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CHAPTER 9

Metaliteracy in the Digital Landscape:

Using Wikipedia for Research- Writing Across the Curriculum

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Introduction

Twenty-first century college students have been exposed to electronic media from a young age, and K-12 schools now regularly teach children how to create multimedia presentations. Although most students are taught about the reliability of information available electronically, their information literacy skills are not fully matured by the time they enroll in college, in part because the scope of information literacy continues to evolve and expand. In 2013, the United Nations Educational, Scientific and Cultural Organization (UNESCO) clarified their definition of information literacy to include media literacy in an attempt to acknowledge new opportunities and challenges presented by the vast digital ecosystem. UNESCO now defines media and information literacy as “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create, as well as share information and media content in all formats, using various tools, in a critical, ethical and effective

way, in order to participate and engage in personal, professional and societal activities.”¹ Such a definition suggests our highest societal ideals may be out of reach for those who lack information literacy skills, equating the acquisition of such skills with the power to participate effectively in democratic processes. If UNESCO’s definition and goals are taken seriously, then it seems to us that undergraduate students need support not only to write well and understand the use of evidence, but also to collaborate with others to produce and share content across the digital landscape.

We believe Wikipedia is a resource that teachers should use toward the end goal of information literacy today. As most people with access to the Internet know, Wikipedia is a free, web-based encyclopedia written by a community of volunteers using collaborative wiki technology.² With more than five million articles in the English-language Wikipedia, as well as several million more articles written in 290 different languages,³ Wikipedia has become the largest encyclopedia in the world,^{4,5} a ubiquitous resource consulted by millions of people.⁶ Wikipedia operates under a set of principles called the five pillars, which guide volunteer author and editor contributions as follows: (1) it is an encyclopedia, (2) its content is written from a neutral point of view, (3) content is free to use, edit, or distribute, (4) editors treat each other with civility and respect, and (5) there are no firm rules.⁷

The advent and growth of Wikipedia presents professors and researchers with new challenges, some of which we also see as opportunities. Since Wikipedia is free to anyone with Internet access, it is globally accessible. Because its contributors are not limited to formally-recognized experts, articles can be authored and edited by anyone. Although these inclusive conditions pose a challenge to academic authority, academe has begun to adapt to and engage with Wikipedia, in part because as participation in the wiki grows, the value of its shared knowledge increases, as do the stakes for those who do not know how to evaluate its content.

Because the principles underlying the five pillars of Wikipedia align closely with the concepts outlined in the *Framework for Information Literacy for Higher Education*⁸ and *The Framework for Success in Postsecondary Writing*⁹ (see table 9.01), Wikipedia serves as a platform with which students can develop research and writing skills, and become metaliterate^{10,11} citizens. While in many colleges and universities, librarians advance information literacy primarily through one-shot workshops taught in first-year composition courses, faculty and librarians at New College of Florida have been experimenting with Wikipedia-based coursework suitable to the learning environment of a small liberal arts college. In this chapter, we share our experience with a collaborative approach to information literacy where librarians and faculty offer Wikipedia-based course assignments and projects tailored to the needs of individual courses within various subject disciplines.

Table 9.01

Key Principles Underlying the Five Pillars of Wikipedia as Mapped to Similar Principles in the Frameworks

Wikipedia Tenets*	ACRL Framework**	WPA Framework***
"Wiki" technology; talk pages	Scholarship as Conversation	Engagement: Make connections between their own ideas and those of others
Free: Respect copyright; no plagiarism	Information Has Value	Responsibility: Give credit to others' ideas
Identify information gaps	Research as Inquiry	Curiosity: Use inquiry as a process to develop questions
No original research; verifiability	Searching as Strategic Exploration	Openness: Practice different ways of gathering, investigating information
Neutral point of view; use credible sources	Authority is Constructed and Contextual	Flexibility: Conventions are dependent upon discipline and context
Synthesize and summarize; Be bold! Revert! Discuss!	Information Creation as a Process	Creativity: Take risk by exploring new questions, topics, ideas
<p>* Wikimedia Foundation, "Wikipedia: Five Pillars." ** Association of College and Research Libraries, <i>Framework for Information Literacy for Higher Education</i>. *** Council of Writing Program Administrators, National Council of Teachers of English, <i>Framework for Success in Postsecondary Writing</i>.</p>		

Case Studies

New College of Florida is a small, public, liberal arts honors college offering its students the option of taking introductory courses in a variety of disciplines designed to develop skills in critical inquiry, including intensive research-writing projects. While one-shot library instruction sessions are developed for introductory courses in some disciplines, a small group of faculty coordinated with a librarian, one trained as the campus Wikipedia ambassador, to experiment with using Wikipedia as a means to introduce information literacy skills.

While New College faculty recognize media and information literacy are important components of twenty-first century university training, it is a challenge to integrate skills-based instruction such as a library workshop into limited classroom time without sacrificing content. However, as faculty adopt teaching practices emphasizing active learning, Wikipedia provides a platform

offering students the opportunity to engage in the process of information creation, including meaningful dialog with each other and the world outside of the college. In addition, the range of subjects covered is broad enough to address a wide variety of disciplines and interests of faculty, allowing for the development of transferable skills while being flexible enough to accommodate the diverse scope and pedagogical approach of each course.

During the 2014–2015 academic year, professors teaching introductory courses in music, literature, and sociology each offered assignments requiring students to contribute to Wikipedia. In addition, the humanities librarian was the instructor of record for three students who chose to contribute to Wikipedia as the focus of their Independent Study Projects (ISPs) during the January inter-term. For each Wikipedia assignment and ISP, the librarian conducted one or more workshops where the intended learning outcomes were for students to:

- become familiar with the five pillars of Wikipedia
- communicate with fellow Wikipedians via talk pages
- begin adding content to Wikipedia using WikiCode

One benefit of using Wikipedia to teach metaliteracy^{12,13} skills is many students are familiar with Wikipedia and thus positive about the idea of contributing content, even if they are unfamiliar with the technical aspects of WikiCode. In an informal poll of the fifteen–twenty students in each course, every student reported they knew of Wikipedia and had used it as a resource prior to the assignment. A series of national studies titled Project Information Literacy,¹⁴ which investigates the information-seeking behavior of college students, shows Wikipedia to be the fifth most heavily used resource for students doing course-related work. For everyday life research, Wikipedia moves up into the number two spot (84 percent), second only to search engines (95 percent), including Google. Despite their familiarity with and dependence on the resource, few students in the courses reported having edited Wikipedia and fewer had active accounts prior to the assignment.

In the following sections, we describe the course projects using Wikipedia and reflect on the faculty experience and that of their students.

Contemplating Bias, Documenting Sources

In *Music and the Environment*, a first- and second-year writing course focused on sound and place, the professor used the Wikipedia pillar and core content policy of neutral point of view as the entry point for students to make a contribution to Wikipedia. As information on this pillar explains, “[A]rticles must not take sides, but should explain the sides, fairly and without editorial bias.”¹⁵ In other words, the neutral point of view invites synthesis and summary. These concepts, found in the column Wikipedia Tenets in table 9.01, relate

to the Association of College & Research Librarians' "Information Creation as a Process" frame,¹⁶ as well as the risk-taking involved in creativity by exploring new questions, topics, and ideas, a habit of mind articulated by the Council of Writing Program Administrators' (WPA) Framework.¹⁷ Unbiased synthesis and summary are two difficult types of writing college students should master as part of the larger project of academic writing, which often involves, in contrast to writing for Wikipedia, taking a position. Before students make a claim, however, they need to explore their options and have some mastery of content. Writing for Wikipedia, then, can represent a type of writing appropriate to the early stages of research, where students gain an understanding of a subject through describing it in prose and documenting the source.

The following describes two different structures for student contributions to Wikipedia, both of which benefited from the support of New College's humanities librarian, who serves as the campus Wikipedia ambassador. In the first example, students chose the article of their focus and worked independently on the writing. In the second, the class worked together on one article to which all students contributed while working in pairs and small groups. In both situations, the librarian provided an introduction to the structure and coding language of Wikipedia, use of the sandbox as a place to experiment, and use of the citation generator for footnotes. She was also available for individual consultation as students experienced difficulties.

The first time Wikipedia was integrated into this course, with the guiding premise of neutrality in mind, it was described as an exercise in descriptive writing. Students were asked to find a Wikipedia article related to a reading assigned for the course. It could be about an author of one of the articles, a piece of music or a genre, a performer or composer, or a concept. Once students chose a topic, they drafted an informal, low-stakes analysis of the existing article articulating its positive qualities as well as what aspects needed improvement and what gaps could be filled. After completing this analysis, they re-drafted the article with changes and citation of the material on which they drew.

The class had some success with the assignment. One student focused on "listening," an article on the physiology of the ear and how we hear. She added a new Wikipedia page on the topic to address what Roland Barthes has called "listening as a psychological act."¹⁸ Two other students, staying with the spirit of the class but finding information outside of the assigned readings to enhance their article, added information to Wikipedia about the sounds of animals—one focusing on the cry of the common loon and the other on the belching of the American alligator—information that had not been addressed in the Wikipedia articles as they originally found them. A number of students were drawn to articles on genres of popular music, such as glitch, or artists who create noise music, like Masami Akita.

Not all members of the class were successful in their contributions. One student contributed to the Wikipedia article on “silence” and saw all her work eliminated as the original author, an experienced and committed Wikipedian, scrubbed her additions from the page. Students also found ways to avoid the assignment by editing the prose without contributing to the content, or by adding a works list to an article about a sound artist rather than revising the body of the article. In all cases, students observed the workings of the online community, had an opportunity to engage in information creation as a process, and gained, as a result, a more nuanced appreciation of the encyclopedia’s strengths and weaknesses.

The assignment was subsequently revised to better capture the essence of collaborative authorship the Wikipedian community embodies and to model the community of Wikipedians on a local scale. During fall 2015, all students contributed to the same article: “sound studies.” Jonathan Sterne’s *The Sound Studies Reader* (SSR),¹⁹ an eclectic collection of readings on this interdisciplinary subject, served as the basis of the assignment. The publication consists of forty-four readings organized into six sections. Sterne provided an overarching introduction to the volume and a brief introduction to each of the six sections. Students formed teams of two or three and collaborated on the construction of six new sections for the article, each corresponding to a section of the reader, and a revision of the introduction to the article. The final outcome lacked polish, but the class enriched the list of citations for further reading, and added three new subsections to the discussion.

Three groups did not feel brave enough to post their work; this reflected fear and anxiety over the process that surprised us. We had hoped envisioning Wikipedia as an audience for their writing would make the task of summarizing more meaningful and purposeful. Perhaps for some students it did. For another group, however, prone to anxiety over their writing, they were frozen by the prospect of public display of their work.

These Wikipedia assignments continue to evolve as we learn to model the outcomes we want for our students and trust in students’ capacity to engage successfully with each other and with Wikipedia as a platform. Considering what is meant by neutral point of view and relating it to verifiability and the prohibition against original research (i.e., content that does not advance a position) becomes the measure of good summary, effective description, appropriate documentation, and a good encyclopedia article.

An assignment that asks students to contribute to Wikipedia can put them in a position of power. It stands as an invitation to find something wrong, or if not wrong, to identify information gaps and weaknesses. This activity models the information literacy frame “Research as Inquiry,”²⁰ where the real work of scholars takes place: evaluating the state of the scholarship, albeit on a small scale, and working to improve its representation on the web. Working

with Wikipedia moves the student from writing for a professor to writing for the sake of providing people access to information. Summarizing can seem like busywork as a small, stand-alone assignment; when the summary contributes a missing point of view to a Wikipedia article, though, the parameters of the activity become more meaningful, more representative of a community of scholars learning as they share knowledge, an element of the “Scholarship as Conversation” frame.^{21,22} The hard part of this process is supporting students as they accept this power and encouraging them to take a risk and engage fearlessly in creation. This process involves taking risks, and not all students are prepared to take these risks. For those who can be persuaded to join the community of Wikipedians, who accept the challenges of contributing to a community of volunteer information-constructors, the rewards can be great.

Student Engagement in a Survey Course

At first glance, an introductory twentieth-century British and American drama course is a peculiar fit for a Wikipedia-based assignment. Where Wikipedia requires a neutral point of view, the main goal of this course is to teach students how to write essays that make and support debatable claims. Where Wikipedia expects its contributors to rely primarily on secondary sources, this course emphasizes close work with primary sources, substantially to the exclusion of secondary criticism. And a survey course, with its mandate to cover a century or more of work in one semester, is the type of course in which the necessity of presenting an enormous amount of content creates a significant barrier to a skills-based assignment that would take away, at minimum, two class periods from that content. Despite these challenges, developing a Wikipedia assignment for this course offered a way to strengthen student engagement in “Scholarship as Conversation”²³ by requiring participation in various scholarly communities. The assignment also required beginning students to develop the research skills, specifically by “determining the credibility of sources”²⁴ and making effective use of secondary sources to synthesize ideas²⁵ that are crucial to their academic success.

The starting point was the vast amount of relevant material the class does not cover. In previous iterations, each student was required to research a major playwright whose work was not covered in the class and present a short oral report on the significance of that playwright in the context of one or two of the assigned plays. The goal was not only to increase the range of authors with which the class gained some familiarity, but, more importantly, to have students teach each other and allow them to occupy a position of expertise. In practice it’s very hard to become an expert, even for five minutes, on something you haven’t been taught, particularly when you don’t

know how to find the right kind of sources. Therefore, restructuring this assignment to center around editing a Wikipedia entry was appealing on several levels. First, the students used Wikipedia regularly as a point of entry when researching a new topic, but most of them had been instructed previously that Wikipedia is not a reliable source and should not be treated as an authority the way scholarly essays or traditional print encyclopedia entries are. Second, because of its collaborative authorship, individual Wikipedia entries vary widely in quality and, more importantly, some fields have better coverage than others. Wikipedia coverage on contemporary drama, particularly coverage specific to the content of this course, is generally very weak, which offers a number of important pedagogical opportunities. To these ends, the Wikipedia assignment for this course was an attempt to improve the students' research skills in a context that tied library instruction to a specific assignment. Students actively practiced "Information Creation as a Process"²⁶ by contributing to the authoring information on drama available to Wikipedia users.

The first part of the assignment was for students to select an appropriate Wikipedia entry on drama to revise. Students chose a playwright from the list the professor had used to assign oral report subjects in the earlier iteration of the assignment, and then went to Wikipedia and found an entry on a play by that author that could easily be improved. The students examined and compared multiple entries to determine what a successful article, by Wikipedia's editorial standards, looked like, and mostly avoided the small number of extremely famous works that had comprehensive entries. Instead, most students chose articles specifically flagged as needing additional sources or verification; some chose articles that were not flagged but lacked a section, such as "production history" or "reception" that other articles had. Two students attempted to create new entries for plays mentioned in the Wikipedia entry for a specific playwright, but which lacked their own articles. Looking at a range of articles with the goal of determining deficiencies, identifying information gaps, and finding suitable models helped the students to approach Wikipedia (and hopefully other sources as well) with the evaluative mindset described in the "Research as Inquiry" frame.²⁷ Starting with entries that failed to meet Wikipedia's own standards helped the students to see scholarship as a conversation in which they could participate.

While the idea of scholarship as conversation can be abstract to undergraduates, Wikipedia's talk pages literalize this concept. After the students chose their articles for revision and created their accounts, the librarian spent a class session training them to use the talk pages and their sandboxes, where most of the work of the assignment was completed. Because the assignment goals centered on research and content rather than style, students were not required to publish their revisions. Instead,

the professor and students engaged in peer review and evaluation, using the Wikipedia sandboxes available within each editor account. The professor's criteria for evaluation were timeliness, accuracy, readability, and utility, which match up with Wikipedia's own principles (see table 9.01). Ultimately, the sandbox served as a safe space for students to experiment and to collaborate by peer reviewing one another's work using the associated talk pages. This form of collaboration was important in giving students a specific context for their research as well as a better understanding of scholarship as conversation.

The guidelines provided to students for revising their selected Wikipedia entries were very loose, but the one hard and fast requirement was to add two references. As a tertiary source, Wikipedia serves to point readers to diverse sources of information, and locating additional sources is a basic skill in information literacy. This task was a relatively easy way for students to add value to the entries, and it was a simple illustration of how their contributions improved the entry. We encouraged students to publish their revisions if they were so inclined, and some did, with mixed results. The assignment's focus on scholarship as a conversation and information creation as a process made use of Wikipedia's tools to allow students to easily share their research in process within the classroom community, but did not emphasize Wikipedia's larger community and readership as the arbiters of the value of the research; to do so would have placed undue emphasis on what was a relatively small assignment in the larger scheme of the course.

It is worth thinking about how working with Wikipedia is both compatible and incompatible with the goals of a course that is already pulling in two directions—the content-based period survey of literature and the skills-based introductory writing course. One concern with adding assignments with significant technical components not directly related to course content is that working out these aspects of assignments takes time that would otherwise be spent working with primary sources. Many faculty members find the idea of incorporating work with Wikipedia into their courses attractive, but they have not tried to do so due to concerns about the time involved. Almost all training on our campus is provided by the librarian, supplemented by Wikipedia's own very usable online tutorials; all the professor needs to do is guide the process and evaluate the results, but we should not underestimate the amount of time required to do so. This relatively small assignment has a timeline that stretches from the second to the final week of the semester and includes the dedication of two full class periods, which has the effect of giving it prominence far out of proportion with its significance in the course as a whole.

Developing Writing Skills for Global Citizens

Our next example is drawn from a work organization course where students learn about various expressions of economic democracy. The Professor determined a Wikipedia project would encourage students to strengthen their research-writing skills, as well as the synthesizing skills that were the focus of the course. The assignment has now been attempted twice, first in 2013 and second in 2015. In addition to the content, students learn to weave various scholars' work into a cohesive piece with a central thesis; the skill is developed through four short essays written throughout the semester. In each essay, students are expected to select a topic from the previous month's readings and weave the various authors' research to address one topic. By the time the students write their final research project, they had developed the synthesizing skills necessary for the Wikipedia entry.

Students were instructed to conduct research on a specific topic of their choosing and contribute such knowledge to Wikipedia. Students were guided throughout various steps in the research process: identifying their topic and narrowing it down by the second week; submitting an initial bibliography by the fourth week; presenting an initial report of their findings mid-semester; presenting their findings to the class three weeks before the end of the semester; and submitting the final work at the end of the semester. In 2015, a step was added between choosing the topic and gathering the bibliography, where students had to identify whether or not there were information gaps in Wikipedia regarding their topic. This exercise taught students how to identify gaps in existing information and ascertained that all students could contribute various strands of new information. Students' topics ranged from the experiences in workers' councils in Germany, unionization of sex workers in the U.S., cooperatives in various parts of the world and in different time periods, to the Kibbutz and other forms of communal economic organizations.

The Wikipedia exercise as designed addresses all elements of the WPA Framework. Curiosity and creativity are a part of the process of identifying their research topic. Seeking various information sources (openness), recognizing authorship (responsibility), and seeing the way the various sources are in conversation (engagement) are a part of their research-writing process. In addition, students see the benefits of an interdisciplinary approach to understand the content (flexibility).²⁸ As noted later, the skills described in the ACRL Framework²⁹ are also developed through this exercise.

In the early part of the semester, students received instructions on the Wikipedia project and were taught how to sign up for a Wikipedia account. In the second week of the course, the librarian offered a workshop on Wikipedia, explaining to students the process of writing their drafts in the sandbox,

the process of posting the editions into Wikipedia, the various parts of each Wikipedia page, and the general approach to writing a Wikipedia entry. Students were informed the librarian was their resource person for all technical questions regarding the Wikipedia project in addition to offering guidance in the research for content.

We developed a Wikipedia course page and students signed up for it. Students could choose to have a login name that preserved their anonymity in the Wikipedia community. Because they had to sign up for the course, we were able to keep track of their contributions to Wikipedia. Students' contributions were evaluated on the basis of the modifications and additions offered to the Wikipedia pages. The first time around, we dedicated fifteen minutes of class time to the initial introduction to Wikipedia, where our librarian explained how to create a Wikipedia account. A week later, we dedicated a entire class period so the librarian could explain the principles of Wikipedia³⁰ and its technical aspects. After that, students continued to consult with the librarian to have their technical and research challenges addressed.

In both iterations, students appeared to gain a fairly nuanced understanding of the possibilities and limitations of Wikipedia as a source of information. During the course of their projects, students discovered broken links to cited sources, the need for more supportive evidence and for greater scope in the information being offered, the challenges in determining the title of each article, and the difficulties in handling the various terms used to refer to their topics and subtopics. In addition, in order to learn about their topics, they had to engage in the more traditional approach to gathering academic information. With guidance from librarians, they identified the most useful search engines and search terms and found reliable sources. In order to upload their information into Wikipedia, students also had to become acquainted with basic coding and the technical framework of Wikipedia.

In various ways, students were able to use their synthesizing skills. Students used their sources to strengthen the reliability of the information contained in the existing entries, modified sections to better match the academic literature's findings, and offered paragraphs with new information arising from their research. They wrote more extensive syntheses of their findings in the encyclopedic style of Wikipedia, filling the gaps they had identified earlier. It was evident the four earlier essays served as good exercise for the final Wikipedia entry, as their contributions brought together nicely their various sources into a unified and cohesive story. In order to do this, students strengthened their critical thinking skills, assessing what was important and relevant to share. In the process, students came to understand the rules guiding the encyclopedic writing expected in Wikipedia.

This exercise also gave students the opportunity to strengthen their skills in the frames of information literacy. As they selected a topic and explored

the gaps in Wikipedia, they came to see “Research as Inquiry.”³¹ To gain the knowledge necessary to fill these gaps, students learned to identify reliable academic sources. With the support of our librarians, they learned to search strategically,³² identifying the more relevant search engines and sources. Since they needed to synthesize their findings and share them in Wikipedia’s global world, they became aware of the fact that scholarship is a conversation³³ among these researchers and that “Authority is Constructed and Contextual.”³⁴ Because their syntheses needed to have the supportive evidence and hence cite their sources, students’ awareness that “Information has Value”³⁵ was reinforced. Their contributions to Wikipedia made them aware the creation of information involves a careful scientific process. Furthermore, through their contributions in Wikipedia, students learned how to produce and share knowledge in a collaborative fashion.

Through this assignment, students in this course have come to understand being part of their society, both locally and globally, they can be sources of knowledge through information resources such as Wikipedia.

Supporting Research-Writing through Independent Study Projects

As these fall Wikipedia assignments progressed, the librarian successfully put forward a proposal to act as the instructor of record for an Independent Study Project (ISP) course called “Become a Wikipedian” during the January 2015 inter-term. Three students signed up, and she used the previous assignments from the other courses discussed in this chapter as models to develop a stand-alone course³⁶ on Wikipedia. They met as a group three times: the first week for a Wikipedia workshop, the second week for a library research workshop, and then for a final meeting where the students presented their contributions and reflected on the process. As the librarian prepared for these workshops, she engaged with the draft ACRL Framework and modified the workshop discussion to connect the “Scholarship as Conversation” frame³⁷ with the collaborative editing process generally, and with regard to the talk pages specifically. The process of information creation and the “Research as Inquiry” frame³⁸ fit nicely into the subsequent discussion of how the students would identify information gaps and thus improve their articles. The library workshop was an opportunity to delve more deeply into the “Searching as Strategic Exploration” frame,³⁹ as the group discussed the importance of using different strategies depending upon the scope and search capabilities of each research database.

Because the intent of the ISP is for students to work independently, and because the students were each working in completely separate disciplines, the

peer review aspect of this project was not very successful. However, because of the small size of the group, the Wikipedia Education Program staff offered to assist in reviewing the student contributions before they were published, and this review gave the students excellent editorial feedback regarding their contributions.

Conclusion: Outcomes and Assessment Possibilities

These examples show teachers, librarians, and students using Wikipedia in significantly different ways, emphasizing varying aspects of information literacy. The range of learning objectives these assignments support suggests the flexibility of this type of assignment, which can be applied in a broad range of disciplines across the curriculum. At the same time, each of these assignments and projects contain common interests and goals achieved with diverse approaches. Strengthening research skills is a key learning outcome pursued in all assignments and projects, with students charged with evaluating article quality, identifying information gaps and appropriate resources to fill those gaps, and developing a sense of “Research as Inquiry.”⁴⁰ Strengthening writing skills is another key learning outcome of the Wikipedia course assignments, and concepts from the WPA Framework will be incorporated into the next Independent Study Project. The assignments and projects also provided opportunities to experience collaboration and peer review in different ways: via interaction amongst the students, feedback from the broader Wikipedian community, or review by the Wikipedia Education Program staff.

The shift college students make from being primarily consumers of information to becoming producers and disseminators of knowledge is central to their education. Dedicated classroom time, such as in the sequenced workshops described in this chapter, is necessary to address the metaliteracy skills relevant to the discipline-specific goals of each course. Wikipedia, as a collaboratively produced work, offers an experimental model for creating public knowledge, the benefits of which appear to outweigh the sacrifice of the small amount of content each course has traded for it.

Other benefits related to this experience have to do with communication. As faculty involved with this process, we have shared assignments with one another and benefited from the experience of feedback from each other. As faculty connecting with our librarian colleague, we have supported her in the development of her instruction, providing her information about our goals that may make it possible for future information literacy instruction to be more focused and effective over time. Furthermore, it becomes possible to see

commonalities and to contribute to the development of student learning outcomes for general education that cut across disciplines.

As a platform for collaboration and experimentation, Wikipedia's mission and operating principles align nicely to advance the global definition of information literacy, as well as the ACRL and WPA Frameworks in their expanded goals of developing savvy information consumers and information creators engaged in the context of the global community.

Notes

1. UNESCO, *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies*, 29.
2. Leuf and Cunningham, *The Wiki Way: Quick Collaboration on the Web*.
3. Wikimedia Foundation, "Wikipedia: About."
4. Dalby, *The World and Wikipedia: How We Are Editing Reality*, 42.
5. Wikimedia Foundation, "Wikipedia Statistics: Words."
6. Wikimedia Foundation, "Wikimedia Report Card."
7. Wikimedia Foundation, "Wikipedia: Five Pillars."
8. ACRL, Framework.
9. WPA, Framework.
10. Mackey and Jacobson, "Reframing Information Literacy as a Meta Literacy."
11. Mackey and Jacobson, *Metaliteracy: Reinventing Information Literacy to Empower Learners*.
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14. Head, "Project Information Literacy: What Can Be Learned about the Information-Seeking Behavior of Today's College Students?" 477–478.
15. Wikimedia Foundation, "Wikipedia: Neutral Point of View."
16. ACRL, Framework, 5.
17. WPA, Framework, 4–5.
18. Barthes, "Listening," 245.
19. Sterne, *The Sound Studies Reader*.
20. ACRL, Framework, 7.
21. Heidi Jacobs has written that the challenge to using Wikipedia for teaching information literacy lies in casting it as a problem, with which students then engage. See Jacobs "Posing the Wikipedia 'Problem': Information Literacy and the Praxis of Problem-Posing in Library Instruction."
22. ACRL, Framework, 8.
23. *Ibid.*
24. *Ibid.*, 4.
25. *Ibid.*, 7.
26. *Ibid.*, 5.
27. *Ibid.*, 7.
28. WPA, Framework, 4–5.

29. ACRL, Framework.
30. Wikimedia Foundation, “Wikipedia: Five Pillars.”
31. ACRL, Framework, 7.
32. *Ibid.*, 9.
33. *Ibid.*, 8.
34. *Ibid.*, 4.
35. *Ibid.*, 6.
36. See the archived Wikipedia course page: [https://en.wikipedia.org/wiki/Education_Program:New_College_of_Florida/Become_a_Wikipedian_\(January_2015\)](https://en.wikipedia.org/wiki/Education_Program:New_College_of_Florida/Become_a_Wikipedian_(January_2015)).
37. *Ibid.*, 8.
38. *Ibid.*, 7.
39. *Ibid.*, 9.
40. *Ibid.*, 7.

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