



ART+FEMINISM EDIT-A-THON

Assessing the Art+Feminism Edit-a-thon for Wikipedia Literacy, Learning Outcomes, and Critical Praxis

Presentation Slides:

<https://tinyurl.com/yhj7xllw>

FEMRHET 2019

Presented By

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Wikipedia's Gender Gap

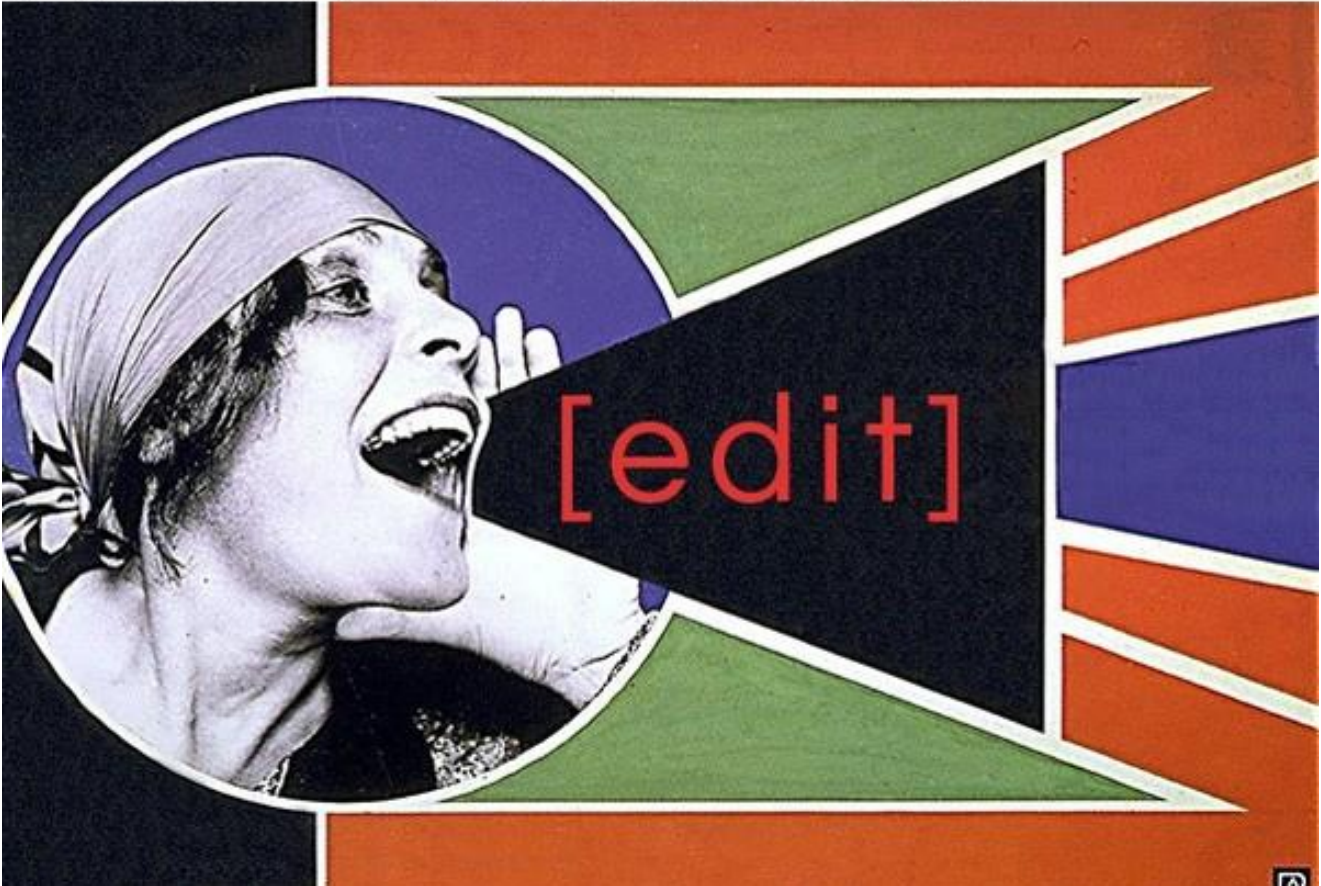
- The Wikimedia Foundation found that less than 10% of editors identify as women, and less than 1% as transgender (Glott, Schmidt, & Ghosh, 2010).
- Only 17% of the bibliographical articles on the English Wikipedia represent women biographies ("Wikipedia Human Gender Indicator," 2017).



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Wikipedia as Writing Pedagogy

Research in rhetoric and composition has identified numerous **opportunities for writing pedagogy** offered by Wikipedia:

- Wikipedia allows for direct and transparent observation of writing practices and concepts, e.g., process, research, social collaboration, and digital rhetoric (Gruwell, 2015; Hood, 2007; Kill, 2011; Kuhne & Creel, 2012; Patch, 2010; Purdy, 2009; Tardy, 2010).
- Authentic audiences lead to increased motivation level among students (Cummings, 2009; Sweeney, 2012; Vetter, 2014).



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Edit-a-thon as an Educational Event

Research on Edit-a-thons across disciplines describes a culture of participation contributing to the greater cause of the event (Hood & Littlejohn, 2018; Mattus, 2014; Oliver, 2015).

- Participants learn valuable skills that can be used outside of the event for **other assignments and projects** (Carver, 2012; Mattus, 2014; Oliver, 2015; Osman, 2015; Soito, 2017; Vetter & Woods, 2018).
- Treating the Edit-a-thon as a classroom assignment allows for similar, if not better, results when compared to traditional research papers, finding improvements in **writing, research, editing, and critical analysis skills** (Oliver, 2015).



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Edit-a-thon Assessment

Gap in research

- Very few studies engage in formal assessment of Wikipedia edit-a-thons.

Goals of our assessment

- Broaden the conversation on applications of Wikipedia in higher education by treating Wikipedia Edit-a-thons as pedagogical events.
- Gather data concerning the efficacy of our own event: an interdisciplinary edit-a-thon held at Indiana University of Pennsylvania (IUP) in March, 2018.



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2018 Wikipedia Edit-a-Thon at IUP



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Articles Created

30

Articles Edited

498

Total Edits

66

Editors

5.81K

Words Added

518K

Article Views

0ⁱ

Commons Uploads

Last statistics update: 2 years ago

IUP Art and Feminism Edit-a-Thon

Stapleton Library, in collaboration with Women and Gender Studies and the Center for Digital Humanities and Culture at Indiana University of Pennsylvania, will host the second annual Interdisciplinary Art+Feminism Wikipedia Edit-a-thon March 7, from 10:00am to 1:00pm.

This 3-hour event is designed to improve interdisciplinary coverage of women on Wikipedia and encourage female editorship. The edit-a-thon will include an introductory talk, tutorials for the beginner Wikipedian, ongoing editing support, reference materials, and refreshments. People of all gender identities and expressions are invited to participate, particularly transgender and cisgender women.

In a 2011 survey, the Wikimedia Foundation found that less than 10% of its contributors identify as female. This lack of female participation has led to an alarming dearth of content about women and art in the world's most popular online research tool.

Art+Feminism's Edit-a-thons and other initiatives make an impact on the gender gap through crucial improvements to art and feminism related subjects on Wikipedia. Since 2014, over 280 Art+Feminism edit-a-thons have taken place across the work, creating and improving an estimated 4,600 articles.

Resources

Details

Facilitators: [Matthewvetter](#)

Institution: Stapleton Library, Indiana University of Pennsylvania

When: March 7, 2018

Home Wiki: [en.wikipedia.org](#)

Tracked Wikis: [en.wikipedia.org](#),
[www.wikidata.org](#)

Activity tracking start: 2017-11-10 00:00 Eastern Standard Time

Activity tracking end: 2018-03-31 00:00 Eastern Daylight Time

Event Start: 2018-03-07 00:00 Eastern



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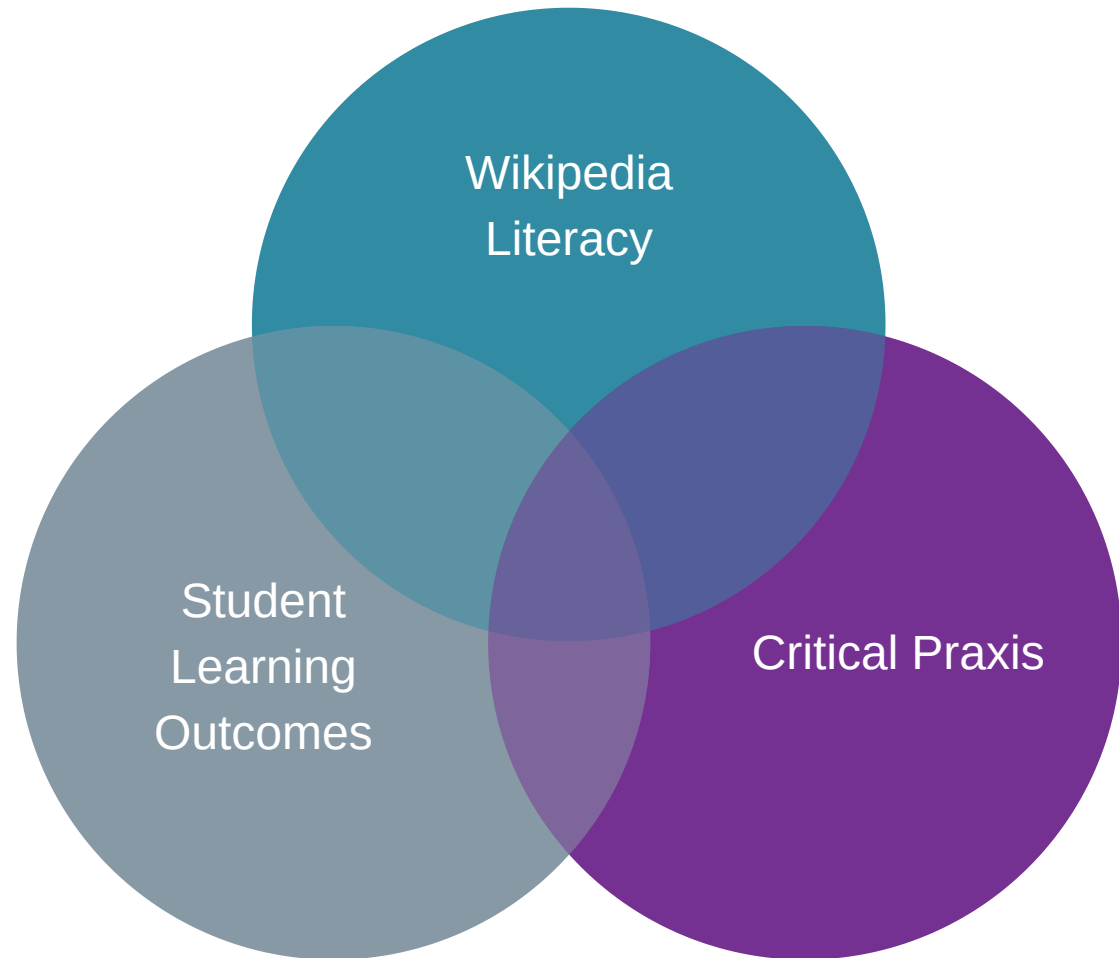


2018 Wikipedia Edit-a-Thon at IUP



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**Theoretical
Framework**





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Wikipedia Literacy

Our understanding of **Wikipedia literacy**, informed by "functional literacy" (Selber, 2004), involves the following assessment points related to participants' demonstrated ability to execute the following:

- Account creation
- Basic understanding of Wikipedia practices
- Navigation and contribution to Wikipedia as an information archive and interface
- Understanding of genre conventions and features of Wikipedia articles,
- Appropriate integration of secondary sources in Wikipedia articles
- Successful addition of new content to Wikipedia articles



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Student Learning Outcomes

Our use of the construct “**student learning outcomes**” emerges from a large-scale study (McDowell, 2016) funded and conducted by the Wiki Education Foundation. Learning outcomes identified for this study included:

- Critical thinking
- Digital literacy
- Technical skills
- Online source reliability
- Content knowledge (about the article's topic)
- Write for a general audience



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Critical Praxis

- We employ the term “**critical digital praxis**” (Vetter et al., 2017; Vetter et al., 2018) in order to emphasize public-oriented critical reflection and action.
- Critical digital praxis, as a form of “new media praxis” (Cushman, 2011), might be seen as “a model for making writing interventions in public digital cultures in order to both better understand the writing activities of those cultures and make meaningful impressions with/in them” (Vetter et al, 2017).



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Participants

- The 2018 edit-a-thon event was open to students and faculty in the IUP community
- A total of 76 individuals attended the event, and 66 of these participants' registered on the Wikimedia events dashboard.



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Methods



SURVEY

24 participants completed a Qualtrics survey on their experience



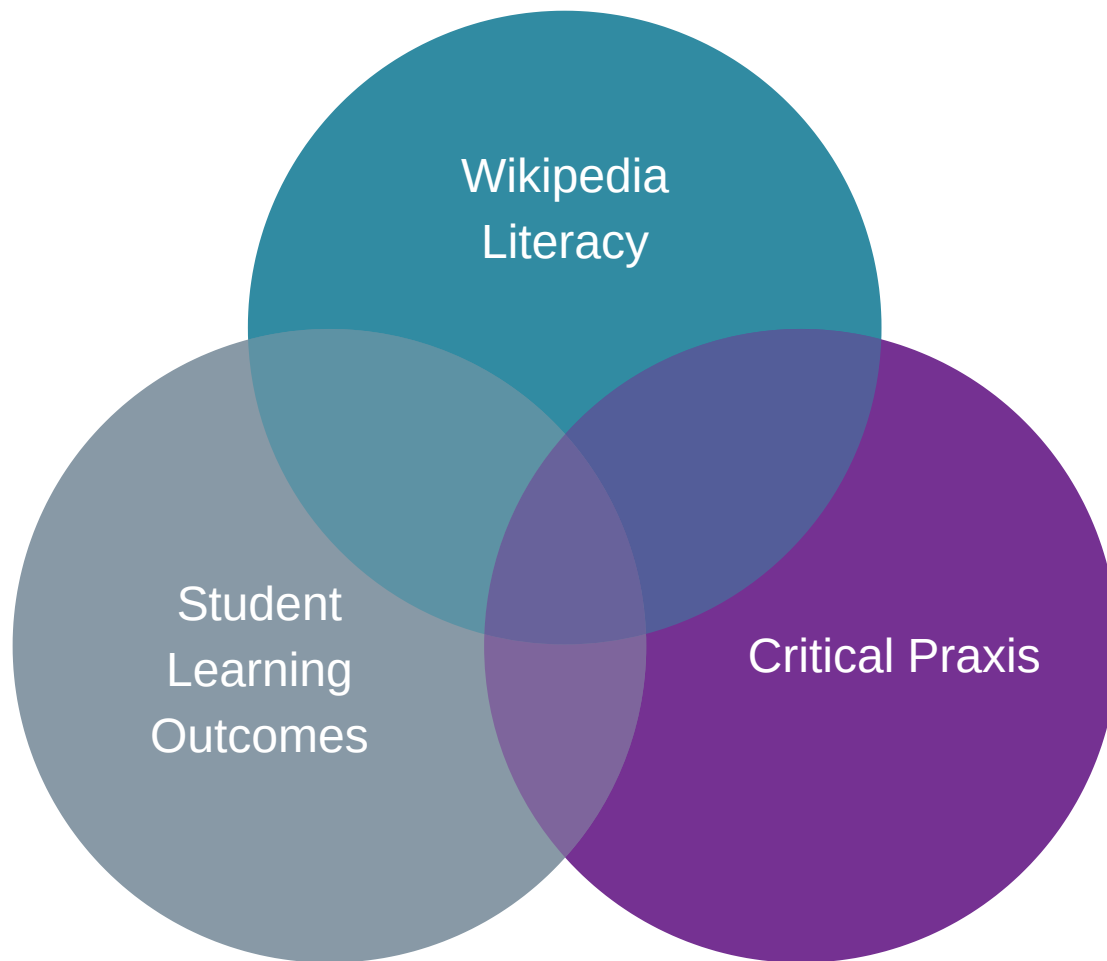
VIDEO INTERVIEWS

6 participants agreed to participate in video interviews



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Results





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Wikipedia Literacy

- Participants' responses spoke to the learning outcomes of **digital literacy**.
- Survey data revealed important correlations between Wikipedia literacy and **editor retention**.



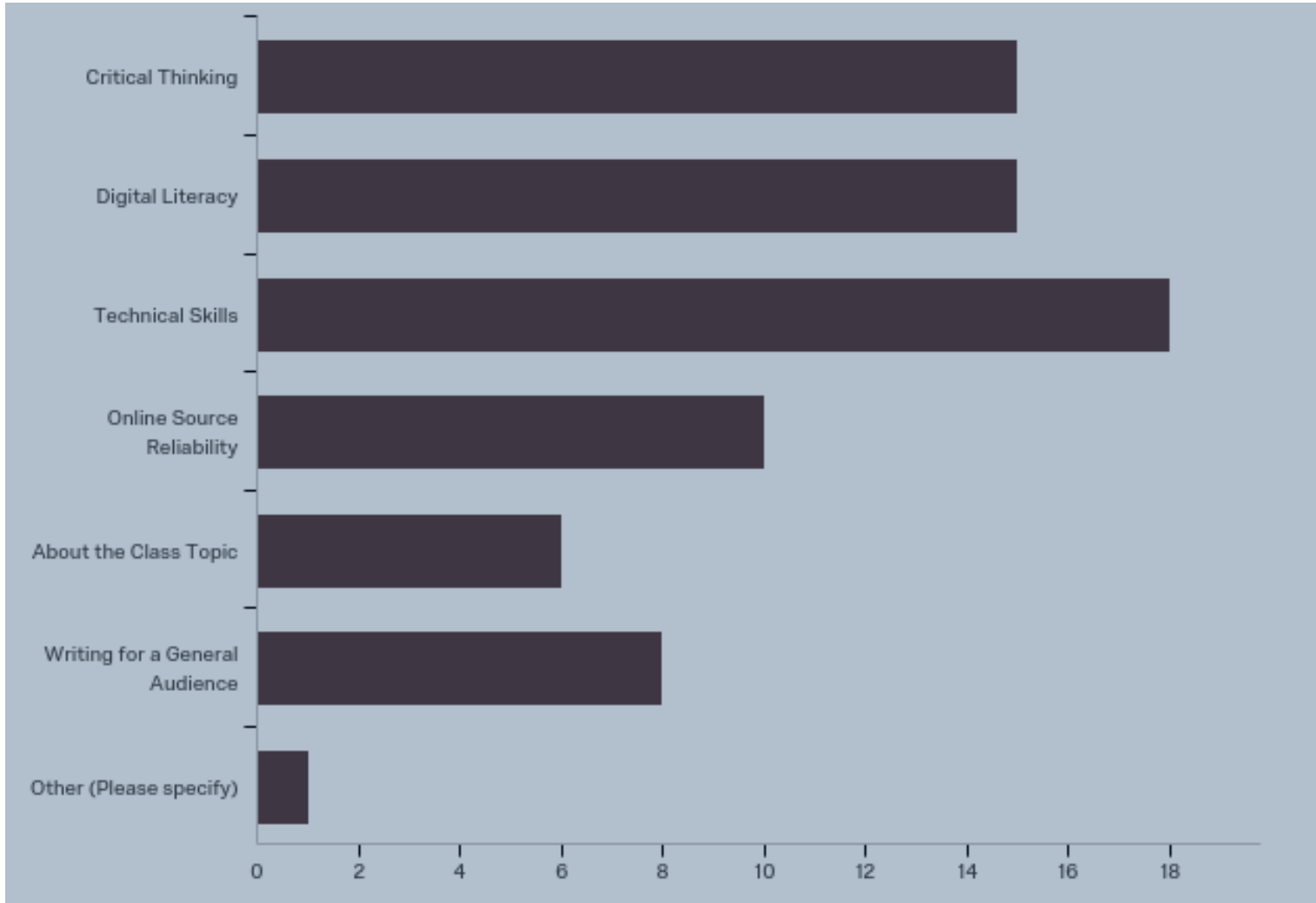
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Student Learning Outcomes

- The values addressed in survey questions related to student learning outcomes are borrowed from “**Student Learning Outcomes using Wikipedia-based Assignments**” (McDowell, 2016).
- Survey respondents were asked to “check all that apply” when given the following learning outcome options (See the next slide).



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Student Learning Outcomes

- The data demonstrates the capacity of Edit-a-thon events for teaching and learning towards **technical skills** (selected most than any other learning outcome).
- In a follow up question that asked participants to rank by order of importance, participants ranked "**critical thinking**," "**digital literacy**," and "**online source reliability**," in that order, as the most important outcomes of the event (a useful contrast with McDowell's findings in his 2016 study : "digital literacy," "online source reliability," and "writing for the general public").



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#	AWA.FIELD	SIMPLETABLEWIDGET.CHOICE_COUNT
1	Critical Thinking	20.55% 15
2	Digital Literacy	20.55% 15
3	Technical Skills	24.66% 18
4	Online Source Reliability	13.70% 10
5	About the Class Topic	8.22% 6
6	Writing for a General Audience	10.96% 8
7	Other (Please specify)	1.37% 1
		73

SIMPLETABLEWIDGET.SHOWING_ROWS_OF



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Critical Praxis

Reflection

- Participants reflected on the representation of gender in Wikipedia.
- Participants pointed to the visual evidence of the underrepresentation of women.

Action

- Participants connected their reflections to actions they wish to take.
- Participants spoke to their own motivations to edit Wikipedia after the Edit-a-thon.



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Concluding Remarks

Limitations

- This study is limited by its small sample size (24 participants).
- Analysis of the video interviews might yield further results.
- An ongoing problem related to one-day Edit-a-thon events is the under-preparation of participants in terms of Wikipedia literacy, article section, and article contribution.



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Concluding Remarks

Future Research

- The research and facilitation of Edit-a-thons is a productive type of graduate pedagogy.
- Asking students to do this type of work requires high-impact collaboration, thoughtful planning, and a number of research skills and processes.
- Future assessment initiatives might also examine the event as a pedagogical resource for involved graduate students.



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Special Thanks

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Liang, Zeeshan Siddique, and Jing Zhang

Co-director of the Edit-a-thon

Dr. Lynn Botelho

Librarians

Elin M. Woods and Theresa McDevitt

Co-Director of the Center for Digital Humanities and Culture

Dr. Kenneth Sherwood

Wikimedia Foundation



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Presentation Slides

<https://tinyurl.com/yhj7xllw>