

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDIT 575: Adobe eLearning Applications (2 credits)

Fall Semester/2013

Online

August 26, 2013 through October 21, 2013

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**Contact Information**

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**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.

**Expanded Course Description**

This course provides an overview of the visual design capabilities of the Adobe's eLearning Suite (<http://www.adobe.com/products/learningsuite.edu.html>) for instructional design practice. The Adobe eLearning Design Suite contains a powerful array of tools for instructional design. We will focus on Photoshop, Bridge, Dreamweaver and Captivate in this course. 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. In this course, you will not become an expert in any one Adobe program, but a manipulator of the range of options available to you in the software package. You will become an expert in finding resources, tutorials, and strategies for solving design problems with these tools. You will manipulate bitmap and vector images in Photoshop; develop strategies for managing workflow in Bridge and Dreamweaver. You will explore approaches to creating projects in Captivate and the capabilities for creating interactivity.

All of these components will be used to develop a multimedia instructional design project, which will ultimately be compiled using Dreamweaver and Captivate. Through progress on weekly technical assignments, you will demonstrate an understanding of basic technical tasks in each of these programs. You will demonstrate your achievement of course objectives by creating a series of technical assignments and a final instructional design project.

**Entry Skills and Competencies**

Students should possess basic computer skills (e.g., MS Office, Internet search skills) and have high-speed Internet access with a standard browser (Firefox, IE), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at

<http://www.adobe.com/downloads/>. Experience in teaching, training, technical development, or equivalent is a plus.

### **Course Objectives**

By the end of this course, you should be able to:

- Evaluate the capabilities of basic software tools useful in instructional design practice and quickly apply features of these tools to practice
- Implement basic visual design strategies to an instructional design process
- Use the key tools and features of the Adobe eLearning Suite for their optimal uses
- Edit and modify bitmap and vector graphics in Photoshop
- Identify the difference between bitmap and vector graphics
- Create simple interactivity in Captivate
- Publish graphics in a variety of formats, particularly for use on the web
- Import web design and graphics into Dreamweaver
- Optimize project management through the use of Bridge
- Develop a project wireframe
- Create a multimedia instructional design product using a range of tools in the Adobe eLearning Suite

### **Required Texts/Resources**

#### **Lynda.com tutorials:**

The required instructional resource for this course is multimedia tutorials at Lynda.com. A package of tutorials will be compiled for the course.

If you are using versions of Adobe software other than the CC (Creative Cloud), there is also an option to purchase a monthly membership to Lynda.com to select from all tutorials on the site.

#### **Adobe Software:**

There is also a requirement to have access to the software packages used in this course. Adobe modified their pricing so that almost all of their software is available through Adobe Creative Cloud. The student pricing for this is 19.99/month. The tools from the Creative Cloud which you will use are: Photoshop, Dreamweaver, Bridge.

We will also use Adobe Captivate. We will limit use of Captivate to the last month of the course to enable you to use the free trial download.

The pacing of activities involving software packages will be 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/>.

### **Instructional Approach**

The course will be taught in an online asynchronous format. The online sessions are asynchronous using the Blackboard Learning Management system housed in the MyMason

portal. Materials used to support instruction include readings, lectures, hands-on experiences, research activities, threaded discussions and projects. Weekly content is described in detail and course topics, activities and assignments are posted on our Blackboard course site.

Another key detail of this course is the flexibility and options around the software used in the course. Students are encouraged to select projects that push their own ability with the software tools being explored in the course.

### **Student Expectations**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

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/>]. Revised 12/18/12

## **PROFESSIONAL DISPOSITIONS**

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

### **Professional Standards – Instructional Design and Technology**

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). The complete list of IBSTPI standards is located at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm)

## 2. Code of Professional Ethics (AECT)

This course adheres to the code of professional ethics for the field of educational technology set down by the Association for Educational Communication and Technology (AECT). The full text of the AECT Code of Professional Ethics is located at <http://www.aect.org/About/Ethics.asp>

## 3. Other Professional Standards/Guidelines

The ASTD Certification Institute has published standards that focus on competency models for corporate and government trainers at <http://www.astd.org/content/research/competency/competencyStudy.htm>

## 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/>

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

## Evaluation and Grading

Assignments in this course consist of:

**Weekly technical assignments** (weekly completion of an assignment that demonstrates competence of the covered concepts):

Week 2 – Basic Corrections

Week 3 – Image Combination

Week 4 – Custom Template

Week 5 – Project Management

Week 6 – Captivate Demonstration

Week 7 - Captivate Interactivity; Rapid Prototype

**Weekly technical assignment peer reviews** (welcome message and weekly online critiques);

**2 Learning reflections**

**A Final Multimedia Instructional Design Project**

The final project will be a multimedia instructional design project using the Adobe Creative Suite software tools. The project should choose a training or education problem and storyboard a multimedia tutorial to address the problem. Your training solution should contain:

Conceptual components:

- Learning objectives
- Breakdown of tasks
  - Brief content/instruction section
  - Brief demonstration
  - Opportunity for user feedback
- Appropriate visuals for key steps

Technical components:

- Use of at least one bitmap image
- Use of effective visual hierarchy principles: contrast, repetition, alignment, proximity
- Use of template
- Use of rollover interactivity
- Embedding of interactive files in html files
- Use of quiz feature in Captivate

## **Grading scale**

### **Assignments**

Technical Assignments	40%
Discussion Peer Reviews	25%
Learning Reflections	10%
Final Project	25%
	100%

## Overview of Weekly Topics and Learning Objectives

Schedule of Topics Week	Week of	Topics / Assignments
1	Aug 26	<p><b>Topic:</b> Getting Started</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"><li>• Navigate the Adobe environment including:<ul style="list-style-type: none"><li>○ Creating a new document</li><li>○ Setting up tabbed documents</li><li>○ Setting up rulers and guides</li><li>○ Creating multiple layers</li></ul></li><li>• Resize an image in Photoshop</li><li>• Add basic adjustments to an image in Photoshop</li></ul> <p><b>Assignment:</b> “Introductions” to be posted in Blackboard</p> <p><b>Software Tool:</b> Bridge, Photoshop</p> <p><b>Due:</b> Friday by 11:59 pm</p> <p>Responses to peers by Sunday 11:59 pm</p>
2	Sept 2	<p><b>Topic:</b> Image formats and Basic Corrections</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"><li>• Describe the differences between gif, jpg, png and raw image formats</li><li>• Use layers to maintain original image integrity</li><li>• Apply tone and color correction strategies to enhance a photo</li><li>• Match colors across images using hex codes</li><li>• Demonstrate basic retouching on portraits</li></ul> <p><b>Software Tool:</b> Photoshop</p>

		<p><b>Assignment:</b> “Basic Image Corrections” to be posted to the week 2 discussion forum</p> <p><b>Due:</b> Friday 11:59 pm</p> <p><b>Critique due</b> Sunday by 11:59 pm</p>
3	Sept 9	<p><b>Topic:</b> Photo-collage</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Combine two images in Photoshop</li> <li>• Select portions of an image with the lasso and magic wand tools</li> <li>• Delete specific selected portions of an image</li> <li>• Use the blur, sharpen, and smudge tools</li> <li>• Add pixels with the pencil and brush tools</li> <li>• Describe the limitations of raster images</li> <li>• Save image selections using the Quick mask tool</li> </ul> <p><b>Software Tool:</b> Photoshop</p> <p><b>Assignment:</b> “Collage” to be posted to the week 3 discussion forum</p> <ul style="list-style-type: none"> <li>• <b>Due:</b> Friday 11:59 pm</li> <li>• <b>Critique due</b> Sunday by 11:59 pm</li> </ul> <p><b>Submit Final Project topic proposal by Sunday</b></p>
4	Sept 16	<p><b>Topic:</b> Custom Template</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Use shape tools and text tool in Photoshop</li> <li>• Create a design for a custom template that can be exported to PowerPoint, Captivate, or Dreamweaver</li> </ul>

		<ul style="list-style-type: none"> <li>• Design a look and feel for template that matches the instructional design concept</li> <li>• Upload image file within Captivate interface</li> </ul> <p><b>Software Tool:</b> Photoshop, Dreamweaver</p> <p><b>Assignment:</b> "Custom Template" to be posted to the Week 4 discussion forum</p> <p><b>Due:</b> Friday by 11:59 pm</p> <p><b>Critique due</b> Sunday by 11:59 pm</p>
5	Sept 23	<p><b>Topic:</b> Project Management and Workflows</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Establish a site structure in Dreamweaver</li> <li>• Create links and embed images and media in Dreamweaver</li> <li>• Conceptualize the file structure needed for an html project with external resources</li> <li>• Recognize the function of css to control design</li> <li>• Identify strategies for image file management in Bridge</li> <li>• Test media files for compatibility with various devices in Device Central</li> </ul> <p><b>Assignment:</b> "Management" assignment to be posted to the week 5 discussion forum</p> <p><b>Software Tool:</b> Dreamweaver; Bridge</p> <p><b>Due:</b> Friday 11:59 pm</p> <p><b>Critique due</b> Sunday by 11:59 pm</p>
6	Sept 30	<p><b>Topic:</b> Captivate</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Create slides in Captivate</li> </ul>



		<ul style="list-style-type: none"> <li>• Edit master slide</li> <li>• Import custom template into Captivate</li> <li>• Edit timeline and add objects to slides</li> <li>• Add text box in slide</li> <li>• Export content from Captivate</li> <li>• Plan a short tutorial for screen capture</li> <li>• Capture a short sequence of animated steps</li> <li>• Export swf package from Dreamweaver</li> <li>• Embed Captivate package in html file in Dreamweaver</li> </ul> <p><b>Software Tool:</b> Captivate</p> <p><b>Assignment:</b> "Demonstration" to be posted to the Week 6 discussion forum</p> <p><b>Due:</b> Friday by 11:59 pm</p> <p><b>Critique due</b> Sunday by 11:59 pm</p>
7	Oct 7	<p><b>Topic:</b> Interactivity in Captivate &amp; Rapid Prototype</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Create quiz questions</li> <li>• Create rollover functionality</li> <li>• Create feedback options</li> <li>• Compile and refine final project pieces</li> <li>• Organize and present project</li> </ul> <p><b>Software Tool:</b> Captivate</p> <p><b>Assignment:</b></p> <p>“Interactivity” to be posted in week 8: Interactivity Discussion Forum</p> <p>“Rapid Prototype” to be posted in Week 8: Rapid Prototype Discussion Forum</p>

		<p><b>Due:</b> Friday 11:59 pm</p> <p><b>Critique due</b> Sunday by 11:59 pm</p>
8	Oct 14	<p><b>Topic:</b> Rapid Prototype</p> <p><b>Learning Objectives:</b></p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Compile and refine final project pieces</li> <li>• Organize and present project</li> <li>• Incorporate Peer Review Feedback into your final project submission</li> </ul> <p><b>Assignment:</b> "Rapid Prototype" to be posted to the Week 9 discussion forum</p> <p><b>Software Tool:</b> Dreamweaver; Captivate, Photoshop</p> <p><b>Due:</b> Sunday 11:59 pm</p> <p><b>Final Learning Reflection</b> due Sunday 11:59 pm</p>

## Assessment Rubrics

### Discussion Rubric

5 points	<p>At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. In addition, the poster does at least one of the following:</p> <ul style="list-style-type: none"> <li>• Postings reflect outstanding thought processes and thorough preparation;</li> <li>• Substantive ideas supported by frequent references to assigned readings</li> <li>• Often supplements comments with an additional probing question or hypothesis for the class to consider</li> <li>• Frequent application of work and/or previous learning experiences to concepts covered in class</li> </ul> <p>Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited/referenced. The</p>
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	assignment is completed on time.
4 points	At least three contributions to the discussion including an original post and at least two substantive responses to other students' posts. Views are clearly presented with evidence of the integration of the readings or of experiences. Any reference is appropriately cited. The assignment is completed on time.
3 points	At least two contributions to the discussion (one original post and at least one response to another student's post). Statements contain generally relevant information and adequately reflect the reading or experiences as well as good critical thinking skills. References, if required, are accurately cited. Assignment completed on time.
2 points	One or two contributions to the discussion (one must be an original post). Statement(s) not completely relevant to the topic or may be confusing. Statement(s) weakly reflect the readings or experience. References not provided where necessary or are inaccurately cited. Assignment with one contribution is completed on time, or with two contributions but late.
1 point	One or two contributions to the discussion (one must be an original post). Statement(s) irrelevant to the topic. Opinions presented without information or are not supported by data or references. Assignment with one contribution is submitted on time, or with two contributions is submitted late.
0 points	No contributions to the discussion.

### Reflection Rubric

Criteria	Superior (5)	Sufficient (3-4)	Minimal (1-2)	Unacceptable (0 points)
<b>Depth of Reflection</b>	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples,	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are

			when applicable, are not provided or are irrelevant to the assignment.	not provided.
<b>Required Questions</b>	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The	Response shows little evidence of synthesis of ideas presented and insights gained	Response shows no evidence of synthesis of ideas presented and insights gained throughout the

	implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	implications of these insights for the respondent's overall teaching practice are presented, as applicable.	throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	entire course. No implications for the respondent's overall teaching practice are presented, as applicable.
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(Adapted from [www.cpcc.edu/learningcollege/learning.../rubrics/reflection\\_rubric.doc](http://www.cpcc.edu/learningcollege/learning.../rubrics/reflection_rubric.doc))

### Peer Review Rubric

5 points	<p>Draft of assignment was completed on time.</p> <p>All assigned peer reviews are completed on time.</p> <p>All questions on peer review form are addressed in detail.</p> <p>Substantive and constructive comments are made that can help guide the designers' work forward.</p> <p>Concrete examples and suggestions are provided.</p> <p>Feedback demonstrates thorough understanding of the concepts for that weeks' assignment.</p>
4 points	<p>Draft of assignment was completed on time.</p> <p>All assigned peer reviews are completed on time.</p> <p>All questions on peer review form are addressed with detail, though some more thoroughly than others.</p> <p>Substantive and constructive comments are made.</p> <p>Concrete examples and suggestions are provided.</p> <p>Feedback demonstrates a good understanding of the concepts for that weeks' assignment.</p>
3 points	<p>Either draft of assignment or peer reviews are late.</p>

	<p>Substantive and constructive comments are made that can help guide the designers' work forward, but not all feedback items addressed.</p> <p>Feedback demonstrates some understanding of the concepts for that weeks' assignment.</p>
2 points	<p>Both draft of the assignment or peer review materials are late.</p> <p>Not all questions on peer review form are addressed in detail.</p> <p>Comments are evaluative but don't provide enough detail to be helpful in moving the work forward.</p> <p>Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.</p>
1 point	<p>Both draft of the assignment or peer review materials are late.</p> <p>Not all peer reviews for that week are completed.</p> <p>Not all questions on peer review form are addressed in detail.</p> <p>Comments are evaluative but don't provide enough detail to be helpful in moving the work forward.</p> <p>Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.</p>
0 points	No peer review was completed.

### **Final Project Description & Rubric**

The final project will be a multimedia instructional design project using the Adobe eLearning Suite software tools. The key programs that should be used to construct this project will be: Photoshop, Dreamweaver, and Captivate.

The project should choose a training or education problem and storyboard a multimedia tutorial to address the problem. As this is an instructional design course, you need an element of appropriate instructional design-- so learning objectives and a plan for assessment. Your main focus will be on the technical tasks of constructing the training materials.

Your training solution should contain:

#### **Conceptual components:**

- Learning objectives (10 points)
- Breakdown of tasks (15 points)
  - Brief content/instruction section
  - Brief demonstration
  - Opportunity for user feedback
- Appropriate & helpful visuals for key steps and points in presentation (15 points)

**Technical components:**

- Use of at least one bitmap image (5 points)
- Use of effective visual hierarchy principles: contrast, repetition, alignment, proximity & choice of images for visual interest (20 points)
- Use of template (5 points)
- Customization of rollover interactivity (5 points)
- Embedding of interactive files in html files (5 points)
- Use of quiz feature in Captivate, including providing feedback (15 points)
  - Quiz attempts to measure learning objective (5 points)