Instructional Treatment Plan

for Unit 1 of *IMI Development: Smooth Starts in Captivate 12*, a self-paced course for Instructional System Designer (ISD) Onboarding

Prepared by Lynne N. Cohen, MAT

For the course EME 6613: Instructional Systems Design

Dr. Atsusi Hirumi

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Overview

"IMI Development: Smooth Starts in Captivate 12" is a proposed self-paced mini course designed for Instructional System Designers (ISDs) onboarding into a company with ongoing contracts for instructional materials development. The course introduces learners to Adobe Captivate 12.6, the software used for Interactive Multimedia Instruction (IMI) development on several large contracts. Its purpose is to provide the essential skills needed to begin production confidently in the Captivate 12 environment.

To create effective and engaging IMI, ISDs require software-specific training. Providing this training as structured, asynchronous modules reduces friction during onboarding and accelerates productivity. For those with little development or software background, the course delivers a clear and consistent introduction to IMI development. For more experienced or tech-savvy ISDs, including those familiar with Captivate Classic, the course maximizes efficiency by addressing common questions, highlighting potential pitfalls, and providing targeted guidance to minimize trial-and-error learning.

The mini course will combine text, video, images, links to internal documentation, and ungraded concept checks. Its centerpiece will be a hands-on practice task: creating a sample project file modeled on real contract deliverables. This project can optionally be reviewed by a supervisor prior to production.

Because onboarding is time-sensitive, the scope of the course is intentionally limited to skills that are immediately applicable once new ISDs enter production. The focus is on accelerating readiness, ensuring consistency in workflow, and aligning with organizational standards from the very first project.

The instructional goal of this course is "Given access to Adobe Captivate 12, a library of approved slide layouts, and SME-approved content, ISDs will design, develop, and publish interactive training modules that meet organizational standards, align with the customer's style guide, enable effective learner engagement, and deliver content accurately."

The terminal objective of the first module is "Apply appropriate project settings, properties, and variables in Captivate 12."

Unit Descriptors

The objectives in this document are based on the subordinate skills analysis detailed in the Analysis Report for "IMI Development: Smooth Starts in Captivate 12." The unit has one terminal objective, with supporting enabling objectives. As performance objectives are mostly procedural, the assessment methods rely heavily on checklists. However, in instances where procedures require a conceptual understanding – such as why one might choose one setting over another – multiple choice questions are posed that solidify understanding (when used as formative assessment) or demonstrate underlying understanding (when used as summative assessment).

Course Title: IMI Development: Smooth Starts in Captivate 12

Instructional Goal of Course: Given access to Adobe Captivate 12.6, a library of approved slide layouts, and SME-approved content, the learner will design, develop, and publish interactive training modules that meet organizational standards, align with the customer's style guide, enable effective learner engagement, and deliver content accurately.

Unit Number and Title: Unit 1 - Settings and Project Preparation

The unit has one terminal objective and multiple enabling objectives to support it.

Terminal Objective

Given access to Adobe Captivate 12.6, learners will prepare a new project file by selecting and applying appropriate settings, properties, and variables that meet all defined project requirements with 100% accuracy.

Enabling Objectives

- Given a computer with Adobe Captivate 12.6, the learner will navigate the software interface and menus to locate specific target screens using written guidance only, achieving 100% accuracy.

  Target screens include Project Properties, Project Theme, Variables Window, and Publishing Options.

- Given a sample project within Adobe Captivate 12.6, configure the project properties with appropriate resolution and responsive settings with 100% accuracy.
- Given a sample project within Adobe Captivate 12.6, import a prepared theme and verify its alignment with the customer-provided style guide through completing a checklist with 100% accuracy.
- Given a sample project within Adobe Captivate 12.6, a list of required variables, and all available variable options, populate the variables window appropriately based on the nature of the sample project, with 100% accuracy.
- Given a sample project within Adobe Captivate 12.6, relate project properties of resolution and responsiveness to visual and behavioral changes in the project preview with over 80% accuracy.
- Given details about target LMS behavior, choose settings within Adobe Captivate that will result in the correct behavior once staged in the LMS with 80% accuracy.
- Given choices consisting of Adobe Captivate screens and settings that do not align with the style guide and those that do, consistently choose screens and settings that align with the customer's style guide with 80% or greater accuracy.

Prerequisites

Learners should demonstrate comprehension of common computer, software, and word-processing terminology by choosing coherent answers to prompts involving terms with at least 80% accuracy.

> *Required Terminology includes Application, Software, Menu, Submenu, Content, Cursor, Mouse Pointer, Navigate, Window, Tab, Button, Check (as in checkbox), Click, Undo, Enter, Toggle, Type, Select, Copy and Paste.*

Time Requirements

This unit is designed to be completed within one instructional day, equating to approximately 7 hours of learner seat time incorporating 2 short breaks and one half-hour lunch break, delivered in a hybrid format. Learners will participate in synchronous sessions for instructor-led demonstrations, guided discussion, and feedback, while completing asynchronous activities such as content review, guided practice, and self-assessment in the learning management system.

The estimated time allocations are as follows: approximately 3 hours of synchronous engagement and 4 hours of asynchronous independent work, which includes a sequence aligned with Gagné's Nine Events of Instruction, progressing from initial orientation and demonstration to hands-on performance, assessment, and reflection. This pacing allows sufficient time for both conceptual understanding and practical skill development within a single training day.

Accessibility Accommodations

Accessibility standards will be applied throughout development in alignment with WCAG 2.1 guidelines to ensure all learners can engage equitably with digital materials (U.S. Department of Justice, 2023).

- All required media and materials must include captions, transcripts, or descriptive text alternatives.
- Course visuals must maintain sufficient color contrast and font readability.

The LMS, Teams, and Captivate interfaces should support keyboard navigation and compatibility with screen-reading technology to ensure full participation by all learners.

Required Resources

The required resources for this unit consist of the following technology, all of which are provided in a standard employment package at the client company:

- A Laptop or desktop computer capable of running Adobe Captivate 12.6, a modern web browser, and Microsoft Teams simultaneously.
- A licensed instance of Adobe Captivate 12.6, pre-installed and activated.
- One sample Adobe Captivate project with appropriate layout and settings for practice.
- A licensed instance of Microsoft Teams pre-installed on the computer.
- A corporate Office 365 account to access company chat threads and Teams meetings.
- Access to the Customer's Style Guide document (PDF).
- A modern browser with internet access.
- Access to the company's Learning Management System (LMS) which hosts assessments, instructional materials, and job aids.
- A web environment for staging and publishing the completed Captivate lesson (this may be the LMS itself, provided the learner has publishing permissions or support from an authorized publisher such as a TA or peer guide).

The organization chose Adobe Captivate 12.6 as an authoring tool as the instructional contract with their client stipulated its use. Adobe Captivate is a professional authoring tool for digital interactive multimedia instruction (Adobe Inc., 2024). The Microsoft Teams and Office 365 tools were chosen for their existing infrastructure within the organization, and widespread support within corporate culture. Furthermore, these tools support accessibility features such as screen-reader support and captioning (Microsoft Corporation, 2024) required for learner support in the work environment.

Learner Assessment

The purpose of the learner assessment is to establish measurable enabling objectives and to develop assessment items that align directly with each objective. These objectives are organized into domains consistent with Gagné's framework (Gagné, Wager, Golas, & Keller, 2005), selected for its professional credibility, familiarity to the client, and strong conceptual alignment with the Dick and Carey model of instructional design (Dick, Carey, & Carey, 2015).

The following Learner Assessment Alignment Table (LAAT) illustrates how each enabling objective connects to its corresponding skill or entry behavior, classification level, and assessment method. This alignment ensures that each assessment item accurately measures the intended learning outcome and supports the overall performance goals of the unit.

Table 1: Learner Assessment Alignment Table

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
Communicate coherently using common terms associated with software usage and word processing.	Learners will demonstrate comprehension of common computer, software, and word-processing terminology by choosing coherent answers to prompts involving terms with at least 80% accuracy.	Verbal (Entry Behavior)	Pre-test: Conventional	1. Which of the following best describes the function of the cursor? a. A tool used to open a submenu in a window. b. **A visual indicator showing where typed content will appear.** c. A program that manages files and applications. d. A button that toggles between windows. 2. Match each computer/software term with its correct description. a. Application

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
	Testable terms include *Application*, *Software*, *Menu*, *Submenu*, *Content*, *Cursor*, *Mouse Pointer*, *Navigate*, Window, *Tab*, *Button*, *Check* (as in checkbox), *Click*, *Undo*, *Enter*, *Toggle*, *Type*, *Select*, *Copy* and *Paste*.			b. Tab c. Undo d. Menu e. Toggle Descriptions: i. A feature that reverses your last action. ii. A program designed to perform a specific task, such as word processing. iii. A navigation element that allows switching between views or sections. iv. A list of options or commands available in software. v. To switch back and forth between two modes or options. *Answer Key: a) ii, b) iii, c) i, d) iv, e) v*
Navigate software menus to efficiently locate target settings.	Given a computer loaded with Adobe Captivate 12.6 and all necessary hardware, navigate the software menus to locate target screens using only written guidance with	Procedure/Rules (Entry Behavior)	Pre-test: Checklist with free response (time allowing), or Conventional with screen shots/videos and MCQ.	○ Locate the Top menu, which includes the “File” option. *The top menu includes what other menu items?* ○ Locate the Left toolbar, which includes two sections: ○ The content blocks available to add to the screen. *Describe the icon which represents interactive content blocks.*

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
	100% accuracy. Target screens include project properties, project theme, variables window, and publishing options.			○ The Slides (also known as Screens) that exist in your current project. *How many slides exist in the sample project?* ○ Locate the Preview button in the upper right. ○ Select the ". . ." icon next to it (called a "meatballs menu"). ○ Select the publish settings option. ○ Locate the tab which provides SCORM settings. *What is the tab title?* ○ Locate the menu at the Right side of the application window. This menu has two primary areas: ○ Top: Changes the toolbar displayed just to the left of the menu. Consists of Visual Properties, Interactions, Accessibility, and more. *Describe the icon for Visual Properties*. ○ Bottom: Includes three icons, from top to bottom. ▪ Table of Contents & Playbar Settings

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
				▪ Project Properties and Theme ▪ Publish and Review ○ *Select Project Properties and view the options available for Project Dimensions. What are the available options listed?* 3. For each of the following, select the hotspot over the area of the application window that is most appropriate to achieve the stated goal. (See Figure 1): a. Add a new slide to your project. b. Access the variables menu. c. Save the project. d. Add a text content block to the current slide. e. Add accessibility text to an image. f. Set the Table of Contents settings. g. Locate the Properties of the project. h. Set the Theme of the Project. i. Preview the project as the student will view it.

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
Configure project properties, including resolution and responsiveness settings.	Given a sample project within Adobe Captivate 12.6, configure the project properties with appropriate resolution and responsive settings with 100% accuracy.	Procedure/Rules	Practice Test: Checklist	○ With your project open, locate the Project Properties panel (right side menu). ○ In the Project Properties, find the section for project dimensions. ○ Use the dropdown menu to select a different predefined project size. Choose 1366 x 768. ○ In the Project Properties, find the section for content display. ○ Choose “Proportional”, then move the slider to 100%.
Interpret Resolution and Responsiveness Settings	Given a sample project within Adobe Captivate 12.6, relate project properties of resolution and responsiveness to visual and behavioral changes in the project preview with over 80% accuracy.	Concept	Practice Test: Conventional (matching settings to desired outcomes)	1. When a Captivate 12.6 project is set to “responsive”, what primary behavior will occur during the project preview? **a. The project layout adjusts automatically to fit different device screen sizes.** b. The project resolution is fixed at 1366 × 768. c. The font and color styles change according to the theme. d. Interactive elements stop functioning until they are manually resized.

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
				2. A customer reports that their organization has upgraded to new laptops with larger, high-definition monitors. Your Captivate 12.6 project is currently set to 1366 × 768. To best take advantage of the available screen space while maintaining a standard aspect ratio, which resolution setting should you choose? a. Keep the resolution at 1366 × 768. b. Alter to 1920 × 1080. c. Alter to 800 × 600. d. Alter to 1920 × 768. 3. You preview a Captivate 12.6 project and notice that the layout looks distorted when viewed on a tablet but appears fine on a desktop. The project resolution is set to 1366 × 768 and the project is not set as responsive. Which of the following explains the issue? a. Captivate automatically resizes content for all devices regardless of responsiveness. b. The project resolution is fixed, so the content is being scaled

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
				awkwardly on devices with differing aspect ratios. c. The theme styles are outdated and must be updated to "Responsive Theme". d. The SCORM settings prevent the project from displaying properly on mobile devices.
Apply a Style Guide-aligned Theme to the project	Given a sample project within Adobe Captivate 12.6, import a prepared theme and verify its alignment with the customer-provided style guide through completing a checklist with 100% accuracy.	Procedure/Rules	Practice Test: Checklist	○ Access Project File ○ Open the prepared Captivate 12.6 sample project. ○ Open Project Properties and locate the Theme area. ○ Import Theme: Navigate to Themes > Browse. ○ Select the customer-approved theme package. ○ Apply it to the entire project. ○ Check the project's adherence to theme: ○ Verify Fonts & Header Sizes - Check that body text is Arial, 14 pt (or as specified in the style guide), and that headers follow the correct hierarchy (e.g., H1: 24 pt, H2: 18 pt).

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
				○ Check Color Scheme - Inspect backgrounds, text, and shapes. Ensure they match the approved RGB or HEX values listed in the style guide. ○ Confirm Layout Consistency - Compare slide layouts against the approved slide library. Ensure no unapproved layouts are used. ○ Check for External Links - Review all buttons, interactions, and text. Verify that no links point to non-approved external websites. ○ Limit Content per Screen - Scan each slide to ensure content is self-contained (no scrolling or excessive text). ○ Validate Interaction Design - Confirm one interaction per screen (e.g., click-to-reveal, drag-and-drop). Ensure interactions function as intended. ○ Review Directional Text - Ensure instructions are clear, concise, and consistent (e.g., “Click Next to continue”).

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
Configure Project Variables	Given a sample project within Adobe Captivate 12.6, a list of required variables, and all available variable options, populate the variables window appropriately based on the nature of the sample project, with 100% accuracy.	Procedure/Rules	Practice Test: Checklist	○ Access Variables Window ○ Open Project > Variables panel. ○ Verify that the window loads all existing variables. ○ Confirm Required Variables - Compare the list of required variables (from style guide or project instructions) to the current variables window. ○ Add Missing Variables - Create any new variables required by the project. ○ Assign correct names, descriptions, and default values. ○ Ensure naming conventions follow project standards (e.g., prefix “cp_” for Captivate system variables vs. custom “x_”). ○ Remove Deprecated or Unused Variables - Identify any variables listed as deprecated or marked for removal. Delete these variables safely (after verifying they are not actively linked to project objects). ○ Verify Variable Properties - Check that data types (text, number, Boolean, etc.) match intended use. Confirm default values are accurate and relevant to project needs.

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
				○ Set User-Defined Variable Definitions – You have been provided a list of options for User-Defined Variables, including Section ID and IMI Type. Please enter appropriate values based on the nature of your sample project. ○ Finalize Variables List - Ensure that the variables window exactly matches the required list (no missing, no extras). ○ Save the project.
Set appropriate Publishing Settings	Given a sample project within Adobe Captivate 12.6 and details about the target LMS requirements, apply appropriate Publishing Settings with 100% accuracy.	Procedures/Rules	Practice Test: Checklist	○ Open the Publish Settings window. ○ Set the output format (HTML5 with SCORM 1.2) ○ Enter required metadata (Course Title, Identifier, Description). ○ Verify reporting settings (completion criteria, success/failure reporting) according to the provided documentation. ○ Save settings and generate a test package using the Publish button.
Relate Publishing Settings to Behavior within an LMS	Given details about target LMS behavior, choose settings within Adobe Captivate	Concept	Practice Test: Conventional	4. You are preparing a Captivate project for upload to the LMS. The customer specifies that the LMS can only track completion and pass/fail status using

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
	that will result in the correct behavior once staged in the LMS with 80% accuracy.			SCORM 1.2. Which Captivate publishing setting should you choose? a. SCORM 2004, 3rd Edition **b. SCORM 1.2** c. AICC d. xAPI (Tin Can) 5. The customer wants the LMS to mark learners as “Complete” when they reach the last slide, regardless of quiz performance. Which setting should you choose in Captivate’s Reporting options screen? a. Success/Completion criteria set to "Quiz is Passed". b. Success/Completion criteria set to "Quiz is Attempted". **c. Success/Completion criteria set to "Slide Views Only".** d. No reporting enabled.
Demonstrate a Commitment to Style Guide alignment	Given choices consisting of Adobe Captivate screens and settings that do not align with the style guide and those	Concept and Attitude	Practice Test: Conventional	In each scenario, choose the project which best aligns to the customer’s style guide. 1. Option Set 1: a. Arial, body text 20pt, consistent blue header bar across all slides.

Skills	Objectives	Domains (Gagné)	Methods	Assessment Items or Criteria
	that do, consistently choose screens and settings that align with the customer's style guide with 80% or greater accuracy.			b. **Arial, body text 26pt, minimalist blue theme, slide title bolded.** 2. Option Set 2: a. **Slide deck uses a minimalist solid blue background, font size 26pt Arial, one interaction per screen.** b. Slide deck uses a blue/green gradient background, font size 26pt Arial, one interaction per screen. 3. Option Set 3: a. **Slide has minimalist blue design, font size 26pt Arial, no scrolling, content limited per screen.** b. Slide has clean minimalist blue design, font size 26pt Arial, but requires scrolling to see all content.

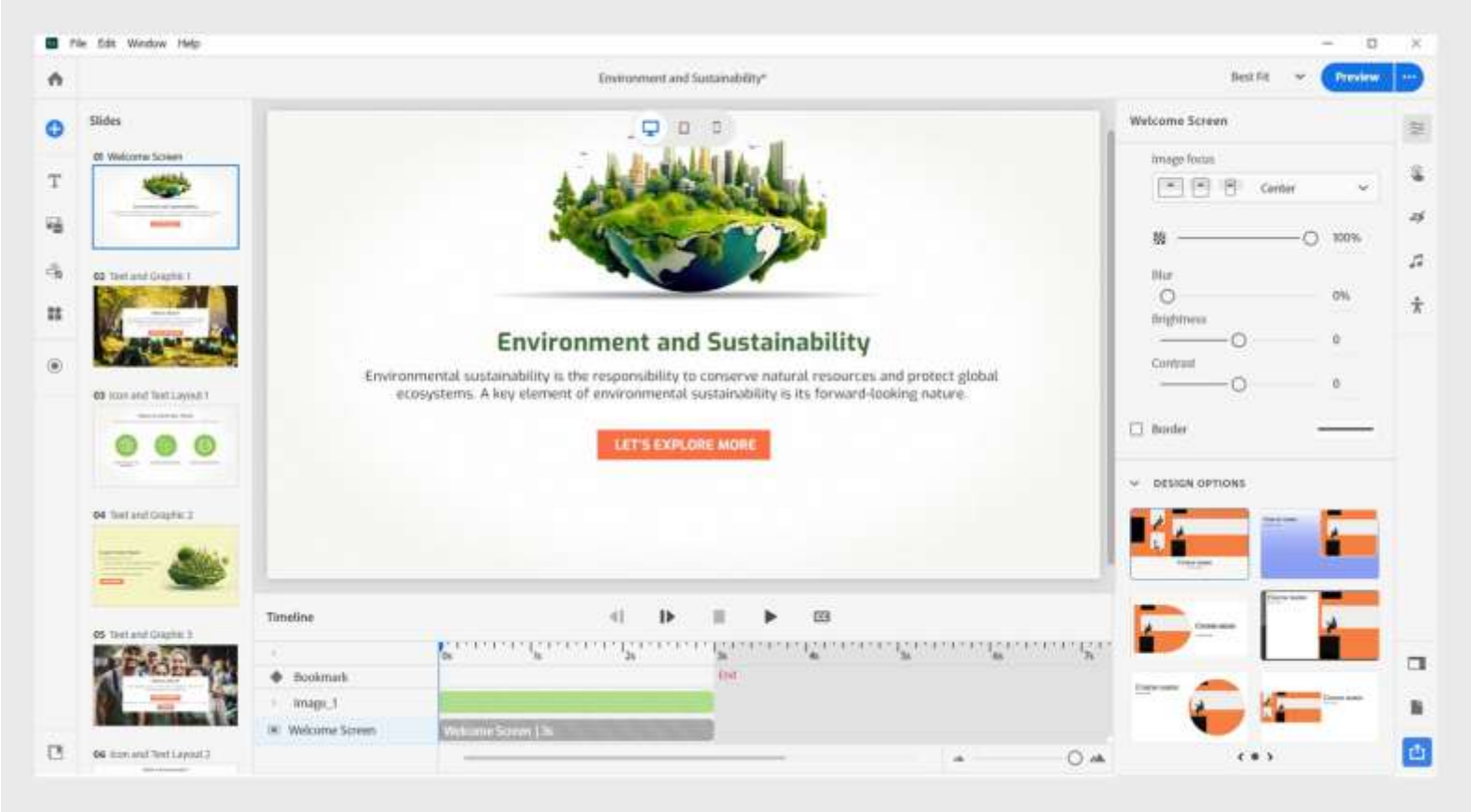

Figure 1: Screenshot of an active project within Adobe Captivate 12.6

Learner Assessment Narrative

The LAAT ensures that each unit objective is clearly connected to an appropriate assessment item. To create the LAAT, skills from the subordinate skills analysis were translated into measurable objectives, classified according to Gagné's taxonomy (Gagné, Wager, Golas, & Keller, 2005), and matched with assessment methods that best capture learner performance. Each assessment item or criterion directly reflects the behavior and conditions specified in the related objective, ensuring validity and alignment with instructional goals.

This alignment process supports both instructional quality and efficiency. Conventional test items (e.g., multiple choice) are used where recall and comprehension are sufficient, while checklists and rubrics verify more complex tasks such as applying style guide requirements or publishing settings. By systematically connecting skills, objectives, and assessments, the table provides a clear framework for measuring mastery and maintaining consistency across onboarding.

This table was generated through an iterative design process. Skills were derived from the subordinate skills analysis, highlighting and extracting those with most value as assessment items. Objectives were drafted directly from the skills, by adding the context under which skills would be demonstrated and the criterion by which they would be considered achieved; both in terms of specific terms and tasks, as well as percent accuracy. Skills related to creation of products that the ISD will shortly be expected to deliver to a customer are set to 100% accuracy. Skills related to deeper understanding of the software tool are set to a lower 80% accuracy, as it is known that ISDs will continue to develop their skills and knowledge on the job.

Assessment formats were chosen based on their efficiency and congruence with the targeted outcomes. Where assessments required detailed criteria, such as applying style guide requirements or verifying SCORM publishing settings, checklists were developed to ensure that standards could be applied consistently. Where assessments were conventional, sample items were developed that aligned with the behaviors within the objectives. Additional assessment questions should be developed over time, as those samples provided here sometimes do not cover the entire complexity of the objective.

Instructional Strategy and Media Selection

The instructional strategies and associated framework of instructional material are outlined in the table below. The module is delivered in a hybrid format, incorporating both synchronous and asynchronous components. When both formats are present within a single instructional event, the event listed first represents either the dominant delivery method or the portion that occurs first in sequence. This structure ensures clarity in implementation and alignment with Gagné's Nine Events of Instruction (Gagné, Wager, Golas, & Keller, 2005). Design decisions were guided by Universal Design for Learning (UDL) principles to promote multiple means of engagement and representation (CAST, 2018).

Table 2: Instruction Strategy & Event Table

Instructional Event	Description	Media Tool/s
Gain attention (reception)	**Synchronous**: Learners attend a brief instructor-led meeting via Microsoft Teams. The instructor demonstrates how proper project setup in Captivate affects IMI quality, by contrasting a well-prepared file with one configured incorrectly to illustrate real project implications. ***Asynchronous alternative:*** *Alternatively, the instructor may screen record some or all the presentation and embed it within the LMS, partnered with a discussion forum or chat thread.*	• Two well-prepared Captivate Projects, one correctly configured and one incorrectly, published in a web setting. • Microsoft Teams Meeting *(Customer's virtual meeting medium of choice).* • Microsoft Teams Chat Thread for questions and further discussion. • Pre-recorded Captivate video embedded in LMS. Any screen recording software works, including Microsoft Snipping tool or PowerPoint recording with cameo. • LMS with discussion forum or chat thread.
Inform learners of the objective (expectancy)	**Asynchronous**: Learners access a module overview page within the LMS with clearly defined enabling objectives emphasizing	• LMS module overview page • Orientation slide deck • Microsoft Teams Meeting

Instructional Event	Description	Media Tool/s
	outcomes such as applying project settings, managing variables, and publishing files correctly. **Synchronous**: The instructor restates objectives during a live session, linking them to performance standards in actual IMI production.	
Stimulate recall of prior knowledge (retrieval)	**Asynchronous**: Learners complete a short ungraded quiz on basic software concepts (menus, tabs, commands). The quiz is repeatable and links to refresher material for learners needing review.	• LMS quiz • Remediation Links (to outside sources or to instructor-created resources) • Live discussion via Teams meeting • Microsoft Teams Chat Thread
Present the content (selective perception)	**Synchronous**: The instructor leads a live virtual meeting to demonstrate how to open an Adobe Captivate file, access relevant menus, and perform the core steps of setting up a sample project file as outlined in the subordinate steps analysis. **Asynchronous**: The instructor provides a recording of the live meeting for learners to rewatch as needed. Additionally, step-by-step guides are provided within the module. ***Optionally**, the instructor may convert the demonstration into a Captivate-based video*	• Adobe Captivate sample project or blank project • Microsoft Teams Meeting • Microsoft Teams Chat Thread • Screen recorded video of procedure. • Adobe Captivate project using “Slide video” widget to play the screen recording, with overlain knowledge checks throughout. • Ensure accessibility compliance with captions and transcripts.

Instructional Event	Description	Media Tool/s
	with built-in concept checks embedded in the LMS.	
Provide guidance (semantic encoding)	**Asynchronous**: Learners access the LMS module, which includes annotated screenshots, a downloadable job aid connecting project settings with customer style guide requirements, and helpful production tips such as keyboard shortcuts. **Synchronous**: Instructors or peer mentors schedule times for in-chat or meeting-based office hours. During office hours, instructors or peer mentors provide personalized examples and clarify complex configuration scenarios.	• LMS Module with screenshots and production tips • PDF Job Aid: Style Guide requirements and where they relate to project settings • Microsoft Teams for Chat and/or Office Hours
Elicit performance (responding)	**Asynchronous**: Learners practice configuring project files, applying correct styles, and publishing sample IMI projects directly in Adobe Captivate 12.6 on their company-provided laptops. These activities align directly with performance objectives and prepare learners for the final assessment. **Synchronous**: Peer guides offer optional tag-up sessions as learners proceed through their performance tasks, allowing	• Captivate practice projects • LMS assignment submissions • Microsoft Teams peer review sessions.

Instructional Event	Description	Media Tool/s
	learners to screen-share their Captivate projects and receive formative feedback.	
Provide feedback (reinforcement)	**Asynchronous**: Learners self-score their performance using a provided checklist based, not on project settings, but upon project appearance and behavior *after* publishing to the LMS or another web environment. These settings will be correct *if* the learner has applied the settings correctly. **Synchronous**: Instructor or peer guides review project settings and verify checklists in a pre-assessment meeting, providing any final clarifications. In a post-assessment meeting, if the learner is unclear which settings relate to which appearance checklist items, the guide can clarify during the meeting.	• Completed Captivate project from the student. • LMS or web-based publishing environment, and ftp program if necessary. • Self-scoring checklist. • Microsoft Teams Meeting and/or Chat
Assess performance (retrieval)	**Asynchronous**: Learners complete a two-part final assessment: 1. Learners earn a passing score on an objective assessment, relating Adobe Captivate project settings to their impact on the final project. An objective assessment evaluates	• Objective assessment on LMS, with automated feedback on both correct and incorrect answers • Adobe Captivate 12.6 software on learner's computer • Captivate publishing assignment with unique variations • LMS rubric-based assessment

Instructional Event	Description	Media Tool/s
	understanding of project settings and their impact on final outputs. 2. Learners demonstrate mastery by completing a performance task of preparing, publishing, and submitting a sample Captivate IMI file meeting all project requirements. *To ensure that the project is unique, certain adjustments are requested in key areas that will result in changes to the final product.* **Synchronous**: The instructor conducts an optional brief review session for learners to ask clarifying questions before final submission.	• Optional Teams review session
Enhance retention and transfer (generalization)	**Asynchronous**: Learners review an interactive case study comparing good vs. poor project configuration decisions and are prompted to identify best practices. **Synchronous**: Instructors facilitate a reflective discussion on applying these skills in future projects, encouraging connections to ongoing contract work.	• Captivate case study • LMS reflection activity • Final discussion via Teams

Instructional Strategy Narrative

The instructional strategy table provides an overview of the nine instructional events that comprise this module of the course, centered on the terminal objective: “Apply appropriate project settings, properties, and variables in Captivate 12.” Gagné’s instructional event framework (Gagné, Wager, Golas, & Keller, 2005) was selected for its professional credibility, strong grounding in instructional theory, and the client organization’s familiarity with the model.

A blended approach incorporating direct instruction, multiple-choice practice, and hands-on application was chosen to reflect the varied nature of the skills and knowledge to be mastered in this unit, where the learner is expected to prepare an Adobe Captivate 12.6 project prior to inserting content.

Verbal information is acquired through direct instruction and job aids, while conceptual understanding is gained through experience with the software, supported by objective checks such as multiple-choice, sequencing, and fill-in-the-blank activities. Finally, hands-on project manipulation, combined with guided feedback and self-assessment checklists, enables learners to demonstrate confidence and mastery in a performance task.

A mix of synchronous and asynchronous delivery reflects the hybrid environment of the modern workplace. In this setting, employees are expected to work independently for most of the day, interspersed with periodic collaboration and feedback sessions. Synchronous events, conducted via Microsoft Teams with colleagues across the country, foster a sense of community and collaboration that the company values. Meanwhile, asynchronous materials within the LMS allow necessary flexibility and self-pacing.

Each instructional event in the table is designed to maximize instructor flexibility while ensuring that learners receive all necessary instruction, guidance, practice, and reinforcement to meet the module’s terminal objective. This approach prepares learners to succeed in both a conceptual knowledge assessment and the practice performance task, while promoting the transfer of these skills into authentic workplace contexts.

Use of AI

Generative Artificial Intelligence (AI) was used in the development of this analysis report, as a support tool for brainstorming, refining clarity, and formatting ideas. The decision to include AI served several purposes:

1. To meet the course requirement of integrating AI.
2. To practice effective prompt generation.
3. To maximize the use of available time.
4. To enhance the readability and overall quality of the final product.

AI is a transformative tool for instructional design, an ever-growing field where Large Language Models (LLMs) can improve speed, alignment, and clarity of content development. However, content produced by AI models is of limited value unless it undergoes expert review. Contrary to widespread belief, pure content generation is not the greatest strength of LLMs, which suffer from lack of critical thinking skills and true understanding of the content it is producing. AI-generated content must be curated through appropriate prompt generation and checks for quality, accuracy, and contextual relevance, as was done in all AI-originated areas of this report.

Generative AI is particularly powerful in editing and refining original written content. By virtue of its linguistic training, it serves as a de-facto expert in analyzing tone, clarity, and structure. It can suggest revisions targeted to a specific audience, improve readability through concise phrasing, and adapt text to a desired tone. These capabilities of the tool enable instructional designers to focus their efforts on content strategy and learner impact, rather than mechanical editing.

Finally, AI excels at creating templates, frameworks, and pre-formatted structures that streamline the design process. For example, it can generate tables, slide layouts, or document shells that can later be populated with substantive information. This ability was employed in the preparation of this analysis, which consisted of several structured tables with predictable layouts. Similarly, when paired with tools such as Python libraries, generative AI can automate the creation of slides, spreadsheets, and formatted documents. By offloading these repetitive tasks, AI allows instructional designers to invest more deeply in the human aspects of design—considering how best to connect, support, and engage learners.

Below are examples of the use of AI in this work, including prompts used, the content of responses, and refinements made before integration into the final product.

Use of AI in Overview and Unit Descriptors

- **My Prompt:**
  "Refine the following: Given access to Adobe Captivate 12.6, the learner will apply appropriate settings, properties, and variables to a blank project file that are consistent with project requirements."
    - **AI Response (Simplified):**
      Provided three different variations, optimized for either concise & professional, slightly more instructional, or emphasizing the performance outcome.
    - **My Refinements:**
      I examined the options and noted the differences between them, noting variations in verbs and criterion differences. I chose to move forward with the option emphasizing the performance outcome.

Use of AI in Learner Assessment

- **My Prompt:**
  "Please review my attached subordinate skills, and the following criteria. Propose which subordinate skills are the best options for the creation of learner assessment objectives, and fill in one of each of the following columns:

  ** A column listing relevant skills, knowledge, and entry behaviors identified in your team's subordinate skills analysis diagram (the skill selected from the subordinate skills analyses),*

  ** A column listing measurable performance objectives*

  ** A column classifying each objective according to a published taxonomy of learning objectives – please use Gagne, as provided earlier.*

** A column noting the nature (i.e., conventional multiple choice/true-false/fill-in-the-blank items, product or performance checklist, or assessment rubric), and type of assessment (i.e., pre, progress, or posttest)*

** A column with either the assessment criteria (for checklists and rubrics) or assessment items for conventional assessments."*

NOTE that this was my most complex prompt and was a test of the extent to which AI could accurately generate a completed table with not only structure but self-populated information.

- **AI Response (Simplified):**
  Provided a sample table based on my subordinate skills analysis. The content within the table was limited in terms of usefulness but included some interesting suggestions.
- **My Refinements:**
  I created a follow-up prompt to ask the gen AI tool to produce the table in an Excel workbook, which I copied into a Word Document to then auto-format the table. This was used as my structure.

  I cleared the content of the columns, retaining only the first column, and revised and added additional columns as I felt was appropriate. I then populated the table with original content while periodically referring to the sample table as inspiration or when alternate phrasing was needed.

- **My Prompt:** "Provide two MCQs for the following objective: Given a sample project within Adobe Captivate 12.6, relate project properties of resolution and responsiveness to visual and behavioral changes in the project preview." (This is just one example)
  - **AI Response (Simplified):**
    Provided the requested MCQs.
  - **My Refinements:**
    I used some of the questions as written, but often made alterations manually, or asked for alterations to better align to my instructional objectives and learner context.

For example, in this prompt, I used the first multiple choice question nearly as written, but disregarded the second, which was too close to the original and made a logical error.

Instead, I asked Gen AI for another question and provided a more specific topic: choosing a different project resolution. When it provided a new question, I refined the answer further by rewriting the answer choices to replace all instances of "increase" and "decrease" to "adjust". This removed contextual clues a learner might rely on to answer the question, ensuring that the question remained valuable in determining if the learner could make sense of the resolution values in the prompt.

Use of AI in Instructional Strategy

- **My Prompt:**
  "I am going to give you details about and parameters for the assignment. I do not want you to act yet; the details will come in several separate messages. Just take in the information and store it until I ask for something more."

  After uploading details, assignment rubric, Gagne's nine instructional events, and a sample table partially completed, continued:

  "Now please produce a completed sample table with content that I can use to draw ideas from."

  This was a further exploration of using Gen AI in a more expansive way. I found, through this and the previous activity, the limitations of Gen AI in the production of original content.

  - **AI Response (Simplified):**
    The AI provided a sample table that did include all the required rows and headers, though there were errors. The content itself aligned clearly with Gagne's nine instructional events – the most structured portion of the table – however, other areas of the table that were more subjective contained less valuable content.

  - **My Refinements:**
    I created a follow-up prompt to ask the gen AI tool to produce the table in an Excel workbook, which I copied into a Word Document to then auto-format the table. This was used as my structure.

I cleared the content of the columns, retaining only the instructional events. I then populated the table with original content while periodically referring to the sample table as inspiration or when alternate phrasing was needed.

- **My Prompt:**
  "Please review my final table and evaluate its content by the rubric provided and highlight any areas which may fail to meet the "Excellent" criteria and suggest improvements."
    - **AI Response (Simplified):**
      The AI analyzed the verbs and requirements within the "Excellent" section of the rubric, and highlighted areas that required improvement. One area of suggestion was in more clearly defining "Asynchronous" and "Synchronous" activities, and the AI populated example Async and Sync options for each event.
    - **My Refinements:**
      I chose certain improvements to incorporate. In instances where simple rewording or an additional clarifying sentence was proposed, the suggestion was taken. However, in the case of the "Asynchronous" and "Synchronous" aspects, I chose to keep certain events as only one or the other, knowing that certain events do not benefit from having both.
- **My Prompt:**
  "Please provide suggestions on making my narrative clearer and more concise: [Pasted Narrative]."
    - **AI Response (Simplified):**
      Provided a rewording of my narrative with improved clarity and flow.
    - **My Refinements:**
      I selected which AI-generated suggestions to incorporate into my verbiage, and which were best left in my unique voice.

Overall Use

- **My Prompt:**
  "Please suggest refinements in wording for the following: [insert phrase or paragraph]"
    - **AI Response (Simplified):**
      Suggested more polished phrasing, corrected grammar, and improved clarity.
    - **My Refinements:**
      I selected only the phrasing that aligned with my intent, discarding suggestions that were too generic, and ensured the final wording reflected my own voice.

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