Manual for editing in the Living Textbook

Version 26-8-2019

Living Textbook Dashboard Show	Living Textbook Dashboard Show - Data - Configuration - Configuratio-Configuration - Configuration - Configura				
Welcome to the "GIS_RS This study area has: 396 concepts 539 relations 45 abbreviations 130 external resources 19 learning outcomes	5_V2" study area.	🚺 Open map 🛛 🗃 Progress export	Transfer ownership	✔ Edit	
19 learning paths 14 learning paths URLs not scanned yet, click to scan. Tracking consent This study area is configured to track user intera Search for concept Select one	action. Your interaction is ently	g tr	itions. You can toggle your	preference by clicking here.	
Search for another study area					
Select one •	> Switch				
Study area list				+ Add Groups	
Name		Owner	Access type	Actions	

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Introduction

This manual was developed for persons who have editing rights in the Living Textbook environment:

- You have editing rights in a study area owned by someone else
- You want to create your own study area and start editing things in it
- You own a study area and want to edit things in it

The manual starts with topics that are relevant for all situations. At the end of the manual, you can find things that are specific for a study area owner, marked in the title with the word "Owner".

Login to the LTB and find the study area you want to edit

1. Use the link to the LTB: <u>https://ltb.itc.utwente.nl</u>

2.	Log in with your university credentials or a local account	Welcome to the Living Textbook learning environment In this environment you can browse "bodies of knowledge" composed by experts or start creating one of your own. Before you can continue and work with the living textbook, you will need to login. You can either log in using your university credentials (SURFconext) or an account specifically created for you.
		University login EURE CONEXT Click on the image to login with your university credentials.
3.	Select the study area that you want to edit. Then click on Open dashboard	Welcome to the Living Textbook learning environment In this environment you can browse "bodies of knowledge" composed by experts or start creating one of your own. Select a study area to start with DE_2019_Copy • • • Open dashboard By entering this website you agree that we use software to track user activity. This information is only available to the administrator and is only used to improve and develop the Living Textbook learning environment in general. Personal data will not be available for anyone to see or saved. By logging in, you also accept our general privacy policy.



Access the Main menu

The main menu for editing is accessible in different manners:

After you have logged in and chosen the study area you would like to work in, you enter the **Dashboard.** The menu is shown on top of this window.

The full menu is also shown on top of the screen when you are browsing through the concepts in a study area.

When the left part of the screen, showing the text of a concept, is small the menu collapses into a hamburger menu. Click on this to open the full menu. C Uving Textbook Lashbard Some Configuration

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Create and edit concepts and the concept map

When you start to fill a blank new study area, you normally start by creating the concepts in the concept map and later fill the text and create the learning paths.

What is a Concept (map)?

A concept is a construct that has been formed by combining particular instances into a general idea. Concepts are related with each other via meaningful connections, such as "is defined by", "is a kind of", "is a property of". The concepts and the connections together form the ontology of a certain knowledge area. This is displayed in the Living Textbook in the Concept map.

Create the Concept map

The concept map is constructed automatically from the concepts in it. Each Concept can be filled with texts, and relationships with existing concepts can be defined. The computer calculates the best position of the concept in the Concept map.



Create a new Concept

1.	Starting from the Main menu, click on Show and choose Concepts	Living Textbook Dashboard S Vector Represen Introduction Tessellations do not explicitly store geore some geographic space, and is also know raster, for instance, plus an indicator of the In vector representations, georeferences and	Concepts Learning paths Abbreviations External resources Learning outcomes eraster s resolution, un	how annotations: Off na they represent. A j selations provide a g ereby implicitly provid	georeference is a co eoreference of the ing georeferences f	lower left corner of the
2.	In the Concept list click on Add	Living Textbook Debiourd Show * Data * Configuration * Concept list Name 20 Poldr to 2/D Critectes transformation Aboutker proteining Aboutker proteining Accurrey differences Accurrey differences	Outgoing relations 1 1 1 1 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1	Incoming relations O I I I I I I I I I I I I I I I I I I	Annotation count 0 0 0 0 0 0 0 0 0 0	Constant and the second and the
3.	Click on refresh Click on refresh Click on refresh Concept map window to see how the new concept is embedded in it.	Living Textbook Living	Add Edit O of the phenomena r from some nstead, tesselations the raster, for n, thereby implicitly in vector	Vector Representation		

4. When there is no text in the concept, except for the title, the concept will be greyed out in the concept map to show that it is empty.

Edit a concept description

The concept description page contains a number of sections that can be filled with text, images, etc.. When a field is empty, it will <u>not</u> be shown in display or print. Only the "name" field is compulsory. The following fields are available:

Name	Name of the concept. Provide a clear and concise name to the concept; * <i>this is a compulsory field.</i>
Definition	Provide a clear and concise definition to the concept.
Introduction	A short introduction to the concept
Prior knowledge	Specify what concepts should be studied before approaching the current concept; you have to select items from a drop-down list of existing concepts.
Learning outcomes	Allows you to select from a drop-down list of pre-defined learning outcomes. The learning outcomes need to be defined in advance. For instructions how to do this, go to the next section of this document.

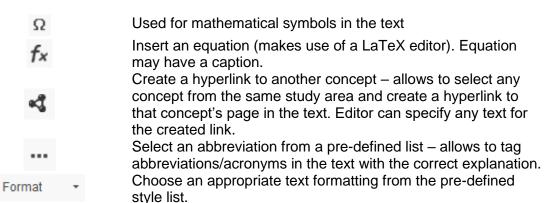


How to	Can be used to explain the procedure or algorithm for using/applying certain functions, tools, methods, etc.
Examples	Allows to include specific examples of the described concept.
External resources	Allows to add URL to any external resources. We also use this field to specify any literature references used in this concept's description. The external resources need to be defined in advance. For instructions how to do this, go to the next section of this document.
Self-assessment	Allows to add questions or self-tests.
Outgoing relations and Incoming relations	These two fields are used to define the links between the current concept and other concepts. Depending on the relation types, the concept may have both outgoing and incoming relations. Relations are needed to properly incorporate the concept in the concept map.
Synonyms	Allows to specify synonyms for the given concept.
Abbreviations	The system allows to create a list of abbreviations for the study area. Once the list of abbreviations with explanations is created, abbreviations in the text can be tagged with the correct items from the abbreviation list. It will prompt the explanation to pop up when the mouse cursor is pointed at the abbreviation in the text. The abbreviations need to be defined in advance. For instructions how to do this, go to the next section of this document.

- > We strongly advise to also keep the **Definition** and **Introduction** fields filled in.
- When working on the concept description, do not forget to save your changes by clicking the Save button at the bottom of the editing window. Do it when you have finalized concept description or whenever you want to navigate to a different element of the LTB (for instance, if you click a different concept in the concept map, the current concept editing window will be instantly closed (without saving the changes) and selected concept's description will be opened instead).

1.	To start editing,	Living Textbook Dashboard Show * Data * Configuration * Q D Logout
	press the Edit button in the concept description window.	Vector Show annotations: Off Open map Print Add Remove Edit Remove Edit Representation Representation Introduction Tessellations do not explicitly store georeferences of the phenomena they represent. A georeference is a coordinate pair from some geographic space, and is also known as a vector. Instead, tesselations provide a georeference of the lower left corner of the raster, for instance, plus an indicator of the raster's resolution, thereby implicitly providing georeferences for all cells in the raster. In vector representations, georeferences are explicitly associated with the geographic phenomena. Prior knowledge
2.	Text fields contain a	Η Ω ×₂ ײ] Ξ Ξ ΙΞ Ι ΞΞ <i>fx</i> 🔩
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editing/formatting functions:		Format - 🖌 - 🛣 🛱 🛱 🖬 🗖 🛣
	н	Apply text highlights





Insert an image.

Note: before you can insert an image you should upload pictures to the server as shown below (click Image icon - > Image properties -> Browse Server -> Upload files)

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Secure https://ltb.itc.utwe	ente.nl/elfinder/sh
🕶 🗖 root 🖳	pload files
amie	
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Pics_2015_jpg	
Image Properties	×
URL	
	Browse Server
Alternative Text	
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C	Cancel





Create and edit external resources, learning outcomes and abbreviations

To be able to choose things from the drop-down menus in the editing mode, it is necessary to pre-define external resources, learning outcomes and/or abbreviations.

Create a new external resource, learning outcome or abbreviation

- Open the Main menu, click on Show and choose the element you would like to create or edit: external resources, learning outcomes or abbreviations
- 2. Click in the list on **Add**

Vector Represen	Concepts Learning paths	how annotations: Off	🕅 Open map	Print	🔳 List
Introduction	Abbreviations				
Tessellations do not explicitly store geore some geographic space, and is also know	External resources Learning outcomes	ha they represent. A ge selations provide a geo			
In vector representations, georeferences a		rereby implicitly providing I with the geographic phe		IOI all Cells III	the rester.
In vector representations, georeferences a					Q R L

Create and edit learning paths

A Learning path is a pre-defined combination of concepts that has been defined by persons with editing rights in the study area.

Create a new learning path

 Open the Ma menu, click o Show and ch Learning pa 	n NOOSE ths Vector Represent Introduction <u>Tessellations</u> do not explicitly some geographic space, and is raster, for instance, plus an into	Abbreviations External resources s also know Learning outcomes selations pro	esent. A georeference is a coordinate pair from wide a georeference of the lower left corner of the y providing georeferences for all cells in the raster.
2. Click in the lis Add	St on Learning path 1 Learning path 2	A Follow path	Q N Logout + Add Actions → Print ♥ View ✓ Edit 18 Remove → Print ♥ View ✓ Edit 18 Remove



3. The form will open that requires you to fill in the necessary information about a new learning paths.

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Introduction *		::: ⊞ ⊆ fx ≪3 - X 6 © © © I _x			
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Question *					
Flements					
	or learning outcomes/	(which will add the contai	ning concepts) below to add	them to the learning path	element
		Current elements			
		Current elements			
Concepts Select		Current elements			
Concepts		Current elements			
Concepts Select		Current elements			
Concepts Select Learning outcomes	+ Add element				

4. The form contains the following fields:

Name	Give your learning path a clear name
Introduction	Briefly describe the learning path, its purpose, what course/module/study week it refers to, etc
Question	What study question or topic does this learning path refer to?
Elements	Add elements (concepts) that will constitute this learning path
Concepts	Add elements manually from a list of concepts
Learning outcomes	If your concepts are linked to specific learning outcomes, you can automatically add a subset of concepts that belong to a specific learning outcome.



5. Add elements to the learning path manually by starting to type the name of the concept in the **Concepts** field

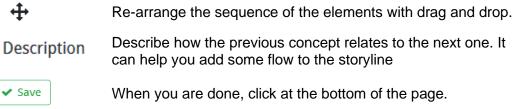
Add new	learning path		
Name *	Learning path 3		
Introduction *	H Ω X, X' \models := $\mid \blacksquare \mid \blacksquare f_X$ 4 Normal - $\mid \underline{A} \cdot \mid X \cap \blacksquare \blacksquare \blacksquare \blacksquare I_X$		
	This learning path focusses on Vector representation.		
	body p		Wor
Question *	What does vector representation mean and how can you apply It?		
vec Vector Measuremer Vector Overlay Vector Representati Vectorization			
Living Textb	✓ Save ↔	ave and open list	
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Add new Name * Introduction * Question * Select concepts and/ Concepts Select Elearning outcomes (*Visualization: dat	book Dashboard Show ~ Data ~ Configuration ~ V Learning path 3 H Q x. x' II III III III III III III III III I		x Dis

6. Or add elements by choosing a **Learning outcome**

7. Click on Add element and the elements will be added to the learning path

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Add new	learning pa	ath			🔳 List		
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Introduction *	H $\Omega \times_a \times^a := :=$ Normal $\cdot \underline{A} \cdot \times$: ⊞ ⊑ f× ◀					
	This learning path focus	sses on Vector re	presentation.				
	body p				Words: 7		
Question *	What does vector repr	esentation mean	and how can y	icen abbilit its			
Elements							
Select concepts and/or Concepts	learning outcomes (which v	will add the conta Current elemer		s) below to add them to the learning path elements.			
Select		+	Concept	Vector Representation	×		
Learning outcomes Select			Descript ion				
	+ Add element	+	Concept	Query	×		
				Save Save and open list 🗙	Discar		

8. Now you can view your current elements of the new learning path and edit:



9. After you have saved your Learning path, the full description will open. To preview the learning path, click on Follow path.





10. A new window will appear at the bottom of the page visually displaying your Learning path. When you click on a element in the Learning path, the description will open in the left window, and the concept map in the right window will centre on the selected concept

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Vector Representation	Show annotations: Off	👄 Print 🕇 Add 🖉 Edi	Remove	III List	(recentled)	- F
Introduction						
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Prior knowledge					$ \rangle \land \rangle$	
Geographic Phenomenon					91	
Learning outcomes					I State	MO
2-Spatial data modelling: computer representations Explain and be able to apply basic vector and raster spatial data structure	res including selecting a suitable data structure for ge	ographic phenomena (level 1, :	2 and 3).			Vector
Examples					Rep	resentation
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Outgoing relations					k l	11 11
Vector Representation is a kind of Geographical representation					L'h	
Incoming relations					and a first and the first and	
Area representation is a kind of Vector Representation					a la	I
Line representation is a kind of Vector Representation Point representation is a kind of Vector Representation					Query	
 Triangulated Irregular Networks is a kind of Vector Representation Discrete Field is modelled by Vector Representation 						Lee
 Geographic object is modelled by Vector Representation Query is used by Vector Representation 						Q Q
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Create a new study area

 Go to Main menu and choose Dashboard. In the Dashboard click on Add

• 352 concepts • 352 concepts • 458 relations • 45 abbreviations • 25 seaternal resources • 20 learning paths • 20 learning paths • URs not scanned yet, tick to scan. Search for concept Select one Search Search for another study area	Select one Switch		
48 alterivations 5 alterivations 125 external resources 20 learning outcomes 3 learning paths URLs not scanned yet, click to scan. Search for concept	Search for another study area		
48 arbations 45 abbreviations 125 external resources 20 learning outcomes 3 learning paths URLS not scanned yet, click to scan.	Select one Search		
	e88 relations 45 abbreviations 125 external resources 20 learning outcomes 3 learning paths URLs not scanned yet, click to scan.		



2. A new form opens where you have to fill in some details about the new study area

Living Textb	ook Dashboard Show - Data - Configuration -	Logout
Add new	<i>i</i> study area	🔳 List
Name *		
Access type *	Public Note that if you change the access type, some of the permissions might be reset!	•
Description	× x² ; := := := := : := := : : : : : : : : :	
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		Words: 0 📕
Print header		
Print introduction	Value will be used as header in any printed content. Will always be combined with the system URL.	
	Value will be displayed as introduction page in any printed content. If empty, it will be skipped.	.11
	Track study area usage The usage of this study area will be tracked for users that opt-in for the tracking when this setting is enabled. When enabled, settings will not be tracked until the complete browser has been reloaded. When disabled, existing sessions will keep sendin request until the complete browser is reloaded, but the request data will no longer be saved. Note that disabling this setting existing tracking data!	g a tracking
	Save Save Save and open dashboard	× Discard

Name	The name of the new study area (mandatory field).		
Access type	Whether the study area has to be accessed by only yourself or by a group of people.		
Description	A description of the study area.		
Print header	The text that will appear in the header of prints generated from this study area.		
Print introduction	The introduction text for each print generated from this study area.		
Track study area usage	Check the box if you would like to track the usage of this study area for research purposes. All users of this study area will be asked for permission to track their data when they enter the study area for the first time.		

3. Click on **Save** when you are done.

Save

Owner: Manage the users of a group study area

 Go to the Main menu and click on Configuration and choose Permissions

Name E-r	nail address	Revoke
Study area permissions Here you can grant and remove permissions on a per user to 2 editors	Relation types Permissions Administrators Local accounts	
Living Textbook Dashboard Show - Data -	Configuration •	Q 🛛 Logout



2. New users can be added to the study area with two roles: viewer or editor

Viewer	Can only view
Editor	Can edit concepts and the concept map
Reviewer	The reviewer role is visible but still under development.

3. Add a person to a certain role by clicking on Add under role you would like to give to the user(s).

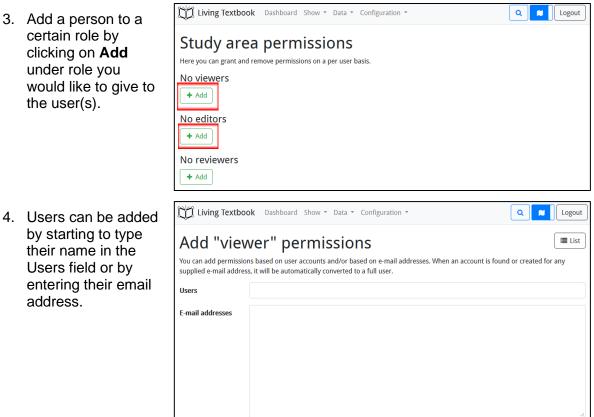
by starting to type

their name in the

Users field or by

address.

entering their email



Save X Cancel

5. Click on Save when you are done.

 Save 	
--------------------------	--

Owner: Edit the relation types in a study area

The study area owner can edit the relation types that are available in a study area. When a study area is created, standard three relation types are available:

- Is a kind of
- Is part of
- Is same as

If you want to delete these or add new ones:

1. In the Main menu click on Configuration and choose Relation types.

Living Textbook Dashboard Show * Data *	Configuration •	Q 🚺 Logout
Vector Show annotations: Off Representation Introduction	Relation types Print + Add Permissions Administrators Local accounts	✔ Edit Remove Elist



2. The list of relation types in this study area opens and you can Add, Edit or Remove elements in this list.

Living Textbook Dashboard Show + Data + Configuration +	Q 🛛 Logout
Relation type list	+ Add
Name	Actions
is a kind of	🖋 Edit 🛍 Remove
is part of	🖋 Edit 🛛 🛍 Remove
is same as	🖋 Edit 🛛 📋 Remove
·	

Owner: Edit study area characteristics

The study area owner can edit the characteristics of the study area:

1.	Go to the	Living Textb	ook Dashboard Show - Data - Configuration -	Q K Logout
	Dashboard and click on Edit .		to the	Freeze Treeze Treeze
		This study area has:		
		 6 concepts 7 relations No abbreviation 3 external reso No learning out No learning pat URLs not scann 	urces tcomes	
		Tracking conse	ent	
				li disi Ven
2.	A new window	Living Textbook Dashboar	d Show * Data * Configuration *	Q 🛛 Logout
۷.		Edit study area	"00 Living textbook"	Elist Elist
	opens up where	Name *	00 Living textbook	
	you can edit the	Access type *	Public Note that if you change the access type, some of the permissions might be reset! Next to that, only system administrators can update a study area to be publicly available.	*
	characteristics of	Study area group		
	the study area, such as.	Description	$\mathbf{x}_{i} \in i \mid i \mid \exists : \exists : \mathbf{D} \in \mathbf{A}_{i}$ real $\cdot \mid \mathbf{A} \cdot \mid \mathbf{X} \odot \mathbf{B} \cong \mathbf{B} \mid \mathbf{Z}$ This study area contains information on the Living testbook, the ideas behind it and how it is being developed.	
				Words: 19 ,,
		Print header		
		Print introduction	Value will be used as header in any protect content. Will always be combined with the system UBL.	
			When will be displayed as introduction page is any protect content. If empty, it will be slipped.	
			D Track study area using: The using of this study area will be tocked for users that spit in far the tracking when this setting is enabled. When enabled, alwady existing settings will not be tracked with the complete breaser has bee tracking represent will the complete breaser is included, but the repart data will no longer be such. Note that challing this setting will enrove all existing tracking data.	reloaded. When disabled, existing sessions will keep sending a
			✓ 5av	Save and open dashboard X Discard
		6		UNIVERSITY OF TWENTE.
Tit	le	Title of the	e Study area.	
۸ -		Vallage	hoose to make the Study area available t	
- <u> </u>	rass tuna	10000000	noosa io maka ma siliny araa ayallaha t	

Title	The of the Study area.
Access type	You can choose to make the Study area available to either only you or to a group of people.
Description	You can give an introductory description of the Study area for persons entering it.
Print header	The header that will be put on all prints generated from this Study area. This will typically contain the reference to be used when citing or copying from this print.
Print introduction	Each print can start with a pre-defined text.
Track study area usage	Here you can put the study area usage tracking on/off for research purposes.



Owner: Progress export

When a Study area becomes large and complex, it might be useful to be able to download an overview of all concepts, relationships and editing status. This feature is available for study area owners in the Dashboard.

1. Go to the	Living Textbook Dashboard Show - Data - Configuration -	Logout
Dashboard and click on Progress export.	Welcome to the "OO Living textbook" study area.	emove
•	This study area contains information on the Living textbook, the ideas behind it and how it is being developed.	
	This study area has:	
	 6 concepts 7 relations No abbreviations 3 external resources No learning outcomes No learning paths URLs not scanned yet, click to scan. 	
	Tracking consent	
2. An Excel file opens containing different tabs. You can store this file on your own		Excel
computer.		
	A B C D E F G H	1
	1 Study area name 00 Living textbook	1
	1 Study area name 00 Living textbook 2 Study area owner Verkroost, M.J. (CES)	1
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	Study area name 00 Living textbook 2 Study area owner Verkroost, M.J. (CES) 3 Study area access type Public 4 Creation data of study area 208/1812:04	

Owner: Freeze the study area

When a Study area is in use in education, you might want to freeze its content so that the students have a stable study environment. Please note that this state is final. Only the Admin of the LTB can change this setting.

Go to the Dashboard and click on Freeze .	Living Textbook Dashboard Show * Data * Configuration *
	Welcome to the 🛛 Open map = Progress export = Transfer ownership 🖉 Edit 🔺 Freeze 💼 Remove
	"00 Living
	textbook" study area.
	This study area contains information on the Living textbook, the ideas behind it and how it is being developed.
	This study area has:
	 6 concepts 7 relations No abbreviations 3 external resources No learning outcomes No learning paths URLs not scanned yet, click to scan.
	Tracking consent

