

George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT) Program

EDIT 575: eLearning Design and Applications: Articulate Storyline

2 credits, Spring 2018
Meets Totally Online

Faculty

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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

Articulate is one of the hottest eLearning development tools in the world. It is being used by 93 of the Fortune 100 companies and 19 of the 20 top-ranked universities. This course will focus specifically on how to create engaging content for learners. We will explore instructional design practices for designing eLearning, as well as have the opportunity to get hands-on experience using the Articulate Storyline tool. You will learn the basics of how to get started with the tool: creating projects from scratch, adding text, images and shapes, creating quizzes, adding interactivity via buttons, triggers, and hotspots, publishing your projects for the widest possible audience, and many more.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, March 19**.

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 to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Such meetings can take place via telephone or web conference. Students should email the instructor to schedule one-on-one sessions, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Identify current eLearning trends impacting K-12, higher education, business, government and military.
- Discuss good and not-so-good practices in eLearning design.
- Identify trends and techniques involved with creating engaging eLearning (e.g. creating storyboards, rapid prototyping).
- Learn to use the basic features in Articulate Storyline.
- Create an effective and engaging sample eLearning project using Articulate Storyline.

Professional Standards

2012 International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://ibstpi.org/instructional-design-competencies/>).

Upon completion of this course, students will have met the following professional standards:

Design & Development:

10. Use an instructional design and development process appropriate for a given project
11. Organize instructional programs and/or products to be designed, developed, and evaluated
14. Select or modify existing instructional materials
15. Develop instructional materials

Evaluation & Implementation:

19. Implement, disseminate and diffuse instructional and non-instructional interventions

Required Texts

No required textbook.

Optional Text:

Elkins, D., Pinder, D. & Slade, T. (2017). *E-Learning Uncovered: Articulate Storyline 3*. Artisan E-Learning.

Elkins, D., Pinder, D. & Slade, T. (2016). *E-Learning Uncovered: Articulate Storyline 360*. Artisan E-Learning.

Course Performance Evaluation

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

The following are descriptions of required class assignments. Additional details will be available on our Blackboard course site. Any revisions will be communicated ahead of time to the class during the semester and will be noted in Blackboard. Therefore, **the most up-to-date assignment requirements and rubric details will be those recorded on the Blackboard course site.**

Assignments and/or Examinations

Final Design Project

Each student will be required to create an eLearning design prototype using Articulate Storyline. This project will represent 50% of student grades. Design prototypes will address the platform(s) the student is targeting for their learning product, along with flow charts and visual representations of their design in a storyboard format. This project will be completed in incremental stages, with elements of the design and final project due at the end of every week, and students interacting to critique and support each other's work. Details of this project will be explained thoroughly at the start of the course.

Writing Assignment

A two-page writing assignment which will require written analysis of eLearning practices. Screenshots need to be included of good and not-so-good examples of eLearning content. Students will demonstrate understanding of course materials by providing a deconstruction of eLearning design components by highlighting strengths, limitations and proposed improvements.

Online Discussions

Discussion topics will be introduced through Blackboard during the first part of each week either through readings or videos. You are required to post two times per week to a single discussion. All posts should be completed by midnight (11:59 p.m.) Sundays. This schedule is carefully planned to allow you enough time to prepare your initial post by ideally mid-week so that your classmates will have time to prepare their responses. You can post more than two times in a given week if you wish.

You must participate in discussions in a meaningful way. Diverse views are welcome as they enrich discussions. Discussions will follow a conversational flow with multiple responses to other students and to the instructor's entries. As such, you should be familiar with the required content (e.g. readings) prior to participating in discussions. Rather than simply expressing opinions, you should utilize resources from the course, as well as concrete examples to reinforce their points.

****Treat this as if you are at an important meeting and only have the chance to speak two times. Make each time count, making your points clearly and reflecting and supporting your responses to others' posts.*

Reflective Blog Assignment

As this course unfolds, students usually find that their perception on course-related concepts will change or deepen. To capture that evolution of your thinking, each student will share their reflections on a blog twice, though you may write more often if you would like.

Grading

Final Design Project	50 points (scored over stages of project development)
Writing Assignment	18 points
Discussions	24 points (eight weeks at 3 points each)
Reflective Blog	8 points (two posts at 4 points each)
<i>Total</i>	<i>100 points</i>

- A = 94-100
- A- = 90-93
- B+ = 86-89
- B = 83-85
- B- = 80-82
- C = 70-79
- F = 69 and below

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures>

Class Schedule

REVIEW	HOMEWORK & ASSIGNMENTS DUE
WEEK 1: Mar. 19 – 25	
<ul style="list-style-type: none"> ✓ Introductions and welcome to course ✓ Assigned readings & other resources 	<ul style="list-style-type: none"> ✓ Personal introduction & course expectations ✓ Online discussion(s)
WEEK 2: Mar. 26 – Apr. 1	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources ✓ Introduction to Design Project 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Blog post #1 ✓ Start thinking of possible design project topics and narrow to 2-3 choices
WEEK 3: Apr. 2 – 8	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Writing assignment: Critical analysis of eLearning Design ✓ Design Project: Stage 1 <ul style="list-style-type: none"> ○ DUE: Topic for final project and Design Document
WEEK 4: Apr. 9 - 15	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources ✓ Hands-on activities using Articulate Storyline 2 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Download trial version of Storyline (DO NOT download earlier, trial only lasts for 30 days) ✓ Design Project: Stage 2 (details provided on course site on Blackboard)
WEEK 5: Apr. 16 – 22	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources ✓ Hands-on activities using Articulate Storyline 2 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Design Project: Stage 3 (details provided on course site on Blackboard)
WEEK 6: Apr. 23 – 29	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources ✓ Hands-on activities using Articulate Storyline 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Design Project: Stage 4 (details provided on course site on Blackboard)
WEEK 7: Apr. 30 – May 6	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources ✓ Hands-on activities using Articulate Storyline 	<ul style="list-style-type: none"> ✓ Online discussion(s) ✓ Design Project: Final Stage 5 (details provided on course site on Blackboard)
WEEK 8: May 7 – 13	
<ul style="list-style-type: none"> ✓ Assigned readings & other resources 	<ul style="list-style-type: none"> ✓ Design Project: Presentations and peer review evaluations of student designs ✓ Online discussion: Lessons learnt & next steps ✓ Blog post #2

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric

Final Design Project – 50 points

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
Design Document: <i>Description, Content outline and Rationale</i>	9-10 points – One to two pages long. Description includes detailed scope, intended target audience and assumptions about devices used by the target audience. Content outline includes a clear, succinct description of the content on every screen within your interactive object and your rationale as to why your learners would find the content relevant.	5-8 points – Length is approximately one page. Includes basic description of scope, intended target audience and assumptions about devices used by the target audience. Outline includes a short description of the content on every screen within your interactive object and your rationale as to why your learners would find the content relevant.	0-4 point – Description is only a paragraph or two. Includes sparse details about scope, intended target audience and assumptions about devices used by the target audience. Outline include a brief description of the content on every screen within your application and your rationale as to why your learners would find the content relevant, but does not give a sufficient overview.	10
Interactive Object built using Articulate Storyline tool	16-20 points – Interactive object has a <i>clear and refined design</i> regarding learning content, navigation buttons, menus and all other visual elements expected to be on an interactive object used for learning purposes. Text is clear and free from typographical errors.	10-15 points – Interactive object has a <i>basic design</i> regarding learning content, navigation buttons, menus and all other visual elements expected to be on an interactive object used for learning purposes. The flow of the interactive object is in general clear to the reader. Some text is not clear and typographical errors are present.	0-9 points – Interactive object has a <i>limited /incomplete design</i> regarding learning content, navigation buttons, menus and all other visual elements expected to be on an interactive object used for learning purposes. The flow of the interactive object is insufficient in helping the learner understand its purpose or context. Much of the text is not clear and typographical errors are common.	20
	<i>NOTE: Grading the interactive object will be based on the activities completed each week to get to the final product.</i>			
Feedback to classmates	13-15 points – Offers constructive feedback to peers as required by assignments and activities.	8-12 points – Offers somewhat constructive feedback to peers less times than the required ones each time feedback is scheduled.	0-7 points – Offers not so constructive feedback to peers very little to no times each time feedback is required.	15
Presentation of final product	4-5 points – Presentation via screen-capturing video or write-up of key points covers the final product in a logical flow as if a learner was using it. Explanation of the content, navigation and media choices are clear.	2-3 points – Presentation via screen-capturing video or write-up of key points covers most of the final product in a logical flow as if a learner was using it. Explanation of the content, navigation and media choices are somewhat clear.	1 point – Presentation via screen-capturing video or write-up of key points does not cover the final product in a logical flow. Explanation of the content, navigation and media choices are unclear.	5
TOTAL				50