

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDIT 571-5T1: Adobe eLearning Suite (Visual Design and Applications) (2 credits)

Fall Semester/2012

Online

August 27, 2012 through November 4, 2012

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Contact Information

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Course Description

This course provides an overview of the visual design capabilities of the eLearning Suite: <http://www.adobe.com/resources/elearning/> for instructional design practice with a particular focus on visual design and applications. The Adobe eLearning Design Suite contains a powerful array of tools for instructional design. We will focus on Photoshop, Dreamweaver 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 excellent visual design practices 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 web interactivity in Fireworks. All of these components will be used to develop a multimedia instructional design project, which will ultimately be displayed using Dreamweaver.

At the same time that we explore the Adobe Suite, we will explore excellent practices in visual design to support instructional design practice. We will look at examples of effective images and very basic graphic design principles that impact information design: alignment, contrast, proximity, and repetition. Through progress on weekly technical assignments, you will demonstrate an understanding of effective visual communication strategies in instructional design practice. You will demonstrate your achievement of course objectives by creating a series of technical assignments and a final instructional design project.

Entry Skills and Competencies

Students should possess basic computer skills (e.g., MS Office, Internet search skills) and have high-speed Internet access with a standard browser (Firefox, IE), along with Adobe Acrobat Reader and Adobe Flash Player, both of which are downloadable free of charge at

<http://www.adobe.com/downloads/>. Experience in teaching, training, technical development, or equivalent is a plus.

Course Objectives

By the end of this course, you should be able to:

- 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 bitmap and vector graphics in Photoshop
- Identify the difference between bitmap and vector graphics
- Create simple interactivity in Captivate
- Publish graphics in a variety of formats, particularly for use on the web
- Import web design and graphics into Dreamweaver
- Optimize project management through the use of Bridge and Device Central
- Develop a project wireframe
- Create a multimedia instructional design product using the range of tools in the Adobe Suite

Required Texts/Resources

The required instructional resource for this course is multimedia tutorials at Lynda.com. A package of tutorials will be compiled for the course. However, as students may be using varying versions of software, there is also an option to purchase a monthly membership to Lynda.com to select from all tutorials on the site.

There is also a requirement to have access to the software packages used in this course. The pacing of activities involving software packages will be designed to allow students to take advantage of 30-day software trials as much as possible. Free trials are available at:

<http://www.adobe.com/downloads/>

Photoshop and Dreamweaver are extremely versatile tools, and you might find you need them longer than the 30-day trial to work comfortably in the course. You might consider renting Adobe CS products. Be sure to select education pricing. You can subscribe to the Adobe Creative Cloud for many products but NOT Captivate.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g. 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/>].

PROFESSIONAL DISPOSITIONS

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

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/>

Instructional Approach

The course will be taught in an online asynchronous format in an intensive summer semester. The online sessions are asynchronous using the Blackboard Learning Management system housed in the MyMason portal. Materials used to support instruction include readings, lectures, hands-on experiences, research activities, threaded discussions and projects. Weekly content is described in detail and course topics, activities and assignments are posted on our Blackboard course site.

Evaluation and Grading

Assignments in this course consist of:

Weekly technical assignments (weekly completion of an assignment that demonstrates competence of the covered concepts):

- Week 2 -Basic Image Corrections
- Week 3 -Image Combination
- Week 4 -Using the Pen Tool
- Week 5 -3D Shape
- Week 6 -Navigation Bar
- Week 7 -Hotspots and Slicing
- Week 8 -Management assignment
- Week 9 -Final Project rapid prototype

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

1 short multiple-choice quiz (reviewing important concepts from the tutorials);

1 Learning reflection

A Final Multimedia Instructional Design Project

The final project will be an multimedia instructional design project using the Adobe eLearning 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:

- Learning objectives
- Breakdown of tasks
 - Brief content/instruction section
 - Brief demonstration
 - Opportunity for user feedback
- Appropriate visuals for key steps

Technical components:

- Use of at least one bitmap image
- Use of effective visual hierarchy principles: contrast, repetition, alignment, proximity
- Use of template
- Use of rollover interactivity
- Embedding of interactive files in html files
- Use of quiz feature in Captivate

Grading scale

Grades are assigned using a 10-point scale, and no plus or minus grades are given. Late assignments will not be accepted.

A = 90-100

B = 80-89.9

C = 70-79.9

Assignments

Technical Assignments	40%
Discussion Peer Reviews	25%
Learning Reflection	5%
Quiz	5%
Final Project	25%
	100%

Overview of Weekly Topics and Learning Objectives

Schedule of Topics Week	Week of	Topics / Assignments
1	Aug 27	<p>Topic: Getting Started</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none">• Navigate the Adobe environment including:<ul style="list-style-type: none">○ Creating a new document○ Setting up tabbed documents○ Setting up rulers and guides○ Creating multiple layers• Resize an image in Photoshop• Add basic adjustments to an image in Photoshop <p>Assignment: “Introductions” to be posted in Blackboard</p> <p>Software Tool: Bridge, Photoshop</p> <p>Due: Sunday by 11:59 pm</p>
2	Sept 5	<p>Topic: Image formats and Basic Corrections</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none">• 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 <p>Software Tool: Photoshop</p> <p>Assignment: “Basic Image Corrections” to be posted to the week 2 discussion forum</p>

		<p>Due: Thursday 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
3	Sept 12	<p>Topic: Photo-collage</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • 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 pixels with the pencil and brush tools • Describe the limitations of raster images • Save image selections using the Quick mask tool <p>Software Tool: Photoshop</p> <p>Assignment: “Collage” to be posted to the week 3 discussion forum</p> <ul style="list-style-type: none"> • Due: Thursday 11:59 pm • Critique due Sunday by 11:59 pm <p>Submit Final Project topic proposal by Sunday</p>
4	Sept 19	<p>Topic: Custom Template</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Use shape tools and text tool in Photoshop • Create a design for a custom template that can be exported to PowerPoint or Captivate • Design a look and feel for template that matches the instructional design concept <p>Software Tool: Photoshop</p> <p>Assignment: "Custom Template" to be posted to the Week 4 discussion</p>

		<p>forum</p> <p>Due: Thursday by 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
5	Sept 26	<p>Topic: Project Management and Workflows</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Establish a site structure in Dreamweaver • Create links and embed images and media in Dreamweaver • Conceptualize the file structure needed for an html project with external resources • Recognize the function of css to control design • Identify strategies for image file management in Bridge • Test media files for compatibility with various devices in Device Central <p>Assignment: "Management" assignment to be posted to the week 5 discussion forum</p> <p>Software Tool: Dreamweaver; Bridge; Device Central</p> <p>Due: Thursday 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
6	Oct 3	<p>Topic: Captivate</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Create slides in Captivate • Edit master slide • Import custom template into Captivate • Edit timeline and add objects to slides • Add text box in slide • Export content from Captivate

		<p>Software Tool: Captivate</p> <p>Assignment: "Captivate" to be posted to the Week 6 discussion forum</p> <p>Due: Thursday by 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
7	Oct 10	<p>Topic: Demonstration capture</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Plan a short tutorial for screen capture • Capture a short sequence of animated steps • Export swf package from Dreamweaver • Embed Captivate package in html file in Dreamweaver <p>Software Tool: Captivate, Dreamweaver</p> <p>Assignment: “Demonstration” to be posted in week 7 discussion forum</p> <p>Due: Thursday, 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
8	Oct 17	<p>Topic: Interactivity in Captivate</p> <p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Create quiz questions • Create rollover functionality • Create feedback options <p>Software Tool: Captivate</p> <p>Assignment: “Interactivity” to be posted in week 8 discussion forum</p> <p>Due: Thursday 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p>
9	Oct 24	<p>Topic: Rapid Prototype</p>

		<p>Learning Objectives:</p> <p>After completing the activities this week, you should be able to:</p> <ul style="list-style-type: none"> • Compile and refine final project pieces • Organize and present project <p>Assignment: "Rapid Prototype" wireframe to be posted to the Week 9 discussion forum</p> <p>Software Tool: Dreamweaver; Captivate, Photoshop</p> <p>Due: Thursday 11:59 pm</p> <p>Critique due Sunday by 11:59 pm</p> <p>Quiz due Sunday 11:59 pm</p>
10	Oct 31	<p>Topic: Final Project</p> <p>Assignment: "Final Project" final draft to be posted in week 10 discussion forum</p> <p>Due Last day of class (Nov 4) by 11:59 pm</p>