GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN AND TECHNOLOGY PROGRAM

EDIT 575 DL1: Adobe eLearning Applications (2
credits) Fall Semester/2014
Online
August 25, 2014 through October 12, 2014

PROFESSOR:
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COURSE DESCRIPTION
   A. **Pre-requisites**:
      None
Course Description:
   B. 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.

Expanded Course Description:

   C. This course provides an overview of the design capabilities of the Adobe's eLearning Suite
   (http://www.adobe.com/products/elearningsuite.edu.html) for instructional design
   practice. The Adobe eLearning Design Suite contains a powerful array of tools for
   instructional design. We will focus on Photoshop and Captivate in this course. The
   philosophy of this course is that as an instructional designer, it is important to know the
   range of capabilities of design tools and to cultivate curiosity and a broad knowledge of
   software tools in creating an instructional design project. In this course, you will not become
   an expert in any one Adobe program, but a manipulator of the range of options available to
   you in the software package. You will become an expert in finding resources, tutorials, and
   strategies for solving design problems with these tools. You will manipulate bitmap and
   vector images in Photoshop; develop strategies for managing workflow in Bridge and
   Dreamweaver. You will explore approaches to creating projects in Captivate and the
   capabilities for creating interactivity.

   All of these components will be used to develop a multimedia instructional design project,
   which will ultimately be compiled using Captivate. Through progress on weekly technical
   assignments, you will demonstrate an understanding of basic technical tasks in each of these
   programs. You will demonstrate your achievement of course objectives by creating a series
   of technical assignments and a final instructional design project.

DELIVERY METHOD:
This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu") and email password. The course site will be available on August 15, 2014.

Materials used to support instruction include video tutorials from Lynda.com, weekly technical assignments, threaded discussions used to conduct peer reviews and a final project. Weekly content is described in detail and course topics, activities and assignments are posted on our Blackboard course site.

Another key detail of this course is the flexibility and options around the software used in the course. Students are encouraged to select projects that push their own ability with the software tools being explored in the course.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- Students will need access to Adobe CC software, including Photoshop and Dreamweaver throughout the duration of the course
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - § Adobe Acrobat Reader: http://get.adobe.com/reader/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Sunday
- **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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learning Outcomes

By the end of this course, the student should be able to:
- Evaluate the capabilities of basic software tools useful in instructional design practice and quickly apply features of these tools to practice
- Implement basic visual design strategies to an instructional design process
- Use the key tools and features of the Adobe eLearning Suite for their optimal uses
- Edit and modify graphics in Photoshop
- Create and implement a storyboard for an instructional sequence
- Create and edit audio in Captivate
- Create simple interactivity in Captivate
- Create a multimedia instructional design product using visuals and audio and produced in Captivate

REQUIRED TEXTS/RESOURCES
- A. **Lynda.com tutorials**:
  The required instructional resource for this course is multimedia tutorials at Lynda.com. A package of tutorials will be compiled for the course at a significantly discounted rate.
- B. **Adobe CC Software**:
  You will need access to Adobe Creative Cloud software, specifically Photoshop and Captivate. The course is structured to allow you to take advantage of the one-month trial as much as possible. If you download Captivate early, you will have to purchase a subscription for one month to create a tutorial that is viewable for the final project.
  Education pricing is available on Adobe's site:
  http://www.adobe.com/products/creativecloud/buying-guide-education.html
  The option for a one-year subscription to one Creative Cloud application might be a good option for those who intend to keep using Photoshop after the course.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

Professional Standards – Instructional Design and Technology

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). The complete list of IBSTPI standards is located at http://www.ibstpi.org/Competencies/instruct_design_competencies.htm

2. Code of Professional Ethics (AECT)

This course adheres to the code of professional ethics for the field of educational technology set down by the Association for Educational Communication and Technology (AECT). The full text of the AECT Code of Professional Ethics is located at http://www.aect.org/About/Ethics.asp

3. Other Professional Standards/Guidelines

The ASTD Certification Institute has published standards that focus on competency models for corporate and government trainers at http://www.astd.org/content/research/competency/competencyStudy.htm

GMU POLICIES AND RESOURCES FOR STUDENTS

    a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

    b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

    c. Students are responsible for the content of university communications sent to their George Mason University 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.

    d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

    e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their

instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

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CORE VALUES COMMITMENT

The College of Education & 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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

Evaluation and Grading

Assignments in this course consist of:

1) Weekly technical assignments (weekly completion of an assignment that demonstrates competence of the covered concepts):
Week 2 – Basic Corrections
Week 3 – Annotated Image
Week 4 – Storyboarding
Week 5 – Multimedia Story
Week 6 – Interactivity and Feedback
Week 7 – Branching

2) Weekly technical assignment peer reviews (welcome message and weekly online critiques);

3) **Group Synthesizer**: A responsibility of the peer critique process will be serving as your **group synthesizer**, a role which will rotate during Weeks 2–7. For this role, you will be responsible for gathering 2–3 best practice tips to share with the class at the end of that week's peer critique and posting to the Course Café.

3) 2 Learning reflections: A key component of the learning process, reflection serves to focus your goals at the beginning of the course and provides an opportunity to synthesize the gains you have made toward your goals at the end of the course.

4) A Final Multimedia Instructional Design Project
The final project will be a multimedia instructional design project using the Adobe Creative Suite software tools. The project should choose a training or education problem and storyboard a multimedia tutorial to address the problem. Your training solution should contain:

Conceptual components:
The project must include:
- Learning objectives
- Breakdown of tasks
  o Brief content/instruction section or demonstration
  o Opportunity for user feedback
- Appropriate visuals for key steps
- Effective visual hierarchy principles:
  contrast, repetition, alignment, proximity
- Appropriate audio narration to accompany visuals

Technical components:
The project must include:
- At least two edited images
- Audio narration
- Use of rollover interactivity
- Use of quiz or drag and drop interactivity or other feedback mechanism

Overview of Assignments and Points

Introduction	3
Reflection 1	3
Final Project Proposal	1
Technical Assignment 2	5
TA2 Peer Review	5
Technical Assignment 3	5
TA3 Peer Review	5
Technical Assignment 4	5
TA4 Peer Review	5
Technical Assignment 5	5
TA5 Peer Review	5
Technical Assignment 6	5
TA6 Peer Review	5
Technical Assignment 7	5
TA7 Peer Review	5
Reflection 2	3
Group Synthesizer	5
Final Project	25
	100

Grading Scale

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.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%).
Please note that the highest grade possible to earn in this course is an A.

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

Overview of Weekly Topics and Learning Objectives

Schedule of Topics Week	Week of	Topics / Assignments

1	Aug 25	**Topic**: Getting Started
		
		Learning Objectives:
		
		After completing the activities this week, you should be able to:
		
		• Navigate the Adobe environment including:
		
		    o Creating a new document
		
		    o Setting up tabbed documents
		
		    o Setting up rulers and guides
		
		    o Creating multiple layers
		
		• Identify uses of Adobe eLearning Suite for instructional design practice
		
		• Resize an image in Photoshop
		
		• Add basic adjustments to an image in Photoshop
		
		Assignments:
		
		Introductions to be posted to the Week One Introductions Discussion Forum
		
		• **Due**: Friday by 11:59 pm
		
		• Responses to peers by Sunday 11:59 pm

2	Sept 1	**Topic**: Image formats and Basic Corrections **Learning Objectives**: After completing the activities this week, you should be able to: • Describe the differences between gif, jpg, png and raw image formats • Use layers to maintain original image integrity • Apply tone and color correction strategies to enhance a photo • Match colors across images using hex codes

		• Demonstrate basic retouching on portraits
		
		Assignment:
		
		Basic Image Corrections to be posted to the Week 2 Basic Image Corrections Discussion Forum
		
		   • **Due**: Friday 11:59 pm
		
		   • **Critique due** Sunday by 11:59 pm
		
		Submit **Final Project proposal**

3	Sept 8	**Topic**: Annotated image
		
		Learning Objectives:
		
		After completing the activities this week, you should be able to:
		
		   • Combine two images in Photoshop
		
		   • Select portions of an image with the lasso and magic wand tools
		
		   • Delete specific selected portions of an image
		
		   • Use the blur, sharpen, and smudge tools
		
		   • Add text to an image
		
		   • Add an arrow to an image
		
		Assignment:
		
		Annotated image to be posted to the Week 3 Annotated Image Discussion Forum
		
		   • **Due**: Friday 11:59 pm
		
		   • **Critique due** Sunday by 11:59 pm

4	Sept 15	**Topic**: Storyboarding **Learning Objectives**: After completing the activities this week, you should be able to: • Refine instructional scenario and create visual storyboard

		• Identify images to support the visual message • Identify opportunities for interactivity in storyboard prototype • Create a script to accompany the scenario **Assignment**: **Storyboard** to be posted to the Week 4 Storyboard Discussion Forum • **Due**: Friday 11:59 pm • **Critique due** Sunday by 11:59 pm
5	Sept 22	**Topic**: Multimedia Story **Learning Objectives**: After completing the activities this week, you should be able to: • Create slides in Captivate • Implement first phase of storyboard development • Import image edited in Photoshop to Captivate • Create and edit basic audio in Captivate **Software Tool**: Captivate **Assignment**: Multimedia Story to be posted to the Week 5 Multimedia Story Discussion Forum • **Due**: Friday 11:59 pm • **Critique due** Sunday by 11:59 pm
6	Sept 29	**Topic**: Feedback, Interactivity, and Branching **Learning Objectives:** After completing the activities this week, you should be able to: • Create rollover functionality • Create quiz questions • Create feedback options • Explore branching options

		Assignment:
		Feedback to be posted in Week 6 Feedback and Interactivity Discussion Forum
		• **Due**: Friday 11:59 pm
		• **Critique due** Sunday by 11:59 pm
7	Oct 6	**Topic**: Final Project Draft **Learning Objectives:** After completing the activities this week, you should be able to: • Compile and refine final project pieces • Organize and present a draft of final project **Assignment**: Project Draft to be posted in Week 7 Project Draft Discussion Forum • **Due**: Friday 11:59 pm • **Critique due** Sunday by 11:59 pm
8	Oct 11	Final Project Due

Assessment Rubrics

Technical Assignment Rubric

4-5 points	Assignment addressed all of the criteria stated in the assignment description.
	Assignment was submitted on time.
	A detailed summary of the steps taken to create the technical assignment is included.
	Jpg (png or gif) file is included along with attached psd file.
3 points	Assignment addressed all of the criteria stated in the assignment description, except for one.
	Assignment was submitted on time.
	Summary of the steps taken to create the technical assignment is included, but lacks some details.
	Jpg (png or gif) file is included along with attached psd file.
2 points	Assignment addressed most, but not all of the criteria stated in the assignment description, lacking at least two of the criteria.
	Assignment was not more than one day late.
	Only a brief description of steps taken to complete project is included.
	Only an attached compressed file (jpg, gif, png) is included.
1 points	Assignment missed several of the criteria stated in the assignment description.
	Assignment was submitted more than one day late.
	Only a brief description of steps taken to complete project is included.
	Only an attached compressed file (jpg, gif, png) is included.
0 points	No technical assignment was completed.

Peer Review Rubric -- 4 point rubric

4-5 points	Draft of technical assignment was posted on time for others to review.
	Embedded JPG was included in discussion for easy viewing, along with attached psd file in case additional detail is needed.
	All assigned peer reviews are completed on time.
	All questions on peer review form are addressed in detail.
	Substantive and constructive comments are made that can help guide the designers'

	work forward.
	Concrete examples and suggestions are provided.
	Feedback demonstrates thorough understanding of the concepts for that weeks' assignment.
3 points	Draft of technical assignment was posted on time for others to review.
	Image was attached to the discussion forum, but not embedded.
	All assigned peer reviews are completed on time.
	All questions on peer review form are addressed with detail, though some more thoroughly than others.
	Substantive and constructive comments are made.
	Concrete examples and suggestions are provided.
	Feedback demonstrates a good understanding of the concepts for that weeks' assignment.
2 points	Either draft of assignment or peer reviews are late.
	Substantive and constructive comments are made that can help guide the designers' work forward, but not all feedback items addressed.
	Feedback demonstrates some understanding of the concepts for that weeks' assignment.
1 points	Both draft of the assignment or peer review materials are late.
	Not all questions on peer review form are addressed in detail.
	Comments are evaluative but don't provide enough detail to be helpful in moving the work forward.
	Feedback demonstrates major gaps in understanding the concepts for that weeks' assignment.
0 points	No peer review was completed.

Learning Reflection Rubric

3 points	Synthesis of course concepts and application to personal experience is demonstrated.
	Description and assessment of progress based on personal goals is described.
	Grammar and spelling are without error.
	Reflection is submitted on time.
1 –2 points	Synthesis of course concepts and application to personal experience is demonstrated, but only briefly.
	Description and assessment of progress based on personal goals is described.
	Grammar and spelling errors
	Reflection is submitted more than one day late.
0 points	No reflection was submitted.

Final Project Rubric

	0–1 points	2–3 points	4–5 points
Photo Editing	Photo editing has significant "rough" edits that distract from the overall visual message.	Photo editing has one or two "rough" edits that distract from the overall visual message.	Examples of photo editing and modification are appropriate and professional in appearance.
Information Architecture	Principles of contrast, repetition, alignment, and proximity are not consistently used to reinforce important information and guide the viewer through information.	Principles of contrast, repetition, alignment and proximity are somewhat evident in reinforcing important information and guiding the viewer through information.	Principles of contrast, alignment, repetition, and proximity are used to reinforce important information and guide the viewer through information.
Organization and Telling the Story	There is no clear focal point in selected images. Design of visual information does not demonstrate an understanding of how viewers will process the information. The presentation of the information does not convey a cohesive story.	Most images have a clear focal point and/or an appropriate design has been selected that demonstrates some understanding of how viewers will process the information, but with 1 or 2 confusing aspects. The story conveyed by	There is a clear focal point in selected images and/or an appropriate design has been selected that demonstrates a thorough understanding of how viewers will process the information. The visual presentation of the information tells a cohesive

		the visuals is fairly clear.	story.
Use of text	The use of text undermines the overall visual message.	Use of text overall contributes to the overall design, but there are 1 or 2 instances where there should be less text.	Text used in the project enhances and contributes to the overall design.
Consistency	Significant consistency issues are evident.	Minor consistency issues exist.	Font size, style and colors are consistent. Spacing and alignments are consistent.