

George Mason University  
College of Education and Human Development

**EDIT530-5T1 Scripting and Programming - SCORM  
(2 Credit Hours)**

Spring 2006  
Wed 7:20pm – 10:00pm  
Commerce II, Room 101 / Blackboard Learning Management System

**Instructor**  
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### Course Description

This course presents an authentic courseware development problem – development of courseware that conforms to Department of Defense (DoD) standards for the SCORM (Sharable Content Object Reference Model). SCORM exists because of efforts by the government, industry and academia to establish a new distributed learning environment that permits the interoperability of learning tools and course content on a global scale. Students are provided the necessary background information describing the standard and its impact on instructional systems design. This course simulates aspects of the development life-cycle for courseware projects that incorporate the SCORM and as such, class sessions may be altered based on needs of the students.

### Nature of Course Delivery

EDIT 530-5T1 meets Jan 25 – Apr 5 with occasional in class meetings, but is primarily taught on-line. Students must be able to access the Internet, GMU email and Blackboard (<http://blackboard.gmu.edu>). Activities will consist of, but not limited to the following:

- Reading and writing assignments
- Research
- Instructor–student interactions
- Facilitated online discussions
- Group projects

### Course Objectives

During this course, students will:

- Identify fundamental concepts regarding Advanced Distributed Learning
- Apply teamwork to complete assignments
- Use SCORM tools to test and run courseware
- Apply principles of the ADDIE model to courseware development
- Recognize the impact of the SCORM on instructional systems design
- Design and develop courseware based on the SCORM standard

### Grading

Points are awarded as given in the points column of the Course Outline. The student will receive the allotted points for **successfully** completing the task; otherwise no points are awarded. Students will have the opportunity to get three bonus points to improve his/her grade. Participation in all activities is strongly encouraged. Final grades calculated as follows:

Activity	Points
Orientation	1
Midterm	4
Status Reports	7
Discussions (see note)	13
In-class Project	6
Critical Team Building	2
Final Project	7

Total Points	Final Grade
37 - 40	A
34 - 36	B
31 - 33	B-
28 - 30	C
0 - 27	F

Note: You must post a minimum of two times per online discussion. The first posting is due by the following Friday and must be an original thought. The second posting is due by Monday and must respond to a teammate. The instructor and/or guest speaker will synthesize, comment and post the results by Tuesday. Due time is midnight.

Course Outline<sup>†</sup>

	Date	Activities	Points	Due for next class	
1	25 Jan	Orientation <ul style="list-style-type: none"> <li>• Welcome and Introductions</li> <li>• <a href="#">ADL: Real Solutions at Work</a></li> <li>• <a href="#">ADL Initiative</a></li> <li>• <a href="#">SCORM Introduction</a></li> <li>• <a href="#">SCORM Specifications</a></li> <li>• <a href="#">State of the ADL Initiative</a></li> <li>• <a href="#">Plugfest One</a></li> <li>• Discussion</li> <li>• Syllabus discussion</li> <li>• Team time</li> </ul>	1	Required Reading <ul style="list-style-type: none"> <li>• <a href="#">About ADL</a></li> <li>• <a href="#">SCORM 2004 2nd Ed Overview</a> *</li> <li>• <a href="#">Speaking Personally with Philip Dodds</a></li> <li>• <a href="#">SCORM State of the Union</a></li> <li>• <a href="#">CORDRA State of the Union</a></li> <li>• ADL chapter in, <i>Connotative Learning</i></li> </ul>	Advanced Distributed Learning
2	1 Feb	Facilitated Online Discussion Topic:  <p style="text-align: center;"><b><i>Advanced Distributed Learning</i></b></p>	2	Required Reading <ul style="list-style-type: none"> <li>• <a href="#">Learning Objects: Behind the Buzz</a> – Clark &amp; Rossett</li> <li>• <a href="#">WBTC Learning Objects</a></li> <li>• <a href="#">What is Metadata</a></li> <li>• <a href="#">SCORM Implementation Guide</a></li> <li>• <a href="#">SCORM ISD Brief - Jewette</a></li> <li>• <a href="#">SCORM for ISD - Pasini</a></li> </ul>	
3	8 Feb	Facilitated Online Discussion Topic:  <p style="text-align: center;"><b><i>SCORM Impact on ISD</i></b></p>	2	Required Reading <ul style="list-style-type: none"> <li>• <a href="#">SCORM 2004 Sample RTE</a> **</li> <li>• <a href="#">SCORM 2004 CAM</a> ***</li> <li>• <a href="#">Academic Co-lab's SCourse</a></li> <li>• <a href="#">Gather content for In-Class Project</a></li> </ul>	ISD
4	15 Feb	In-Class Project <ul style="list-style-type: none"> <li>• Install SCORM Test Suite</li> <li>• Install SCORM RTE</li> <li>• Test and Run Sample Content</li> </ul>	2 2 2	Required Reading <ul style="list-style-type: none"> <li>• <a href="#">David Wiley - Keynote</a></li> <li>• <a href="#">SCORM Articles</a></li> <li>• <a href="#">Reload Video</a></li> <li>• <a href="#">Reload Editor</a></li> </ul>	SCORM Tools

<sup>†</sup> Subject to change

\* Sections 1.3 – 1.6.2

\*\* Sections 3.1.1, 4.1 & 4.2

\*\*\* Sections 2.1 – 3.3.4

**Course Outline† - Continued**

	<b>Date</b>	<b>Activities</b>	<b>Points</b>	<b>Due for next class</b>	<b>Courseware Development Project</b>
5	22 Feb	Facilitated Online Discussion Topic:  <b><i>The Project Management Plan</i></b>	2	Required Research <ul style="list-style-type: none"> <li>• Components of a Course Design Document</li> <li>• Authoring Tools for SCORM courseware – Trial/Open Source versions, e.g. Lectora, Reload, Macromedia, Articulate, etc.</li> </ul>	
6	1 Mar	Critical Team Building Activity	2	Development	
7	8 Mar	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul> Midterm Paper: <i>Advanced Distributed Learning: Will it Catch On?</i> <ul style="list-style-type: none"> <li>• 1 page, single spaced</li> <li>• <b>Due by Mar 11 midnight</b></li> </ul>	1 1 4	Development	
8	15 Mar	Spring Break – No Class			
9	22 Mar	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
10	29 Mar	<ul style="list-style-type: none"> <li>• Post Course Design Document</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
11	5 Apr	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
12	12 Apr	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
13	19 Apr	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
14	26 Apr	<ul style="list-style-type: none"> <li>• Post Status Report</li> <li>• Q&amp;A – Group Discussion</li> </ul>	1 1	Development	
15	3 May	In-Class Presentations <ul style="list-style-type: none"> <li>• Course Design Document</li> <li>• Test Courseware with Test Suite</li> <li>• Run Courseware in Sample LMS</li> <li>• Questions / Answers</li> </ul> Course Evaluation	2 2 2 1		

**Presentation**

† Subject to change

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The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.