George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT)
Program

EDIT 575.DL2 - Articulate 360

2 credits, Spring 2021
March 15 - May 2

Faculty

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Prerequisites/Corequisites

None

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.

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 Storyline 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 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. The course site will be available on **Monday, March 15 at 6:00 pm EST.**

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 and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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.
- 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/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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
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

Recommended Texts

Elkins, D., Pinder, D., & Everhart, W. (2018). *E-Learning Uncovered: Articulate Storyline 360* (2nd ed.). E-Learning Uncovered, Inc. (ISBN-13: 978-1986588768; ISBN-10: 1986588769)

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 (50 points)**
  Each student will be required to create an eLearning design prototype using Articulate Storyline 360. However, you can also work in groups. If you prefer to work in groups, let me know by sending an email to lolesova@gmu.edu with the list of the group members. . This project will be completed in incremental stages, with the design stage and the drafts of the interactive object (building). The design stage will address the learning goals/objectives of the future interactive object, the target audience including age, prior knowledge of the subject and interests or majors; and the flow chart or a storyboard to represent the future interactive object flow. The flow chart or the storyboard can be revised/edited during the building stages. Only the final submission will be graded using the project rubric (check it here on p.10).
- **Peer Review (3x3 points = 9 points)**
  There will be three peer review activities where you will provide comments (suggestions, advice, tips etc) 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 comments to peers will be graded; not the drafts of your interactive objects. Comments without sharing the interactive objects will not count as peer review participation. Your peer comments should not be long but they should be helpful for your peers.
- **Online Discussion Boards (4x8 points=32 points)**
  Instead of traditional discussion topics, we will use discussion boards to share tips of how to use Articulate 360 or ask for help if needed. However, there will be still the major topics to discuss but mostly we will be sharing practical examples with the use of Articulate 360. At least two posts should be posted (for example, you can post initial posts by answering two weekly prompts or respond to two peers with advice/help or respond to one of the weekly prompts and respond to one peer with advice/help). Practical examples can be shared by

using visuals such as screenshots or other applications you might be using. You can participate in discussions during the week but the due date is Monday by 11:59 pm EST.

- **Reflective Blog Assignment (9 points)**
  As this course unfolds, students usually find that their perception on course-related concepts will change or deepen. To capture that evolution of your thinking, each student will share their reflections on a blog at the end of the course. You may share how your understanding of eLearning practices changed during the course.

- **Other Requirements**
  Every student registered for any Instructional Design and Technology (IDT) course <u>with a required performance-based assessment</u> 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**

Final Design Project	50 points
Peer Review	9 points (3 reviews x 3 points = 9 points)
Discussion Boards	32 points (4 discussions x 8 points = 32 points)
Reflective Blog	9 points
Total	*100 points*

A	= 94-100		B-	= 80-82
A-	= 90-93		C	= 70-79
B+	= 86-89		F	= 69 and below
B	= 83-85			

Professional Dispositions

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

Class Schedule

REVIEW	HOMEWORK & ASSIGNMENTS DUE
WEEK 1: March 16-22	

✓ Introductions and welcome to course
✓ Getting to Know Storyline 360 (Ch1)
✓ Creating New Projects (Ch2)
✓ Scenes and Slides (Ch3)
	Due: March 22 by 11:59 pm EST
	✓ Personal introduction & course expectations
	✓ Download trial version of Storyline 360 tool
	✓ Online discussion #1:
	   o Ch1: Story View/Slide View/Preview a Project
	   o Ch2: Importing from Power Point/Importing from Quizmaker/Importing from a Template
	   o Ch3: Adding and Managing Scenes/Adding and Managing Slides/Slide Masters

WEEK 2: March 23-29	

✓ Introduction to Design Project
✓ Working With Text (Ch4)
✓ Adding Graphics (Ch5)
✓ Object Properties (Ch6)
✓ Arranging Objects (Ch7)
	Due: March 29 by 11:59 pm EST
	✓ Online discussion #2:
	   o Ch4: Adding, Editing, Replacing Text/Formatting/Tables
	   o Ch5: Adding Pictures, Videos, Characters/Formatting
	   o Ch6: Objects/Timing/Animations/Motion Paths
	   o Ch7: Resize, Rotate, Move, Align and Group Objects
	✓ Design Project: Stage 1
	   o Submit possible design project topics and narrow to 2-3 choices

WEEK 3: March 30- April 5	

✓ Working With Media (Ch8)
✓ States and Layers (Ch9)
✓ Triggers (Ch10)
✓ Advanced Triggers and Variables (Ch11)
	Due: April 5 by 11:59 pm EST
	✓ Online discussion #3:
	   o Ch8: Audio Editor/Video Editor/Web Objects
	   o Ch9: Adding, Editing, Managing States/Create and Change Layers
	   o Ch10: Elements of a Trigger/Interactive Objects/Action Types
	   o Ch11: Working With Variables/Conditional Logic
	✓ Design Project: Stage 2
	   o Submit Flow Chart or Storyboard

WEEK 4: April 6-12	

✓ Hands-on activities using Articulate Storyline 360
✓ Questions & Quizzes (Ch12)
✓ Screen Recording (Ch13)
✓ The Player (Ch14)
✓ Publishing (Ch15)
	Due: April 12 by 11:59 pm EST
	✓ Online discussion #4:
	   o Ch12: Adding Questions, Adding Question Content/Feedback, Scoring/Feedback Layers/Results Slides
	   o Ch13: Recording
	   o Ch14: Landscape/Portrait/Modifying the Player

	o Ch15: Articulate 360/Web/Video/Articulate Online/LMS
	✓ Design Project: Stage 3
	    o Share the first draft of online interactive object
	    o Peer Review #1

WEEK 5: April 13-19	

✓ Hands-on activities using Articulate Storyline 360	Due: April 19 by 11:59 pm EST
	✓ Design Project: Stage 4
	    o Share the second draft of online learning object
	    o Peer Review #2

WEEK 6: April 20-26	

✓ Hands-on activities using Articulate Storyline 360	Due: April 26 by 11:59 pm EST
	✓ Reflective Blog post
	✓ Design Project: Stage 5
	    o Share the third draft of online learning object
	    o Peer Review #3

WEEK 7: April 27-May 2	

✓ Hands-on activities using Articulate Storyline 360	Due: May 2 by 11:59 pm EST
	✓ Design Project: Final Stage
	    o Share the final draft of online learning object (no comments required)
	    o Post usability tests documentation

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 http://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/).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Assessment Rubric: Final Design Project – 50 points

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
Flowchart or Storyboard	**8-10 points** Full description includes the learning goal/objective, intended target audience (age, prior knowledge, and interests or majors). Flowchart or storyboard includes a clear outline of instructional events, clear relationships between the content and activities, and alignment of the learning goal/objective with at least two different types of assessment (e.g., multiple choice for knowledge checks and case solving).	**3-7 points** Description is not clear and/or has missing elements (learning goal/objective/audience). Flowchart or storyboard includes the outline of instructional events; however, relationships and/or alignment between the content and/or activities/assessment are not clearly defined/underlined.	**0-2 point** Description does not include the required elements. Flowchart or storyboard is not clear and it has missing elements (i.e., relationships between the elements and/or alignment)	10
Interactive Object built using Articulate Storyline 360 (Final Stage Only)	**20-30 points** Interactive object has required Articulate Storyline 360 elements (at least one per each category below): 1. Scenes/slides; 2. Graphic/picture/audio/video/character; 3. Timing object/animation/motion paths; 4. States/layers/triggers/variables; 5. Questions/quizzes. Text is clear and free from typographical errors.	**10-19 points** Interactive object has required Articulate Storyline 360 capabilities (at least one per each category – check the Exceeds Standards column for the list on the left). The object flows with issues (i.e., navigation, buttons, menu etc). The object flow/order is not clear.	**1-9 points** 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.	30

ACTIVITY NAME	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS	POINTS
		Text is clear but it has some typos/errors.		
Usability Test	**8-10 points** Documentation includes description of the users participating in the testing; the questions selected to ask the users; results from the testing; suggestions for improvements; and what the developed learned from the testing process.	**3-7 points** Documentation includes some of the required information from the testing.	**0-2 points** Documentation is not complete.	10
TOTAL				**50**