CI 486B: INSTRUCTIONAL DEVELOPMENT STUDIO II

DISCLAIMER

This syllabus is subject to change from time to time without prior notice. Substantive changes will be announced in class and the most current version posted on and distributed via the class website.

Time/Venue: Wednesday 4.00pm - 6.25 pm. WHAM 312.

Instructor: Dr. C. Sebastian Loh (csloh@siu.edu)

Office Hour:

- Mon 2.00 pm to 4.00 pm
- Wed 10.00 am to 4.00 pm
- Tue, Thu 9.30 am to 12.00 pm
- Other meetings - by appointment only.

Description:

The “Learning Studio” environment provides students with the opportunity to learn and use authoring systems, languages, and product development tools to design, develop and produce online resources for learning and instruction. Participants will showcase learning artifacts created using a variety of commercial productivity tools and creativity suites.

Note: Since Fall 2015, CI 486 has been restructured to support incremental learning that allows a learner to grow from a Beginner (course A) into an Intermediate (course B) Instructional Developer with the Adobe e-Learning Suite over the fall-spring semesters.

Note: This course can be taken up twice (up to a maximum of 6 hours, over two different semesters). See details below:

- CI486A is designed for beginners and may be taken by any graduate students with no restriction or consent of instructor.
- CI486B is an intermediate course and a continuation of CI486A. Graduate students who want to read CI486B must have completed CI 486A with Consent of Instructor.

Prerequisite: CI 486A (None); CI 486B (Having taken CI 486A, Consent of Instructor).

Objectives:

In this class, you will learn to design and develop instruction for mobile (e-)learning. After gaining some experience in creating multimedia using Audition and Photoshop, as well as developing multimedia and/or mobile e-learning resources in CI486A, you will move on to more advanced development of a larger project.
You will continue to learn the more advanced feature of Adobe Captivate – including scripting and storyboarding, to develop an entire course of e-learning resources suitable for a multimedia-based online course.

Adobe Captivate is part of the Adobe e-Learning Suite and is not bundled with the Adobe CC. The latest version available is Captivate 9. In this course, it is up to you whether you prefer to use Captivate 9, or 8 (one version earlier, maybe cheaper). Note that version 7 and before are not compatible with HTML5 and will not be suitable for mobile learning resource development – hence, they should not be used for development in this course.

I understand that Adobe Captivate is very expensive (~$350). Many people felt that Adobe basically strong arm everyone into subscription (~$30/moth for 1 year). But considering that you will become well-versed with the industry’s top software, it can enhance your marketability -- many of our graduates reported that they got the job because of Captivate. After the restructuring of CI486, you can now spread the investment of Adobe Captivate over CI486A and CI486B. So it would a worthwhile investment for the LSD&T students.

See Adobe Captivate Buying Guide to decide which version (standalone or subscription) is best for you. Also: Adobe Captivate: Should You Buy or Subscribe?

Students will:

- Contract to learn instructional design and development tools via self-pace learning approach
- Design and develop m-Learning resources for a client (either the instructor, or an external client)
- Justify the design of the artifact using the First Principles of Instructions
- Depict the flow of m-learning using the “storyboard” approach
- Develop interactive m-learning artifact for self-pace learning or simulation (based on appropriate learning theory/ies)
- Select, create (record/edit), and integrate multimedia (video/audio footages) into a mobile learning artifact as evidence of their learning in instructional design and development (IDD)
- Develop an assessment component for self-evaluation after using the artifact

The main purpose of an Instructional Development Studio course is for the student to demonstrate their abilities to create a particular instructional/learning/training resource through the use of appropriate “development tool.” In rare cases, students maybe allowed to select their own tool (with consent of the instructor), as in the case of internship where external clients made use of a different tool. The tool selected should be in the top tier of “industry standard.”

You should ideally have your own Web site (consider taking CI560 alongside this course), and have picked up some basic Web development skills (e.g., using Adobe Dreamweaver to download/upload files to your website). These are important skills set to compliment mobile e-learning resource development.
If you feel you are lacking certain skills set that other students already have, you may want to pick them up through the many external online learning website available (in addition to what is being taught in the class). This is part of the expectation of an LSD&T graduate and the industry. Lynda.com offers many web development related skills/courses at a relatively low price per month.

**IMPORTANT:** Make a habit of storing multiple copies of your project in different locations to avoid losing your work and be unable to submit at deadline/finals.

**Required Textbook:** The following Adobe Captivate workbooks are available in both spiral-bound hardcopies and Kindle e-books.

**CI486A**


**CI486B**

- *Adobe Captivate 5 and 5.5: Script Writing and Production Guide* by Kevin Siegel. ([Amazon Link](#)). This book (although written for an older version of Captivate), is useful for students who have never done much writing (as in story). It teaches content writing for e-learning.

**Reference:** The following book helps you understand important instructional design principles. Suitable for both CI486A and CI486B.


**Hardware:**

- A very good laptop for the class projects -- see my advice for what to look for when getting a new laptop (further down).
- A camera for capturing video (with sound) -- a *good* smartphone (>8MP) works fine. The smartphone can also be used for capturing quick sound bytes in an outdoor environment.
- A USB-based microphone for capturing voice input for voiceover – although various options are available, Blue’s Snowball ([Amazon Link](#)) is one of the best options.
- *Optional:* A graphical tablet (e.g., Wacom) for pen-based drawing/input – see iPad Pro.
Topics: The following are the tentative schedule for the course:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITIES</th>
<th>REQUIRED</th>
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</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction &amp; Syllabus</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Basic Interface Design (project assignment: TA/UI)</td>
<td>REQUIRED</td>
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<tr>
<td>Feb 3</td>
<td>Storyboarding</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Research about the Project</td>
<td>Some (TA only)</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Research about the Project</td>
<td></td>
</tr>
<tr>
<td>Feb 24</td>
<td>Storyboarding Attempt I (Idea)</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Captivate Project Begin (Design)</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Storyboarding Attempt II (Pitching)</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Spring break (Mar 12-20)</td>
<td></td>
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<tr>
<td>Mar 23</td>
<td>Captivate Project Begin (Development)</td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td>Captivate Project Begin (Development)</td>
<td></td>
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<tr>
<td>Apr 6</td>
<td>Captivate Project Begin (Development)</td>
<td>Check-In</td>
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<tr>
<td>Apr 13</td>
<td>Captivate Project Begin (Development)</td>
<td></td>
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<tr>
<td>Apr 20</td>
<td>Captivate (Mock Showcase/Deskrit)</td>
<td>REQUIRED</td>
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<tr>
<td>Apr 27</td>
<td>Improvement on Project</td>
<td></td>
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<tr>
<td>May 4</td>
<td>Captivate Showcase (project must be upload online)</td>
<td>REQUIRED</td>
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<tr>
<td>May 11</td>
<td>Finals</td>
<td>REQUIRED</td>
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</tbody>
</table>

Readings/Assignments: If you are going to be successful in this course, you must plan wisely and distribute your learning in order to complete the workbook by mid-Semester. You already know the basic of Captivate, the new textbook, “Beyond The Essential,” will help you add bells-and-whistles to the mobile e-learning artifact. Start working on the project as soon as possible (after the grouping assignment). Aim to finish the workbook early, so you can better plan what bells and whistles you want incorporated into your project.

Self-Guided Learning: This is the modus operandi for CI486A/B, meaning you must take ownership for your own learning. You should set aside a fix amount of time for self-guided learning and project development (at least 3 hours/week, maybe as much as 6 hours per week as the project progresses towards completion). You are to assume responsibility to find out how things work, including seeking out online resources such as developers’ forums to find out how to solve certain development issues. Share resources among yourself (the class). Your instructor will provide you with design consultation and not technical support.

This course is adapted from the famous “Design Studio” approach (from University of Georgia) where students are given the opportunity to design, evaluate, critique and defend their learning development practices based on the core elements of instructional design within a community of practice. Constructive criticisms within the community are given with the sole purpose of helping the community to become better designers and critical thinkers.
Grades:

A total of 110 points maybe earned for the course. Points are distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Appropriate selection and use of media</td>
<td>10%</td>
</tr>
<tr>
<td>Production quality of voice-over</td>
<td>10%</td>
</tr>
<tr>
<td>Production quality of media (image/video)</td>
<td>10%</td>
</tr>
<tr>
<td>Storyboarding</td>
<td>10%</td>
</tr>
<tr>
<td>User Interface design</td>
<td>10%</td>
</tr>
<tr>
<td>Script writing (e.g., grammar/typos, language use)</td>
<td>10%</td>
</tr>
<tr>
<td>Changes made according to feedback from Deskcrts</td>
<td>10%</td>
</tr>
<tr>
<td>Mock Showcase (mandatory attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Showcase (mandatory attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Overall quality of the artifact</td>
<td>20%</td>
</tr>
</tbody>
</table>

Evaluation: If applicable, reading assignments must be completed before the deadline and before class begins. The advance reading and completion of out-of-class assignments may be counted towards classroom participation. Some assignments are assigned for practice and feedback, and may not carry any grade points.

All written assignment (including reflective blogs and proposals) should be substantive and reflect higher-order thinking on the part of the student. Research paper (if applicable) should also be of publishable quality. Please use APA 6th edition guideline when writing. Please use a spell check to ensure you writing is free of grammatical/typographical errors. Late work submission will not be granted full credit and is subjected to one grade penalty. All assignments are to be completed individually, unless specified otherwise (as in group assignments). All assignments for the week should be completed prior to the class meet.

Grades on these assignments are final and there will be no resubmission (or redo). Requests for INCOMPLETE grade will be accepted only in the event of significant obstacles to course completion -- e.g. death in the family, serious (mental) illness certified by a medical/psychiatric professional.

Note: Grades for the projects are awarded based on the cohesiveness, completion, look-and-feel (i.e. production quality), and how closely they aligned with your proposal. Ask yourself, “Will your client be satisfied to see what you have produced?”

Plagiarism Policy: Written assignments may be submitted to TurnItIn to check against plagiarism. You should familiarize yourself with the University's policy on plagiarism.

Attendance & Participation: Attendance is expected whenever class meets. Since we will not be meeting every week during self-pace learning and project development, it is very important that you come to class to “check off” when we do plan to meet.

Note: Evidence of being present for all class meetings do not automatically get you an "A" grade. Attendance is not class participation.
As a graduate class, the discussion will be conducted in a seminar format (where applicable). The instructor will act as facilitator of discussion on prior assigned reading and working materials. Students will need to spend adequate time in the learning materials in order to participate effectively in the weekly discussion.

For various reasons, there is a “no outsider” policy for the class: this include all persons who are not enrolled as students in the course -- e.g., children and spouse.

If you are absent for more than THREE (3) class meetings, you can be dropped from the class roll by the instructor, or received a "WU/WF" in class. No "INC" will be allowed in such cases.

**Finals:** There is no final examination for this course due to the highly intense workloads.

**Special Note About Showcases:** There are two showcases for CI486. The Final Showcase is typically held during the last week of class (before FINAL) and the Mock Showcase, two weeks before that. During the Showcases, your projects will be publicly appraised. As it is not possible to “repeat” a public appraisal, missing any of the Showcases **WILL SEVERELY** affect your grade – up to one grade point average per showcase!

**The "Effort" Argument:** The amount of time you spend on your project cannot be meaningfully used as a criterion for grading. As we are preparing you to be a professional Learning Design and Technologist in the business and training industry, much of the grades in this class is based on my professional assessment of your ability to "do a job professionally."

**Professionalism:** Since most LSD&T graduate are expected to find jobs in the business and training industry, you are expected to conduct yourself in a professional manner at all times. Professionalism includes how you speak and write, how you conduct yourself, how you treat your fellow students and instructor, and how you handle conflicts and constructive criticisms. (Your attire is also part of the professionalism consideration. But for this course, we will reserve that specially for the Final Showcase.) Professionalism is a very important career requirement for instructional designers and technologists. LSD&T students with poor/bad attitudes can expect much difficulty working in this industry.

Please be forewarn that this is not one of the "easy A" courses.

Students who are not enrolled in the LSD&T concentration need to be keenly aware of the grading policy of the course. You can receive an "A" (exceptional), a "B" (good), or a "C" (below expectation) grade based on the quality of your submitted work. Please consider how such grade may affect your cumulative GPAs and if you are ready to take the course at this time. (See Graduate School Grading Guideline below.)

Student who are enrolled in the LSD&T concentration should learn to be comfortable with the constructive criticisms given throughout the course and recognize them as part of the instructor’s responsibility and efforts in preparing you for the professional world of Learning Design and Learning Technology. Such criticisms are given only with the intent to improve your project.

**Graduate School Grading System:** As recommended by Graduate School, "B" is awarded for GOOD project, and "A" is reserved for projects that are "over and above expectation." "C" is reserved for projects that are below production quality with severe mistakes/errors. Grades given
at the end of a Graduate Level Course are FINAL and may not be changed by additional work or by submitting additional materials.

According to the Graduate School guideline (p.19-20), grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent. 4 grade points. (Exceed expectation)</td>
</tr>
<tr>
<td>B</td>
<td>Good. 3 grade points. (Meet expectation)</td>
</tr>
<tr>
<td>C</td>
<td>Conditional, not fully satisfactory. 2 grade points. (Not fully meet expectation)</td>
</tr>
<tr>
<td>D</td>
<td>Poor, not satisfactory. 1 grade point. (Do not meet expectation)</td>
</tr>
<tr>
<td>F</td>
<td>Failure. 0 grade points. (Fail)</td>
</tr>
</tbody>
</table>

(Unofficial) Advice for What to Look for When Buying a New Computer/Laptop

This section is not an official statement from SIUC.

A high-end computer is always preferable for LSD&T students due to the high demand of multimedia development in Adobe Captivate (or Game, if you are taking game development).

Students are encouraged to bring their own laptop/tablet to class. But tablet is almost useless for multimedia production/development. Since some classes such as CI486A/B requires you to manipulate multimedia (video, audio, Captivate), a slow computer can be very frustrating when you are pushing against a deadline.

If you are in the market looking for a new laptop, DO NOT choose one that use integrated graphic chip. If you can afford it, get a MacBook Pro, or a gaming PC. To meet the demand of games, such computers usually have very high specs, which make them suitable for our line of work. (MacBook Air may not necessarily meet your need as an instructional designer.) Cheaper laptops can be too slow when it comes to multimedia development. Think before you buy.

If you plan to work mostly from home, consider getting a very good PC desktop. Upgrade to Windows 10, as it has received very good review. If you have the financial means to get a Mac, you should take full advantage of BOOTCAMP to dual-boot your Mac as a Windows-based PC. You may use Virtual Machine to create a Windows environment within your Apple OS without rebooting, but the speed usually suffers.

Points of Consideration: For instructional designers and technologists, it is almost a requirement that we know both Mac & PC platforms. (If you are looking for corporate job, that is.) Getting a MacBook Pro and putting BOOTCAMP on a separate partition gives you the “best of both worlds.” [Note: Mac software will not work on PC, and vice versa, so you may end up needing two copies of the same software to benefit from having the dual platforms.]
Important Information for COEHS Students:

Student of the College of Education & Human Services are required to read and know this SIUC Teacher Education Model.
EMERGENCY PROCEDURES

It is important that you know how to respond and react in case of an Emergency. Southern Illinois University Carbondale is committed to provide a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) Program.

Emergency response information is available on posters in buildings on campus, available on BERT's website at http://www.bert.siu.edu, Department of Safety's website http://www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team (BERT) will provide assistance to your instructor in evacuating the building or sheltering within the facility.