Wikipedia as a pedagogical tool in higher education: mapping research, systematization and analysis of experiences

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Abstract

In this research, we propose to continue the investigation previously funded by the Wikimedia Foundation through the Movement Strategy Implementation Grants. Between 2023 and 2025, we aimed to identify all activities that integrated Wikipedia into higher education as a teaching-learning tool. The challenge of collecting highly dispersed information significantly delayed the completion of this research within the available time and financial resources. The mapping of activities, which neared 10,000, is nearly complete, with the goal of this new funding request being the finalization of the mapping of some activities, the dissemination of research results through articles and/or book chapters, and the production of the book *Forms to Curricularize Outreach Activities with Wikipedia* (*Formas de Curricularizar a Extensão com a Wikipédia*, in Portuguese). The curricularization of outreach activities is a strategy outlined in the National Education Plan (PNE) in Brazil, regulated by Resolution No. 7 MEC/CNE/CES, of December 18, 2018. Among other provisions, the Resolution establishes that, by 2024, 'outreach activities must constitute at least 10% (ten percent) of the total curricular student workload in undergraduate courses and should be included in the courses' curricular matrix'—a process that remains in its early stages. In this sense, the book plays a fundamental role in leveraging this timely moment to provide material tailored to the specific needs of the Brazilian university context, aiming to support the integration of Wikipedia-related activities as part of the curricularization of outreach activities in Brazilian universities.

Introduction

This proposal addresses the lack of systematic, global knowledge about how Wikipedia is used as a pedagogical tool in higher education. While many professors incorporate Wikipedia into their teaching, these efforts are often isolated and undocumented, limiting broader understanding of their impact, challenges, and best practices. This knowledge gap hampers the development of institutional strategies and reduces the potential of Wikipedia as an educational resource.

Additionally, there are no teaching materials tailored to specific academic disciplines based on prior experience. This may contribute to the uneven adoption of Wikipedia across fields: while the humanities have many initiatives, areas like agricultural sciences lag behind.

Understanding these disparities is key to fostering broader disciplinary engagement.

A statistical analysis conducted by the research team mapped 7,281 Wikipedia-based educational activities between 2001 and 2023, revealing significant variation among disciplines:

- **Humanities**: 2,377 activities
- **Linguistics, Languages, and Arts**: 1,623 activities
- **Applied Social Sciences**: 1,350 activities
- **Biological Sciences**: 724 activities
- **Health Sciences**: 502 activities
- **Exact and Earth Sciences**: 517 activities
- **Engineering**: 118 activities
- **Agricultural Sciences**: 70 activities

With an average of 910 activities per field and a high standard deviation (805.55), the data highlights major disparities. Humanities and social sciences dominate, while technical and agricultural fields show low engagement—suggesting discipline-specific barriers that this research seeks to explore.

Addressing these gaps is vital to the Wikimedia movement. When effectively used in higher education, Wikipedia enhances digital literacy, supports collaborative knowledge production, and improves content quality—especially in underrepresented areas. Student contributions have been shown to significantly enrich Wikipedia.

By mapping and analyzing global initiatives, this project will offer data-driven insights to inform strategies for broader and more effective academic use of Wikipedia. These findings will help Wikimedia communities support educators, develop targeted training, and advocate for Wikipedia's educational value.

The project also aims to reduce disciplinary disparities, ensuring that all fields have access to relevant resources and support. Expanding Wikipedia's academic reach enriches content diversity and promotes interdisciplinary knowledge-sharing, strengthening the platform's sustainability through the involvement of a new generation of contributors.

Research questions:

1. **Mapping and documentation:** What are the higher education initiatives that incorporate Wikipedia as a pedagogical tool between 2001 and 2023?
2. **Challenges and opportunities:** What are the main difficulties faced by professors in integrating Wikipedia into their courses or activities, and what strategies have been effective in overcoming these challenges?
3. **Disciplinary disparities:** Why do some fields of knowledge, such as the humanities, have more Wikipedia-based educational initiatives than others, such as agricultural sciences? What barriers exist for the expansion of Wikipedia use in different disciplines?
4. **Best practices and recommendations:** What are the most effective pedagogical approaches for using Wikipedia in higher education, and how can these be systematized into guidelines for professors?

By addressing these questions, the project will generate insights that can inform professors, Wikimedia communities, and policymakers about the best ways to integrate Wikipedia into university curricula, ultimately fostering a more robust and sustainable engagement between academia and Wikimedia projects.

Date: July 1, 2025 until June 30, 2026.

Related work

A central aim of this study is to provide a systematic documentation of higher education experiences involving Wikipedia, with the ultimate goal of constructing a robust and comprehensive dataset. This endeavor is intended to inform the development of a multi-volume handbook—organized by academic discipline—that will support the integration of Wikipedia into Brazilian higher education.

The Wikimedia Foundation's formal engagement with higher education began in 2010 with the Public Policy Initiative, a pilot program on the English Wikipedia that encouraged students to improve articles related to U.S. public policy (Public […], 2016). Its success led to an international expansion between 2010 and 2012, with pilot programs launched in Brazil, Canada, Egypt, India, Macedonia, and Russia (Programa […], 2022).

Building on this momentum, the Wikimedia Foundation progressively structured its global support for educational projects from 2011 onward (Archive: […], 2021). Inspired by the pilot's outcomes, the Foundation adopted a strategic vision that emphasized Wikipedia's potential as an active learning tool in higher education (Education/Archive/About/History, 2019; Wikipédia:Programa […], 2023a; Wikipédia:Programa […], 2023b; Wikipédia:School […], 2023; Usuário Discussão:Vapmachado/Logística […], 2009; Programa […], 2022; Wikipédia:Wikipédia […], 2023).

In this context, the Global Education Program was officially launched in 2011 under the leadership of Frank Schulenburg—who would later become Executive Director of the Wiki Education Foundation in 2014. The program aligned with the Foundation's strategic priorities, including diversifying its editing community, enhancing content quality, and improving academic credibility. In November 2011, the initiative was rebranded as the Wikipedia Education Program (Schulenburg, 2011; 2014; Education/Archive/About/History […], 2025; Wikipédia […], 2014).

It is important to note, however, that many university-based Wikipedia initiatives preceded the Foundation's direct involvement. Developed independently by academics and volunteers, these early projects often lacked centralized documentation, resulting in a highly fragmented record dispersed across multiple platforms and user-generated repositories. This fragmentation poses a significant challenge for researchers attempting to reconstruct and analyze historical data.

This study maps higher education initiatives involving Wikipedia between 2001 and 2023, drawing on five primary data sources supplemented by additional platforms. Each source exhibited distinct characteristics in terms of structure, completeness, and methodological complexity, necessitating different strategies for data extraction and analysis.

The principal sources include:

- **Wikipedia: School and university projects page (2003–present)**: Available in 27 languages, this non-standardized repository required manual data collection. Approximately 780 higher education initiatives were identified.

- **Wikimedia & Education Database**: A structured Excel spreadsheet compiled by the Wikimedia Foundation in 2018, documenting around 200 projects.

- **Education Program Extension (2012–2016)**: A now-deprecated software tool developed by the Wikimedia Foundation. After data cleaning and scope refinement, about 780 relevant projects were retained.

- **Wiki Education Foundation Dashboard (2015–present)**: Developed following the formation of the Wiki Education Foundation, this platform enabled large-scale data scraping, yielding approximately 4,700 relevant initiatives.

- **Programs & Events Dashboard (2016–present)**: Launched officially in 2016, this platform is an adaptation of the Wiki Education Dashboard. As with the previous dataset, Python-based data scraping was used. After filtering, around 1,600 higher education projects were included.

- **Wikimedia Foundation Education Program pages**: Spanning 97 countries. Given the lack of standardized formatting, data collection was conducted manually. Approximately 730 additional initiatives were identified through manual collection.

Despite the richness of these sources, many initiatives were not captured by any of the six repositories. Complementary data were gathered from user pages, sandbox subpages, blogs, institutional websites, and other decentralized platforms. These supplementary records were integrated into the final dataset, which ultimately encompassed approximately 9,400 educational initiatives between 2001 and 2023.

This extensive mapping highlights the heterogeneity of documentation practices across the Wikimedia ecosystem and the urgent need for greater standardization. While structured platforms like the Wiki Education Dashboard facilitated large-scale data analysis, most sources required substantial cleaning and manual curation. These findings inform one of the core recommendations of this study: the establishment of systematic and centralized documentation mechanisms for educational projects.

To the best of our knowledge, no previous study—either from within the Wikimedia movement or from academia—has conducted a survey of comparable scale and scope. A recent and noteworthy contribution is the work of Davis, Evenstein Sigalov, Maljkovic, and Peschanski (2023), which offers a comparative overview of educational initiatives in Serbia, Israel, the United States/Canada, and Brazil. Their study includes important quantitative data and insightful reflections but does not encompass the broader global scope pursued here.

A particularly relevant contribution of their research is the identification of three distinct phases in the evolution of Wikipedia's relationship with higher education: (1) a pioneering phase (2001–2010), marked by individual volunteer efforts; (2) an institutional phase (2010–2013), associated with the formal establishment of the Wikipedia Education Program; and (3) a phase of global expansion (2013–present), driven by affiliates and Wikimedia movement organizations. The present research deepens and complements this framework by documenting the diversity of educational initiatives across disciplines and geographic regions.

Earlier, Wannemacher (2011) conducted a pioneering analysis based on the Wikipedia:

School and university projects page, examining 132 initiatives from 2002 to 2010. His study explored pedagogical strategies, task design, feedback mechanisms, and participant experiences. A key finding still relevant today is the predominance of projects in the humanities (51%), attributed to the discipline's emphasis on textual production and interpretative approaches. He also noted the near-absence of initiatives in agricultural sciences, advocating for pedagogical models tailored to disciplinary epistemologies.

Wannemacher concluded that effective integration of Wikipedia into higher education already required, by 2010, thoughtful instructional design, institutional support, and faculty training. This intersection between empirical practice and pedagogical planning remains central to the present study, which aims to support educators through systematized data and resource development.

In addition to empirical documentation, this study reviews instructional resources aimed at university faculty. Across the Wikimedia movement, affiliates and partners have produced a diverse array of manuals, guides, brochures, and courses promoting the pedagogical use of Wikipedia.

The earliest publication in this category is *Lazy Virtues: Teaching Writing in the Age of Wikipedia* (Cummings, 2009), which draws from the author's classroom experience. By 2015, several notable contributions emerged in languages other than English. Among them, *Guía de Buenas Prácticas para el Uso Docente de Wikipedia en la Universidad* (Lerga & Aibar, 2015) compiles 18 case studies from institutions such as Columbia, Harvard, MIT, and the Universitat Oberta de Catalunya. In Russia, Krizhanovsky (2015) developed a two-part guide for university students in the course "Mathematics of the Internet."

That same year, the Wiki Education Foundation in the United States released support materials for teaching with Wikipedia. The brochure *Theories: Wikipedia and the Production of Knowledge* (2015) encourages critical reflection on the collaborative production of knowledge, drawing from instructors' experiences in addressing issues of authorship, representation, and ideology on the platform. The guide *Instructor Basics: How to Use Wikipedia as a Teaching Tool* (2015) provides introductory guidance on pedagogical use of the platform, covering everything from planning activities to evaluating student contributions. Complementing this collection, the brochure *Case Studies: How Professors Are Teaching with Wikipedia* (2015) brings together examples of successful uses of the encyclopedia in the classroom.

One of the highlights of the Wiki Education Foundation's efforts is the collection of 19 subject-specific brochures dedicated to fields such as History, Chemistry, Medicine, LGBT+ Studies, and Science Communication. These publications offer detailed recommendations for editing articles in each area, observing the quality criteria and particular challenges of each discipline. The value of these guides lies in their ability to align Wikimedia projects with curricular content and typical disciplinary methodologies, promoting a situated and critical use of Wikipedia. However, their distribution has been largely confined to the Anglophone context, and the absence of versions in other languages limits their accessibility and impact in regions such as Latin America, which lack resources tailored to their educational realities (Wikimedia Commons […], n.d.).

Also in 2015, the brochure *Wikimedia in the Classroom*, developed under the Wikimedia Catalyst Program in Brazil and organized by Célio Costa Filho, presented 15 pedagogical

activity proposals involving Wikimedia projects at different educational levels. This publication is particularly relevant for systematizing Brazilian experiences, highlighting student agency and the use of open educational resources. However, it still lacks a more direct connection with public policies on university extension and a deeper reflection on the formative impact of the proposed practices (Costa Filho, 2012).

In the same year, the *Guía de recomendaciones y buenas prácticas para editar el contenido científico de Wikipedia*, also developed in the context of the Universitat Oberta de Catalunya, was released. It offers guidelines to encourage the scientific community to participate in improving Wikipedia's scientific content (Aibar et al., 2016).

More recently, in 2023, the *WikiConecta* course was launched in Brazil by Wiki Movimento Brasil and hosted on Wikiversity. Organized in six modules, the course was designed to support educators interested in using Wikipedia and other Wikimedia projects, with an emphasis on extension-oriented practices. The material stands out for being available in Portuguese and for directly addressing the national context, promoting free and collaborative knowledge through a practical and accessible approach. However, as an introductory resource, the course does not yet explore more complex theoretical-methodological aspects, nor does it provide systematized models for evaluation or robust curricular integration. For instance, it lacks recognition of the specificities that may arise when applying Wikipedia-based activities in different fields of knowledge, such as History or Engineering (Wiki Movimento Brasil, 2023).

The collection *Reading Wikipedia in the Classroom*, published by the Wikimedia Foundation and translated into Portuguese, consists of five brochures. The first three modules introduce fundamental aspects of the platform, promote critical reading of articles, and guide the pedagogical planning of Wikipedia-based activities. Two practical guides complement the set: *Introductory Booklet for Students* and *Introductory Booklet for Teachers*. Although aimed at primary and secondary education, the material stands out for its clear pedagogical approach, grounded in media and information literacy, contributing to the development of critical thinking and digital citizenship. Its relevance to this review lies in the potential for adapting its proposals to higher education contexts, particularly in projects focused on teacher training and university extension (Wikimedia Foundation, 2023a, 2023b, 2023c, 2023d, 2023e).

The *Manual do professor para incorporar a Wikipédia no ensino superior* (Figueredo; Varella, 2023), intended for university professors, offers practical guidance and suggestions for incorporating Wikipedia as a teaching and learning tool in higher education. The content ranges from foundational knowledge about the encyclopedia to strategies for planning pedagogical activities involving article editing, fostering the development of students' critical and collaborative skills. However, despite its formative approach, the handbook still lacks a more explicit connection with public policies on university extension and with experiences involving different academic disciplines, which limits its potential as a tool for implementing outreach activities in the curriculum.

Overall, the materials analyzed in this review point to an expanding landscape of initiatives aimed at integrating Wikipedia into formal education, promoting collaborative, critical, and open knowledge-based pedagogical practices. Nevertheless, there is a predominance of proposals originating from Euro-American contexts, with little production situated in the Global South. Moreover, it is uncommon to find

materials fully designed to account for the specificities of different academic disciplines. If we return to Wannemacher's (2011) hypothesis that the predominance of activities in the humanities is linked to the strong relationship between Wikipedia's writing-centric nature and the centrality of writing in those disciplines, it becomes evident that there is a pressing need for resources fully adapted to the context of instructors and students in fields that lack this natural interface.

It is precisely at this juncture that this work distinguishes itself: not only by systematizing experiences that have already been implemented, but also by offering a theoretical and practical guide for instructors interested in integrating Wikipedia into extension activities aligned with the goals of Brazil's National Education Plan. The book *Forms to Curricularize Outreach Activities with Wikipedia* (*Formas de Curricularizar a Extensão com a Wikipédia*, in Portuguese) emerges from the mapping of existing practices, the analysis of concrete projects, and critical reflection on how to transform the pedagogical potential of the encyclopedia into effective social impact.

Methods

This project constitutes the second phase of an ongoing study that systematically maps higher education initiatives incorporating Wikipedia as a teaching and learning tool, from the early 2000s through 2023. Building on a previously tested and gradually refined methodology, this phase aims to identify, document, and organize global educational practices that demonstrate how Wikipedia has been integrated across disciplines, institutions, and pedagogical formats. The overarching goal is to compile this knowledge into a comprehensive pedagogical resource for instructors interested in using Wikipedia in Brazilian academic settings, with a

particular focus on its application within extension-based curricula.

The initial data collection was carried out using the databases described earlier in this proposal. The current phase of the research will focus on refining and reviewing the existing dataset to ensure greater consistency, clarity, and analytical depth in the systematization process.

To that end, engagement with Wikimedia community stakeholders will be expanded, especially with groups whose activities are under-documented or more fragmented. The search for academic publications describing Wikipedia-based pedagogical experiences will also be finalized. At present, our Zotero library includes 81 records encompassing journal articles, conference papers, and book chapters. From this collection, we will generate a list of lead educators involved in these initiatives and conduct a name-based search for additional publications authored by them. This targeted search is expected to enhance the richness of our dataset by identifying documents that reflect and analyze their Wikipedia-related educational practices. Furthermore, previously undocumented initiatives may also be added during this phase.

The qualitative data collected will support a critical documentary analysis aimed at understanding the goals, methodologies, outcomes, challenges, and pedagogical impacts of each initiative. This approach not only documents the activities themselves but also interprets their meanings and contexts, allowing for the identification of common patterns, effective strategies, recurring obstacles, and innovative methods.

In addition, the analysis will map the motivations, challenges, and best practices shared by educators engaged in Wikipedia-based teaching. The resulting

findings will inform the development of evidence-based pedagogical resources tailored to the real needs of instructors seeking to adopt Wikipedia as a didactic tool.

Approximately 2,000 mapped activities still require classification by academic field, a task remaining from the previous research phase. This classification will be conducted manually based on the information available in our dataset.

The next step involves drafting a book series titled *Forms to Curricularize Outreach Activities with Wikipedia*. The volumes will share a common structure but feature specific examples and strategies tailored to each academic field. Each volume will correspond to one of the areas defined in the CNPq's official taxonomy and will present context-sensitive practices to ensure relevance across disciplines, while maintaining a shared conceptual foundation.

Engagement with lead educators will be central to validating the book series' proposed structure and ensuring alignment with practical teaching realities and audience needs. Our initial mapping revealed lower participation in Wikipedia projects within certain academic domains, suggesting that the absence of customized pedagogical materials may partially explain these gaps.

To explore this hypothesis further, we plan to distribute a survey focused on the proposed book outline to these educators. The form will be automatically translated into the respondents' preferred language, enabling broader and more context-sensitive feedback. This strategy not only reinforces the dialogical nature of the material development but also helps uncover critical nuances in how Wikipedia is adopted across disciplinary and regional contexts.

The book series will include eight volumes, each corresponding to one of the major academic fields recognized by the Brazilian National Council for Scientific and Technological Development (CNPq): Humanities, Linguistics, Literature and the Arts; Applied Social Sciences; Biological Sciences; Health Sciences; Exact and Earth Sciences; Engineering; Agricultural Sciences. All volumes will be centered on the integration of Wikipedia into Brazilian extension education practices.

During this process, select case studies will be chosen for in-depth analysis, based on criteria such as geographic diversity, academic field, and forms of institutional engagement. These case studies will serve as concrete illustrations of key elements identified in the broader analysis and provide inspiration for instructors seeking to develop similar projects.

The methodology is particularly well-suited to our aim of enhancing the conditions for more robust Wikipedia-based educational projects in higher education. By critically understanding both advances and obstacles, the research will generate practical recommendations and adaptable teaching resources. In the future, the book series may be translated into other languages, promoting international dissemination of best practices for pedagogical uses of Wikipedia beyond the Brazilian context.

As part of our commitment to openness, transparency, and collaboration, all data collected during the project will be published on a dedicated website that will serve as a public repository and dissemination hub. This platform will include detailed information on the mapped initiatives, bibliographic references, case studies, pedagogical resources, and the book series. In addition to facilitating access for interested educators and institutions, the site aims to encourage further academic research based on the dataset. We also

anticipate that this structured resource will be useful to the Wikimedia Foundation and its affiliates as a tool for connecting peers, strengthening communities of practice, and supporting the development of more coordinated and globally informed educational strategies.

Expected output

The project has already led to multiple presentations and public communications at national and international events, both within the Wikimedia community and in academic forums. These moments have been key for sharing data, receiving feedback, and building global networks of collaboration among educators, researchers, and Wikimedians.

We will continue this dissemination through participation in upcoming Wikimedia and academic conferences—especially those focused on education—and by publishing two peer-reviewed articles (in Spanish and English) to reach Latin American and English-speaking audiences.

The project's main outcome will be a book series titled *Forms to Curricularize Outreach Activities with Wikipedia*, comprising eight volumes—each dedicated to a major area of knowledge as defined by Brazil's CNPq. Published in Portuguese and primarily aimed at Brazilian university faculty, the series will offer practical, evidence-based guidance for integrating Wikipedia into higher education. All volumes will be freely available online and, when possible, also in print, supporting professional development and pedagogical innovation in public universities.

Additional outputs include a public website to host the research data, mapped activities, educational resources, case studies, bibliographic references, and the complete book series. This open repository will serve faculty, education researchers, and Wikimedia community members, enabling the reuse and adaptation of materials. It will also provide a foundation for future research, inspire similar initiatives in other contexts, and help strengthen communities of practice, informing strategic decisions by the Wikimedia Foundation and its affiliates in education.

Risks

The main challenges in this research stage involve the heterogeneity and analytical complexity of the collected data, as well as the difficulty of systematizing diverse educational experiences while maintaining methodological rigor and interpretive coherence. Although the initial mapping is complete, the dataset includes projects with varying formats, scopes, and levels of detail. This requires a careful refinement process to standardize categories, adjust descriptions, and curate content for comparability and clarity—without oversimplifying or distorting meaning.

To address this, we will implement a review protocol based on consistent categorization, accessible language, and clear descriptions. Another challenge lies in analyzing the wide variety of initiatives across disciplines, institutions, and countries. Our comparative and flexible framework will balance contextual sensitivity with the identification of scalable and replicable strategies.

Time and scope constraints also pose a risk, given the meticulous nature of qualitative analysis. To mitigate this, we will follow a structured timeline with defined phases for refinement, analysis, and synthesis writing. Task distribution and the strategic inclusion of two new team members will ensure a more efficient and collaborative workflow.

Community impact plan

In the previous phase of this research, approximately 50 strategic stakeholders within the Wikimedia Movement—such as chapters, user groups, and foundations—were contacted with the goal of identifying university-level educational initiatives that had received support from these organizations.

In addition to the initial effort to collect and validate data in collaboration with key actors from the Wikimedia Movement, the research now gives back to the community by providing open access to the compiled dataset. The organized data from the mapping will also serve as the basis for the book series, which will be shared with the chapters, user groups, and other movement stakeholders initially contacted. This aims to encourage the reuse and replication of successful pedagogical practices across diverse educational settings.

Furthermore, the dissemination of results through platforms such as the Portuguese Wikipedia's Village Pump (*Esplanada*), the Wikimedia Foundation's Diff blog, and events like the EduWiki Conference seeks not only to expand the reach of the research but also to strengthen the dialogue between academic research and community action. By doing so, the project contributes to fostering a culture of documentation, critical reflection, and strategic planning within the Movement.

Evaluation

The project's evaluation can be structured around a combination of criteria that consider both the robustness of the data collected and its reliability and impact on relevant communities. As a measure of success, we propose assessing the methodological quality employed in building the dataset, demonstrated by the

significant number of contacts established and the attention given to the qualitative dimension of the data. This ensures that the evidence provided by support groups and reliable secondary sources is represented with transparency.

In alignment with open science principles, we are also committed to making the dataset publicly available through digital repositories that support long-term access and data reuse in future research.

Furthermore, the project's impact can be measured not only by the relevance and uptake of the information among academic and Wikimedia communities, but also by the potential of the planned book collection to inspire new initiatives and foster the broader dissemination of knowledge. Evaluation criteria should therefore encompass both the consistency and clarity of the data, as well as the capacity of the project's outputs to promote change, generate engagement, and expand research horizons—consolidating the work undertaken and paving the way for new collaborative opportunities.

Budget

Research Fund Budget Template: https://docs.google.com/spreadsheets/d/1b8kls3 2vbT3vraaX2Ku_OgR-LSki8LdGW4jVLmH8mao/ edit?gid=0#gid=0

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