

Wikipedia as a Tool for Undergraduate Information Literacy Engagement

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BACKGROUND



- Seminar class (2 credits) comprised of first & second year undergraduates
- Small class enrollment of 17 (capped at 18)
- Objective of seminars is to help students develop critical thinking skills and explore new ideas in an environment that encourages interactive learning and intensive discussion.
- Taught a version of the course in Spring '19 with a culminating research project that was less structured.
 - Based on that experience, we sought a scaffolded, non-traditional means of scholarship for Spring '20.
 - Wikipedia Ed. offers a holistic, guided experience with support staff.

OBJECTIVES



- Reimagine the traditional research paper.
- Encourage students to think about their own role in the scholarly conversation.
- Uncover students' perceptions of 'authority.'
- Discussion 'privilege' and the role it plays in access to information.
- Explore marginalized/underrepresented voices and related content.
- Facilitate opportunities for students to present research and receive peer feedback.

IN THE CLASSROOM



- Integrated into the class, but not the 'whole class.'
- Class focus:
 - Discussing truth & evidence in research
 - Considering under-represented voices in scholarship
 - Examining 'privilege in terms of information access and representation
- Enrolled in free [Wikipedia Edu program](#)
 - Received assigned support staff to help scaffold the assignment
 - Support staff are excellent partners in helping ensure student success and answering more technical questions.
- Identified Stub, Start, or C class articles that pertained to underrepresented people (s) or marginalized voices.
 - Ex. gender pay gap & LGBTQ athletes in Olympic/Paralympic Games
- Used the Project Tracker Dashboard (customizable) to monitor students' progress
- Student project: Provide substantive changes to selected article; provide a bibliography with 3-5 sources; in-class/recorded presentation
- Interwoven with readings, discussion, & speakers including a copyright lawyer, Wikimedian-in-Residence, and data librarian.
- Natural pivot online in response to COVID pandemic.

IMPACT OVERVIEW

ARTICLES EDITED	TOTAL EDITS	STUDENT EDITORS	WORDS ADDED	REFERENCES ADDED	ARTICLES VIEWS
21	421	17	16.9 K	190	627 K

KEY FINDINGS



- Wikipedia Edu tutorials/assignments were helpful and saved class time.
- A visit from the University's Wikimedian-in-Residence provided real-life context.
- Students did not generally take advantage of support from Wikipedia Edu staff.
- Starting with stubs or articles still needing discoverable information was key to students' success.
- Students saw themselves as part of a scholarly conversation in that their work was available beyond the classroom.
- Students developed research skills while surfacing information about underrepresented topics/people.
- Longitudinally, some students continue to edit.

RESOURCES



- Teach with Wikipedia: <https://wikiedu.org/teach-with-wikipedia/>
- Course resource folder: <http://bit.ly/AACUWikipedia>
- Evenstein Sigalov, S., & Nachmias, R. (2017, November 1). Wikipedia as a platform for impactful learning: A new course model in higher education. *Education & Information Technologies*, 22(6), 2959 - 2979.
- Pratesi, A., Miller, W., & Sutton, E. (2019, January 1). Democratizing knowledge: Using Wikipedia for inclusive teaching and research in four undergraduate Classes. *Radical Teacher: A Socialist, Feminist, and Anti-Racist Journal On the Theory and Practice of Teaching*, 22 - 21.