Wikipedia Campus Training: Working on Wikipedia

Slide: Wikipedia Campus Ambassador Training

Purpose:

- Title slide to open presentation (should be visible when learners enter the room)

Objectives

At the end of this training you will:

- Understand verifiability and reliable sources
- Know how to use a Wikipedia sandbox and when to move your article onto the main space
- Know how to submit your article to "Did You Know?"
- Know how to engage the Wikipedia community
- Know how to get reviews and other feedback

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Slide: Objectives
Purpose:
- Review objectives

Timing: 2 minutes

Facilitation Notes/Talking Points:

Do:
- Review objectives

Verifiability and reliable sources

Slide: Verifiability
Purpose:
- Transition to a new topic.

Timing: 1 minute

Image source: http://commons.wikimedia.org/wiki/File:Alte_Buecher.JPG
By User:Gnosos, public domain

Verifiability and reliable sources

- **Verifiability** – one of the basic rules for creating Wikipedia content
  - ○ "Mike Brown climbed Mount Yamani" – this needs a citation to a reliable source.
  - ○ Anything likely to be challenged should be cited. In practice, almost everything should be cited to a paragraph or sentence level.
- **Reliable sources** – published sources, especially resources known for fact-checking such as:
  - ○ Mainstream press (newspapers and news channels)
  - ○ Published books
  - ○ Magazines (technical and industry standards)
  - ○ Documentaries
  - ○ Scholarly journals

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Slide: Article Resources

Purpose:
- Explain Verifiability and Reliable Sources: what type of resources make good references for Wikipedia articles, and when to cite them.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

Let's that Mike Brown is possibly a notable person.
- One of the basic rules for creating Wikipedia articles in to have reliable sources for verifiability.
- This means that articles must use sources that are known for, and strictly adhere to, fact-checking.
- If you state "Mike Brown climbed Mount Yamani", you must cite the resource.
- A link to Mount Everest would not be considered a resource, if it doesn't mention Mike Brown.
- A link to Mike Brown would not be considered a resource if it doesn't mention Mount Everest.
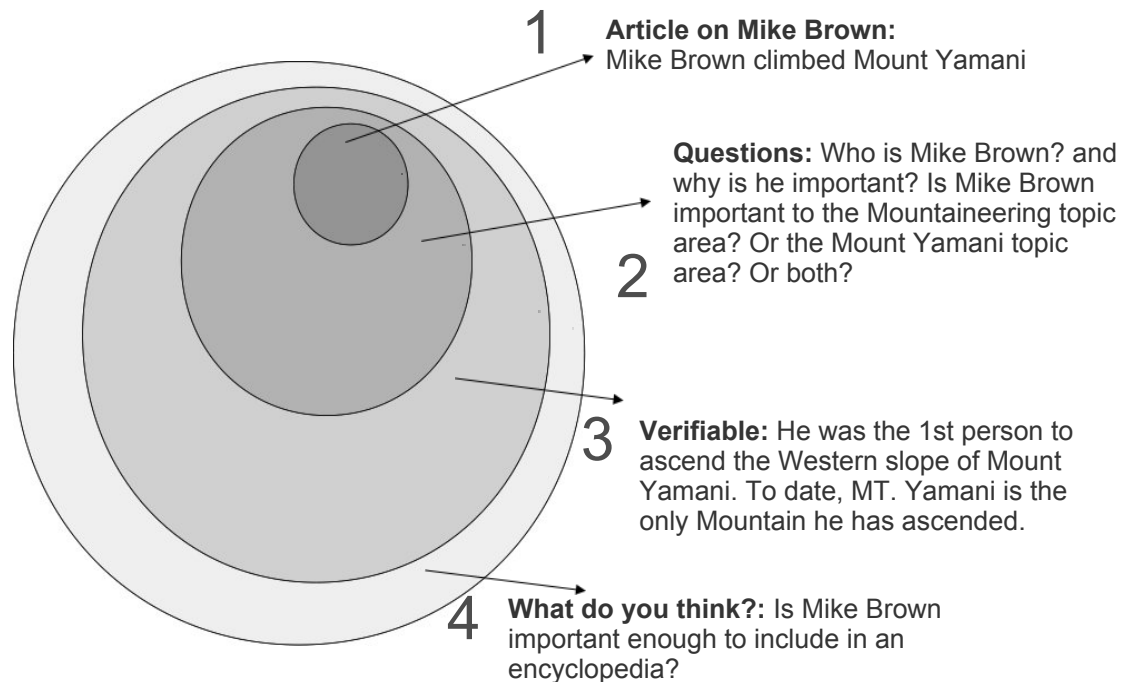1. Some sources that come to mind are:
2. Newspapers
- Books (text and factual)
- Magazines, but be careful here as all magazines do not adhere to the same standards of fact-checking
- Scholarly Journals

Do:
- Engage the learners to suggest other sources that are reliable, including a drill down of the sources you have mentioned
- Engage the learners in a discussion and ask them to identify sources that would not be considered 'good sources' of verifiability.
- Typically the following are not considered reliable sources: You Tube, Blogs, My Space, Fan sites, Extreme minority texts, Another Wikipedia article

Notability: Is this article right for Wikipedia?

1 **Article on Mike Brown:** Mike Brown climbed Mount Yamani

2 **Questions:** Who is Mike Brown? and why is he important? Is Mike Brown important to the Mountaineering topic area? Or the Mount Yamani topic area? Or both?

3 **Verifiable:** He was the 1st person to ascend the Western slope of Mount Yamani. To date, MT. Yamani is the only Mountain he has ascended.

4 **What do you think?:** Is Mike Brown important enough to include in an encyclopedia?

Slide: Article Resources

Purpose:

- Introduce the concept of Notability as the indicator of whether an article is right for Wikipedia.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

Everyday, thousands of new articles are created. Many of these articles cover topics that are not considered notable enough to be included in Wikipedia. It's important for editors to understand which topics are right for Wikipedia and which are not. This avoids frustration when articles get deleted for not being "notable."

- Statement: Mike Brown climbed Mount Yamani.
- Questions:
- Who is Mike Brown?
- and why is he important?
- Is Mike Brown important to the Mountaineering topic area? Or the Mount Yamni topic area? Or both?.
1. Answer:
2. He was the 1st person to ascend the Western slope of Mount Yamani.
- To date, MT. Yamani is the only Mountain he has ascended.
- What do you think?: Is Mike Brown important enough to include in an encyclopedia?

Do:

- Review the Wikipedia guideline for Notablity: http://en.wikipedia.org/wiki/Wikipedia:Notability.

Notability: Is this article right for Wikipedia?

Articles require:

- o **significant coverage**
- o in **reliable sources**
- o that are **independent** of the subject

Slide: Definition of notability?
- Purpose: Explain the requirements of Notability

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

* Articles require significant coverage in reliable sources that are independent of the subject. Let's pick that apart.

*Significant coverage: References that are about the subject – it is in the title or chapter heading. Not passing mentions. Not directory listings. Not just any old thing that happens to have the name in it. Several of them – not just one.

*Reliable sources: Something that is 'generally trusted' to tell the truth. A major newspaper or specialist journal. A book from a mainstream publisher. High-quality publications with a reputation for fact-checking and accuracy. Not blogs, not myspace.

*Nothing written by the subject or paid-for by the subject. Not their website. Not a press-release. Not primary sources.

*So that's what it takes to establish notability. Not every source used for an article has to have these traits... if a topic is notable, then in certain circumstances it's perfectly fine to use a subject's website, an institutional history some organization published about themselves, facts from sources that mention the subject only in passing, and so on.

Notability determines whether an article should be on Wikipedia, but it doesn't determine limit what should be in the article, as long as it is verifiable based on reliable sources.

Do:
- Ask students to return to the issue of Mike Brown's notability... how would they determine if he is notable? What kinds of sources would establish notability? What kinds of sources could you use in an article if he is notable, but wouldn't be enough to establish notability on their own?

Writing in a sandbox

Slide: Using a Wikipedia Sandbox and Templates
Purpose:
- Transition to a new topic.
Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:
- I'm going to hand out a job aid around this activity.

Do:
- Pass out the 'Creating a Wikipedia Sandbox' job aid.

- Image source: http://commons.wikimedia.org/wiki/File:Writing_in_sand,_by_Mrs_Logic.jpg
by Sandra (Flickr user Mrs Logic). Creative Commons Attribution 2.0 Generic

Create a sandbox (activity)

- Go to your user page and click "Edit"
- Write [[User:<your user name>/Sandbox]]
- Click on "Save Page"
- Click on the link you just created
- You are now in your sandbox!
- Try writing and adding references
- Don't forget to click on "Save Page" when you're done editing
- Note: Sandbox is public!
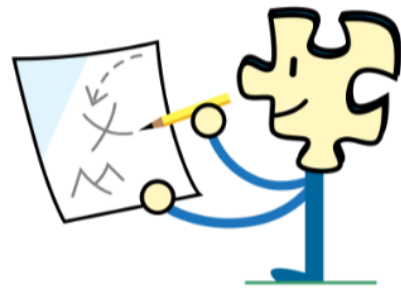
Slide: Create a Sandbox (Activity)
Purpose:
- Give each participant the chance to create a Wikipedia working sandbox.
Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:
- Review each bullet on the slide and oversee as students create their sandbox.

Image source: http://commons.wikimedia.org/wiki/File:Puzzly_drawing_%28RTL%29.svg
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Moving your article from sandbox to Wikipedia

This slide applies to new articles only.

- Determine the title for your article.
  - Look at similar topics to find an appropriate name.
- Click "Move" in the pulldown near the search box.
- Put the title into the "to new title" input box.
- Explain the reason for the move
  - For example, "I'm moving my sandbox article into Wikipedia."
- Click "Move page."

Slide: Moving Your Article to Wikipedia
Purpose:
- Give information on how to move an article from the sandbox to Wikipedia.
Timing: 3 minutes

<u>Facilitation Notes/Talking Points:</u>

Say:
- When you've gotten to the point in a sandbox where your article is a good start, with a few solid, well-sourced paragraphs giving an overview of the topic, then it's time to move it into Wikipedia proper.
- Don't spend any longer than necessary in your sandbox. Being part of Wikipedia means other editors will pay more attention to new developments. It's much easier to fix problems early on, when an article is still small, than to try to repair problems in a large article that is added all at once. The ideal time to move is just shortly after you start writing, once your article is eligible for "Did You Know?"... which I'll cover next.
- So let's walk through the steps for moving out of the sandbox.
- You will note that this information is included in the sandbox job aid that was handed out earlier.
- Note that these instructions are only applicable for new articles. If you're working on an existing article, be sure you do most of your work on Wikipedia, instead of working in your sandbox. You're welcome to rewrite a paragraph, for example, but once you've finished that, copy and paste it into the main article. You'll be unable technically to move your sandbox into an existing article.

Do:
- Review the bullets on the slide.

Don't Stop Here!

- Find another editor who might be interested in your topic
- Leave a request on their Talk page
- Link your article to other articles that mention your topic.
- You've become part of the Wikipedia community!

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Slide: Don't' Stop Here!
Purpose:
- Give information on how to move an article from the sandbox to Wikipedia.
Timing: 4 minutes

Facilitation Notes/Talking Points:

Say:
- Now that you've put your article up on Wikipedia, don't stop here!
- You want to solicit feedback on your article so you need to find another editor who might be interested in your topic.
- You can do this by finding an article on a similar topic and clicking on the View History tab to see who contributed to that article.
- Now that you have a possible editor, you can go to their Discussion page and leave a request to review your article.
- Also, don't forget to link your article to other articles where you're topic is mentioned.
- Now you've become part of the community and we'll learn more about what that means in tomorrow's session.
- Are their any questions?

Did you know (DYK)...

- … that it's easy to get a new article onto Wikipedia's Main Page *(pictured)* through the DYK process?
- … that short articles that are expanded five-fold are also eligible?

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Purpose: Explain what DYK (Did you know?) is, why students should aim for it as the first key milestone if they are writing new articles or expanding small ones.

Timing: 5 minutes

What to say:

*Did you know... that it's easy to get a new article onto Wikipedia's Main Page throught Did You Know process?

*The main page of Wikipedia has a section, called "Did you know?", full of facts selected from new Wikipedia content. So I'm going to talk a little bit about how that happens.

*If you are starting new articles or expanding one that is very small, DYK is a great opportunity.

*Typically, a DYK article on the main page will get between the high hundreds and low thousands of page views. Especially interesting and well-illustrated hooks can draw tens of thousands of hits.

*In addition to the morale boost that comes with having your work on the Main Page, going through the DYK process is the best way early on--before you've drafted a full-length article by yourself--to make sure you're on the right track in terms of Wikipedia's policies and expectations. It's much easier to correct course early on. If you're starting in a sandbox, the best thing is to move out the sandbox just as soon as your article meets the DYK requirements.

Did you know...

- … that it's easy to get a new article onto Wikipedia's Main Page *(pictured)* through the DYK process?
- … that short articles that are expanded five-fold are also eligible?
- … that DYKs should be nominated within 5 days of when they were created or expanded?
- … that DYK entries must have at least 1500 characters worth of prose, and facts in the hook need to be supported with inline citations in the article?

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(continued from previous slide)

*In a nutshell, an article is eligible for DYK if it was created, or expanded by a factor of 5, within the last 5 days, and has at least 1500 characters of prose, which means about 3-4 substantial paragraphs. It also needs to be neutral and to cite its sources, including an exact inline citation that can be used to verify the facts in the one-sentence hook that appears on the main page.

DYK nominations

- Go to http://en.wikipedia.org/wiki/Template_talk:Did_you_know
  - Shortcut: [[T:TDYK]]
- Follow the instructions for listing a new nomination.
- Consider checking another nomination for the requirements.

DYK instructions

Purpose:

*Show students how to nominate an article, and explain some of the details of the process.

Timing: 2 minutes

Facilitation notes:

*Instructions for nominating articles can be found at [[Template talk:Did you know]]. There's also a fuller rules page linkd from there, as well as a guide for learning how DYK works, although these aren't really necessary.

*There a bit of wiggle-room in the 5-day window; as long as there are still other valid DYK nominations left on the nomination page for the day the article was created or expanded 5-fold, it's worth nominating it.

*Once you've gotten your article started and it meets the requirements, it's time to write a hook, to get readers interested, and then add the nomination.

DYK nominations

{{subst:NewDYKnom

| article=

| hook=... that ?

| status=

| author= }}

DYK nomination template

Purpose:

*Show students a blank nomination template, which is used to nominate DYK articles.

Timing: 2 minute

Facilitation notes:

Say:

*This is the template for nominating a DYK. All you have to do is fill out the sections and then add this to the DYK nomination page for the day it was created or expanded.

*"Article" is where you put the title of the article.

*"Hook" is for the interesting tidbit from the article that pulls in readers. It should be concise... no more than 200 characters, preferably smaller, and everything it says should be supported by inline citations in the article.

*"Status" should say either "new" or "expanded", depending on whether the article is started from scratch or expanded 5-fold from an existing article.

*And "Author"... that's your username.

*So here's an example [on the next slide].

DYK nominations

{{subst:NewDYKnom

| article= Noise pollution in the United States

| hook=... that the [[Office of Noise Abatement and Control]] is responsible for for fighting '''[[noise pollution in the United States]]'''?

| status= new

| author= PolicyRocker15 }}

DYK nomination template, filled out

Purpose:

*Show students an example DYK nomination template, filled out. Explain other DYK-related details students should know.

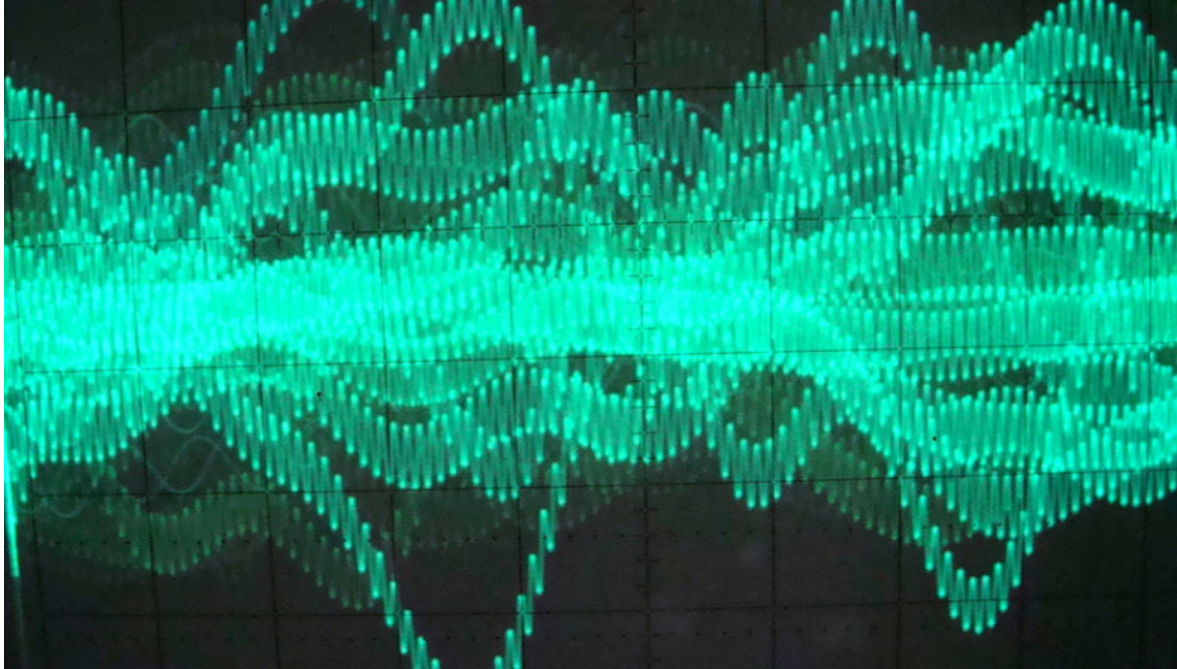Timing: 3 minutes

Facilitation notes:

* It lists the name of the article, "noise pollution in the United States", then it has a short hook, in the standard "did you know that dot dot dot" form, with wikitext for marking the new article in bold and adding wikilinks where appropriate. And then it says it's a new article, not an expanded one, and lists the author.

* When you're ready to nominate an article for DYK, you should give a heads-up to your mentor, who can help with any trouble that comes up.

* The sooner after it's created or expanded that you list your article at DYK, the sooner it will end up on the Main Page. The DYK process will take several days, sometimes over a week... during that time, you should keep an eye on your nomination to see if it gets approved or if reviewers bring up problems that need to be fixed.

*Once it appears on the Main Page, you'll get a message on your talk page congratulating you. Getting DYK credits is one of the badges of honor in the Wikipedia community.]

Engage the community to offer feedback

Slide: Engage Community to Offer Feedback
Purpose:

- Present ways to engage the Wikipedia community to offer feedback.

Timing: 15 minutes

Facilitation Notes/Talking Points:

Say:

- For the next part of our session, I'm going to talk a little bit about how to get students to engage with the community, to get feedback on their work, and hopefully in a lot of cases, to do extended collaboration with Wikipedians.
- The overall strategy is pretty straightforward: You should connect with the existing community processes that work well. Essentially, go to where the people are. So that means asking for feedback on specific issues at relevant WikiProjects and noticeboards. It means having discussions about content on existing pages, rather than creating course-specific discussion venues that will be ignored by the community.
  Once you've fleshed out the article and you think it's in pretty good shape, you can start plugging into the quality review processes.

Getting feedback along the way to a great article

- Research →
- Writing in sandbox (with feedback from your mentor) →
- Moving to mainspace and nominating for "Did you know?" (with feedback from mentor and reviewers) →
- More research and writing (with feedback from classmates and other editors) →
- Good Article Nomination (with feedback from a reviewer) →
- Featured Article Candidate (with feedback from multiple reviewers) →
- Win!

Slide: Getting feedback along the way to a great article
Purpose:
- Discuss the ideal progression of an article, and what kinds of feedback student can get along the way, including formal review processes and informal feedback.

Timing: 15 minutes

<u>Facilitation Notes/Talking Points:</u>
that
- Say:
- An ideal progression would be: a) you start to get a handle on what you're going to write about, b) You know some of the key sources you'll use, c) then you'll want to start writing in your sandbox. Your first goal should be a short overview of your topic, 3 to 4 paragraphs, that can qualify for Did you know. d) then you'll nominate it for DYK, and e) then you'll jump into the research and writing to turn it into a full-fledged article, getting feedback as you go from classmates and bringing specific questions on the article talk page or a WikiProject discussion page. f) Then once you feel like the article is in good shape, you can check the requirements for a Good Articles and nominate. You'll get a review that points out some improvements that can be made, and if you make it that far, you can shoot for the top rating: a Featured Article. g) Take a few weeks to work with Featured Article reviewers to figure out how to make your article as good as it can be.

Additional opportunities for feedback

- Article ratings – articles may be rated according to the Wikipedia 1.0 scale: Stub, Start, C, B, GA, A, FA

- Reader feedback – articles in WikiProject US Public Policy may get ratings from the Reader Feedback Tool

- Peer review process – Editors can request a review from another editor. Generally less formal than GA and FA reviews.

- WikiProject discussion pages

- IRC

- Ask around! Classmates, parents, friends, lovers, other editors... there are many opportunities to get help and feedback on your work.

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Slide: Additional opportunities for feedback

Purpose:
- Discuss some of the other ways, outside the previous "ideal progression", for students to get feedback.

Timing: 2 minutes

Facilitation Notes/Talking Points:

that
- Say:
- There are a number of other ways to get feedback on Wikipedia, both structured and unstructured. If you'd like more information about getting feedback through one of these methods, you mentor should be able to help.

Slide: Writing and Peer Review

Purpose:

- Transition to the next agenda topic.

Effective Feedback

- Effective feedback should:
  - Be descriptive, not evaluative
  - Be specific, not general
  - Consider the needs and feelings of the recipient. It is not about the contributor it is about the content,
  - Focus on behaviors that can change
  - Be solicited versus imposed
  - Be well timed – prompt
  - Be validated by the recipient and others (if applicable)
  - Publicly praise and, if necessary, address issues in private
  - Describe your concerns and perceptions without judging, accusing or labeling

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Slide: Effective Feedback

Purpose:
- Present the points that should be considered when giving good feedback.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Do:
- Review the bullets on the slide and provide examples when applicable to the specific point. [Click mouse]

Thank you!

Slide: Thank You
Purpose:
  ● Thank the learners and conclude the session.
Timing: 1 minute