

# Wicked or Wonderful: Revisiting Wikipedia

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Regardless of your personal feelings about Wikipedia, it's being used by students every day.

In a recent Pew Internet survey (Purcell, 2012), teachers indicated that Wikipedia was the second most frequently used online tool behind Google. Even though some teachers continue to ban its use for particular assignments, Wikipedia use has increased steadily overall (Zickuhr & Rainie, 2011).

Launched a dozen years ago, Wikipedia currently contains millions of articles written by volunteers like you. Articles by new users are reviewed prior to posting and can be edited by others to improve their quality. A community of users has established a set of principles to follow in adding content and guidelines for resolving conflicts.

**WIKIPEDIA**  
The Free Encyclopedia

<b>English</b> The Free Encyclopedia 4 110 000+ articles	<b>日本語</b> フリー百科事典 835 000+ 記事
<b>Español</b> La enciclopedia libre 940 000+ artículos	<b>Deutsch</b> Die freie Enzyklopädie 1 510 000+ Artikel
<b>Русский</b> Свободная энциклопедия 940 000+ статей	<b>Français</b> L'encyclopédie libre 1 330 000+ articles
<b>Italiano</b> L'enciclopedia libera 990 000+ voci	<b>Polski</b> Wolna encyklopedia 940 000+ hasel
<b>Português</b> A enciclopédia livre 780 000+ artigos	<b>中文</b> 自由的百科全书 610 000+ 條目

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## WICKED OR WONDERFUL?

In the early days, scholars charged that Wikipedia was full of inaccuracies, bias beyond belief, and even harmful to young minds. However, over the years, research has proven these naysayers

wrong. Goldsborough (2012) stated that “though it’s often poo-hooed by teachers and editors for its lack of academic rigor, Wikipedia has a self-correcting mechanism that eliminates much inaccuracy” (68).

**Policies.** Three core content policies guide content creation on Wikipedia, a collaboratively edited, free Internet encyclopedia run by the nonprofit organization Wikimedia Foundation, Inc.. First, articles must present a neutral point of view. Second, the content must be verifiable. Third, original research should not be posted.

**Vandalism.** Although vandalism continues to plague this resource, an army of volunteers helps to keep entries accurate. About 7 percent of edits to Wikipedia are vandalism, and almost all of these edits are made by anonymous users (Potthast, 2010). Users who violate rules—such as posting false information, promoting a product, or adding inappropriate content—are blocked from editing. In addition, the development of user access levels ensures that the most important articles are protected.

**Authorship.** Active article creators and editors are known as Wikipedians. While some are amateurs, others are experts in the areas where they post articles. Many professionals pay close attention to the articles on topics related to their area of expertise. For instance, the day Pluto was reclassified from planet to dwarf planet, the Pluto page (<http://en.wikipedia.org/wiki/Pluto>) was buzzing with activity from those actually participating in the International Astronomical Union vote on the issue.

**Sources.** Most websites, including Wikipedia, aren’t primary or

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**WIKIPEDIA**  
The Free Encyclopedia

**Pluto**  
From Wikipedia, the free encyclopedia

This article is about the dwarf planet. For other uses, see *Pluto* (disambiguation).

**Pluto**, formal designation **134340 Pluto**, is the second-most-massive known dwarf planet in the Solar System (after Eris) and the tenth-most-massive body observed directly orbiting the Sun.<sup>[a]</sup> Originally classified as the ninth planet from the Sun, Pluto was reclassified as a dwarf planet and *plutoid* owing to the discovery that it is only one of several large bodies within the Kuiper belt.<sup>[b]</sup>

Like other members of the Kuiper belt, Pluto is composed primarily of rock and ice and is relatively small, approximately one-sixth the mass of the Earth's Moon and one-third its volume. It has an eccentric and highly inclined orbit that takes it from 30 to 49 AU (4.4–7.4 billion km) from the Sun. This causes Pluto to periodically come closer to the Sun than Neptune. As of 2011, it is 32.1 AU from the Sun.<sup>[15]</sup>

From its discovery in 1930 until 2006, Pluto was classified as a planet. In the late 1970s, following the discovery of minor planet 2060 Chiron in the outer Solar System and the recognition of Pluto's relatively low mass, its status as a major planet began to be questioned.<sup>[16]</sup> In the late 20th and early 21st centuries, many objects similar to Pluto were discovered in the outer Solar System, notably the scattered disc object Eris in 2005, which is 27% more massive than Pluto.<sup>[17]</sup> On August 24, 2006, the International Astronomical Union (IAU) defined what it means to be a "planet" within the Solar System. This definition excluded Pluto as a planet and added it as a member of the new category "dwarf planet" along with Eris and Ceres.<sup>[18]</sup> After the reclassification, Pluto was added to the list of minor planets and given the number 134340.<sup>[19][20]</sup> A number of scientists hold that Pluto should continue to be classified as a planet, and that other dwarf planets should be added to the roster of planets along with Pluto.<sup>[21][22]</sup>

**Pluto** ☿

Computer-generated map of Pluto from Hubble images, synthesized from 600<sup>[a]</sup> and among the highest resolutions possible with current technology.

**Discovery**

Discovered by Clyde W. Tombaugh

Discovery date February 18, 1930

**Designations**

MPC designation **134340 Pluto**

Pronunciation <sup>ⓘ</sup><sup>ⓘ</sup>

secondary sources. However, this doesn’t mean they aren’t valuable. Most of us grew up using tertiary sources such as *World Book Encyclopedia*. Tertiary sources collect existing knowledge rather than generating new information. Article content is only as good as the sources cited.

**Reliability.** The reliability of Wikipedia compared with other encyclopedias has been studied extensively over the past decade. One of the most controversial studies compared the accuracy of Wikipedia with *Encyclopedia Britannica* head to head. It found that they were similar in accuracy (Giles, 2005). A more recent study comparing the two encyclopedias on the topic of mental disorders found that Wikipedia was as good or better than *Britannica* (Reavley, 2012). Ragagopalan[Q: diff spelling in refs] (2011)

discovered that inaccuracies were rare in Wikipedia, and Haigh (2011) concluded that Wikipedia was of sufficient quality for nursing students. While Rector (2008) found Wikipedia to be less accurate than other sources, Brown (2011) noted that Wikipedia was almost always accurate.

*Academic Research.* While it's not appropriate to cite Wikipedia in most academic research, Wikipedia is an excellent starting point for student inquiries and is particularly useful when investigating emerging topics not covered through other sources. Wikipedia should be only one of many sources used in the triangulation of evidence. By using multiple forms of evidence, the student can ensure the validity and reliability of findings. Many educators suggest teaching student to use Wikipedia properly rather telling them not to use it (Harouni, 2009; Murley, 2008).

The key is using Wikipedia effectively is understanding how the resource is constructed.

## WHAT YOU SHOULD KNOW

School librarians often find themselves in the middle of the Wikipedia debate dealing with misconceptions and misuse of this resource.

Let's explore a dozen things you should know about Wikipedia to prepare for this debate.

*Five Pillars.* It's important to understand purpose of Wikipedia. The fundamental principles that guide Wikipedia form five pillars ([http://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](http://en.wikipedia.org/wiki/Wikipedia:Five_pillars)):

Wikipedia is an encyclopedia.

Wikipedia is written from a neutral point of view.

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

Editors should interact with each other in a respectful and civil manner.

Wikipedia does not have firm rules.

*Closely Monitored.* From celebrity gossip to mass shootings, Wikipedians closely monitor breaking news and strive to post accurate information quickly. However, they sometimes protect pages that are likely to be vandalized by restricting users

**This article has multiple issues. Please help improve it or discuss these issues on the talk page.**

- The neutrality of this article is disputed.**
- This article includes a list of references, related reading or external links, but its sources remain unclear because it lacks inline citations.** (Aug 2010)
- This article may contain improper references to self-published sources.** (March 2011)
- This biographical article needs additional citations for verification.** (March 2012)

who can edit these pages. A biographies of living persons policy ([http://en.wikipedia.org/wiki/Wikipedia:Biographies\\_of\\_living\\_persons](http://en.wikipedia.org/wiki/Wikipedia:Biographies_of_living_persons)) stresses the importance of taking great care when reporting on living people.

*Protected Pages.* Some articles allow only restricted editing. This protection may include full protection, pending changes protection, or even permanent protection. The Martin Luther King, Jr. article ([http://en.wikipedia.org/wiki/Martin\\_Luther\\_King,\\_Jr.](http://en.wikipedia.org/wiki/Martin_Luther_King,_Jr.)) and Area 51 entry ([http://en.wikipedia.org/wiki/Area\\_51](http://en.wikipedia.org/wiki/Area_51)) are examples of semiprotected pages. The protection is intended to reduce vandalism and encourage reliable information.

Go to the Abraham Lincoln article ([http://en.wikipedia.org/wiki/Abraham\\_lincoln](http://en.wikipedia.org/wiki/Abraham_lincoln)) and try to edit the page. This is a semiprotected page, so only user accounts with a particular level of access can change this page.

*Message Boxes.* Many Wikipedia articles contain message boxes at the top of the page indicating an issue that should

be addressed to improve the article. These messages may dispute the neutrality of article, question the factual accuracy, or note the need for additional citations for verification. Pay careful attention to these warnings before using information from a page with multiple issues. Better yet, help make the article better by contributing information.

*Neutrality.* Wikipedia articles are intended to provide a neutral point of view ([http://en.wikipedia.org/wiki/Wikipedia:Neutral\\_point\\_of\\_view](http://en.wikipedia.org/wiki/Wikipedia:Neutral_point_of_view)). A student discussion of neutrality is a wonderful opportunity to explore the topic of fact versus opinion. Ask students to explore a controversial issues article ([http://en.wikipedia.org/wiki/Wikipedia:List\\_of\\_controversial\\_issues](http://en.wikipedia.org/wiki/Wikipedia:List_of_controversial_issues)) and look for matters of neutrality. For instance, an article dealing with water stagnation ([http://en.wikipedia.org/wiki/Water\\_stagnation](http://en.wikipedia.org/wiki/Water_stagnation)) may view stagnant water as a danger or as an important habitat for living creatures. In some cases, pages have been created to focus on a particular debate, such as the as-

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## Water stagnation

From Wikipedia, the free encyclopedia

The **neutrality of this article is disputed**. Relevant discussion may be found on the talk page. Please do not remove this message until the dispute is resolved. *(January 2013)*

This article **needs additional citations for verification**. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. *(November 2007)*

"*Standing water*" redirects here, sometimes referred to as a *stailment*. For the song "*Standing Water*" by Soul Asylum, see *The Silver Lining*

**Water stagnation** occurs when water stops flowing. **Stagnant water** can be a major environmental hazard.<sup>[*citation needed*]</sup>

**Contents** [hide]

partame controversy ([http://en.wikipedia.org/wiki/Aspartame\\_controversy](http://en.wikipedia.org/wiki/Aspartame_controversy)).

**Verifiability.** One of Wikipedia's core content policies relates to the use of reliable sources to support information posted in an article. Many articles contain a message box at the top of the page indicating the need for citations. Talk with students about the importance of using reliable sources. Ask them to evaluate an article and determine whether the information meets the verifiability guidelines (<http://en.wikipedia.org/wiki/Wikipedia:Verifiability>).

**Permanent Links.** Many Wikipedia pages have been updated many times. The article you read last week may change this week. Think about how many times an article on a topic like climate change ([http://en.wikipedia.org/wiki/Climate\\_change](http://en.wikipedia.org/wiki/Climate_change)) has been revised over the past decade. If you want to cite an article as it exists the moment you read it, use the permanent link in the sidebar navigation. It will provide an address for the current revision of the page.

**Portals.** Although most searches are done using the search box, consider using a portal for major categories of information related to a subject. A portal is a topic starting point that provides readers with key articles, images, and categories. The portal content page (<http://en.wikipedia.org/wiki/Portal:Contents/Portals>) provides a master list of topics such as literature, arts, geography, health, history, mathematics, science, social studies, and technology.

**News.** The portal current events page (<http://en.wikipedia.org/wiki/>

[Portal:Current\\_events](#)) provides accurate, concise, current information from around the world. The articles often cover topics that are overlooked by the mainstream media. However, keep in mind that Wikipedia is intended to be an encyclopedia, not a newspaper. A sister website called Wiki-news ([http://en.wikinews.org/wiki/Main\\_Page](http://en.wikinews.org/wiki/Main_Page)) provides in-depth news.

**Fictional Worlds.** You may think of Wikipedia as an information resource for social studies or science topics, but it's also a great place to explore a wide range of topics. From an article on Tolkien's Shire of Middle Earth ([http://en.wikipedia.org/wiki/Shire\\_\(Middle-earth\)](http://en.wikipedia.org/wiki/Shire_(Middle-earth))) to details on C. S. Lewis's Narnia ([http://en.wikipedia.org/wiki/Narnia\\_\(world\)](http://en.wikipedia.org/wiki/Narnia_(world))), Wikipedia provides a wonderful resource to explore the fictional worlds found in literature.

**Spoken Word Project.** Wikipedia has a spoken word program. Go to the spoken articles page ([http://en.wikipedia.org/wiki/Wikipedia:Spoken\\_articles](http://en.wikipedia.org/wiki/Wikipedia:Spoken_articles)) for a master list of articles with a spoken word version. The audio recording for Saturn (<http://en.wikipedia.org/wiki/Saturn>) can be found near the top of the page on the right-hand side. The spoken word option is particularly useful for topics such as Greek mythology ([http://en.wikipedia.org/wiki/Greek\\_mythology](http://en.wikipedia.org/wiki/Greek_mythology)), which contain words that are difficult to pronounce.

**Guidelines.** For those interested in editing or creating articles, a set of guidelines ([http://en.wikipedia.org/wiki/Wikipedia:List\\_of\\_guidelines](http://en.wikipedia.org/wiki/Wikipedia:List_of_guidelines)) has been established to represent best practices. These

are helpful in knowing how to behave when collaborating on articles, editing and creating content, and addressing style requirements.

## APPROPRIATE USES OF WIKIPEDIA

The effective use of information resources like Wikipedia is an important twenty-first-century skill and connects directly with the research skills outlined in the Common Core curriculum. Let's explore a dozen ways you can weave information skills into Wikipedia activities.

**Use Wikipedia.** Go to Wikipedia (<http://www.wikipedia.org>). Define *encyclopedia* and discuss the purpose of using a tertiary source. Talk about the importance of citations as evidence in an article. Look at the notes and use the further readings links to location the primary and secondary sources cited.

For example, read the Yellowstone National Park page ([http://en.wikipedia.org/wiki/Yellowstone\\_National\\_Park](http://en.wikipedia.org/wiki/Yellowstone_National_Park)) for background information, then scroll to the bottom of the page. Examine the references that were used in the article to support the content. Also notice the external links. These are places you can find quality information, such as the official Yellowstone National Park page (<http://www.nps.gov/yell>).

Remind students that Wikipedia is an encyclopedia, so it's helpful in providing background information about a topic such as the Asperger syndrome page ([http://en.wikipedia.org/wiki/Asperger\\_syndrome](http://en.wikipedia.org/wiki/Asperger_syndrome)). However, for class research projects, they should be using the references and external links provided on the Wikipedia page, such as the National Institutes of Health (<http://www.nih.gov/>) or OMIM (<http://omim.org/>) from Johns Hopkins University to access original research findings and summaries.

**Evaluate and Rate an Article.** Search for a topic that relates directly to student experiences or knowledge, such as your town or city. Talk about whether they think the information in the article is factual. Also discuss the citations used as evidence. Then



## JUNIOR FICTION

### PLANS AND ADVENTURES

Bearn, Emily. **Tumtum and Nutmeg: The Rose Cottage Tales**. Little, Brown, 2010. 398p. \$16.99. 978-0-316-08599-1. Grades 3-6. Tumtum and Nutmeg defeat a mouse bully to save Christmas for Arthur and Lucy, the human children from Rose Cottage, and then have a treasure-hunting adventure (and a few close calls) at the seaside.

Healy, Christopher. **The Hero's Guide to Saving the Kingdom**. Illus. by Tod Harris. Walden Pond, 2012. 448p. \$16.99. 978-0-062-11743-4. Grades 3-7. When the princes that saved Sleeping Beauty, Rapunzel, Cinderella, and Snow White (mentioned in ballads as the generic "Prince Charming") are rejected by said princesses, they band together to battle an evil witch.

\_\_\_\_\_. **The Hero's Guide to Storming the Castle**. Walden Pond, 2013. 496p. \$16.99. 978-0-062-11845-5. Grades 3-7. Sleeping Beauty (aka Briar Rose) blackmails the League of Princes into breaking into an impregnable fortress to steal a powerful artifact for her, putting them up against two maniacal warlords and the Gray Phantom. A hero's work is never done . . .

Korman, Gordon. **Hideout**. Scholastic Press, 2013. 288p. \$16.99. 978-0-545-52018-8. Grades 3-7. When a vengeful crook tries to take back the abandoned attack dog Samantha adopted, she and her friends decide to hide the dog at summer camp. No way is that crook getting him back!

Mlynowski, Sarah. **If the Shoe Fits** (Whatever After, Bk. 2). Scholastic Press, 2013. 176p. \$14.99. 978-0-545-41567-5. Grades 3-7. This time, Abby and Jonah's trip through the magic mirror in their basement dumps them into Cinderella's life, not Snow White's. Can they get home without another mirror--and without ruining another fairy tale?

scroll to the bottom of the page and discuss how pages can be rated. Use the process of evaluating and rating a page as a culminating activity at the end of a subject-area assignment, such as the study of the social issues or government structures.

Some outstanding articles have been identified as featured articles within the Wikipedia community. These pages contain a gold star near the top of the article. Those under consideration as featured articles contain a green icon with a plus inside.

**Cross Reference Articles.** An easy way to get started with editing is by finding words in articles that can be linked to other articles. For instance, an article on the Pythagorean theorem ([http://en.wikipedia.org/wiki/Pythagorean\\_theorem](http://en.wikipedia.org/wiki/Pythagorean_theorem)) might mention Pythagoras but fail to link to the Wikipedia article on this noted mathematician. Rather than editing anonymously, take the time to create a login so you can go back and see all the edits you've made over time.

**Add Citations to an Article.** Anyone can contribute to Wikipedia. A good way to begin is by adding a citation to support a statement found on a Wikipedia article. Locate information online, in books, or on historical documents. Take notes and be sure to cite the source, for example:

Dellenbaugh, Frederick(1902). *The Romance of the Colorado River*. New York: G.P. Putnam. Available: <http://archive.org/stream/romanceofcolorad00dell>.

Seek out article that contain message boxes indicating the need for citations. For

instance, the fictional worlds article ([http://en.wikipedia.org/wiki/Fictional\\_worlds](http://en.wikipedia.org/wiki/Fictional_worlds)) contains a note indicating that additional references and online citations are needed.

**Adopt an Article.** Search Wikipedia for articles related to class topics. For instance, you might search for information about a geographic location such as Thousand Lake Mountain ([http://en.wikipedia.org/wiki/Thousand\\_Lake\\_Mountain](http://en.wikipedia.org/wiki/Thousand_Lake_Mountain)). Does this page need to be updated or expanded? If so, a class could adopt this article. It's not a formal adoption—you simply choose an article and dedicate yourself to editing and expanding the resource. For instance, you might correct typos, add new information, or supply citations.

**Have Some Fun.** Adopt a page like Milne's Hundred Acre Wood ([http://en.wikipedia.org/wiki/Hundred\\_Acre\\_Wood](http://en.wikipedia.org/wiki/Hundred_Acre_Wood)) and provide citations related to the locations found in the Winnie the Pooh series.

**Create an Article.** It's possible to get new pages approved, but it's an involved process. The guidelines are fairly strict. The Wikipedia community is interested in articles that go beyond local connections, so strictly local content may not be approved. An article must meet the notability test (<http://en.wikipedia.org/wiki/Wikipedia:Notability>). In other words, the subject must be worthy of notice. In addition, original research articles ([http://en.wikipedia.org/wiki/Wikipedia:No\\_original\\_research](http://en.wikipedia.org/wiki/Wikipedia:No_original_research)) are not allowed. Students

The screenshot shows the Wikipedia article for "Hundred Acre Wood". At the top, there is a navigation bar with "Editing Wikipedia..." and various user options. Below that is the article title "Hundred Acre Wood" with a sub-header "From Wikipedia, the free encyclopedia". A prominent yellow message box states: "This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. (March 2008)". The main text begins with "The Hundred Acre Wood (also spelled as 100 Aker Wood, Hundred-Acre Wood, and 100 Acre Wood; also known as simply "The Wood") is the fictional land inhabited by Winnie-the-Pooh and his friends in the Winnie-the-Pooh series of children's stories by author A. A. Milne. The wood is visited regularly by the young boy Christopher Robin, who accompanies Pooh and company on their many adventures." Below the text is a map titled "Map of the Hundred Acre Wood drawn by E. H. Shepherd" and a metadata table listing the creator as "A. A. Milne" and the genre as "Children's book".

should not be posting the results of their science fair projects.

If you need ideas, go to the WikiProject requested articles area ([http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Requested\\_articles](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Requested_articles)). Individuals can post articles they would like to see created.

*Create Video Content.* Wikipedia has expanded to include open-source audio and video content. The WikiProject Lights Camera Wiki ([http://en.wikipedia.org/wiki/Wikipedia:WikiProject\\_Lights\\_Camera\\_Wiki](http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Lights_Camera_Wiki)) encourages the production of short videos in specific content areas. The architecture initiative focuses on exploring historic architectural sites such as Grand Central Terminal ([http://en.wikipedia.org/wiki/Grand\\_Central\\_Terminal](http://en.wikipedia.org/wiki/Grand_Central_Terminal)) in New York City.

*Join a WikiProjects Program.* The WikiProjects (<http://en.wikipedia.org/wiki/Wikipedia:WikiProject>) program connects people with similar interests and encourages them to work together in specific subject areas. Go to the directory (<http://en.wikipedia.org/wiki/Wikipedia:PROJDIR>) for a master list of areas of interest.

*Seek Assistance.* New Wikipedia article creators are encouraged to seek help building their skills. The Teahouse (<http://en.wikipedia.org/wiki/Wikipedia:TEAHOUSE>) is an area where new editors can ask questions and develop online relationships with other writers. If you'd like some one-to-one mentoring, visit the adopt-a-user page (<http://en.wikipedia.org/wiki/Wikipedia:ADOPT>). New and inexperienced users are paired with more experienced Wikipedians. If you want help using Wikipedia in the classroom, join the online ambassadors program ([http://en.wikipedia.org/wiki/Wikipedia:Online\\_Ambassadors](http://en.wikipedia.org/wiki/Wikipedia:Online_Ambassadors)). This experience supports teachers and their classes working on Wikipedia projects.

*Use Wikimedia Sister Projects.* Besides Wikipedia, the Wikimedia Foundation hosts a range of other free content projects. If you're looking for free, open content, use textbooks and manuals from Wikibooks (<http://en.wikibooks.org>) and or texts from Wikisource (<http://en.wikisource.org>). Free learning materials can be found at Wiki-

## Grand Central North

[edit]

Grand Central North, opened on August 18, 1999, provides access to Grand Central from 45th Street, 47th Street, and 48th Street.<sup>[18]</sup> It is connected to the Main Concourse through two long hallways, the Northwest Passage (1,000 feet long) and Northeast Passage (1,200 feet long), which run parallel to the tracks on the upper level.<sup>[19]</sup> Entrances are at the northeast corner of East 47th Street and Madison Avenue (Northwest Passage), northeast corner of East 48th Street and Park Avenue (Northeast Passage), and on the east and west sides of 230 Park Avenue (Helmley Building) between 45th and 46th Streets. A fifth entrance is scheduled to open in early 2012 on the south side of 47th Street between Park and Lexington Avenues.<sup>[20]</sup> The 47th Street passage provides access to the upper level tracks and the 45th Street passage provides access to the lower



Video architectural tour of Grand Central Terminal (High-res version [on](#) Internet Archive)

versity (<http://en.wikiversity.org>). If your students are involved with photography or historical photo digitization projects, add content to the free media repository Wikimedia Commons (<http://commons.wikimedia.org>). The recently launched Wikivoyage (<http://en.wikivoyage.org>) would be great place for your students to work on building travel guides.

*Become a Wikipedian.* The best way to get to know Wikipedia is to become a Wikipedian yourself. As part of a local history project, we searched Wikipedia for people related to the history of southern Utah. We were surprised to find that no article existed on Almon Harris Thompson ([http://en.wikipedia.org/wiki/Almon\\_Harris\\_Thompson](http://en.wikipedia.org/wiki/Almon_Harris_Thompson)). Creating an original article was a wonderful opportunity to dive into

history and to get to know this important historical figure.

*Get Connected.* If you want to keep up to -date on what's happening with Wikipedia and its sister projects, subscribe to the Wikimedia Blog (<http://blog.wikimedia.org/>).

## CONCLUSION

Like Gregory Maguire's re-imagined Wicked Witch of the West, Wikipedia may simply be misunderstood. Be prepared to show the wonderful side of Wikipedia to parents, teachers, and students.

## RESOURCES

Brown, Adam R. (2011). Wikipedia as a data source for political scientists: Accu-

## BEST NEW SOFTWARE

**Ranger Rick Jr. Appventures--Lions** (<http://www.nwf.org/Kids/Kids-Apps.aspx>) Ages 4 – 7. Youngsters learn about lions as they explore this instructional app. Three sections—games, explore, and create—are included. The games portion contains a jigsaw puzzle of various lion pictures which can be done in nine, sixteen, and twenty-five pieces. Other choices include finding the wrong things in a picture and matching sounds. Two unique segments are the photo safari and hide and seek games. Both of these require the learner to physically move as they complete the activities. Learners can also explore the app to learn more about lions. All the information can be narrated or the narration can be turned off. Each screen along the lion's path provides links to video clips, a slideshow, and further information. Youngsters also collect stickers as they move through the learning section of the app. Finally, there are four creation alternatives in the app. Learners can create pictures from the stickers they collected in the "Explore" section. These pictures can be saved to the camera roll of the iPad and used for writing prompts. Music of a sort can be created in the Animal Sounds, where the keyboard makes the sound of the animal selected. Another choice for writing activities is the Animal Builder. Here, a creature is created with various choices for body, head, ears, tail, and other parts. A screenshot can be saved to the camera roll for use in other activities. Finally, the Trail Tales selection operates on a Mad Libs-type of story. The learner selects a series of words and then the story is crafted. This app correlates to a number of Common Core Standards at various grade levels. In particular, practice on gaining information from various formats and writing skills are emphasized.



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Adapted from the presentation "Wicked or Wonderful: Revisiting the World of Wikipedia" by Annette Lamb and Larry Johnson.

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