

## Welcome to the Intel® Education Content Team

The information in this document prepares you with the foundation for producing curriculum to support Intel® Education Web sites, Manuals, and CDs.

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## General Project Process

The size of project will determine the process. Below we have outlined the process for a large project. For small projects, use the column labeled Use in Small Projects to identify the recommended process.

Regardless of the size of the project, it is recommended that you be familiar with the [Project Management](#) (PPT; 253 KB) process.

Process	Description	Use in Small Projects
Kick Off meeting	Meeting to kick off the purpose of the project, get alignment on the project, and gather initial stakeholder requirements.	Yes
Design Sessions	Meeting or Series of Meetings to design the project or new functionality.  For large projects, a usage scenario may be needed. A Usage Scenario is Shadowing a hypothetical typical (normal) user and describing his or her interactions within that project.	Possibly depending on if it is a new functionality.

<p>Project Charter</p>	<p>Document that formally authorizes a project. It provides the high level description and characteristics, initial requirements and deliverables that satisfy the stakeholder's needs and expectations, and the project approval requirements</p>	<p>yes</p>
<p>Requirements</p>	<ul style="list-style-type: none"> <li>• Requirements are what stakeholders need from a project. Work should not be included in a project just because someone wants it. Instead, the requirements should relate to solving problems or achieving objectives. Requirements may include requests about how the work is managed or capabilities stakeholders would like to see in the product of the project.</li> <li>• The high level project and product requirements should have been already defined in the project charter. These requirements should be specific. Missing requirements can be very expensive and time consuming or cause other problems later or even project failure.</li> <li>• Most important: requirements should meet project objectives and be prioritized.</li> </ul> <p>Product Requirements include:</p> <ul style="list-style-type: none"> <li>• Business requirements: A customer or business benefit</li> <li>• Business rules: A policy, standard, regulation</li> <li>• Quality attributes: How well the system performs</li> <li>• Constraints: A limitation on design or implementation choices</li> <li>• Data definitions: What data will be stored</li> <li>• Use case: A goal a <u>user</u> has</li> </ul>	<p>Possibly depending on if it is a new functionality.</p>
<p>Schedule</p>	<ul style="list-style-type: none"> <li>• Create a schedule with your team. It is really important that this is a collaborative effort with the team that will be doing the work as this makes the estimates more accurate and gets the team to buy in to the project and feel ownership.</li> <li>• First, break down the deliverables into activities so they can be realistically and confidently estimated and completed quickly. Identify milestones (significant events within the project)</li> <li>• Second, sequence the activities. Identify dependencies. Identify any leads and lags. A lead allows an acceleration of the successor activity. A lag directs a delay in the successor</li> </ul>	<p>yes</p>

	<p>activity.</p> <ul style="list-style-type: none"> <li>Determine your critical path (the longest duration the project can take). This becomes your schedule baseline.</li> </ul>	
Risks	<ul style="list-style-type: none"> <li>Review the risks from the project charter and add any new risks</li> <li>Perform qualitative risk analysis: the probability of each risk occurring (low, medium, and high) and the impact of each risk occurring (amount at stake or consequences positive and negative) (low, medium, and high)</li> <li>Perform quantitative risk analysis: determine which risk events warrant a response and determine overall project risks</li> </ul>	no
Budget	<ul style="list-style-type: none"> <li>A budget should not be completed without risk management activities and the inclusion of reserves.</li> <li>Contingency reserves are to address the cost impacts of the risks remaining during risk response planning. Some risks may require budget in order to respond to the risk.</li> <li>Management reserves are any extra funds to be set aside to cover unforeseen risks or changes to the project.</li> <li>The cost baseline contains the contingency reserves.</li> <li>The budget is the cost baseline plus the management reserves.</li> </ul>	yes
Project Plan Example	Example for creating a written plan of tasks, timelines, owners, reviewers, resources, and dependencies	Yes
Project Status meetings	Project Status Meetings are scheduled meetings. In these meetings, plan on reviewing the project plan, updating stakeholders of status, discuss any change in priority and/or back up plans for missed or delayed deliverables.	For smaller projects, a weekly meeting may not be necessary but check-in meetings should be scheduled as needed.

## Content Authoring Process

Start by reviewing the [introductory presentation](#) of the K-12 Web content development processes for authors who write and load content into two different Intel® Education Web site environments.

Process	Description
Detailed Content Outlines	<p>A detailed outline of the content provides instructional design and information flow. During this process, focus on the navigation and flow of the content to determine if existing templates will support this content or the content and/or templates will need to be revised to support the project.</p> <p>Outlines should be reviewed and approved by Anne Batey.</p> <p>See an example of the <a href="#">Assessing Projects Outline</a></p>
Detailed Adaptation Outline	<p>A detailed outline of how the content will be presented and organized on the File Sharing site. If a File Sharing site already exists provide a detailed outline of what will change in order to accommodate the updated files. Delivery for a course/resource (digital) and version (new or update) should be considered when drafting a structure. Review other File Sharing site for ideas.</p> <p><b>Note:</b> Decide if tracked changes will be needed for adaptation.</p>
Script writing and File lists	<p>Script writing is the process of writing content into a preformatted Word document regardless of its final delivery. This Word document is essential to the adaptation and QA phase later in the project. Most of the K-12 curriculum is later adapted by geography (geos) who will need Word documents to send to translators. If the project is later revised, we use these Word documents to captured tracked changes so a geo who has already adapted the materials can quickly implement the revisions. Additionally, QA needs these documents to understand how the content should appear on the Web or quickly identify revisions to the existing Web content.</p> <p><b>Note:</b> please maintain <b>Source Documents</b>. If you are creating images from editable files (ppt, doc, psd, etc) please include the source document for the image when delivering final files.</p> <p>Create an <b>Adaptation File List</b> to help localization teams know how many files are involved in the project.</p> <p><a href="#">Template for Scripts</a></p>

	<p><a href="#">Elements Adaptation File List</a></p> <p>Remember to check the <b>Intel® Teach Curriculum Guidelines</b>: Brand elements, logo usage, color treatment, images, etc. applied to Intel Teach materials. <a href="#">Download the PDF</a> or search for IBC #15455 at: <a href="http://brandcenter.intel.com">http://brandcenter.intel.com</a>.</p> <p>If you have questions or need assets, contact <a href="mailto:alison.elmer@intel.com">alison.elmer@intel.com</a>.</p>
Peer Reviews	All content should be reviewed by a peer before submitting content for a formal editing review.
Editing	All content goes through a formal editing process. The editing process ensures guidelines were followed, branding of programs correctly applied, and consistency of language.
Formal Reviews with Intel	All content should be reviewed by an Intel Education K12 Content team member for approval.

## Localization Process

Process	Owner
Request team accounts to File Sharing site and send to <a href="#">Shelley Shott</a> .	Education or CAG Manager
<p>Follow the General Project Process:</p> <ol style="list-style-type: none"> <li>1. Schedule a Kick Off Meeting with <a href="#">Shelley Shott</a> to align on materials, expectations, and guidelines</li> <li>2. Create and submit a Project Charter to Shelley Shott</li> <li>3. Create a detailed Project Plan with Requirements, Schedule, Risks, and Budget</li> <li>4. Schedule team status meetings with localization team</li> </ol>	Education, CAG Manager, RTA, Production Team
<p>Review the <b>Intel® Teach Curriculum Guidelines</b>: Brand elements, logo usage, color treatment, images, etc. applied to Intel Teach materials. <a href="#">Download the PDF</a> or search for IBC #15455 at: <a href="http://brandcenter.intel.com">http://brandcenter.intel.com</a>.</p> <p>If you have questions or need assets, contact <a href="mailto:alison.elmer@intel.com">alison.elmer@intel.com</a></p>	Web Manager and RTA
Download materials from the File Sharing Site	RTA
<p>Localize and Translate Project Materials</p> <p>Content produced initially by the Corporate team has US based resources and references. Project materials should be localized so resources, references, and Web links are relevant to the</p>	RTA

country audience.	
Create and submit an <a href="#">Adaptation Plan</a> to <a href="#">Shelley Shott</a> .  Note: You can submit the adaptation plan before or after the pilot.	Education or CAG Manager
Review localized and translated content to ensure local educational meaning and terminology.	RTA should coordinate this task with a ST Trainer or content developer on their team
Edit the content  All content should go through a formal editing process. The editing process ensures guidelines were followed, branding of programs correctly applied, and consistency of language.	RTA should coordinate with a different delegate or content developer who did not perform the content review.  Using an ST Trainer is an option
Deliver the translated content to the production team  Delivering content as soon as editing is complete will shorten the time needed for the overall project.	RTA
Conduct a Pilot  Initial delivery of materials to a key audience to ensure outcomes and needs of the country are achieved.	Education or CAG Manager
Edit the Pilot Content  Integrate feedback and/or suggestions from pilot into <i>Word documents</i> . Update adaptation plan if needed.	RTA
Integrate the Pilot Revisions  Integrate pilot or adaptation revisions into <i>design templates</i> .	Production Team
Follow the Content Production Process below	RTA

## Content Production Process

Content Loading	<p>There are several methods for loading content. If the final product will be a digital manual, we load the content into Indesign files; and for Web we use a content management system.</p> <p>If needed <a href="#">schedule</a> a walkthrough of the process for launching content on the Web site (kick off, design, authoring, scripts, reviewing, loading, QA, and production).</p>
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<p>Post Production or Web Editing</p>	<p>After the content as been loaded onto the Web or into Indesign files for manuals, the content should go through another version of editing.</p> <p>For Manual and CD production, this is the <b>final</b> version of editing to resolve any final branding and/or consistency errors.</p> <p>For Web loading, this is a version of editing to ensure accurately of loading and that the scripts match the Web content.</p>
<p>Adaptation Content</p>	<p>While the content is in final editing, content lead should be drafting content for the File Sharing site. An overview of the changes needs to be included.</p>
<p>QA and Revisions</p>	<p>All Web projects will go through a formal Intel QA process. Web pages are moved during scheduled builds to a designated QA server where QA will test functionality, links, guidelines, and high level content for consistency.</p> <p>Please note that QA does try to review content but you are ultimately responsible for the content on the Web page.</p>
<p>Adaptation sites</p>	<p>After final edits, the File Sharing site should be completed. Content leads should:</p> <ul style="list-style-type: none"> <li>• Adds word counts to File List</li> <li>• Provide final docs and final File List on SharePoint in the same organization planned for the File Sharing site and notify <a href="mailto:Alison.elmer@intel.com">Alison.elmer@intel.com</a> and <a href="mailto:Laura.m.clampitt@intel.com">Laura.m.clampitt@intel.com</a></li> <li>• Update the File Sharing Site with the urls provided by Alison or Laurye</li> <li>• Schedule a Final review. Meeting invitees should be the Content Lead, Anne/Shelley, Alison and Laurye.</li> </ul>
<p>Adaptation Toolkits</p>	<p>Adaptation of content is required for all content. Content Lead updates existing (or provides new) adaptation support documentation. Adaptation 'toolkit' or guide is any material recommended for geos to use when adapting the materials.</p>
<p>Launch</p>	<p>Final version of the project is available.</p> <p><b>Note:</b> a project is not ready for launch until the File Sharing site and adaptation materials are ready as well.</p>
<p>Post Launch Review</p>	<p>Meeting to discuss BKMs, follow ups or key learnings, and to celebrate the completion of the project.</p>

## Digital Manual Process

Corporate converted all curriculums into Digital Manuals (hereafter DM) versions that are formatted and displayed for the Intel Education Viewer (hereafter Viewer). The digital viewer supports teachers and learners in Intel K-12 and Informal Community programs.

- Refer to the [Digital Manual File Sharing Site](#)

## Moodle Process

Corporate hosts several projects in another content management system, Moodle. Moodle is a content management system that was designed using sound pedagogical principles, to help educators create effective online learning communities. Use this section if you plan on adapting the **Intel® Teach Essentials Online Course**.

- Refer to the [Essentials Online File Sharing site](#)

## CMS Process

Corporate hosts several projects in a content management system (CMS). A CMS uses templates that separate the format and styles for a page from the content which allows for global updates without needing to edit each page. This enables content authors to load content without needing extensive technical background. The CMS also enables easy localization. Use this section if you plan on adapting the following projects. The following projects are hosted in the Corporate CMS and required to follow the corporate release process.

- [Designing Effective Projects \(DEP\)](#)
- [Assessing Projects \(AP\)](#)
- Thinking Tools ([Seeing Reason Tool](#), [Visual Ranking Tool](#), and [Showing Evidence Tool](#))
- [The Journey Inside<sup>\(SM\)</sup> \(TJI\)](#)
- [Design and Discovery \(D&D\)](#)
- Technology Literacy (TLC) [Describe with Technology](#), [Explain with Technology](#), and [Persuade with Technology](#)
- [Wild Ride \(WR\)](#)

--Process will be defined after migrating into the new CQ5 platform in Q2 2012--



## Corporate Web Site

The Corporate Education Web site is <http://www.intel.com/education/teachers>. On the Corporate Web site is a country selection drop down list. Use this section if you need to request a new country added to this drop down or a vanity URL set up for a country.

### How to Request a country added to the selection drop down list:

The Country selection drop down list is located on the Corporate Web site:



To request a new country's addition to this list, please send an e-mail to [Jennifer Sheldon](mailto:jsheldon@intel.com) and include the name of the country and the URL of the country's home Web page.

### How to Request a vanity or shortcut URL:

A vanity or short cut URL is an easily remembered URL. An example of a vanity URL is:

Vanity URL: <http://www.intel.com/education/my> and redirects to <http://www3.intel.com/cd/corporate/education/APAC/ENG/my/265467.htm>

To Request a vanity URL, please send an e-mail to [Jennifer Sheldon](mailto:jsheldon@intel.com) and include the following in the request:

1. Suggested vanity url
2. When you need it live
3. Where the vanity url redirects

## Production Tools

K12 Content team uses multiple production tools for producing manuals, CDs, and Web content. These tools include templates, checklists, and process guides. Please review this section to understand the tools available to you. Later, depending on the project, you will want to check back and download the tool(s) applicable to the project.

### Manual Production Tools

Resource	Type and Size	Description	Updated
<a href="#">Intel® Education Curriculum Guidelines</a>	(3 MB)	<p>This design guideline document consists of: curriculum design elements, naming guidelines, and writing and copyright guidelines.</p> <p>Some of the information in this guide is a duplication of the Intel Brand and Education Writing Guidelines.</p> <p>Important sections for initial review are:</p> <ol style="list-style-type: none"> <li>1. Content and Co-Branding Guidelines</li> <li>2. Assets, Templates and Assembly</li> </ol> <p>Before adapting curriculum materials, please e-mail <a href="mailto:teacher.training@intel.com">teacher.training@intel.com</a> to obtain a copy of the Curriculum Adaptation Toolkit and the most current copy of the U.S.</p>	Oct 2009

### Photography Production Tools

Resource	Type and Size	Description	Updated
<a href="#">Personal Release Form</a>	(150 KB)	Use this document to gather permission to use a testimonial or photograph.	Dec 2007
<a href="#">Photography Catalogue</a>	(8 MB)	Corporate Affairs Group Photography and Logo Catalogue (includes photography usage guidelines and K-12 images).	

### Web Production Tools

Resource	Type and Size	Description	Updated
<a href="#">Web Intel.com Content Script Template</a>	(64 KB)	This template is used to submit new or updated pages on the intel.com Web site. See <a href="#">this example</a> (Doc; 74 KB) on how to use and complete the template.	Feb 2008
Web CMS Content Script Template	(130 KB)	This template is used to submit new projects in the CMS. If you are updating existing content in the CMS, please update the content in the existing script. This template is used for new projects only.	TBD in Q2 2012

### CMS Production Tools

This section will be updated once we migrate into the new CMS CQ5 platform. Q2 2012

Resource	Type and Size	Description	Updated

### Help Guide Production Tools

Resource	Type and Size	Description	Updated
<a href="#">Content Script</a>	(58 KB)	Template used for creating Help Guide steps	June 2007
<a href="#">Development Guide</a>	(292 KB)	Guide for content development	Dec 2011
<a href="#">Testing Guide</a>	(575 KB)	Guide for testing new Help Guide Steps or versions into the system.	June 2007
Additional components Request		If you need to request additional steps, sections, or versions for the Help Guide, please send this request to <a href="#">Laurye Clampitt</a> .	


**Moodle Production Tools**

<b>Resource</b>	<b>Type and Size</b>	<b>Description</b>	<b>Updated</b>
<a href="#">RTA Guide</a>	(1,402 KB)	Guide of administrative features in the Essentials Online Course environment	March 2009
<a href="#">RTA Call Agenda 1</a>	(29 KB)	RTA training agenda for the first call	August 2008
<a href="#">RTA Call Agenda 2</a>	(28 KB)	RTA training agenda for the second call	August 2008
<a href="#">RTA Call Agenda 3</a>	(28 KB)	RTA training agenda for the third call	August 2008
<a href="#">RTA Call Agenda 4</a>	(27 KB)	RTA training agenda for the fourth call	August 2008
<a href="#">RTA Training Facilitation Notes</a>	(40 KB)	RTA training agendas with facilitation notes	Coming Soon
<a href="#">Roles and Responsibilities</a>	(75 KB)	Resource identifying the roles that are supported by the Essentials Online Course	August 2008
<a href="#">Admin and Author Enrollment Spreadsheet</a>	(8 KB)	Spreadsheet used for the bulk registration feature	August 2008
<a href="#">Build a Course and content authoring Self Paced</a>		Self Study on how to Build a course and content authoring in the Moodle environment.	August 2008
<a href="#">Evaluator Resources</a>		The Essentials Online Evaluator's Resource site contains access to the course reporting features and supporting documents for evaluators.	August 2008
<a href="#">Test Script</a>	TBD	Moodle test cases (a set of conditions or variables) for a tester (or Quality Assurance person) to complete to determine if TEO requirements are partially or fully satisfied.	Coming Soon

## Presentation Tools

Resource	Description
<ul style="list-style-type: none"> <li>• <a href="#">Intel Teach Essentials Course (Blue)</a> - (PPT, 284 KB)</li> <li>• <a href="#">Intel Teach Essentials Course (White)</a> - (PPT, 365 KB)</li> <li>• <a href="#">Intel Teach Getting Started (Blue)</a> - (PPT, 283 KB)</li> <li>• <a href="#">Intel Teach Getting Started (White)</a> - (PPT, 363 KB)</li> <li>• <a href="#">Intel Teach Leadership Forum (Blue)</a> - (PPT, 2.25 MB)</li> <li>• <a href="#">Intel Teach Leadership Forum (White)</a> - (PPT, 2.33 MB)</li> <li>• <a href="#">Intel Teach Skills for Success (Blue)</a> - (PPT, 277 KB)</li> <li>• <a href="#">Intel Teach Skills for Success (White)</a> - (PPT, 358 KB)</li> <li>• <a href="#">Intel Teach Thinking with Technology (Blue)</a> - (PPT, 282 KB)</li> <li>• <a href="#">Intel Teach Thinking with Technology (White)</a> - (PPT, 392 KB)</li> <li>• <a href="#">Intel Learn (Blue)</a> - (PPT, 2.35 MB)</li> <li>• <a href="#">Intel Learn (White)</a> - PPT, 2.43 MB)</li> </ul>	<p><b>For use with Intel® Education offerings for external audiences:</b></p> <ul style="list-style-type: none"> <li>• Use the approved template (in either blue or white background) for the corresponding offering.</li> <li>• Use Verdana font in all presentation slides.</li> <li>• Use the core visual (for the corresponding offering) on the title slide only.</li> <li>• Do not use icons, elements from the old core visual, or clip art in presentations. Approved Intel 3.0 photography can be used on presentation slides.</li> <li>• Only use colors provided in the presentation template color palette.</li> <li>• The legal footer must remain on every slide, unless the entire slide contains content or materials not owned by Intel.</li> <li>• Follow all naming, branding, and writing guidelines for presentation slides. See the Intel Corporate Writing Style Guide and Intel Education Writing Guide Supplement for more information.</li> </ul>

## Contacts

Photo	Name	Key Function
	<p>Kim Schmidt</p>	<p>Admin Support for AG-based Ed personnel. Data management and information systems to track programs.</p>

	<p>Shelley Shott</p>	<p>Global K12 Education Manager, coordinates all Teacher Professional Development programs and support Ed Transformation as well as being our point of contact with other Intel business units on K12 education programs.</p>
	<p>Anne Batey</p>	<p>Global K12 Content Manager defines and delivers K-12 content/curriculum development strategies and product roadmaps for our F2F, e-learning, online curriculum and Web-based content.</p>
	<p>Peter Broffman</p>	<p>Digital Inclusion manager, manages digital inclusion strategy and program development, and the Intel Learn and Intel Easy Steps programs, as well as interface with other business units on digital inclusion programs.</p>
	<p>Karen Merrill</p>	<p>Events and Logistics Manager, supports ISEF, STS, SODA, and the Intel Global Challenge.</p>

	<p>Laurye Clampitt</p>	<p>Content Production Manager, owns the key content and production support systems, drives the standards for K-12 products and delivery, and coordinates development of Intel® Teach Web and Production resources for field content localization. She manages the development of the Intel Digital Help Guide, the Digital Viewer, and field localization of Intel Teach Elements.</p>
	<p>Alison Elmer</p>	<p>CAG Program Communications Manager supports K-12, Digital Inclusion, and Events &amp; Logistics. She also matrixes to Julie Coppernoll's CMG IMS team, managing Marcom Resources for CAG Marketing.</p>
	<p>Theresa Maves</p>	<p>K12 Training and Social Media Manager, owns Intel Engage community, drives webinar strategies, and supports trainings/trainers for Intel K-12 education programs.</p>