

**Syllabus**  
**EDIT 772 Section CT1**  
**Web-Based Instructional Tools: (Articulate)**  
**(2 Credits) Summer 2011**

<b>DAYS / TIME / LOCATION</b>	<b>INSTRUCTOR: Wanda Mally</b>
Online July 5 – August 5, 2011	Email Address: <a href="mailto:wmally@gmu.edu">wmally@gmu.edu</a> Phone Number: (207) 738-2414; (207) 738-2449 (FAX) Teleconference and Online Office Hours by Appointment Monday-Friday. No office hours on Saturdays and Sundays.

### **COURSE DESCRIPTION**

**A. Prerequisites:** Student must be enrolled in one of the following levels: Graduate or Non-Degree. Should have knowledge of computers and the internet. Should have computer and internet skills.

### **B. Course Description from the University Catalog: EDIT 772 - Web-Based Instructional Tools**

Provides overview of web development tools. Using instructional design principles, students interact with variety of web publishing software programs to develop a project web site.

#### *For this Section of EDIT 772*

EDIT 772-Section CT1 is an overview of Articulate, an integrated suite of software tools used for developing e-learning content. The course will cover each of the following applications that make up the product suite.

- Presenter (used to enhance PowerPoint presentations for instruction then convert to Flash)
- Quizmaker (used to generate assessments and surveys in Flash format)
- Engage (used to design detailed interactions and scaffolding tools)
- Video Encoder (used for converting video into a format for use in an Articulate project)

Students are encouraged to either purchase the software or download the latest trial versions from Articulate.com to evaluate them before making a purchase. **If you are using/evaluating the trial version of the software, you should wait until *after* the course starts then download it to ensure the trial version remains active through the end of the course.**

### **NATURE OF COURSE DELIVERY**

All course activities for the semester will be held online. The course will be conducted using synchronous and asynchronous formats consisting of the following:

- Instructor-provided materials & demonstrations
- Assigned readings & research using online help
- Team reviews & discussions
- Hands-on activities & assignments
- A final project/presentation hosted online

Discussion board topics called “FAQs, Answers and Tips” have been set up to share all Articulate questions and discoveries that we encounter during the course. Please feel free to access it to post and/or look up information.

Instructor office hours are available by appointment and can be conducted via telephone, a Blackboard chat forum or a web conferencing tool.

## **STUDENT OUTCOMES**

Upon completing the course, students will be able to—

- Create individual e-learning modules using each of the Engage interactions:
  - Process
  - Labeled Graphic
  - Tabs
  - Circle Diagram
  - Timeline
  - Media Tour
  - FAQ
  - Pyramid
  - Guided Image
  - Glossary
  - Other downloadable community interactions
    - Flipbook
    - Flashcards
    - Stairstep
- Select an interaction appropriate for a given topic or instructional objective
- Import graphics into interactions
- Convert and import media files into interactions using Video Encoder
- Create e-learning quiz objects using Quizmaker
- Use Presenter (with PowerPoint's Presenter ribbon) to create and publish an integrated e-learning project that includes narration, annotations, navigation, bookmarking and learning games

## **PROFESSIONAL STANDARDS**

EDIT 772-CT1 will require students to follow selected instructional design steps to develop an instructional application in accordance with the needs and characteristics of a given target audience. Specific requirements for the instructional application will be determined through appropriate analyses. Following design and development of their project, students will engage in a collaborative activity to evaluate each other's work. As such, this course complies with the following professional standards.

### **Association for Educational Communications and Technology (AECT)**

Standards for the accreditation of *initial* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies

Standards for the accreditation of *advanced* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.

**International Board of Standards for Training, Performance and Instruction (IBSTPI)**

Instructional Design competencies in the following areas:

- Professional Foundations
  - Communicate effectively in visual, oral and written form
  - Apply current research and theory to the practice of instructional design
  - Update and improve one's skill, knowledge and attitudes pertaining to instructional design and related fields
  - Apply fundamental research skills to instructional design projects
- Planning and analysis
  - Conduct a needs assessment
  - Design a curriculum or program
  - Select and use a variety of techniques for determining instructional content
  - Identify and describe target population characteristics
  - Analyze the characteristics of the environment
  - Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
  - Reflect upon the elements of a situation before finalizing design solutions and strategies
- Design and Development
  - Select, modify or create a design and development model appropriate for a given project
  - Select or modify existing instructional materials
  - Select and use a variety of techniques to define and sequence the instructional content and strategies
  - Develop instructional materials
  - Design instruction that reflects an understanding of the diversity of learners and groups of learners
  - Evaluate and assess instruction and its impact
- Implementation and Management
  - Promote collaboration, partnerships and relationships among the participants in a design project
  - Provide for the effective implementation of instructional products and programs

**REQUIRED TEXTS:**

- Students will be required to use the online help that accompanies the software.

## OTHER REQUIREMENTS:

### Resources Required by Students

To successfully participate in the course, students are required to have:

- Internet access
- Web browser software
- FTP software
- A GMU email account
- A GMU web site (Mason Academic Research System Account)
- Access to Blackboard (CE9.1)
- Adobe Acrobat Reader
- A computer equipped with audio input (a microphone)/output capability for web conferencing and recording audio for your project)
- A recent version of Flash Player, such as Flash Player 10 (go to <http://www.adobe.com/support/flashplayer/downloads.html>)
- Audio recording/editing software (go to <http://audacity.sourceforge.net/>) (This will serve as a backup in case you encounter any issues directly recording audio into the Articulate application.)
- Microsoft Office (including Word for Windows, at a minimum)

### Required Software

Students will be required to purchase or have access to **Articulate Studio 9** or each of the following which are also sold individually:

- Presenter '09
- Engage '09
- Quizmaker '09
- Video Encoder '09

## COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

**A. Requirements** - The following table is a schedule of the assignments and their point value towards your final grade. All assignments are due by 11:59 PM on the date specified at the Blackboard course site. **Late discussion postings, late assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors will receive zero to half credit.**

See the schedule and checklists at the Blackboard course site for details of each week's activities.

Assignment	Assignment Description	Grading (Points)
Participation in online discussion first week of the course	Student / Instructor introductions will be held asynchronously. Instructions for information that you must post are provided in the student/instructor intros discussion topic in Blackboard.	5

*Continued on page 5*

Assignment	Assignment Description	Grading (Points)
URL for your web site	Email your URL (via GMU email) to the instructor.	5
Design Treatment for Your Final Project	<p>At a minimum, this should be a Word or PDF document and include:</p> <ul style="list-style-type: none"> <li>• a description of the purpose of the application</li> <li>• brief description of the users</li> <li>• an outlined inventory of content topics and/or tasks the instruction must cover</li> <li>• limited glossary of terms &amp; definitions</li> <li>• evaluation checklist (with a minimum of 10 checklist items--see Blackboard course site for directions)</li> </ul> <p>Include a cover page, as this is a formal document. The minimum length of the paper will likely be 3-4 pages, not including the cover. Number your pages. Post the paper to your discussion area. <b>Late or incomplete documents will receive 0 to 10 points. In order for the document to be considered complete, it must include all noted information listed above.</b></p>	20
Engage interactions & Video Encoder	Students are required to create interactions (tutorials) that provide an overview of the Articulate product suite. Each interaction will include audio, graphics and an instructor-provide video. Details for this assignment can be found at the Blackboard site.	10
Quizmaker	Students are required to create a quiz to be used as an assessment tool for each of the Engage interactions they created (above). This assignment includes the use of multiple question types. Details for this assignment can be found at the Blackboard site.	10
Presenter	Using Presenter, students are required to create an integrated tutorial that includes the interactions and quizzes created for the first two assignments (above). Details for this assignment can be found at the Blackboard site.	10
Final Project (on a topic chosen by the student)	Using the design treatment created at the beginning of the course, each student will develop a complete, integrated e-learning course using Presenter, Engage, Quizmaker and Video Encoder. Details for this project can be found at the Blackboard site. The project is separate and different from the assignments listed above.	30
Participation in the Design Review of Final Projects	Students must conduct a detailed review of each classmates' final project and provide feedback. This activity requires the "reviewer" to refer to each classmate's design treatment.	10

**B. Performance-Based Assessments** - Discussions/Reviews/Hands-on Assignments/Project Work.

To summarize, students will be evaluated in the following areas: Participation in all discussions; the hands-on assignments; your project materials; and your participation in the design review of your classmates' work. Students are expected to keep track of the scheduled assignments for each week, discussions and reviews.

***Communication***

Working 100% online requires dedication on the part of the instructor/facilitator and the students. As the instructor/facilitator, I rely on you to communicate to me any questions or problems that might arise. In such cases, you need to contact me immediately by email or phone.

***Attendance***

Attendance in the course is mandatory. Simply put, students are expected to participate in all discussions and reviews and make sure you establish a regular line of communication with your instructor.

**C. Criteria for Evaluation** - The standards by which each activity will be evaluated is provided in the "Assignment Description" column of the table on pages 4 and 5. Specific deadline dates can be found at the Blackboard course site.

**D. Grading Scale** - Using the following scale, the final grade is based on your performance out of the possible 100 points:

<b>Grade</b>	<b>Points</b>
A	100-90
B	89-80
C	79-70
F	69-0

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS AND RESOURCES**

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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 for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- 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 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/>].

GSE faculty may add at the conclusion:

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

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].