GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology Program

EDIT 575 DL1: e-Learning Design Applications
2 Credits, Fall 2015

PROFESSOR:
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COURSE DESCRIPTION:

A. Prerequisites/Corequisites
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 Course Description
This course provides an overview of the design capabilities of the Adobe's eLearning Suite for instructional design practice. The Adobe eLearning Design Suite contains a powerful array of tools used within instructional design. EDIT 575 will focus on learning how to use Adobe Presenter and Photoshop/GIMP. 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.

All of these components will be used to develop a multimedia instructional design project, which will ultimately be compiled using Adobe Presenter. 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.

DELIVERY METHOD:

This course will be delivered online using the asynchronous 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 August 31, 2015.

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.
- Given that this course will introduce various tools used within e-learning, 2 major applications will be required:
  - GIMP: To download this application, visit the GIMP website (http://www.gimp.org). This application will be used to introduce students to basic photo editing. **Note:** This is a Windows and Mac based application.
  - Adobe eLearning Suite: To download this application, visit the Adobe eLearning Suite website (http://www.adobe.com/products/elearningsuite/trial.html). **Note: This software only provides a 30-day trial version. Please do not download and install a copy until directed to do so.**
- 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
  - Adobe Flash Player: https://get.adobe.com/flashplayer/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:**
  Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Sunday, and **finish** on Saturday.
  - o Dr. Rucker will produce some short lectures that will need to be reviewed weekly. In addition, 3 optional synchronous class sessions will be offered (see course schedule for meeting days/times). The intent of these optional sessions is for student's to receive any assistance or resolve any course-related issues.

- **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 3 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 3 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, and you are unable to come to the Mason campus, we can meet via telephone or web conference. 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:

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:

- Explain the use of various instructional design models (backwards design and ADDIE)
- Identify how and where to obtain images on the web
- Modify images using various tools within GIMP
- Create a storyboard using Microsoft PowerPoint
- Describe the purpose of Adobe Presenter and how it can aid in creating instructional content
- Construct a multimedia presentation using Adobe Presenter
- Define the pros and cons to using Adobe Captivate and Adobe Presenter
- Combine GIMP and Adobe Presenter to design a multimedia presentation

PROFESSIONAL STANDARDS

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

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

REQUIRED TEXTS:
None

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Weekly Technical Assignments (weekly completion of an assignment that demonstrates competence of covered concepts):
   - Week 1- Infographic
   - Week 2- Image Cropping/Selection

- Week 3- Annotated Images
- Week 4- Storyboard
- Week 5- Adobe Presenter
- Week 6- Proving Interactivity/Assessment
- Week 7- Draft of Multimedia Instructional Design Project

2. Final Multimedia Instructional Design Project
   The final project will be a multimedia instructional design project designed using GIMP
   and the Adobe Creative Suite software tools. The project should choose a
   training/demonstration or education problem that you select. Your training project
   should contain:
   - Conceptual components:
     - Measureable learning objectives (at least 3 no more than 5)
     - Breakdown of tasks
     - Appropriate visuals for key steps
     - Effective visual hierarchy principles
     - Appropriate audio narration to accompany visuals
   - Technical components:
     - At least two edited images
     - Audio narration
     - Embedded quiz/assessment
     - At least 5 minutes but no more than 10 minutes in length

   A small weekly assignment will be given to help you design and develop this project using
   the concept of the backwards design and ADDIE model. These assignments include:

   - Week 1- Identifying training/demonstration project and learning outcomes
   - Week 2- Describing the learner and their environment
   - Week 3- Selecting appropriate images
   - Week 4- Creating an assessment
   - Week 5- Transcript of text
   - Week 6- Current issues
   - Week 7- Peer review feedback on draft
   - Week 8- Final submission of Multimedia Instructional Design Project

3. Reflection
   During the final week of the course, students will write a no more than one page (double-
   spaced) reflection on new skills gained by completing the course and how they plan to
   continue to grow professionally in the instructional design field.

Weekly Technical Assignments	
Week 1- Infographic	7 points
Week 2- Image Cropping/Selection	7 points
Week 3- Annotated Images	7 points
Week 4- Storyboard	7 points
Week 5- Adobe Presenter	7 points
Week 6- Proving Interactivity/Assessment	7 points
Week 7- Draft of Multimedia Project	7 points
Multimedia Instructional Design Project	
Week 1- Identifying training/demonstration project and learning outcomes	3 points
Week 2- Describing the learner, tasks, and their environment	3 points
Week 3- Selecting appropriate images	3 points
Week 4- Creating an assessment	3 points
Week 5- Transcript of text	3 points
Week 6- Current issues	3 points
Week 7- Feedback to peers	3 points
Week 8- Final submission of Multimedia Instructional Design Project	25 points
Course Reflection	
Week 8- Course Reflection	5 points
Total: 100 points	

Grading Scale:

A+	97-100 points
A-	93-96 points
B+	90-92 points
B	85-89 points
B-	80-84 points
C	70-79 points
F	0-69 points

BLACKBOARD REQUIREMENTS

Every student registered for any IDT course <u>with a required performance-based assessment</u> is required to submit this assessment, Multimedia Instructional Design (Project/Module) to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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/the-mason-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/.

CLASS SCHEDULE:

Schedule of Topics Week	Week of	Topics / Assignments

1	Aug 31	**Topic**: Getting Started
		
		Learning Objectives:
		After completing the activities this week, the student should be able to:
		• Describe the major course elements of EDIT 575
		• Design an infograph using Piktochart to introduce yourself to fellow classmates
		• Explain the purpose of the backwards design approach and ADDIE model as it relates to instructional design
		• Conduct a basic needs analysis to begin the Final Multimedia Project
		
		Lectures To Watch (located within Week #1 folder in Bb):
		• Using Piktochart
		• Backwards Design Approach
		
		Assignments (submitted within Week #1 folder in Bb/rubrics are attached to each assignment):
		• Technical Assignment #1/Course Introduction: Create Piktochart (infographic) to introduce yourself and respond to two classmates.
		   o **Due**: Saturday (September 5) by 11:59 pm
		
		• Final Multimedia Project: Final Project Part I (Describe the purpose of the training/demonstration project and objectives).
		   o **Due**: Saturday (September 5) by 11:59 pm
		
		Optional Live Session #1 is Thursday, September 3 from 7:30-8:30 pm ET. See "Optional Live Sessions" section within Bb.

2	Sept 6	**Topic**: Introduction to Image Editing **Learning Objectives**: After completing the activities this week, the student should be able to: • Explain where on the web to obtain images • Describe how to resize an image

		• Combine two images in GIMP • Discuss various selection tools (lasso and magic wand) to select portions of images **Lectures To Watch (located within Week #2 folder in Bb):** • Finding and Resizing Images • GIMP Selection Tools • Technical Assignment #2 Explanation **Assignments (submitted within Week #2 folder in Bb/rubrics are attached to each assignment)**: • Technical Assignment #2: Combining two images together using various selection tools o **Due**: Saturday (September 12) by 11:59 pm • Final Multimedia Project: Final Project Part II (Describe the learner). o **Due**: Saturday (September 12) by 11:59 pm
3	Sept 13	**Topic**: Additional Image Editing **Learning Objectives**: After completing the activities this week, the student should be able to: • Add text to an image • Create an arrow to highlight information on an image • Use the blur, sharpen, and smudge tools • Identify additional images for Multimedia Project **Lectures To Watch (located within Week #3 folder in Bb):** • Annotating Images in GIMP **Assignments (submitted within Week #3 folder in Bb/rubrics are attached to each assignment)**: • Technical Assignment #3: Create an annotated image o **Due**: Saturday (September 19) by 11:59 pm • Final Multimedia Project: Final Project Part III (Select appropriate images). o **Due**: Saturday (September 19) by 11:59 pm
4	Sept 20	**Topic**: Storyboarding

		Learning Objectives:
		After completing the activities this week, the student should be able to:
		• Define the purpose of using a storyboard
		• Create a visual storyboard using Microsoft PowerPoint
		• Design an assessment for the Multimedia Project
		
		Lectures To Watch (located within Week #4 folder in Bb):
		• No lectures this week
		
		Assignments (submitted within Week #4 folder in Bb/rubrics are attached to each assignment):
		• Technical Assignment #4:
		Create a storyboard for Multimedia Project
		   o **Due**: Saturday (September 26) by 11:59 pm
		
		• Final Multimedia Project:
		Final Project Part IV (Assessment).
		   o **Due**: Saturday (September 26) by 11:59 pm
		
		Optional Live Session #2 is Thursday, September 24 from 7:30-8:30 pm ET. See "Optional Live Sessions" section within Bb.

5	Sept 27	**Topic**: Adobe Presenter **Learning Objectives**: After completing the activities this week, the student should be able to: • Identify the options within the Adobe Presenter PowerPoint plugin • Create an Adobe Presenter presentation • Demonstrate how to save/publish an Adobe Presenter presentation **Lectures To Watch (located within Week #5 folder in Bb):** • Getting Started with Adobe Presenter • Creating and Publishing an Adobe Presenter Presentation **Assignments (submitted within Week #5 folder in Bb/rubrics are attached to each assignment)**: • Technical Assignment #5: Create an Adobe Presenter Presentation (2-3 minutes)

		o **Due**: Saturday (October 3) by 11:59 pm • Final Multimedia Project: Final Project Part V (Transcript). o **Due**: Saturday (October 3) by 11:59 pm

6	Oct 4	**Topic**: Adobe Presenter Interactivity
		Learning Objectives:
		After completing the activities this week, the student should be able to:
		• Describe the purpose of SCORM
		• Create a SCORM-based assessment in Adobe Presenter
		• Identify the best presentation tool for various projects
		
		Lectures To Watch (located within Week #6 folder in Bb):
		• Adding SCROM Assessments within Adobe Presenter
		• Modifying a previous Adobe Presenter Presentation
		
		Assignments (submitted within Week #6 folder in Bb/rubrics are attached to each assignment):
		• Technical Assignment #6:
		Add a SCORM-based assessment to Technical Assignment #5
		    o **Due**: Saturday (October 10) by 11:59 pm
		
		• Final Multimedia Project:
		Final Project Part VI (Current Issues Faced).
		    o **Due**: Saturday (October 10) by 11:59 pm
		
		Optional Live Session #3 is Thursday, October 8 from 7:30-8:30 pm ET. See "Optional Live Sessions" section within Bb.

7	Oct 11	**Topic**: Final Project Draft/Adobe Captivate Introduction **Learning Objectives**: After completing the activities this week, the student should be able to: • Compile and refine final project pieces • Organize and present a draft of the final project • Explain how Adobe Captivate is different from Adobe Presenter **Lectures To Watch (located within Week #7 folder in Bb):** • Introduction to Captivate

		Assignments (submitted within Week #7 folder in Bb/rubrics are attached to each assignment):
		• Technical Assignment #7:
		Draft of Multimedia Instructional Design Project
		    ○ **Due**: Wednesday (October 14) by 11:59 pm
		
		• Final Multimedia Project:
		Final Project Part VIII (Feedback to three peers).
		    ○ **Due**: Friday (October 16) by 11:59 pm

8	Oct 18	**Topic**: Final Project Due
		
		Lectures To Watch (located within Week #8 folder in Bb):
		• Course Wrap-up/Conclusion
		
		Assignments (submitted within Week #8 folder in Bb/rubrics are attached to each assignment):
		• Final Multimedia Instructional Design Project:
		    ○ **Due**: Sunday (October 18) by 11:59 pm
		
		• Course Reflection:
		    ○ **Due**: Sunday (October 18) by 11:59 pm

ASSESSMENT RUBRIC(S):

	Does Not Meet Expectations 0-1 points	Meets Expectations 2-3 points	Exceeds Expectations 4-5 points
Photo editing	Presentation does not include two edited images and/or has significant edits that distract from the overall visual message.	Presentation includes two edited images but these images provide some edits that distract from the overall visual message.	Presentation includes two edited images that are appropriate and aid in the overall visual message.
Information/Text	The use of text undermines the overall visual message.	The use of text enhances the overall project but there are 1-2 instances where there should be less text.	Text used in the project enhances and contributes to the overall design.
Audio/Objectives	The audio used is not clear (has significant background noise/hard to hear speaker) and/or the learning objectives are not measurable.	The audio is clear but the speaker lacks engagement and/or some of the learning outcomes are not measureable.	The audio used is very clear, the speaker is engaging, and all learning objectives are measurable.
Assessment	Presentation does not provide a SCORM-based assessment.	Presentation provides a SCORM-based assessment but does not provide feedback to learner.	Presentation provides a SCORM-based assessment and clear feedback on what the learner missed and needs to review.
Consistency/Navigation	Slides are not consistent and hard to navigate.	Slides have minor consistency issues but easy to navigate.	Slides are consistent (font-size, style, color, spacing, etc. are the same on all slides). The presentation provides a clear navigation structure.