

Using Wikipedia to Jumpstart Students' Information Literacy Engagement in a 12-Week Course

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2021 FestivIL by LILAC

Roadmap for Our IL Talk



**Who We
Are**



**USEM
Overview**



**Why
Wikipedia?**



**Our
Course**



**What We
Learned**



**Tools for
One-Shots**

A note on images used within this presentation: all images used are licensed as royalty free for non-commercial use.

Librarians' Role in Curriculum

- Generally don't teach full term courses
- One-shot/ 'as needed' instruction
- Seminar courses open door for academic faculty/staff teaching opportunities
- Lengthy process
- Eye towards elements for reuse

What's a USEM?

- **U**niversity **Sem**inar
- Capped at 18 students
- Full term courses (12 weeks + week long break & finals)
- 2-credits
- Opt-in, elective
- Interdisciplinary - students from various levels/fields of study

A Diversity of Voices: Seeking Truth in Research

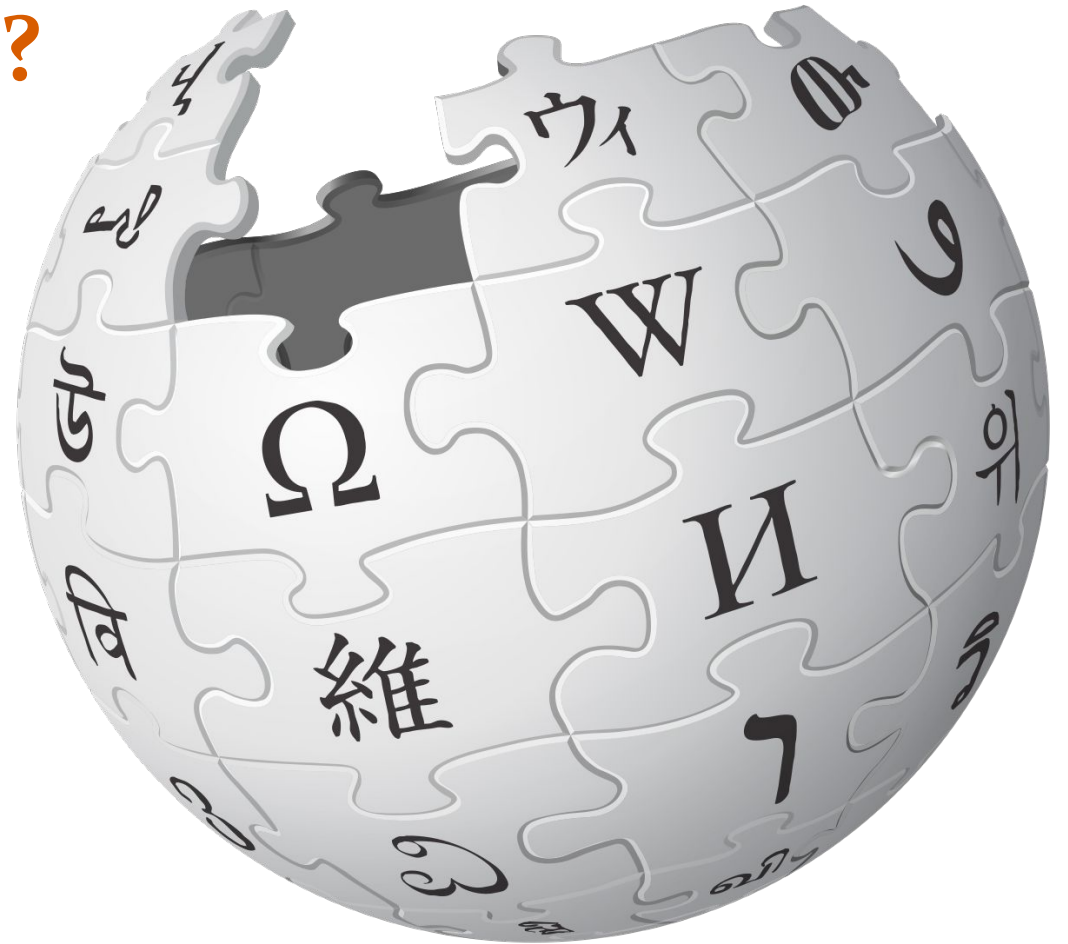
University Seminar
(USEM)

Spring 2020

- Distinguish between **fact** & **opinion**, **truth** & **misinformation**.
- Use **UVA's resources** for peer-reviewed/scholarly sources.
- Understand **impact of power & privilege** on information.
- Assess a body of knowledge for **summative project**.

What Did Class Look Like?

- Students selected from list of topics
- Start or C-class
- Examples:
 - #MeToo Movement
 - Mexico-United States barrier



Start-Class Article

- Useable amount of info
- Weak in a number of areas
- Referencing weak

[Article](#) [Talk](#)

[Read](#) [Edit](#) [New section](#) [View history](#)

Talk:Vinegar Hill (Charlottesville, Virginia)

From Wikipedia, the free encyclopedia



Start
???

This article is within the scope of [WikiProject Virginia](#), a collaborative effort to improve the coverage of the [U.S. state](#) of [Virginia](#) on Wikipedia. If you would like to participate, please visit the project page, where you can join the [discussion](#) and see a list of open tasks.

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

This article has not yet received a rating on the project's [importance scale](#).

 [Virginia portal](#)



This article was the subject of a Wiki Education Foundation-supported course assignment, between 15 January 2020 and 22 April 2020. Further details are available [on the course page](#). Student editor(s): [Kmcphers128](#). Peer reviewers: [Rnu6uff](#).

C-Class Article

- Multiple references
- Better style, structure, quality
- Needing further development

Talk:Islam in American Samoa

From Wikipedia, the free encyclopedia

 This article is of interest to the following [WikiProjects](#): [\[hide\]](#)

WikiProject United States Territories	(Rated C-class)	[show]
WikiProject Polynesia / American Samoa	(Rated C-class, Low-importance)	[show]
WikiProject Islam	(Rated C-class, Low-importance)	[show]

 **Islam in American Samoa** received a [peer review](#) by Wikipedia editors, which is now [archived](#). It may contain ideas you can use to improve this article.

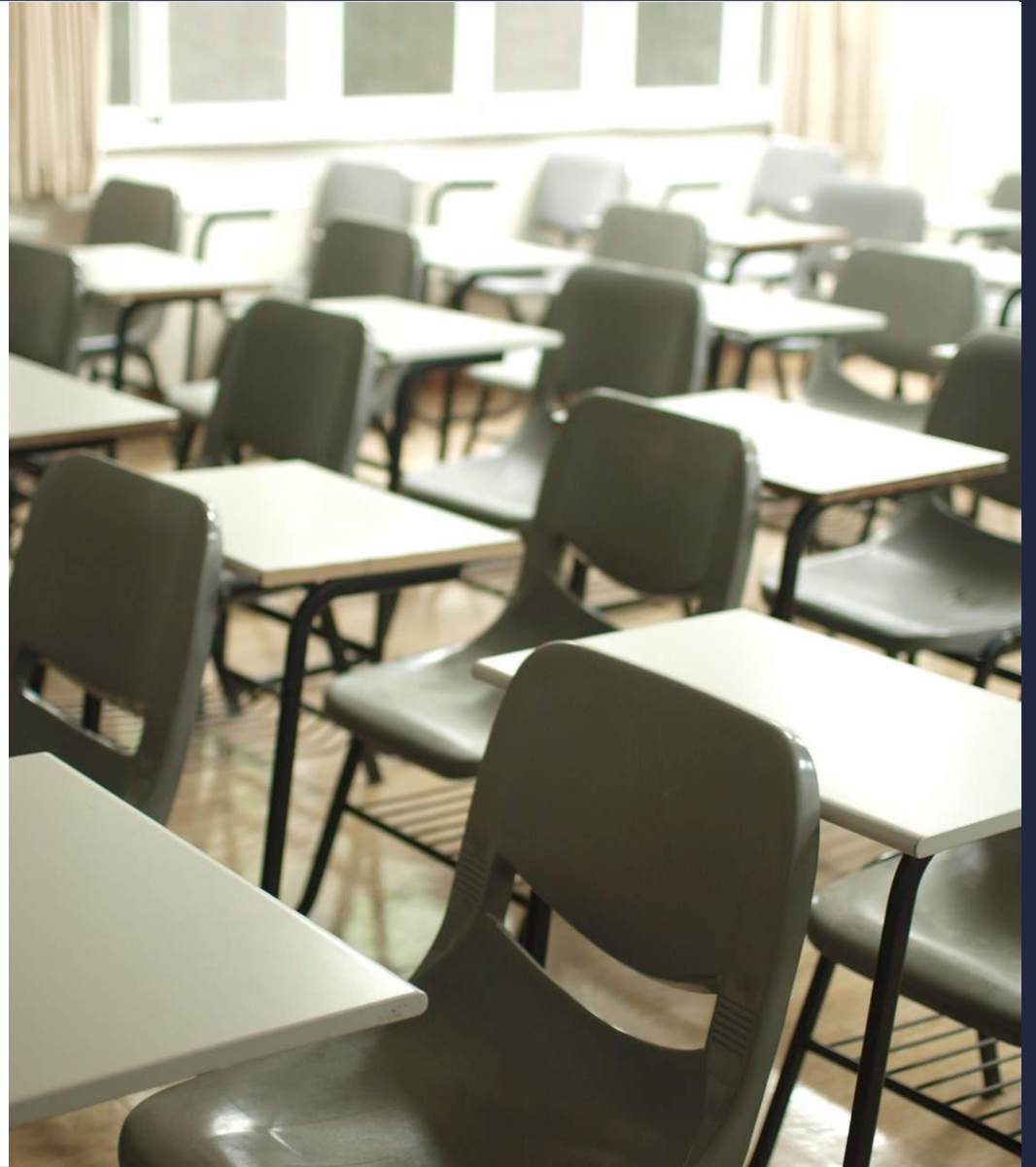
[Tww102](#) (talk) 03:43, 17 November 2020 (UTC)

The subtitle "Background as a Christian nation" has a jingoistic rather than scholarly tone because the article goes on to explain that Christianity only spread in American Samoa in the mid-20th century, which is very recent. Consider including the sub-title "The spread of Christianity" instead. That would maintain parity with the next sub-section, which is entitled, "The spread of Islam." [CallMeBarcode](#) (talk) 14:58, 5 January 2021 (UTC)

Also consider adding a line about continued Christian missionary activity: is it still occurring? The article does not refer to Christian majoritarian influence on politics but this may be worth commenting on briefly if it affects the Muslim community in the region. [CallMeBarcode](#) (talk) 15:03, 5 January 2021 (UTC)

What Did Class Look Like?

- Not the *entire* course
- Discussions & guest speakers
 - data scientist
 - copyright lawyer
 - digital humanist



Wikipedia Project Components

Article Editing

Reflection Writing

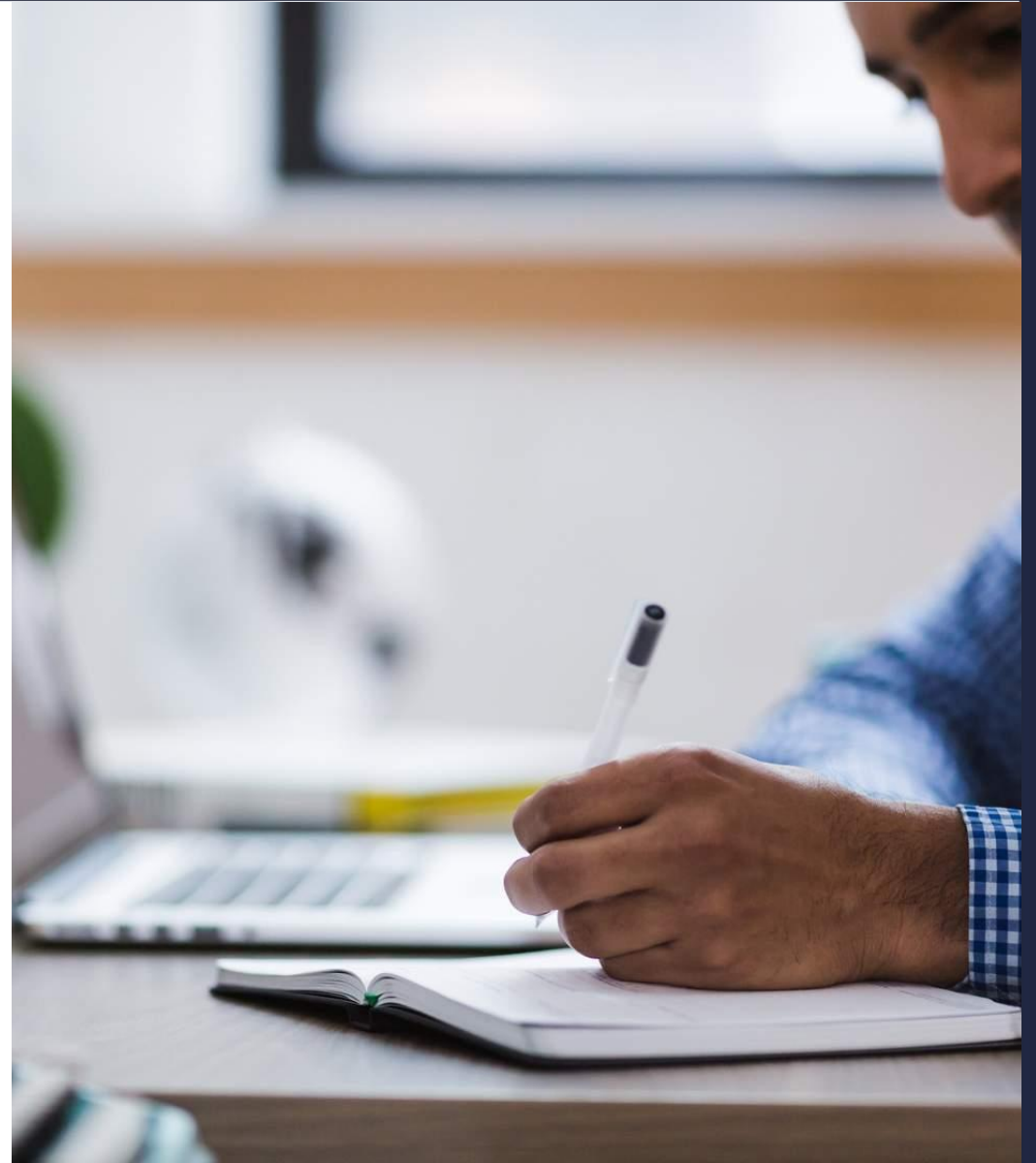
1-1 Meeting

Presentation

Annotated Bibliography

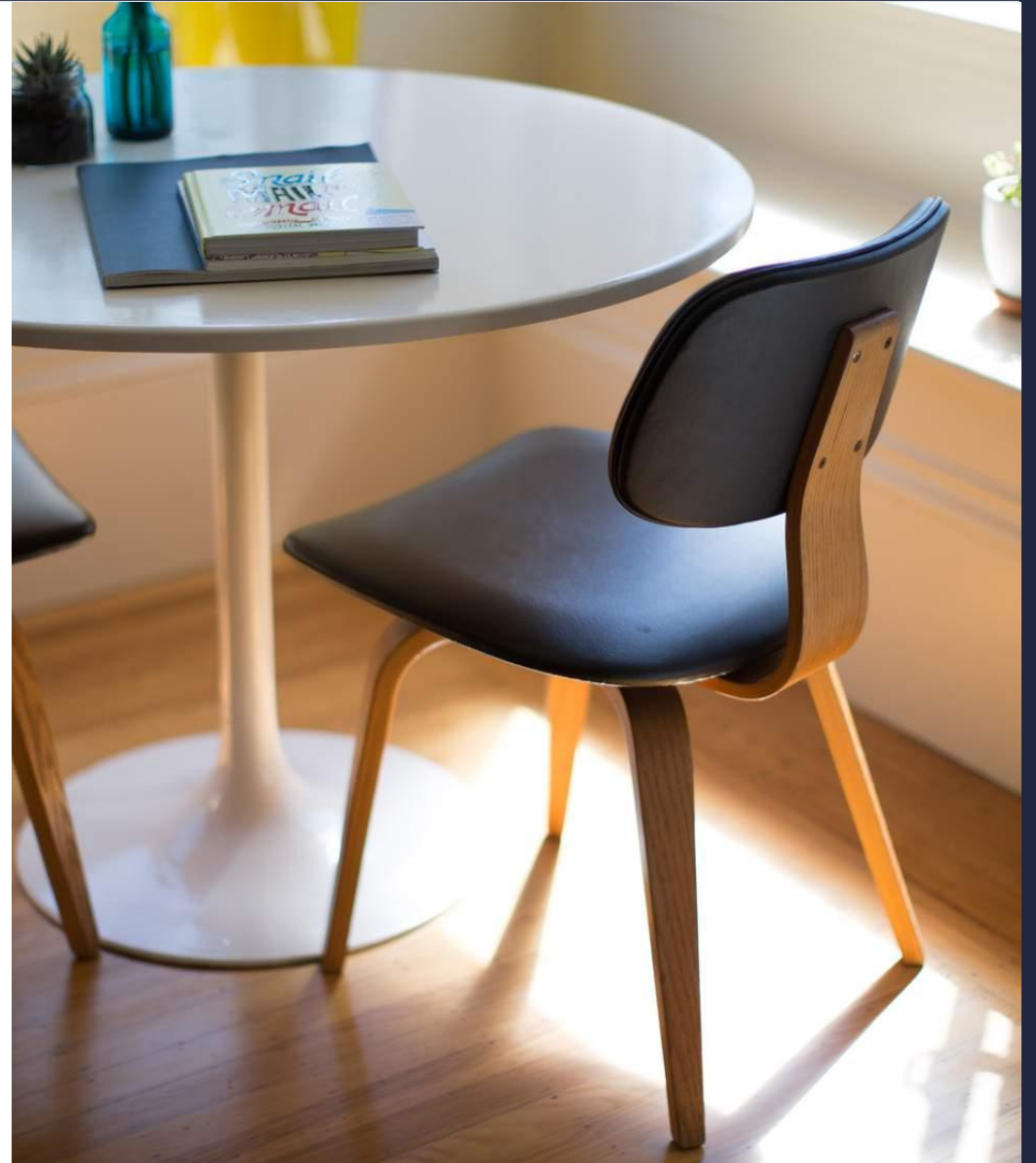
Article Editing

- Range of topics
- Emphasis not on what 'stuck'
- Sources needed
- Eye towards:
 - accuracy
 - content gaps
 - currency of information
 - authority of sources



1 - 1 Meeting

- Discussed progress
- Identified sticking points--sought resolution
- Fostered small class connection



Annotated Bibliography & Reflection Paper

- Inclusion of *at least 5* sources
- First years - little/no experience annotating
- Reflection on process/view of scholarly conversation



Reflections

*“I learned skills about evaluating information that will **help me in my other classes.**”*

*“I felt like I was **part of something** that will still be there after the class is finished.”*

*“I see myself as a **creator of information**--not just a user of it.”*

Presentation

- Showcase Wikipedia article
- Online pivot - transformed into 5 minute video
- Student interaction/posed questions



Pivoting Online

- 1 - 1 meetings moved to Zoom
- Creation of instructional material for student final projects (move to recordings)
- Increased office hour times

What Did We Discover?

- Importance of **Start** or **C-class** articles
- Locked articles
- Student engagement increased
- Impact beyond the classroom

IMPACT OVERVIEW

ARTICLES
EDITED

21

TOTAL
EDITS

421

STUDENT
EDITORS

17

WORDS
ADDED

**16.9
K**

REFERENCES
ADDED

190

ARTICLES
VIEWS

**627
K**

From Full Term to One-Shot

- Majority of our 'regular' classes are 50-75 minutes
- Goal of reusability



Research as Inquiry:

Finding Information Gaps

Learning Objectives:

- *Analyze* a Wikipedia article for information gaps.
- *Develop* keywords related to the article.
- *Apply* Boolean search logic to keyword searches.
- *Complete* a database search for relevant information.

Finding Information Gaps

One-Shot Session



**Introduce
objectives
and frame.**



**Class
discussion:
How do you
read/evaluate
information?**



**Break students into
small groups of 3-4
and assign a
Wikipedia article**



**1. Groups identify
information gaps.**



**2. Database search
exercise to locate
information to fill
gaps.**

Information Has Value

Underrepresented Voices

Acosta, Elisa. "The Gender Gap in Wikipedia." CORA (Community of Online Research Assignments), 2017.

<https://www.projectcora.org/assignment/gender-gap-wikipedia>.

Learning Objectives:

- *Identify* voices missing or marginalized in Wikipedia.
- *Define* 'notability.'
- *Define* 'reliable sources.'
- *Explain* how Wikipedia's policies and guidelines contribute to its gender gap in knowledge.

Understanding Gender Gaps One-Shot Session



Pre-class work
(video &
assigned
readings)



Class discussion:
Centered on
marginalization
of voices



Demo:
Anatomy of a
Wikipedia
article



Group Work:
Scaffolded
evaluation &
worksheet



Class Discussion
Findings of group
activity



Library Search:
Expanding
existing
information
with scholarly
articles

Acosta, Elisa. "The Gender Gap in Wikipedia." *CORA (Community of Online Research Assignments)*, 2017.
<https://www.projectcora.org/assignment/gender-gap-wikipedia>.

Searching as Strategic Exploration

Source Evaluation

Learning Objectives:

- *Identify* a focus for further research/exploration.
- *Utilize* divergent and convergent thinking while searching.
- *Understand* how information systems are organized.
- *Evaluate* an article and (optionally) referenced articles for accuracy and relevance.

Source Evaluation Asynchronous Session



**Reading &
Video about
Wikipedia/
neutrality**



**Quick read of
selected/assigned
Wikipedia article**



**Select one of
the cited
sources**



**Answer
evaluative
questions**



**PDF sent to
librarian/
instructor**

Resources to Explore

Course resource folder:

http://bit.ly/FestivIL_Wikipedia

Connect With Us

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