

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT)**

EDIT 575 DL1: e-Learning Design Applications
2 Credits, Spring 2017

Prerequisites/Corequisites

None

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.

Course Overview

This course provides an overview of the design capabilities of Adobe Captivate for instructional design practice. The Adobe Captivate Software contains a powerful array of tools and features used within instructional design. EDIT 575 will focus on using basic photo editing software to design various projects in Adobe Captivate. 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.

Through progress on technical assignments and other assignments, you will demonstrate an understanding of basic technical tasks of GIMP (photo editing) and Adobe Captivate. You meet the of course objectives by creating a series of technical assignments and two instructional design projects.

Course 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 Monday, January 16, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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 Captivate: To download this application, visit the Adobe Captivate website (<https://www.adobe.com/products/captivate/download-trial/try.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.
- **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, 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.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

After this course, students will be able 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:

- Identify how and where to obtain images on the web
- Modify images using various tools within GIMP
- Create a Microsoft PowerPoint and import the presentation into Adobe Captivate
- Implement voice narration and script to an Adobe Captivate Project
- Investigate a Web 2.0 tool and describe how it works
- Design an Adobe Captivate Simulation project
- Attach a quiz to an Adobe Captivate project

Professional Standards (2012 International Board of Standards for Training, Performance and Instruction ([IBSTPI](#)):

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).

EDIT 575 will use the following competencies:

- Professional Foundations 1: Communicate effectively in written & oral form
- Professional Foundations 3: Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields.
- Planning & Analysis 7: Identify and describe target population and environmental characteristics.
- Planning & Analysis 9: Analyze the characteristics of existing & emerging technologies & their potential use
- Design & Development 10: Use an instructional design and development process appropriate for a given project.
- Design & Development 15: Develop instructional materials.
- Design & Development 16: Design learning assessment.
- Evaluation & Implementation 17: Evaluate instructional and non-instructional interventions.
- Management 22: Plan and manage instructional design projects.

The complete list of IBSTPI standards is located at

http://www.ibstpi.org/Competencies/instruct_design_competencies.htm

Required Texts

None

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments

1. Technical Assignments (completion of an assignment that demonstrates competence of covered concepts)
 - a. Week 1- VoiceThread Introductions
 - b. Week 2- Image Cropping/Selection

2. Captivate Project I
 - a. Week 1- Topic selection
 - b. Week 2- Microsoft PowerPoint draft with edited images
 - c. Week 3- Microsoft PowerPoint draft with narration
 - d. Week 5- Captivate Project Part I
3. Captivate Project II
 - a. Week 3- Web 2.0 selection
 - b. Week 7- Draft of Simulation
 - c. Week 8- Feedback to Peers
 - d. Week 9- Captivate Project Part II

Grading Policy

Technical Assignments	
Week 1- VoiceThread Introductions	5 points
Week 2- Image Cropping/Selection	5 points
Captivate Project Part I	
Week 1- Topic selection	5 points
Week 2- Microsoft PowerPoint draft with edited images	5 points
Week 3- Microsoft PowerPoint draft with narration	5 points
Week 5- Captivate Project Part I	30 points
Captivate Project Part II	
Week 3- Web 2.0 selection	5 points
Week 7- Draft of Simulation	5 points
Week 8- Feedback to Peers	5 points
Week 9- Captivate Project Part II	30 points
Total: 100 points	

Grading Scale:

A+	97-100 points
A	94-96 points
A-	92-93 points
B+	90-92 points
B	85-89 points
B-	80-84 points
C	70-79 points
F	0-69 points

****Note: A+ are given to those students who exceed (go over and beyond) the assignment requirements. ****

Late Work Policy

I will accept assignments up to one week late, except for the Captivate Project Part I and II, for a 20% deduction off the final grade. Captivate Project Part I and II cannot be submitted late—do not ask for an extension. All due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar.

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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.

- 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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