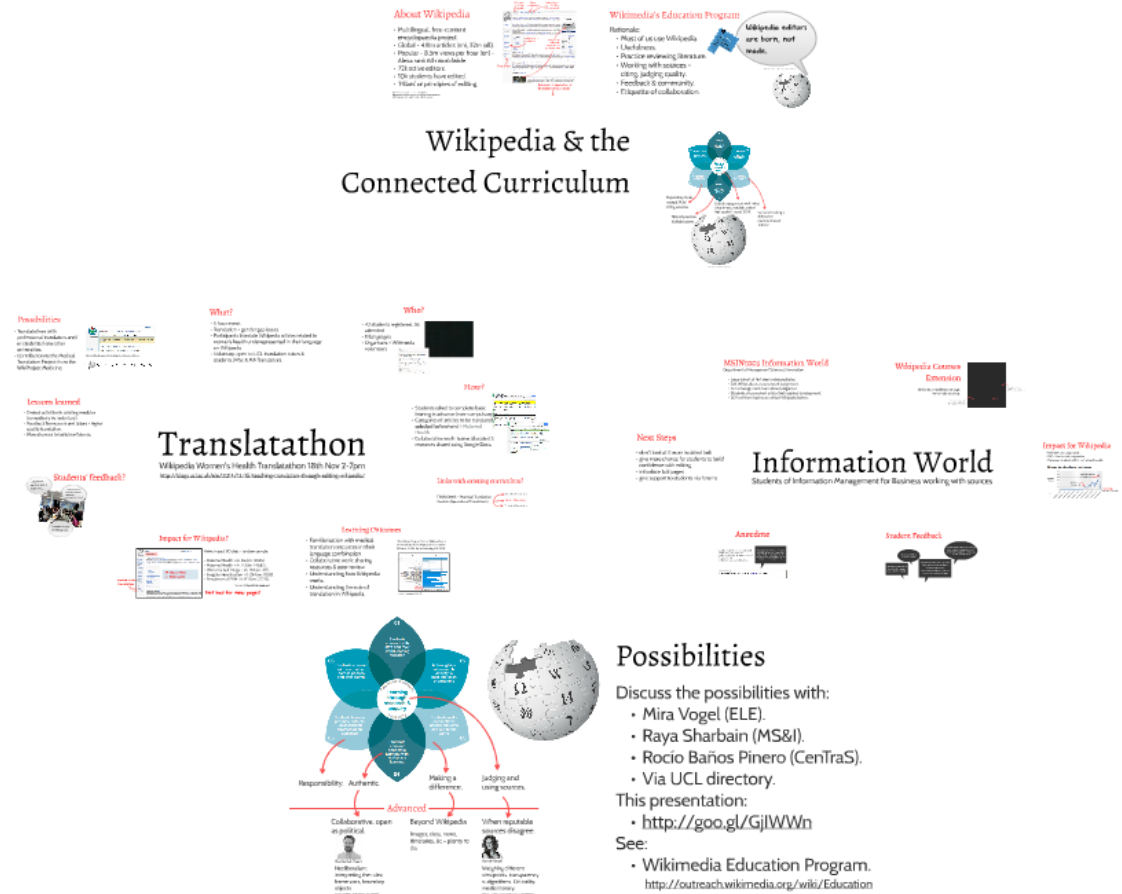




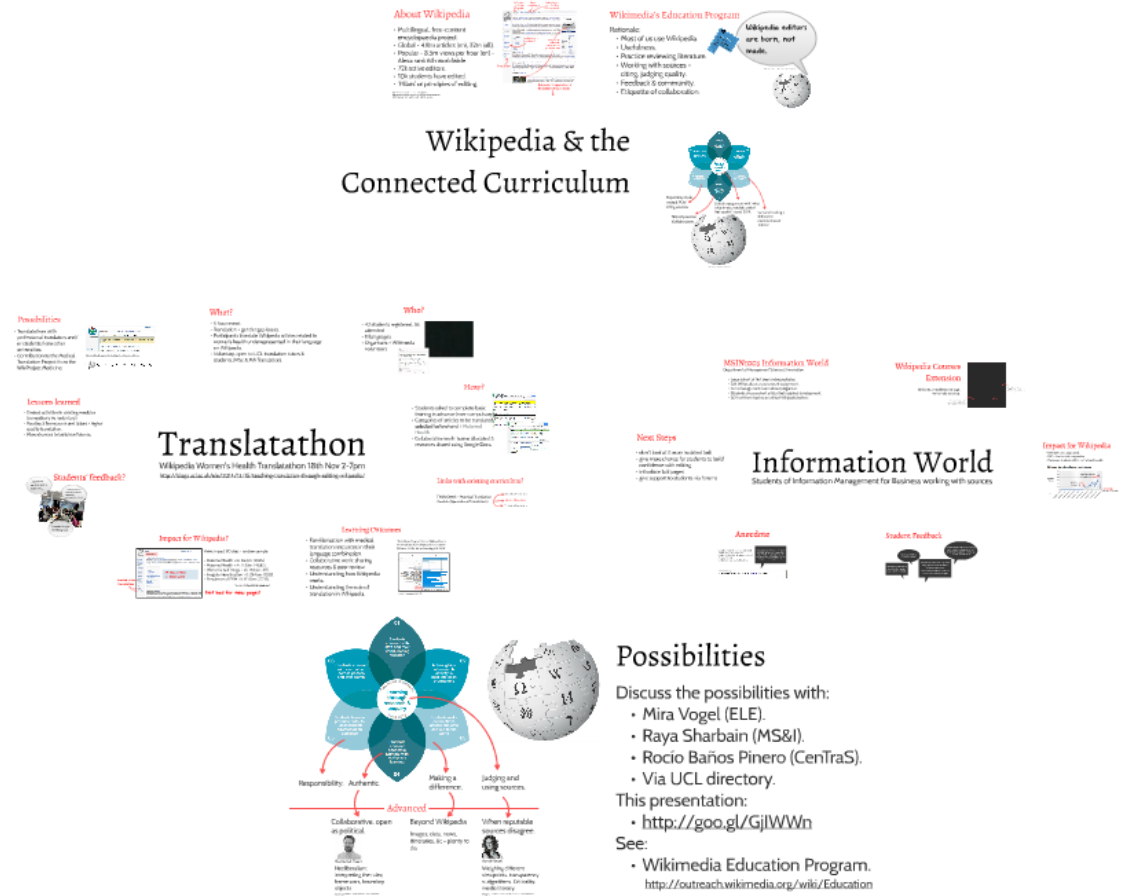
Rocío Baños Pinero | Raya Sharbain | Mira Vogel

Rocío Baños Pinero | Raya Sharbain | Mira Vogel





Rocío Baños Pinero | Raya Sharbain | Mira Vogel



About Wikipedia

- Multilingual, free-content encyclopaedia project.
- Global - 4.8m articles (en), 32m (all).
- Popular - 8.5m views per hour (en) - Alexa rank 6th worldwide.
- 72k active editors.
- 10k students have edited.
- 'Pillars' or principles of editing.

https://en.wikipedia.org/wiki/Wikipedia:About
https://en.wikipedia.org/wiki/Wikipedia:About#Pillars
https://en.wikipedia.org/wiki/Wikipedia:About#Pillars



Wikimedia's Education Program

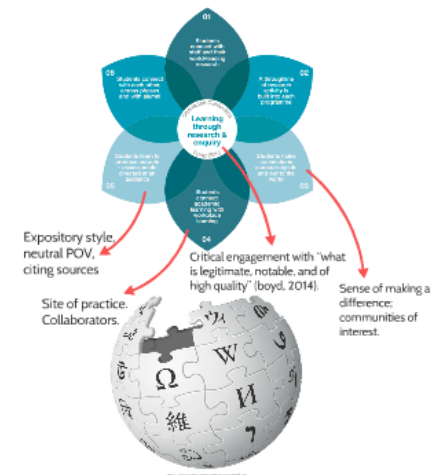
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Wikipedia editors are born, not made.



Wikipedia & the Connected Curriculum



Who?

- 42 students registered, 36 attended
- 11 languages
- Organisers + Wikimedia volunteers



Organiser:
Boris Bollen (PhD), Boris Bollen (PhD)
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<http://stats.wikimedia.org/EN/Sitemap.htm>
<http://stats.wikimedia.org/EN/TablesWikipediansEditsGt5.htm>
<http://outreach.wikimedia.org/wiki/Education/About>

The screenshot shows the Wikipedia article for the '1955 MacArthur Airport United Airlines crash'. Red arrows and text annotations highlight specific features:

- Talk Page - discuss, negotiate**: Points to the 'talk' tab at the top.
- Editing encouraged**: Points to the 'edit' tab at the top.
- History Page - all earlier versions saved**: Points to the 'history' tab at the top.
- For the curious or analytical**: Points to the 'Contents' table on the left sidebar.
- Images from Wikimedia Commons - or upload your own**: Points to the 'Images' section in the left sidebar.
- Translation**: Points to the 'Translate' button in the left sidebar.
- References & appendices at the bottom of each article.**: Points to the 'References' section at the bottom of the article.

The article text describes the crash of a Douglas DC-6 on April 4, 1955, at Long Island MacArthur Airport. It details the investigation findings, including the crew's actions and the aircraft's condition at the time of impact.

Talk Page -
discuss,
negotiate

Editing
encouraged

History Page -
all earlier
versions saved

WIKIPEDIA
The Free Encyclopedia

navigation

- Main page
- Contents
- Featured content
- Current events
- Random article
- Donate to Wikipedia
- Wikipedia store

search

Go Search

interaction

- Help
- About Wikipedia
- Community portal
- Recent changes
- Contact page


tools


- What links here
- Related changes
- Upload file
- Special pages
- Permanent link
- Page information
- Wikidata item
- Cite this page

print/export

- Create a book
- Download as PDF
- Printable version

languages

Franglais 

 **1955 MacArthur Airport United Airlines crash**

From Wikipedia, the free encyclopedia

Coordinates: 40°47′43″N 073°06′01″W﻿ / ﻿40.79528°N 73.10028°W﻿ / 40.79528; -73.10028

On April 4, 1955, a **United Airlines Douglas DC-6** named *Mainliner Idaho* crashed shortly after taking off from **Long Island MacArthur Airport**, in **Ronkonkoma, Islip, New York, United States**. The aircraft, registration number N37512, was performing an instrument rating check flight when it began banking to the right shortly after takeoff. Seconds after climbing past 150 feet (46 m), the aircraft turned through 90 degrees, causing the nose to drop suddenly, before it struck the ground. All three members of the flight crew were killed on impact.

A subsequent investigation found that the crewmembers were simulating an engine failure, which involved a member of the crew pulling back the throttle lever for engine No. 4 prior to taking off. Investigators found that if the throttle lever was pulled back too far, it would cause the propeller to reverse—a feature designed to slow the aircraft upon landing. Once the landing gear was raised, the crew would have to raise a metal flag in the cockpit to bring the propeller blades back into the correct position, since a safety device prevented electric power from operating the rotating mechanism at the roots of the blades unless the aircraft was on the ground or the flag was manually raised. Investigators from the **Civil Aeronautics Board** (CAB) concluded that one of the flight crew applied full power to No. 4 engine, thinking this would bring the aircraft out of the increasing bank. Because the blades were reversed and the flag was not raised, this dramatically increased the reverse thrust causing the DC-6 to spiral out of control. The investigators also concluded that the suddenness of the bank and dive meant the flight crew had little chance to recover the aircraft before impact.

In the aftermath of the accident, the **Civil Aeronautics Administration** (CAA) issued an *Airworthiness Directive* ordering all DC-6 and DC-6B aircraft to be fitted with a manual device which could prevent the inadvertent reversal of the propeller blades. United Airlines also stated they had begun installing reverse thrust indicator lights in the cockpits of their DC-6 aircraft, which would warn pilots when a propeller had reversed.

Contents [hide]

- History
- Investigation
 - Wreckage examination
 - Reversed thrust
 - Flight tests
 - Conclusions
- Aftermath
 - Technological advances
 - Similar accidents
- See also
- References

History [edit source] [edit]

On April 4, 1955, a United Airlines check captain, Stanley C. Hoyt, age 45, was carrying out instrument rating checks of two of the airline's pilots. Hoyt had been employed by United Airlines since 1937, and had 9,763 flying hours experience, 549 of which were in DC-6.^[1] He was training the two pilots, Henry M. Dozier, age 40, and Vernis H. Webb, age 35,^[2] so they would be able to retain an instrument rating qualification, allowing them to fly under instrument flight rules.^[4] The aircraft was a Douglas DC-6, registration N37512, serial number 43001. The airframe had flown 22,068 flying hours, and had undergone an inspection 105 hours before the accident. The aircraft was powered by four Pratt & Whitney R2800-CE16 engines, fitted with Hamilton Standard 43E60-317 propellers.^[5]

The weather on the day of the accident was clear, although there was a strong wind of about 20 knots (37 km/h) hitting the airfield from the southwest, with occasional gusts of wind as fast as 30 knots (56 km/h).^[6] The aircraft made several circuits, taking off and landing again, before eyewitnesses observed the aircraft standing at the end of the runway and then taking off at about 15:50 Eastern Standard Time.^{[4][3]} Loaded with around 61,000 pounds (28,000 kg), the aircraft was far below its maximum permissible weight and the center of gravity was within the prescribed limits for the model of aircraft.^{[4][5]}

Between 1,500 feet (460 m) and 1,800 feet (550 m) down the runway, the aircraft reached take-off speed, lifted off the ground, and began climbing normally as the crew retracted the landing gear. Upon climbing through 50 feet (15 m), the aircraft began banking right. The climbing bank continued to increase at a rate which alarmed witnesses, and soon after the aircraft rotated through 90° (at which point the wings were vertical to the ground).^{[4][5]} At a height of around 150 feet (46 m), with all four engines producing take-off thrust, the nose began to fall, and the aircraft stalled. The right wing and nose impacted with the ground, causing the fuselage to cartwheel over, before the aircraft came to rest the correct side up and was engulfed in flames. Though emergency services at Long Island MacArthur responded to the crash, all three members of the flight crew had been killed on impact. The aircraft was destroyed by the post-crash fire.^{[4][6]}

Investigation [edit source] [edit]

Wreckage examination [edit source] [edit]

The **Civil Aeronautics Board** (CAB), the organization charged with investigating the accident, went to Long Island MacArthur Airport to examine the wreckage. Upon hearing reports from witnesses of the crash that the aircraft appeared to have rotated and begun climbing normally before it began banking sharply to the right, investigators examined the four charred engines. They had all been severely damaged by the impact and subsequent fire, but it was concluded that all four were producing power at the point of impact.^{[4][6]} The CAB could not conclusively determine the amount of power being produced, but investigators stated there was no evidence found in the wreckage that suggested the engines might have suffered an operational failure.^{[4][7]}

1955 MacArthur Airport United Airlines crash

A United Airlines Douglas DC-6 in the 1950s. Prior to Mainliner Idaho, the aircraft involved in the accident

Accident summary

Date	April 4, 1955 ^[1]
Summary	Pilot error ^[2]
Site	Long Island MacArthur Airport, Ronkonkoma, Islip, New York, United States ^[4] (40°47′43″N 073°06′01″W﻿ / ﻿40.79528°N 73.10028°W﻿ / 40.79528; -73.10028) ^[5]
Crew	3 ^[2]
Injuries (non-fatal)	0
Fatalities	3 (all) ^[2]
Survivors	0
Aircraft type	Douglas DC-6 ^[2]
Aircraft name	<i>Mainliner Idaho</i> ^[4]
Operator	United Airlines
Registration	N37512 ^[1]
Flight origin	Long Island MacArthur Airport, Ronkonkoma, Islip, New York, United States ^[4]
Destination	LaGuardia Airport, New York City, New York, United States ^[4]

For the curious
or analytical

Images from
Wikimedia
Commons - or
upload your own

Translation

References & appendices at
the bottom of each article.

Wikimedia's Education Program

Rationale:

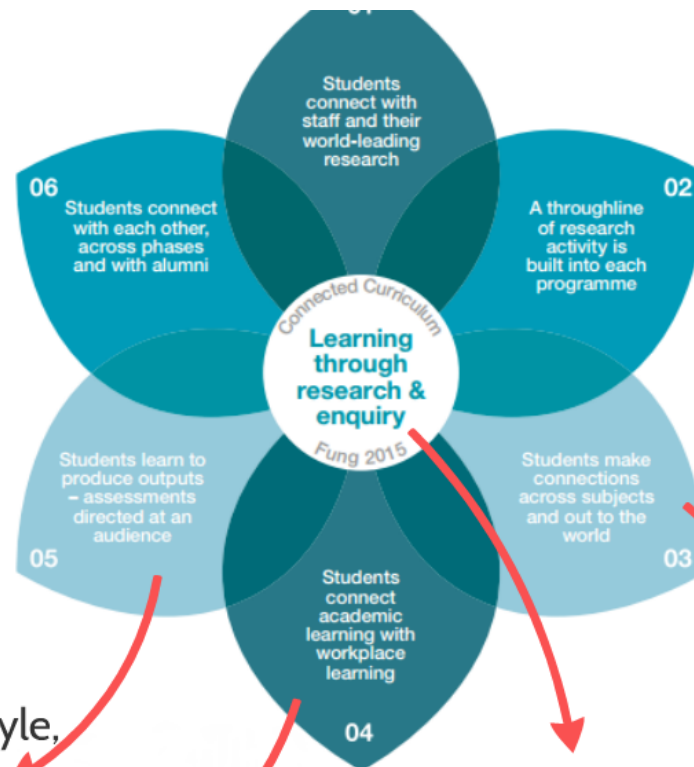
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http://outreach.wikimedia.org/wiki/Education/Theory_of_change



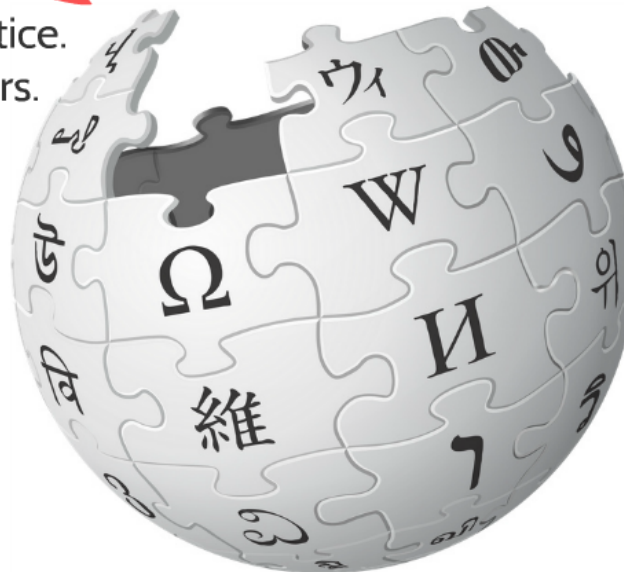


Expository style,
neutral POV,
citing sources

Critical engagement with “what
is legitimate, notable, and of
high quality” (boyd, 2014).

Sense of making a
difference;
communities of
interest.

Site of practice.
Collaborators.



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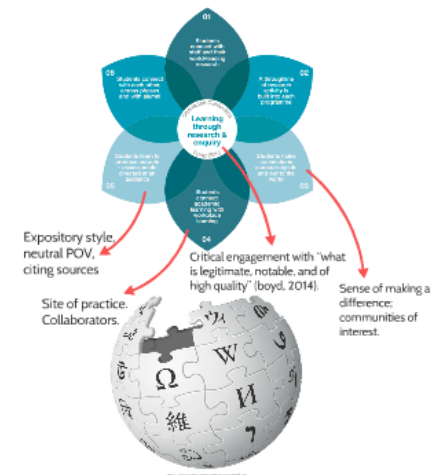
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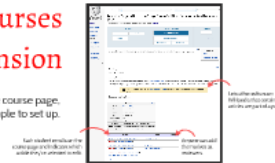
MSIN1003 Information World

Department of Management Science & Innovation

- Large cohort of first year undergraduates.
- Edit Wikipedia as a coursework assignment.
- Aim of assignment: learn about plagiarism.
- Students chose a short article that required development.
- 80% of them had never edited Wikipedia before.

Wikipedia Courses Extension

Similar to a Moodle course page, very simple to set up.



Next Steps

- don't look at it as an isolated task
- give more chance for students to build confidence with editing
- introduce talk pages
- give support to students via forums

Information World

Students of Information Management for Business working with sources

Impact for Wikipedia

- 138 new users registered.
- 100+ short articles expanded.
- However, students didn't come back to edit.



Anecdote



Student Feedback



Possibilities

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Similar to a Moodle course page,
very simple to set up.

Each student enrolls on the
course page and indicates which
article they've selected to edit.

The screenshot shows the Wikipedia Courses Extension interface. At the top, it displays the course title: "Education Program/University College London/MSIN003 Information World (Autumn 2014)". Below this, there are sections for "This Course" and "Wikipedia Statistics". The "This Course" section includes buttons for "Enroll", "Unenroll", and "Interact this article". The "Wikipedia Statistics" section shows "Articles published (100)" and "Pages created (100)".

Below these sections, there is a "Course description" and a "Course objectives" section. The "Course objectives" section includes a list of articles and a table for student enrollment.

The "Articles" section lists the following articles:

- Education
- University
- College
- London
- MSIN003
- Information World
- Autumn 2014

The "Students and students" section includes a table with the following columns: "Student", "Article", and "Review".

Student	Article	Review
John Doe (enrolled)	Education	
Jane Smith (enrolled)	University	
Bob Johnson (enrolled)	College	
Alice Brown (enrolled)	London	
Charlie White (enrolled)	MSIN003	
Diana Green (enrolled)	Information World	
Frank Black (enrolled)	Autumn 2014	

At the bottom, there is a "Summary" section with a table containing the following information:

Summary	Details
Enrollment	100
Articles	100
Pages	100
Start	13 October 2014
End	31 October 2014
Duration	18
Enrollment	100
Articles	100
Pages	100
Online resources	100
Course information	100

Lets other editors on
Wikipedia that certain
articles are part of a project.

Anyone can add
themselves as
reviewers.



WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Featured content
Current events
Random article
Donate to Wikipedia
Wikimedia Shop
Interaction
Help
About Wikipedia
Community portal
Recent changes
Contact page
Tools
What links here
Upload file
Special pages
Page information
Languages

Education Program [Talk](#)

[Read](#) [Edit](#) [View history](#) [View activity](#)

Education Program:University College London/MSIN1003 Information World (Autumn 2014)

You are viewing a cached version of this page, which can be up to 1 hour old. [View latest](#).

This Course

[Enroll](#)

[Activity Feed](#)

[Discussion](#)

Wikipedia Resources

[Interactive training](#)

[Editing guidelines \(PDF\)](#)

[Help pages \(PDF\)](#)

[More resources](#)

Connect

[Other courses](#)

Questions? Ask us:
[Education noticeboard](#)

In this assignment, students will be asked to edit a stub (also known as "short") article on Wikipedia.
For students: on Moodle you'll find a wide choice of articles that need expanding. This assignment will be marked out of 30 points.

[\[edit\]](#)

Contents

- [1 Grading](#)
- [2 Article banners](#)
- [3 Summary and students](#)

[\[edit\]](#)

[\[edit\]](#)

Grading

TO BE DETERMINED.

Article banners

To mark each article the subject of a student project, add the {{course assignment}} template at the top of the talk page for each article: {{course assignment|course = Education Program:University College London/MSIN1003 Information World (Autumn 2014)|term = 2014 Q3}} That will result in the following banner (which lets other editors know that you're working on it):



This article is/was the subject of an educational assignment in 2014 Q3. Further details are available [on the course page](#).

Summary and students

Summary [collapse]	
Institution	University College London
Term	Autumn 2014
Start	29 September 2014
End	31 October 2014
Student count	139
Status	Ended
Instructors	There are no instructors for this course yet.
Online volunteers	There are no Online volunteers for this course yet.
Campus volunteers	<ul style="list-style-type: none">Raya.sharbain (talk contribs sandboxes)

Student	Articles	Reviewers
Hyamazaki0329 (talk contribs sandboxes)	Permission marketing	
J.titscher (talk contribs sandboxes)		
Elizabeth dlha (talk contribs sandboxes)	Google APIs	
Mnmtang (talk contribs sandboxes)	Web-oriented architecture	
Eimantas.TeleVICIUS (talk contribs sandboxes)		
Faizanghauri6833 (talk contribs sandboxes)		
JerryUCL14 (talk contribs sandboxes)	Data retention	

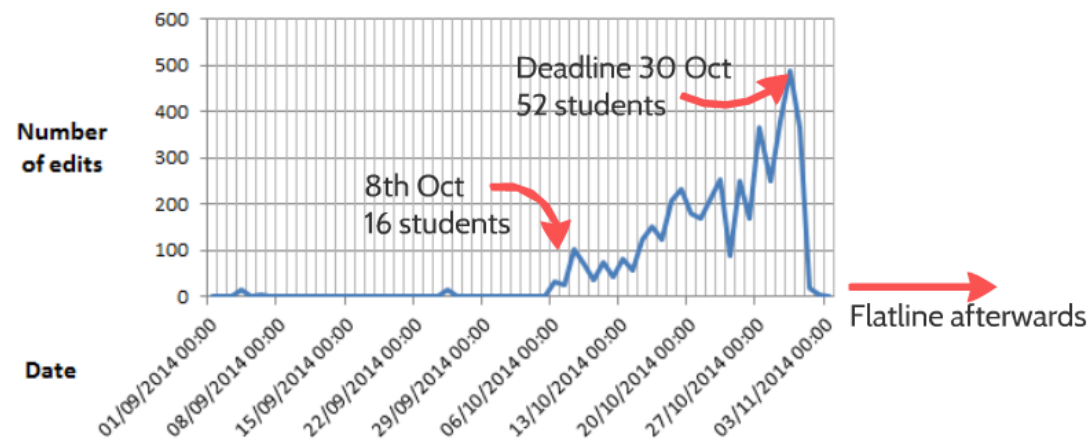
Lets other editors know that this article is part of an educational assignment

Anyone can add themselves as reviewers.

Impact for Wikipedia

- 138 new users registered.
- 100+ short articles expanded.
- However, students didn't come back to edit.

Edits over duration of assignment, by day



Student Feedback

We are just students.
It can't be perfect.

I liked the depth of research
possible without having a
specific question to answer!

Had to learn about the topic from
every aspect because we feel like
an author and it's our
responsibility to make it great since
it can be accessed by everyone!

The fact that our work was constantly
public created a pressure in me, as I
did not want to plagiarise even though
it was not the final edition.

Anecdote

- a student worried that her article would be deleted and her work lost.
- student took to the Talk page to defend her assignment.
- ended up choosing another article.

"really confused and stressed. I wrote most of my article and some of it got deleted and then I received a message saying that they were going to permanently delete my article because it was promoting the website."

Contested deletion [\[edit\]](#)

This page is not unambiguously promotional, because... (your reason here) --[Pooja Mistry](#) ([talk](#)) 20:20, 19 October 2014 (UTC)

hi my name is Pooja Mistry and I am editing this article as part of my coursework. I have not yet completed it and so not all views have been presented, please do not delete this article!!

Next Steps

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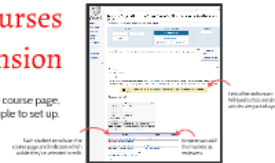
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Anecdote



Student Feedback



Possibilities

Possibilities

- Translatathon with professional translators and/or students from other universities.
- Contribution to the Medical Translation Project from the WikiProject Medicine.



What?

- 5 hour event.
- Translation + gender gap issues.
- Participants translate Wikipedia articles related to women's health underrepresented in their language on Wikipedia.
- Voluntary, open to UCL translation tutors & students (MSc & MA Translation).

Who?

- 42 students registered, 36 attended
- 11 languages
- Organisers + Wikimedia volunteers



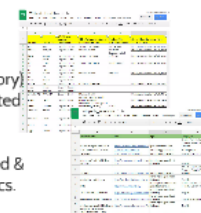
Organisers:
Rachael Wilson-Pattinson, MSc, MEd, MA, PhD
Rachael Wilson-Pattinson, MSc, MEd, MA, PhD
Rachael Wilson-Pattinson, MSc, MEd, MA, PhD
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Lessons learned

- Embed activities in existing modules (compulsory vs. voluntary).
- Feedback from peers and tutors > higher quality translation.
- More chances to build confidence.

How?

- Students asked to complete basic training in advance (non-compulsory)
- Categories of articles to be translated selected beforehand > Maternal Health
- Collaborative work: teams allocated & resources shared using Google Docs.



Translatathon

Wikipedia Women's Health Translatathon 18th Nov 2-7pm

<http://blogs.ucl.ac.uk/ele/2014/12/15/teaching-translation-through-editing-wikipedia/>

Students' feedback?



Impact for Wikipedia?



Views in past 90 days - random sample

- Maternal Health > ru: 85 (en: 14995).
- Maternal Health > zh: 112 (en: 14885).
- Women's Self Image > zh: 134 (en: 415).
- Irregular Menstruation > it: 284 (en: 9523).
- Prevalence of FGM > it: 1131 (en: 27719).

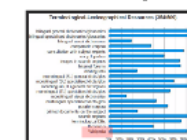
Source: <http://stats.grok.se/>

Not bad for new pages!

Learning Outcomes

- Familiarisation with medical translation resources in their language combination.
- Collaborative work: sharing resources & peer review.
- Understanding how Wikipedia works.
- Understanding the role of translation in Wikipedia.

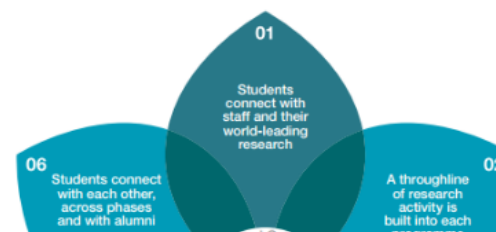
Translators frequently use Wikipedia as a terminological/lexicographical resource (Alonso, 2015; Torres Dominguez, 2012)



(Torres Dominguez, 2012: 2)

Links with existing curriculum?

TRANGO03 – Practical Translation Module (Specialised Translation)



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Organiser

Rocio Baños Pinero, Mira Vogel, Roberta Wedge

Rocio lectures in UCL Centre for Translation Studies. Tweet @rbanospi

Mira is an E-Learning Facilitator in UCL E-Learning Environments and a Wikimedia Campus Ambassador. Tweet @TrabiMechanic

Roberta works on the gender gap at Wikimedia UK. Tweet @RobertaWedge

How?

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Wikipedia_translation

Surname	First Name	What is your language combination?	Title of Wikipedia article in the source language	Section of the article (if relevant)	Link to Wikipedia article in the source language
Gao	Xiao	English > Chinese	Women's self image	background	https://en.wikipedia.org/wiki/Women's_self_image
Hu	Yanying	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Zhang	Juanjuan	English > Chinese	Women's self image	Development of self image	https://en.wikipedia.org/wiki/Women's_self_image
He	Jiafei	English > Chinese	Women's self image	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Wu	Qianqian	English > Chinese	Women's self image	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Chen	Yan	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Liu	Yan	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Sun	Shasha	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Liu	Jin	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Zhang	Ruimin	English > Chinese	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Gumbel	Alia	English > French	Childbirth	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Sando	Maria	English > German	Childbirth	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Boiger	Roberta	English > German	Childbirth	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Arhonditsakis	Stavros	English > Greek	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
De Vos	Neve	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Muller	Carolina	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Acquarone	Alessia	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Stardelli	Stella	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Woodi	Fine	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth
Ruggie	Eleonora	English > Italian	Maternal health	Childbirth	https://en.wikipedia.org/wiki/Childbirth

Wikipedia_translation

Resource title	Link	Type	Languages
WHO Multilingual Thesaurus	http://www.who.int/medicines/whomeds/thesaurus/	Specialized thesaurus	Arabic, English, German, Chinese, French, Russian, Spanish
WHO Terminology Database	http://terminology.who.int/	Terminology database	EU languages
Lexicomp	http://www.lexicomp.com/	Terminology database	English, Spanish, Catalan
MeSH Medical dictionary	http://www.nlm.nih.gov/medlineplus/medlineplusdictionary.html	Monolingual specialised dictionary	English
UN term	http://unterm.un.org/ligas/unterm/	Terminology database	English, Arabic, Chinese, French, Russian, Spanish
Medical Free dictionary	http://medical-free-dictionary.thefreedictionary.com/	Monolingual specialised dictionary	English
WHO	http://www.who.int/whodoc/	Terminology database with specialised content	Arabic, English, Chinese, French, Russian, Spanish
Online Medical Dictionary	http://dictionary.reference.com/dictionary	Monolingual specialised dictionary	English
Stodman's Medical Dictionary	http://stodmansmedical.com/medictionary	Monolingual specialised dictionary	English, subscription needed
Medlineplus Medical Dictionary	http://www.nlm.nih.gov/medlineplus/medlineplusdictionary.html	Monolingual specialised dictionary	English
European Database of Suspected Adverse Drug Reaction Reports	http://www.adrreports.eu/	Terminology database	EU languages

- Collaborative work: teams allocated & resources shared using Google Docs.

1	Dictionary	http://www.dictionary.com/	dictionary	English
6	UN term	http://unterm.un.org/0/legals/un/	Terminology database	Arabic, English, German, Chinese, French, Russian, Spanish
7	Medical Free dictionary	http://medical-dictionary.thefreedictionary.com/	Monolingual specialised	English
8	WHO	http://www.who.int/en/	Multilingual website with specialised content	Arabic, English, Chinese, French, Russian, Spanish
9	Online Medical Dictionary	http://dictionary.reference.com/	Monolingual specialised	English
10	Stedman's Medical Dictionary	http://stedmansonline.com/medictionary/	Monolingual specialised	English, subscription needed
11	Medilexicon Medical Dictionary	http://www.medilexicon.com/medictionary/	Monolingual specialised	English
12	European Database of Suspected Adverse Drug Reaction Reports	http://www.adrreports.eu/	Terminology database	EU languages

Links with existing curriculum?

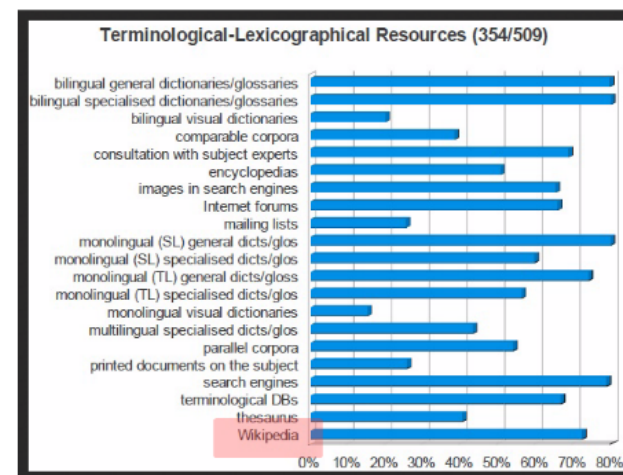
TRANGO03 – Practical Translation
Module (Specialised Translation)



Learning Outcomes

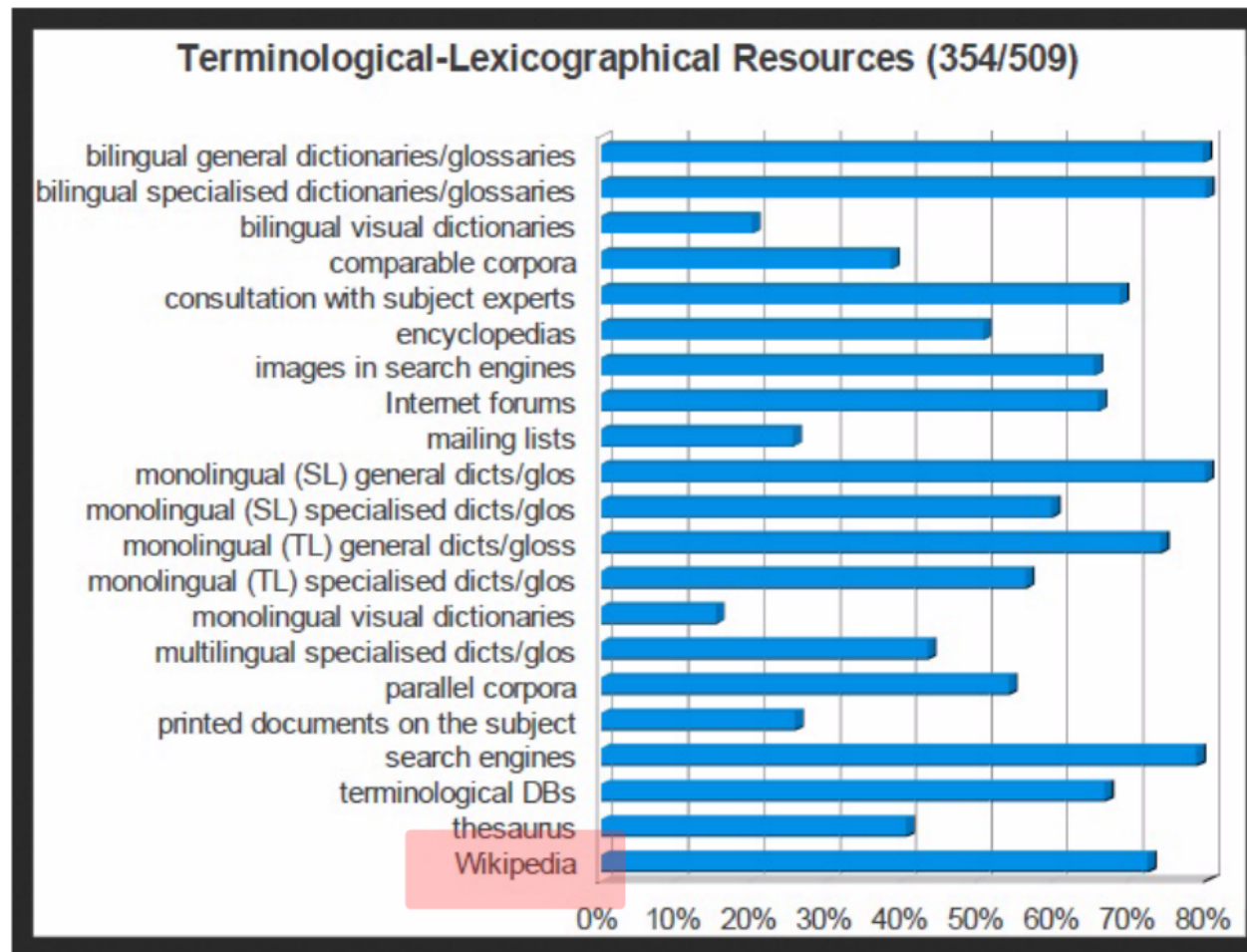
- Familiarisation with medical translation resources in their language combination.
- Collaborative work: sharing resources & peer review.
- Understanding how Wikipedia works.
- Understanding the role of translation in Wikipedia.

Translators frequently use Wikipedia as a terminological/lexicographical resource (Alonso, 2015; Torres Domínguez, 2012)



(Torres Domínguez, 2012: 8)

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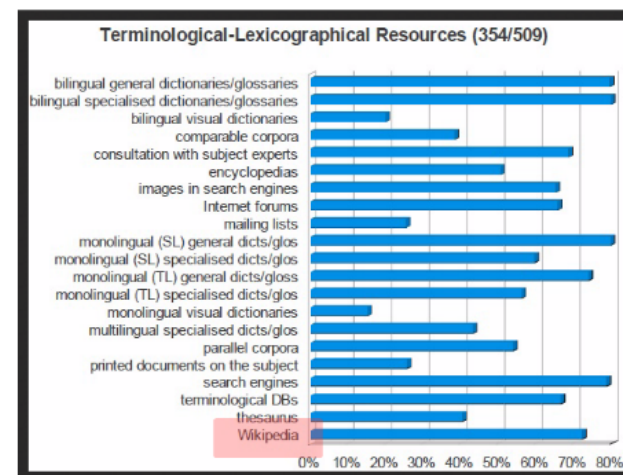


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Impact for Wikipedia?

Created at the
translation



Views in past 90 days - random sample

- Maternal Health > ru: 85 (en: 14995).
- Maternal Health > zh: 112 (en: 14885).
- Women's Self Image > zh: 134 (en: 415).
- Irregular Menstruation > it: 284 (en: 9523).
- Prevalence of FGM > it: 1131 (en: 27719).

Source: <http://stats.grok.se/>

Not bad for new pages!

Students' feedback?

...excited to
work on such a
visible site...

... I have learnt a lot
about this wonderful
community
and contributed to it!

I wanted to give
something back.



Lessons learned

- Embed activities in existing modules (compulsory vs. voluntary).
- Feedback from peers and tutors > higher quality translation.
- More chances to build confidence.



Students' feedback?

Possibilities

- Translatathon with professional translators and/or students from other universities.
- Contribution to the Medical Translation Project from the WikiProject Medicine.



https://wikimedia.org.uk/wiki/Teaching_Translation_via_Wikipedia



Possibilities

- Translatathon with professional translators and/or students from other universities.
- Contribution to the Medical Translation Project from the WikiProject Medicine.



What?

- 5 hour event.
- Translation + gender gap issues.
- Participants translate Wikipedia articles related to women's health underrepresented in their language on Wikipedia.
- Voluntary, open to UCL translation tutors & students (MSc & MA Translation).

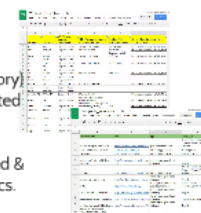
Who?

- 42 students registered, 36 attended
- 11 languages
- Organisers + Wikimedia volunteers



How?

- Students asked to complete basic training in advance (non-compulsory)
- Categories of articles to be translated selected beforehand > Maternal Health
- Collaborative work: teams allocated & resources shared using Google Docs.



Lessons learned

- Embed activities in existing modules (compulsory vs. voluntary).
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- More chances to build confidence.

Translatathon

Wikipedia Women's Health Translatathon 18th Nov 2-7pm

<http://blogs.ucl.ac.uk/ele/2014/12/15/teaching-translation-through-editing-wikipedia/>

Students' feedback?



Impact for Wikipedia?



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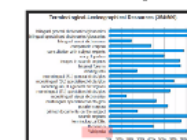
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Not bad for new pages!

Learning Outcomes

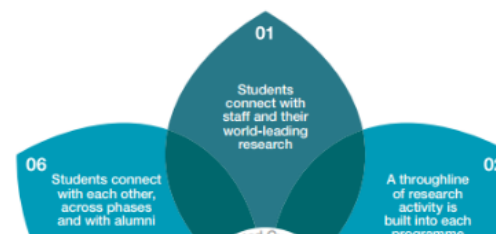
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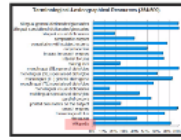
Links with existing curriculum?

TRANGO03 - Practical Translation Module (Specialised Translation)

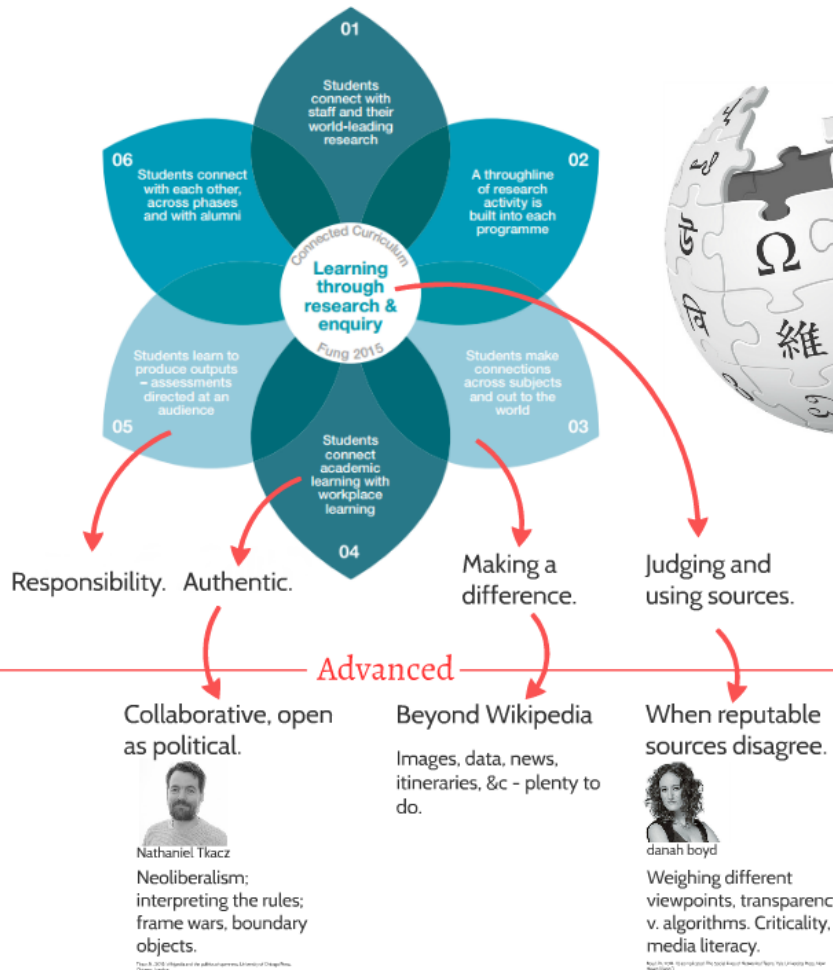


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Possibilities

Discuss the possibilities with:

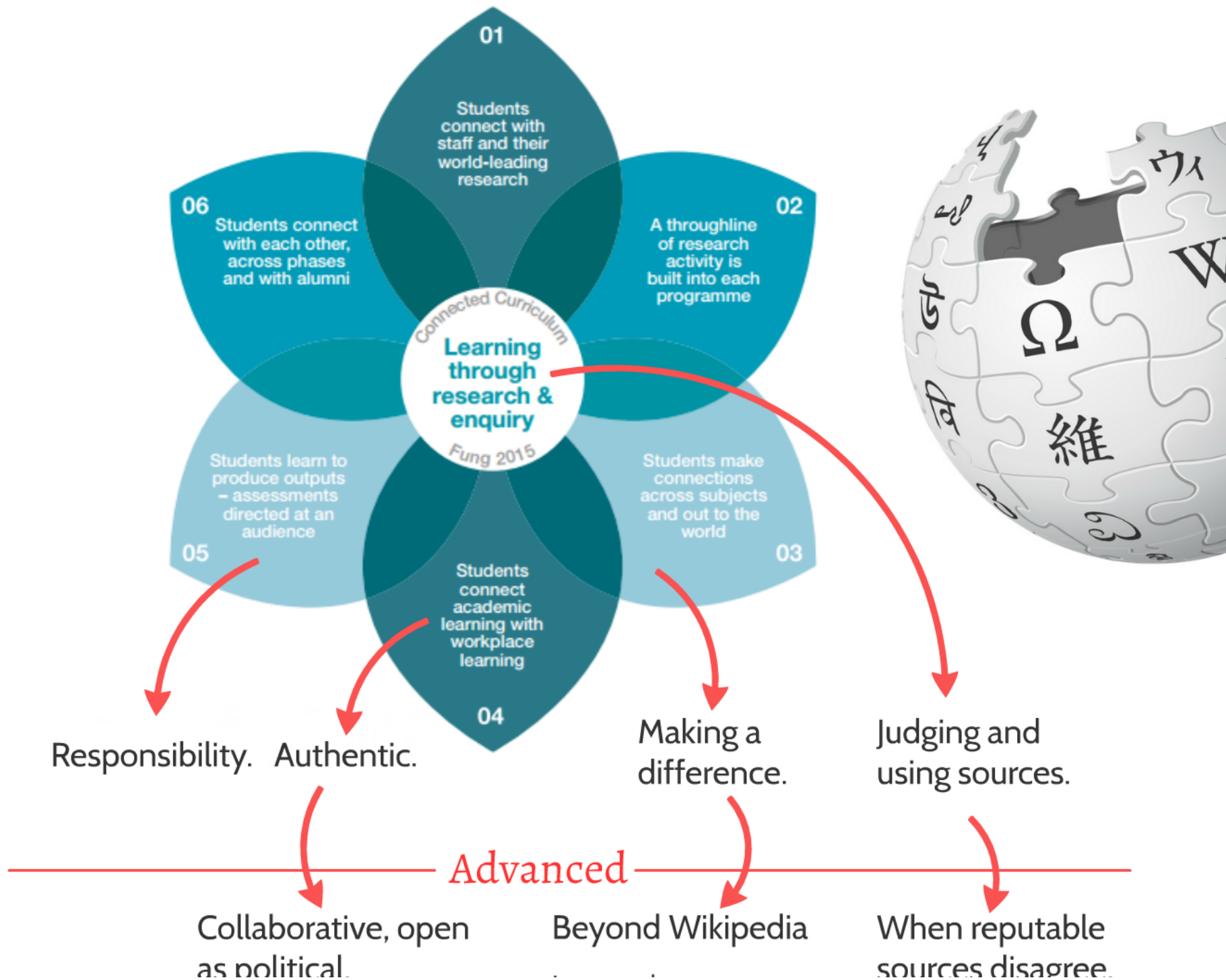
- Mira Vogel (ELE).
- Raya Sharbain (MS&I).
- Rocío Baños Pinero (CenTraS).
- Via UCL directory.

This presentation:

- <http://goo.gl/GjlWWn>

See:

- Wikimedia Education Program.
<http://outreach.wikimedia.org/wiki/Education>



Students
connect
academic
learning with
workplace
learning

04

Responsibility. Authentic.

Making a
difference.

Judging and
using sources.

Advanced

Collaborative, open
as political.



Nathaniel Tkacz

Neoliberalism;
interpreting the rules;
frame wars, boundary
objects.

Tkacz, N., 2015. Wikipedia and the politics of openness. University of Chicago Press, Chicago : London.

Beyond Wikipedia

Images, data, news,
itineraries, &c - plenty to
do.



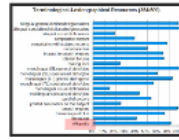
danah boyd

Weighing different
viewpoints, transparency
v. algorithms. Criticality,
media literacy.

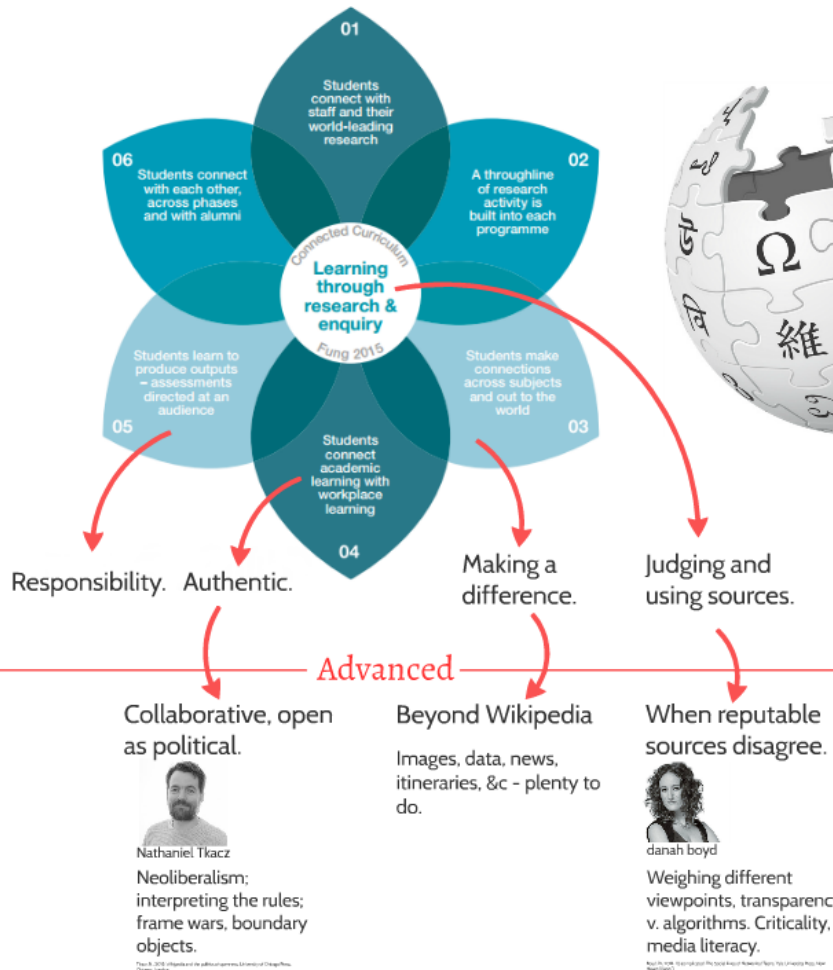
Boyd, D., 2014. It's complicated: The Social Lives of Networked Teens. Yale University Press, New Haven [Conn].

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