Syllabus
EDIT 772 Section 5T6
Web-Based Instructional Tools:
(Articulate) (2 Credits) Spring 2012

DAYS / TIME / LOCATION	INSTRUCTOR: Dr. Nicholas Langlie
Online 03/19/2012-05/16/2012	Email Address: nicklanglie@gmail.com Phone Number: 434-535-6030

COURSE DESCRIPTION

Course Description from the University Catalog: EDIT 772 -Web-Based Instructional Tools
Provides overview of web development tools. Using instructional design principles, students interact with variety of web publishing software programs to develop a project web site.

For this Section of EDIT 772 EDIT 772-Section 5T6 is an overview of Articulate, an integrated suite of software tools used for developing e-learning content. The course will cover each of the following applications that make up the product suite.
• Presenter (used to enhance PowerPoint presentations for instruction then convert to Flash)
• Quizmaker (used to generate assessments and surveys in Flash format)
• Engage (used to design detailed interactions and scaffolding tools)
• Video Encoder (used for converting video into a format for use in an Articulate project)

Students are encouraged to either purchase the software or download the latest trial versions from Articulate.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

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

Instructor office hours are available by appointment and can be conducted via email and Blackboard Collaborate.

STUDENT OUTCOMES
Upon completing the course, students will be able to—
• Create individual e-learning modules using each of the Engage interactions:
  ➢ Process
  ➢ Labeled Graphic
  ➢ Tabs

- ➢ Circle Diagram
- ➢ Timeline
- ➢ Media Tour
- ➢ FAQ
- ➢ Pyramid
- ➢ Guided Image
- ➢ Glossary
- ➢ Other downloadable community interactions
  - ▪ Flipbook
  - ▪ Flashcards
  - ▪ Stairstep

• Select an interaction appropriate for a given topic or instructional objective
• Import graphics into interactions
• Convert and import media files into interactions using Video Encoder
•Create e-learning quiz objects using Quizmaker
• Use Presenter (with PowerPoint's Presenter ribbon) to create and publish an integrated e-learning project that includes narration, annotations, navigation, bookmarking and learning games

PROFESSIONAL STANDARDS
EDIT 772-5T6 will require students to follow selected instructional design steps to develop an instructional application in accordance with the needs and characteristics of a given target audience. Specific requirements for the instructional application will be determined through appropriate analyses. Following design and development of their project, students will engage in a collaborative activity 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 and conduct web searches to learn more about specific features of Articulate and how to apply them.

OTHER REQUIREMENTS:
Resources Required by Students
To successfully participate in the course, students are required to have:
- Internet access
- Web browser software
- A GMU email account
- Access to Blackboard
- 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.)
- Microsoft Office (including Word for Windows, at a minimum)

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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 **Articulate Studio 9** or each of the following which are also sold individually (if you want to use the trial versions, wait to download to best use the time with the applications: http://www.articulate.com/products/studio.php):
- Presenter '09
- Engage '09
- Quizmaker '09
- Video Encoder '09

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 and Captivate tutorial are due as noted below. Late discussion postings, late assignments and/or projects, incomplete assignments and/or projects, and assignments and/or projects containing errors may 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 and Syllabus overview will be held synchronously and asynchronously in Blackboard via Collaborate and the Discussion Board. March 19, 2012	5
Articulate Features	You will each be assigned a feature (or a small set of similar features) to describe live in class on March 24, 2012 at 10am EST in Blackboard Collaborate. For that feature (or features), create a brief tutorial for how to use the feature in Articulate, seek out additional written and video based tutorials online to share in the live class session. Prepare to spend 5 minutes explaining the feature and what you have found in terms of additional resources and share them with the class (there will be a discussion forum where you can share these within Blackboard easily organized by feature and Articulate Product). Submit what you come up via the Assignment link for "Articulate Features."	15

| Design Treatment Team Project Part 1 | You will be assigned to Teams (see "Syllabus" area of your Blackboard course). Each team will design a learning activity to create within one of the applications in the Articulate umbrella of software:

Team 1 will create a project using Presenter '09
Team 2 will create a project using Engage '09
Team 3 will create a project using Quizmaker '09
Team 4 will create a project using Presenter '09

 You will describe this live in class on March 31, 2012 at 10am EST in Blackboard Collaborate. You will also each submit the Word or PDF document (described next) individually via the Assignment link for "Design Treatment Team Project Part 1."

At a minimum, this should be a Word or PDF document and include:
• a description of the purpose of the application or how you plan to use the software
• a 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 the software)
• evaluation checklist (with a minimum of 10 checklist items—to identify what needs to be completed in order to create your group project.). These 10 items will be used to grade your assignment

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. | 20 |

Design Treatment Team Project Part 2	You will create the Project according to the Design document, which will be graded based on the 10 criteria you identified in the evaluation checklist you wrote. You will describe and share this live in class on April 28, 2012 at 10am EST in Blackboard Collaborate. You will also each submit the project individually via the Assignment link for "Design Treatment Team Project Part 2."	45

Assignment	Assignment Description	Grading (Points)
Reflection Assignment	You will post your projects in the "Reflection Assignment" Discussion Board in Blackboard. You will write a review of the project for 3 separate teams, not including your own. Using proactive and thoughtful language, share what you think was done well and where applicable, provide suggestions for improvement. Consider areas where you envision additional Articulate features might be of value for the scope of the assignment. Are there other tools that might complement the project, etc? Each response will be in the discussion board	5
Discussion	Participate in each week's discussion, answering each of questions and completing each of the discussion activities, as assigned by the Professor.	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, or with each other, any questions that might arise. In such cases, contact me immediately by email if you have a concern that only I can address.

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].