

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

EDIT 575 DL2 – e-Learning Apps: Camtasia  
1 Credit, Spring 2018  
Online Course

**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. Notes: Content customized to particular software tool presented.

**Course Overview**

Students will acquire a hands-on experience with the basic functions of Camtasia Studio, a screen recording and video editing software product from TechSmith. The course will utilize a combination of readings, video tutorials, threaded discussions and projects to introduce students to the most common uses of Camtasia.

**Course Delivery Method**

This course will be delivered online using the 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, January 15, 2018.

**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 will need a headset microphone for use with the Adobe Connect web conferencing tool.
- 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/](http://www.apple.com/quicktime/download/)
- A Screencast account to host your final project. You can sign up for a free Screencast account at <http://screencast.com/>.
- Access to Camtasia Studio via:
  - Downloading the **30-day free trial** version (be sure to select either the PC or MAC version and make sure your computer meets the technical requirements listed at <http://www.techsmith.com/camtasia-system-requirements.html>.) Given the short duration of this course, DO NOT download the software until Dr. Rucker tells you to—otherwise you will go outside the 30-day free trial.

OR

- Purchasing your **own copy** of the software at the education price of \$179 at <http://www.techsmith.com/camtasia-purchase-options.html>

## *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Sunday, and **finish** on Saturday.
  - Dr. Rucker will produce some short lectures that will need to be reviewed weekly. In addition, **1** synchronous class session will be offered (see course schedule for meeting days/times) via Adobe Connect. The intent of these sessions is for students to receive any assistance or resolve any course-related issues. Attendance to these sessions are highly encouraged and attendance will be recorded.
- 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 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, 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**

- Create a short interactive instructional video with audio narration using Camtasia Studio
- Integrate basic accessibility features into an instructional video using Camtasia Studio

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

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

1. Develop specifications that serve as the basis for media production

2. Produce instructional materials in a variety of delivery formats
3. Develop materials that align with the content analysis, proposed technologies, delivery methods, and instructional strategies
4. Collaborate with production specialists

## Required Texts

None

## Course Performance Evaluation

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

- **Assignments**

- 1) Infographic Introduction (5 points)

- To help introduce yourself to fellow classmates and Dr. Rucker, you will have to create an infographic during the first week of the course. Detailed instructions on using Piktochart (free Web 2.0 infographic tool) will be provided to you during the first week on Blackboard.
- Upload your infographic to the **Introduce Yourself** area under the ASSIGNMENTS link in the left-hand navigation menu of our Bb course site by **Saturday, January 27 @ 11:59 pm EST**.
- You must respond to at least **3** classmates for full participation credit.

- 2) Instructional Design Method Video (25 points)

- Prepare a short (at least 3 minute but more than 5 minute) non-interactive (e.g., no quizzes) PowerPoint-based instructional video with audio narration on **ONE** of the following instructional design methods:
  - ADDIE
  - Dick and Carey
  - Backward Design
  - Kemp Design Model
  - The Kirkpatrick Model
  - Gerlach-Ely Model
- Upload the video to your Screencast account and post the link to the **Instructional Design Method Video** area under the ASSIGNMENTS link in the left-hand navigation menu of our Bb course site by **Saturday, February 3 @ 11:59 pm EST**.

- 3) Final Project Write-Up (15 points)

- Using Camtasia develop an e-learning tutorial on a Web 2.0/3.0 tool. This tutorial will show a user how to use the tool and best practices of using the tool. The tutorial must be at least 7 minutes not more than 10 minutes in length and include a short quiz (2-4 questions).
- Prepare a document (max. 3 pages, double spaced) that describes the following:
  - Purpose/learning objectives of the tutorial (ensure objectives are measurable

- according to Bloom's Taxonomy)
    - Web 2.0/3.0 selected and why it was selected
    - How will the content be presented (e.g., a mixture of PowerPoint and demonstration, all demonstration, etc.).
    - Visual and auditory stimuli
    - Feature/functions to support learning goals/outcomes (how will the quiz questions be integrated)
    - Closed Captioning is required (provide an explanation on how this will be addressed)
  - Post your document to the **Final Project Write-Up** area under the ASSIGNMENTS link in the left-hand navigation menu of our Bb course site by **Saturday, February 10 @ 11:59 pm EST.**
- 4) Final Project/Performance-Based Assessment (35 points)
- Create a 7-10 minute tutorial based on the Final Project Write-Up document you prepared.
  - Upload your video to your Screencast account and post the link to your Screencast video to the ASSIGNMENTS area in the left-hand navigation menu of our Bb Course site by **Saturday, February 24 @ 11:59 pm EST.**
  - In addition, post the link to your final project video to the *Final Project Showcase* forum on our Bb DISCUSSION BOARD by **Saturday, February 24 @ 11:59 pm EST.**
  - Select **one (1)** of the final project instructional videos posted by a fellow classmate and review their tutorial. Provide at least a 200+ word critique on their video. Use the “sandwich” method (positive feedback, how to improve and close with more positive feedback).
- 5) Course Reflection (10 points)
- 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.
  - Upload your Reflection to the ASSIGNMENTS area in the left-hand navigation menu of our Bb Course site by 11:59 PM by **Wednesday, February 28 @ 11:59 pm EST.**
- 6) Camtasia Function Quiz (10 points)
- a. The quiz is located under the ASSESSMENTS link in the left-hand navigation menu of our Bb course site.
  - b. This quiz consists of ten (10) closed-ended questions about the most commonly used Camtasia features/functions
  - c. The quiz may be taken **only once** and must be completed in **one** session (no starting, stopping); please answer all 10 questions
  - d. You have **50 minutes** to complete the quiz
  - e. The quiz must be completed by **Wednesday, February 28 @ 11:59 pm EST.**

- **Grading**

*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*

Given that EDIT 575 is a VERY short course—Dr. Rucker **does not** accept late work. 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. See <https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp>

### Class Schedule

Week #	Learning Module	Weekly Activities	Due Dates *Saturday by 11:59 pm EST
1 (January 22-27)	Welcome Exploring  Instructional Design Methods	<ul style="list-style-type: none"> <li>• Review syllabus/schedule</li> <li>• Select Instructional Design Method</li> </ul> Virtual Class: Tuesday, January 23 (7:30 pm-8:30 pm)	Infographic Introduction  Select Instructional Design Method
2 (January 28-February 3)	Creating/Importing PowerPoint into Camtasia	<ul style="list-style-type: none"> <li>• Create PowerPoint for the Instructional Design Method Video</li> </ul>	Instructional Design Method Video

		<ul style="list-style-type: none"> <li>Record audio for video</li> </ul>	
3 (February 4-10)	Selecting Web 2.0/3.0 Tool	<ul style="list-style-type: none"> <li>Investigate various Web 2.0/3.0 tools</li> </ul>	Final Project Write-Up
4 (February 11-17)	Developing an Interactive Camtasia Tutorial	<ul style="list-style-type: none"> <li>Work on designing and recording your Final Project Tutorial</li> </ul>	
5 (February 18-24)	Finalizing Camtasia Tutorial	<ul style="list-style-type: none"> <li>Place the touches on the Final Project Tutorial</li> </ul>	Final Project Tutorial
6 (February 25-February 28)	Course Wrap-Up	<ul style="list-style-type: none"> <li>Complete the Course Reflection and Function Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Course Reflection</li> <li>Camtasia Function Quiz</li> </ul> <p>*These two items are due by Wednesday, February 28 @ 11:59 pm EST.</p>

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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/> .**

**FINAL PROJECT INSTRUCTIONAL VIDEO GRADING RUBRIC (Total Points: 35)**

<b>CRITERIA</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Objectives/Learning Outcomes</b>	Objectives/learning outcome are not stated 0.00-3.99 points	Objectives/learning outcomes are stated but not clearly 4.00-4.94 points	Objectives/learning outcomes are clearly stated 4.95-6.00 points
<b>Content</b>	Content is not presented in a logical progression 0.00-3.99 points	Content is generally presented in a logical progression 4.00-4.94 points	Content is consistently presented in a logical progression 4.95-6.00 points
<b>Visual and Auditory Stimuli</b>	Minimal/poor use of visual and auditory stimuli to motivate target learners 0.00-3.99 points	Satisfactory use of visual and auditory stimuli to motivate target learners 4.00-4.94 points	Exemplary use of visual and auditory stimuli to motivate target learners 4.95-6.00 points
<b>Selected Features/Functions</b>	Selected features/functions do not support learning goals/desired outcomes 0.00-3.99 points	Selected features/functions generally support learning goals/desired outcomes 4.00-4.94 points	Selected features/functions clearly support learning goals/desired outcomes 4.95-6.00 points
<b>Closed Captioning</b>	No closed captioning or closed captioning not in sync with voice narration 0.00-3.99 points	Closed captioning is generally in sync with voice narration 4.00-4.94 points	Closed captioning is consistently in sync with voice narration 4.95-6.00 points
<b>Start/Stop Instructions</b>	No instructions on how to start/stop the video or inaccurate and unclear instructions 0.00-3.99 points	Instructions on how to start/stop the video accurate but unclear or inaccurate but clear 4.00-4.94 points	Accurate and clear instructions on how to start/stop the video 4.95-5.00 points