

click4it
unitar learning & training wiki

User guide



To make the best use of this guide, follow the steps indicated while working on the Click4it wiki.

The link to the wiki is: www.click4it.org.

This user guide should enable you to start working on the wiki and, in particular, to maintain the required formatting style.

Should you need any additional information or clarification, do not hesitate to contact us at click4it@unitar.org



Click4it learning and training wiki

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, change the content of existing ones, 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 Click4it wiki is supposed to be: a dynamic collaborative environment where information and materials on training methodologies can be collected and shared.

Allowing contributions from various contributors, the wiki can be viewed as a knowledge base platform for training tools and methods.

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

Increasingly, wikis are making "WYSIWYG" ("What You See Is What You Get") editing available to users, so that they can edit a page by using icons and buttons they are familiar with (e.g. bold, italic).

For more advanced editing options, users can utilize a simplified HTML coding; this is based on a syntax that allows them to have a wider range of formatting possibilities and to make a page much more interesting to use than a plain text.

Who can write on the wiki?

To assure the quality of the material that is published on the Click4it wiki, only registered users are granted editing rights.

It should be noted that in order to make any modifications on the wiki, users should be logged in.

- **Registered users:** If you already have an account, go to the upper right corner of any page and click on *Login*. Once you enter your username and password you will be able to modify content and add new pages, links or documents.
- **New users:** If you do not have an account yet, please send a request to click4it@unitar.org; you will receive an email containing your access details.



What is a template?

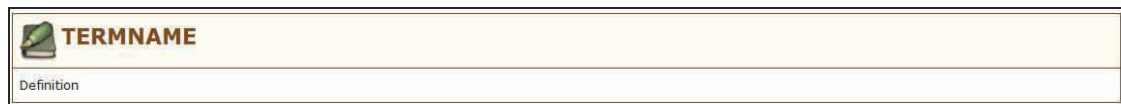
A template is a standard element that can be used to create other pages with the same layout. The goal of having templates for the wiki is to streamline the content creation process, so that users do not need advanced HTML editing skills.

An example is provided below to clarify this point:

Any definition in the Click4it is written inside a light brown box containing a small icon of a book and a pen in 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 in question is **Term**.

Should a user need to write a definition inside this template, all they need to do is type (or copy and paste) the following code in the editing section of a new page:
`{{Term|TERMNAME|Definition}}`

The result would be as follows:



1. Getting started

In this section, you will be introduced to some basic notions you need to acquire for creating and editing content.

1.1. The editor

Before exploring how to create a new term, let us get familiar with the editing environment. When a new element is created, an empty editing page like the one shown below appears:



The white space is where you type your text. The small toolbar at the top of the writing space (see red box) offers you some basic formatting options. To preview your page before saving it, click on the *Show preview* button. Note that once you save the page, it will be visible publicly, so please do not save it while the editing is still in progress.

1.2. Using templates

In order to have the wiki harmonized, new definitions, toolkits and other sections are to be created using the corresponding templates.

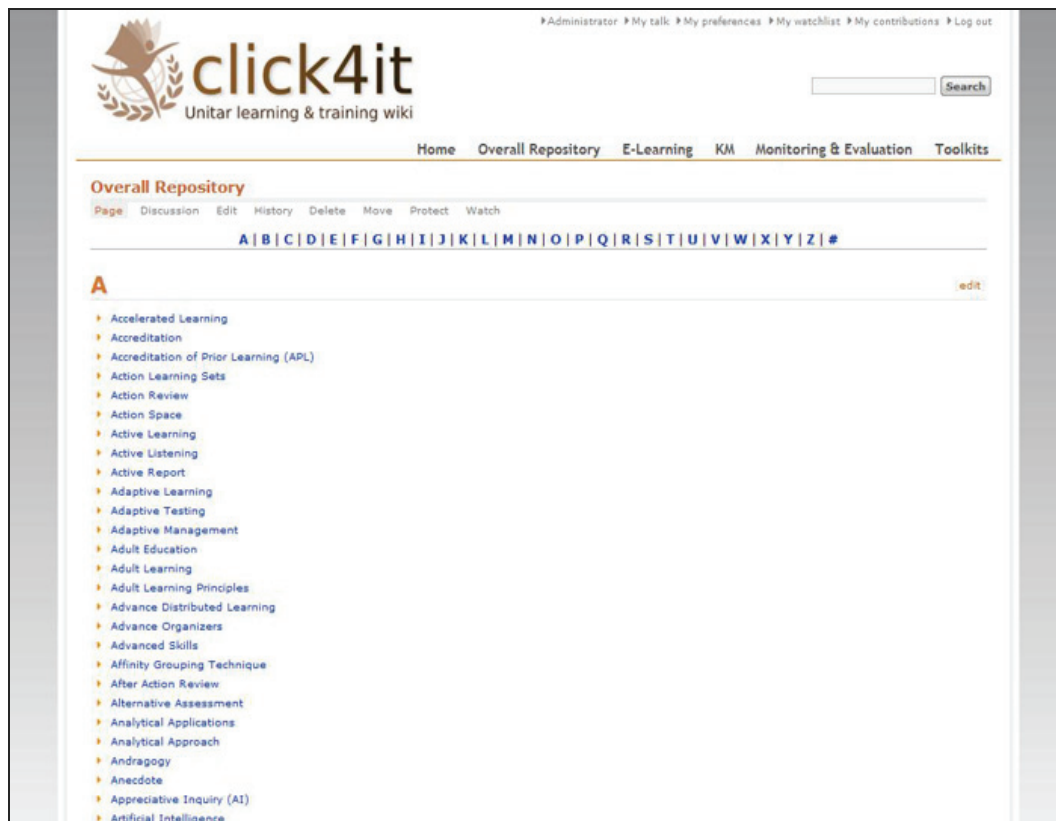
Please follow the instructions to make sure you use the right format: it is important to maintain consistency throughout the wiki.



2. Creating a term

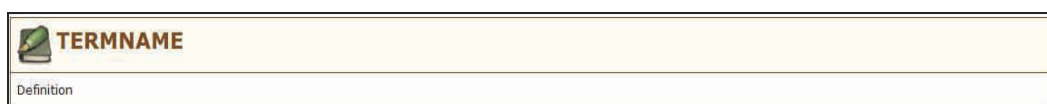
The terms contained in the Click4it are listed alphabetically in the **Overall Repository**. They consist of a definition, whose length can vary from a few sentences to a very long text, and might also include a toolkit or other additional materials.

This section will guide you through the creation of a new term page and instruct you on how to use the **Term** template.



To create a new term:

1. Go to the **Overall Repository** page.
2. Select *Edit* and insert the term at the appropriate point in the alphabetical list by using the following syntax: `*[[Page Name]]`. The link will appear in red to show that the page does not exist yet.
3. Click on the term and an empty editing page will appear.
4. Use the following **term** template: `{ { Term|TERMNAME|Definition} }`



Replace 'TERMNAME' with the name of your term in capital letters and type your definition between the second vertical slash and the closing braces.

2.1. Adding in-text references

When you create a new term, it is essential to include a reference list at the end of the page containing all the sources you used for your definition. In order to maintain the definition easy-to-read and uncluttered, references have to appear in the form of a footnote at the bottom of the page; see picture below:



ACCOUNTABILITY

Is the obligation to show that work has been carried out in compliance with agreed rules and standards and report accurately and fairly on performance results against mandated roles or plans.^[1] Accountability places responsibility on programme managers to provide evidence that a programme is effective and conforms to expected results, legal and fiscal requirements. For evaluators, it connotes the responsibility to provide accurate, fair and credible monitoring reports and performance assessment. In organizations that promote learning, accountability may also be measured by the extent to which managers use monitoring and evaluation findings.^[2]

References edit

1. ↑ Organization for Economic Co-operation and Development (OECD) / Development Assistance Committee (DAC). Glossary of Key Terms in Evaluation and Results Based Management, pp 15. Paris, 2002. [\[i\]](#)
2. ↑ United Nations Fund for Population Activities (UNFPA). Programme Manager's Planning Monitoring & Evaluation Toolkit, 2004. [\[i\]](#)

To create a list of References, please follow these steps:

1. Identify the place in the text where you want the footnote to be linked (i.e. the point where, once saved, the superscript number will appear). Note that even if you have to type the sources here, they will however appear at the bottom of the page, as requested.
2. Type the following and list your resources here as indicated:
`<ref>[Resource 1] (date accessed), [Resource 2] (date accessed) </ref>`

When referencing websites, please indicate both the full URL and the text tag you want to appear.

Example: [<http://www.mywebsite.com/myresource> www.mywebsite.com] (November 2011)

3. Scroll down to the end of your text and add 4 spacing lines, then create the References heading by typing `==References==`.
4. Underneath the heading, close the section by typing `<references/>`

Please note that sources should also be included in the general **Bibliography** of the wiki. This contains two lists: one for books and articles and one for websites.

2.2. Adding links



At the end of your definition, if relevant, please include a See Also section, i.e. a list of terms that are already available on the wiki and are related to the term you are compiling.

Also remember to place an internal link every time you mention one of the existing terms in the body of your definition.

PROFESSIONAL DEVELOPMENT

The means by which professionals maintain, improve and broaden their knowledge and skills and develop the personal qualities required for the execution of professional and technical duties throughout the working life. It is a lifelong learning approach to planning, managing and benefiting from own development. Professional development helps to:

- ▶ Maintain and enhance the employee competence in the workplace
- ▶ Ensure the employee is competitive in the job market
- ▶ Demonstrate commitment to personal development
- ▶ Have a useful intellectual challenge

Some routes to professional development are:

- ▶ Attending meetings, conferences and seminars
- ▶ Training workshops and knowledge sharing
- ▶ Distance and open learning programmes
- ▶ Reading books, journals and publications in various fields
- ▶ Involvement in community activities such as mentoring, communities of practice

When a learning organization aims to strengthening weaker skill sets and knowledge areas, the starting point is to implementing a professional development plan, providing practitioners with the training, knowledge, and networking opportunities they need to advance in their career development. ^[1] See also: Learning Organizations, Adult Learning, Continuing Education, Workplace Learning, Andragogy, Distance Learning, E-Learning.

Please refer to the table below whenever you need to insert links in your page.

Internal Page	<p>[[PageName]]</p> <p>If for any reason you want a different name to appear, type: [[PageName WordToBeClicked]]</p>
External Page	<p>Type the complete URL followed by the text tag you want to display: [http://www.google.com WordToBeClicked]</p>
Anchor	<p>An anchor is a link to a specific point in the same page) [[#AnchorName WordToBeClicked]]</p>
E-Mail Address	<p>[mailto:info@example.org WordToBeClicked]</p>

Important note: Once the term has been added to the Overall Repository, it should also be added in the relevant section for that term.

The following categories are currently available: e-Learning, Knowledge Management, Monitoring & Evaluation.

Home Overall Repository e-Learning KM Monitoring & Evaluation



2.3. Advanced editing options

2.3.1. Inserting a table

To add a table to your definition, use the syntax below. The number of columns can be customized according to your needs; to create a new row, simply add a new section starting with |-

```
{| 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
|}
```

Important note:


The table template is not compatible with the other templates, i.e. a table cannot be contained inside another template. It is necessary to close the template (to do so use the closing braces: `}}`) before creating a table. The same template can be re-opened afterwards.

2.3.2. The Term Addition template

In case you want to add more text to your definition underneath a table, use the **Termaddition** template: `{{Termaddition|Text}}`. This will show as a simple box framed by a brown border and with no title (see image below).



By using this template, the Definition, Table and Term Addition sections will look as an integrated whole, as you can see in the picture below.

 ACCELERATED LEARNING	
<p>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. ^[1]</p> <p style="text-align: right;">TERM</p>	
<p>The guiding principles of Accelerated Learning are:</p>	
<p>Principles</p> <p>Learning involves the whole mind and body</p> <p>Learning is creation, not consumption</p> <p>The image brain absorbs information instantly and automatically</p>	<p>Content</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>To make the learning more effective the learning environment should present the following characteristics:</p> <p style="text-align: right;">TERM ADDITION</p>	
<p>Characteristics</p> <p>A positive learning environment</p> <p>Total learner involvement</p> <p>Collaboration among learners</p> <p>Variety that appeals to all learning styles</p> <p>Contextual learning</p>	<p>Content</p> <p>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.</p> <p>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 participation. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>See also: Adult Learning</p> <p style="text-align: right;">TERM ADDITION</p>	

2.4. Making changes to your page

Remember that you can always make changes or corrections to your page at a later moment. To do so:

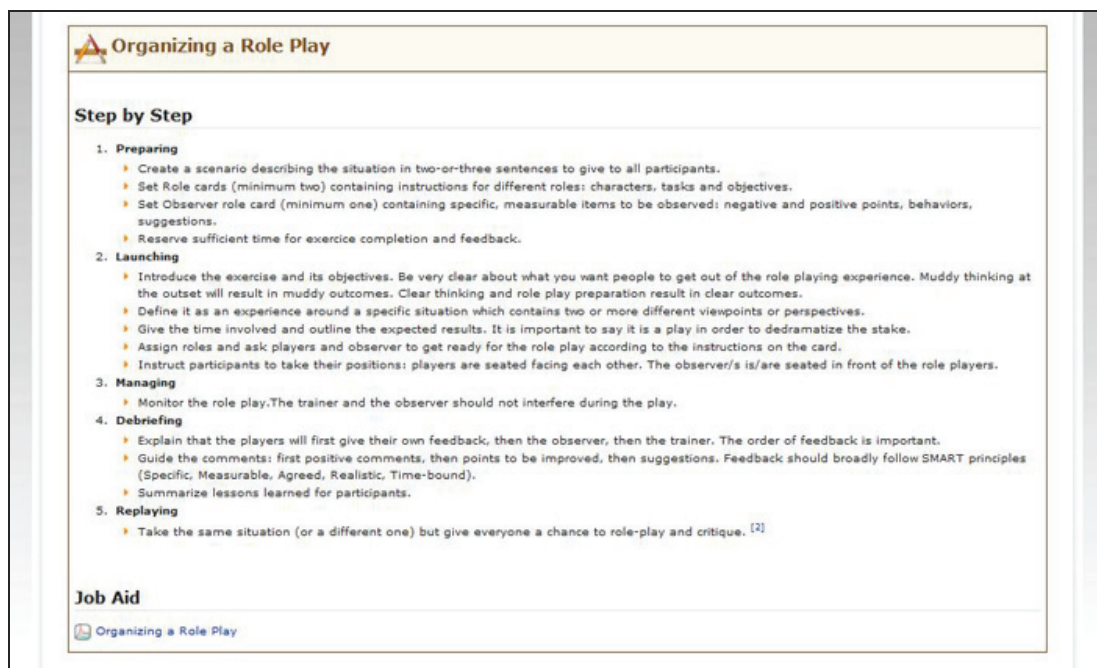
1. Go to the page you want to modify and select *Edit*.
2. Identify the point in the text where you want to make corrections and/or modifications (e.g. add text, link to some other page of the wiki) and start typing.
3. Preview the page and save it when you are happy with it.

3. Creating a toolkit

If you want to elaborate on the practical aspects of an already existing term (e.g. how to implement a particular method, or how to put into practice a certain technique), the toolkit is the right instrument to do so. The template associated with it is called **Tool**.

Remember that a toolkit should be practical and immediately usable by readers. Therefore, it is important to structure your toolkit in a clear and pragmatic way: you might want to consult other existing toolkits to get ideas on how to organize information in yours (e.g. title choice, formatting style).

The picture below is an example of how a toolkit appears in the wiki and what its structure is.



To create a toolkit, please follow the steps below:

1. Go to the term page and click on *Edit*.
2. Use the **Tool** template: `{{Tool|ToolkitTitle|Text}}`



3. Refer to the instructions given in the [Section 2](#) (pp.8-11) to edit the page and add links, references or tables.

Please remember that if you need to add a table the template you are using should be closed and reopened afterwards if needed, as explained in Section 2.3.1.(page 11).

4. Make sure that references appear at the bottom of the page (see [Section 2.1.](#), page 9), entering 4 spacing lines after the end of the text.
5. Use the template provided¹ to create a PDF document of the toolkit (you do not need to include the definition).
6. Create the following heading `==''Job Aid''==` and upload your PDF here (for instructions on how to upload files refer to [Section 4](#), but please ignore point 5).
7. Provide a link to this page in the **Toolkit** section (follow the same procedure as you would if you were to add the term to the **Overall Repository**).

¹ When needing a template for the PDF, please send a request to click4it@unitar.org



4. Including additional materials

In the **Additional materials** section you can include relevant materials that are copyright-free (or for which the user has been granted permission) by uploading them in PDF format. This section can be identified for the PDF icon that appears in the title box.

1. Save the file on your computer (remember to use a clear, self-explanatory name for it, as this will appear on the wiki)
2. Click on *Upload file* at the bottom of the page, then browse and select your file.
3. Go to the definition page and click on *Edit*.
4. Create some spacing before the References section at the bottom of the page to insert the additional materials.
5. Use the template called **Addmaterial**: `{{Addmaterial| }}`
6. Create the PDF icon: `[[Image: pdf.png]]`
7. Create links to the files: `[[Media: FileName.extension|WordToBeClicked]]`

Look at the example below to see how the Additional Materials section appears and what its corresponding HTML coding looks like.



```
{{Addmaterial|
```

```
[[Image: pdf.png]][[Media: 100_ways_to_energize.pdf| 100 ways to energize groups]]
```

```
[[Image: pdf.png]][[Media: 40_icebreakers_for_small_groups.pdf | 40 Icebreakers for Small Groups]]}]}
```

5. Adding a list of web resources

Creating a list of web resources is a good way to showcase relevant information, tools or examples you consider to have an added value for a given term. The list should appear in the form of a two-column table displaying the links on the left side and a brief description of content on the right, to allow users to quickly identify information they are interested in.

Please find an example in the table below:

Web Resources	
Below you have a list of resources that provide additional information on different aspects of Instructional Design.	
Link	Content
Storyboarding Strategies for Effective e-Learning	Storyboards are the blueprints for e-learning courses. They define all aspects of the training so you can reach a consensus on the design before investing in the development. In this short course, you will learn why it's important to develop storyboards; the components of an effective storyboard; your roles and responsibilities as a storyboard developer; and some tips for writing storyboards. (Video, 10 minutes)
Assessments in e-learning	This slideshow presents some of the basic concepts related to the development of good learning objectives and to the importance of measuring learning. It also presents different types of assessment.
Accelerated Learning: The Extreme Training Makeover	This video is an introduction to the concept of Accelerated Learning (AL), a system for speeding up and enhancing both the training design and the learning process. It touches upon fundamental concepts of instructional design, such as the importance of social interaction and the fact that a learning process is not sequential. (Video, 22 minutes)
Five Tips for Type in Online Learning	Short article dealing with the proper use of type, colors, italics, underline, capitals and bold in online courses. The article particularly considers aesthetics, in the sense of how effectively it is utilized to facilitate and support learning. Aesthetics is an element taken into account in quality standards criteria for eLearning.
Instructional Design by Example	Website which offers examples of e-learning courses from multiple sources. It aims at providing inspiration along with details instructional designers need when planning, designing, developing, and delivering instructional content.
How Fonts Take a Starring Role in Your E-Learning Courses	Blog post that explains how the font used plays a central role in an e-learning course. It includes a series of guidelines to select the best font for a course. The article is posted on The Rapid E-Learning Blog - a blog that shares practical tips and tricks to help design e-learning courses in an effective way.
Key elements of instructional design	List of posts on The Rapid E-Learning Blog which explore key elements of instructional design. They can be useful to help instructional designers to build effective courses.
Visual & Graphic Design	List of posts on The Rapid E-Learning Blog which provide visual design basics and give practical graphic design tips and tricks in order to build the right type of graphics when designing courses.
Designing the Right Course	List of posts on The Rapid E-Learning Blog which explain how to organize content in order to create the right type of e-learning course, starting from course structure to creative ideas for course design.
Basics of rapid e-learning	List of posts on The Rapid E-Learning Blog which illustrate the basics of rapid e-learning.
References	
1. † Rapid Instructional Design, Learning ID Fast and Right. George M. Piskurich, 2006	

Firstly, create the Web Resources label:

1. Go to the term page and click on *Edit*.
2. The table should appear directly above the References at the bottom of the page (add 4 spacing lines before the References).
3. Use the template called **Addlink**: `{{Addlink| Text}}` which will show as follows:


Web Resources
List of resources

Now create the body of the table:

1. Follow the instructions given in [Section 2.3.1](#). (page 11).
2. Create links to the websites you selected: `[http://www.yourwebsite.com TitleToBeClicked]`.

3. Add a short description of content to each link.

Example:

 Web Resources	
Below you have a list of selected websites where you can find some interesting examples of icebreakers:	
Link	Content
Ball around the world	Article that describes a very simple activity to replace the boring round of table of self-introductions at the beginning of an international workshop: Ball around the world.
Icebreakers, Warmups, Energizers, & Deinhbitizers	Several examples of icebreakers descriptions and websites.
Games and Exercises	UNICEF report on games and exercises. Sectionc I and II have several examples of icebreakers.
Icebreakers	A compilation page of icebreakers suggestions in a wiki on the KM4dev site.

```

{{Addlink |
Below you have a list of selected websites where you can find some interesting examples of
icebreakers: }}
{|border=1
!Link
!Content
|-
|[http://www.kstoolkit.org/Ball+around+the+world Ball around the world]
|Article that describes a very simple activity to replace the boring round of table of self-introductions
at the beginning of an international workshop: Ball around the world.
|-
|[http://www.wilderdom.com/games/Icebreakers.html Icebreakers, Warmups, Energizers, &
Deinhbitizers]
|Several examples of icebreakers descriptions and websites.
|-
|[http://www.unssc.org/home/sites/unssc.org/files/games_and_exercises.pdf Games and Exercises]
|UNICEF report on games and exercises. Sectionc I and II have several examples of icebreakers.
|-
|[http://wiki.km4dev.org/wiki/index.php/Icebreakers#Icebreakers Icebreakers]
|A compilation page of icebreakers suggestions in a \[\[wiki |wiki \]\] on the KM4dev site.
|}

```

Appendixes: quick-reference tables

A. Formatting text:

The table below contains a summary of the main text formatting options.

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

B. Adding links:

Please refer to the table below whenever you add a link to the wiki.

Internal Page	[[PageName]] If for any reason you want a different name to appear, type: [[PageName WordToBeClicked]]
External Page	Type the complete URL followed by the text tag you want to display: [http://www.google.com WordToBeClicked]
Anchor	An anchor is a link to a specific point in the same page) [[#AnchorName WordToBeClicked]]
E-Mail Address	[mailto:info@example.org WordToBeClicked]

C. Uploading files or images:



The wiki allows you to upload a variety of file types, e.g. PDF, Word or Excel, images in any format (jpg, png, gif) and multimedia files. Remember to upload the file into the wiki beforehand (see [Section 2.2](#), page 10).

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

D. Summary of templates

For quick reference, you can find below a list of templates that are used for the wiki:

Definition	{{Term TermName Definition}}	
	Part of text after a table	{{Termaddition Text}}
Toolkit	{{Tool ToolkitTitle Text}}	
Additional materials	{{Addmaterial List of files}}	
Web resources	Plain text	{{Addlink List of resources}}
	Title before a table	{{Addtitle}}
	Part of text after a table	{{Termaddition Text}}

Checklist

For your convenience, here you can find a checklist that summarizes all the compulsory steps you have to take before finalizing your entry. Please note that some additional action is required if you are compiling a toolkit (see below).

Terms

- Link on the Overall Repository
- Type text in Term template
- Add the See Also list
- Add the term to the See Also list of other related terms
- Add links to other terms if they are mentioned in your definition
- Add References
- Make sure links work
- Add new references to the Bibliography

Toolkits

- Link on the Toolkit page
- Type text in Toolkit template
- Upload PDF version in Job Aid section