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From Wiki Club to University-Wide Learning Model: Institutionalizing Wikimedia-Based Education at St Aloysius (Deemed to be) University, India

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Abstract
The growing importance of digital literacy, collaborative learning and open knowledge creation has created new opportunities for higher education institutions to integrate Wikimedia projects into teaching and learning. Beyond serving as an information resource, platforms such as Wikipedia, Wikimedia Commons, Wikidata and Wikisource enable students to participate in authentic knowledge creation, develop research and information-evaluation skills, and contribute to publicly accessible knowledge. This paper examines the institutionalisation of Wikimedia-based education at St Aloysius (Deemed to be) University, Mangaluru, India, focusing on the transition from student-led Wiki Club activities towards a university-wide learning model. The study aims to explore student awareness and perceptions of Wikimedia-based learning, document institutional practices, identify opportunities and challenges associated with curriculum integration, and propose a sustainable framework for implementation. It adopts an institutional case-study approach, drawing on an original student questionnaire dataset and documented Wikimedia education activities conducted at the university. The findings are intended to examine students' awareness, participation, perceived educational benefits and willingness to engage in Wikimedia activities as part of their academic learning. Based on the institutional experience and student responses, the paper proposes a seven-component university-wide model encompassing institutional commitment, curriculum integration, student-led coordination, faculty mentoring, structured training, authentic knowledge contribution, and assessment and recognition. The study offers a practice-oriented framework that other higher education institutions can adapt to promote open educational practices, interdisciplinary collaboration, multilingual knowledge creation and meaningful student participation in the global knowledge ecosystem.

Keywords: *Wikimedia Education; Wikipedia in Higher Education; Open Educational Practices; Digital Literacy; Experiential Learning; Student Engagement; Curriculum Integration; Institutional Integration; Open Knowledge Creation; University-Based Learning Model.*

1. Introduction
Universities today are expected to do more than provide students with subject knowledge. They must also help them develop the digital, information and communication skills needed to participate responsibly in an increasingly connected world. Students should learn not only how to access information but also how to evaluate its reliability, understand its sources and contribute meaningful knowledge. This makes digital literacy, critical thinking and collaborative learning important parts of higher education. Open knowledge offers an opportunity to make learning more active and meaningful. Instead of simply receiving information, students can participate in creating, improving and sharing knowledge. Wikimedia projects such as Wikipedia, Wikimedia Commons, Wikidata, Wikisource and Wikiquote provide platforms for this kind of learning. Through activities such as article writing, editing, translation, media uploads and cultural documentation, students can apply their academic knowledge while developing research, writing, collaboration and digital skills. There is an important difference between using Wikipedia to find information and contributing to it as a learner.

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Wikimedia-based education encourages students to move beyond reading existing content and take responsibility for improving it using reliable sources. Their work can reach a wider audience and become part of freely accessible knowledge. This experience also helps them understand the importance of accuracy, neutrality, copyright and responsible online publishing. However, Wikimedia activities in universities are often limited to individual assignments, workshops or extracurricular programmes. To make them sustainable, they need support from university leadership, academic departments and faculty members, along with curriculum integration, structured training and appropriate assessment. A student-led Wiki Club can play an important role by bringing students together, encouraging peer learning and coordinating activities across disciplines. St Aloysius (Deemed to be) University, Mangaluru, Karnataka, provides an opportunity to explore this approach. Through its Wikipedia Association, also known as the Wiki Club, students have participated in training programmes, editing activities, multilingual initiatives and cultural documentation projects. These activities extend across English, Kannada and Tulu initiatives and various Wikimedia platforms, including Wikipedia, Wikimedia Commons, Wikiquote and Wikidata. They demonstrate how students from different academic backgrounds can work together to create and share knowledge. This study examines how such student-led activities can develop into a university-wide educational practice. It explores the role of institutional support, curriculum integration, faculty participation and structured assessment in making Wikimedia education sustainable. Based on the experience of St Aloysius University, the study proposes a model through which universities can connect classroom learning with collaborative knowledge creation and encourage students to become active contributors to the global knowledge community. As shown in Figure 1. Evolution of Wikimedia-Based Education at St Aloysius University. The development of Wikimedia-based education at St Aloysius University reflects a gradual transition from a student-led Wikipedia Association to a structured academic initiative integrating open knowledge creation into university learning. This evolution is illustrated in Figure 1.

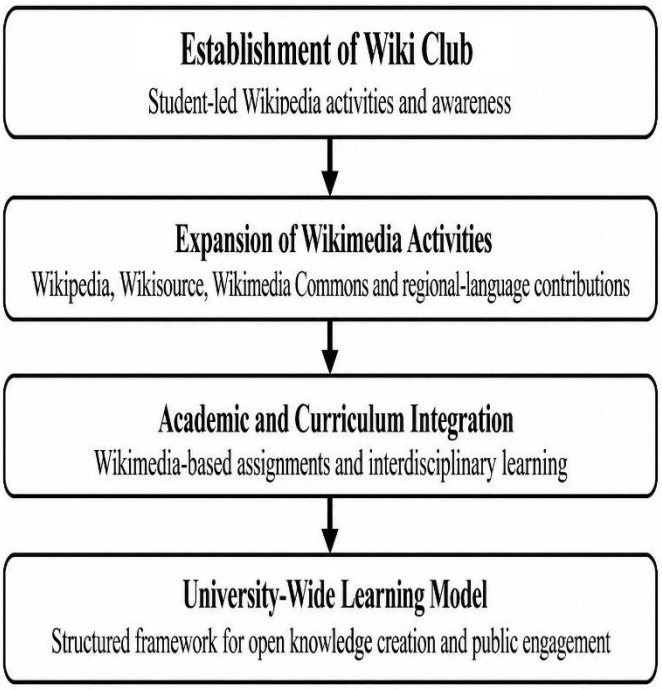


Figure 1 Evolution of Wikimedia-Based Education at St Aloysius University

1.1.Research Problem

Although Wikimedia projects offer opportunities for experiential learning, digital literacy and collaborative knowledge creation, their systematic integration into higher education remains a challenge. Activities may be concentrated among interested students or individual departments, while wider adoption requires institutional coordination, faculty awareness, curriculum alignment and mechanisms for recognising student contributions. There is a need to understand how student perceptions and existing institutional practices can inform a structured and sustainable model of Wikimedia-based education. This study addresses this need by examining the experience of St Aloysius University and exploring how its Wiki Club activities can contribute to a broader university-wide learning framework.

1.2.Research Objectives

The study has the following objectives:

1. To examine the evolution of the St Aloysius University Wikipedia Club from a student-led extracurricular initiative into a structured

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university-supported academic activity.

2. To analyze the integration of Wikimedia projects into the academic curriculum across different disciplines and examine their role in promoting experiential and interdisciplinary learning.
3. To assess students' perceptions of Wikimedia-based learning, particularly in relation to research skills, information literacy, digital competencies, collaborative learning and knowledge creation.
4. To develop an institutional framework for the sustainable, university-wide integration of Wikimedia-based education, emphasizing faculty mentoring, institutional support and student engagement in open knowledge creation.

1.3.Research Questions

The study is guided by the following research questions:

1. What is the level of student awareness and participation in Wikimedia projects at the institutional level?
2. How do students perceive the educational benefits of contributing to Wikimedia platforms?
3. What institutional practices and student-led initiatives support Wikimedia-based learning at St Aloysius University?
4. What opportunities and challenges influence the integration of Wikimedia activities across academic programmes and departments?
5. What institutional framework can support the sustainable adoption of Wikimedia-based education in higher education?

By addressing these questions, the study seeks to contribute to the growing discussion on open educational practices and the role of Wikimedia projects in higher education. Rather than treating Wikipedia editing as an isolated classroom exercise or an extracurricular activity, it examines how institutional coordination, student leadership, curriculum integration and faculty engagement can work together to establish a sustainable learning ecosystem. The proposed model is intended to offer practical insights for universities seeking to connect academic learning with open knowledge creation and meaningful public participation.

2. Literature Review

The integration of Wikimedia projects into higher education has attracted growing academic interest because of their potential to support collaborative learning, digital literacy, research skills and open knowledge creation. Traditionally, Wikipedia has been viewed primarily as an online encyclopaedia that students consult for introductory information. However, educational research increasingly recognises its potential as an active learning environment in which students can research, evaluate, create, edit and disseminate knowledge. This shift reflects a broader movement towards open educational practices, where learners participate in the production and sharing of knowledge rather than functioning solely as consumers of information.

The literature relevant to this study can be examined through five interconnected themes: Wikimedia in higher education, open educational practices, experiential and collaborative learning, digital and information literacy, and institutional and curriculum integration.

2.1.Wikimedia in Higher Education

The use of Wikipedia in higher education has gradually moved beyond discussions about its reliability as an information source to exploring its value as a learning platform. Researchers have shown that Wikipedia editing assignments can help students develop research, writing, critical thinking and information literacy skills. Carver et al. (2012), through four university case studies, demonstrated how students could improve publicly accessible Wikipedia articles as part of their academic coursework. Similarly, Dawe and Robinson (2017) explored Wikipedia editing as an information literacy activity among undergraduate health sciences students, highlighting the value of research, referencing and discipline-specific knowledge. McDowell and Vetter (2022) connected Wikipedia-based assignments with open educational practices and critical information literacy. They highlighted how students learn to evaluate sources, synthesise information and contribute to public knowledge. Selwyn and Gorard (2016) also found that Wikipedia was widely used by university students for introductory information and understanding

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academic topics, demonstrating its established place in student learning. Together, these studies show that Wikipedia can serve not only as an information resource but also as a platform for active learning and knowledge creation. However, much of the existing research focuses on individual courses and assignments, leaving scope to explore how Wikimedia activities can be integrated and sustained across an entire university.

2.2.Open Educational Practices and Open Knowledge

Open Educational Practices (OEP) encourage students and educators not only to use freely available learning resources but also to create, share and improve knowledge together. This makes learning more collaborative and gives students an opportunity to contribute beyond the classroom. Cronin et al. (2023) highlight the role of collaboration, peer learning and open knowledge creation in OEP. Wikimedia projects put these ideas into practice through platforms such as Wikipedia, Wikimedia Commons, Wikidata, Wikisource, Wikiquote and Wikibooks. Students can contribute through article writing, photography, translation, research, documentation and the development of educational resources. Unlike conventional assignments that are submitted only to teachers, Wikimedia contributions can remain publicly accessible and be improved by others. This gives students a real audience for their work and encourages them to pay attention to accuracy, reliable sources, copyright and responsible knowledge sharing. Wikimedia-based education also creates opportunities to represent local languages, histories and cultural traditions. This is particularly relevant in a diverse country like India, where students can document regional knowledge and make it accessible to wider audiences. Thus, Wikimedia education connects academic learning with community participation and the wider goal of making knowledge open and accessible.

2.3.Experiential and Collaborative Learning

Experiential learning allows students to learn by doing, applying what they know to practical and meaningful activities. Wikimedia projects offer opportunities for this through tasks such as researching topics, writing articles, editing existing content, translating information and documenting local knowledge. Unlike conventional assignments, Wikipedia editing involves contributing to a collaborative platform where content can be reviewed, improved and discussed by other contributors. Students learn to identify reliable sources, organise information and present it clearly. As McDowell and Vetter (2022) point out, the public nature of these assignments can encourage students to take greater responsibility for the quality and accuracy of their work. Wikimedia activities also promote teamwork and peer learning. Students can work together on research, article development, photography, translation and reference verification, allowing each person to contribute according to their strengths. Activities such as edit-a-thons, photography workshops and cultural documentation further connect classroom learning with practical experience. For universities, this approach creates a meaningful link between academic learning and real-world contribution. Students gain practical skills while producing knowledge that can be accessed and improved by others. Faculty members can assess their work through research quality, source evaluation, writing, collaboration and responsible participation.

2.4.Digital, Information and Media Literacy

Digital literacy is not just about knowing how to use digital tools; it also involves finding reliable information, checking its accuracy, understanding digital media and sharing information responsibly. Wikimedia projects provide a practical environment in which students can develop these skills through active participation. When editing Wikipedia, students must identify trustworthy sources, verify information, compare different viewpoints and present facts accurately. Dawe and Robinson (2017) highlight how Wikipedia editing can help students practise research, writing and referencing skills. Similarly, McDowell and Vetter (2022) connect Wikipedia-based learning with critical information literacy, particularly the evaluation of sources, understanding authority and recognizing how knowledge is created and shared. Contributing to Wikimedia also introduces students to responsible digital publishing. They learn about copyright, Creative Commons licences, attribution, neutrality and the importance of reliable references. Activities involving photographs, videos and other media

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further develop their understanding of digital documentation and responsible content sharing. The collaborative nature of Wikimedia platforms also encourages responsible digital citizenship. Since contributions are publicly visible and can be reviewed by others, students learn to communicate respectfully, accept feedback and take responsibility for the information they publish. These experiences make Wikimedia-based education a useful way to develop digital, information and media literacy across different academic disciplines.

2.5.Institutional and Curriculum Integration

Individual Wikipedia assignments and workshops can provide valuable learning experiences, but sustaining them over time requires support from the institution. Wikimedia activities need to be connected with course objectives, faculty guidance, student participation and appropriate assessment methods. They should become part of the academic environment rather than remain occasional activities. Carver et al. (2012) highlighted the importance of proper course planning, faculty preparation and student guidance when introducing Wikipedia assignments. Research on Wikipedia use in STEM education has also pointed to the value of faculty mentoring and structured support. These findings suggest that successful implementation depends not only on student interest but also on the involvement of educators and academic institutions. Wikimedia activities can be adapted to different disciplines. Humanities and social science students can work on historical and social topics, science students can improve articles on scientific concepts, media students can contribute photographs and other digital content, while language students can participate in translation and multilingual knowledge creation. This flexibility makes Wikimedia suitable for interdisciplinary learning. However, institutions may face challenges such as limited faculty familiarity, lack of student training, copyright concerns and difficulties in fitting activities into existing syllabi. These can be addressed through faculty development, structured training, clear assessment guidelines and collaboration with Wikimedia communities. A student-led Wiki Club can serve as a coordinating centre, encouraging peer learning and participation across departments. Cronin et al. (2023) emphasise that sustainable open educational practices require institutional support and structures, not just individual teaching initiatives. The experience of St Aloysius University, through its Wikipedia Club and activities across multiple Wikimedia projects, offers an opportunity to explore this approach in practice. Although previous studies have established the educational value of Wikipedia assignments, there is still scope to understand how such activities can be sustained across an entire university. This study addresses that gap by examining the St Aloysius University experience and proposing a model that connects institutional commitment, curriculum integration, faculty mentoring, student leadership, training, knowledge contribution and assessment.

2.6.Research Gap and Relevance to the Present Study

The reviewed literature establishes that Wikimedia-based learning can support research skills, critical information literacy, scientific and academic writing, collaborative learning and public knowledge creation. Existing studies also demonstrate that Wikipedia assignments can be adapted to different academic disciplines and learning environments. However, three areas require further investigation. First, much of the existing research examines Wikipedia assignments within individual courses or specific academic disciplines. There is scope for research into how Wikimedia activities can be coordinated across departments and developed into an institution-wide educational approach. Second, although student participation and faculty mentoring have received attention, the relationship between student-led Wikimedia initiatives, institutional coordination and formal curriculum integration requires further exploration. Third, there is a need for more institutional case studies from developing and multilingual educational contexts, particularly in India, where universities can use Wikimedia projects to document regional languages, local knowledge and cultural heritage alongside conventional academic learning. The present study addresses these areas by examining the experience of St Aloysius (Deemed to be) University. It considers the role of the Wiki Club as a student-led coordinating platform, the contribution of Wikimedia activities to student learning, and the institutional mechanisms required to

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expand these practices across academic programmes. By combining student questionnaire findings with documented institutional activities, the study seeks to develop a university-wide model that can be adapted by other higher education institutions.

3. Institutional Context: St Aloysius University

3.1. Profile of the University and Its Academic Environment

St Aloysius (Deemed to be University), located in Mangaluru, Karnataka, India, is a Jesuit educational institution established in 1880. Administered by the Mangalore Jesuit Educational Society (MJES), the institution has a long-standing tradition of providing higher education across diverse academic disciplines. Its educational philosophy is guided by the Jesuit motto Lucet et Ardet, meaning "Shine to Enkindle", which reflects its emphasis on academic excellence, ethical responsibility and service to society. The institution received autonomous status in 2007 and was granted Deemed-to-be University status in January 2024. It offers undergraduate, postgraduate and research programmes across disciplines including arts, science, commerce, management, computer applications, technology and social sciences. The university's multidisciplinary academic environment provides opportunities for students to engage in learning activities that extend beyond the boundaries of their respective programmes. Its diverse student community brings together different academic interests, language backgrounds and creative abilities. This environment is particularly suitable for Wikimedia-based education, as contributions to open knowledge platforms can take different forms depending on the discipline. Students may contribute through academic writing, research, translation, photography, multimedia production, cultural documentation and structured data creation. The institution's emphasis on social responsibility and community engagement also provides a relevant foundation for open knowledge initiatives. Wikimedia projects offer opportunities to connect academic learning with public participation by enabling students to document local knowledge, improve information resources and make educational content accessible to a wider audience. The university's academic diversity therefore provides an appropriate setting for examining how Wikimedia activities can be developed into an interdisciplinary educational practice.

3.2. Establishment and Role of the Wikipedia Wiki Club

Wikimedia engagement at St Aloysius began in 2014 as a regular student club, introducing students to Wikipedia and encouraging participation in open knowledge activities. Over time, it developed into the Wikipedia Association, also known as the Wiki Club, which now serves as the principal platform for coordinating Wikimedia-related educational activities across the university.

The Wiki Club provides students with opportunities to learn editing skills, understand referencing and open licensing, and contribute to different Wikimedia projects. It organises workshops, training sessions, competitions and edit-a-thons, while encouraging experienced student contributors to guide beginners through peer learning. Students also take an active role in organising activities, coordinating contributions and supporting training programmes, with guidance from faculty coordinators and experienced Wikimedia contributors. The Club's activities extend beyond Wikipedia to projects such as Wikimedia Commons, Wikiquote, Wikidata, Wikibooks and Wikisource. Students have participated in Kannada and Tulu workshops, multimedia documentation, Wikiquote competitions, Wiki Science Competition initiatives and other community programmes. These activities also connect students with wider Wikimedia communities, language initiatives and collaborative knowledge projects. A significant development over the last three years has been the gradual integration of Wikimedia activities into the academic curriculum, creating opportunities for students to participate as part of their learning experience. The Wiki Club therefore functions not merely as an extracurricular group but as a coordinating hub connecting students, academic departments, faculty members and Wikimedia community partners. This role supports the transition from individual club activities towards a broader university-wide approach to Wikimedia-based education.

3.3. Participation Across Departments and Disciplines

Wikimedia projects offer opportunities for students

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from different academic backgrounds to contribute according to their interests and subject knowledge. Contributions can include research, article writing, translation, photography, illustration, documentation and data organisation. At St Aloysius University, students from humanities, languages, social sciences, commerce, science, computer applications, animation and media-related programmes can connect Wikimedia activities with their respective subjects. For example, language students can work on translations and literary content, social science students can document social and cultural topics, science students can contribute scientific images, and technology students can explore Wikidata and structured information. Animation and media students can contribute through photography, illustrations and multimedia documentation.

University activities such as Kannada article-writing sessions, Wikimedia Commons and Wiki Loves Fish workshops, Wikiquote competitions, and Wikidata and Wikibooks orientations demonstrate this interdisciplinary scope. Rather than following the same activity across all departments, each programme can select Wikimedia projects that complement its curriculum and learning outcomes. This makes Wikimedia-based learning flexible, relevant and accessible to students from diverse disciplines.

3.4.Institutional Support and Integration of Wikimedia into Teaching and Learning

The growth of Wikimedia education at St Aloysius University is supported by the combined efforts of faculty coordinators, university leadership, students and the wider Wikimedia community. Faculty members guide students, organise training and connect Wikimedia activities with academic learning, while university leadership provides institutional recognition and encouragement. An example of this support was the recognition of five students and three staff members among the top ten contributors in the Kannada Wikiquote Writing Competition in August 2025. The Vice-Chancellor, Rev. Dr. Praveen Martis SJ, participated in the prize distribution ceremony. Similarly, the WikiLearn Kannada course, completed in March 2026, brought students and faculty together to develop skills in editing, article creation, media uploads and Wikimedia guidelines. Community partnerships further strengthen these activities by providing training, technical guidance and opportunities to engage with regional Wikimedia initiatives, particularly in Kannada and Tulu. Together, these efforts connect classroom learning with practical knowledge creation. Wikimedia activities support student learning through three broad pathways: curriculum-related assignments, co-curricular activities such as workshops and competitions, and community-oriented projects involving cultural, linguistic and scientific documentation. Students can apply research, writing, source evaluation, digital media and collaborative skills while contributing knowledge that is accessible to the wider public. These experiences demonstrate that sustainable Wikimedia education requires more than individual student initiatives. It depends on institutional support, faculty guidance, student participation and active community partnerships working together to connect academic learning with open knowledge creation.

4. Methodology

4.1.Research Design

This study adopts an institutional case-study approach to examine the integration of Wikimedia-based education at St Aloysius (Deemed to be) University, Mangaluru, India. The case-study approach is appropriate because the research investigates an educational initiative within its institutional context, considering student participation, academic engagement, institutional practices and the mechanisms that support the development of open knowledge activities.

The study follows a mixed-methods orientation, combining quantitative analysis of student questionnaire responses with qualitative examination of institutional documentation and Wikimedia-related activities. The quantitative component focuses on students' awareness, participation, perceptions and experiences relating to Wikimedia projects and their potential integration into higher education. The qualitative component examines the development of the university's Wikipedia Association/Wiki Club, its educational activities, training programmes, interdisciplinary initiatives and engagement with the wider Wikimedia community.

By bringing these two forms of evidence together, the

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study seeks to understand both the student perspective and the institutional processes that support Wikimedia-based learning. The quantitative findings provide insights into student awareness and perceptions, while the qualitative documentation offers contextual evidence of how Wikimedia activities have developed within the university. The combined analysis informs the development of a university-wide model for institutionalising Wikimedia education.

4.2.Research Objectives

The study is guided by the following five objectives:

1. To examine student awareness, participation and perceptions of Wikimedia-based learning.
2. To analyse the educational value of integrating Wikimedia projects into higher education.
3. To document the institutional practices and activities developed at St Aloysius University.
4. To identify opportunities and challenges in scaling Wikimedia education across academic disciplines.
5. To propose a replicable university-wide Wikimedia education model that can be adapted by other higher education institutions.

These objectives connect the empirical investigation of student responses with the institutional examination of Wikimedia activities. They also provide the foundation for developing a practical framework that brings together curriculum integration, student participation, faculty support and institutional coordination.

4.3.Research Questions

To address the research objectives, the study investigates the following questions:

1. What are students' levels of awareness and participation in Wikimedia projects?
2. How do students perceive the educational value of contributing to Wikimedia platforms?
3. What institutional practices support the integration of Wikimedia into higher education at St Aloysius University?
4. What opportunities and challenges affect the wider adoption of Wikimedia-based learning across academic departments?
5. How can a university-wide Wikimedia education model be designed and sustained within a higher education institution?

The first two questions are primarily addressed through the analysis of student questionnaire responses. The third and fourth questions are examined through institutional documentation and activity records, alongside relevant student responses where applicable. The fifth question draws upon the combined findings and the relevant literature to develop the proposed institutional model.

4.4.Data Sources

The study draws upon four principal sources of information.

4.4.1. Original Student Questionnaire Dataset

The primary quantitative data source is the original student questionnaire dataset collected for the study. It is used to examine students' awareness of Wikimedia projects, previous participation, familiarity with different Wikimedia platforms, perceptions of educational benefits and interest in incorporating Wikimedia activities into academic learning. The questionnaire responses provide an empirical basis for understanding student engagement and identifying areas where additional training, institutional support and curriculum integration may be required. The original student-collected dataset is treated as the primary source for the quantitative findings. Figures from subsequently modified or illustrative datasets are not included in the analysis. The final manuscript should specify the total number of valid responses, the data collection period, the student population approached, the sampling technique and the academic programmes represented. These details will be reported based on the original dataset and the corresponding data collection records.

4.4.2. Documentation of Wiki Club and University Activities

The second source comprises records of Wikimedia-related educational activities conducted at St Aloysius University. These include workshops, training sessions, editing initiatives, competitions, student-led projects, cultural documentation

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activities and programmes involving different Wikimedia platforms. The documentation provides information about the nature, objectives and development of the university's Wikimedia engagement. It also helps identify the different forms of student participation, including article creation, article improvement, multilingual contributions, media uploads, structured data activities and collaborative knowledge documentation.

4.4.3. Meta-Wiki Activity Reports and Institutional Records

The third source consists of publicly documented Meta-Wiki activity reports and relevant university records. Meta-Wiki pages provide supporting documentation of activities, project descriptions, training initiatives and community engagement. Institutional records, where available, provide additional information about university-level support, faculty coordination, student participation and the organisation of educational programmes.

These materials are used to establish the institutional context and trace the development of Wikimedia engagement. They are treated as documentary evidence rather than substitutes for the student questionnaire data.

4.4.4. Relevant Academic Literature

The fourth source comprises peer-reviewed research publications, academic studies and relevant literature on Wikipedia in higher education, open educational practices, experiential learning, digital literacy, collaborative knowledge creation and curriculum integration. The literature provides the conceptual foundation for interpreting the findings and positioning the institutional case within the broader academic discussion on Wikimedia-based education.

4.5.Data Analysis

The study employs descriptive statistical analysis for the quantitative student questionnaire data and thematic analysis for the qualitative institutional documentation.

4.5.1. Quantitative Data Analysis

The original student questionnaire responses are analysed using descriptive statistical techniques to identify patterns in awareness, participation and perceptions of Wikimedia-based learning.

The quantitative analysis includes:

- **Frequency distributions:** To identify the number of students selecting each response option.
- **Percentage analysis:** To calculate the proportion of students represented by different response categories.
- **Descriptive statistics:** To summarise numerical responses, including mean values and other appropriate measures where applicable.
- **Comparative analysis:** To examine differences in responses across academic programmes, departments or other relevant student categories, where the dataset permits.
- **Likert-scale analysis:** To summarise student perceptions and levels of agreement with statements concerning the educational value of Wikimedia activities, where such questions are included in the questionnaire.

The results are presented through tables, charts and descriptive explanations to make the findings accessible and to identify patterns relevant to the research questions. The denominator used for each percentage will be clearly stated, particularly where individual questions have missing responses.

4.5.2. Qualitative Analysis of Institutional Documentation

Institutional activity records and Meta-Wiki reports are examined using a thematic approach. The documented activities are organised into categories according to their educational purpose, Wikimedia platform, form of student participation and institutional relevance.

The analysis focuses on themes such as:

1. Student-led learning and participation.
2. Curriculum-related and interdisciplinary activities.
3. Training and capacity building.
4. Multilingual knowledge creation.
5. Cultural heritage and community documentation.
6. Faculty coordination and institutional support.
7. Collaboration with Wikimedia communities.

The thematic categorisation helps identify recurring practices and the different ways in which Wikimedia activities contribute to student learning and

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institutional engagement. It also enables the study to distinguish between formal academic integration, co-curricular activities and extracurricular participation.

4.5.3. Integration of Quantitative and Qualitative Findings

The quantitative and qualitative findings are brought together during the interpretation stage. Student responses provide insights into awareness, experiences and perceptions, while institutional documentation illustrates the activities and organisational practices through which Wikimedia education has developed. The combined interpretation is used to identify areas of alignment and potential gaps between student perceptions and institutional practices. For example, student interest in learning Wikimedia editing can be considered alongside documented training programmes, while perceived educational benefits can be discussed in relation to actual knowledge creation and collaborative activities. The resulting analysis informs the development of the proposed seven-component university-wide Wikimedia education model. The model is therefore derived from the relationship between empirical student evidence, documented institutional practices and the conceptual insights established through the literature review.

5. Findings: Student Engagement and Perceptions

Figure 2 illustrates students' perceptions of Wikimedia-based learning across four key dimensions: perceived usefulness, skill development, satisfaction and willingness to recommend the approach. The results indicate that perceived usefulness received the highest rating at 85%, suggesting that students generally recognised the educational value of engaging with Wikimedia projects as part of their academic learning. Similarly, 80% of students expressed willingness to recommend the integration of Wikimedia-based activities into the curriculum, indicating positive acceptance of this approach. Furthermore, 78% of the respondents acknowledged the development of skills through their participation in Wikimedia-related activities. These skills include research, information verification, academic writing, referencing, digital literacy and collaborative knowledge creation. Student satisfaction stood at 72%, reflecting a generally favourable experience while also suggesting opportunities to improve training, faculty guidance and the overall implementation process. As shown in Figure 2 Student Perceptions of Wikimedia-Based Learning.

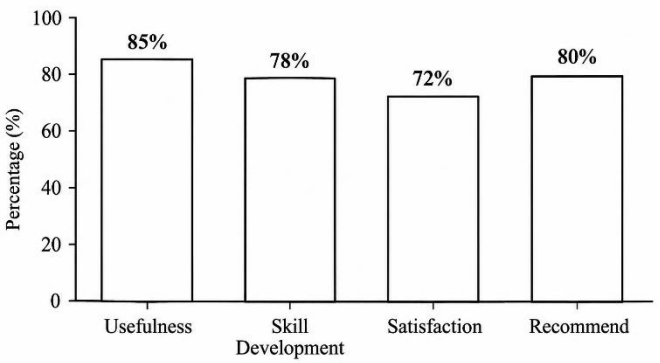


Figure 2 Student Perceptions of Wikimedia-Based Learning

Taken together, these findings suggest that Wikimedia-based learning has the potential to extend academic learning beyond conventional classroom activities by encouraging students to actively participate in knowledge creation, documentation and sharing. The positive perceptions also support the possibility of expanding Wikimedia integration from club-based activities into a structured university-wide learning model.

5.1.Student Demographic and Academic Profile

The dataset includes 50 students from six academic departments, representing a range of disciplines across the university. History had the highest representation, with 14 respondents (28%), followed by English with 10 (20%), Journalism with nine (18%), Visual Communication with eight (16%), Computer Animation with five (10%) and Computer Science with four (8%). In terms of year of study, 19 respondents (38%) were in their third year, 18 (36%) were in their first year and 13 (26%) were in their second year. The gender distribution consisted of 23 male students (46%), 14 female students (28%) and 13 respondents (26%) who preferred not to disclose their gender. The participation of students from humanities, communication, media and computing-related disciplines provides a multidisciplinary perspective on the use of Wikipedia-related activities

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in higher education. However, the distribution across departments was not uniform, and the sample should not be considered representative of the entire university student population. As shown in Table 1 Academic profile of respondents (N = 50).

Table 1 Academic profile of respondents (N = 50)

Department	Number	Percentage
History	14	28%
English	10	20%
Journalism	9	18%
Visual Communication	8	16%
Computer Animation	5	10%
Computer Science	4	8%
Total	**50**	**100%**

Table 2 Academic profile of respondents year wise (N = 50)

Year of study	Number	Percentage
First Year	18	36%
Second Year	13	26%
Third Year	19	38%
Total	**50**	**100%**

5.2.Awareness of Wikimedia Projects

The questionnaire recorded students' prior awareness of Wikipedia. The responses indicate that 26 students (52%) were somewhat aware of Wikipedia, while 13 (26%) had heard of it. Seven students (14%) described themselves as very aware, and four (8%) reported that they were not aware of it. These findings indicate that 46 students (92%) had at least some familiarity with Wikipedia, although the level of familiarity varied. Only a relatively small proportion described themselves as very aware. This suggests that general familiarity with Wikipedia does not necessarily translate into an understanding of its editorial processes, contribution practices or wider educational possibilities. The questionnaire did not separately measure students' awareness of Wikimedia Commons, Wikidata, Wikisource, Wikiquote or other Wikimedia platforms. Consequently, no separate conclusions about familiarity with these projects can be drawn from the present dataset. The findings nevertheless indicate a need for structured orientation that introduces students to the wider Wikimedia ecosystem and its potential applications in academic learning.

5.3.Participation and Contribution

Of the 50 respondents, 37 (74%) reported participating in at least one Wikipedia or Wikimedia-related activity, while 13 (26%) had not yet participated. The responses therefore indicate a substantial level of reported engagement among the students included in the study. The reported activities included participation in edit-a-thons and the creation, review, editing and translation of Wikipedia articles, as well as uploading media to Wikimedia Commons. Participation in an edit-a-thon and the creation of a Wikipedia article were the most frequently reported activities, with eight respondents each (16%). Six students (12%) reported reviewing content, while another six (12%) had edited existing articles. Five students (10%) reported translating an article, and four (8%) had uploaded media to Wikimedia Commons.

Table 3 Types of Wikipedia/Wikimedia activities reported

Activity	Number	Percentage
Participated in an edit-a-thon	8	16%
Created a Wikipedia article	8	16%
Reviewed content	6	12%
Edited an existing article	6	12%
Translated an article	5	10%
Uploaded media to Wikimedia Commons	4	8%
Not yet participated	13	26%
Total	**50**	**100%**

Regarding the time spent on Wikimedia-related activities, 11 respondents (22%) reported spending

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more than 10 hours, while 10 (20%) reported spending between six and ten hours. Five students (10%) indicated three to five hours, and four (8%) reported one to two hours. Twenty respondents (40%) selected 'Not applicable'. This time-spent distribution should be interpreted cautiously because the number selecting 'Not applicable' exceeds the 13 respondents who reported no participation. This inconsistency is retained as a limitation rather than assuming that the responses can be reconciled. The findings also show that participation was not confined to students who reported formal course integration. While 22 of the 28 students who reported integration in one or more courses also reported participating in an activity, 15 students who selected either 'No' or 'Planned but not implemented' for course integration nevertheless reported participation. This may indicate engagement through co-curricular activities, student-led initiatives or other learning opportunities. However, the questionnaire does not establish the precise context of each activity, and this relationship should therefore be interpreted with caution. With respect to training, 23 students (46%) reported receiving training or orientation, 17 (34%) had not received training, and 10 (20%) reported receiving partial training. These findings highlight the importance of structured introductory and continuing support for students undertaking Wikimedia contributions.

5.4.Perceived Educational Benefits

Students were asked to assess the usefulness of Wikipedia-related activities in their learning. The responses were generally positive: 23 students (46%) considered the activities very useful, while six (12%) rated them extremely useful. Fourteen respondents (28%) considered them moderately useful, five (10%) slightly useful and two (4%) not useful. Thus, 29 students (58%) rated the activities as either very useful or extremely useful. The satisfaction rating, measured on a five-point scale, produced a mean score of 3.40 (SD = 1.21). This indicates a moderately positive overall level of satisfaction among the respondents, while also showing variation in individual experiences. Students also identified the main skills they believed they had developed through their participation. Writing and editing was the most frequently selected skill, reported by 14 respondents (28%). Communication and collaboration followed, with 13 students (26%), while 10 (20%) identified critical thinking and fact-checking. Research and information literacy were selected by eight respondents (16%), and five (10%) identified digital literacy. As shown in Table 4. Main skills identified by students.

Table 4 Main skills identified by students

Skill developed	Number	Percentage
Writing and editing	14	28%
Communication and collaboration	13	26%
Critical thinking and fact-checking	10	20%
Research and information literacy	8	16%
Digital literacy	5	10%
Total	**50**	**100%**

The responses suggest that students associate Wikimedia-related activities with a combination of writing, communication, research and critical-thinking skills. In particular, the prominence of writing and editing, alongside communication and collaboration, indicates that students recognise both individual and collaborative dimensions of open knowledge creation. The questionnaire also examined students' confidence in identifying reliable sources and adding citations. Fourteen respondents

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(28%) reported that they could identify reliable sources always, while 12 (24%) selected sometimes and 16 (32%) selected rarely. Eight students (16%) reported that they could identify reliable sources often. Regarding citation skills, 14 students (28%) reported being able to add proper citations independently, while 17 (34%) required guidance and 19 (38%) reported that they were not yet able to do so. These findings point to an important distinction between students' perceived usefulness of Wikimedia activities and their confidence in carrying out specific academic tasks. Although students recognised educational value, source evaluation and citation practices remained areas requiring further instruction and support.

5.5.Interest in Curriculum Integration

The questionnaire examined whether Wikipedia-related activities had been incorporated into students' courses. Nineteen respondents (38%) reported that Wikipedia had been integrated into one course, while nine (18%) reported integration across multiple courses. Thirteen students (26%) indicated that no course integration had taken place, and nine (18%) reported that integration had been planned but not implemented. Taken together, 28 students (56%) reported some level of course integration. The responses indicate that students had encountered Wikipedia-related activities in different curricular contexts, although implementation was not uniform across the sample. Students were also asked whether they would recommend syllabus integration. Twenty-eight respondents (56%) selected 'Definitely', while 13 (26%) selected 'Probably'. Nine students (18%) were unsure. Thus, 41 respondents (82%) expressed a positive inclination towards recommending syllabus integration. However, the questionnaire did not include a negative response category, and the result should not be interpreted as evidence of unanimous approval. Students also indicated which activities they would prefer to undertake in the future. Editing workshops were the most frequently selected option, with 10 respondents (20%). Wikimedia Commons media contributions, article creation and community edit-a-thons were each selected by nine students (18%). Translation projects were preferred by eight respondents (16%), while five (10%) selected fact-checking activities. As shown in Table 5. Preferred future Wikimedia activities.

Table 5 Preferred future Wikimedia activities

Preferred activity	Number	Percentage
Editing workshop	10	20%
Wikimedia Commons media contribution	9	18%
Article creation	9	18%
Community edit-a-thon	9	18%
Translation project	8	16%
Fact-checking activity	5	10%
Total	**50**	**100%**

The preference for different types of activities suggests that students may benefit from varied contribution opportunities rather than a single standardised assignment. The responses also indicate scope for incorporating practical editing, media documentation, translation and collaborative

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knowledge-building activities into academic courses.

5.6.Challenges and Barriers

Despite the generally positive perceptions, students identified several challenges associated with participation in Wikipedia-related activities. Technical difficulties were the most frequently reported challenge, selected by 11 respondents (22%). Language limitations were identified by 10 students (20%), while eight (16%) reported difficulty finding reliable sources. Lack of time, citation and reference skills, and no major barriers were each selected by seven respondents (14%). These findings suggest that barriers to participation are not limited to technical familiarity. Students also require support in navigating language differences, identifying appropriate references and understanding citation requirements. The identification of language limitations is particularly relevant in a multilingual academic environment, where students may wish to contribute in English as well as regional and other Indian languages. Faculty support was another area of concern. Fifteen students (30%) reported receiving no faculty support, while 14 (28%) indicated limited support. Twelve respondents (24%) reported receiving some support, and nine (18%) reported strong support. Thus, 29 students (58%) experienced either no or limited faculty support. This indicates that the successful integration of Wikimedia activities into academic courses requires not only student orientation but also active faculty involvement and mentoring. Access to digital resources also emerged as a concern. Nineteen students (38%) reported that internet access or devices were often limited, while nine (18%) indicated that access was sometimes limited. In contrast, 12 respondents (24%) reported that access was usually available, and 10 (20%) indicated that it was always available. Therefore, 28 students (56%) experienced internet or device limitations either often or sometimes. As shown in Table 6 Challenges and support conditions.

Table 6 Challenges and support conditions

Challenge / condition	Number	Percentage
Technical difficulties	11	22%
Language limitations	10	20%
Difficulty finding reliable sources	8	16%
Lack of time	7	14%
Citation/reference skills	7	14%
No major barriers	7	14%

The findings on faculty support and digital access reinforce the need for an enabling institutional environment. Students may be interested in contributing to open knowledge projects, but their participation can be constrained by inadequate guidance, limited technical access and insufficient time within academic schedules. Addressing these challenges requires coordinated support from departments, faculty members and the university.

Overall, the findings reveal a combination of student receptiveness and practical implementation challenges. While a majority of respondents reported participation in Wikimedia-related activities and expressed a positive inclination towards syllabus integration, the responses also highlight the need for systematic training, faculty mentoring, source-evaluation and citation guidance, multilingual opportunities and reliable digital infrastructure. These findings provide an empirical basis for developing a structured institutional approach to Wikimedia-based learning in higher education.

6. Institutional Practices: From Wiki Club Activities to University Learning

The Wiki Club at St Aloysius University coordinates regular training sessions, workshops, edit-a-thons and student contributions across Wikimedia projects. Students participate in Kannada and Tulu Wikipedia activities and explore platforms such as Wikimedia Commons, Wikiquote, Wikidata, Wikibooks and Wikisource. MediaWiki training further introduces

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students to the technical aspects of Wikimedia platforms and collaborative knowledge creation. The university also connects these activities with curriculum-related topics, social awareness and cultural heritage documentation. Initiatives include article-writing on anti-drug awareness, gender sensitisation and anti-ragging, along with multilingual and multimedia contributions. Structured programmes such as the WikiLearn Kannada course, competitions and Wikipedia's 25th anniversary celebrations have further encouraged participation. The Vice-Chancellor's presence at student recognition programmes reflects institutional support for these efforts. Together, these practices show how the Wiki Club connects academic learning, digital skills, regional languages and community knowledge creation, helping Wikimedia activities grow beyond occasional events into a continuing university learning initiative.

7. Proposed University-Wide Wikimedia Education Model

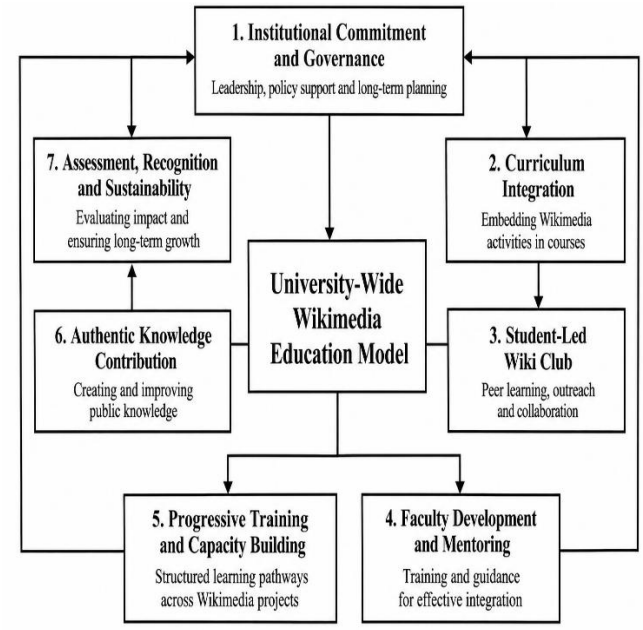


Figure 3 Seven-Component University-Wide Wikimedia Education Model

The proposed model comprises seven interconnected components that together provide a structured approach to integrating Wikimedia projects into higher education. Rather than functioning as independent activities, these components reinforce one another and create an institutional ecosystem for collaborative learning, digital literacy and open knowledge creation.

1. **Institutional Commitment and Governance**
   Institutional commitment provides the foundation for the successful implementation of Wikimedia-based education. Support from university leadership, clear coordination mechanisms and long-term planning help establish Wikimedia activities as part of the institution's academic and educational priorities. A designated coordinating unit, such as a Wiki Club or Wikimedia Education Committee, can facilitate collaboration among departments, faculty members, students and external Wikimedia communities.
2. **Curriculum Integration**
   Curriculum integration connects Wikimedia activities with formal teaching and learning. Faculty members can incorporate assignments such as article creation, editing, translation, source evaluation and multimedia documentation into relevant courses. These activities should be aligned with course objectives and disciplinary requirements, allowing students to apply subject knowledge while developing research, writing, critical thinking and digital communication skills.
3. **Student-Led Wiki Club**
   The Wiki Club serves as the operational and student-engagement hub of the model. It provides opportunities for peer learning, mentoring, outreach, collaborative editing and interdisciplinary participation beyond individual classroom assignments. By encouraging students to take responsibility for training sessions and contribution activities, the club helps develop leadership, teamwork and a sustained culture of participation in open knowledge projects.
4. **Faculty Development and Mentoring**
   Faculty development ensures that educators have the knowledge and confidence to integrate Wikimedia projects into their

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teaching practices. Training programmes can familiarise faculty members with Wikimedia platforms, editing processes, copyright requirements, reliable sourcing and assessment strategies. Faculty mentors can then guide students in connecting Wikimedia assignments with disciplinary knowledge and academic standards.

5. **Progressive Training and Capacity Building**
   A structured training pathway enables students to progress from basic awareness to independent and advanced contributions. Initial sessions may introduce Wikimedia principles, account creation and editing, followed by focused training in referencing, neutrality, copyright, translation and multimedia uploads. Advanced activities involving Wikidata, Wikisource, Wikibooks and other projects can further expand students' understanding of open knowledge creation.
6. **Authentic Knowledge Contribution**
   Authentic contribution places students in the role of knowledge creators rather than passive users of digital information. Through creating and improving articles, uploading educational media, documenting local heritage and contributing in different languages, students produce resources that are publicly accessible and can benefit wider communities. Such activities connect academic learning with real-world knowledge needs while encouraging responsible participation in the digital knowledge ecosystem.
7. **Assessment, Recognition and Sustainability**
   Assessment and recognition provide mechanisms for evaluating student learning and sustaining participation. Wikimedia contributions can be assessed through clearly defined academic criteria, such as research quality, source reliability, accuracy, collaboration and adherence to platform guidelines. Contribution records, certificates, awards and public documentation can recognise student and faculty efforts. Regular evaluation and feedback can also help institutions improve the model and maintain its relevance over time.

8. Interaction Among the Components and Adaptability

The seven components function as a continuous and mutually reinforcing cycle. Institutional commitment provides direction and resources, while curriculum integration creates formal learning opportunities. Faculty members guide academic implementation, and the Wiki Club coordinates student participation and peer support. Progressive training equips students with the necessary skills to make authentic contributions, which can then be assessed and recognised through institutional mechanisms. Evidence from these activities can inform future planning, faculty development and curriculum improvements, thereby strengthening the overall model. The model is adaptable to universities with different academic structures, resources and student populations. Institutions may begin with a small pilot programme in one department, establish a student-led Wiki Club and gradually expand participation across disciplines. The choice of Wikimedia projects, languages, training methods and assessment criteria can be tailored to local academic priorities and community knowledge needs. Universities may also collaborate with regional Wikimedia communities and experienced contributors to build capacity. The central principle is not to replicate a single institution's activities, but to establish a sustainable framework in which institutional support, curriculum-based learning, student participation and public knowledge contribution are meaningfully connected.

9. Recommendations for Implementation in Higher Education

1. **University Management and Academic Leadership**
   University management should recognise Wikimedia-based education as a valuable approach to experiential learning, digital literacy and open knowledge creation. Institutions can establish a formal coordination mechanism, provide administrative and technical support, encourage interdisciplinary participation and

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create opportunities to integrate Wikimedia activities into academic and co-curricular programmes. Long-term institutional planning and appropriate recognition of contributions are essential for sustainability.

2. **Departments and Programme Coordinators**
   Departments and programme coordinators should identify courses and subject areas where Wikimedia assignments can complement existing learning outcomes. They can introduce activities such as article development, translation, source evaluation, digital documentation and multimedia contributions. Starting with pilot initiatives and gradually expanding successful practices across programmes can help ensure that integration remains relevant to disciplinary requirements and manageable for faculty and students.
3. **Faculty Members**
   Faculty members should receive basic training in Wikimedia platforms and explore ways to incorporate authentic contribution activities into their teaching. Assignments should have clearly defined learning objectives, assessment criteria and appropriate academic guidance. Faculty members should also emphasise reliable sourcing, copyright compliance, neutrality and responsible digital participation while encouraging students to view themselves as active contributors to public knowledge.
4. **Student Associations and Wiki Clubs**
   Student associations and Wiki Clubs should function as active platforms for peer learning, mentoring and collaborative participation. They can organise regular training sessions, edit-a-thons, competitions, multilingual contribution drives and outreach programmes. Encouraging students to take leadership roles, mentor newcomers and collaborate across departments can strengthen participation and help sustain Wikimedia activities beyond individual courses or academic semesters.
5. **Wikimedia Education Partners and Communities**
   Wikimedia education partners and local communities should support universities through training resources, experienced mentors, technical guidance and opportunities for collaboration. They can help faculty members and students understand community policies, contribution standards and available Wikimedia projects. Partnerships can also facilitate joint edit-a-thons, cultural documentation initiatives and knowledge-sharing programmes, creating stronger connections between universities and the wider open knowledge movement.

10. Limitations and Future Research

1. **Institutional Case-Study Limitations**
   This study focuses on a single university, and its findings reflect the institution's specific academic environment and Wikimedia initiatives. Therefore, the proposed model may require adaptation before being applied in institutions with different structures and resources.
2. **Sample Size and Representativeness**
   The student dataset comprises 50 responses, which may not adequately represent the experiences and perceptions of the entire university student population. The findings should therefore be interpreted within the limits of the available sample.
3. **Self-Reported Responses**
   The study relies on student-reported information, which may be influenced by individual perceptions, recall and personal experiences. Future studies could complement questionnaire responses with independently verified contribution records and other forms of evidence.
4. **Need for Longitudinal Studies**
   Longitudinal research is required to examine how sustained participation in Wikimedia activities influences students' learning outcomes, digital literacy, research skills and academic development over time. Such studies could also assess whether the acquired skills remain relevant beyond the completion of individual courses.

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5. **Comparative Studies Across Universities and Disciplines**
   Future research could compare Wikimedia-based educational practices across universities, academic programmes and disciplinary areas. Such comparisons would help identify common implementation challenges, effective practices and contextual factors influencing institutional adoption.
6. Future Research on Faculty Perceptions, Learning Assessment and Contribution Impact Further studies should examine faculty perceptions, institutional readiness and effective methods for assessing Wikimedia-based learning outcomes. Research could also evaluate the quality, reach, reuse and long-term impact of student contributions to publicly accessible Wikimedia platforms.

Conclusion

This study shows that Wikimedia education can become much more than an occasional classroom assignment or student club activity. With the right support, it can grow into a meaningful part of university life, where students learn by creating, improving and sharing knowledge with the wider world. A student-led Wiki Club can play a central role in this process by bringing students together, encouraging peer learning and creating opportunities for collaboration across disciplines. However, the success of such an initiative depends on more than student enthusiasm alone. Active support from university leadership, integration into relevant courses, faculty guidance, regular training and fair assessment are equally important. The proposed model offers a practical direction for universities that wish to connect academic learning with real-world knowledge creation. By giving students the opportunity to contribute to knowledge that remains freely accessible to others, higher education institutions can help develop not only skilled learners but also responsible and active participants in the global knowledge community.

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