

## SYLLABUS

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
INSTRUCTIONAL DESIGN AND DEVELOPMENT (IDD) PROGRAM

EDIT 575 Section 5T1  
e-Learning Design Applications: Articulate (2 Credits)  
Spring 2013, March 18-May 15, 2013

### INSTRUCTOR:

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**Virtual Office Hours:** By appointment only

### COURSE DESCRIPTION

- **Pre-requisites/co-requisites:** None
- **Course description from the university catalog:** 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.
- **Additional description details:** This course is an overview of Articulate Studio '09. Articulate Studio '09 is used to create media rich presentations, process illustration, and other tutorials with branching and playback controls. Compiled Articulate projects can publish to Articulate Presenter, Web, LMS, CD or Word. In this course you will create Articulate presentations to demonstrate how the application works. This will be an experience you learn by doing it yourself, collaborating with a team, and critiquing others' work.
- **Software requirements:** Students are encouraged to purchase the software or download the free trial version of Articulate Studio '09 from [articulate.com](http://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

Some course activities will be held online. Assignments and projects are to be completed offline. The course will be conducted asynchronously consisting of the following:

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

## **LEARNER OUTCOMES:**

This course is designed to enable students 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 use

## **COURSE OUTCOMES**

Upon the completing of the course, the students will be able to use Articulate Studio '09 to:

- Create, edit and set up the control of content slides
- Create a presentation that, at a minimum, incorporates the use of:
  - Visual effects and/or other techniques such as slide animations and transition
  - Customized slide properties
  - Insert web objects
  - Audio recording and synchronization
  - Branching
  - 5 Engage template based interactions
  - Graded assessment (quizzing)

## **PROFESSIONAL STANDARDS**

During and following design and development of their project, students will engage in collaborative activities to evaluate each other's work. As such, this course complies with the following professional standards:

### **1. 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.

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

- 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:**

There are no textbooks to purchase. Students will be required to use the online help that accompanies the software and conduct web searches to learn more about specific features of Articulate Presenter, Engage and Quizmaker, and how to apply them.

### **RECOMMENDED TEXTS:**

Coomes, T., Elkins, D., & Ward, D. (2010). *E-Learning Uncovered: Articulate Studio '09*. Jacksonville, FL: Alcorn, Ward, & Partners. Inc.

### **OTHER REQUIREMENTS:**

#### **Resources Required by Students**

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

- Internet access
- Web browser software
- A GMU email account
- Access to Blackboard
- 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 11 (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 Articulate Presenter.)
- Microsoft Word and PowerPoint for Windows

## **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 in this syllabus. The design treatment and development of the final Articulate presentation are due as noted below. **Late discussion postings, late assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors may receive zero to partial credit.**

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

<b>Assignment</b>	<b>Assignment Description</b>	<b>Due Date</b>	<b>Grading (Points)</b>
Profile and Self Intro	Students and instructor introduce themselves and overview syllabus at the Discussion Board. Students are also required to set up individual profile.	03/23/13	5
Articulate Features	You will each be assigned a feature (or a small set of features) to describe in a presentation.  Create a brief presentation to demonstrate the feature(s) using Articulate. Seek out additional written and video based tutorials online to share as part of your presentation. Upload your presentation at the Assignment link for "Articulate Features".	03/30/13	15

Assignment	Assignment Description	Due Date	Grading (Points)
<p>Team Project Part 1 – Design Document</p>	<p>You will be assigned to teams. Each team will create a design document for a learning activity which will be later developed with Articulate Studio '09. You will submit the design document in Word or PDF as a team at the Assignment link for “Team Project Part 1 - Design Document.”</p> <p>The design document must include:</p> <ul style="list-style-type: none"> <li>• The overview and objectives of the learning activity</li> <li>• A brief description of the characteristics of the target users</li> <li>• An outline of instructional content topics/tasks in the final project (a minimum of 10 topics/tasks)</li> <li>• Learning strategies for each topic/task, ideally at the page level</li> <li>• Glossary of terms &amp; definitions pertinent to the subject</li> <li>• A project plan listing timeline and group task breakdowns or items that need to be completed in order to create your group project</li> <li>• A list of resources or references utilized</li> </ul> <p>Include a cover page and table of content. The minimum length of the document is 5 pages, not including the cover page and TOC. Follow the APA style. Post the document to your team discussion area. <b>Late or incomplete documents will receive 0 to partial points. In order for the document to be considered complete, it must include all noted information listed above.</b></p>	<p>April 6, 2012</p>	<p>20</p>

Assignment	Assignment Description	Due Date	Grading (Points)
<p>Team Project Part 2 – Development</p>	<p>You will first create the part of the project content that has no Engage interaction in Articulate Presenter. You will then add minimum five interaction content created in Engage. Lastly is the compiling of the entire project with minimum ten quiz questions created in Quizmaker. Development should follow the design document you created. Grading will be based on the quantity and quality of the topics/tasks you identified in your design document. You must upload the project no later than the deadlines specified for each development phase at the Assignment link for “Design Treatment Team Project Part 2 – Development in Presenter”, “Design Treatment Team Project Part 2 – Development in Engage”, and “Design Treatment Team Project Part 2 – Development in Quizmaker” respectively.</p>	<p>April 20, 2013  April 27, 2013  May 4, 2013</p>	<p>25  15  5</p>
<p>Critique Assignment</p>	<p>Each student will write a review of two selected projects completed by other teams. Share your thoughts using proactive and thoughtful language on:</p> <ul style="list-style-type: none"> <li>• What you like, or the strength of the projects</li> <li>• Room for improvement</li> <li>• Best practices or lessons learned of using Articulate Studio ‘09</li> <li>• Other thoughts</li> </ul> <p>Submit your response individually in the discussion board. You are encouraged to comment on others’ reviews.</p>	<p>May 11, 2013</p>	<p>5</p>
<p>Online Discussion</p>	<p>Actively participate in online discussion other than what have been listed above: Respond to all questions posed by the instructor with thoughtful responses, demonstrate understanding and application of what you have learned in this course, comment other students’ responses with probing question or ideas.</p>	<p>Ongoing  (4-5 Discussions)</p>	<p>10</p>

## **B. Performance-Based Assessments - Discussions/Reviews/Project Work.**

To summarize, students will be evaluated in the following areas: Participation in all discussions; management, maintenance and review of your project materials, and overall quality of your final project. Students are expected to keep track of the scheduled assignments for each week, discussions and regular reviews/revisions of project materials.

### ***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, or with each other, any questions that might arise. In such cases, contact me immediately by email if you have a concern that only I can address.

### ***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 team members, the instructor and other classmates.

**C. Criteria for Evaluation** - The standards by which each activity will be evaluated is provided below. Specific deadline dates are also listed.

<b>Profile and Self Intro</b>	<b>Partial Points</b>	<b>Full Points</b>
Blackboard Profile	<b>0-0.5</b> Incomplete	<b>1</b> Completed on time
Upload a photo	<b>0-0.5</b> No photo or unidentifiable photo	<b>1</b> Upload on time
Self Introduction in Discussion	<b>0-1.5</b> No intro or too brief with less than five lines	<b>2</b> Extensive self intro with over 10 lines
Comment on other students' self intro	<b>0-0.5</b> Zero to one comment	<b>1</b> Comment on two or more students' intro
<b>Highest Possible Sub Total</b>		<b>5</b>
<b>Articulate Features</b>	<b>Partial Points</b>	<b>Full Points</b>
Completion of the presentation with the features assigned	<b>0-5</b> Present zero to less than half assigned features; <b>6-11</b> Present half to less than 100% assigned features, or all assigned features in a less than superior quality	<b>12</b> Present all assigned features in a superior quality
Inclusion of other tutorials in the presentations	<b>0-2</b> Zero to two references to other tutorials. Unrelated tutorial will not be counted	<b>3</b> Three references or above to other tutorials
<b>Highest Possible Sub Total</b>		<b>15</b>

Team Project Part 1 – Design Document	Partial Points	Full Points
Include an overview in the document	<b>0-0.5</b> No or incomplete overview	<b>1</b> Provide an overview on the overall purpose, target audience
Provide the objectives	<b>0-0.5</b> No objectives, incomplete or mismatching	<b>1</b> List objectives in the appropriate order and format
Describe the target end users/learners of the learning activity	<b>0-0.5</b> No description, incomplete or mismatching	<b>1</b> Provide complete description
Identify an outline of instructional content topic/tasks	<b>0-1</b> Zero to five content topics/tasks listed; <b>2</b> Six to nine content topics/tasks listed	<b>3</b> Ten or above instructional content/tasks
Specify learning strategies for each topic/task	<b>0-2</b> No or some of the learning strategies specified; <b>3-4</b> Appropriate learning strategies specified on some listed instructional tasks, or on all instructional tasks but the strategies not appropriately supporting the learning task(s)	<b>5</b> Appropriate learning strategies specified on all listed instructional tasks
List glossary or definitions of the subject matter	<b>0-0.5</b> No listing, or the listing is not in a high quality	<b>1</b> Glossary or definitions nicely listed
Provide a project plan listing the task breakdown among the group members with timelines. The output can be in Word, Excel, PPT, PDF.	<b>0-2</b> No project plan, or a plan with greatly inadequate details or in a confusing format; <b>3-4</b> A project plan with adequate details and clear format but functioning less than perfectly	<b>5</b> Complete project plan with enough breakdown in a professional format
List resources or references of the subject matter	<b>0-0.5</b> No listing, or the listing is not in a high quality	<b>1</b> Resources or references nicely listed
Cover page & Table of Content	<b>0-0.5</b> No TOC, incomplete or mismatching	<b>1</b> Provide complete TOC correctly
Compliance of the APA style	<b>0-0.5</b> Not compliant or partially compliant with the APA style	<b>1</b> Compliant with the APA style
<b>Highest Possible Sub Total</b>		<b>20</b>



Team Project Part 2 – Development	Partial Points	Full Points
Complete the development of all non-Engage content in Presenter	<b>0-7</b> Zero to half non-Engage content from the design document developed in Presenter; <b>8-14</b> Half to less than 100% non-Engage content developed, or all non-Engage content developed in a less than superior quality	<b>15</b> All non-Engage content identified in the design document developed in Presenter in a superior quality, following the learning strategies specified in the design document
Inclusion of appropriate graphics and other media in Presenter	<b>0-4</b> No or poor quality graphics and other media included; <b>5-9</b> Meaningful graphics supporting learning content, adequate variety of media	<b>10</b> Meaningful graphics supporting learning content with consistent style and high quality, all possible types of media included (audio, video, animation)
Incorporate minimum five types of Engage interaction content to the project	<b>0-7</b> Zero to two types of Engage interaction incorporated; <b>8-14</b> Three to four types of Engage interactions incorporated, or five types of Engage interactions incorporated with glitch(es)	<b>15</b> All five types of Engage interaction content to the project perfectly
Incorporate minimum ten quiz questions created in Quizmaker to the project	<b>0-2</b> Zero to five quizzes created in Quizmaker; <b>3-4</b> Six to nine quizzes or ten quizzes with glitch(es)	<b>5</b> Ten quizzes with varieties created in Quizmaker, working perfectly
<b>Highest Possible Sub Total</b>		<b>45</b>
Critique Assignment	Partial Points	Full Points
Explain what you like	<b>0</b> No contribution	<b>0.5</b> Contribute idea(s)
Discuss improvement	<b>0</b> No contribution	<b>0.5</b> Contribute idea(s)
Share your ideas on best practices/lesson learned using Articulate Studio '09	<b>0-0.5</b> No or irrelevant sharing, or ideas not expanded, too brief	<b>1</b> Share ideas with enough details or examples
Other thoughts	<b>0</b> No contribution	<b>0.5</b> Contribute idea(s)
Critique on others' projects of your choice	<b>0-1.5</b> Zero to one critique, or not in an adequate depth	<b>2.5</b> Critiques on two or more projects in a great depth
<b>Highest Possible Sub Total</b>		<b>5</b>
Weekly Discussion	Partial Points	Full Points
4-5 other online discussions. Students are expected to contribute to help out other students, vote, or on other specific topics posted by the instructor	<b>0-4</b> No or low participation; <b>5-9</b> The contributing postings do not add enough value to the discussion	<b>10</b> Participate all discussions with value added
<b>Highest Possible Sub Total</b>		<b>10</b>

**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**

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [see <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail account.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

**PROFESSIONAL DISPOSITIONS**

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

**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>.

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