Wikipedia

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Table of Contents

1. Welcome to Wikipedia

Wikipedia is used by everyone on this planet-- and several more too.

Everyone can edit wikipedia.

Every teacher in the world tells his students not to use Wikipedia because everyone can edit it- but every teacher in the world uses it to prepare his lecssons and course notes.

Wikipedia is fun- and makes your writing better, makes you more self-confident and know more people.

Some basics

We copy facts- we don't make them up. (Thats called original research)

We copy facts- we don't cut and paste someone elses work (unless they have been dead for over 100 years).

We respect copyright in all cases- no matter how ludicrous.

We don't bite new editors.

We always write down **interesting fact**s- write down **a reference** where the fact can be checked- leave **an edit note** to say what we have done.

<mark>We always keep our parents in the loop- and let them know what we are doing and who we are talking to.-- Internet Safety warning-- Today you are editing on a closed Wikipedia site that is managed by your museum service. Good work will be transferred onto Wikipedia where you will be identified by your school name and a few letters from your name.</mark>

2. Logging on

3. Logging in

4. Your user page

You can customise this page as much as you like.

<mark>Don't give too much information about yourself- use cryptic name not your real name. Don't give away your school, year of birth, street, postcode. The town name is safe. Keep your parents in the loop. --Internet Safety warning. The user page is stored on a closed wiki site that is managed by your museum service. Good work will be transferred onto Wikipedia where you will be identified by your school name and a few letters from your name.</mark>

5. Your watchlist

6. Your talk page

7. Your sandbox

Trying out wiki code

Look at the editor

8. Edit an poor page

Ater a few goes here, you will know how to go onto the main Wikipedia site, and helpfully change mistakes. Your spelling is better than most folks- look for typos and savage them!

> Edit
>
> Tick the minor edit box
>
> put **sp** in the summary

For longer edits-

> Edit
>
> Add a reference to say where you found it
>
> Quick explanation in the summary box

9. Write a stub article

10.   Link your new stub in mainspace

11.   Useful things you can do to improve a page

In the next six years you are going to see a lot of Wikipedia pages. You have a unique opportunity to see them with fresh eyes. It is amazing how poor some peoples written English actually is. It is amazing at the typos, the broken links and badly formatted references you can find. The rules of Wikipedia are written here in the Manual of Style, and other help files.

Copy edit

Go through the text, putting in commas and full stops. If you understand where to put colons and semi-colons use them- very few people can

Add wikilinks

The text doesn't want to be over-linked- but many times the expert writing the text forgets that the reader may want and need a link. A common problem is that the wikilink doesn't make sense- put in a | and write the correct English form after it. Americanisms can be corrected. [[Fiber|fibre]].

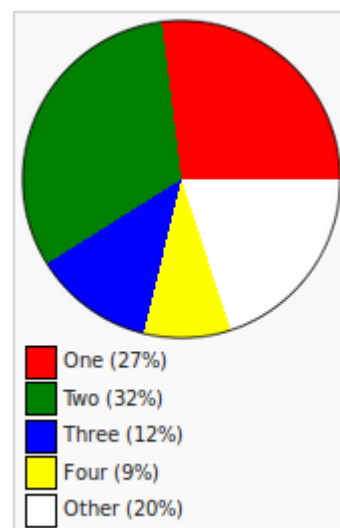## Add some useful templates

{{convert|3.7|in|mm}}

Add an image

Add references

Add categories

Add a pie chart

This example was created by typing the following code:

{{Pie chart

   |other = yes

   |value1 = 27

   |label1 = One

   |value2 = 32

   |label2 = Two

   |value3 = 12

   |label3 = Three

One (27%)
Two (32%)
Three (12%)
Four (9%)
Other (20%)

```
|value4 = 9
|label4 = Four}}
```

Translation challenge

12.   Ask for help

13.   What's in it for me?

National Curriculum requirements

Pupils should be taught to:

design, use and evaluate computational abstractions that model the state and behaviour of real world problems and physical systems

understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

use two or more programming languages, at least one of which is textual, to solve a variety of computational problems;

make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming;

understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]

understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

understand how instructions are stored and executed within a computer system;

understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate

content, contact and conduct and know how to report concerns.