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**Knowledge to lead**

# **Training Terminology**

User Guide



In order to make the best use of this guide read and follow the steps while working on the Training Terminology site.

The temporary link to the site is: <http://212.27.191.179>.

This user guide should be sufficient for you to start working on the Training Terminology website, maintaining the formatting style.

Should you require any additional information or clarification, do not hesitate to contact [giulia.ortoleva@unitar.org](mailto:giulia.ortoleva@unitar.org)



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# Training Terminology Step by Step User Guide

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## Introduction

### What is a wiki?

A **wiki** is a page or collection of Web pages designed to enable whoever is given the editing rights to contribute or modify content, using a simplified **markup language**. Wikis are often used to create collaborative websites and to power community websites.

One of the characteristics that make a Wiki different from other websites is the fact that users having an account can add new pages in the site, change the content of the existing pages, upload pictures and files and create links to external and internal web-pages.

These features make a wiki a perfect tool to build a site as the Training Terminology is supposed to be: a dynamic collaborative environment where to collect and share information and materials on training methodologies.

With the contribution coming from everyone, it would be possible to transform the Training Terminology website into a knowledge base platform for training tools and methods.

A remarkable difference between a wiki and a traditional website is that it uses a simplified markup language. This particular syntax makes the editing much easier for people who are not familiar with html language.

Increasingly, wikis are making "WYSIWYG" ("What You See Is What You Get") editing available to users, so that to edit a page it would be enough to be familiarized with the icons of word (e.g. bold, italic).

The same editing available in the "WYSIWYG" and much more features are associated with a particular syntax, easy to memorize. Thanks to this syntax the user have a wide range of formatting possibilities that make a page much more interesting than a plain text.

### What is a template?

An important feature that makes a wiki page user-friendly is represented by the templates. A template is a standard element saved in the wiki that can be used as a model for all the other pages of that wiki. The html syntax of this template is saved in the wiki and a name is associated to it. The user should only recall the name associated with the available templates to be able to easily use them.

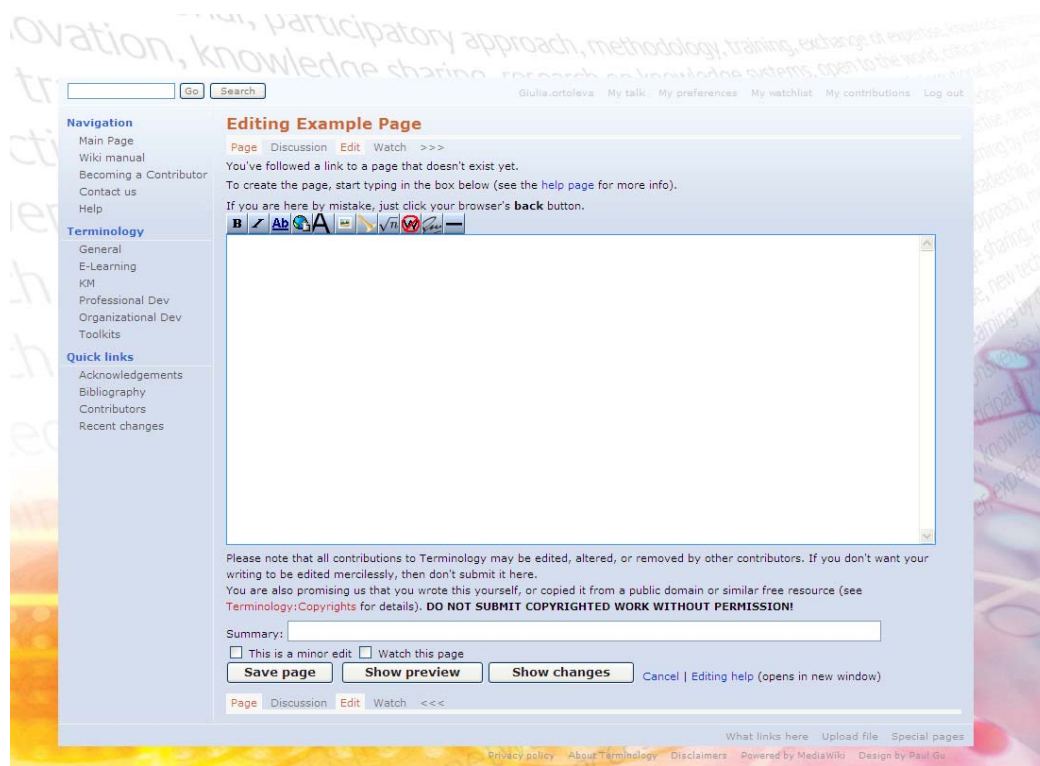
The example below might clarify this point.

Any definition in the Training Terminology is written inside a light blue box, with the small image of a book and a pen on the left corner. This box is a template. The html code associated with the box has been created once and saved in the template section. The name of the template is Term.

Should a user need to write a definition inside this template, all he/she would need to type (or copy and paste) is this code in the editing section of a new page:

```
{ {Term|TERMNAME|Definition} }
```

The editing section of a new page looks like this (refer to the section on adding new terms, toolkits, materials):



The screenshot shows the 'Editing Example Page' interface. It includes a navigation sidebar on the left with links like 'Main Page', 'Wiki manual', and 'Terminology'. The main content area has a message: 'You've followed a link to a page that doesn't exist yet. To create the page, start typing in the box below (see the help page for more info). If you are here by mistake, just click your browser's back button.' Below this is a large text input area with a rich text toolbar. At the bottom, there is a 'Summary:' field, checkboxes for 'This is a minor edit' and 'Watch this page', and buttons for 'Save page', 'Show preview', and 'Show changes'.

Once the template information is typed/copied the result will be as follow:

	<b>TERMNAME</b>
Definition	

In sequence you have step-by-step instructions to modify an existing page, and/or to add new terms, toolkits and material.



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## Editing a page

To assure the quality of the material that will be published on the Training Terminology site, editing rights will be granted only to registered users.

To make any modification in the site, the user should be logged into it.

- **Registered users:** If you already have an account, go to the up-right corner of any page and click on *login/create an account*. Once you enter your login and password you will be enabled to make modifications to any page, to add new pages, links or documents.
- **New users:** If you don't have an account yet, please request it to: [giulia.ortoleva@unitar.org](mailto:giulia.ortoleva@unitar.org). You will receive an email with username and password.

### A. Modifying an existing page

1. Go to the page you want to modify and select *Edit*. The command is on the top of the page, right underneath the title.
2. In the text, identify the point where you want to make corrections and/or modifications (add simple text, link to some other page of the wiki, etc.) and start typing.
3. Please refer to the list of basic syntax needed to edit a page.

- **Formatting text:**

<b>Bold</b>	""Text""	
<i>Italic</i>	"Text"	
Headers	<b>Level 1</b>	==Header2==
	<b>Level 2</b>	===Header3===
	Numbered	# First Element # Second Element...
Lists	Bullet	* First Element * Second Element...





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- **Adding links:**

Internal Page	[[PageName]]  If the name of the page is different from the word you want to link it to (e.g. the page name is in capital letters and you would like the link not to be in capital letters, or you want to use a completely different word) use this code: [[PageName WordToBeClicked]]
External Page	[http://www.google.com WordToBeClicked]
Anchor	[[#AnchorName WordToBeClicked]]  (link from a point of a page to another point of the same page)
E-Mail Address	[mailto:info@example.org WordToBeClicked]

- **Uploading files or images:**

To create a link from any page of the site to an external file (any document in pdf, word, excel, etc.; images in any format: jpg, png, gif, etc. or multimedia files) files should be uploaded into the site beforehand.

Follow the instructions:

- Go to the bottom of the page and click on *Upload file*.
- Browse for the file and upload it. Make sure you name the file correctly.
- Once the file is uploaded it can be linked, as many times as needed, to any page on the site.

Link to a file	[[Media:FileName.extention WordToBeClicked]]	
Display images	Normal	[[Image:FileName.extention]]
	Thumb	[[Image:FileName.extention thumb]]
	Gallery	<gallery>Image:FileName1 Label1 Image:FileName2 Label2 </gallery>

- **Adding tables:**

The basic way to add a table is to use the syntax below, adding as much columns as necessary (they depend on the number of headers set at the beginning). To create a new row is enough to add a new section with |-



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```
{| class="wikitable"
|-
! header 1
! header 2
! header 3
|-
| row 1, cell 1
| row 1, cell 2
| row 1, cell 3
|-
| row 2, cell 1
| row 2, cell 2
| row 2, cell 3
|}
```

Note: the template and the table are not compatible: it is not possible to use a table inside a template. It is necessary to close the template (using this: `}}` ) before editing a table. Another template can eventually be open afterwards.

## \* How to add a reference in the references list

If you have added new information in a definition and you want the source to appear in the reference list at the end of the page, in the form of a footnote, follow these steps:

1. Identify the place in the text where you want the footnote to appear (once you save it, you will see the number linked to the list of sources at the end of the page, not the source itself, even if you have to type it here).
2. Add: `<ref>title of the book or website (date of consulting)</ref>`
3. If it is not already written add: `<references/>` at the end of the page.
4. In order to keep the style of the pages homogeneous separate the references section with 4 spaces and add a title for it using this syntax: `==References==`.
5. The sources should also be included in the Bibliography of the website, where you can find two lists, one for the books and articles and another one for the websites. Websites should be added on the top of the list, always including dates when they were consulted.



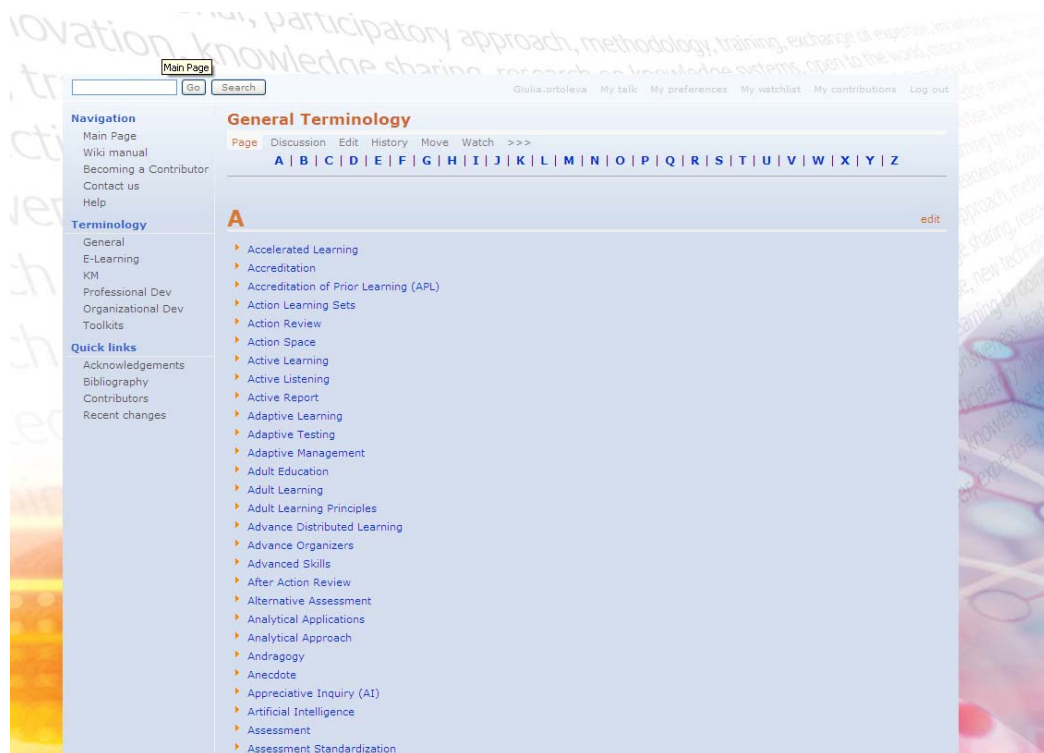
## B. Adding new terms, toolkits, material

In order to have the wiki harmonized the respective templates need to be used whenever materials or toolkits are added or a brand new definition is created. Follow these instructions to be sure to use the right format, keeping the Training Terminology consistent.

### B.1 Adding a new term

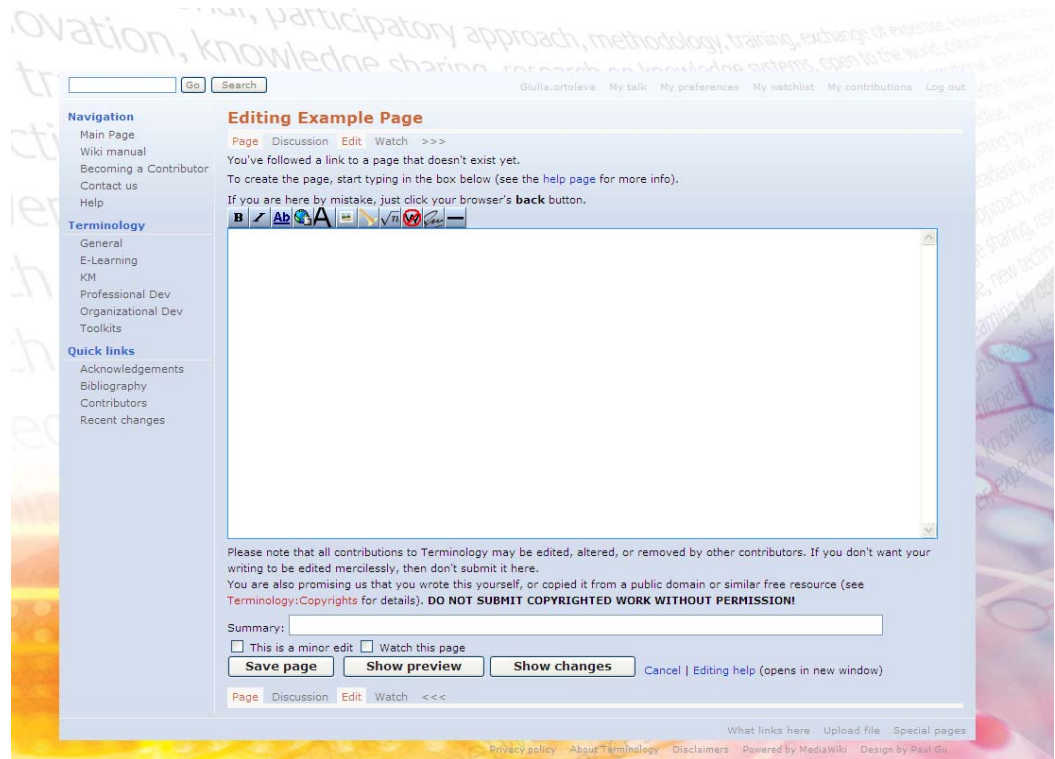
To add a new definition you will need to create a new page called as the term you want to include. The easiest way to create a new page in a wiki is to create a link to it from an existing page.

1. Go to the General Terminology page.



2. Select *edit* and add a link ([[Page Name]]) respecting the alphabetical order. The link will appear red, to show that this page does not exist yet.

- By clicking on the red link you will see this:



- Now you can start typing in the white space. Whatever you will write will appear in the page once you save it. As explained before you have a small toolbar on the top of the writing space with some of the basic formatting you might need.
- Use the template called **term**: `{{Term|TERMNAME|Definition}}`

	<b>TERMNAME</b>
Definition	

Write the name of the word you want to add in capital in the space marked as TERMNAME and use the space called definition to put your explanation. It can be either a sentence or a very long definition.

- Use the instructions given in section A (page 6) to edit the page, add links to websites or documents, add references and tables.
- Note that it is not possible to integrate a table inside a template. If you want to have a table in the definition you will have to close the template (using this: `}}`) and then to add the table.



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If you would like to add more information in the definition after the table add the template **Termaddition**: `{{Termaddition|Text}}`.

The result will be a simple box, with the blue lines framing it and no title. It will look like the template is following from the previous one.

Text

Below you can see an example of the use of table and of the **Termaddition** template:

navigation

[Main Page](#)  
[Wiki manual](#)  
[Becoming a Contributor](#)  
[Contact us](#)  
[Help](#)

Terminology


[General](#)  
[E-Learning](#)  
[KM](#)  
[Professional Dev](#)  
[Organizational Dev](#)  
[Toolkits](#)

Quick links

[Acknowledgements](#)  
[Bibliography](#)  
[Contributors](#)  
[Recent changes](#)

Accelerated Learning

[Page](#)
[Discussion](#)
[Edit](#)
[History](#)
[Move](#)
[Watch](#)
[>>>](#)


**ACCELERATED LEARNING**

Approach to learning that is based on Howard Gardner's theory of different types of human intelligence, which is used for speeding and enhancing both the design and the learning processes. Howard Gardner's theory illustrates that each person has a preferential way of learning related to his/her form of intelligence. Considering these individual differences, this approach unlocks much of our potential for learning by actively involving the whole person, using physical activity, creativity, music, images, color, and other methods designed to get people deeply involved in their own learning. <sup>[1]</sup>

The guiding principles of Accelerated Learning are:

Principles	Content
<b>Learning involves the whole mind and body</b>	Learning is not merely "head" learning (conscious, rational, "left-brained," and verbal); it involves the whole body/mind with all its emotions, senses, and receptors.
<b>Learning is creation, not consumption</b>	Knowledge is not something a learner absorbs, but something a learner creates. Learning happens when a learner integrates new knowledge and skills into his or her existing structure of self. Learning is literally a matter of creating new meanings, new neural networks, and new patterns of electro/chemical interactions within one's total brain/body system.
<b>The image brain absorbs information instantly and automatically</b>	The human nervous system is more of an image processor than a word processor. Concrete images are much easier to grasp and retain than are verbal abstractions. Translating verbal abstractions into concrete images of all kinds will make those verbal abstractions faster to learn and easier to remember.

To make the learning more effective the learning environment should present the following characteristics:

Characteristics	Content
<b>A positive learning environment</b>	People learn best in a positive physical, emotional, and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest, and enjoyment is essential for optimizing human learning. Feelings determine both the quality and quantity of one's learning. Negative feelings inhibit learning. Positive feelings accelerate it.
<b>Total learner involvement</b>	People learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but a participatory one. Knowledge is not something a learner passively absorbs, but something a learner actively creates. Thus, Accelerated Learning tends to be more activity-based rather than materials-based or presentations-based.
<b>Collaboration among learners</b>	People generally learn best in an environment of collaboration. All good learning tends to be social. Whereas traditional learning emphasizes competition between isolated individuals, Accelerated Learning emphasizes collaboration between learners in a learning community.
<b>Variety that appeals to all learning styles</b>	People learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their preferred learning style. Rather than thinking of a learning program as a one-dish meal, Accelerated Learning thinks of it as a results-driven, learner-centered.
<b>Contextual learning</b>	People learn best in context. Facts and skills learned in isolation are hard to absorb and quick to evaporate. The best learning comes from doing the work itself in a continual process of "real-world" immersion, feedback, reflection, and re-immersion. People learn how to swim by swimming, how to manage by managing, how to sing by singing, and how to care for customers by caring for customers.

See also: [Adult Learning](#)

The template definition ends before the first table. The text in between the first and the second table and the last sentence are contained in the template Termaddition.

- Once the new definition has been created all the sources of the information contained in it should be cited in the reference section at the end of the page. The instructions to do so are in the section A (page 8).
- The sources should also be included in the Bibliography of the website, where you can find two lists, one for the books and articles and another one for the websites. Websites should be added on the top of the list, always including dates when they were consulted.
- Once you have created the term in the general terminology, a link to it should also be added in the other terminologies where term might belong





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to. For example, if the new term is related to e-learning, a link to it should also appear in the E-learning Terminology list. The following categories are currently listed: E-learning, Knowledge Management, Organizational Development and Staff Development.

## B.2 Adding a toolkit

If a definition already exists, or you have already created it, and you want to add more information on how a particular method can be used, or how to put in practice a particular technique you can use the **toolkits template**. The information contained in this section is supposed to be Step by Step or General Guidelines format.

Below you have an example of a toolkit as uploaded in the website:

The screenshot shows a web interface for Unitar. On the left is a sidebar with navigation links: Professional Dev, Organizational Dev, Toolkits, Quick links, Acknowledgements, Bibliography, Contributors, and Recent changes. The main content area is titled 'Organizing a Role Play' and contains a 'Step by Step' guide. The guide is divided into five numbered sections: 1. Preparing, 2. Launching, 3. Managing, 4. Debriefing, and 5. Replaying. Each section contains a list of bullet points providing detailed instructions for conducting a role play. At the bottom of the main content area, there is a 'Job Aid' section with a link to 'Organizing a Role Play'.

**Organizing a Role Play**

**Step by Step**

- Preparing**
  - Create a scenario describing the situation in two-or-three sentences to give to all participants.
  - Set Role cards (minimum two) containing instructions for different roles: characters, tasks and objectives.
  - Set Observer role card (minimum one) containing specific, measurable items to be observed: negative and positive points, behaviors, suggestions.
  - Reserve sufficient time for exercise completion and feedback.
- Launching**
  - Introduce the exercise and its objectives. Be very clear about what you want people to get out of the role playing experience. Muddy thinking at the outset will result in muddy outcomes. Clear thinking and role play preparation result in clear outcomes.
  - Define it as an experience around a specific situation which contains two or more different viewpoints or perspectives.
  - Give the time involved and outline the expected results. It is important to say it is a play in order to dedramatize the stake.
  - Assign roles and ask players and observer to get ready for the role play according to the instructions on the card.
  - Instruct participants to take their positions: players are seated facing each other. The observer/s is/are seated in front of the role players.
- Managing**
  - Monitor the role play. The trainer and the observer should not interfere during the play.
- Debriefing**
  - Explain that the players will first give their own feedback, then the observer, then the trainer. The order of feedback is important.
  - Guide the comments: first positive comments, then points to be improved, then suggestions. Feedback should broadly follow SMART principles (Specific, Measurable, Agreed, Realistic, Time-bound).
  - Summarize lessons learned for participants.
- Replaying**
  - Take the same situation (or a different one) but give everyone a chance to role-play and critique. [2]

**Job Aid**

[Organizing a Role Play](#)

1. Go to the page of the definition and click on *edit*.
2. In between the end of the definition and the references create some space.
3. Use the template called **Tool**: `{{Tool|ToolkitTitle|Text}}`



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**ToolkitTitle**

Text

4. Use the instructions given in section A (page 6) to edit the page, add links to websites or documents, add references and tables.
5. If you want to add a table you should close the template and eventually open a new one afterwards, as explained under point 7 of the previous section (page 10).
6. Add the link to this page in the Toolkit Section, so that users will know that they will be able to find more detailed information for that term.

### B.3 Including additional material

If you have files related to a term that could be useful for other users of the Training Terminology you might want to add a section of additional materials. Additional materials must be uploaded in PDF format.

1. Go to the page of the definition and click on *edit*.
2. In between the end of the definition or the toolkit (if it exists) and the references create some space.
3. Use the template called **Addmaterial**: `{{Addmaterial|List of files}}`



**Additional Materials**



List of files

4. Create links to the files that you should have already uploaded, as explained in section A (page 6). The syntax to link a site is: `[[Media:FileName.extention|WordToBeClicked]]`
5. In the same line where you write the link to each file, right before it, add the small icon of the pdf by typing this: `[[Image: pdf.png]]` so that the user will know what kind of file he/she is downloading (as shown in the image above).



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## B.4 Adding a list of web resources

Whenever you come across interesting websites related to a term on the Training Terminology site (information, tools, examples, etc.) you might want to create a section to display all these links.

When creating this section include also a brief explanation of what kind of information/materials are available on the page, so that the user has an indication of the sort of information/material he/she will find in the link.

A good way to organize the information for this section is to do it in a table as shown in the example below:

Web Resources	
Below you have a list of selected websites where you can find some interesting examples of energizers:	
Link	Content
<a href="http://www.kstoolkit.org">www.kstoolkit.org</a>	A very simple energizer to replace the boring round of table of self-introductions at the beginning of an international workshop: Ball around the world.
<a href="http://www.corporatedrumming.co.uk">www.corporatedrumming.co.uk</a>	A wide variety of energizers that can enliven, enthuse and focus conference delegates.
<a href="http://www.rezaayati.com">www.rezaayati.com</a>	A series of games and energizers that can be used in a workshop, helping participants to regain energy and also to create a bonding positive atmosphere.
<a href="http://www.trainingmakescents.com">www.trainingmakescents.com</a>	An icebreaker exercise proposed by Christie Stearns in the newsletter <i>Seriously Fun Training Tips</i> , a free weekly publication that provides trainers, facilitators, and teachers with various activities to incorporate into their workshops.
<a href="http://www.wilderdom.com">www.wilderdom.com</a>	Several examples of energizers descriptions and links to additional websites.
<a href="http://www.unssc.org">www.unssc.org</a>	UNICEF - Games and Exercises, section I and II have several examples of energizers.

1. Go to the page of the definition and click on edit.
2. In between the end of the definition, the toolkit or the additional material (if these sections exist) and the references create some space.
3. Use the template called **Addlink**: `{{Addlink|List of resources}}`

Web Resources
List of resources

4. Create the links to the websites. The syntax to create a link to a website is: `[http://www.google.com WordToBeClicked]`  
It is a good rule to repeat the website name this way:  
`[http://www.google.it www.google.it]`, so that the user sees which is the site he/she will be directed to.
5. If you want to put all the links in the format of a table, as suggested, starting right after the blue title *Web Resources* you can use a different template:  
**Addtitle**: `{{Addtitle}}`





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## Web Resources

This way you will be able to add a table right after the title. If you want to add then a part of text inside the usual box you can use the template **Termaddition**, as shown in section B.1, point 6 (page 7).

## C. Templates - Quick Reference List

<b>Definition</b>	{ {Term TermName Definition} }	
	Part of text after a table	{ {Termaddition Text} }
<b>Toolkit</b>	{ {Tool ToolkitTitle Text} }	
<b>Material (pdf files...)</b>	{ {Addmaterial List of files} }	
<b>Web Resources</b>	Plain text	{ {Addlink List of resources} }
	Title before a table	{ {Addtitle} }
	Part of text after a table	{ {Termaddition Text} }