**Workforce 3One**

**Transcript of Webinar**

**Preparing Your Deliverables**

**Creative Commons and SkillsCommons.org**

**Thursday, July 9, 2015**

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GARY GONZALEZ: Turn things over to Sharon Leu. Sharon, take it away.

SHARON LEU: Thanks, Gary. Hi, everyone. Welcome to today's webinar, "Preparing Your Deliverables, Creative Commons and SkillsCommons.org."

I noticed that – from the welcome chat that a lot of you are in the second and third rounds, but I just wanted to point out that today's webinar is actually specifically geared for the first round grantees. The reason we're doing this webinar is to give you some very practical hints and help on how to submit your deliverables.

Obviously the round one grantees, your grants are ending on September 30th. So we want to focus on you. We will be doing this again for rounds two and three throughout the course of the next year or so. So you don't have to worry about doing that right away. Obviously we do want you to get started and experiment with the site so that you know a little bit more about how this works, and definitely please excuse the noise. There's a little bit of a party going on here apparently that we are not part of.

So let me just then turn it over to our three presenters. We have Paul Stacey. Hold on a second. Paul Stacey, the associate director of learning for Creative Commons and Gerry Hanley and Rick Lumadue from SkillsCommons.org. So, Paul, would you please take it away?

PAUL STACEY: Sure. Hi, everybody. Paul Stacey here. Actually all three of us are together in Long Beach, California for today's webinar. So it's nice to have us all together, and we're doing some computer sharing. So I'm using Gerry's computer today. Thanks, Gerry.

So we've done a number of sessions together over the last few months about Creative Commons and Skills Commons. Today we wanted to, as Sharon was saying, focus mostly on sort of real practical things for round one grantees to prepare their deliverables for uploading to Skills Commons.

Here's the agenda for today's webinar. Although we're focused mostly on that sort of practical stuff, we did think it's useful to provide some review of the SGA requirements and then move into the tools and guidelines and sort of step-by-step demonstrations of the submission process. So I'll just quickly cover the introductory pieces related to the Creative Commons part, but today's webinar will mostly focus on the Skills Commons submission process.

If you've been part of previous webinars, you know that there is this CCBY licensing requirement in the SGA. Here's the sort of extract from the SGA that specifies what you're required to do, which is essentially to put a Creative Commons Attribution License, which short form is CCBY, on the work that you generate with grant funds.

So really the intent of this is to ensure that the materials you're developing with TAACCCT grant funds can be freely reused and improved by others. And the CCBY license is the means by which that is made possible.

One point I wanted to kind of emphasize because I've received a number of questions recently about this, is that people have been wondering whether this means that they no longer are the copyright holders of their work. And the reality is that you continue to be the copyright holder of the work, but putting a Creative Commons license on your work expresses up front to others downstream that they have some permissions from you regarding how the materials can be reused and improved.

The CCBY licensing requirement only applies to work that's developed with grant funds. It doesn't apply to either preexisting copyrighted materials or even materials that you're purchasing with grant funds that you've licensed or purchased from some vendor or third party. And you can't put a Creative Commons license on those works because you don't own them.

You're not the copyright holder, and so those works remain the property of whoever it is you've licensed or purchased them from. It may also be important to say that anything that you are actually licensing or purchasing of that nature will not be loaded up into Skills Commons. You'll only put up the CCBY licensed materials.

Part of your steps for preparing your materials for uploading to Skills Commons is to actually put the Creative Commons license on the works that you're creating. And the last webinar that we did a few weeks ago was primarily dedicated to step-by-step instructions for – by me showing you exactly how to use the Creative Commons license chooser to put a license on your work. So I won't go over that again.

And this is really more from DOL's perspective, but essentially some people are wondering why this is a requirement of the SGA at all, and really I think that, to the credit of the DOL, they're really interested in being a steward of public funds and ensuring that, when public funds are used to create resources, that the public has access to them and that they can be used as widely as possible.

It's also worth perhaps pointing out that, in addition to the CCBY licensing requirement but separate from it, there's also the DOL disclaimer statement, which is sort of copied and pasted here word for word that you also are expected to put on your works.

And now, I'll turn it over to my good friend and colleague, Gerry Hanley.

GERRY HANLEY: Thank you, Paul, and hello, everyone. I'm here to just review some of the support we have for you in meeting some additional SGA requirements. The first one is around accessibility, and again what we have here on this slide is just an extract from the SGA. And what we've tried to do in Skills Commons is to provide you some guidance and support and some tools that you can choose to use to help satisfy the accessibility requirements.

So on the SkillsCommons.org website under the support section, we have a separate page for accessibility. And what we've tried to do is to give you an overview on what our approach in supporting accessibility, and we realize that the accessibility of your instructional materials and program support materials is a complex process of evaluating.

And just so you know, we realize too that many times there may be elements of things that you've created that are not accessible, and we've provided you a form that allows you to say that we have developed equally effective alternative access plans for using those materials. And in the Cal State University system we've developed this, and we've been deploying this.

We've gotten kind of recognition by a number of organizations that this is an effective strategy. So I just want to point out you make it accessible. We'll talk about how you can do that as much as possible, but when you can't, we do have an option for you to document equally effective alternative access.

Now, in the support center we've provided you a checklist that allows you to go through your materials and to determine are there certain aspects of your materials that important to have really accessibility features, such as when you have images. It will be important to have an alternative text that describes that picture so when someone who is blind is using a screen reader and they come to a picture, they have a chance to understand the information communicated in that picture.

Now, in this checklist we also provide you not only what that criteria or feature is but also resources that if you're unfamiliar with how to provide an alternative text description of that image, we provide you resources to help you understand how best to do that.

So in looking at the suggested accessibility strategy when you are reviewing and evaluating your materials, the first thing, we'd encourage you to provide an accessibility statement that supports your accessibility and support for ensuring students, whoever they are, including those with disabilities, will have access to improve those materials for you. Then looking at the rubric for guiding your evaluation, you might have one in your own institution.

You're welcome to use that as well, but we wanted to provide you an alternative. And I think what's important in the uploading process, we provide you fields for you to say, yep. We have alternative text descriptions of our images. Yes or no we have structural markup. And so we have these criteria where you can also document your evaluation of your accessibility within Skills Commons.

And just to give you just a little update on something we're working on is a tool that – again, a voluntary procedure where you can summarize your methods of evaluating the accessibility of your materials and then uploading that into Skills Commons. So it basically says, yes. We want to verify we've conducted that. That makes it easy both for users of your materials as well as your FPO to identify your satisfaction of those accessibility requirements.

The next SGA requirement is around the expert review by subject matter experts, and what we want to – and this requirement is really focused on the assurance of the quality of those materials, the TAACCCT programs, really wants to provide users the confidence that the materials produced by you are quality and aligned with the skills and knowledge with the jobs available.

So one of the things I'm going to highlight here are strategies for you to document the review by your subject matter expert, and also there are additional requirements around the quality of those materials. So you have the universal design for learning, which helps you design your curriculum and your content so it will lead to successful learning outcomes for the diverse population of students using your material.

And many of you are also moving more of your material fully online or in a hybrid instructional mode, and there are organizations available and rubrics for you to evaluate the quality of the design of your instructional materials.

And again, we are providing – within the Skills Commons collection there are sample subject matter expert reports that you can look up and see how your colleagues have been documenting those subject matter expert reviews, and here's just one example. Also the CAST is a partner in the TAACCCT learning network, and they have a number of guidelines.

That is also on the Skills Common website to say how do you build in universal design for learning within the goals that you have of your courses or your modules, the materials, your methods of delivering, and the assessment? That – the UDL on campus at CAST.org provides you a lot of details and guidance to help ensure that you build universal design for learning into your curriculum.

All right. And then, just want to point out where you can get additional resources for ensuring the quality of your online and hybrid courses. So again, if you go to the Skills Commons website in the tutorials and user guide section, you scroll down a bit and we have a section on strategies for assuring quality, and we have a number of tools there.

One is the quality online learning and teaching instrument. It's a Creative Commons licensed rubric for you to evaluate your courses according to a number of criteria, and then you can do your evaluation and then upload that instrument via your evaluation into Skills Commons to provide that quality assurance. Many of you are also using Quality Matters, and the online learning consortium has a quality scorecard program.

So if in your program you want to provide these quality assurance documents around your materials, we just provide you access to these materials directly with the (colts ?) program or where you can get this expertise from Quality Matters and online learning consortium.

OK. Hopefully this first part of the webinar is to remind you or make you aware of the support services that we're trying to provide you so you can do an excellent job in uploading your high quality material that are satisfying the SGA requirements. Now, once you have your materials organized and ready to upload into the repository, SkillsCommons.org, it's very useful to start to think about your uploading process, and we just use the metaphor it's like moving to a new home. And so we try to provide what do you do when you move to a new home versus and then what's this uploading process.

So the first step – and many of you have already done it – you can think about, oh, I've got to find my new home. Well, going to Skills Commons and getting an account, if you have not gotten your account, just send an e-mail to support@SkillsCommons.org. That will get you to Rick Lumadue, who will then set you up with an account that will allow you to upload all your materials.

The next step, once you know where you're moving to, then thinking about cleaning out the things in your own home. So you don't want to bring all the old stuff and that is not going to be useful for someone in your new home. So one of the things many of the round one folks have tried out, tested out, playing around with Skills Commons, uploaded some materials, and the way you uploaded them may not have been to the level of quality that you may want and that might be needed for others for easy discovery.

So one of the recommendations that we have is for you to do a little spring cleaning on the materials you might have already uploaded. In particular, what we found, sometimes your descriptions are very thin, and those descriptions are often key resources for other people to find your materials. So consider looking at those descriptions and organizing materials. The other thing we've noticed too is that many of you have organized large quantities of information, and that makes it difficult for someone else to download. So the idea around repacking.

So this gets to the next part of a moving process. When you have to decide I got to pack it and I have to label it, you want to make sure you don't have packages that are too big or too small for other people to use. So when you're looking at organizing your materials that you've created with your grant, thinking about what would be the units of materials that someone else who may want to adopt your program would find most useful.

So if you do have a course, it might be, how do I include a syllabus, the instructional materials, and there might be assessments, and that might be a nice package. Or you might want to break a course down into individual modules, if those files are very large. So someone can have part A of a course in welding, part B on a course on welding. And so thinking about those materials and how you want to package them could be very helpful for someone else really when they have to unpack it and put it in their home to use it effectively.

The last comment in the moving method is movers transport your belongings to your new home, and people have often asked us how best to upload the materials. And one of the things – what we would recommend is one or a few people who spend their time uploading the materials. I think when you practice, when you have to upload a number of materials, you're going to be more reliable, more comprehensive in providing those descriptions because you have a chance to think through and actually practice doing the job. And after you do a few of these, you find that you can get into a quick rhythm and you actually can do the uploading process very efficiently.

And here is the last slide before I pass it off to Rick Lumadue who will then demonstrate how to do the uploading process. The TAACCCT program has a number of recommendations for the formats of the digital assets that you're uploading, and again, this is just a reminder here for that type of information. So with that I'm going to pass it off to Rick who will now do the demonstration of the uploading process.

RICK LUMADUE: OK. Thanks, Gerry. And for Christina's question, if you're going to do a batch upload, the file limit on that is 375 MB per batch upload. If it's an individual submission, so you're just submitting it not as a batch but just going through the submission as we're going to demonstrate here in a second, it's 2 GB.

But just think about, again, there, as Gerry had talked about, reuse and the end user, people coming to look at the materials. How practical is it for a gigantic file like that to be downloaded. Now, if it's a package like an export from an LMS or something like that, your learning management system, then of course that would be different but just as individual materials for uploading and downloading.

OK. So I'll see my page here. We're doing a screen share, and I'm already logged in. And so I'm going to click the contribute button here and we'll go in and I'll start a new submission. And here each of your communities – and I'm just logged in as a test community here on Skills Commons, but each of you will have a learning resource collection and a program support materials collection.

All right. And so we have different descriptions for what would be program support materials on our FAQ page, and if you still have questions, feel free to shoot an e-mail at support@SkillsCommons.org. But most people look at things about for student services, brochures, things like that that are recruitment materials and meeting agendas and stuff like that for support materials.

Now, just we're on the initial page, the first page here for an item submission to the learning resource collection. And this page here has primarily – most of the fields are primarily dropdown or you will pick, but there will be a few that you actually will just key in, type the words in that you want. And most of the fields on this page are required, and I'll just tell you as we go through which ones are optional. You'll kind of see as we go.

But I'm just going to type in a title here just as a demonstration purposes. I'll just do agenda for – here we go – for Skills Commons webinar – I'll take out the version 1.0 – number four. And then I'll go down to the project name, if it's different, TAACCCT grant proposal. I'm just going to leave it as test community. Then from the dropdown here on the grantee institution, I'll come down and I'll just pick CSU MERLOT.

And if your institution, your individual institution is not in this dropdown list, once again support@SkillsCommons.org. Send me the institution or if you're a consortium program manager and you don't see your institutions listed there, just send me the list and we'll get those added; takes a restart of the website, of the server.

So we usually do that at night. So you will see it usually the next day. If not, let me know and maybe we forgot or somebody was away or something and we'll get it. We'll try to get it done the day you send in, that evening.

So I'm just going to pick CSU MERLOT, enter the copyright. If it's different, I'm going to leave blank. So this one here, again, this is an optional one. We don't have a separate license on ours additional. On the author field different projects are doing different things, different grant projects. Some are putting the author's name. Others are just leaving it blank, and it's considered part of the consortium projects are the author. So that's totally up to you in how you kind of put your proposal together, your program manager, and how things would be authored.

OK. So that's up to you as individuals to decide. And then I'm just going to pick the CCBY attribution. There's a dropdown menu here, but I'm just going to pick the primary license for this is a CCBY. And then if there's any additional licenses, feel free to drop and pick those. And you can actually, as it says here, click the control or shift key to select more than one, if you have more than one in that list.

MR. STACEY: I just want to say something about this one because I had a question from a grantee. So this is Paul. A grantee yesterday asked me about whether they could remix together other works that came from outside their grant project that were licensed with different Creative Commons licenses because there are six different licenses. And so they had a body of work that they were creating that was made up of three different Creative Commons licenses.

And this particular section of the submission process does let you upload those resources and indicate which licenses were used for these resources that you're remixing together. So this is kind of separate from your new work that you yourself are authoring and instead is in support of uploading resources that perhaps were remixed from other people's work.

MR. LUMADUE: Great. Thank you. OK. So moving on. We'll go to the primary material type, and since this is an agenda, I'm just going to kind of come down here and pick sort of what this might fit into. And since we're using this for a presentation, I'll just pick presentation. Once again, this is just as an example. And then if there's a secondary material type, this is again an option for you. Just select additional material types your material might pertain to, and you can again select more than one by either control or shift key. All right. And then just wanted to really kind of land on this field here, the description.

We'd like for you to do a nice enough detail, maybe a couple of sentences, but definitely not just one word like this is an agenda or this is a course syllabus or even just a file name because that really doesn't help people to determine or understand what the material is about and if they would consider wanting to look into it and use it. So I'd really encourage you to take – provide a really nice, good description of this so that it helps people to determine whether this is a good material to use.

MR. HANLEY: Yeah. And this is Gerry. Just an add-on to Rick's point here is think of these again, we're labeling the boxes that you're packing to move. And then when you get to the other side, you want to know what's inside. And the description about your program that you're running, that context for the course or course module could be very important for understanding the value of the course material that you might have created.

So providing people a context of could it also include one of the student learning outcomes that you're trying to achieve? Or it could be about some of the pedagogical strategies that you're trying to implement here. Any of that context about the program in which this instructional material can be used could be very helpful for other users there.

MR. LUMADUE: Thank you. Very good. OK. And then moving through the process here, this first page in the learning resource collections is a little bit more lengthy in process than the program support materials but especially this first page there's a lot of different fields to consider here. The course or program note is an optional field as well, but this is here so that you could put in – if this was a material that pertained to, for example, a math course, a foundational math course in a program in the construction industry, so you could make a note of that here and add that. All right.

And then down here next field is the date it was created. So we put 2015 and it's July already and today's the 9th. And then you'd select your TAACCCT round, whichever round you're in. I'm just going to leave it at one. And the next field is another field that's generally we find a little issue. It's these two main fields, the description and the industry partner, and so there's a bit of confusion on what people are putting in there.

Some are putting in 20 healthcare institutions. What would be helpful for an end user is to know what institution or employer helped you to develop or was this material developed for as part of your grant project so that when somebody's coming in to look for a certain industry or an employer, they can see, oh, this employer would be – had input on this material, and this would be important for me to look at.

And then also don't – I know I've seen people putting "N/A" here. If you did not work with an industry partner on this, on your material, you would be best to put the Department of Labor on that – DOL. Especially in program support materials, there's a number of people that may have worked on that on their own, not with the industry partner or an employer, for example, on school brochures and recruitment opportunities and things like that that you might – may have left.

For example here, I'm just going to put Department of Labor. That one's already filled because I'd done that before. And then you can add others there as you go, if you want. OK. So Department of Labor. So you can put in more.

And then the industry sector, I'm just going to come here and just pick developmental education just as an example, but you can scroll through and find the actual industry that this material would fit under. This would be in the NAICS codes field. And then the occupation field are the SOC codes and then what occupational field this would fit into. OK. I'm going to just put in all occupations. And then your instructional program classification, you drop down here and pick. So I'm just going to pick for example here education.

Then coming down to here is your credit type. So select is this a credit course, a non-credit, other, or none. And I'm just going to select none. Then your credential type you can select more than one in these two boxes – these fields as well, diploma, certificate, credential, other, or none. So scroll through that. So I'll just pick none for that. And then the educational level, the materials, pick one of those. You can also pick more than one on that – in that field as well.

Then the interactivity type, presentation only, mix of both, or active. We'll just do presentation. And then you're going to the quality of the subject matter, and you can pick here what did you use. Did you use consultations during development? So I'm going to pick that for example here, but you can pick the one that's appropriate for what you used. And then the quality of your online or hybrid course design, the actual design of the materials, not the instructional content but the design of the material.

So did you use some sort of a rubric here? Go ahead, Gerry.

MR. HANLEY: Just on this section, so, Christina, just to highlight you asked a question about where can you upload the report from the subject matter experts. So in the learning materials you can click on, as Rick was pointing out, the different types of ways you've engaged your SME, and they could have just consulted or they could have actually done an actual review. And if you click on that review, then you could package that subject matter expert review report with the learning materials; right?

But you can also, just so you know, the program support materials, you might package materials about a whole range of quality assurance strategies that are part of a group of materials that an administrator may want to know about. And so you can put that there. So you do have some flexibility, and I think it's you judging more of what's in your subject matter expert review document where it would be best placed. But you have two places to put it.

MR. LUMADUE: Christina, on your question about should the date created be today's date or date the document was written or finalized, I would just put the date that you actually graded and started to use it. But then again, that's up to you how you feel best to do that, but – so that's – we'll just leave that up to you.

But just want to show you another feature here too is, if you got interrupted or you got called to a meeting or take a phone call, you can click save and exit and come back and pick up where you left off. So that's available there, but we'll just continue through the process describing the item. Look at a quality rubric.

Did you use, as Gerry had pointed out earlier about the support services, and some of the different rubrics that are available? Did you use one? If you did, go ahead and set that there, and then the quality note. You can also upload this, as Gerry said, in the process with your – the materials that you're actually putting in there. So you can actually talk about what that quality report was, and you can put that here and say this is part of the collection here and it's within this material of submission and make a little note about what that actually is. OK.

Here's a nice field here for if you didn't find something in the fields up to now that you're like, man, I really just didn't get – capture everything, you can type in subject keywords here of what the material is about and separate those by commas.

And you can add and continue to add more I guess. So you don't need to worry about the commas. You would just type in a word and then add and then continue adding. So, for example, agenda and then I can add another one, upload, Skills Commons just to demonstrate your example here. OK. So then you can just continue to put words in there like that.

The language, English, United States. Time required. So, for example, if it's a module or a program material that you're submitting, what approximate time that would take. Additional public access to materials, so if, for example, you have a video that you're uploading or it's some content that's in another area or repository or something like that, if you want to add the URL there, you can put that there.

And of course you can do add additional pieces there, if there's more than one URL for other material. And then if you have a derivative work from other's materials, you can actually put the URL of that derivative there. OK.

And we'll move on to next, and then URL to your institution's formal accessibility policy; for example, like your school website, your institutional website on accessibility. Maybe have a webpage there. You can put that there. And then here to your accessibility statement you can put that URL from your organization there. And then if you have an evaluation report about accessibility, you can add that.

And then on the other pieces of the UDL about text access and text to speech, select the ones that pertain to you. If you don't have any of these, you don't have to click on no, but you can just kind of go through here and just for example I'm just going to leave these blank. But you pick the ones that would apply what your material meets the criteria for. And then so you get down to the end there, and we'll go to next.

And finally we're at the submission piece. So we will go and choose a file that we want to upload, and I'm going to pick this OER webinar agenda and put a little name of the file itself. So OER webinar four agenda, just for demonstration purposes, and upload. And there's my material, and if there's something that I want to edit, I can click on this edit button here and I can change something here that I may need to.

So you have that feature right there at the upload piece to edit that, or if I didn't – thought of something, oh, that wasn't the right document, you can remove that. Just select it and it will take it off. OK. We're good. We'll move on to next.

We get to look at kind of all the metadata that you filled in – we filled in as we went through and make sure everything looks okay. If I want to correct any of these, I can select this button here, and I can go in and do some editing. Once again on the description part of the item, again, you can do that. Correct anything that you want to. Same again on the file process, but we're good.

We're going to go ahead and click next and get to the final last page on the terms of service and read through that. Get to the bottom and I grant terms of service and complete the submission. And that's it.

Now, I want to go and look at the submission page, what we submitted, just to see, make sure everything looks good and all that. I can click this box here and then it will actually take me to the material description page in Skills Commons and I can look at it. And want to just offer as well, if you feel a little nervous or just want a little bit of feedback about your uploading process, what I would recommend you do is – (inaudible) – as I did here in the address bar and click copy, control-C or command-C, depending on which PC or Mac you're on, and copy that URL.

If you do want to do a couple of them, send these URLs to me and say, Rick, do you mind just having a look at that making sure everything looks good to you, that we did everything right? And if you've got any feedback, could you provide it? And I'll take time and do that. And just to make sure you don't do 50 of these and down the road it's like we look at it and say, oh, maybe you should have put this in there or something, for example, on the industry partner and the description field.

So we want to make sure that those are well documented in the upload and submission process. All right.

Now, do we want to do a submission to the program support materials?

MR. HANLEY: Yeah. And you can just maybe just walk through that. Yeah.

MR. LUMADUE: OK. So I'll go back to contribute and this time I'll start a new submission and I'll collect – select the program support material collection, the dropdown menu. This is a little bit of a shorter process. I'm just going to put the agenda four – (inaudible) – webinar. Fortunately, that was already in there. I'm not going to change the name. Our institution from the dropdown menu, CSU MERLOT.

Again, don't need to change the copyright owner. I'm not going to add an author in here. I'll leave that as a CCBY attribution. The additional license is there. I'm going to put the Department of Labor as my industry partner and put in my description. Just for example and demo purposes, I'll use the same one. Subject keywords here, agenda. OK. Just add that for now just as a demo, and then you can add more, obviously, once again that they – okay. Just real quick. Fine. Fine.

And then primary material type from here, I'll just call this a program – I'll just call this a grant management material – management material, but you can pick from the dropdown menu what your material would actually pertain to. Once again, you can pick a secondary material type. Control or shift key to select more than one.

Credit type, no, non-credit. Credential type, none. And number of weeks, this doesn't really apply to what this is – this material is, but for yours you might want to pick that. Same on the number of courses in the program, if that pertains to your material that you're uploading. And then your program delivery format, hybrid or face to face. Since we just did this online, I'll just say fully online.

Once again picking the industry sector, I'm just going to select developmental education, but there again you can see all of the different NAICS codes for the different industries that your material may apply to. And then once again for the occupations you pick which occupation it would apply to. I'm just going to select for demo all occupations, and then the instructional program area. So for demo I'll just do education. Click next.

And then we choose the file. So it's a much quicker process in the support materials, and I'll do the OER webinar four agenda and upload the file. Once again, you have the edit features here. If you need to remove it for anything, I'll select it in these radio buttons. We're good. Going to click next. Review the material one last time. Look at – everything looks good. And terms of service, agree to the terms of service at the bottom, and complete the submission.

And that's it. Now, if I want to continue submitting, I can click the "submit another item." If I want to go to the submissions page of this material, I can click here on the program support material, and I can actually go see that material in the program support collection. So here's our test community. Here's the learning resource and the program support materials and two contributions we just made. All right. And there's that one.

So one of the things to draw your attention to is the support area. If there's any questions you might have, for example, you need to get a Skills Commons users account or to contribute, of course you can e-mail me, or you can just click this link here and it will actually take you out to a brief survey form and you fill out all that information and I will have access to that.

And then I can create you a user account and shoot you an e-mail and you can get started with the upload process. You can also go to the support services center which is just right here in the same area and the tutorials and user guides and look at the different submission guides. A single submission, it's – you can download that and look at that for the program – for your learning resource collection.

It's a distinct user guide as well as a video demonstrating the upload or submission process to the learning resource collection. And this also tells you if you want to do bad submission, you can download the bad submission instructional guide. And then if there's anything that you need to embargo, for example, quizzes or exams, things like that, there's an instruction about that too, allow you to set up temporary access restrictions on files and submissions that you attach.

And then there's also a program support materials collection user guide. Same descriptions here for the single submission, the batch upload, and a video tutorial. And then as Gerry had referenced in the presentation, there's guidelines and strategies for preparing and uploading your content. You can feel free to – whatever is useful there, some things that might be helpful as you think about packaging and uploading your materials.

If you need additional guidance on accessibility or Creative Commons, reuse, some FAQs, we've got those as well which will link you to the other support service center pages. And then strategies on quality of online and hybrid courses. We've also got some things about finding more open educational resources to help you and then resources and tools for finding and reusing free – existing free and open educational resources.

Now, most of you have completed, but for threes and fours that may be listening, round three and four, those are available too. And just want to let you know that we went ahead and did a separate Creative Commons licensing guidelines page, and looking forward to Paul's input on this as well. They've done a lot. I know a lot of you round one grantees have worked with Paul very closely, and so we appreciate all the help and support he's provided.

So we're just trying to bring everything together in one location for grantees so you don't have to navigate to a bunch of different websites to find the content. So we kind of created this page just for Creative Commons as a dedicated page in our support services center. And so you'll have links here to the different materials and support services that they provide.

All right. And I think at this point we can turn it back to –

MR. HANLEY: I'll just say as Rick mentioned here again, if you didn't catch all the descriptions of all the steps on the support, we do have again video and written user guides with screenshots that can take you step by step through all those.

And also if you have any question at all, you need some handholding around certain issues, it's 1-800-Rick Lumadue or you can just send an e-mail, support@SkillsCommons.org and we're here to help you in the uploading process there.

MR. LUMADUE: We also have links to the other kind of our partners that we're working together to support Skills Commons in the TAACCCT grant. So we have the TAACCCT Learning Network. So there's a link here to Advanced Technological Education, and they're helping with grantee success in fulfilling the SGA requirements around support services for technology and things like that.

Then there's CAST, as Gerry had mentioned in the presentation, and most of you are aware of already, but there are links to that – to them and their organization and their contact folks. Of course Paul in Creative Commons and then Jobs for the Future and their site and their contact information. So that's on the about page. We moved that over there where it's more – kind of more appropriate there than the support for Skills Commons page. OK.

MR. HANLEY: A few questions I think that are still outstanding. So Min Young (ph) is asking whether they should upload to Skills Commons and Creative Commons. And, Min, I would just say that, as Sharon points out, just to Skills Commons, and there's a difference between Skills Commons and Creative Commons.

Skills Commons is essentially the repository where the resources are being stored and made available, and Creative Commons is the license that you put on the works you're putting into Skills Commons. And that license expresses permissions for others around how they can use those resources. So those two things are different entities with different purposes all together. There's lots of other questions.

MR. LUMADUE: John, I saw your question about the program support materials and – for the batch upload process. I know that's really close. Marla, who's on our team, is on vacation right now, but I remember chatting with her about that before the break – I mean, before she went on vacation and I thought she was really close. So she gets back on July 20th. So that's all I can tell you right now unless Gerry has some information.

MR. HANLEY: Yeah. Yeah. So I think what's – the question was around what's – what are the defining features of the program support materials.

And if you go into the upload process in program support materials, we provide a list of the different types of materials that would be categorized in this way. So I'll just highlight a few of these. Articulation agreements, grants management materials, instructor or advisor case manager support materials, job training field work experiences, and then we have various quality assurance reports, recruitment and outreach.

So all these are materials that in a sense have to get wrapped around an instructional program in workforce development. And so if you have other things that may not fit exactly in any of these categories that you think is essential for what you had to deliver in your grant, then just put it into the program support materials section.

The learning materials are really focused on the instructional or curricular materials that you created in helping students achieve and learn the student learning outcomes for that particular course or discipline or certificate. The program support is just more about I'll call it the administration of your program certificate, credential, et cetera program that leads to the success again with the outreach, and it could be student support services, things along those lines. So I hope that was helpful in that explanation there.

MR. LUMADUE: Yeah. And if you see – if the screen share is still up, you'll see the FAQ we have on that because that's a question that comes up quite a bit. So we kind of just kind of tell the difference there. A little bit about the difference between program support and your learning resource collection materials.

MR. HANLEY: Yeah. And our job here is to give you a gift and not a burden. The theme is how can we help you achieve your goal? So if you have a question, just e-mail us, and someone on our team, whether it's Rick or Marla or myself or David, someone can help you solve your problems and help you satisfy all the requirements for this grant. And so we're here to help.

OK. Just seeing any other questions. OK. Min Young also asked the question about uploading to MERLOT. No. You don't have to upload into MERLOT. That's going to be – we're going to be taking care of that for you in a little – in a few months from now. But just get it into Skills Commons, and you're done there.

I think we covered all these other questions.

MR. STACEY: There's one over on the right pad that's – (inaudible) – develop the curriculum in the grant.

MR. HANLEY: So Madeline asked the question, "We developed curriculum for a grant but the faculty members weren't paid out of the grant but the class was supported with equipment upgrades by the grant. Do we have to provide that curriculum to Skills Commons?" I don't know.

MR. STACEY: Interesting.

MR. LUMADUE: OK.

MR. HANLEY: All right. So, Madeline, your question's around what to put into the Skills Commons repository. And Sharon, feel free to jump in here too, and I'll give you Skills Commons perspective is if – one of our goals that we have here is to provide people who are looking to reuse your materials to expand access to jobs-driven workforce development programs that have connections with the skills that someone needs to get a job in industry.

Then providing that information within Skills Commons will help them out. And you can provide the recognition, the attribution as all the other materials that have occurred within the – that might have been funded completely by the grant, but it really is getting at – the goals that we have for Skills Commons is to be a repository and library for people outside of grantees to reuse those materials.

MR. STACEY: So Anthony's asking about requesting – sounds like, Anthony, you were potentially interested in asking for a custom webinar on some subject that is relevant to your group. And I know all of us have been doing not only webinars like this but also webinars specifically to particular grantee projects.

And so, yes. Please feel free to make a request for a specific webinar, if you have a need for one. We've been doing quite a few of those, and I know I'm doing some next week actually for a particular grantee who wants me to walk them and their staff through the whole sort of Creative Commons licensing step-by-step process. And so yes. Feel free to ask.

MR. GONZALEZ: And it looks like we are going to the close of the hour. I think we can start wrapping up. So I'll toss it over to the team of Gerry, Paul, and Rick. Do you have any closing statements?

MR. LUMADUE: We've got the support services, our links there to our support pages as well as links to e-mail to each of us. So if you've got a particular question that pertains to us on Skills Commons, support@SkillsCommons, and if it's more of a Creative Commons CCBY type question, copyright, that would be best to send to Paul at Creative Commons.

And you see their e-mail address listed there, the taa@CreativeCommons. I think that's it for us, unless we've got questions or we had a comment.

MR. HANLEY: Yeah. Just I'll say Rio just asked something. "I read somewhere that uploading drafts and updated versions are encouraged." Yes. We want you to put the latest versions of your materials, and actually, if you put up some stuff to test it out, my recommendation, the simplest way is just delete that record and upload a new one. The word people have told us is that this is a relatively painless process. So I think really after you've practiced a little bit, when you put up new stuff, it's easier to start from scratch in the uploading process.

MR. LUMADUE: There's – it is – in the user guide for the learning resource collection in the program support material collection user guides on the support center page, tutorials and user guides, there's instructions on how to go in and delete your old submissions and then just go ahead and start fresh, as Gerry's describing. But those instructions are in that guide, and if you need any help with that, let me know and I can kind of point you out in the right direction.

MR. HANLEY: Right. And you can, in a sense, override or edit any of these, any of your records. So there's also instructions in the user guide. And again, if you need any help along those lines and there was a question about getting a joint account among multiple people to work on uploading together, if you want to get on a conference call with all the folks and have Rick walk through or one of our staff walk through, if you have any questions, we're happy to do that.

So as the closing comment from us at Skills Commons, again we're your partners. We want you to be able to show off the best of your work. If you have ideas, suggestions, recommendations, complaints, whatever, we want to hear from you. It's the only way we're going to get better is to hear what we can do to help make your lives a little bit easier and more successful.

And with that, I'll pass if Paul has anything to –

MR. STACEY: No.

MR. HANLEY: No. So that's all for us in California.

(END)