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# HUMANITIES CONTENT DEVELOPMENT AND HISTORY-CULTURE EDUCATION THROUGH WIKIPEDIA COMPILATION

PARK, SEONGHUI

KIM, KYOUNGHEE

GRADUATE SCHOOL OF GLOBAL CULTURE AND CONTENTS

HANKUK UNIVERSITY OF FOREIGN STUDIES

SEOUL, SOUTH KOREA

**Hawaii International University Conferences**

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Through Wikipedia Compilation**

PARK, SeongHui  
KIM, KyoungHee  
HANKUK UNIVERSITY OF FOREIGN STUDIES  
REPUBLIC OF KOREA

Ms. Park SeongHui  
Prof. Kim KyoungHee  
Graduate School, Dept. of Global Cultural Contents  
Hankuk University of Foreign Studies  
Republic of Korea

## **Humanities Content Development and History-Culture Education Through Wikipedia Compilation**

### **Synopsis:**

The purpose of this paper is to induce the reproduction of the knowledge of history and culture through the utilization of information and communication technology. Through the study of fusion of humanities knowledge, digital media and information technology, we tried to examine the development of humanities and new education methods in the digital era.

# **Humanities Content Development and History-Culture Education Through Wikipedia Compilation**

SeongHui Park, KyoungHee Kim<sup>(corresponding author)</sup>  
Graduate School, Dept. of Global Cultural Contents  
Hankuk University of Foreign Studies

## **1. Introduction**

There is a lack of interest in Korean cultural heritage, which is a cultural identity compared to Korean popular culture, such as Korean Wave, and there is insufficient education about it. There is a need for various cultural heritage education methods that can lead to understanding of historical culture and cultural sensitivity.

On the other hand, as the digital educational environment has been established recently, it has become possible for learners to utilize digital media to actively and self-directedly collect and reconstruct information to create new contents.

This study aims to present the historical and cultural education methods of the digital era, using ICT and data on cultural heritage. Particularly, through the compilation of Wikipedia about the cultural heritage, we examined the process of the development of learners' contents and knowledge acquisition.

## **2. Background**

The concept of collective intelligence, which is a noteworthy concept with the emergence of the term Web 2.0, which is an Internet environment characterized by openness, participation, sharing and cooperation, was originally developed by Harvard University professor and entomologist William Morton Wheeler first observed the social behavior of ants.

Peter Russell, a sociologist later, gave a social definition of collective intelligence in 1983, Pierre Levy, a French sociologist and philosopher, began his discourse by organizing the concept of collective intelligence in cyberspace through the book 『L'intelligence collective: Pour une anthropologie de cyberspace(Collective Intelligence: Mankind's Emerging World in Cyberspace)』. He called the new horizon of civilization called cyberspace a 'space of knowledge' and cited three characteristics of the pace of development of knowledge, the popularization of the subject that learns and produces new knowledge, unique identity and new socio - historical forms. Pierre Levy refers to today's talented individuals who grow up in business, schools, universities and localities as the "tree of knowledge". He has argued that the trees of this knowledge do not more meet as a name, address, occupation, or social position, they should meet as the fruit of knowledge in the space of knowledge. And he defined collective intelligence as "intelligence that is distributed everywhere, is continuously valued, adjusted in real time, and reaches the actual mobilization of competencies."

A wiki is a website based on Wiki Software that allows an unspecified number of people to modify its content and structure directly through collaboration. The wiki comes from the Hawaii 'wiki', which means 'fast', and is named after it, in contrast to traditional web documents, can be quickly and easily created, modified and distributed. The most important asset of the wiki is that everyone is free and easy to access, and everyone can contribute, comment and edit on the principle of universal access. In conclusion, wikis are ideal for collaborative learning, and many studies have reported wiki has a great success in active participation, collaborative work, and fast-growing content.

Wikipedia is a multilingual Internet encyclopedia that everyone can create and use freely, which is regarded as a representative example of collective intelligence. Wikipedia provides timely information in the sense that it is edited and updated in real time based on the Internet and maximizes the effect of collective intelligence in that anyone can participate in editing and management.

At present, as of November 2017, there are 401,184 general documents and 474,867 registered users in Korean Wikipedia and Wikipedia has strict policies and guidelines for writing and editing documents in order to function as a dictionary function that provides accurate information.

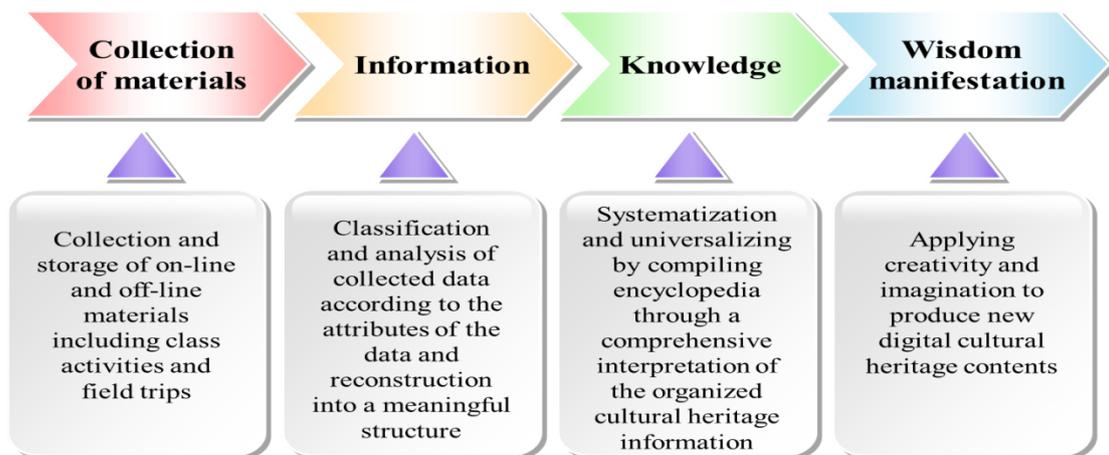
### 3. Methods

The first is data collection. The learner collects lecture materials on cultural heritage, information such as reports and related books, homepages, internet materials (encyclopedias, videos, etc.), and information obtained through field trips.

The second is to classify the contents (main category items) to be included in the wiki document, identify the attributes and characteristics of the information, and classify sub-element items belonging to each category.

The third step is to create a wiki document for individual items through an understanding of the wiki software and technical learning of the wiki grammar (table of contents creation, paragraph separation, linking, table creation, image insertion) and wiki documents are connected by linking information between documents.

The final step is to use the wiki content to produce new cultural heritage contents by demonstrating creativity and imagination.



<Figure 1> Cultural heritage knowledge acquisition course

Through this process, learners can construct a system of knowledge about cultural heritage by collecting and classifying cultural heritage data and drawing information. They also build their own knowledge while creating wiki documents and making them into digital contents.

Learners can not only acquire knowledge of cultural heritage but also improve future competence such as digital literacy polish, communication and collaboration, and increase interest in history culture.

Furthermore, these digital contents can inspire to the public and the world and lead to the development of various derivative contents (game, character, webtoon, documentary, etc.).

#### **4. Conclusions and Future Work**

The purpose of this study is to induce the reproduction of the knowledge about history and culture through the use of information and communication technology (ICT) focusing on the phenomenon of digital and knowledge information society. Through the study of human knowledge, digital media, and information technology, I tried to study the development method and education method of humanities in the digital era.

In order to activate such history and culture education, it is required to communicate smoothly between the local-school, the instructor-learner, or the learners. In addition, the method of cultural heritage convergence education that utilizes the digital learning environment should be further developed and systematized. The learner will have to produce and open and share high quality cultural heritage knowledge contents through thorough investigation, analysis and deep understanding of related objects.

It is not only used to inform Korean cultural heritage by translating high-quality contents into the world language, but also to be developed into various cultural heritage-derived contents. If such a foundation is established, it will be possible to promote the development of culture beyond the Korean wave of popular culture to the Korean Wave of knowledge of cultural heritage.

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