

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT)**

EDIT 575 DL1: e-Learning Design Applications
2 Credits, Spring 2017

Faculty:

Name: Dr. Ryan Rucker

Office hours: By Appointment

Office location: Thompson Hall, L040

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides basic knowledge of available applications for creating, delivering, managing and tracking e-learning experiences. Students learn to create instructional products using the latest e-learning design applications.

Course Overview

This course provides an overview of the design capabilities of Adobe Captivate for instructional design practice. The Adobe Captivate Software contains a powerful array of tools and features used within instructional design. EDIT 575 will focus on using basic photo editing software to design various projects in Adobe Captivate. The philosophy of this course is that as an instructional designer, it is important to know the range of capabilities of design tools and to cultivate curiosity and a broad knowledge of software tools in creating an instructional design project.

Through progress on technical assignments and other assignments, you will demonstrate an understanding of basic technical tasks of GIMP (photo editing) and Adobe Captivate. You meet the of course objectives by creating a series of technical assignments and two instructional design projects.

Course Delivery Method

This course will be delivered online using the asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Monday, January 16, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- Given that this course will introduce various tools used within e-learning, 2 major applications will be required:
 - GIMP: To download this application, visit the GIMP website (<http://www.gimp.org>). This application will be used to introduce students to basic photo editing. **Note:** This is a Windows and Mac based application.
 - Adobe Captivate: To download this application, visit the Adobe Captivate website (<https://www.adobe.com/products/captivate/download-trial/try.html>). **Note: This software only provides a 30-day trial version. Please do not download and install a copy until directed to do so.**
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader>
 - Adobe Flash Player: <https://get.adobe.com/flashplayer/>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Expectations

- **Course Week:**
 - Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Sunday, and **finish** on Saturday.
 - Dr. Rucker will produce some short lectures that will need to be reviewed weekly. In addition, 2 optional synchronous class sessions will be offered (see course schedule for meeting days/times) via Adobe Connect. The intent of these optional sessions is for students to receive any assistance or resolve any course-related issues.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

After this course, students will be able to:

- Identify best practices in e-learning design
- Select e-learning applications to support instructional strategies for education/training
- Use the main features and functions of the relevant software application for their optimal instructional uses

COURSE OUTCOMES:

- Identify how and where to obtain images on the web
- Modify images using various tools within GIMP

- Create a Microsoft PowerPoint and import the presentation into Adobe Captivate
- Implement voice narration and script to an Adobe Captivate Project
- Investigate a Web 2.0 tool and describe how it works
- Design an Adobe Captivate Simulation project
- Attach a quiz to an Adobe Captivate project

Professional Standards (2012 International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)):

1. Instructional Design Competencies (IBSTPI)

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI).

EDIT 575 will use the following competencies:

- Professional Foundations 1: Communicate effectively in written & oral form
- Professional Foundations 3: Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields.
- Planning & Analysis 7: Identify and describe target population and environmental characteristics.
- Planning & Analysis 9: Analyze the characteristics of existing & emerging technologies & their potential use
- Design & Development 10: Use an instructional design and development process appropriate for a given project.
- Design & Development 15: Develop instructional materials.
- Design & Development 16: Design learning assessment.
- Evaluation & Implementation 17: Evaluate instructional and non-instructional interventions.
- Management 22: Plan and manage instructional design projects.

The complete list of IBSTPI standards is located at

http://www.ibstpi.org/Competencies/instruct_design_competencies.htm

Required Texts

None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments

1. Technical Assignments (completion of an assignment that demonstrates competence of covered concepts):

- Week 1- VoiceThread Course Introduction
- Week 2- Image Cropping/Selection

These assignments should be submitted on Blackboard (under the correct weekly folder).

2. Captivate Project I

Using Captivate import a Microsoft PowerPoint presentation that you created and add voice narration. This Microsoft PowerPoint presentation will be on a topic that you select. When selecting your topic, try to think of a topic that you can build a presentation in your current classroom or work environment.

The project should include the following elements:

- At least 7 slides but no more than 15 slides
- The first slide must be a title slide (with your name) and the second slide must include 2-4 measureable objectives
- Have at least 5 minutes of audio narration but no more than 10 minutes of audio narration
- Include appropriate themes, transitions, and animations
- Integrate the table of contents option
- Contain a narration script to meet ADA requirements
- Using GIMP create or edit 2 images used in the PowerPoint presentation

A small weekly assignment will be given to help you design and develop this project. These assignments include:

- Week 1- Selecting topic for PowerPoint presentation
- Week 2- Submit a draft of the PowerPoint presentation and include 2 edited images
- Week 3- Submit a revised draft to include a narration transcript
- Week 4- Submit Captivate Project I

These assignments should be submitted on Blackboard (under the correct weekly folder).

3. Captivate Project II

Using Captivate develop an e-learning tutorial on a Web 2.0 tool. This tutorial will show a user how to use the tool and best practices of using the tool. The tutorial must be at least 8 minutes not more than 12 minutes in length and include a short quiz (2-4 questions).

A small weekly assignment will be given to help you design and develop this project. These assignments include:

- Week 3- Selecting a Web 2.0 tool
- Week 6-Draft of Simulation
- Week 7-Feedback to 3 peers
- Week 8-Submit Captivate Project II

These assignments should be submitted on Blackboard (under the correct weekly folder).

Grading Policy

Technical Assignments	
Week 1- VoiceThread Introductions	5 points
Week 2- Image Cropping/Selection	5 points
Captivate Project Part I	
Week 1- Topic selection	5 points
Week 2- Microsoft PowerPoint draft with edited images	5 points
Week 3- Microsoft PowerPoint draft with narration	5 points
Week 5- Captivate Project Part I	30 points
Captivate Project Part II	
Week 3- Web 2.0 selection	5 points
Week 7- Draft of Simulation	5 points
Week 8- Feedback to Peers	5 points
Week 9- Captivate Project Part II	30 points
Total: 100 points	

Grading Scale:

A+	97-100 points
A	94-96 points
A-	92-93 points
B+	90-92 points
B	85-89 points

B-	80-84 points
C	70-79 points
F	0-69 points

****Note: A+ are given to those students who exceed (go over and beyond) the assignment requirements. ****

Late Work Policy

I will accept assignments up to one week late, except for the Captivate Project Part I and II, for a 20% deduction off the final grade. Captivate Project Part I and II cannot be submitted late—do not ask for an extension. All due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

Class Schedule

Schedule of Topics Week	Week of	Topics / Assignments
1	January 23	<p>Topic: Getting Started</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Describe the major course elements of EDIT 575 • Create a reply to our Class Introduction (VoiceThread) • Select a topic to create a PowerPoint Presentation <p>Lectures To Watch (located within Week #1 folder in Bb):</p> <ul style="list-style-type: none"> • Replying to a VoiceThread <p>Assignments (submitted within Week #1 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Technical Assignment #1/VoiceThread: Create a reply to our class introductions VoiceThread <ul style="list-style-type: none"> ○ Due: Saturday (January 28) by 11:59 pm • Captivate Project #1/Part I (PowerPoint Topic) Select a topic to create a PowerPoint presentation. <ul style="list-style-type: none"> ○ Due: Saturday (January 28) by 11:59 pm <p>**Optional Live Session #1 is Thursday, January 26 from 7:30-8:30 pm ET. See “Optional Live Sessions” section within Bb.**</p>
2	January 29	<p>Topic: Introduction to Image Editing</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Explain where on the web to obtain images • Describe how to resize an image • Combine two images in GIMP • Discuss various selection tools (lasso and magic wand) to select portions of images <p>Lectures To Watch (located within Week #2 folder in Bb):</p> <ul style="list-style-type: none"> • Finding and Resizing Images • GIMP Selection Tools

		<ul style="list-style-type: none"> • Technical Assignment #2 Explanation <p>Assignments (submitted within Week #2 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Technical Assignment #2: Combining two images together using various selection tools <ul style="list-style-type: none"> ○ Due: Saturday (February 4) by 11:59 pm • Captivate Project #1/Part II Submit Microsoft PowerPoint with edited images <ul style="list-style-type: none"> ○ Due: Saturday (February 4) by 11:59 pm
3	February 5	<p>Topic: Exploring Adobe Captivate and Importing a Microsoft PowerPoint Presentation</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Describe how to download Adobe Captivate • List the common types of projects that Adobe Captivate can create • Explain the process of importing a PowerPoint into Adobe Captivate and adding narration <p>Lectures To Watch (located within Week #3 folder in Bb):</p> <ul style="list-style-type: none"> • Downloading Adobe Captivate and Exploring the Environment • Importing a Microsoft PowerPoint and Adding Narration <p>Assignments (submitted within Week #3 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Captivate Project #1/Part III Add transcript to Notes section of PowerPoint <ul style="list-style-type: none"> ○ Due: Saturday (February 11) by 11:59 pm • Captivate Project II/Part I: Select a Web 2.0 tool to investigate <ul style="list-style-type: none"> ○ Due: Saturday (February 11) by 11:59 pm
4	February 12	<p>Topic: Importing a Microsoft PowerPoint into Adobe Captivate (cont.)</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Download Adobe Captivate to a computer

		<ul style="list-style-type: none"> • Import a Microsoft PowerPoint into Adobe Captivate • Record audio narration within Adobe Captivate • Add script to ensure ADA requirements <p>Lectures To Watch (located within Week #4 folder in Bb):</p> <ul style="list-style-type: none"> • None <p>Assignments (submitted within Week #4 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Captivate Project I Final Submission <ul style="list-style-type: none"> ○ Due: Saturday (February 18) by 11:59 pm <p>**Optional Live Session #2 is Thursday, February 16 from 7:30-8:30 pm ET. See “Optional Live Sessions” section within Bb.**</p> <p>**You may now download Adobe Captivate starting on February 13**</p>
5	February 19	<p>Topic: Adobe Captivate Software Simulation</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Describe the purpose of the Adobe Captivate Software Simulation feature • Demonstrate how to use Adobe Captivate Software Simulation • Investigate and explain more about selected Web 2.0 tool <p>Lectures To Watch (located within Week #5 folder in Bb):</p> <ul style="list-style-type: none"> • Creating an Adobe Captivate Software Simulation project • Editing an Adobe Captivate Project <p>Assignments (submitted within Week #5 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Begin to work on draft of Adobe Captivate Project Part II
6	February 26	<p>Topic: Adobe Captivate Software Simulation (cont.)</p> <p>Learning Objectives: After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> • Compile a draft of Adobe Captivate Project Part II <p>Lectures To Watch (located within Week #6 folder in Bb):</p> <ul style="list-style-type: none"> • None

		<p>Assignments (submitted within Week #6 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Adobe Captivate Project II/Part II: Submit a draft of Adobe Captivate Project II to discussion forum <ul style="list-style-type: none"> ○ Due: Saturday (March 4) by 11:59 pm
7	March 5	<p>Topic: Adding an Adobe Captivate Quiz</p> <p>Lectures To Watch (located within Week #7 folder in Bb):</p> <ul style="list-style-type: none"> • Creating an Adobe Captivate Quiz <p>Assignments (submitted within Week #7 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Adobe Captivate Project II/Part III: Provide feedback to three peers <ul style="list-style-type: none"> ○ Due: Wednesday (March 8) by 11:59 pm
8	March 12	<p>Topic: Adobe Captivate Project Part II Submission</p> <p>Lectures To Watch (located within Week #8 folder in Bb):</p> <ul style="list-style-type: none"> • Course Wrap-up/Conclusion <p>Assignments (submitted within Week #8 folder in Bb/rubrics are attached to each assignment):</p> <ul style="list-style-type: none"> • Adobe Captivate Project Part II <ul style="list-style-type: none"> ○ Due: Sunday (March 12) by 11:59 pm

Assessment Rubric

Captivate Project I

IBSTPI Competency	Criteria	Does Not Meet Standards 0-2 points	Meets Standards 3-4 points	Exceeds Standards 5-6 points
Design & Development: 15: Develop instructional materials.	Photo editing	Presentation does not include two edited images and/or has significant edits that distract from the overall visual message.	Presentation includes two edited images but these images provide some edits that distract from the overall visual message.	Presentation includes two edited images that are appropriate and aid in the overall visual message.
Professional Foundations: 1 Communicate effectively in visual, oral, and written form.	Information/ Text	The use of text undermines the overall visual message.	The use of text enhances the overall project but there are 1-2 instances where there should be less text.	Text used in the project enhances and contributes to the overall design.
Planning & Analysis: 7 Identify and describe target population and environmental characteristics.	Audio/ Objectives	The audio used is not clear (has significant background noise/hard to hear speaker) and/or the learning objectives are not measurable.	The audio is clear but the speaker lacks engagement and/or some of the learning outcomes are not measurable.	The audio used is very clear, the speaker is engaging, and all learning objectives are measurable.
Design & Development: 11 Organize instructional programs and/or products to be designed, developed, and evaluated.	Script	Presentation does not provide a narration script.	Presentation provides a script however the narration does not follow the script.	Presentation provides a script and the narration follows the script.
Design & Development: 10 Use an	Consistency/ Navigation	Slides are not consistent and no table of contents is present.	Slides have minor consistency	Slides are consistent (font-size,

instructional design and development process appropriate for a given project.			issues but table of contents is present.	style, color, spacing, etc. are the same on all slides). The presentation provides a clear navigation structure using the table of contents.
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Capstone Project II

IBSTPI Competency	Criteria	Does Not Meet Standards 0-2 points	Meets Standards 3-4 points	Exceeds Standards 5-6 points
Planning & Analysis: 9 Analyze the characteristics of existing and emerging technologies and their potential use.	Web 2.0 Tool	The simulation does not provide a clear description of how to use the Web 2.0 tool or best practices.	The simulation provides a clear description of how to use the Web 2.0 tool but does not include best practices.	The simulation provides a clear description of how to use the Web 2.0 tool and best practices.
Management: 22 Plan and manage instructional design projects	Length	The simulation is less than 5 minutes.	The simulation is more than 5 minutes but less than 8 minutes or over 12 minutes.	The simulation is at least 8 minutes but less than 12 minutes.
Professional Foundations: 1 Communicate effectively in visual, oral, and written form.	Audio	The audio used is not clear (has significant background noise/hard to hear speaker).	The audio is clear but the speaker lacks engagement.	The audio used is very clear, the speaker is engaging.
Design & Development: 16 Design learning assessment	Quiz	The simulation does not provide a quiz.	The simulation provides a short quiz (2-4	The simulation provides a

			questions) but no question feedback.	short quiz (2-4 question) with question feedback.
Design & Development: 10 Use an instructional design and development process appropriate for a given project.	Captivate	Adobe Captivate application not utilized to create simulation project.	Adobe Captivate application was utilized to create simulation project with 1 enhancement added (outside of quiz and screen recording) to presentation (e.g., button, roll-over, transition).	Adobe Captivate application was utilized to create simulation project with 3 enhancements added (outside of quiz and screen recording) to presentation (e.g., button, roll-over, transition).