Engaging Wikipedia for Information Literacy

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1. Context – what is going on?

2. How Wikipedia engenders information literacy
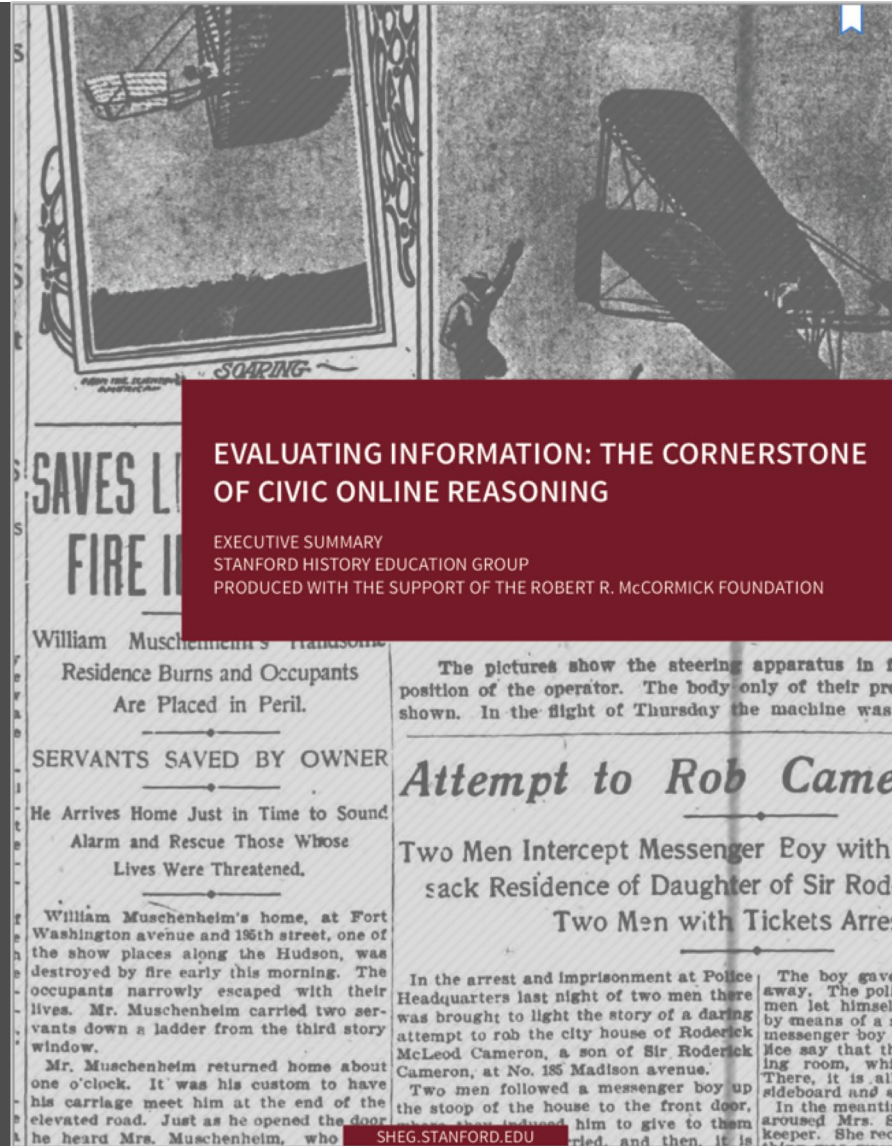
3. What does this look like?

1. Context – what is going on?

"Overall, young people's ability to reason about the information on the Internet can be summed up in one word: *bleak*."

"Evaluating Information: The Cornerstone of Civic Online Reasoning", Stanford University, 2016

"...students I met were being told that Wikipedia was untrustworthy and were, instead, being encouraged to do *research*."

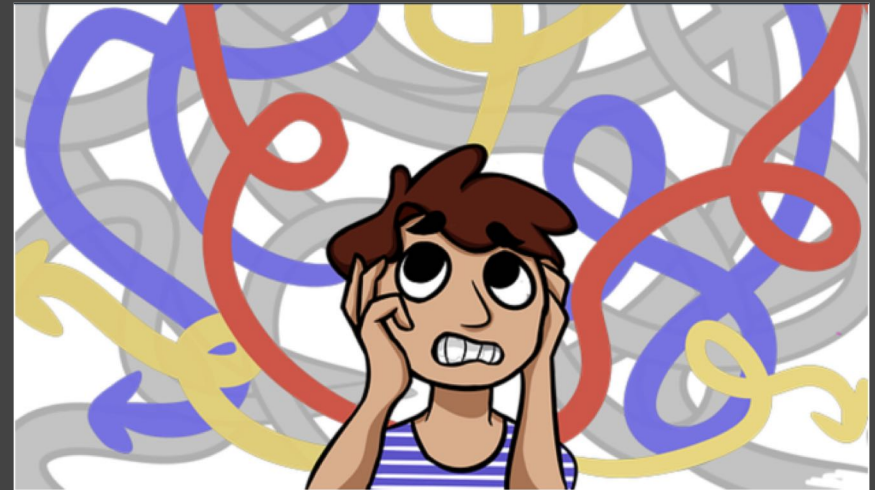"They heard that Google was trustworthy and Wikipedia was not."

- danah boyd, author of
It's Complicated: The Social Lives of Networked Teens

Abstinence-only Wikipedia education doesn't work

2. How Wikipedia engenders information literacy

"Wikipedia exists to battle fake news. That's the whole point"

How Wikipedia dodged public outcry plaguing social media platforms

Published on August 24, 2018

Pete Forsyth · Follow
Wikipedia expert. I can help ...

30   4   10

Source: https://www.linkedin.com/pulse/how-wikipedia-dodged-public-outcry-plaguing-social-media-pete-forsyth/

Search Wikipedia

Fake news

From Wikipedia, the free encyclopedia

This article is about the type of hoax. For the online type and the websites that specialize in it, see Fake news website. For other uses, see Fake news (disambiguation).

Fake news is a type of yellow journalism or propaganda that consists of deliberate misinformation or hoaxes spread via traditional print and broadcast news media or online social media.[1][2] This false information is mainly distributed by social media, but is periodically circulated through mainstream media.[3] Fake news is written and published with the intent to mislead in order to damage an agency, entity, or person, and/or gain financially or politically,[4][5][6] often using sensationalist, dishonest, or outright fabricated headlines to increase readership, online sharing, and Internet click revenue. In the latter case, it is similar to sensational online "clickbait" headlines and relies on advertising revenue generated from this activity, regardless of the veracity of the published stories.[4] Intentionally misleading and deceptive fake news is different from obvious satire or parody, which is intended to amuse rather than mislead its audience.

The relevance of fake news has increased in post-truth politics. For media outlets, the ability to attract viewers to their websites is necessary to generate online advertising revenue. If publishing a story with false content attracts users, it may be worthy of producing in order to benefit advertisers and ratings. Easy access to online advertisement revenue, increased political polarization, and the popularity of social media,[1] primarily the Facebook News Feed,[1] have all been implicated in the spread of fake news,[4][7] which has come to provide competition for legitimate news stories. Hostile government actors have also been implicated in generating and propagating fake news, particularly during elections.[8]

Fake news also undermines serious media coverage and makes it more difficult for journalists to cover significant news stories.[9] An analysis by Buzzfeed found that the top 20 fake news stories about the 2016 U.S. presidential election received more engagement on Facebook than the top 20 news stories on the election from 19 major media outlets.[10] Anonymously-hosted fake news websites[1] lacking known publishers have also been criticized, because they make it difficult to prosecute sources of fake news for libel[11]

Reporters with various forms of "fake news" from an 1894 illustration by Frederick Burr Opper

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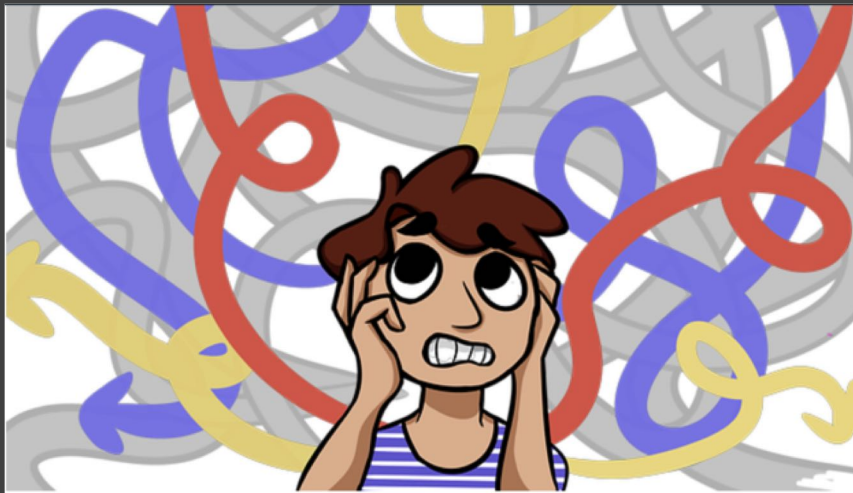
- It doesn't try to predict and guide what you encounter online.
- It doesn't capture and analyze user data.
- Unlike *all* the other top web sites, does *not* track your browsing history.

(Wikipedia as a cultural technique)

+

(Wikipedia as an Interface)

-

(Tracking / Prediction / Advertisements)

=

Experiential Epistemology

3. What does this look like?
(aka "I have evidence!")

Fall 2016 Student Learning Outcomes study

- Total 1627 Students (survey)

- Three surveys across semester

- 96 Instructors (survey)

- 13 class focus groups
  (+200 participants)

- Open data and methods

Source:
https://commons.wikimedia.org/wiki/File:Student_Learning_Outcomes_using_Wikipedia-based_Assignments_Fall_2016_Research_Report.pdf

Student Learning Outcomes using Wikipedia-based assignments

Fall 2016
Research Report

June 2017

Prepared for the Wiki Education Foundation

after

informative

reliable

useful

helpful

collaborative

interesting

accessible

easy

reliable

neutral

unbiased

educational

accurate

simple

detailed

factual

objective

resourceful

scholarly

open

extensive

community

unreliable

intimidating

interactive

intelligent

confusing

complicated

edited

quick

work

Informative

comprehensive

somewhat

organized

structured

regulated

monitored

complex

good

convenient

peer-reviewed

user-friendly

knowledgeable

annoying

trustworthy

researched

expansive

communal

academic

information

broad

changing

engaging

dynamic

important

difficult

questionable

vast

fun

large

incomplete

rigorous

knowledge

thorough

credible

diverse

clear

well

informed

still

direct

unknown

Collaborative

Accessible

comfortable

understandable

technical

crowd-sourced

Helpful

Reputable

Easy

professional

dedicated

great

empty

flexible

biased

hard

reviewed

Complete

challenging

clean

public

concise

new

space

Reliable

collaboration

insightful

friendly

long

general

strict

fairly

growing

creative

specific

time

time-consuming

cool

assist

appropriate

Useful

informational

Organized

personal

critical

better

involved

Neutral

limited

dark

Convenient

Simple

understand

use

vague

random

sometimes

transparent

evolving

endless

useless

big

enormous

inconsistent

intriguing

complete

valuable

Concise

Interesting

In comparison with a traditional assignment, **instructors** value Wikipedia assignments for learning

critical thinking	much more	more	same / less
digital literacy	much more	more	
technical skills	much more	more	same
online source reliability	much more	more	same
about the class topic	much more	more	same
writing for a general audience	much more	more	same

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
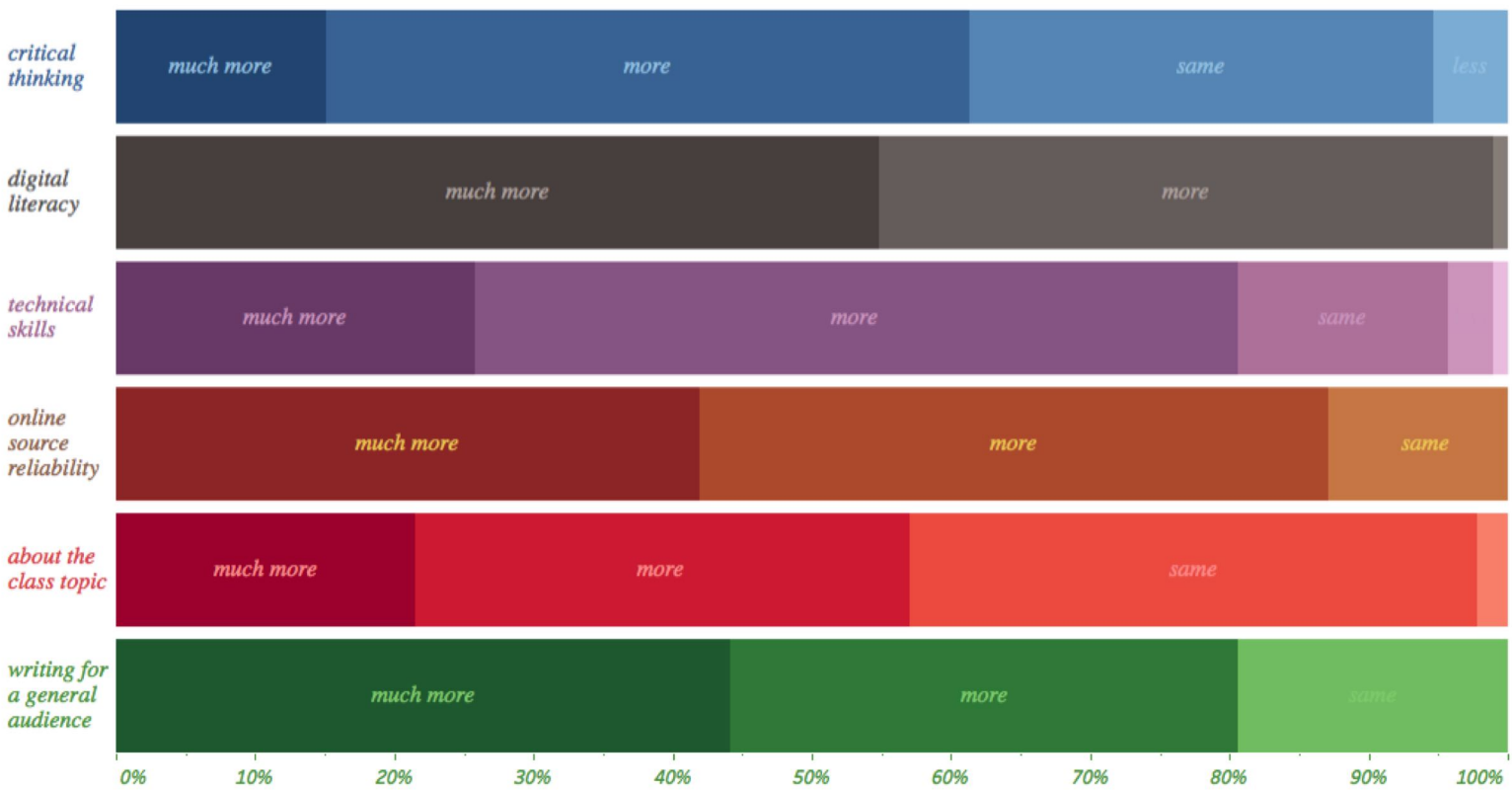
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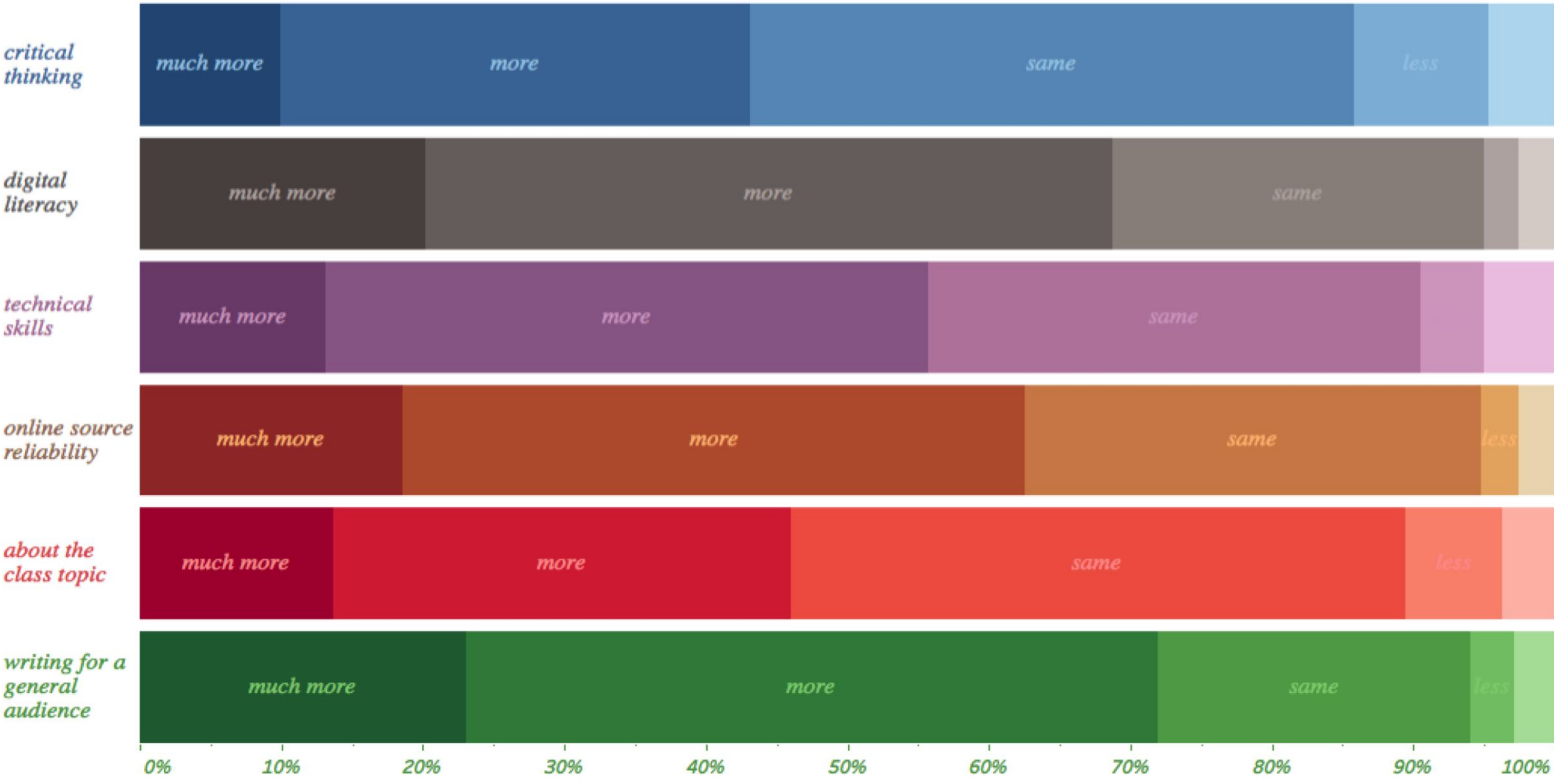
Knowledge has **value**

"I think you're a lot more ... you have much more of a questioning mentality and *you're a lot more conscious of the validity of the information that you read.*"

Knowledge is **connected**

"One thing I realized is, *a lot of the stuff that we're writing about is very interconnected... I would try to link stuff and then it wouldn't work - there would be no page... it's not random, the information that's missing from Wikipedia.* It's a history of the knowledge of the events that have been documented and historicized in the world, and that's what's on Wikipedia right now."

Knowledge is **participatory**

"I have trouble getting myself to do [my papers] sometimes just because I'm like, "Why?" But this, I was like I'm contributing to something bigger and it's public. *So, I felt more motivation to go in and edit it and whatever. "*

"I think also the fact that it's public facing instead of just for a teacher. *You're definitely more motivated to do something good that everybody approves, not just a teacher.* Maybe you don't care about grades too much. Maybe you have an opinion about your teacher. That's irrelevant... *you make those changes and you have something that stands, you feel good about yourself."*

So what?

Edit a better future.

(Thank you)

@zachmcdowell