

SYLLABUS

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

EDIT 575
Section DL1

e-Learning Design Applications: Articulate (2 Credits)
Spring 2014, March 18-May 14, 2014

PROFESSOR:

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COURSE DESCRIPTION

- A. Pre-requisites/co-requisites:** None
- B. 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.
- C. Expanded description details:** This course is an overview of Articulate Studio '13. Articulate Studio '13 is used to create media rich presentations, training, and learning; 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 your facility with how the application works. You will gain a workable knowledge of how Articulate Studio '13 works by doing it yourself, collaborating with a team, and critiquing the work of others.

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 and demonstrations
- Assigned readings and research using online resources
- Team reviews and discussions
- Hands-on activities and assignments
- A final project

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Identify best practices in e-learning design
2. Select e-learning applications to support instructional strategies for education/training
3. Use the main features and functions of Articulate Studio '13 for its optimal instructional use
4. Design a learning or training module for delivery online
5. Develop a learning or training module for delivery online using Articulate Studio '13

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 technologiesStandards 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 these features.

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:

- **Software requirements:** Students are encouraged to purchase the software or download the free trial version of Articulate Studio '13 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.
- 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 ASSIGNMENTS AND EXAMINATIONS:

A. Requirements - The following table is a schedule of the assignments and course deliverables 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 assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors may receive zero to partial credit.**

Please note that there are not any examinations in this course. Your performance is assessed solely on the assignments listed in B. “List of Assignments/Course Deliverables” and C. “Tables of Assignments/Course Deliverables.”

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

B. List of Assignments/Course Deliverables:

1. Profile and Self Introduction in Microsoft PowerPoint
2. PowerPoint presentation describing a feature of Articulate
3. Design Document for Team Project
4. Team Project developed in Articulate Studio 13
5. Evaluations of Two Team's Projects

C. Tables of Assignments/Course Deliverables

Assignment/ Deliverable	Assignment Description	Due Date	Grading (Points)
1. 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.	03/23/14	5

Assignment/ Deliverable	Assignment Description	Due Date	Grading (Points)
2. Articulate Features	<p>You will each be assigned a feature (or a small set of features) to describe in a presentation.</p> <p>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”.</p>	4/13/14	15
3. Team Project Part 1 – Design Document	<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 ‘13. 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"> • The overview and objectives of the learning activity • A brief description of the characteristics of the target users • An outline of instructional content topics/tasks in the final project (a minimum of 5 topics/tasks) • Learning strategies for each topic/task, ideally at the page level • Glossary of terms & definitions pertinent to the subject • A project plan listing timeline and group task breakdowns or items that need to be completed in order to create your group project • A list of resources or references utilized 	April 20, 2014	20

Assignment/ Deliverable	Assignment Description	Due Date	Grading (Points)
4. Team Project Part 2 – Development	<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.</p>	<p>Project content uploaded to Articulate Presenter is due April 20, 2014.</p>	<p>25</p>
	<p>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.</p>	<p>Project content with Engage Interaction is due April 27, 2014.</p>	<p>15</p>
	<p>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>Project content with Quizmaker is due May 4, 2014.</p>	<p>10</p>

Assignment/ Deliverable	Assignment Description	Due Date	Grading (Points)
5. Evaluation Assignment	<p>Each student will write an evaluation of two selected projects completed by other teams. Share your thoughts using proactive and thoughtful language on:</p> <ul style="list-style-type: none"> • What you like, or the strength of the projects • Room for improvement • Best practices or lessons learned of using Articulate Studio '13 • Other thoughts <p>Submit your response individually in the discussion board. You are encouraged to comment on others' evaluations.</p>	May 11, 2014	10

Performance-Based Assessments

In summary, students will be evaluated in the following areas: Participation in all team assignments; 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 e-mail at msimmsbu@gmu.edu 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. Because this is an asynchronous, online course, it is best to log in a few times per week to check announcements, review content, and complete assignments. If any problems arise that affect your ability to participate in the course, please contact me immediately at msimmsbu@gmu.edu.

Criteria for Evaluation

The standards by which each activity will be evaluated are provided below. Please consult the “C. Table of Assignments / Course Deliverables” above for the deadlines for each assignment.

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Profile and Self Intro.	No profile provided, profile incomplete 0.0-3.45 points	Overview profile complete, some unclear/inaccurate components 3.5-4.45 points	Clear, accurate profile of overall purpose, target audiences 4.45-5.0 points
PPT-Articulate Feature	No PPT presentation, incomplete descriptions of Articulate feature 0-11.9 points	PPT presentation complete, some unclear/inaccurate descriptions of the Articulate feature 12.0-13.49 points	PPT presentation complete, clear, and accurate descriptions of Articulate feature 13.5-15.0 points
Team Project Part 1 Design Document	Design Document missing, unclear, poorly formatted 0-13.9 points	Design Document with some detail, basic formatting 14.0-17.9 points	Design Document with rich detail/breakdown, professional formatting 18.0-20.0 points

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Team Project Part 2 Development-Articulate Presenter	Developed project missing content, unclear content, not displaying in Articulate Presenter 0-17.49 points	Developed project with some detailed content, clear content, displaying in Articulate Presenter with glitches 17.5-22.49 points	Developed project with detailed content, exceeds requirements, displaying in Articulate Presenter with not glitches 22.5-25.0 points
Team Project Part 2 Development-Five Engage Interactions	Developed project missing the engage interactions, interactions not functioning as designed 0-11.99 points	Developed project, all five engage interactions included, all five interactions functioning as designed. 12.0-13.49 points	Developed project with five engage interactions included, all five interactions functioning as designed, and exceeds requirements 13.5-15.0 points
Team Project Part 2 Development-10 quiz questions in Quizmaker	Developed project missing 10 questions in Quizmaker, questions are not functioning as designed 0-7.9 points	Developed project with all 10 questions in Quizmaker, questions are functioning as designed 8.0-8.9 points	Developed project with all questions in Quizmaker, questions are functioning as designed, and exceeds requirements 9.0-10.0 points
Evaluation Assignment	Evaluation assignment missing, evaluation assignment incomplete 0-7.9 points	Evaluation assignment complete, unclear or inaccurate components 8.0-8.9 points	Evaluation assignment complete, clear, accurate components, and exceeds requirements 9.0-10.0 points

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

Grade	Points
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/policies/responsible-use-of-computing/>]
- 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>].