

George Mason University
College of Education and Human Development
Learning Design and Technology (LDT)

EDIT 575, Section: 001 - Articulate
2 credits, Fall 2023
August 24th – October 18th
Virtual Class – Meets Completely Online

Faculty

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Prerequisites/Corequisites

No prerequisites/corequisites.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Junior Plus, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

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. Offered by School of Education. May be repeated within the term.

Course Overview

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 360 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 slack and 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.

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, GMU Zoom Account, Slack 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. It is also important to note, that Articulate software is only available for a free 30 day download and costs \$549 for a student subscription.
- **For Articulate Storyline 360:**
 - If you don’t have the software on your computer, use the free (30 days) version at the [Articulate 360 website](#). This course does require that you have access to Articulate. Please note that a student subscription will cost \$549.
 - There are many options to ensuring access to the software. For example, students may pair up to develop coursework as a part of this process. Continued access to the product is required to successfully complete this course.
 - If there are concerns regarding access to the software, please contact Dr. Fake as soon as possible.
- **If you are on Mac, you will need to take extra steps:**
 - You need to download a virtual environment in order to run Windows because Articulate runs on Windows not Mac. [Please see this article for more information.](#)
 - **Suggestion:** use backup copy of the articulate file in the cloud.
 - If you use Parallels, its free trial is for 14 days only. The license costs around \$59.99 for a student. [For more information on Parallels, please reference this link.](#)
- 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/

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 ([Name of relevant Professional and Accrediting Organization(s) or Association(s), if applicable])

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. (2021). E-Learning Uncovered: Articulate Storyline 360: 2021 Edition. E-Learning Uncovered, Inc. (ISBN-13: 979-8715044228)

Course Performance Evaluation

Course Performance Evaluation

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

Assignments and/or Examinations

- **Final Design Project** (30 points)
Each student will be required to create an eLearning design prototype using Articulate Storyline 360. The final object should be ready to use in its intended environment and with

the intended audience. Only the final submission will be graded using the project rubric included in this syllabus.

- **Iteration 2 of Design Project (20 points)**

For this deliverable, you will begin to develop your course in Articulate Storyline. This is a work in progress and should include at least 5 elements you have explored in your readings.

- **Iteration 2 of Design Project (10 points)**

This project will be completed in incremental stages. For this deliverable, Students will create a sketch, outline, PowerPoint, or wireframe of the intended session. Students will address the learning goals/objectives of the future interactive presentation, a description of the target audience, and an anticipated flow chart or a storyboard to represent the future interactive object flow.

- **Peer Review (3 posts for a total of 10 points)**

There will be **three official peer review activities** where you will provide comments to at least one peer on the drafts of their interactive objects. To participate in the peer review, share the draft of your interactive object with the class, share one success and the tip associated with this success to help others to learn from you, and share one challenge to receive help from the class. Only your comments to your peers will be graded. Comments without sharing your interactive objects will not count as peer reviews.

- **Slack Conversation & Participation (20 points)**

Instead of traditional discussion topics and boards, we will use Slack to interact and engage with one another while we are learning how to use Articulate 360. Slack is a forum where you can ask one another for help, discuss important topics, submit ideas, and share articles. You will need to respond to official slack posts (as specified in the class schedule) and will also have the opportunity to share resources with one another in less formal discussions.

The expectation is that you will post or respond to others' comments at least once a week. You may also participate in any ad hoc discussions throughout the week. On top of your responses to the official slack posts, the due date for posting at least once with a value-added observation, article, response or reflection is each Monday by 11:59 pm EST.

- **End of Course Reflective Blog Assignment (10 points)**

At the end of the semester, you will be tasked to reflect on your experience and to respond to two other posts from your fellow students. Please share how your understanding of eLearning practices changed throughout the course.

Other Requirements

Every student registered for any Learning Design and Technology (LDT) course with a required performance-based assessment 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**

Your final grade will be based on the following scale:

- A=94%-100%
- A-=90%-93%
- B+=86%-89%
- B=83%-85%
- B-=80%-82%
- C=70%-79%
- F=<70%

Professional Dispositions

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

Class Schedule

REVIEW	HOMEWORK & ASSIGNMENTS DUE
MODULE 1: August 21 – August 27	
<ul style="list-style-type: none"> • Introductions and welcome to course • Getting to Know Storyline 360 (Ch1) • Creating New Projects (Ch2) • Scenes and Slides (Ch3) 	<p>Items Due: August 30th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Official Slack Post 1: Introductions (#say_hello_intros) • Review course expectations and syllabus. Complete Syllabus Scavenger Hunt for Extra Credit • Official Slack Post 2: Submit possible eLearning design project topics (#project-topics channel) • Download the trial (or actual) version of the Storyline 360 tool • Challenge yourself by following along with Chapters 1 – 3.
MODULE 2: September 3rd – September 10th	

<ul style="list-style-type: none"> • Introduction to Design Project • Working With Text (Ch4) • Adding Graphics (Ch5) • Working with Media (Ch6) • Managing Objects and Layout (Ch7) 	<p>Items Due: September 6th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Official Slack Post 3: Select and confirm your design topic (#project-topics channel) <p>Happy Labor Day!</p> <p>This Week:</p> <ul style="list-style-type: none"> • Begin to create a PowerPoint, wireframe, and outline of your eLearning product. Start to think through your learning objectives, audience, and learning activities • Review Chapters 4 - 7
<p>MODULE 3: September 11th – September 17th</p>	
<ul style="list-style-type: none"> • States and Layers (Ch8) • Triggers (Ch9) 	<p>Items Due: September 13th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Peer Review 1 of 3: Post a screenshot or link of a slide you made using what you’ve learned from Week 2’s readings. Make sure to show evidence of working with text, graphics, characters, layout, and even media. Comment on what you like about other people’s efforts. <p>This Week:</p> <ul style="list-style-type: none"> • Work on Iteration 1 for submission by September 20th. • Post your Iteration 1 on Slack for next week’s first round of peer review feedback (#drafts) • Review Chapter 8 - 9
<p>MODULE 4: September 18th – September 24th</p>	
<ul style="list-style-type: none"> • Advanced Triggers & Variables (Ch10) • Questions and Quizzes (Ch11) 	<p>Items Due: September 20th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Iteration 1 is due • Peer Review Post of Iteration 1 (2 of 3) <p>This Week:</p> <ul style="list-style-type: none"> • Review Chapters 10 – 11 • Begin to work on Iteration 2
<p>MODULE 5: September 25 – October 1st</p>	
<ul style="list-style-type: none"> • Screen Recordings (Ch12) • Screen Recording (Ch13) • The Player (Ch13) • Publishing (Ch14) 	<p>Items Due: September 27th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Official Slack Post 4: Visit Articulate’s eLearning Heroes site. Identify 2-3 templates, resources, or downloads that might be helpful to your project and share why these tools might support your learning objectives, learners, or their learning process.

	<p>This Week:</p> <ul style="list-style-type: none"> • Work on Iteration 2 • Review Chapters 12 - 14
MODULE: October 2nd – October 8th	
	<p>Items Due: October 4th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Iteration 2 is due • Peer Review Post of Iteration 2 (3 of 3) <p>This Week:</p> <ul style="list-style-type: none"> • Continue to work on your presentation and reflect on the peer review comments provided by your fellow students
MODULE: October 9th – October 15th	
	<p>Items Due: October 11th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Official Slack Post 5: Continuous learning is the name of the game. Post 2 – 3 resources, conferences, guild activities, meet-up groups, or activities for ISDs that may be of interest to your fellow classmates with a brief description of what makes these interesting to you OR • Find an ISD job that lists Articulate or eLearning authoring tools as a requirement. What else strikes you about the job requirements? <p>This Week: Continue to work on your presentation and reflect on the peer review comments provided by your fellow students to incorporate in your final project.</p>
MODULE: October 18th	
	<p>Due: October 18th by 11:59 pm EST</p> <ul style="list-style-type: none"> • Final Project Due! • Final Reflection – post in the #final_reflections channel by clicking “add channel” and browsing for this topic.

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 <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

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Assignment Rubrics

Activity Name	Exceeds Standard	Meets Standards	Does Not Meet Standards	Points
Iteration 1	8-10 points Learning goals, objectives, audience, topics, proposed agenda, and activities have been defined. The purpose of the training has been outlined in the medium of choice (e.g., outline, wireframe, PowerPoint, sketched storyboards, etc). It is clear how the training will progress and it there is evidence that the learner is starting to ideate on how they might visualize this learning experience in an interactive training. This can be expressed through a series of screenshots or the completion of a mood board for the training.	3–7 points A majority of elements of the training have been defined, but several are missing. Limited evidence of how the learner might visualize their training objects.	0-2 points The project plan is hard to follow. The topic, audience, storyboarding, objectives, and activities are unclear.	10
Iteration 2	15-20 points Ties to the previous drafted training plan are apparent in the Articulate file. Project progress is clear to connect back to previous planning documents. Preliminary navigation is functioning. Interactive training includes at least 5+ elements covered in the text (e.g., graphics, audio, animations,	5-14 points Ties to previous project plan are not clear. Navigation has errors. Interactive training includes less than 5 elements. Visual elements have not been selected and are not uniform.	0-4 points No clear association with Iteration 1 learning designs.	20

	<p>screenshare, video, quizzes, etc.).</p> <p>A template has been chosen to ensure consistency across the slides.</p>			
Final Design	<p>20-30 points</p> <p>Interactive training includes a responsive published file that has all the following elements:</p> <ol style="list-style-type: none"> 1. Scenes & Slides 2. Graphics 3. Audio, video, a screen recording (if pertinent) and characters 4. Elements of timing to include animation, motion paths, and triggered objects 5. States, layers, triggers, and variables 6. Quizzes and questions 7. Evidence of branching <p>Presentation is professional without clerical or grammatical errors. Design template is consistent throughout.</p>	<p>10-19 points</p> <p>Interactive training is missing required Articulate Storyline 360 capabilities (at least one per each category). Check the Exceeds Standards column for the list on the left).</p> <p>The object flows with issues (i.e., navigation, buttons, menu etc).</p> <p>The object flow/order is not clear.</p> <p>Presentation contains clerical, grammatical or design errors.</p>	<p>1-9 points</p> <p>Interactive object has a few of the required Articulate Storyline 360 elements. The flow of the object has issues (i.e., navigation, buttons, menu etc). It is difficult to follow the object flow/order. Text has many typos/errors.</p>	30
Slack Engagement	<p>15-20 points</p> <p>Learner is an active participant in the slack channel and engages in all official slack posts along with 2+ posts per week.</p>	<p>5-14 points</p> <p>Learner posts at least once a week in the slack channel and engages in a majority of official slack posts</p>	<p>0-4 points</p> <p>Learner does not post once a week and misses more than 2 official slack posts.</p>	20
Peer Reviews	<p>8-10 points</p> <p>Learner offers feedback to 2 other learners.</p> <p>Feedback leverages positive language and offers at least 2 actionable ideas that the learner might apply to a future iteration.</p> <p>Responses are grounded in research to include articles, personal experiences, or observations.</p>	<p>3-7 points</p> <p>Learner offers feedback to one other learner.</p> <p>Feedback leverages positive language, but does not include tangible ideas on other approaches the peer might consider.</p> <p>There is some evidence that the feedback is grounded in research, personal</p>	<p>0-2 points</p> <p>Learner fails to offer feedback.</p> <p>Feedback is unclear or hard to follow with no clear actionable items.</p> <p>Feedback lacks connection to personal experience, research, or observations.</p>	10

		experience, or observations.		
Reflection	<p>8-10 points</p> <p>Connects course concepts with personal experiences or readings Analyzes experiences from multiple perspectives.</p> <p>Raises though provoking questions and challenges assumptions that prompt more conversation from other students.</p> <p>Ideas are clearly and concisely articulated (250 words or less)</p> <p>Submitted in a timely manner</p>	<p>3-7 points</p> <p>Links course concepts to some life experiences Offers ideas from one or two perspectives, but offers limited integration of outside resources</p> <p>Ideas are mostly clearly articulated, grammatically correct, and is mostly organized</p> <p>Submitted in a timely manner</p>	<p>0-2 points</p> <p>Reflection is unclear and disorganized.</p> <p>Hard to follow the logic of the writing</p> <p>Absense of outside sources or connection to personal experiences</p>	10