



Essentials of  
**Adobe Captivate 4**

"Skills and Drills" Learning



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## **Essentials of Adobe Captivate 4**

“Skills and Drills” Learning

Kevin A. Siegel



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# About This Book

## About the Author

**Kevin A. Siegel** is the founder and president of IconLogic, Inc. He has written more than 100 step-by-step computer training books, including *Essentials of Adobe Captivate 3*, *Essentials of Adobe Captivate 2*, *Essentials of Macromedia Captivate*, *Essentials of RoboDemo 5*, *Essentials of RoboDemo 4*, *Essentials of RoboDemo 3*, *Essentials of Adobe Dreamweaver CS3*, *QuarkXPress 8: The Basics*, *QuarkXPress 8: Beyond the Basics*, *Essentials of QuarkXPress 7*, *Accelerated QuarkXPress 6*, *Essentials of Adobe InDesign CS3* and *Essentials of Adobe RoboHelp 7 HTML*.

Kevin spent five years in the U.S. Coast Guard as an award-winning photojournalist and has more than 23 years experience as a print publisher and technical writer. He is a certified technical trainer, has been a classroom instructor for more than 16 years and is a frequent speaker at trade shows and conventions. Kevin holds multiple certifications from companies such as Adobe and the CompTIA. You can reach Kevin at [ksiegel@iconlogic.com](mailto:ksiegel@iconlogic.com).

## About IconLogic Books

IconLogic books are unique! They are created by instructors with years of software training experience. Before IconLogic books, our instructors rarely found a book that was perfect for a classroom setting. If the book was beautiful, odds were that the text was too small to read and hard to follow. If the text in a book was the right size, the quality of exercises left something to be desired.

Finally tiring of using inadequate materials, our instructors started teaching without any books at all. Over the years, we've had many students ask if the in-class instruction came from a book. If so, they said they'd buy the book. That sparked an idea. We asked students — just like you—what they wanted in a training manual. You responded, and the results appear in this book.

We hope you enjoy the book. If you have any comments or questions, please see page x for our contact information.



## Book Conventions

This book has been divided into several modules. Since each module builds on lessons learned in a previous module, we recommend that you complete each module in succession. During every module, you will be guided through lessons step by step. Instructions for you to follow will look like this:

- ☐ instructions for you to follow will look like this

If you are expected to type anything or if something is important, it will be set in bold type like this:

- ☐ type **9** in the box

If you are expected to press a key on your keyboard, the key will be in brackets like this:

- ☐ press [ctrl]

## Confidence Check

You will also come across the little guy at the right. He indicates a Confidence Check. Throughout each module you will be guided through hands-on exercises. But at some point you'll have to fend for yourself. That is where Confidence Checks come in. They're very important. You must be sure to complete each of them because some exercises build on completed Confidence Checks.



## System Requirements

To complete the lessons presented in this book, you will need the following software and hardware: Adobe Captivate 4, Intel Pentium 4, Intel Centrino, Intel Xeon, or Intel Core Duo (or compatible) processor; Microsoft Windows XP with Service Pack 2 (Service Pack 3 recommended) or Windows Vista Home Premium, Business, Ultimate, or Enterprise with Service Pack 1 (certified for 32-bit editions); 512MB of RAM (1GB recommended); 1.5GB of available hard-disk space; additional free space required during installation (cannot install on flash-based storage devices); DVD-ROM drive; 800x600 screen resolution (1,024x768 recommended).

The Adobe Captivate 4 software does not come with this book. The software can be purchased directly from Adobe ([www.adobe.com](http://www.adobe.com)). You can also download a trial version of Captivate from Adobe. There are no limitations on the trial and it will last for 30 days from the day you install it on your computer.

You will also need Microsoft Word 2000 or newer on your computer. Word is used during the exporting activities beginning on page 225. If Word is not installed, you will not be able to complete all of the activities.

## Data Files

The data files that support the lessons presented in this book can be downloaded from the IconLogic Web site. Instructions for downloading the data files appear below.

### Student Activity: Download Data Files From the Web

1. Download the student data files necessary to complete the lessons presented in this book.

- start a Web browser (Internet Explorer 7 is shown below)
- go to the following Web address: <http://www.iconlogic.com/>
- click the **Data Files for IconLogic Workbooks** link



- click the **PC** link
- find and click the **Captivate 4, Essentials of** link

A dialog box will appear asking if you want to Save or Open the data files.

- click **Save**
- navigate to your desktop
- click **Save**

2. After the file downloads, close Internet Explorer.

3. Extract the data files.

- find the **Captivate4Data.exe** file you just downloaded to your desktop
- double-click the file to open it

The WinZip Self-Extractor appears.

- confirm **C:\** appears in the Unzip to folder area
- click **Unzip**

Several files will be extracted.

- click **OK**
- click **Close**

The data files are copied to your hard drive. As you move through the lessons in this book, you will be working with these files.

When you have completed the lessons in this book, you can delete both the **Captivate4Data** folder (on the C drive) and the **Captivate4Data.exe** you downloaded to your desktop.





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## To order, contact

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# Rank Your Skills

Before starting this book, complete the skills assessment on the next page.



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# Skills Assessment

## How this assessment works

Below you will find 10 course objectives for *Essentials of Adobe Captivate 4*. **Before starting the book:** Review each objective and rank your skills using the scale next to each objective. A rank of ① means **No Confidence** in the skill. A rank of ⑤ means **Total Confidence**. After you've completed this assessment, go through the entire book. **After finishing the book:** Review each objective and rank your skills now that you've completed the book. Most people see dramatic improvements in the second assessment after completing the lessons in this book.

## Before-Class Skills Assessment

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I can record a Custom project.            | ① | ② | ③ | ④ | ⑤ |
| 2. I can create a Rollover Slidelet.         | ① | ② | ③ | ④ | ⑤ |
| 3. I can insert a Text Caption.              | ① | ② | ③ | ④ | ⑤ |
| 4. I can add Click Boxes.                    | ① | ② | ③ | ④ | ⑤ |
| 5. I can insert Highlight Boxes.             | ① | ② | ③ | ④ | ⑤ |
| 6. I can insert Rollover Captions.           | ① | ② | ③ | ④ | ⑤ |
| 7. I can add Text Entry Boxes.               | ① | ② | ③ | ④ | ⑤ |
| 8. I can create a TOC using the Skin Editor. | ① | ② | ③ | ④ | ⑤ |
| 9. I can perform a "round-trip" to Word.     | ① | ② | ③ | ④ | ⑤ |
| 10. I can publish a SWF.                     | ① | ② | ③ | ④ | ⑤ |

## After-Class Skills Assessment

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I can record a Custom project.            | ① | ② | ③ | ④ | ⑤ |
| 2. I can create a Rollover Slidelet.         | ① | ② | ③ | ④ | ⑤ |
| 3. I can insert a Text Caption.              | ① | ② | ③ | ④ | ⑤ |
| 4. I can add Click Boxes.                    | ① | ② | ③ | ④ | ⑤ |
| 5. I can insert Highlight Boxes.             | ① | ② | ③ | ④ | ⑤ |
| 6. I can insert Rollover Captions.           | ① | ② | ③ | ④ | ⑤ |
| 7. I can add Text Entry Boxes.               | ① | ② | ③ | ④ | ⑤ |
| 8. I can create a TOC using the Skin Editor. | ① | ② | ③ | ④ | ⑤ |
| 9. I can perform a "round-trip" to Word.     | ① | ② | ③ | ④ | ⑤ |
| 10. I can publish a SWF.                     | ① | ② | ③ | ④ | ⑤ |

IconLogic, Inc.

3320 Breckenridge Way, Riva, MD 21140  
www.iconlogic.com



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# Module 1: eLearning and Captivate

In This Module You Will Learn To

- Set General Preferences
- Explore a Project
- Explore Project Views
- Navigate a Project
- Preview a Project
- Zoom Closer to a Slide
- View the Timeline and Library



## Education Through Pictures

In a previous life, I was a professional photographer. When I wasn't snapping photos during an exhilarating stint with the U.S. Coast Guard in the mid-1980s, I covered media events in New York City. To make extra money (as with all branches of the military, the Coast Guard didn't pay very well), I even covered a wedding or two. (I should point out that it was one wedding in particular that convinced me to plot a different career path once my Coast Guard tour was done... but that is another story.)

As any photographer can tell you, the goal is to capture a story in a few, or maybe just one, photograph. I'm betting that you have heard the phrase "A picture is worth a thousand words" at least a hundred times. As a photographer, I lived those words.

Over the years, I have had the fortune of adding instructional designer, technical writer and technical trainer to my communications arsenal. And I have spent the bulk of my career attempting to perfect the art of teaching complicated software applications to busy professionals as efficiently as possible. My main goal was to write lesson plans using fewer and fewer words.

If you are in the business of educating, you know how difficult the job of writing relevant lesson plans with fewer words can be. My step-by-step books have long been known for their skills-and-drills approach to learning. The term "skills-and-drills" learning means different things to different people. For some, it means fast-moving lessons that do not drown a person with unnecessary information. For me, "skills-and-drills learning" means learning—with pictures.

Humans, as a species, think not with words, but with pictures. If I told you to close your eyes and picture *three*, without being specific, it is a good bet that things such as three cupcakes, three bowls of ice cream or three tubs of money would flash in your mind's eye. Maybe a large numeral 3 appeared in your mind's eye—not the word "three," but a picture. *We think in terms of pictures.* For this reason, my books often contain hundreds of screen captures that quickly explain, with pictures, a concept that could take many paragraphs to describe.

## RoboDemo to Captivate

A picture can be nice, but it's static. No matter how good a picture is, it can never tell specific information or show a concept in detail. For that reason, I went in search of a program I could use to augment the lessons taught in my books. I found several that I liked. The programs captured my computer's screen and mouse actions well enough, but the resulting projects were *huge*. A five-minute project could easily gobble up nearly 100 mb of storage space on my server. Downloading a file that large over the internet would take a lot of time, even with a fast internet connection. Large file sizes were just part of the problem. The projects were not cross-platform (they would not work on both Macs and PCs) and there was not much interactivity.

The technology for creating interactive lessons was so bad that I decided to give up the concept, and wait until someone came up with a program that had what it takes to be a useful tool. That program arrived around 2002 and was known as Flashcam (by Nexus Concepts 2002). Flashcam, which was pretty much just a screen capture utility, became the property of eHelp Software (of RoboHelp fame) and renamed RoboDemo. In 2004, eHelp was purchased by Macromedia (of Dreamweaver and Flash fame). Macromedia revamped RoboDemo, added some much-needed features and changed the name to Captivate. In 2005, Adobe acquired Macromedia. Hence, the program is now known as Adobe Captivate.

Using Captivate, you can create eLearning projects from anything you can access from your computer. The lessons you create can be interactive—you can add captions, rollovers, clickable areas, typing areas and sound effects.

Captivate projects can be exported to Small Web Format (SWF), executable files, Word documents, PDFs and AVIs. The published SWFs will be cross-platform, meaning that they can be viewed via a Web browser (such as Internet Explorer or FireFox).

**Note:** You might find yourself in a debate as to what the SWF suffix stands for (you may have noticed above that I used the words “Small Web Format” to define a SWF). I originally thought that SWF stood for “Shockwave File.” In reality, the suffix once stood for “Shockwave Flash.” The name was often confused with Macromedia’s Shockwave format used for a program called Macromedia Director (that program lives today as Adobe Director). To end the confusion, Macromedia decided that SWF would forevermore stand for “Small Web Format.”





## Planning eLearning Projects

By the time you finish the last lesson in this book, you *will* be able to use Captivate to create eLearning lessons. The projects you learn to create will work the way Captivate's designers intended. However, just because you will soon be able to create technically solid Captivate projects does not necessarily mean you will go out and create good projects. If you want to create good, useful projects you have to plan ahead. Before recording your first real project, you should ask yourself the following questions:

- Who is my audience?
- What do I want my lessons to teach my audience?
- Is my audience young or old?
- Is my audience educated?
- Is my audience hearing challenged?
- Do I want my projects to contain images and background music? If so, where will I get them?
- Will there be captions (written instructions and descriptions)? If so, who will write the captions?
- Will I use a storyboard or script? (**Storyboards** are rough sketches that show the general content of your project, slide by slide. If your projects contain more screen shots of an application than captions, a storyboard is a good idea. **Scripts**, which are detailed step-by-step procedures, are ideal if your project will contain a significant number of captions.)
- Do I want my projects to be demonstrations, assessments or a combination of both?

When planning projects, keep in mind that the most useful projects contain the following basic elements:

- Title slide (telling the audience what they are going to learn)
- Credits and Copyright slide
- Narration, music and other sound effects
- Images and animations
- Interactivity (click boxes, text entry boxes and buttons)
- An ending slide (reviewing what the audience learned)

## The Development Process

I agree with people who say that Captivate is a very easy program to learn and use. Compared with programs like Adobe PhotoShop, learning Captivate is easy. In fact, you'll have the Captivate basics pretty much figured out in two days or less (that's the time it should take you to finish this book). However, there's a whole development process you need to go through if you intend to produce effective eLearning (also known as Computer Based Training or CBTs), and Captivate mastery is only a small part of that process. Getting a handle on the eLearning development process isn't easy. It takes a lot of practice, experience and, above all, patience.

I've outlined my eLearning development process below. While this list is by no means comprehensive, it'll give you a nice overview.

### The Power Scale

The power scale that follows demonstrates the skill level necessary to create an eLearning project in Captivate. The scale goes from 1 to 10, with 10 indicating a potentially difficult process.

**Write It:** If you're not a writer, you'll need someone to write the step-by-step instructions (also known as a script or storyboard) necessary to record the project in Captivate. You'll typically find technical writers doing this kind of work, and I consider this the most important process. Without a good script, you don't have a movie. Think I'm kidding? What do *Battlefield Earth*, *Barb Wire*, *Godzilla*, *Heaven's Gate*, *Popeye* and *Ishtar* have in common? (*Power Scale: 10*)

**Rehearse It:** Take the completed script and go through it with the software you'll be recording in front of you. Don't skip any steps. You'll be able to see if the steps you wrote are incomplete or inaccurate before you attempt to record the movie in Captivate. (*Power Scale: 2*)

**Reset It:** After rehearsing the steps, be sure to "undo" everything you did. Few things are more frustrating than recording your movie only to find a step you intend to demonstrate has already been performed. (*Power Scale: 1*)

**Record It:** If rehearsals went well, the recording process should as well. (*Power Scale: 1*)

**Clean It:** This is where you add all of the interactivity in Captivate including highlight boxes, captions, text entry fields, buttons, question slides, etc. If the project contains 70–80 slides and each slide needs your attention, you should expect to budget 7–10 hours to get the project perfected. (*Power Scale: 8*)

**Publish It:** While not a difficult task, if your project is large this could take a great deal of time. You cannot do any work in Captivate while your project is publishing. (*Power Scale: 1*)

**Post It:** This is a broad category. Posting your project will mean different things depending on where your finished lessons are supposed to go. For instance, if your lessons are supposed to end up inside a Learning Management System (LMS), you will have to set up the reporting features for your project, Publish the project and then upload or install it into the LMS. After the lesson has been uploaded, you will need to test the lesson to ensure it scores as expected. If you plan to simply add the lessons to your Web site, Posting may be as simple as using Captivate's FTP feature to upload the lesson files to your Web server. (*Power Scale: 2 or 3... or higher if your LMS is difficult to use*)





**Test It:** This task isn't difficult, but it could take time. If you find a problem, you've got to go back and clean it, publish it and retest it. Some people argue that this step belongs above the Publish It process. I cannot argue with that logic. However, after testing the project, you'll still need to Publish it and, as I mentioned above, if you're working with an LMS, upload it and test again. Maybe it should be Test It, Publish It, Test It. See how easy I am? (*Power Scale: 2*)

**Republish, Repost, Retest:** If something didn't work when you tested the posted version of your lesson, you'll have to return to Captivate and fix the problem. After that, you'll Publish, Post and Test again. While this may not be a difficult process, it could take time. (*Power Scale: 2 or 3... or higher if you can't resolve the problem*)

## Budgeting Considerations

Many new Captivate developers underestimate development time needed to produce projects. The following table should help.

Project Size	Number of Development Hours
Small Projects (1-25 slides)	1-4 hours of production
Medium Projects (26-75 slides)	4-7 hours of production
Large Projects (80-150 slides)	8-10 hours of production
Bloated Projects (more than 150 slides)	Consider splitting projects this large into smaller projects.

I bet you're wondering what "production" means, especially considering the fact that most of the projects you create will likely be in the large category (80-150 slides) and take you, on average, 10 hours to produce.

## Production Does Not Include

To begin, let's consider what "production" does **not** include. As mentioned on page 5, you'll need a script and/or storyboard.

- Storyboards: Rough sketches that show the general content of your project, slide by slide. If your projects contain more screen shots of an application than captions, a storyboard is a good idea.
- Scripts: Detailed step-by-step procedures. These are ideal if your project will contain a significant number of captions.

A typical one-hour eLearning course consists of 12, five-minute lessons. It could take up to three hours to write each of those lessons. Therefore, you should budget 40 hours to write the entire one-hour eLearning course. Depending on how fast you write, you could easily double those hours, meaning you may need to budget 80 hours for writing... which has nothing at all to do with Captivate production.

Production won't include creating a Captivate template, a completed shell project that you will use as the basis of all of your projects. It's not difficult to create a template, but it will take time. An ideal template will contain text captions using approved font settings, an introduction slide, transitional slides, a conclusion slide, a skin and appropriate Start and End Properties (while these terms may seem foreign to you now, you will learn about each as you move through lessons presented in this book).

Finally, production does not include creating/recording the audio, making corrections to the script post rehearsal, resetting the stage prior to recording, or recording the

lessons using Captivate (the recording time should take the exact same amount of time as the process being recorded).

## What Does Production Include?

So what's left? As I mentioned on page 6, it's going to take 10 hours (on average) to produce each Captivate project. What's part of the production process?

You'll spend a lot of time working with Text Captions (you will learn about Text Captions beginning on page 61). You'll be adding interactive objects (click boxes, which you'll learn about on page 179; buttons, which you will learn about on page 114; and text entry boxes, which you will learn about on page 187) on several of your slides.

During the production process, you'll likely be adding audio clips to the project's background, individual slides and even objects on the slides.

During the production process, you'll be publishing the project into any one of several output formats and possibly uploading those files to a server (LMS) and testing for scoring or interactivity errors. After that, you'll need to fix problems you run across (don't worry, there will be plenty of problems that need to be fixed). After fixing those problems, you'll need to republish, repost and then retest.

Add it all up, and your budget looks something like this (keep in mind that the timing below does not include the time it will take to record and edit your own voice-overs or narrations):

- 40-80 hours to write the script or create the storyboard
- 120 hours to produce 12, five-minute lessons for a one-hour course

So there it is... 200 hours is all that stands between you and your eLearning course. Are you tired yet? Nahhh, not you... and not me. Here's the deal: while creating eLearning lessons in Captivate takes a lot of work (likely more work than you thought prior to reading the past few paragraphs), the work will be a blast... and rewarding. I've gotten more satisfaction watching students move through my eLearning lessons and learning, and had more fun creating the lessons, than just about anything I've done in my career. I wish the same for you.





## The Captivate 4 Interface

One of the things I love about Adobe Captivate is its simple interface. When you start Captivate, you will see a menu bar at the top of the window containing just a few options (File, Edit, View and Help). The main part of the screen has an area showing recently opened projects, links for recording new projects, and Getting Started Tutorials. The interface, while remaining simple, changes as you create, open and work on projects.

### Student Activity: Set General Preferences

1. Start Adobe Captivate 4.

The picture below is an example of what you will see the first time you start Captivate 4.



2. Show Captivate's Preferences.

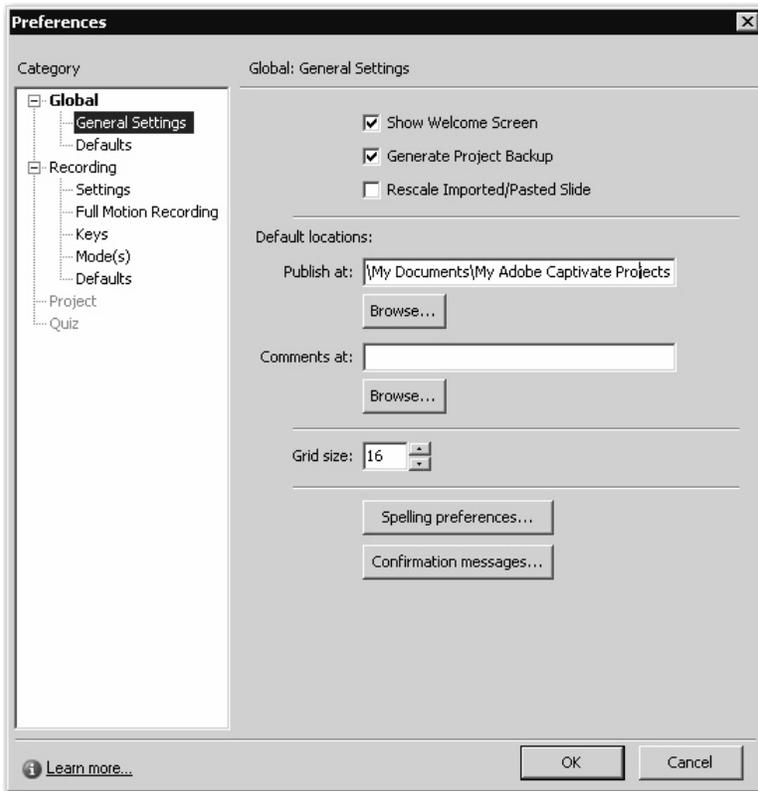
choose **Edit > Preferences**

The Captivate Preferences dialog box appears. There are two main categories: Global and Recording. The Global options affect such things as Confirmation messages, Grid options, Spelling Preferences and more. The Recording category lets you set the defaults for new slides, previews and objects.



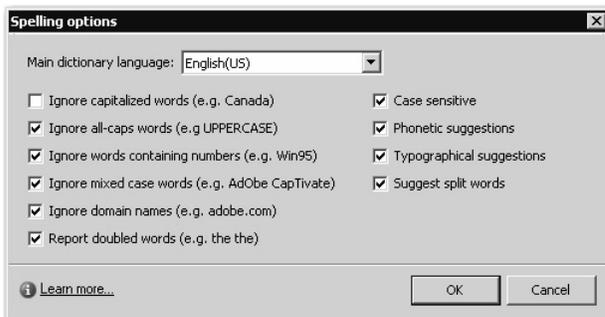
## 3. Check the Global, General Settings.

- select **General Settings** from the Global category
- ensure the options and selections match the picture below (the Default location for Publishing will likely be **My Adobe Captivate Projects** within your My Documents folder, which is fine for now)



## 4. Confirm the Spelling preferences.

- still on the Global: General Settings screen, click the **Spelling preferences** button
- ensure your Spelling options match the picture below (you will be using the Spell Checker during lessons that begin on page 78)



- click **OK** (to close the Spelling options dialog box)





5. Enable the Confirmation messages.

- still on the Global: General Settings screen, click the **Confirmation messages** button
- ensure **all of the check boxes** are selected

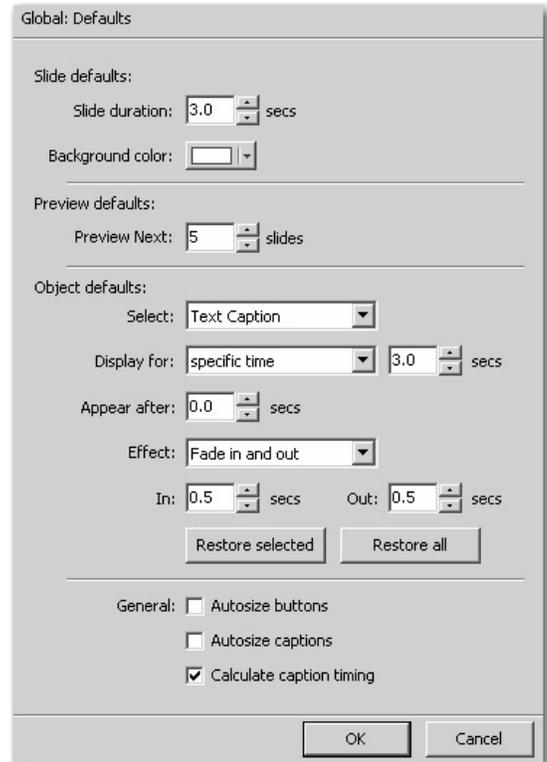


Confirmation messages allow you to confirm actions such as deleting objects and slides. Without these messages, it is possible for accidents, such as unintentionally deleting audio, to happen. It is recommended that you not turn these options off until you are very comfortable with Captivate.

- click **OK** (to close the Confirmation Messages dialog box)

6. Check the Global Defaults.

- select **Defaults** from the Global category
- ensure the options match the picture shown here (you will learn to work with each of the objects and options as you move through this book)
- click **OK** when finished



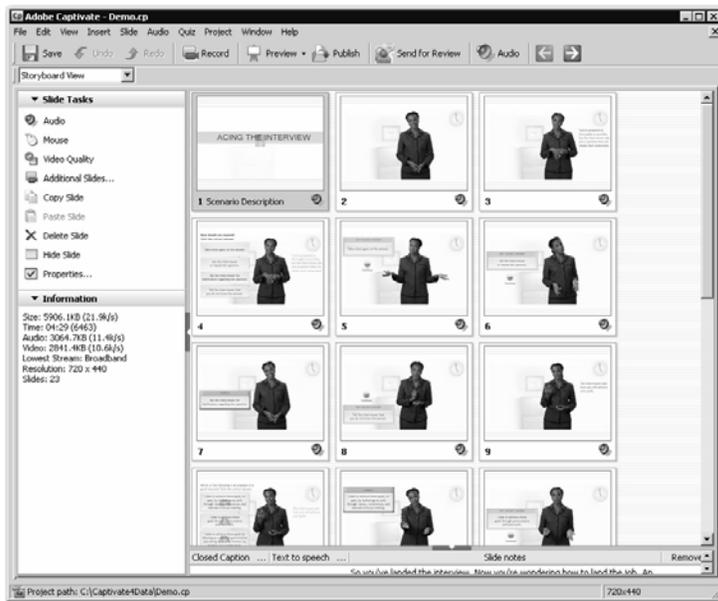
## Student Activity: Explore a Project

1. Read the Note in the margin of this page.
2. Open a project.
  - choose **File > Open** (or click the **Open** link from the **Open Recent** area)

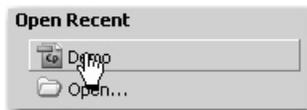
The **Open** dialog box appears.

- navigate to the **Captivate4Data** folder and open **Demo.cp**

The project opens and you can see its slides in **Storyboard View**.



3. Close the project.
  - choose **File > Close** (do not save the project if prompted)
4. Use the Open Recent project area to reopen a project.
  - click **Demo** from the **Open Recent** area



The project should once again be open and in Storyboard View.

**Note:** You are about to open a file stored in a folder called Captivate4Data. That folder should be located on your hard drive (C:\). If you have not already done so, you will need to install the data files. If necessary, complete the activity on page ix before continuing with this activity.

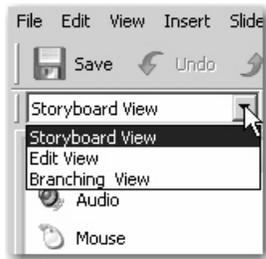




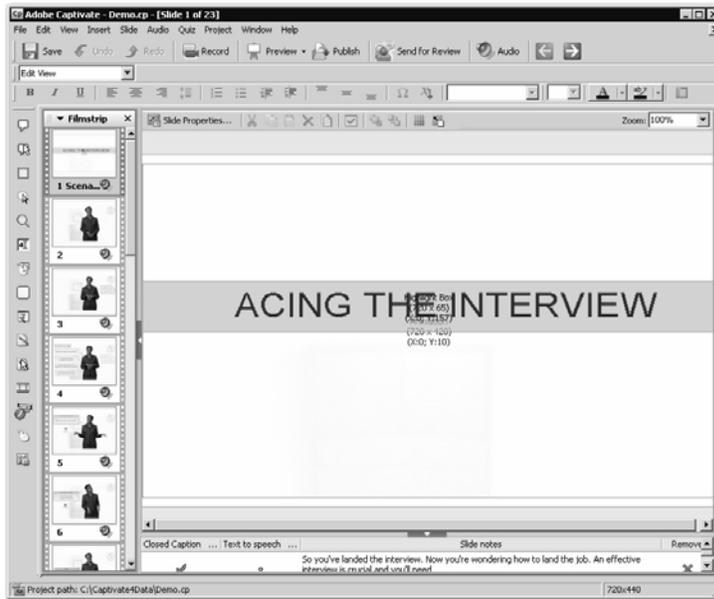
## Student Activity: Explore Project Views

1. The Demo project you opened on page 11 should still be open.
2. Switch to Edit View.
  - click the **View** drop-down menu and notice that there are three views: Storyboard, Edit and Branching

**Note:** Depending on the size of your window, and your Display resolution, the View drop-down menu may not be positioned beneath the Save tool as shown below. In fact, the menu may be located in the upper right of the window.



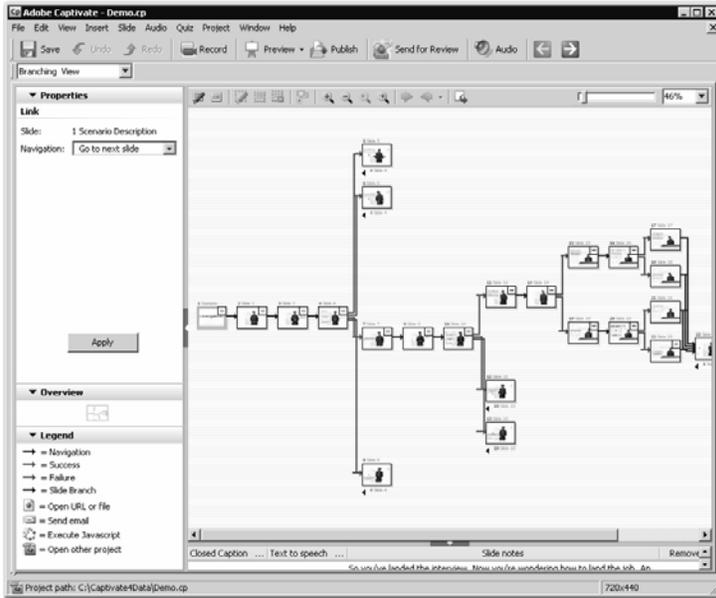
- select **Edit View** from the View drop-down menu



While in Edit View, you can move from slide to slide using the Filmstrip and make edits to slides. You can also use the Filmstrip to reorder your slides.

3. Switch to Branching View.

- select **Branching View** from the View drop-down menu



Using the Branching View, you can manage the branches within your project. In the Demo project, you can see that there are branches (links) from several project slides to other slides.

4. Use the Storyboard tab to view Information about the project.

- select **Storyboard View** from the View drop-down menu

Using this view, you can reorder your slides, but you cannot make edits to slide content.

- click the word **Information** on the Storyboard tab



The Information area either expands or collapses (when it collapses, it drops to the bottom of the panel).

- if necessary, click the word **Information** on the Storyboard tab again to expand the Information area

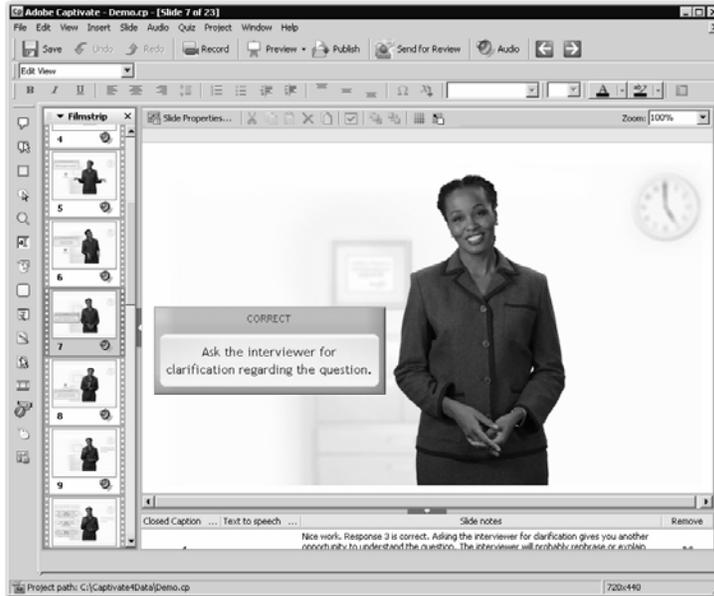
The information you see in the Information area pertains to the open **Demo** project. You can see such information as the project's Resolution (720 x 440), which is the Recording Area used when the project was recorded, and the number of slides the project contains (23).





## Student Activity: Navigate a Project

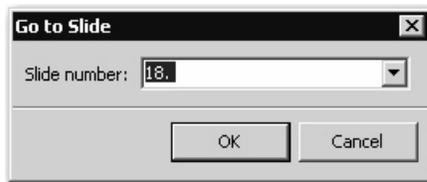
1. The Demo project you opened on page 11 should still be open.
2. View slides using the Filmstrip.
  - select **Edit View** from the View drop-down menu
  - scroll **up** or **down** the Filmstrip as necessary until you see **Slide 7**
  - click one time on **Slide 7** to view the slide for editing



3. View a slide using the Go to Slide command.
  - choose **Edit > Go to Slide**

The Go to Slide dialog box appears.

- type any slide number between **1** and **23**



- click **OK**

4. View a slide using your keyboard.

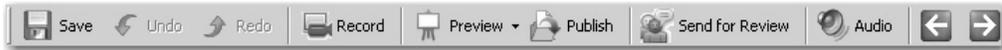
- press either [**page up**] or [**page down**] on your keyboard

As you press the keys, notice that you quickly move from slide to slide.

5. Display the Main toolbar.

choose **Window > Toolbars > Main**

The Main toolbar looks like the picture below. If you do not see it, it is certainly possible that the step you just took actually hid the toolbar. In that case, please repeat this step.



6. View slides using the Previous and Next buttons.

click the **Previous** and **Next** buttons  on the Main toolbar

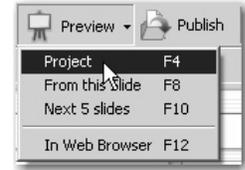




## Student Activity: Preview a Project

1. The Demo project you opened on page 11 should still be open.
2. Preview a project.
  - click the **Preview** tool on the Main toolbar and choose **Project**

The project is generated and the project begins to play.



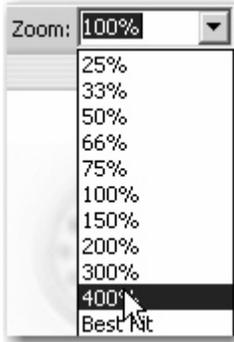
3. Spend a moment watching the project and interacting with the screens when prompted. As you move through the lessons in this book, you will learn how to create projects with features similar to those in this project.

There are three playbars you can use to skip ahead through the lesson. One is located at the top of the window; a second is located at the far right of the window. Neither of these two playbars will appear when you Publish the project. A third playbar appears at the bottom of the window. This is the playbar users will see (and use) when the project is published. You will learn to Publish a project on page 220.

4. When you are finished interacting with the lesson (you do not need to watch the entire thing), click the **Close preview** button located at the top of the window.

## Student Activity: Zoom Closer to a Slide

1. The Demo project you opened on page 11 should still be open.
2. Go to any slide in the project.
3. Zoom closer to the slide.
  - find the Zoom field in the upper right of the slide
  - select **400%** from the Zoom drop-down menu



The farther you are from the slide, the less accurate things appear on the slide. You are now up close and personal to the slide. The ability to zoom closer to a slide could prove helpful while working with slide objects—especially if you need to align a specific area of one object with another.

4. Change the slide zoom to Best fit.
  - select **Best fit**  from the Zoom drop-down menu

Depending on the size of the Captivate window, Best fit is typically the best view for working on a slide.





## Student Activity: View the Timeline and Library

1. The Demo project you opened on page 11 should still be open.
2. Go to slide 2 of the project.
3. Display the Timeline.

choose **Window > Timeline**

The Timeline appears either above or below the slide (if the Timeline was already showing on your screen, you've just closed it... in that case, repeat the step above to display the Timeline).

It's possible that the Timeline isn't displaying as many rows as shown in the picture below. In that case, you may need to stretch the Timeline a bit taller by dragging the border separating the Timeline from the slide (as shown in the second picture below, right).

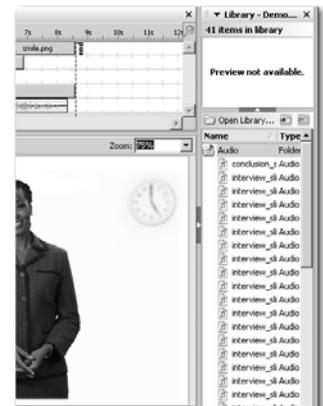


The Timeline allows you to control when objects appear on a slide. You will learn to use the Timeline on page 67.

4. Display the Library.

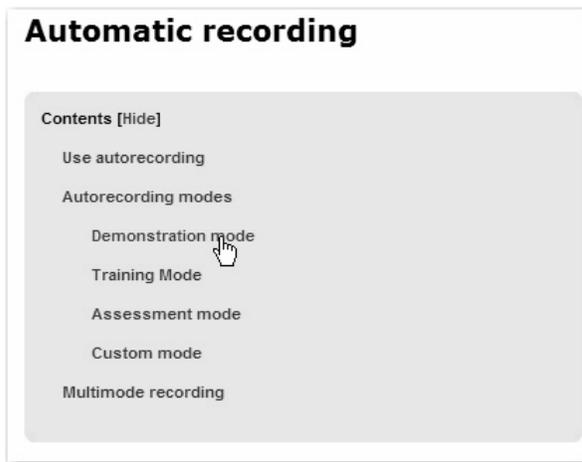
choose **Window > Library**

The Library appears at the right of the window. You will use the Library to manage myriad project assets. You will learn to use the Library on page 91.

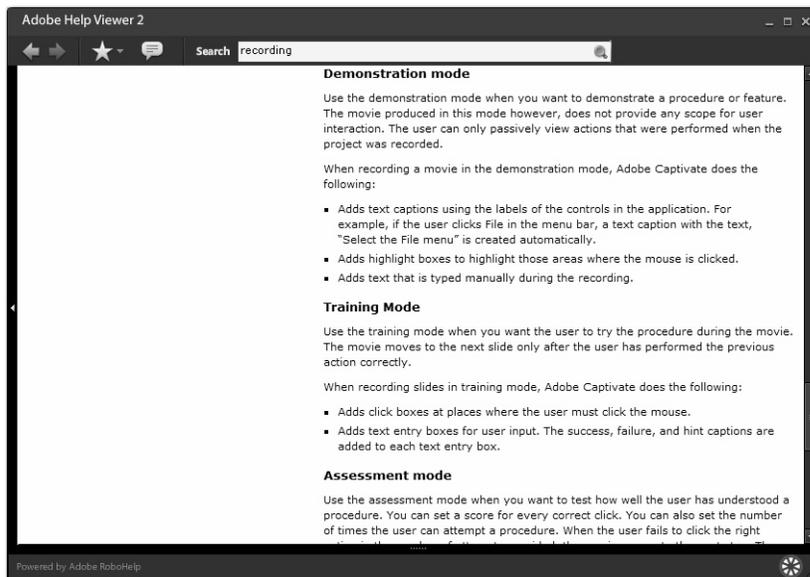


## Confidence Check

1. Hide both the Library and Timeline.
2. Choose **Help > Adobe Captivate Help**. (If the Adobe AIR Agreement appears, click "I Agree.")
3. Select **Recording Projects** from the list of topics at the left.
4. Select **Automatic recording** from the list of topics.
5. Select **Demonstration mode** from the list of topics.



6. Review the information that appears. You will learn to use this feature during the next module.



7. Close the Help window.
8. Close the Demo project (do not save if prompted).





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