MAKING THE FAMILIAR STRANGE:
EXPLORING WIKIPEDIA
IN EDIT MODE

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OUTLINE

- **My context**

- **Who is doing what with Wikipedia –** a brief and not exhaustive overview

- **Why I felt Wikipedia editing would work for my context**

- **The logistics of my assignment and approach**

- **Some cool Wikipedia resources**

REFINING YOUR LEARNING SKILLS

- Helps students apply for a waiver of academic dismissal
- 80% required to pass; one chance only
- 30 classroom hours, daily assignments

Register early. Space is limited.

Description

This course includes 30 classroom hours, plus daily assignments and some afternoon appointments. The course is practical and experiential and is designed to enhance your learning skills for the purpose of achieving academic success in university. Students who attend this course will have experienced academic success in high school; however, the study skills applied may not have been sufficient for the intense demands placed on students in the early years of university. To help you refine your skill set, we have selected a range of topics that aim to secure

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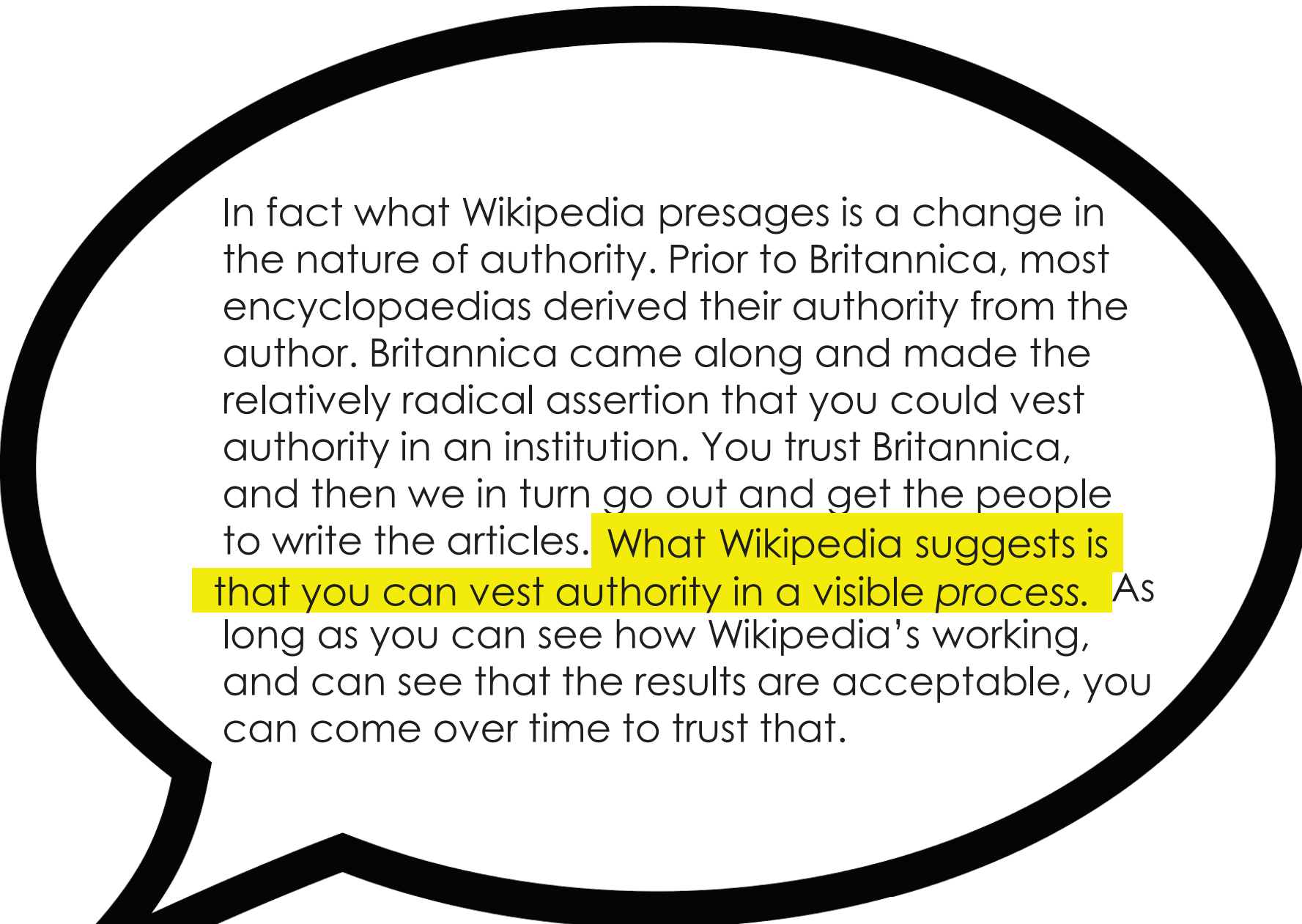
What will I learn?

Session	Topic
1	Thoughts, Feelings, Behaviours
2	Time Management
3	Learning from Lectures and Note Taking
4	Coping Strategies
5	Procrastination and Alternative Thinking
6	Goal Setting and Academic Integrity
7	Learning Styles
8	Assertive Communication and Exam Anxiety
9	Exam Preparation and Survival Tips
10	Mindfulness and Your Future

LIBRARIES + RYLS

- RYLS students in FASS and HAHP receive IL instruction

- FASS & HAHP students complete an extra assignment, designed and administered/graded by the librarian

A SHIFT IN ATTITUDES...

In fact what Wikipedia presages is a change in the nature of authority. Prior to Britannica, most encyclopaedias derived their authority from the author. Britannica came along and made the relatively radical assertion that you could vest authority in an institution. You trust Britannica, and then we in turn go out and get the people to write the articles. What Wikipedia suggests is that you can vest authority in a visible *process*. As long as you can see how Wikipedia's working, and can see that the results are acceptable, you can come over time to trust that.

Shirky, 2008
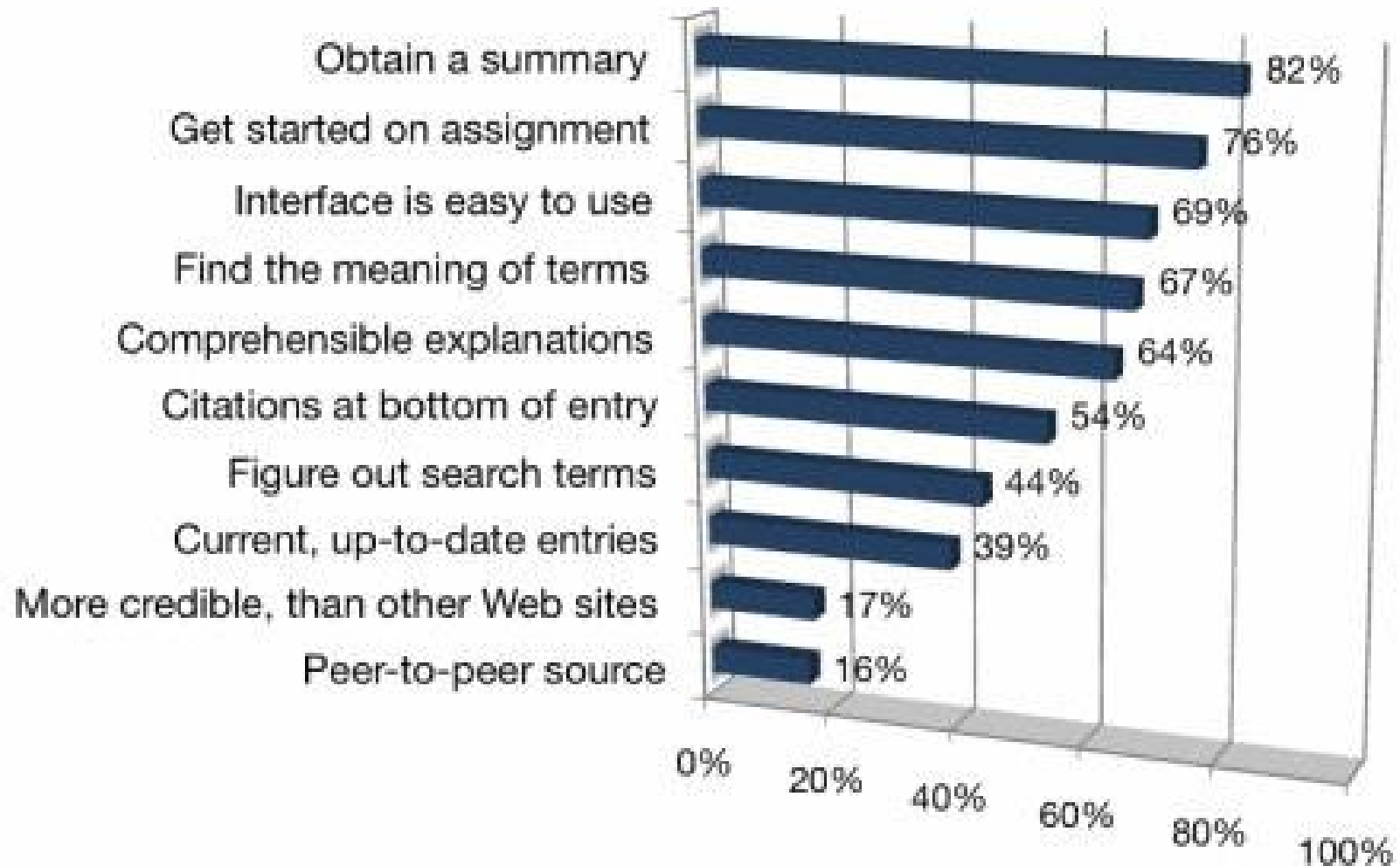
Head, A. J., & Eisenberg, M. R. (2010). How today's college students use Wikipedia for course-related research. *First Monday, 15*(3).

LIBRARIES & WIKIPEDIA

- Promoting collections

- Hosting edit-a-thons

- Information literacy instruction

INFORMATION LITERACY INSTRUCTION

- Calhoun – keyword identification

- Walker & Li – investigating bias in Wikipedia reference lists

- Booth – interrogating information privilege

- Barnhisel & Rapchak – tracking changes and reflecting on the wisdom of crowds

- Dawe & Robinson – encountering the research process

- Soito; Jacobs – Talk pages as insight into scholarly debate

FROM THE LITERATURE: KEY OBSERVATIONS ABOUT WIKIPEDIA/IL

- Students should be given an opportunity to reflect

- Students appreciate authentic experiences

- Students see the immediate value of contributing to Wikipedia

- Interrogating a familiar source like Wikipedia may encourage students to be critical of other sources - Jacobs

WHY DID WIKIPEDIA MAKE SENSE FOR MY CONTEXT?

- Reflective component

- Start with the familiar; move beyond

- Make research more transparent

- Tie research to responsibility

- Empower students to see the contributions they can make

WIKIPEDIA ASSIGNMENT

- **90-minute session with assignment**
- **Reflection on research and sources**
- **Database searching exercise**
- **Wikipedia assignment distributed at the end**

WIKIPEDIA & THE ONE-SHOT

- **John Thomas Oliver (2014):** "Let Wikipedia through the gates!: A Trojan horse approach to information literacy"

- The Wikipedia edit-sprint

  - 30-minute intro to library resources
  - 20-minute critical discussion of Wikipedia
  - 10-minute Wikipedia editing demo
  - 30-minute Wikipedia edit sprint

THE ASSIGNMENT (4 PARTS)

1. Find a topic
2. Research the topic
3. Edit Wikipedia
4. Reflect

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Find a topic

- **Site search Wikipedia**

site:en.wikipedia.org "needs additional citations" keywords

Citation Hunt

The Wikipedia snippet below is not backed by a [reliable source](). Can you find one?

Click **I got this!** to go to Wikipedia and fix the snippet, or **Next!** to see another one. Check [Introduction to referencing with VisualEditor]() if you have questions. Good luc

In page [Reproducibility]():

> Hideyo Noguchi became famous for correctly identifying the bacterial agent of syphilis, but also claimed that he could culture this agent in his laboratory. Nobody else has been able to produce this latter result.[citation needed]

I got this!　　**Next!**

    Search for a topic.

4 citations added today!

https://tools.wmflabs.org/citationhunt

THE ASSIGNMENT (4 PARTS)

1. **Find a topic**
2. **Research the topic**
3. **Edit Wikipedia**
4. **Reflect**

Research the topic

- **Consult RYLS LibGuide**
- **Find 3 books or journal articles**
- **Meet with librarian**
- **Write mini-annotated bibliography**

THE ASSIGNMENT (4 PARTS)

1. **Find a topic**
2. **Research the topic**
3. **Edit Wikipedia**
4. **Reflect**

Edit Wikipedia

- **Watch instructional video**
- **Cite an uncited claim OR**
- **Add/cite new information**
- **Provide before & after PDFs**

THE ASSIGNMENT (4 PARTS)

1. Find a topic
2. Research the topic
3. Edit Wikipedia
4. Reflect

Reflect

- Thoughts on the assignment? On Wikipedia?
- Confidence as a researcher?

THOUGHTS ON WIKIPEDIA

- Yes, they were surprised at how easy it was to edit

- Students identified new strategies for working with Wikipedia

- Students expressed a more nuanced view of Wikipedia

- Students felt good about contributing to Wikipedia

- Students had new understandings about the research process

OBSERVATIONS

- **Students still spend less time on the source evaluation piece**

- **I still wish I could have a debriefing with the students – longer discussion of Wikipedia in class?**

[ASSIGNMENT OBJECTIVES]

- **Define an information need** (an unverified part of Wikipedia)

- **Search relevant resources** (Searching is strategic; Research as inquiry; Authority is constructed & contextual)

- **Use and document the information to improve the Wikipedia article** (Information has value; Scholarship as Conversation)

WIKIPEDIA RESOURCES

- **Wikipedia Education Program** – assists university instructors in incorporating Wikipedia into the classroom

- **WikiProjects** – groups of expert contributors focused on particular topics

- **Wikipedia Adventure** – interactive Wikipedia editing tutorial

- **Wikipedia Library** – helps contributors find reliable sources

- **GLAM-Wiki** – assists Galleries, Libraries, Archives and Museums in mounting open access projects

- **Citation Hunt** – a tool to determine where citations are needed

ACKNOWLEDGEMENTS

- **Susan Holmes & Eleanor Hornbeck, Refining Your Learning Skills, Dalhousie U.**

- **Linda Bedwell, Assessment Librarian, Dalhousie U.**

QUESTIONS?

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RESOURCES: goo.gl/UtZb3B

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