

Syllabus
EDIT 575 Section 5T3
Authoring Tools: (Captivate/RoboHelp)
(2 Credits) Spring 2011

DAYS / TIME / LOCATION	INSTRUCTOR: Wanda Mally
Online Feb 14 – Mar 11, 2011	Email Address: wmally@gmu.edu Phone Number: (207) 738-2414; (207) 738-2449 (FAX) Teleconference and Online Office Hours by Appointment Monday-Friday. No office hours on Saturdays and Sundays.

COURSE DESCRIPTION

A. Prerequisites: Student must be enrolled in one of the following classifications: Senior Plus, Non-Degree; PhD Advanced to Candidacy; or Graduate. Should have knowledge of computers and the internet. Should have computer and internet skills.

B. Course Description from the University Catalog: EDIT 575 - Authoring Tools

Introduces specific authoring tools through hands-on lab instruction, interaction with software interface, construction of instructional sequences, importing video and audio clips, resource management, and animation.

For this Section of EDIT 575

EDIT575-Section 5T3 is an overview of Adobe RoboHelp 9 and Captivate 5. The two applications can be purchased separately or as the bundled “Technical Communications” package through Adobe. Both are used in the development of engaging e-Learning content and electronic technical documentation. Captivate (formerly RoboDemo) is used in the creation of software presentations, demos, and soft-skills tutorials with branching and incorporating multimedia files. Compiled Captivate projects generate shockwave Flash (.SWF) and HTML files that can be used over the web; as standalone applications on CD; or embedded into other applications. Technical writers and e-Learning content developers use RoboHelp to create electronic manuals, knowledge bases, application help, and job task-specific help, such as that found in electronic performance support systems (EPSS). RoboHelp accepts a variety of multimedia files, such as SWF files. That means you can add Captivate demos to a RoboHelp application. In this course you will look at each of these applications separately, but will bring them together in a final project consisting of a browser-based RoboHelp application with one or more embedded Captivate tutorials.

Students are encouraged to either purchase the software or download the latest trial versions from Adobe.com to evaluate them before making a purchase. **If you are using/evaluating the trial version of the software, you should wait until after the course starts then download it to ensure the trial version remains active through the end of the course.**

NATURE OF COURSE DELIVERY

All course activities for the semester will be held online. The course will be conducted using synchronous and asynchronous formats consisting of the following:

- Instructor-provided materials & demonstrations
- Assigned readings & research using online help
- Team reviews & discussions
- Hands-on activities & assignments
- A final project/presentation hosted online

Discussion board topics called “FAQs, Answers and Tips” have been set up to share all Captivate and RoboHelp questions and discoveries that we encounter during the course. Please feel free to access it to post and/or look up information.

Instructor office hours are available by appointment and can be conducted via telephone, a Blackboard chat forum or a web conferencing tool.

STUDENT OUTCOMES

Upon completing the course, students will be able to—

Use Captivate to:

- Create, edit and control slide objects using the timeline
- Create a tutorial that, at a minimum, incorporates the use of:
 - Visual effects and/or other techniques such as captions and highlights
 - Customized slide properties
 - Graphics
 - Audio
 - Branching
 - Interactivity
 - Graded assessment (quizzing)

Describe the purpose of each RoboHelp program then use RoboHelp to:

- Navigate the *RoboHelp HTML* workspace
- Explain the purpose of the different types of windows in a help application
- Perform the steps involved in planning and designing a help application
- Apply best practices for avoiding common problems associated with help systems
- Develop a help application that, at a minimum, includes:
 - A table of contents
 - Index
 - Search engine
 - Glossary
 - Breadcrumbs for navigation
 - Links
 - Link controls
 - Images
 - Multimedia files
 - Captivate files
- Edit or change a help application by performing steps such as:
 - Change the skin
 - Edit documents and text

- Generate help content that is Section 508 compliant
- Publish a help application to the Internet

PROFESSIONAL STANDARDS

EDIT 575-5T3 will require students to follow selected instructional design steps to develop an instructional and/or help application in accordance with the needs and characteristics of a given target audience. Specific requirements for the instructional and/or help application will be determined through appropriate analyses. During and following design and development of their project, students will engage in collaborative activities to evaluate each other's work. As such, this course complies with the following professional standards.

Association for Educational Communications and Technology (AECT)

Standards for the accreditation of *initial* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies

Standards for the accreditation of *advanced* programs in educational communications and instructional technologies:

- Development - Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.

International Board of Standards for Training, Performance and Instruction (IBSTPI)

Instructional Design competencies in the following areas:

- Professional Foundations
 - Communicate effectively in visual, oral and written form
 - Apply current research and theory to the practice of instructional design
 - Update and improve one's skill, knowledge and attitudes pertaining to instructional design and related fields
 - Apply fundamental research skills to instructional design projects
- Planning and analysis
 - Conduct a needs assessment
 - Design a curriculum or program
 - Select and use a variety of techniques for determining instructional content
 - Identify and describe target population characteristics
 - Analyze the characteristics of the environment
 - Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
 - Reflect upon the elements of a situation before finalizing design solutions and strategies
- Design and Development
 - Select, modify or create a design and development model appropriate for a given project
 - Select or modify existing instructional materials
 - Select and use a variety of techniques to define and sequence the instructional content and strategies
 - Develop instructional materials

- Design instruction that reflects an understanding of the diversity of learners and groups of learners
- Evaluate and assess instruction and its impact
- Implementation and Management
 - Promote collaboration, partnerships and relationships among the participants in a design project
 - Provide for the effective implementation of instructional products and programs

REQUIRED TEXTS:

- Students will be required to use the online help that accompanies the software.

OTHER REQUIREMENTS:

Resources Required by Students

To successfully participate in the course, students are required to have:

- Internet access
- Web browser software
- FTP software
- A GMU email account
- A GMU web site (Mason Academic Research System Account)
- Access to Blackboard (CE6)
<http://www.irc.gmu.edu/ce6transition/studentquickguidece6.pdf> provides information on how to log in)
- Adobe Acrobat Reader
- A computer equipped with audio input (a microphone)/output capability for web conferencing and recording audio for your project)
- A recent version of Flash Player, such as Flash Player 10 (go to <http://www.adobe.com/support/flashplayer/downloads.html>)
- Audio recording/editing software (go to <http://audacity.sourceforge.net/>) (This will serve as a backup in case you encounter any issues directly recording audio into the Captivate application.)
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- Microsoft Office (including Word for Windows, at a minimum)

Required Software

- Students will be required to purchase or have access to **RoboHelp 9**.
- Students will be required to purchase or have access to **Captivate 5**.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements - The following table is a schedule of the assignments and their point value towards your final grade. All assignments are due by 11:59 PM on the date specified at the Blackboard course site. The design treatment, RoboHelp framework, and Captivate tutorial are due the day before each review is scheduled. **Late discussion postings, late assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors will receive zero to half credit.**

See the schedule and checklists at the Blackboard course site for details of each week's activities.

Assignment	Assignment Description	Grading (Points)
Participation in online discussion first week of the course	Student / Instructor introductions will be held asynchronously. Instructions for information that you must post are provided in the student/instructor intros discussion topic in Blackboard.	5
Design Treatment	<p>At a minimum, this should be a Word or PDF document and include:</p> <ul style="list-style-type: none"> • a description of the purpose of the application • brief description of the users • an outlined inventory of content topics and/or tasks that need to be documented (Identify which content/tasks will be covered using a Captivate tutorial) • limited glossary of terms & definitions • terms to include in an index • evaluation checklist (with a minimum of 10 checklist items--see Blackboard course site for directions) <p>Include a cover page, as this is a formal document. The minimum length of the paper will likely be 4-5 pages, not including the cover. Number your pages. Post the paper to your team discussion area. Late or incomplete documents will receive 0 to 10 points. In order for the document to be considered complete, it must include all noted information listed above.</p>	20
URL for your web site	Email your URL (via GMU email) to the instructor and your team member.	5

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Assignment	Assignment Description	Grading (Points)
Participation in each design review with your team member	Make your own work available then conduct a comprehensive review of your team member's work following the milestone activities (development of the design treatment; development of the RoboHelp project framework; and development of the Captivate tutorial). Use the designated discussion board area to post your feedback no later than the due dates shown on the left. To receive credit in this area, you must also ensure <i>your</i> work is posted by 11:59 PM the night before each review is scheduled. After each review, ensure your work is updated to reflect all feedback, where necessary.	(5 points each) 15
RoboHelp application with Captivate tutorial(s)	At a minimum, the RoboHelp application should include at least— <ul style="list-style-type: none"> • Five short, but complete help topics organized by into at least 2 categories accessible from a table of contents (5 points) • Glossary (5 points) • Index (5 points) • Search engine (2.5 points) • Breadcrumbs for navigation (2.5 points) • Links (in addition to the TOC) and/or link controls (5 points) • Images (5 points) • One or more Captivate tutorials with: <ul style="list-style-type: none"> ➤ Visual effects, such as highlights (5 points) ➤ Interactivity (5 points) ➤ Audio (5 points) 	45
Participation in the final Showcase	Your participation in the showcase will be graded based on your ability to provide constructive feedback per best practices reviewed earlier in the course and/or your own research. During this activity, you should review and comment on the work of 6 classmates who were not on your original team. A discussion area will be set up for each student so that you can post an introduction and link to your project. Your classmates will use that discussion blog to post their comments about your work. When reviewing your classmates' work, if you visit a blog where 5 others have already visited and commented, go to a different blog.	10

B. Performance-Based Assessments - Discussions/Reviews/Project Work.

To summarize, students will be evaluated in the following areas: Participation in all discussions; management, maintenance and review of your project materials, and overall quality of your final project. Students are expected to keep track of the scheduled assignments for each week, discussions and regular reviews/revisions of project materials.

Communication

Working 100% online requires dedication on the part of the instructor/facilitator and the students. As the instructor/facilitator, I rely on you to communicate to me any questions or problems that might arise. In such cases, you need to contact me immediately by email or phone.

Attendance

Attendance in the course is mandatory. Simply put, students are expected to participate in all discussions and reviews and make sure you establish a regular line of communication with your team member and the instructor.

C. Criteria for Evaluation - The standards by which each activity will be evaluated is provided in the "Assignment Description" column of the table on pages 5 and 6. Specific deadline dates can be found at the Blackboard course site.

D. Grading Scale - Using the following scale, the final grade is based on your performance out of the possible 100 points:

Grade	Points
A	100-90
B	89-80
C	79-70
F	69-0

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS AND RESOURCES

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

GSE faculty may add at the conclusion:

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

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].