

Background

Much evidence attests to the value of Wikipedia in the classroom but relatively few instructors challenge their students to contribute to the online encyclopedia. Increasingly, medical schools are participating in education partnerships with Wiki Edu to have students develop and/or improve health science articles (1).

Medical students are ideal contributors to health science Wikiprojects due to their technical expertise and attention to detail. Additionally, editing medicine-related articles provides a novel opportunity for embedding information literacy concepts into the medical education curriculum.

Methods

In this study, the authors compare and contrast teaching methods and outcomes between two different cohorts of first-year medical students that participated in the Wikipedia editing project.

The first cohort (n=72) worked individually, completely online, over the course of 10 weeks and the second cohort (n=77) worked in small groups, received more robust face-to-face training, over the course of 5 weeks.

Upon completion, groups were assessed on participation, article quality improvement, and perceived information literacy. Retrospective surveys were administered to determine attitudes and competencies before and after the project.

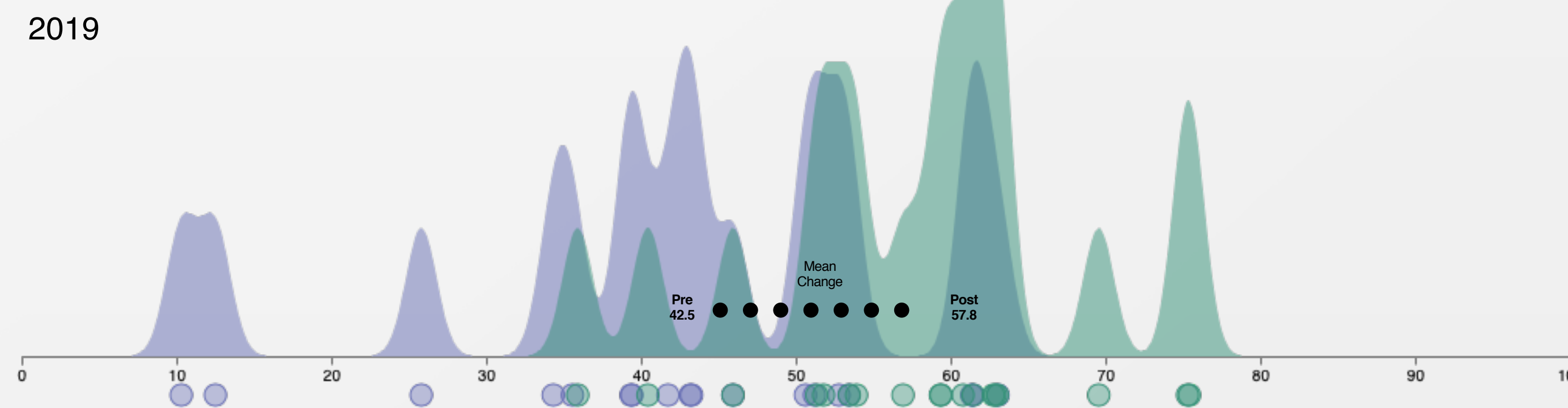
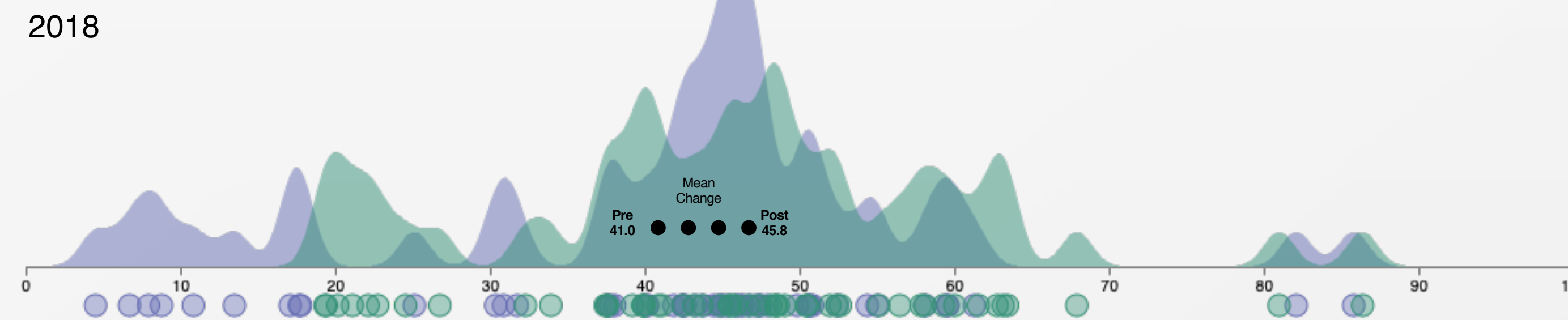
References

1. Azzam, A. Embracing Wikipedia as a teaching and learning tool benefits health professional schools and the populations they serve. *Innovations in Global Health Professions Education*. 2017:1. <http://dx.doi.org/10.20421/ighpe2017.01>

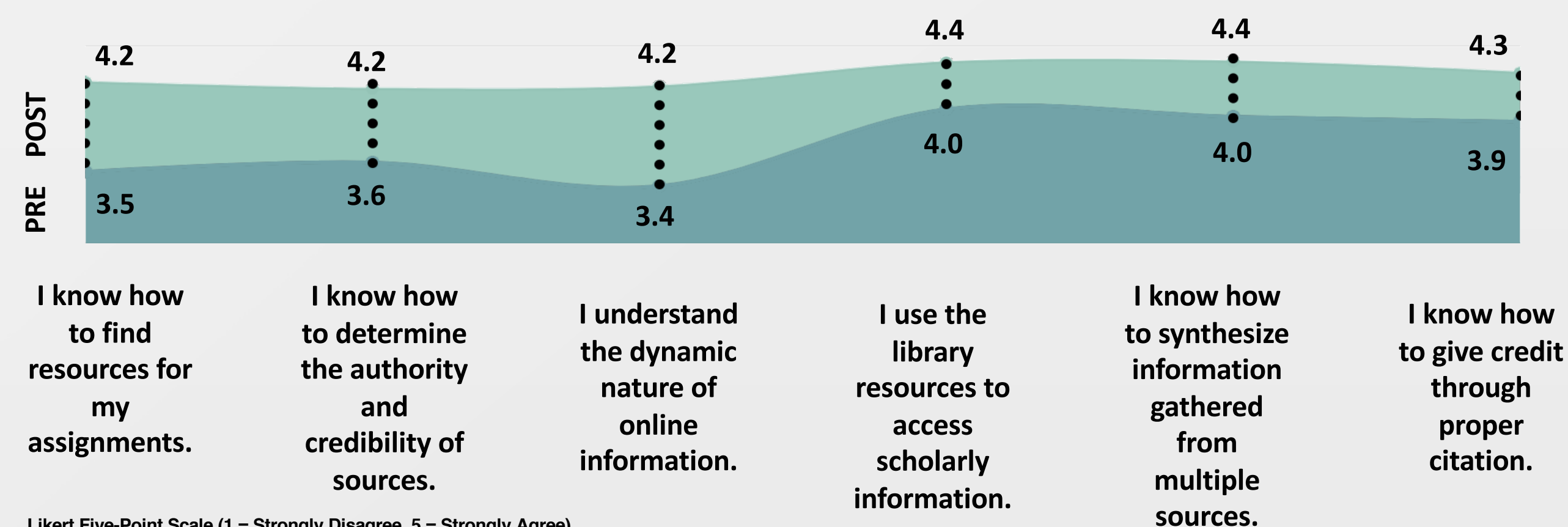
Results

	Articles	Edits	Editors	Words	References	Views
2018	50	612	72	14.3K	234	2.8M
2019	18	830	77	18.6K	254	450K

Structural Completeness Scores



Information Literacy Self-Ratings



Conclusions

This project was successful because it helped students make the connection between information literacy concepts and the work that medical students actually perform with a purposeful assignment that is embedded into the medical education curriculum.

The first iteration of the project in 2018 was successful in terms of the improvement in self-reported perceived information literacy skills with all but one of the retrospective survey questions achieving statistical significance.

The results of the second iteration in 2019 was even more encouraging. We took feedback from the first iteration to improve course engagement by offering an incentive to students for participation (pizza), providing more guidance through videos and more face-to-face time in class. Multiple options for navigating the course were also offered. The course timeline was compressed to five weeks in an effort to maintain momentum. The retrospective survey achieved statistical significance on all ten questions.

Comparison of changes in the overall structural completeness of the edited articles shows that the second iteration of the course achieved a higher mean, indicating a greater impact on the structural completeness of articles edited.