

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

EDIT 575 A01 – e-Learning Design Applications: Camtasia
1 Credit, Summer 2021
Meets Totally Online, May 17-June 19, 2021

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

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 an asynchronous format via the Blackboard Learning Management system (Bb 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 Friday, May 14 at 12:00 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.
- Given that this course will introduce various tools used within e-learning, 2 major applications will be required:
 - 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 \$169 at <https://www.techsmith.com/store/camtasia/education>
- 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 Sunday**, and **finish on Saturday**, except for holidays noted in the CLASS SCHEDULE section of this syllabus.
- **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 virtual meeting to discuss course requirements, content or other course-related issues. 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 ensure accessibility must be registered with George Mason University Disability Services.

Learning Outcomes

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

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

Upon completion of this course, students will have met the following 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).

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.

Required Texts

All reading materials are posted on the Bb course site.

Course Performance Evaluation

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

Assignments/Deliverables

1) Infographic Introduction (10 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 DISCUSSIONS link in the left-hand navigation menu of our Bb course site by **Saturday, May 22 @ 11:59 pm EST**.
- You must respond to at least **1** classmate for full participation credit.

2) Instructional Design Method Video (30 points)

Prepare a short (at least 3 minutes 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** submission area within Week #2's module in our Bb course site by **Saturday, May 29 @ 11:59 pm EST**.

3) Final Project Write-Up (20 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** submission area within Week #3's module in our Bb course site by **Saturday, June 5 @ 11:59 pm EST.**

4) Final Project/Performance-Based Assessment (40 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 submission area within Week #2's module in our Bb course site by **Thursday, June 17 @ 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 **Thursday, June 17 @ 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). Ensure the response is posted by **Saturday, June 19 @ 11:59 pm EST.**

These assignments should be submitted on Blackboard (under the correct weekly folder).

Late Work Policy

I will accept assignments up to **one** week late, except for the Final Project, for a 20% deduction off the final grade. The Final Project 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

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Grading scale:** Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded

down to 92%).

Letter Grade	Total Percentage Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

Professional Dispositions

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

Class Schedule

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

Week #	Learning Module	Weekly Activities	Due Dates *Saturday by 11:59 pm EST
1 (May 17-22)	Welcome Exploring Instructional Design Methods	<ul style="list-style-type: none"> Review syllabus/schedule Select Instructional Design Method 	Infographic Introduction Select Instructional Design Method
2 (May 23-29)	Creating/Importing PowerPoint into Camtasia	<ul style="list-style-type: none"> Create PowerPoint for the Instructional Design Method Video Record audio for video 	Instructional Design Method Video
3 (May 30-June 5)	Selecting Web 2.0/3.0 Tool	<ul style="list-style-type: none"> Investigate various Web 2.0/3.0 tools 	Final Project Write-Up
4 (June 6-12)	Developing an Interactive Camtasia Tutorial	<ul style="list-style-type: none"> Work on designing and recording your Final Project Tutorial 	
5 (June 13-19)	Finalizing Camtasia Tutorial	<ul style="list-style-type: none"> Place the touches on 	Final Project Tutorial (due

	Course Wrap-Up	the Final Project Tutorial	Thursday, June 17)
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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 <https://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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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: 40)

CRITERIA	Does Not Meet Standards	Meets Standards	Exceeds Standards
Objectives/Learning Outcomes	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
Content	Content is not presented in a logical progression 0.00-4.99 points	Content is generally presented in a logical progression 5.00-5.94 points	Content is consistently presented in a logical progression 5.95-7.00 points
Visual and Auditory Stimuli	Minimal/poor use of visual and auditory stimuli to motivate target learners 0.00-4.99 points	Satisfactory use of visual and auditory stimuli to motivate target learners 5.00-5.94 points	Exemplary use of visual and auditory stimuli to motivate target learners 5.95-7.00 points
Selected Features/Functions	Selected features/functions do not support learning goals/desired outcomes 0.00-4.99 points	Selected features/functions generally support learning goals/desired outcomes 5.00-5.94 points	Selected features/functions clearly support learning goals/desired outcomes 5.95-7.00 points
Closed Captioning	No closed captioning or closed captioning not in sync with voice narration 0.00-4.99 points	Closed captioning is generally in sync with voice narration 5.00-5.94 points	Closed captioning is consistently in sync with voice narration 5.95-7.00 points
Start/Stop Instructions	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 4.95-6.00 points