Wikipedia + Libraries: Better Together – Training Curriculum

About this course

Wikipedia + Libraries: Better Together, an online, continuing education training for public library staff, was created and originally delivered by WebJunction, a program of OCLC, in 2017 as part of an 18-month project to strengthen ties between US public libraries and Wikipedia. The project was made possible with funding from the John S. and James L. Knight Foundation, the Wikimedia Foundation, and OCLC.

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Note for trainers

 *Wikipedia + Libraries* is designed as a nine-week online continuing education course for library staff, consisting of five sections, each including one live online session, discussion forums, self-paced modules, reading and activities, and a final, concluding live online session. Sections range from one to three weeks in duration, getting longer as the course progresses, and the complexity of assignments increases. On average, the course work requires a student time commitment of about 3-5 hours per week.

In the first two sections, learners gain general knowledge about how the English-language edition of Wikipedia works: its origin and ongoing creation; the organization behind it and the largely volunteer community that builds it; their mission to provide free access to verifiable information; the policies and guidelines they follow; and how a reader can evaluate the quality and reliability of individual articles. The third section introduces learners to active editing, with an initial focus on improving existing articles. The final two sections focus on uses of Wikipedia in the library, including for reference, staff and patron training, and programming. Learners select and plan the type of use that best fits them and their libraries.

#### Course structure

This course was initially designed and delivered online using a combination of synchronous and asynchronous methods over nine weeks. The course is divided into five sections, and each section has three parts. A Learner Guide (described in greater detail below) is provided to help learners navigate through the parts of each section of the course; this includes the assignments, related links, and suggested readings.

1. **Part 1** of each section contains short assignments for learners to do before the live online session. These assignments are intended to introduce them to the concepts or ideas that will be discussed throughout the section. Learners can be given 2-3 days to complete the assignment.
2. **Part 2** is a 90-minute live online session where the instructors connect the materials, concepts, and ideas directly to library practice. In every live online session, a library-practitioner guest presenter presents what they have done with Wikipedia in their libraries.
3. **Part 3** of every section is an assignment. The assignment is designed for learners to deepen their understanding of the section’s content by doing one or more activities; these range from exploration, evaluation, editing or engagement planning, along with discussion and reflection about these activities with the other learners in the discussion forum. As the course unfolds and the activities become more involved, more time is allowed for the learners to complete them. Depending on the section, the time allotted to complete the assignment can vary from 4 days to 3 weeks.

#### Live Sessions

The live online sessions are critical to creating social connection and motivation. Although the tools are the same, these are not webinars, so it is important to not just think of them as opportunities to lecture. Just like good in-person training, live online sessions should be interactive and engaging with ample opportunities for participants to ask questions, give input, and share their own experiences. While the desired attributes of classroom and online sessions are similar, the skills and techniques for delivering engaging live online instruction are not identical. If you will deliver online and do not have experience with this method, we highly encourage you to seek out instruction and find an opportunity to practice delivery.

* **Length:** 90 minutes is a long session for live online delivery. Interactive segments and multiple voices help maintain learner engagement. This outline is divided into multiple segments, none over 20 minutes. Ideally, instructors and guests will alternate so that no single person is speaking for more than about 30 minutes straight.
* **Slides**: We have made available a version of the original PowerPoint slides that are stripped of content that was either specific to the time or situation of our delivery of the course, or where we are protecting content and personal privacy rights of others. Feel free to use these decks as a starting point if you wish. Due to the dynamic nature of Wikipedia, examples, policies, guidelines, and editing techniques may have changed; we recommend you confirm and customize to make sure the information is current. We have included a key at the beginning of each deck to guide your customization of the slides.
* **Making resources available**: We always share slides (in pdf) before the live session, and afterwards, along with the recording of the session, we recommend providing transcripts of the chat and closed captions if available. There are often additional handouts distributed before the session.
* **Guest presenter**: We strongly believe in the benefit of including library-practitioner guest presenters in every session to supplement the instruction and bring the material to life through their own experiences. When participants can identify with a presenter and their work situation, they are more likely to believe that the experience shared represents something they could do as well.
* **Interactive engagement**: Every live online session should include activities where participants talk, use the chat feature, or whiteboard tools to interact with each other and the instructors. The activities we used were chosen to fit the tools our system provides, and the size of our cohort. You will likely want to change some or most of them depending on your needs and learners. We recommend building in some kind of participant interaction every 20 minutes or so.
* **Chat:** We recommend using open live chat, where messages are visible to all participants during each live session, and making a transcript of this available to learners afterwards. Chat provides a rich, second channel of conversation that many learners are more comfortable using than verbal interaction.
* **Captioning:** We recommend having closed captioning for every live session and recording the sessions for learners to view afterwards.

#### Course Materials

#### In addition to the slides, there are additional handouts made available at the beginning of each section. These include job aids for assignment tasks, various background material, and tips for success. There are also two special types of handouts:

* **Learner Guides**: Each section of the course includes a corresponding 2-5-page learner guide handout, intended to help participants make the most out of each section. These guides provide a summary of key points, learning objectives, links to references, and describe next steps and assignments. We have included Learner Guides for each section in editable form.
* **Steps to Engagement**: This handout is an action planning template that learners will complete with the details of how they will create a successful Wikipedia engagement in their library. Completing this plan is core assignment for the course.

#### Breaking up the course

The curriculum is designed to be flexible so that you can deliver some sections as shorter courses. Those wishing to deliver a shorter training, or to break the course up into multiple smaller courses will find some natural breaks. For example, more learners may be interested in the material covered in the first half than the final half of the course.

Our recommendations:

* Sections 1 and 2 can be delivered as a general introduction to Wikipedia with an information literacy emphasis. This would constitute a valuable learning experience appropriate for all library staff.
* Adding Section 3 introduces editing. Together, these three sections align well with the scope of the work of most library staff. While Section 3 can reasonably be offered as a separate training, we believe it should only be offered as a follow-up to Sections 1 & 2, which provide information critical to successful editing efforts.
* Sections 4 & 5 involve more outside work and development of programming and event planning that not all library staff will have time or interest to pursue. These sections are more advanced and Sections 1 -3, or equivalent prior experience, should be considered prerequisites. Delivering them as a separate training to a smaller group allows you to make it more active and impactful for those interested in pursuing this deeper level.

#### Staffing the course

We recommend enlisting at least two primary instructors, with both library and substantial Wikipedia editing experience between them. While it is certainly possible for an experienced library trainer to learn the material well enough to present training and provide basic help, an experienced Wikipedia guide will help learners successfully understand and navigate the social and cultural complexities of engaging with the Wikipedia community.

Each live session also calls for a library or Wikipedia practitioner guest presenter. We highly recommend including one practitioner presenter for each session, with a specific focus on library staff who have experience engaging with Wikipedia in a library context that mirrors the learners’ libraries as much as possible.

The original course on WebJunction had nearly 300 learners enrolled. We were able to successfully support and engage learners by recruiting 15 experienced Wikipedia editors to act as guides and facilitators throughout the course. If your training will have over 50 concurrent participants, you may also wish to have experienced Wikipedians acting as facilitators in course discussions and live chat sessions (see Before-the-course\_Discussion-forum-facilitation-tips.docx). We recommend at least one such facilitator for each 50 participants.

If trainer staffing and access to experienced Wikipedia editors is an issue, a shorter training focused on the material covered in the first two sections, building understanding of Wikipedia and developing information literacy skills, should be within reach of an individual experienced trainer willing to spend the time up front learning and gaining confidence in the material.

#### Recommended Technology Resources

The following systems are recommended to fully deliver the course as written:

* **Learning (Course) Management System.** This course was originally designed and delivered using the Moodle LMS, but any similar system that tracks individual learning activity and provides for HTML content creation, file hosting, media embedding, threaded discussions, and other interactive elements should work as well. There are [many such systems](https://en.wikipedia.org/wiki/List_of_learning_management_systems), with examples including Blackboard, Canvas, Desire to Learn. It is also conceivable to run this course using most online collaboration services such as Google Hangout, Basecamp, or Slack, especially for a smaller class size within an organization.
* **Web or video conferencing**. Here again, there are many options, most of which should be adequate to deliver the live training. If choosing a system, look first for training-centric versions. Specific functionality to look for includes multi-way, open chat, annotation tools available to all participants, VoIP and/or telephone audio connection, full session recording, other interactive tools such as in-session polling, and the ability to pass control of the screen to multiple presenters.
* **Wikimedia Programs and Events Dashboard**. It is very useful to set up a program in the Dashboard and add all course participants to it (by Wikipedia username). This free dashboard can keep track of all editing and event activity. See below for additional information on using the dashboard.

#### Wikipedia Learning Resources

English Wikipedia and the Wikimedia Foundation have a plethora of documentation, tools, support, and self-directed learning materials available that are critical to the success of the course. Because these resources tend to be scattered—and of variable quality and organization—this curriculum and accompanying support documents point specifically to the ones we recommend. Resources such as the [Programs and Events Dashboard Training Library](https://outreachdashboard.wmflabs.org/training) of self-paced modules, [Wikimedia Outreach FAQ for Librarians](https://outreach.wikimedia.org/wiki/FAQ_For_Librarians), the [Wikipedia Teahouse](https://en.wikipedia.org/wiki/Wikipedia%3ATeahouse), and extensive [Help documentation](https://en.wikipedia.org/wiki/Help%3AContents) including many step-by-step guides walking new editors through common tasks and explaining concepts such as notability and NPOV will provide many of the content building blocks you need to cover such a broad and detailed topic while allowing individual learners to pursue specific and varied interests.

#### Using the Programs and Events Outreach Dashboard

With the [Programs and Events Outreach Dashboard](https://outreachdashboard.wmflabs.org/), you can document user activities by capturing all Wikipedia editing contributions made by a specific group of Wikipedia usernames over a selected period of time. The Dashboard is available on [Wikimedia Foundation’s Lab space](https://outreachdashboard.wmflabs.org/); any event organizer, instructor, or trainer in any language may use this tool. The Outreach Dashboard was adapted from the [Wiki Education Foundation’s](https://wikiedu.org/) learning dashboard, which is only available for higher education instructors in North America.

Use the Program and Events Outreach Dashboard for small or large workshops, programs, or events in order to:

* View participants’ editing activities on Wikipedia
* Easily see each individual editor’s contribution to an article with multiple editors using the “View Authorship” tool
* Assign specific articles to edit or allow participants to choose from a defined set of articles
* Assign self-paced Wikipedia [training](https://outreachdashboard.wmflabs.org/training) modules to complete
* Download all data in CSV format for further analysis and to help justify your Wikipedia program

Look to the Outreach Dashboard [trainings](https://outreachdashboard.wmflabs.org/training/learning-and-evaluation) for guidance on creating and managing your dashboard programs.

#### Using the course materials

You may use and adapt these materials created as part of WebJunction’s Wikipedia + Libraries: Better Together training program. The slide templates, handouts, and learner guides may be shared and adapted under CC BY-SA 4.0 licensing.

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# Before the start of the course

*Before the course begins, you can position your learners to get a running start by completing a few tasks.*

1. **Create a Wikipedia user account**

All learners should create a [Wikipedia user account](https://en.wikipedia.org/w/index.php?title=Special:CreateAccount&returnto=Special%3ASearch&returntoquery=search%3Dcreate%2Ba%2Bnew%2Baccount) if they don’t already have one (see Before-the-course\_Create-your-Wikipedia-account.docx). While a user account is not *required* to edit Wikipedia, it is a very helpful first step towards engendering trust in your motivation as an editor, and can reduce the odds of conflict down the road. User accounts are required to use the highly recommended Wikimedia Programs and Events Dashboard to track activity on Wikipedia, including edits made, tutorials, and other assignments completed. To use it, your learners’ user accounts will need to be added to the Program Dashboard you create for that purpose, either by you or your learners.

1. **Become familiar with the online learning environment**

Give your learners a few small tasks to introduce them to the interactive online learning environment (if you are using one). Especially if your learners are inexperienced in online learning, it’s helpful to introduce them to the tools you will be using so they will be comfortable with the experience before they need to focus on the course content.

These tasks may include:

* Completing a user profile with more personal information–especially a photo
* Introducing themselves and interacting with other learners, in an online discussion thread set up for that purpose
* Reading an introduction to the practical workings of the course and live online environments, along with your expectations of their involvement (see Before-the-course\_Getting-the-most-out-of-this-course.docx).

#### Resources

* Before-the-course\_Create-your-Wikipedia-account.docx
* Before-the-course\_Getting-the-most-out-of-this-course.docx
* Before-the-course\_Discussion-forum-facilitation-tips.docx

# Section 1 (1 week)***Wikipedia for you, your library, and your community***

*Section 1 introduces the learners to Wikipedia, an online, global encyclopedia, and the community of volunteer editors who continuously build, enhance, and correct it. In many ways the ubiquity of Wikipedia in the online information ecosystem means that people take it for granted, or at least that their vague notions of ‘anyone can edit it’ define its reliability as a reference tool.*

#### Learning Objectives

At the end of Section 1, learners will be able to…

* Define an encyclopedia and a wiki, describe how these definitions inform the style, content, and workflow of Wikipedia
* Understand the history of Wikipedia, the community behind it, and how it is organized and functions
* Be able to communicate the “Five Pillars of Wikipedia,” and their significance to both users and editors
* Understand how the Wikipedia community and libraries share a common goal of providing access to information

#### Resources

* Section-1\_Learner-Guide.docx
* Section-1\_ Live-session-slides.pptx
* Section-1\_Five-Pillars.pdf
* Section-1\_Creating-your-Wikipedia-user-page.docx

#### Section 1, Part 1 - Assignment

*Participants should have already created Wikipedia user accounts, have logged in and oriented themselves to the systems used for online instruction, including live online / webinar system, and introduced themselves in the general Introductions discussion forum.*

**Assignment**

1. Create your Wikipedia user account (if not already done), and either add yourself to the course Outreach Dashboard, or forward your username to the instructors so they can do so
2. Complete a pre-training assessment
3. Complete the Wikipedia Essentials tutorial, <https://outreachdashboard.wmflabs.org/training/editing-wikipedia/wikipedia-essentials>

#### Section 1, Part 2 - Live Session

90-minute, interactive, live online session

#### Topics

* Welcome and overview of course
* Why are we here?
* Five Pillars of Wikipedia
* The Wikipedia editing process
* Guest presenter
* Next steps

#### Live session

In this script, instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font. The talking points to be used by instructors have varying levels of detail.

|  |  |
| --- | --- |
| **Timing** | Topic/activity |
| 5 min | **Welcome, introductions, overview of the course, expectations, and agenda*** *Provide an overview of your course structure, the technologies used, expectations and section structure; review materials and tasks from the Before the Start of the Course Section, if relevant to your course*
* *Describe your syllabus and course organization: the first half focuses on Wikipedia knowledge and skill building; the second half on using Wikipedia in your library and programming*
* *This may also be a good time to mention the original course designed and delivered by OCLC’s WebJunction program and funded by the Knight Foundation and Wikimedia Foundation*
 |
| 5 min | ***Activity*: Map activity***Kick off the course by helping learners get to know each other and get accustomed to using the interactive tools available in the web conferencing system.* * Map activity: Use the annotation tools to locate yourself on the map
 |
|  |  |
| 10 min | **Why are we here? Why Wikipedia is important***Explain the compelling reasons why US public libraries should engage with Wikipedia; you may wish to customize this for other library types.* * **Mission alignment**

Wikipedia and libraries are both dedicated to providing free and open access to information to all.* Wikipedia is one of a range of Wikimedia projects overseen by the non-profit Wikimedia Foundation; (the course focuses primarily on English Wikipedia, and touches on Wikimedia Commons).
* Here are the Wikimedia Vision and Mission statements
* The unique editing community behind Wikipedia is a large, international community of volunteers dedicated to building and supporting the resource; connections between the two communities–Wikipedia and public libraries–will strengthen the shared missions and visions
* Engaging with the Wikipedia editing community can foster democratic culture, respectful communication, and collaboration skills
* **Meet patrons where they are**
* Wikipedia is a second step after Google in your patrons’ research journey.
* Understanding how it works and how to evaluate the articles helps you help patrons find the information they are seeking.
* Through Wikipedia, help patrons build literacies and critical thinking skills, whether via formal patron training or individual research assistance.
* For example, a 2016 [research report](https://commons.wikimedia.org/wiki/File%3AStudent_Learning_Outcomes_using_Wikipedia-based_Assignments_Fall_2016_Research_Report.pdf) from the Wiki Education Foundation backs up the work that public librarians such as [Allison Frick](https://www.webjunction.org/news/webjunction/librarians-wikipedia-allison.html) are doing in using Wikipedia for information literacy.
* More about the report: a three-month mixed-methods study in the United States of approximately 6,000 students enrolled in more than 270 courses that incorporated editing Wikipedia as a class assignment by the Wiki Education Foundation.
* **Community engagement**

Editing Wikipedia can empower the communities you serve, and build stronger community ties around an array of possible interests such as local history and culture, books and authors, music, movies and television, etc.* Engaging with the Wikipedia editing community can foster democratic culture, respectful communication and collaboration skills
* [Susan Barnum](https://www.webjunction.org/news/webjunction/librarians-wikipedia-susan.html) found and uploaded this public domain image to the [Women’s Club Movement](https://en.wikipedia.org/wiki/Woman%27s_club_movement) Wikipedia article as a part of the Women in Red wiki project–one of many campaigns that seek to bring diversity and inclusion to Wikipedia’s articles.
* This is an image from the article on the[*Canadian Indian residential school system*](http://en.wikipedia.org/wiki/Canadian_Indian_residential_school_system), the outcome of years of effort by [Danielle Robichaud](https://wikiedu.org/blog/2018/01/09/visiting-scholar-draws-upon-her-archival-expertise-to-improve-wikipedia/), a Digital Archivist at the University of Waterloo Library, who began work on that article while she was a Wikipedia Visiting Scholar at McMaster University in 2015-16, and continued to develop it afterwards until it was promoted to Featured Article in August 2017.
* [János McGhie,](https://www.webjunction.org/news/webjunction/librarians-wikipedia-janos.html) Saint Paul Public Library, began contributing to Wikipedia by writing about state parks in Minnesota. He found that hardly anyone else was editing on this topic.
 |
| 5 min | ***Activity*: Successes!** *Show successes! Provide slide with examples of successful outcomes from engaging with Wikipedia in the library (customize for your audience), plus an “other” option.* * Checkmark successes you find most interesting/exciting/compelling
* Share in chat successes not listed on this slide

*Use this activity as an opportunity to gauge where participants’ interests lie, and highlight interesting trends as the activity is taking place.* |
| 15-18 min | **The** [**Five Pillars**](https://en.wikipedia.org/wiki/Wikipedia%3AFive_pillars) **of Wikipedia** *To discuss the core principles of Wikipedia, captured in the Five Pillars (WP:Five\_Pillars), choose an excellent example article to walk through (we suggest using a* [*Featured Article*](https://en.wikipedia.org/wiki/Wikipedia%3AFeatured_Articles)*, because this class of articles is considered Wikipedia’s best, see* [*Featured Article criteria*](https://en.wikipedia.org/wiki/Wikipedia%3AFeatured_article_criteria) *for details). The OCLC Wikipedia + Libraries course used the* [*Franz Kafka*](https://en.wikipedia.org/wiki/Franz_Kafka) *article. This Featured Article is among a subset of articles that were featured on the homepage and received a highest number of page views (see* [*full list*](https://en.wikipedia.org/wiki/Wikipedia%3AToday%27s_featured_article/Most_viewed)*).* [*Core content policies*](https://en.wikipedia.org/wiki/Wikipedia%3ACore_content_policies) *and* [*community consensus processes*](https://en.wikipedia.org/wiki/Wikipedia%3AConsensus_dos_and_don%27ts) *are extensions of the Five Pillars, which are like the alphabet of Wikipedia. As when you are learning the alphabet of a new language, once you understand the Pillars, Wikipedia processes will make more sense.***Pillar 1:** [**It’s an encyclopedia**](https://en.wikipedia.org/wiki/Wikipedia%3AWikipedia_is_an_encyclopedia)* Wikipedia is an encyclopedia

***Activity***: “**What is an encyclopedia?”**Define either responding verbally or in chat with definitions* Definition: An encyclopedia is a [tertiary reference source](https://en.wikipedia.org/wiki/Wikipedia%3ANo_original_research#Primary,_secondary_and_tertiary_sources). An [encyclopedia](https://en.wikipedia.org/wiki/Encyclopedia) is a reference work or compendium providing summaries of information, a written compendium of generally agreed upon information
* *More context*: As an encyclopedia project, Wikipedia bridges the values and policies of the US internet with the modernist encyclopedia project’s–epitomized in *Encyclopedia Britannica*. Wikipedia’s editorial policies are distinct from Britannica in terms of sentence-by-sentence citations and authorship, but the aspirational ethos is similar: to document the sum of human knowledge.
* *Demonstration with example article*: The [Franz Kafka](https://en.wikipedia.org/wiki/Franz_Kafka) article is structured to be encyclopedic, with general biographical summary at top; the body of article uses 180+ authoritative secondary sources independent from the subject, and the article gives readers an overview of the life, works, critical reception, and impact of this writer
	+ *Point out that links to Kafka’s writings are not citations, they are External Links. An encyclopedia covers secondary literature.*
* *More context*: Wikipedia is a “wiki” encyclopedia–there’s no top-down, managed editorial process, Wikipedia can be edited at any time, the 5.5+ million English articles are in various stages of development
* As a wiki, the online encyclopedia is unique in version control and completion – articles are never finished and there’s not a single author of any page.
* For background on how Wikipedia as a “wiki-encyclopedia” developed, review the article “History of Wikipedia” <https://en.wikipedia.org/wiki/History_of_Wikipedia>
* *Demonstration with example article***:** The editing history of the Kafka article shows contributions made over time and how versions are saved and time-stamped. You can connect the development of articles to Wikipedia’s assessment rubric (more information about [assessments](https://en.wikipedia.org/wiki/Wikipedia%3AWikiProject_Wikipedia/Assessment) also see the document in Section 2, Section-2\_Wikipedia-Article-Quality-Grading-Scheme.docx.

**Pillar 2: Neutral point of view (WP:NPOV)*** + A neutral point of view represents fairly, proportionately, and, as much as possible, without editorial bias, all of the significant [views](https://en.wikipedia.org/wiki/Point_of_view_%28philosophy%29) that have been [published by reliable sources](https://en.wikipedia.org/wiki/Wikipedia%3AVerifiability) on a topic. The summary of these views should be supported by in-line, sentence-by-sentence references. [https://en.wikipedia.org/wiki/Wikipedia:Neutral\_point\_of\_view](https://en.wikipedia.org/wiki/Wikipedia%3ANeutral_point_of_view)
	+ *Demonstration with example article*: Examine tone from a fragment of the Kafka article. Guide participants to notice the absence of “weasel words,” first person, and passive voice. Do not give undue weight to fringe theories, use citations used throughout.

**Pillar 3: Free to use, edit and share*** + Wikipedia editing is open to new contributions following a technical orientation. New contributors have limited access, and as editing progresses, editors can gain access to more tools, such as the ability to create a page. The encyclopedia is built out of collaborative, shared authorship, and decisions are made through consensus. Free to share = may be reproduced elsewhere on the internet, following the proper licensing (this doesn’t always happen)
	+ *Demonstrate with example article*: *Show how editors work collaboratively to develop the article; how they give each other feedback on Talk pages, and work together asynchronously to improve articles, as was done in this article by Gerta Arendt and Pumpkin Sky.*
* *More context*: *Motion to Wikipedia’s biases and limits.* Although ‘anyone’ can edit, there are missing voices. Those who do actively edit are disproportionately white males age 17 -40 and from the US. Volunteer editors need: education and basic needs met, access to a computer with the internet, access to resources/references, curiosity and interest in writing encyclopedia articles. (For more information about the demographics of Wikipedians, see [this page](https://en.wikipedia.org/wiki/Wikipedia%3AWikipedians); also refer to the 2017 academic article, “‘[Anyone can edit’, not everyone does: Wikipedia’s infrastructure and the gender gap](http://journals.sagepub.com/doi/abs/10.1177/0306312717692172)” by Heather Ford and Judy Wajcman.)

**Pillar 4: Respectful and civil decorum*** Be kind, civil, assume good faith, and use Talk pages to collaborate. Thank fellow editors using the “thank” button on the “Edit history” page.
* *More context*: Be wary of vandals and harassers, Wikipedia is no different from other places on the internet, Wikipedians aim to “assume good faith” in others; discussion and debate are crucial to the working of the encyclopedia; this is what makes it promising as a place for encouraging conversations about civility and collaboration in a networked environment

**Pillar 5: No firm rules** * *Help new participants understand the Wikimedia project seeks ‘knowledge equity.’* Though some more veteran users have familiarity with the project and are knowledgeable about the policies and guidelines, opinions of other editors are opinions; Wikipedians should aim to find consensus; policies and norms do change over time.
 |
| 7-10 min | **The editing process: Wikipedia workflow and project development***In this section, help participants recognize the strengths and benefits of the Wikipedia editorial process, emphasize how the content development process helps to ensure reliability and is also always under development.** Wikipedia is similar to, but distinct from, a “working editorial newsroom;” it’s busy around the clock–there are 300 edits per minute. However, it’s staffed by volunteers who are writing encyclopedia articles, not current events
	+ Forms of participation: [Editors can gain different levels of access](https://en.wikipedia.org/wiki/Wikipedia%3AAdministration#Editors). An IP editor cannot create a new page, whereas an [administrator](https://en.wikipedia.org/wiki/Wikipedia%3AAdministrators) is a trusted member of the community who has been given access to tools such as the ability to “delete” an article; see the [Wikipedia: Administration](https://en.wikipedia.org/wiki/Wikipedia%3AAdministration) page for details
* *Demonstrate with the example article: Use an example article, or an article that is less developed than a Featured Article, to make a live or recorded demonstration of how Wiki Source and Visual Editor work to edit.*
* *Reemphasize assessments and how articles are in various stages of development*; as the assessment chart demonstrates, there are many areas of opportunity for library staff to improve articles

  |
| 10 min | **Wikipedia – Wikimedia projects today***Zoom out in this section to situate English Wikipedia as a popular volunteer project, the flagship project of the* [*Wikimedia Foundation*](https://wikimediafoundation.org/wiki/Home) *(WMF), and the primary focus of the course.* * *More context: Explain to participants that Wikipedia is part of a movement–Wikimedians are a community of people devoted to open-source and open-access software and technologies. This course covers Wikipedia, and will describe a little about Wikimedia Commons. Not covered is WikiData, which is the structured database that connects Wikimedia projects. Find out more about* [*other Wikimedia projects*](https://meta.wikimedia.org/wiki/Wikimedia_projects)*.*
* Movement affiliates include Chapters, User Groups (e.g., the [Wikimedia and Libraries User Group](https://meta.wikimedia.org/wiki/Wikimedia_and_Libraries_User_Group)) and affiliated volunteer projects to improve Wikipedia’s coverage of missing voices such as Art+Feminism, AfroCrowd, FemTechNet.
* *Possible question*: *Sometimes people ask: “where does the money go that I donate to Wikipedia during donation campaigns?”* Donations to the WMF support movement affiliates, event organization, servers, maintenance, and technology development.
 |
| 20 min | **Guest presenter #1***Your first guest presenter should be a library practitioner with experience using Wikipedia in their library. The specifics of this practice and the specific focus of the talk is open, but at this point focus less on editing and programming, and more on Wikipedia in the day-to-day life of the library and their general vision of 21st century librarianship. This presentation will set the stage for the course. Provide a presenter introduction.* |
| 10 min | **Next steps and assignments – to do by next session:***Remind participants about their assignments, listed below.* |

#### Section 1, Part 3 - Assignment

**Assignment**

1. Create your Wikipedia user page, Section-2\_Creating-your-Wikipedia-user-page.docx
2. Review the [Wikipedia Five Pillars](https://en.wikipedia.org/wiki/Wikipedia%3AFive_pillars)
3. In the course discussion group:
	1. Introduce yourself, and share your Wikipedia username and a link to your Wikipedia user page
	2. Discuss your impressions of the Wikipedia Five Pillars and how it may have changed your perception of Wikipedia as a resource
	3. Read the other posts and respond to at least two of them

Optional Further Reading
*Provide recommended readings for those looking for additional information related to the topics discussed. You may emphasize they are not required and do not count toward course completion.*

Online articles

* [Librarians Who Wikipedia](https://www.webjunction.org/explore-topics/wikipedia-libraries/stories-from-the-library.html), WebJunction’s series of interviews with librarians who have engaged with Wikipedia
* Scholz, James E. and A.D. Beman-Cavallaro (2017). “The Devil's Advocate: Librarians in Wikipedia” Progressive Librarians Guild. Access [pdf file](http://www.progressivelibrariansguild.org/PL/PL45/095.pdf)
* Cohen, Noam (2009). [Wikipedia: Exploring Fact City](http://www.nytimes.com/2009/03/29/weekinreview/29cohen.html?_r=1) New York Times. Essay exploring Wikipedia as you would explore a city
* Lih, Andrew (2015). [Can Wikipedia Survive?](https://www.nytimes.com/2015/06/21/opinion/can-wikipedia-survive.html?_r=0) *New York Times*. Essay on Wikipedia’s decline in volunteer editors.

Books

* Burke, Peter “[Social History of Knowledge: From Gutenburg to Diderot](https://www.worldcat.org/title/social-history-of-knowledge/oclc/880826749%26referer%3Dbrief_resultshttps%3A/www.worldcat.org/title/social-history-of-knowledge/oclc/880826749%26referer%3Dbrief_results)” ISBN: 978-0745624853.
* Lih, Andrew. [The Wikipedia Revolution: How a Bunch of Nobodies Created the World's Greatest Encyclopedia](http://www.worldcat.org/title/wikipedia-revolution-how-a-bunch-of-nobodies-created-the-worlds-greatest-encyclopedia/oclc/232977686). Hachette Digital, Inc. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9781401395858](https://en.wikipedia.org/wiki/Special%3ABookSources/9781401395858).

External links

* [Wikimedia projects](https://meta.wikimedia.org/) –the family of projects in addition to Wikipedia

# Section 2 (1 week)

***Evaluating Wikipedia with a critical eye***

*Section 2 guides learners to evaluate Wikipedia as a critical reader knowledgeable about the inner workings of the volunteer editorial community. Topics covered include examining Wikipedia’s criteria for article quality, specifically Wikipedia’s definition of “notability” and conflicts of interest, core content policies (neutral point-of-view, no original research, verifiability of claims and pointing to quality resources support claims), and how to use the parts of the page to evaluate contributions. Learners will gain insight into how to read signs and signals to evaluate article quality. This section will provide learners with a robust orientation to the inner workings to help them understand how articles are developed and how to evaluate quality and reliability. By gaining experience observing community processes for the purposes of evaluation, learners will be oriented to the norms, processes, and guidelines to edit, which will set them up for success as new editors. The section culminates with learners evaluating and discussing a set number of articles that you have chosen in advance.*

#### Learning Objectives

Learners will be able to…

* Describe the Wikipedia definition of “notability” and use it to identify appropriate topics deserving of encyclopedia articles
* Identify Wikipedia article quality standards and the signs and signals of Wikipedia editing procedures

#### Resources

* Section-2\_Learner-Guide.docx
* Section-2\_Live-session-slides.pptx
* Section-2\_Display-assessment-article-quality-page-header.docx
* Section-2\_Wikipedia-Article-Quality-Grading-Scheme.docx

#### Section 2, Part 1 - Assignment

1. Complete the Evaluating Articles and Sources tutorial, <https://outreachdashboard.wmflabs.org/training/editing-wikipedia/evaluating-articles>

#### Section 2, Part 2 - Live Session

#### Topics

* Reflections on the Five Pillars
* Navigating notability and conflicts of interest
* Defining and assessing article quality
* Guest presenter
* Wikipedia for personal and scholastic research
* Next steps

**Live session**

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

|  |  |
| --- | --- |
| **Timing** | **Topic/Activity** |
| 5 min | **Welcome back, overview of the session agenda***Begin the session with a welcome and presentation of the agenda* |
| 5 min | ***Activity*: Ice breaker with check marks*** How did it go creating your user page?
 |
| 7 min | **Reflections on the Five Pillars** *Help learners learn from each other. Prior to the live session, review all forum posts and summarize trends in the live session. You may wish to highlight 2-3 comments from discussions that represent common threads about impressions of the Wikipedia Five Pillars, address any frustrations, misconceptions and ah-ha moments to showcase learners’ perceptions of Wikipedia.* |
| 5 min | **Navigating notability** *This section covers two important features of Wikipedia, the notability guidelines (WP:GNG) and conflicts of interest.* What should be in an encyclopedia? If it is not a directory or a compendium of everything, how do editors decide? Definition of [notability](https://en.wikipedia.org/wiki/Wikipedia%3ANotability#General_notability_guideline): topic has significant coverage in secondary sources that are independent from the topic. * *Dig deeper*: The articles for deletion log may show how notability is an important criteria for inclusion. Notability standards have changed–gotten more rigid–since the encyclopedia began; use View history to trace back the history of articles.
 |
| 2 min | ***Activity:* What’s needed to establish notability for X topic?***Choose a topic and ask participants to explain in chat how they would establish encyclopedic “notability” for the topic to have its own Wikipedia article.* |
| 5 min | **Conflicts of Interest? What is it and why is it a problem?***What is a Conflict of Interest (COI) and why are seasoned Wikipedia editors resistant to conflicts of interest (COI) editing? Explain that editors discourage promotional or commercially-motivated contributions because the conflicts of interest imposed on the editors may make it difficult for them to achieve a neutral point of view on a topic.** *Dig deeper*: Wikipedians are not asserting there’s a “true” form of neutrality, nor that there’s such thing as an unbiased person, rather, the collaborative nature of the online encyclopedia should help articles achieve a *neutral point of view* because the more people who contribute, the more that the articles will reflect a pluralism.
* *Pro tip:* Build trust among other editors by stating any affiliations that could be perceived as conflicts of interest on user page in disclaimer; do not make contributions to articles about your employer, state that edits will follow the spirit of Wikipedia.
 |
| 5 min | ***Activity****:* **When do words introduce biases?** *Learners brainstorm examples of “value-laden words” that may advance implicit or unintentional biases in chat** Examples: “great” “iconic” “visionary” “it is generally believed” “as experts convey” “seminal” (relays accomplishment with reference to semen); listing a notable woman’s physical traits; *look to* [*weasel words*](https://en.wikipedia.org/wiki/Wikipedia%3AManual_of_Style/Words_to_watch#Unsupported_attributions) *for more information*
* *Learning take-away:* What’s the difference between biases and COI? COI are strong relational incentives to frame something one way and not another; avoid semantic biases, including implicit biases about gender or race, through intentional word choice
 |
| 5 min | [**Core content policies**](https://en.wikipedia.org/wiki/Wikipedia%3ACore_content_policies)*Guide participants through the three core content policies. Depending on the interests of your audience, you may wish to showcase how ideas that depart from the mainstream perspective are handled by editors (*[*fringe theories*](https://en.wikipedia.org/wiki/Wikipedia%3AFringe_theories)*), and why editors take special care in biographies of living persons*1. **“Neutral point of view** ([WP:NPOV](https://en.wikipedia.org/wiki/Wikipedia%3ANPOV)) – All Wikipedia articles and other encyclopedic content must be written from a *neutral point of view*, representing significant views fairly, proportionately and without bias.
2. **Verifiability** ([WP:V](https://en.wikipedia.org/wiki/Wikipedia%3AV)) – Material challenged or [likely to be challenged](https://en.wikipedia.org/wiki/Wikipedia%3ALIKELY), and all quotations, must be attributed to a reliable, published source. In Wikipedia, **verifiability** means that people reading and editing the encyclopedia can check that the information comes from a [reliable source](https://en.wikipedia.org/wiki/Wikipedia%3AVerifiability#What_counts_as_a_reliable_source).
3. **No original research** ([WP:NOR](https://en.wikipedia.org/wiki/Wikipedia%3ANOR)) – “Wikipedia [should] [not](https://en.wikipedia.org/wiki/Wikipedia%3ANOT) publish original thought: all material in Wikipedia must be attributable to a [reliable, published source](https://en.wikipedia.org/wiki/Wikipedia%3AV). Articles may not contain any new analysis or synthesis of published material that serves to advance a position not clearly advanced by the sources.”
 |
| 5 min | * ***Activity:*****Why should (and do)** [**biographies of living persons**](https://en.wikipedia.org/wiki/Wikipedia%3ABiographies_of_living_persons) **(**[**WP:BLP**](https://en.wikipedia.org/w/index.php?title=Wikipedia:BLP&redirect=no)**) receive extra attention from editors?**

*Learners brainstorm answers to this question in chat channel** Some answers: Libel, 15-min of fame doesn’t meet WP:GNG, err on privacy versus exposure

*Dig deeper*: Who bears the burden of verifying information? The [burden of evidence](https://en.wikipedia.org/wiki/Wikipedia%3AVerifiability) to provide a verifiable reference for a claim rests on the editor who adds or restores material. Other editors may remove information that is unsourced, particularly if it is in a [biography of a living person](https://en.wikipedia.org/wiki/Wikipedia%3ABiographies_of_living_persons).  |
| 5 min | **Defining and assessing article quality***Help learners understand Wikipedia’s goal in terms of article quality by showing them the* [*elements of a quality article*](https://outreach.wikimedia.org/wiki/Evaluating_Wikipedia_article_quality_%28Bookshelf%29)*, and then how editors are in the process of collaborating to achieve this goal. What are the implications of editors’ collaboration to reach the goal? Not all articles have yet achieved the highest level of quality.*Elements of quality articles1. A clear, easy-to-understand lead section
2. A clear structure with several headings and subheadings arranged chronologically or by themes
3. Balanced coverage of many aspects of the subject; with more important viewpoints getting more prominence
4. Neutral coverage, written without bias toward a particular point of view, and representing disagreements according to their representation in reliable sources
5. Reliable sources are cited throughout the article and listed in a full bibliography
 |
| 10 min | **Six signs and signals of Wikipedia’s inner workings to augment evaluation:***The OCLC Wikipedia + Libraries Wikipedian-in-Residence (WiR) instructor Monika Sengul-Jones identified the six signs and signals that library staff can look to in addition to evaluating the article content front page. Knowledge about the inner workings will also serve library staff to confidently and expertly evaluate Wikipedia. Use these signs and signals to begin to design evaluation techniques for your learners, then expand on these avenues of analysis. Though Wikipedia is always changing, strategies for evaluating the inner workings look to processes and protocols that are now essential parts of Wikipedia’s digital infrastructure.*1. [**Assessment class**](https://en.wikipedia.org/wiki/Wikipedia%3AWikiProject_assessment)**.** Many articles have received a “grade” from editors at some point in time. This grade will be visible on the Talk page. The best articles are peer-reviewed as either Good or Featured Article, or machine-graded as A. Other articles may be stub or starter, unassessed, or C or B articles. Let assessment classes guide your evaluation, but don’t depend on these assessments alone. They’re aimed to help editors know which articles are better developed so they can focus on priority articles that need work.
* *Pro tip*: Assessments are dated. Always check when it was made and use ‘View history’ to determine if the article has been updated since, and whether or not you agree with the assessment.
1. **Templates**. These are standardized virtual flags, such as “citations needed,” put at the top of articles or under sub-headers to help guide editors with information on the article development. Templates many indicate red-flags regarding whether or not an article needs work.
* *Pro tip*: Check template dates, use ‘View history’ to verify they are current
1. **Stability.** Use View history to see how many editors have contributed, when the most recent contributions were made. When an article is being edited, it may change quickly. Guide learners to check this. A lock at the top of a page means new editors and IP editors cannot edit, this can help lower the likelihood of vandalism. Some articles on current topics suffer from [recentism](https://en.wikipedia.org/wiki/Wikipedia%3ARecentism), which means they are biased towards news updates and internet references available (often in English)
* *Pro tip*: Even if an article isn’t stable, the references may be solid; on the other hand, an article that hasn’t been updated in a long time might have mediocre references (*see the article on Tillicum Village in the assignment for the OCLC Wikipedia + Libraries course*). An unstable article might be a topic that was recently mentioned in media and therefore be getting extra attention. Look for clues on the Talk page about why it is unstable to help you evaluate the quality.
1. **Breadth**. How long is the article? Is it categorized? Are there wikilinks? Info boxes? Look closely at the article to see how embedded it is into Wikipedia’s ecosystem of information; how valuable will this be to readers?
2. **Reference diversity.** Encyclopedia articles should be based on a variety of secondary sources independent from the subject. Look for diversity among the references and check to see which references are being used the most (indicated by the superscript hyperlinks in the footnotes). Review fringe theory coverage. Point to the neutral point of view noticeboard for an example of where editors discuss references and neutrality.
3. **Authority of contributors.** There are many different kinds of Wikipedia contributors, from bots to administrators. Use the Revision history statistics tool available on the View history page to evaluate which editors have made the most contributions (edits), which editors have contributed the most content (authorship), and use the edit summaries and quality of references to evaluate contributions. Wikipedians should aim to evaluate contributors on the quality of their contributions, not on who they say they are on their user pages, however a COI statement may indicate an understanding of the policies of Wikipedia.

*Pro tip*: Check users’ Talk pages to see how they are being perceived by others; editors may receive barnstars for great work, or warnings and bans for deletions, disruptive editing, harassment or vandalism – these are red flags for you to consider as you evaluate the article in question.  |
| 20 min | **Guest presentation***Your second guest presenter should be a library practitioner with experience evaluating Wikipedia in the library; they may be an experienced editor who can take learners on a tour through their contributions to help them read the signs and signals of articles. They may also have experience evaluating Wikipedia’s inner workings and quality based on using it at the reference desk or trainings in general. Provide a presenter introduction and write down questions or comments from chat during the presentation to guide the Q&A.* |
| 5 min | **Wikipedia for research***Help learners understand how they can begin to incorporate Wikipedia into the library for personal and scholastic research, and help patrons leverage Wikipedia as a work in progress, a participatory digital media, and an online community. Here are some points brought up during the OCLC Wikipedia + Libraries course:** **Wikipedia is not a monolith**. You will have the greater capacity to understand the variation in articles – some articles are excellent, others need improvements. There are more than 5 million articles in English, and less than 10% are good or featured articles.
* **Go beyond telling patrons to only use a Wikipedia article’s references.** Encourage checking assessment classes, using categories to find better articles, comparing article histories, and comparing coverage between articles on similar topics; look to Wiki Projects for more articles and use keywords and categories to help with database searches; evaluate reference quality and diversity in all articles. Wikipedia makes wandering through pages easy and fun, help patrons do this well
* **Participatory community teaches/requires information literacies and digital literacies**. Using Wikipedia for personal or scholastic research is an opportunity to think about how you get information in a networked age, and how to question the authority of sources. It is inquiry-based research in the broadest sense of the term.
 |
| 5 min | **Questions and next steps** *Explain the assignment and let learners know what’s on deck for the next week.*  |

#### Section 2, Part 3 - Assignment

*Assign learners a few Wikipedia articles to read and evaluate in small group discussion forums. A few things to know about this assignment, and how you can adapt it to meet the needs of your learners:*

* *The five articles below were chosen for the OCLC Wikipedia + Libraries: Better Together course because at that time each article offered a different way that learners could apply their learnings about the signs and signals of Wikipedia’s inner workings.*
* *Keep in mind that these articles were chosen in September 2017 and they likely have changed; you will want to choose your own articles to emphasize the learning points that matter most to your learners.*
* *Details and analysis of these five articles, such as what we chose to emphasize as learnings about them are included in the live session notes for Section 3, Part 2 – Live Session.*

#### Assignment

1. **Read any two of these five articles and post a review** for each in the Evaluating Wikipedia Articles discussion forum. In the review:
2. Assess the **reliability and usefulness** of each article for an information seeker based on what you've learned about the six ways to assess Wikipedia articles
3. Suggest ways to improve the articles so they satisfy **Wikipedia's core content policies (neutral point of view, verifiability, and no original research)** and better expand access to the world of information for Wikipedia's readers.

|  |  |
| --- | --- |
| 1. [Tillicum Village](https://en.wikipedia.org/wiki/Tillicum_Village) | 2. [Infectious mononucleosis](https://en.wikipedia.org/wiki/Infectious_mononucleosis) |
| 3. [Jeremy Meeks](https://en.wikipedia.org/wiki/Jeremy_Meeks) | 4. [Infant sleep training](https://en.wikipedia.org/wiki/Infant_sleep_training) |
| 5. [Hurricane Harvey](https://en.wikipedia.org/wiki/Hurricane_Harvey) |  |

1. **Discussion guidelines**
* Read and reply to the reviews of your colleagues in order to deepen your understanding.

#### Optional further reading

* [Evaluating Wikipedia—](https://upload.wikimedia.org/wikipedia/commons/5/52/Evaluating_Wikipedia_brochure.pdf)Brochure published by the Wikimedia Foundation
* [DeletedWiki—](https://twitter.com/DeletedWiki)a Twitter bot that posts the titles of rejected article from English Wikipedia
* [“Discovery Happens Here: PW Talks with Wikipedia's Jake Orlowitz”—](https://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/74785-discovery-happens-here-pw-talks-with-wikipedia-s-jake-orlowitz.html) an Publisher’s Weekly interview with The Wikipedia Library’s founder Jake Orlowitz on Wikipedia and libraries
* [“Writing Wikipedia Articles Teaches Information Literacy”](https://blog.wikimedia.org/2017/06/19/wikipedia-information-literacy-study/) — a blog post summarizing a mixed-methods study of Wikipedia editing in higher education coursework; link to the study from the post

# Section 3 (2 weeks)***Contribute to the Wikipedia body of knowledge***

*Section 3 introduces editing Wikipedia. You may have learners who have been anxious to get started editing, maybe even to start creating new articles. We strongly encourage learners to first complete sections one and two to help them be successful and understand how the community works before they start editing. Moreover, they will have already gotten started with editing by adding a conflict of interest statement to their user page. However, technical barriers exist to preserve quality and deter vandalism; new editing accounts are not “autoconfirmed,” which means they will be unable to create a new page or edit locked pages until they’ve made ten edits over four days. Even if you help them past this threshold, the same barrier will exist for new learners they work with. Instead, take advantage of a longer learning period and guide learners to complete an editing tutorial to practice with the interface and learn the standard workflow. In the live session we first review the article evaluation conversations, and then move on to gain some context around editing, including easy ways to get started with adding citations, copy editing, and practicing in your user sandbox before jumping in with making content changes to live articles.*

#### Learning Objectives

Learners will be able to…

* Enable and use both sets of Wikipedia editing tools (Wiki Source Code and VisualEditor) to edit Wikipedia articles and community pages
* Use the VisualEditor’s citoid tool to add a reference citation to an existing article
* Know where to go for editing help and advice outside the boundaries of the course
* Understand Conflicts of Interest (COI) and write a Conflict of Interest statement for their own user page, gaining experience with editing in the user page space
* Understand the difference between citations and external links; how and why to appropriately link to resources in your library’s collection to Wikipedia articles
* Understand policies related to adding images to Wikipedia (image use policy)

#### Resources

* Section-3\_Learner-Guide.docx
* Section-3\_Live-session-slides.pptx
* Section-3\_Inserting-a-wikilink.docx
* Section-3\_Add-a-COI-statement.docx

#### Section 3, Part 1 – Assignment

**Assignment**

1. Complete the Editing Basics tutorial, covering the practical basics of editing Wikipedia pages, https://outreachdashboard.wmflabs.org/training/editing-wikipedia/editing-basics
2. Add a conflict of interest (COI) statement to your Wikipedia user page by follow these instructions**,** Section-3­\_Add-a-COI-statement.docx

#### Section 3, Part 2 - Live Session

#### Topics

* Reflections on evaluating articles
* Basics of editing Wikipedia: adding citations, copy editing, user sandbox
* Where to go for help on Wikipedia
* Guest presenter
* Selected editing topics: linking to your library’s collection, Wikimedia Commons, copyright and images for Wikipedia

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

|  |  |
| --- | --- |
| **Timing** | **Topic / Activity** |
| 5 min | **Warm-up & welcome***Begin the session with a welcome and presentation of the agenda** *Welcome to the live session*
* *Introduce instructors, guest presenter*
* *Agenda – editing!*
* *Housekeeping*
 |
| 3 min | ***Activity:* Which articles did you review?*** Which articles did you choose to edit? *Refresh learners’ memories about the assignment’s purpose to help them understand the inner workings of Wikipedia and how to use signs and signals to evaluate.*
 |
| 17 min | **Reflections on evaluating articles***Discussion review – How did it go evaluating these articles?* * *What did they learn from the discussion? Teachable moments*
* *What did they think about the articles, their histories, how can they be improved?*
* *Pull out key points of discussion for each article*

*Note: the specific notes and discussion about the examples we used are primarily for illustration. We assume you will be using different articles.* *Use assignment posts as instructional guides on teachable moments, as in* [*Tolstoy’s meditation on families in Anna Karenina*](https://en.wikipedia.org/wiki/Anna_Karenina_principle)*: “Happy [articles] are all alike (they share similar markers of quality]; every unhappy [article] is unhappy in its own way.”*1. [**Tillicum Village**](https://en.wikipedia.org/wiki/Tillicum_Village)https://en.wikipedia.org/wiki/Tillicum\_Village

*\*Article lacks historical context, references were deleted, references are commercial; topic is historically significant and could use improvement** *Promotional tone, evaluating the quality of references*
* *Addressing the lack of visible secondary sources on the internet on topics relevant to local history, indigenous history*
* *Photos, images, and what constitutes public domain; \*Instructor added photo to article between assignment date and live session*
1. [**Infectious Mononucleosis**](https://en.wikipedia.org/wiki/Infectious_mononucleosis)https://en.wikipedia.org/wiki/Infectious\_mononucleosis

\**Article uses technical language, was improved as a part of an active community project, WikiProject Medicine, in part in response* [*to research that showed most doctors use Wikipedia regularly on the job*](https://www.theatlantic.com/health/archive/2014/03/doctors-1-source-for-healthcare-information-wikipedia/284206/)*; discuss:** *Structure and style*
* *Technical language*
* *Using assessment tools, finding categories and related content, discovering WikiProjects*
1. [**Jeremy Meeks**](https://en.wikipedia.org/wiki/Jeremy_Meeks)https://en.wikipedia.org/wiki/Jeremy\_Meeks

\**Article introduction to notability definition, debates and frictions; article relevant to biographies of living persons** *Explore how to access deletion discussions;*
* *Review archived deletion discussions, understand tensions around secondary sources, independent sources, and the WP:GNG “general notability guidelines”*
1. [**Infant Sleep Training**](https://en.wikipedia.org/wiki/Infant_sleep_training)https://en.wikipedia.org/wiki/Infant\_sleep\_training

*\*Article on important topic, lacking references; indicates large topic areas on Wikipedia that need improvement (pediatrics, women’s health, nursing)** *Not NPOV*
* *One-sided references*
* *Only a few editors have contributed: “the mommy wars are obviously not happening on Wikipedia!” said one participant in the Wikipedia + Libraries course*
1. [**Hurricane Harvey**](https://en.wikipedia.org/wiki/Hurricane_Harvey)https://en.wikipedia.org/wiki/Hurricane\_Harvey

\**Article on a recent event, robust reference section, very developed, possible bias toward North American perspectives and breaking news** *Discuss stability and “[recentism](https://en.wikipedia.org/wiki/Wikipedia%3ARecentism)”*
* *Citations not needed in lead if they are present in body of article*
* *Are links to other Wikipedia articles an acceptable substitution for citations? No, if there’s time, ask participants to explain why*

**Wikipedia evaluation truism**The farther you drill down into all the signs and signals, the better your assessment of quality and reliability will be.*Examples from articles assigned in OCLC Wikipedia + Libraries course** *Tillicum Village references: from: a) looks like a good number; b) but they’re all from blogs, newspaper articles, travel promotions; c) and some text mirrors too closely the source material (plagiarism)*
* *Looking at contributors to Talk pages to see how many are editors with accounts, how many from IP addresses, how many made by bots*
* *Jeremy Meeks article: “talk page is empty” but look further to the archived talk*
* *Re: Bot activity–Infant sleep article: Looking at the edit history, it was interesting to see some of the side by side comparisons, including the bots. One bot, ClueBot NG, had an editorial note "reversing possible vandalism." The line removed was "Brittany you are being ridiculous the baby sleeps long enough."*

*Encourage learners regarding the value of building in time for article evaluation–important work required to get started with editing. Often the most difficult part of editing is deciding where to begin. Evaluation of articles, and the journeys they take you on, are a great way to get primed for editing.**Participants in OCLC Wikipedia + Libraries commented as such:* * *“Having a really hard time resisting the urge to dig in and edit this one!”*
* *“Helping revise existing articles definitely feels like a less intimidating and overwhelming way to start making immediate contributions to Wikipedia. I like that in this way the community as a whole takes responsibility for the quality of the information shared.”*
* *“Research is such a fun part of the process! I'm going to enjoy contributing to starter articles :)*
 |
| 5 min | ***Activity* – Who has added a citation before? *(Display a continuum)*** *Interactivity can be done with a slide and annotation tools, with chat, or via voice.* |
| 10 min | **Time to edit!***The slides walk through the process of adding a citation to an article. This may also be a good opportunity to do a quick, live demonstration of adding a citation, but only if you are confident that your system and your learners’ connections have the capacity.*1. Find an article, identify where to get started first.* + One way is the [Citation Hunt tool.](https://tools.wmflabs.org/citationhunt/en) Walk through the process of using it to find articles in need of citations. Click **Next** for random choice, or click in search box to get list of topics to narrow it down. <https://tools.wmflabs.org/citationhunt/en>?
	+ Another is to start with a resource, and search for a related article

2. Research the page. Figure out if the page needs a citation for a particular claim or not. If yes, read up to verify and find reliable sources. Does verifying this claim in the article help to ensure fair and neutral coverage of the topic; what works needs to be done yet?3. Add the citation using the [VisualEditor](https://en.wikipedia.org/wiki/Wikipedia%3AVisualEditor/User_guide)’s cite tool. Save and add an edit summary. Look to the Learner Guide prepared for the [OCLC 2018 Citations Needed webinar](https://www.webjunction.org/events/webjunction/wikipedia-1lib1ref.html) for more detailed instructions.4. Practice in sandbox to go over tools, it’s a safe place to practice with the software ***WARNING:*** *Articles on Wikipedia are written collaboratively asynchronously; be aware that* ***more than one user cannot edit the same article at the same time*** *(this is unlike a collaborative software such as Google docs). If multiple user accounts are editing the same article at the same time, there will be edit conflicts and some users may lose their work and/or have their edits overwritten. We advise against this to prevent confusion or disappointment. If learners do wish to edit the same article, we advise they collaborate to work out a system to take turns.**Wikipedia editors may avoid edit conflicts by inserting the template* [*Under Construction*](https://en.wikipedia.org/wiki/Template%3AUnder_construction) *to mark that they are actively improving the page and others should refrain from editing, and/or coordinate edit turn-taking using Talk pages.* |
| 5 min | **Where to go for technical and community support on Wikipedia** [**Teahouse**](https://en.wikipedia.org/wiki/Wikipedia%3ATeahouse) **–** “a friendly place to learn about editing Wikipedia”* Teahouse is highly valuable both as a place for new editors to get answers, and just to read to become more informed about policies and procedures, see the kinds of issues common to new editors, and see how there is often a range of opinion from the hosts – there is no absolute authority. https://en.wikipedia.org/wiki/Wikipedia:Teahouse

*Show and discuss example exchange**(this will familiarize them with the space for their assignment)**You may choose to share the answers we received in 2017 when we asked several Teahouse hosts to weigh in on this question: “What are the most common stumbling block for new editors?” Slide includes the usernames of helpful Teahouse volunteers our team got to know.** “Not understanding what an encyclopedia is, and trying to create an article about themselves or about their business or the organization they work for, where they have a conflict of interest – not having independent, verifiable references as the backbone of their writing. Using themselves as a reference. Writing an essay with a point of view and an argument, not a review.”
* “Hello, and welcome to the Teahouse. I would call it a tie between jumping straight into creating a new article without any previous editing experience, and failing to find multiple independent, reliable sources for the topic of their new article as the first step in article creation — as opposed to something they think they'll get to eventually. Thank you for an interesting question; I'm also interested to see what other Teahouse volunteers have to say.”
* “In a nutshell, it is the failure of many new editors to understand that an acceptable Wikipedia article neutrally summarizes what the range of reliable, *independent* sources say about a topic. New editors commonly try to insert their own personal knowledge and opinions into articles, along with extensive material written by the person or group that is the topic of the article. They have a hard time comprehending the emphasis that experienced editors place on truly independent sources.”
* “I believe it is the assumption that the best, or only, way to contribute to Wikipedia is to create a new article. Attempting this while lacking the necessary skills then leads to other problems.”
 |
|  | ***Activity****:* Why was a biography rejected as a new article by other Wikipedia editors? What would you advise this new editor to do to improve the article if they were your patron? “I want to write a Wikipedia article about my talented friend, she’s a singer. There’s a lovely blog entry about her. And her website explains her full biography. Why was it rejected? I’m disappointed.” |
| 20 min | **Guest presenter** *Your third guest presenter should be a library practitioner with experience editing Wikipedia, specifically on topics that matter to the library community. The presenter can describe how they’ve incorporated library materials into Wikipedia, how they’ve become comfortable with other editors, and why they may identify – as many have – as a “librarian on Wikipedia.” Invite them to give specific examples of their editing to model ways of doing Wikipedia, e.g. if they’re involved in administrative work or wikiprojects. Provide a presenter introduction.* |
| 5 min | ***Activity****: Poll learners in chat*. Where do links to library collections belong in Wikipedia articles?* + Answer: Typically, in External Links. Most likely the unique items in your special collection are primary sources, and so not appropriate as citations. But it is perfectly acceptable to add them as external links.
 |
| 7 min | **Selected topics in editing: External links***The slides walk through the process of adding an external link to an article. This may also be a good opportunity to do a quick, live demonstration of adding a link, but only if you are confident that your system and your learners’ connection have the capacity.**Demonstrate adding* [*external links*](https://en.wikipedia.org/wiki/Help%3AExternal_links_and_references)*:** + *In the OCLC course example, a digital archive was added so others could access the resource if they are interested in the article “Women in Iran;” save your changes and add an edit summary so others know what you did*

*Pro tip*: If you are a subject matter expert, you may add a note to the talk page if you have specific advice or want to make yourself available to editors who want to develop the article. Editors tend to take very specific improvement requests seriously, general criticisms with no call to action likely won’t lead to changes. |
| 7 min | **Selected topics in editing: Images & image use policy***The slides walk through the process of adding an image to an article. This may also be a good opportunity to do a quick, live demonstration of adding an image, but only if you are confident that your system and your learners’ connection have the capacity.***Adding images** *Most learners are unfamiliar with the* [*image use policy*](https://en.wikipedia.org/wiki/Wikipedia%3AImage_use_policy) *of Wikipedia. You may choose to go over dos and don’ts in relation to copyright. Images added to Wikimedia Commons (the repository of images that connects to Wikipedia) where the editors do not demonstrate they have the correct permissions will almost always be swiftly deleted.** Image use policy and copyright: You can add an image to Wikimedia Commons or Wikipedia when:
	1. You own the copyright and give permission to share under a free license
	2. Image is in public domain (varies by country)
	3. You can unambiguously demonstrate that someone else has licensed the image to share freely.
* **Law and hosting**: Any file hosted on Commons must normally be freely licensed or public domain according to both the law of the United States and according to the law of the source country, if different, see:
* Required licensing terms: [Commons:Licensing](https://commons.wikimedia.org/wiki/Special%3AMyLanguage/Commons%3ALicensing).
* To be considered freely licensed, the copyright owner has to release the file under an irrevocable license which:
	+ Permits free reuse for any purpose (including commercial).
	+ Permits the creation of derivative works.
* **Identifiable people**: Protect privacy and receive consent to upload photos of recognizable people, no nudity or profane images; for more information, see [Commons: Photographs of identifiable people](https://commons.wikimedia.org/wiki/Commons%3APhotographs_of_identifiable_people) and the [WMF’s resolution on identifiable people](https://wikimediafoundation.org/wiki/Resolution%3AImages_of_identifiable_people).

*When you have the correct permissions, adding an image is somewhat simple, though encyclopedic form and style do matter. You may walk through adding a photo to an article by first uploading it to Wikimedia Commons, and attaching it to an article. You may do this live or through screenshots, as demonstrated in the OCLC materials.** Upload the photo; Press edit; Press insert; Select “Media,
* Fill in details
* Add categories
* Add description
 |
| 5 min | **Questions and next steps** *Explain the assignment and let learners know what’s on deck for the next section. Depending on how you are structuring the course, this may be a good time to mention they have two weeks and that this is a good time to catch up on all past assignments. And start thinking about how they might want to use Wikipedia in their library – this is the focus of the last five weeks of the course.* |

#### Section 3, Part 3 – Assignment

*This assignment is designed to get learners editing. They should have completed tutorials, observed Wikipedia’s articles and the various stages of development, and be familiar with the parts of pages. Learners are instructed to practice using the interface by either working in their Sandbox or making copyedits, then also making a citation. The second part of the assignment is to observe the Teahouse to get a sense of the problems or concerns new editors often face. This second part of the assignment will help them understand not just the misconceptions of Wikipedia that many new editors have, but also see how the Teahouse volunteers respond with civility. Participants in the OCLC Wikipedia + Libraries course noted that Teahouse volunteers responded in ways that reminded them of library workers.*

*Should you wish to have your learners create a new article at some point, these initial editing assignments are crucial for them as new editors to build credibility, understand the way editing works, and know where to go for help, in this case, Teahouse (WP:TEA). In addition, making small edits on a number of pages over time will give new editors the necessary edits needed to gain* [*autoconfirmed status*](https://en.wikipedia.org/w/index.php?title=Wikipedia:AUTOCONFIRM&redirect=no) *(see* [*user access levels*](https://en.wikipedia.org/wiki/Wikipedia%3AUser_access_levels#Autoconfirmed_and_confirmed_users) *for more information) and have the technical permission granted to their username to create a new article page.*

#### Assignment

1. Practice editing (choose one or both options for this assignment)

**\* *Option A: “I want to practice editing Wikipedia in a safe space.”*** Great! Your Wikipedia user page has a Sandbox for you to familiarize yourself with the interface or develop drafts. Practice adding citations, sections, external links, and images in your Sandbox. To access your Sandbox, log in, go to your user page and look for the link in the top right navigation between Talk and Preferences.



***\* Option B. “I’m ready to edit existing articles on Wikipedia.”*** Great! Practice by being a “gnome” and making little improvements, such as copy editing. For guidance, see [*Wikipedia: How to copy edit*](https://en.wikipedia.org/wiki/Wikipedia%3AHow_to_copy_edit):“*Make it say what it means and mean what it says."* It may take some patience to find an article that needs copy edits. Here are a few places to start looking:

1. Click [Random Article](https://en.wikipedia.org/wiki/Special%3ARandom) in the left navigation column until you find one that needs work.

2. Choose an article from [stub](https://en.wikipedia.org/wiki/Category%3AStub-Class_articles) or [start-class](https://en.wikipedia.org/wiki/Category%3AStart-Class_articles) article lists.

* *Editing opportunities: address word choice, clarity, style, grammar; fix typos; reformat references.*
* *Save your changes by including an edit summary.*
* *For questions on style, refer to the* [*Manual of style*](https://en.wikipedia.org/wiki/Wikipedia%3AManual_of_Style) *(WP:Style).*

2. Add a citation to an article

* 1. Find an article that needs verifiable citations. Choose an article that interests you or click through the “[citation hunt](https://tools.wmflabs.org/citationhunt/en?id=53893125&cat=all)” to identify an article.
	2. Focus on adding at least one citation. Research to verify the information to be cited in the article. You may find that the claim needs to be deleted rather than cited. No problem! It’s about improving the encyclopedia. For inspiration, look to the story about [librarians who participated in a #1lib1ref](http://www.webjunction.org/news/webjunction/1lib1ref-highlights.html) (1 librarian, 1 reference) campaign.
	3. Save your changes by including an edit summary.

3. Discussion guidelines

1. Share what you learned by making these contributions. Was this how you expected Wikipedia editing to be? Why or why not? Be sure to celebrate your accomplishments in learning how to expand access to the world of information by editing Wikipedia!

4. Observe the [Wikipedia Teahouse](https://en.wikipedia.org/wiki/Wikipedia%3ATeahouse)

* 1. This is the public support forum on Wikipedia where new editors can ask more experienced volunteers for help. Observe between 2-4 conversations.
	2. View “[Question archive](https://en.wikipedia.org/wiki/Wikipedia%3ATeahouse/Questions/Archive_Index)” listed at the top for more

5. Discussion guidelines

1. Share with your peers your impressions of issues that are discussed at the Teahouse. Describe one of the questions that was asked and how it was addressed – was it resolved, why or why not? How does this experience expand your understanding of Wikipedia’s community processes?

# Section 4 (2 weeks)***Wikipedia empowers your community***

*Section 4 introduces the learners to pathways they can take with Wikipedia in the library, and continues to build skills and capacities in editing and knowledge of the inner workings.*

#### Learning Objectives

Learners will be able to…

* Describe at least five forms of Wikipedia engagement they might do at the library
* Understand how these directions can translate into specific activities
* Plan preliminary steps toward implementing one or two forms of engagement, discuss those plans with others

#### Resources

* Section-4\_Learner-Guide.docx
* Section-4\_Live-session-slides.pptx
* Section-4\_Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx
* Section-4\_Library-wiki-club-tips.docx
* Section-4\_Wikipedia-programs-projects-and-organizations.docx

#### Section 4, Part 1 - Assignment

*Section 4 introduces library staff to one or more of the forms of engagement they might explore at their libraries. You may wish to assign learners a reading or article to preview the five forms of engagement that will be discussed later in this section. Or you may wish to give participants additional opportunity to catch up on course work.*

#### Section 4, Part 2 - Live Session

**Topics**

* Reflections on editing and Teahouse
* Wikipedia programs, projects, and organizations
* Introduction to five forms of engagement with Wikipedia
* Guest presenter
* Next steps

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

|  |  |
| --- | --- |
| **Timing** | **Topic / Activity** |
| 5 min | **Welcome and agenda***Begin the session with a welcome and presentation of the agenda* |
| 5 min | ***Activity:* Icebreaker about the editing experience***Learners rate their editing experience on two scales:** + *Positive – Negative*
	+ *Easy – Complicated*
 |
| 5 min | **Reflections on editing***Reflect on what learners have done in their assignments.* * *Use pull quotes from homework discussions – look to highlight both positive experiences and challenges, specifically help them feel validated and also seek to resolve challenges.*

*Additional talking points about editing:** With more than 5.5 million articles on Wikipedia, it’s a busy place, there are many articles to choose from, and if you have too much trouble editing one of them, move on; and it’s okay if your edit isn’t finished. Wikipedia is a work in progress.
	+ If not comfortable yet with editing, avoid choosing a busy page with a lot of active editors; pushback is predictable on busy or popular topics
	+ How to find a less busy place: many topics in local history, biographies of deceased people, concepts; look to stub and starter article lists in categories that interest you.
	+ Let go of your ego and don’t take editor revisions personally

*Reflect on their Teahouse learnings; share participant feedback and surface what else they noticed were common questions or concerns from new editors and establish that they can feel comfortable going to Teahouse in the future to ask for guidance.*  |
| 7 min  | **Wikipedia programs, projects and organizations***Describe the various programs, projects and organizations affiliated with the global Wikimedia movement to help learners understand the many facets of the community.** [The Wikipedia Library](https://meta.wikimedia.org/wiki/The_Wikipedia_Library): This is a global Wikimedia Foundation-supported program run by staff and volunteers to provide active Wikimedia contributors around the world with reference assistance and database subscription access.
* [GLAM-Wiki](https://outreach.wikimedia.org/wiki/GLAM): This is a global Wikimedia Foundation-supported project run by staff and volunteers to guide cultural institutions around the world in producing open-access, freely reusable content for the public via Wikimedia projects.
* [The Wikipedia Education Program](https://outreach.wikimedia.org/wiki/Education): This arm of the Wikimedia Foundation supports the use of Wikipedia in educational settings globally; including the work of a separate non-profit organization, the Wiki Education Foundation, which specifically is devoted to supporting outreach to higher education instructors in the United States
* Wikimedia Movement Affiliates – [chapters](https://meta.wikimedia.org/wiki/Wikimedia_chapters) and [user groups](https://meta.wikimedia.org/wiki/Wikimedia_user_groups#existing) are independent organizations officially affiliated and funded by the Wikimedia Foundation
* [WikiProjects](https://en.wikipedia.org/wiki/Wikipedia%3AWikiProject_Directory/All) are informal online spaces where groups of editors collaborate to build worklists, assess articles, and collaborate around a theme or focus
* [Wikimedia Outreach Dashboard](https://outreachdashboard.wmflabs.org/) is an online platform and self-paced tutorials adapted from the Wiki Education Foundation to support event organizers hosting Wikipedia-related editing events.
 |
| 8 min | **Forms of engagement (1, 2)***Describe two forms of engagement, with examples. All five forms used in the OCLC course are detailed in greater length in the resource document Section\_4-Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx*1. **Wikipedia as an individual contributor***For those whose primary interest is to deepen their own knowledge, individual engagement with Wikipedia may be the best option. Ways to edit:*
	* Gnome work: Wikipedia has a name for editors who like to do tiny edits⎯gnomes. And Wikipedia likes gnomes! They correct punctuation and spelling or clean up sentence structure and generally improve the quality of articles
	* Wikipedia keeps track of all your work – you can always get a list of your contributions to show to supervisors, etc.
	* As an individual contributor, it’s encouraged to let yourself discover your journey – this is sometimes called, the Wikipedia rabbit hole – and you may find, that like the library staff we’ve interviewed: you find yourself being a “librarian on Wikipedia”
	* [Mary Phillips](https://www.webjunction.org/news/webjunction/librarians-wikipedia-mary.html) of the Carnegie Library of Pittsburgh is one example; read more about her: https://www.webjunction.org/news/webjunction/librarians-wikipedia-mary.html
2. **Wikipedia for staff development***Staff development can take many forms, from informal coaching to full-scale staff training programs. Learners could work informally with colleagues, make a short presentation at a staff meeting, offer to lead a roundtable and workshop, etc.*
	1. Guide staff/colleagues to understand the nuances in reading, evaluating, and editing Wikipedia articles
	2. Staff workshop on answering reference questions with Wikipedia
	3. Running staff campaigns/contests/competitions with other libraries to add citations to Wikipedia (such as the annual January #1lib1ref campaign, run by the Wikimedia Library)
	4. Organize a staff “gnome party” to edit articles of your own interest or dovetail with library collections
	5. Creating a staff GLAM group
	6. Librarians Who Wikipedia interviews with [Anne Lefkofsky](https://www.webjunction.org/news/webjunction/librarians-wikipedia-anne.html) or [Karen Kast](https://www.webjunction.org/news/webjunction/librarians-wikipedia-karen.html) (both participated in the OCLC course)
 |

|  |  |
| --- | --- |
| 20 min | **Guest Presentation***Your fourth guest presenter should be a library practitioner with experience with one of the forms of engagement with Wikipedia, preferably engagement that has had an impact on the library community. The presenter can describe how they’ve incorporated editing into staff events, training or programs, the kinds of responses or impact their initiative has had, and their advice for other staff curious about perusing this form of engagement. Consider the Librarians Who Wikipedia interview with* [*Anne Lefkofsky* (*Public Library Albuquerque and Bernalillo County)*](https://www.webjunction.org/news/webjunction/librarians-wikipedia-anne.html) *as an additional example (published May 2018). Provide a presenter introduction.* *Instructors facilitate questions.* |
| 20 min | **Forms of engagement, part 2***(Present second half of Forms of Engagement)*1. Wikipedia for digital and information literacy*… use Wikipedia as a research and information literacy resource in a wide range of programming*
	* Patrons learning how to evaluate what they find in Wikipedia
	* AND as a tool for wider info and media literacy
	* Reference desk work, patron training programs, etc.
2. Wikipedia for community outreach programming*… understand what is needed to host a successful event*
	* Incorporating Wikipedia into existing outreach and programming
	* Local history groups, reading clubs, edit-a-thons
	* Some ideas:
	* *Share Wikipedia materials: have print or PDF brochures about evaluating, editing and illustrating Wikipedia at the ready for your community*
3. Wikipedia editing campaigns*… have the confidence to conduct an edit-a-thon in their library*
	* #1lib1ref
	* Art+Feminism
	* Women in science
	* Wiki Loves Monuments
	* Wikipedia Loves Libraries
 |
| 3 min | ***Activity***: *Participants indicate with slide and annotation tools, chat, or via voice what Wikipedia campaigns or activities they have already participated in*  |
| 5 min | **Five forms of engagement: Stories from WebJunction***You may choose to feature stories from WebJunction, or start an interview, article or podcast series of your own with Wiki-librarians in a field of librarianship similar to your learners (e.g. school librarians, research librarians, librarians from a particular geographic or linguistic background). WebJunction’s pages on* [*Wikipedia + Libraries*](https://www.webjunction.org/explore-topics/wikipedia-libraries.html) *offer inspiration on these pathways.* |
| 2 min | ***Activity***: *Participants indicate with slide and annotation tools or chat what they’d like to provisionally focus on (from the list on the slide); you could also create survey to capture their interests*  |
| 10 min | **Next Steps***Spend the final part of the session describing the assignment around the forms of engagement.* |

#### Section 4, Part 3 – Assignment

*This assignment is intended to give learners an opportunity to deepen their knowledge of forms of engagement. Use Section\_4-Five-forms-of-Wikipedia -engagement-for-US-public-libraries.docx to tailor the assignment.*

**Assignment**

1. Read about the five forms of engagement we have identified in Section-4\_Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx*.*

|  |
| --- |
| Five Forms of Engagement |
| * Individual Engagement with Wikipedia
 |
| * Staff development with Wikipedia
 |
| * Wikipedia for digital information literacy
 |
| * Wikipedia for community outreach programming
 |
| * Existing Campaigns
 |

1. Choose 2-3 of the suggested activities from this document, Section-4\_Five-forms-of-Wikipedia-engagement-for-US-public-libraries.docx*,* these activities can be from the same or different forms (e.g., you could choose adding citations (1. individual contributor); demonstrating Wikipedia at a staff meeting (2. Staff development), and hosting a #1lib1ref event (2. Staff development). Identify at least 1 that gets you find compelling.
2. For the 1 activity that you want to explore further, post answers to the following questions in the discussion forums:
	1. What seems to be a key ingredient to the success of the selected activity and how can you apply that to your library?
	2. What excites you about this form of engagement for your library? Explain how you believe this will help you achieve your vision.
	3. Identify one aspect of a form of engagement you’ve selected that might be a challenge for you. What support or resources would you need to put into place to help you overcome this challenge?
	4. Based on what you already do at your library, what would you recommend be added or modified to the form you’ve chosen that isn’t already a part of the suggested activity?
3. Join the conversation with others who are also considering similar engagements. Read and respond to their posts, exchange ideas, and consider collaborating as you move ahead.

# Section 5 (3 weeks)***Organize a Wikipedia event or activity for your community***

 *Section 5 guides learners to Wikipedia event organization, identifying the tools and skills needed to put on events, and encourages providing examples of events–both library-facing and community-facing. Library staff continue to explore forms of engagement with Wikipedia for their libraries. This section of the course dives deeper into specific community outreach events. As the final full section of the course, this section is three weeks long to allow learners to catch up or dive deeper into Wikipedia as they complete a plan of action for their library.*

#### Learning Objectives

Learners will be able to…

* Understand how they can use the Wikimedia Outreach Dashboard to track their engagement-related Wikipedia activity
* Commit to taking action on at least one form of Wikipedia library engagement
* Create a structured action plan for a group activity, following the provided template (Section-5\_Steps-to-Engagement.docx)

#### Resources

* Section-5\_Learner-Guide.docx
* Section-5\_Live-session-slides.pptx
* Section-5\_Steps-to-Engagement.docx
* Section-5\_Wikipedia-event-action-plan.docx
* Section-5\_Wikipedia-event-planning-resources.docx
* Section-5\_Tips-for-creating-an-article-page.docx
* Section-5\_Mobile-Wikipedia.docx

#### Section 5, Part 1 – Assignment

*The first assignment is to watch three short videos about edit-a-thons in the United States in the GLAM (galleries, libraries, archives and museums) sector. You may assign these examples, or choose more up-to-date or regionally specific videos.*

**Assignment**

Watch these three short videos describing different Wikipedia edit-a-thons:

* [#BlackLifeMatters Wikipedia Edit-a-thon in Harlem, New York City](https://vimeo.com/155972398)
* [The Art+Feminism Wikipedia Edit-a-thon at the Museum of Modern Art, March 7, 2015](https://www.youtube.com/watch?v=X7PF5zUTaGo)
* [Women in botany and Wikipedia](https://www.youtube.com/watch?v=SY_WGKdapOw)

#### Section 5, Part 2 - Live Session

#### Topics

* Review learner accomplishments
* Additional editing topics (Dashboard, article creation, mobile)
* Guest presenter
* Continued introduction and review of Wikipedia engagement forms (events)
* Building an action plan for Wikipedia engagement for your library after the course
* Next steps

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

|  |  |
| --- | --- |
| **Timing** | **Topics / Activities** |
| 5 min | **Agenda***Begin the session with a welcome and presentation of the agenda* |
| 2 min | ***Activity:* Find the wikilinks***Show a quoted sentence or two of a Wikipedia article that includes many wikilinks (links to other Wikipedia articles). We used “Halloween” due to the time of year.*  |
| 3 min | ***Activity*: Have you edited Wikipedia?** *(revisit)**Show slide that has been used before with the Yes and No question, ask participants to place a mark corresponding to whether they have done any editing yet; since their assignments have now included editing, most participants should report yes, and this activity should give them a sense of accomplishment.* |
| 18 min | **Wikipedia accomplishments***Exhibit class editing data from your course Outreach Dashboard project page. Show examples of good work done, give tips to improve/advance the work. Have reviewed their edits beforehand in order to use their accomplishments (or mistakes) to provide additional editing instruction during in-class examples. Learning opportunities may include:** Adding wikilinks or categories
* Adding citations
	+ Copy a citation and refer back multiple times in the article
	+ Manually edit a citation to add page number
	+ Insert a references section if it doesn’t already exist (this is not automatic)
* Improving article structure
	+ Use formatting bar to add headers, etc.
* Editing a protected page
	+ How to get past that barrier
	+ What to advise others
* Adding images
	+ Reminder about copyright – the image must not be under copyright to share on Wikipedia or Wikimedia Commons; fair use is rarely, if ever, acceptable for inclusion

*Provide a summary – share a list or word art of article titles edited by learners*  |
| 2 min | ***Activity****:* **Title interests** *Chat activity about article titles:* What do you notice about the titles? Do you notice any themes? *Invite chat comments (there are no right answers, just an opportunity to discuss)* |
| 8 min | **Additional topics****Outreach Dashboard***Introduce the purpose of the dashboard, give a reminder about transparency (everything is saved and visible, and can be downloaded and shared from Wikipedia); explain Outreach dashboard is a way to create a shared experience of editing, measure impact, justify programs, and celebrate results* * Wikimedia Labs Outreach Dashboard
	+ When it comes to measures of success; use this as one of the ways to justify incorporating Wikipedia into professional development for library staff.
	+ What kind of measurement can be done with Wikipedia analytics to show improvement? This gives a minimum baseline, and then dive deeper.
	+ Library management interested in reach and community building may find this is the beginning of evidence that Wikipedia is a natural way to extend the library's mission to serve their communities online – because of the visibility.
	+ Make this specific to an event or program.
	+ View snapshot of high-level activity, high-level accomplishments.
	+ Look to “view authorship” to drill into individual details (or find out why edits may have been reverted) – head over to Wikipedia View history to see editing in context.
	+ Download in CSV for further analysis using spreadsheet.
 |
| 2 min | ***Activity***: **Are you ready to move to main space? Tips and support!***Prompt reflection, give encouragement:* Many of you have only edited in Sandbox so far, who is ready to go forward after this session and try editing in the main space?  |
| 10 min | **Creating an article** *Up to now we have put off talking much about creating new articles, partly because there are already more than 5 million articles, most needing additional work, but also because it’s a big step up in effort and exposure. Some learners will want to go this extra step, so here are some tips:** Your account must be autoconfirmed (user account 4+ days old, more than 10 Wikipedia edits)
* Make sure your topic is notable (WP:GNG)
* Make sure your topic is not already covered, and decide where you will insert the article and how you’ll make sure it’s not an orphan–that it connects into the wiki network of knowledge
* Read the Section-5\_Things-to-know-when-creating-an-article.docx handout
* Caveats and advice on creating articles
* How to help others

**Mobile Wikipedia***Mobile phones and tablets are popular devices used to access the internet. You can provide learners with tips for themselves, and patrons, to use mobile devices to access Wikipedia.** Wikipedia via mobile is generally more restricted
* Mobile App is a reading interface, editing, and view history are limited
* Mobile browser can do some short editing
* “Request desktop” version in mobile browser; most useful when using a tablet, very small and cramped on a phone but enables access the full functionality of editing, rather than reader format only
 |
| 20 min | **Guest presenter***Your fifth guest presenter should be a library practitioner with experience with another one of the forms of engagement with Wikipedia, preferably engagement that has been community-facing. The presenter can describe what they’ve done and why, their measures of success, and advice for other staff curious about perusing this form of engagement. Provide a presenter introduction.* *Instructors facilitate questions.* |
| 15 min  | **Wikipedia Events***Putting on a Wikipedia activity that could involve editing – from a one-hour session, to a learn-a-thon, to a salon, a longer workshop – requires some preparation in advance.* **How to prepare for any group engagement** **Technical issues – what you can do**There are some common, known technical issues that often come up in editing events where a large number of people in one location attempt to create accounts and edit at the same time.* The IP hurdle: Not enough editors created their accounts ahead of time, so you have to create more accounts than is allowed at your location because of the six-account per IP address, per 24 hours limit.
	+ Create accounts in advance
	+ Have participants create accounts via mobile phones (not on wifi)
	+ There is an on-wiki set of triage opportunities at: [the request an account page on English](https://en.wikipedia.org/wiki/Wikipedia%3ARequest_an_account). If you have a Wikipedia administrator or experienced Wikipedia outreach coordinator with account creation permissions, they can create accounts via: [the Special:CreateAccount page](https://en.wikipedia.org/wiki/Special%3ACreateAccount)
	+ New editors can’t move pages from a draft to "Article" space (see [instructions for moving a page on English](https://en.wikipedia.org/wiki/en%3AWikipedia%3AMoving_a_page) Wikipedia). This is typically prevented because New User accounts have yet to receive the AutoConfirmed right (automatically issued at 10 edits and four days on English Wikipedia). This is one of the important reasons for having experienced editors around
* The edit count hurdle: Non-autoconfirmed accounts cannot create new articles. Steer new editors away from creating new articles by…
	+ Find articles ahead of time to work on and assign or allow participants to choose
	+ Add citations
	+ Practice in sandbox

**Social difficulties**Most Wikipedians are civil, devoted, and assume good faith in others; but a few can be passionate and, when crossed, unsavory – even inflammatory – to interact with. Some advice:* Use Teahouse
* Look to the Wikimedia Foundation Outreach dashboard for advice on Support and Safety on Wikipedia; ask for support or help from Support and Safety at the WMF if needed

**Tips from Librarians Who Wikipedia*** From the [WebJunction series of articles](https://www.webjunction.org/explore-topics/wikipedia-libraries/stories-from-the-library.html)
	+ Prepare equipment and staff
	+ Snacks and convenience
	+ Services for adults with dependents (children’s activities, etc.)
* Tutorials on event hosting from WMF [here](https://outreachdashboard.wmflabs.org/training/editathons) and [here](https://outreachdashboard.wmflabs.org/training/support-and-safety)
* *End with quote from someone who has participated in an event*
 |
| 10 min | **From intention to action***Describe writing up plan of action (*Section-5\_Steps-to-Engagement.docx). Help *learners commit to a form of engagement, discuss challenges and opportunities***Challenges***Review challenges mentioned by learners** *Also mention general and engagement-specific challenges that can be anticipated, such as:*
	+ Time
	+ Buy-in (staff, supervisor, administration)
	+ Marketing – can be more challenging than usual to market in a way that explains and attracts

**Engagement commitment***Help learners set* *specific*, *achievable goals* * What is your goal or commitment?
* What does success look like? How will you know if your engagement was a success?
	+ Quantitative indicators - # of people, # of edits, etc.
	+ Qualitative indicators - change in perceptions, sense of achievement
* How will you get institutional buy-in?
	+ Who needs to be persuaded?
	+ How does this engagement align with the institution’s strategic plan or mission?
* How will the engagement work?
	+ Duration, frequency, location, implementation phases, team, etc.

**Planning a Wikipedia Event***Identify for learners the specifics needed to plan a Wikipedia group engagement (staff or public), and showcase the resources prepared just for libraries, including a template action plan for Wikipedia events at the library.** Use the Section-5\_Wikipedia-event-planning-resources-page.docx
* Create an event action plan using the Section-5\_Wikipedia-event-action-plan.docx
 |
| 5 min | *Spend the final part of the webinar describing the assignment around the forms of engagement.* **For session 6:** *Call for volunteers to* [*Be Bold*](https://en.wikipedia.org/wiki/Wikipedia%3ABe_bold) *and share Wikipedia engagement plan with the class during the final live session* |

#### Section 5, Part 3 - Assignment

Completing and submitting the Section-5\_Steps-to-Engagement.docx is the only required assignment. Between the end of this session and the next, final, live session, you may also wish to coordinate volunteers who will prepare guest presentations.

#### Assignment

Section 4 introduced you to five forms of engagementwith Wikipedia. In the final three weeks of the course, you will formulate an engagement commitment to take your Wikipedia learning to the next level.

1. Commit to taking action on at least one form of engagement with Wikipedia (if you are choosing a Wikipedia event, additional resources are provided below).
2. Define your plan using Section-5\_Steps-to-Engagement.docx
3. As you fill in your own responses in the form, use the discussion forum to bounce your ideas around with your cohort. Take advantage of your peer community to share your ideas and resources for engagement and to help you think through the challenges. Share what you are going to do and any questions, ideas, musing or quandaries that occur to you as you start to plan.

**For those planning Wikipedia events:**

The following are resources to help you plan and deliver a successful edit-a-thon or other event

1. Read the Section-5\_Wikipedia-event-planning-resources.docx.
2. Review Running Edit-a-thons and other Editing Events series of self-paced tutorials, links and more information provided in Section-5\_Wikipedia-Event-Planning-Resources.docx.
3. Fill out the Section-5\_Wikipedia-event-action-plan.docx. This provides a framework to help you think through all the details of planning a Wikipedia event and describe the steps, timing and roles to make your event a success.

# Wrap-up live online session

***Your Wikipedia journey continues***

*The sixth and final live online session is a course wrap-up session that addresses a few additional topics, answers outstanding questions, and provides the opportunity for course participants to share their learnings and action plans.*

#### Resources

* Session-6\_Live-session-slides.pptx
* Wrap-Up\_Connecting-with-Wikipedians.docx
* Wrap-Up \_Wikimedia-funding-resources.docx
* Wrap-Up \_Compiled-wisdom-from-Wikipedians-2017.docx

#### Topics

* Your commitments to the Wikipedia journey
* Guest presenters: Volunteers from the course share their learnings and action plans
* Advancing with Wikimedia
* More programming tips
* Looking ahead

#### Live Session 6

Note: Instructions for trainers are in *italics*, and suggested talking points for delivery during the session are in Roman (upright) font.

|  |  |
| --- | --- |
| **Timing** | **Topics / Activities** |
| 5 min | **Agenda***Begin the final session with a welcome and presentation of the agenda; Check in and get everyone excited about the final session with an engagement activity* |
| 3 min | ***Activity*: How many people have you talked to about this course?***Have participants indicate how many people they have talked about the course, discuss reach, trends or surface feedback in chat* |
| 17 min | **Your commitments to the Wikipedia journey***Review all the exciting things learners have accomplished, highlight discussion threads and Steps to Engagement form.** Discuss what has come up in the forums, pull out a few good quotes highlighting personal gains and advancements.
* Everything from editing “gnome work” to public edit-a-thons are valid and valuable
* Examples of metrics goals demonstrating success
* Examples of interesting, exceptional and/or representative engagement plans – what are they looking to do?
* Highlight thoughts and plans about communicating internally and getting buy-in. What are the challenges? What are they doing to get past them?
 |
|  | ***Activity***: **Brainstorm names for Wikipedia events or training–what catchy names could entice skeptics?** *Have participants speak up or use chat** *Transfer suggestions to a whiteboard slide*
* *When you have a good list, have participants vote on their top 1 or 2 favorites using check marks*
 |
| 45 min | **Guest presentations** *Up to four 10-minute learner presentations about their chosen engagements, activities so far and action plan going forward, with some time for questions* |
| 15 min | **Deeper dive into selected topics***The final part of this last session is a time to talk about any topics that you feel you have missed, or that participants have expressed unexpected interest in; you may also highlight some activity data from the course’s* *Outreach Dashboard - # of edits, # of articles worked on, # of page views of the articles worked on* **Advancing with Wikipedia and Wikimedia** **1. The history and future of Wikipedia** * + - *Note how much Wikipedia has grown and changed since 2001 (before/after screenshots)*
		- Strategic vision of Wikimedia
			* Wikimedia Foundation has asking been asking itself: Who we are, where do we want to go, who do we want to be?
		- Acknowledging its systemic biases, uneven coverage, missing voices, looking ahead to a strategic focus on:
		- Knowledge as a service
			* the Foundation seeks to support the movement in developing more tools for allies and partners to use adapt and … to organize and exchange knowledge within and beyond Wikimedia.
		- Knowledge equity
			* The Foundation will focus efforts and initiatives on the knowledges and communities that have been left out of structures of power and privilege.
1. **Additional programming tips: funding**
* Budgets and funding–grants and funding ideas [https://meta.wikimedia.org/wiki/Grants:Project/Rapid](https://meta.wikimedia.org/wiki/Grants%3AProject/Rapid)
	+ More info in the Wrap-up\_Wikimedia-funding-resources.docx
	+ Reminder of the range of ‘hats’ or roles you need for a successful event, and how much more likely you are to succeed if you create a team with these different skills
1. **Connecting with Wikimedians**

 *Help learners see how they can connect to other Wikimedians or Wikimedia activities*. *See Wrap-up \_Connecting-with-Wikipedians.docx handout for ideas** + - Online groups
		- Wikipedia + Libraries Facebook group, Meet-up search, categories search, list servs
		- Find out about Wikipedia events you might attend
		- Strategies to invite Wikipedians to attend your events or programs: use meet-up pages, user groups, listservs

**Parting remarks and advice** *If your course has included the participation of Wikipedians (including the co-instructor, guest presenter, guides) you may wish to put together a page of parting remarks or words of wisdom. We’ve included advice and quotes from Wikipedians who participated in the OCLC Wikipedia + Libraries course, see Wrap-up\_Compiled-wisdom-from-Wikipedians-2017.docx* |
| 10 | **Looking ahead***Provide learners with final instructions or information about the course, including instructions on completing the course, certificate information, feedback expectations, course space maintenance and accessibility, and evaluation.* |

#### Looking ahead resources:

1. Staying connected and getting funding
* *Provide handouts or information with instructions and advice from experienced Wikimedians, as well as suggested ways to maintain connections. You can also provide ideas on how to apply for funding from the Wikimedia Foundation and/or movement affiliates. See example handouts provided:*
	+ Wrap-up\_Connecting-with-Wikipedians.docx
	+ Wrap-up \_Wikimedia-funding-resources.docx
	+ Wrap-up \_Compiled-wisdom-from-Wikipedians-2017.docx
1. Understanding the future of Wikimedia
* Blog post: [Service and equity: A new direction for the Wikimedia movement towards 2030](https://blog.wikimedia.org/2017/11/03/wikimedia-movement-new-direction/)
* Meta Wikimedia: [Our strategic direction: Service and Equity](https://meta.wikimedia.org/wiki/Strategy/Wikimedia_movement/2017/Direction#Our_strategic_direction:_Service_and_Equity)

#### Course completion

*These were the course completion requirements for learners enrolled in the OCLC Wikipedia + Libraries course.*

**Requirements:**

1. Attend or watch recordings of all 6 live sessions. *Our web conferencing system tracks attendance and recording views.*
2. Complete the assignments described in the forums for Sections 1-4, post at least once per section in that section’s discussion forum.
3. Complete and submit the Section-5\_Steps-to-Engagement.docx; add at least one additional post to a Section 4 discussion, describing your ideas and responding to what others are doing.
4. Complete a post-course evaluation survey.

*Learners who met all the requirements received Certificates of Completion.*