"A Wikivoyage to…"
Making the most of Emergency Remote
Teaching for the development
of transversal skills

by Maristella Gatto and Francesco Meledandri[1]

ABSTRACT: In the context of a growing tendency towards teaching practices based on digital innovation, which the Covid-19 outbreak has further accelerated, experimenting with cooperative writing/translation projects based on Wiki technology has started to attract the attention of university scholars. A number of projects have thus emerged that exploit the Wikimedia ecosystem as a multilingual working environment for online authentic tasks, which are particularly appropriate for a new generation of "digital natives" who have been facing (forced) distant learning activities. Indeed, experience shows that the very myth of the digital natives' fluency in the use of ICT is to be questioned, and the need for the development of ICT literacy and related transversal competences is strongly advocated. Against this background, the article reports on a project completed with distance learning-based activities at the University of Bari:

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[1] Maristella Gatto is the author of "Introduction" and "Collaborative online writing with Wikimedia Projects"; Francesco Meledandri is the author of "The project Transl/Editathon@Uniba. A Wikivoyage to Puglia: definition, aims, methods", "From theory to practice. Results from the cooperative project". The sections "Discussion" and "Final Remarks" have been co-authored.

"Transl/Editathon@Uniba. A Wikivoyage To Puglia". The project had a twofold aim: it channelled resources with different expertise and knowledge backgrounds to offer a multi-disciplinary approach to tourism discourse, translation skills and IT competence; it aimed at raising awareness in students that a cooperation-based approach in a digital environment can enhance their transversal skills. The students' ability in narrating their territory via Wikivoyage, and their feeling part of a virtual community, was the project's added value in a time when distance(s) in geographical and interpersonal terms seem to have been loosening any sense of belonging.

KEY WORDS: Cooperative writing; Emergency Remote Teaching; Tourism; Translation; Transversal skills

INTRODUCTION

In recent times, under the constraints determined by the abrupt change in teaching habits brought about by the Covid 19 pandemics, the academic community has been facing the interrogatives raised by the challenges and opportunities resulting from the need to rapidly adapt to what has been labelled as "Emergency Remote Teaching", a term implicitly describing the temporary nature of this transition (Hodges *et al.*; Misirli and Ergulec). As argued in the recent literature, the remote teaching modality caused by COVID-19 cannot in fact be labelled as 'online learning', which results from careful instructional design and planning, requiring an investment in a whole ecosystem of learner supports. The key term then is 'temporary', as changes in emergency remote teaching happen suddenly and in an unplanned way, assuming that teaching will return to 'normal' once the crisis is over (Iglesias-Pradas *et al.*).

Indeed, while online and distance learning are not new and had been used before the pandemics to various ends, the pandemic has forced the world to engage in a transition to new forms of ubiquitous virtual learning whose scale is unprecedented. From being an alternative pathway, particularly well-suited to highly motivated adult learners seeking higher education opportunities, remote teaching has been turned into an everyday reality for almost all educators and students, when in mid-March 2020 closures began in most countries and continued on and off until 2021. Almost everywhere, instruction shifted online virtually overnight, then returned to the classroom, and then moved back online in the case of further surges in the infection rate. When possible, instruction was redesigned as a combination of remote and face-to-face delivery, with students attending online or in person. Be as it may, instructors at all levels have continuously had, over the past months, to figure out 'how to make it

work', considering the affordances and constraints of the specific learning environment they were working in to create learning experiences that were feasible and effective (Lockee).

Once acknowledged that the COVID-19 pandemic prompted a temporary emergency transition from traditional to distance learning – something radically different from online learning – it is easy to understand how an implicit comparison with traditional methods will always be at work in the back of the mind of both students and educators and instructors. It is essential therefore for scholars from many backgrounds to investigate the immediate impact and the lasting effects of changes in education in the COVID era, and to envisage future scenarios making the most of both modes of delivery. In most cases, immediate retreat to the traditions of the physical classroom is strongly advocated, whereas in other cases, the forced shift to online education has been seen as a moment of change and an opportunity to reimagine how education should be delivered for the next generations (Lockee).

In Italy, emergency remote teaching has been considered so far as a temporary teaching solution to an emergent problem—especially at school but also in most universities. The primary objective is not to re-create the educational ecosystem from scratch but rather to provide temporary access to instruction and instructional supports in a manner that "is quick to set up and is reliably available during an emergency or crisis" (Hodges *et al.*). Thus, the courses delivered online during the pandemics were not meant as long-term solutions, even though a deeply felt need for teaching innovation based on ICT has been voiced precisely during the Covid-19 pandemic. In particular, the challenges of teaching to a new generation of students that can be identified with the so-called digital natives have laid bare shortcomings on both parts. While a generation of digital immigrants (the teachers) were doing their best to adapt to the new situation, the actual digital skills of the so-called digital natives were further laying bare the inconsistencies of this myth, which is indeed being revised and deconstructed. The pandemic has in fact revealed that the fluency and ease with which young people are supposed to work in the digital world is all but demonstrated. There is indeed an increase in critical voices that believe that digital skills by the new generations are often more assumed than real, and that they should instead be enhanced with "minds-on" and "hands-on" activities aimed at leading young people out of the comfort zone consisting of the usual two or three programs or mobile apps (Thomas; Šorgo *et al.*).

It can therefore be argued that shifting to emergency remote teaching has brought new challenges and opportunities at a social and technological level, whose impact still needs to be assessed to the full. As to the pedagogical implications of this transition, it has been often recalled that according to the theory of social constructivism, learning always occurs in a social context with individuals' interactions by active participation and knowledge exchange (Vygotsky). University environments are significant places for such social experiences, whereas social isolation and lack of interactivity have been considered major shortcomings of emergency remote teaching. Social isolation and lack of interaction have been found to have detrimental effects on physical and mental health (Brazendale *et al.*). Furthermore, the psychological impact of

the closures on university students was a significant area of concern, as university students are increasingly recognized as a "vulnerable population" (Browning *et al.*).

With all this in mind, already existing projects at the University of Bari that profit from interaction with Wikimedia projects as an online multilingual cooperative environment have been reinterpreted as an opportunity for remote teaching/online learning beyond the emergency.

COLLABORATIVE ONLINE WRITING WITH WIKIMEDIA PROJECTS

Against the complex multifaceted background described above, a teaching experience based on the students' active participation in an online multilingual cooperative environment was encouraged as a response to the challenges of emergency remote teaching in a period of logistic restrictions when distance learning-based activities represented the only channel through which education could be delivered. In the wake of previous experiences at the University of Bari, long before the pandemic, a 3 CFU (3 Italian ECTS credits) workshop aimed at involving students in the translation and/or editing of pages within the multilingual ecosystem of Wikimedia projects was offered as a complement to the standard teaching offer. The workshop had been planned when it was not yet possible to foresee whether new closures would have been called for by the government. But whether in its original formula (online and offline) or only online (as it actually developed) the project was meant to be an opportunity to foster both offline and online mutual interaction among the students through active involvement in an authentic collaborative writing project. It also aimed to promote social interaction by team work inside and—when possible—outside the classroom, by involving students in the creation from scratch of an article on a chosen destination in their own region. In so doing the project aimed to nourish a direct approach to the real world outside the virtual environment through the completion of an authentic task whose final achievement was meant to be shared with a wider community of readers through the final publication of the articles.

Just like other similar projects carried out before the pandemic (Gatto), Wikimedia-based intrinsically collaborative writing projects like the one described in the present article have proved especially appropriate to meet the needs of a new generation of digital-native students and are definitely in line with general guidelines for higher education, where education is increasingly seen in student-centred constructivist terms (Biesta; Martinez-Carrasco). Furthermore, Wikimedia projects are increasingly proving a fertile open and multidisciplinary learning environment for the development of a diverse set of skills, including so-called transversal skills (Gatto). It should be noted, however, that any academic interest in this kind of projects emerges in spite of many prejudices. Especially as far as Wikipedia is concerned, it should be acknowledged that for years the alleged unreliability of user-generated content and the issues of anonymous/multiple authorship have been a reason for great concern in legitimating any form of interaction between Wikimedia and the academia. In recent years, however, the perception of Wikipedia in the academic field has changed for better and Wikimedia

projects are increasingly seen as a promising resource for teaching and a place for the practice of collaborative knowledge building by the students, which increases and strengthens motivation and helps the development of a variety of skills in the field of online communication. In this respect, Wikivoyage has proved no exception.

Also known as "the Wikipedia of travel guides", Wikivoyage is a free web-based travel guide for travel destinations and topics written by volunteer authors (Wikivoyage - Wikipedia. https://en.wikipedia.org/wiki/Wikivoyage). A sister project of Wikipedia, supported and hosted by the same non-profit Wikimedia Foundation (WMF), it is a multilingual project available in 24 languages, built through online collaboration of *Wikivoyagers* from around the globe. The articles cover different levels of geographic specificity, from continents to districts of a city, and are logically connected in a hierarchy by specifying that the location covered in one article "is within" the larger location described by another. The project also includes articles on travel-related topics, phrasebooks for travellers, and suggested itineraries. (Wikivoyage - Wikipedia. https://en.wikipedia.org/wiki/Wikivoyage). Profiting, therefore, from the intrinsically collaborative nature of Wikivoyage, the project "Transl/Editathon@Uniba - A Wikivoyage To Puglia" was developed at the University of Bari with multiple aims. At the level of content, it channelled resources with different expertise and knowledge backgrounds to offer a multidisciplinary approach to tourism discourse (especially guidebook writing), translation competence and IT skills; at the level of practice, it aimed at raising awareness in students that a cooperation-based approach in a digital environment can enhance their transversal skills. As an experience, the project actually turned every single student into a prosumer of travel guides, as is typical of any Web 2.0 environment (Bruns). Furthermore, considering the negative impact of closures from a psychological point of view, the students' emotional involvement in describing their own territory via Wikivoyage was seen as an excellent opportunity to nourish their sense of belonging to a real community (their town, their region) with repercussions in real-life. The publication of their work on Wikivoyage was finally interpreted as a potential contribution to keeping alive tourism interest in the area, and an indirect way to contribute to a more sustainable tourism based on the promotion of non-traditional tourism destinations.

THE PROJECT TRANSL/EDITATHON@UNIBA. A WIKIVOYAGE TO PUGLIA: DEFINITION, AIMS, METHODS

In an era which proved to be critical to all international societies, university communities had to face the 'challenge' represented by the 2020 coronavirus outbreak by means of new projects that could exploit all possibilities offered by digital and online tools. Against this background the project *Transl/Editathon@Uniba. A Wikivoyage to Puglia* was developed in November/December 2020, that is in a period characterised by a peak in the epidemiological emergency period and marked by logistical restrictions and

attendance in universities[2]. Attendance, in particular, has been representing a key feature for knowledge and education dissemination in university and school settings (Karnik *et al*.), therefore new modalities need to be envisaged.

A project based on the creation and editing of contents (entries) with various aims and methods, no matter the nature and the platform used on the Wikimedia/Wikipedia tool, needs to be characterised by a collaboration-based architecture. This is why the project had been organised *a priori* to be developed as a classroom or workshop experience, that is following traditional educational methodologies. As a matter of fact, face-to-face cooperation in small groups would have fostered the development of content based on immediate sharing of knowledge, experience and cues that other systems could imitate without achieving the same level of performance. In this sense, what it would be missing is the so-called 'human touch' which could be attained only by means of physical and direct interaction. Furthermore, the simultaneous participation of educators (professors, experts, tutors) within the same environment would provide beneficial perspectives that a distance-based, virtual class would only try to imitate without getting the same reach and/or results. Lastly, the project was conceived not only as 'pure' empirical activity represented by content creation, but it included an important module of theoretical and multi-domain training aimed at and building different skills to be implemented in the practical part. The following sections will provide a detailed description of such activities.

The rearrangement of the project mode of delivery due to the above-mentioned health emergency situation allowed the whole project to be carried out in its entirety, following the scheduled agenda and yielding the expected results not only as for the theoretical and scientific dissemination, but mainly in terms of the empirical module represented by the cooperation among all stakeholders involved in the project. This was made possible also thanks to the platform used to 'pour' empirical contents, that is the Wikimedia ecosystem, which proves to be a suitable way to 'transfer' a project of this reach in a virtual and distance-based place due to its nature (digital, online, apt to host asynchronous cooperation among users in terms of creation and/or editing of contents). Such characteristic needs to be highlighted as a positive element that allowed the project to be executed and could generate results, as well as the use of any other tools used in order to recreate classroom and workshop-like experiences.

The first step in the project development stage involved the definition and selection of lectures and the final agenda, also aimed at agreeing the overall number of academic hours to be dedicated. As a matter of fact, there are many variables to consider when setting up an academic project with educational purposes or any other events that include students as active stakeholders: on the one side, all organisation- and bureaucratic-related duties need to be solved, while on the other side a modular organisation of theoretical lectures that could flow into a multi-level educational path

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[2] The project "Transl/Editathon@Uniba. A Wikivoyage to Puglia" has been developed at the University of Bari (Italy) as part of a wider project supported by Wikimedia Foundation and Wikimedia Italia under the supervision of Professor Maristella Gatto. Further information at: https://it.wikipedia.org/wiki/Progetto:Coordinamento/Universit%C3%A0/UNIBA/Translatathon

for students has to be taken into consideration. Furthermore, a technical-practical stage had to be considered due to the above-mentioned nature of the project. As regards the first task, the project received authorisation from the Department Board; furthermore, students enrolled in the first-cycle degree in Cultures of modern languages and of tourism were granted 3 CFUs, also available as "Competenze Trasversali". At the same time, students enrolled in all courses could join the Project.

PROJECT SCHEDULING: ISSUES AND ORGANISATION

The schedule of all sessions has been conceived as a step-by-step, multidisciplinary education path aimed at providing students with a range of knowledge and information to be transferred and applied into expertise, which flows into two core directions. The first deals with a discipline-based and genre-oriented perspective focused on the domain of tourism, a domain mainly characterised by informative and divulgation-based texts, even though "multifunctionality and functional hybridity" (see Francesconi 24) is being acknowledged. The other one concerns a technical, medium-oriented channel and deals with all the specific traits of online writing, an activity that has technical and syntactical peculiarities, with Wikimedia ecosystem being part of this realm and providing a case in point; after all, "Writing for Wikipedia teaches modern online communication" (Vosen Callens 257). In order to reach this goal, speakers and lectures should follow such gradual path by providing a module-based orientation. The choice of lecturers was guided by the heterogeneity of their backgrounds and abilities; for instance, non-scholars gave major contribution due to the empirical nature of the project itself, that is contributing to the Wiki ecosystem to a global community. At the same time, the scientific nature of the project was granted due to the translation and linguistic nature of texts produced, which underwent a quality assurance process guaranteed by in-house academic resources, who guided and mediated the whole process.

The project was also conceived as an extra-course activity; all lectures and seminars were not organised during regular educational activities. As far as this issue is concerned, distance learning overcame any logistical problems (e.g., classroom arrangement) since the only 'meeting spaces' were represented by *ad-hoc* virtual classrooms created for the project. In this sense, substantial help was provided by the digital infrastructure promptly provided by University of Bari. Microsoft Teams allowed educators to create virtual rooms in order to arrange audio/video, multi-user meetings; other interaction tools (i.e. chats, desktop sharing) proved to be useful in the dissemination process. Such platform contributed to avoid any hindrances in carrying out all project-related activities as well as students' fruition and participation. Other digital and online tools were used in organising and managing other project stages, such as the use of shared spreadsheets to create workgroups, or online forms to allow students to confirm their attendance or to express their preferences or project-related comments.

FROM THEORY TO PRACTICE: RESULTS FROM THE COOPERATIVE PROJECT

As far as the schedule is concerned, the organisation of public events was carried out in the timespan between November 17, 2020 to December 4, 2020, grouped in eight sessions. The overall number of classroom hours dedicated to the project was 18, each hour being a 50-minute academic hour so that overlaps with the ordinary timetable could be avoided.

The different sessions aimed at providing essential information about the project and providing students with the necessary knowledge and expertise in order to face the translation marathon and editing of entries in the Wiki ecosystem. An introduction to the whole project could explain the overarching purposes of a proposal combining theoretical and empirical sessions aimed at creating content in a collaboration-based perspective. Then, the first module focused on the identification of the peculiarities of the Wikimedia system in terms of the pillars and basic principles underlying it, with a particular focus on best practices and peculiarities of Wikivoyage. The importance of sharing contents is at the foundation of the ecosystem, but it is also important to remind active users of some baseline rules in terms of writing ethics: in this sense, a session focusing on a wise use of references was carried out. These lectures helped in framing the main characteristic of the channel to be used in the marathon. A bridging session aimed at considering all possible translation-related issues when facing the creation of tourist-related contents in Wikimedia; therefore, a mapping of the existing and missing entries of Apulian cities and points of interest (POI) in Wikivoyage was provided to identify all possible entries that could be created or edited in the marathon.

The second module focused on the discourse of tourism and its characteristic features in terms of the language used in different tourist-related products, both in terms of the importance of awareness-raising of tourist sites and technical training for tourism writing. The empirical part was set by creating workgroups on the basis of the preliminary mapping, and before students could join the interactive and collaborative session, an introduction to the IT-related guidelines to write on Wiki tools was provided.

After theoretical and practical training, students were grouped on the basis of two main factors. The first was represented by their preference in terms of desired destinations and/or points of interest via a dedicated form which was digitally shared during the course (Google Forms). The second criterion was the attempt to create 'local' groups, or people belonging to the same city or area so that their writing activities could benefit from their 'feeling of belonging' derived from a thorough and heart-felt direct experience. The scientific committee analysed and cross-checked their responses and determined a series of tasks based on different workgroups. Students in the groups were given a few days to complete the requested task; in order to create virtual spaces within the main environment to allow the whole process to be monitored and guided, a set of additional meeting rooms were created within the Team created for theoretical lectures. This proved to be a suitable solution so that students could gather via audio/video meetings and share their experience using all multimedia tools (video, audio, desktop sharing, chat) offered by Microsoft Teams. Virtual rooms allowed tutors (both language and technical experts) to provide their help in case of need or to guide

all stages related to the creation, editing or rewriting of Wikivoyage entries in real time or asynchronously (e.g., leaving a text message or replying on a later stage).
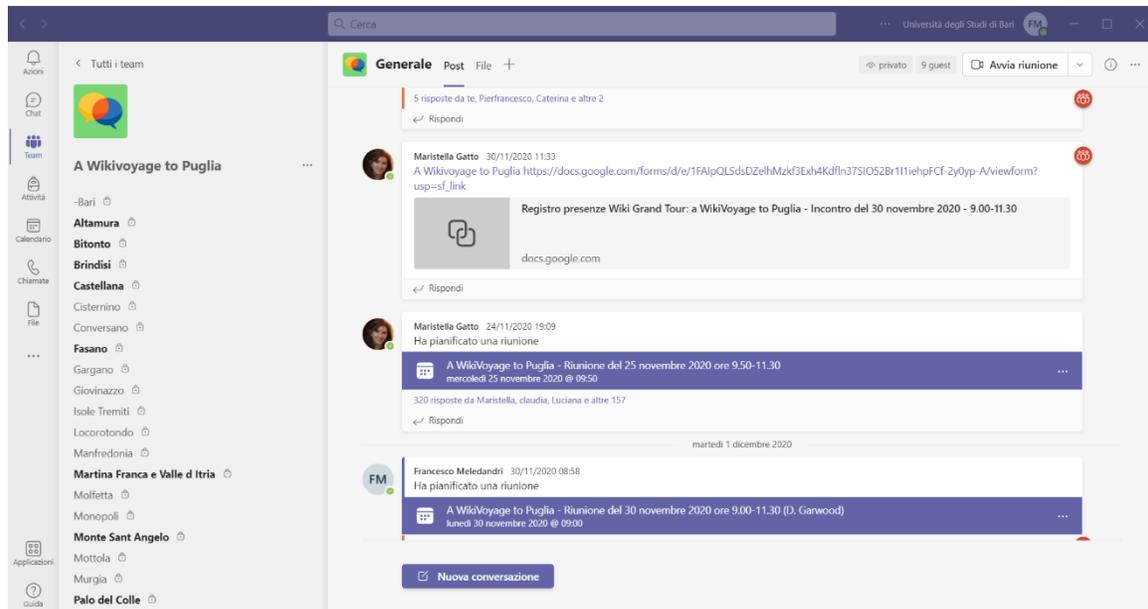

Figure 1. The main virtual and multimedia environment created on Microsoft Teams, with shared interaction spaces (list of posts for meetings and communication, right column) and dedicated, ad-hoc rooms (the list of entries/tasks for each workgroup, left column)

In most cases, students chose a representative for each group/task, creating a public *sandbox* where the whole content deriving from students' workload was gathered and formatted according to the technical requirements of Wiki pages, a skill which is somehow needed for this specific digital environment and which represents "only the beginning to a functioning and effective participation" (McDowell and Vetter 103). Sandboxes proved to be effective tools to publish contents to be checked and edited by other members of the same workgroup as well as technical and language experts per their own competence. In this sense, the sharing of contents in a sandbox is a space for mutual interaction among all stakeholders involved in the project, since everyone could access the content and edit technically (e.g., fixing tags in order to show all Wikipedia-based elements such as headings, formatting elements, or references) or linguistically (e.g., revision of information, lexis, syntax, and style). Furthermore, all revision activities benefitted from the opportunities offered by the digital ecosystem, which is based on cooperation principles and on which any user could provide their reasonable contribution. Such principles of openness, based on "transparency, participation and collaboration" (Tkacz 2) have been used in an educational and academic perspective, since all stakeholders – including highly technical ones provided by external users (i.e., Wikimedia moderators) in terms of formatting or fixing IT-based elements – could access the provisional sandbox and provide the contribution they were due to. Tracking changes is a valuable tool used in an educational perspective

since a real-time comparison of the editing carried out could explain and justify the kind of intervention, as it also enhances learning abilities for students who have taken active part in the writing process.
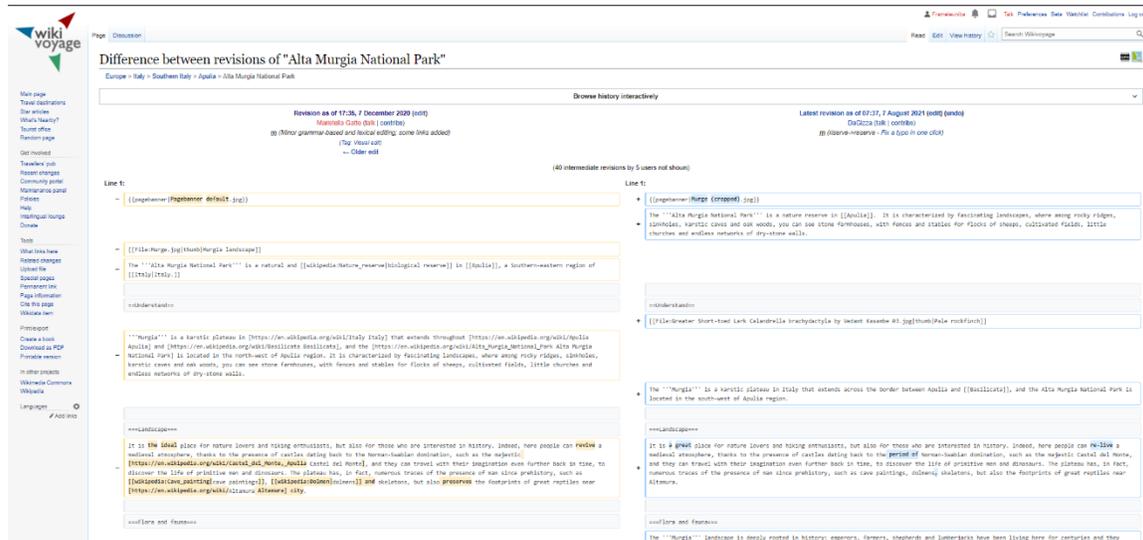

Figure 2. Different chronological versions of the same content can be opened simultaneously to track (and justify) changes. A Wiki-based distinctive feature is here conceived as a transparent learning and education object.

Furthermore, any editing was justified and briefly explained in the submission process, thus providing a concise though useful feedback to students while sticking to Wikimedia's rules (any changes to existing contents shall be provided with description of the intervention[s]).
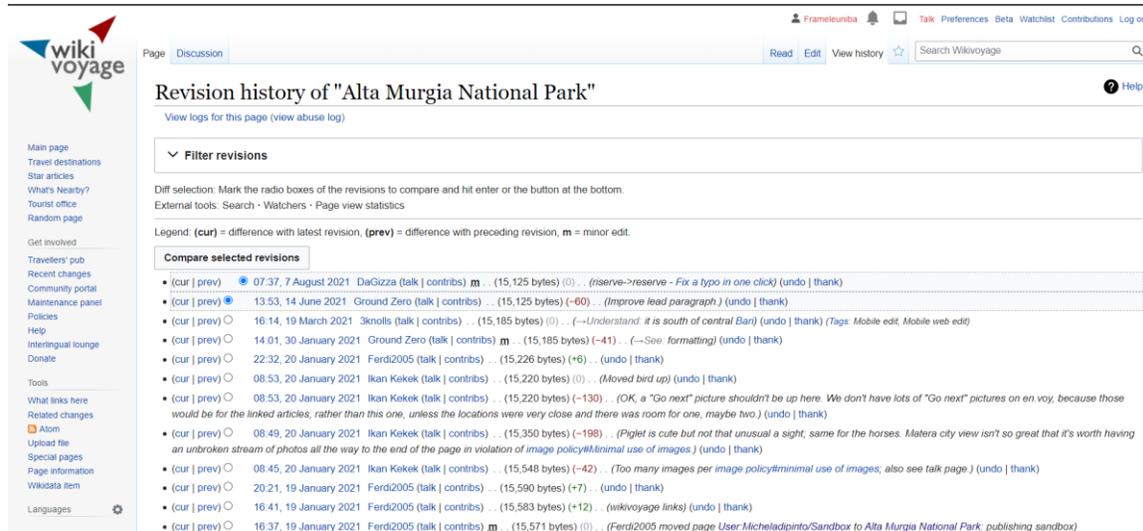
Figure 3. Revision history used in an educational+technical perspective: list of Wiki-users involved in the editing process, enhanced by a 'reasonable feedback'.

Figure 4. A hierarchy of roles in a Wiki perspective: translation and linguistic revision explained by language experts, and ex-post minor changes by content 'owners'.

Once all layers of intervention are completed, the provisional content published in the sandbox is ready to be approved and finally published as an official entry in Wikivoyage, as the result of a collective, hierarchical effort aimed at providing value for the whole Wiki community, by members of the Wiki community (Suominen and Jussila). The revision process is still ongoing, therefore final results are still in progress. The number of 'new' entries (or sandboxes), both in terms of Apulian towns and/or POIs translated from scratch in English, or expanded on the basis of previously though poor, unstructured content, could represent a touchstone of the project heterogeneity. At present, fifteen cities/areas of Apulia have been developed, corresponding to the same number of new Wikivoyage pages. Priority was given to smaller towns which are less likely to have a Wikivoyage page translated or published in English, since major cities are covered by multilingual versions on the Wiki platform. Such information is the result of a census (via Google Forms) carried out at the end of the translation marathon, where students or representatives were asked to provide information about personal or collective sandboxes and the town/POI translated. This information has been taken as the landmark reference to consider the actual outcome of the project, even though this does not correspond to the bulk of translation activities carried out. Evidently, there are some reasons behind this 'leak' of complete translation tasks: in the first place, the attendance to the project was not compulsory, therefore students were not compelled to create contents. As mentioned above, only students from a first-cycle degree course were granted CFU/ECTS credits, therefore this could represent an educational 'spur' for them as well as a possible deterrent for others, who only attended the theoretical modules. Others, both singularly or in workgroups, decided to 'test' their writing skills

in an online environment but decided not to publish or share their efforts, therefore they have not been considered as part of the official results.
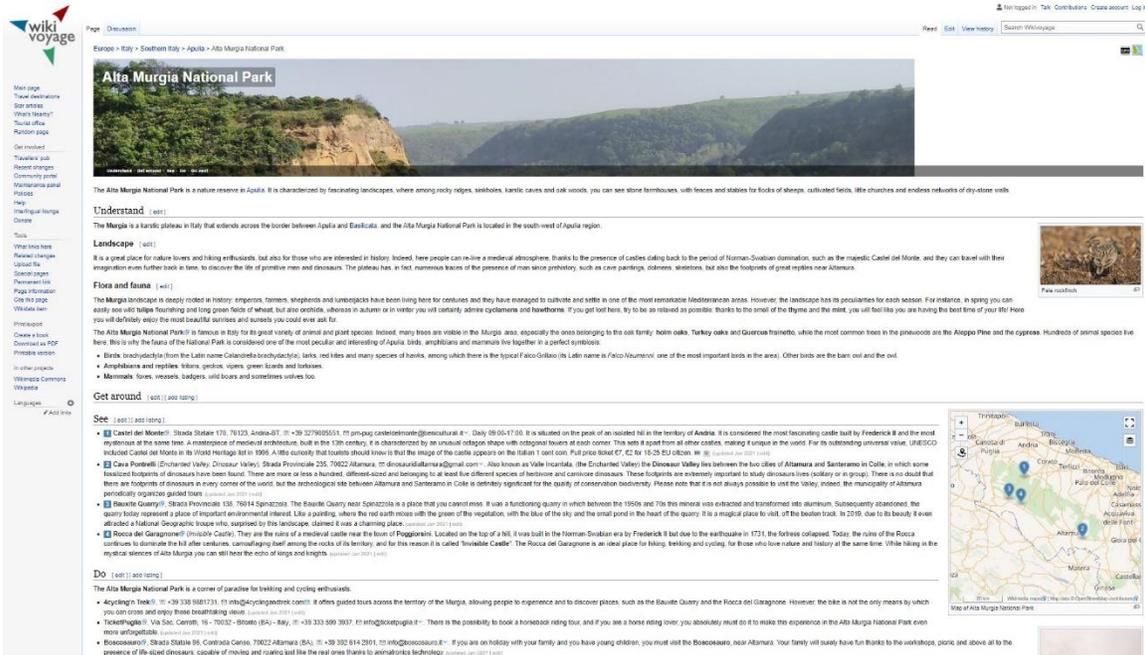

Figure 5. An example of results achieved: a published page on Wikivoyage. Students combined translation skills with other IT abilities to create typical multimedia, interactive pages in a Wiki-based environment. (The page is publicly accessible at: https://en.wikivoyage.org/wiki/Alta_Murgia_National_Park)

The entries translated into English (a complete translation or a rewriting/integration process) were the following: Alta Murgia National Park, Bari, Bitonto, Conversano, Gargano, Andria, Locorotondo, Martina Franca, Molfetta, Monte Sant'Angelo, Peschici, Polignano a Mare, Putignano, Rutigliano, Vieste (13 town/cities, 2 areas/POIs). Another entry belongs to Bernalda, a town in Basilicata, a neighbouring region. A student coming from that town suggested this entry so he/she was granted the possibility to translate contents also in the light of giving the town higher visibility and to provide their contribution following the essence of the Wikimedia principles.

DISCUSSION

Overall, all stages of the project "A Wikivoyage to Puglia" were completed, yielding the expected outcome notwithstanding some critical amendments to the original project design. As a matter of fact, the Translation marathon had been organised following an effective series of similar events which had been arranged for same years at the same University under the guidance of the same Scientific and Organising Committee. Such continuity could grant a certain solidity in terms of the methodological praxis to be

followed as well as it could also affirm the importance of this kind of events as an extra-educational activity or as embedded part of a Curriculum design. A project that combines different stakeholders sharing different expertise in the light of the enhancement of diversified competences in learners is a value added to their education path and also a strong point in an entire Curriculum, the latter needing both theoretical and praxis frameworks "to get to grips with the realities of educational practice and to do so 'from the inside'" (Kelly 18). The Transl/Editathon fulfils this aim as it combines theoretical modules aiming at providing diversified knowledge in several domains, which were transferred in direct, practical activities.

From the educational viewpoint, the experience has undoubtedly enhanced the students' digital skills, as only a minor share of them (8.2%) had previously worked in an online cooperative writing environment, which requires specific digital skills in order to confidently use the editing tools and conventions used in Wikimedia projects, including tags and templates. As a project based on both the translation of existing entries in Wikivoyage and in the translation of other sources with the aim of creating new content, it inevitably supported the development of individual creativity, but also enhanced specific problem-solving skills. Most of the activities involved group work and the 'marathon'-style of the Transl/Editathon required the ability of managing the workflow and respecting deadlines. Indeed, the students also felt that the experience could some way or other foster a sense of belonging and embraced the activity as an act of 'responsibility' and active citizenship, as they were very often promoting the forgotten heritage of small towns neglected by mass tourism. These aspects proved self-evidently consistent with the development of transversal skills, in line with the goals defined by the "Programmazione Triennale ai sensi del D.M. n. 989 del 25/10/2019" at the University of Bari. In more general terms, and especially in the light of the unforeseen scenario represented by the full-online environment, interesting feedback was provided by students via anonymous forms. The Committee received 159 replies, a number consistent with the overall attendance throughout the entire cycle of lectures (the peak reached at the beginning of the project was 190 enrolled students, then the number settled around an average number of 165 students in the other theoretical seminars). The majority of students was enrolled in the II-year first-cycle course in Cultures of modern languages and of tourism (34.6%), with the entire 3-year course covering 76,1% of the general attendance. Considering the expected aims from the students' viewpoint towards the activities, the feedback provided confirms the aims underlying the project design. As a matter of fact, the three most chosen options were "learning about the language of tourism", "learning how to edit a Wiki entry from a technical point of view", and "providing one's own contribution to the diffusion of one's own local area/region". These answers prove the multi-faceted core of the project in designing a series of lectures organised in mini-modules aiming at providing and intertwining different abilities to be used in a digital environment that can be used transversally. The potential offered by the Wiki ecosystem is somehow unexplored, and students' answers once again confirm such assumption. Though an overwhelming majority (8 out of 10 students) stated they knew the Wiki ecosystem, Wikivoyage was totally (70.4%) or partially (21.4%) unknown to them (while 6.3% stated it was the same as Wikipedia; 1.9%

already knew the platform). Regardless of their experience with the Wiki ecosystem, the most interesting voice provided by students has to do with their previous experience with Wiki platforms. Indeed, 100% of the sample declared they had never edited an entry in Wikivoyage, while only eight students (8.2%) had completed a writing/editing process in Wikipedia. This confirms the passive attitude of users towards the Wiki ecosystem, a digital environment which is part of the paradigmatic change represented by a participatory culture (Reagle) fulfilled via bottom-up schemes such as the rise in user-generated contents (Jenkins) but not radically intrinsic in a significant share of New Media users. Ultimately, technical training sessions could bridge such gap, since the majority of students (57.9%) declared that they could rely on the technical training provided to edit entries in Wikivoyage (2 out 3 students stated they could be able to edit but at the same time they were afraid of making technical mistakes, while 3.8% of the sample already had that competence). Finally, an open question concerning students' opinion about their vision of "writing for tourism" was asked. Replies were diversified, even though a common line can be identified. Many of them stressed the importance of the kind of information to be provided when writing for tourism-oriented texts in terms of clarity and precision of the information described, underlining its informative nature but also its target-oriented attitude, since many students highlighted the fact that a content is written when thinking of a given, limitless audience. This confirms that tourism is a transgenerational domain and needs specific stylistic features to reach addressees of various natures, including the always-connected, multimedia-oriented Generation Y (Benckendorff *et al.*). After all, UNWTO states that "Tourism has the potential to contribute, directly or indirectly, to all of the goals"[3], including the diversified range of Web users who could benefit from a collaborative and educational project, in a perspective that has effective repercussions in the 'real' world but also in providing concrete actions in enhancing the Wiki universe.

FINAL REMARKS

Overall, the project *"Transl/Editathon@Uniba. A Wikivoyage to Puglia"* could be considered a successful experience. In the midst of a critical period for international societies with direct repercussions on different fields—including education—and considering a growing sense of uncertainty in young learners towards their educational course, a project that could provide them new abilities but also expand their horizons in testing a new perspective (thus shifting from passive to active users) needs to be encouraged. Students provided positive feedback towards the educational offer provided, as 90.6% rated the overall project 4 or 5 (in a 1-to-5 scale; sample = 86 replies). They are also eager to experience similar initiatives (88.2% stated they would take part in the same project again, and 81.2% had their expectations fulfilled), as almost 9 out of 10 students (88.2%) think that the University should organise other projects using this

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[3] As stated in the UNWTO 2030 Agenda in the light of sustainable tourism. Online at: https://www.unwto.org/tourism-in-2030-agenda

paradigm. Furthermore, cooperation between universities and realities such as the one provided via Wikimedia is strongly advised (86,7% of students rated such cooperation 4 or 5 in a 1-to-5 scale).

Rethinking the project in the light of the Emergency Remote Teaching paradigm was surely something unexperienced in the previous editions of Wiki-world translation marathons, but digital and online tools proved to be effective ways to overcome logistics-based barriers: most of all, the project tried to recreate the classroom environment characterised by real-time, bidirectional interaction. The emergency situation speeded up an embryonic process that probably needed a testing situation to be experienced in order to discover its full potential. The theoretical and practical modules, as well as the remote workgroup experience represented no hindrance to the development of the project, demonstrating that academies could rely on distance-based teaching protocols to enlarge their educational offer (only 1.2% of the sample thought that distance learning could not spur cooperative working modalities, while 4.7% had connection issues). In 2010, Snart stated that hybrid or blended learning "represents for many a potential best-of-both-worlds educational model, one that might draw on the most effective aspects of face-to-face (f2f) and online instruction" (xii). More than ten years later, such protocol has witnessed its validity in terms of effectiveness, especially when aiming at providing extra-curricular (i.e. IT) skills combined with language and translation training which had been provided in traditional learning contexts. The translation and editing marathon project fulfilled its aims in disseminating different learning abilities and in providing digital values with repercussions on local economic and tourist-oriented settings, even though pandemic halted the development of tourism discourses (Gossling *et al.*); its design protocol and its underlying aims can be used in other academic contexts and could be envisioned as part of future implementations in conceiving a full-fledged Curriculum.

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Maristella Gatto is Associate Professor of English Linguistics and Translation Studies at the University of Bari (Italy). Her research areas Corpus Linguistics (especially the Web as/for Corpus), Computer Mediated Communication, Corpus Stylistics, Translation Studies, and Specialized Discourse. She is the author of the monograph *The Web as Corpus. Theory and Practice* (Bloomsbury 2014). Other related publications include book chapters and articles on the discourse of online collaborative genres ("Centripetal and Centrifugal forces in Web 2. Genres. The case of Wikipedia", 2012; "Making History. Representing Bloody Sunday in Wikipedia", 2016; "Wikipedia nella didattica della traduzione. Il caso di Translatathon@Uniba", 2020). Her most recent articles and book chapters concern Data-Driven Learning ("Using web search from a corpus perspective with digital natives", 2019) and Corpus Stylistics ("Vertical and distant reading with Digital Natives. The case of *The Merchant of Venice*", forthcoming). She has recently co-edited the reader *Culture and the Legacy of Anthropology* (Peter Lang 2020).

https://orcid.org/0000-0003-1033-5958

maristella.gatto@uniba.it

Francesco Meledandri holds a PhD in Translation Theory and Praxis: European Intercultural Studies, awarded in 2011 (Università degli Studi di Bari 'Aldo Moro'). After being awarded a Research Grant in 2013, he has been a part-time lecturer in English language and translation in the Dipartimento di Lettere, Lingue, Arti. Italianistica e culture comparate (Università degli Studi di Bari 'Aldo Moro'). At the same university, he has also taught ICT solutions for translation for the past six years as well as IT (advanced course) for the past three years. Current research areas include translation studies, CAT tools, machine translation, language of sports, and language of (and via) social media.

https://orcid.org/0000-0001-6897-4213

francesco.meledandri@uniba.it