

Skill Lesson Plan: Articulate® Rapid eLearning Training

Amy Nelson

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North Carolina State University, EAC 586

## **Introduction:**

This lesson plan will be my submission for the skill lesson plan.

This class was offered by me through the organizational development department. I was asked to develop a course to avoid the high cost of bringing in an outside instructor. The health system employs over 15,000 employees and training is not a centralized function. There are people creating training on the departmental, functional and organization level and many of them choose to use Articulate® to deliver training online. I am taking this opportunity to improve the course as it was presented

**Course:** Articulate® Training for beginning users

**Organization:** Wake Forest Baptist Health (WFBH) A complex health system consisting of the Wake Forest School of Medicine and all of its research functions and laboratories, the main medical center complex, community and provider based practitioners spread throughout the community and partner hospitals like Lexington and Davie county.

**Audience:** Any novice user of Articulate®.

**Context:** Offered as a beginners guide to Articulate®. All participants should have computer and PowerPoint experience.

**Delivery Method:** Classroom, meant for class size of 16-20 all other participants will be waitlisted until next session. The assumption is made that any facilitator of this class would know or have basic Articulate® skills and knowledge and be able to adequately facilitate the course. Participants were notified via our online training network. (*A network of all online training developers in the WFBH system*)

**Room and technology requirements:** A classroom equipped with computer stations and microphones on headsets. Each participant would need their own station. The room should be equipped with a computer and projector for the facilitator to project the class progress and examples.

**Job aid:** The PowerPoint presentation used to teach the class is also loaded on each PC in the training room. All advice and directions given in class are also in the slide notes. The users will use the training presentation as to practice Articulate® in class. At the end of class, each of the users will email the presentation to themselves. The practice they have done will go home with them along with all the instruction. All live

demonstration and practice instruction was captured as screen shots and made into hidden slides.

**Session set up and materials:** Training PowerPoint should be loaded and ready on projection and on each PC in the classroom. Articulate® should be on each PC, the company provided an extended trial for this purpose.

## Training Objectives:

After completing the training program the learner will:

- Be able to create a basic eLearning course with Articulate® including the following:
  - Interactive quizzes
  - Interactions
  - Narration

## Course Outline:

- Introductions & Welcome
  - Facilitator
  - Participants
- What is Articulate® Studio
  - Presenter
  - Quizmaker
  - Engage
- How to begin
  - Content already in PowerPoint
- Add Quizzes
  - Set up
  - Customize
  - Results
  - Add content
- Add Interactions
  - Set up
  - Customize
  - Add content
- Add Narration
  - Best practices
  - Features
  - How to record
  - How to edit
- Publishing finished product
  - Slide Properties
  - Presentation Options
  - Player Templates
  - Publishing
- Resources
  - Internal
  - External

# Procedure (script/facilitator notes)

## Session Introductions:

Slide one should be projected on the screen: See ppt for slides

**Gain attention:** Facilitator should welcome participants as they arrive, making sure they are in the right place and telling them the location of restrooms and refreshments. Once everyone has arrived the facilitator will ask for the class's attention and introduce him or herself. Facilitator should provide a little background on themselves and their experience. This is also where the facilitator will **inform the learners of the objectives** Since this class was offered through the online learning network, many learners will already know each other, but is a great chance for them to form new connections. Go around the room and obtain introductions from each participant

## Session Content: *(Present content)*

**Basics:** Slides 1-3 in ppt file

While still on the opening page: "Welcome, this course is set up like a workshop and should familiarize you with the basics of the articulate studio of tools. Education modules will always begin with PowerPoint, Microsoft presentation software. Articulate® is a suite of tools for making e-learning. When I say E-Learning, I mean electronically supported educational experiences

Go to the next slide and introduce the components of the Articulate® suite

Articulate Studio '09

- Presenter: creates flash based courses using PowerPoint as a base
- Quizmaker: creates quizzes in the published course
- Engage: creates interactive content in your course

Explain to class: Build the content in PowerPoint. Avoid "on click" animations unless you will sync audio to the animations later. PowerPoint is the scaffold on which e-learning is built. PowerPoints for E-learning do not usually function as stand alone in-person presentations

**Adding Quizzes:** Slide and screen shots: slides 4-9 in ppt file

Direct the participants to the PPT on their PC, point out that all your information is in the slide notes. Invite them to keep any extra notes in the slide notes section as well. They

will be able to take the presentation with them after class with all their practice and notes included.

Briefly scan through the slides here, most of the actual instruction will happen in a live practice window, point out that this is going home with them and all the directions we will practice together are on the slides.

**Provide learning guidance** by having the participants go to the “add quiz content slide”. **Elicit performance** by taking them through the steps of:

1. Click Quizmaker Quiz
2. Create new: Name Quiz
3. Optional: Customize quiz:
  - Briefly go over these options, full info is given on the hidden slides going home with the participants
4. Click “Graded Question”
5. Choose type of question to add
6. Add Question content (make sure to include instructions)
  - Optional: Edit look of slide with “slide view”
7. Click “Save and Return to Presenter”
8. Set Quiz Properties: how the quiz interacts with the presentation

While the participants are practicing adding questions and modifying options, make yourself available for **assessing performance** and **providing feedback**. You will inevitably have participants that understand quicker than others, invite them to assist their neighbors and discuss among themselves.

Once everyone has had a chance to create a small quiz and make notes, gain the attention of the class and give the opportunity to ask questions before moving on to the next section. This step along with the observed practice will check for understanding and allow you to address any misunderstandings.

**Adding Interactions:** Slides 10-12 in ppt file

Point out that adding interaction is very similar to adding a quiz.

Open the Engage interaction function and tour the participants around a few of the different types of interactions. **Provide learning guidance** by having the participants go to the set up add quiz content slide. **Elicit performance** by taking them through the steps of:

1. Click Engage Interaction
2. Create new

3. Choose interaction type: Name Interaction
  - Optional: Customize Interaction with “Properties”
4. Add interaction content (make sure to include instructions)
5. Click the preview icon to take a look at a finished interaction
6. Click “Save and Return to Presenter”
7. Set Interaction Properties: how the quiz interacts with the presentation

While the participants are practicing adding interactions and modifying options, make yourself available for **assessing performance** and **providing feedback**. You will inevitably have participants that understand quicker than others, invite them to assist their neighbors and discuss among themselves.

Once everyone has had a chance to create an interaction, ask questions and make notes, gain the attention of the class and give the opportunity to ask questions before moving on to the next section. This step along with the observed practice will check for understanding and allow you to address any misunderstandings.

#### **Adding Narration:** Slides 13-16 in ppt file

Point out that adding narration is not required to publish, this is an option. They will need to consider their audience when choosing to include audio. Not all employees in the Medical System will be able to play or hear narration. All notes and relevant information covered is in the slide notes.

Point out that USB connected microphones work best. Then show the participants where to find the narration tools and tell them what each button does.

**Provide learning guidance** and **elicit performance** by having them put on the head sets, and record some audio. Once that is done show them how to edit audio.

Let the class practice these skills. Make yourself available for **assessing performance** and **providing feedback**. You will inevitably have participants that understand quicker than others, invite them to assist their neighbors and discuss among themselves.

Once everyone has had a chance to practice, ask questions and make notes, gain the attention of the class and give the opportunity to ask questions before moving on to the next section. This step along with the observed practice will check for understanding and allow you to address any misunderstandings.

#### **Publishing your presentation:** Slides 17- 21 in ppt file

This is the last step in the process

**Provide learning guidance** by having the participants customize the quiz. **Elicit performance** by taking the participants through the steps needed to customize the course

- Slide Properties: How do you want the slides to advance?
- Presentation Options: Set a logo, presenter, music
- Player Templates: Set layout, navigation, player controls, labels, colors, etc

While the participants are practicing, make yourself available for **assessing performance** and **providing feedback**. You will inevitably have participants that understand quicker than others, invite them to assist their neighbors and discuss among themselves.

Once everyone has had a chance to customize, ask questions and make notes, gain the attention of the class and give the opportunity to ask final questions before moving on to publishing. This step along with the observed practice will check for understanding and allow you to address any misunderstandings.

Have the class perform with you by clicking the publish button. Tell the participants about the screen they are seeing explain the options on this screen and connect the options to the work they have already done so far.

Have them all click 'publish'

Once all the presentations have been published, explain to the class:

- What the output looks like
- How they can use it
- Where to find it

### **Resources:**

Let the class know where they can go for more information and/or help

- Articulate.com
- Online network
- Instructor

### **Wrap Up:**

Help the class email or save their presentations in order to keep their work and notes. While everyone is doing that, take questions to wrap up the session

# Evaluation:

## Take home assignment:

The objective of this course is to walk away being able to create a simple eLearning course using Articulate®. To assess whether the learners achieved this objective, I would send them away with a take home assignment. The assignment will encompass all the steps shown and practiced in class. By submitting the assignment or emailing when they were having issues, I am able to evaluate the effectiveness of the instructional session.

## Assignment:

Please complete this activity and return it to the instructor within two weeks of the course. If you find any portion of the assignment difficult or you are unable to complete it, please email the work in progress. Include a note of where your issues were.

1. Create a PowerPoint presentation of your own choosing, it may be very short and it does not matter what content is presented.
2. Insert at least one quiz into the presentation.
  - a. Include at least two different question types.
  - b. Customize the quiz to your specifications
3. Insert two interactions
  - a. Must be different interactions
  - b. Customize to your specifications
4. Narrate at least one slide
5. Publish the presentation and send a link or the final file to the instructor

I will rate the submitted results with the provided rubric. Once there are a few presentations returned and rated, I can assess whether they learned the proper steps and went home with the proper help in the job aid. Tasks with consistently low ratings would need to be addressed in the lesson plan.

Rating key

1: Not competent

2: Shows competence

3: Shows mastery

Task	Rating
Learning module submitted properly	
Quiz was included	
Quiz was customized	
Interactions were included	



Interactions were customized	
Narration was included	

**Process Elements** *(2 provided in my other lesson plan)*

The lesson plan incorporates an effective performance based training sequence:

1. Introduce
2. Understand
3. Practice
4. Apply

By examining the lesson plan it is clear that information is introduced to the learners through a variety of methods. The content is presented as text in the practice PowerPoint. The facilitator also relays that information while demonstrating the techniques involved.

Understanding is assessed by the facilitator through demonstration and practice of the skills. Answering questions and addressing misunderstanding as they occur during practice. Understanding can also be assessed by the take home assignment.

Practice is fairly apparent in this course. The facilitator models the correct sequence and then asks the learners to repeat them with supervision.

The learners are asked to apply the new knowledge outside of class. This assignment will help assess the effectiveness of the course in attaining the objectives and to further enhance retention of the lesson.