About Adaptation

This guide walks you through each step of the adaptation and development process. You should review all the steps and requirements of the process guide along with the information on this site to determine what questions you have. At that point you will want to schedule a meeting with Laurye Clampitt to review next steps.

This site supports your adaptation of *Intel® Teach Elements.* It also explains the integration of the materials adapted into your e-learning course in local language. Finally, we explain adaptation of facilitation materials and your options for publishing the course to the Web, on CDs, and to non-Intel sites.

Contents

About the Intel Teach Elements Adaption Process

Creating a new Intel Teach Elements course is completed in four phases:

Phase I: Plan

Plan the adaptation of the Elements course by reviewing the English course, establishing an adaptation team and budget, reviewing software requirements, and determining the format for delivering the final course.

Phase II: Localize the Element Course Files

These are the files which include the flash-based interactive content developed from text, images, and audio. (The US English version can be viewed at: www.intel.com/education/elements.) The e-learning content is divided into screens which is the amount of content between two "next" actions in the navigation. There are text-based resource documents (word, excel, or pdf) embedded in the course that support offline activities for applying the concepts of the course which participants download, read, and interact with, including Module Resources, Action Plans, Additional Resources, Survey Information, and Paul Otellini's Welcome.

If you are using the Corporate development vendor then all assets are delivered in the web-based Content Asset Management Portal or CAMP. Review the CAMP Guide thoroughly, as it will be useful while adapting the course.

Phase III: Review and Give Feedback

During reviews, all comments and feedback are entered and tracked in the web-based Content Asset Management Portal or CAMP. It's important that you use CAMP through the full cycle of review, including replies to developers with approval to close the issue.

Phase IV: Prepare for Course Delivery

The Element course can be offered in both self-study and facilitated formats. For each format there are delivery options including CD and online. Facilitated courses can be offered face-to-face using a print guide, or online using a Learning Management System. The facilitation materials are adapted separately from the e-learning part of the course.

NOTE: about translation of Intel® Teach Elements; Intel® Teach Elements is a branded name. The name translation must maintain the brand (Intel® Teach) and the meaning of the name "Elements." Elements should translate to mean parts of a whole—as in a chemical element; it should not be translated to mean beginning, basic, or simple.

Review the FAQs

- Course User FAQs
- Localization FAQs

Software Requirements

To create your curriculum, we recommend the following software:

Recommended Software	**Adobe Acrobat*** is required to: • View the complete curriculum (language: U.S. English) [PDF versions] • View the Curriculum Guidelines [PDF version] • Convert resource files from Microsoft Word* to PDF
	Neo Sans Intel font family (or Intel CBID approved alternative) is required to: • Create your curriculum manuals *Information on how to acquire this font is in the File Sharing Site*
	Microsoft Word* is required to: • View the curriculum content documents and resources
	Microsoft Excel* is required to: • View the file translation list spreadsheet and some resource files
Optional Software	**Image Editing Software** For review and editing (where applicable) of images from photo shoot. **Adobe Photoshop*** is the recommended software. For review only, all computer operating systems have image preview software installed. More than likely this work will be done by whomever you contract with to take the photos.
	Animated Demonstration ("Screencasting") Software For creating the animated demonstrations you will need **Adobe Captivate*** or some similar screencasting software.

Planning

Step 1	**Review the US English Course**
	Review the US English course thoroughly at www.intel.com/education/elements and read background information about the course including the *Course Overview* and the *Syllabus.*
	The screen ID number shows the Module, Lesson, Activity and screen (example: pbl_m0_l2_a1_01.xml) These numbers are important for identification of specific screens in the content scripts and identifying changes in your review.
	To view the screen ID number:
	o (Windows) press the F + PgUp keys
	o (Mac) press function (fn) + F + Up arrow key
Step 2	**Review all Adaptation Documents**
	Below is an overview of all of the files that need to be reviewed and translated for use in your country to create your Elements course.
	Required Content Assets for all courses
	• **XML Course Content Web Scripts:** (All text elements which appear on the screen for each module, lesson and activity including buttons, controls, and other items with a text label on the graphical user interface (i.e., the player) for the course)
	• **Images** (Image Trackers for Photos, Stock/Props, and Graphic/Screenshot Text and Photo Contact Sheets)
	• **Audio** (MP3 Audio files, Voice-Over Reference Scripts, Audio Filelist); MP3 Audio Files are available within the CAMP portal for each course
	• **Course Resources** (Module Course Resources, Action Plans, Additional Course Resources) In some cases, the files have been re-purposed from other projects (such as Intel® Teach Essentials Course or Thinking with Technology) so you may already have localized versions to use
	Optional Content Assets
	Program Implementation Materials - these materials do not get delivered back to Corporate teams, but are for you to use and localize as needed.
	• **Facilitation Materials** (materials based on delivery options: self-paced, CD, or facilitated)
	• **Production Files** (**CD packaging production files (InDD) with PDFs to view, including DVD case cover, Insert, and CD faceplate**)
	• **Marketing Materials** (Elements Overview, FAQs, Surveys, and Syllabi for each course)

	Additional Content Assets • **Animated Demonstrations** (used to provide instruction on the use of particular tools or applications) • **Assessing Projects Exemplary Library Assessment Instruments** (references to and instruments from the *Assessing Projects* library)
Step 3	**Establish your Adaptation Team and Timeline**
Step 4	**Review the Software Requirements** Reference for use in Elements adaptation and production (purchase if needed).
Step 5	**Plan and Budget for the Scope of Localization**
Step 6	**Determine Program Needs for Course Delivery** Determine format(s). Will your course be only self-paced (e-learning/action plan components only) and/or facilitated (face-to-face or online)?
Step 7	**Review Anticipated Content Changes** Schedule an adaptation review meeting with Shelley Shott, to review significant changes.

Timeline

The following timeline is a rough estimate. Actual times will vary depending on your processes. The Adaptation phase will take between 6-10 weeks and the Re-engineering phase about 6-12 weeks.

Adaption of Local Materials and E-learning Course Files

- Planning: 1-2 weeks
- Translation/Localization: 5-6 weeks
- Photos: 1-2 weeks (can occur during translation)
- Voice Recordings: 1 week (to be done after translations are complete)
- Final Review: 1-2 weeks

Re-Engineering and Feedback/Review

- Course Development: 5-6 weeks
- Module 1 Review: 1 week
- Alpha Review: 1-2 weeks
- Alpha Fixes: 1-2 weeks
- Beta Review: 1-2 weeks
- Production Delivery: 1-2 weeks

Course Delivery and Adaptation of Facilitation Materials

- Planning: 1 week
- Translation/Localization: 2 weeks
- Development in an LMS, publishing on your intel.com/education site: 2-4 weeks

Elements Course Files

The recommended order of translation for local materials is as follows:

- E-learning Course Content
- Images from Photo shoot
- Audio Files
- Images or Graphics with Text
- Resource Documents (including Module Content, Action Plans, Animated Demonstrations and other Supporting Resources)
- Course Delivery Materials (Facilitation Materials, Production Files and Marketing Materials)

Step 1	**Translate and Localize e-Learning Course Content** The e-learning XML course content script is a downloadable translation spreadsheet in CAMP. This spreadsheet contains all the course content that is needed for translation, (user interface buttons, controls and other items with text labels and graphical user interface as well as the module content, text elements which appear on the screen for each module, lesson, and activity). If you do not have a CAMP Project-Based Approaches course, please contact Laurye Clampitt. ***Note:** For countries using their own development vendor, here is the US English E-learning content (translation spreadsheet). You will need to work with your vendor on the format they will need for the translations. We will only be providing the content in this spreadsheet format.
Step 2	**Localize Imagery** Review the US English version images in the Photo Contact Sheets and Image Trackers to determine which images you want to replace with locally appropriate images. You will need to set up a photo shoot. At a minimum you will need to take photos of three adults (who look like teachers) and four students (at middle school level) in classroom settings and against a white backdrop, with similar poses as the US English course. **Note**: Permissions must be secured and stored for anyone appearing in the photos. The permissions form is located on the file sharing site at *Elements Course Files > Course > Images > Permission Form*.

	Image Tracking Spreadsheets: We have provided image tracking templates that consist of all of the images used in the US course with their associated screen locations for reference including all of the photos, props, and screenshot/text images. Details are included in the comments field to note any special editing instructions. A column is included to provide you a place to insert replacement images. If you replace any of the images with local images, you will need to deliver these tracking sheets to communicate to the development team which images are replaced. **Schedule Photo Shoot and Take Images** Image guidelines are available in this adaptation guide in *Images* section which provides a detailed explanation of the image specifications (type, size, etc.) along with a list of recommended locations and poses.
Step 3	**Localize Audio Recording Files** The US English version of the course does not use audio voice-over for all on-screen content; it limits audio to narration at beginning of modules and in teacher and student dialogs. You will need to decide how much audio voice-over you want—this will impact your budget. Audio recording is done after all screen content is finalized. You will need to set up a recording time at a sound proof recording studio, and schedule the voice talent. **Develop the Voice-Over Scripts** The Voice-Over process is better explained in the Audio and Voice-Over section of this guide. There are sample US English version scripts available to reference on the File Sharing Site for each course in the *Element Course Files > Course > Audio* section. These scripts contain the same content as used in the course in a format more usable by voice talent. You may translate those files or adapt from the content you've already translated (from the Word script for the E-learning content).
Step 4	**Finalize Resource Files** Many of the resource files you translated should be converted to PDF. See the *Adaptation File List* spreadsheet for the course for additional details on file type, naming conventions and word counts. The Adaptation File List for each course is located in the *Element Course Files > Course* page of the File Sharing Site. Resource files may be delivered 2-4 weeks after initial deliver of the content, images, and audio.

Step 5	**Localize Additional Content Assets** The course may use additional content assets like animated demonstrations, *Designing Effective Projects* unit portfolios, or *Assessing Projects* assessment instruments. These additional content assets will be found under the *Element Course Files > Course* section. Some of the additional content assets may be delivered 2-4 weeks after initial deliver of the content, images, and audio. Please check the course instructions for more information.
Step 6	**Review and Select Photos** Most likely, you will have many more photos from the shoot than will actually be used. At this point, you will need to identify the photos you want to use in the course. Once you have selected the photos you will need to make sure they are the correct size and format for delivery. Image guidelines are available in this adaptation guide in *Images* section. **Image Tracking Spreadsheets:** Use the Image Tracking spreadsheets provided to reference details in the comments field regarding the US version of images. Use the column included to insert your replacement images. If you replace any of the images with local images, you will need to deliver these tracking sheets to communicate to the development team which images are replaced. Image tracking spreadsheets are located under the *Element Course Files > Course > Images* section.
Step 7	**Record Audio Files** Recording audio should be the last step in the adaptation process after you have translated all the files from Step one. Review the Voice Over Instructions in the adaptation guide under Audio section for additional details. **Note**: You may need to re-record the audio files after you have reviewed your initial re-engineered version of the course, the alpha version, as content is likely to change.

Step 8	Deliver files for Re-Engineering
	Once all the files have been translated and the support materials created (imagery and audio recordings), deliver files for re-engineering Flash. You will use a Web-based Content Asset Management Portal (CAMP) to upload your assets, capture your comments, and make changes online to the text, images, and audio. Username and password are available from Laurye Clampitt. CAMP - CairoIT Asset Management Portal: **CAMP Portal Login** The system should be relatively easy to use. Please review the **CAMP Guide**. If you have any questions you can request a walkthrough of the Web site from Laurye Clampitt.

E-learning Content

The E-learning Content is divided into two sections:

1. E-learning XML course content script - located in CAMP for download (instructions below)
2. Structure document - located on File Sharing site

E-Learning XML Translation Spreadsheet

The E-learning XML course content script is a downloadable translation spreadsheet in CAMP. This spreadsheet contains all the course content that is needed for translation, (user interface buttons, controls and other items with text labels and graphical user interface as well as the module content, text elements which appear on the screen for each module, lesson, and activity). If you do not have a CAMP course, please contact Laurye Clampitt.

*Note: For countries using their own development vendor, the US English version of the E-learning content (translation spreadsheet) is provided on the File Sharing Site located under the *Element Course Files > Course > E-learning Content* section). You will need to work with your vendor on the format they will need for the translations. We will only be providing the content in this spreadsheet format.

Once the spreadsheet is downloaded, you will add your translated/localized content into the spreadsheet and upload back into CAMP to submit for re-engineering the course. The structure document containing all the module, lesson, and activity titles in the menu for the course is on the file sharing site for translation.

Downloading the translation spreadsheet:

Important: When you download the content and begin translating, please be careful and maintain code for bold, italics, links (hrefs) and spaces. Please be sure to also alert your translation company

if they will be doing the work.

1. Select your course from Available Courses.
2. Select the Upload Course Material icon.
3. Choose the XML Translation Sheet option.
4. Download the Translation Sheet. (**Note**: this is a system-generated .xls document. Long text is truncated and identified as ####; double-click on the cell to display the full text).
5. Save the Translation Sheet on your local hard-drive.
6. Modify and add text in the Translation Text column only.
7. Upload your localized version of the Translation Sheet.

Editing the translation spreadsheet:

Important: *Follow these instructions when making changes and editing the translation sheet:*

- Do not change the text widget name in the translation sheet.
- If you submit your content in the translation sheet you must continue to make changes in the translation sheet. The translation sheet will over write the widgets each time the development team uploads a new version to CAMP.
- The translation sheet must be downloaded new each time any update is made.
- You **cannot** copy and paste content in the translation sheet to a new excel sheet then use the new one and upload it.

Here are screenshots to follow to find your translation sheet in CAMP:

Structure Document

The Structure document contains all the module, lesson, and activity titles in the menu for the course. It should be translated and then uploaded to CAMP. Open a comment and attach the structure document as an attachment. Please see **CAMP Guide** for more information on opening a comment and attaching files.

Images

The US English version of the course uses a combination of stock photos provided by the e-learning course development agency and custom photos taken at a photo shoot specifically for the course.

You have three options for localizing the images:

1. **Use the US photos as-is**. If you choose to use the photos as-is, you do not need to re-supply them. You will only supply images you are replacing. Contact Laurye Clampitt for source files of images.
2. **Use a mixture of the US photos and local images**. For instance, if you wanted to continue to use Maria, but needed to replace the kids to show students in uniforms or of different ethnicities, you may work with a digital photo editor to make the adjustments (e.g. deep etch a teacher out of the photos and put in local students, cropping, etc; we do not have the permissions to edit the characters).
3. **Use all local images**.

Overview of Photoshoot Process

The first thing you'll want to do is contract with a photographer to ensure that he or she will be able to deliver the photos per the above specifications. After that you will want to arrange your models (subjects to be photographed), determine a locations (i.e., a school), and develop a list of props that you'll want to use in the photos.

Step 1: Hire Photographer – double check he or she can provide 300 dpi jpgs and has lights for the indoor shots along with a solid-color screen.

Step 2: Determine Needed Models (subjects of photos) – How many people you'll need depends on whether or not you want to replace all three teachers who appear in the course or if you just want to replace a smaller sub-set of teachers. Additionally, you will need to find a minimum of four students (five or six is ideal) if you are going to replace the images of students.

Step 3: Book Location – your shoot will probably take three or four hours so you'll want to make sure you have access to a classroom, materials, and lighted outdoor locations for at least that long.

Step 4: Develop Shot List – After carefully reviewing the course and the contact sheets determine what shots you want to use and/or replace. Use the image tracking templates for managing your replacement images.(NOTE: in the US English course, some images were used more than once).

Step 5: The Photo Shoot – as mentioned earlier, you should expect the shoot to last 3 to 4 hours. During that time, your photographer will take approx. 400 images. The best thing is to try to take as many pictures in a variety of natural poses and locations which fit with the Elements course.

Step 6: Review and Deliver Photos – after the photographer has delivered the images you'll review and select the best 50 or so images to deliver for use in the course (the final number depends on how much localization you wish to do for the imagery). You will want to organize the images by module or characters in a zip file and upload into the CAMP system. Please reference the **CAMP Guide** for information on how to deliver images and the image tracker spreadsheet.

These are guidelines for you to follow when preparing for your photoshoot.

File Type	.png or .jpg or.tif or psd
Picture Size (DPI)	Maximum 1024*768 Keep the resolution high Minimum 300 dots-per-inch (dpi)
Picture Size (PPI)	Width 1024 pixel Height 768 pixel Resolution: 96 PPI Bit Depth: 8 bit Color Mode: RGB
Picture Details	You **DO** need to: • Take care of the details that exist in the original images such as the graph bar chart on the whiteboard E.g. Module 1, Lesson 1, Activity 1, PPT with a bar chart (middle school math unit plan Fair Games) You **DO NOT** need to: • Crop or add gradients and shading • Replicate what is shown in the course after photos have been layered (meaning there are 2 sticky notes that have been layered in the Flash to appear as one image on the clipboard); you can choose what of the 2 sticky notes to replace E.g. Module 3, Lesson 3, Activity 3, (Teacher A + Student) E.g. Module 3, Lesson 1, Activity 3, (Clip board w/ 2 sticky notes)
Picture Orientation	Maintain the same orientations as the original one's, so if the image is a landscape shoot, you should take it as a landscape and the same with portrait.
Model Poses/Positions	The model's poses and positioning need to be the same as the original image with the same expressions.

Models	Minimum 2 adults (who look like teachers) - to replace the Bob and Anna characters, if you want. Minimum 4 students (at middle school level) – to replace the students in the US English course. **IMPORTANT NOTE:** each of the models should have a minimum of 2 changes of clothing (blouses/shirts) for variety in the photoshoot. They should wear bold/bright colors and avoid any patterns or white clothing.
Shooting Environment	The environment of shooting needs to be the same or near to the original one. The photoshoot should take place in a classroom setting as well as against a white backdrop. The environment needs to be clean and the models need to be tidy and their clothes need to simulate course language's country.

Audio and Voice Over

Voice over (VO) is used throughout the US e-learning course. These instructions identify where the voiceover occurs and the steps to include voice in your course.

Audio Recording Process

The US English version of the course uses limited audio for narration at beginning of modules and in teacher and student dialogs. In certain circumstances we may allow for less audio to be used. However, you may not add additional audio files. The number of audio files *must* match the number of audio files in the US course.

Step 1: Plan Audio Recordings

Recording the audio needs to be done after all screen content is finalized. You will need to set up a recording time at a sound proof recording studio, and schedule the voice talents.

Audio is used for six voices in the e-learning course. In addition to the Narrator, the other "characters" in the course include at least two teachers and four students used throughout the course, two male students and two female students.

Step 2: Develop the Voice-Over Scripts

If you are going to record voice-overs, you will need to develop and translate voice-over scripts. The content for the voice-over scripts is virtually the same as what is in the course content script so you may not need to translate this content separately.

Formatting the Voice-Over Script

The format of the voice-over scripts will need to be discussed with the producer at the studio. However, our recommendations are as follows:

1. Use bold text to string terms together:
   e.g. "Anna knows that **21st century skills** are an important…"

2. Use underline text for emphasis:
   e.g. "I'm starting to think about <u>assessment</u> for my Playground Design project."

3. Use bullet points for lists:
   e.g. "The characteristics of **successful projects** fall into three categories:

   - **adult and student roles** ,
   - **project structure** ,
   - and **the learning experience**."

4. Always remove unnecessary punctuation that shouldn't be read. The sample section of script below identifies most of the above tips.

Lesson 1: Project Planning from the Beginning Activity 2: Project Ideas from Standards	
pbl_m02_l01_a02_s01_W02_snd01.mp3 **Narrator** *(Screen number is identified at the beginning of the audio file segment)*	Remember how Abe felt nervous about doing projects, and Maria encouraged him? Abe has decided that he wants to do a project, but he needs advice on how to get started. Maria is helping him.

pbl_m02_l01_a02_s01_W12_snd01.mp3 **Abe**	I'm not sure what kind of project to do. Where should I start?
Maria	Well, your <u>current lessons</u> *(words are underlined for emphasis)* are based on your **grade-level standards**, right? Projects are no different. They <u>still</u> need to target important **curriculum standards** *(words are bolder to indicate that they should be said together)* and **21st century skills**. What areas of your curriculum might be improved with a project?
pbl_m02_l01_a02_s01_W16_snd01.mp3 **Abe**	I'm not sure, but I'd like my math lessons to be more <u>engaging</u> and connected to <u>real life</u>. We do a lot of word problems and practicing skills, but <u>sometimes</u>, the concepts don't sink in.

Step 3: Record Audio Files

Provide scripts for all voice-over talents in advance. During a recording session:

- Record and save each scene as one MP3 file – preferably mono sound, 128 bit, 44.1kHz.
- Avoid rustling sound of paper, by having script spread out on table and not stapled together.
- It's likely you will need to do a few takes of each line or section of the script.

You can download and reference the US version MP3 Audio Files from the CAMP web site. These can be referenced as an example when recording your audio files. Here is a quick navigation to get to the Widget Narration section of CAMP:
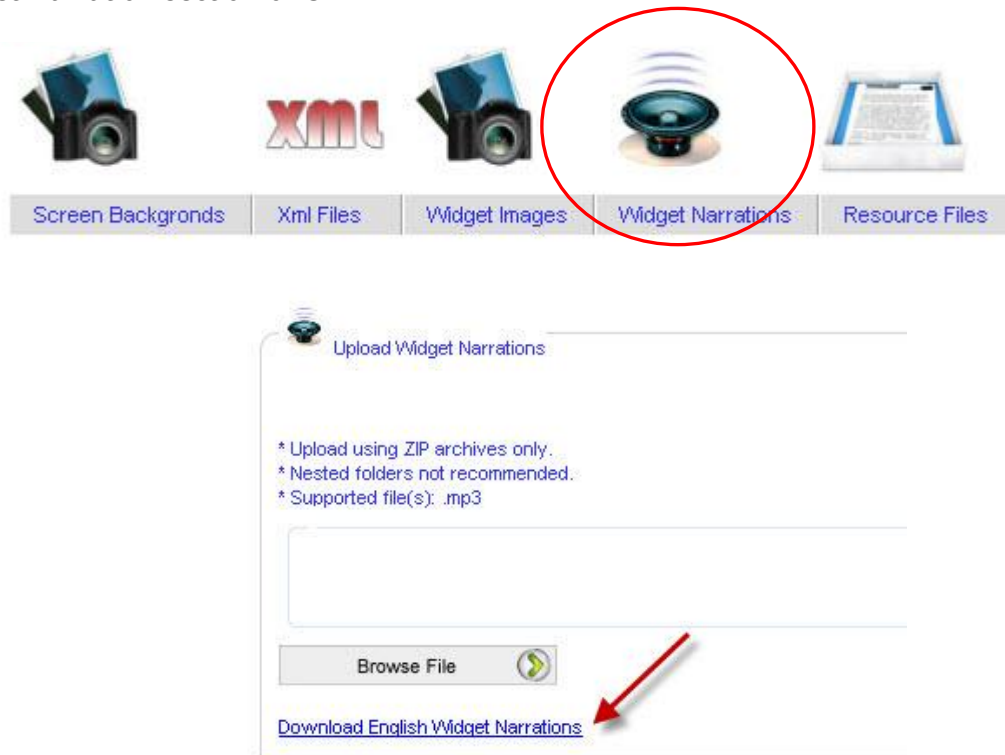
Step 4: Review and Select Voice Clips

You will need to listen to your voice takes and determine which audio take to use. The sound engineer will need to put the clips together.

For each scene, you will need to break the MP3 file into smaller MP3 files that only have one file per scene dialogue.

For example:

The below scene would have been recorded as one MP3 file, however, when delivering for re-engineering, you would break the file into three separate MP3 files. See the first column in the example for naming conventions.

Lesson 3: Questions that Frame Learning **Activity 2: Curriculum-Framing Questions in Action**	
pbl_m02_l03_a02_s01_W10_snd01.mp3 **Abe**	I like the idea of **Curriculum-Framing Questions** to help guide my project, but I'm not really sure how I would use them in my classroom.
Maria	What I like to do is use my **Essential Question** as a discussion starter at the beginning of my project. For several of our units this year, our Essential Question is *How can we find <u>new</u> solutions to old problems?*
Maria	For the solar project, we start by talking about inventions that were used to solve a problem. Students brainstorm ones that have been improved over time—or <u>should</u> be. I also bring up the question at key points during the project to help them reassess their ideas—as well as the end of the project.

Step 5: Review and Deliver Audio

After you have reviewed the audio files and ensured the file names are exact (use the file list to understand the file names), you will need to upload the audio files to the CAMP system. Please reference the **CAMP Guide** for information on how to deliver audio files.

Step 6: Revise Course Dialogue

As you review the audio against the text content in the e-learning course, you may need to slightly revise the text to match the audio or revise the audio files to match the text.

Review and Feedback

During reviews, all comments and feedback are entered and tracked in the web-based **Content Asset Management Portal** or CAMP. You will be assigned a log in and receive a CAMP training manual. As you review, each issue you identify needs to be a separate comment associated with a screen and a widget. It's mandatory that you use CAMP through the full cycle of review, including replies to developers with approval to close the issue, communicating new issues, and approving earlier issues by closing comments.

Please use the **CAMP Guide** to understand how to open, reply, and close comments.

Module 1 Review	After the developer begins integrating the localized files and re-engineering the course into the new language, the adaptation team will need to conduct a review of the first module of the course. During this review the adaptation team should be reviewing things like: • Does the course interface need to be adjusted to accommodate different lengths of characters? • Do the fonts need to be adjusted to accommodate the language? (i.e bigger, smaller, bold) • Are the images aligned, etc.? During reviews, all comments and feedback are entered and tracked in the web-based Content Asset Management Portal or CAMP.
Alpha Review	After the developer integrates the localized files and re-engineers the course into the new language (5-6 weeks), the adaptation team conducts the Alpha review. This involves a detailed review of the re-engineered course screen-by-screen and preparation of detailed feedback (2 weeks). During reviews, all comments and feedback are entered and tracked in the web-based Content Asset Management Portal or CAMP.
Beta Review	The Developer revises the course per Alpha feedback and delivers Beta version (2 weeks), then the adaptation team reviews and provides feedback to the developer (1 week). During reviews, all comments and feedback are entered and tracked in the web-based Content Asset Management Portal or CAMP.
Final Delivery	The Developer integrates Beta feedback and delivers the final, production version (1-2 week). The self-paced course can be published on local www.intel.com/education Web sites prior to facilitation options being developed. **Optional pilot**: You may want to plan a small pilot to add valuable input before delivering your final feedback.

Course Delivery Options

This section outlines your options for delivering the course. Start by reviewing the **Elements Delivery Options Presentation** to better understand the delivery options available. Based on your decisions about course delivery, determine the materials you will need to localize. See the additional details on the File Sharing Site for the specific types of content to localize and their purposes.

Here are the four main options for delivering the course:

Course Delivery Options
1. **Self Paced**: Host e-learning course for self-study on local intel.com/education site You may want to include an online survey. See the corporate survey as an example.
2. **CD**: Create and distribute CDs with the e-learning course for self-study or for offline access to e-learning during facilitated offerings
3. **Facilitated:** Localize the facilitation guide. Provide information about facilitation options and how to access facilitation materials. See the US site model for Facilitation options and *refer to this overview* presentation for your options. Contact Alison Elmer for questions on Terms of Use and Licensing Agreements.
4. **Licensing/Terms of Use**: Users will need accept Terms of Use or receive an approved license agreement to host the course on a 3rd party site. Translate the Terms of Use and the license agreement. In the US, the Moodle site, http://teachonline.intel.com/elements, provides access to users to download the facilitation guide and/or submit a License Agreement request to host the course on a 3rd party site. If you use a non Intel site to host the course you must meet Legal requirements. Contact Alison Elmer for script and/or guidelines.

FAQs & Recommendations

FAQs:

Question: Do I have to replace images?
Answer: No. You do not have to replace the images. However, there are several screen shots in each course. You should review these carefully to ensure you replace or send the correct translations. You can find information about screen shots on File Sharing Site Element Course Files > Course Name > Images

Question: Do I have to use CAMP?
Answer: Yes. CAMP is the official tool used to submit assets, feedback and communicate with the development team. The recommended browser for CAMP is Firefox. CAMP can be accessed at http://cairoitlive.com/camp2/Login.aspx

Question : Why can't I access CAMP?
Answer: If this is the first time you are logging in to CAMP, make sure your username and password are correct. Contact Laurye Clampitt (laura.m.clampitt@intel.com) for assistance. If you previously were able to log in insure you are using Firefox, the only supported browser, to access CAMP. If you are using Firefox and still unable to log in to CAMP, please take a screen shot and note the time and day send an e-mail to Laurye Clampitt.

Question: Why aren't some of the functionality or features working in CAMP?
Answer: First off, insure you are using Firefox, the only supported browser. If you are using Firefox and are still experiencing functionality or feature issues, please take a screen shot and send a detailed explanation of the issue to Laurye Clampitt.

Question: Do I have submit all the assets at once?
Answer: No, the audio files, images, screen shots, and e-Learning translations are needed in order to develop an Alpha.

Question: Can I make my text changes in the translation sheet or do I have to use the widgets in CAMP?
Answer: Yes, but please only make changes during a feedback cycle. Changes are not accepted once feedback for a cycle has been submitted to development for the next version.

Question: Can I take out the video of Paul Otellini?
Answer: Yes, you can replace the video of Paul Otellini with a photo and a PDF to his speech. Details can be found on File Sharing Site Element Course Files > Course Name > Resources. The updated versions of the Elements courses (beginning January 2012) no longer include the video of Paul Otellini.

Question: Should the course progress be reset every time Iuse different browsers?
Answer: If you are using the same computer then the cookie is registered on that computer and the progress in the course will be the same regardless of the browser.

Question: Why isn't the course progress reset when I get a new version?
Answer: This may be confined to those involved in review of development versions.

THE PROBLEM: The menu button opens a menu but only displays about half the menu and is non-functional, the reset button doesn't work and when you close the menu window—the menu won't open again. It only occurred on Assessment online—CDs worked fine.

THE FIX: The Flash cookie (known as a shared object) is corrupted on the local drive and needs to be deleted. Flash shared objects are not deleted by deleting cookies or clearing cache.

1. Navigate to the folder where Flash cookies are stored:

For Windows:

C:\Documents and Settings\<username>\Application Data\Macromedia\Flash Player\#SharedObjects\<random string>\<domain>\<path from webserver>\<filename>.sol

For Mac:

Macintosh HD:Users:<username>:Library:Preferences:Macromedia:Flash Player:#SharedObjects:<random string>:<domain>:<path from webserver>\<filename>.sol

The <path from webserver> is www.intel .

2. Delete the shared objects (all .sol files) in the folders (www.intel)

Question: Do I have to submit a resource as a PDF or can I upload the original word document?
Answer: If the resource in the course is a PDF then you need upload the file as a PDF into CAMP.

Question: I can't find where to fix an issue so how do I submit an issue to the development team?
Answer: Open a comment. Comments should be made at the lowest level possible. Whenever possible, please navigate to the section of the course where the comment applies and open the comment. Global comments should be opened when making a comment that applies to the entire course. Examples include delivering image tracker spreadsheets or reporting an issue with the Paul Otellini video. For more information go to the File Sharing Site > Adaptation > Camp Guide

Question: Do I open a comment to update text?
Answer: Please do not ask the development team to make text edits. The only except to this is if you cannot find the text in the course. Examples are the menu, titles for screens, and splash opening page.

Question: My comment has a reply of "done", what do I do now?
Answer: Check that the issue is complete in the version delivered. If the issue is resolved, close the comment. If the issue is still present, reply and clarify the issue or give a screen shot. On how to close a comment go to the File Sharing Site > Adaptation > Camp Guide

Question: How can I get a list of all the open comments?
Answer: Login to CAMP and click on the "Reports" tab in the upper left-hand corner. Then, select the course you wish to view and the dates you have submitted comments and run the report. CAMP includes the option to export the comments report as an Excel (.xls) file.

Question: Can I change the resource file names into a local language?
Answer: You can change the file name but it is not recommended. If you do wish to change the file name, <u>do not</u> change the numerical prefix for each resource file. The numerical prefix must remain an-is. If you do wish to change the file name, you will need to:

     a. Upload the new resources to CAMP
     b. Update every link in the content in either the widgets or translation sheet in CAMP
     c. Navigate to the resource section under interface files and for each resource file browse to the new file and save

Question: What is the difference between FSS and CAMP?
Answer: CAMP is the Cairo IT Asset Management Portal. CAMP is an online system for delivering assets and providing feedback *only* for the Intel® Teach Elements courses during development. File Sharing contains adaptation guides and production files for Intel® Teach Program courses and Intel® Education resources.

Question: What is the text url?
Answer: The text url is a Web site where you can view updates in real time after entering text changes in CAMP s o you can ensure accuracy and validate.

Question: What aren't the changes I made in CAMP showing in the Text Url?
Answer: Ensure you are using Firefox, the only supported browser. If you are using Firefox and are still not seeing your text changes in the Text URL, please take a screen shot of the Text URL of the screen not refreshing and the location of the correct text in CAMP to Laurye Clampitt (laura.m.clampitt@intel.com).

Recommendations:

Here are a few recommendations that we encourage you to keep in mind during translation:

- **Screen ID -** to view the e-learning screen ID for a course, you will need to use different keys depending on if you are using Windows or Mac. This number shows the Module, Lesson, Activity, and screen (example: asst_m2_l2_a1_01.xml). These numbers are important for identification of specific screens in the content scripts and identifying changes in your review.

  - o (Windows) press the F + PgUp keys
  - o (Mac) press function (fn) + F + Up arrow key

- **Resource Files –** Be sure to carefully review the *File Translation List*, which identifies:

  - o How the files need to be saved and output (as MS Word files or PDFs)
  - o Which files have been re-purposed from other projects (such as the *Essentials Course, Assessing Projects,* or *Thinking with Technology*); you may already have localized versions to use.

- **Unit Plans –** Most courses and resources makes reference to a number of unit plans like those found in ***Designing Effective Projects****.* Rather than reference the US course, you'll want to be sure to reference your own unique unit plans. When a unit plan is referenced within a course it will be indicated within the Adaptation File List.