

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Instructional Design and Development (IDD) Program
EDIT 575-6D1 Deloitte eLearning Cohort
eLearning Design Applications: Adobe eLearning Suite Overview, 1 Credit
Spring 2013
Course meets online via MyMasonPortal/Courses
3/18/2013 - 4/21/2013

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COURSE DESCRIPTION

University Catalog 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.

Additional Description Details

This course is an overview of the visual design capabilities of the Adobe eLearning Suite [\[http://www.adobe.com/products/elearningsuite.edu.html\]](http://www.adobe.com/products/elearningsuite.edu.html) for instructional design practice with particular emphasis on visual design and application. The Adobe eLearning Suite contains a powerful array of tools for instructional design. The product tools this course will focus on are Bridge, Photoshop, Acrobat, Captivate, and Dreamweaver. 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 excellent visual design practices in creating an instructional design project. In this course you will not become an expert in any one Adobe program, but you will become aware of the range of options available using the eLearning Suite products. You will demonstrate your achievement of course objectives with a final instructional design project.

Delivery Method

This course will be delivered online using an asynchronous (not "real time") format via the Blackboard learning management system housed in the MyMason portal. The course will utilize a combination of online videos, online readings, research activities, threaded discussions and projects. To participate in this course, students will need the following resources: (a) Internet access with a standard up-to-date browser (Mozilla Firefox and Internet Explorer work best), (b) Active Mason email account and password, and (c) MyMason portal access (go to <https://mymasonportal.gmu.edu> to review system requirements for running MyMason portal from your home or workplace). The course site will be open to students **48 hours** prior to the start of the course.

Students should possess basic computer skills (e.g., Internet search skills, MS Office) and have high-speed Internet access with a standard browser.

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 uses.

Course Outcomes

At the conclusion of this course, students will be able to:

- Use key tools and features of the Adobe eLearning Suite.
- Identify the difference between bitmap and vector graphics.
- Edit and modify graphics in Photoshop.
- Develop an interactive form in Acrobat.
- Create simple interactivity in Captivate.
- Import web design and graphics into Dreamweaver.
- Create a multimedia instructional design product using the Adobe eLearning Suite tools.

REQUIRED TEXT

The required instructional resources for this course are online multimedia tutorials identified on the COURSE SCHEDULE AND TOPICS section of this syllabus.

There is also a requirement to have access to the software products used in this course. The pacing of activities involving software products is designed to allow students to take advantage of 30-day software trials as much as possible. Free trials are available at:

<http://www.adobe.com/downloads/>.

COURSE REQUIREMENTS

General Information

All assignments are due by 11:59 PM Eastern Time of the date indicated in each week's assignments published in the COURSE SCHEDULE AND TOPICS section of this syllabus. Due dates are also posted in the CALENDAR section of the Blackboard course site.

Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10% for each day that the assignment is late. No late submissions will be accepted after the course end-date.

Netiquette

The goal is to be collaborative, not combative. Experience shows that even an innocent remark in an online environment can be easily misconstrued. Responses should be re-read before posted to ensure they are not interpreted as personal attacks.

COURSE ASSIGNMENTS

There are four (4) assignments required for successful completion of this course.

1. Threaded Discussions (30 points, 10 points each discussion)

There are three (3) collaborative student-initiated discussions:

- Week 1: Identify strategies for image file management using Bridge.
- Week 4: Introduce your multimedia project. Give a brief explanation of what you plan to develop.
- Week 5: What standards are promoted in the videos for *Creating a Website*?

Each student is expected to participate in the threaded discussions in a meaningful way, with at least two (2) comments for each discussion. One posting should be a response to the original discussion topic and at least one posting should be a response to another student's observation. Students are encouraged to contribute relevant comments beyond the minimum expectation.

Student responses should add significantly to the discussion with supported evidence as appropriate. Comments will be evaluated based on quality and collaborative value, and timeliness for meeting the weekly deadline indicated in the COURSE SCHEDULE AND TOPICS. For more information on how discussion postings are evaluated, please consult the *Threaded Discussion Series Grading Rubric* at the end of this syllabus.

2. Project Collage (15 points)

Upload multiple photos via the Bridge tool. Use Photoshop to combine at least two (2) photos as one (1) image. The source files as well as the finished composite file are to be posted through the GRADED ASSIGNMENTS link by the due date listed in the COURSE SCHEDULE AND TOPICS. For more information on how this assignment is evaluated, please consult the *Project Collage Grading Rubric* at the end of this syllabus.

3. Project Form (15 points)

Use Acrobat to create a web-based form. Post the file on the GRADED ASSIGNMENTS link by the due date listed in the COURSE SCHEDULE AND TOPICS. For more information on how this assignment is evaluated, please consult the *Project Collage Grading Rubric* at the end of this syllabus.

4. Multimedia Project (40 points)

Part 1: Use Captivate to develop a multimedia tutorial, demonstration, or quiz. Post the file(s) on the GRADED ASSIGNMENTS link by the due date listed in the COURSE SCHEDULE AND TOPICS.

Part 2: Finalize project by exporting as a .swf package from Captivate to Dreamweaver. Embed the multimedia project within an html file in Dreamweaver. Post the file(s) on the GRADED ASSIGNMENTS link by the due date listed in the COURSE SCHEDULE AND TOPICS.

GRADING POLICIES

General information

The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Blackboard course site.

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair the grade may be appealed using the university's appeal process described at <http://catalog.gmu.edu/content.php?catoid=17&navoid=1274#grading>.

Grading Scale

The grading scale used in this course is the official George Mason University scale. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93% - 100%
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C	70% - 79%
F	< 70%

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 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.
- 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 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. [See <http://cehd.gmu.edu/values/Revised>].

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

COURSE SCHEDULE AND TOPICS

Date	Topics/Learning Experiences	Readings/Activities/Assignments
Week 1 3/18 – 3/24	Suite Overview Navigate the Adobe environment Introduction to Bridge	<p>View video: <i>What is eLearning Suite?</i> (3:00). Link to http://tv.adobe.com/watch/new-in-adobe-elearning-suite-6/what-is-adobe-elearning-suite-6/</p> <p>View video: <i>What is Adobe Bridge CS6?</i> (0:55). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/what-is-adobe-bridge-cs6/</p> <p>View video: <i>Bridge 101</i> (5:48). Link to http://tv.adobe.com/watch/visual-design-cs6/bridge-101/</p> <p>View video: <i>Adjusting Bridge Workspace</i> (2:54). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/adjusting-bridge-workspaces/</p> <p>View video: <i>Presenting Photos in Slideshow</i> (3:56). Link to http://tv.adobe.com/watch/visual-design-cs6/presenting-photos-in-a-slideshow/</p> <p>Activity:</p> <ul style="list-style-type: none"> • Introductory Discussion: What are you hoping to achieve by taking this course? <p>Assignment due by 3/24/13:</p> <ul style="list-style-type: none"> • Discussion: Identify strategies for image file management using Bridge.

<p>Week 2 3/25 – 3/31</p>	<p>Image Formats - Raster vs. Vector</p> <p>Introduction to Photoshop</p> <p>Photoshop Features and Functions</p> <p>Combine Multiple Images</p>	<p>View video: <i>Raster vs. Vector What Does it All Mean?</i> (2:33). Link to http://www.youtube.com/watch?v=2eM7uH4qNrw</p> <p>Read <i>Raster (bitmap) vs. Vector</i> for a more detailed explanation. See http://vector-conversions.com/vectorizing/raster_vs_vector.html</p> <p>View video: <i>Understanding Pixels</i> (2:26). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/understanding-pixels/</p> <p>View video: <i>What is Photoshop CS6?</i> (1:49). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/what-is-photoshop-cs6/</p> <p>View video: <i>Exploring Layer Basics</i> (11:23). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/exploring-layer-basics/</p> <p>View video: <i>Fixing Problems Automatically</i> (2:42). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/fixing-problems-automatically/</p> <p>View video: <i>Basic Selection Techniques & Options</i> (11:10). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/basic-selection-techniques-and-options/</p> <p>View video: <i>Making a Collage</i> (11:12). Link to http://tv.adobe.com/watch/learn-photoshop-cs6/making-a-collage/</p> <p>Assignment due by 3/31/13:</p> <ul style="list-style-type: none"> • Project Collage: Upload multiple photos via Bridge, and using Photoshop combine at least 2 as 1 image.
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<p>Week 3 4/1 – 4/7</p>	<p>Explore Acrobat XI Pro</p> <p>Combine Multiple File Types</p> <p>Discover Form Central</p>	<p>View video: <i>Edit PDF Files</i> (1:07). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/pdf-editor-edit-text-and-images-in-pdf-file/</p> <p>View video: <i>Create accessible PDF Files</i> (1:08). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/create-accessible-pdf-files/</p> <p>View video: <i>Convert PDF Files from Web Pages, Paper Documents or Any Application that Prints</i> (1:15). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/convert-pdf-files-print-scan-html-pages-to-pdf/</p> <p>View video: <i>Merge Multiple File Types into One PDF</i> (1:26). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/merge-combine-files-into-one-pdf/</p> <p>View video: <i>Create New PDF and Web Forms</i> (1:28). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/create-pdf-web-forms-builder-with-formscentral/</p> <p>View video: <i>Distribute Forms and Analyze Results</i> (1:15). Link to http://tv.adobe.com/watch/i-didnt-know-acrobat-xi-could-do-that-tutorials/create-distribute-forms-analyze-results-formscentral/</p> <p>View video: <i>Make a Form for Collecting Student Information</i> (9:15). Link to http://tv.adobe.com/watch/adobe-for-academics/make-a-form-for-collecting-student-information/</p> <p>Assignment due by 4/7/13:</p> <ul style="list-style-type: none"> • Project Form: Use Acrobat to create a web-based form. Post file to the Graded Assignment link on the navigation panel.
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<p>Week 4 4/8 – 4/14</p>	<p>Introduction to Captivate</p> <p>Rapid eLearning development</p> <p>Built-in features</p> <p>Creating quiz</p>	<p>View video: <i>What is Captivate 6?</i> (2:34). Link to http://www.youtube.com/watch?v=4M02iNY4rDc</p> <p>View video: <i>What's new in eLearning Suite 6?</i> (7:14). Link to http://tv.adobe.com/watch/new-in-adobe-elearning-suite-6/whats-new-in-adobe-elearning-suite-6/</p> <p>View video: <i>Navigating Adobe Captivate 6</i> (5:59). Link to http://vivaelearning.com/Navigating-the-Adobe-Captivate-6-Interface_v1210</p> <p>View video: <i>Adobe Captivate Sneak Peak 02 – Themes</i> (4:05). Link to http://vivaelearning.com/Adobe-Captivate-6-Sneak-Peek-02-Themes-_v1000</p> <p>View video: <i>Creating a Quiz in Captivate 6</i> (9:40). Link to http://www.youtube.com/v/0HF1ubfKJuA&rel=1&autoplay=1</p> <p>Assignments due by 4/14/13:</p> <ul style="list-style-type: none"> • Multimedia Project Part 1: Begin working on the final project, using Captivate to develop a multimedia tutorial, demonstration, or quiz. Post file(s) to the Graded Assignment link on the navigation panel. • Discussion: Introduce your multimedia project. Give a brief explanation of what you plan to publish. <p>View the link below to see some example Captivate products: http://www.gordoncomputer.com/ID_training/Captivate.html</p>
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<p>Week 5 4/15 – 4/21</p>	<p>Introduction to Dreamweaver</p> <p>WYSIWYG to build webpage visually</p> <p>Building a Website</p>	<p>View video: <i>What is Dreamweaver CS6?</i> (1:10). Link to http://tv.adobe.com/watch/learn-dreamweaver-cs6/what-is-dreamweaver-cs6/</p> <p>View video: <i>The Welcome Screen</i> (5:55). Link to http://tv.adobe.com/watch/learn-dreamweaver-cs6/the-welcome-screen/</p> <p>View video: <i>Understanding WYSIWYG</i> (7:11). Link to http://tv.adobe.com/watch/learn-dreamweaver-cs6/understanding-wysiwyg-html-editors/</p> <p>View video: <i>Dreamweaver CS6 Tutorial – Creating a Website Part 1</i> (16:16). Link to http://www.youtube.com/watch?v=8AqTyjm7brA</p> <p>View video: <i>Dreamweaver Tutorial – Creating a Website Part 2</i> (14:51). Link to http://www.youtube.com/watch?v=oTIA8TwKROY</p> <p>View video: <i>Dreamweaver Tutorial – Creating a Website Part 3</i> (16:37). Link to http://www.youtube.com/watch?v=hDIj8v46-PA</p> <p>Assignments due by 4/21/13:</p> <ul style="list-style-type: none"> • Discussion: What standards are promoted in the videos for <i>Creating a Website</i>? • Multimedia Project Part 2: Finalize your project by exporting as a .swf package from Captivate to Dreamweaver. Embed the multimedia project within an html file in Dreamweaver. Post file(s) to the Graded Assignment link on the navigation panel.
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ASSESSMENT RUBRICS

1. Threaded Discussion Series (total possible points: 10 per discussion X 3 discussions = 30)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Participation	<p>Number of postings does not meet minimum requirement.</p> <p><i>Point Value/Discussion:</i> 0 - .9</p>	<p>Number of postings meets minimum requirement.</p> <p><i>Point Value/Discussion:</i> 1 - 2.5</p>	<p>Number of postings meets or exceeds minimum requirement.</p> <p><i>Point Value/Discussion:</i> 2.6 - 3</p>
Relevance	<p>Postings lack substance and do not adequately reflect topic.</p> <p><i>Point Value/Discussion:</i> 0 - 1.9</p>	<p>Postings generally support topic content.</p> <p><i>Point Value/Discussion:</i> 2 - 3.5</p>	<p>Postings reflect appropriate and meaningful observations based on the topic content.</p> <p><i>Point Value/Discussion:</i> 3.6 - 4</p>
Collaborative Value	<p>Postings do not have enough information to adequately inform.</p> <p><i>Point Value/Discussion:</i> 0 - .9</p>	<p>Postings provide some content of general interest to the reader.</p> <p><i>Point Value/Discussion:</i> 1 - 2.5</p>	<p>Postings offer insight and convey knowledge.</p> <p><i>Point Value/Discussion:</i> 2.6 - 3</p>

2. Project Collage (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Bridge and Photoshop Products	Bridge and/or Photoshop applications not utilized. <i>Point Value: 0 - .9</i>	Photoshop application used to create image. <i>Point Value: 1 – 3.9</i>	Bridge and Photoshop applications effectively used to merge multiple photos. <i>Point Value: 4 - 5</i>
Accurate Representation	Image does not accurately reflect multiple source images. <i>Point Value: 0 - .9</i>	Image is combination of multiple source images. <i>Point Value: 1 - 3.9</i>	Image is aesthetic combination of multiple source images. <i>Point Value: 4 - 5</i>
Effective Use of Styling Techniques	Image does not reflect styling techniques. <i>Point Value: 0 - .9</i>	Styling techniques used to combine multiple images. <i>Point Value: 1 - 3.9</i>	Image is greatly enhanced through styling techniques. <i>Point Value: 4 - 5</i>

3. Project Form (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Acrobat Product	Acrobat application not utilized to create form document. <i>Point Value 0 - .9</i>	Acrobat application used to develop form document. <i>Point Value: 1 - 3.9</i>	Acrobat application features effectively utilized to produce well-structured form document. <i>Point Value: 4 - 5</i>
Accurate Representation	Form document is not functional. <i>Point Value: 0 - .9</i>	Form document is functional. <i>Point Value: 1 - 3.9</i>	Form document is functional and provides interaction. <i>Point Value: 4 - 5</i>
Effective Use of Styling Techniques	Form document does not reflect styling techniques. <i>Point Value: 0 - .9</i>	Styling techniques used to create form document. <i>Point Value: 1 – 3.9</i>	Form document demonstrates creativity and originality. <i>Point Value: 4 - 5</i>

4. Multimedia Project (total possible points: 40)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Captivate Product	<p>Captivate application not utilized to create multimedia project.</p> <p><i>Point Value: 0 - 3.9</i></p>	<p>Captivate application used to develop multimedia project.</p> <p><i>Point Value: 4 - 7.9</i></p>	<p>Captivate application features effectively utilized to develop well-designed multimedia project.</p> <p><i>Point Value: 8 - 10</i></p>
Accurate Representation	<p>Project lacks multimedia dimension.</p> <p><i>Point Value: 0 - 5.9</i></p>	<p>Project includes some multimedia content to convey intended message.</p> <p><i>Point Value 6 - 11.9</i></p>	<p>Combination of multimedia elements and content emphatically delivers the intended message.</p> <p><i>Point Value: 12 - 15</i></p>
Dreamweaver Product	<p>Webpage with embedded multimedia project not functional.</p> <p><i>Point Value: 0 - 5.9</i></p>	<p>Webpage with embedded multimedia project is functional.</p> <p><i>Point Value: 6 – 11.9</i></p>	<p>Webpage with embedded multimedia project demonstrates creativity and originality.</p> <p><i>Point Value: 12 - 15</i></p>