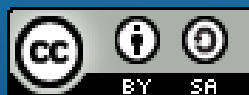


HISTORICAL SCHOOLS, THE BUILT HERITAGE AND THE NEW TECHNOLOGIES: WIKIPEDIA

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- ▶ The Web of today
- ▶ The role and rules of Wikimedia ecosystem
- ▶ Wikipedia at University
- ▶ Wikipedia in schools

CONTENT





- ▶ **From monuments to people**
- ▶ **From objects to their functions (even intangible)**
- ▶ **From preservation to use and sustainable development**

A more dynamic, open and inclusive conception of cultural heritage, including traditions, customs and local products

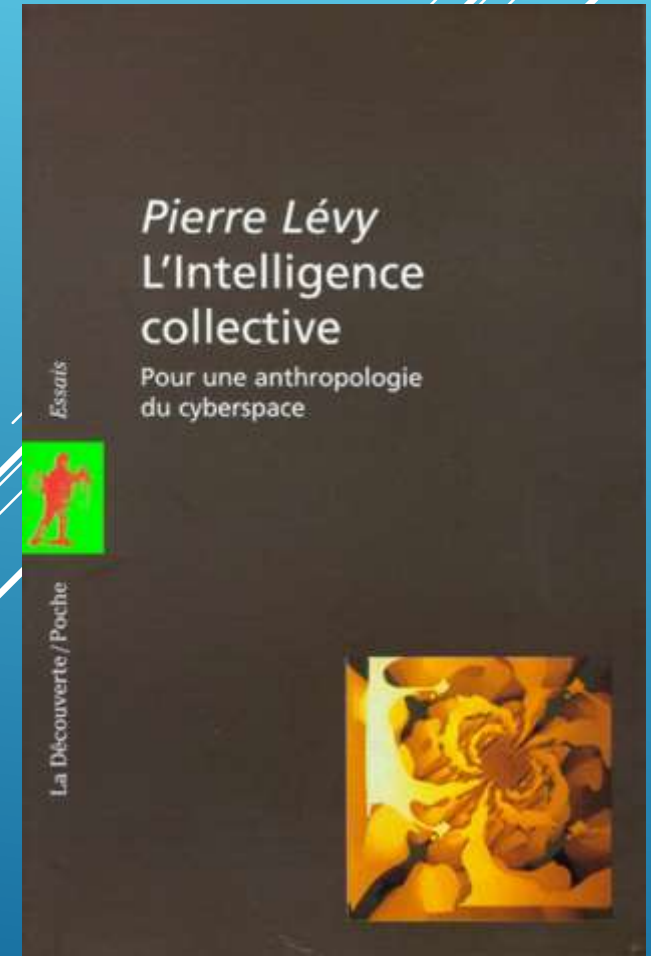
CULTURAL HERITAGE AND
COMMUNITIES

We are entering “a **post-media era** in which communications technologies will serve to filter and help us navigate knowledge, and enable us to **think collectively** rather than simply **haul masses of information** around with us.

Unfortunately, although the promoters of the information highways may be aware of the problem, they remain mired in **discussions about bandwidth.**”

Pierre Lévy, *L'intelligence collective: Pour une anthropologie du cyberspace*, **1994**

COLLECTIVE INTELLIGENCE
OR GLOBAL SHOPPING MALL?



The Web is the information ecosystem we all use to increase our knowledge, orient our choices, interact with other people, institutions and companies. **It enforces the existence of things.**

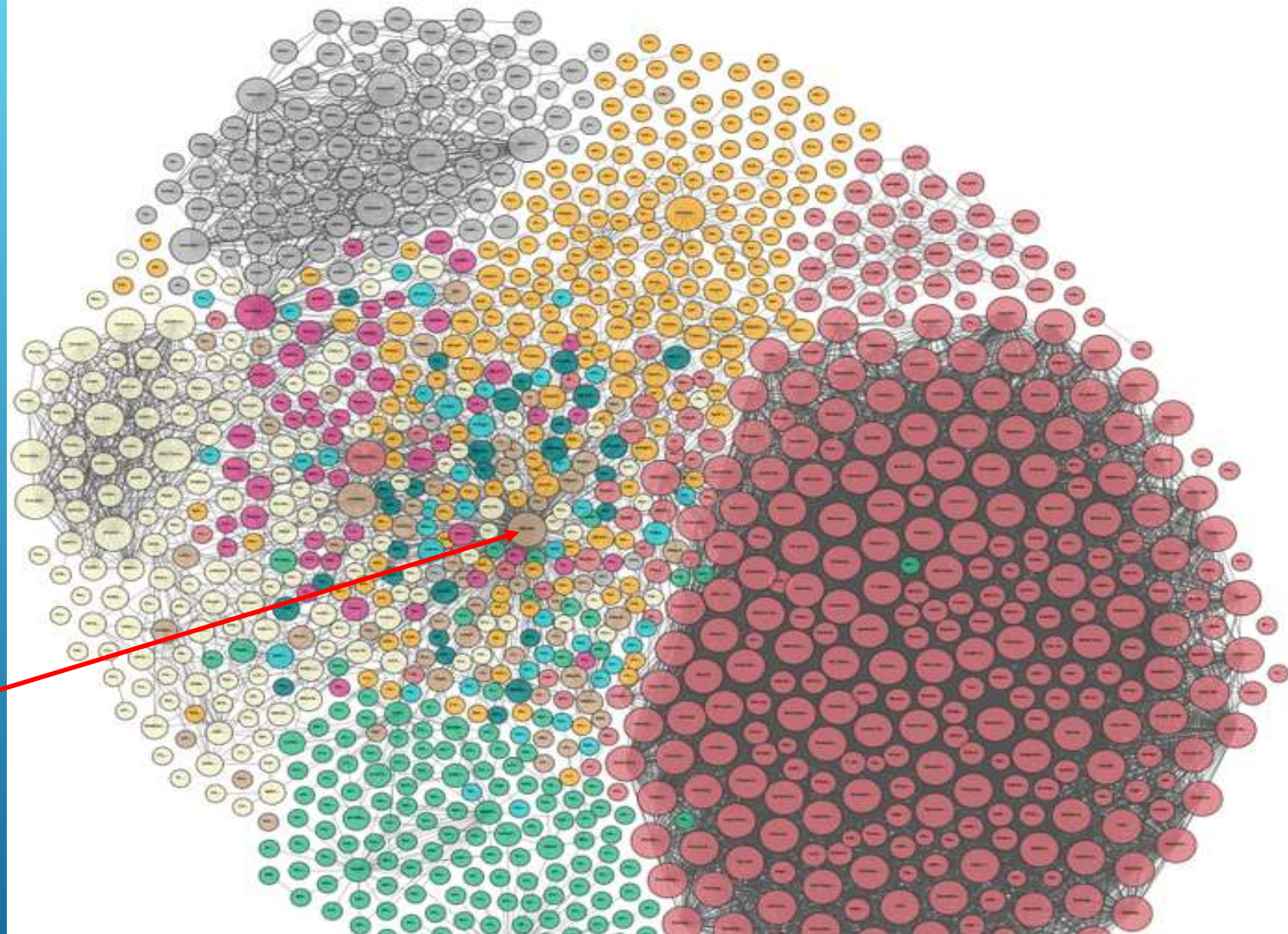
- It seems to be the most popular (and effective) ecosystem **for communities to collaborate**, adopting its **cooperative approaches, reuse and sharing practices, languages** and **potentials**
- It may support and consolidate heritage communities against their identity places (like **schools**)
- It is made of **information created, modified, shared mostly by people**

THE WEB of TODAY





Wikipedia



THE WEB
OF TODAY: DATA, not just INFORMATION



“Imagine a world in which every single person on the planet is given free access to the sum of all human knowledge.
That's what we're doing.”

Paul Otlet (1868 - 1944)

Belgian bibliographer. He attempted to create a universal repository of all the world's recorded knowledge. He is considered the founder of documentation studies. His writings on information science anticipated the advent of World Wide Web.



Jimmy Donald "Jimbo" Wales (1966 -)

American internet entrepreneur. He is known as a co-founder of the online non-profit encyclopedia Wikipedia and the for profit web hosting company Wikia.

THE UTOPIA OF A GLOBAL (open) LIBRARY

Involving and engaging **students** using the new Web as smartly as possible, activating local stakes and collaborative dynamics;

Sharing and promoting cultural data in the Web 3.0



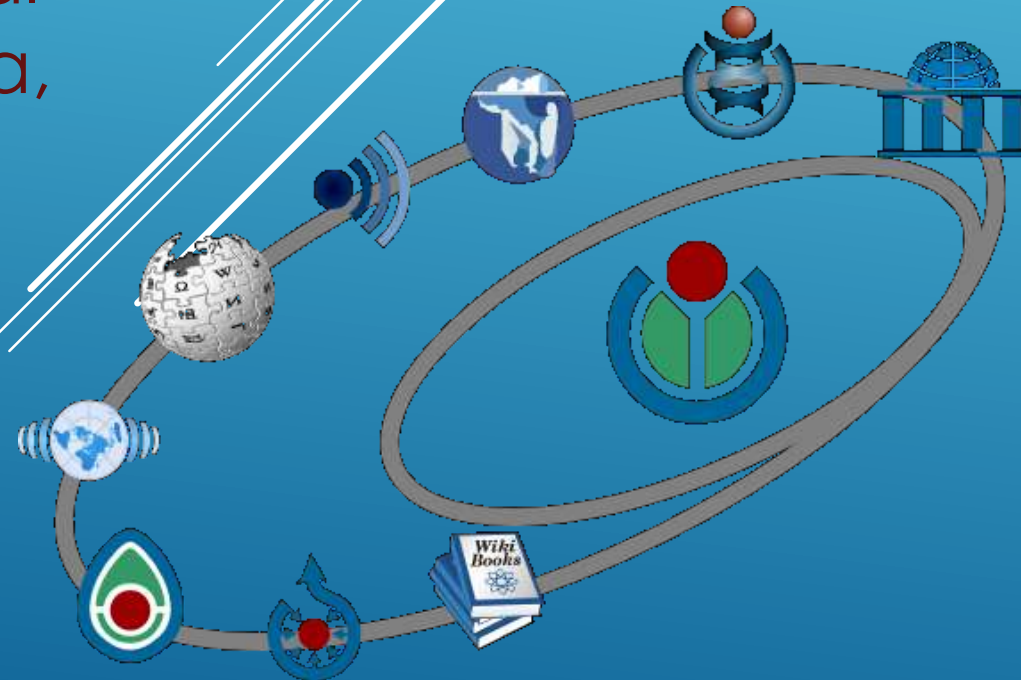
ENGAGEMENT AND EMPOWERMENT

Wikipedia may work as an effective tool to **activate cultural awareness**.

Wikipedia is **based on ethic, formal and quality rules** and, at the same time, they are **free and open**, discussed by anyone.

Wikimedia ecosystem is made of several projects in addition to the encyclopedia, with important cultural potentialities.

CITIZEN ENGAGEMENT
AND WIKIPEDIA



Wikipedia:Five pillars

From Wikipedia, the free encyclopedia

The fundamental principles of Wikipedia may be summarized in five "pillars":

Wikipedia is an encyclopedia



Our encyclopedia combines many features of general and specialized encyclopedias, almanacs, and gazetteers. Wikipedia is not a soapbox, an advertising platform, a vanity press, an experiment in anarchy or democracy, an indiscriminate collection of information, or a web directory. It is not a dictionary, a newspaper, or a collection of source documents, although some of its fellow Wikimedia projects are.

Shortcut
WVP:SP1
WVP:SP
WVP:PILLARS

Wikipedia is written from a neutral point of view



We strive for articles in an impartial tone that document and explain major points of view, giving due weight with respect to their prominence. We avoid advocacy, and we characterize information and issues rather than debate them. In some areas there may be just one well-recognized point of view; in others, we describe multiple points of view, presenting each accurately and in context rather than as "the truth" or "the best view". All articles must strive for verifiable accuracy, citing reliable, authoritative sources, especially when the topic is controversial or is on living persons. Editors' personal experiences, interpretations, or opinions do not belong.

Shortcut
WVP:SP2

Wikipedia is free content that anyone can use, edit, and distribute



Since all editors freely license their work to the public, no editor owns an article and any contributions can and will be mercilessly edited and redistributed. Respect copyright laws; and never plagiarize from any sources. Borrowing non-free media is sometimes allowed as fair use, but strive to find free alternatives first.

Shortcut
WVP:SP3

Wikipedia's editors should treat each other with respect and civility



Respect your fellow Wikipedians, even when you disagree. Apply Wikipedia etiquette, and don't engage in personal attacks. Seek consensus, avoid edit wars, and never disrupt Wikipedia to illustrate a point. Act in good faith, and assume good faith on the part of others. Be open and welcoming to newcomers. Should conflicts arise, discuss them calmly on the appropriate talk pages, follow dispute resolution procedures, and consider that there are 5,780,328 other articles on the English Wikipedia to improve and discuss.

Shortcut
WVP:SP4

Wikipedia has no firm rules



Wikipedia has policies and guidelines, but they are not carved in stone; their content and interpretation can evolve over time. The principles and spirit matter more than literal wording, and sometimes improving Wikipedia requires making exceptions. Be bold but not reckless in updating articles. And do not agonize over making mistakes: every past version of a page is saved, so mistakes can be easily corrected.

Shortcut
WVP:SP5

1. Being an encyclopedia
2. Adopting and supporting a Neutral Point of View
3. Being free, open and cozy
4. Fostering respect and active listening of others' PoV
5. All the rules could be updated, except this pillars

WIKIPEDIA (UTOPIC) PILLARS

All materials on Wikimedia platform are freely reusable, in respect of **CC-BY-SA** licence.

Authority is based on content, not by authors, and everyone could verify and correct.

Considering the **Wikipedia high ranking on search engines**, Wikipedia articles can be a showcase and an identity card for built heritage.

Images and multimedia on Wikimedia Commons can be used to know, identify, collaborate and produce print materials.

FROM Wikimedia TO PEOPLE

Wikipedia articles are structured in some sections:

- the **TITLE** of the article (according to good practices and templates)
- A reference to the **WIKIDATA** element, if existing
- Article **CONTENT** (in chapters and sub-chapters, again according to practices and template)
- Every template provides an **INFOBOX**, top-right, a synthetic presentation of the topic (with a picture); these data are captured by Google and presented at the top-right of search results page!
- **SOURCE REFERENCES**: Foot notes, bibliography, other Wikipedia articles, content in other Wikimedia projects
- **REFERENCES** to Portals and Categories

SECTIONS OF WIKIPEDIA ARTICLES

title

content

infobox

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Edit

~~View history~~

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Coordinates: 51.677°N 1.300°W

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1. ^ <http://www.larkmead-school.com/>

[edit]



Address



England

51.677°N 1.300°W

The first result for cities is often the Wikipedia article, even before the official website!

Data and picture directly taken from the Wikipedia infobox

The screenshot shows a Google search for "visso". The search bar at the top contains "visso". Below the search bar, there are tabs for "All", "News", "Maps", "Images", "Videos", and "More". The search results show "About 1,290,000 results (0.49 seconds)". A tip suggests searching for English results only. The first result is from "en.wikipedia.org" and is titled "Visso - Wikipedia". A red arrow points from the text box above to this result. Below the first result, there is another Wikipedia result in Italian. At the bottom of the search results, there is a link to the official website "www.comune.visso.mc.it". On the right side of the search results, there is a knowledge panel for "Visso". The panel includes a photo of a street in Visso, a map showing the location of Visso in the Marche region, and text describing Visso as a comune in the Province of Macerata. A red arrow points from the text box above to the knowledge panel. The knowledge panel also includes information about the population, climate, and local government.

Google

visso

All News Maps Images Videos More Settings Tools

About 1,290,000 results (0.49 seconds)

Tip: Search for **English** results only. You can specify your search language in [Preferences](#)

en.wikipedia.org > wiki > Visso

Visso - Wikipedia

Visso is a comune (municipality) in the Province of Macerata in the Italian region Marche, located about 80 kilometres (50 mi) southwest of Ancona and about 50 ...

it.wikipedia.org > wiki > Visso [Translate this page](#)

Visso - Wikipedia

Visso è un comune italiano di 1 033 abitanti della provincia di Macerata. Indice. 1 Geografia fisica; 2 Origine del nome; 3 Storia; 4 Monumenti e luoghi d' ...

Altitudine: 607 m s.l.m. **Patrono:** san Giovanni Battista
Regione: Marche **Cl. climatica:** zona E, 2 350 GG
[Storia](#) · [Monumenti e luoghi d' ...](#) · [Società](#) · [Cultura](#)

[www.comune.visso.mc.it](#) - [Translate this page](#)
Comune di Visso | Sito istituzionale

Visso
Comune italiano

Visso è un comune italiano di 1 033 abitanti della provincia di Macerata. [Wikipedia](#)

Meteo: 17°C, Wind W at 6 km/h, 55% Humidity

Sindaco: [Giuliano Pazzaglini](#)

Nome abitanti: vissani

Provincia: [Provincia di Macerata](#)

footnotes

bibliography

Related wikipedia articles

Note [modifica | modifica wikitesto]

- ↑ Carlo Cipolletti, *La scultura in pietra a Fermo nel XV secolo; il Rinascimento adriatico dei maestri schiavoni*, sta in *Marca /Marche rivista di storia regionale*, 10 / 2018, Andrea Livi Editore, Fermo, Primo semestre 2018, p. 246

Bibliografia [modifica | modifica wikitesto]

- Coltrinari, Dragoni, a cura di, *Pinacoteca comunale di Fermo*, 2013.

Voci correlate [modifica | modifica wikitesto]

- Adorazione dei pastori (Correggio)



Portale Arte



Portale Pittura

Categorie: Dipinti di Pieter Paul Rubens | Dipinti sull'adorazione dei pastori | Pinacoteca civica di Fermo | Dipinti nelle Marche | [altre]

portals

categories

- ▶ **Use of sources:** Wikipedia is a great place to start, not to end research!
- ▶ **Reflecting on priorities:** what/who needs to be documented?
- ▶ Opportunity to discuss the top-down **dynamics of knowledge creation** (authority of content vs. authority of authors)
- ▶ Opportunity of **training** of:
 - **Disciplinary skills** (depending on the topics and the available sources)
 - **Soft skills** (learn to learn, critical thinking, collaboration, respect of diversity and of different opinions, perception of knowledge dynamics)
 - **Media and Information literacy**
 - **Activation of hands-on** (*learn by doing*) **collaborative labs** (*learn by collaborating*)

MEDIA AND INFORMATION LITERACY: A PARADIGM BASED ON SHARING

Unesco released **5 laws** of MIL to guarantee to every citizen in the World the right to **access, understand and use digital information**

FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)

LAW 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally – and a nexus of human rights.

LAW 1

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

LAW 4

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.



Which language to adopt?

Since Wikipedia is **a second or third level – digital - source** (a non-specialist source), the language must be **easy and quick to understand**, not a copy/paste from the web:

Not specialized, few metaphors, avoid too long engravings, avoid long sentences in italics...

Obviously, **it's not easy!**

- ▶ I recommend asking someone (not directly involved in writing or expert on article topics) to read the article and check if (s)he easily understands. Draft version could be improved!

- ▶ Teachers and students could set up **labs on Wikipedia**, starting from how to write a Wikipedia article and then hands on
- ▶ Activate discussions on methods, topics, sources, language, multimedia...
- ▶ Some topics could be:
 - ▶ The historical school as an **institution**
 - ▶ The historical school **building**
 - ▶ **The historical school collections**
 - ▶ The **personality** whom the school is entitled to
 - ▶ The **surroundings** (district, city, parks, notable monuments)

In winter 2020-21, I supported a local project of AUSER (Association for social initiatives) and a mid-level school of Tolentino, near Macerata.

The goal was to activate a **dialogue between elders and young students** about their city and its traditions.

- ▶ We used Vikidia, the **Wikipedia for children (8-13)**.
- ▶ After some interviews to the elders, the students wrote 2 articles about their city, its meeting places now and in the past, its cooking traditions and the story and legend about Ponte del Diavolo (devil's bridge). They collected or shot original pictures.



WIKI FOR YOUNG STUDENTS AND ELDERS

- ▶ Lévy P., (1994). *L'intelligence collective: pour une anthropologie du cyberspace*.
- ▶ Council of Europe, *Convention on the Value of Cultural Heritage for Society* (Faro, 2005), <https://www.coe.int/en/web/culture-and-heritage/faro-convention>.
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- ▶ Hinnosaar M., Hinnosaar T., Kummer M. and Slivko O., *Wikipedia Matters* (July 14, 2019). Available at SSRN: <https://ssrn.com/abstract=3046400>
- ▶ Cummings R. E. (2020), *The First Twenty Years of Teaching with Wikipedia: From Faculty Enemy to Faculty Enabler*, In *Wikipedia @20*, <https://wikipedia20.pubpub.org/pub/0e9c3f8e>
- ▶ Wiki Education project, <https://wikiedu.org/>

REFERENCES



Thank you for your
attention!