



MULTILINGUAL WIKIPEDIA AS A SOURCE OF CURRENT AFFAIRS INFORMATION: Experience at the European University of Madrid (2024)

BELÉN GARCÍA-DELGADO GIMÉNEZ ¹

belen.garcia-delgado@universidadeuropea.es

¹Universidad Europea de Madrid, España

KEYWORDS	ABSTRACT
<i>Wikipedia US elections (2024) Reliability current affairs multilingualism information literacy.</i>	<i>The present text aims to demonstrate a classroom activity that analyzes how information on Wikipedia differs according to the language in which it is presented. It compares the length, bibliography, footnotes, and the possibility of editing in each of them. The aim is to assess the relevance, objectivity, and bias given to the same current affairs topics included in media in different languages. Thus, 109 freshmen students from 32 different nationalities, studying for a Bachelor's Degree in IR, selected and analyzed current affairs in their mother tongue. Competencies such as internationality, teamwork, use of new technologies, and critical thinking are promoted.</i>

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1. Introduction

In a global environment where internationality is particularly important, higher education faces the role of mediator in complex processes involving students from diverse cultures. This innovative proposal introduces challenge-based learning into the Documentary Sources course of the International Relations Bachelor's Degree to implement meaningful and practical teaching similar to what students would encounter in a professional environment.

The proposed activity aims to encourage students to think critically about a current issue presented in the same reference source in different languages. The goal is to see the differences that the same topic presents depending on the language in which it is consulted. Students will use new technologies and reflect on the origin of the information presented in a wiki, which is also one of the most widely used reference sources internationally, often in the academic field (García-Delgado Giménez, Pinto Tortosa, 2024).

Therefore, the objective is to present a teaching innovation project carried out by 109 students of 32 different nationalities enrolled in the first year of the International Relations Bachelor's Degree program in the course of Documentary Sources, taught in English, in the first term of the 2024-2025 academic year at the European University of Madrid. The students, most of whom were 18 years old, had just arrived from their countries of origin, so this was their first experience in Spain.

During three sessions, in groups of three students, they analyzed the differences found in Wikipedia texts in different languages in terms of length, Bibliography, and article editing. The students could select the topics that most interested them in terms of: current political issues - specifically: current political events, countries, and political leaders - in a total of 17 different languages (Spanish, English, French, Serbian, Bulgarian, Slovak, Greek, Hungarian, German, Romanian, Italian, Arabic, Portuguese, Azerbaijani, Tagalog, Korean, and Russian).

This practice is innovative because it promotes research interest among students. They observed the cultural differences, approaches, importance, and data presented in the texts in each of the languages on a given topic, using the same reference source.

The potential of this research lies in the assessment of group work competencies, internationality, and critical thinking.

The research questions would be: What skills do students develop when searching for and comparing information in different languages on the same topic and source of information? Is Wikipedia a reliable and consistent source of information for controversial current issues in different languages?

2. Theoretical framework

The theoretical framework of this research focuses on challenge-based learning as a pedagogical strategy in higher education. Information literacy aims to foster critical thinking in students as a basis for application in their professional development.

Information in the current era is challenged by a proliferation of data in different languages, which has led to increased concern about endogenous misinformation in the field of Communication (Aguaded and Romero-Rodríguez, 2015) and the need, therefore, to promote information literacy among future professionals and citizens. In this context, the amount of false information, the manipulation of data and the lack of information have emerged media literacy as a challenge, a special commitment, especially in higher education institutions, particularly those offering Bachelor's Degrees in Communication at the international level.

The Digital News Report 2025 states that 68% of Spaniards with higher education have never received media literacy training. In addition, 53% of young people between the ages of 18 and 24 recognise that they have no training in this area. The percentage of people who have not received any media education also varies depending on the country: 82% in France, 79% in Germany and Bulgaria, 74% in Spain and Hungary, 72% in Italy, 71% in Korea and Morocco, and 65% in Romania (Sierra-Iso et al., 2025). In all cases and countries studied, the percentage of people without media literacy is very high. That is why adequate teaching is essential for the development of critical thinking. This is vitally important for future professionals in international relations, who will be responsible for the focus and dissemination of international political information.

It seems, then, that despite the fact that young people aged 18 to 24 are connected to the internet for an average of 7.5 hours a day (DataReportal, We Are Social, and Meltwater, 2025), they do not handle

the information; they bump into it online critically. Therefore, the correct and effective implementation of digital competence in higher education in any field of knowledge is essential. In fact, in the US, critical thinking tests were created for university students—a *test of leadership* (Ennis, 2008)—with the aim of assessing the competence of future leaders of society. If we stop to consider what age or year is most appropriate for training in this type of Competency, there are studies that claim that first-year students are more likely to improve and engage with new technologies (McCrowre & Adivar, 2024). For this reason, this practice has been carried out with subjects who have just started their studies at university. It is therefore a way of motivating this type of skill from the beginning of the Bachelor's Degree so that they can be implemented throughout the entire qualification. It is also one of the eight key skills, according to the European Commission School Education Board¹, and refers to the critical and safe use of a full range of digital information and communication technologies and basic problem-solving in all aspects of life. Furthermore, many authors claim that there is a relationship between employability and digital competencies (Hannon & D'Netto, 2018; Liu et al., 2021; Prieto et al., 2020; Tlili et al., 2020).

However, although they use technology daily, general interest and motivation for current affairs news varies depending on the country of origin: 55% of Germans say they are very interested, 51% of Spaniards, 49% of Americans, compared to 48% of Latin Americans, 47% of Koreans, 45% of Moroccans, and 40% of Romanians and French. High interest in current affairs news falls below 40% in Italy (39%), Hungary (36%), and Bulgaria (34%) (Sierra-Iso et al., 2025). Therefore, it seems that current affairs information is rarely used by the majority.

As for the source of the information consulted, interest in local news seems to vary depending on the country of origin: 48% of Germans are very interested in it, 47% of Spaniards, 44% of French, 35% of Bulgarians, 34% of Italians, 33% of Romanians, 32% of Hungarians, and 20% of Koreans. It also appears that interest in local news goes hand in hand with interest in news in general (Sierra-Iso et al., 2025).

In any case, we must be aware that artificial intelligence is one of the technological tools most used by university students to consult any type of information today—50% of students from different Spanish universities in the field of social sciences say they use it (European University of Madrid, 2025). It should be noted that the sources consulted by this tool are always freely accessible, with Wikipedia being one of the most widely used in this regard. Thus, although students often do not access Wikipedia directly, the data they use comes from this online encyclopedia (Miller, 2025).

In this regard, Wikipedia was selected as the reference source for information searches because, although it is not the most appropriate source for consulting current affairs, it is one of the most widely used in this process, with 4.4 million visits in March 2024 (SimilarWeb, 2024). We must bear in mind that it is a long-standing and extensive source of information available in 330 languages (Wikipedia, 2025).

Currently, Wikipedia is not a traditional encyclopedia, as it is not only a repository of encyclopedic knowledge, but also a platform for current events. Tools such as this adapt to rapid changes in information and collective attention (Gildersleve et al., 2023). In this way, we will focus on current international issues that are taking place at the time of the study. We will thus see how these aspects vary depending on the language: whether the edition is open to collaboration or not, the length of each article, the Bibliography, and the number of footnotes.

Authors such as Greenstein et al. (2021) claim that articles that undergo massive editing due to breaking news or social events show less bias. This is because, as editors are exposed to more polarized content, they moderate their opinions. However, there is no doubt that articles containing current information are constantly being modified and attract new editors, causing obvious biases and inequalities. It has also been observed that the main language editions of Wikipedia have a biased focus, paying more attention to events in the world's most economically developed countries and less to those in less prosperous regions (Ruprecht et al., 2023).

Contents are a core factor when editing Wikipedia, as it seems that editors' interest in including content specific to a country's cultural context outweighs readers' demand. However, when it comes to choosing, cultural contents are viewed more frequently than other Wikipedia contents (Miquel et al., 2021).

¹ <https://school-education.ec.europa.eu/en/insights/tutorials/digital-competence-vital-21st-century-skill-teachers-and-students>.

High-income countries have more articles on current events, but low-income countries also receive frequent attention. For example, the English Wikipedia focuses largely on English-speaking countries. This is due to the interest it arouses among native users, as well as among readers of other languages. Proof of this is that the third most viewed topic on English Wikipedia in 2024 was "2024 United States presidential election," with a total of 27,910,346 views, while "Kamala Harris" ranked second with 28,960,278 views and "Trump" ranked fifth with 25,293,855 views (Wikimedia, December 3, 2024b).

In any case, regional attention varies, with higher view counts in countries where the language is official. For example, when compared to editions in other languages, Spanish Wikipedia readers pay more attention to articles about events in Latin America (Rupprechter et al., 2023). On the other hand, editions in minority languages have more difficulty counteracting biased editions due to a lack of resources and speakers. In fact, articles written in languages other than English tend to be more subjective in terms of the expressions and tone used. Authors such as Hickman et al. (2021) assert that English texts tend to be more detailed and balanced.

The truth is that each language has a unique distribution depending on the topic at hand—art, culture, geopolitics, history, science, and country—so there are differences in the coverage of geography, politics, history, and science between different languages (Markoski et al., 2021). In addition, government censorship can affect the development of online encyclopedia texts, such as Wikipedia, and their implications for natural language processing models (Yang, 2021). The editing rules for each Wikipedia in different languages are created for the community and depend on the context. They are the product of the community's different objectives, content, members, and technical accessibility. Editions in each language operate using shared technical infrastructure. Furthermore, some of the most active language editions are in English, French, German, Japanese, and Spanish, where many people want to participate with different norms and histories to observe different behaviors. The five most extensive editions of Wikipedia have followed similar patterns in usage norms over the past twenty years (Hwang & Shaw, 2022). If we look at the number of active users per language on Wikipedia in December 2024, we see that the English edition leads with 122,038, followed by French with 17,717, German with 17,426, Spanish with 14,385, and, in eighth place, Italian with 7,540. Ahead of it, as a European language, we only find Portuguese (Wikimedia, December 4, 2024c). We can thus see that the number of users is not always proportional to the number of speakers in a country.

About a quarter of each language edition of Wikipedia is dedicated to representing its cultural identity, with geography, biographies, and culture as the main topics. This leads to the contextualization of each language edition of Wikipedia, suggesting that cultural diversity is the key to future development (Miquel-Ribé & Laniado, 2016). Specifically, cultural contextualization content accounts for a quarter of the top 40 language editions in terms of number of articles, with 44.2% in English and 9% in German (Miquel et al., 2021).

In addition, the English edition is the longest in terms of community, length, and number of articles, but it only covers a portion of the information found in other Wikipedias. However, the impact of the edition in a dominant language compared to other languages is unclear, and the multilingual effect on Wiki-related policies is still subject to debate (Baigutanova et al., 2023).

As Callahan and Herring (2011) state, English-language versions tend to have positive coverage of Americans, focusing on personal relationships and various controversies. Everything related to American nationality in the English language has advantages in terms of content, volume, and diversity, which can lead to cultural biases being included in content that affect other English-speaking nations. However, according to the study "Digital News Reports 2025," Americans are the most concerned about hoaxes (73%), with Spain in second place at 69%, Latin America at 62%, Romania at 56%, Korea at 55%, Italy at 54%, France at 53%, Hungary at 52%, Bulgaria at 46%, and Germany at 42%. In terms of resources for verifying information, 13% of Spaniards say they consult Wikipedia as a source of information, compared to 38% who turn to the media (Sierra-Iso, Labiano-Juangarcía, Novoa-Jaso, and Vara-Miguel, 2025). We conclude that, although Americans are concerned about the accuracy of information and do not trust Wikipedia as a means of verifying it, they do use it to express a positive view of their culture.

3. Methodology

The following instructions were given when carrying out the exercise:

"In groups of 3 or 4, try to look in Wikipedia in your native language for:

- A political leader appearing now in the press/media.
- A historical event appearing now in the press/media.
- A country appearing now in the press/media.

Answer the following questions:

- Can you edit the information in each of them?
- Is the extension the same in all languages?
- Is there any difference in the content and bibliographic references?

Following the challenge-based learning methodology, the aim was to bring to the university classroom the study of a real case that could be carried out in the workplace: analyzing the content and reliability of a current topic on a single platform in different languages.

First, two sessions were devoted to explaining the type of information source that Wikipedia is, its authorship and editing, its structure, and its content. Students were also asked about their use of Wikipedia and how useful they found it compared to other sources of information.

In groups of three students, each with a different mother tongue, they selected current topics on Wikipedia. This developed their teamwork and collaborative learning skills, as each student analyzed what they found in their own language and shared it with the others.

The objective of the activity was to analyze:

- the number of footnotes.
- the length of the text.
- number of bibliographic references.
- the type of editing: open to collaboration or closed access.

The first criterion aims to find out whether additional information is provided on the topics covered, in an attempt to contextualize and facilitate understanding of the contents developed. We must bear in mind that these were not easily identifiable, as both the name of the section and the style varied according to the Language. Therefore, in order to accurately identify the footnotes by students, they were told that most of them are numbered, do not follow any citation style, and are electronic documents for dissemination, not academic ones.

In the case of the second criterion, the aim was to ascertain the relevance given to the chosen topic in that particular language. This feature has been taken into account in other studies when analyzing the quality of information (Blumenstock, 2008; Sugandhika & Ahangama, 2021). In order to do this objectively, each article was converted to PDF format so that the number of pages could be counted.

The third criterion has a similar objective to the first and second: to verify the importance and objectivity given to the topic in that context. It is therefore more focused on the scope of the content. While it is true that not only the number of references should be taken into account, but also their reliability—whether they are academic publications or textbooks—authority, and whether they are up to date (Sugandhika & Ahangama; Aragón & Sáez-Trumper, 2021; Lewoniewski et al., 2020). The accuracy of information based on the number of articles cited has already been considered in other studies. However, the controversy surrounding the content, as well as the political context of the community, can lead to the article being protected from editing, as we will see in this study. Other authors consider that the length of Wikipedia articles and the fact that the Bibliography contains reliable sources are appropriate criteria when considering the quality of information in terms of content (Sugandhika & Ahangama, 2021).

In the case of the number of bibliographical references, they were generally easy to identify, as they followed a specific citation style and were mostly academic documents. However, each language uses a different citation style, and they can also be confused with footnotes or external links. This is because, in many cases, bibliographies were labeled differently: "literature," "references," "notes," which could make correct identification difficult.

Finally, in order to meet the last objective, the different types of editing that this platform includes were explained, as well as how to identify them. In any case, the type of editing refers to whether the article in question allows changes and/or the production of information, or whether it has restrictions

due to the frequency of vandalism, biased interventions, and so on. In such cases, some editors may intervene, based on their experience with Wikipedia. Again, they do not always appear with the same icon in each language, which can lead to errors.

As a result, identifying each of these variables was not always intuitive, so the teacher checked whether the results provided by the students in each case were correct. To do this, they used the DeepL translation tool to verify the data provided by the students. However, it should be noted that this *software* does not offer translation for each of the languages analyzed, so the analysis was limited to English, Spanish, French, German, and Italian, which were available. The aim was to ensure that the results and conclusions were as accurate as possible.

The first three criteria are intended to develop critical thinking, as by focusing attention on these types of characteristics, so that learners become aware of the type of information and its reliability. According to the World Economic Forum's report on the future of jobs in 2025 (2025), analytical thinking skills are among the most sought-after by employers; in fact, 7 out of 10 companies say they value them.

This final criterion encourages the proper use of ICT and the development of information literacy, competencies that are among the most valued by companies, according to the World Economic Forum (2025). In this sense, the proper use of ICT is not limited to simply consulting the data presented on a website, but also involves reflecting on how it is entered and the process involved in doing so. It seems clear that individuals with a high level of digital competence/information literacy have optimal skills in navigating, assessing, and synthesizing information (Spante et al., 2018; Pan et al., 2014). Critical thinking is a key element in the efficient search and retrieval of information (Kurniasih et al., 2018; Lopatovska et al., 2012). Since students must search for information and perform assessment of its reliability, applicability, and potential bias, competent online searching and critical thinking are closely related (Khairuddin et al., 2024; Buchan, 2011).

Furthermore, each language on Wikipedia has its own rules, structure, and reliability criteria. For example, according to the content guidelines for the English-language wiki, the information in its articles must be based on reliable, published sources. It is also considered that the greater the number of contributors verifying data, analyzing legal issues, and polishing the writing, the more reliable the publication will be (Lewoniewski et al., 2020). However, the greater the number of users, the more difficult it will be to control the reliability and accuracy of the Contents (Sugandhika & Ahangama, 2021).

Therefore, Wikipedia texts present different data depending on the language in which they are written. By comparing them, international competence is developed, involving learners in seemingly different realities depending on the geographical context in which they were created. In addition, by doing so in groups of three students, teamwork skills are fostered, encouraging dialogue and cooperation in the face of information that is often disparate depending on the political and geographical environment from which it originates.

The current affairs topics to be selected had to be related to: current political events, countries, and political leaders of the moment, taking into account that the exercise was carried out in November 2024. Thus, in this study, in addition to analyzing the objectives of the activity itself, we will also examine what motivates students when selecting one topic or another: proximity, local information, etc. In this way, we also evaluated their media literacy, their knowledge of current events, and how they evaluated the information they found on the subject. We must bear in mind that when verifying information, students pay attention to: external sources, the context of use, and their knowledge of the topic. They will check the data or not depending on their information needs (Claes and Tramullas, 2021).

4. Results:

The students' countries of origin are: Spain, Mexico, Colombia, the Dominican Republic, Italy, Russia, France, the United Arab Emirates, Venezuela, Lebanon, Peru, Ecuador, Chile, Serbia, Sudan, Algeria, Honduras, the Philippines, Germany, Hungary, Bulgaria, Panama, Azerbaijan, Cuba, the United States, Moldova, Switzerland, Nigeria, Angola, Korea, and Romania. The articles analyzed were in 17 different languages: Spanish, English, French, Serbian, Bulgarian, Slovak, Greek, Hungarian, German, Romanian, Italian, Arabic, Portuguese, Azerbaijani, Tagalog, Korean, and Russian.

Taking into account that the activity took place between November 15 and 20, 2024, the following topics were selected:

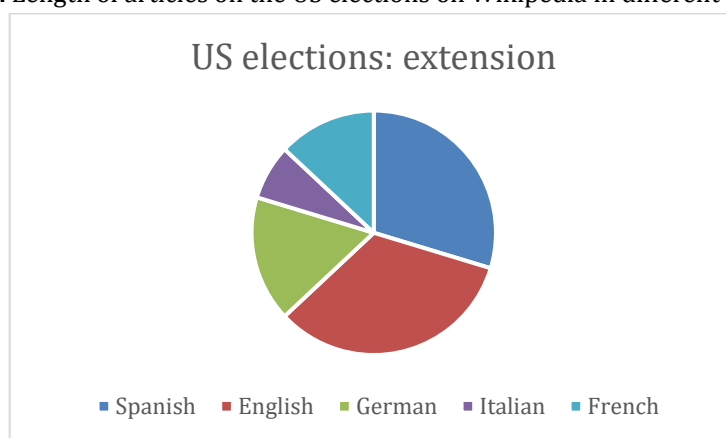
The US elections were one of the topics selected for the greatest variety of languages, a total of eight: Spanish, English, German, Italian, French, Arabic, Romanian, and Korean. However, the languages studied will be Spanish, English, German, Italian, and French, as these are the languages available with the DeepL translation tool, which allowed the teacher to reliably check the results obtained by the students.

Topics that were not current (not present in the media at the time, as indicated in the instructions) were thus discarded, as well as those that were not analyzed in a wide variety of languages.

4.1. US elections

In order to retrieve the information, the same terminology was used in each of the languages: 'US presidential elections'. Finally, the annex includes the texts analyzed in each of the languages with access to them.

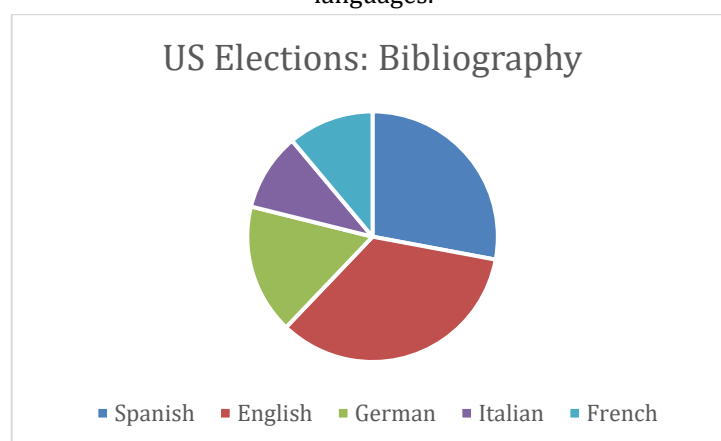
Graph 1. Length of articles on the US elections on Wikipedia in different languages.



Source: own elaboration, 2024.

The English article is the longest of all, as well as having the most extensive Bibliography, making it a topic considered relevant and one whose content cannot be changed. The latter only occurs in French, with free editing in Spanish, Italian, and German.

Graph 2. Number of bibliographic references in Wikipedia articles on 'elections in the United States' in different languages.



Source: own elaboration, 2024.

As for German, we can highlight that it only has footnotes, ranking third in terms of volume, after Spanish. This is something to keep in mind since the edition is free, but that does not negate the requirement for a Bibliography with its respective sources. We should note that the references—here referred to as footnotes—are only to online documents of an informative nature. The reason for this is that it is a current topic for which we do not have any academic Bibliography.

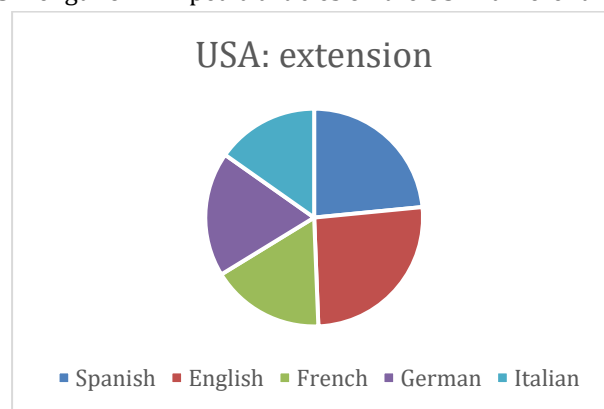
In Spanish, we observe that the number of academic bibliographical references is higher, although there are no footnotes²², even though editing is open to any user. In terms of length, it ranks second, with the English article in first place.

Interestingly, editing is restricted not only to users who are proficient in English, but also to those who are proficient in French. Perhaps the reason for restricting editing is to try to avoid the proliferation of interventions that could trigger multiple opinions.

4.2. USA

In terms of country selection, the United States leads as the country analyzed in the greatest number of languages and by the largest number of students. This is probably because it is the world's leading power and also because elections were held on a date close to when the exercise was carried out.

Graph 3. Length of Wikipedia articles on the US in different languages.

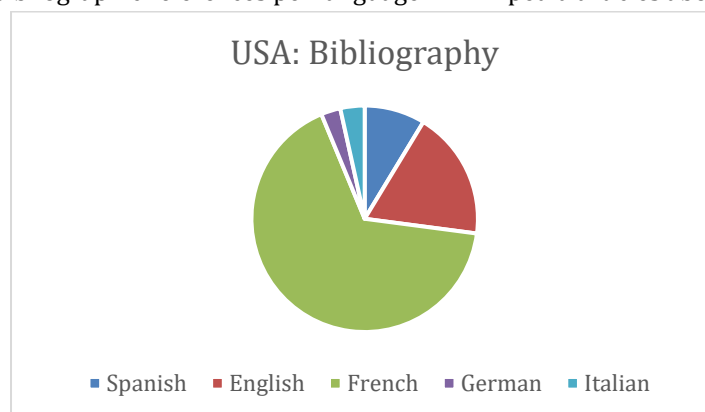


Source: own elaboration, 2024.

Undoubtedly, in the case of Wikipedia articles on the US, the English version is the one that differs most from the other languages.

Firstly, it stands out as the longest article among all those analyzed and has the highest number of footnotes, ranking second in terms of Bibliography. French ranks first in this regard, without any footnotes. It therefore seems that in the French-speaking world, greater importance is given to academic sources than to informative ones. The opposite is true for German, where there are footnotes but a limited Bibliography. However, the footnotes do contain some references to academic documents. It seems that each language has different rules when it comes to writing articles in the collaborative encyclopedia, bearing in mind that in all these cases editing is restricted and not all users can contribute.

Graph 4. Number of bibliographic references per language in Wikipedia articles about the United States.



Source: own elaboration, 2024.

The second language that stands out from the rest is German, which, although editing is open to any user and does not include any Bibliography, has an average length.

²² This only occurs in the case of English, with a total of 21, and French, with only 3.

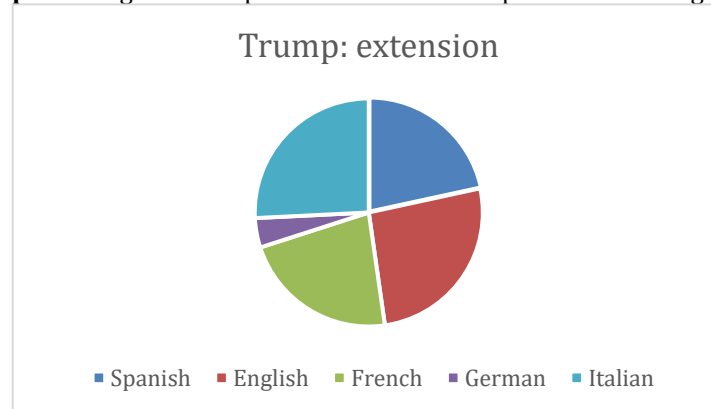
In third place, we can mention Spanish, where editing is closed and it is the second longest text in terms of the set of languages.

Of all the languages studied, the only one with open editing is Italian, which is not the case for the article on Trump, as we will see below.

4.3. Trump

In terms of political leaders, Trump has been studied in the greatest variety of languages, a total of 11: Spanish, English, French, German, Italian, Arabic, Azerbaijani, Korean, Bulgarian, Hungarian, and Romanian. We will analyze the first five, as they are available with the Deepl tool.

Graph 5. Length of Wikipedia articles on Trump in different languages

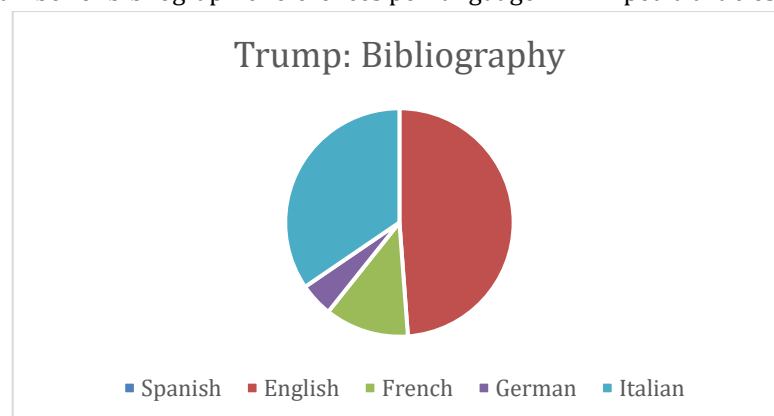


Source: own elaboration, 2024.

The article with the highest number of footnotes is the one in Spanish, followed by those in French, English, and Italian. Therefore, the data shows that in Spanish there are a large number of users interested in identifying all external sources or additional information about Trump. It is true that the number of Spanish speakers living in the country governed by Trump is high, so it is a topic to which they attach great importance. Proof of this is also that the length of the article in this language is one of the longest in the corpus of texts analyzed.

In this sense, the English text is longer than the Spanish one. The French article is slightly shorter, almost the same length as the Spanish one. Few versions of the article include an extensive Bibliography; only the English and Italian versions have a medium-length list of references. This contrasts with the length of the articles, as although this is a sign that this political leader arouses a great deal of interest, it does not appear that the information is always referenced appropriately. In fact, the texts in these widely spoken languages, which are very long, do not allow for any collaboration. Thus, while these articles stand out for their inclusion of a large amount of data and information, the same cannot be said about their objectivity. This is because, as explained above, the possibility of collaboration is minimal, as is the number of bibliographic references and footnotes.

Graph 6. Number of bibliographic references per language in Wikipedia articles about Trump



Source: own elaboration, 2024.

This may be because, on the one hand, the number of speakers is smaller than in other cases, and on the other hand, it does not seem to be a topic that interests them greatly. Proof of this is that although the German edition is open to collaboration from any user, not many are interested in including information on this topic. Furthermore, in this language there does not seem to be much vandalism or users who want to reflect their personal interests in these texts.

In terms of educational outcomes, we can say that group work skills have been developed adequately, as the members of each team themselves stated that they "worked comfortably and respectfully," which is also closely related to international competence. Respect, empathy, and open-mindedness were demonstrated in the way they worked in the classroom. The teacher observed that controversial topics, which can spark debate among different nationalities, such as "Trump" among Russian and European students, were treated with complete respect.

As far as critical thinking is concerned, we can say that it is something that needs to be improved because, although it is beginning to develop satisfactorily, there is still some way to go. The reason for this is that on several occasions, the characteristics specified in the instructions that they had to identify, such as length, bibliography, type of edition, and footnotes, were not always correctly determined. For example, 50% of the sample had difficulty distinguishing between a footnote and a bibliographic reference. This was because they were not always presented in the same way or included in the similar layout in the different language editions, which made it difficult to identify them correctly.

Finally, in terms of the use of new technologies, we can say that there is also room for improvement, since in a large number of cases—40%—the type of edition was not correctly identified as either open or closed to collaboration. This was because they could not locate the button enabled for this purpose, which varied depending on the language: sometimes an open or closed padlock, and other times the presence or absence of the 'edit' tab. On the other hand, the length of each text was not correctly compared or identified, in 30% of cases, as they did not know how to convert each Wikipedia article to PDF format. This change of format greatly facilitates the measurement of text length, allowing it to be done quickly, but it was rarely carried out by the learners.

These results suggest that it would be beneficial to implement broad and sustained institutional policies with specific modules aimed at interpreting and selecting sources, detecting hoaxes, and analyzing data on issues where the flow of misinformation is constant.

5. Discussion and conclusions

In response to the objectives set out in this study, we can affirm that the longest articles in the three concepts are those in English. In second place are those in Spanish. This is something that already occurs in studies of other topics on this same platform (Lewoniewski, Wecel, Abramowick, 2020). The main reason is that both are majority languages, widely spoken throughout the world. This means that a greater number of articles are published and that, in addition, traffic on the platform is higher. Thus, in the US in 2024, traffic was 25.66%, followed by the UK with 5.55% and Germany with 5.14% (Similar Web, 2024).

In terms of bibliography, the most extensive is in English for the three topics – 'Trump', 'US elections' and 'US' – with French in second place in most cases. The same is true for works on other topics in this same encyclopedia (Lewoniewski, Wecel, Abramowick, 2020).

In the case of footnotes, Spanish texts are the ones in the first place.

The current topic selected most frequently in the Activity, 'US elections in 2024', is one of those that arouses the most interest. According to a YouGov study, 57% of young people between the ages of 18 and 29 say they pay close attention to the US presidential election campaign (YouGov, 2024). However, the confidence that different countries have in the performance of the 2024 election candidates on international issues varies from country to country. In Germany, 76% trust Biden over Trump, compared to 15% who trust Trump; in Spain, the figures are 66% and 20%; in France, 42% and 16%; and in Italy, 33% and 26% (Pew Research Center, 2024). In the US, 53% believe that Trump should not be in office in 2024 (YouGov, 2024). Therefore, in all cases, it is a controversial, topical issue that generates a lot of excitement and interest, hence the length of the articles. Shen, Cheung, and Lee (2013) studied the model of acceptance of Wikipedia information among university students in Hong Kong and stated that one of the key factors in selecting a topic is the students' perception of the information.

This confirms that the majority of this sample's interests are directed towards the political leader Trump. However, other studies show that in Spain only 19% trust Trump to do the right thing in international politics, while in France this figure rises to 22%, 32% in Italy, 37% in the United Kingdom, and 53% in Hungary (Pew Research Center, June 10, 2025). Therefore, the data indicates that although confidence in Trump in international politics is low, interest in learning about his political career and life is high.

Finally, the United States was selected for the study because of the number of students who analyzed it. According to a Pew Research Center study, 54% of Italians had a favorable view of the US in 2024, 54% in the United Kingdom, 49% in Germany, 48% in Spain, and 46% in France (Pew Research Center, 2024). We therefore conclude that it is a country of great relevance and interest and one that is also viewed positively.

Regarding the research questions posed, the students themselves described in their conclusions that Wikipedia is a source of information that varies greatly in structure, Bibliography, and, as a result, Contents, allowing free editing only in certain languages and topics. This prevents this source from being considered objective, reliable, and consistent. In this way, it helps them to be aware of the correct tools to use when doing academic work. However, identifying these characteristics allowed the students to develop skills in group work, internationality, use of new technologies, and critical thinking. Although some of these skills have room for improvement, the first year of a Bachelor's Degree is the time to begin developing them so that they can be fully implemented by the end of the year.

We must take into account the particularities of the sample participating in this study, since, although they had diverse nationalities and spoke many different languages, it is difficult for the teacher to verify the accuracy of the results. Not having a translation tool in all the available languages hinders the understanding and accuracy of the students' answers, thus reducing lexical diversity.

On the other hand, their levels of media and information literacy are different, so group work helped them to share and distribute tasks and processes equally.

As future lines of work, we would propose analyzing a single topic for each of the proposed categories, in a limited number of languages, checking beforehand whether a translation of them is available. This would ensure a large number of results and, in addition, their subsequent verification and accurate correction.

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Appendix

The texts analyzed were:

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