

**George Mason University**  
**College of Education and Human Development**  
**Learning Design and Technology (LDT)**

EDIT 575 001 – e-Learning Design Applications: Captivate  
2 Credits, Summer 2021  
Meets Totally Online, June 21-August 15, 2021

**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 provides an overview of the design capabilities of Adobe Captivate for instructional design practice. The Adobe Captivate Software contains a powerful array of tools and features used within instructional design. EDIT 575 will focus on using basic photo editing software to design various projects in Adobe Captivate. 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.

Through progress on technical assignments and other assignments, you will demonstrate an understanding of basic technical tasks of GIMP (photo editing) and Adobe Captivate. You meet the of course objectives by creating a series of technical assignments and two instructional design projects

**Course Delivery Method**

This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (Bb 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 Thursday, June 17 at 12:00 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](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](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.
- Given that this course will introduce various tools used within e-learning, 2 major applications will be required:
  - GIMP: To download this application, visit the GIMP website (<http://www.gimp.org>). This application will be used to introduce students to basic photo editing. **Note:** This is a Windows and Mac based application.
  - Adobe Captivate: To download this application, visit the Adobe Captivate website (<https://www.adobe.com/products/captivate/download-trial/try.html>). **Note: This software only provides a 30-day trial version. Please do not download and install a copy until directed to do so.**
- 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/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Monday**, and **finish on Sunday**, with the exception of holidays noted in the CLASS SCHEDULE section of this syllabus.
- 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**.
- 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 virtual meeting to discuss course requirements, content or other course-related issues. 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 ensure accessibility must be registered with George Mason University Disability Services.

## Learning Outcomes

This course is designed to enable students to do the following:

- Identify how and where to obtain images on the web
- Modify images using various tools within GIMP
- Create a Microsoft PowerPoint and import the presentation into Adobe Captivate
- Implement voice narration and script to an Adobe Captivate Project
- Investigate a Web 2.0 tool and describe how it works
- Design an Adobe Captivate Simulation project
- Attach a quiz to an Adobe Captivate project

**Professional Standards** (International Board of Standards for Training, Performance and Instruction (IBSTPI) <https://ibstpi.org/instructional-design-competencies/>):

Upon completion of this course, students will have met the following professional standards:

### 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).

EDIT 575 will use the following competencies:

- Professional Foundations 1: Communicate effectively in written & oral form
- Professional Foundations 3: Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields.
- Planning & Analysis 7: Identify and describe target population and environmental characteristics.
- Planning & Analysis 9: Analyze the characteristics of existing & emerging technologies & their potential use
- Design & Development 10: Use an instructional design and development process appropriate for a given project.
- Design & Development 15: Develop instructional materials.
- Design & Development 16: Design learning assessment.
- Evaluation & Implementation 17: Evaluate instructional and non-instructional interventions.

### **Required Texts**

All reading materials are posted on the Bb course site.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, Tk20, hard copy).

### **Assignments/Deliverables**

- 1) Technical Assignments (completion of an assignment that demonstrates competence of covered concepts):
  - Week 1- Course Introduction
  - Week 2- Image Cropping/Selection

These assignments should be submitted on Blackboard (under the correct weekly folder).

- 2) Captivate Project I

Using Captivate import a Microsoft PowerPoint presentation that you created and add voice narration. This Microsoft PowerPoint presentation will be on a topic that you select. When selecting your topic, try to think of a topic that you can build a presentation in your current classroom or work environment.

The project should include the following elements:

- At least 7 slides but no more than 15 slides
- The first slide must be a title slide (with your name) and the second slide must include 2-4 measurable objectives
- Have at least 5 minutes of audio narration but no more than 10 minutes of audio narration
- Include appropriate themes, transitions, and animations
- Integrate the table of contents option
- Contain a narration script to meet ADA requirements
- Using GIMP create or edit 2 images used in the PowerPoint presentation

A small weekly assignment will be given to help you design and develop this project. These assignments include:

- Week 1- Selecting topic for PowerPoint presentation
- Week 2- Submit a draft of the PowerPoint presentation and include 2 edited images
- Week 3- Submit a revised draft to include a narration transcript
- Week 4- Submit Captivate Project I

These assignments should be submitted on Blackboard (under the correct weekly folder).

### 3) Captivate Project II

Using Captivate develop an e-learning tutorial on a Web 2.0 tool. This tutorial will show a user how to use the tool and best practices of using the tool. The tutorial must be at least 8 minutes not more than 12 minutes in length and include a short quiz (2-4 questions).

A small weekly assignment will be given to help you design and develop this project. These assignments include:

- Week 3- Selecting a Web 2.0 tool
- Week 6-Draft of Simulation
- Week 7-Feedback to 3 peers
- Week 8-Submit Captivate Project II

These assignments should be submitted on Blackboard (under the correct weekly folder).

- **Grading**

<b>General Assignments</b>	
Week 1- Class Introductions	5 points
Week 2- Image Cropping/Selection	5 points
<b>Captivate Project Part I</b>	
Week 1- Topic selection	5 points
Week 2- Microsoft PowerPoint draft with edited images	5 points
Week 3- Microsoft PowerPoint draft with narration	5 points
Week 4- Captivate Project Part I	30 points
<b>Captivate Project Part II</b>	
Week 3- Web 2.0 selection	5 points
Week 6- Draft of Simulation	5 points
Week 7- Feedback to Peers	5 points
Week 8- Captivate Project Part II	30 points
Total: 100 points	

## Late Work Policy

I will accept assignments up to **one** week late, except for Captivate Project Part II, for a 20% deduction off the final grade. Captivate Project Part II cannot be submitted late—do not ask for an extension. All due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Grading scale:** Decimal percentage values  $\geq .5$  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%).

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

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.**

Schedule of Topics Week	Week of	Topics / Assignments
1	June 21-27	<b>Topic:</b> Getting Started  <b>Learning Objectives:</b> After completing the activities this week, the student should be able to: <ul style="list-style-type: none"><li>• Describe the major course elements of EDIT 575</li></ul>

		<ul style="list-style-type: none"> <li>• Create a reply to our Class Introduction</li> <li>• Select a topic to create a PowerPoint Presentation</li> </ul> <p><b>Assignments (submitted within Week #1 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>• Class Introductions <ul style="list-style-type: none"> <li>○ <b>Initial Post Due:</b> Friday (June 25) by 11:59 pm EST</li> <li>○ <b>Replies Due:</b> Sunday (June 27) by 11:59 pm EST</li> </ul> </li> <li>• Captivate Project #1/Part I Select a topic to create a PowerPoint presentation. <ul style="list-style-type: none"> <li>○ <b>Due:</b> Sunday (June 27) by 11:59 pm EST</li> </ul> </li> </ul>
2	June 28-July 4	<p><b>Topic:</b> Introduction to Image Editing</p> <p><b>Learning Objectives:</b> After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Explain where on the web to obtain images</li> <li>• Describe how to resize an image</li> <li>• Combine two images in GIMP</li> <li>• Discuss various selection tools (lasso and magic wand) to select portions of images</li> </ul> <p><b>Assignments (submitted within Week #2 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>• Image Editing Assignment Combining two images together using various selection tools <ul style="list-style-type: none"> <li>○ <b>Initial Post Due:</b> Friday (July 2) by 11:59 pm EST</li> <li>○ <b>Replies Due:</b> Sunday (July 4) by 11:59 pm EST</li> </ul> </li> <li>• Captivate Project #1/Part II Submit Microsoft PowerPoint with edited images <ul style="list-style-type: none"> <li>○ <b>Due:</b> Sunday (July 4) by 11:59 pm EST</li> </ul> </li> </ul>
3	July 5-11	<p><b>Topic:</b> Exploring Adobe Captivate and Importing a Microsoft PowerPoint Presentation</p> <p><b>Learning Objectives:</b></p>

		<p>After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Describe how to download Adobe Captivate</li> <li>• List the common types of projects that Adobe Captivate can create</li> <li>• Explain the process of importing a PowerPoint into Adobe Captivate and adding narration</li> </ul> <p><b>Assignments (submitted within Week #3 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>• Captivate Project #1/Part III Add transcript to Notes section of PowerPoint <ul style="list-style-type: none"> <li>○ <b>Due:</b> Sunday (July 11) by 11:59 pm EST</li> </ul> </li> <li>• Captivate Project II/Part I: Select a Web 2.0 tool to investigate <ul style="list-style-type: none"> <li>○ <b>Due:</b> Sunday (July 11) by 11:59 pm EST</li> </ul> </li> </ul>
4	July 12-18	<p><b>Topic:</b> Importing a Microsoft PowerPoint into Adobe Captivate (cont.)</p> <p><b>Learning Objectives:</b> After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Download Adobe Captivate to a computer</li> <li>• Import a Microsoft PowerPoint into Adobe Captivate</li> <li>• Record audio narration within Adobe Captivate</li> <li>• Add script to ensure ADA requirements</li> </ul> <p><b>Assignments (submitted within Week #4 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>• Captivate Project I Final Submission <ul style="list-style-type: none"> <li>○ <b>Due:</b> Sunday (July 18) by 11:59 pm EST</li> </ul> </li> </ul> <p><b>**You may now download Adobe Captivate starting this week**</b></p>
5	July 19-25	<p><b>Topic:</b> Adobe Captivate Software Simulation</p> <p><b>Learning Objectives:</b> After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the purpose of the Adobe Captivate Software Simulation feature</li> <li>• Demonstrate how to use Adobe Captivate Software Simulation</li> </ul>

		<ul style="list-style-type: none"> <li>Investigate and explain more about selected Web 2.0 tool</li> </ul> <p><b>Assignments (submitted within Week #5 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>Begin to work on draft of Adobe Captivate Project Part II</li> </ul>
6	July 26-August 1	<p><b>Topic:</b> Adobe Captivate Software Simulation (cont.)</p> <p><b>Learning Objectives:</b> After completing the activities this week, the student should be able to:</p> <ul style="list-style-type: none"> <li>Compile a draft of Adobe Captivate Project Part II</li> </ul> <p><b>Assignments (submitted within Week #6 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>Adobe Captivate Project II/Part II: Submit a draft of Adobe Captivate Project II to discussion forum <ul style="list-style-type: none"> <li><b>Due:</b> Sunday (August 1) by 11:59 pm EST</li> </ul> </li> </ul>
7	August 2-8	<p><b>Topic:</b> Adding an Adobe Captivate Quiz</p> <p><b>Assignments (submitted within Week #7 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>Adobe Captivate Project II/Part III: Provide feedback to three peers <ul style="list-style-type: none"> <li><b>Due:</b> Sunday (August 8) by 11:59 pm EST</li> </ul> </li> </ul>
8	August 9-15	<p><b>Topic:</b> Adobe Captivate Project Part II Submission</p> <p><b>Assignments (submitted within Week #8 folder in Bb/rubrics are attached to each assignment):</b></p> <ul style="list-style-type: none"> <li>Adobe Captivate Project Part II <ul style="list-style-type: none"> <li><b>Due:</b> Sunday (August 15) by 11:59 pm EST</li> </ul> </li> </ul>

### 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 <https://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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## Assessment Rubric

### Captivate Project I

<b>IBSTPI Competency</b>	<b>Criteria</b>	<b>Does Not Meet Standards 0-2 points</b>	<b>Meets Standards 3-4 points</b>	<b>Exceeds Standards 5-6 points</b>
Design & Development:15: Develop instructional materials.	Photo editing	Presentation does not include two edited images and/or has significant edits that distract from the overall visual message.	Presentation includes two edited images but these images provide some edits that distract from the overall visual message.	Presentation includes two edited images that are appropriate and aid in the overall visual message.
Professional Foundations: 1 Communicate effectively in visual, oral, and written form.	Information/ Text	The use of text undermines the overall visual message.	The use of text enhances the overall project but there are 1-2 instances where there should be less text.	Text used in the project enhances and contributes to the overall design.
Planning & Analysis: 7 Identify and describe target population and environmental characteristics.	Audio/ Objectives	The audio used is not clear (has significant background noise/hard to hear speaker) and/or the learning objectives are not measurable.	The audio is clear but the speaker lacks engagement and/or some of the learning outcomes are not measurable.	The audio used is very clear, the speaker is engaging, and all learning objectives are measurable.
Design & Development: 11 Organize instructional programs and/or products to be designed, developed, and evaluated.	Script	Presentation does not provide a narration script.	Presentation provides a script however the narration does not follow the script.	Presentation provides a script and the narration follows the script.
Design & Development: 10 Use an instructional design and development	Consistency/ Navigation	Slides are not consistent and no table of contents is present.	Slides have minor consistency issues but table of contents is	Slides are consistent (font-size, style, color, spacing, etc.

process appropriate for a given project.			present.	are the same on all slides). The presentation provides a clear navigation structure using the table of contents.
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### Capstone Project II

<b>IBSTPI Competency</b>	<b>Criteria</b>	<b>Does Not Meet Standards 0-2 points</b>	<b>Meets Standards 3-4 points</b>	<b>Exceeds Standards 5-6 points</b>
Planning & Analysis: 9 Analyze the characteristics of existing and emerging technologies and their potential use.	Web 2.0 Tool	The simulation does not provide a clear description of how to use the Web 2.0 tool or best practices.	The simulation provides a clear description of how to use the Web 2.0 tool but does not include best practices.	The simulation provides a clear description of how to use the Web 2.0 tool and best practices.
Management: 22 Plan and manage instructional design projects	Length	The simulation is less than 5 minutes.	The simulation is more than 5 minutes but less than 8 minutes or over 12 minutes.	The simulation is at least 8 minutes but less than 12 minutes.
Professional Foundations: 1 Communicate effectively in visual, oral, and written form.	Audio	The audio used is not clear (has significant background noise/hard to hear speaker).	The audio is clear but the speaker lacks engagement.	The audio used is very clear, the speaker is engaging.
Design & Development: 16 Design learning assessment	Quiz	The simulation does not provide a quiz.	The simulation provides a short quiz (2-4 questions) but no question feedback.	The simulation provides a short quiz (2-4 question) with question feedback.

<p>Design &amp; Development: 10 Use an instructional design and development process appropriate for a given project.</p>	<p>Captivate</p>	<p>Adobe Captivate application not utilized to create simulation project.</p>	<p>Adobe Captivate application was utilized to create simulation project with 1 enhancement added (outside of quiz and screen recording) to presentation (e.g., button, roll-over, transition).</p>	<p>Adobe Captivate application was utilized to create simulation project with 3 enhancements added (outside of quiz and screen recording) to presentation (e.g., button, roll-over, transition).</p>
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