

# Wikipedia in Classics Education

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For more than five years, the Women's Classical Committee UK has led an initiative to improve the representation of classicists online, particularly on Wikipedia. [#WCCWiki](#) works to rebalance the absence of women and non-binary classicists on Wikipedia. 'Classics' is very broadly conceived, and we edit pages for historical and contemporary scholars as well as people from the ancient Mediterranean world. #WCCWiki has created or edited more than 650 Wikipedia pages, transforming the gendered representation of classicists online.

In April 2023, Katharine Shields, Anna Judson and Victoria Leonard took #WCCWiki to the Classical Association Conference at the University of Cambridge. The round-table discussion, 'Teaching Classics with Wikipedia', brought together educators from around the world to share their expertise and experiences teaching with Wikipedia. This report summarises the discussion, demonstrating how Wikipedia editing can be effectively incorporated into pedagogy, the benefits it brings to learners, and the challenges educators could encounter.<sup>1</sup>

But firstly, what does Classics have to do with Wikipedia? In terms of establishing and accessing knowledge, Wikipedia is too important to ignore. With an average of around 250 million daily page views, English-language Wikipedia is the seventh most-visited website in the world: only search platforms Google and Baidu,

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<sup>1</sup> We use 'educators' and 'learners' rather than 'teachers' and 'students' as general terms throughout this report to reflect the wide range of learning activities for which Wikipedia can be used, including but not restricted to teaching in schools or universities: see below on its use in museums, for example.



YouTube, and social media sites (Twitter, Facebook, Instagram) receive more visitors.<sup>2</sup> But amongst educators, ‘the free encyclopedia that anyone can edit’ has a bad reputation and is seen as an untrustworthy source whose use by learners indicates a lack of understanding of proper academic sources or a last-minute piece of work (or both).<sup>3</sup>

What this attitude reveals, however, is a lack of understanding of Wikipedia itself as a community-generated tertiary source of information.<sup>4</sup> Wikipedia makes information freely accessible to anyone with access to the internet. The free encyclopedia has policies and guidelines mandating a neutral editorial viewpoint, freedom of use and editing, and correct use and citation of reliable secondary sources.<sup>5</sup> As a product developed by a community of editors, it inevitably displays bias, inconsistencies, omissions, and inaccuracies. Understanding how Wikipedia works as a platform and as a community is therefore crucial to understanding how to use it, and the best way to achieve this understanding is to edit it. As the roundtable discussion concluded, ‘Don’t cite Wikipedia, write Wikipedia’;<sup>6</sup> but as it also demonstrated, the benefits of incorporating Wikipedia into educational activities go far beyond merely a better understanding of Wikipedia itself.

Educational institutions in the UK and beyond are increasingly recognising the value of incorporating Wikipedia editing into teaching activities. Fifteen UK higher education institutions currently have educational partnerships with Wikimedia UK, the organisation that runs Wikipedia.<sup>7</sup> Wikipedia editing assignments have been incorporated into a wide range of undergraduate and postgraduate courses in the

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<sup>2</sup> <https://www.similarweb.com/top-websites/> (data for April 2023 accessed 9 May 2023, and for July 2023 accessed 16 August 2023).

<sup>3</sup> For discussion and references of both critical and positive scholarship on Wikipedia as a source of information, see Mónica Colón-Aguirre & Rachel A. Fleming-May (2012), “‘You just type in what you are looking for’: undergraduates’ use of library resources vs. Wikipedia”, *The Journal of Academic Librarianship* 38:6, pp. 391-2; see also [https://en.wikipedia.org/wiki/Reliability\\_of\\_Wikipedia](https://en.wikipedia.org/wiki/Reliability_of_Wikipedia) (accessed 16 May 2023).

<sup>4</sup> [https://en.wikipedia.org/wiki/Wikipedia:No\\_original\\_research](https://en.wikipedia.org/wiki/Wikipedia:No_original_research) (accessed 9 May 2023).

<sup>5</sup> See [https://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](https://en.wikipedia.org/wiki/Wikipedia:Five_pillars) (accessed 7 June 2023).

<sup>6</sup> Ewan McAndrew & Hannah Rothmann, “Citing Wikipedia”, <https://www.ed.ac.uk/information-services/help-consultancy/is-skills/wikimedia/wikipedia/citing> (accessed 9 May 2023).

<sup>7</sup> <https://wikimedia.org.uk/wiki/Universities> (accessed 9 May 2023).

UK, as well as into secondary school education.<sup>8</sup> Whilst educators in Classics, archaeology and ancient history on a global scale are benefitting learners by using Wikipedia editing, Classics in the UK rarely incorporates Wikipedia into pedagogy.

### **Case Studies: Using Wikipedia Editing in Educational Activities**

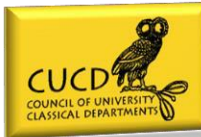
Panellists for the round-table discussion at the Classical Association Conference included Ewan McAndrew (University of Edinburgh), Juliana Bastos Marques (Federal University of the State of Rio de Janeiro), Victoria Austen (Carleton College), Chelsea Gardner (Acadia University), Nadege Forde-Vidal (Sankofa Project), and Lucy Moore (University of York and Leeds Museums and Galleries).



*Figure 1 - Ewan McAndrew, Nadege Forde-Vidal, and Katie Shields with online participants, Classical Association Conference, University of Cambridge, April 2023. Photo: Victoria Leonard.*

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<sup>8</sup> For a series of fourteen case-studies of these uses of Wikipedia editing, see <https://open.ed.ac.uk/wikimedia-in-education/> (accessed 9 May 2023).



Nadege Forde-Vidal brings Wikipedia editing to schools as part of the [Sankofa London Schools Project](#). Key Stage 3 and 4 students (Years 7-11, ages approx. 11-16) conduct research about their local history, focusing in particular on people of African and Asian heritage in the 1700s. Students then add this information to Wikipedia.

Lucy Moore has organised Wikipedia editing sessions for visitors to Leeds Museums & Galleries that focus on biographies of local people from marginalised communities, and on women artists and artists of colour whose work is held in the collections. Visitors have the opportunity to respond to the exhibition of their work by contributing to or creating relevant Wikipedia entries.

As [Wikimedian in Residence](#) at the University of Edinburgh, Ewan McAndrew supports educators and students using Wikipedia in a wide range of ways. From incorporating editing assignments into undergraduate and postgraduate curricula to public outreach activities, his work often aims to improve the representation of underrepresented groups and topics. For example, students studying for an MSc in World Christianity had to create a new Wikipedia page and present it to the class as part of their assessment. Students on the Design Informatics MA/MFA incorporated information from the Survey of Scottish Witchcraft Database into Wikidata and used it to create an interactive map as part of their assessed coursework.<sup>9</sup>

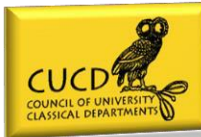
Juliana Bastos Marques, Victoria Austen, and Chelsea Gardner have all used Wikipedia editing as an assignment in their Classics or Ancient History classes.

For an undergraduate course on Roman Britain, Victoria Austen worked with the [WikiEdu](#) programme to incorporate training sessions into the course. Instead of a final research essay, students had to edit a page relevant to the course. This included pages for archaeological sites, classical texts mentioning Britain, and even '[Dogs of Roman Britain](#)'. Students wrote a reflective essay on the process.<sup>10</sup>

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<sup>9</sup> *op. cit.*, n.8.

<sup>10</sup> See Victoria Austen, "5 themes that emerge from a Wikipedia assignment", *WikiEdu Blog*, 27 May 2021 <https://wikiedu.org/blog/2021/05/27/5-themes-that-emerge-from-a-wikipedia-assignment>



Chelsea Gardner has also worked with WikiEdu to set similar assignments for undergraduate courses on mythology and Greek and Roman history, as well as a more specialist upper-level undergraduate course on Sparta.

Juliana Bastos Marques has been assigning editing tasks on Portuguese Wikipedia as part of Ancient History courses for the last 10 years.<sup>11</sup> She has also used Wikipedia in her research to challenge models of authority in ancient and contemporary historiographical writing.<sup>12</sup>

### **Educational Benefits of Wikipedia Editing**

All panellists stressed that learning how to edit Wikipedia does not just provide a better critical understanding of Wikipedia and improve learners' digital literacy. More crucially, it enables learners to gain a wide range of valuable transferable skills:

1. **Independent research, critical evaluation of the reliability of secondary sources, and the correct use of citations** all form part of any assignment to write for Wikipedia. Researching a topic and identifying and filling gaps in Wikipedia coverage leads to a deeper knowledge of the subject as well as 'meta-knowledge' about its online presentation. In discussion, Juliana Bastos Marques linked the need for all of these skills in the context of Wikipedia to the current debates over academic responses to ChatGPT. In both cases it is

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(accessed 9 May 2023). For an account of another WikiEdu assignment in a US undergraduate archaeology class, see Katherine M. Grillo & Daniel A. Contreras (2019), "Public archaeology's mammoth in the room: engaging Wikipedia as a tool for teaching and outreach", *Advances in Archaeological Practice* 7(4), pp. 435-42; for an account of a similar assignment involving group editing work and self-reflective writing at the University of British Columbia, see Heidi Tworek, "Writing for Wikipedia as a learning tool", *The Art & Science of Learning* episode 81 <https://www.theartandscienceoflearning.com/e81-present/81-writing-for-wikipedia-as-a-learning-tool-dr-heidi-tworek> (accessed 25 May 2023).

<sup>11</sup> See <https://pt.wikipedia.org/wiki/Usu%C3%A1ria:Domusaurea>; Juliana Bastos Marques, "Things I learned through teaching with Wikipedia", *Diff (Wikimedia blog)*, 6 Jan 2012 <https://diff.wikimedia.org/2012/01/06/things-i-learned-through-teaching-with-wikipedia/> (both accessed 16 May 2023).

<sup>12</sup> Juliana Bastos Marques (2022), "Is Livy a good Wikipedian? Authority and audience in ancient historiography and contemporary anonymous writing" in Juliana Bastos Marques & Federico Santangelo (eds.), *Authority & History: Ancient Models, Modern Questions* (Bloomsbury), pp. 127-41.



key to understand the source of the information being presented and be able to critically assess its accuracy and reliability. Compare also the results of Juliana Bastos Marques' research into editors' assessment of historical texts, which 'validate some level of equivalence in the sophisticated informational literacy skills of the experienced wikipedians and the trained skills of the scholars'.<sup>13</sup>

2. **Practice in collaborative working.** By editing Wikipedia, learners interact with the work, comments and changes made by other editors; they are participating in a communal activity. Collaboration with fellow learners can be built into the assignment. For instance, Nadege Forde-Vidal trains sixth-form students (ages 17-18) as editors who then support younger students in learning to edit, promoting collaboration across age groups.
3. **Identifying key information about a topic and creating a clear and accessible synthesis for a general audience** is an incredibly valuable skill for learners and teachers of all types. The communication of research in higher education to a wider audience is an increasing necessity. More broadly, the ability to produce clear written communication is essential in many fields of work. Arts and Humanities subjects are moving towards 'alternative' types of assessment which promote skills that advance employability. Even if Wikipedia editing *per se* is not likely to form part of students' professional lives, all of the broader skills it promotes will.<sup>14</sup>

Furthermore, by creating new Wikipedia pages or editing existing ones, learners are directly contributing to the public availability of information about their field of expertise, using their own subject knowledge to make a tangible contribution. Learners and educators can track the impact of their work through page-view statistics and can see other editors building on their contributions (e.g. adding to their pages or linking to them from other pages). In the reflective essays that formed part

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<sup>13</sup> *op. cit.* n. 12, p. 137.

<sup>14</sup> For Wikipedia editing as 'authentic assessment' see e.g., Rebecca Johnke (2020), "Social production as authentic assessment: Wikipedia, digital writing, and hope labour", *Studies in Higher Education* 45:5, pp. 1015-25.

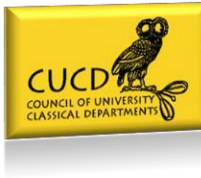


of Victoria Austen’s assignment, students referred to their own sense of achievement and fulfilment in making these contributions to public knowledge, as well as reflecting on their own privilege in having access to academic sources and the corresponding importance of the free dissemination of knowledge and open-access resources. For Nadege Forde-Vidal’s students, researching their local area helped build their own sense of connection to the area and its historical inhabitants, while for Lucy Moore, editing Wikipedia similarly helped promote deeper engagement with the subjects of museum exhibitions for both visitors and museum staff or volunteers. Many of these projects (like #WCCWiki itself) focused on improving public access to information about marginalised and under-represented groups of people – this can be a particularly strong source of motivation for engagement with editing projects, as well as contributing to the sense of personal achievement in learning about and improving the representation of these under-represented groups.

Finally, Wikipedia editing assignments can lead to other forms of impact, such as press coverage and awards: for instance, Victoria Austen’s course (taught at the University of Winnipeg) was covered by the university’s press team and in the local Winnipeg press, while the Edinburgh Scottish Witches mapping project’s interactive map won ‘Best Data Visualisation’ by public vote in the 2019 Digital Humanities Award and featured in international reporting.<sup>15</sup>

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<sup>15</sup> “Veni, Vidi, Wiki! Classics students produce online encyclopedia articles”, *University of Winnipeg News*, 30 June 2021 <https://news.uwinnipeg.ca/veni-vidi-wiki/>; Erik Pindera, “Modern twist on teaching classics: Professor puts students’ skills to the test editing Wikipedia entries”, *Winnipeg Free Press*, 3 August 2021 <https://www.winnipegfreepress.com/breakingnews/2021/08/03/modern-twist-on-teaching-classics>; “Scottish Witches Mapping Project Wins Best Data Visualisation at 2019 DH Awards”, University of Edinburgh Centre for Data, Culture & Society, 12 March 2020 <https://www.cdcs.ed.ac.uk/news/scottish-witches-mapping-project-wins-best-data-visualisation-2019-dh-awards>; Meilan Soily, “This Map Shows the Scale of 16th- and 17th-Century Scottish Witch Hunts”, *Smithsonian Magazine*, 26 September 2019 <https://www.smithsonianmag.com/smart-news/map-visualizes-scale-16th-and-17th-century-scottish-witch-hunts-180973226/>; Feargus O’Sullivan, “Mapping Scotland’s Grim History of Witch-Hunting”, *Bloomberg*, 3 October 2019 <https://www.bloomberg.com/news/articles/2019-10-03/the-witch-hunts-of-scotland-mapped> (all accessed 9 May 2023).



## Challenges of Using Wikipedia Editing in Education

There are, of course, challenges involved in incorporating Wikipedia editing into educational activities in these ways, in particular:

### *Training*

Editing requires both knowledge of Wikipedia policies and practices and some digital skills (although not a very high level of technical knowledge; most editing can be done using a straightforward word-processing-style interface). Wikimedia UK and WikiEdu can provide training and resources either to directly teach learners how to edit, or to train educators who can then pass on this training to learners (see below for links to these and other resources), but appropriate time will need to be allowed as part of any learning activity for learners to acquire at least the basics of editing. From our experience in leading training sessions as part of #WCCWiki, a single session of two hours is sufficient for new editors with little or no experience to be introduced to Wikipedia policies and practices and begin making edits to existing pages, but for activities involving more extensive editing (e.g. creating an entire new page) further training is likely to be needed (as an example, Wikipedia training occupied 3 of the 13 weeks of teaching in Victoria Austen's Roman Britain course).

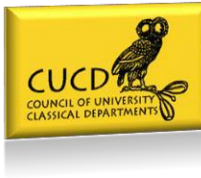
### *Sources*

Finding appropriate sources which fit Wikipedia's guidelines to demonstrate a subject's notability, especially when focusing on under-represented or marginalised communities, is frequently a challenge.<sup>16</sup> In time-limited contexts or those where less focus on learners' own research skills is needed, supplying pre-identified sources will enable learners to focus primarily on acquiring editing skills and creating content (this was Lucy Moore's approach when organising editing for visitors to a museum exhibition, for instance). In other contexts, giving learners the opportunity for

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<sup>16</sup> <https://en.wikipedia.org/wiki/Wikipedia:Notability> (accessed 10 May 2023). For a critique of the reliable source guidelines, see Amber Berson, Monika Sengul-Jones, & Melissa Tamani, "Unreliable guidelines: reliable sources and marginalized communities in French, English and Spanish Wikipedia", *Art + Feminism*, June 2021 [https://artandfeminism.org/wp-content/uploads/2021/06/Unreliable-Guidelines\\_Final.pdf](https://artandfeminism.org/wp-content/uploads/2021/06/Unreliable-Guidelines_Final.pdf) (accessed 6 June 2023).





independent research on these topics and the chance to identify appropriate sources will be part of the learning experience, but may require close guidance from the educator to ensure learners are set up for success rather than failure. For instance, the educator may need to use their knowledge of the topic and of the available sources to create a list of existing pages to edit or subjects for which new pages could be created and give this to learners to choose from, rather than allowing them an entirely free choice. In a school or university context, working with librarians may enable training in library resources and use of sources to be incorporated (as Chelsea Gardner did in her undergraduate assignments).

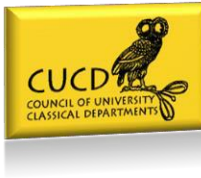
Illustrating Wikipedia pages, which is generally considered to improve them and promote reader engagement, can also be difficult due to the requirements that images be added, copyright-free, to [Wikimedia Commons](#) (except in certain ‘fair use’ cases).<sup>17</sup> For some subjects, learners and educators may be able to create and add their own images (the [WikiCommons app](#) provides an easy way to do this) but this may often be impossible due to the details of the subject, national or institutional copyright regulations, etc.

### *Assessment*

In cases where Wikipedia editing is being incorporated into an assessed learning activity (e.g. an undergraduate or postgraduate course), there may be challenges in the most appropriate way to assess participation and/or outcomes. Existing marking criteria may not be suitable, and designing new criteria for Wikipedia articles as assessed work requires familiarity with Wikipedia on the part of the assessor and potentially a lengthy institutional approval process. However, as mentioned above

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<sup>17</sup> Both the ‘Good Article’ and ‘Featured Article’ assessment criteria include use of appropriate media ([https://en.wikipedia.org/wiki/Wikipedia:Good\\_article\\_criteria](https://en.wikipedia.org/wiki/Wikipedia:Good_article_criteria), #6; [https://en.wikipedia.org/wiki/Wikipedia:Featured\\_article\\_criteria](https://en.wikipedia.org/wiki/Wikipedia:Featured_article_criteria), #3; both accessed 1 June 2023). A study on the impact of images on views of certain biographical pages found a 19% increase in views of pages with images compared to those without (Paul Heald, Kristofer Erickson, & Martin Kretschmer (2015), “The valuation of unprotected works: case study of public domain images on Wikipedia”, *Harvard Journal of Law & Technology* 29(1), p. 26). Cf. the various photography competitions which promote the uploading of photographs to Wikimedia Commons, e.g. “Wiki Loves Monuments” <https://www.wikilovesmonuments.org> and “Wiki Loves Earth” <https://wikilovesearth.org> (both accessed 1 June 2023). Fair use policy: [https://en.wikipedia.org/wiki/Wikipedia:Image\\_use\\_policy](https://en.wikipedia.org/wiki/Wikipedia:Image_use_policy) (accessed 10 May 2023).



(n.14), Wikipedia editing can provide a form of authentic assessment, and Wikipedia's own criteria for assessing articles (including their clarity, structure, appropriate use of sources and level of detail, etc.) could form the basis for assessing students' contributions.<sup>18</sup> Equally, a reflective essay on the editing process and outcomes (as in Victoria Austen's example, n.10 above) could form part or all of the formal assessment, or editing could be incorporated into a course as a formative activity rather than a summative assessment. Editing can also, of course, be introduced in a university context outside of taught courses (e.g. via one or more voluntary editing sessions organised by individual staff or students – as #WCCWiki members have done – or, e.g., a Classics Society). The last two possibilities, however, bring up the issue of how to promote engagement with voluntary or non-assessed editing activities.

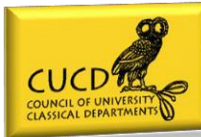
### *Engagement*

Lack of engagement with Wikipedia editing activities is a frequent challenge; even for long-time members of a project such as #WCCWiki, other commitments can make regular participation in editing a challenge; even at one-off events such as Lucy Moore's exhibition-related editathon, or the training sessions run by #WCCWiki members within their university departments or at conferences such as the CA, attracting new editors can prove difficult. This is not an issue unique to educational uses of Wikipedia; overall, a very low proportion of people registered as Wikipedia editors actually edit on a regular basis, and voluntary activities are always likely to take second place to other work or academic commitments.<sup>19</sup> Even if Wikipedia editing is incorporated as a form of assessment within an academic course, students may need to be 'sold' the value of this activity. However, ongoing, long-term

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<sup>18</sup> [https://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Wikipedia/Assessment#Quality\\_assessments](https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Wikipedia/Assessment#Quality_assessments) (accessed 10 May 2023). Note that requiring pages created or edited by students to be assessed as, e.g., 'Good Articles' by other editors as part of Wikipedia's quality assessment process would *not* be an appropriate form of assessment; apart from issues around basing university grades on assessments by non-university staff, assessment of new or improved articles according to this scale is not systematic, and for the classes requiring an impartial review ('good article' and above) there is a lengthy backlog.

<sup>19</sup> At time of writing, English Wikipedia has over 45.5 million registered users, of whom just 126,965 are classed as 'active' (defined as users who have performed an action in the last 30 days): <https://en.wikipedia.org/wiki/Special:Statistics> (accessed 10 May 2023).



engagement as an editor does not have to be the end goal of an educational editing activity; even a small amount of training and practice in Wikipedia editing can be beneficial, both in terms of making valuable editorial contributions, and in terms of promoting understanding of the site's use and the many other all-round benefits described above.<sup>20</sup> Promoting these wider benefits and transferable skills may well engage learners' interests, as may emphasising this as an opportunity to share their knowledge of a subject and create tangible, public-facing outcomes – particularly in the case of editing focused on under-represented topics and communities, as also already discussed.

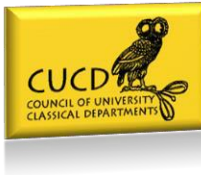
### Tips & strategies

General advice shared in the discussion of ways to maximise participation in and the impact of Wikipedia editing activities included:

1. **Consider how and if research is incorporated into the activity**, and whether you want to start from sources and find existing pages which these sources can be used to improve or new pages which can be created, or start from the pages which can be improved or need to be created, and then find sources to use.
  - For a museum event, Lucy Moore collected sources in advance so participants could select a topic and use those sources to edit a page; Nadege Forde-Vidal identified databases which the students could use for their research.
  - For undergraduate Wikipedia assignments, Chelsea Gardner used subject librarian support, and built in bibliography creation and source analysis by scheduling in time with librarians for students to learn about the resources available to them.

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<sup>20</sup> On the impact of 'good Samaritan' anonymous editors who make one-off, high-quality edits to Wikipedia pages, see Denise Anthony, Sean W. Smith, & Timothy Williamson (2009), "Reputation and reliability in collective goods: the case of the online encyclopedia Wikipedia", *Rationality and Society*, 21(3), p. 301.

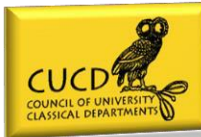


- For a more advanced class, Chelsea Gardner found that asking what students learnt from the assigned readings that was not on the Wikipedia page on Sparta was a useful editing prompt.
2. **Is there information generated by a research project** which volunteers could use to edit Wikipedia? Or could your research project incorporate the addition of information to Wikipedia or Wikidata, or images to Wikimedia Commons?<sup>21</sup>
  3. **Focus your learners' efforts on where they can make the highest impact** – consider prioritising edits which improve existing, large, high-traffic pages (e.g. 'Sparta'), rather than creating new pages on more specialist or relatively obscure topics, which will get fewer page views. Other strategies to maximise impact include:
    - Creating links between pages: relatively low-effort but important for visibility.
    - 'Stealth editing' (aka the 'potato masher technique') can also help improve visibility. Lucy Moore's editathons, while focused on the collections and history of Leeds Museums and Galleries, have improved less obviously relevant pages like 'Potato Masher' – adding a photo to this page of a nineteenth-century potato masher, acquired by curator Violet Crowther and now held in the museum's collections, enabled a link to Crowther's page to be added as well.<sup>22</sup>
    - Embedding information on key wider issues – e.g. adding information about the effects of climate change to pages about archaeological sites which are at risk.
  4. **Participants are part of a wider editing community**, and collaboration is vital for engagement with and sustainability of any Wikipedia editing project.

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<sup>21</sup> See, for instance, the 'Beyond Notability' research project, whose outputs include a Wiki database ([https://beyond-notability.wikibase.cloud/wiki/Main\\_Page](https://beyond-notability.wikibase.cloud/wiki/Main_Page)), which is used as a basis for improving relevant content in Wikidata ([https://www.wikidata.org/wiki/Wikidata:WikiProject\\_BeyondNotability](https://www.wikidata.org/wiki/Wikidata:WikiProject_BeyondNotability)) (both accessed 1 June 2023).

<sup>22</sup> [https://en.wikipedia.org/wiki/Potato\\_masher](https://en.wikipedia.org/wiki/Potato_masher); [https://en.wikipedia.org/wiki/Potato\\_masher#/media/File:Potato\\_masher.jpg](https://en.wikipedia.org/wiki/Potato_masher#/media/File:Potato_masher.jpg) (both accessed 1 June 2023).



- 'Peer review' or 'peer feedback' are part of the editing process – through the talk pages or the good article review process participants see people improve their new or edited article.
- Consider getting participants to give feedback on each other's drafts as part of any assignments.
- Interactions with other editors on Wikipedia can be both positive and negative – the [talk pages](#) for individual articles or for editing projects can be sources of help, advice, and encouragement, but edit wars or the deletion of new articles can be demoralising, hence the need to build relationships with wider editing communities (such as #WCCWiki, [Women In Red](#), or [#WikiLovesWomen](#)) for moral and practical support.<sup>23</sup>
- There are lots of resources available from WikiEdu and Wikimedia UK (see below), and even #WCCWiki can support you with advice about training participants to edit Wikipedia.

## Summary

Using Wikipedia in education has the potential for significant benefits for both the public – by expanding freely available information by improving the quality and coverage of the most important online resources – and for participants, by improving their research knowledge and enhancing their skills in digital technologies, collaborative working, source analysis, and making information accessible to a non-specialist audience. In school and university contexts, preparing students to engage critically with the digital world and ensuring they have the skills needed for their future employments are both key; moreover, editing Wikipedia provides students with both the awareness of their (and our) privileges as scholars with access to research resources, and the corresponding responsibilities to contribute to making knowledge more freely available. In other contexts, such as museums, staff and volunteer participants may equally benefit from enhancing all of these skills, while the institution can benefit from greater engagement with and online visibility of their collections and history.

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<sup>23</sup> See [https://en.wikipedia.org/wiki/Wikipedia:Edit\\_warring](https://en.wikipedia.org/wiki/Wikipedia:Edit_warring) (accessed 25 May 2023).



Bulletin 52 (2023) <https://cucd.blogs.sas.ac.uk/bulletin/>

## Useful resources

Edinburgh University Wikimedia platform: <https://www.ed.ac.uk/information-services/help-consultancy/is-skills/wikimedia>

Wikimedia UK's Education projects: <https://wikimedia.org.uk/home/education/>

Case-studies on UK uses of Wikipedia in education (largely in higher education): <https://open.ed.ac.uk/wikimedia-in-education/>

The Wikimedia Education programme: <https://wikiedu.org>. This is primarily North-America-focused, but the WikiEdu Dashboard allows educators to create assignments and tutorials and track participants' contributions: <https://dashboard.wikiedu.org/>

Wikimedia UK's training and guidance: <https://wikimedia.org.uk/training-guidance/>

Guide to editing Wikipedia: [https://upload.wikimedia.org/wikipedia/commons/1/18/Editing\\_Wikipedia\\_brochure\\_EN.pdf](https://upload.wikimedia.org/wikipedia/commons/1/18/Editing_Wikipedia_brochure_EN.pdf)

#WCCWiki project page: [https://en.wikipedia.org/wiki/Wikipedia:Women%27s\\_Classical\\_Committee](https://en.wikipedia.org/wiki/Wikipedia:Women%27s_Classical_Committee)