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

EDIT 575.DL1 - Articulate Storyline

2 credits, Fall 2019
October 14 - December 18

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 (not "real-time") format via the 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, October 14 at 6:00 pm EST.**

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 Blackboard Collaborate 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/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. 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

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

1. Identify current eLearning trends impacting K-12, higher education, business, government and military.
2. Discuss good and not-so-good practices in eLearning design.
3. Identify trends and techniques involved with creating engaging eLearning (e.g. creating storyboards, rapid prototyping).
4. Learn to use the basic features in Articulate Storyline.
5. 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

Elkins, D., Pinder, D., & Everhart, W. (2018). *E-Learning Uncovered: Articulate Storyline 360* (2nd ed.). E-Learning Uncovered, Inc. (ISBN-13: 978-1986588768; ISBN-10: 1986588769)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations
- **Final Design Project**
  Each student will be required to create an eLearning design prototype using Articulate Storyline 2. 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. This writing assignment represents 10% of the course grade.
- **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. Unless noted otherwise, your first post should be completed by midnight (11:59p.m.) Fridays, and your second by midnight (11:59p.m.) Mondays. This schedule is carefully planned to allow you enough time to prepare your initial post 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. Your blog posts should be completed by midnight (11:59p.m.) Mondays.

  *Note that you do not have to wait until Monday to write, but you should wait until you have completed most of the week's activities so that each posting captures your reflection on the new information and perspectives introduced and experienced. Blogs will be visible to other students, and commenting on others' blogs is encouraged.

- **Other Requirements**

  Every student registered for any Instructional Design and Technology (IDT) course <u>with a required performance-based assessment</u> is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). For EDIT 575, the performance-based assessment is the **Final Design Project**.

  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.

- **Grading**

Final Design Project	50 points (scored over stages of project development)
Writing Assignment	10 points (one assignment)
Discussions	32 points (eight weeks at 4 points each)
Reflective Blog	8 points (two posts at 4 points each)
Total	*100 points*

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

Professional Dispositions

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

Class Schedule

REVIE W	HOMEWORK & ASSIGNMENTS DUE
WEEK 1: Oct. 15 – 21	
✓ Introductions and welcome to course ✓ Assigned readings & other resources	✓ Personal introduction & course expectations due 10/21 ✓ Online discussion(s): initial due 10/18; responses due 10/21
WEEK 2: Oct. 22 – 28	

✓ Assigned readings & other resources
✓ Introduction to Design Project
	✓ Online discussion(s): initial due 10/25; responses due 10/28
	✓ Blog post #1 due 10/28
	✓ Design Project: Stage 1 Phase 1
	   o DUE 10/26 Start thinking of possible design project topics and narrow to 2-3 choices
	   o DUE 10/28 Peer feedback

WEEK 3: Oct. 29 – Nov.4	

✓ Assigned readings & other resources	✓ Online discussion(s): initial due 11/1; responses due 11/4
	✓ Writing assignment: Critical analysis of eLearning Design due 11/04
	✓ Design Project: Stage 1 Phase 2
	   o DUE 11/02 Topic for final project and Design Document
	   o DUE 11/04 Peer feedback

WEEK 4: Nov. 5 - 11	

✓ Assigned readings & other resources
✓ Hands-on activities using Articulate Storyline 360
	✓ Online discussion(s): initial due 11/8; responses due 11/11
	✓ Download trial version of Storyline 360 tool (DO NOT download earlier, trial lasts for 60 days)
	✓ Design Project: Stage 2
	   o DUE 11/09 First draft of online interactive object
	   o DUE 11/11 Peer feedback

WEEK 5: Nov. 12 - 18	

✓ Assigned readings & other resources
✓ Hands-on activities using Articulate Storyline 360
	✓ Online discussion(s): initial due 11/15; responses due 11/18
	✓ Design Project: Stage 3
	   o DUE 11/16 Second draft of online learning object
	   o DUE 11/18 Peer feedback

WEEK 6: Nov. 19 - 25	
✓ Assigned readings & other resources ✓ Hands-on activities using Articulate Storyline 360	✓ Online discussion(s): initial due 11/22; responses due 11/25 ✓ Design Project: Stage 4 o DUE 11/23 Third draft of online learning object

	o DUE 11/25 Peer feedback
WEEK 7: Nov. 26 – Dec. 2	

✓ Assigned readings & other resources
✓ Hands-on activities using Articulate Storyline 360
	✓ Online discussion(s): initial and responses due 12/02
	✓ Design Project: Final Stage 5
	   o DUE 12/02 Final draft of online learning object
	   o DUE 12/02 Usability tests documentation

WEEK 8: Dec. 3 - 9	
✓ Assigned readings & other resources	✓ Design Project: o DUE 12/09 Peer reviewevaluations of student designs and usability tests ✓ Online discussion: Lessons learnt & next steps due 12/09 ✓ Blog post #2 due 12/09

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 https://ds.gmu.edu/).

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://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/ .

Last revised July, 2017

Assessment Rubric: Final Design Project – 50 points

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
Design Document: *Description, Content outline and Rationale*	**4-5 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.	**2-3 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.	**0-1 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.	5
Interactive Object built using Articulate Storyline 2	**26-30 points** - Interactive object has a *clear and refined design* 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.	**20-25 points** - Interactive object has a *basic design* 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	**1-19 points** - Interactive object has a *limited /incomplete design* 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	30

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
		present.	errors are common.	
	NOTE: Grading the interactive object will be based on the activities completed each week to get to the final product.			
Feedback to classmates	**9-10 points** - Offered comments (on average) to at least 3 other students each time feedback is scheduled.	**5-8 points** - Offered comments (on average) to at least two other students each time feedback is scheduled.	**1-4 points** - Offered comments (on average) to only one other students each time feedback is scheduled.	10
Presentation of final product	**4-5 points** - Presentation via screen-capturing video 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 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 does not cover the final product in a logical flow. Explanation of the content, navigation and media choices are unclear.	5
TOTAL				**50**