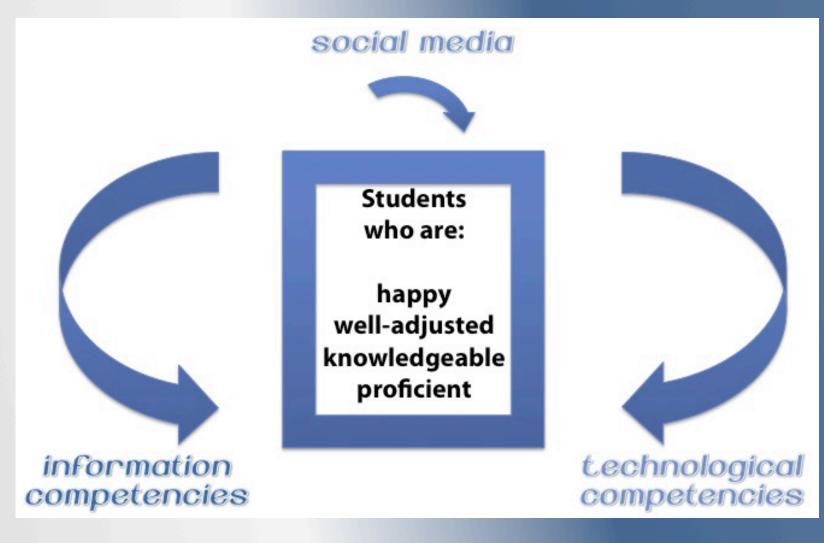
Engaging With Wikipedia Via Article Creation

Assignment premise



This 3-credit hour course in the Interactive Media Studies Program focus on information and technological competencies, with an overall focus on how social media impacts these competencies. Wikipedia is discussed in depth, including usage in research papers, faculty perception of Wikipedia, and editorship.

Student reflection

Students' initial take on this project was filled with questioning and doubt. Why? Who would look at these? Their doubt changed to surprise at the project continued. Some quotes from final student reflections on the project included:

"Many are truly dedicated to the quality of Wikipedia."

"While it is easy to change things, others almost always notice and flag it as necessary."

"I wish my professor understood how Wikipedia could be used in a positive manner."

"You Didn't Change our Entries?"

"Something was tweaked two hours after I posted."





IMS 201: Information Studies in the Digital Age

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Fisher Hall and Marcum Center (Miami University



sher Hall was variously stated between 46,286 square feet (4,300.1 m²) and 61,384 square fee

tember 3, 1856 for the Oxford Female College. It was founded and constructed under the leadership of Reverend Dr. Joh

hio over an unusually long period, 1882–1926

Iniversity -Graduate in law of the University of Michig

Ronald Tammen

above average student in both studies as well as getting along with others. He was also involved in a number of campus activities and appeared a happy, well-adjuste erson. Ronald was studying in his room in Fisher Hall between 7 and 9 pm on April 19, 1953.^[8] He left his books open and other personal belongings and stepped utside but never returned to his room. His roommate, Charles Findlay from Dayton, Ohio, reported his disappearance the next day to the Miami University campus fter a few months, the case was placed in the unsolved files.^[9] There were three theories on h men "met foul play". The second, he was a victim of amnesia and finally, that he deliberately planned to leave the

'very, very close". Charles was under a nervous disorder for some time after Ronald Tammen's disappearance and still cannot talk about the situation. Mrs. Findlav.

The Marcum Cent

as large as 250 people and is best suited for educational conferences and meetings for groups ranging in size from 25 to 150. There is a fully equipped kitchen and very comfortable dining room. There are 40 5 people per table.¹

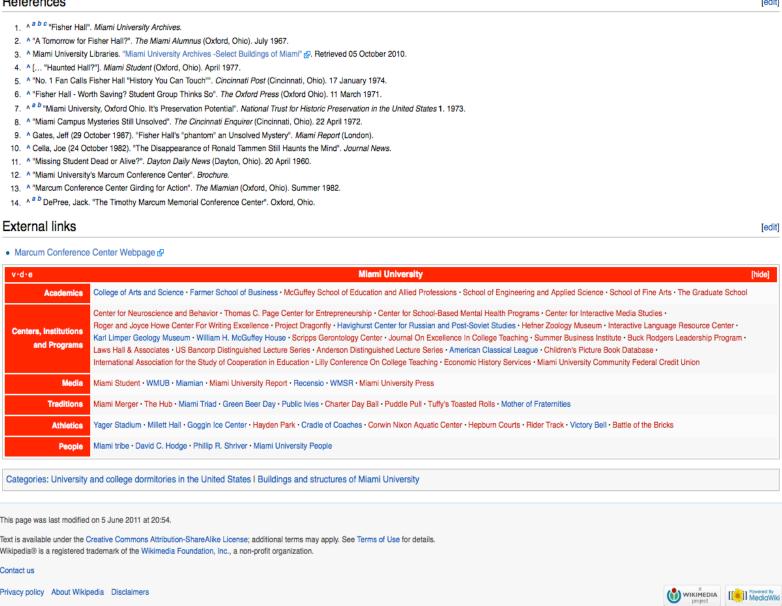
Joseph Timothy Marcum is the son of Joseph L and Sarah (Sloneker) Marcum. He was born in Hamilton, Ohio on January 16, 1 aduation from this prep school, he enrolled at University of Denver for the school year 1969-1970. The following year he entered Miami University-Hamilton and after 2 d

Reference

- 1. ^ a b c "Fisher Hall". Miami University Archi
- 4. ^ [... "Haunted Hall?"]. Miami Student (Oxford, Ohio). April 19

- ^ "Missing Student Dead or Alive?", Davton Daily News (Davton, Ohio), 20 April 1960.
- 13. A "Marcum Conference Center Girding for Action". The Miamian (Oxford, Ohio). Summer 19

External links



his page was last modified on 5 June 2011 at 2

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Inaugurated August 15, 192



Assignment Timeline

Investigation Stage (4 weeks)

Students investigated a Miami building of their choosing using websites, digital collections, and archival materials (including work in archives and special collections). They then completed an annotated bibliography with ten useful sources. A revision of the bibliography was also completed after feedback. An extensive of Wikipedia editorship was also conducted during this time.

Creation Stage (4 weeks)

Students first created a 2-3 page entry in Microsoft Word, emulating many of the features that were found in Wikipedia (including a base set decided upon by the class). After feedback, a second revision was completed. Out of class workshops on Wikipedia syntax were available for those interested.

Wikify Stage (1.5 weeks)

Students first transferred their Word articles to their Wikipedia sandbox. After feedback, they made their articles live. A snapshot of the 'infant' article was created.

Observe and Reflect Stage (5 weeks)

Articles sat for four weeks, without input from myself or changes by students. After the four week period was complete, students took another snapshot of the article at its current state. They compared the two versions of the article, and responded to the following prompts:

- How did the article change?
- Why do you think the article changed?
- What the change better/worse? Why?
- Has this project changed your outlook on Wikipedia? Why/why not?

Would you continue to contribute to Wikipedia now that you are knowledgeable of the process?