EDIT 575 DL1: e-Learning Design Applications
2 Credits, Spring 2019

Faculty

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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 (76% or more) using the asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Friday, January 18th, 2019.

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 to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- Given that this course will introduce various tools used within e-learning, 2 major
- applications will be required:
  - o 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.
  - o 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, are available for free download: [Add or delete options, as desire.]
  - o Adobe Acrobat Reader: https://get.adobe.com/reader/
  - o Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Sunday and finish on Saturday with the following exceptions/additions
  - o Week 1 will begin on Tuesday, January 22 and end on Saturday, January 26
  - o Dr. McDonald will produce short lectures that will need to be reviewed weekly.
  - o 2 optional synchronous class sessions will be offered via the Blackboard Collaborate tool which is included in your Blackboard course.
  - o Week 8 is a one day event in which the final assignment will be due on March 10, 2019 and prior to GMU's Spring Break (and before your Captivate 30 day license expires)
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. These meeting will be conducted with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
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 #1

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 #2

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

Technical Assignments			
Week	**Topic**	**Points**	**Due**
Week 1 - 1/22-1/26	Technical Assignment #1 Voice Thread Introductions	5	Saturday, 1/26 by 11:59pm
Week 2 - 1/27-2/2	Technical Assignment #2 Image Cropping/Selection	5	Saturday, 2/2 by 11:59pm
Captivate Project #1			
Week	**Topic**	**Points**	**Due**
Week 1 -1/22 - 1/26	Captivate Project #1/Part I Topic Selection	5	Saturday, 1/26 by 11:59pm

Week	Topic	Points	Due
Week 2 - 1/27 - 2/2	Captivate Project #1/Part II Microsoft PowerPoint draft with edited images	5	Saturday, 2/2 by 11:59pm
Week 3- 2/3 - 2/9	Captivate Project #1/Part III Microsoft PowerPoint draft with narration	5	Saturday, 2/9 by 11:59pm
Week 5- 2/17 - 2/23	Captivate Project #1 Final Submission	30	Saturday, 2/23 by 11:59pm
Captivate Project #2			
Week	**Topic**	**Points**	**Due**
Week 3- 2/3 - 2/9	Captivate Project #2/Part I Web 2.0 Selection	5	Saturday, 2/9 by 11:59pm
Week 6- 2/24 - 3/2	Captivate Project #2/Part II Draft of Simulation	5	Saturday, 3/2 by 11:59pm
Week 7 - 3/3 - 3/9	Captivate Project #2/Part III Feedback to Peers	5	Wednesday, 3/6 by 11:59pm
Week 8 - 3/10	Captivate Project #1 Final Submission	30	Sunday, 3/10 by 11:59pm
Total 100 Points			

Grade Scale

Grade	Total Points
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 Point

***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 1 and II, for a 20% deduction off the final grade. Captivate Project Part 1 and II cannot be submitted late as the schedule was built around the 30-day software trial limitation and extensions cannot be granted. All due dates for each assignment are provided to you in the schedule with this course syllabi. Please bookmark these dates on your personal calendar.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment

The College of Education and 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 Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Class Schedule

Class Schedule		
Week	**Dates**	**Topic, Learning Objectives and Assignments**
Week 1	Tuesday,1/22 – Saturday, 1/26	**Topics:** Getting Started **Learning Objectives:** After completing the activities this week, the student should be able to: • Describe the major course elements of EDIT 575 • Create a reply to our Class Introduction (VoiceThread) • Select a topic to create a PowerPoint Presentation

		Lectures to watch – located within the Week #1 folder in Bb
		• Replying to a VoiceThread **Assignments Due 1/26 by 11:59pm - Submit to the Week #1 folder in Bb** • <u>Technical Assignment #2: Voice Thread Introductions</u> • <u>Captivate Project #1/Part II PowerPoint Topic Selection</u> ****Optional Live Session #1 is Wednesday, January 23 from 7:30 – 8:30pmEST. See "Optional Live Sessions" within Bb for additional information****
Week 2	Sunday, 1/27 – Saturday, 2/2	**Topics:** Introduction to Image Editing **Learning Objectives:** After completing the activities this week, the student should be able to: • 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 **Lectures to Watch - located within the Week #2 Folder in Bb** • Finding and Resizing Images • Gimp Selection Tools • Technical Assignment #2 Explanation **Assignments Due 2/2 by 11:59pm - Submit to the Week #2 folder in Bb** • Technical Assignment #2 - Image Cropping/Selection • Captivate Project #1/Part II - Microsoft PowerPoint draft with edited images
Week 3	Sunday, 2/3 – Saturday, 2/9	**Topics:** Exploring Adobe Captivate and Importing a Microsoft PowerPoint Presentation **Learning Objectives:** After completing the activities this week, the student should be able to: • 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 **Lectures to Watch – located within the week #3 in folder in Bb** • Downloading Adobe Captivate and Exploring the Environment • Importing a Microsoft PowerPoint and Adding Narration **Assignments Due 2/9 by 11:59pm - Submit to the Week #3 folder in Bb** • Captivate Project #1/Part III - Microsoft PowerPoint draft with narration • Captivate Project #2/Part I - Web 2.0 Selection
Week 4 -	Sunday, 2/10 – Saturday 2/16	**Topic:** Importing a Microsoft PowerPoint into Adobe Captivate (cont.) **Learning Objectives:** After completing the activities this week, the student should be able to: • Download Adobe Captivate to a computer • Import a Microsoft PowerPoint into Adobe Captivate • Record audio narration within Adobe Captivate • Add script to ensure ADA requirements **Lectures to Watch - located within the Week #4 folder in Bb** • **None** **Assignments Due Saturday 2/16 by 11:59pm - Submit to the Week #4 folder in Bb** • Captivate Project 1 Final Submission • **Download Adobe Captivate 30 day free trial on 2/16 to enable you to continue with course work** ****Optional Live Session #2 is Wednesday, February 13 from 7:30 – 8:30pmEST. See "Optional Live Session" within Bb for additional information****
Week 5	Sunday, 2/17 - Saturday, 2/23	**Topic:** Adobe Captivate Software Simulation **Learning Objectives:** After completing the activities this week, the student should be able to: • 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 **Lectures to Watch - located within the Week #5 folder in Bb** - Creating an Adobe Captivate Software Simulation - Investigate and explain more about selected Web 2.0 tool **Assignments Due Saturday 2/23 by 11:59pm - None** - Begin to work on draft of Adobe Captivate Project #2
Week 6	Sunday, 2/24 - Saturday 3/2	**Topic:** Adobe Captivate Software Simulation (cont.) **Learning Objectives:** After completing the activities this week, the student should be able to: - Compile a draft of Adobe Captivate Project Part II **Lectures to Watch - located within the Week #6 folder in Bb** - **None** **Assignments Due Saturday 3/2 by 11:59pm - Submit to Week #6 folder in Bb** - Adobe Captivate Project #2/Part II - Draft of Simulation
Week 7	Sunday, 3/3 - Saturday, 3/9	**Topic:** Adding an Adobe Captivate Quiz **Learning Objectives:** After completing the activities this week, the student should be able to: - Add an Adobe Captivate Quiz - How to Submit peer feedback **Lectures to Watch – located within the Week #7 folder in Bb** - Creative and Adobe Captivate Quiz **Assignments Due Wednesday 3/6 by 11:59pm** - Adobe Captivate Project #2/Part III – Provide Peer Feedback to three peers
Week 8	Sunday, 3/10	**Topic:** Adobe Captivate Project Part II Submission **Learning Objectives:** After completing the activities this week, the student should be able to: - Final steps to complete course

		• Additional optional resources to extend learning

Lectures to Watch – located within the Week #8 folder in Bb

- **Course Wrap-up/Conclusion**

Assignments Due Sunday, 3/10 by 11:59pm - Submit to Week #8 folder in Bb

- Adobe Captivate Project #2 Final Submission

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric

Captivate Project #1

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,

| | | | 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. |
| instructional design and development process appropriate for a given project. | | | | |

Capstone Project #2

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).

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