

# Understanding Wikipedia-based Education

— through the ACRL  
Framework for  
Information  
Literacy



# HELLO!

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# Jamboard, Etherpad, and Slidedeck \_ Access

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<https://bit.ly/WLC-Vetter-Jamboard>



**Etherpad:**

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# Presentation Agenda

- Research Paradigm
- Basics of Wikipedia Pedagogy
- Introducing the ACRL Framework
- Wikipedia Assignments as Open Educational Practice (OEP) for Information Literacy
- Student Editing as Social Justice Work



McDowell ZJ, Vetter MA. Wikipedia as Open Educational Practice: Experiential Learning, Critical Information Literacy, and Social Justice. *Social Media + Society*. January 2022.  
[doi:10.1177/20563051221078224](https://doi.org/10.1177/20563051221078224)

# Research Paradigm

Information  
Literacy  
Framework

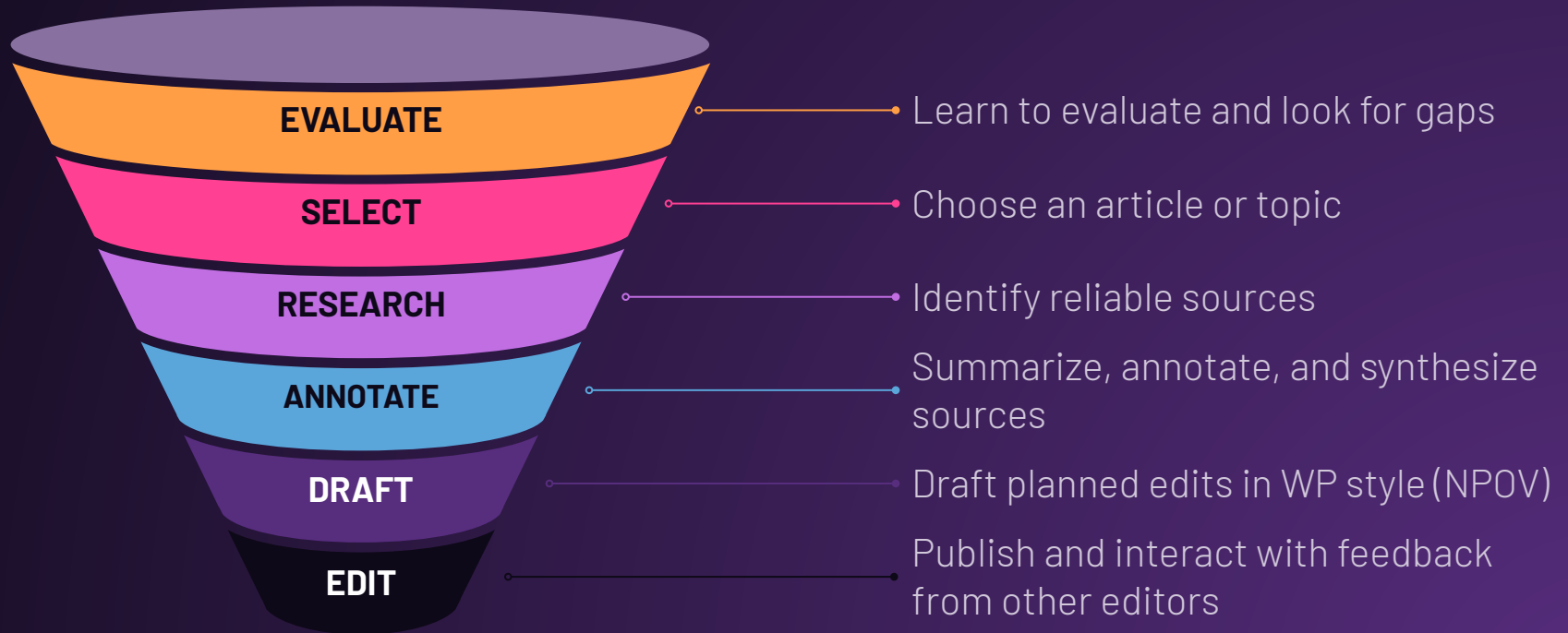
Knowledge  
equity

Wikipedia-based  
educational  
practices

Qualitative  
data related  
to student  
experience

Libraries  
and info  
literacy  
research

# Basics of Wikipedia Pedagogy



Framework for

# Information Literacy

for Higher Education

***“Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically.”***

**<https://www.ala.org/acrl/standards/ilframework>**

# **Six Frames for Information Literacy**

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration





# 1 Authority Is Constructed & Contextual

Students recognize the complex system of authority that scaffolds Wikipedia and how to interact with it, which instills in them the understanding of the interplay of authority and the context of that authority within given information systems.

*I didn't know anything about what happened behind the curtains of Wikipedia . . . I didn't know, again, there's a huge discussion, it gets reviewed by your peers, other people, Wikipedia, and everyone else. I thought it was you click on edit and you just say whatever you want and somehow you submit it and that was it. I think it to be more credible now knowing how much work goes behind it and it's not just simple as cut and paste from different links so I find it more credible now than I did before. I see myself defending Wikipedia now, I guess.*

# 2

## Information Creation as a Process

Because learners are actively constructing information within a specific norm-governed community, the Wikipedia-based assignment provides opportunities to understand both (1) how an assessment of information should look toward process and product and (2) how their processes contribute to the overall legitimacy of the information at hand.

*[Wikipedia] allows us to see the dynamic process that is writing, and demystifies the processes behind the writing. Before Wikipedia we were never able to see the whole process from start to finish. We were only able to see the finished product, the ink on the pages that had been printed only after several edits and revisions . . . Now, with Wikipedia we can look back to an article's poor first draft all the way to its much more robust and meaty current state.*

# 3 Information Has Value

The Framework is particularly applicable when it mentions that “experts understand that value may be wielded by powerful interests in ways that marginalize certain voices” (p. 16), as Wikipedia learners often come into direct conflict with systemic biases and learn how information representations have created knowledge gaps that need addressing.

*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. I feel like there's a process of trying to diversify that information.*

# 4

## Research as Inquiry

Students working through this complex process become especially aware of how sources are compiled and synthesized to create new information (because they themselves have recently gone through the process).

*It makes me more aware of articles or something, whatever I'm reading or am exposed to, their sources. It makes me, taking things with a grain of salt more, because then if something I write can be read and seen by a lot of people, then probably someone has done that too, to whatever I'm reading*



# 5 Scholarship as Conversation

The authorship of a Wikipedia article is not “simply” the summary of that conversation, but also includes participation in conversations about the topic and how it should be covered.

*In addition to citations, students can experience “scholarship as conversation” by viewing the talk tab on any Wikipedia page. The talk pages are used by Wikipedians to discuss articles and other issues about the topic. The yellow information box at the top of the page may identify the rules of the Wikipedia community, the level and class of the article, and the affiliated WikiProjects, if any. The talk page can be used to discuss the academic writing process with students, as it models peer-review comments and a discussion around scope and content.*

*-Dowell & Bridges, 2019*

# 6

## Searching as Strategic Exploration

The Framework recognizes that “searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops” while also acknowledging how “searching identifies both possible relevant sources as well as the means to access those sources” (p. 22).

*As with all research, the contributor needs to “understand that first attempts at searching do not always produce adequate results”. The practice of finding reputable sources is a skill needed for lifelong learning, and when learners share the resources they have found by editing and writing Wikipedia articles, it turns them into participants in the iterative lifelong learning process.*

*-Dowell & Bridges, 2019*

# Student Editing as Social Justice work

- Student demographics already more diverse than Wikipedia
- Student editors can address marginalized topics and articles
- Instructors and students motivated by opportunities to address social justice (Xing and Vetter, 2020)
- Conversations on knowledge equity





# – Part II: Workshop

# Workshop Agenda

## Overview

- Goals and Basic Set-up
- Reviewing the Frames
- Organize working groups
- Collaborate
- Outcomes

## In groups

- Review and select a frame
- Brainstorm additional activities (in any Wikimedia project) that engage a knowledge practice or disposition
- Identify an audience
- 

## Outcomes

- Write a brief paragraph that describes the Wikimedia activity and how it engages the selected Frame
- Share and next steps
- Contact info for future collaborative work



# Expanding our Engagement with the Framework

## Working towards (Goals)

- 1) more **global** understanding
- 2) practical orientations and outcomes
- 3) alternative interpretations

## Set-up

Groups of 2-3 work together to

- 1) Select a Frame
- 2) Interpret Wikipedia (or other Wikimedia project) practices/policies using the frame
- 3) Collaborate on Google Jamboard or Etherpad to propose ways for reaching your audience



# LET'S REVIEW SOME CONCEPTS

Authority Is  
Constructed and  
Contextual

Information  
Creation as a  
Process

Information Has  
Value

Research as Inquiry

Scholarship as  
Conversation

Searching as  
Strategic  
Exploration

## — Groups List

Group 1	Group 2	Group 3	Group 4	Group 5



You are here

**Where do we  
live and do  
Wikimedia  
work?**

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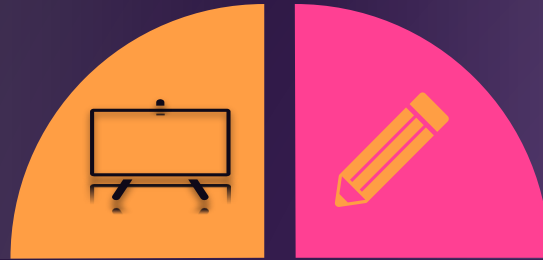
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# Outcomes and Discussion

What are the outcomes of your group's discussion?



What other practices and dispositions related to Wikimedia participation support information literacy education?

What are some alternate interpretations of the Framework/Frames?

How can we attend to more global understanding?

— **THANKS!**

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