

# **(Re)Using Free Online Educational Resources on the [SkillsCommons.org](https://www.skillscommons.org) Repository: Part 2 – Makeover**

U.S. Department of Labor  
Employment & Training Administration

**November 17, 2016**

## Participant Poll

Which best describes your organizational affiliation?

- Community or technical college
- Other educational institution
- Local workforce development entity
- Other non-profit workforce training entity
- For-profit workforce training entity
- Other (please enter in chat box)



## Participant Poll

Which best describes your relationship to TAACCCT Grants?

- I work(ed) on a TAACCCT grant
- Others at my organization have/had TAACCCT grant(s)
- We don't have a TAACCCT grant
- What is TAACCCT?



## Participant Poll

Which best describes your experience with OER?

- I have used OER
- I would like to learn how to use OER
- What is OER?



## Participant Poll

Which best describes your experience with a Makeover of OER from SkillsCommons?

- We are interested in creating a Makeover of OER from SkillsCommons
- We are in the process of creating a Makeover of OER from SkillsCommons
- We have created a Makeover of OER from SkillsCommons and/or other sources

Please share a little more about your answer in the chat window



# Presenters

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- **Cheryl Martin, Moderator**
  - Program Manager, TAACCCT Grants
- **Rick Lumadue, & Jeff Kahn, Presenters**
  - SkillsCommons (California State University-MERLOT)

# Trade Adjustment Assistance Community College and Career Training (TAACCCT)

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TAACCCT is an investment of

**\$1.9 BILLION**  
**AWARDED OVER 4 YEARS**

impacting 62% of the nation's community colleges.

.....

**GOAL**

**Design innovative and effective programs that address specific industry needs and lead to improved learning, completion and career outcomes for TAA-eligible workers and other adults.**

# Agenda

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- SkillsCommons Makeover strategy
- Showcases of Makeovers
- Learn how to get connected with a technology company to create a customized Makeover of OER for your Project



# Why Would You Be Interested in a Makeover?

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You Have Programmatic Needs to Find:

**FREE** instructional materials for workforce development

**QUALITY** materials that enable people to learn job-driven skills and knowledge

# Goal

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You Want to Improve and Customize the  
OER to Meet Your Needs



# Creative Commons License

## Support Center

Need Assistance? Please choose from the options below or contact us at [support@skillscommons.org](mailto:support@skillscommons.org)



Contribute & Manage Materials



Creative Commons  
Licensing Requirements



Accessibility Requirements



Discover Materials



Revise & Reuse Materials  
(How To)



Makeover Materials  
(How To)



Frequently Asked Questions



Assuring the Quality of  
Online and Hybrid Courses



Enabling Others to  
Reuse Your Materials

### Search Support & Connect

type here...

### Quick Links

- [Accessibility Requirements](#)
- [CC-BY License Requirements](#)
- [Editing Submissions](#)
- [How To Closeout My Grant](#)
- [How To Find Materials](#)
- [Learning Resources & Program Support Materials - What's the difference?](#)
- [Prepare Materials to Upload](#)
- [Subject Matter Experts](#)

### Recent FAQs

Q: I am reusing material I found on SkillsCommons, how do I give proper attribution using the CC-BY license?

Q: What are the recommended file formats for digital assets that will be uploaded to SkillsCommons?

Q: Do we need to include the Disclaimer of the U.S. Department of Labor as the Funder of the Project on the materials we are uploading to SkillsCommons?

Q: What material is required to be uploaded to SkillsCommons?

Q: What is the Creative Commons licensing requirement for a course that is a mix of content developed using TAACCT grant funds with existing content that was not developed with TAACCT grant funds? Are we required to apply a CC-BY license and upload all the course content to SkillsCommons or just the portion developed with TAACCT grant funds?

“The purpose of the **CC BY licensing** requirement is to ensure that materials developed with funds provided by these grants result in work that can be *freely reused and improved by others.*”

# Creative Commons Attribution Statement

## Revise & Reuse Open Educational Resources

[Home](#) > [Revise & Reuse Open Educational Resources](#)

[Support Center Home](#)

The CC BY Creative Commons license on SkillsCommons materials provides opportunities for other grantees, other institutions and other users to revise and reuse the materials in a variety of ways to create “derivative works” that could better serve the needs of different learners in different contexts with different technologies.

## Guides and Use Cases for Reuse

### FORMS OF REUSE AND DERIVATIVE WORKS: UNDERSTANDING THE POWER OF THE CC BY LICENSE [Listen](#)

This user guide provides a wide range of illustrations of reuse and derivative works that can help you realize the reusable value of your materials.

### USE CASE FOR A CAMPUS PROGRAM MANAGER REUSING MATERIALS IN SkillsCommons [Listen](#)


This user guide provides you a story (“use case”) about how a community college program manager needs to create a workforce development certificate in foundational math skills for a local construction company and the use of materials in SkillsCommons.org to achieve their goals quickly and inexpensively.

### GUIDE FOR ATTRIBUTION OF CC-BY LICENSED MATERIAL FOR DERIVATIVE WORKS [Listen](#)

This guide provides you with a template and examples for proper attribution of CC-BY licensed material that is a derivative of another’s material.

- [OPEN Attribution Builder](#) is a free online Attribution Builder available from Washington State Board for Community and Technical Colleges (SBCTC). SBCTC built this Attribution Builder as part of their involvement with Creative Commons in providing support for TAACCCT grantees.

# Open Attribution Builder

about

**Title** ?

**URL:**

**Author** ?

**URL:**

**+ Organization** ?

**+ Project** ?

**Attribution** ?

**License** ?

Choose a license...

- Attribution (CC BY)
- Attribution-ShareAlike (CC BY-SA)
- Attribution-NoDerivs (CC BY-ND)
- Attribution-NonCommercial (CC BY-NC)
- Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)
- Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)
- Public Domain (General)
- Public Domain (CC0)

**Version**

**This work is a derivative** ?

**URL:**

[clear and start over](#)

Open Attribution Builder is licensed under [CC BY 4.0](#). Managed by [WA SBCTC](#). 


Check out the [Open Washington website](#) for more open educational resources

# SkillsCommons: TAACCCT Library of Free OER

HOME ABOUT BROWSE - CONTRIBUTE SUPPORT CONNECT SHOWCASES CONTACT LOGIN

SKILLS COMMONS  
open for learning


Search  Go!





Welcome to SkillsCommons  
We're open for learning.


[Learn More About Us](#)


|| <> ●○○○


  
**Browse by Industry**  
Know your industry? You can browse for materials by specific industry sectors here.  
[Browse »](#)

  
**Showcases**  
Explore selected TAACCCT projects and see how institutions have reused, repurposed and made over SkillsCommons materials.  
[View »](#)

  
**Support Center Services**  
Get off to a good start with the SUPPORT Center. Get good help on planning and implementing your strategies for designing and delivering your TAACCCT project.  
[Support »](#)

  
**Connect with Communities**  
Looking to get connected with TAACCCT projects, colleges in workforce sectors, industry organizations, and technology companies? The CONNECT Center provides social media channels, resources, and online community services!  
[Connect »](#)


  
**Browse by Grant Project**  
Over 700 institutions across the country are contributing learning resources to the repository. You can also browse by institution.  
[Browse »](#)

  
**Contribute Course Materials**  
TAACCCT Grantees can upload their open educational resources individually or using the batch uploader.  
[Contribute »](#)

EXPLORE FREE and OPEN educational resources in WORKFORCE DEVELOPMENT

Use our interactive INDUSTRY WHEEL to locate materials that are FREE and OPEN for you to use!

[Explore »](#)



# SkillsCommons Makeover Strategy

## Technology Partnerships

Home > Technology Partnerships

[Back to Connect Center](#)

SkillsCommons facilitates partnerships between technology companies and TAACCCT grantees to help TAACCCT grantees achieve their goal of designing and delivering technology enhanced curriculum that accelerates and improves the development of job-driven workforce development skills.



Are you a Tech Company looking to

Connect with TAACCCT Grantees?

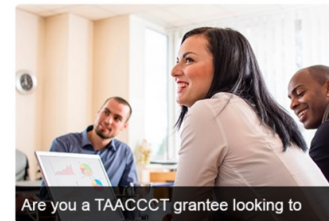
[Connect](#)



Are you a Tech Company looking to

Partner with SkillsCommons?

[Learn More](#)



Are you a TAACCCT grantee looking to

Connect with Tech Companies?

[Connect](#)

## SkillsCommons Makeover Strategy

There are a number of opportunities for collaborations, partnerships, and business relationships that can be mutually beneficial for the TAACCCT program, the grantees, SkillsCommons, end-users, and companies.

SkillsCommons has implemented a **"Makeover Strategy"** to demonstrate how the open educational resources (OER with CC BY licenses) produced by the grant projects can be revised and used in innovative ways to improve the qualities and capabilities of the instructional materials and enable successful learning. SkillsCommons has invited technology companies to participate in the Makeover Strategy and:

- **Demonstrate** how their technologies and services can be powerful instruments to "makeover" the OER and produce higher quality and innovative resources.
- **Showcase** makeovers of grantee's materials on the SkillsCommons website, along with information about the company's products and services.
- **Jointly Market** the makeovers as exemplary practices through a variety of communication channels and strategies, including: social media, print media, webinars, and face-to-face sessions.
- **Participate** in the Online Learning Consortium/MERLOT INNOVATE Conference (April 5-7, 2017) and other TAACCCT or TAACCCT related conferences to deliver face-to-face workshops and engagements with TAACCCT and non-TAACCCT grantees on how to apply their technologies in a makeover process.

The opportunity to participate in the SkillsCommons Makeover Strategy is open to all technology companies. To become a SkillsCommons Makeover Affiliate or Partner, the company has to submit a proposal and evidence that their services enable a TAACCCT grantee to meet the SGA requirements for accessibility, UDL, interoperability, quality assurance, innovations, improvement in learning, acceleration in development of workforce development skills.

## Participant Poll

Have you used the free online educational resources on [skillscommons.org](http://skillscommons.org)?

Yes

No





# Find & Review SkillsCommons OER

HOME ABOUT BROWSE CONTRIBUTE SUPPORT CONNECT SHOWCASES CONTACT LOGIN

SKILLS COMMONS  
open for learning

GRANT PROJECTS  
MATERIAL TYPE  
CREDENTIAL TYPE  
INSTITUTION  
INDUSTRY  
INDUSTRY (WHEEL)

Search

**Explore**  
Browse learning materials in Health Care, Manufacturing, Construction, and more.



## Browse by Industry

Know your industry? You can browse for materials by specific industry sectors here.



## Showcases

Explore selected TAACCCT projects and see how institutions have reused, repurposed and made over SkillsCommons materials.



## Support Center Services

Get off to a good start with the SUPPORT Center. Get good help on planning and implementing your strategies for designing and delivering your TAACCCT project.



## Connect with Communities

Looking to get connected with TAACCCT projects, colleges in workforce sectors, industry organizations, and technology companies? The CONNECT Center provides social media channels, resources, and online community services!



## Browse by Grant Project

Over 700 institutions across the country are contributing learning resources to the repository. You can also browse by institution.



## Contribute Course Materials

TAACCCT Grantees can upload their open educational resources individually or using the batch upload.

## Participant Poll

Which best describes the Industry Sector of your workforce development program or your area of interest?

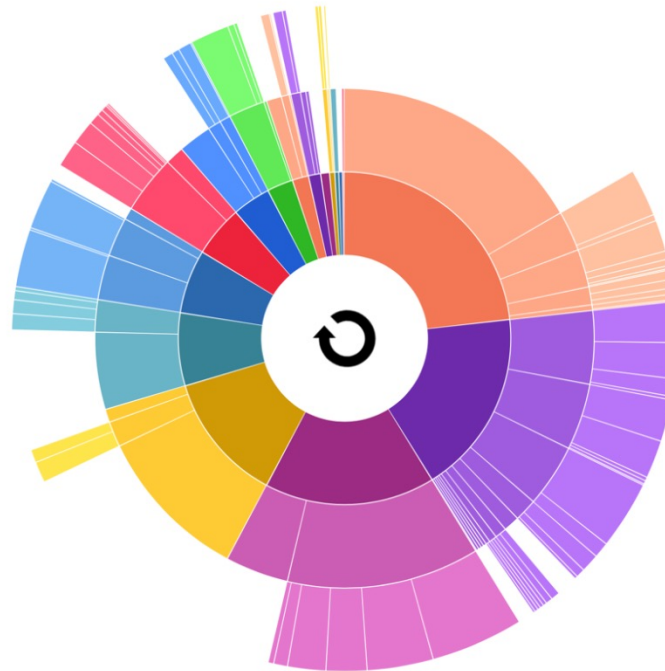
- Manufacturing
- Healthcare
- Information Technology
- Energy
- Transportation
- Other (please enter in chat box)



# Browsing by Industry

## Explore SkillsCommons By Industry

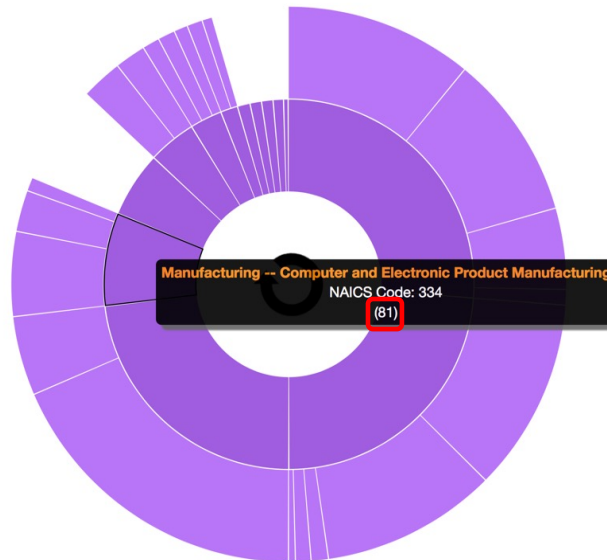
- Click on a section of the wheel to get an expanded presentation of that specific industry.
- Click on the name in the pop-up box to get a list of the materials for that industry.
- An [accessible version](#) is also available.



# Browsing by Industry

## Explore SkillsCommons By Industry

- Click on a section of the wheel to get an expanded presentation of that specific industry.
- Click on the name in the pop-up box to get a list of the materials for that industry.
- An [accessible version](#) is also available.



# Browsing by Industry

HOME ABOUT BROWSE ▾ CONTRIBUTE SUPPORT CONNECT SHOWCASES CONTACT LOGIN

**SKILLS COMMONS**  
open for learning

Search

Home > Browse by Industry

Browse all of SkillsCommons

- Grant Projects
- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

Statistics

- Most Popular Items
- Most Popular Material Types

## Browsing by Industry

- Developmental Education (1659)
- [11] Agriculture, Forestry, Fishing and Hunting (88)
  - [11] Agriculture, Forestry, Fishing and Hunting (54)
    - [111] Crop Production (28)
      - [1111] Crop Production (24)
      - [1113] Fruit and Tree Nut Farming (4)
    - [112] Animal Production and Aquaculture (6)
- [21] Mining, Quarrying, and Oil and Gas Extraction (342)
  - [21] Mining, Quarrying, and Oil and Gas Extraction (42)
    - [212] Mining (except Oil and Gas) (160)
      - [212] Mining (except Oil and Gas) (6)
      - [2121] Coal Mining (154)
    - [211] Oil and Gas Extraction (140)
      - [211] Oil and Gas Extraction (7)
      - [2111] Oil and Gas Extraction (133)
- [22] Utilities (140)
  - [22] Utilities (10)
  - [221] Utilities (130)
    - [221] Utilities (9)
    - [2211] Electric Power Generation, Transmission and Distribution (104)
    - [2213] Water, Sewage and Other Systems (17)
- [23] Construction (205)
  - [23] Construction (119)
  - [236] Construction of Buildings (39)
    - [236] Construction of Buildings (35)
    - [2361] Residential Building Construction (4)
  - [238] Specialty Trade Contractors (47)
    - [238] Specialty Trade Contractors (27)
    - [2389] Other Specialty Trade Contractors (20)
- [33] Manufacturing (990)
  - [339] Miscellaneous Manufacturing (225)
    - [339] Miscellaneous Manufacturing (183)
    - [3399] Other Miscellaneous Manufacturing (42)
  - [333] Machinery Manufacturing (237)
    - [333] Machinery Manufacturing (102)
    - [3335] Metalworking Machinery Manufacturing (112)
    - [3339] Other General Purpose Machinery Manufacturing (10)
    - [3332] Industrial Machinery Manufacturing (9)
    - [3334] Ventilation, Heating, Air-Conditioning, and Commercial Refrigeration Equipment Manufacturing (4)
  - [332] Fabricated Metal Product Manufacturing (261)
    - [332] Fabricated Metal Product Manufacturing (109)
    - [3327] Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing (98)

# Browsing by Industry

- [325] Chemical Manufacturing (11)
- [311] Food Manufacturing (10)
- [337] Furniture and Related Product Manufacturing (10)
- [326] Plastics and Rubber Products Manufacturing (28)
  - [326] Plastics and Rubber Products Manufacturing (10)
  - [3262] Rubber Product Manufacturing (10)
  - [3261] Plastics Product Manufacturing (8)
- [335] Electrical Equipment, Appliance, and Component Manufacturing (9)
- [324] Petroleum and Coal Products Manufacturing (15)
  - [324] Petroleum and Coal Products Manufacturing (6)
  - [3241] Petroleum and Coal Products Manufacturing (9)
- [321] Wood Product Manufacturing (4)
- [49] Wholesale Trade (65)
  - [493] Warehousing and Storage (35)
    - [493] Warehousing and Storage (10)
    - [4931] Warehousing and Storage (25)
  - [441] Motor Vehicle and Parts Dealers (19)
  - [484] Truck Transportation (11)
- [51] Information (695)
  - [51] Information (557)
  - [519] Other Information Services (91)
    - [519] Other Information Services (35)
    - [5191] Other Information Services (56)
  - [518] Data Processing, Hosting, and Related Services (47)
- [52] Finance and Insurance (20)
- [54] Professional, Scientific, and Technical Services (914)
  - [54] Professional, Scientific, and Technical Services (226)
  - [541] Professional, Scientific, and Technical Services (688)
    - [541] Professional, Scientific, and Technical Services (248)
    - [5415] Computer Systems Design and Related Services (177)
    - [5417] Scientific Research and Development Services (109)
    - [5419] Other Professional, Scientific, and Technical Services (102)
    - [5413] Architectural, Engineering, and Related Services (37)
    - [5416] Management, Scientific, and Technical Consulting Services (15)
- [55] Management of Companies and Enterprises (47)
- [56] Administrative and Support and Waste Management and Remediation Services (21)
  - [562] Waste Management and Remediation Services (21)
- [61] Educational Services (275)
  - [61] Educational Services (67)
  - [611] Educational Services (208)
    - [611] Educational Services (16)
    - [6113] Colleges, Universities, and Professional Schools (72)
    - [6112] Junior Colleges (65)
    - [6115] Technical and Trade Schools (30)
    - [6114] Business Schools and Computer and Management Training (15)
    - [6117] Educational Support Services (5)
    - [6111] Elementary and Secondary Schools (5)

# Refine Search Results

HOME ABOUT BROWSE + CONTRIBUTE SUPPORT CONNECT SHOWCASES CONTACT LOGIN

SKILLS COMMONS  
open for learning

Home > Search

industry: "Manufacturing" search

Advanced search

Results 1-10 of 1008 sort by: relevance | newest first | oldest first

**Industry**

- Manufacturing – Miscellaneous Manufacturing (339) (184)
- Manufacturing – Fabricated Metal Product Manufacturing (332) (108)
- Manufacturing – Machinery Manufacturing – Metalworking Machinery Manufacturing (3330) (104)
- Manufacturing – Machinery Manufacturing (333) (102)
- Manufacturing – Fabricated Metal Product Manufacturing – Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing (3327) (83)
- Manufacturing – Primary Metal Manufacturing (331) (83)
- Manufacturing – Computer and Electronic Product Manufacturing – Navigational, Measuring, Electromedical, and Control Instruments Manufacturing (3345) (47)
- Manufacturing – Fabricated Metal Product Manufacturing – Architectural and Structural Metals Manufacturing (3323) (47)
- Manufacturing – Miscellaneous Manufacturing – Other Miscellaneous Manufacturing (3399) (45)
- Manufacturing – Computer and Electronic Product Manufacturing (334) (24)
- View More

**Material Type**

- Hybrid/Blended Course (218)
- Syllabus (124)
- Collection (119)
- Recruitment and Outreach (114)
- Animation (102)
- Program (82)
- Instructor and/or Advisor/Case Manager Support Materials (85)
- Other (78)
- Program Planning Resources (70)
- Quiz/Test (70)
- View More

**Program Type**

- Certificate (808)
- Associate Degree (426)
- Stacked/Latent Credential Model (266)
- Credential (132)
- Diploma (112)
- None (72)
- Bachelor Degree (15)
- Other (15)
- II (4)

**Institution**

- Wallace State Community College - Hancockville (83)
- Community College System of New Hampshire (55)
- Spokane Community College (52)
- Central Community College (31)
- Front Range Community College (31)
- Metropolitan Community College (27)
- Des Moines Area Community College (22)

**MFG124 Introduction to Industrial Blueprint Reading**  
Assignment  
Manchester Community College  
First course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning practices for hole, chambers, angle, tapers, key ways diameters and radii. Also, geometric tolerancing and dimensioning is co . . .

**MFG105 Mathematics for Manufacturing**  
Assignment  
Manchester Community College  
Second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular, and irregular polygons, the right triangle and oblique triangles. The applica . . .

**MTT 249: Introduction to CAM**  
Online Course  
Orangeburg-Calhoun Technical College  
MTT 249: Introduction to CAM – Module 1/Plasma CAM, Module 2/AutoDesk Inventor, Module 3: Mastercam

**COM 100: Workplace Communication**  
Hybrid/Blended Course  
Emily Griffith Technical College  
Hybrid-blended course covering topics that teach students how to communicate effectively in the workplace. Includes listening, speaking, reading, and writing, and emphasizes the importance of these four modes of communication in the workplace.

**Manufacturing**  
Collection  
Clackamas Community College  
Manufacturing

**Mechatronics Institute Syllabi**  
Syllabus  
Ivy Tech Community College  
Mechatronics Institute Syllabi

**MET 4370 - Advanced Composite Structures: Design, Damage, Repair and Testing**  
Hybrid/Blended Course  
Metropolitan State University-Denver  
This lecture/laboratory course is the introduction of the student to the characterization methods for the anisotropic properties of advanced composite materials consisting of high performance fibers suspended in polymeric matrices. This course includes study and practical application of design, dama . . .

**MTT 121- Machine Tool Theory**  
Online Course  
Central Carolina Technical College  
MTT 121- Machine Tool Theory – Module 1/Introduction to Machining, Module 2/Safety in Industry, Module 3/Comparison Measurement, Module 4/Precision Measurement, Module 5/Layout Techniques, Module 6/Hand Tools, Module 7/Sawing, Module 8/Hole-Making Operations

**Welding**  
Collection  
Clackamas Community College  
Welding

**Curriculum with Competency Profiles that meet Industry Needs for Advanced Systems Technology by Washburn Institute of Technology**  
Collection  
Washburn Institute of Technology  
Curriculum for the Advanced Systems Technology program which includes course descriptions, competencies, and outcomes.

1 2 3 4 101 Next Page . . .

# Description of Content

HOME ABOUT BROWSE ▾ CONTRIBUTE SUPPORT CONNECT SHOWCASES CONTACT LOGIN


**SKILLS COMMONS**  
open for learning


Home > Air Washington > Learning Resources Collection > View Item

Search

## Direct Current Lab Electricity - SkillsCommons Large File Makeover Example

In this lab experiment, the student will connect a simple series DC circuit then take measurements for resistance, voltage, and current with a digital multimeter (DMM) and an analog volt-ohm-milliammeter (VOM). This material was extracted from a course zip file also located in SkillsCommons to illustrate the Large File Makeover process. See the "Derivative Work from Other's Material" field below to view the original submission.

 [DC Lab\\_Electricity\\_rev03.pdf](#) (586 KB)

 [DC-Lab\\_Electricity\\_rev03](#) (1 MB)

Did you download this item? We value your feedback, and it'll only take a minute

**Date:**  
2014

**Primary Material Type:**  
Tutorial

**Institution:**  
Spokane Community College

**Project Name:**  
Air Washington

**TAACCCT Round:**  
1

### Industry / Occupation

**Industry Sector:**  
Manufacturing -- Computer and Electronic Product Manufacturing -- Navigational, Measuring, Electromedical, and Control Instruments Manufacturing (3345)

**Occupation:**  
Installation, Maintenance, and Repair Occupations -- Avionics Technicians(49-2091)

### Education / Instructional Information

**Instructional Program:**  
Engineering Technologies/Technicians (15)

**Browse all of SkillsCommons**

- Grant Projects
- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

**Browse this Collection**

- Material Type
- Credential Type
- Institution
- Industry
- Industry (Wheel)

**Statistics**

- Most Popular Items
- Most Popular Material Types



# A Makeover Example

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# What is a Makeover?

## Makeover OER Materials

Home > Makeover OER Materials

[Support Center Home](#)

### What is a Makeover?

#### Definition

**Makeover** = Innovative technologies that have been applied to the original material(s) to transform them into more usable, UDL, and effective resources(s). Edits to the branding, scope, and sequence are made to the original content as well.

#### Example:

**Original Material:** [Electronics/Avionics](#) - This original material submitted to SkillsCommons by the Air Washington grant project consisted primarily of MS Word and PDF documents.

**Makeover Material:** [Electricity Makeover](#) - The SoftChalk authoring platform was used to makeover the original MS Word and PDF documents into more interactive and significantly more accessible learning materials that could accelerate students' learning.



[Accessible version of this video](#)

#### Makeover Showcase

Looking for more examples of Makeovers? Check out the [Makeover Showcase!](#)

### Types of Makeovers

Makeovers can be divided into two types. Content Makeovers and Packaging and Delivery Makeovers. Below you will find examples of how to implement these different types of makeovers.

#### Content Makeovers

Content Makeovers can be implemented to improve material by introducing more accessible forms of material, implement an interactive layout and improve content navigation, just to name a few. Below are two examples outlining content makeovers.

- [Adding interactivity](#) - Creating Interactive Learning Experiences from Word Docs: Applied SoftChalk authoring platform to transform Word docs and PDF's into more interactive and significantly more accessible learning materials that could accelerate students' learning
- [Applying Universal Design for Learning \(UDL\) principles](#) - Improving a PDF Newsletter making it more engaging, improving accessibility, incorporating interactivity and adding responsive design.

#### Packaging and Delivery Makeovers

Packaging and Delivery Makeovers are makeovers that change how content can be moved around, consumed and deployed. Below are four examples of packaging and delivery makeovers.

- [Leveraging Your Learning Management System](#) - Organizing TAAACCT OER into a convenient and instructional organized learning management system that enables immediate use of the learning materials. Applied the Blackboard Learn product to enable easier navigation and discovery.
- [Converting to an eBook](#) - Creating a user-friendly eBook from Word doc's and PDFs. Applied the VitaSource ePub platform using an open source tool to transform Word docs and PDF's into an eBook format with all the search and annotation capabilities.
- [Moving video to hosting](#) - Demonstrating how submissions that capture and preserve large video files should also provide a link to a hosted form of the video.

# Benefits of Makeovers

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Reduce Production Time  
and Financial Costs

# DIY Makeovers

## How do I make sure that I design a good online learning experience?



### Assuring the Quality of Online & Hybrid Courses

Home > Assuring the Quality of Online & Hybrid Courses

[Support Center Home](#)

The resources below provide information, evaluation rubrics, and access to experts that can support your team's design of high quality teaching and learning within online and hybrid courses. The California State University has organized all these sources for you to use as a "one-stop-shop" for information about [quality assurance strategies for online and hybrid courses](#). The California State University also has developed and implemented a free quality assurance evaluation rubric for online and hybrid courses ([Quality Online Learning and Teaching, QOLT](#)) over the last 4 years that you can use to guide and assess the quality of your TAACT OER courses.

Download the QOLT Rubric below and use it to evaluate your online or hybrid course. You can then upload the completed rubric in SkillsCommons as evidence of the quality of the instructional design of your OER.

- [Quality Online Learning and Teaching \(QOLT\) Instrument](#)   [Listen](#)

There are nationally recognized quality assurance organizations that you can join to support designing quality instruction into your programs. These organizations provides excellent professional development programs and well-researched and reliable rubrics for evaluating the quality of online and hybrid courses.

- [Quality Matters: A National Benchmark for Online Course Design](#)
- [Online Learning Consortium and their Quality Scorecard program](#)
- [University Professional and Continuing Education Association \(UPCEA\) Hallmarks of Excellence In Online Leadership](#) 



# DIY Makeovers

## How do I make sure that the materials are accessible? (Section 508 compliant)?

### Accessibility Requirement Guidelines

[Home](#) > Accessibility Requirement Guidelines

[Support Center Home](#)

### Satisfying the Accessibility Requirements

The California State University and MERLOT (Multimedia Educational Resources for Learning and Online Teaching) developed a set of accessibility “checkpoints” to help TAACCT grantees evaluate the accessibility of their contributions of Open Educational Resources (OER) to the TAACCT repository, SkillsCommons. CAST, a partner in the TAACCT Learning Network and the [CSU Accessible Technology Initiative](#) contributed the references and support resources to help TAACCT grantees learn how best to design, evaluate, and remediate their Open Educational Resources (OER) to maximize the accessibility of the learning resources for all.

### Accessibility Checkpoints and Instruction Guide



[The Accessibility Checkpoints](#)    [Listen](#)

These checkpoints are meant to guide your TAACCT grant team in their evaluation of the accessibility of the educational materials your grant produced. Once completed, this document should be uploaded to the repository along with the corresponding material.



[Instruction Guide for Completing the Accessibility Checkpoints](#)    [Listen](#)

This instruction guide provides “reference materials” for each criteria which should help your team reliably learn and apply the checkpoints for your contributions to the SkillsCommons repository. Most of the resources are comprehensible by faculty and instructional designers and a few resources are much more technically oriented (e.g. structural mark-up section).

### Additional Accessibility Guides & Resources

# TAACCCT Standards for OER in SkillsCommons




## Completing & Closing Out Your Grant

[Home](#) > [Completing & Closing Out Your Grant](#)

[Support Center Home](#)













There are many SGA (Service Grant Agreement) requirements that need to be completed by the end of your grant period, including those related to the materials contributed to the SkillsCommons repository. To support Grantees documenting their completion of these requirements, SkillsCommons will provide templates for grantees to voluntarily summarize the satisfaction of the requirements.

### Guides for Grant Project Managers

- [Guidance for Grant Project Managers Assessing Contributions](#)   [Listen](#) 

### SGA Voluntary Templates

Complete the templates below and upload the completed document into SkillsCommons, within your program support materials collection.

- [Accessibility of grant-created instructional content](#)    [Listen](#)
- [Creative Commons licensing of grant-created content](#)    [Listen](#)
- [Subject matter experts' reviews of grant-created content and industry partner participation](#)    [Listen](#)
- [Using Industry-leading e-learning open standards & specifications for meta-data for packaging grant-created content](#)    [Listen](#)

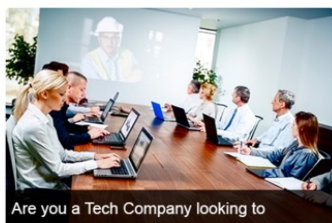
# Professional Makeovers

## Technology Partnerships

Home > Technology Partnerships

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SkillsCommons facilitates partnerships between technology companies and TAACCCT grantees to help TAACCCT grantees achieve their goal of designing and delivering technology enhanced curriculum that accelerates and improves the development of job-driven workforce development skills.



Are you a Tech Company looking to

Connect with TAACCCT Grantees?

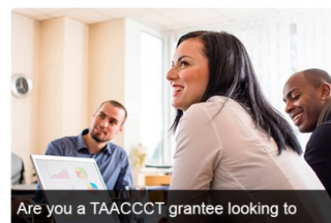
[Connect](#)



Are you a Tech Company looking to

Partner with SkillsCommons?

[Learn More](#)



Are you a TAACCCT grantee looking to

Connect with Tech Companies?

[Connect](#)

## SkillsCommons Makeover Strategy

There are a number of opportunities for collaborations, partnerships, and business relationships that can be mutually beneficial for the TAACCCT program, the grantees, SkillsCommons, end-users, and companies.

SkillsCommons has implemented a "Makeover Strategy" to demonstrate how the open educational resources (OER with CC BY licenses) produced by the grant projects can be revised and used in innovative ways to improve the qualities and capabilities of the instructional materials and enable successful learning. SkillsCommons has invited technology companies to participate in the Makeover Strategy and:

- **Demonstrate** how their technologies and services can be powerful instruments to "makeover" the OER and produce higher quality and innovative resources.
- **Showcase** makeovers of grantee's materials on the SkillsCommons website, along with information about the company's products and services.
- **Jointly Market** the makeovers as exemplary practices through a variety of communication channels and strategies, including: social media, print media, webinars, and face-to-face sessions.
- **Participate** in the Online Learning Consortium/MERLOT INNOVATE Conference (April 5-7, 2017) and other TAACCCT or TAACCCT related conferences to deliver face-to-face workshops and engagements with TAACCCT and non-TAACCCT grantees on how to apply their technologies in a makeover process.

The opportunity to participate in the SkillsCommons Makeover Strategy is open to all technology companies. To become a SkillsCommons Makeover Affiliate or Partner, the company has to submit a proposal and evidence that their services enable a TAACCCT grantee to meet the SGA requirements for accessibility, UDL, interoperability, quality assurance, innovations, improvement in learning, acceleration in development of workforce development skills.

# Types of Makeovers

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## Types of Makeovers

Makeovers can be divided into two types. Content Makeovers and Packaging and Delivery Makeovers. Below you will find examples of how to implement these different types of makeovers.

### Content Makeovers

Content Makeovers can be implemented to improve material by introducing more accessible forms of material, implement an interactive layout and improve content navigation, just to name a few. Below are two examples outlining content makeovers.

- [Adding interactivity](#) – Creating Interactive Learning Experiences from Word Docs: Applied SoftChalk authoring platform to transform Word docs and PDF’s into more interactive and significantly more accessible learning materials that could accelerate students’ learning
- [Applying Universal Design for Learning \(UDL\) principles](#) – Improving a PDF Newsletter making it more engaging, improving accessibility, incorporating interactivity and adding responsive design.

### Packaging and Delivery Makeovers

Packaging and Delivery Makeovers are makeovers that change how content can be moved around, consumed and deployed. Below are four examples of packaging and delivery makeovers.

- [Leveraging Your Learning Management System](#) – Organizing TAACCCT OER into a convenient and instructional organized learning management system that enables immediate use of the learning materials. Applied the Blackboard Learn product to enable easier navigation and discovery.
- [Converting to an eBook](#) – Creating a user-friendly eBook from Word doc’s and PDFs. Applied the VitaSource ePub platform using an open source tool to transform Word docs and PDF’s into an ebook format with all the search and annotation capabilities.
- [Moving video to hosting](#) – Demonstrating how submissions that capture and preserve large video files should also provide a link to a hosted form of the video.
- [Converting to an Apple iBook](#) – Demonstrating the capability of enhancing the presentation of instructional content (MS Word Documents) and supporting materials (MS PowerPoint Presentations).

NOTE: These “makeover” examples are used to illustrate the potential for creating derivative works with vendors and their products of all types (open source and proprietary/ “small” and “large” applications). Showcasing these examples does not constitute an endorsement or preference for these vendors or products by SkillsCommons. SkillsCommons is developing a program to enable organizations, industries, institutions, and individuals to showcase their makeover examples.



# Content Makeover

## Interactive Content Makeover

Home > Interactive Content Makeover

[Back to Makeovers](#)

### About the Interactive Content Makeover

The goal of this makeover was to transform Word documents that students would read into more interactive learning experiences. Documents used in this makeover were contributed by [Air Washington](#). Tools used in this makeover include [SoftChalk](#) for editing the content and [ReadSpeaker](#) for adding text-to-speech support. The makeover requirements were provided by SkillsCommons to SoftChalk consultants and the SoftChalk consultants implemented the design. The makeovers were supported by SkillsCommons and AirWashington.

### Creating Interactive Lessons for Learning with SoftChalk

The design guidelines provided to the SoftChalk consultants were:

- Apply consistent branding and licensing in the header and footer.
- Change to a "lesson" look and feel, which includes page navigation.
- Improve student engagement by introducing interactive exercises.
- Improve accessibility through integration with ReadSpeaker for text-to-speech.

### Before and After the Makeovers

We have 3 examples of different content from Air Washington we used in the makeover illustrations. All the makeovers have a text-to-speech capability.

#### Lab Safety & Equipment Use

PART 1 [Original Material](#) (BEFORE) | [Makeover Implemented](#) (AFTER) See page 4 of Makeover to review interactivity, embedded videos, & self-check assessment, and page 6 for an embedded quiz.





PART 2 [Original Material](#) (BEFORE) | [Makeover Implemented](#) (AFTER) See page 5 of Makeover to review interactivity & self-check assessment, and page 6 for embedded quiz.

#### Electricity

[Original Material](#) (BEFORE) | [Makeover Implemented](#) (AFTER)

### How To Implement a Makeover: Examples using SoftChalk

We asked the SoftChalk consultant to capture on video the process used to make the OER from AirWashington into an interactive learning experience for SkillsCommons. The following YouTube videos show the makeover process in detail

- [Creating the Electricity Lesson](#) [ video ]
- [Illustrating how a student would use the interactive lesson on Lab Safety and Equipment Use within a Learning Management System](#) (e.g. Desire to Learn) [ video ]
- [Improving the Design, Interactivity, and Integrity of Assessments](#)   [Listen](#)
- [Guide to SoftChalk Content Rebranding](#)   [Listen](#)

Some of the benefits of using SoftChalk to create the interactive learning experiences are:

- **Self-Check activities.** Use "QuizPoppers" and "Quiz Groups" to add comprehension questions to your lesson. QuizPopper questions can be added anywhere to allow the student to test their understanding of the lesson material. Seven types of questions are available: true/false, multiple choice, multiple answer, short answer, matching, ordering and essay. Students receive immediate feedback after answering questions
- **Text annotation.** Use "TextPoppers" to define terms, provide related information to the student, or as an interactive question and response activity. Creating TextPoppers in your lessons is quick and easy.



SoftChalk  
Phone: 877-638-2425  
Email: [learnmore@softchalk.com](mailto:learnmore@softchalk.com)  
Web: [www.softchalk.com](http://www.softchalk.com)



ReadSpeaker  
Paul B. Kim  
Business Development Manager  
Phone: (214) 504-5283  
Email: [paul.kim@readspeaker.com](mailto:paul.kim@readspeaker.com)  
Web : [www.readspeaker.com](http://www.readspeaker.com)

# Packaging and Delivery Makeover

## Learning Management System (LMS) Makeover

Home > Learning Management System (LMS) Makeover

[Back to Makeovers](#)

### About the Learning Management System Makeover

The goal of this makeover was to organize the vast array of instructional materials contributed by different grantees so that faculty and students could have more interactive learning experiences within a typical learning management system. Documents used in this makeover were submissions by various grantees.

Tools used in this makeover include [Blackboard Learn™](#) for ingesting and presenting the content. The makeover requirements were developed, implemented, and supported by [SkillsCommons](#).

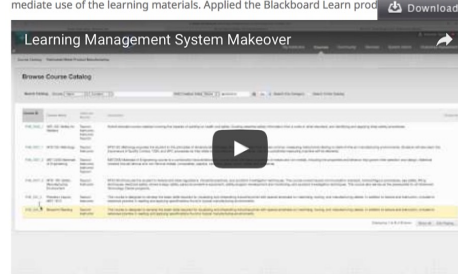
### Learning Management System (LMS) Makeover

**BEFORE THE MAKEOVER:** Here is a sample of the materials in SkillsCommons that provides you the Grantee's collection of materials that you can review and reuse but may not be in the most easily viewable formats.

- Institution: Mitchell Technical Institute
- Materials: Programmable Logic
- SkillsCommons files: <http://www.skillscommons.org/handle/taacct/2083>

#### AFTER THE MAKEOVER:

This video covers organizing TAACCT OER into a convenient and instructional organized learning management system that enables immediate use of the learning materials. Applied the Blackboard Learn procedure for navigation and discovery.



[Accessible version of this video](#)

Go to: <https://calstate-test.blackboard.com>

Log in as an Instructor or student

#### Instructor Account Credentials

Username: itaacctt  
Password: itaacctt

#### Student Account Credentials

Username: staacctt  
Password: staacctt

Click on Courses tab and then "COM\_8113\_3: Programmable Logic Controls" to see the materials presented in an LMS format.



**Blackboard**  
David Jero  
Strategic Account Executive  
North America Higher Education  
Phone: 925-705-5525  
Email: [david.jero@blackboard.com](mailto:david.jero@blackboard.com)  
Web: [www.blackboard.com](http://www.blackboard.com)

# Showcases

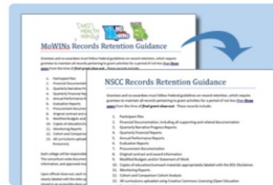
## Showcases

Home > Showcases



### Grant Project Showcase

Explore selected TAACCT grant projects by Industry that have significant contributions in SkillsCommons.



### Reuse Showcase

Explore a showcase of TAACCT material that has been reused by other TAACCT grantees and others.



### Makeover Showcase

Explore a showcase of TAACCT material that has been made over by other TAACCT grantees and others.



### Open CourseWare Showcase

Explore selected Collections of Open CourseWare Showcases submitted by TAACCT grantees.



### Project Outcomes Showcase

Explore the outcomes produced by the TAACCT grant projects and review the final program reports summarizing the workforce development benefits of the TAACCT grant projects.

# Makeover Showcases

## Makeover Showcase

Home > Makeover Showcase

[Back to Showcases](#)

Explore our Showcase of SkillsCommons materials that have been made over by others. These showcases demonstrate how you can transform and enhance OER materials created by TAAACCT grant recipients and others.

### What Are Makeovers?

Makeovers are major changes/modifications to SkillsCommons material using innovative technologies. These makeovers have been applied to original SkillsCommons materials transforming them into interactive, accessible materials.

### Examples of Makeovers

#### Content Makeovers

1. [Adding Interactivity](#)
2. [Applying Universal Design for Learning \(UDL\) Principles](#)

#### Packaging and Delivery Makeovers

1. [Converting WORD and PDF Documents to an eBook](#)
2. [Converting WORD and PPT Documents to an Apple eBook](#)
3. [Leveraging Your Learning Management System](#)

## Content Makeovers

### 1. Adding Interactivity

#### Transforming WORD docs into interactive learning experiences.

Documents used in this makeover were contributed by Air Washington. Tools used in this makeover include [SoftChalk](#) for editing the content and [ReadSpeaker](#) for adding text-to-speech support. The makeover requirements were provided by SkillsCommons to SoftChalk consultants and the SoftChalk consultants implemented the design. The makeovers were supported by SkillsCommons and AirWashington.

#### Lab Safety & Equipment Use

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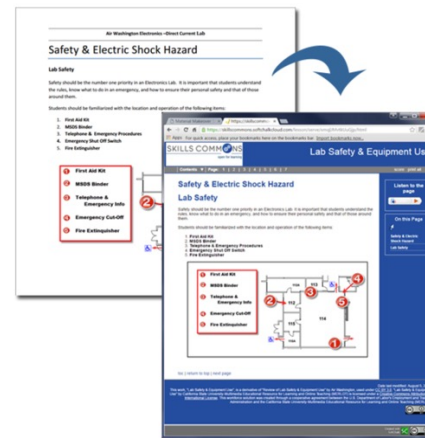
[PART 2 Original Material \(BEFORE\)](#) | [Makeover Implemented \(AFTER\)](#) See page 5 of Makeover to review interactivity & self-check assessment, and page 6 for embedded quiz.

#### Electricity

[Original Material \(BEFORE\)](#) | [Makeover Implemented \(AFTER\)](#)

#### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: Create an Interactive Content Makeover](#) page.



# Makeover Showcases

## 2. Applying Universal Design for Learning (UDL) Principles

### Enhancing a PDF Newsletter.

This makeover enhanced the PDF newsletter in the following ways:

- More engaging with graphically appealing display of concepts and icons (using pictures & graphics)
- Included close captioning for those who may not have access to audio capabilities
- Added interactivities like Click and learn
- Incorporated responsive design with multi-device support (HTML)

Original Material: [CHEO Newsletter March 2015](#) - PDF

Makeover of Material: [CHEO Newsletter March 2015](#)

### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: Apply Universal Design for Learning Principles Makeover](#) page.



## Packaging and Delivery Makeovers

### 1. Converting WORD and PDF Documents to an eBook

#### Transforming WORD documents into more interactive learning experiences.

Documents used in this makeover were contributed by [Air Washington](#). Tools used in this makeover include [Calibre](#), an open source application for ingesting content and converting it to an ePub and [VitalSource](#) for the ePub delivery. The makeover requirements were developed, implemented, and supported by [SkillsCommons](#).

Original Material: [Electronics/Avionics](#)

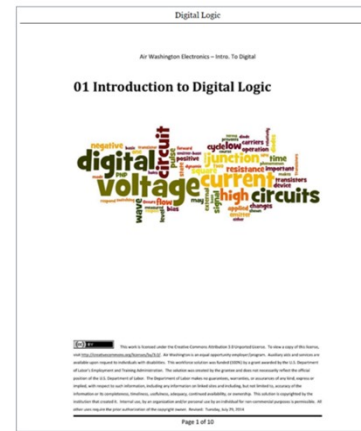
Makeover of Material: [Download ePub](#)

**How to view the ePub** - Note that these viewers offer the convenience of a browser, but may not provide as rich a reading experience as the native applications for Mac and Windows above.

- **MAC** - On a Mac you can use the iBooks application that comes with your operating system. Simply download the ePub and then open (or double-click on) the ePub file. This should launch iBooks and show the book.
- **Windows** - On Windows, there are a number of free eReader. One such product is [Adobe Digital Editions](#). Install the reader then download the ePub and open it in the reader.
- **Browsers** - You can also view an ePub in certain browsers such as Chrome or Firefox. You can find more information here: [How to Read ePub Ebooks on Firefox and Chrome \[Quicktip\]](#)
- **VitalSource Bookshelf Reader** - You can also use the VitalSource Bookshelf reader. This will be invoked when you visit the ePub Demo course within the LMS.

### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: eBook Makeover](#) page.



# Makeover Showcases

## 2. Converting WORD and PPT documents to an Apple iBook

### *Enhancing the presentation of instructional content.*

WORD documents and supporting PowerPoint materials are organized into an Apple iBook. These materials were part of the first module of a 5-credit course for a Healthcare Database Management and Design Certificate Program. The materials were originally submitted as part of a 25MB zipped file of Word Documents and PowerPoint Presentations. These materials were submitted by Pierce College of the CHEO Grant Project.

**Original Material:** [Healthcare Database Management and Design](#)

**Makeover of Material:** [IT Certificate in Healthcare iBook](#)



IT Certificate in Healthcare Database Management and Design: Module 1  
Rick Lurmadue, PhD

The focus of the book is based on Module 1 of the Certificate in Healthcare Database Management and Design for a five credit course in business analysis.

Released: November 23, 2015

### How to View the iBook

This book is available for download with iBooks on your Mac or iOS device. Multi-touch books can be read with iBooks on your Mac or iOS device. Books with interactive features may work best on an iOS device. iBooks on your Mac requires OS X 10.9 or later.

### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: iBook Makeover](#) page.



## 3. Leveraging Your Learning Management System

### *Organizing a vast array of instructional materials.*

Materials contributed by different grantees can be organized so that faculty and students can have more interactive learning experiences within a typical learning management system. Documents used in this makeover were submissions by various grantees.

Tools used in this makeover include Blackboard Learn™ for ingesting and presenting the content. The makeover requirements were developed, implemented, and supported by SkillsCommons.

**Sample of Original Material:** [Programmable Logic Controls](#)

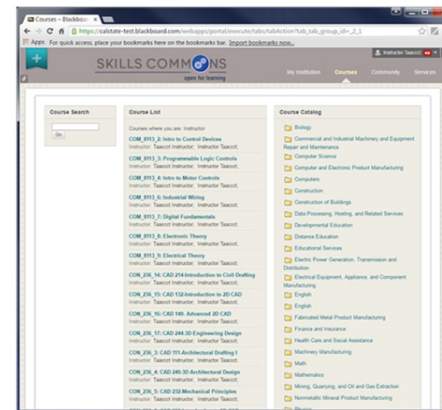
**Makeover of Material:** Go to <https://calstate-test.blackboard.com> (use log-in instructions below)

**Instructor Account Credentials**  
Username: itaacctt  
Password: itaacctt

**Student Account Credentials**  
Username: staaacct  
Password: staaacct

### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: Deploy a Learning Management System Makeover](#) page.



# Content: “Before” and “After”

## Content Makeovers

### 1. Adding Interactivity

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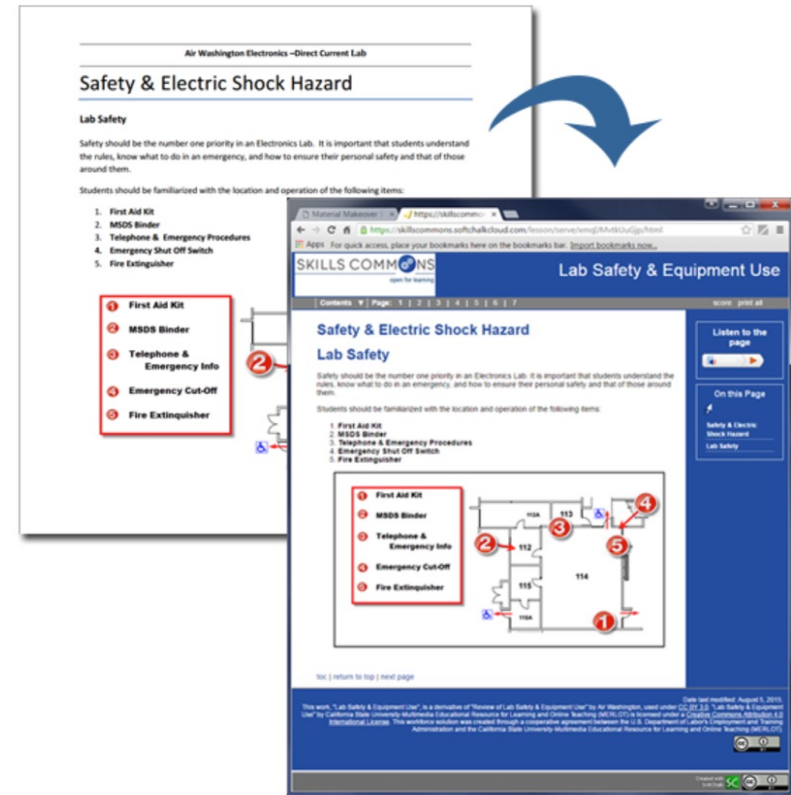
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[Original Material](#) (BEFORE) | [Makeover Implemented](#) (AFTER)

#### Want to conduct a similar makeover?

If you are interested in implementing a similar makeover visit our [How To: Create an Interactive Content Makeover](#) page.



# About the Content Makeover

## Interactive Content Makeover

Home > Interactive Content Makeover

[Back to Makeovers](#)

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- **Self-Check activities.** Use "QuizPoppers" and "Quiz Groups" to add comprehension questions to your lesson. QuizPopper questions can be added anywhere to allow the student to test their understanding of the lesson material. Seven types of questions are available: true/false, multiple choice, multiple answer, short answer, matching, ordering and essay. Students receive immediate feedback after answering questions
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Email: [learnmore@softchalk.com](mailto:learnmore@softchalk.com)  
Web: [www.softchalk.com](http://www.softchalk.com)



ReadSpeaker  
Paul B. Kim  
Business Development Manager  
Phone: (214) 504-5283  
Email: [paul.kim@readspeaker.com](mailto:paul.kim@readspeaker.com)  
Web: [www.readspeaker.com](http://www.readspeaker.com)



# Packaging and Delivery: “Before” and “After”

## 2. Applying Universal Design for Learning (UDL) Principles

### Enhancing a PDF Newsletter.

This makeover enhanced the PDF newsletter in the following ways:

- More engaging with graphically appealing display of concepts and icons (using pictures & graphics)
- Included close captioning for those who may not have access to audio capabilities
- Added interactivities like Click and learn
- Incorporated responsive design with multi-device support (HTML)

Original Material: [CHEO Newsletter March 2015](#) – PDF

Makeover of Material: [CHEO Newsletter March 2015](#)

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# About the Packaging and Delivery Makeover

## Universal Design for Learning (UDL) Makeover

Home > Universal Design for Learning (UDL) Makeover

[Back to Makeovers](#)

### About the Makeover

The goal of this makeover was to enhance the newsletter in the following ways:

- Engaging with graphically appealing display of concepts and icons (using pictures & graphics)
- Include close captioning for those who may not have access to audio capabilities
- Add interactivities like Click and learn
- Incorporate responsive design with multi-device support (HTML)

#### BEFORE THE MAKEOVER:

SkillsCommons submission: <https://www.skillscommons.org/handle/taacct/6611>

Material: [CHEO Newsletter March 2015 pub.pdf](#)

Institution: Pueblo Community College

AFTER THE MAKEOVER: [CHEO Newsletter March 2015](#)



**Focus Education**

Vik Aurora

Vice President – Strategic Partnerships

Phone: 781-376-6922

Web: [www.focuseduvation.com](http://www.focuseduvation.com)

## Participant Poll

Which type of Makeover would you be interested in creating?

- Content
- Packaging and Delivery
- Both
- Neither
- Other (please enter in chat box)

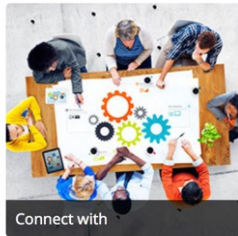


# Connecting with a Technology Company

## Connect with Communities

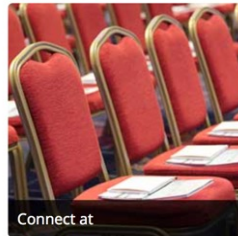
Home > Connect with Communities

Find - Communicate - Contribute - Improve



TAACCCT Services

Connect



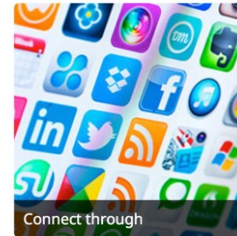
Upcoming Conferences

Connect



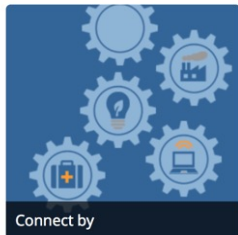
IMPACTcommunities

Connect



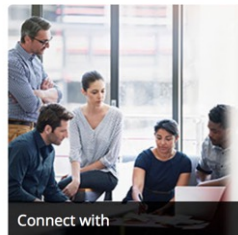
Social Media

Connect



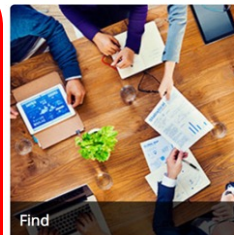
Industry

Connect



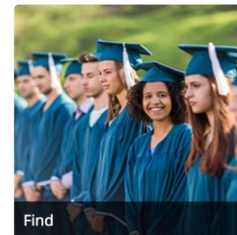
Technology Partners

Connect



Grant Projects

Find



Community & Technical Colleges

Find

# Makeover Technology Partnerships

## Technology Partnerships

Home > Technology Partnerships

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SkillsCommons facilitates partnerships between technology companies and TAACCCT grantees to help TAACCCT grantees achieve their goal of designing and delivering technology enhanced curriculum that accelerates and improves the development of job-driven workforce development skills.



Are you a Tech Company looking to

Connect with TAACCCT Grantees?

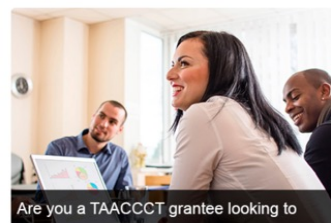
[Connect](#)



Are you a Tech Company looking to

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[Learn More](#)



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- **Demonstrate** how their technologies and services can be powerful instruments to "makeover" the OER and produce higher quality and innovative resources.
- **Showcase** makeovers of grantee's materials on the SkillsCommons website, along with information about the company's products and services.
- **Jointly Market** the makeovers as exemplary practices through a variety of communication channels and strategies, including: social media, print media, webinars, and face-to-face sessions.
- **Participate** in the Online Learning Consortium/MERLOT INNOVATE Conference (April 5-7, 2017) and other TAACCCT or TAACCCT related conferences to deliver face-to-face workshops and engagements with TAACCCT and non-TAACCCT grantees on how to apply their technologies in a makeover process.

The opportunity to participate in the SkillsCommons Makeover Strategy is open to all technology companies. To become a SkillsCommons Makeover Affiliate or Partner, the company has to submit a proposal and evidence that their services enable a TAACCCT grantee to meet the SGA requirements for accessibility, UDL, interoperability, quality assurance, innovations, improvement in learning, acceleration in development of workforce development skills.

# “Makeover” Tech Company Participants

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## Tech Companies Participating in SkillsCommons Makeovers



**Contact**  
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Strategic Account Executive  
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Email: [david.jero@blackboard.com](mailto:david.jero@blackboard.com)  
Web: [www.blackboard.com](http://www.blackboard.com)

### Blackboard

Organize a wide range of educational content into a course of study that is easy for both students and faculty.

**Makeover:** [A catalog of content different file types into a curriculum for teaching and learning.](#)



**Contact**  
Vik Aurora  
VP – Strategic Partnerships  
Phone: 781-376-6922  
Web: [www.focuseduvation.com](http://www.focuseduvation.com)

### Focus Eduvation

A custom e-Learning solutions provider of services for industry verticals.

**Makeover:** [Applying Universal Design for Learning \(UDL\) Principles](#)



**Contact**  
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Web: [www.readspeaker.com](http://www.readspeaker.com)

### ReadSpeaker

Add text-to-speech capabilities to any webpage

**Makeover:** [Word Doc Lesson to an Interactive Lesson](#)



**Contact**  
Phone: 877-638-2425  
Email: [learnmore@softchalk.com](mailto:learnmore@softchalk.com)  
Web: [www.softchalk.com](http://www.softchalk.com)

### SoftChalk

Easy to use authoring and publishing services for academic teaching and learning materials.

**Makeover:** [Word Doc Lesson to an Interactive Lesson](#)



### Vital Source

Create a more accessible, usable, and interoperable ebook.

**Makeover:** [Lengthy Word Document into an eBook](#)

# Benefits of Working with a Technology Company

## Connect with Technology Companies

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[Tech Partnership Home](#)

### How Tech Companies Can Help Achieve TAACCCT Goals

Working with technology companies can help you satisfy SGA requirements of the TAACCCT program and deliver innovative and effective technology services within your program.

We can help you get connected with technology companies that can facilitate and create a “makeover” of SkillsCommons materials. These makeovers add value to the OER material. By taking TAACCCT content (“before”) from the SkillsCommons Repository and producing something better (“after”) you will have materials that align with TAACCCT goals and satisfies SGA requirements.

### Working with Technology Companies can help to:

- **Make content better** – more engaging, interactive, aesthetically appealing, easy to navigate, more usable, easy to redistribute and adopt, and any other way that can accelerate student learning.
- **Make content more inter-operable and readily adoptable** for use in delivery channels such as a learning management system, virtual classroom, mobile delivery etc. The makeover can repackage content for more reliable and effective integration into multiple platforms.
- **Make content more readily accessible** (e.g. section 508 compliant) to different audiences. The makeover needs to reflect Universal Design for Learning (UDL) principles. All SkillsCommons Makeover Partners must provide a VPAT (when appropriate).
- **Enable users to use and/or create free and open educational resources** with Creative Commons licenses easily.
- **Showcase how the makeover could be more sustainable**, benefiting faculty, students, institutions, and industries.

## Participant Poll

Would you be interested in connecting with a technology company to create a customized Makeover of OER?

- Yes
- Probably Not
- Maybe, I would like more information
- Other (please enter in chat box)





# Join Us!

## TAACCCT @ INNOVATE 2017

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### Workshops, Consultations, and Building Sustainable TAACCCT Communities

**April 5 - 7, 2017 in New Orleans, LA**

**OUR GOAL:** Enable TAACCCT grantees to advance sustainable and transformative workforce development programs at the 2nd Annual TAACCCT Communities Meeting.

#### TAACCCT Program



The TAACCCT meeting is embedded within the INNOVATE Conference, co-sponsored by the Online Learning Consortium and MERLOT

CSU-MERLOT will sustain the SkillsCommons repository and services beyond the closing of all 256 TAACCCT funded projects.

SkillsCommons is building *IMPACTcommunities* to become part of its sustaining organization enabling affordable innovations in workforce education and workforce development programs to be easily and widely adopted and adapted by teachers, learners, industries, and professional organizations. This strategy will help scale the benefits of the US Department of Labor's TAACCCT investment in workforce development programs at community colleges in partnership with industries, professional organizations, and technology companies across America.

JOIN US THIS YEAR at TAACCCT@INNOVATE 2017 where you can:

- **SHARE AND CONNECT** with other TAACCCT grantees, higher ed institutions, industry organizations and technology companies at our invitation-only sessions and the entire INNOVATE Conference!
- **JOIN & LEVERAGE** the current IMPACTcommunities and help launch a new community-- BE THERE AT THE START!
- **GET SUPPORT** from the [SkillsCommons Support Team](#) and others in the [TAACCCT Learning Network](#) to help you be successful on your grant!
- **LEARN ABOUT INNOVATIONS** in technology you can apply to your TAACCCT project at the SkillsCommons Makeover Studio.
- **RAISE THE VISIBILITY** of your project at a conference with over 1,100 professional attending.
- **LEARN ABOUT STRATEGIES** in online and blended learning strategies available at the [INNOVATE Conference](#) and



#### OLC-MERLOT Conference

**When:** Apr 5-7 2017

**Where:** New Orleans, LA, Sheraton Hotel

[Register](#) | [Call For Proposals](#)

#### TAACCCT Program



TAACCCT @ INNOVATE 2017

**When:** Apr 5-7 2017

**Where:** New Orleans, LA, Sheraton Hotel

[Register](#) (link coming soon!)

[Meeting Agenda](#) | [Makeover Studio](#)

# FAQs for Downloading

## Frequently Asked Questions (FAQs)

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### Downloading Material from SkillsCommons

**Q: I downloaded a folder with an extension .imsc however, I am unable to view the contents. Is it possible to view the contents of this folder?**

**Answer:** When downloading, moving, or sending many files, it can be convenient to first compress into a single file the set of many files. This single file is referred to as an archive or "zip" file. An IMS Common Cartridge is such an archive with an extension of "imsc". Many Learning Management Systems (LMS) can export and import a course's files in this format. To view the content of the "imsc" file, simply rename the file's extension to "zip". Your operating system should then offer a way to uncompress the file, by clicking on it, through a file menu, or tool such as Winzip on Windows and unzip on a Mac. Note that to import the content into an LMS, refer to the imsc file and not its expanded folder of files.

**Q: I downloaded a zip folder but could not open any of the files?**

**Answer:** A "zip" file is a compressed set of files that have been gathered into a single file for convenience. Some browsers are configured to download a zip file and expand the zip into a folder of files while other browsers leave the "zip" uncompressed. Given a zip file, uncompress the file, by clicking on it, through a file menu, or tool such as Winzip on Windows and unzip on a Mac. A zip can contain many types of files. Some files can be viewed simply by selecting them or double-clicking on them. Other files may be specific to an application that you must have installed before the file can be launched. For example, a file with the extension "doc" likely is intended for Microsoft Word and you will need that application installed before the file can be viewed.

**Q: I downloaded a zip folder with a SCORM package in it, I am unable to view the contents. Is it possible to view the SCORM package?**

**Answer:** SCORM, or Sharable Content Object Reference Model, is a specification for how a set of files are packaged and played. A SCORM file is really an archive or compressed set of files. To view the content of the SCORM file with the extension "zip", uncompress the file, by clicking on it, through a file menu, or tool such as Winzip on Windows and unzip on a Mac. If the file extension is not "zip", rename it to "zip" first. To run a SCORM file, you need a SCORM player, which is included with many Learning Management Systems (LMS). You can also run a SCORM file in a more limited way from your web browser by clicking on the launch HTML file, which might be named index.html, story\_html5.html, or similar.

# FAQs for Downloading

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## Frequently Asked Questions (FAQs)

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[Support Center Home](#)

## Reusing Materials from SkillsCommons

**Q:** [I am reusing material I found on SkillsCommons, how do I give proper attribution using the CC-BY license?](#)

**Answer:** Please refer to the [Guide for Attribution of CC-BY Licensed Material for Derivative Works](#).

[OPEN Attribution Builder](#) is a free online Attribution Builder available from Washington State Board for Community and Technical Colleges (SBCTC). SBCTC built this Attribution Builder as part of their involvement with Creative Commons in providing support for TAACCCT grantees.

# Questions?

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[support@skillscommons.org](mailto:support@skillscommons.org)

Rick Lumadue: Associate Director,  
SkillsCommons

# THANK YOU



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This workforce solution was created through a cooperative agreement between the U.S. Department of Labor's Employment and Training Administration and the California State University-Multimedia Educational Resource for Learning and Online Teaching (MERLOT).