARY: BUILDING A MAP

WAYS IN WHICH YOUR INSTITUTION IS IDENTIFIED ONLINE.
ACTIVITY: Fill in information that you will use as you go through the workbook.

WHO AM I?

NAME:
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WIKIPEDIA USERNAME:
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WHAT IS MY INSTITUTION?

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WIKIMEDIA COMMONS CATEGORY:
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(p. 43)

TASK 1: DIVERSE MOTIVATIONS

WHY ARE YOU HERE? (*Personas based on research in Korea and Czechoslovakia.)

Audience Builder
Gong-Yoo

Audience Builders edit in order to leverage Wikipedia's reach for promoting their work or themselves.

Box Checker
Mina

Box Checkers edit Wikipedia to satisfy an external reward or objective, such as completing a school assignment or as part of a job requirement.

Joiner-Inner
Helena

Joiner-Inners start to edit Wikipedia for the experience, usually to learn something new, be part of the offline community of editors, and/or meet new people.

Reactive Corrector
Josef

Reactive Correctors fix obvious errors or gaps they find on Wikipedia, and find these fixes easy and satisfying, but do not relate them to a larger vision.

Knowledge Sharer
Yankov

Knowledge Sharers have a desire to share their topical knowledge with others and participate in Wikipedia's mission.

Social Changer
Jae-Hee

Social Changers have a strong passion for an often topical or controversial issue and edit Wikipedia to influence how society views the issues they care about.

QUESTION: What interests you? How many of these categories apply to you?
QUESTION: How many people (if you are in a group) are in each category?
ACTIVITY: Briefly talk to someone else about your reasons for participating.

RESOURCE: *These personas were developed by researchers studying Wikipedia's use in Korea and Czechoslovakia. While the motivations identified are likely reflective of worldwide experiences, the illustration shown is not illustrative of worldwide diversity. See: Reboot (August 29, 2017) "New Editor Experiences: Summary of findings from Korean and Czech Wikipedia, Submitted to the Wikimedia Foundation". https://upload.wikimedia.org/wikipedia/commons/0/08/New_Editor_Experiences_summary_of_findings%2C_August_2017.pdf

INFORMATION: BASIC CONCEPTS

WHAT IS WIKIPEDIA?

Wikipedia is an online **encyclopedia**. Its goal is to provide **neutral, factual, accurate** information about things that people consider **important**. Wikipedia is **crowd-sourced**: people of all ages from all over the world create **articles** and **edit** each other's work.

Wikipedia appears in many **languages**. When people say "Wikipedia" they often mean the English-language Wikipedia, and don't necessarily know there are other languages.

WHAT IS WIKIMEDIA?

The **Wikimedia Foundation** is the non-profit that created Wikipedia. They have a small number of paid staff, who try to ensure that Wikipedia is stable, sustainable, and legally compliant world-wide. They oversee and support a set of related **Wikimedia platforms**.

WHAT IS WIKIMEDIA COMMONS?

Wikimedia Commons is where the images used on Wikipedia are stored. Anyone may use these images and make derivative works in any way they wish (not just Wikipedia).

Copyright status and **licensing** are essential knowledge for working on Commons. An image on Wikimedia Commons must be in the **public domain** or **freely licensed** by the author, artist or photographer who created the original work, and, in the case of three-dimensional objects such as sculptures, the person who photographed the original work.

WHAT IS WIKIDATA?

Wikidata is **structured data** that is used by Wikipedia and other websites to describe items in terms of properties, and to ask questions and analyze relationships among them.

58+ million articles in 300 languages; 100 million images; 110 million Wikidata items

Wikipedia, Wikimedia Commons and Wikidata are all based in an **open data** and **open licensing** philosophy where information, images, and data are freely shared and reusable.

TASK 2: POSSIBLE GLAM ACTIVITIES

WHAT SORTS OF ACTIVITIES CAN WE DO?
HOW CAN CULTURAL ORGANIZATIONS BE INVOLVED?

QUESTION: What skills are you interested in developing?
ACTIVITY: As you review this list, jot down ideas about what you could work on.

____ Link to finding aids and collections guides from Wikipedia articles

____ Link to oral histories from Wikipedia articles

____ Link to film or video resources from Wikipedia articles (YouTube, your website)

____ Link to digital collections online from Wikipedia articles

____ Release images (photographs, page scans) on Wikimedia Commons

____ Use Wikimedia Commons images to illustrate Wikipedia articles

____ Connect Wikimedia Commons images to Wikidata

____ Add information about institutions, collections items, or people to Wikidata

____ Edit Wikipedia articles, citing published sources (e.g. website, magazine, book)

____ Write new articles on Wikipedia, citing published sources

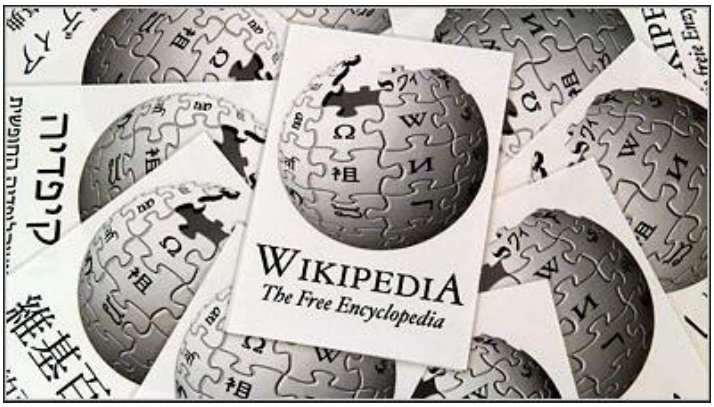
____ Gather metrics about the use of institutional information on Wiki projects

____ Use Wikipedia in classes or do research about Wikipedia (Out of workbook scope)

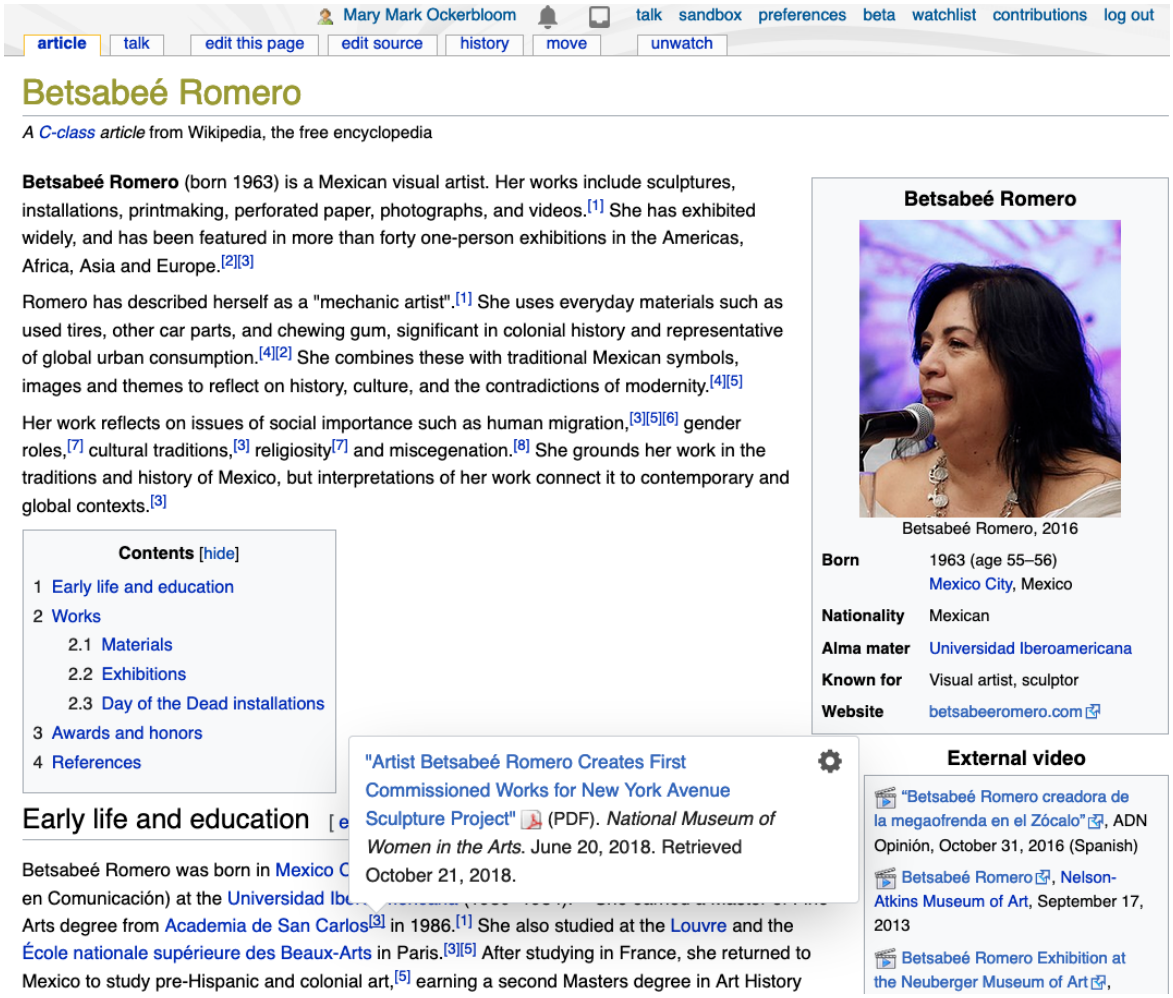
ACTIVITY: Please rank the activities above by your interest in doing them, 1st choice = 1, 2nd choice = 2, etc. If you aren't sure what an activity is, put a question mark.

QUESTIONS: What are your top three choices? Do they relate to Wikipedia, Wikimedia Commons, or Wikidata? What is unfamiliar?

WIKIPEDIA ARTICLES



REPRESENTING ALL OF HUMAN KNOWLEGE



Mary Mark Ockerbloom talk sandbox preferences beta watchlist contributions log out

article | talk | edit this page | edit source | history | move | unwatch

Betsabeé Romero

A C-class article from Wikipedia, the free encyclopedia

Betsabeé Romero (born 1963) is a Mexican visual artist. Her works include sculptures, installations, printmaking, perforated paper, photographs, and videos.[1] She has exhibited widely, and has been featured in more than forty one-person exhibitions in the Americas, Africa, Asia and Europe.[2][3]

Romero has described herself as a "mechanic artist".[1] She uses everyday materials such as used tires, other car parts, and chewing gum, significant in colonial history and representative of global urban consumption.[4][2] She combines these with traditional Mexican symbols, images and themes to reflect on history, culture, and the contradictions of modernity.[4][5]

Her work reflects on issues of social importance such as human migration,[3][5][6] gender roles,[7] cultural traditions,[3] religiosity[7] and miscegenation.[8] She grounds her work in the traditions and history of Mexico, but interpretations of her work connect it to contemporary and global contexts.[3]

Contents [hide]

1 Early life and education
2 Works
2.1 Materials
2.2 Exhibitions
2.3 Day of the Dead installations
3 Awards and honors
4 References

Betsabeé Romero

Betsabeé Romero, 2016

Born	1963 (age 55–56) Mexico City, Mexico
Nationality	Mexican
Alma mater	Universidad Iberoamericana
Known for	Visual artist, sculptor
Website	betsabeeromero.com

"Artist Betsabeé Romero Creates First Commissioned Works for New York Avenue Sculpture Project" (PDF). *National Museum of Women in the Arts*. June 20, 2018. Retrieved October 21, 2018.

External video

"Betsabeé Romero creadora de la megaofrenda en el Zócalo", ADN Opinión, October 31, 2016 (Spanish)

Betsabeé Romero, Nelson-Atkins Museum of Art, September 17, 2013

Betsabeé Romero Exhibition at the Neuberger Museum of Art,

Early life and education

Betsabeé Romero was born in Mexico C… en Comunicación) at the Universidad Ib… Arts degree from Academia de San Carlos[3] in 1986.[1] She also studied at the Louvre and the École nationale supérieure des Beaux-Arts in Paris.[3][5] After studying in France, she returned to Mexico to study pre-Hispanic and colonial art,[5] earning a second Masters degree in Art History

As a new article, **Betsabee Romero** was nominated for "Did You Know". The article was mentioned on the main page of English Wikipedia and read by 1624 people in 12 hours.

Did you know...

- ... that the Day of the Dead was commemorated by **Betsabeé Romero** in Mexico City in 2016 with an installation of 103 trajineras *(example pictured)* decorated as memorial offerings?

A decorated trajinera by Romero

INFORMATION: WIKIPEDIA CULTURE & STYLE

WIKIPEDIA CULTURE ATTEMPTS TO BALANCE THE GOALS OF AN ENCYCLOPEDIA WITH THE CONSTRAINTS OF CROWD-SOURCED EDITING.

ASPIRATION: *Wikipedia wants to be a free encyclopedia that anyone can edit, presenting* ***all of human knowledge*** *from a* ***neutral, balanced*** *point of view. All information on Wikipedia must be supported by* ***verifiable*** *sources and free from possible* ***conflict of interest*** *(COI).* ***Notability*** *– the idea that something is important enough to be included in the encyclopedia – is determined by the existence of* ***independent sources****.*

WRITING ON WIKIPEDIA:

1. Don't write about yourself, a close family member or a personal connection (issues of neutrality, COI).
2. Don't write about a company or person who pays you (neutrality, COI). **Yes, this means that you can't write about your own cultural institution. It also means that an institution can't pay someone to write about them.** A volunteer without a monetary connection can write about an institution.
3. Don't write about someone or something unless independent published sources exist about them (verifiable).
4. Don't cite a book or other source if you are one of its authors (neutrality, COI).
5. Cite information throughout an article by adding inline citations for independent published sources so that others can fact-check the information.
6. Sources should have been published at some time (books, magazines, newspapers) or be publicly available, but they do not have to be accessible online.
7. Let the facts tell the story whenever possible: avoid emotion and opinion.
8. You can rephrase or quote someone else's publicly stated opinion if you cite it.
9. When views differ, strive for a fair and representative balance of opinions.
10. Look for connections to other articles on Wikipedia and link to and from them.
11. Do not violate copyright by copying text or images.
12. If you start a new article, develop it in your user sandbox and then move it to the Article space using the Move tool on the Wikipedia page. You can also ask a more experienced editor for feedback to see if the article is ready to move.

Wikipedia's emphasis on the use of published sources can reinforce **systemic bias**. Bias can be countered by intentional and thoughtful work. Initiatives like **Art+Feminism**, **AfroCrowd**, **Black Lunch Table**, **Wiki Loves Pride**, and **Women in Red** expand neglected areas.

RESOURCES: LEARNING TO EDIT
Groups such as the Wiki Education Foundation develop training modules you can view.
https://outreachdashboard.wmflabs.org/training
https://dashboard.wikiedu.org/training/students
https://dashboad.wikiedu.org/training/students/how-to-edit

TASK 3: WHEN WORLDS COLLIDE

HOW WELL DO EDITOR MOTIVATIONS AND WIKI CULTURE ALIGN?

Think about the various motivations people have for editing. Given what I've just said about Wikipedia culture, where might there be a culture clash? Who might have problems?

Audience Builder
Gong-Yoo

Audience Builders edit in order to leverage Wikipedia's reach for promoting their work or themselves.

Box Checker
Mina

Box Checkers edit Wikipedia to satisfy an external reward or objective, such as completing a school assignment or as part of a job requirement.

Joiner-Inner
Helena

Joiner-Inners start to edit Wikipedia for the experience, usually to learn something new, be part of the offline community of editors, and/or meet new people.

Reactive Corrector
Josef

Reactive Correctors fix obvious errors or gaps they find on Wikipedia, and find these fixes easy and satisfying, but do not relate them to a larger vision.

Knowledge Sharer
Yankov

Knowledge Sharers have a desire to share their topical knowledge with others and participate in Wikipedia's mission.

Social Changer
Jae-Hee

Social Changers have a strong passion for an often topical or controversial issue and edit Wikipedia to influence how society views the issues they care about.

QUESTION: Can you predict which types of editors might run into trouble? Why?
ACTIVITY: Given Wiki culture, how could such problems be avoided?

INFORMATION: CONFLICT OF INTEREST & GLAM

EDIT AS A KNOWLEDGE SHARER, NOT AN AUDIENCE BUILDER.
DON'T WRITE ABOUT YOUR INSTITUTION.
DO WRITE ABOUT THE RESOURCES THAT YOUR INSTITUTION HOLDS.

1. You should not create or edit an article about your institution.
2. You should not create or edit an article about someone with whom you work.
3. Be very careful if you try to write about the founder of your institution. If they are a historical figure and aren't controversial, you might be able to work on them, but it is better if someone else creates the article and does most of the writing.
4. Use the resources of your institution to write about other topics.
5. My general rule for deciding whether or not to work on an article about X is:

"I am not X; I am not paid by X;
and I did not write the source about X that I am citing."

LANGUAGE MATTERS ON WIKIPEDIA, IN ARTICLES AND DISCUSSIONS.

1. Never "promote" anything.
2. Do "share your resources" or "make your resources more accessible".
3. Never say you can "fix" someone's Wikipedia page.
4. Do "correct errors" on people's Wikipedia pages.

CONFLICT OF INTEREST FREQUENTLY LEADS TO CONFLICT.
VIOLATING CONFLICT OF INTEREST CAN GET YOU BANNED.

Wikipedia is not meant to be used for advertising or public relations.

Wikipedia does not have the time and resources to examine every possible case of COI. Guidelines are based on whether someone writes about a topic for which they have a POTENTIAL for BIAS and COI (e.g. I write about where I work), not on whether the content they edit DISPLAYS BIAS (e.g. I whitewashed the institution for which I work).

TASK 4: AVOIDING CONFLICT OF INTEREST

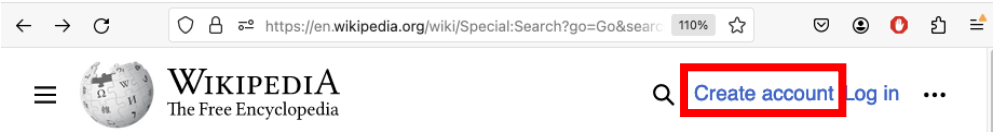
WHAT CAN YOU DO TO AVOID CONFLICT OF INTEREST?
BE TRANSPARENT ABOUT WHO YOU ARE AND WHAT YOU DO.

1. Choose a **username** that DOES NOT mention your institution. Editors are expected to take responsibility for their edits as individuals, rather than representing someone else, so JeffAtVizcaya would be considered inappropriate.
2. Your username doesn't have to be your legal name, and it doesn't have to reveal your gender. Some people are concerned about revealing their real name or gender for safety reasons. In some countries, Wikipedia editors have been jailed. People may also worry that they might be penalized or taken less seriously in their professional settings if they are known as a Wikipedia editor.
3. Your username will be publicly visible on your edits, every single one of which will be tracked and saved when you are logged in.
4. When you create a username, do give Wikipedia your email address. This will ensure that you can reset your password if you forget it. It will also mean that you can receive email if someone tries to contact you, via a Wikipedia proxy service.
5. Your email address will be hidden by Wikipedia's proxy. No one will see your email unless you email them or respond to email from them.
6. Create a **user page** that DOES indicate the type of institution you work for, assuming this is considered appropriate by your institution. You can be general, "I work for a science museum", or specific "I work for the Science History Institute". You can also indicate your interests and areas in which you might edit.
7. If your institution considers you an authorized person to release images for them, say so on your user page.
8. **Log in** whenever you edit. Editing without logging in is considered suspicious behavior and in some cases is blocked. It also means that your IP address will be publicly recorded, which is more revealing than a username would be.

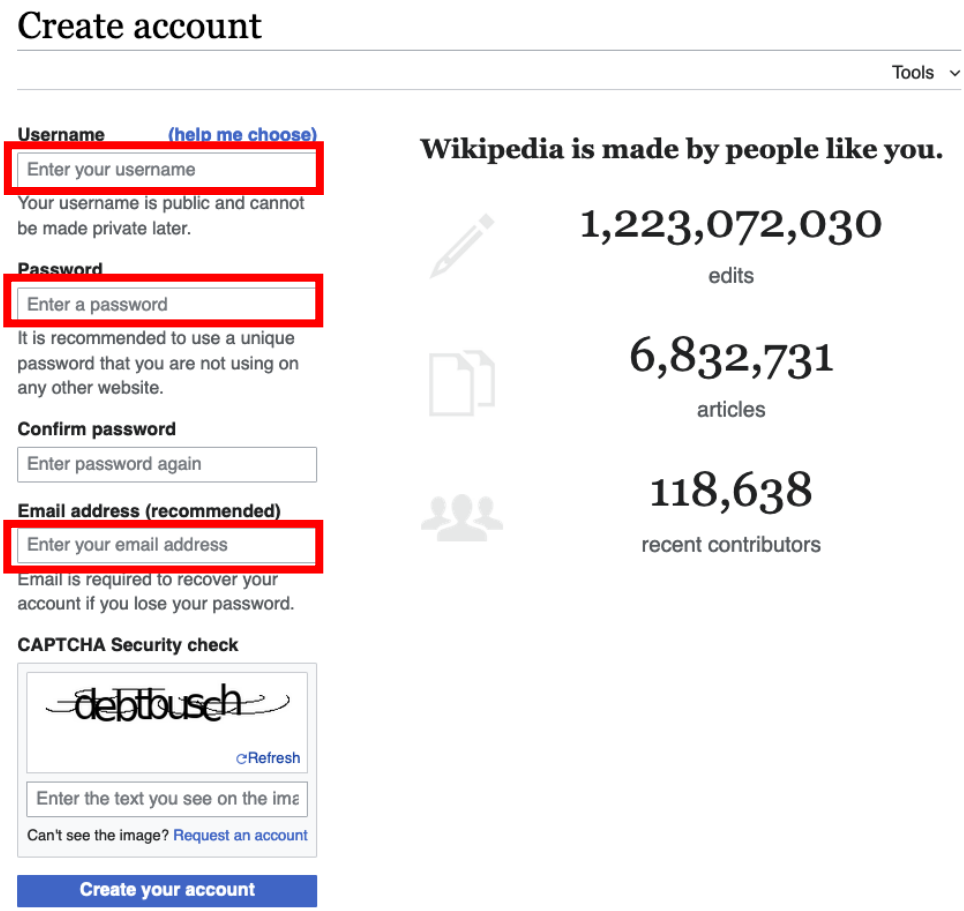
HOMEWORK: Think about the issues involved in choosing a username. What are your concerns? Once you have a name you are comfortable with, you can go on to TASK 5 and create an account on Wikipedia with your username. Once you are logged in under that name, you can create a user page and try making some edits on it.

TASK 5: CREATING AN ACCOUNT

TO EDIT WIKIPEDIA, YOU WILL NEED TO CREATE AN ACCOUNT.
GO TO: https://en.wikipedia.org/w/index.php?title=Special:CreateAccount



You will need to enter the information listed below. Choose a name wisely (TASK 4).

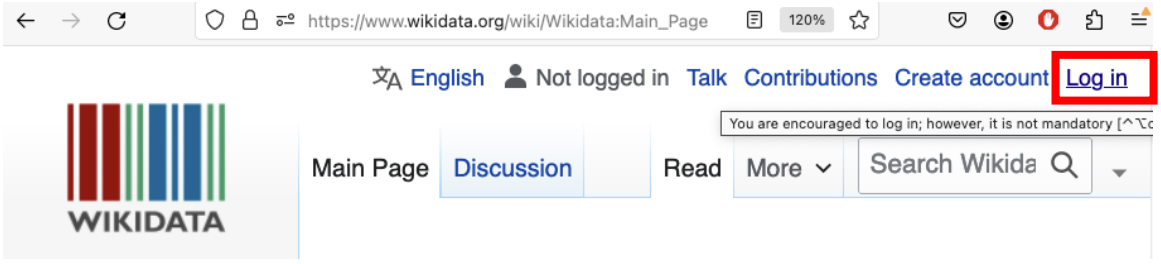


RESOURCES: How to create an account on Wikipedia (University of Edinburgh):
https://www.youtube.com/watch?v=1lYEZhUCJVA&ab_channel=WikimedianinResidence-UniversityofEdinburgh
Creating an account and user page on Wikipedia (Pete Forsyth):
https://www.youtube.com/watch?v=nnJaxxGQN7s
User pages and the sandbox (Art+Feminism):
https://drive.google.com/file/d/1I2xUkGSn_UolK3viXkajoEPoTlOH5npN/view

INFORMATION: ONE ACCOUNT, MULTIPLE PLATFORMS

ONCE YOU CREATE AN ACCOUNT ON ONE PLATFORM, LIKE WIKIPEDIA, YOU WILL BE ABLE TO USE THAT ACCOUNT TO LOG IN TO OTHER PLATFORMS, LIKE WIKIMEDIA COMMONS AND WIKIDATA.

YOU CAN SELECT THE OPTION TO LOG IN FROM ANY PLATFORM.



INFORMATION: ARTICLE STRUCTURE

WIKIPEDIA ARTICLES ARE EXPECTED TO FOLLOW WIKIPEDIA STYLE.
WHAT DOES A WIKIPEDIA EDITOR LOOK FOR IN AN ARTICLE?

The concerns that influence Wikipedia style also influence Wikipedia article structure. All new articles are **reviewed.** The structure of an article contains important markers for editors reviewing it, who may know little or nothing about this particular topic. If someone notices a problem in an article, they may fix it, or put a warning **tag** on it.

What does a Wikipedian expect to see when they look at a well-written article?

1. A **strong lead / lede** (1-3 paragraphs) is essential. It should identify the topic, explain why the topic is important, and briefly summarize major points of the article. You must make the case for **notability** – the idea that something is important enough to be included in the encyclopedia – in the lead.
2. **Supporting paragraphs** (3 or more) expand on the information in the lead.
3. Throughout the article, **inline citations** must support all information given. At least one citation is needed for each paragraph. Information cited in the body of the article doesn't have to be cited in the lead if it is repeated there.
4. Cite at least 5 **independent sources** that address the topic in some depth
5. Sources are key to establishing notability. Wikipedia prefers sources that have gone through a reviewing process: published books, journals, news stories & obituaries from major news outlets are all good.
6. Information obtained directly from the person or institution being written about, such as their website, interviews or oral histories, are considered less desirable as sources because of the potential for bias. It may be acceptable to list such resources at the end of the article as **External links**.
7. Information that can only be verified by walking into an institution can't be cited. If that information is released on a website, it can be cited.
8. If you follow Wikipedia's formatting conventions, the **Contents** and **References** for the article will be automatically created.

RESOURCES: https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style
https://en.wikipedia.org/wiki/Wikipedia:Good_article_criteria

TASK 6: IDENTIFYING PROBLEMS

WE WANT EXPERTS TO SHARE KNOWLEDGE EVEN IF THEY CAN'T EDIT. TELL US WHAT'S WRONG WITH YOUR INSTITUTION'S WIKIPEDIA PAGE.

Building a community of editors and sharing the work is the basis of Wikipedia. You can't edit your institution's Wikipedia page, but someone else can.

GO TO: Go to Wikipedia https://en.wikipedia.org/
ACTIVITY: Look up your institution. Does it have a Wikipedia page?
If not, find a page about another topic with which you are familiar.
Do you see anything that is incorrect?

HOMEWORK: If you see something wrong, report the error. You can use the Wikipedia page's Talk page or submit a WikiSalon bug report at http://bit.ly/4dtKciY

The usual way to request that someone make a change to a Wikipedia article is to put a note on that article's Talk page. Below the article's title you should see **Article** and **Talk**. Click **Talk** to go to a Talk page, and then **Add topic** to add your suggestion.

Whether you use a Talk page or the bug report form shown below, you'll need to give the information listed below. Describe what's wrong and how the page should be changed. Suggest independent published sources that support the change you are proposing. If the page is about your institution, try to suggest sources that are NOT from your institution.

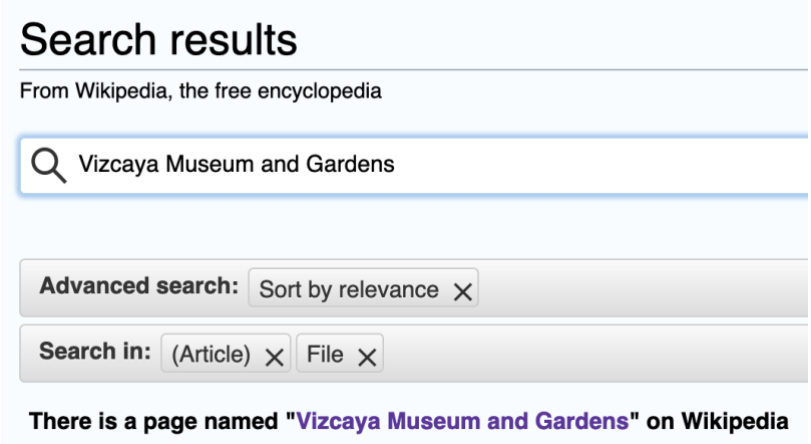
TASK 7: SEARCHING FOR POSSIBILITIES

THERE'S MORE THAN ONE WAY TO SEARCH ON WIKIPEDIA.

The default search on Wikipedia assumes you are looking for content, for an article page. If you search for a text string, Wikipedia will match first to an article of that name, and if none exists, to articles that contain the search terms. If you type garbage or click on the search button without a search string, Wikipedia should go to the advanced search page.

GO TO: https://en.wikipedia.org/
GO TO: https://en.wikipedia.org/w/index.php?search=&title=Special%3ASearch

ACTIVITY: Go to the advanced search page with one of these methods. Now type in the name of your institution. You should see a list of pages as a result. If there is an article of that name it will be the first result in the list. The others are pages that may mention your institution. They may or may not link back to your institution's Wikipedia page.



THINGS YOU CAN DO:

- Go to a page and search for your institution's name. Is it there? If the words you searched for appear on the page, but not together, you may not be mentioned.
- Search for the first instance of your name on a page. If it is shown in blue, then there is a link back to your institution's article on that page. If it is not shown in blue, you could add a link to your institution's Wikipedia page. The convention is to link to an article the first time that the topic is mentioned, not every time it appears. Adding links in this way is seen as beneficial.
- Many of these pages will be topics that you CAN edit (although founders or staff of an institution might be problematic due to possible conflict of interest). Obviously you shouldn't pad an article with minimally relevant information, but your institution may have useful sources and images that are of real value to enhance pages.
    - E.g. "Paul Chalfin" is in need of citations; the source "Vizcaya Museum and Gardens Estate Records" may be useful for verification of information.

ACTIVITY: Start making a list of pages that you could be editing.

TASK 8: IDENTIFYING POTENTIAL

THINK LIKE A KNOWLEDGE SHARER: IDENTIFY RELATED TOPICS WHERE YOUR INSTITUTION HAS RESOURCES AND CAN CONTRIBUTE.

GO TO: https://en.wikipedia.org/ and find your institution. If there isn't an article, then open a page on your institution's website about it and its history.
GO TO: https://en.wikipedia.org/ and open a second window.

ACTIVITY: On the Wikipedia page about your institution, look for people, places, things, and events. Are there Wikipedia articles about them already? Are they blue-linked? These are potential articles that you could be editing, to which your institution could be providing sources and images. If such articles exist, you can improve them and link to and from your institution's article. If search shows that there isn't an article for a topic, this may be an opportunity to create an article using your institutional resources. Start making a list of things to expand and possible new articles.

E.g. Assessing existing articles on pioneering female photographers at Vizcaya
Mattie Edwards Hewitt (has an article, a couple of photos, could check/add/expand)
Nell Dorr (has an article, no photographs, need to consider copyright issues)

THINK LIKE A SOCIAL CHANGER: IDENTIFY GAPS ON WIKIPEDIA.

GO TO: https://en.wikipedia.org/ and find your institution.
GO TO: https://en.wikipedia.org/ and open a second window.
GO TO: A page on your institution's website about the institution and its history.

ACTIVITY: Look for the gaps. You know a lot about your institution and its resources. Think about the Wikipedia page about your institution, look at your institution's website, and consider who and what might be missing. Are there significant people or events in the history of your institution that are not mentioned on the Wikipedia page? Are significant people mentioned who don't have articles? Who is being "forgotten"? What opportunities exist? Add to your list of topics to expand and possible new articles.

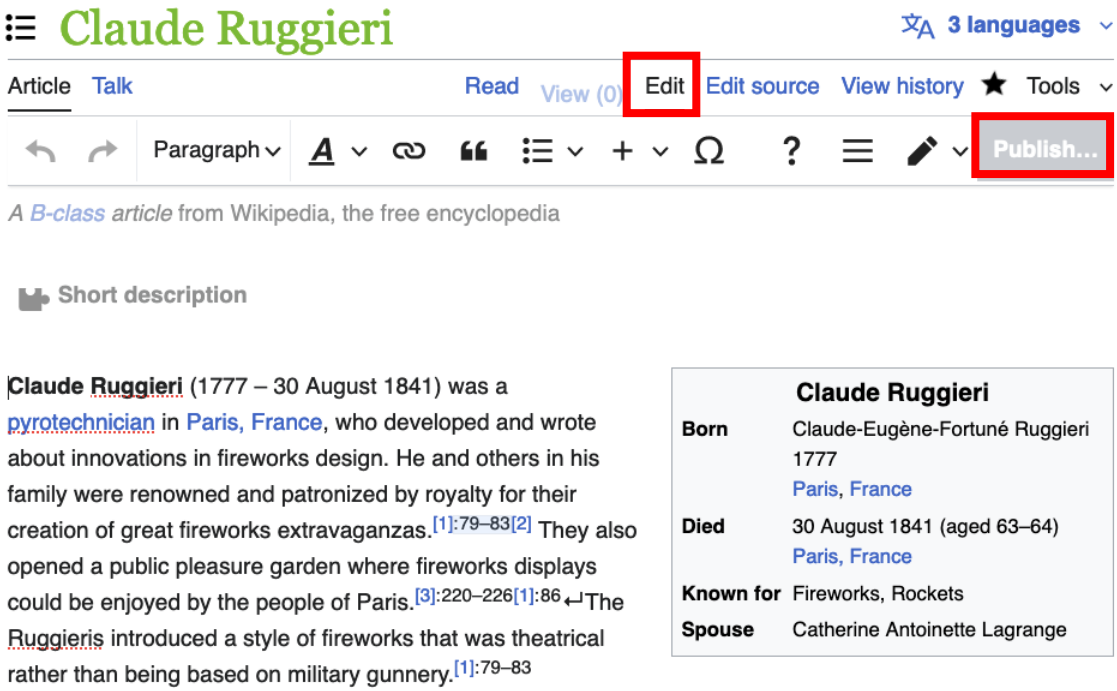
E.g. Rockland hammock, *Eugenia confusa* (for comparison, see *Eugenia aboukirensis*).
E.g. *Marion Deering McCormick* "Marion Deering McCormick was one of the richest women in America, worth over $120 million" described in detail in *The International Harvester Company: A History*; extensive news coverage in life, therefore notable.

INFORMATION: USING THE VISUAL EDITOR

ON WIKIPEDIA, THERE'S MORE THAN ONE WAY TO EDIT A PAGE.
THE VISUAL EDITOR IS LIKELY TO BE YOUR FIRST INTRODUCTION.

The visual editor was developed to provide an easier-to-use WYSIWYG interface, in hopes of attracting and retaining new editors. Be aware that multiple people cannot edit the same page at the same time (unlike tools like etherpad).

You select the Visual Editor by clicking on the **Edit** tab (look to the right of the article tab). After making changes, you must **Publish** your work to save it.



EDITING RESOURCES:

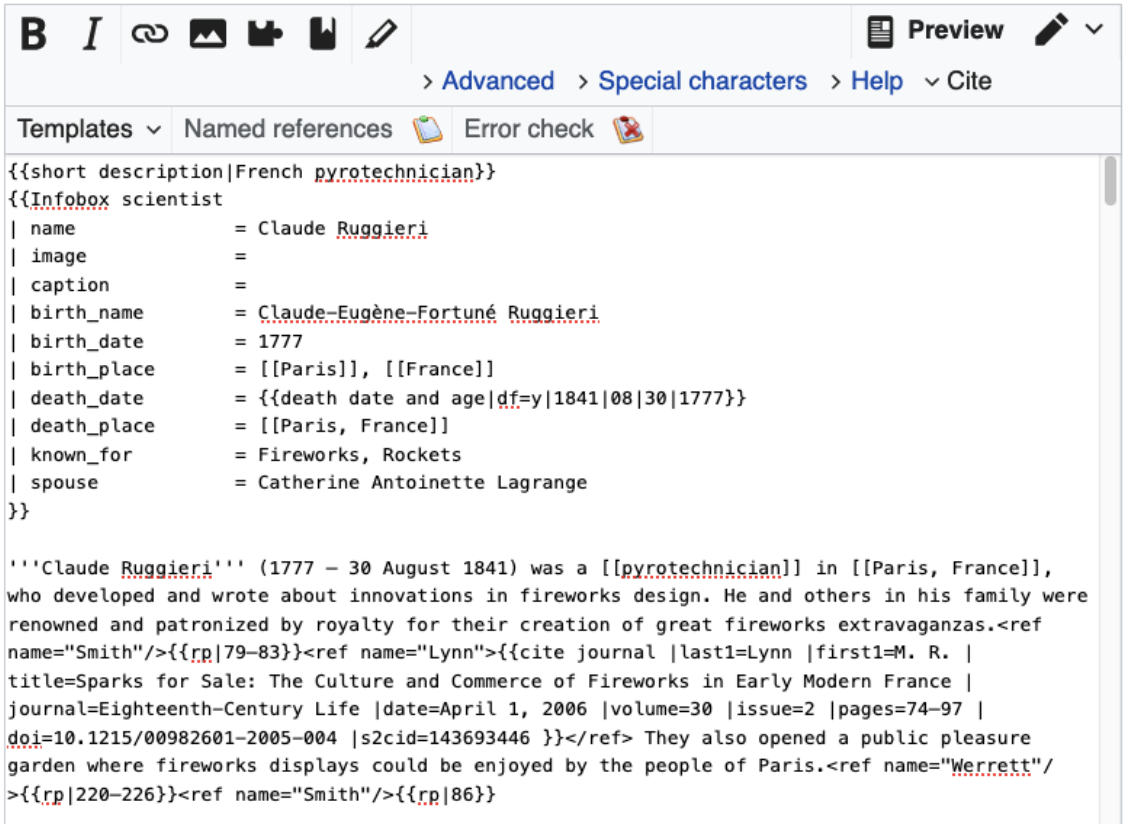
You don't have to be in a WikiEdu class to view WikiEdu's training modules.
https://outreachdashboard.wmflabs.org/training
https://dashboard.wikiedu.org/training/students
https://dashboard.wikiedu.org/training/students/how-to-edit
Be aware that the interface changes over time and that what you see as you edit may differ given your computer, browser, and window size.

INFORMATION: EDITING WIKIPEDIA SOURCE CODE

BEFORE THE VISUAL EDITOR, AND UNDERLYING IT, IS SOURCE CODE REFERRED TO AS WIKIPEDIA MARKUP. YOU CAN EDIT IT DIRECTLY. Wikipedia markup combines written text with commands that affect the style and structure of the text's display. It is simpler than HTML or CSS, but it does take practice. Wikipedia gives each editor a personal page for practice editing, called your **sandbox**.

You select the source editor by clicking on the **Edit source** tab (look near the Edit tab).

Cut-and-paste is a useful skill when working with Wikipedia source code. If you see something you like on a page, **Edit source** to see what source code causes that effect, then cut-and-paste it into your user **sandbox**. Experiment with it there. After making changes to a page or a sandbox, an editor must **Publish changes** to save their work.



EDITING RESOURCES: Many WikiEdu training videos use the Visual Editor, but you can also search for their older Wiki Markup Training Series. The Philadelphia WikiSalon has short videos that demonstrate a variety of visual editor and source editing skills. https://en.wikipedia.org/wiki/Wikipedia:Meetup/Philadelphia/Demonstrations

INFORMATION: SAMPLE MARKUP TO CITE SOURCES

IT CAN BE USEFUL TO SAVE TEMPLATES FOR WIKIPEDIA MARKUP THAT YOU USE OR ADAPT FREQUENTLY. I KEEP SOME ON MY SANDBOX PAGE.

To describe a published source, use a citation template of the form **{{cite … }}**. Once you've described something with {{cite …}} you can use that source as a reference by placing <ref></ref> around the {{cite…}} template. You can also name a reference e.g. <ref name="*MyName*">{{cite … }}</ref> and reuse it later: <ref name="*MyName*"/>

1. Describe an **article** published in a magazine produced by an institution (cite journal).

Describe the material using a citation template: This creates text but not a reference.

{{cite journal |last1=*Rinde* |first1=*Meir* |title=*Opioids' Devastating Return* |url=*https://www.sciencehistory.org/distillations/magazine/opioids-devastating-return* |journal=*Distillations* |publisher= [[*Science History Institute*]] |date=*2018*|volume=*4* |issue=*2* |pages=*12-23* |accessdate=*August 23, 2018* }}

Use that citation in an inline reference in an article, to appear in the list of references.

<ref name="*Distillations*">{{cite journal |last1=*Rinde* |first1=*Meir* |title=*Opioids' Devastating Return* |url=*https://www.sciencehistory.org/distillations/magazine/opioids-devastating-return* |journal=*Distillations* |publisher= [[*Science History Institute*]] |date=*2018*|volume=*4* |issue=*2* |pages=*12-23* |accessdate=*August 23, 2018* }}</ref>

Reuse it later in the same page by giving its name: <ref name="*Distillations*"/>

2. Describe an **oral history** that has been published and/or is available online (cite book).

{{cite book|first=*Robert V.* |last=*Williams*|title=*Claire K. Schultz, Transcript of an Interview Conducted by Robert V. Williams at Line Lexington, Pennsylvania on 9 July 1997* |date=*9 July 1997* |publisher=[[*Science History Institute*]] |place=*Philadelphia, PA* |accessdate=*6 February 2018* |url=*https://oh.sciencehistory.org/sites/default/files/schultz_ck_0161_suppl.pdf*}}

3. Describe an online **library finding aid** or **collections guide** (cite web).

{{cite web|last1=*Jaehnig*|first1=*Kenton G* |title=*Finding Aid to the Kenneth R. Shoulders Papers, 1940-2013* |url=*http://othmerlib.sciencehistory.org/record=b1075392~S6*|website=[[*Science History Institute*]] |quote="*Links on landing page go to full document*." }}

4. Describe a **film or video** that has a **transcript.** (The transcript is a citable reference.)

{{cite web |first1=*Dave* |last1=*Sammut* |first2= *Chantelle*|last2= *Craig* |title= *Bodies in the Bog: The Lindow Mysteries* |date= *July 23, 2019* |website=*Distillations* |publisher= [[*Science History Institute*]] |url=*https://www.sciencehistory.org/distillations/bodies-in-the-bog-the-lindow-mysteries* |accessdate=*August 28, 2019* }}

INFORMATION: MARKUP FOR OTHER RESOURCES

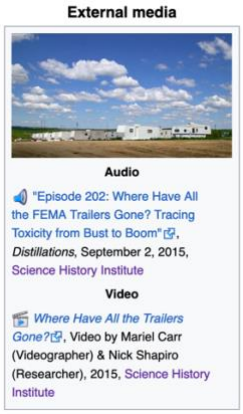
IF ONLINE MATERIAL IS PARTICULARLY RELEVANT TO A WIKIPEDIA ARTICLE, THERE MAY BE ADDITIONAL WAYS TO INCLUDE IT.

Links in the text of a Wikipedia page always point to Wikipedia pages. Many articles have a special section called **External links** near the end of the article where it is acceptable to list external sources. These can include finding aids or collections guides from libraries, oral histories, and digital collections as well as video and audio. You can create a list in Wikipedia markup by putting one item on a line, starting each line with *.

* [*https://npg.si.edu/object/npg_94.2_Ulrich?destination=edan-search/catalog_of_america%3Fpage%3D68%26edan_q%3D%252A%253A%252A%26edan_fq%255B0%255D%3Dtopic%253A%2522Costume%2522 Bust of Dorothy Grafly*], *by Frank Chinnici, Ulrich Museum of Art, Wichita State University*
* [*https://archivalcollections.drexel.edu/agents/people/3545 Dorothy Grafly*], *Search, Special Collections and Archives, Drexel University*

Video and audio resources also can be displayed in an **External media** box. An external media template can include an image from Wikimedia Commons.

{{external media | width = 210px | align = right | headerimage= [[*File:Fema trailer 1 Mariel Carr Chemical Heritage Foundation Video.jpg*|200px]] | video1 = [*https://www.sciencehistory.org/distillations/video/where-have-all-the-trailers-gone "Where Have All the Trailers Gone?"*], *Video by Mariel Carr (Videographer) & Nick Shapiro (Researcher), 2015,* [[*Science History Institute*]] | audio1 = [*https://www.sciencehistory.org/distillations/podcast/where-have-all-the-fema-trailers-gone"Episode 202: Where Have All the FEMA Trailers Gone? Tracing Toxicity from Bust to Boom*"], *"Distillations", September 2, 2015, Science History Institute*}}



More generally, images from Wikimedia Commons can be used to illustrate Wikipedia articles. For more on Commons and images, see the next section!

[[*File:Fema trailer 2 Mariel Carr Chemical Heritage Foundation Video.jpg* | right | thumb | 200px | *A FEMA trailer*]]

DEALING WITH DISINFORMATION

WE NEED TO BE AWARE OF THE WAYS IN WHICH INFORMATION IS USED AND MISUSED, SO THAT WE CAN AVOID SPREADING DISINFORMATION.

DISINFORMERS DENY, DEFLECT AND DISTRACT

(Image: Phoebe Mark-Ockerbloom CC BY-SA 4.0)

DISINFORMATION STARTS WITH A LIE, TO BENEFIT POLITICAL, ECONOMIC OR INDIVIDUAL 'BAD ACTORS'. DISINFORMERS BENEFIT FROM:

- Convincing people to believe incorrect information
- Creating confusion and uncertainty about what is correct
- Undermining trust and credibility of science and authorities
- Incorrectly suggesting that any level of doubt means no scientific consensus
- Focusing on emotion rather than facts or consistency
- Fearmongering and spreading of conspiracy theories
- Increasing polarization and isolation and legitimizing violence
- Preventing people and governments from taking action

IF WE DON'T KNOW WHAT TO BELIEVE, WE DON'T KNOW WHAT TO DO.

Disinformation tactics include raising doubt, prioritizing emotions over facts, fearmongering, spreading conspiracy theories, personal attacks, suppression of work, and political interference.

RESOURCES: https://en.wikipedia.org/wiki/Disinformation_attack
Defense Against the Dark Arts: Disinformation on Wikipedia (video) bit.ly/3QRhqPC

DEFENDING OURSELVES: CRITICAL THINKING SKILLS

EDUCATING PEOPLE ABOUT CRITICAL THINKING HELPS PEOPLE TO DEFEND THEMSELVES AGAINST DISINFORMATION.

We need to think critically about what we read or hear in everyday life and on Wikipedia. The International Federation of Library Associations summarizes critical thinking skills:

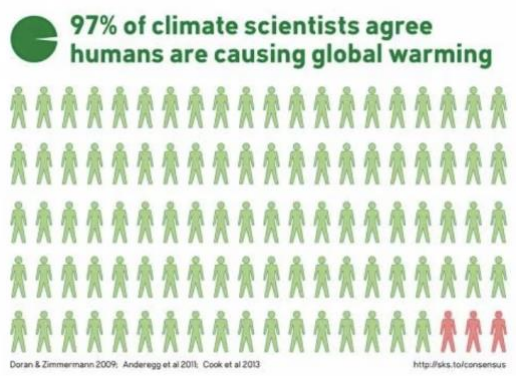
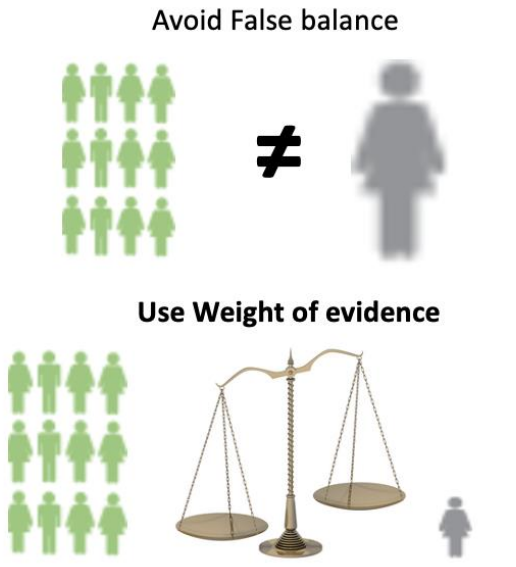
Wikipedians use many of these critical thinking skills as they write, in support of Wikipedia's policies and guidelines. Wikipedia's defenses are founded in its principles of presenting NEUTRAL and BALANCED information, citing INDEPENDENT and VERIFIABLE SOURCES, and avoiding CONFLICT OF INTEREST (COI).

DEFENDING OURSELVES: WRITING SKILLS

BOTH WHAT WE WRITE AND HOW WE WRITE ARE IMPORTANT.
These are some actions that we can take to avoid spreading disinformation.

- If we talk to and hear diverse voices, we make better decisions.
- If we get information from a variety of sources, of more than one viewpoint, we are more likely to detect disinformation.
- Read reputable local or national news sources.
- Don’t depend on social media. You may even want to avoid social media!
- Beware of sensational click-bait headlines, “hot buttons” and emotional triggers.
- Fact-check broadly, beyond your usual platforms or friends.
- Check original sources and context to see what was said, who said it, and when.
- Read a source broadly in case it presents an incorrect narrative around a true fact.
- Consider possible agendas or conflicts of interest of those sharing information.
- Provide clear explanations, ideally using familiar terms and local context.
- Be clear about what is known and what is NOT known.
- Indicate what is known and supported by scientific consensus.
- “Inoculate" people by clearly identifying instances of misinformation. This is most effective if the warning is seen before the falsehood is encountered, but debunking can also be done later.
- Present and reinforce true information, rather than repeating the false narrative.
- Identify and acknowledge any parts of a story that are true.
- Explain why other parts are untrue, out of context or manipulated.
- Call out underlying motivations and goals such as financial interests or power.
- Focus on what matters most and get that information right.
- Avoid being distracted by lots of (false) counter-arguments.

DEFENDING OURSELVES: WRITING TECHNIQUES

MAKE A TRUTH SANDWICH • First focus on the true facts. • Next warn that misleading information will be given. • Only then state the misinformation and why it is wrong. • Finally, repeat and reinforce the correct explanation.	 A "truth sandwich" uses correct information as the "bread" to hold and control its messy misinformation "filling".
SHOW CONSENSUS OF EXPERTS • Explicitly and accurately describe the broad consensus of experts. • Consensus of experts may be a "gatekeeper belief" for subsequent beliefs and actions.	
AVOID FALSE BALANCE: INSTEAD SHOW WEIGHT OF EVIDENCE • **False Balance** occurs when opposing claims are presented in a way that is out of proportion to the actual evidence for each side. • A **weight-of-evidence statement** explicitly indicates the balance of evidence for different positions.	

WIKIMEDIA COMMONS

ILLUSTRATIONS ON WIKIPEDIA AND BEYOND

Johann Kerseboom: The Shannon Portrait of the Hon. Robert Boyle

Artist	Johann Kerseboom (–1708) [show]
Title	**English:** *The Shannon Portrait of the Hon. Robert Boyle F. R. S. (1627-1691).*
Object type	painting
Genre	portrait
Description	Robert Boyle (1627–1691), an Irish-born English scientist, was an early supporter of the scientific method and founder of modern chemistry. Boyle is known for his pioneering experiments on the physical properties of gases, his authorship of the *Sceptical Chymist*, his role in creating the Royal Society of London, and his philanthropy in the American colonies. In the painting, Boyle is shown in long curled wig, white neck cravat, and sleeves, and black coat; seated facing right with head turned three quarters left, looking out; turns page of book with left hand and gestures toward book with right; upholstered chair and tablecloth in silver brocade.
Depicted people	Robert Boyle
Date	1689
Medium	oil on canvas
Dimensions	Height: 50 ″ (127 cm); Width: 40 ″ (101.6 cm)
Collection	Science History Institute [show]
Accession number	2001.002.001 (Science History Institute)
Notes	Image downloaded with permission from the Science History Institute, as part of the Wikipedian in Residence
Source/Photographer	https://digital.sciencehistory.org/works/3r074v879
Permission (Reusing this file)	This file was provided to Wikimedia Commons by the Science History Institute as part of a cooperation project. کوردی I English I العربية I Français I Italiano I Македонски I Nederlands I Português I +/–

Images displayed on Wikipedia are stored on Wikimedia Commons. Metadata describing an image can be explicitly stated on a Wikimedia Commons description page or retrieved from an associated Wikidata item using an automated template such as {{Artwork}}. Each image on Wikimedia Commons is listed in one or more Commons categories and has an associated license describing its copyright status:
e.g. {{PD-art-old-100-expired}}

This work is in the **public domain** in its country of origin and other countries and areas where the copyright term is the author's **life plus 100 years or fewer**.

This work is in the **public domain** in the United States because it was published (or registered with the U.S. Copyright Office) before January 1, 1929.

This file has been identified as being free of known restrictions under copyright law, including all related and neighboring rights.

INFORMATION: COPYRIGHT, COPYRIGHT, COPYRIGHT

TO CONTRIBUTE IMAGES TO WIKIMEDIA COMMONS IT IS ESSENTIAL TO UNDERSTAND COPYRIGHT AND RELATE IT TO LICENSES ON COMMONS.

An image can be released on Wikimedia Commons if 1) It is in the **public domain** in the United States (and in some cases in its country of origin as well) or 2) The **copyright holder** agrees to release the image on Wikimedia Commons under an accepted **Creative Commons license** that allows others to **freely reuse and adapt** it, including commercial use. Usually the copyright holder is the one who took the photo or created the artwork. If a photo is taken of an artwork, both the photographer and artist must agree to release it.

To release an image on Wikimedia Commons, it is essential to know both the **copyright status** of an image, and the **justification** for that copyright status. If something is in the public domain, the Wikimedia Commons license used must indicate why it is in the public domain. A U.S. photograph that was published in or before 1928 (as of January 1, 2024), one that was published in the 1950s but not copyright renewed, and one that was taken by a federal government employee in the course of their work would all be in the public domain, but would need different **license templates** on Wikimedia Commons.

Many librarians and archivists rely on fair use. Fair use is a legal determination that is accepted under United States law, but it is not an international standard. Therefore, fair use is generally not sufficient to justify the release of an image on Wikimedia Commons.

RESOURCES:
This Hirtle Chart is useful for identifying copyright status and templates for the USA.
https://commons.wikimedia.org/wiki/Commons:Hirtle_chart
Stanford's Copyright Renewal Database can be searched for book renewals between 1950 and 1992 (which renew books registered for copyright in the USA from 1923-1963).
https://exhibits.stanford.edu/copyrightrenewals?forward=home
John Mark Ockerbloom at the University of Pennsylvania is inventorying copyright renewals for periodicals and developing tools for tracking them.
https://onlinebooks.library.upenn.edu/cce/firstperiod.html
https://onlinebooks.library.upenn.edu/cce/db/

ACTIVITY: The description of a file on Wikimedia Commons indicates its filename, who uploaded the file (and when), any changes to it over time, the copyright license under which is released, and all the pages worldwide where it appears (including Wikidata, different language Wikipedias, project pages, talk pages, and user pages.) Click on some of the files used on articles. What license applies? Where is the file used?

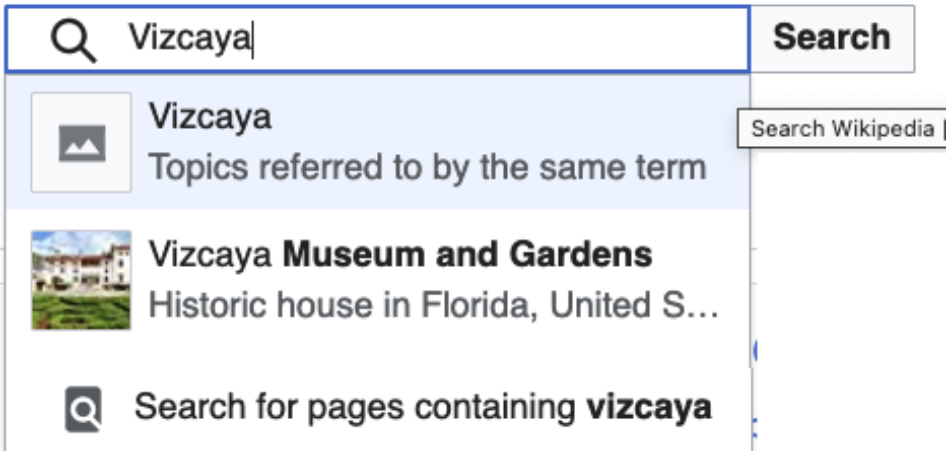
HOMEWORK: Think about images your institution might release on Commons.
What is in the picture? People? Buildings? Artworks?
Who took the picture and when? Who is the copyright holder?
What do you think the image's copyright status is? Why?
Check the Hirtle Chart (see link above) for possible licensing templates for Commons.

TASK 9: FINDING IMAGES ON COMMONS

MOST OF THE IMAGES USED ON WIKIPEDIA ARE STORED ON WIKIMEDIA COMMONS AND CAN BE FREELY USED WORLDWIDE. SOME IMAGES ARE ONLY AVAILABLE ON ENGLISH WIKIPEDIA FOR COPYRIGHT REASONS.

Names of images on Commons are unique and are supposed to be descriptive. They may start with either "File:" or "Image:" which can be used interchangeably.

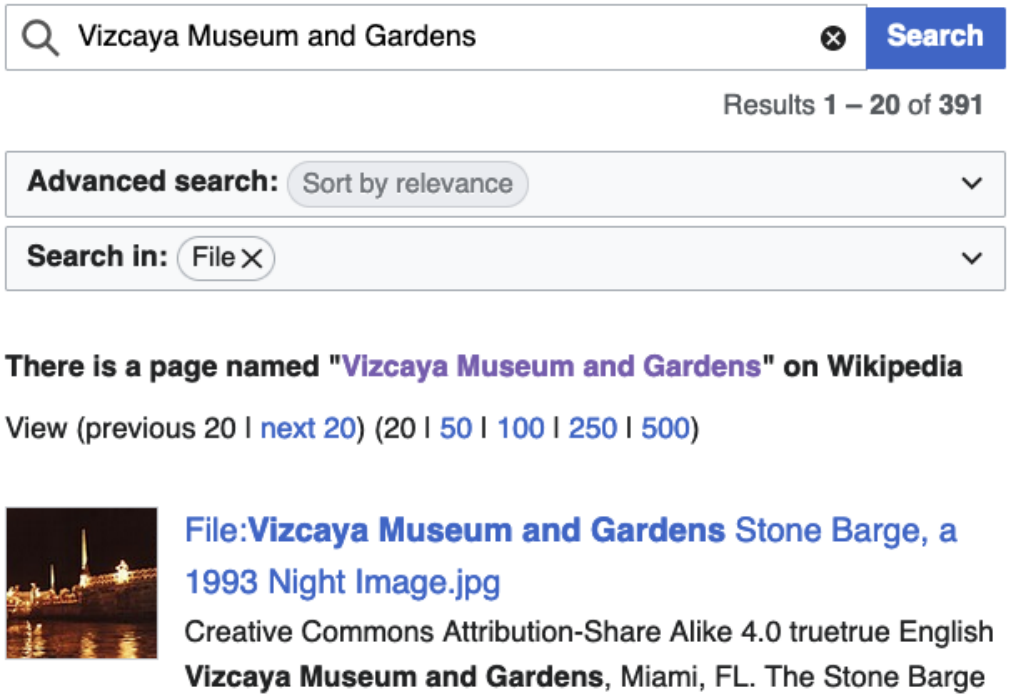
GO TO: https://en.wikipedia.org/ and find the page for your institution (if it exists). As you type in text, you may be shown possible matches to page titles containing that text, as well as a more general search for pages containing the text string anywhere in the page. This default search behavior on Wikipedia shows only results found on Article pages.



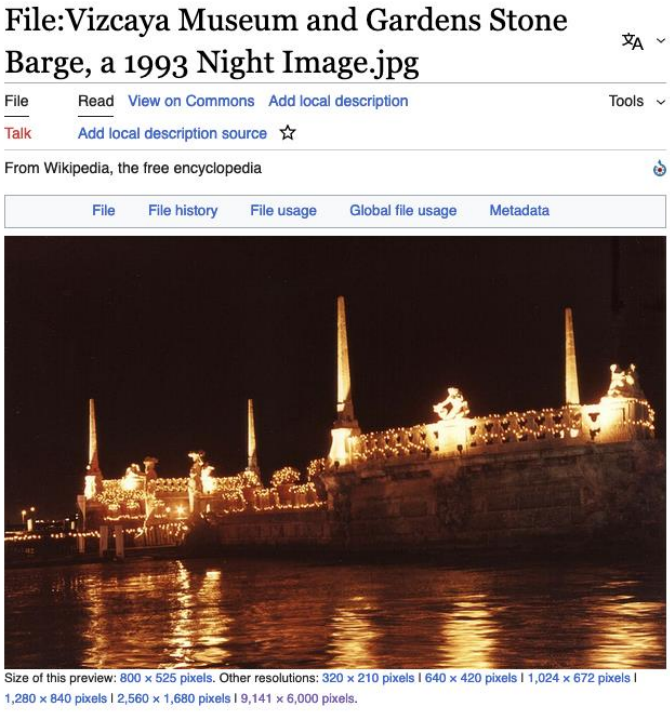
GO TO: https://en.wikipedia.org/ and find the search icon. Click on **Search** until the advanced search page appears. In addition to the default behavior of searching for articles, you can search for image files. To see only image files, leave the X next to File and click the X next to Article to deselect articles. To get back the Article option or to add further search features, such as User pages, use the **Search in** pull-down menu and **Add namespaces**. Select and deselect options by clicking the X boxes.

ACTIVITY: Search Wikipedia for the name of your institution and see what images you find. Do you see images that are used on your institution's Wikipedia page (if there is one)? Are there other images that might be good additions or replacements?

For example, you could search for “Vizcaya Museum and Gardens”.



ACTIVITY: Click on the name of one of the images in the list. This should take you to a page about the image. If you see a button that says **View on Commons** or **More Details**, click on it to go to Commons and see detailed information about the file.



TASK 10: IMAGE CATEGORIES ON COMMONS

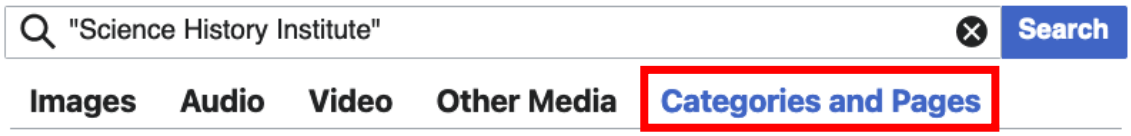
IMAGES ON WIKIMEDIA COMMONS CAN BE ORGANIZED INTO CATEGORIES THAT REFLECT IMAGE CHARACTERISTICS AND ORGANIZER'S CONCERNS. PEOPLE CAN SEARCH AND BROWSE SUCH CATEGORIES ON COMMONS.

Institutions that contribute images to Wikimedia Commons often create a Category specifically for their contributions, for tracking and metrics, following this convention:
Institution -- Science History Institute
Wikipedia page about the institution -- Science History Institute
Commons general category -- Category:Science History Institute
Commons subcategory -- Category:Images from the Science History Institute
https://commons.wikimedia.org/wiki/Category:Images_from_the_Science_History_Institute

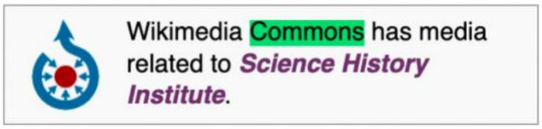
In the general category you would find image contributions that relate to the institution, from anybody in the world; the subcategory would be specifically for contributions from "official" representatives of the institution. The Science History Institute also has departmental subcategories below that level, for Archives collections, Library collections, Museum collections, Museum exhibitions, Events, and Videography.

ACTIVITY: There are multiple ways to find images and their categories. If you find categories that relate to your institution, make a note of them. Are they intended for images of your institution? contributions from your institution? something more specific?

GO TO: https://commons.wikimedia.org/ and search for your institution's name. You can search for categories and files or restrict your search specifically to categories.



GO TO: https://en.wikipedia.org/ and find the page for your institution (if it exists). Search for the word "Commons" to see there is a link back to Wikimedia Commons.



GO TO: Any image of your institution that appears on a Wikipedia page. Click on the image and look for its file page. If the image is on Wikimedia Commons, scroll to the bottom of the Commons page to see if its categories include your institution. E.g.

TASK 11: CREATING A CATEGORY ON COMMONS

CREATING CATEGORIES ON WIKIMEDIA COMMONS IS CONSIDERED A VALUABLE CONTRIBUTION, SINCE IT HELPS PEOPLE TO FIND IMAGES.

What categories did you find in the last task? Are there images about (or from) your institution that don't have a category?

Before creating a category, think about how it will fit into a hierarchy with existing categories. It's important to connect categories to each other, but it's also important to avoid cycles (A to B to A). At one point "Villa Vizcaya" had a subcategory "Vizcaya gardens" and "Vizcaya gardens" had a subcategory "Villa Vizcaya". Which should include the other? Was "Category:Villa Vizcaya" just the main house, or all the buildings? Was "Category:Villa Vizcaya" the same as "Category:Vizcaya Museum and Gardens"? Ideally a high-level category matches the Wikipedia article name in some language.

The easiest way to create a category is to go to a file that you think would belong in the category that you want to create, and add your desired category to the file's category list.

For example, this image was flagged for not having any categories: https://commons.wikimedia.org/wiki/File:Students_at_Black_Archives_2017.jpg

Let's suppose this image relates to "The Black Archives History & Research Foundation of South Florida, Inc." We could create a category for that. Is there a shorter form of the name that would be acceptable? Or should we go for the full name to ensure precision?

ACTIVITY: Scroll to the bottom of a file page. Click the + sign next to **Category**. A box should appear. Type in the category name you want to create and click **OK**. The category isn't matched as you search, but that's okay because you're going to create it.

ACTIVITY: Click on the new category and add a sentence to its page, describing it.

TASK 12: CONNECTING CATEGORIES ON COMMONS

CATEGORIES ON WIKIMEDIA COMMONS RELATE TO ONE ANOTHER AND ARE INCLUDED IN OTHER CATEGORIES THROUGH INHERITANCE.

Suppose a file is in “Category:Overtown (Miami)”.
That category is part of “Category:Neighborhoods in Miami, Florida”.
Which in turn is part of “Category:Miami” and “Category:Florida”.
Once you’ve specified “Category:Overtown (Miami)” you don’t have to add the others.

ACTIVITY: What does your new category relate to? Try to add at least one related category to the list of categories at the bottom of your new category page.

If you scroll to the bottom of your category page and click the + sign next to **Category**, a box should appear. Type in a string that you think might be a related category. If Wikimedia Commons recognizes it as an existing category name, a check box will appear next to the text you entered and you can click **OK**. You can also search categories in another Wikimedia Commons window to find possibilities.

EXAMPLE: “Category:Halissee Hall” was given a National Register of Historic Places designation, but didn’t belong to any other categories.

If I look for something to add, I find Halissee Hall is related to the University of Miami. I can try to enter that information. Once I click OK, the category I add will be listed.

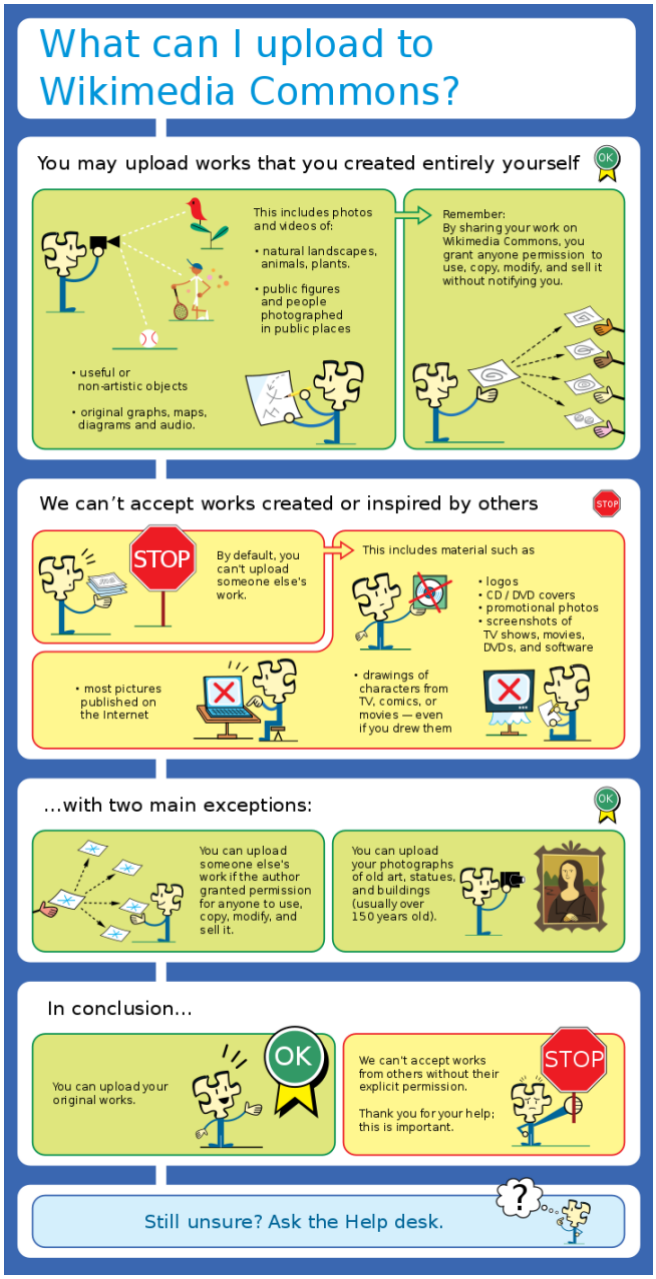
Note that the maintenance categories mention Wikidata. If Wikidata was used to automatically create this category, then adding to Wikidata is another way to improve it.

ACTIVITY: Once you have your new category set up, go back and search for other files that might belong in it. When you enter your new category from now on, the Wikimedia Commons interface should recognize it and display a check mark.

TASK 13: RELEASING IMAGES WITH UPLOAD WIZARD

THE UPLOAD WIZARD IS A CONVENIENT WAY TO UPLOAD IMAGES TO WIKIMEDIA COMMONS IF YOU HAVE TAKEN THE PICTURE YOURSELF OR KNOW THAT IT IS IN THE PUBLIC DOMAIN. JUST FOLLOW ITS STEPS.

Wikimedia Commons will require you to have an account before you can upload images. Once you have an account on any of Wikipedia, Wikidata or Wikimedia Commons, you should be recognized by all three platforms.



GO TO: https://commons.wikimedia.org/wiki/Special:UploadWizard

INFORMATION: SPECIALTY TEMPLATES FOR FILES

INSTITUTIONS THAT ARE CONTRIBUTING TO WIKIPEDIA OFTEN USE SPECIALIZED TEMPLATES TO IDENTIFY THEIR CONTRIBUTIONS.

When you upload an image file, the Wikimedia Commons software creates a computer-readable **description** for the image. The description is made up of **templates**, computer function calls that start with {{ and end with }}. Originally descriptions were fully editable on Commons but now they may also draw on information stored in Wikidata. The Shannon Portrait file on Wikimedia Commons now uses a mix of the two styles. Information that isn't specified directly is pulled from Wikidata item Q36688079.

==={{int:filedesc}}==
{{Artwork
|wikidata = Q36688079
|title = {{en|"*The Shannon Portrait of the Hon. Robert Boyle F. R. S. (1627-1691)*".}}
|description = {{w|*Robert Boyle*}} *(1627–1691), an Irish-born English scientist, …* }}
|notes = *Image downloaded with permission from the Science History Institute, as part of the {{w|Wikipedian in Residence}} initiative.*
|source = *https://digital.sciencehistory.org/works/3r074v879*
|permission = *{{Science History Institute-cooperation}}*
{{PD-Art|PD-old-100-1923}}
}}

Institutions can define specialized templates to identify their contributions. The Shannon Portrait file used to call the template {{Institution:Science History Institute}} directly from the Commons description. Now it pulls that collection information from Wikidata.

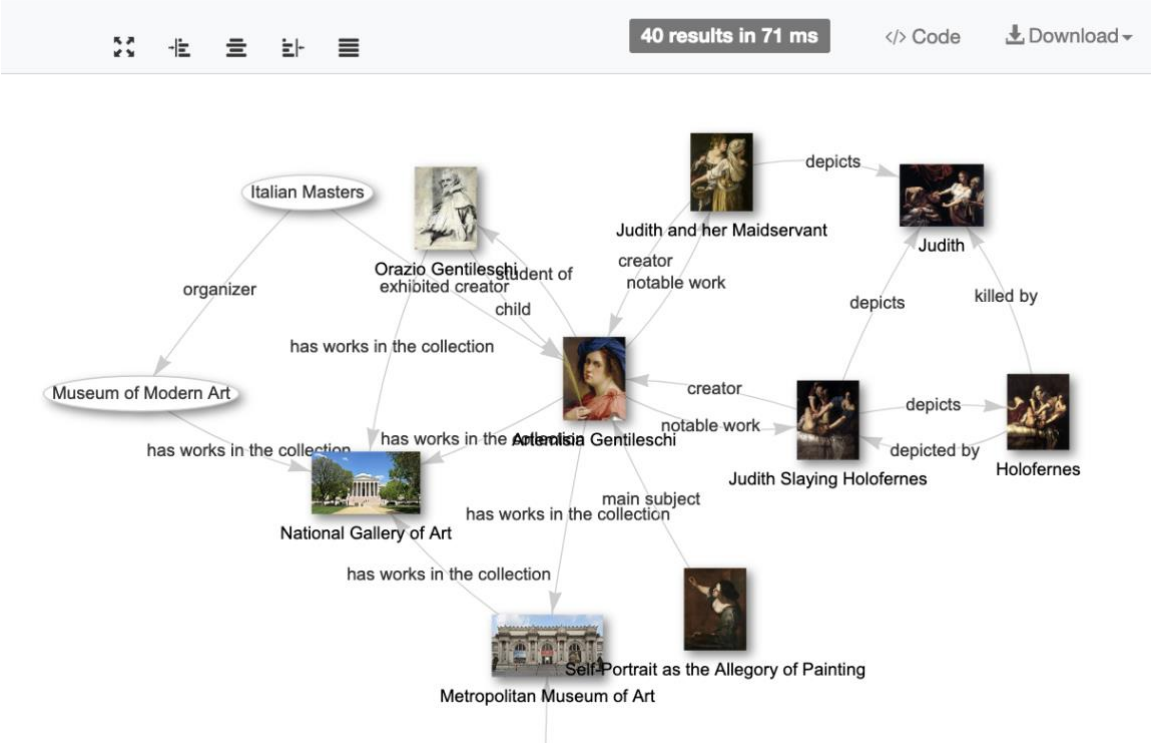
{{Institution:Science History Institute}} can display just a name or open to show more.

{{Science History Institute-cooperation}} displays the following message:

WIKIDATA

DESCRIBING A WORLD OF RELATIONSHIPS

VISUALIZATION WITH WIKIDATA QUERY SERVICE



RESOURCES: https://query.wikidata.org/
EXAMPLE: https://w.wiki/A7J$ Artemisia Gentileschi (by Mary Mark Ockerbloom)

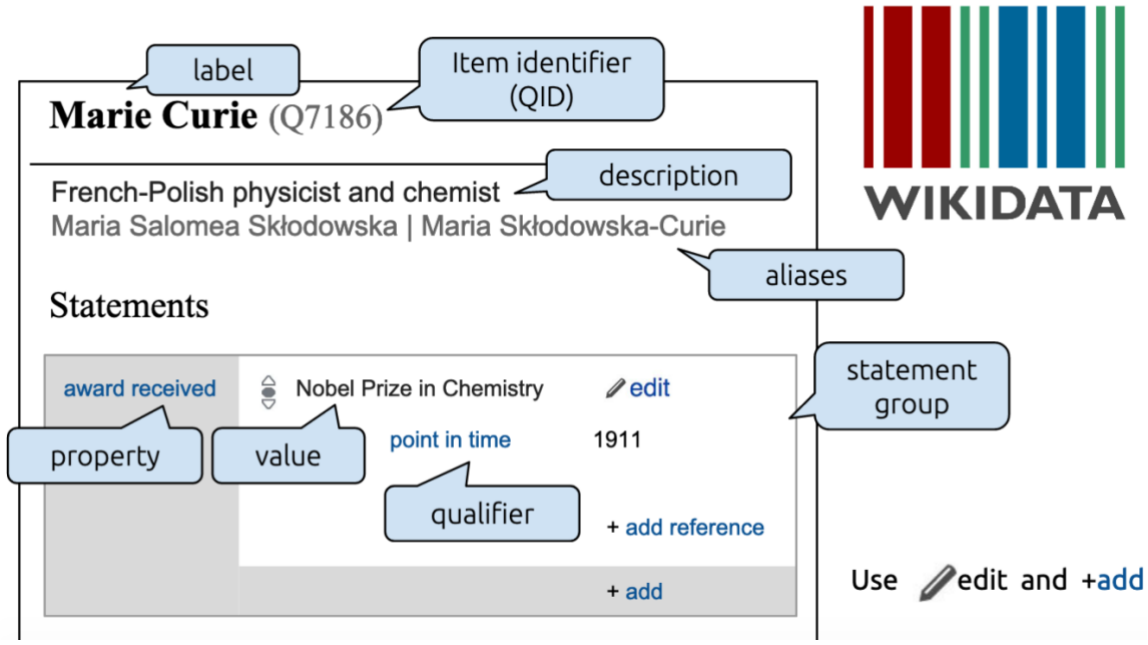
```
# The values listed below are some of the Wikidata items that relate to this woman artist
# This SPARQL query displays connections between them and illustrative images
#defaultView:Graph
SELECT ?item1 ?image ?item1Label ?item2 ?image2 ?item2Label ?edgeLabel WHERE
{
VALUES ?item1 {wd:Q212657 wd:Q26454627 wd:Q625748 wd:Q174705 wd:Q188740
wd:Q28837176 wd:Q367360 wd:Q2247406 wd:Q532486 wd:Q3630745  wd:Q160236
wd:Q110890601 wd:Q214867 }
VALUES ?item2 {wd:Q212657 wd:Q26454627 wd:Q625748 wd:Q174705 wd:Q188740
wd:Q28837176 wd:Q367360 wd:Q2247406 wd:Q2247406  wd:Q532486 wd:Q3630745
wd:Q160236 wd:Q110890601 wd:Q214867 }
?item1 ?prop ?item2.
?edge ?dummy ?prop ; rdf:type wikibase:Property
OPTIONAL {?item1 wdt:P18 ?image}
OPTIONAL {?item2 wdt:P18 ?image2}
SERVICE wikibase:label { bd:serviceParam wikibase:language
"[AUTO_LANGUAGE],en". }}
```

EXAMPLE: https://w.wiki/6Bf
Relationships at the Metropolitan Museum of Art (by Andrew Lih)

INFORMATION: ABOUT WIKIDATA

WHAT IS WIKIDATA?

Wikidata is a form of **structured data** that enables us to describe items (objects, people, places, things, events) in terms of relationships and make assertions about properties and values related to those items. Wikidata is intended to be largely language-independent. Programmers write Queries to ask questions about the information in Wikidata.



WHY IS WIKIDATA IMPORTANT?

Wikidata is used to describe cultural and historical institutions, paintings, collections objects, people, events, and almost everything else. Wikidata's information is used to drive Wikipedias in 300+ languages. Wikidata's structured data also supplies information to computer programs such as Google, Siri, Alexa and Quora. Researchers use it to do research. Projects try to list all the world's paintings or map GLAM institutions.

All this gives information on Wikidata a potentially huge magnifying effect. Make sure that its information about you is correct! Consider adding some of your images from Commons to Wikidata items, or even creating Wikidata items for important collections objects.

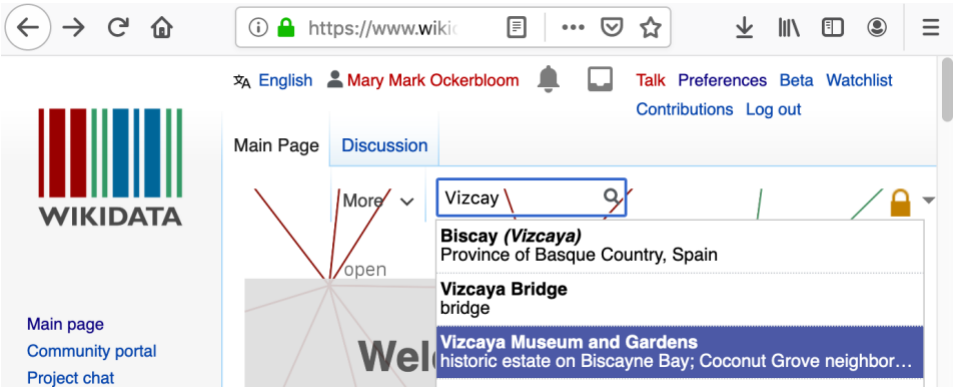
RESOURCES: WikiEdu Introduction to Wikidata
https://dashboard.wikiedu.org/training/wikidata-professional/introduction-wikidata-professional

TASK 14: YOUR INSTITUTION ON WIKIDATA

WHAT CAN WE DO WITH WIKIDATA?

GO TO: https://www.wikidata.org/

ACTIVITY: Look up your institution's name
E.g. Vizcaya Museum and Gardens (Q2095464)



QUESTION: DID YOU FIND AN ENTRY?
QUESTION: WHAT IS ITS Q NUMBER?

QUESTION: DOES ANY INFORMATION LOOK WRONG TO YOU?
At minimum a Wikidata item should have an **instance of** statement and a statement that relates it to another item on Wikidata, article on Wikipedia, or image on Commons.
ACTIVITY: If a value is wrong, try clicking on and editing it (or make a note for later.)
On Wikidata you CAN edit your own entry and reference your institution's website.

QUESTION: DO YOU SEE ANY INFORMATION WITHOUT REFERENCES?
ACTIVITY: If a value looks right but has "0 references" try to add a reference.
For example, you could google and add the National Register of Historic Places.

The colored areas in the display reflect the scope of what you are changing.

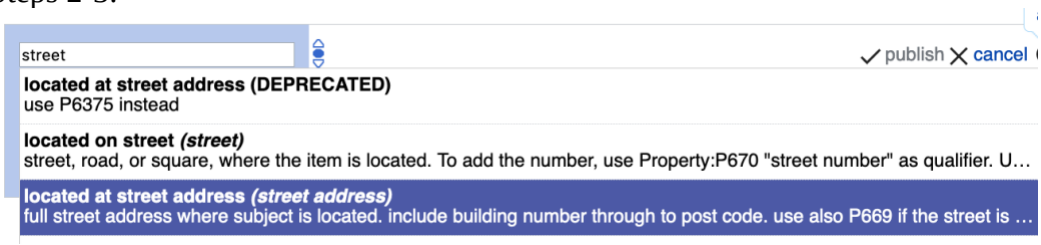
TASK 15: ADDING INFORMATION TO WIKIDATA

QUESTION: IS THERE MORE INFORMATION THAT COULD BE ADDED?
ACTIVITY: See the Vizcaya Museum and Gardens (Q2095464) entry on Wikidata for examples of properties that could be added. Possibilities include:

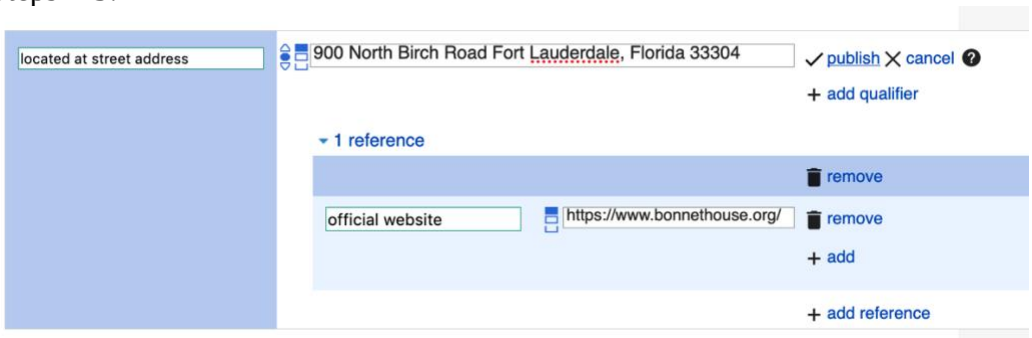
official website (P865) – takes full url
Twitter username (P2002) – takes twitter handle without @
located in the administrative territorial entity (P131) – takes designated area
located at street address (P669) – takes text string
Facebook ID (P2013) – takes Facebook string at end of url
founded by (P112) – type in a string and see if you can find a Q item to match it
NRHP reference number (P649) – check for this at https://npgallery.nps.gov/nrhp
image – takes an Image identifier from Wikimedia Commons

1. Find the **Statements** section, and scroll down until you see **+ add statement**
2. Click the **+ add statement** button. A new box should appear.
3. Type a property name that you think might be appropriate into the box. It should give you suggestions (E.g. "street" returns "located at street address" and several others).
4. You can also **add reference** and give a url to support what you are saying
5. When you think things are right, click the **publish** button.

Steps 2-3:



Steps 4-5:



Once this information is in Wikidata, Google will show your street address.

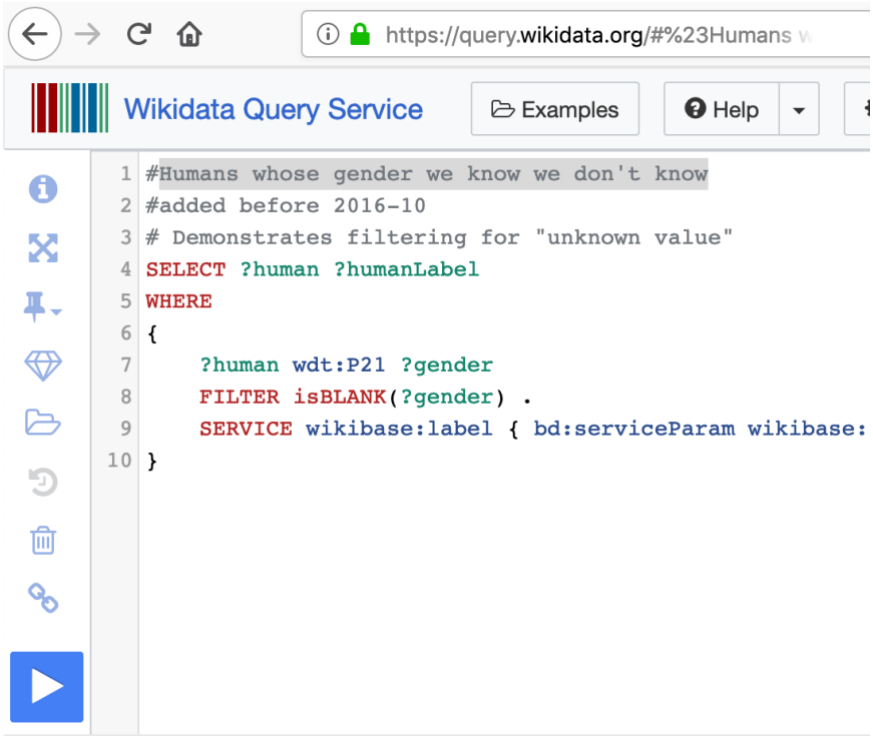
I adapted this task from Alex Stinson's presentation on working with Wikidata at https://goo.gl/uSfZUo For more about Wikidata you can also see: https://www.wikidata.org/wiki/Wikidata:Data_donation

TASK 16: QUERYING WIKIDATA

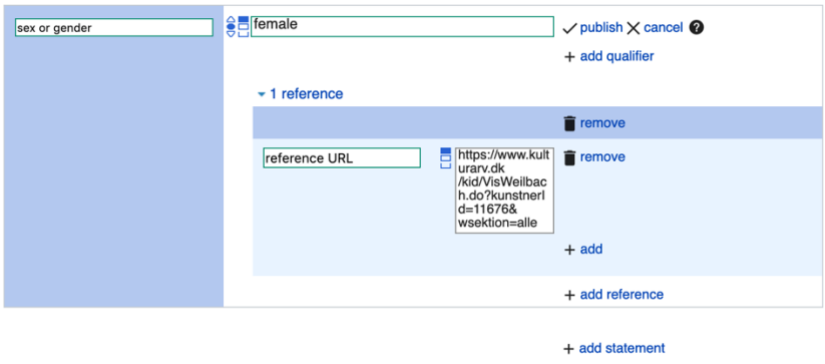
YOU CAN SEARCH WIKIDATA AND EDIT INFORMATION.

GO TO: Wikidata Query Service https://query.wikidata.org/
ACTIVITY: CLICK ON THE FOLDER ICON TO SEE EXAMPLES OF QUERIES.

Select an example query and then click on the blue ▶ button to run the query.
EXAMPLE: “Humans whose gender we know we don't know”



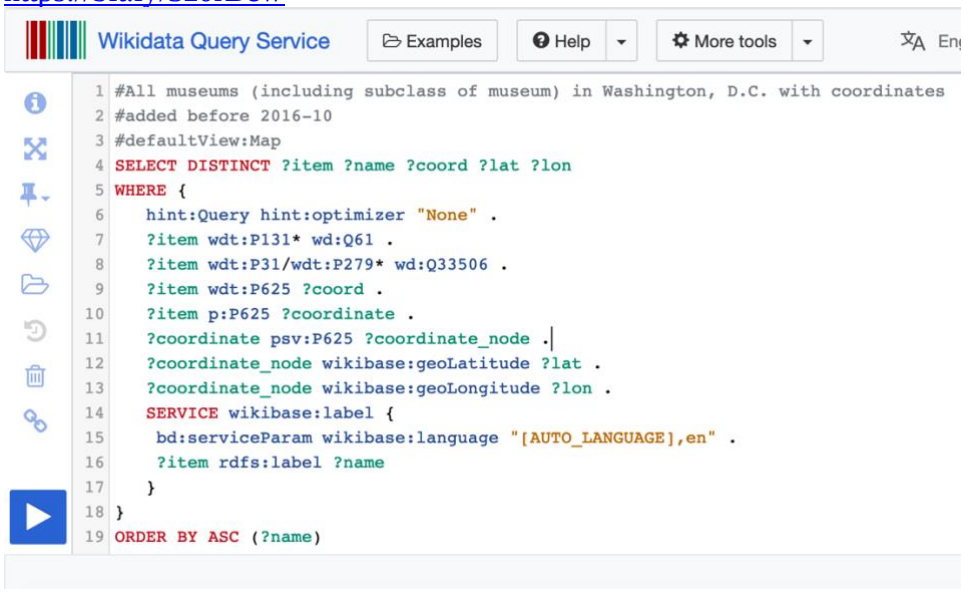
ACTIVITY: CHOOSE AN ENTRY THAT YOU THINK YOU COULD IMPROVE
E.g. The search found a Wikidata entry for Mable Rose (Q21553695)
Searching on Google returned a Danish reference that confirms she is female. This can be used as a reference URL to update the information on sex or gender for her entry.



TASK 17: MODIFYING A WIKIDATA QUERY

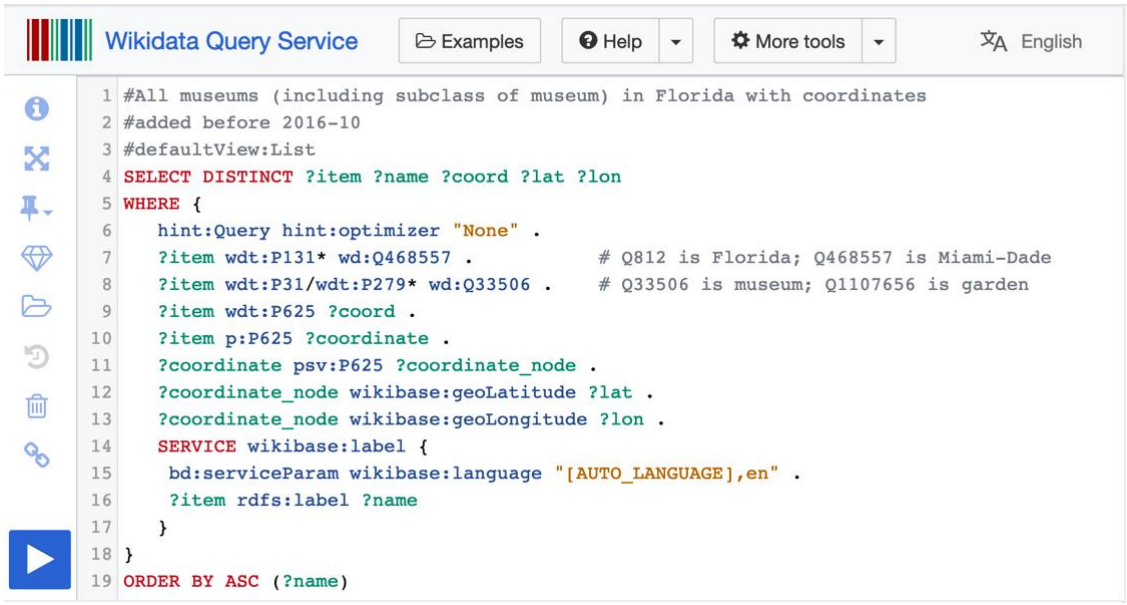
YOU CAN MODIFY QUERIES TO FIND DIFFERENT INFORMATION.
RESOURCE: https://www.wikidata.org/wiki/Wikidata:SPARQL_tutorial

This is the example SPARQL query to list museums in Washington, D.C.
https://bit.ly/3z0rBew



You can change the Q values and rerun the query to find different sets of results.
Try changing these things (I also changed the comments, for easier reading.)

#defaultView:Map => #defaultView:List
Q61 for Washington, D.C. => Q812 for Florida; Q468557 for Miami-Dade
Q33506 for museum => Q1107656 for garden; Q167346 for botanical garden

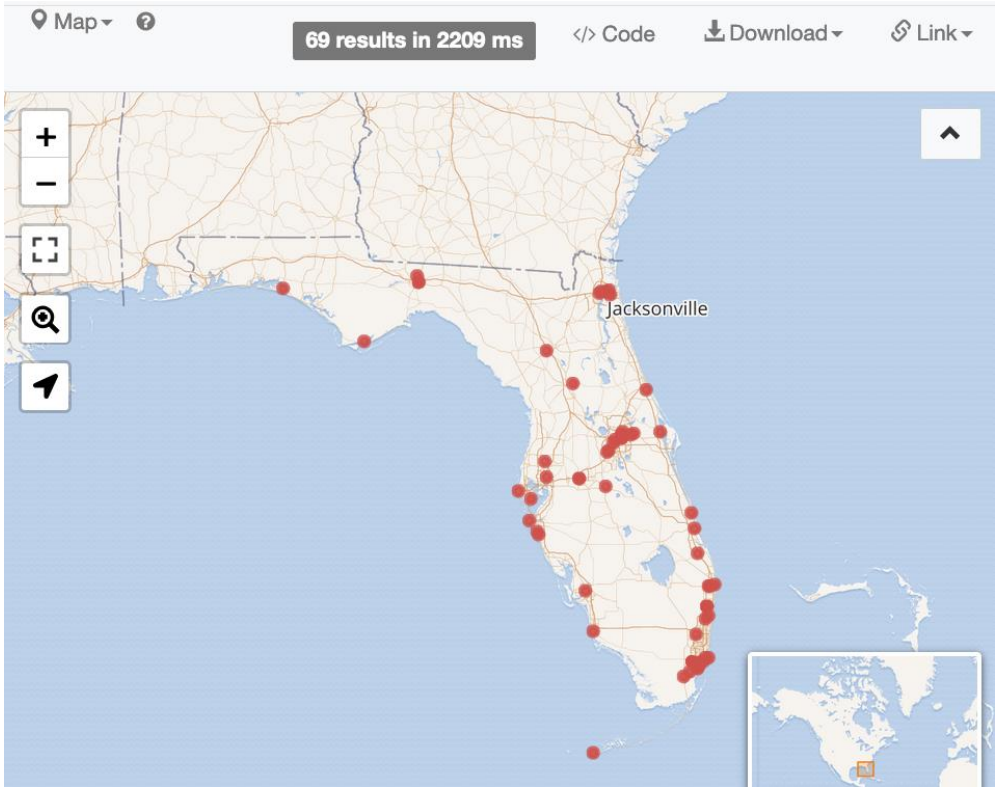


The results show exactly what was asked for and only what Wikidata knows about. A search for “garden” won’t include “botanical garden” unless you specifically check for inheritance among subclasses of garden.

Table ▾ 69 results in 2086 ms </> Code Download ▾ Link ▾

item	name	coord	lat	lon
wd:Q3364003	Alfred B. Maclay Gardens State Park	Point(-84.2511 30.5189)	30.5189	-84.2511
wd:Q3614087	American Orchid Society Visitors Center and Botanical Garden	Point(-80.1535 26.4288)	26.4288	-80.1535

If you change the #defaultView:List back to #defaultView:Map you will see a map.



INFORMATION: PROPERTY COVERAGE IN WIKIDATA

GETTING AN OVERVIEW OF THE INFORMATION THAT WIKIDATA "KNOWS" CAN BE VERY USEFUL. INTEGRAALITY CAN HELP YOU EXAMINE DATA.

inteGraality is a tool for interrogating Wikidata by creating a dashboard that shows property coverage for a defined set of entities. Once it is set up, inteGraality will automatically update the dashboard on a weekly basis.

For example, a dashboard can be created to show people on WikiProject Craft, group them by occupation, and show the number and percentage of people in each occupation with properties like gender, date of birth, copyright status, and existence of images.

InteGraality Dashboard [edit]

People of interest to WikiProject Craft by occupation [edit]

all entities | count | all groupings | without grouping property | below threshold (1) | Querying about WikiProject Craft (Q110249806) , human (Q5) Grouping

Top groupings (Minimum 1 items)			Top Properties (used at least 1 times per grouping)						
	Name	Count	sex or gender (P21)	date of birth (P569)	date of death (P570)	educated at (P69)	copyright status as a creator (P7763)	image (P18)	Commons category (P373)
	artist (Q483501)	686	99.56% (683)	56.27% (386)	27.7% (190)	34.4% (236)	43.15% (296)	14.29% (98)	10.06% (69)
	sculptor (Q1281618)	246	100.0% (246)	78.05% (192)	41.06% (101)	46.34% (114)	68.29% (168)	21.14% (52)	26.42% (65)
	ceramicist (Q7541856)	238	98.32% (234)	68.49% (163)	39.08% (93)	36.13% (86)	44.96% (107)	20.59% (49)	17.23% (41)
	textile artist (Q10694573)	165	98.18% (162)	54.55% (90)	26.06% (43)	32.12% (53)	39.39% (65)	17.58% (29)	12.73% (21)
	jewelry designer (Q2519376)	130	100.0% (130)	58.46% (76)	27.69% (36)	46.15% (60)	53.85% (70)	13.85% (18)	15.38% (20)
	glass artist (Q2865798)	129	99.22% (128)	55.81% (72)	16.28% (21)	27.13% (35)	31.78% (41)	11.63% (15)	17.05% (22)

This can be useful in multiple ways. Examining data by occupation sparks questions and suggests areas for further work. Are glass artists less well represented than ceramicists? Is there overlap in how terms are used and the work people do? Do artists not attend educational institutions, or are the institutions they attend missing from Wikidata? Given the importance of visual images for artists and their works, can we improve the information we have about birth and death dates and use this to determine copyright status of creators and identify areas where we can add images of artists and their works? We can use this to find cases that lack occupations and to check odd occupations that may suggest errors in our data (like the missionary who wrote about craft in 1500).

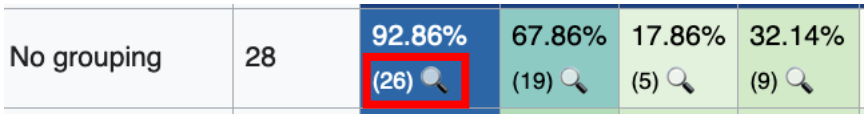
INFORMATION: USING INTEGRAALITY

THIS EXAMPLE SHOWS SOME OF THE THINGS YOU CAN DO WITH INTEGRAALITY BY CREATING A DASHBOARD TO EXAMINE GROUPS.
https://www.wikidata.org/wiki/User:Mary_Mark_Ockerbloom/Craft_statistics

GENERATING A DASHBOARD
To make this dashboard, I created a new **Wikidata** user page where I pasted in this code. (You could try creating one for a different WikiProject by replacing Q110249806.) You will not see any results until the inteGraality robot comes by to populate your data. Try getting it to visit by clicking on **Manually update**. It may take a while to generate. The robot will insert the code it generates above the line {{Property dashboard end}}.

```
{{Property dashboard
|selector_sparql= wdt:P5008 wd:Q110249806 ;  wdt:P31 wd:Q5
|grouping_property=P106
|grouping_threshold=1
|property_threshold=1
|stats_for_no_group=1
|properties=P21,P569,P19,P570,P20,P69,P7763,P18,P373,Len,Den}}
{{Property dashboard end}}
```

EXAMINING THE DATA
Clicking on the magnifying glass next to a percentage will enable you to examine the entities involved. The dashboard will generate and run an SQL query for that data. For example, we can view a list of people who don't currently have an occupation listed.



Run the query:  See results:

wd:Q21293130	Susie Krasnican	wd:Q6581072	female
wd:Q110692132	Lalita Vakil	wd:Q6581072	female
wd:Q26253008	Robert Whitley	wd:Q6581097	male

Lalita Vakil is a textile artist, but this was only stated in her description, not given as her occupation. Once we know information is missing, we can add it to her Wikidata entity.

RESOURCES: InteGraality
https://integraality.toolforge.org/
https://www.wikidata.org/wiki/Wikidata:Tools/inteGraality

INFORMATION: CUSTOMIZING YOUR DASHBOARD

HERE ARE THREE KEY SETTINGS FOR CUSTOMIZING YOUR DASHBOARD.

1. |**selector_sparql=** describes the set of Wikidata entities you want to collect and examine. The value for **selector_sparql** must be a valid SPARQL query. You can test your query to be sure it works using the Wikidata Query Service.
https://query.wikidata.org/

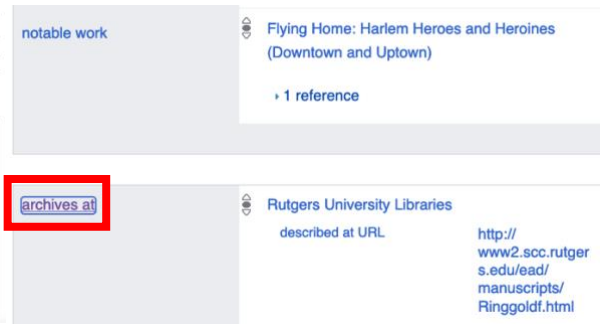
In this example, the query generates a list of 1735 entities, each of which is an instance of (P31) a human (Q5) on the focus list (P5008) of WikiProject Craft (Q110249806). The possibilities are as endless as Wikidata; I could look for red pandas, people, museums, organizations, or images that are of interest to a project, or that share particular qualities.

2. |**grouping_property**= enables you to sort the group of entities you are interested in, based on a particular property of those entities. In the example, I've used occupation (P106). This is a particularly interesting value to look at in terms of craft artists, since there are many specialties and since artists may work at multiple occupations. InteGraality enables me to explore this rich set of data in a targeted way.

3**.** |**properties=** is the list of properties that you want to see coverage of. You can build a list of properties by looking at existing Wikidata items. For example, to determine the percentage of craft artists who have known archives, I could click on the "**archives at**" property name on Faith Ringgold's Wikidata entity to find its identifier (P485) and add it P485, to the InteGraality **properties=** list. Another property is **"oral history at**" (P9600).

Wikipedia article:

Wikidata properties:



INFORMATION: USING HIGHER GROUPINGS

THIS EXAMPLE USES INTEGRAALITY TO CREATE A DASHBOARD WITH A HIGHER GROUPING BY COUNTRY AS WELL AS A GROUPING BY REGION.
https://www.wikidata.org/wiki/User:Mary_Mark_Ockerbloom/Agriculture_statistics

The following code was used to create the dashboard:
{{Property dashboard
|selector_sparql= wdt:P31 wd:Q43229 ; wdt:P101 wd:Q11451
|grouping_property=P131
|higher_grouping=wdt:P17/wdt:P298
|higher_grouping_type=country
|grouping_threshold=1
|property_threshold=1
|stats_for_no_group=1
|properties= P1454,P571,P112,P488,P856,Len,Den}}
{{Property dashboard end}}

The SPARQL query looks for instances of (P31) an organization (Q43229) whose field of work (P101) is specified as agriculture (Q11451). The grouping property is "located in the administrative territorial entity" (P131). This is useful for finding out where such organizations are based, but it's also helpful to add a higher-level grouping by country, which uses ISO 3166-1 alpha-3 codes (P298), allowing results to be sorted by country.

InteGraality Dashboard [edit]

Agricultural organizations by location and country [edit]

all entities | count | all groupings | without grouping property | below threshold (1) | Querying about organization (Q43229) , agriculture (Q11451) Grouping by located in the administrative territorial entity (P131)

Top groupings (Minimum 1 items)			Top Properties (used at least 1 times per grouping)					
	Name	Count	legal form (P1454)	inception (P571)	founded by (P112)	chairperson (P488)	official website (P856)	English
USA	Ames (Q470273)	1	0% (0)	100.0% (1)	0% (0)	100.0% (1)	100.0% (1)	100.0% (1)
USA	San Marcos (Q982353)	1	0% (0)	0% (0)	0% (0)	0% (0)	100.0% (1)	100.0% (1)
RUS	Oktyabr'skiy Rayon (Q4333153)	1	0% (0)	100.0% (1)	0% (0)	0% (0)	100.0% (1)	100.0% (1)
USA	New Hampshire (Q759)	1	0% (0)	100.0% (1)	0% (0)	0% (0)	100.0% (1)	100.0% (1)
USA	Puerto Rico (Q1183)	1	0% (0)	100.0% (1)	0% (0)	0% (0)	100.0% (1)	100.0% (1)

The results of the dashboard as shown above suggest that little information has been entered into Wikidata about agricultural organizations. The **selector_sparql** query could be rewritten to include more fields in case similar organizations use different terms.

INFORMATION: IDENTIFYING KNOWLEDGE GAPS

GAPS ARE DISPARITIES WITH RESPECT TO READERS, CONTRIBUTORS, OR CONTENT OF WIKIMEDIA PROJECTS

Differences in editor populations affect coverage of topics that editors care about. Disparities in editors and content both reflect and reinforce systemic biases in organizations and cultures.

‘Anyone can edit’ but not everyone does
https://www.jstor.org/stable/44652520?seq=3

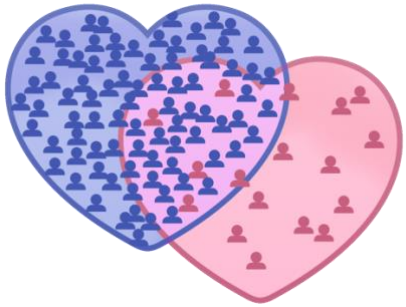
Wikipedia gender gap: a scoping review
https://doi.org/10.3145/epi.2023.nov.17

Wikimedia: Gender Gap
https://meta.wikimedia.org/wiki/Gender_gap

Wikimedia: Gender Gap Initiatives
https://meta.wikimedia.org/wiki/Gender_gap/Initiatives

MIND THE GAP

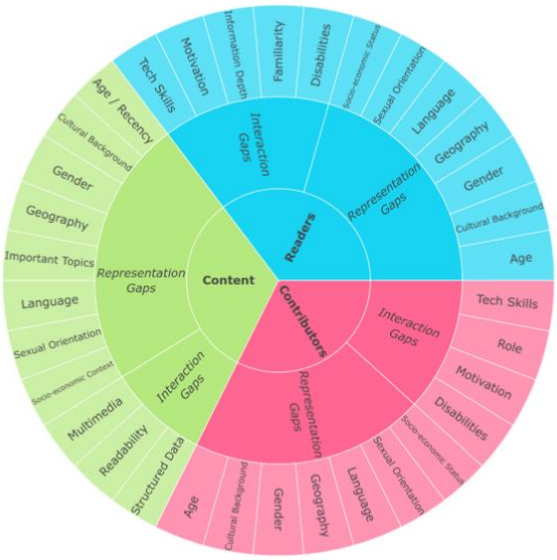
An estimated 80-90% of Wikipedia editors are male.



Topics of concern to women are therefore less likely to be edited.

ALWAYS REMEMBER THAT RESULTS BASED ON WIKIDATA ONLY SHOW what Wikidata currently REPRESENTS about the world, not the world itself.

A TAXONOMY OF KNOWLEDGE GAPS FOR WIKIMEDIA PROJECTS (Second Draft, Redi et al. / Wikimedia Foundation, 2021) https://arxiv.org/pdf/2008.12314



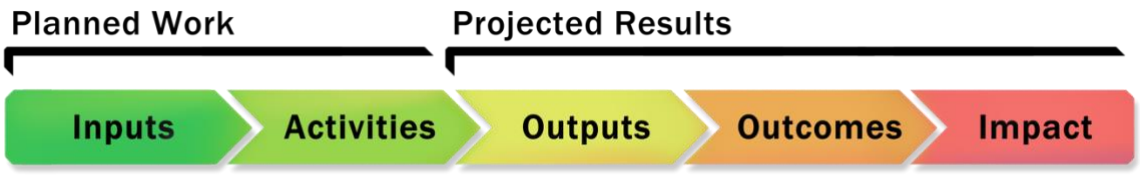
Facet	*Gap*	*Description*	*Sources*
Representation	*Gender*	Difference between readers of different gender identities in how and how much they access the sites.	literature [129, 83, 147], surveys [52, 62, 78, 99, 141, 31, 57, 85, 19], strategy [191, 108]
	Age	Difference between readers of different age in how and how much they access the sites.	literature [129, 83, 147], surveys [52, 62, 78, 99, 141, 31, 57, 85, 19], strategy [191, 108, 184], community [266, 247, 209]
	Geography	Differences in readership between different areas of the world	literature [129], surveys [141, 78, 99], community [249, 144]
	Language	Differences in readership depending on readers' ability to read one or more languages	surveys [141, 85, 52, 21], strategy [108, 191], community [237, 221]
	Socioeconomic Status	Differences in readership depending on readers' education, income, wealth, or employment status	literature [129, 147] surveys [6, 141, 57, 85, 52, 11, 19, 31, 21, 22], community [270, 251]
	Sexual Orientation	Difference between readers of different sexual orientations in how and how much they access the sites.	literature [73]
	Cultural Background	Differences in readership among people with different ethnic, political, and religious backgrounds	community [236, 258]

USING WIKIDATA TO VIEW GAPS
Explore data visualizations at the Wikipedia Diversity Observatory
https://meta.wikimedia.org/wiki/Wikipedia_Diversity_Observatory

WIKIPROJECTS LIKE WOMEN IN RED FOCUS ON CLOSING GAPS
https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Women_in_Red

QUALITIES WE NEED TO BRIDGE GAPS IN REPRESENTATION
https://upload.wikimedia.org/wikipedia/commons/8/85/WikiWomen_Summit_2023_word_cloud.png : WikiWomen Summit 2023 word cloud

LOGIC MODELS AND METRICS



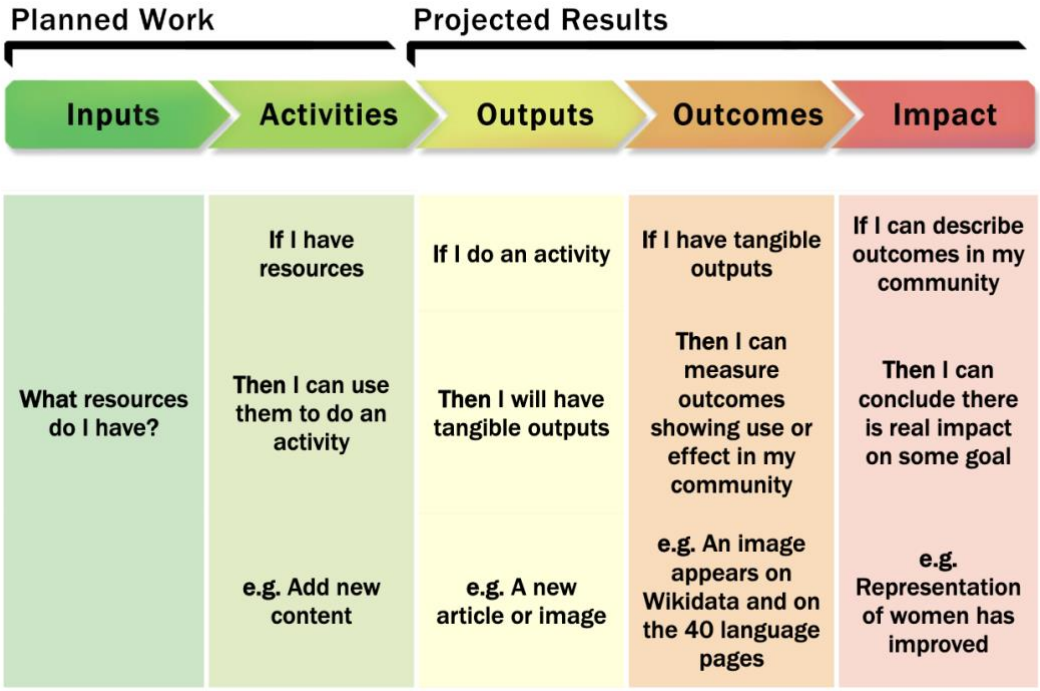
WHAT MATTERS TO YOU?

INFORMATION: LOGIC MODELS AND METRICS

LOGIC MODELS ARE A USEFUL TOOL FOR CONNECTING RESOURCES AND ACTIVITIES TO OUTPUTS, DESIRED OUTCOMES AND IMPACTS.

LOGIC MODELS HELP US TO IDENTIFY MEANINGFUL METRICS THAT WE CAN USE TO IMPROVE OUR DECISION-MAKING AND ONGOING WORK.

Ashley Bowen, a fellow at the Science History Institute, invited staff to develop Logic Models of what we did, and to identify metrics to assess what we achieved. In a good logic model, these metrics should enable me to tell a story about my work. How can I use data to tell a story about who I work with and how I am fixing the internet?



Building a logic model specific to my job helped me to identify choices and make better decisions about how to use resources. For example, thinking about metrics emphasized that it was important not to stop at releasing images on Wikimedia Commons. We also needed to follow through and use those images on Wikidata and Wikipedia pages.

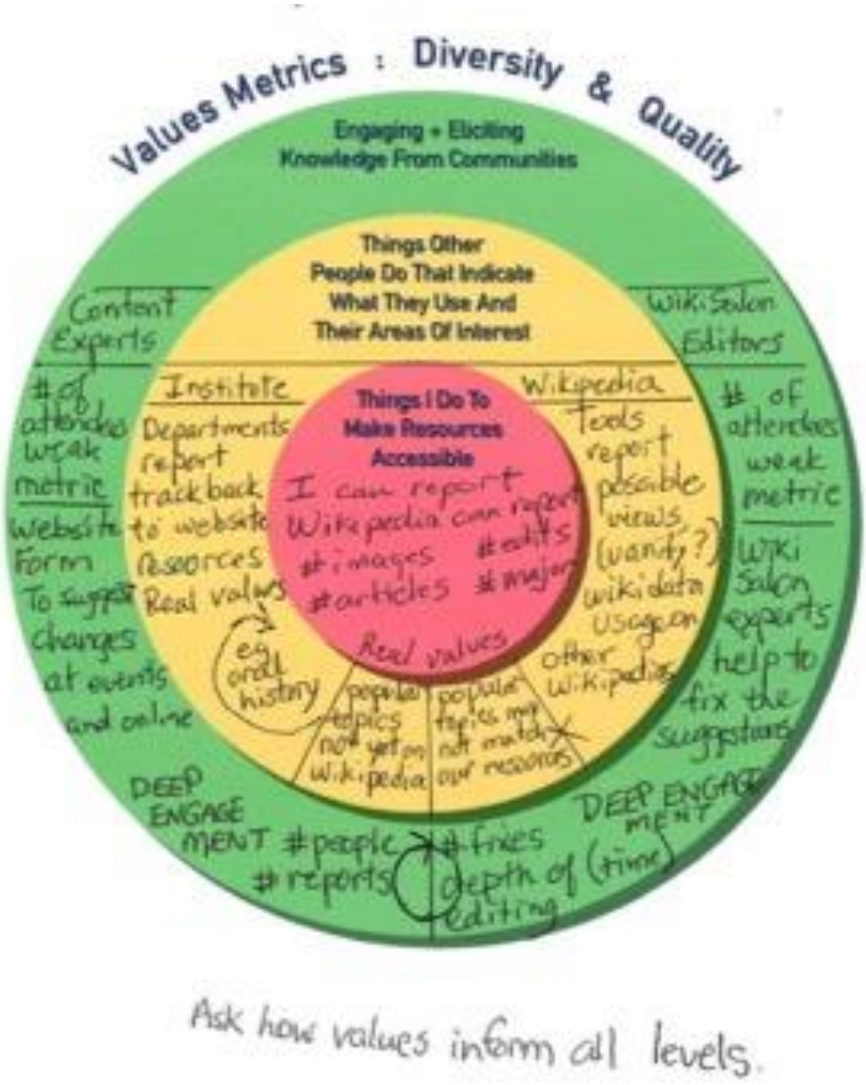
Looking at metrics for the use of our released images also indicated that releasing portraits of scientists and linking them to Wikidata had a larger potential impact than releasing some of our other images, because portraits are frequently viewed, and Wikidata multiplies this effect. This inspired us to track our portraits as a category.

RESOURCES: W. K. Kellogg Foundation, *Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation, January 2004
https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/KelloggLogicModelGuide.pdf

INFORMATION: METRICS VALUES CIRCLES

I DEVELOPED THIS CIRCLE REPRESENTATION TO BETTER ENVISION WHAT I DO, RELATING VALUES, TASKS, AND METRICS TO COMMUNITIES.

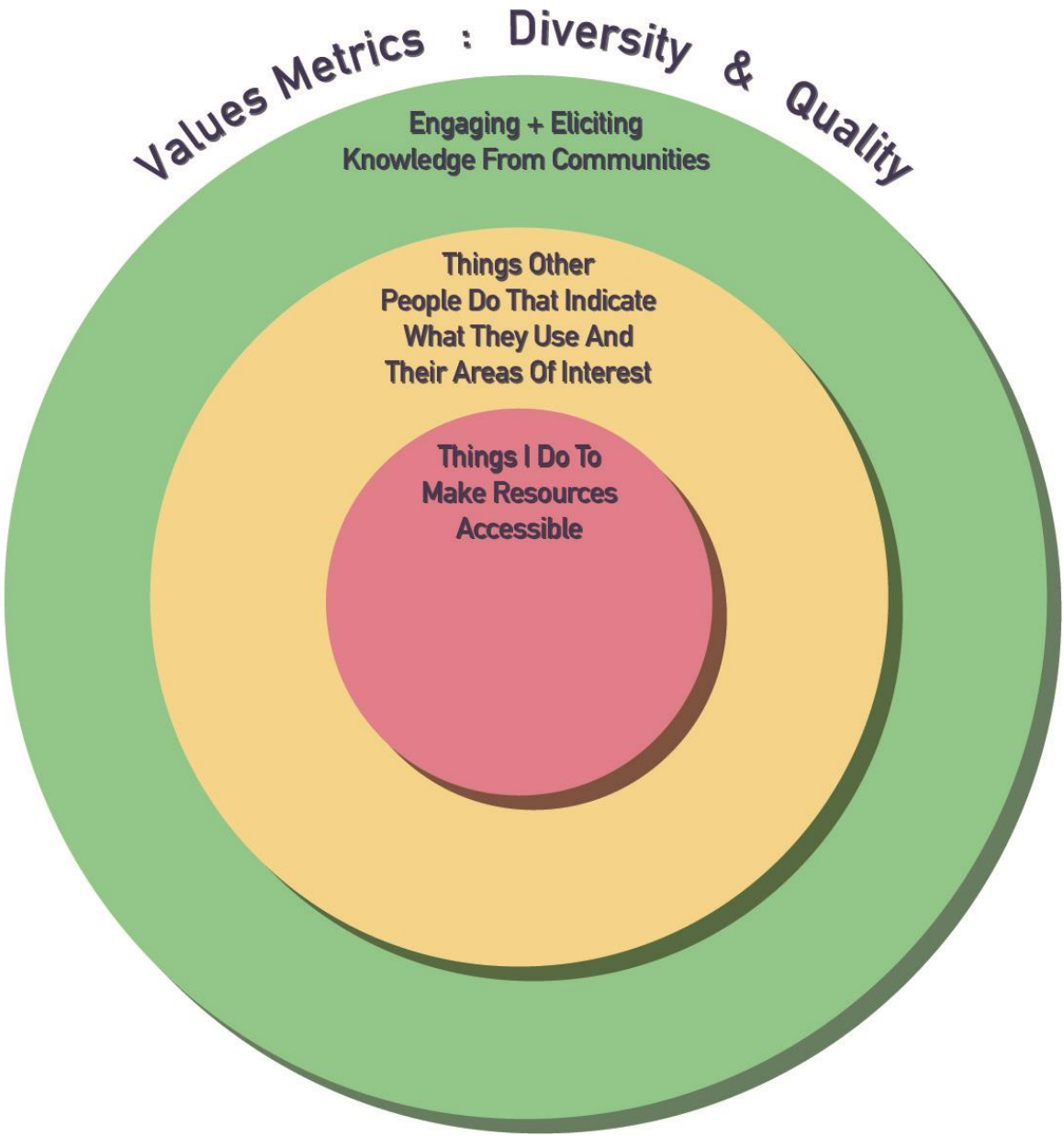
The story of how I am fixing the internet is a story about how I interact with and impact different communities. First, **I do activities that make resources available**. There are **metrics** for those activities **that I can measure directly**. Second, **other people** do things that indicate that they see and use the resources I create. Both **Wikipedia** and my **co-workers** in GLAM institutions gather metrics that give an idea of my work's reach and impact. Finally, there is a broader community of **knowledge experts** (both on and off Wikipedia) that I hope to engage with in ways that can expand both my work and its impact. I will need new metrics to assess their input and impact. There are also broad **values** such as **diversity, inclusivity** and **article quality** that are relevant across all three levels of community and should be considered when developing metrics at all levels.



TASK 18: IDENTIFYING YOUR METRICS

ACTIVITY: WHAT METRICS MIGHT BE MEANINGFUL FOR YOU?

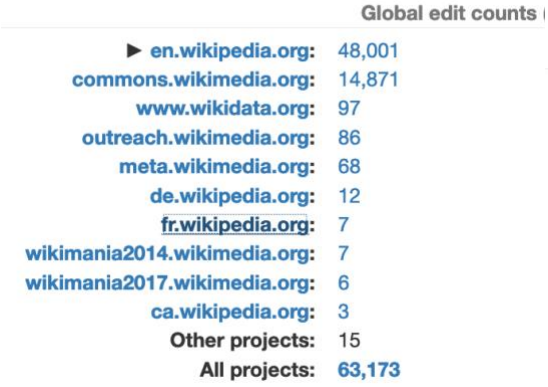
Think about the activities you are interested in doing and the ways in which you might engage with different communities as a result. What metrics might be of use to you? What values are important to you? How can they be considered?

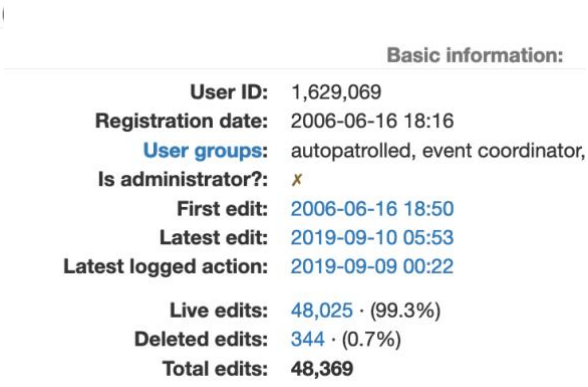


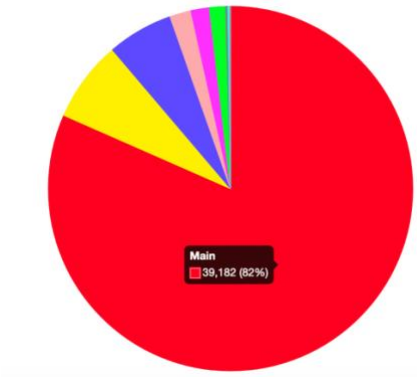
INFORMATION: METRICS FROM WIKIPEDIA

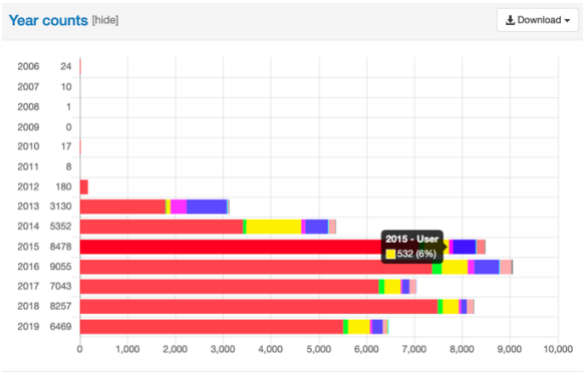
WIKIPEDIA TRACKS EDITOR ENGAGEMENT AUTOMATICALLY IN WAYS THAT ENABLE ME TO REPORT ON THE THINGS THAT I DO.

You can see public summaries of an editor's activities on Wikimedia sites, by giving the project (e.g. en.wikipedia.org or commons.wikimedia.org) and the editor's username.
GO TO: https://xtools.wmcloud.org/ec
E.g. https://xtools.wmcloud.org/ec/en.wikipedia.org/Mary_Mark_Ockerbloom









These high-level summaries aren't necessarily as useful as you might think in terms of reporting. The red areas show that I do most of my editing in the main Article space of English Wikipedia. However, people at work are more likely to be interested in knowing the names of the articles I've created, or spent substantial amounts of time editing recently, and the events I've been involved in.

Wikipedia doesn't know what articles are important to me in terms of work, so I keep track of that on an ongoing basis and submit a monthly report to my boss. I also keep track of new articles and events that I've worked at, adding dates and details to my user page. That makes it easier for me to write year-end reports and makes my activities as a Wikipedian in Residence more transparent to other Wikipedia editors. My **user** page summarizes my accomplishments, while my **sandbox** page notes things I might work on.
E.g. https://en.wikipedia.org/wiki/User:Mary_Mark_Ockerbloom

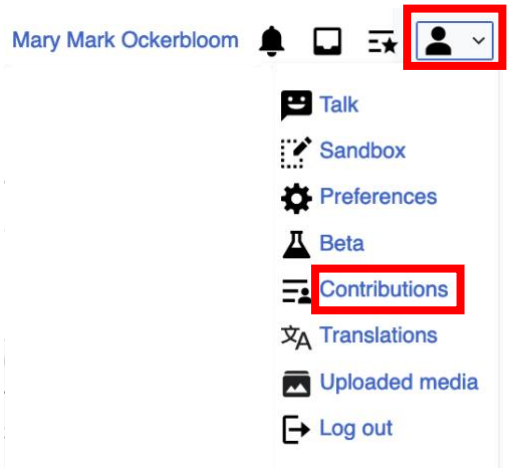
TASK 19: REPORTING WIKIPEDIA CONTRIBUTIONS

YOU CAN VIEW YOUR CONTRIBUTIONS AND THOSE OF OTHERS.

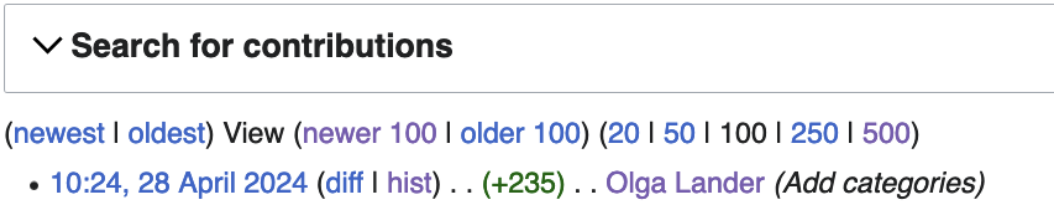
Every action that occurs on Wikipedia is logged and recorded. You can see all the changes you've made (your **Contributions**), Wikimedia's summary of your work (your **Edit count)**, all the changes made to a given page (its **History**) with the editor's names, and all the work done by those editors (their **Contributions** and **Edit count**).

ACTIVITY: If you are logged in on Wikipedia, you should see a **user icon** to the **far right** of your **username**. Click on it to see a pull-down menu with a list of items.

Clicking on **Contributions** will take you to a page listing every edit you've done, in reverse order, with dates, comments, and links to past versions of pages you edited. This is very helpful when you can't remember the name of the article you edited last Friday!



Each edit you make is listed, with the time, number of characters changed, name of the article you edited, and the description that you added to summarize your edits.



E,g, https://en.wikipedia.org/wiki/Special:Contributions/Mary_Mark_Ockerbloom

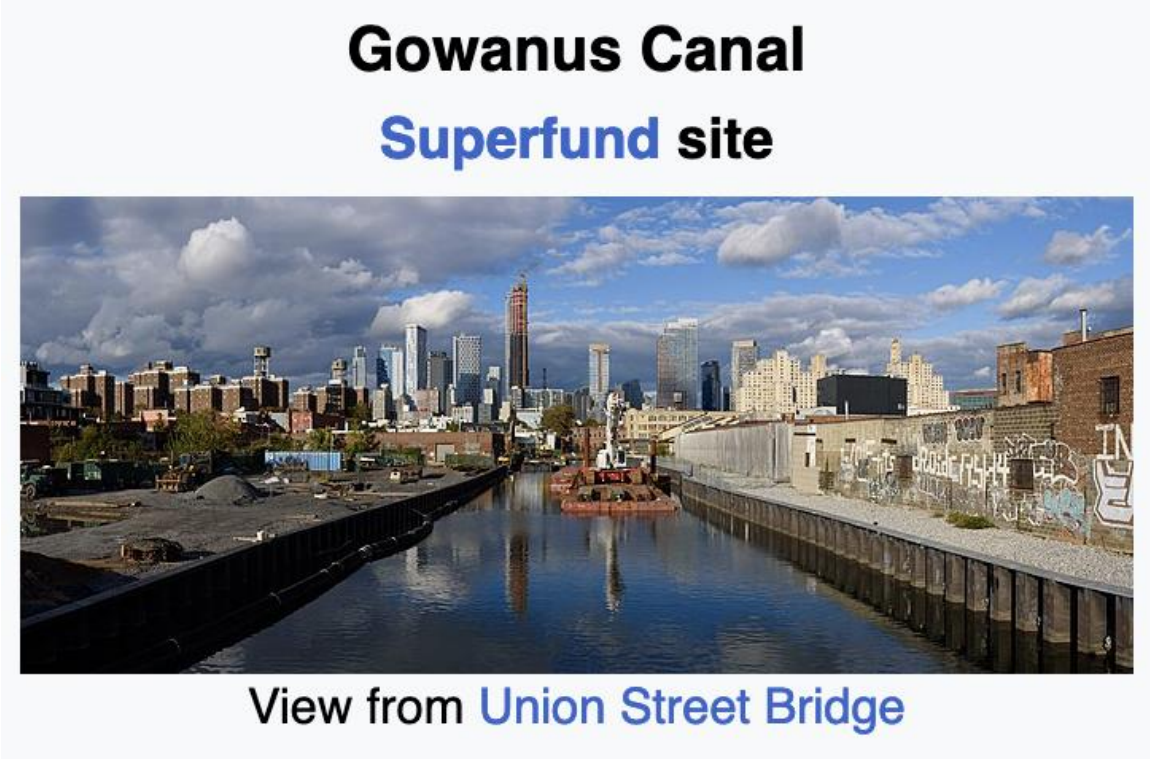
If you scroll to the bottom of your **Contributions** page, you will find a box containing your **username** and a bunch of links. One link should say **Edit count**. Click on Edit count and you will go to Wikipedia's public summary of your activity on Wikipedia. E.g. https://xtools.wmcloud.org/ec/en.wikipedia.org/Mary_Mark_Ockerbloom

ACTIVITY: You can find another editor's **user page** by clicking on their **username** in the **revision history** of an article. On the **far-left column** of their User page, pull down **Tools** and click **User contributions** to see that person's edit history and **Edit count** link.

TASK 20: WIKIMEDIA COMMONS PAGEVIEWS

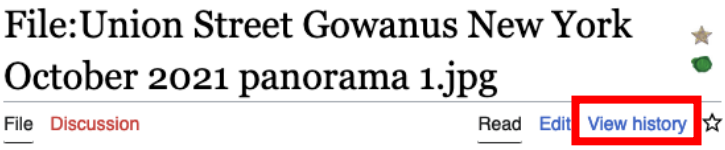
WIKIMEDIA COMMONS ALSO TRACKS CONTRIBUTIONS AND GENERATES METRICS AUTOMATICALLY, MAKING IT POSSIBLE TO CHECK IMAGE USE.

Pageview analysis is a foundational metric that is used by other tools. You can find the viewing metrics for any image on Wikimedia Commons by using the following steps.



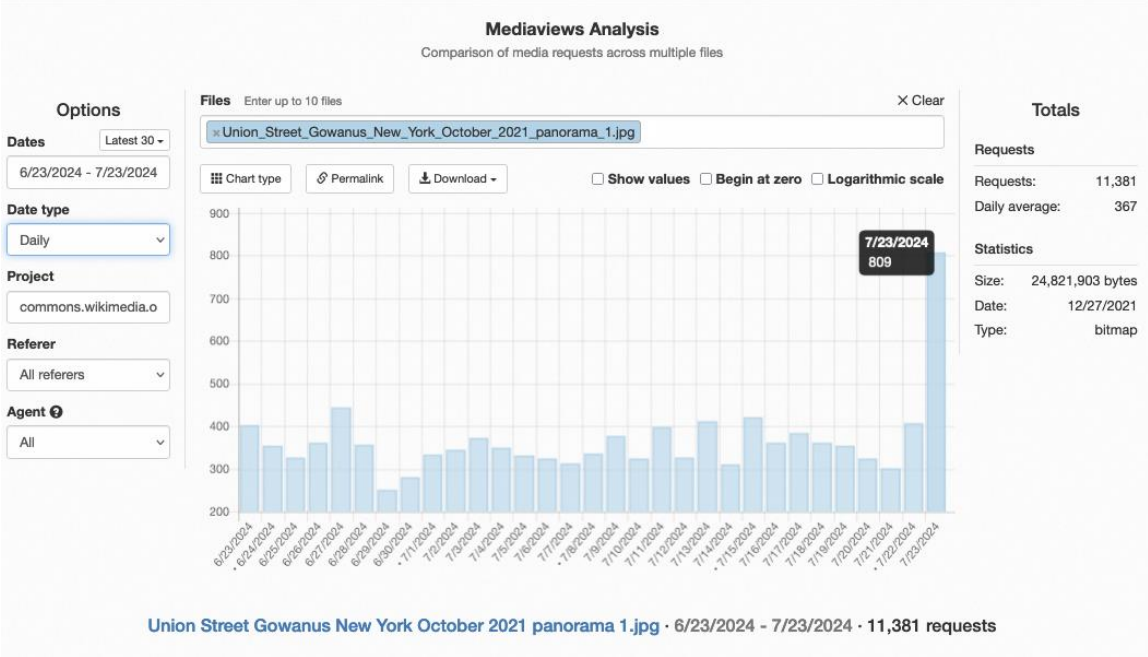
1. Click on an image on Wikipedia to go to its page on Wikimedia Commons. This image is used on Wikipedia pages in 5 languages and by the Wikidata item for Gowanus Canal. https://commons.wikimedia.org/wiki/File:Union_Street_Gowanus_New_York_October_2021_panorama_1.jpg

2. To find out more, click on **View history**.

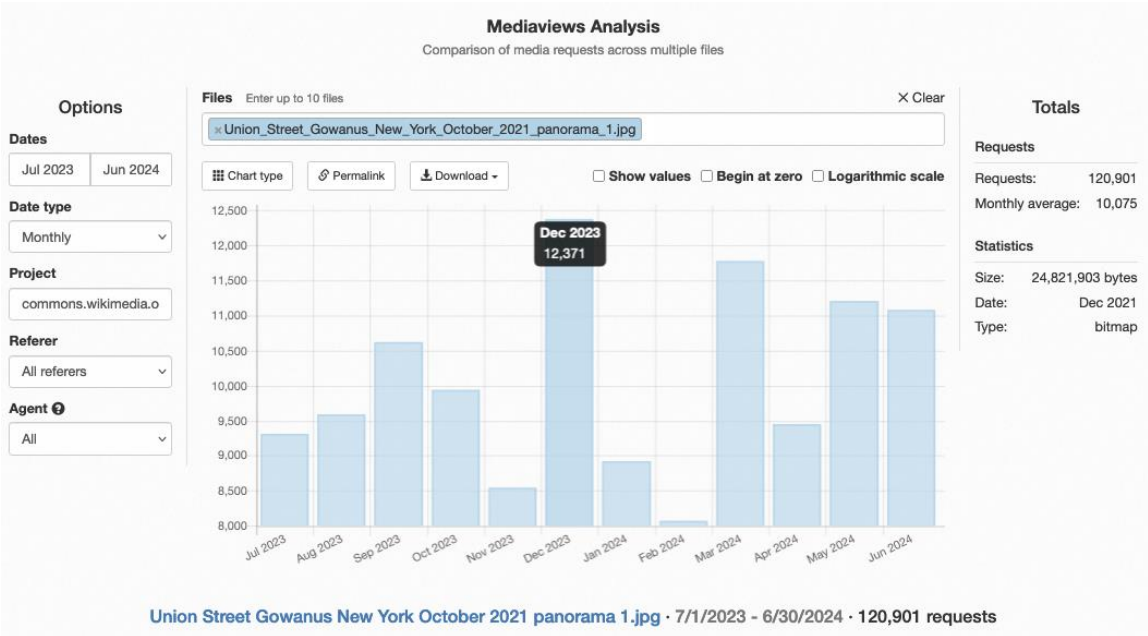


3. Then click on **Mediaviews Analysis**.

4. The Mediaviews Analysis page shows number of requests to view the file over time. You can specify the time period, the unit of time (daily or monthly), and other settings.



In the case of the Gowanus Canal image, the daily page analysis (above) shows that a major spike in views occurred on July 23, 2024. Monthly analysis (below) shows wide variation from month to month. Variation may reflect the featuring of content on Wikipedia or external events and news coverage that draws attention to a topic.



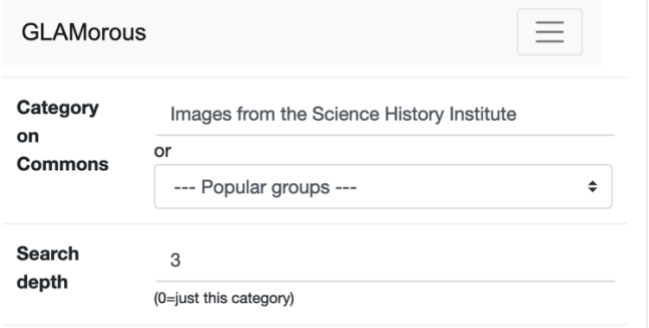
RESOURCE: DPLA Webinar https://www.youtube.com/watch?v=J4ic_-Rjkuw

INFORMATION: GLAMOROUS IMAGE USE METRICS

WIKIMEDIA COMMONS HAS SOME TOOLS FOR TRACKING GLAM IMPACT FOR GROUPS OF IMAGES BUT THEY MAY NOT BE WELL SUPPORTED.

Glamorous can summarize the number of files that appear on Wikipedia pages. Give it a Wikimedia Commons category, and it reports on files in that category.

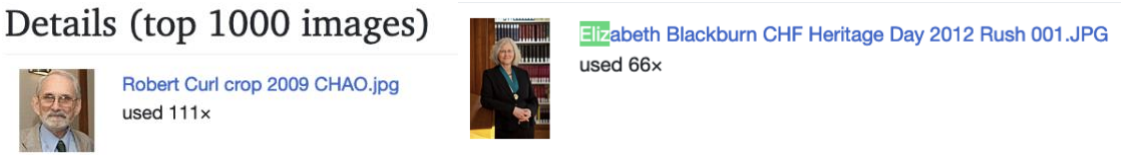
GO TO: https://glamtools.toolforge.org/glamorous.php
Specify a Wikipedia Commons Category and a search level of 3.
E.g. *Images from the Science History Institute*, search depth=*3*



Wikipedia exists in over 300 languages, with English Wikipedia being the largest language version. Inclusion of images on Wikidata may amplify their appearance on other language Wikipedias. Usage statistics of 50% or higher are excellent numbers for images used on Wikipedia articles. Low Wikidata numbers may suggest opportunities to amplify impact by linking images to Wikidata entries and Wikipedia pages. The spreadsheet summarizes a set of Glamorous reports for categories relating to the Science History Institute, which is tracked in terms of overall contribution and by department.

	A	B	C	D	E	F	G	H
1	Examining impact with https://tools.wmflabs.org/glamtools/glamorous.php							
2	Results: August 31, 2019							
3	**Images Released**: 1,228							
4		Images from	Archives colle	Library collec	Events, Scien	Museum coll	Museum exh	Videography,
5	**Total image usages**	**2500**	**321**	**442**	**809**	**179**	**28**	**86**
6	**Distinct images used**	677	**91**	160	186	50	16	31
7	Percentage of images Used	55.27%	48.15%	58.39%	50.96%	75.76%	59.26%	70.45%
8								
9	**en.wikipedia**	823	118	181	225	69	16	38
10	**wikidata.wikidata**	200	18	8	95	6	1	10
11								
12	**af.wikipedia**	3	1	1	0	0		
13	**ar.wikinews**	1	**0**		1	0	2	
14	**ar.wikipedia**	83	7	8	42	2		5

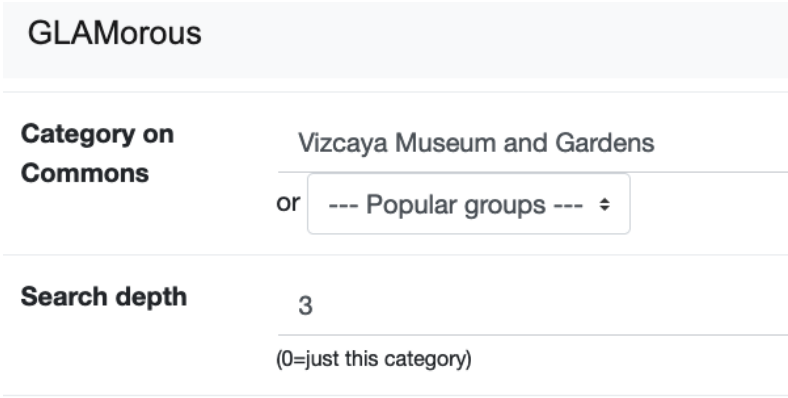
This tells us how many times images are used on Wikipedia pages, but not how many people look at those pages. We can also **Show details** to see the most-used files, hinting at what is of interest to Wikipedia editors and readers (e.g. Nobel prize winners).



TASK 21: HOW MANY PAGES USE IMAGES?

DOES YOUR INSTITUTION HAVE A WIKIMEDIA COMMONS CATEGORY? TRY GLAMOROUS AND SEE HOW MANY PAGES IT REACHES.

FIND your Wikimedia Commons category at https://commons.wikimedia.org
GO TO: https://glamtools.toolforge.org/glamorous.php



ACTIVITY: Copy paste the name of a Wikimedia Commons category into Glamorous. If the category has subcategories, experiment with increasing the search level.

QUESTIONS TO THINK ABOUT:

What categories did you use?

How many files did you find with different queries?

How many of the files were used somewhere?

Were there any surprises in where they appeared?

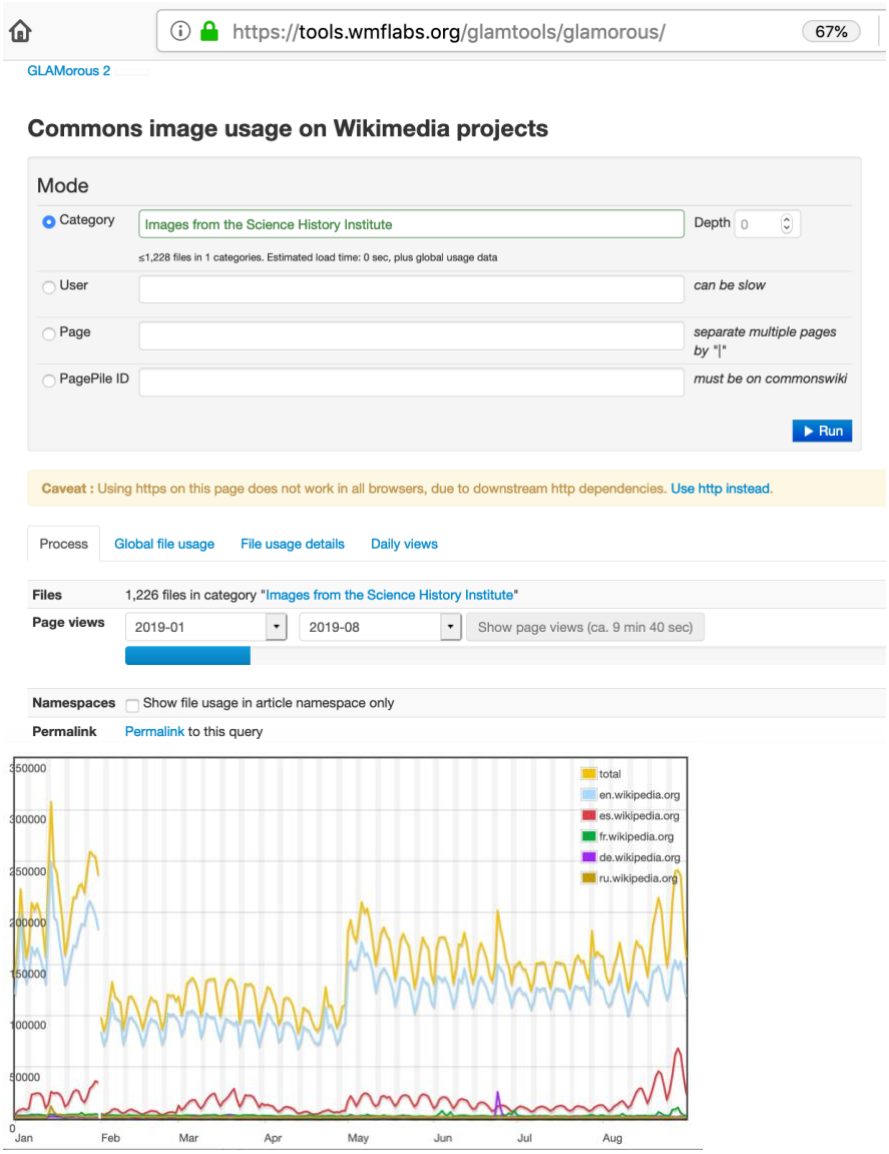
Were any of the files used on Wikidata?

Does this suggest possibilities for future work?

INFORMATION: GLAMOROUS2 FOR POSSIBLE IMPACT

YOU SAW HOW MANY IMAGES WERE USED ON WIKIPEDIA PAGES.
TRY GLAMOROUS2 TO SEE HOW MANY PEOPLE MAY HAVE SEEN THEM.

Glamorous 2 can summarize the number of times that Wikipedia pages were viewed.
GO TO: https://glamtools.toolforge.org/glamorous/
ACTIVITY: Specify a Wikipedia Commons Category. Press **Run** and then **Process**. Choose a date range to view the images as ranked by most used and by views over time.

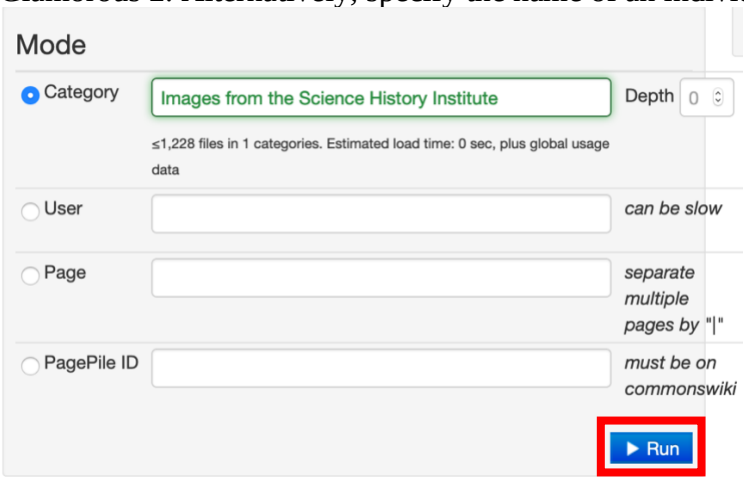


Between January 1, 2019 and September 1, 2019, pages with Science History images got over 24,000,000 views, 3,000,000 a month, or 100,000 daily. Nobel winners rated high, as did women and TED talks. We also tracked contributions by individual departments (library, archives, museum, etc.) and can see if their patterns differ.

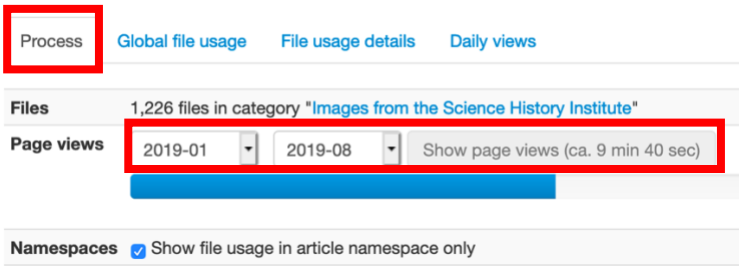
TASK 22: HOW MANY READERS SAW THOSE PAGES?

DOES YOUR INSTITUTION HAVE A WIKIMEDIA COMMONS CATEGORY? TRY OUT GLAMOROUS2 TO SEE HOW MANY READERS IT MAY REACH.

FIND your Wikimedia Commons category at https://commons.wikimedia.org
GO TO: https://glamtools.toolforge.org/glamorous/
ACTIVITY: Copy and paste the name of the Wikimedia Commons category into Glamorous 2. Alternatively, specify the name of an individual page. Then press **Run**.



You should now see additional displays: Press P**rocess**. Next you should be able to **choose a date range**. I recommend selecting the **Article namespace only** box. Finally, press the **Show page views** button. It may take several minutes to calculate your results, especially if there are a lot of images in your category or they get lots of use.



When the query finishes, you should see options for several displays. **Global file usage** summarizes image views on different Wikipedias. **File usage details** shows the most often viewed files. **Daily views** graphs the number of views over the time period that you selected.

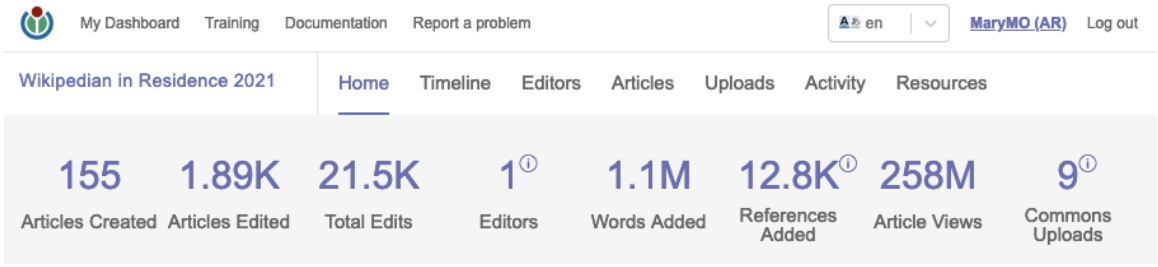
This tells us how many times people viewed the Wikipedia pages where the images are used, but we don't know for certain where the images appeared on those pages, or whether the viewer read far enough to see them. So it's a bit of a vanity metric. It still can be an appealing metric to report, as an estimate of the possible reach of your images.

RESOURCE: DPLA Webinar https://www.youtube.com/watch?v=J4ic_-Rjkuw
As of July 2024, Wikimedia Foundation launched a new Commons Impact Metrics API.

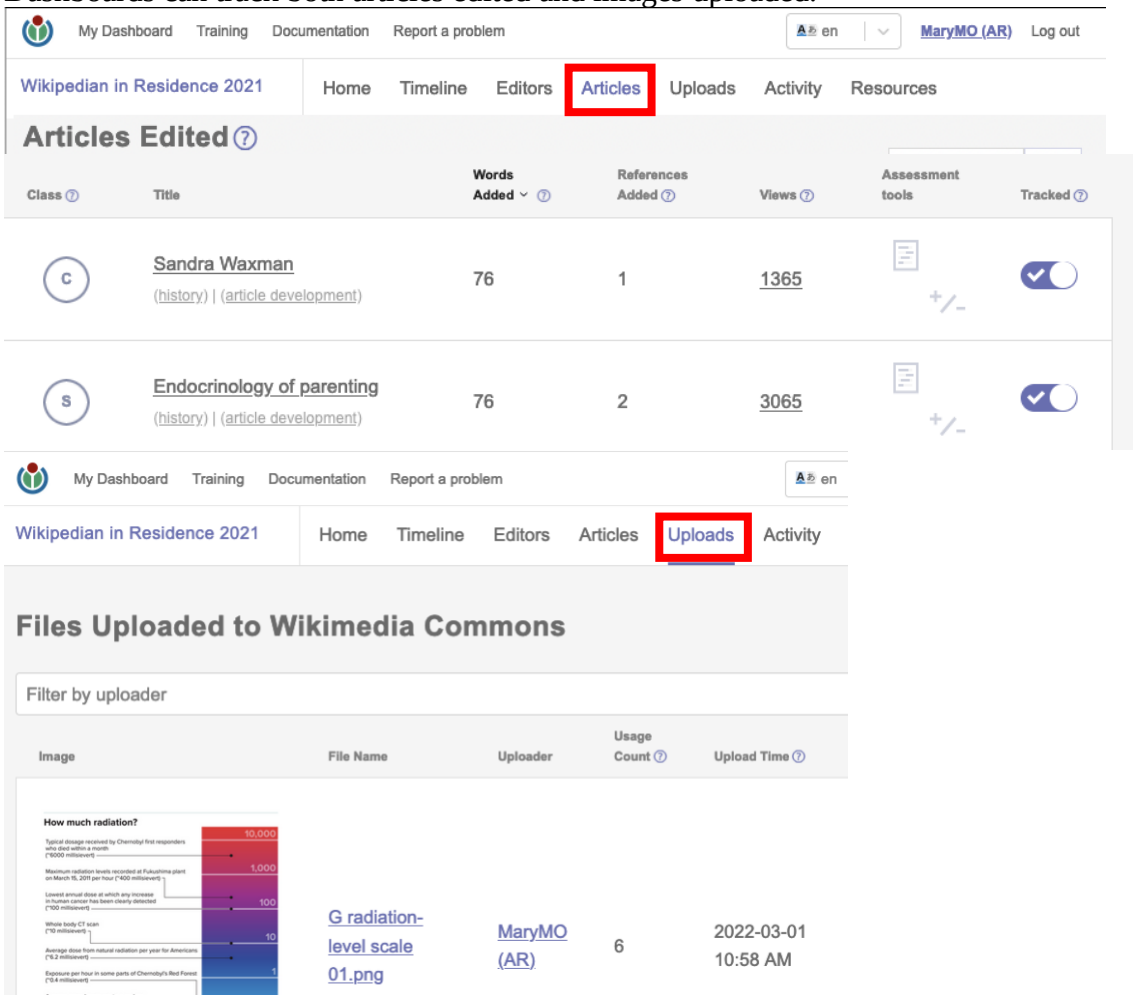
INFORMATION: WIKI EDUCATION'S P&E DASHBOARD

THE WIKI EDUCATION FOUNDATION MAKES IT POSSIBLE TO DEFINE PROGRAM AND EVENTS DASHBOARDS TO COLLECT INFORMATION.

Wikipedians in Residence can create P&E tracking dashboards to monitor their own work or the work of a group of people at an event or program.



Dashboards can track both articles edited and images uploaded.



RESOURCE: https://outreachdashboard.wmflabs.org/explore
RESOURCE: https://meta.wikimedia.org/wiki/Programs_%26_Events_Dashboard

INFORMATION: GOOGLE AND ALTMETRICS

PEOPLE AT ORGANIZATIONS OFTEN USE PROGRAMS SUCH AS GOOGLE OR ALTMETRICS TO TRACK TRAFFIC FROM WIKIPEDIA TO THEIR WEBSITES.

A compelling reason for someone to start working with Wikipedia is that they see an example of demonstrated impact when their content is used on Wikipedia. Internal metrics also give organizations a way of measuring their impact in terms of broader goals such as filling knowledge gaps, increasing representation, and providing accurate, up-to-date information, where the missions of the organization and Wikipedia may be aligned.

Metrics that show that Wikipedia is driving traffic to a website's resources demonstrate the usefulness of my work. They can also inform my work. If someone observes traffic coming from other sources, suggesting interest in a topic without links from Wikipedia, then we may want to consider releasing images or writing about that topic on Wikipedia.

Here is an example of metrics for Wikipedia traffic to Science History podcasts:

> Acid rain: 125 pageviews, 8:05 minutes, 90% exit the site after viewing a selected article
> Ozone hole: 125 pageviews, 9:48 minutes, 95% exit
> Fizzy water: 71 pageviews, 7:29 mins, 92% exit
> Smog in LA: 38 pageviews, 1:28 mins, 92% exit
> Genetic engineering & organic farming: 4 pageviews, 24:25 minutes, 75% exit
> Rethinking Ink: 25 pageviews, 0 minutes, 100% exit (not what people expected?)

Numbers can suggest that people did not find what they expected when they followed a link from Wikipedia to our website. As an example, a Wikipedia page about the JogBra linked to a *Distillations* article about the JogBra's history. It was cited twice on the Wikipedia page, once for details of the JogBra's development, and again for an anecdote about a soccer player taking off her shirt after winning a major match. We theorized that a 100% bounce rate might have happened because people were looking for a story about the soccer match, so we removed that citation. The Wikipedia article also presented an anecdote about a historical event, while the Institute's *Distillations* article told two possible stories about the event. I made the language on Wikipedia less definite (but more correct!) and readers checked our source to get more details about what happened.

Wikipedia can become part of an institution's workflow at multiple points. At the Science History Institute, the oral history project posted external links to new oral histories. The library and archives added links to selected finding aids and digital collections. I cited articles from the website, the online magazine, and podcasts and videos. I worked with the digital collections people to identify and release images. Other Philadelphia institutions followed our lead in working with Wikipedia and Commons.

RESOURCES: Disclaimer. I personally don't use these, but people I know do use them.
Altmetrics: https://www.altmetric.com/
Google Analytics: https://support.google.com/analytics/?hl=en#topic=14090456

INFORMATION: MEASURING ENGAGEMENT

THINKING ABOUT METRICS ALSO HELPS US TO IDENTIFY NEW WAYS TO ENGAGE WITH OUR COMMUNITIES AND MEASURE THAT ENGAGEMENT.

Metrics like ATTENDANCE at our monthly editing WikiSalon are relatively weak indicators of community engagement. We know a body walked in the door. If we keep track we may know something about that body's demographics (gender, race, age) and interests (New visitor? Novice? Experienced editor? Regular attendee?)

DEEP ENGAGEMENT is a challenge. For years I've wondered about how to better engage with the communities with whom we interact. Those communities include scientists and Wikipedians, both knowledgeable. Finding ways to bring them together has always been challenging. Thinking about this in terms of logic models and levels of community led us to identify this as something important that needed more work.

Recognizing that we didn't have to get scientists and editors into the same room to enable transfer of knowledge between them suggested one possible step forward. We created a web page where scientists and others could report inaccuracies and gaps on Wikipedia, to be worked on at the monthly WikiSalon. http://bit.ly/4dtKciY
"When something on Wikipedia is wrong, you can help us fix it".

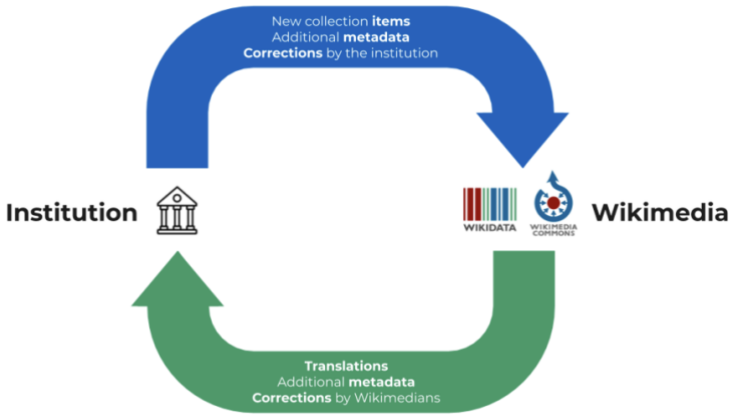
This has the potential to provide metrics that are deeper and more meaningful: How many people submit suggestions? How many suggestions do WikiSalon members review? It does not, however, solve the problem of how to connect with a community.

Our communities include groups that are traditionally under-represented in science and under-served on Wikipedia. The Science History Institute has a long history of making the stories of women scientists more visible and has recently focused on the lives of scientists with disabilities. However, both reflections and more formal resource audits show that the Institute is low in LGBTQ representation and lacks racial diversity.

Identifying VALUES such as diversity and inclusivity is an important first step towards developing new strategies that can inform our practice at all levels and help us reach out to other communities. When our co-workers also focus on values, we get a multiplier effect. Black Lunch Table demonstrates an important lesson: you have to go out and meet people where they are; you cannot sit back and wait for them to appear.

IDENTIFY METRICS FROM THE BEGINNING. To assess the success of strategies we must think about what we will measure, before we start and as we carry out our work. For example, our logic model identified balanced gender representation as desirable. I already consciously created articles for women scientists, so a count of the year's new articles happily showed almost equal gender balance for that metric. But because we didn't identify gender as a value before tracking the year's WikiSalon attendance, we had no data to measure the participation of women at our editing events.

INSTITUTIONAL WORKFLOWS



AND TOOLS

WHAT DO YOU VALUE? WHAT IS USEFUL TO YOU?

THIS WORKBOOK INTRODUCES WIKIPEDIA. WIKIMEDIA COMMONS, AND WIKIDATA, WITH STARTING POINTS FOR EXPLORATION. NOW IT'S UP TO YOU. WHAT TYPES OF ENGAGEMENT MIGHT BE MEANINGFUL TO YOU?

ACTIVITY: Answers to these questions will differ for institutions, departments and people within an institution. Your choices will affect the workflow you develop and the tools you use. What do you already do? How can Wikipedia be part of your workflow?

WIKIPEDIA https://en.wikipedia.org/

Wikipedia is the most visible of the Wiki projects. It also has a high bar to entry, in terms of knowledge of a topic you want to write about, good sources, Wikipedia culture and style, and how to edit with the Wikipedia interface. You can get started by creating an account and making small edits. Try adapting our examples to link to finding aids or add a picture to a page. Someday you might create the article "Rockland hammock".

WIKIMEDIA COMMONS https://commons.wikimedia.org/

Wikimedia Commons has a lower bar to entry in some ways, but it is absolutely essential that you understand copyright and licensing. Public domain images, or those whose copyright you own, are good targets for release. You can get started by taking some photos of your institution. Use your Wikipedia account to upload them to Wikimedia Commons with an appropriate license. Many plants need images!

WIKIDATA https://www.wikidata.org/

Wikidata has the lowest bar to entry in terms of rules and knowledge needed. If nothing else, you should see if your institution has an entry and make sure the information there is correct. Try to expand it. Ensure that Wikidata has your correct street address!

INFORMATION: ORGANIZING COMMUNITY EVENTS

INSTITUTIONS OFTEN VALUE ENGAGEMENT WITH THEIR COMMUNITIES.

Understanding your community is a critical factor when planning a public event. Who are the people in your community? How do you communicate with them? What sorts of events attract them? What might interest them on Wikipedia?

Well-known public institutions like the Smithsonian and the New York Public Library, that are centrally located or readily accessible from public transit, have become a focus for thriving communities of Wikipedia editors.

CREATING A POSITIVE EXPERIENCE FOR ATTENDEES

Research on new users' experiences on Wikipedia suggests qualities that make those experiences positive. See: https://www.youtube.com/watch?v=uOoMZo4CzuA

1. Being part of a cohort that shares learning and supports each other during learning
2. Receiving clear instruction in specific skills: what to do, step by step
3. Receiving expert feedback
4. Thanks matter. Express appreciation for people's presence and contributions. Editors can "thank" a person in an article's edit history, or add a "barnstar" image to a user page.

Such experiences increased students' quality of writing and made them more likely to continue to contribute. People who received feedback and appreciation felt a sense of engagement and pride in their accomplishments.

This research suggests that events are more likely to result in long-term benefits when they bring a group together to work on something; focus on the teaching of small, well-specified tasks; and provide opportunities for hands-on experience, expert feedback, and acknowledgement of those involved. Since events may focus on difficult or crisis-related content, it is important to give people a sense of accomplishment and empowerment, with manageable tasks and recognition for their efforts during and after the event.

EXAMPLE: A 2014 day-long event with guest speakers and a workshop training session https://en.wikipedia.org/wiki/Wikipedia:Meetup/Philadelphia/A_GLAM_Day_Out

TASK 23: PLANNING AN EVENT

BE SURE TO CONSIDER THE FOLLOWING QUESTIONS WHEN PLANNING AN EVENT INVOLVING WIKIPEDIA, WIKIDATA, OR WIKIMEDIA COMMONS.

1. WILL YOUR EVENT FOCUS ON SPECIFIC COLLECTIONS OR MATERIALS?
- What resources do you have?
- What people and events are likely to be of interest to your community?
- Are these topics already covered on Wikipedia and Wikidata? How thoroughly?
- Can people use your resources to improve or expand what is already there?

2. WHO IS YOUR COMMUNITY?
- Who is your audience? Who attends other events? Students, teachers, the public?
- What do they care about? Does this align with the resources you intend to focus on?

3. HOW CAN YOU CONNECT WITH YOUR COMMUNITY?
- How can you reach out to them? Can you connect in multiple ways?
- What might make them interested in Wikipedia?

4. WHAT WILL ATTRACT PEOPLE TO YOUR EVENT?
- A well-known speaker on a relevant topic can attract attendees to your event.
- A “backstage pass” or behind-the-scenes tour of your collections can be appealing.
- Be aware of other events that might conflict for the dates you are considering.

5. WHAT ACTIVITIES DO YOU EXPECT PEOPLE TO DO?
- Create conditions that will enable people to succeed.
- Activities like writing a new article are not reasonable in a short time, or for novices.
- On Wikipedia, a new person might make their first edit.
- On Wikidata, someone could add references and statements or create a new entity.
- On Commons, someone could upload a photo they’ve taken or add to metadata.

6. WHAT RESOURCES WILL PEOPLE NEED TO ATTEND AND DO ACTIVITIES?
- How easy is it for attendees to reach your location?
- How accessible is your space? Identification to enter? Parking? Stairs? Elevators?
- Will attendees need to bring a computer, not just a phone?
- Will there be reliable internet access in your proposed location?
- If people don’t have Wikipedia accounts, suggest that they create them in advance.

7. DO YOU KNOW WIKIPEDIANS WHO CAN HELP COACH THE EVENT?
- Who will lead your event, if it involves training or coaching?
- If you are in a library, can librarians help find research materials and answer questions?
- Having several experienced Wikipedia coaches in the room can be extremely helpful.
- How will you connect with Wikipedians to ask them to attend?

8. HOW WILL YOU MEASURE SUCCESS?
- Identify metrics in advance.

LARGE PROJECTS AND INSTITUTIONAL WORKFLOWS

THERE ARE MANY TOOLS THAT CAN POTENTIALLY BE USED AS PART OF AN INSTITUTIONAL WORKFLOW TO WORK WITH THE STRUCTURED DATA THAT SUPPORTS WIKIPEDIA. WIKIMEDIA COMMONS, AND WIKIDATA.

The following graphic is taken from a more expansive discussion of tools, scripts, notes and trainings for linked data workflow for GLAM institutions and projects.

PREPARE and normalize source data and media	RECONCILE with Wikimedia modeling and coverage	INGEST data, media, and free content	ANALYZE, correct, and enrich	RE-USE content intra-wiki and externally	REPORT and measure impact
• Wikidata Data Donation • Creative Commons • Flickr image hosting • Google Spreadsheets, Wikipedia and Wikidata tools for Google Spreadsheets • OpenRefine	• OpenRefine • Wikidata Mix'n'match • Wikidata Query • WikiCommons Query Service (authentication required) • Wikidata Graph Builder • SQID • Petscan • PAWS • Mediawiki API	• QuickStatements • OpenRefine • ToolFlow • Wikidata-CLI • Pattypan • url2commons • flickr2commons (semi-working) • flickypedia (beta) • PyWikibot / upload.py • Mediawiki API • Commons Upload Wizard • GLAM Wiki Toolset (deprecated)	• Wikidata Query • TABernacle • Listeria • Integraality • Maintenance query scripts • Wikidata Distributed Game • Cat-a-lot • ACDC • VisualFileChange.js • SPARQL RC • ISA tool • Reasonator • OpenRefine	• Wikidata infobox / Infobox templates • Creator templates • Template:Artwork, Template:Book, etc • Template:Label, Template:WrapWD, etc • Listeria / Template:Wikidata_list • Template:Authority control	• GLAMorgan • GLAMorous • BaGLAMa • GLAM Wiki Dashboard • Program and Events Dashboard • WikiEdu Dashboard

RESOURCE: https://www.wikidata.org/wiki/Wikidata:Linked_open_data_workflow

WORKING WITH LINKED DATA

RESOURCES: Structured data for GLAM-Wiki/Intro
https://meta.wikimedia.org/wiki/Structured_data_for_GLAM-Wiki/Intro

Data Roundtripping: a new frontier for GLAM-Wiki collaborations (2019)
https://diff.wikimedia.org/2019/12/13/data-roundtripping-a-new-frontier-for-glam-wiki-collaborations/

The LD4 Wikidata Affinity Group is an informal group for sharing information, learning more about Wikidata and related tools and projects, and exploring how libraries and researchers can contribute to and use Wikidata.

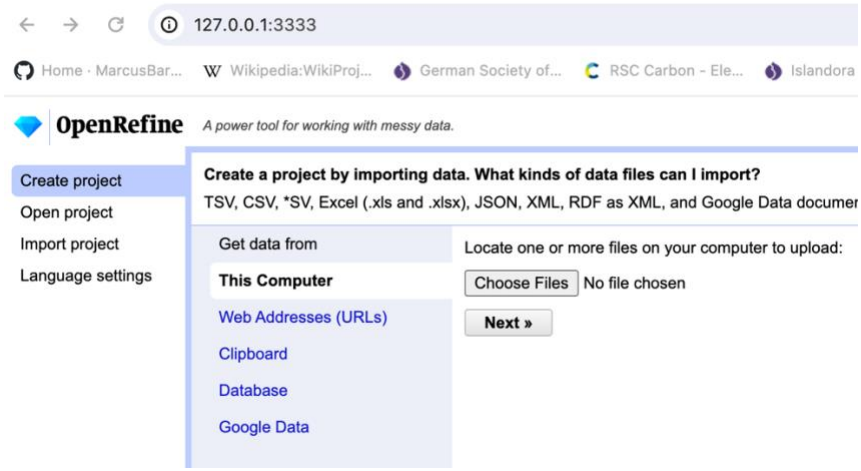
RESOURCES: https://groups.google.com/g/ld4-wikidata
https://www.wikidata.org/wiki/Wikidata:WikiProject_LD4_Wikidata_Affinity_Group

OPENREFINE: A TOOL FOR ALL SEASONS

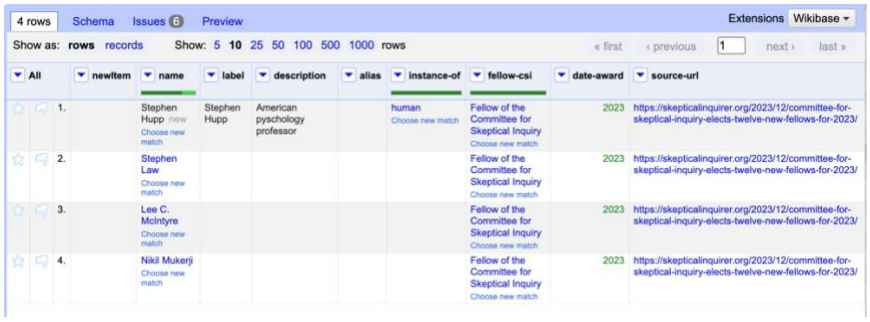
ONE OF THE MOST USEFUL AND BROADLY APPLICABLE TOOLS IS OPENREFINE. OPENREFINE CAN BE USED.ACROSS THE PROJECT WORKFLOW, AND IS INTEGRATED WITH WIKI PROJECTS.

OpenRefine is a community-supported open source project, that can be used to process, manipulate and clean tabular (spreadsheet) data and connect it with knowledge bases as structured data. OpenRefine can be used for both batch editing and uploading of structured data in Wikidata and Wikimedia Commons. Here are some examples of steps:

IMPORTING DATA FROM A SPREADSHEET

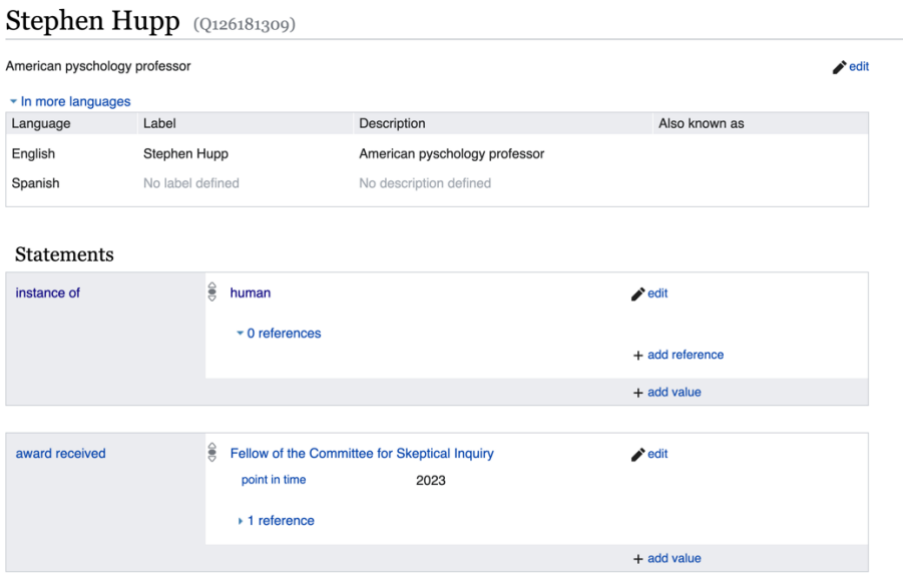


RECONCILING SPREADSHEET DATA WITH WIKIDATA ENTITIES



USING OPENREFINE TO READ AND CHANGE WIKIDATA

- 15:20, 29 May 2024 (diff | hist) . . **(+1,328)** . . Stephen Law (Q7609759) *(Created claim: award received (P166): Fellow of the Committee for Skeptical Inquiry (Q61745062), adding CSI fellow award (details))* **(current)** (thank) (Tag: OpenRefine [3.7])
- 15:20, 29 May 2024 (diff | hist) . . **(+2,086)** . . N Stephen Hupp (Q126181309) *(Created a new Item: adding CSI fellow award (details))* **(current)** (thank) (Tag: OpenRefine [3.7])



RESOURCES FOR OPENREFINE

About OpenRefine:
https://openrefine.org/
https://meta.wikimedia.org/wiki/OpenRefine
https://commons.wikimedia.org/wiki/Commons:OpenRefine

Download OpenRefine:
https://openrefine.org/download.html
Download and install the Wikimedia Commons extension for OpenRefine
https://github.com/OpenRefine/CommonsExtension

OpenRefine User Manual
https://openrefine.org/docs
Library Carpentry: OpenRefine
https://librarycarpentry.org/lc-open-refine/
Using OpenRefine for Wikidata editing
https://www.wikidata.org/wiki/Wikidata:Tools/OpenRefine/Editing
Digital Public Library of America Videos (DPLA)
https://www.youtube.com/@digpublib/videos
Commons:OpenRefine/Adding structured data with OpenRefine
https://commons.wikimedia.org/wiki/Commons:OpenRefine/Adding_structured_data_with_OpenRefine
Commons:OpenRefine/Uploading files with OpenRefine
https://commons.wikimedia.org/wiki/Commons:OpenRefine/Uploading_files_with_OpenRefine
OpenRefine for Wikimedia Commons: The basics (Wikimedia Foundation Course)
https://learn.wiki/courses/course-v1:Wikimedia-Foundation+WMF_GLAM001+2023/about

QUICK REFERENCE

FIND THAT RESOURCE

QUICK REFERENCE LINKS TO TOOLS AND TRAINING

HERE IS A LIST OF TOOLS AND TRAINING RESOURCES THAT HAVE BEEN MENTIONED IN THIS WORKBOOK.

As Wikipedia, Wikimedia Commons, and Wikidata continue to be developed, interfaces change and trainings may become out of date. What you see may also differ depending on the computer, phone, browser, or window size you are using. Don't panic if what you see on your screen is a little different from what you see in a training resource.

RESOURCE	URL	SOURCE
PLATFORMS		
Wikipedia	https://en.wikipedia.org/	WMF
Wikimedia Commons	https://commons.wikimedia.org/	WMF
Wikidata	https://www.wikidata.org/	WMF
GROUPS		
Wiki Education Foundation	https://wikiedu.org/	WikiEdu
Art+Feminism	https://artandfeminism.org/	Art+Feminism
AfroCrowd	https://afrocrowd.org/	AfroCrowd
Black Lunch Table	https://www.blacklunchtable.com/	Black Lunch Table
Wikipedia:WikiProject Women in Red	https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Women_in_Red	Women In Red (volunteer)
Wikipedia:Wiki Loves Pride	https://en.wikipedia.org/wiki/Wikipedia:Wiki_Loves_Pride	Women In Red (volunteer)
LOCAL GROUPS		
Wikimedia NYC	https://en.wikipedia.org/wiki/Wikipedia:Meetup/NYC	Regional chapter
Wikimedia DC	https://wikimediadc.org/wiki/Home	Regional chapter
Philadelphia WikiSalon	https://en.wikipedia.org/wiki/Wikipedia:Meetup/Philadelphia	Volunteer
Philadelphia WikiSalon Demonstrations	https://en.wikipedia.org/wiki/Wikipedia:Meetup/Philadelphia/Demonstrations	Philadelphia WikiSalon
When something on Wikipedia is wrong, you can help us fix it	http://bit.ly/4dtKciY	Philadelphia WikiSalon
The Wiki-GLAMR Training Program	https://wikimedia.org.au/wiki/GLAMR_Training	Wikimedia Australia

WIKIPEDIA

Wikipedia	https://en.wikipedia.org/	WMF
Create Account	https://en.wikipedia.org/w/index.php?title=Special:CreateAccount	WMF
Create User account training	https://www.youtube.com/watch?v=1lYEZhUCJVA&ab_channel=WikimedianinResidence-UniversityofEdinburgh	University of Edinburgh
Create User page training	https://www.youtube.com/watch?v=nnJaxxGQN7s&ab_channel=PeteForsyth	Pete Forsyth (Communicate OER)
User Pages and the Sandbox	https://drive.google.com/file/d/1I2xUkGSn_UolK3viXkajoEPoTlOH5npN/view	Art+Feminisn
Advanced search page	https://en.wikipedia.org/w/index.php?search=&title=Special%3ASearch	Wikipedia
Wiki Education Foundation's training modules: Wikipedia	https://outreachdashboard.wmflabs.org/training https://dashboard.wikiedu.org/training/students https://dashboard.wikiedu.org/training/students/how-to-edit	WikiEdu
Wikipedia Manual of Style	https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style	Wikipedia
Wikipedia: Help:Editing	https://en.wikipedia.org/wiki/Help:Editing	Wikipedia
Wikipedia Good Article Criteria	https://en.wikipedia.org/wiki/Wikipedia:Good_article_criteria#The_six_good_article_criteria	Wikipedia
New Editor Experiences: Summary of findings (2017)	https://upload.wikimedia.org/wikipedia/commons/0/08/New_Editor_Experiences_summary_of_findings%2C_August_2017.pdf	Wikinedia Foundation

MINDING THE GAP(S)

I Made a Graph of Wikipedia... This Is What I Found	https://www.youtube.com/watch?v=JheGL6uSF-4&ab_channel=adumb	Youtube Volunteer
Wikipedia gender gap: a scoping review	https://doi.org/10.3145/epi.2023.nov.17	Academic
A Taxonomy of Knowledge Gaps for Wikimedia Projects	https://arxiv.org/pdf/2008.12314	Wikimedia Foundation
Research on the Gender Gap in Wikipedia (2018)	https://www.youtube.com/watch?v=qL7Zp77foMw&ab_channel=WikimediaFoundation	Wikimedia Foundation
Humaniki	https://humaniki.wmcloud.org	Humaniki
Wikipedia Diversity Observatory	https://meta.wikimedia.org/wiki/Wikipedia_Diversity_Observatory	Wikimedia Foundation
Women in Wikipedia categories, e.g.	https://en.wikipedia.org/wiki/Category:Women_scientists	Wikipedia categories

DISINFORMATION

Defense Against the Dark Arts: Disinformation on Wikipedia	http://bit.ly/3QRhqPC	WikiConference North America Volunteer talk
Disinformation attack	https://en.wikipedia.org/wiki/Disinformation_attack	Wikipedia article

WIKIMEDIA COMMONS

Wikimedia Commons	https://commons.wikimedia.org/	WMF
Upload Wizard	https://commons.wikimedia.org/wiki/Special:UploadWizard	WMF
COPYRIGHT		
Determining US Copyright: Hirtle Chart & Wiki Licenses	https://commons.wikimedia.org/wiki/Commons:Hirtle_chart	Wikimedia Commons
Stanford Copyright Renewal Database	https://exhibits.stanford.edu/copyrightrenewals?forward=home	Stanford University
First copyright renewals for periodicals	https://onlinebooks.library.upenn.edu/cce/firstperiod.html	John Mark Ockerbloom, UPenn
Deep Backfile Serials project page and database	https://onlinebooks.library.upenn.edu/cce/db/ https://onlinebooks.library.upenn.edu/webbin/backfile/penn-serials	John Mark Ockerbloom, UPenn
PROJECTS		
Wiki Loves Monuments	https://www.wikilovesmonuments.org/	Volunteer WikiProject
Wiki Loves Monuments (USA)	https://wikilovesmonuments.us/upload	Volunteer WikiProject
NPGallery Digital Asset Search	https://npgallery.nps.gov/nrhp	National Register of Historic Places

WIKIDATA

Wikidata	https://www.wikidata.org/	WMF
Wiki Education customized courses	https://wikiedu.org/wikidata/	WikiEdu
WikiEdu training modules: Wikidata	https://outreachdashboard.wmflabs.org/training/wikidata/introduction-to-wikidata	WikiEdu
Wikidata:Data donation	https://www.wikidata.org/wiki/Wikidata:Data_donation	Wikidata
inteGraality	https://integraality.toolforge.org/	Toolforge
Wikidata inteGraality	https://www.wikidata.org/wiki/Wikidata:Tools/inteGraality	Wikidata

LINKED OPEN DATA

LD4 Wikidata Affinity Group	https://www.wikidata.org/wiki/Wikidata:WikiProject_LD4_Wikidata_Affinity_Group	LD4
Subscribe to LD4	https://groups.google.com/g/ld4-wikidata	LD4
Wikidata:Linked open data workflow	https://www.wikidata.org/wiki/Wikidata:Linked_open_data_workflow	Wikidata
Commons: Structured Data	https://commons.wikimedia.org/wiki/Commons:Structured_data	Wikimedia Commons

WIKIDATA TOOLS

OpenRefine	https://openrefine.org/	OpenRefine
Wikidata Query Service	https://query.wikidata.org/	WMF
Wikidata: SPARQL tutorial	https://www.wikidata.org/wiki/Wikidata:SPARQL_tutorial	Wikidata
Creating dynamic lists using linked data (2020)	https://diff.wikimedia.org/2020/03/04/lists-in-the-wikimedia-movement-part-3-the-list-revolution-creating-dynamic-lists-using-linked-data/	Alex Stinson
Listeriabot: Generate redlists using Wikidata	https://en.wikipedia.org/wiki/Template:Wikidata_list	Wikipedia template

METRICS

Logic Model Development Guide	https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/KelloggLogicModelGuide.pdf	Kellogg Foundation
Google Analytics	https://support.google.com/analytics/	Google
Edit Counter	https://xtools.wmcloud.org/ec	Wikipedia
GLAMorous	https://glamtools.toolforge.org/glamorous.php	Toolforge
GLAMorous 2	https://glamtools.toolforge.org/glamorous/	Toolforge
DPLA: Wikimedia Metrics and Tools	https://www.youtube.com/watch?v=J4ic_-Rjkuw	DPLA

OPEN REFINE

ABOUT		
OpenRefine	https://openrefine.org/	OpenRefine
MetaWiki OpenRefine	https://meta.wikimedia.org/wiki/OpenRefine	Wikimedia
Wikimedia Commons OpenRefine	https://commons.wikimedia.org/wiki/Commons:OpenRefine	Wikimedia Commons
DOWNLOADING		
Download OpenRefine	https://openrefine.org/download.html	OpenRefine
Download and install the Wikimedia Commons extension for OpenRefine	https://github.com/OpenRefine/CommonsExtension	GitHub
USING		
OpenRefine User Manual	https://openrefine.org/docs	OpenRefine
Library Carpentry: OpenRefine	https://librarycarpentry.org/lc-open-refine/	Library Carpentry
Learn Wikidata	https://www.learnwikidata.net/	Vanderbilt University
OpenRefine for Wikimedia Commons: the basics	https://learn.wiki/courses/course-v1:Wikimedia-Foundation+WMF_GLAM001+2023/about	Wikimedia Community Development Team
WikiLearn	https://meta.wikimedia.org/wiki/WikiLearn	Wikimedia Community Development Team
Wikidata editing with OpenRefine	https://www.wikidata.org/wiki/Wikidata:Tools/OpenRefine/Editing	Wikidata
Commons:OpenRefine/ Adding structured data with OpenRefine	https://commons.wikimedia.org/wiki/Commons:OpenRefine/Adding_structured_data_with_OpenRefine	Wikimedia Commons
Commons:OpenRefine/ Uploading files with OpenRefine	https://commons.wikimedia.org/wiki/Commons:OpenRefine/Uploading_files_with_OpenRefine	Wikimedia Commons
Commons:Digital Public Library of America/Modeling	https://commons.wikimedia.org/wiki/Commons:Digital_Public_Library_of_America/Modeling	DPLA
Digital Public Library of America Videos	https://www.youtube.com/@digpublib/videos	DPLA