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# WIKIPEDIA ASSESSMENT

## BACKGROUND

The APS Wikipedia Initiative has partnered with the Wikipedia Education Program with the goal of making information about psychology on Wikipedia as completed and accurate as possible. I would add to that, as up-to-date as possible. If you are not familiar with Wikipedia, I encourage to read a few articles at Wikipedia.org, perhaps starting with the article on Psychology (<https://en.wikipedia.org/wiki/Psychology>).

Next, I recommend reading some of the articles at the Wikimedia Outreach website (<https://outreach.wikimedia.org/wiki/Education/Resources/Overview>), particularly the articles on:

- Editing Wikipedia: A guide to improving content on the online encyclopedia
- Classroom handouts

For example, here is an example from the classroom handouts on how to select a Wikipedia article that needs some attention:

Just what makes a good Wikipedia article? Make sure you familiarize yourselves with the structure of a typical Wikipedia article in your discipline, so you know what types of sections you will be expected to contribute. Before you start to write, think about how information is structured in encyclopedias, and how that may be different from a more traditional research paper you are familiar with.

### Do's

- Choose a topic that is well established in the discipline, but only weakly represented on Wikipedia. If there is a lot of literature available on the topic, but only a small amount of that information exists on Wikipedia, that is the best situation to work from.
- Look for articles rated "stub" or "start" class on Wikipedia's internal assessment process. You can see an article's assessment by visiting its talk page.
- Make sure you search for a few different variants on the term before creating an article. Often, you may find that a topic has already been covered under a different name.
- If you're updating an existing article and want to work in your sandbox, copy over the existing text into your sandbox first. Work to enhance what has already been added by other editors instead of rewriting the entire article.

### Don'ts

- Avoid trying to improve articles on very broad topics (e.g., law) or articles that are already of high quality on Wikipedia ("Featured Articles"). These topics are more challenging to improve effectively.
- Don't try to improve topics that are highly controversial, like global warming, abortion, or Scientology. Contentious topics often lead to fights on Wikipedia. Instead, consider working on one of the existing sub-articles to bring more detail to a particular facet of the topic.
- Avoid working on topics that are only sparsely covered by literature. You will have a difficult time providing enough reliable sources to create a Wikipedia article.
- Don't start articles with titles that imply an essay-like approach, such as "The Effects That The Recent Sub-Prime Mortgage Crisis has had on the US and Global Economics" instead of "Subprime mortgage crisis." Wikipedia is an encyclopedia, and essays are not appropriate.
- Try not to rewrite or completely rework existing articles. Instead, you should work with the existing text, changing where necessary, to build a stronger article. Articles built this way will benefit from true collaboration.

## THINGS TO THINK ABOUT

The goal of this assessment is to produce academic writing that will be published on Wikipedia. The article should be informative, written in a neutral voice, well researched and appropriately referenced.

### HOW DO I USE WIKIPEDIA?

The first step will be to learn to use Wikipedia as an editor. You will be provided with materials in class to go through together and familiarize yourself with Wikipedia terminology (e.g. a “stub”) and the basics of editing articles. Once you have the basics, you will “learn by doing” as you create your article, using your peers, Wikipedia, and the Internet as a resource. Part of this process will be to create an anonymous username for your contributions. This will allow me to see your contribution, as well as the full edit history (in case articles are changed after you make them public).

### HOW DO I SELECT AN ARTICLE?

You have two choices for your article:

1. Turn a “stub” or “start” article into a full article. For a list of Psychology stubs, see:

- [https://en.wikipedia.org/wiki/Category:Psychology\\_stubs](https://en.wikipedia.org/wiki/Category:Psychology_stubs)
- Sorted by importance: <https://tools.wmflabs.org/enwp10/cgi-bin/list2.fcgi?run=yes&projecta=Psychology&namespace=&pagename=&quality=Stub-Class&importance=&score=&limit=3000&offset=1&sorta=Importance&sortb=Quality>

For a list of Psychology start articles, see:

- <https://tools.wmflabs.org/enwp10/cgi-bin/list2.fcgi?run=yes&projecta=Psychology&quality=Start-Class>

2. Create a new article on Simple Wikipedia. To read more about Simple Wikipedia, see:

- [https://en.wikipedia.org/wiki/Simple\\_English\\_Wikipedia](https://en.wikipedia.org/wiki/Simple_English_Wikipedia)
- [https://simple.wikipedia.org/wiki/Main\\_Page](https://simple.wikipedia.org/wiki/Main_Page)

Simple Wikipedia is like explaining a topic to a 5 year old and should only use the 1000 most common and basic English words—it’s harder than you think! You can try explaining a difficult or complex idea here: <http://splasho.com/upgoer5/>

To see if a Simple Wikipedia article exists, in the URL replace the “en” with “simple”.

Some students may wish to create a new regular Wikipedia article, but you’ll need to do a lot of work to convince me (and the Wikipedia editors) that the article doesn’t exist, but should.

Students should also look at the Wikipedia Initiatives grading scheme for articles, to see the difference between a “Featured Article” (highest category), A, GA (good article), B, and C articles:

- [https://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Psychology/Assessment](https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Psychology/Assessment)

You will probably do the best job on an article that fascinates you personally. Once you have decided on your article, you will need to check and register it with me. This will ensure that no other students are simultaneously working on the same article. There are thousands of articles available to work on, so don't worry!

## SOURCES

One of the most important skills you will learn in this assessment is how to search for and assess the quality of academic journal articles. Your articles should cite at least 2 different academic articles (or books) and will probably use many more. You should also read Wikipedia's page on citing sources:

- [https://en.wikipedia.org/wiki/Wikipedia:Citing\\_sources](https://en.wikipedia.org/wiki/Wikipedia:Citing_sources)

You will need to hand in a copy of your article and an annotated copy of all cited sources (see Grading).

## STYLE

Please read Wikipedia's Manual of Style:

- [https://en.wikipedia.org/wiki/Wikipedia:Manual\\_of\\_Style](https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style)

## GRADING

The aim of this assessment is to turn a stub into a full article or write a new Simple Wikipedia article on a topic in psychology, published under a Wikipedia alias. Note, that if a student has a specific reason why they do not want to publish their final article on Wikipedia they can talk to me to work out an alternative arrangement.

## TIMEFRAME

You will be working on this assessment throughout the year. I encourage you to consider and even write multiple articles on topics you are interested in. Once you are ready, register your final article with me. This is just to ensure that two students are not working on the same topic. You must register an article by Week 6 of MT. If you wish to change your article at a later date, you can ask me, but this change is not guaranteed. Your final submission is due in Week 10 of LT.

## LENGTH

The total length of your article should be 750-1000 words. This is 750-1000 words in addition to the existing stub or start article. You should cite at least 2 academic sources (see above), but will no doubt need to cite many more.

## SUBMISSION

You will submit the following:

1. a copy of the article before your editing and a copy of the article after your editing.
2. a direct link to the before and after article (direct link using Wikipedia's editing history, rather than to the page, since this may change)
3. an annotated copy of all sources, highlighting and making notes on the sections of the articles cited. You should be doing this anyway, so just hand this in. For each source, also submit a brief description of how you found the article and why you think it's a good source (no more than 2-4 sentences).
4. A short (200 word) reflective essay on what you learned, the challenges you faced, and how you overcame them. You will not be assessed on this reflective essay, but it is an opportunity to direct me aspects of your article of which you're particularly proud.

## MILESTONES

Week 2-4 MT: Create a Wikipedia account. Learn how to use Wikipedia, including terminology and policies (remember there is a strict copyright policy). You will learn most of this in class, but will need to put it into practice on your own.

Week 4-5: Learn how to evaluate and write Wikipedia articles (including the Wikipedia Initiatives grading scheme to learn what makes a great article). You can choose your article at this stage, selecting from the highest priority stubs or start articles (I will also provide a list). Once you have decided on your article, I recommend you submit an electronic copy of the "before" state via Moodle. You will also learn how to find references and how to cite sources.

Week 5-6: The deadline for selecting an article is Week 6. You should begin drafting your article. You will learn how to use key Wikipedia contributor features including the Sandbox, Talk, as well as how to communicate with other contributors.

Week 7+: From here onward, you will learn on your own and by asking questions of your peers, other contributors, Google. I encourage you to use Moodle's forum feature, which I will monitor.

Week 10 LT: Submit all assessment listed in Submission.

## MARKING CRITERIA

You will be assessed on:

- Content:
  - Demonstrated understanding of the topic
  - Choice of sources and appropriate use of sources (e.g. sources should be up-to-date, relevant to the topic, and from reputable journals)
  - links to weekly topics and questions, where appropriate

- Ability to focus on the most important aspects of the topic.
- You should be aiming for an “A” Wikipedia-quality article: Fairly complete treatment of the most important elements of the topic, such that a non-expert would typically find nothing wanting.
- Style:
  - clarity of expression
  - easy-to-follow structure and organization
  - neutral, unbiased tone
  - simple writing, avoiding jargon

<b>CATEGORY</b>	<b>Distinction (70-100)</b>	<b>Merit (60-69)</b>	<b>Pass (50-59)</b>	<b>No Credit (0-49)</b>
<b>Content (40%)</b>	Covers topic in appropriate depth with details and examples. Subject knowledge is excellent. A non-expert would find nothing wanting.	Includes essential knowledge about the topic. Subject knowledge appears to be good. A non-expert would be left with some questions.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal, OR there are several factual errors.
<b>Accuracy (20%)</b>	Uses appropriate, up-to-date and relevant sources from reputable journals and drawing on course material where appropriate.	Sources are appropriately used, but could be more relevant, more up-to-date or from better sources.	Some sources are inappropriate, not relevant, out of date, or disreputable.	Most sources are inappropriate, not relevant, out of date, or disreputable.
<b>Organization (20%)</b>	Content is well organized, using headings or bulleted lists to group related material.	Content uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Style (20%)</b>	Writing is consistently clear, neutral and unbiased in tone, and avoids jargon and overly complex language. No misspellings or grammatical errors. No HTML errors in wiki (e.g., broken links, missing images).	Writing is mostly clear, neutral and unbiased in tone, and avoids jargon and overly complex language. Three or fewer misspellings and/or mechanical errors. No more than two HTML errors in the student's contribution to the wiki.	Writing is unclear in 2 or more places, language is biased in tone, or jargon and overly complex language. Four misspellings and/or grammatical errors. No more than four HTML errors in the student's contribution to the wiki.	Writing is unclear or clearly biased in tone, or filled with jargon and unnecessarily complex language. More than four errors in spelling or grammar. Five or more HTML errors in the student's contribution to the wiki.