

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

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**2021 LOEX Conference**

# Roadmap for Our Session



Who We  
Are



USEM  
Overview



Why  
Wikipedia?



Our  
Course



What We  
Learned




Q&A  
Check-in



Tools for  
One-Shots

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

# Minor Housekeeping

- Place questions in **Q&A** *not chat*
- Engage to your comfort level
- *Padlet* for interaction 
- Resource folder will be provided later in the session
- Welcome opportunities to continue the conversation



- meet various needs including medical & business schools
- Research & Learning Services (approx. 60 people)
- Teaching & Learning (4 full-time information literacy instructors, 1 instructional designer, 3 multimedia specialists)

# Librarians' Role in Curriculum

- Generally don't teach full semester courses
- One-shot/ 'as needed' instruction
- Seminar courses open door for academic faculty/staff teaching opportunities

# What's a USEM?

- **U**niversity **Sem**inar
- Capped at **18** students
- Full semester courses (**12** weeks + Spring 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**.



# Zoom Poll



# Why Wikipedia?



[http://bit.ly/LOEX\\_Wiki1](http://bit.ly/LOEX_Wiki1)

# Why Wikipedia?

- Impact beyond classroom
- ‘Scholarship as a Conversation’ and ‘Research as Inquiry’
- Previous experience with Wikimedian-in-Residence
- Wikipedia’s Education program

# Wikipedia Education Program

[wikiedu.org](http://wikiedu.org)

- Guidance on article selection for editing
- Student support
- Assigned support person for instructors
- Instructor 'view' for progress monitoring
- Scaffolded, pre-established modules

# Wikipedia Edu Student Resources

## Resources and Training

### Complete your Bibliography

Wikipedia policies

[Start →](#)

Evaluating articles and sources

[Start →](#)

### Create in the sandbox

How to edit: Wikicode vs Visual Editor

[Start →](#)

Adding citations

[Continue →](#)

Drafting in the sandbox

[Start →](#)

### Expand your Draft

Plagiarism

[Start →](#)

### Move your Work

Moving work out of the sandbox

[Start →](#)

### Other Assigned Training Modules

Sandboxes, talk pages, and watchlists

[Start →](#)

Peer review

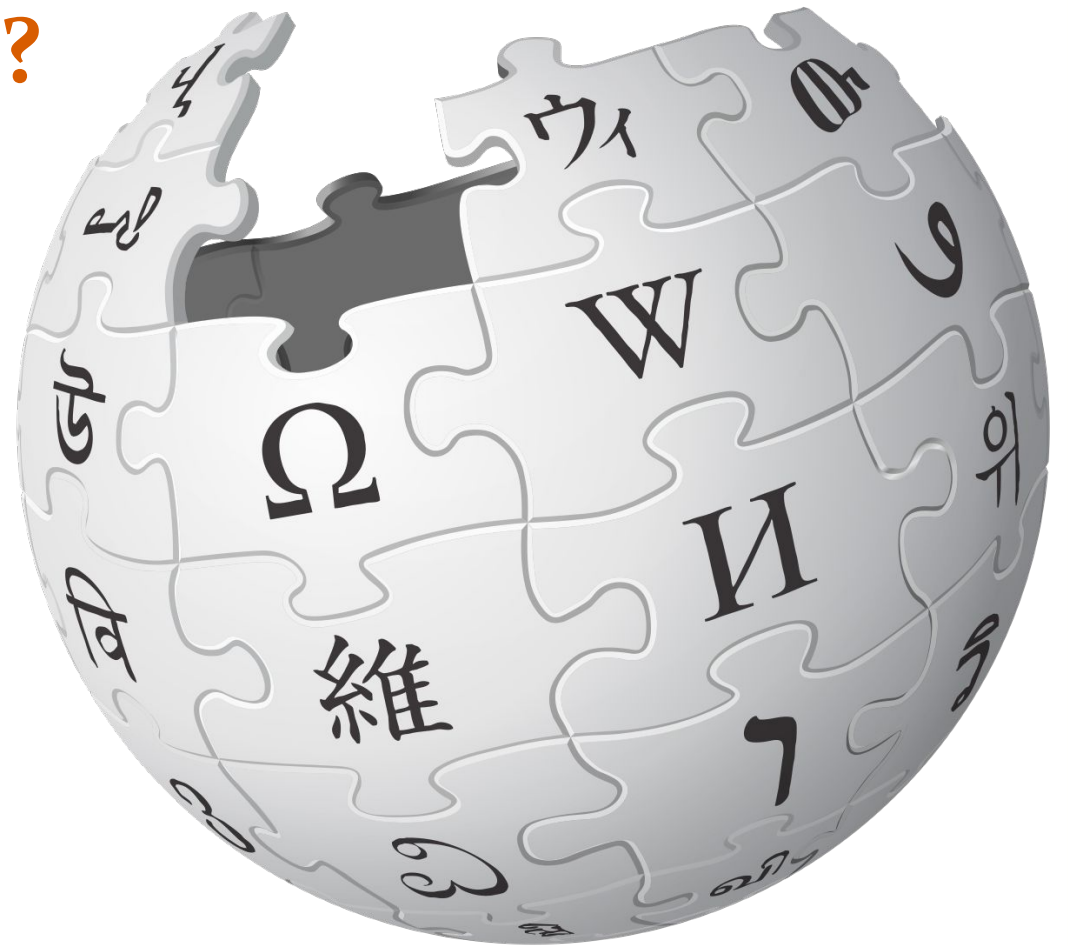
[Continue →](#)

Contributing images and media files

[Start →](#)

# What Did Class Look Like?

- Students selected from list of topics
- Start or C-class
- Examples:
  - Atlantic Coast Pipeline
  - #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](#)

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## 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**: [\[hide\]](#)

<a href="#">WikiProject United States Territories</a>	(Rated C-class)	<a href="#">[show]</a>
<a href="#">WikiProject Polynesia / American Samoa</a>	(Rated C-class, Low-importance)	<a href="#">[show]</a>
<a href="#">WikiProject Islam</a>	(Rated C-class, Low-importance)	<a href="#">[show]</a>

 **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)

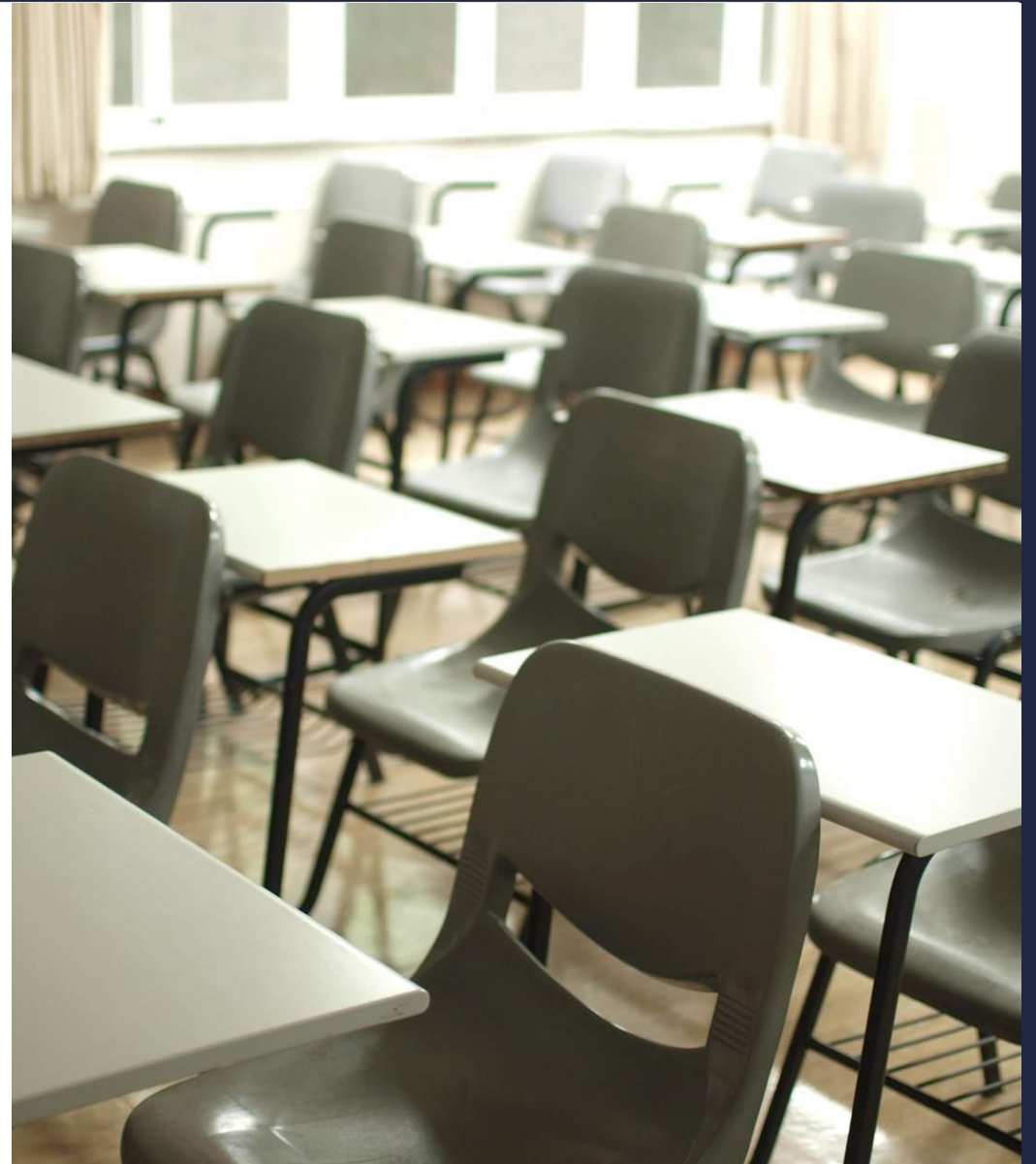
The subtitle "Background as a Christian nation" has a jingoistic rather than scholarly tone because the article goes on to explain that Christianity only spread in American Samoa in the mid-20th century, which is very recent. Consider including the sub-title "The spread of Christianity" instead. That 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
- Scaffolded with 'homework' Wikipedia modules
- Discussions & guest speakers
  - data scientist
  - copyright lawyer
  - digital humanist





# Wikipedia Project Components

Article Editing

Reflection Writing

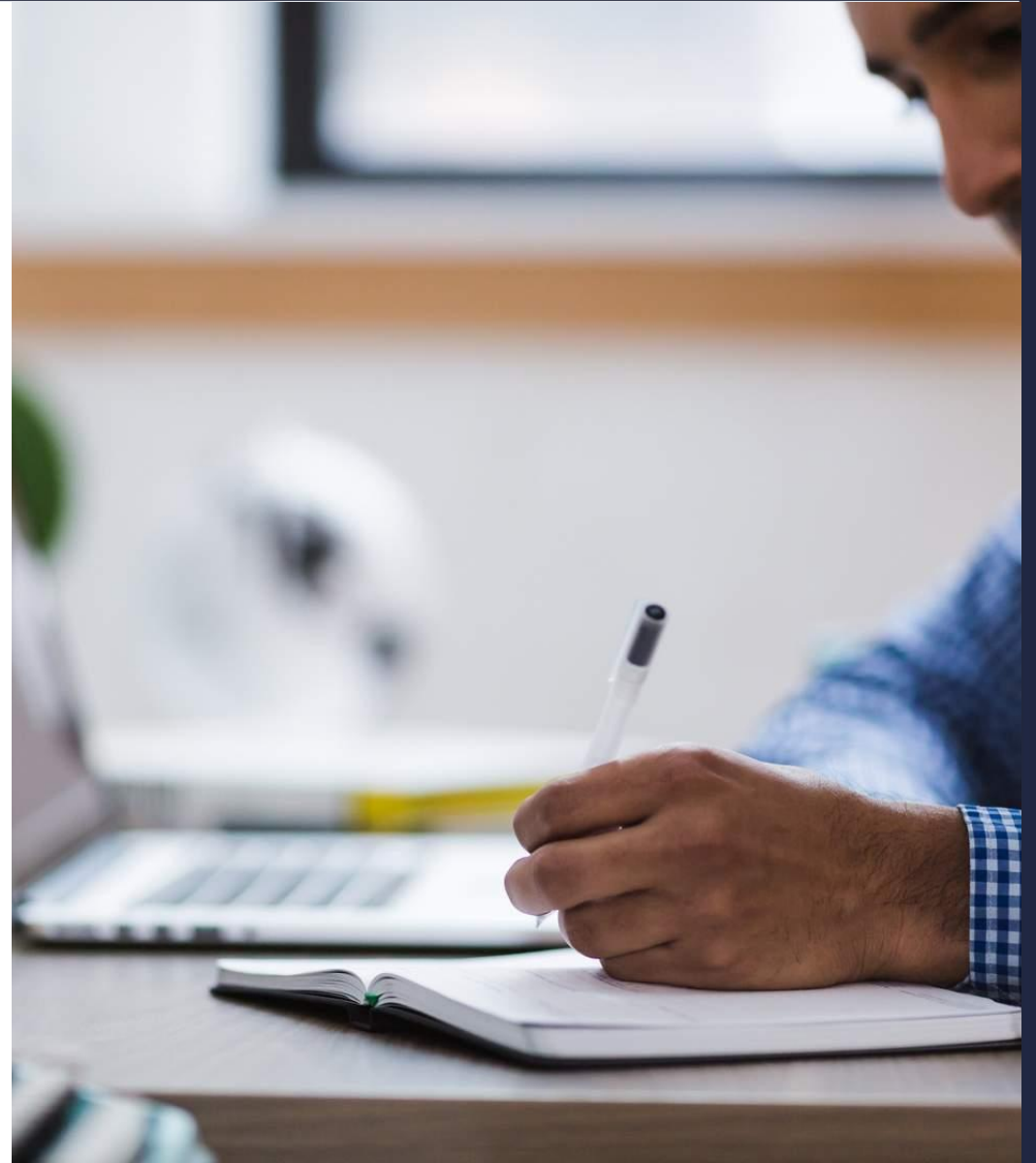
1-1 Meeting

Presentation

Annotated Bibliography

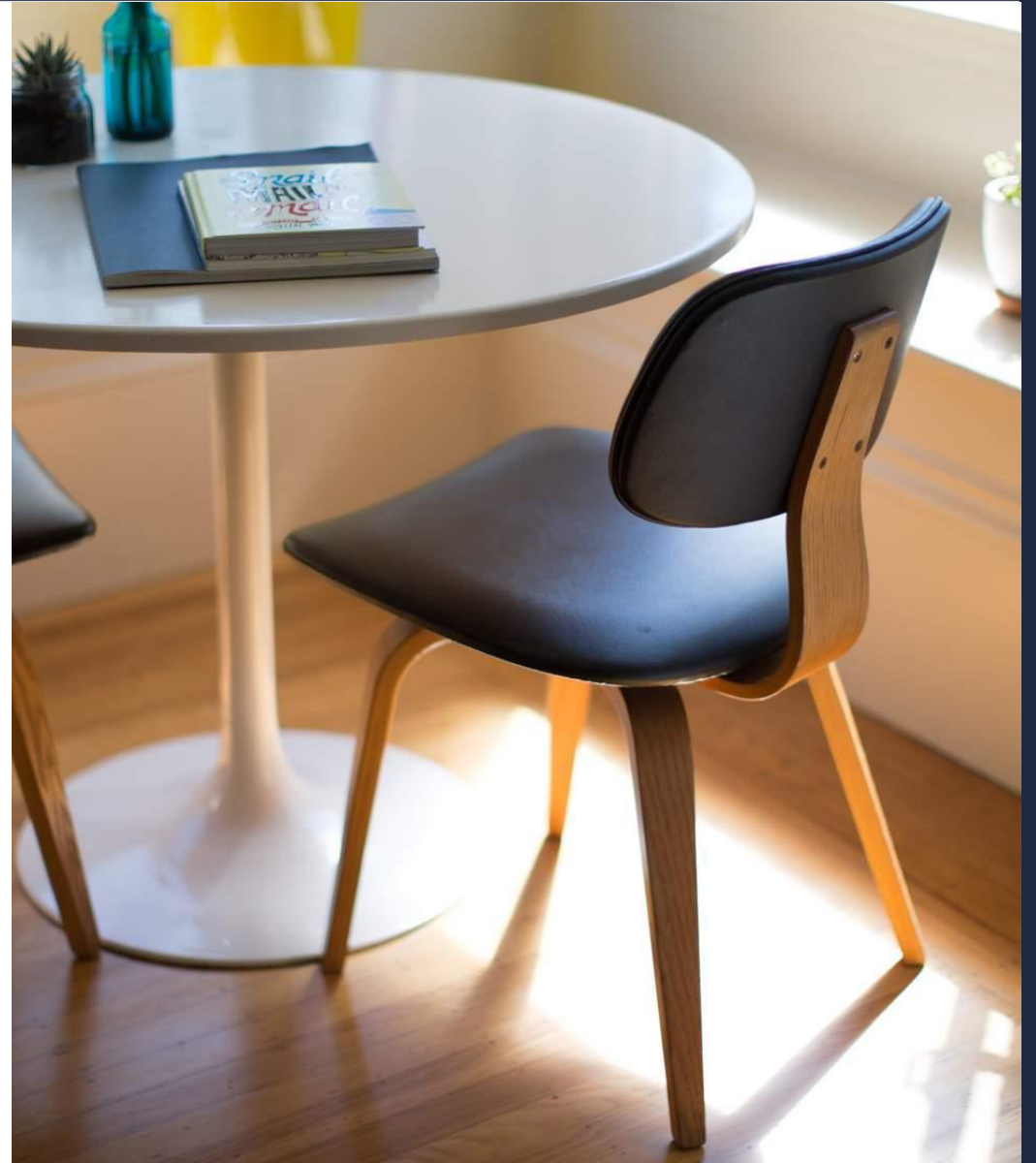
# Article Editing

- 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
- Benefit of Wikipedia Education framework--learning modules already online

# What Did We Discover?

- Wikipedia Education structure both helpful & limiting
- Importance of **Start** or **C-class** articles
- Locked articles
- Give & take of information & challenges
- 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**

# What's Next?

- Consider another USEM iteration
- Adapt elements for single Library classes





A spiral-bound notebook with a white cover and lined pages is positioned diagonally on a light-colored wooden surface. The notebook is open, and the words "Q&A" are written in a large, bold, black, handwritten-style font across the middle of the page. The wooden surface has a visible grain and some darker staining. The notebook's spiral binding is visible on the left side.

Q&A

# From Semester-Long 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**

# Faculty Buy-In



[http://bit.ly/LOEX\\_Wiki2](http://bit.ly/LOEX_Wiki2)

# Wikipedia In Your Classroom



[http://bit.ly/LOEX\\_Wiki3](http://bit.ly/LOEX_Wiki3)

# Resources to Explore

**Course resource folder:**

[http://bit.ly/LOEX\\_WikipediaResources](http://bit.ly/LOEX_WikipediaResources)

**Teach with Wikipedia:**

<https://wikiedu.org/teach-with-wikipedia>

# Connect With Us

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