

Workshop on Open Educational Resources

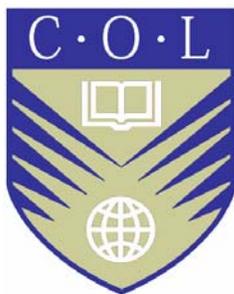


WikiEducator

(www.wikieducator.org)

USERS' MANUAL FOR BEGINNERS

http://www.wikieducator.org/Wikieducator_Tutorials



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Learning for Development

Commonwealth Educational Media Centre for Asia (CEMCA) is the Regional service of the commonwealth of Learning, (COL) Vancouver, Canada.

In consonance with COL's mission, CEMCA promotes the meaningful, relevant, and appropriate use of information and communication technologies to serve the educational and training needs of Commonwealth Member States of Asia.



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CONTENTS

<i>UNITS</i>	<i>PAGE NO.</i>
1. <i>WikiEducator: Introduction on Wiki and WikiEducator</i>	1
2. <i>Creating an account on WikiEducator</i>	4
3. <i>Basic Editing</i>	8
4. <i>Basic Text Formatting</i>	10
5. <i>New Pages and Links</i>	15
6. <i>Images and Media</i>	18
7. <i>Collaborative Editing</i>	25
8. <i>Communication and Interaction</i>	29
9. <i>Pedagogical Wiki Templates</i>	31
10. <i>Thinking about Structure - Creation of Subpages, Category</i>	34
11. <i>Inserting Tables</i>	37
12. <i>What is free content: Free content licenses</i>	45
13. <i>What Content Resource?</i>	52
<i>Appendix-Important Links</i>	

1.1 What is a Wiki?

A Wiki is a web site that is generally editable by anyone with a computer, a web browser, and an Internet connection. It gives people the ability to work collaboratively on the same document. Wiki uses a quick and easy syntax to allow users to apply formatting to text and create links between pages. This simple formatting syntax means that authors no longer need to learn the complexities of HTML to create content on the web.

The name "Wiki" was chosen by Ward Cunningham - the creator of the first Wiki. It is a shortened form of "Wiki-Wiki", the Hawaiian word for quick.

1.2 Examples of Wiki

The largest and most talked about Wiki on the Internet is **Wikipedia**.

Wikipedia contains over 1,500,000 pages in various languages. As of Nov 2008, it contained over 10,000,000 articles in more than 250 languages; two and a half million pages in English! There are also more than 2,50,000 articles in German, French, Polish, and Japanese; and more than 1,00,000 articles in Spanish, Italian, Dutch, Portugese, Russian, Swedish, and Chinese.

The following Wikis display a range of different applications of Wiki technology:

- **Wikitravel** - a project to create a free, complete, up-to-date, and reliable world-wide travel guide.
- **WikiWikiWeb** - the first ever Wiki, it has been around since 1995.
- **eXe Project** - an example of how a Wiki can be used to run a web site
- **Scholarpedia** - a wiki project based on a system of peer review.

There are literally thousands of Wikis around the web on a diverse range of subjects and supporting many communities.

1.3 Advantages of Wiki

In the old days you had to edit quite complex HTML syntax to create web pages. But in Wiki,

- Anyone can edit.
- It is easy to use and learn.
- Wikis are instantaneous so there is no need to wait for a publisher to create a new edition or update information.
- People located in different parts of the world can work on the same document.
- The Wiki software keeps track of every edit made and it's a simple process to revert back to a previous version of an article
- It widens access to the power of web publishing to non-technical users.
- The Wiki has no predetermined structure - consequently it is a flexible tool which can be used for a wide range of applications.
- There is a wide range of open source software Wiki is to choose from, so licensing costs should not be a barrier to installing an institutional Wiki.



Activity

- Visit at least three of Wikipedia's sister projects listed below.
[Wikinews](#), [Wikimedia Commons](#), [Wikiversity](#), [Wikiquote](#), [Wiktionary](#), [Wikibooks](#)
- For each of the Wikimedia project sites:
 - a) Identify the main purpose of the site and how this differs from Wikipedia.
 - b) Skim through at least three representative articles on the site to get a feel for contributions from the community.
 - c) Determine which content license is used for the site.
- Checkout wikieducator main page and determine the purpose of WE

1.4 Disadvantages of Wiki

Advantages in one context may be a disadvantage in another.

- Anyone can edit the web page and may be too open for some applications, for example confidential documentation. However, it is possible to regulate user access.
- It is open to SPAM and Vandalism if not managed properly. There are easy ways to restore a page however, and on WikiEducator you must be logged in to edit pages so this reduces vandalism by automated spam bots.
- It requires Internet connectivity to collaborate, though technologies to produce print versions of articles are improving.
- The flexibility of a Wiki structure can mean that information becomes disorganized. As a Wiki grows, the community plans and administers the structure collaboratively.
- Using wiki may have same disadvantage of using computers for long time. It may cause health related (posture, sight) problems if not used properly.

1.5 The WikiEducator Family

Wikis are about communities -- not the technology that enables them. Social communities develop around projects and ideas. For instance, the Wikipedia community is working together to build a free online encyclopedia. These communities are drawn together by a common set of values.

[WikiEducator](#) was launched by the [Commonwealth of Learning](#) in 2006. It provides free eLearning content that anyone can edit and use. WikiEducator was introduced at the Virtual University for Small States of the Commonwealth (VUSSC) course developers' meeting in Mauritius in August 2006. It is now being used extensively for the development of free educational resources around the world.

Many wiki communities believe that content should be free. The slogan of the Mediawiki software, which runs WikiEducator and all the projects of the Wikimedia foundation, encapsulates this spirit

rather well: *Ideas want to be free*. This is why Wiki software is often cited as an example of **social software** because of the ease with which users can work together on content. This combined with the communication features of wikis enables people to connect with each other and to build a real sense of community.

1.6 The values of WikiEducator community

WikiEducator provides free e-Learning content that anyone can edit and use. The WikiEducator community is working together to develop free educational content that incorporates the educational features associated with well designed distance education materials.

It is important to recognize and respect the core values of the different Wiki communities. The WikiEducator community believes in the following values:

- The social inclusion and participation of all people in our networked society.
- The freedoms of all educators to teach with the technologies and contents of their choice, hence our commitment to Free/Libre and Open Source technology tools and free content.
- The unique educational content - and by working together we can improve the technologies we use as well as the reusability of digital learning resources.
- In a forward-looking disposition, working together to find appropriate and sustainable solutions for e-learning futures

1.7 Types of content on WikiEducator

One can find four distinctive types of content on WikiEducator:

1. Pages which are used for collaborative planning of initiatives or projects, for example:
 - a) Workshops, e.g., South Asia e-Learning Workshop for Teacher Educator's, New Delhi 2007.
 - b) Planning and managing international developments, e.g. the Commonwealth Computer Navigator's Certificate.
2. Development of free content on WikiEducator. Consider the following examples from the Virtual University for Small States of the Commonwealth:
 - a) Applying effective communication skills which are part of the VUSSC course on Tourism.
 - b) The unit on Starting up a business which is part of the entrepreneurship course being developed.
3. Resources on creation of Open Education Resources (OER's), for example WE's Newbie Tutorials or The OER information service developed by OLCOS -- a project funded by the European Union.
4. Funding proposals relating to free content or free software initiatives that are developed collaboratively as free content, for example projects and ideas listed on the Meta-WikiEducator page.

For details see: http://wikieducator.org/Wikieducator_tutorial/What_is_a_wiki

2.1 Creating an Account

Creating an account is the first step to becoming part of the WikiEducator community. The process of creating an account on WikiEducator is very similar to registering for an account on one of the free email services like gmail.

It's pretty easy to create an account and you won't need much to get started. You will need access to a computer with an Internet connection and web browser software (Firefox, Mozilla, Internet Explorer, Safari, Netscape, etc.).

2.2 Benefits of the account

Everyone is welcome to read or use WikiEducator content, regardless of whether they choose to register. However, you must have a registered username in order to edit articles, including your user page.

2.3 How to Create the Account

2.3.1 Step 1: Getting to the "Create account" page

Your first activity is to get to the right page where you can create a new account. This is accessed from WikiEducator home page.

An Internet connection is required for this activity.

- Open your browser (e.g., Firefox, Mozilla, Safari, Internet Explorer).
- Direct your browser to the WikiEducator home page: <http://wikieducator.org> by typing in the following website address: <http://www.wikieducator.org>
Remember to press your <enter> key.
- On the top right hand corner of your screen, you will see a link called "log in / create account"
- Click on this link which will take you to the "Create account" page.
- Follow the instructions provided on screen, or read further.

Enter http://www.wikieducator.org as your URL and click on the "log in /create account" link highlighted above.



2.3.2 Step 2: Click on the "Create an account" link

WikiEducator distinguishes between two types of users:

- Users who already have a log in account, and
- New users who don't yet have an account. (As you are working through this tutorial we expect that you fall into this category).
- Click on the blue link called "Create an account".



Click on the "Create an account" link shown above.

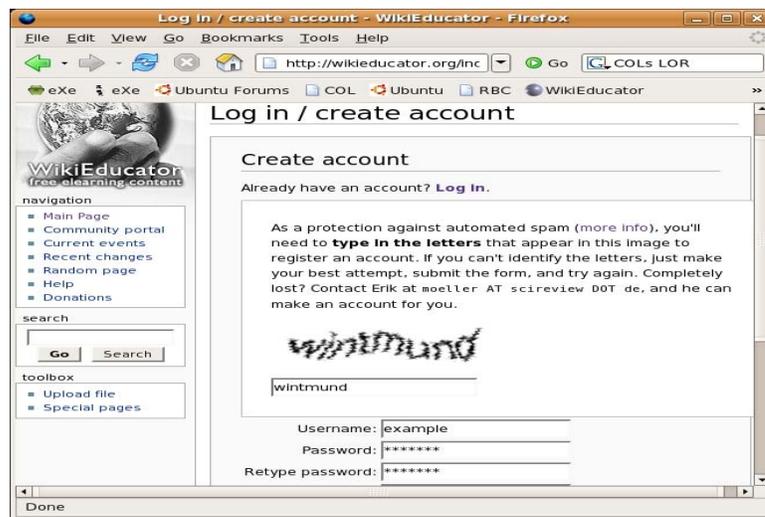
Tip: Remember that you must have an account with WikiEducator before entering details into the Username and Password text fields. In training workshops we have noticed that some participants enter a Username and Password at this time before creating an account on WikiEducator. This won't work because WikiEducator will not have access to your login details that you use on other systems. Once you have created an account on WikiEducator you can fill in your Username and Password on this screen to log in.

2.3.1. Step 3: Creating the Account

- When you create an account for the first time on WikiEducator, you will see a graphic displaying distorted text characters (see screenshot image below). Computers cannot "read"

the letters displayed in the graphic, so they must be entered by a human. In this way we can manage the electronic spam problem.

- The first step is to decipher the letters displayed in the graphic, and to enter these in the text box provided below the distorted characters. Note that these are case-sensitive which means that you cannot use capital letters when the graphic uses lower case letters.
- After typing in these letters, choose a Username for yourself. Many people like to use a shortened version of their name or alternatively a combination of initials and surname. Remember that most systems are case sensitive, so you will need to remember whether you have used capital or small letters. This is the Username you will use every time you log in to WikiEducator, so choose something that you can remember easily.
- You will now need to choose your own password for WikiEducator. Enter this in the space provided. To avoid typing errors with your password, you are required to re-enter your password immediately after the first password box. Remember that passwords are also case sensitive.
- Type in your email address. This is optional, however it is useful to enter your email address because in the event that you forget your password, the system will be able to email this back to you on request.
- Type in your real name. This field is also optional, and is used for attribution purposes when people want to cite or use content you have created on WikiEducator.
- Don't worry if make a mistake with deciphering the letters. If you get this wrong the system will automatically provide you with a new combination of letters you can try.



2.4 Creating your own practice area

Go to your *User page*. Your User page is automatically created for you after you create an account on WikiEducator. To access it, click on your User name just to the right of the  image at the very top of any page. This will take you to your User page.

For getting a **User Page** template on your page (**New Users**): After you create a login and you click on your user ID you will reach your User page in the edit mode (the page will be titled **User: Your name**). Now,

- Click the "edit" link on your user page to activate the edit mode and insert the text `[[My sandbox/]]`.

- Click on the **Save page** button at underneath the editing area.
- If you have done this correctly you will see link a link in red text: "My sandbox"
- Click on this link and enter some text, for example: "Content coming soon"
- Click on the **Save page** button.

2.5 Template for User Page:

While in the edit mode, type `{{Template:User_Page}}` (be sure you place two curly brackets on both sides) and save page - you'll get a complete template for filling in!!! (This is based on a Template: User_Page).

For details, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/Creating_an_Account

3.1 Editing on WikiEducator

A Wiki has two modes of viewing a page:

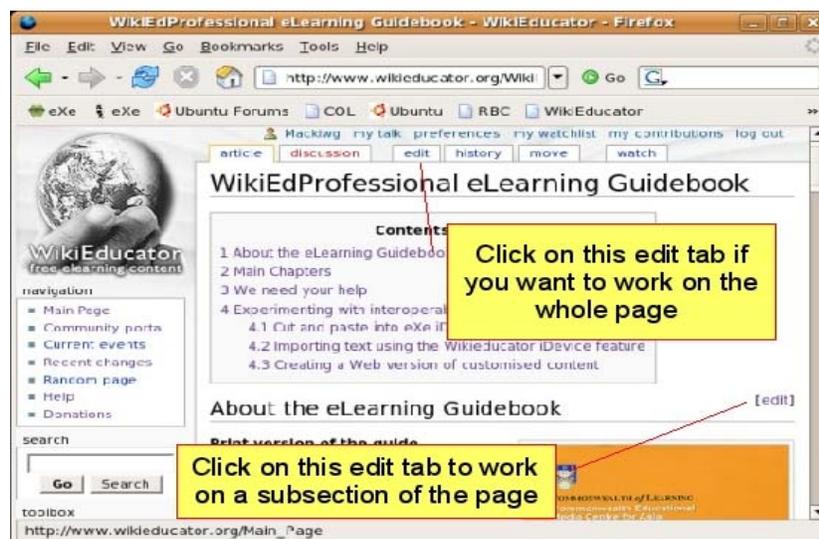
1. **The published view** - the view visible to everyone.
2. **The editing mode**- which you use when editing text on the Wiki.
- 3.

To activate the edit mode, first you have to log in and then need to click on one of the edit links on the relevant Wiki page. If you are planning to edit the whole page at once, click on the edit tab which you will find at the top of the page in your browser. This link is useful when working with new or short pages that do not have too much text. In the case of long articles, it becomes difficult to find the appropriate place to edit.

However, the Media-Wiki software has a useful feature on pages that contain subheadings. You will notice an edit link displayed next to each subheading on the right side of the page. You can use this link when you want to make changes to the relevant subsection.

Remember: On WikiEducator you cannot edit a page without a valid user account. Every page that is editable will have a link along the top of the main content area that says "edit". Pages that are locked for editing will be substituted with a "View source" tab.

For details on editing on Wikieducator you could go through the following link:
http://wikieducator.org/Wikieducator_tutorial/Editing_Basics





Activity

Step 1: Log in and *Go to your User page.*

Step 2: Click on the edit link at the top of the page to change your page into Edit mode. In the text box that appears type something about yourself or anything you want to.

Step 3: After you have entered some text notice that underneath the box in which you were entering text there is a series of buttons.

Step 4: Click on the "Save page" button

3.2 "Save page" and "Preview page" buttons

For the time being we are only concerned with the Save page and Show preview buttons. The Show Preview is useful to get a quick look at what your page will look like before is actually saved.

Warning - the "Show preview" button does not save your edits. You must hit the Save page button after previewing your page.

However, in the Preview mode you can scroll back down to enter more text, or fix something that doesn't look right. Hitting the Save page button will save your page on WikiEducator and put your page back into View mode.

3.3 Two ways to format text

WikiEducator uses a kind of simple text markup to format particular elements of the page (e.g. bold, italics, headings, etc). This "language" is known as Wiki-text (or Wiki-markup) and is designed for ease of editing.

Much of this simple formatting can be added to your content by using the Editing toolbar that appears while you are in editing mode, but you can also type the syntax in by hand. Not all of the formatting options that are available to you on the Wiki are accessible through the Editing toolbar so you will need to learn how to enter some of this syntax by hand. This will be useful if you wish to delve into the more sophisticated formatting devices that may be dealt with in later tutorials.

4.1 Formatting

4.1.1 Using the Editor Toolbar

You may have noticed when editing your User page in the previous sections activity that the editing area has a blue bar at the top that contains a series of graphic buttons like this:



This is the Editing toolbar and can be used to add simple formatting to your content. Once you have your text selected you can click on:

- the Bold button  to bold the selection;
- the Italics button  to italicize the selection;
- or the Headline button  to create a level 2 headline from your selected text.

Your formatting will not appear while you are in the editing mode. To see your formatting applied you will need to click on the Show preview button or the Save page button.



Activity

- Go to the sandbox you created under your User page.
- Click on the Edit tab.
- Copy the following sentence or something similar: This word is bold and this word is italics.
- Highlight the word you want to appear in bold and click on the Bold button .
- Highlight the word you want to appear in italics and click on the Italics button .
- Click on the save button.

4.1.2 Using Wiki Syntax

If you have tried using the editing toolbar to apply formatting to some text you may have noticed that the act of clicking on a button actually *wraps* your text inside some common grammatical characters. These characters are used by the Wiki software to indicate where formatting is to be applied. After you become familiar with what some of the basic formatting syntax is you may find it quicker and easier to just type this syntax yourself into the edit mode text area rather than highlighting, selecting and clicking on the buttons.

4.1.3 Overview

Description	You type	You get
Bold text	This is ""bold"" text	This is bold text
Italics	This is "italics"	This is <i>italics</i>
Indents	This is has no indent	This has no indent
	: This is one indent	This is one indent
	:: This is two indents	This is two indents
Headings	=Level 1=	Level 1
	==Level 2==	Level 2
	===Level 3===	Level 3

Each formatting feature is explained below.

4.2 Bold Text

The syntax for creating a bolded element consists of surrounding the text you wish to bold inside three single quotes (') like this:

""this text is bold""

This will appear in the preview or saved modes like this:

this text is bold

4.3 Italics Text

Italicizing text requires surrounding text inside two quotes, like this:

"this text is italicized"

This will appear like this:

this text is italicized

If a text needs to be bold as well as italicized, it is surrounded by five quotes, e.g.

The text """"this text is bold and italicized"""" will appear: ***this text is bold and italicized***



Activity

- Go to the sandbox you created under your User page.
- Click on the Edit tab
- Enter a piece of text (maybe describe something you are passionate about or your favourite book.)
- Use the single quotes to make some of your text bold and some italicized.

4.4 Size of the Font

The font size of the text can be increased or decreased by using the following syntax:

a) For big/large font size: `<big>Small Text</big>`

b) For small font size: `<small>Small Text</small>`

4.5 Headings and Subheadings

Headings and subheadings are an easy way to improve the organization of an article. If you can see two or more distinct topics being discussed, you can break up the article by inserting a heading for each section.

Headings can be created by surrounding the text you would like to be a heading in equal signs (=) like this:

- `==Top level heading==` (*Your heading text* is placed between 2 equals signs)
- `===Subheading===` (*Your heading text* is placed between 3 equals signs)
- `====Another level down====` (*Your heading text* is placed between 4 equals signs)
-

If an article has at least four headings, a table of contents will automatically be generated.



Activity

Think of a hierarchical classification, for example:

- Chapter, Section and Paragraph or
- Semester, Week, and Lecture

Use the markup for headings (the 2 equal signs) to add formatting to these hierarchies.

4.6 Indenting text

To help with the layout you may find reason to:

indent your text like this
and like this
and more like this.

The syntax we use for indents is to preface the text you want to indent with a colon (:). This is placed without a space in the first character position of a new line. Indenting text can be particularly useful when we get to the section on the Talk pages - one of the many collaborative features of the Wiki software.

:indent your text like this
:: and like this
::: and more like this.

4.7 Bullets and Numbered Lists

There are two types of lists that can easily be created in the Wiki. The first is a bulleted list (sometimes called an unordered list), and the other is a numbered list. There is no button the Editor tool bar to create lists so you will need to create them by hand using this simple syntax.

Description	You type	You get
Bulleted list	* one * two ** two point one * three	• one • two o two point one • three
Numbered list	# one # two ## two point one # three	1. one 2. two 1. two point one 3. three

In short, bulleted lists are created by using asterisks (*), while numbered lists are created using hashes (#). Notice that you can also embed or nest lists within other lists by adding more asterisks or hashes.

4.7.1. Bulleted list

- * start each line
- * with an asterisk
- ** or two
- * to nest a list

You get:

- start each line
- with an asterisk
 - o or two
- to nest a list

4.7.2. Numbered list

You will use the following syntax for a numbered list:

- # ordered lists are good
- # and very easy to follow
- ## like this
- ## and this

You get:

1. ordered lists are good
2. and very easy to follow
 1. like this
 2. and this

4.8 Mixing list types

Is it possible to mix types of lists? For example, nested bullets in a numbered list?

Yes it is possible to mix list types as in the example below.

- # The first item in the list
- # The second item in the list

* The first nested bullet
* The second nested bullet
The third item in the list



Activity

Make a To Do list in your sandbox of the tasks you would like to attend to in the Wiki or need to complete today. Experiment with "nested" bullets and number lists - that is sub-elements of your list.

Some common mistakes that you can avoid include:

(1) Leaving a space before the asterisk (*) - the asterisk must be placed against the left margin and (2) Leaving an open line between two items in a numbered list - in this case the numbers will not continue in sequence.

4.9 Giving Colours To Text

The Syntax for giving colors other than the default color to text is `Your Text here`. In the place for "**Color Code**" give the code including the # symbol of the color. For more color codes you could visit http://wikieducator.org/Color_Codes.

Names of common colors also work. For example, the following `My dark green text` gives us, **My dark green text**(text is green in color).

For more on colour, check out http://wikieducator.org/Color_Codes

For more on formatting see link:

[:http://wikieducator.org/Wikieducator_tutorial/Basic_Text_Formatting](http://wikieducator.org/Wikieducator_tutorial/Basic_Text_Formatting)

5.1 Introduction

Wiki is a collection of individual pages. These pages can be linked with each other in different ways. A useful distinction is to think about the things you might want to do in relation to pages and links:

- Creating an **internal link** between existing pages, for creating a link on Page A to Page B - where both pages already exist in the Wiki;
- Creating an internal link to a **new page**, for instance creating a link on Page A to Page C, which must still be created in the Wiki;
- Creating a link from a page in the Wiki to another website, which we call an **external link**, for instance linking Page A to the home page of your organization.
- Deciding which words letters or concepts you would like to display to the user as the hyperlink text. That is the text which appears as a blue link in the browser. For instance you may want to display your full name which links to your User Page which uses an abbreviated form of your name.

5.2 Creating New Pages

To create a page, first think about where you might want your page to be linked from. Say you want to create a page for your new Chemistry course. Ideally, there should be a link to this course from a page listing all the science courses. You would edit the science course page to add a link to your new Chemistry page — even though your page hasn't been made yet. Once you save your changes and click on the new link, you'll be given the opportunity to create the page.

In this first method you are creating a hyperlink in a page to another page that *does not yet exist* in the Wiki.

It is possible to create a page before you make a link to it. Simply type the name of the desired page onto the end of the <http://www.wikieducator.org/> url, like this <http://www.wikieducator.org/Coffee> and hit enter. This will take you to a page called Coffee and prompt you with the option of creating the Coffee page.

Remember: because you made the page without first making a link to it, it might get lost in the sea of pages.
--

Linking is very important for this reason: **If you don't link your new page from an existing page, then no one will be able to find it.** Do not forget to link your user page to India page on the wikieducator under '**India Wikieducator Community**'. Spend some time thinking about good places where you should make a link to any new page you create. Using the search box is very useful for finding phrases and material where you might want to provide a link.

5.3 Internal Links

Internal linking can be done in two ways:

a) Using Wiki Syntax:

To create a link to a page, surround the word you wish to use as your link in double square brackets in the following manner:

[[New Page]]

This will create a link when your content is saved (or previewed), as: [New Page](#)

Tip: Remember page links are case sensitive. Newbies often make the mistake of using capitals and lowercase letters inconsistently when referring to the same page. So you may end up creating a new page when intending to link to an existing page because the case (upper and lower case) configuration do not match.

b) Editing Toolbar method:

Highlight the word or set of words you would like to be the name of your new page and click on the *Internal Link*  button in the GUI toolbar.



You can use the Editing toolbar to perform a lot of simple formatting on the wiki, including creating links to pages.

When you preview or save your content you will see that the text you have now linked has changed colour. If this link points towards a page that does not yet exist in the Wiki the link will be **red**. If the page already exists the link will be **blue**. The Wiki software automatically checks all links to see whether they already exist in the Wiki or not.



Activity

You've probably already created your first page if you've made a sandbox under your User page. Have a go at creating maybe a booklist page of some of your recent reads.

Step 1: Go to your user page.

Step 2: Create a name for your new page e.g. *Booklist*.

Step 3: Use the Wiki syntax above to turn the text you have entered into a page link.

5.4 Piped Links

There will often be times when you want the displayed text of a link to be different than the actual name of the page you are linking to. You may, for example, want to create a link that displays to the user as "Next Page" but the page itself will be called "ProjectPage2" or "ProjectPage3". If you want the displayed text of the link to have a different title than the actual page name you can do so by adding the pipe "|" divider (SHIFT + BACKSLASH on English-layout and other keyboards).

The pipe "|" is then followed by the alternative name. For example:

[[Target page|display text]]

5.5 External links

There are a few ways to create links to external web sites in the Wiki. You may simply type in the full URL for the URL page you wish to link to: <http://www.exelearning.org>

The best type of link for most situations includes a description after the address. This description appears as the title of the link e.g. eXe Web Site. To create a link like this just type a link and the description, separated by a space and enclosed in single square brackets:

[<http://www.exelearning.org> eXe Web Site]

This will create a link to the eXe web site that appears as: [eXe Web Site](#)

Enclosing the link in single square brackets without providing a description...

[<http://www.exelearning.org>]

...will display the link as a number in brackets, like this: [\[1\]](#). This format is mostly used for citing sources within an article. It looks like a footnote, so it's best to use it only as such (for example, following a direct quote or a statement which requires a source).



Activity

Have a go at entering links on your user page sandbox.

Step 1: Click on the link to your user page (remember it's located in the top right of the screen) and open your sandbox page.

Step 2: Use the syntax descriptions above to add external links to your organization's home page or your favourite blog into your sandbox.

For details, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/New_Pages_and_Links

6.1 Introduction

There will be times when you may want to illustrate something with that picture that is worth a thousand words or, in this day and age, perhaps that pod cast of your interview with a famous scientist. Adding images and other media into the Wiki is great way to enrich your pages and create a compelling learning experience.

Currently WikiEducator supports easy addition of the following types of media:

- **Images** - these can be .gif, .jpg, .png, or .svg formats;
- **Links to specific file types**- currently .pdf, mp3 files and .elp (eXe files)

Other media types can also be uploaded:

- **Sound** - should be .mp3 files
- **Movies** - .flv (flash video)
- **Flash** - .swf (flash objects)

6.2 Basic Syntax for Uploading the Image

The most basic syntax for adding an image is:

```
[[Image:Name_of_Picture_goes_here.jpg]]
```

Insert this where you would like the image to appear.

Explanatory notes

- The syntax is contained within two square brackets;
- For images, type the word "Image" followed by a colon (:);
- You must substitute the word "*Name_of_Picture_goes_here.jpg*", with the name of the file and its extension (the letters which appear after the full stop. These image formats can be used: .gif, .jpg, and .png). For example, if you wanted to insert a jpeg image on your computer called "Flowers_Sept06", you would type the following: [[Image:Flowers_Sept06.jpg]].

Remember:

- a) Image names are case-sensitive. For example, if an image is called Picture.jpg then neither picture.jpg nor Picture.JPG will find it.
- b) The only types of images that are usable on the Wiki are images that end with either.jpg, .gif, .png, or .svg extension. You must always include this extension in the file name, otherwise the Wiki software will not know what file type you intend to upload.

6.3 Uploading a new image from your computer

When uploading a new image onto the server after you have saved your page, the Wiki syntax will appear like this: `Image:Picture.jpg` (in red)

Note: If the image already exists on the Wiki the image will appear right away, otherwise you will get red link like above. The red link tells the user that the image must still be uploaded onto the server.

6.4 The Upload File page

Now you require uploading your image into the Wiki software to be displayed on the page in place of the red link. Click on the red link that has just been created for you by the Wiki. This will take you to the **Upload file** page where you will upload your image into the Wiki to be displayed.

The **Upload File** page contains a form that will allow you to select an image (or media file) from your own computer and upload it into the Wiki. Clicking on the *Browse* button next to the *Source filename* field will open your computers standard file open dialog. Use this dialog to navigate to and select the image you would like to add to the Wiki. The Destination filename should already be filled in for you and will not need to be changed.

Each image actually has its own page that can be accessed by clicking on the image. The *Summary* field that appears on the File Upload form will appear below the image on this image page. Here you should include a brief description of what the image is, and perhaps its source; the following box allows Wiki markup.



Activity

Practice uploading a new image into the Wiki and inserting it into a page by inserting a picture of yourself onto your User page.

- Go to your User page. (Remember that you must be logged in to do this. Click on your User name after the  image at the very top of any page.)
- Enter the image syntax and the name of your picture. Note the name you enter here does not have to be the same as the actual name of the picture you will upload. The Wiki will rename the image if they are different. Name your picture something like: `substitute_your_username_here.jpg`
- The correct syntax will look something like this:
`[[Image:picture_of_me.jpg]]`
- Click on the **Save page** button.
- Click on the red link that should appear on the page where you entered the image syntax.
- Use the **Upload file** page to search for the image on your computer and load into the Wiki.
- After your image has uploaded you should see the picture displayed.
- There should now be a link back to your page at the bottom of the **File upload** page after the text. *The following pages link to this file.* Click on the page listed to return to the page where you inserted the image.

6.5 Frames & Thumb nails

6.5.1 Introducing the syntax

In brief, the full syntax for displaying an image is:
[[Image:file name|type|location|size|caption]]

Notes:

1. *type* refers to whether you want to display your image as a thumbnail of framed image;
2. *location* allows you to specify where on the page the image should appear, for example: left, right or centre;
3. *size* allows you to specify the size at which the picture is displayed on the page;
4. *caption* is where you can add a description for your image.

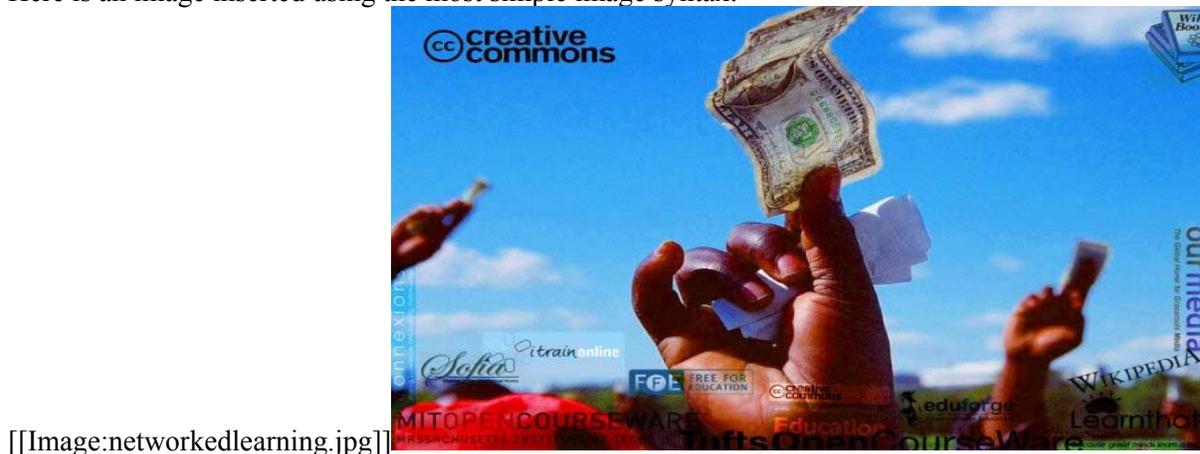
Only [[Image:file name]] is actually required. Most images should use [[Image:name|thumb|Example image caption]] (and should not specify a size). The other details are optional and can be placed in any order. The following table outlines the optional attributes and their effects on images.

Additional Image Attributes	Results in
Thumb / thumbnail or frame	Results in an image displayed with specific formatting (see the examples below).
Location	'right', 'left', 'center' or 'none'. Determines the placement of the image on the page. Defaults to left.
Size	{width}px or {width}x{height}px, will scale the image to the given width and height, while keeping its aspect ratio.
Caption	Any element that is not identified as any one of the above is assumed to be caption text.

When adding images you may experience a "bug" in the way they are presented in the Wiki environment where an image may 'float' over other text or headings you have in your Wiki page. To remedy this try adding the following underneath your image: `<br style="clear:both;" />`. This will cause any following text or content to start after the image has been embedded in the page.

6.5.2 Examples and activities

Here is an image inserted using the most simple image syntax:



This image can be inserted in different ways

a) Inserting a thumbnail image with a caption

Using the same image, we have now added the 'thumb' attribute, left aligned, and a caption:

```
[[Image:networkedlearning.jpg|thumb|left|Creative Commons makes it flow.]]
```



Creative Commons makes it flow.

The default image size for a thumbnail is 180 pixels. Clicking on the image will take the user to the larger size.



Activity

Using the same image above, go to your sandbox on your User page and insert an image with the following attributes:

- Thumbnail image
- To display in the centre of the page
- With the caption: "This is my first thumbnail"

You should have used this syntax: `[[Image:networkedlearning.jpg|thumb|center|This is my first thumbnail]]`. Note that you must use the American spelling for "center".

b) Inserting an image with a frame

This is an image with the frame attribute:

```
[[Image:networkedlearning.jpg|frame|center|Creative Commons makes it flow.]]
```

When you use the frame attribute, the embedded image is shown with its actual size enclosed by a frame, regardless of the "thumb" or "size" attribute, and the caption, if any, is visible in the frame. Without the options left, center, and none, the image is normally on the right.



Activity

Using the image you uploaded on the previous subsection, go to your Sandbox on your User page and insert a framed image with the following attributes:

- a) Left aligned
- b) Caption with an internal link to the WikiEducator news [archive](#): "This is my image. However, if you want to brush up on old WikiEducator news, go here."

If you had any problems with this activity, the syntax you should have used is:

```
"[[Image:Name_of_your_image_file_goes_here.jpg|frame|left|This is my image]]"
```

However, if you want to brush up on old Wikieducator news, go [[Old_news|here]]. Did you get it right?

c) Changing the size of the image

If you want to control the size of the image, you can use the size attribute to designate the desired size in pixels. Here is the same image resized and centered:

```
[[Image:networkedlearning.jpg|300px|center]]
```

Tip: Often when adding images you may experience a "bug" in the way they are presented in the wiki environment. An image may 'float' over other text or headings you have in your wiki page. To remedy this try adding the following underneath your image: `<br style="clear:both;" />`. This will cause the following text or content to start after the image has been embedded in the page.



Activity

Add the same image (above) to your Sandbox on your user page with the following attributes:

- 350 pixels wide
- right aligned
- no caption

Try adding some further image attributes to the image you previously uploaded into your User page or Sandbox. If the image is large add the thumb attribute to shrink it down. If your image could use some explanatory text try adding the frame attribute and a caption.

With regards to the first part of the activity above, you should have used this syntax:

```
[[Image:networkedlearning.jpg|350px|right]]
```

6.6 Creating a Picture Gallery

Picture gallery can be created on the page by using the following syntax:

```
<gallery>
```

```
Image:Example.jpg|Caption1
```

```
Image:Example.jpg|Caption2
```

```
</gallery>
```

You can add as many pictures as you want. Caption is optional, however it is useful if you provide a one to every picture.

6.7 Uploading a Media File or Presentation

a) From WikiEducator

You can upload any file already uploaded to wikieducator. To view or search previously uploaded files go to the <http://wikieducator.org/Special:ImageList>, (re)uploads are also logged in the <http://wikieducator.org/Special:Log/upload>, deletions in the <http://wikieducator.org/Special:Log/delete>.

To include a file in a page, use a link in one of the following forms:

- **[[Image:File.jpg]]** to use the full version of the file
- **[[Image:File.png|200px|thumb|left|alt text]]** to use a 200 pixel wide rendition in a box in the left margin with 'alt text' as description
- **[[Media:File.ogg]]** for directly linking to the file without displaying the file

Permitted file types: png, gif, jpg, jpeg, elp, swf, flv, pdf, odt, mp3, svg, odt, odp, ods.

b) From Your Computer

- Click the link Upload File given in the left margin.
- Fill 'Destination File name' in the box.
- Write the 1-2 lines of summary about the file.
- Click 'upload file'.
- Link the uploaded file to your user page.

6.8 Uploading Collaborative Videos

A collaborative video is a video created together by multiple users. Anyone with editing permissions can add photos, videos and sounds, edit them in a full-featured online video editor and then post it as a widget on any wiki page. Adding a collaborative video widget takes less than a minute. Try it out – to start a new video, click the Collaborative Video link in the toolbox to the left. Or add to the video on this page by clicking the "Add" button under the video screen. Enjoy!

To add a collaborative video to a wiki page:

- Click "Collaborative Video" in the toolbox on the left nav bar
- Enter a title and summary
- Select size and position of widget (in relation to surrounding text)
- Click on "Generate Code"
- Copy the code that appears, then go to the article page where you want to place the widget.
- Click on edit in the article page and paste the code anywhere on the page.

To add material or edit an existing collaborative video:

- Click "Add" to upload and import video/image/audio files to the video
- Click "Edit" to edit the video

For details please go through the link

http://wikieducator.org/Wikieducator_tutorial/Collaborative_Video_help_and_sandbox

6.9 Inserting Portable Document Format (PDF) Files

Sometimes, you may want to insert a link for users to download a file. The portable document format (PDF) is an openly documented format; therefore the WikiEducator community is comfortable with uploading the PDF file format. The disadvantage with PDF files is that users will not be able to easily edit these files, and this could be viewed as a restriction of freedom.

Remember that the WikiEducator community does not prescribe which software users should use, but we are committed to providing resources in formats which must have the minimum requirement that they can be viewed and/or edited with free software alternatives.

The basic syntax for inserting a PDF file is:

```
[[media:name_of_file.pdf|Piped link text goes here]]
```

Alternatively, you may want to upload an MP3 audio file for user's to download or launch in their desktop media players. The basic syntax is similar to the PDF example above:

```
[[media:name_of_file.mp3|Piped link text goes here]]
```

There is a file limit size on WikiEducator, so to conserve bandwidth please try to keep audio files under 1MB.



Activity

Go to the Sandbox on your User page:

- Find a small PDF file on your desktop and insert a link to this PDF document; or
- Create a new PDF file for upload into WikiEducator.

For details, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/Images_and_Media

7.1 Introduction: Consensus model

Creating educational content on WikiEducator is quite different from what you may be used to. WikiEducators' contributors may come from many different countries and cultures and have different views, perspectives, and backgrounds, sometimes varying widely. Treating others with respect is the key to collaborating effectively in building useful resources on WikiEducator. Remember that all resources on WikiEducator are viewable and potentially editable by anyone who creates an account. Expect your work to be edited by others and resolve any disputes or leave comments by using the Discussion pages.

Our work is based on a consensus model. In practice members of WikiEducator agree to work as follows:

- Draft plans, outlines and suggestions are created on the Wiki. Anyone is free to create a new Wiki page in relation to any content.
- Consensus discussions take place in the Discussion pages (i.e. you will find the Discussion or User talk tabs above the content area of each page).
- Once consensus is achieved, please make the necessary changes on the relevant Wiki page.
- Minor edits, improvements and new additions are usually done without discussion.

The Recent Changes page lets you see the most recent edits made to pages in WikiEducator. Using this page, users can monitor and review the work of other users, allowing mistakes to be corrected and to track where activity is occurring. There is a link to the Recent Changes page in the sidebar of each page.

7.2 Understanding Recent Changes

The two lines below are an example of the kind of text that you would see if you click on the '*Recent changes*' link in the *navigation* box on the left of this page.

- (diff) (hist) . . Online_manual; 10:06 . . Mackiwg (Talk) (*Added link to glossary*)
- (diff) (hist) . . **N** Wikieducator tutorial; 10:06 . . Brent Simpson (Talk) (*New tutorial*)

The text shows two edits: the first by a user called Mackiwg who added a link to the glossary on the eXe online manual page; and the second by user BrentSimpson who has created a new page called the WikiEducator tutorial.

From left to right here's what's going on in the above sample of the Recent changes:

- "diff" links to the diff-page for this edit (more on diffs in the next section).
- The "hist" link corresponds to the *history* link on the edited page: it shows not just this edit but also older and newer ones to this page.
- A bold **N** indicates that the page is "new", i.e., previously did not exist.
- A bold **m** would indicate that the user marked the edit "minor".
- The next link is a link to the current version of the page in question.
- 10:06 refers to the time in UTC. You can change the time to your time zone using your user preferences.

- For logged in users, the next link is a link to their user homepage (as usual with internal links, the view page if the page exists, the edit page if it does not, the two being styled differently).
- Finally, there is a link to the user's talk page (the same remarks regarding existence apply).



Activity

Open a new tab or browser window and go to <http://WikiEducator.org>

- Click on the Recent Changes link in the navigation menu to the left of this screen and take a look at some of the changes that have been made recently. (*Use the back arrow to move back between pages as you click on the various links on this screen to see what changes have been made.*)
- Once you are a little more familiar with this return to the tutorial either clicking on the tab for your "WikiEducator" window at the top of the screen or by clicking Ctrl Page Up.

7.3 History

All editable pages on WikiEducator have an associated page history, which lists all changes made to the page in reverse-chronological order. You can access this information by clicking on the **history** tab that is located at the top of every page. Viewing the history of a page is kind of like looking at the recent changes, but in this case the changes are just for this page.

7.4 Differences

On the "history" page, the radio buttons designate which versions of changes will be compared when you hit the *Compare selected versions* button.



The history page also allows you to compare changes between one edit of the page and others. A diff is the difference between two versions. It can be viewed by clicking the page history tab at the top of every page. For every version or change that has been made to the page there are potentially two radio buttons: the left column is for selecting the older version, the right column for selecting the newer one. Pressing "Compare selected versions" gives the difference between the two versions.



Activity

Take a look at the history of this page by clicking on the history tab above. Select the versions you want to compare by clicking the radio button beside each and click on the compare changes button at the top or bottom of the list.

If you're not sure what to do - take a look at the [Show me how](#) screen movie. This is an animated screen capture.

If you have completed the above Activity you would have noticed the "diff" page (given below) after hitting the *Compare selected versions* button.

The right hand side displays the most current version of the page, while the left shows the previous state. From this diff we can see that the user (Mackiwg) changed Line 50 from *46 Weeks* to *50 Weeks* and also added a note about how the project duration was estimated.

Viewing the diff between two versions of a page is the best way to get a detailed view of what exactly has been changed on a page.

7.5 Reverting

To revert a page is to undo all the changes made to that page after a specific time in the past. The result will be a page identical in content to the page as it was saved at that time. Reverting is a decision that should be taken seriously and is primarily used for fighting vandalism. If you are not sure whether reverting is appropriate, discuss it first using the discussion or talk pages rather than immediately reverting or deleting.

To revert a page to an earlier version:

- On the page you wish to revert, click on the **history** tab. Then click on the **time and date** of the earlier version you intend to revert to. It will not work if you click on '*cur*', '*last*', or "*Compare selected versions*".
- When the page displays, you will see text similar to this: (Revision as of 15:35, 21 December 2006;) at the top of the page below the page's title.
- You can navigate backwards or forwards through the chronology of changes by using the '*←Older revision* | *Current revision* | *Newer revision→*' links.
- Verify that you've selected the desired former version of the page, then click a link to edit the page as you would normally.
- You'll get a prominent warning, displayed above the edit box, about editing an out-of-date revision.
- Ignore this warning and save the page. Be sure to add the word "revert" (or "rv") to the edit summary.



Activity

Attempt a "vandal" entry on your User page and correct this using the revert feature.

1. Make sure you're logged in and go to your user page
2. Click on the edit tab so you can make a change on your user page.
3. Enter the following text: "*This is a dummy vandal entry*"
4. Click on the "Save page" button. You will see your pseudo vandal entry on your user page.
5. Now click on the history tab or link above the content area of your User page
6. Click on the "Compare Selected Versions" button.
7. Your most recent change- "*This is a dummy vandal entry*" should be displayed in red text.
8. Click on the "previous diff" link above the left hand column on your page. This will take you back to the previous version of the page edit.
9. You can preview to see whether the "vandal text" has been removed by scrolling down the page and checking that it shows the published view of the previous edit.
10. Assuming you are happy with this version of the page, click on the "edit" link.
11. Now click on the Save Page button without making any changes

For details on collaborative editing, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/Collaborative_Editing

8.1 Introduction: Communication

The Wiki also provides tools to facilitate communication and conversation amongst participants. We have already mentioned the collaborative nature of authoring content on the Wiki and will now look in greater detail at some of the tools that are available to facilitate communication and interaction between authors and collaborators. Besides checking the Recent changes page there are a number of ways to keep closer track on what is being changed on the Wiki, as well as tools and spaces where discussion about content development and projects can take place.

The discussion tab (sometimes called the **Talk Page**) is an essential part of the WikiEducator environment and can be found at the top of every page. This space can be used to leave notes or start discussions about the page you are viewing. **Talk pages** provide a space for editors to discuss changes and makes suggestions about the associated page. The talk page is the same as any page on the Wiki and accepts all Wiki syntax and editing that other pages do.

The prime values of the talk page are communication, courtesy and consideration. The following list is designed to help people use talk pages effectively.



8.2 How to Use the Talk Pages

- **Try to keep on topic:** Try to keep discussions on the topic of how to improve the associated content.
- **Discuss edits:** The talk page is particularly useful to talk about edits. If one of your edits has been reverted, and you change it back again, it is good practice to leave an explanation on the talk page and a note in the edit summary that you have done so. The talk page is also the place to ask about another editor's changes. If someone queries one of your edits, make sure you reply with a full, helpful rationale.
- **Make proposals:** New proposals for the page can be put forward for discussion by other editors if you wish. Proposals might include changes to specific details, page moves, merges or making a section of a long page into a separate section or page.

The following guidelines are also considered good practice for talk pages:

- **Sign your posts:** To sign a post, type four tildes (~~~~), and they will be replaced with your username and time stamp, like this: [brent](#) 01:32, 9 January 2007 (CET).
- **Try to be concise:** If your post is longer than 100 words consider shortening it. Long, rambling messages may be difficult to understand, and be either ignored or misunderstood. If you need to make a detailed, point by point discussion, see below for how to lay this out.
- **Keep the layout clear:** Keep the talk page attractively and clearly laid out, and avoid repetition, muddled writing, and unnecessary digressions. Talk pages with a layout are more likely to attract continued participation.

8.3 My Talk Pages

Every page on the Wiki has an associated discussion or talk page, even your User page. The talk page of your User page can be used by others to contact you to discuss projects or edits that you have made. The *my talk* link at the top of this page (assuming you are logged in) will take you to your talk page. Other Wiki users may use your talk page as a way to contact you to discuss a project or to introduce them.



Activity

Reply to an existing thread on a discussion page.

- Click on the "discussion" tab which you will find at the top of this page.
- Find the thread entitled: "L4C -- Test discussion thread"
- Click on the reply link which you will find below the post next to the author (user name) who initiated this thread.

If you're lucky - someone from the community may leave you a message on your own talk page!

8.4 My Watchlist

The Recent changes page provides Wiki users with a broad overview of what is happening across the entire Wiki, but, if there is a lot of activity happening, it can be difficult to keep track of pages that you are particularly interested in.

Logged in users have the convenient ability to "watch" pages by clicking on the **watch** tab along the top of the page. Clicking on this link will add the page you are currently on to your watchlist. The **watch** link will change to **unwatch** for any page you have added to your watchlist. You can remove the page from your list by clicking this link.

8.5 Email Notification

If you are logged into the Wiki you will have the ability to modify some preferences on how the Wiki works for you. One of the preferences available to you from your *my preferences* page is to notify you *via* email when a page you're *watching* is changed. This can be very a very useful way to keep track of changes to pages or project you are interested in.

8.6 My Contributions

The '*my contributions*' page is a special page that keeps track of which pages you have worked on. Checking your contributions is a useful way to refresh your memory about pages you have worked on (and to easily access these again), and can also be used to find out whether there have been any subsequent edits. This makes it possible to "watch" pages even if you haven't put them on your watchlist. For details, Please go through the following link:
http://wikieducator.org/Wikieducator_tutorial/Communication_and_Interaction

9.1 Introduction: Instructional Devices

The idea of isolating the instructional devices (or iDevices) of learning content was a primary aspect of the [eXe Project](#). eXe was developed around the idea of iDevices which included a range of pedagogical forms e.g. objectives, case studies, reading activities, etc., which constitute the equivalent of the *teacher talk* in content resources designed for online learning.

Pedagogical templates are used when authoring teaching content in WikiEducator. A number of templates are predesigned to save you time with more complex layouts required of instructional materials. They include a range of "instructional devices" or subelements of a content page and are usually signified by an icon. For example:

http://www.wikieducator.org/Quickstart_guide/pedagogical_templates

9.2 Syntax for Templates

The syntax to include an iDevice template into your content is quite simple. To use one of the iDevice templates surround the name of the template in curly braces like this:

```
{{Template_name}}
```

To include the Objectives template in your content, for example, write:

```
{{Objectives}}
```

It would appear like this:



Objectives

```
{{{1}}}
```

You can include almost any Wiki text you like inside your template. To add content into the template begin by adding a pipe "|" (shift then \ on most keyboards) right after the template name, then your normal Wiki text like this:

```
{{Objectives| My objectives will go here:
```

```
* one
```

```
* two
```

```
}}
```

Don't forget to close it all off with double curly-braces. It will result in an iDevice like this:



Objectives

My objectives will go here:

- one
- two

The following examples show how you can include a variety of iDevice templates into your content.

9.2.1 Wiki Syntax for Activity Template

```
{{activity|Text for you activity goes here, you can add bullet lists
* first bullet
* second bullet}}
```

Displays:

Activity

Text for your activity goes here. You can add bullet lists

- first bullet
- second bullet

9.2.2 Wiki Syntax for Assignment Template

```
{{Assignment|Text for your assignment goes here, if you like you can include a numbered list:
# First item
# Second item
# * Sub-bullet
# * Sub-bullet}}
```

Displays:



Assignment

Text for your assignment goes here. If you like you can include a numbered list:

1. First item
2. Second item
 - Sub-bullet
 - Sub-bullet

9.2.3 Wiki Syntax for Case Study Template

```
{{case_study|TopMargin=10px|BottomMargin=10px}}
```

Displays:



Case Study

9.2.4 Wiki Syntax for Web Resources Template

```
{{Web_Resources |}}
```

Displays



Web Resources

9.2.5 Wiki Syntax for Personal Infobox

{{{name}}}

colspan="2" style="text-align:center; font-size:100%;" |
[[Image:{{{image}}}|220px
]]
{{{caption}}}

Nationality	{{{nationality}}}
Education	{{{education}}}
Employer	{{{employer}}}
Occupation	{{{occupation}}}
Title	{{{title}}}
Partner	{{{partner}}}

You can go through the following link for details:
http://wikieducator.org/Template:Infobox_User2

Further, you can see a list of all the available iDevice Templates here:
http://wikieducator.org/Wikieducator_tutorial/Pedagogical_Templates

10.1 Introduction

The structure of a Wiki is best described as a network. Each page in a Wiki is a node in the overall network, and can possibly link to, or be linked from, any other page in this network (or any other node in the greater network of the World Wide Web).

It may often be desirable though for educational content to appear more structured, and it will be useful to link pages to each other while maintaining a reference to their logical structures and relationships with other pages. Fortunately the Media Wiki software we are using is very powerful and there are easy ways to link pages according to their logical and structural relationships with other pages. This kind of structuring may also be thought of as creating **Subpages**.

There are other ways in which you can provide visual or navigational clues to reflect the structure of your content. Creating **Navigational templates** and using **Categories** can also provide an overview of your contents' structure and help users to navigate through the network.

Making a new link that begins with a / (slash) is the common way to start a Sub page. The page, to which this link points is considered "subordinate" to its host page, and is titled and linked as `[[Parentpage/Sub page]]`. It is possible to create a sub page of a sub page (or a sub-sub page). At the top of each sub page or sub-sub page, you can find a backlink (aka breadcrumb) to the higher levels of the page.

10.2 Making Subpages

If you wanted to create a sub page called *Tiger* from the parent page called *Big Cats* you could do so by:

- Making sure you are on the parent page node, in this example *Big Cats*, then
- create a new Wiki page in the normal way by using the two square brackets but precede the new page name with a backslash ("/"). For example:
`[[/Tiger]]`

This will however display the link with the backslash ("/") like this: `/Tiger`, which may be a bit confusing to some readers.

There are two ways you can fix this:

- Adding an extra slash: `[[/Tiger/]]` the end of your link (this "tells" the Wiki software not to display the preceding slash) or
- By creating a piped link for example: `[[/Tiger|Tiger]]` - this is useful when the page link contains a number of slash arguments, or you want to display a more descriptive title to the user. Both of these methods will result in a link like this:
Tiger

which is actually a sub page of the current page.

10.3 Putting a Page in a Category

A page can be put in a category by adding a category tag to the page (by convention, at the end of the page), e.g.:

```
[[Category:"Category name"]]
```

This lists the page on the appropriate category page automatically and also provides a link at the bottom of the page to the category page. Pages can be included in more than one category by adding multiple category tags. To see a list of all the currently available categories in this Wiki see the page, [Special:Categories](#) for a list of all the categories in this Wiki.



Activity

Create a new subpage from your User page.

- Navigate to your user page by clicking on your username at the top of this page;
- Edit your user page and add a link for a useful subpage for your own context, for example:
 - publications: `[[/publications/]]` or `[[/publications/List of publications]]`;
 - upcoming assignments: `[[/Assignments/]]` or `[[/Assignments/Upcoming Assignments]]`
 - To do list: `[[/To_do_list/To do list]]`
- After saving your user page, the sub-page link you have just created should appear as a red-link, indicating a new page without content
- Click on this link and add new content for your sub-page.
- Click save button.

10.4 Creating a Category

If you have checked the [Special:Categories](#) page and there is not an already existing category that might apply to content you are working on, you can create a new category by adding the syntax `[[Category:"Category name"]]` to your page.

After saving your page you should follow the link that has been created for your new category and place some instructions on that page to let other users know how to use the new category. Follow the category link at the bottom of this page to see how a category page looks and what type of instructions to add to the page.

It is important to give some thought to the structure of your content before embarking on authoring in the Wiki. While often linking from one page to another may be enough for small resources, for large quantities of content it may be beneficial to create some kind of hierarchical approach and use the subpages functionality discussed in this tutorial to provide structure or narrative.

Using navigational templates can also help in assisting users to know where they are in relation to the content as a whole. As WikiEducator grows it may also be useful to supply categories to specific content to facilitate browsing of the different types of content that will become available.

For details, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/Thinking_about_Structure

11.1 Introduction

Tables may be authored in wiki pages using either HTML table elements directly, or using wikicode formatting to define the table. The benefit of wikicode is that the table is constructed of character symbols which tend to make it easier to perceive the table structure in the article editing view.

11.2 Wiki Table Markup Summary

{}	start table
+	table caption , <i>optional</i> ; only one per table and between table start and first row
-	table row , <i>optional on first row</i> -- wiki engine assumes the first row
!	table header cell, <i>optional</i> . Consecutive table headers may be added on same line separated by double marks (!!) or start on new lines, each with its own single mark (!).
	table data cell, <i>required!</i> Consecutive table data cells may be added on same line separated by double marks () or start on new lines, each with its own single mark ().
}	end table

- The above marks must **start on a new line** except the double || and !! for optionally adding consecutive cells to a line.
- **XHTML attributes.** Each mark, except table end, optionally accepts one or more XHTML attributes. Attributes must be on the same line as the mark. Separate attributes from each other with a single space.
 - Cells and caption (| or ||, ! or !!, and |+) hold content. So separate any attributes from content with a single pipe (|). Cell content may follow on same line or on following lines.
 - Table and row marks ({ and |-) do not directly hold content. Do *not* add pipe (|) after their optional attributes. If you erroneously add a pipe after attributes for the table mark or row mark the parser will delete it *and* your final attribute if it was touching the erroneous pipe!
- **Content** may (a) follow its cell mark on the same line after any optional XHTML attributes or (b) on lines below the cell mark. Content that uses wiki markup that itself needs to start on a new line, such as lists, headers, or nested tables, must of course be on its own new line.

11.3 Simple Table

11.3.1 Plain

The following table lacks borders and good spacing.

Orange Apple
Bread Pie
Butter Ice cream

```
{ |  
| Orange  
| Apple  
| -  
| Bread  
| Pie  
| -  
| Butter  
| Ice cream  
| }
```

11.3.2 Alternative

For more table-ish looking wiki markup cells can be listed on one line separated by ||.

Orange Apple more
Bread Pie more
Butter Ice cream and more

```
{ |  
| Orange || Apple ||  
more  
| -  
| Bread || Pie ||  
more  
| -  
| Butter || Ice cream || and  
more  
| }
```

11.3.3 With HTML attributes

You can add HTML attributes to make your table look better

a) border="1"

Orange	Apple
Bread	Pie
Butter	Ice cream

```
{ | border="1"  
| Orange  
| Apple  
| -  
| Bread  
| Pie  
| -  
| Butter  
| Ice cream  
| }
```

b) align="center" border="1"

Orange	Apple
Bread	Pie
Butter	Ice cream

```
{ | align="center" border="1"  
| Orange  
| Apple  
| -  
| Bread
```

```

| Pie
| -
| Butter
| Ice cream
| }

```

c) align="right" border="1"

You can put attributes on individual **cells**. Numbers for example may look better aligned right

Orange	Apple	12,333.00
Bread	Pie	500.00
Butter	Ice cream	1.00

```

{ | border="1"
| Orange
| Apple
| align="right" | 12,333.00
| -
| Bread
| Pie
| align="right" | 500.00
| -
| Butter
| Ice cream
| align="right" | 1.00
| }

```

You can put attributes on individual **rows**, too.

Orange	Apple	12,333.00
Bread	Pie	500.00
<i>Butter</i>	<i>Ice cream</i>	<i>1.00</i>

```

{ | border="1"
| Orange
| Apple
| align="right" | 12,333.00
| -
| Bread
| Pie
| align="right" | 500.00
| - style="font-
style:italic;color:green;"
| Butter
| Ice cream
| align="right" | 1.00
| }

```

d) cellspacing="0" border="1"

Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| cellspacing="0" border="1"  
|Orange  
|Apple  
|-  
|Bread  
|Pie  
|-  
|Butter  
|Ice cream  
|}
```

e) cellpadding="20" cellspacing="0" border="1"

Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| cellpadding="20"  
cellspacing="0" border="1"  
|Orange  
|Apple  
|-  
|Bread  
|Pie  
|-  
|Butter  
|Ice cream  
|}
```

11.3.4 With HTML attributes and CSS styles

a) style="color:green;background-color:#ffffcc;" cellpadding="20" cellspacing="0" border="1"

Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| style="color:green;background-color:#ffffcc;"  
cellpadding="20" cellspacing="0" border="1"  
|Orange  
|Apple  
|-  
|Bread  
|Pie  
|-  
|Butter  
|Ice cream  
|}
```

11.4 Table with TH Headings

TH (HTML table headings) can be created by using ! instead of |. Headings usually show up bold and centered by default.

11.4.1 Top headings

a) Each column

Yummy	Yummier
Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
!Yummy
!Yummier
|-
|Orange
|Apple
|-
|Bread
|Pie
|-
|Butter
|Ice cream
|}
```

b) Colspan="2"

Yummies	
Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
! colspan="2" |Yummies
|-
|Orange
|Apple
|-
|Bread
|Pie
|-
|Butter
|Ice cream
|}
```

11.4.2 Side headings

a) Default

Fruit	Orange	Apple
Dish	Bread	Pie
Complement	Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
!Fruit
|Orange
|Apple
|-
!Dish
|Bread
|Pie
|-
!Complement
|Butter
|Ice cream
|}
```

b) Right justify

Right justified side headings can be done as follows

Fruit	Orange	Apple
Dish	Bread	Pie
Complement	Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
!align="right" |Fruit
|Orange
|Apple
|-
!align="right" |Dish
|Bread
|Pie
|-
!align="right" |Complement
|Butter
|Ice cream
|}
```

11.5 Caption

A **table caption** can be added to the top of any table as follows

Food complements	
Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
|+Food complements
|-
|Orange
|Apple
|-
|Bread
|Pie
|-
|Butter
|Ice cream
|}
```

Attributes can be added to the caption as follows

Orange	Apple
Bread	Pie
Butter	Ice cream

Food complements

```
{| border="1" cellpadding="20"
cellspacing="0"
|+align="bottom"
style="color:#e76700;"|''Food
complements''
|-
|Orange
|Apple
|-
|Bread
|Pie
|-
|Butter
|Ice cream
|}
```

11.6 Table with H1, H2, H3 etc. Headings

HTML H1, H2, H3, H4 etc. headings can be created the standard wiki markup way with `==equal==` signs and **must be on a line all by themselves** to work.

Preview the whole table. If you click on an edit tab for a heading *within* a table, edit, and preview, the parent table will display erroneously broken because part of it will be missing. Keep the heading hierarchy consistent with the rest of the page so that the table of contents at page top works correctly.

Yummiest	
Orange	Apple
Bread	Pie
Butter	Ice cream

```
{| border="1" cellpadding="20"
cellspacing="0"
| colspan="2" |
===Yummiest===
|-
| Orange
| Apple
|-
| Bread
| Pie
|-
| Butter
| Ice cream
|}
```

11.7 Filling Wiki Table Cells With Colours

Use the following syntax:

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

Suppose you want to fill the headers of the above table with colors having codes #FFCC66 and #99FFFF, then the syntax will be like the following

```
{| class="wikitable"
|-
! style="background-color: #FFCC66" | Your Text Here
! style="background-color: #99FFFF" | Your Text Here
|-
| row 1, cell 1
| row 1, cell 2
|}
```

and you will get a table as seen below:

Orange box	Blue box
row 1, cell 1	row 1, cell 2

For details on tables, Please go through the following link:

["http://wikieducator.org/Help:Tables"](http://wikieducator.org/Help:Tables)

12.1 Freedom as Concept

The English language does not have an adjective that singularly describes the state of freedom associated with personal liberty. The concept *free* in the English Language is used as an adjective to refer both to **no price** (*gratis*) and **freedom**.

Richard Stallman, who founded the free software movement articulates this difference as follows: *Free software* is a matter of liberty, not price. To understand the concept, you should think of *free* as in *free speech*, not as in *free beer*.

In the free software community, *gratis* refers to free beer (as you may be lucky enough to receive at a party) and while you are free to consume the beer, you don't receive any rights of ownership. On the other hand, *libre* can be contrasted with *freedom of speech*, that is liberty meaning free without restrictions. The link between free software and free cultural works is important, because we derive the meaning of free works from the four essential freedoms defined by the free software movement.

12.2 The Essential Freedoms

Richard Stallman stresses the importance of knowing what freedom means in the context of free software. In the absence of this knowledge you will have difficulty defending freedom and freedom is easily lost. There are four essential freedoms for free software users:

- **Freedom to use**, that is the freedom to run the program, for any purpose (freedom 0).
- **Help yourself** which is the freedom to study how the program works, and adapt it to your needs (freedom 1). Access to the source code is a precondition for this.
- **Help your neighbour** that is, the freedom to redistribute copies without restriction (freedom 2).
- **Help your community** referring to the freedom to improve the program, and release your improvements to the public, so that the whole community benefits (freedom 3). Access to the source code is a precondition for this.

If any of these freedoms is substantially missing, then it is not free software. So for example, so called freeware, which is copyright software that you can download without cost but without access to the source code is **not** free software.



The reversed "c" is the copyleft symbol. Unlike the copyright sign, it has no legal status. Copyleft is a copyright hack - a clever solution using copyright law for a purpose the lawmakers did not envisage.

Copyleft turns copyright upside down and uses copyright law to protect and ensure the essential freedoms associated with free software and free works. A software developer as the legal owner of the code, may choose to release a software program as free software using a Copyleft license. Copyleft is a clever "copyright" requirement that allows anyone to use, modify and adapt the program as long as they release the modifications under the same conditions they received with the original program in other words the share-alike provision must be adhered to as part of the copyright of the software.

With particular reference to free works, a copyleft license generally refers to the inclusion of the share-alike provision. Note that there are free licenses that do not use the share-alike provision.

12.3 Free Content Defined

Creators of free content are encouraged to use this reference to the definition. What constitutes free content can become confusing, especially when digital content is concerned, therefore we recommend that you study this resource carefully.

The sharing of knowledge is not a new phenomenon. We share knowledge freely every time:

- a parent intervenes in the upbringing of child; or
- a teacher presents a lesson.
-

Knowledge is infinitely scalable because it grows with reuse. Fortunately, when we share knowledge, we still have it for ourselves to use.

Sadly, much of the world's knowledge is locked behind copyright and consequently access to this knowledge is restricted, especially for the majority of citizens in the developing world.

Advances in digital technology and collaborative authoring software used by Wikieducator, enables those of us, who believe that education is a common good to work together, in the creation of free content for education. Building on the experiences of the free software movement and a few smart licensing options designed to protect the freedom of content resources we are able to make progress in working towards a free version of the education curriculum by 2015. These tutorials are designed to support you in acquiring the skills to helping us achieve this strategic objective.

12.4 Free Cultural Works

The definition of Free Cultural works is based on the premise that the easier it is to re-use and derive works, the richer our cultures become.

The Definition of Free Cultural Works is a project, not unlike the Free Software Definition, which set out to resolve the ambiguity associated with the concept of "free content".

There is growing international interest in the concept of "**Open Educational Resources**" (OERs) , which was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries. However, not all resources that carry the label of OERs meet the requirements of the Free Cultural Works (Free Content) definition. Therefore it is necessary to clarify what we mean by free content.

The WikiEducator community subscribes to the Free Cultural Works Definition and it is important for contributors of this community to know what we mean by free content.

12.5 Requirements of the Free Content Definition

In order for a resource to meet the requirements of the free content definition, it must:

- meet all the requirements specified below, that is the essential freedoms, permissible restrictions and additional technical requirements; and
- It must carry a free content license, which is a legal instrument whereby the legal owner of the resource grants specific freedoms in accordance with the requirements of the free content definition below. We will cover selected examples of acceptable free content licenses in the next subsection of the tutorial.

These are the requirements of the Free Cultural Works Definition:

12.5.1 Essential freedoms

In order to be recognized as "free" under this definition, a license must grant the following freedoms without limitation:

- **The freedom to use and perform the work:** The licensee must be allowed to make any use, private or public, of the work. For kinds of works where it is relevant, this freedom should include all derived uses ("related rights") such as performing or interpreting the work. There must be no exception regarding, for example, political or religious considerations.
- **The freedom to study the work and apply the information:** The licensee must be allowed to examine the work and to use the knowledge gained from the work in any way. The license may not, for example, restrict "reverse engineering".
- **The freedom to redistribute copies:** *Copies may be sold, swapped or given away for free, as part of a larger work, a collection, or independently. There must be no limit on the amount of information that can be copied. There must also not be any limit on who can copy the information or on where the information can be copied.*

The freedom to distribute derivative works: In order to give everyone the ability to improve upon a work, the license must not limit the freedom to distribute a modified version (or, for physical works, a work somehow derived from the original), regardless of the intent and purpose of such modifications. However, some restrictions may be applied to protect these essential freedoms or the attribution of authors.

12.5.2 Permissible Restrictions

Apart from these allowed restrictions, the license *must not* include clauses that limit essential freedoms. Especially, *it must not specify any usage restrictions* (such as prohibiting commercial use of the work, restricting use depending on political context, etc.).

- **Attribution of authors:** Attribution protects the integrity of an original work, and provides credit and recognition for authors. A license may therefore require attribution of the author or authors, provided such attribution does not impede normal use of the work. For example, it would not be acceptable for the license to require a significantly more cumbersome method of attribution when a modified version of the licensed text is distributed.
- **Transmission of freedoms:** The license may include a clause, often called *copyleft* or *share-alike*, which ensures that derivative works themselves remain free works. To this effect, it can for example require that all derivative works are made available under the same free license as the original.

Protection of freedoms: The license may include clauses that strive to further ensure that the work is a free work, notably by enforcing some of the conditions specified in the paragraphs below: for example, access to *source code* or prohibition of *technical measures* restricting essential freedoms.

12.6 Additional Conditions

While adhering to the essential freedoms, a specific work may be non-free in other ways that restrict the essential freedoms. These are the additional conditions in order for a work to be considered free:

- **Availability of source data:** Where a final work has been obtained through the compilation or processing of a source file or multiple source files, all underlying source data should be available alongside the work itself under the same conditions. This can be the score of a musical composition, the models used in a 3D scene, the data of a scientific publication, the source code of a computer application, or any other such information.
- **Use of a free format:** For digital files, the format in which the work is made available should not be protected by patents, unless a world-wide, unlimited and irrevocable royalty-free grant is given to make use of the patented technology. While non-free formats may sometimes be used for practical reasons, a free format copy *must* be available for the work to be considered free.
- **No technical restrictions:** The work must be available in a form where no technical measures are used to limit the freedoms enumerated above.
- **No other restrictions or limitations:** The work itself must not be covered by legal restrictions (patents, contracts, etc.) or limitations (such as privacy rights), which would impede the freedoms enumerated above. A work may make use of existing legal exemptions to copyright (in order to cite copyrighted works), though only the portions of it which are unambiguously free constitute a free work.

12.7 Licenses

12.7.1 The problem

In most jurisdictions of the world, the default regulations pertaining to copyright and intellectual property rights are becoming increasingly restrictive.

This is a complex topic because property rights of creative works are typically regulated by national laws. So for example:

- a work that would be in the public domain in one country would not necessarily be in the public domain in another country; also
- works that were created before the existence of national copyright law would be in the public domain, for example the Bible.

However, copyright may exist in certain translations or forms of the publication of the Bible. Furthermore, there is the complicated topic of expiration which refers to the default duration of a copyrighted work before it can legally become part of the public domain.

Historically, that is before the inception of copyright law, a creative work would typically form part of the public domain unless licensed otherwise. This is no longer true because today copyright law, for most jurisdictions, is automatically assigned to the creator of the work resulting in a serious depletion of works being generated for the public domain or intellectual commons. Public domain is not a license, but under modern copyright law normally requires a declaration or dedication that the work is in the public domain. However, as indicated above this may be different in your own country. In the creation of new free content, or modifications of existing free content, the WikiEducator community is not overly concerned with the intricacies of national copyright law. We are however interested in protecting our free choice to produce, modify and adapt free content.

The WikiEducator community **does not** incorporate copyright material into the wiki. Every time you make an edit on WikiEducator, you confirm that you are submitting original work under a free license, alternatively sourcing materials from the public domain or similar free resource.

12.7.2 Free content licenses: GNU Free documentation license

The GNU Free Documentation License was originally developed by the GNU Free Software project as a license for documentation accompanying free software programs. The FDL is a copyleft license, as described in the previous subsection because it contains a share-alike provision.

This is an important license because a large number of free content projects use this license, for example most of the Wikimedia projects. These projects represent a vast collection of content resources which you may want to adapt and modify for your own purposes, so its important to be aware of this license.

12.8 The Creative Commons

The Creative Commons is a charitable US-based corporation that has developed a range of licensing options between two sides of a continuum. On the one side, total control associated with all "rights reserved" and on the other, total freedom. Choosing a license **does not** mean that you give away copyright, it refers to the rights you may give members of the public and the conditions of use of your creative works.

The creative commons is a no "hassle" approach to assigning a license to your work, because all the legal work has been done for you. You simply need to select one of the creative commons licenses. Furthermore, the Creative Commons license has the additional benefit that it is expressed in three forms:

- A **Commons Deed**. A simple, plain-language summary of the license (intended for humans), complete with the relevant icons.
- The **Legal Code**. This is the fine print that you need to be sure the license will stand up in court (intended for legal professionals).
- The **Digital Code**. A machine-readable translation of the license that helps search engines and other applications identify your work by its terms of use. For example, this can be embedded in the markup of a web page.

Creative Commons describe the license options as follows:



Attribution: Required for all CC licenses - this is not an option. By attribution you let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.



No derivative works: You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it



Noncommercial: You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for noncommercial purposes only



Share-alike: You allow others to distribute derivative works only under a license identical to the license that governs your work.

- Note: A license cannot feature both the Share Alike and No Derivative Works options. The Share Alike requirement applies only to derivative works.

Note that the logo's above are official trademarks of the Creative Commons and are used here for illustrative purposes.

Creative Commons has made a significant contribution to unraveling the quagmire of widening rights

and use of resources. Nonetheless it is still a daunting task for many educators in taking an informed decision about the "right" license. These issues are the foundation of a healthy debate in the Open Education Resource community.

12.9 The Freedom "Paradox"

There is a healthy debate in the Open Education Resource community regarding the implementation of the essential freedoms of the free content definition.

The Creative Commons license is reasonably well known in the education community and there is a strong association with this license and the sharing of content. However, only two of the [six](#) generic Creative Commons licenses are free. The strap line on the Creative Commons website reads: "*Share, reuse and remix legally*", which may convey the impression that all licenses permit unrestricted sharing and reuse - which is not the case. Some advocates of the libre community argue that this is misleading for the general public because there are configurations of the Creative Commons license that **don't** meet the requirements of the free content definition. These advocates argue that the Creative Commons should make a very clear and unambiguous distinction between which license alternatives are free and those which are non-free alternatives.

The counter argument is one of freedom of choice, namely that individuals should have the freedom to choose among the different license alternatives, including those configurations that restrict the use of the resource in a way that it would not qualify as free content under the requirements of the free content definition. Supporters of this view contend that the public is provided with unrestricted access to tools, information and tutorials on what each of the license alternatives mean. They argue that this is an educational related challenge so that people can make informed choices.

To avoid any ambiguity, a Creative Commons license that contains any of the following restrictions **doesn't** meet the requirements of the free content definition:

- No derivative works
- Non commercial

Stated differently, the two Creative Commons licenses that meet the requirements of the free content definition are:

- Attribution (CC-BY)
- Attribution share-alike (CC-BY-SA)

12.10 Free Software and Free Content

Software refers to the programs we load to perform specific tasks on a computer. The average user never sees the code which is used to develop a piece of software, because end users typically use compiled versions of the program. (Compiling is the technical process of converting a programming language which software developers use for coding into machine language which computers can execute).

Content on the other hand is produced in many formats, for example a printed book, the spoken word, works of art, images, radio or television broadcast, web site etc. These are produced in formats which humans can process and interpret.

In the digital world, the distinctions between software and content are conflated, for example:

- A computer program is content for a software developer
- We use computer programs to produce, store and display content

The experience of the free software movement has provided an alternative to the dominant narrative of copyright. This is leading to alternative models of content production and distribution that will not rely on closed copyright to achieve economies of scale and sustainable business models.

It is certainly plausible for free content developers to achieve the vision of a free version of the education curriculum by 2015. It took approximately 22 years for the free software movement to

develop a free alternative for the majority of proprietary software applications we use today. Certainly, all the applications we need for educational purposes are available as free software. With regards to free content, we are still a long way from having a free content version of the education curriculum. However, it should be easier to achieve when compared to the free software movement, because you do not need to be a skilled programmer to participate. Every teacher, lecturer or trainer can easily participate in helping us develop high quality learning resources which we can share, adapt and modify for different contexts.

12.11 The Challenge of Open Formats

The additional requirements of the free content definition specifies that:

- the source data must be available; and
- files should be saved in a free format.

When working on WikiEducator, this is not a problem because the source data of each wiki page is available for editing using the Mediawiki software which is free software. However, this requirement can be challenging in a number of situations. Here are a few guidelines to consider when authoring free content:

- **Uploading of pdf files.** Fortunately the Portable Document Format (pdf), while being a proprietary format is an openly documented format. As a openly documented format, the free software community has been able to develop free pdf readers and application software that can generate a pdf files, for example Open Office. Unfortunately, pdf files are compiled and are therefore difficult to edit and modify. When uploading a pdf document, we recommend that you also upload the source file in an open format, for example as an Open Office file. This way users will not be restricted in the event that they would like to modify the pdf file.
- **Document formats.** Similarly, when uploading documents these should ideally be saved in an open document format. The Microsoft Word format (.doc) is a closed document standard. Fortunately, Open Office can import the Microsoft (.doc) format and it's a simple process to convert these files into the Open Office (.odt) format. We recommend that if you upload a Microsoft document, that you also take the trouble to convert the file into .odt format. When working on free content projects, it is unacceptable to state a requirement for participants to submit documents in .doc format.
- **Labeled images.** In educational settings we frequently use labeled diagrams. Again, where possible try to save your diagrams in formats that can be edited with free software where possible. This is especially helpful when free content is being translated into different languages, because it is easier to change the labels using the source files.

For details, Please go through the following link:

http://wikieducator.org/Wikieducator_tutorial/What_is_free_content

13.1 Introduction

The type of content resource you would like to develop for Wikieducator is important because it will influence:

- the learning design,
- the layout of your project and
- where your content page should link to in the wiki.

The type of content required for a printed handout or worksheet that is used in support of a face-to-face class would be different from a self-study wiki tutorial, or printed study guide. The different contexts for the teaching and learning will require different learning content including different layout and style. For example, in the case of a worksheet handout, you would typically leave spaces where the learner can fill in their answers, whereas an online wiki tutorial would not require the learners to fill in their answers on the specific page of the wiki tutorial. Also, in a self-study tutorial you would include more "teacher talk" because you would not be present at the time the learner interacts with the resource.

13.2 Educational Resources Suitable for WikiEducator

WikiEducator is a community of educators who are collaborating on the development of teaching materials and learning resources to support their work. Our community comprises teachers, lecturers, trainers, learning designers, editors educational technologists and researchers.

The WikiEducator community collaborates on the development of teaching materials:

- that users can share, remix and reuse without restriction, in other words [Free content materials](#). (All content on WikiEducator must meet the requirements of the [Free cultural works](#) definition);
- for all sectors, that is: formal, non-formal and informal;
- for all levels of schooling, post-secondary, tertiary and the professional development of educators.

By collaborating and sharing knowledge WikiEducators save time, interact with a global community and succeed in producing high quality materials through a process of peer editing and review.

Examples of the types of teaching materials in WikiEducator

WikiEducator is a dynamic community and as a result new forms of educational materials and supporting pedagogies are evolving on a daily basis. We encourage WikiEducators to develop new ideas and approaches --- it's the wiki way. However, you may find it easier to develop and contribute to one of the existing and more popular forms of content in our wiki.

Type	Description
<i>Tutorial</i> (self-study)	Tutorials are primarily designed for self-directed study. They are typically used for asynchronous learning situations, but also work very well as support materials for face-to-face teaching. Self-study tutorials usually include educational elements such as learning objectives, pre-knowledge requirements, case studies, reading activities, discussion activities, self-assessment questions and other activities embedded in the

	<p>instructional text. A tutorial is a self-contained unit. It can be a subset of a larger educational unit, but typically would require between 0.5 to 1.0 notional hours of learning to complete.</p> <p>Delivery options</p> <ul style="list-style-type: none"> • Online using WikiEducator • Print-based study materials using the Wiki ==> PDF print features • eLearning delivery from your local Learning Management System. <p>http://www.wikieducator.org/WikiEducator_Tutorials</p>
<i>Handout</i>	<p>Handouts are printed materials used to support face-to-face teaching in the classroom, for example worksheets, small group projects, and homework sheets for students to practice mastery of new concepts. A WikiEducator handout typically includes:</p> <ul style="list-style-type: none"> • A cover page providing metadata like, subject, topic and level • Teacher tips or guidelines which are provided on the cover page • The actual handout which is optimized for printing directly from WikiEducator • A talk page for teachers to share thoughts and experiences on using the handout. <p>Delivery options</p> <ul style="list-style-type: none"> • A PDF document generated by WikiEducator which is photocopied or printed for the learners • Online teacher guidelines and discussion. <p>Example: http://www.wikieducator.org/Handouts4Teachers/Population_Pyramid</p>
<i>Workshop</i>	<p>A workshop is a short intensive training session where small groups exchange information and experiences in an interactive way with the purpose of enriching their skills in a particular area. WikiEducator encourages professional developers, seminar facilitators and workshop organizers to develop their materials on WE so that their workshops can be replicated in other locations and improved over time through feedback and refinements. Typically a workshop resource will include:</p> <ul style="list-style-type: none"> • A cover page documenting the purpose and agenda with time allocations. • Links to support materials and resources used in the workshop. <p>Delivery options</p> <ul style="list-style-type: none"> • Conventional face-to-face workshop at a conference or professional development seminar • Online workshop. <p>Example: http://www.wikieducator.org/Internationalising_online_programs</p>
<i>Study guide (Distance education)</i>	<p>A distance education study guide is designed for self-directed study. Therefore, like a self study tutorial, it also contains educational elements like learning objectives, pre-knowledge requirements, case studies, reading activities, discussion activities, self-assessment questions and other activities embedded in the instructional text. Reading activities may direct learners to a textbook or research paper. It is more comprehensive than a tutorial and may include modules and a number of study units for each module.</p> <p>A study guide would typically be designed to take learners through 40 to 120 notional learning hours, guiding them through all the teaching materials for a course.</p> <p>Example : http://www.wikieducator.org/Cost_and_Financing_in_Open_Schooling</p>
<i>Textbook</i>	<p>A textbook is a standard book which is usually prescribed as required study or</p>

	<p>recommended reading in a course of study. Typically, a textbook does not contain all the educational elements of a study guide, but this is not a prescribed rule. Very often there are self-assessment questions provided as a subsection within or at the end of a chapter, rather than integrating these throughout the text, as in the case of a study guide.</p> <p>Delivery options</p> <ul style="list-style-type: none"> • Usually designed for print • but can be adapted for eLearning
<i>Handbook</i>	<p>A handbook is a concise manual providing instruction on how to do something. It is distinguished from a textbook by being more succinct and providing practical guidelines.</p> <p>Delivery options</p> <ul style="list-style-type: none"> • Usually designed for print • but can be adapted for eLearning <p>Example: http://www.wikieducator.org/OER_Handbook/educator</p>
<i>Toolkit</i>	<p>A toolkit comprises a collection of "tools", resources and guidelines to accomplish a specific task or project. It is more comprehensive than a guidebook, because it contains the "tools" required for the task. For example, a toolkit for planning and presenting an OER workshop would, in addition to the guidelines, contain example documents, check lists and slideshow presentations to support the successful completion of the task.</p>
<i>Research paper</i>	<p>A research paper presents the results of an investigation on a particular topic and is usually academic in nature. The problem formulation, procedures and findings are gathered from a variety of sources and data and is a unique contribution to our knowledge base. Research papers aim to be objective and are supported by the evidence and citations from the literature. Research papers can be incorporated as learning resources in courses, and therefore are included in the range of content types in WikiEducator.</p> <p>Delivery options</p> <ul style="list-style-type: none"> • Printed out as reading material for a face-to-face class • Incorporated into a reading activity for a self-study tutorial or in a distance education study guide which refers students to a compiled reader incorporating the research paper.

13.3 Content which is not suitable for WikiEducator

The following examples are not suitable for content development projects in WikiEducator:

- Content which does not meet the free content licensing requirements of Wikieducator. (This includes full copyright content, images and media with all rights reserved or for example licenses which contain a *no-derivatives* or *non-commercial* restriction.)
- Using WikiEducator as an alternative website for your institution. However, WikiEducator encourages institutions to create node pages or hubs to promote the work they are doing in developing OERs with corresponding links to the content resources they have developed;
- The development of encyclopaedia-like articles. Encyclopaedia articles should be developed in [Wikipedia](#).
- Content which is clearly not intended for educational purposes.
- Advertising or marketing of products.

For details, Please go through the following link:
http://wikieducator.org/Wikieducator_tutorial/Developing_a_teaching_resource

Appendix

Some Useful Links:

Home Page:	http://wikieducator.org/Main_Page
India Page:	www.wikieducator.org/India
India Chapter Launch	http://wikieducator.org/India/wikieducator_launch
L4C India Node	http://wikieducator.org/India/L4C_India_08
Tutorial page	http://wikieducator.org/Wikieducator_tutorial
India Project	http://wikieducator.org/India/Project
Community Council	http://wikieducator.org/WikiEducator:Community_Council
WikiEducator India Members	http://wikieducator.org/WikiEducator_India_members
Monthly Statistics	http://wikieducator.org/stats/reports/TablesWikipediaEN.html
Wikied India Group	http://groups.google.co.in/group/wikied-india