

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

**Division of Learning Technologies
Instructional Design and Technology (IDT) Program
EDIT 575 BO1
eLearning Design Applications: Captivate, 2 Credits
Summer 2014, June 2 - July 22, 2014
Course meets online via MyMasonPortal/Courses**

PROFESSOR:

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Email Response Time: 24 hours

Office Hours: By appointment only

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

EDIT 575 – e-Learning Design Applications

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 Course Description

EDIT 575 BO1 is an overview of Captivate 6 and 7. The application can be purchased through Adobe. Captivate is used in the creation of software presentations, demonstrations, simulations and tutorials. Published Captivate projects generate shockwave Flash (.swf) and HTML files that can be used over the Internet, as standalone applications on other media. This application allows the user to rapidly author a wide range of interactive eLearning and HTML5-based mLearning content.

Students are encouraged to either purchase the software or download the latest trial version from Adobe.com to evaluate it before making a purchase. **If you are using/evaluating the trial version of the software, you should wait until after the third week of the course to download it so that the 30 day trial period remains active through the end of the course.**

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on May 31, 2014 8am.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on June 2, 2014, and **finish** on July 22, 2014.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or email. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to use Captivate to:

- Create, edit and control slide objects using the timeline.
- Create a multi-media product by importing powerpoint slides.

- Create an interactive quiz.
- Create a published eLearning product.

PROFESSIONAL STANDARDS

EDIT 575-Captivate will require students to follow selected instructional design steps to develop instructional applications. Specific requirements for the instructional applications will be determined through appropriate analyses. Students will engage in collaborative activities and design and develop projects. 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 integrate 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.
 - 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:

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

Students will be required to use the online help that accompanies the software product used in this course. There is a requirement to have access to version 6 or higher of the Adobe Captivate product. The pacing of activities is designed to allow students to take advantage of the 30-day software trial as much as possible. Free trials are available at: <http://www.adobe.com/downloads/>.

COURSE ASSIGNMENTS AND EXAMINATIONS:

There are five (5) assignments required for successful completion of this course.

1. Threaded Discussions (40 points, 5 points each discussion)

There are eight (8) collaborative student-initiated discussions:

- Week 1: Identify the steps for developing an eLearning project.
- Week 2: Which do you find to be the most useful feature introduced in Captivate 6 /7? How do you envision using it?
- Week 2: Considering the functionality of the panels, bars and windows that make-up the Captivate Workspace, how might you customize it to suit your specific needs and preferences?
- Week 3: Which of the various slide and image properties and effects managed through the Captivate workspace did you find engaging?
- Week 3: How applicable is the use of effects and animation when developing eLearning content?
- Week 4: Share the concept and background information of the powerpoint presentation you selected to import.
- Week 5: Identify which smart shape you find most adaptable and explain why.
- Week 6: Introduce your eLearning project. Give a brief explanation of what you plan to publish.

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. Powerpoint Project (15 points)

Use Captivate to import a powerpoint presentation. Publish the presentation as HTML5. The published file is 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. Quiz Project (15 points)

Use Captivate to create and publish a quiz. The published file is 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.

4. eLearning Project Part 1 (10 points)

Create a Project Design Document that defines the concept and scope of an eLearning project and outlines the steps you will take to develop it using Captivate. The document file is 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.

5. eLearning Project Part 2 (20 points)

Use Captivate to develop an elearning tutorial or simulation, no more than 10 minutes in length. The published file is 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.

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.

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.

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/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/>).

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: <http://cehd.gmu.edu/values/>.

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 6/2 – 6/8 Introduction to eLearning	eLearning Concepts and Project Management Intro to Captivate eLearning Projects – simulation demonstration assessment	<p>We'll start with an overview of the eLearning Instructional Design Process and then look at Captivate as an eLearning development tool.</p> <p>View video: eLearning Project Management (7:13) Link to https://www.youtube.com/watch?v=Jp3P2h9ryw8</p> <p>View video: <i>What is Adobe Captivate 6?</i> (2:52). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-6/what-is-adobe-captivate-6/</p> <p>View video: <i>What's New in Adobe Captivate 6?</i> (9:03). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-6/whats-new-in-adobe-captivate-6/</p> <p>View video: <i>What's New in Adobe Captivate 7?</i> (2:56). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-7/what-is-new-in-adobe-captivate-7/</p> <p>View video: <i>Create Application Simulations and Product Demos</i> (1:39). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-7/create-application-simulations-and-product-demo/</p> <p>View video: <i>Develop Soft Skills and Compliance Training</i> (2:28). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-7/develop-soft-skills-and-compliance-training/</p> <p>Activity:</p> <ul style="list-style-type: none"> • Introductory Discussion: What are you hoping to achieve by taking this course? Please identify what version, if any, of Captivate that you have access to now, or how you plan to access. <p>Assignment due by 6/8/14:</p> <ul style="list-style-type: none"> • Discussion: Identify the steps for developing an eLearning project.
Week 2 6/9 – 6/15 Captivate Orientation	Adobe Captivate Features	<p>Highlights of the features available in Captivate are presented below. The features introduced in Captivate 6, specifically themes and actors are enhanced in Captivate 7.</p> <p>View video: <i>Professional Themes for Consistent Look and Feel</i> (1:03). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-6/professional-themes-for-consistent-look-and-feel/</p> <p>View video: <i>Actors in Various Gestures to Liven Up Content</i> (:41). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-6/actors-in-various-</p>

	<p>Captivate Training Series</p> <p>Captivate Workspace</p> <p>Getting Started – Adding slides, text, images</p> <p>Themes</p>	<p>gestures-to-liven-up-content/</p> <p>View video: Screen Capture Enhancements (8:13). Link to https://www.youtube.com/watch?v=r2slhWkjtQY</p> <p>View video: <i>Adobe Captivate 6 New Features Video – 10 Features in 10 Minutes</i> (10:09). Link to https://www.youtube.com/watch?v=noBced1AlyU</p> <p>Adobe Captivate Training course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QM sIDSyHI6mYL</p> <p>View video: <i>Introduction to the Captivate Workspace</i> (9:04).</p> <p>View video: <i>Five Fast Track Steps to Getting Started</i> (10:14).</p> <p>View video: <i>An Overview of Adobe Captivate Themes</i> (8:08).</p> <p>View video: <i>Five Fast Track Steps Remix</i> (7:56).</p> <p>Assignment due by 6/15/14:</p> <ul style="list-style-type: none"> • Discussion: Which do you find to be the most useful feature introduced in Captivate 6 /7? How do you envision using it? • Discussion: Considering the functionality of the panels, bars and windows that make-up the Captivate Workspace, how might you customize it to suit your specific needs and preferences?
<p>Week 3</p> <p>6/16 – 6/22</p> <p>Slides & Images</p>	<p>Captivate Training Series:</p> <p>Slides</p> <p>Master Slides</p> <p>Images</p> <p>Image Enhancement</p>	<p>Adobe Captivate Training Course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QM sIDSyHI6mYL</p> <p>View video: <i>Understanding the Different Slide Types</i> (5:34).</p> <p>View video: <i>Working with Slide Properties</i> (6:37).</p> <p>View video: <i>Using the Filmstrip, Changing Slide Order and Grouping Slides</i> (5:37).</p> <p>View video: <i>Working with Master Slides</i> (6:26).</p> <p>View video: <i>Importing and Editing Images</i> (6:33).</p> <p>View video: <i>Image Visibility, Shadows, Reflections and Object Placement</i> (5:11).</p> <p>Supplemental content is presented in this next document which highlights the powerful features introduced in recent versions of Captivate. We will</p>

		<p>take a more in-depth look at these functions throughout the rest of this course.</p> <p>Download pdf: <i>The Latest and Greatest in Adobe Captivate 5, 5.5 and 6 Tips and Tricks!</i> By Joe Ganci. Available at: http://phlesig.files.wordpress.com/2013/04/ganci-captivate-killer-tips.pdf</p> <p>Assignment due by 6/22/14:</p> <ul style="list-style-type: none"> • Discussion: Which of the various slide and image properties and effects managed through the Captivate workspace did you find engaging? • Discussion: How applicable is the use of effects and animation when developing eLearning content?
<p>Week 4 6/23 – 6/29</p> <p>Object Management, Importing Powerpoint Slides and Publishing</p>	<p>Captivate Training Series:</p> <ul style="list-style-type: none"> • Object Management • Timeline <p>Importing Powerpoint slides</p> <p>Publishing Options</p>	<p>Adobe Captivate Training Course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QMsIDSyHI6mYL</p> <p>View video: <i>Aligning Objects, Cut, Copy and Paste</i> (8:13)</p> <p>View video: <i>Managing Objects in the Library</i> (6:33)</p> <p>View video: <i>Mastering the Timeline</i> (8:24)</p> <p>View video: <i>Working with Placeholder Objects</i> (7:28)</p> <p>Captivate provides a fast, easy way to give new life to existing powerpoint presentations.</p> <p>View video: <i>Importing MS Powerpoint into Adobe Captivate 6</i> (2:43). Link to https://www.youtube.com/watch?v=hWkkd7doM3w&list=PL296290DE756E72E5</p> <p>View video: <i>HTML5 Support for Powerpoint Courses in Adobe Captivate 7</i> (1:55). Link to https://www.youtube.com/watch?v=KTgUHBndn88</p> <p>Step-by-step instructions for importing a powerpoint presentation and publishing it are given in this next document.</p> <p>Download PDF: <i>Create an Interactive Tutorial from Powerpoint</i>. Link to http://www.adobeforacademics.com/tutorials/531</p> <p>Additional publishing options are addressed in these next videos.</p> <p>View video: <i>Enable mLearning Output using HTML5</i> (1:08). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-7/enable-mlearning-using-html5/</p> <p>View video: <i>Publishing as HTML5</i> (1:05). Link to</p>

		<p>http://tv.adobe.com/watch/new-in-adobe-captivate-6/html5-publishing/</p> <p>View video: <i>iPad Publishing Options in Captivate 6</i> (4:45). Link to https://www.youtube.com/watch?v=AfuDHlgGARM</p> <p>View video: <i>Pause and Resume Functionality in Captivate 6</i> (3:58). Link to https://www.youtube.com/watch?v=loDtOdg3DSk</p> <p>Here are some example Captivate products including a tutorial created from a powerpoint presentation. Link to: http://www.gordoncomputer.com/ID_training/Captivate.html</p> <p>Assignments due by 6/29/14:</p> <ul style="list-style-type: none"> • PPT Project: Use Captivate to import a powerpoint presentation. Publish the presentation as HTML5. Post file(s) to the Graded Assignment link on the navigation panel. • Discussion: Share the concept and background information of the powerpoint presentation you selected to import.
<p>Week 5 6/30 – 7/6</p> <p>Styling Features & Functions -</p> <p>Standard Objects</p> <p>Quizzing</p>	<p>Captivate Training Series:</p> <p>Standard Objects</p> <ul style="list-style-type: none"> • Text Entry Boxes • Captions Rollovers • Smart Shapes <p>More on Smart Shapes</p> <p>Captivate Training Series:</p> <p>Quizzing</p>	<p>Adobe Captivate Training Course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QMsIDSyHI6mYL</p> <p>View video: <i>Adding and Styling Highlight Boxes</i> (4:32)</p> <p>View video: <i>Adding and Modifying Text Captions</i> (7:49)</p> <p>View video: <i>Rollover Captions, Rollover Images and Slidelets</i> (9:26).</p> <p>View video: <i>Adding and Modifying Smart Shapes</i> (3:21)</p> <p>View video: <i>Working with the Object Style Manager</i> (6:30)</p> <p>Check out this technique for placing an interactive smart shape button on a master slide.</p> <p>View video: <i>Using Smart Shapes Part 1</i> (4:25). Link to https://www.youtube.com/watch?v=5my8uINzxAk</p> <p>View video: <i>Using Smart Shapes Part 2</i> (6:24). Link to https://www.youtube.com/watch?v=GMbYqNTYIcM</p> <p>Adobe Captivate Training Course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QMsIDSyHI6mYL</p> <p>View video: <i>Assessment Preferences</i> (6:54)</p>

		<p>View video: <i>Adding Question Slides</i> (5:56)</p> <p>View video: <i>Modifying and Scoring Question Slides</i> (7:52)</p> <p>View video: <i>Submitting Questions Simultaneously</i> (5:29)</p> <p>Here is additional content on quiz development.</p> <p>View video: <i>How to create a Quiz</i> (9:21). Link to https://www.youtube.cwatchom/?v=0HF1ubfKJuA</p> <p>View video: <i>Create an Interactive Quiz</i> (6:59). Link to http://tv.adobe.com/watch/adobe-for-academics/create-an-interactive-quiz-in-adobe-captivate/</p> <p>Assignments due by 7/6/14:</p> <ul style="list-style-type: none"> • Discussion: Identify which smart shape you find most adaptable and explain why. • Quiz Project: Use Captivate to create and publish a quiz. Post file(s) to the Graded Assignment link on the navigation panel.
<p>Week 6 7/7 – 7/13</p> <p>Actions & Interactions</p>	<p>Captivate Training Series:</p> <p>Actions</p> <ul style="list-style-type: none"> • Buttons • Click Boxes • Branching • Animation Effects • Drag & Drop <p>Guidance for Creating Animation</p>	<p>Adobe Captivate Training Course, presented by VHOT Training, Inc. Videos available on YouTube playlist GMU EDIT 575. Link: https://www.youtube.com/playlist?list=PLUcBgHGSO4BdNmROhSD0QM sIDSyHI6mYL</p> <p>View video: <i>Understanding Buttons and Click Boxes</i> (8:46)</p> <p>View video: <i>Navigation and Branching with buttons and Click Boxes</i> (6:08)</p> <p>View video: <i>Working in the Branching View</i> (5:55)</p> <p>View video: <i>Using Smart Objects as Buttons</i> (9:56)</p> <p>View video: <i>Smart Learning Interactions</i> (4:06)</p> <p>View video: <i>Drag & Drop Interaction Wizard</i> (7:37)</p> <p>Here is more on Smart Learning Interactions.</p> <p>View video: <i>Smart Learning Interactions</i> (1:33). Link to http://tv.adobe.com/watch/new-in-adobe-captivate-6/smart-learning-interactions/</p> <p>View video: <i>Smart Learning Interactions</i> (6:34). Link to https://www.youtube.com/watch?v=l2RYSOQUOkk&list=PL94F11B55BD5DCBFB</p> <p>View video: <i>Effects Examples in Captivate 6</i> (2:10). Link to</p>

<https://www.youtube.com/watch?v=ELZr3BFUTsY>

View video: *Drag & Drop Components* (2:01). Link to <http://tv.adobe.com/watch/new-in-adobe-captivate-7/draganddrop-components/>

Read text: *Properties of Animation Objects*. Link to http://help.adobe.com/en_US/captivate/cp/using/WS5b3ccc516d4bf351e63e3d119e9581ded-7ff3.html

Read tutorial: *Captivate Tips for Beginners Part I: Create Action with Cutout People*. Link to <http://elearningbrothers.com/captivate-for-beginners-how-to-create-action-with-cutout-people-part-i/>

Read tutorial: *Captivate Tips for Beginners Part II: Sync Photos to Your Audio* Link to <http://elearningbrothers.com/how-to-sync-photos-to-your-audio-part-ii/>

Read tutorial: *Captivate Tips for Beginners Part III: Adding Text Animation*. Link to <http://elearningbrothers.com/captivate-tips-for-beginners-part-iii-adding-text-animation/>

Activity:

- **eLearning Design & Development:** Begin planning your final project, using Captivate to develop an elearning unit. The content may be a tutorial or simulation of your own choosing, no more than 10 minutes in length. The project is to be submitted first as a design document, and then as published content.

Assignments due by 7/13/14:

- **eLearning Project Part 1:** Create a Project Design Document that defines the concept and scope of an eLearning project and outlines the steps you will take to develop it using Captivate. Post the document file to the Graded Assignment link on the navigation panel.
- **Discussion:** Introduce your eLearning project. Give a brief explanation of what you plan to publish.

ASSESSMENT RUBRICS:

1. Threaded Discussion Series (total possible points: 5 per discussion X 8 discussions = 40)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Participation	Number of postings does not meet minimum requirement. <i>Point Value/Discussion:</i> 0 - .5	Number of postings meets minimum requirement. <i>Point Value/Discussion:</i> .6 - 1.0	Number of postings meets or exceeds minimum requirement. <i>Point Value/Discussion:</i> 1.1 – 1.5
Relevance	Postings lack substance and do not adequately reflect topic. <i>Point Value/Discussion:</i> 0 - .5	Postings generally support topic content. <i>Point Value/Discussion:</i> .6 – 1.0	Postings reflect appropriate and meaningful observations based on the topic content. <i>Point Value/Discussion:</i> 1.1 – 1.5
Collaborative Value	Postings do not have enough information to adequately inform. <i>Point Value/Discussion:</i> 0 - .9	Postings provide some content of general interest to the reader. <i>Point Value/Discussion:</i> 1 – 1.5	Postings offer insight and convey knowledge. <i>Point Value/Discussion:</i> 1.6 - 2

2. Powerpoint Project (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Captivate Product	Captivate application not utilized. <i>Point Value: 0 - .9</i>	Captivate application used to publish presentation. <i>Point Value: 1 – 3.9</i>	Captivate application effectively used to publish HTML5 product. <i>Point Value: 4 - 5</i>
Accurate Representation	Product is not functional. <i>Point Value: 0 - .9</i>	Product is functional but lacks interactivity. <i>Point Value: 1 - 3.9</i>	Product is functional and provides interactivity. <i>Point Value: 4 - 5</i>
Effective Use of Styling Techniques	Product lacks styling techniques. <i>Point Value: 0 - .9</i>	Styling techniques used to convey message. <i>Point Value: 1 - 3.9</i>	Product reflects effective use of Captivate features to enhance presentation. <i>Point Value: 4 - 5</i>

3. Quiz Project (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Captivate Product	Captivate application not utilized. <i>Point Value: 0 - .9</i>	Captivate application used to publish quiz. <i>Point Value: 1 – 3.9</i>	Captivate application effectively used to publish quiz with scoring. <i>Point Value: 4 - 5</i>
Accurate Representation	Product is not functional. <i>Point Value: 0 - .9</i>	Product is functional with limited interactivity. <i>Point Value: 1 - 3.9</i>	Product is functional and provides an interactive learning experience. <i>Point Value: 4 - 5</i>
Effective Use of Quizzing Slides	Product lacks quizzing slides. <i>Point Value: 0 - .9</i>	Product uses minimal question types. <i>Point Value: 1 - 3.9</i>	Product effectively uses multiple question types to generate an interactive quiz. <i>Point Value: 4 - 5</i>

4. Project Design Document (total possible points: 10)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Document does not provide project design criteria. <i>Point Value: 0 - .9</i>	Document conveys project design criteria. <i>Point Value: 1 - 3.9</i>	Document effectively identifies project concept and scope. <i>Point Value: 4 - 5</i>
Project Outline	Document does not identify project development steps. <i>Point Value: 0 - .9</i>	Document adequately identifies project development steps. <i>Point Value: 1 – 3.9</i>	Document details convey the look and feel of the project . <i>Point Value: 4 - 5</i>

5. eLearning Project (total possible points: 20)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Captivate Product	Captivate application not utilized to create eLearning project. <i>Point Value: 0 - 3.9</i>	Captivate application used to develop eLearning project. <i>Point Value: 4 - 7.9</i>	Captivate application features effectively utilized to develop well-designed eLearning project. <i>Point Value: 8 - 10</i>
Accurate Representation	Project lacks multimedia dimension. <i>Point Value: 0 - 3.9</i>	Project includes some multimedia content to convey intended message. <i>Point Value: 4 - 7.9</i>	Combination of multimedia elements and content emphatically delivers the intended message. <i>Point Value: 8 - 10</i>