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Kevin Siegel



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Adobe Captivate 2019: The Essentials (Fourth Edition)

Kevin Siegel

Official

IconLogic Certified Adobe Captivate Developer

Courseware



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Notes

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ICONLOGIC

"Skills and Drills" Learning

About This Book

This Section Contains Information About:

- The Author, page viii
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The Author

Kevin Siegel is the founder and president of IconLogic, Inc. He has written hundreds of step-by-step computer training books on applications such as *Adobe Captivate*, *Articulate Storyline*, *Adobe RoboHelp*, *Adobe Presenter*, *Adobe Technical Communication Suite*, *Adobe Dreamweaver*, *Adobe InDesign*, *Microsoft Office*, *Microsoft PowerPoint*, *QuarkXPress*, and *TechSmith Camtasia*.

Kevin spent five years in the U.S. Coast Guard as an award-winning photojournalist and has three decades' experience as a print publisher, technical writer, instructional designer, and eLearning developer. He is a certified technical trainer, a veteran classroom instructor, and a frequent speaker at trade shows and conventions. Kevin holds multiple certifications from Adobe and CompTIA. He is also a Certified Online Training Professional (COTP) with the International Council for Certified Online Training Professionals (ICCOTP). You can reach Kevin at ksiegel@iconlogic.com.



IconLogic

Founded in 1992, IconLogic is a training, development, and publishing company offering services to clients across the globe.

As a **training** company, IconLogic has directly trained tens of thousands of professionals both on-site and online on dozens of applications. Our training clients include some of the largest companies in the world including Adobe Systems, Inc., Urogen, Agilent, Sanofi Pasteur, Kelsey Seybold, FAA, Office Pro, Adventist Health Systems, AGA, AAA, Wells Fargo, VA.gov, American Express, Lockheed Martin, General Mills, Grange Insurance, Electric Boat, Michigan.gov, Freddie Mac, Fannie Mae, ADP, ADT, Federal Reserve Bank of Richmond, Walmart, Kroger, Duke Energy, USCG, USMC, Canadian Blood, PSA, Department of Homeland Security, and the Department of Defense.

As a **development** company, IconLogic has produced eLearning and technical documentation for Duke Energy, World Bank, Heineken, EverFi, Bank of America, Fresenius Kabi, Wells Fargo, Federal Express, Fannie Mae, American Express, Microsoft, Department of For-Hire Vehicles, DC Child and Family Services, DCORM, Canadian Blood, Cancer.org, MLB, Archrock, NEEF, CHUBB, Canadian Natural Resources, and Hagerty Insurance.

As a **publishing** company, IconLogic has published hundreds of critically acclaimed books and created technical documents for both print and digital publication. Some of our most popular titles over the years include books on HTML, Dreamweaver, QuarkXPress, PageMaker, InDesign, Word, Excel, Access, Publisher, RoboHelp, RoboDemo, iSpring, Presenter, Storyline, Captivate, and PowerPoint for eLearning.

You can learn more about IconLogic's varied services at www.iconlogic.com.

Book Conventions

In our experience, humans learn best by doing, not just by watching or listening. With this concept in mind, instructors and authors with years of experience training adult learners have created IconLogic books. IconLogic books typically contain a minimal amount of text and are loaded with hands-on activities, screen captures, and challenge exercises to reinforce newly acquired skills. This book is divided into modules. Because each module builds on lessons learned in a previous module, it is recommended that you complete each module in succession.

Lesson Key

Step-by-step instructions in this book for you to follow look like this:

☐ choose **File > Open**

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

☐ type **9** into the text field

If you are expected to press a key on your keyboard, the instruction looks like this:

☐ press **[shift]**

Confidence Checks

As you work through this book, you will come across the image at the right. The image indicates a Confidence Check. Throughout each module, you are guided through several hands-on activities. To ensure that you understand the book's lessons, Confidence Checks encourage you to complete a process or steps on your own. Because some of the activities build on completed Confidence Checks, you should complete each of the Confidence Checks in order.



Software & Asset Requirements

To complete the lessons presented in this book, you will need Adobe Captivate **2019 (specifically version 11.8.1 or newer)** for the Mac or PC installed on your computer. Captivate does not come with this book, but a free trial version can be downloaded from <https://www.adobe.com/products/captivate/download-trial/try.html>.

In addition to needing the Captivate software, download this book's project assets (also known as data files) that have been created specifically to support this book and this version of Captivate (See the "Data Files" activity that begins on page x).

There is audio in several of the Captivate projects so you'll either need a headset or speakers. You'll be recording your own voiceover audio so you'll need a microphone (your computer's built-in microphone will work fine).

You will learn how to export Captivate project captions and closed captions to Microsoft Word (page 107) and how to import Microsoft PowerPoint presentations into Captivate (page 152). To complete those activities, you need Microsoft PowerPoint and Microsoft Word installed on your computer.





Data Files

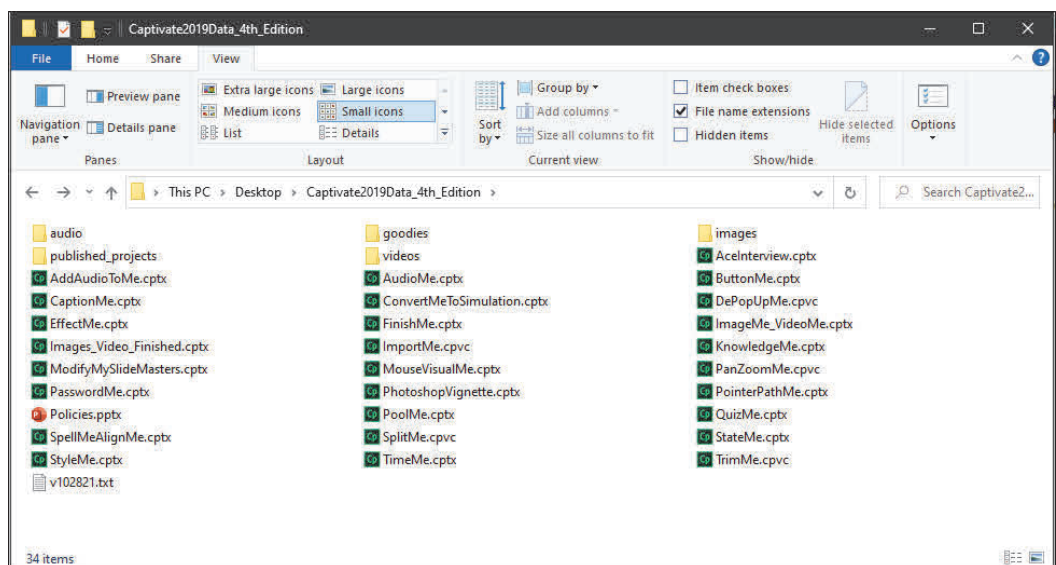
You're probably chomping at the bit, ready to dive into Captivate and begin creating eLearning lessons. Not so fast! Do you have some Captivate projects to work with? What about images? What about videos? Do you have some sound effects to play with? No? No worries. I've got everything you need—I call them data files—and they can be downloaded from the IconLogic website for free.

Download the Free Book Assets

1. Download the student data files necessary to use this book.
 - ☐ use a web browser and go to <https://www.iconlogic.com/data.html>
 - ☐ select your platform (PC or Mac)
 - ☐ click **Captivate 2019: The Essentials (Fourth Edition, Captivate version 11.8.1)**

A dialog box may open, asking if you want to Save or Open (or Run) the file. On some computers and some browsers, the file simply downloads to your Downloads folder without question.

2. If necessary, download/save the file to your computer. After the file downloads, close the web browser.
3. Locate the **Captivate2019Data_4th_Edition.zip** file you just downloaded and unzip it. Note that downloaded files *typically* go to your Downloads folder. On the Mac, zipped files tend to extract automatically.
4. Move the unzipped Captivate2019Data_4th_Edition folder to your **desktop** and you're done.



Before starting the lessons in this book, it's a good idea to review "How Software Updates Affect This Book" on page xi.

How Software Updates Affect This Book

This book was written to teach you how to use Adobe Captivate 2019, specifically update version **11.8.1 or newer**. The version of the software differs slightly between PCs and Macs. In the image below, the PC version used for this book is **11.8.1.219**.



With each major release of Captivate, my intention is to write a companion book to support that version and make it available within 30-60 days of the software being released by Adobe. From time to time, Adobe makes service releases/patches of Captivate available for customers that fix bugs or add functionality. Usually these updates are minor (bug fixes) and have little or no impact on the lessons presented in this book. However, Adobe sometimes makes significant changes to the way Captivate looks or behaves, even with patches. (Such was the case when Adobe updated Captivate from version **5** to **5.5**—about a dozen features were added, and a few panels were actually renamed, throwing readers of my books into a tizzy.)

Because it is not possible for me to recall or update printed books, some instructions you are asked to follow in this book may not match your patched/updated version. If something on your screen does not match what I am showing in the book, feel free to email me at the address below for clarification.

Contacting IconLogic

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



ICONLOGIC

“Skills and Drills” Learning

Rank Your Skills

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

Skills Assessment

How This Assessment Works

Below you will find 10 course objectives for *Adobe Captivate 2019: The Essentials (Fourth Edition)*. **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 Software Simulation with Captivate.	①	②	③	④	⑤
2. I can create an Object Style.	①	②	③	④	⑤
3. I can insert a Text Caption.	①	②	③	④	⑤
4. I know how to use a Smart Shape as a button.	①	②	③	④	⑤
5. I can insert Click Boxes.	①	②	③	④	⑤
6. I can create a random quiz in Captivate.	①	②	③	④	⑤
7. I can add Text Entry Boxes.	①	②	③	④	⑤
8. I can use the Timeline to control object timing.	①	②	③	④	⑤
9. I can perform a "Round-trip" to Word.	①	②	③	④	⑤
10. I can publish as HTML5.	①	②	③	④	⑤

After-Class Skills Assessment

1. I can record a Software Simulation with Captivate.	①	②	③	④	⑤
2. I can create an Object Style.	①	②	③	④	⑤
3. I can insert a Text Caption.	①	②	③	④	⑤
4. I know how to use a Smart Shape as a button.	①	②	③	④	⑤
5. I can insert Click Boxes.	①	②	③	④	⑤
6. I can create a random quiz in Captivate.	①	②	③	④	⑤
7. I can add Text Entry Boxes.	①	②	③	④	⑤
8. I can use the Timeline to control object timing.	①	②	③	④	⑤
9. I can perform a "Round-trip" to Word.	①	②	③	④	⑤
10. I can publish as HTML5.	①	②	③	④	⑤



ICONLOGIC

"Skills and Drills" Learning

Preface

In This Module You Will Learn About:

- Education Through Pictures, page 2
- RoboDemo to Captivate, page 3
- Planning eLearning Projects, page 4
- eLearning Development Phases, page 5
- eLearning Level of Effort, page 6
- Project Size and Display Resolution, page 7
- Designing Slides in Captivate, page 8
- Fonts and eLearning, page 9



Education Through Pictures

In a previous life, I was a professional photographer. When I wasn't snapping photos during a five-year tour with the U.S. Coast Guard, I covered media events in New York City as a freelance photographer.

Just about any photographer will tell you that the goal when taking pictures is to capture a story with one great photograph. I'm betting that you have heard the saying "a picture is worth a thousand words" more than once. When I was working as a professional photographer, I lived those words.

As a technical communicator and trainer, I often teach complex concepts to busy, distracted adult learners. My documentation and training books use as few words as possible and teach as efficiently as possible.

If you are a trainer, you understand how difficult the job of writing relevant lesson plans with fewer and fewer words can be. My step-by-step workbooks have long been known for their "skills-and-drills learning" approach. The term "skills-and-drills" 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" means learning something by doing, whatever that something is. Skills-and-drills also means learning with a heavy dose of visuals instead of a heavy dose of text.

I learned long ago that people tend to think not with words but with pictures. Here's an example of what I mean:

☐ Close your eyes for a second or two and picture three in your mind's eye.

I wasn't very specific when I asked you to picture **three**, was I? Because I didn't tell you how to picture *three*, it's a good bet that things such as *three cupcakes*, *three bowls of ice cream*, or *three big boxes of Cap'n Crunch* flashed into your mind's eye (for the record, everyone knows that the Cap'n is the best breakfast cereal ever). Instead of three things, perhaps a large numeral 3 appeared in your mind's eye.

Regardless of images or numbers, I doubt that you visualized the word *three*. Why? As I've mentioned, humans tend to think in terms of images, not words. That's why most IconLogic books rely on hundreds of images that visually explain a difficult concept. If I must explain the complex concept, I make every effort to keep my instructions as short as possible.

RoboDemo to Captivate

A picture can be nice, but it's static. No matter how good a picture is, it is limited in its ability to convey detailed information or concepts. Knowing this limitation, I searched for a program I could use to augment the activities presented in my books. I was specifically looking for a program that would make the lessons in my books come to life and allow me to create software simulations.

Over the years, I have used several programs that captured videos of my computer screen and mouse actions well enough, but a five-minute published video was easily 100 megabytes. Streaming a file that large takes time, even with a decent Internet connection.

Large file sizes were just one part of the problem. The published output created by the early eLearning tools wasn't cross-platform—the output would not always work on both Macs and PCs running Windows. And the first eLearning lessons were just videos devoid of interactivity.

Early eLearning technology was bad that I gave up on the idea and decided to wait until someone came up with the killer application that allowed even a novice to create and publish interactive content. That killer application began life simply enough as a utility named **Flashcam** (by Nexus Concepts, 2002). Flashcam was a simple screen capture application that made quick work of capturing just about anything you could do on your computer. Flashcam soon became the property of **eHelp Software** and was re-branded as **RoboDemo**. RoboDemo allowed you to create sophisticated software demonstrations and surprisingly interactive software simulations and soft skills eLearning.

eHelp Software was responsible for RoboDemo versions 3 through 5. After that, **Macromedia**—of Dreamweaver and Flash fame—acquired eHelp Software. Macromedia revamped RoboDemo, added even more awesome features, and changed the name of the program from RoboDemo to **Captivate**. In 2005, **Adobe Systems** acquired Macromedia. Since then, the program has been known as *Adobe Captivate*. Adobe's first version of Captivate was Adobe Captivate 2.

If you're new to Adobe Captivate, the first thing you should consider is what the program allows you to create. Prepare yourself... using Captivate, you can create eLearning content about *anything!*

Need to a soft skills course about onboarding? No problem!

Need a course on conflict resolution? Captivate can do it.

Need to create a software simulation. Yup!

How about a video demo of a computer process? That's easy stuff for Captivate.

Need to create training that utilizes virtual reality? Captivate can do that too.

How about quizzes? Absolutely! You can create knowledge checks, pretests, and standard quiz questions. You can import quiz questions, randomize quizzes, even set quizzes up to report results to a Learning Management System (LMS).

The eLearning content you create with Captivate can be interactive—you can include clickable hotspots, buttons, drag and drop interactions, typing areas, and more.

And Adobe Captivate projects can be published as HTML5, Word documents, and MP4 videos. Learners can view your published content using a free web browser via a corporate web server, LMS, or media server such as YouTube or Vimeo. And learners can use just about any kind of device to access your published Captivate content including desktop computers, laptops, tablets, and smart phones.





Planning eLearning Projects

By the time you finish the last lesson in this book, you will be able to use Captivate to create some compelling, technically sound eLearning. However, creating technically sound content does not necessarily mean you're creating *good* eLearning. If you want to create good, useful eLearning, plan ahead. Before creating a Captivate project, clarify the following:

- ☐ Why are you creating an eLearning course in the first place? You'd be surprised by how many people start Captivate and just start creating content. This kind of development process might be well-intentioned, but you really need to map out the entire course, including how you are going to track learner comprehension (if that's important to you). During the mapping process, you might come to the conclusion that your course simply isn't appropriate for eLearning and move on to another course.
- ☐ Who is your audience? The way you teach children is different from the way you teach adults. For instance, children need praise and encouragement during the learning process that an adult learner might find annoying, if not downright obnoxious.
- ☐ What exactly are you teaching, and is it appropriate for eLearning? Not every lesson in an instructor-led lesson can be effectively re-tooled as an eLearning lesson. For instance, if a course relies on breakout groups, group discussion, or collaborative work, those aspects of the course cannot be included in eLearning. Keep in mind that learners almost always work on their own with little or no interaction with a colleague.
- ☐ Does your project need to accommodate learners with disabilities? If the answer is yes, you should budget approximately 30 percent more time to produce your eLearning. Although it's not difficult to create accessible eLearning, it takes time.
- ☐ Do you want your projects to contain images and background music? If so, where will you get those assets? Most assets you'll find via a Google search are copyright protected and use without permission can lead to hefty fines. Also, are you going to use a template? If so, who is going to design/create it?
- ☐ Will there be captions (written instructions and descriptions)? If so, who will write the content for these captions?
- ☐ Do you need an eLearning script?
- ☐ Do you need a voiceover script?
- ☐ Do you need a storyboard?
- ☐ Is your course soft-skills, or is it a software simulation? If it is soft-skills, does it make sense to create most of the content in Microsoft PowerPoint and then import the presentation into Captivate?

eLearning Development Phases

The infographic below offers a visual way to think about the eLearning development process and phases. A larger version of the graphic can be downloaded from www.iconlogic.com/skills-drills-workbooks/elearning-resources.html.





Note: According to **Dr. Gloria Mark**, a professor of informatics at the University of California, Irvine, “In 2004, we measured the average attention on a screen to be 2½ minutes. Some years later, we found attention spans to be about 75 seconds. Now we find people can only pay attention to one screen for an average of 47 seconds.”

eLearning Level of Effort

Many new eLearning developers underestimate the effort needed to create effective eLearning. Although it is certainly easier and faster to create eLearning content than ever before, it still takes time.

To determine your eLearning development level of effort, the first thing you need to know is how long you want your eLearning course to play—in minutes. Once you have that number, you can calculate your level of effort.

Let’s estimate how long it could take to create a **60-minute eLearning course**. Because the attention span of many learners is short (see the note in the page margin), it’s ideal to break the 60-minutes of content into several Captivate projects. I’d suggest that each chunk play for **no more than five minutes**. In that case, you will create **12 Captivate projects**, each with an approximate playtime of five-minutes.

Here are some of the tasks involved in the eLearning development process.

Instructional Design includes the process of creating the course objectives and learner needs, writing mission statements, developing course success goals, mapping out a strategy for tracking the success or failure of the course, determining total playtime, and more.

Storyboards are rough sketches that display the general content of your eLearning project, slide by slide. Storyboards also include information about slide navigation, visuals, desired learner interactivity, and a voiceover script.

Screen Recording Scripts are detailed step-by-step procedures. Scripts are ideal if you are creating software simulations. Scripts can also include notes to the developer and the voiceover script.

Voiceover scripts are important because you don’t want the narrator simply reading aloud the text displayed on the screen. Studies have shown that a narrator simply reading the text being displayed is a distraction to the learner.

It could easily take several hours to write a script to support a five-minute software simulation. It could take another batch of hours to write a voiceover script.

When creating eLearning in Captivate, you can and should begin with a project template. A template is essentially a completed shell project that you can use as the basis of your projects. It’s not difficult to create a template, but it takes time. You can also download templates from within Captivate (via the Assets tab). An ideal template contains placeholders, an introduction slide, transitional slides, a conclusion slide, a skin, and appropriate Start and End Properties. Although these terms are likely foreign to you now, you will learn about many of them as you move through the lessons presented in this book.

Once the voiceover script is done, you’ll also need to include time for recording the audio narration (voiceovers), and making corrections (page 163). Typical Captivate production tasks include, but are not limited to, adding or editing text captions (page 90), importing videos (page 137), importing audio (page 160), adding interactive objects such as click boxes (page 183), buttons (page 38), and text entry boxes (page 187), and adding quizzes (page 191).

Finally, you’ll publish the finished project (page 226), possibly upload the published project files to a web server or LMS and test for scoring or interactivity errors. After that, you’ll need to fix the problems found during quality testing (and there will likely be plenty of problems that need to be fixed). Then you’ll need to republish, repost, and retest.

As a guide, you should budget **four hours** to create **one** minute of finished eLearning (a 4:1 ratio). If you’d like to get a better idea as to the eLearning development level of effort, use my free **eLearning LOE calculator** at <https://www.iconlogic.com/elearning/calculator/index.html>.

Project Size and Display Resolution

When you create a blank Captivate project or record a software simulation, you'll need to set the project's width and height. Several years ago, monitors were small and display resolutions were low. In fact, a display resolution of 800 x 600 pixels was common. If you developed eLearning content for a display that small, a project size of 640 x 480 was ideal. A few years later, 1024 x 768 was the standard display resolution, resulting in typical eLearning lessons sized to 800 x 600.

According to **w3schools.com** (https://www.w3schools.com/browsers/browsers_display.asp), the standard desktop screen resolution today is **1366 x 768 or higher**. (You'll find that available resolutions vary from system to system. For instance, I use an HP 22-inch display that doesn't support 1366 x 768. Instead, my closest options are 1360 x 768 and 1376 x 812.)

Because screen resolutions are higher than ever, many eLearning developers are seeking an optimal viewing experience for learners. But what's the ideal size for an eLearning lesson? Unfortunately, there isn't a cookie-cutter answer. The size of the lesson you create depends on the size of your display and its resolution. If you are recording a software simulation, the size of your project might be dependent upon the size of the software you're recording (some software cannot be resized and may take up your whole display).

There's more to consider when it comes to project size. What kind of device are your learners using? How big is their display? Is their device typically used vertically (portrait) or horizontally (landscape)? What is the typical size of an iPad? How about a Surface Pro?

If you are creating content for learners using standard desktop computers (Windows or Mac), your 800 x 600 project might look fine. However, if you upload your content to YouTube, 800 x 600 won't look right (you will see black bars on one or both sides of the video, and the video might look distorted during playback).

Selecting an ideal project size is a delicate balancing act between the size of the capture area and an ideal screen resolution. When I create YouTube videos, I set Captivate's recording size to **1280 x 720** and my computer's screen resolution fairly high. Although I could go higher with my screen resolution and capture more of my screen, the captured screen text at a higher screen resolution tends to be small and difficult for most people to read.

When the time comes to publish your Captivate project, there is a feature called **Scalable HTML content**.



When you publish your project with Scalable HTML content enabled, learners with large screens similar to yours will see your lesson pretty much at full size. For other learners, the lesson will automatically scale up or down to fit their screen. In short, Scalable HTML content takes away much of the anxiety you'll have to contend with when it comes to project size. For that reason, I encourage you to consider using Scalable HTML Content when publishing.

Also, when developing your eLearning courses, consider using a font and font size that remains readable when resized for a small screen. Imagine how tiny the text could become if a learner uses a device with a small screen such as a smart phone.





Designing Slides in Captivate

As you begin to work in Captivate to develop standard (not video) projects, the program will likely seem very familiar to you, sort of like Microsoft PowerPoint. If you've used PowerPoint, you are familiar with the Filmstrip showing miniatures of the slides along the left side of the PowerPoint interface. Captivate is similar. In fact, like PowerPoint, you create individual slides in Captivate and populate those slides with text, images, animation... just about anything.

You don't have to be a seasoned designer to produce beautiful and effective Captivate slides. Here are a few tips to get you started:

- ☐ There are occasions when a bulleted list is the best way to convey an idea. Although PowerPoint uses a bulleted approach to highlight information by default, you do not have to use that format in eLearning.
- ☐ Try splitting the bullets into separate slides with a single image to illustrate each point, or forgo the text altogether and replace it with a chart, diagram, or other informative image.
- ☐ It is not necessary to have every bit of information you cover on one slide. Encourage your audience to listen and, if necessary, take notes based on what you say, not what is shown on the slide.
- ☐ Nothing says "High School Presentation Circa 1997" quite like a dancing animated image clumsily plopped on a rainbow gradient background with a big, garish image.
- ☐ Few learners are impressed with how many moving, colorful objects each slide contains. When it comes to eLearning, the old saying, "content is King," has never been more appropriate. Ensure each of your slides contains relevant, need-to-know information and that the information is presented as clutter-free as possible.
- ☐ Consider taking more of a photographic approach to the images you use. You can easily find stock photographs on the web using any one of a number of pay-for-use websites. There are many free sites, but keep in mind that to save time and frustration (and improve on the selection and quality), you might want to set aside a budget to pay for images.

Fonts and eLearning

There is no denying that the most important thing about eLearning is solid content. But could you be inadvertently making your content harder to read and understand by using the wrong fonts? Is good font selection really important? Read on to discover the many surprising ways fonts can affect your content.

Some Fonts Read Better On-Screen

eCommerce Consultant Dr. Ralph F. Wilson did a study in 2001 to determine if serif fonts (fonts with little lines on the tops and bottoms of characters, such as Times New Roman) or sans serif fonts (those without lines, such as Arial) were more suited to being read on computer monitors. His study concluded that, although Times New Roman is easily read in printed materials, the lower resolution of monitors (72 dots per inch (dpi) versus 180 dpi or higher) makes it much more difficult to read in digital format. Arial 12 pt was pitted against Times New Roman 12 pt with respondents finding the sans serif Arial font more readable at a rate of two to one.

<p>Lorem ipsum frangali puttuto rigali fortuitous confulence magficati aloreem. Lorem ipsum frangali puttuto rigali fortuitous confulence magficati aloreem.</p> <p>Times New Roman 12 pt</p> <p>520</p> <p>32%</p>	<p>Lorem ipsum frangali puttuto rigali fortuitous confulence magficati aloreem. Lorem ipsum frangali puttuto rigali fortuitous confulence magficati aloreem.</p> <p>Arial 12 pt</p> <p>1123</p> <p>68%</p>
---	---

Source: <http://www.practicalecommerce.com/html-email-fonts>

Wilson also tested the readability of Arial versus Verdana on computer screens and found that in font sizes greater than 10 pt, Arial was more readable, whereas Verdana was more readable in font sizes 10 pt and smaller.

So should you stop using Times New Roman in your eLearning lessons? Not completely. For instance, you can still use Times New Roman for text content that is not expected to be skimmed over quickly or read in a hurry.

Some Fonts Increase Trust

A 2008 study by Sharath Sasidharan and Ganga Dhanesh for the Association of Information Systems found that typography can affect trust in eCommerce. The study found that to instill trust in online consumers, you should keep it simple: “To the extent possible, particularly for websites that need to engage in financial transactions or collect personal information from their users, the dominant typeface used to present text material should be a serif or sans serif font such as Times New Roman or Arial.”

If you feel your eLearning content will be presented to a skeptical audience (or one you've never worked with before), dazzling them with fancy fonts may not be the way to go. You can use fancy fonts from time to time to break up the monotony of a dry lesson, but consider using such non-standard fonts sparingly. Use the fancy fonts for headings or as accents but not for the bulk of your text.





The Readability of Fonts Affects Participation

A study done at the University of Michigan in 2008 on typecase in instructions found that the ease with which a font in instructional material is read can have an impact on the perceived skill level needed to complete a task.

The study found that if directions are presented in a font that is deemed more difficult to read, “the task will be viewed as being difficult, taking a long time to complete and perhaps, not even worth trying.”

The results of the study by Wilson indicate that it is probably not a good idea to present eLearning material, especially to beginners, in a Times New Roman font, as it may make the information seem too difficult to process or overwhelming.

Popular eLearning Fonts

I polled my “Skills & Drills” newsletter readers and asked which fonts they tended to use in eLearning. Here is a list of the most popular fonts:

- ☐ Verdana
- ☐ Helvetica
- ☐ Arial
- ☐ Calibri
- ☐ Times
- ☐ Palatino
- ☐ Times New Roman
- ☐ Century Schoolbook (for print)

Fonts and Personas

If you are creating eLearning for business professionals, you might want to use a different font in your design than you would if you were creating eLearning for high school students. But what font would you use if you want to convey a feeling of happiness? Formality? Cuddliness?

In a study (funded by Microsoft) by A. Dawn Shaikh, Barbara S. Chaparro, and Doug Fox, the perceived personality traits of fonts were categorized. The table below shows the top three fonts for each personality objective.

	Top Three		
Stable	TNR	Arial	Cambria
Flexible	Kristen	Gigi	Rage Italic
Conformist	Courier New	TNR	Arial
Polite	Monotype Corsiva	TNR	Cambria
Mature	TNR	Courier New	Cambria
Formal	TNR	Monotype Corsiva	Georgia
Assertive	Impact	Rockwell Xbold	Georgia
Practical	Georgia	TNR	Cambria
Creative	Gigi	Kristen	Rage Italic
Happy	Kristen	Gigi	Comic Sans
Exciting	Gigi	Kristen	Rage Italic
Attractive	Monotype Corsiva	Rage Italic	Gigi
Elegant	Monotype Corsiva	Rage Italic	Gigi
Cuddly	Kristen	Gigi	Comic Sans
Feminine	Gigi	Monotype Corsiva	Kristen
Unstable	Gigi	Kristen	Rage Italic
Rigid	Impact	Courier New	Agency FB
Rebel	Gigi	Kristen	Rage Italic
Rude	Impact	Rockwell Xbold	Agency FB
Youthful	Kristen	Gigi	Comic Sans
Casual	Kristen	Comic Sans	Gigi
Passive	Kristen	Gigi	Comic Sans
Impractical	Gigi	Rage Italic	Kristen
Unimaginative	Courier New	Arial	Consolas
Sad	Impact	Courier New	Agency FB
Dull	Courier New	Consolas	Verdana
Unattractive	Impact	Courier New	Rockwell Xbold
Plain	Courier New	Impact	Rockwell Xbold
Coarse	Impact	Rockwell Xbold	Courier New
Masculine	Impact	Rockwell Xbold	Courier New

Source: <http://apo.org.au/system/files/17225/apo-nid17225-100061.pdf>



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



ICONLOGIC

"Skills and Drills" Learning

Module 1: Exploring Captivate

In This Module You Will Learn About:

- The Captivate Interface, page 14
- Previewing, page 20

And You Will Learn To:

- Explore a Finished Captivate Project, page 14
- Navigate a Project, page 17
- Explore and Reset a Workspace, page 18
- Preview a Project, page 20



The Captivate Interface

As you work through the lessons in this book, my goal is to get you comfortable with specific Captivate features before proceeding. Like any feature-rich program, mastering Captivate is going to be a marathon, not a sprint. Soon enough, you'll be in full stride, creating awesome eLearning content using Captivate. But before the sprint comes the crawl.

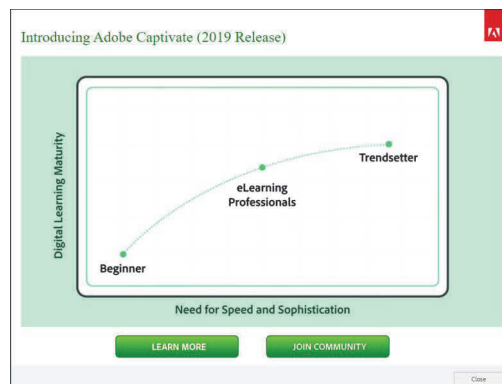
During these first few activities, I plan to familiarize you with Captivate's interface. Specifically, you'll start Captivate, open an existing project, and learn your way around.

Guided Activity 1: Explore a Finished Captivate Project

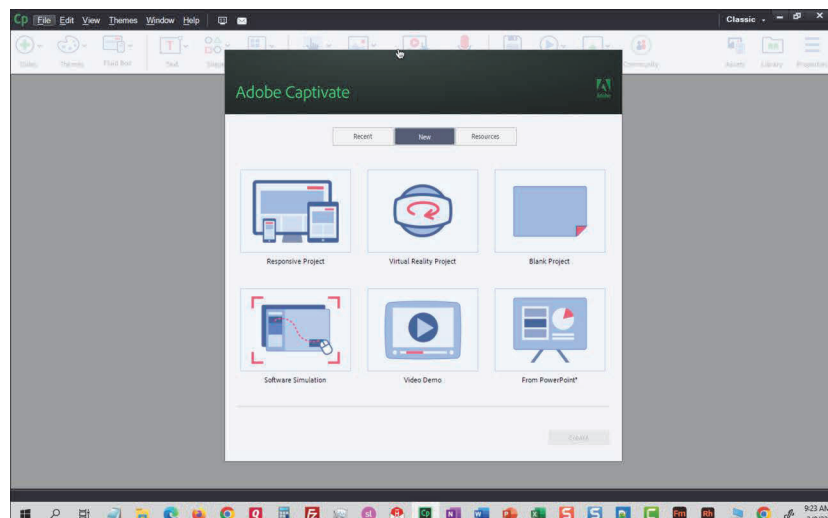
1. Start Adobe Captivate.

The process of starting Captivate can vary slightly from operating system to operating system. Because Captivate is available for both the Macintosh and Windows, I'll leave it to you to start the program using any technique you're comfortable with.

If this is your first time starting Captivate, the first thing you'll likely see is a video highlighting some of Captivate's top features. You can either watch the video in its entirety or dismiss the video by clicking the **Close** button.



Next, you'll see Captivate's **Home** screen consisting of three tabs: **Recent**, **New**, and **Resources**. The Recent tab will be blank until after you have opened or created a project. Shown below is the Home screen for the Windows version of Adobe Captivate.

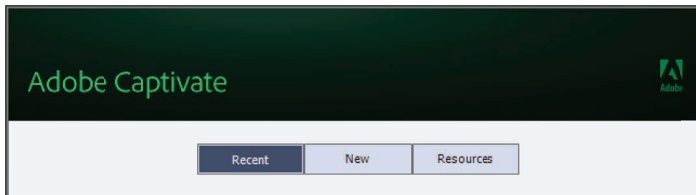


Captivate 2019 is nearly identical on the Windows and Macintosh operating systems. When there are differences between the two versions, I'll point them out as appropriate.

Note: You are about to open an existing Captivate project from a folder called **Captivate2019Data_4th_Edition**. The folder contains assets that support the lessons in this book. If you have not yet downloaded and installed the Captivate2019Data_4th_Edition folder, turn to the **About This Book Section** at the beginning of this book and complete the **“Data Files”** activity that begins on **page x** before moving on to the next step.

2. Open a Captivate project from the Captivate2019Data_4th_Edition folder.

☐ on the **Home** screen, click the **Recent** tab



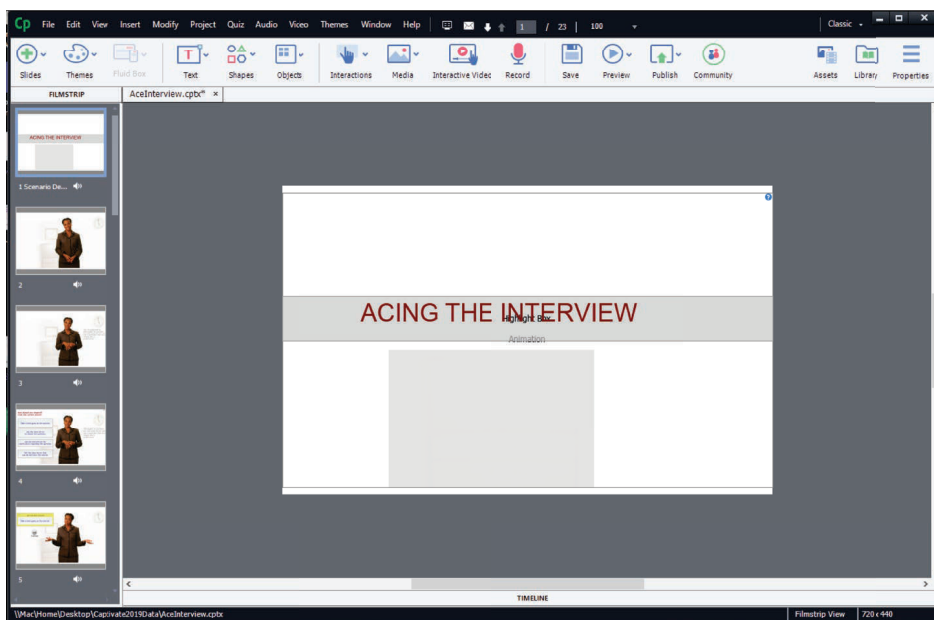
☐ from the bottom left of the **Recent** tab, click **Browse**

The **Open** dialog box appears.

☐ navigate to the **Captivate2019Data_4th_Edition** folder

☐ open **AceInterview.cptx**

Did you get a message about missing fonts? Most of the projects used in this book were created with older versions of Captivate and upgraded to the current version. All of the projects were developed with standard web safe fonts. *If you see a message about missing fonts when opening the project files, click the **Replace Fonts** button and move on. (I say “If you see a message about missing fonts” because it’s quite possible that you won’t see the missing fonts message at all.)*



NOTES

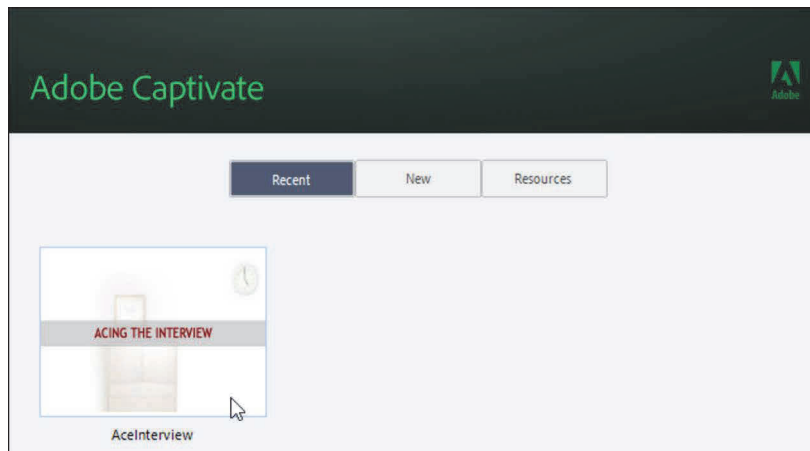
3. Close the project and reopen it using the **Recent** tab.

- ☐ choose **File > Close**

If prompted, do not save the project.

- ☐ on the Captivate **Home** screen, click the **Recent** tab

Once you've opened and then closed a Captivate project, the **Recent** tab gives you quick access to those recently used projects.



- ☐ double-click **AceInterview** to reopen the project

4. Change the view magnification.

- ☐ choose **View > Magnification > 50%**

You can zoom as far away as 25 percent and as up close and personal as 600 percent. At a 50 percent view, it's a good bet you can see the **Filmstrip** at the left, the slide canvas in the middle of the Captivate window, and a gray area surrounding the slide. The gray area is known as the **Scrap Area**. You can drop any slide object on the Scrap Area and leave it there indefinitely. When an object is added to the Scrap Area, it will not appear in the published version of your project, nor will it preview (you'll learn to both publish and preview later).

5. Zoom closer to a slide.

- ☐ choose **View > Zoom in** a few times

As you select the Zoom in command, you get closer to the slide.

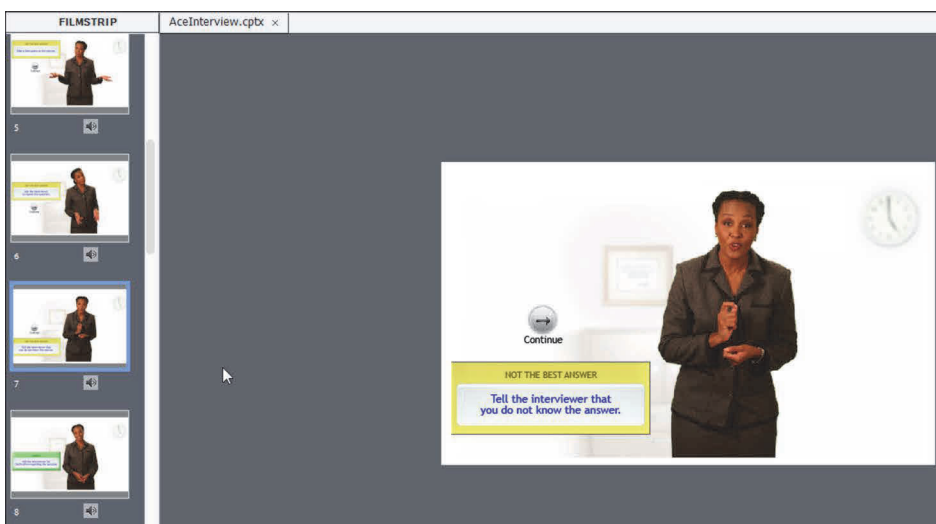
- ☐ choose **View > Zoom in** two or three more times to get a little closer to the slide

6. Change the slide zoom to Best Fit.

- ☐ choose **View > Magnification > Best Fit**

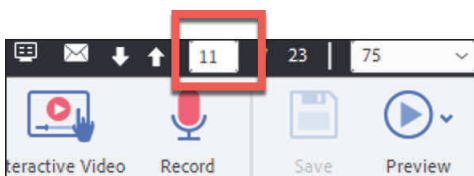
Guided Activity 2: Navigate a Project

1. Ensure that the **AceInterview** project is still open.
2. Set your **View** magnification to a view that works best for you and your display.
3. Switch slides using the Filmstrip.
 - ☐ at the left of the Captivate window, scroll through the **Filmstrip** as necessary until you see the thumbnail view of slide **7**
 - ☐ on the **Filmstrip**, click one time on slide **7** to view the slide in the Canvas area



Once a slide is open in the Canvas, you can select any of the slide's objects and manipulate them. For instance, you can edit slide text, add images, delete images, add a button, change an object's timing, etc. If you need to change the attributes of one or more slides, you can select them on the Filmstrip and change their Properties at one time.

4. Jump to a slide using the Go to slide field.
 - ☐ from the menu at the top of the window, highlight the number you see in the current slide number field and replace it with a number between **1** and **23**



5. Jump between slides using the keyboard.
 - ☐ with any slide on the **Filmstrip** selected, press either **[page up]** or **[page down]** on your keyboard

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

Note: If you are using a MacBook Pro without **[page up]** or **[page down]** keys, try pressing the **up** and **down** arrows on the lower right of your keyboard to move from slide to slide.

Note: If you don't see the Page Number area as shown in the image at the left, try enlarging (maximizing) the Captivate window. When the Captivate window is small, some tools are cropped from view.





Guided Activity 3: Explore and Reset a Workspace

1. Ensure that the AceInterview project is still open.

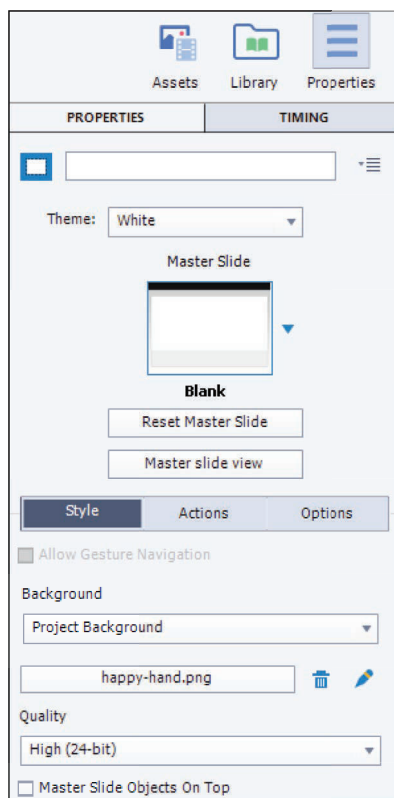
2. Explore the **Properties** inspector and the Library.

☐ from the top right of the Captivate window, click **Properties**

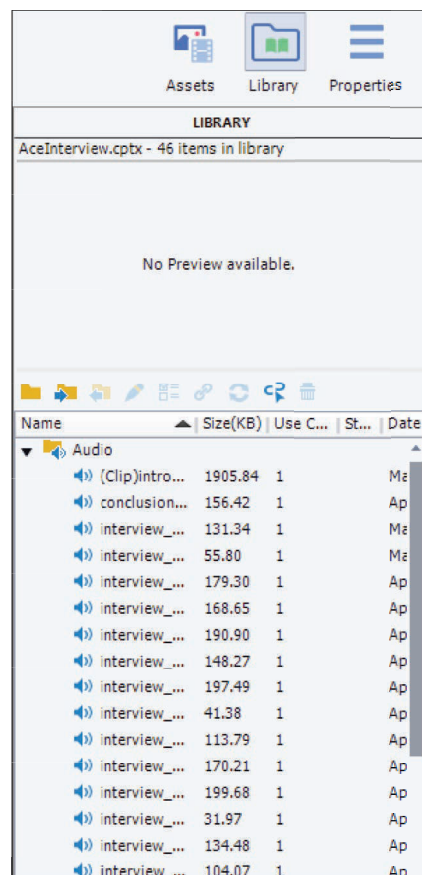
The Properties panel opens at the right of the Captivate window. As you move through the lessons in this book, you'll be using this area frequently. I've heard people refer to the panels in Captivate by all kinds of names. Is it a pod? Is it a panel? Is it Superman? (I just dated myself with that one.) I promise that there won't be a test about this stuff later, so pick your pet name for the Captivate areas that works for you. According to Adobe, those panels at the right are commonly referred to as windows. The Properties window is also known as an **inspector**. Clicking **Properties** actually displays two windows/inspectors: **Properties** and **Timing**.

☐ from the top right of the Captivate window, click **Library**

The Library keeps track of the project's images, imported audio, presentations, and more. You'll learn to use the Library beginning on page 128.



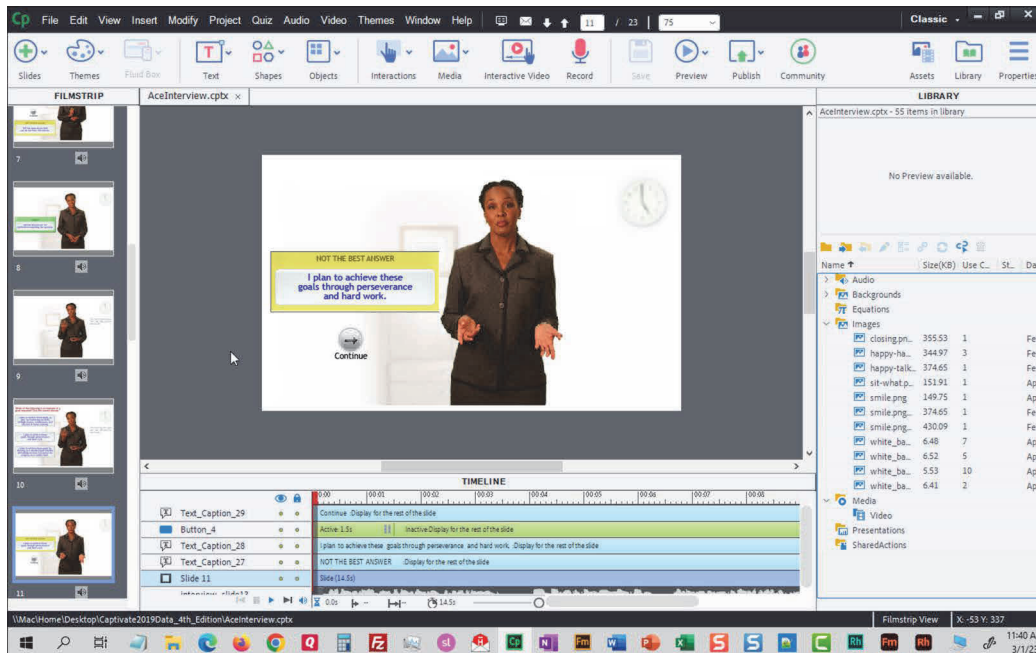
Above, the **Properties** inspector. At the right, the **Library** window.



3. Explore the Timeline.

- ☐ from the bottom center of the Captivate window, click **Timeline**

The Timeline appears at the bottom of the Captivate window. You'll learn how to work with the Timeline beginning on page 100.



With the Filmstrip, Timeline and Library open, your screen is a bit more... complicated. Although all of these windows are useful, it's a good idea to learn how to get yourself back to the nice, clean interface you saw a few moments ago. Let's reset the workspace.

4. Reset a default workspace.

- ☐ choose **Window > Workspace > Reset 'Classic'**

If you ever feel like the Captivate interface is getting a bit cluttered, or you cannot find standard pods/panels, you can reset the workspace at any time and as often as you like.





Previewing

You will learn how to create and edit eLearning projects using Captivate. You will finish the creation process by publishing the project (you will learn how to Publish beginning on page 226). Once published, the output can be opened by learners using all kinds of devices including desktop computers, laptops, and mobile devices such as tablets and smart phones.

Prior to publishing, it's a good idea to preview the project so you can see how the lesson looks once published. There are multiple preview options: HTML5 in Browser, Play Slide, Project, and Preview in SCORM Cloud.

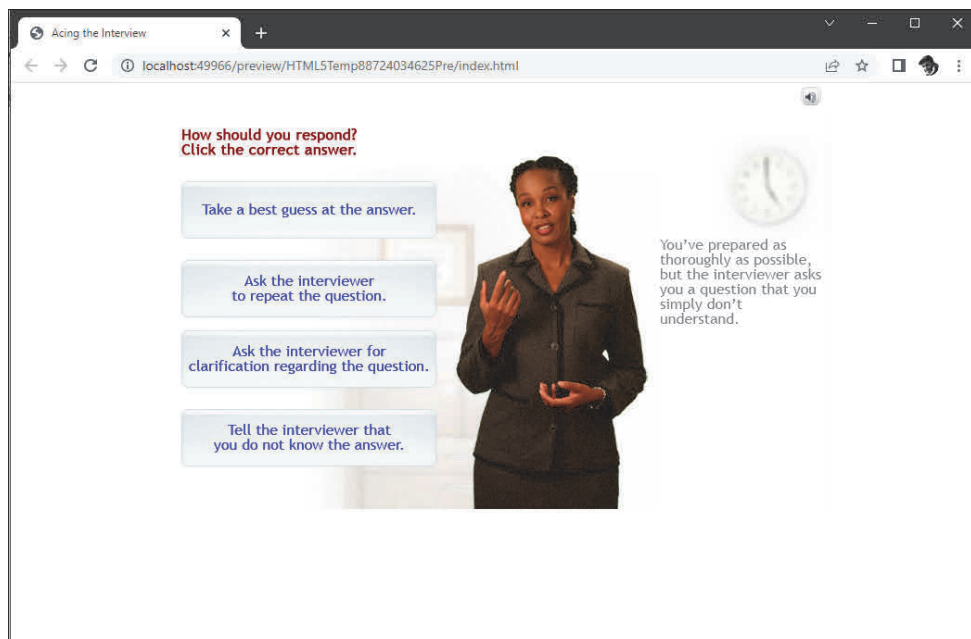
Guided Activity 4: Preview a Project

1. Ensure that the **AceInterview** project is still open.
2. Preview the project.
 - ☐ from the **Toolbar** at the top of the Captivate window, click **Preview**
 - ☐ choose **HTML5 in Browser** from the menu

The Preview opens in your default web browser, and you'll see the Auto Play screen. Learners must acknowledge that they want to see the eLearning content by clicking the arrow in the middle of the screen. While you can customize the Auto Play screen, you cannot stop it from appearing.



After several seconds, the fourth slide stops and waits for you to interact with it.



Previewing Confidence Check

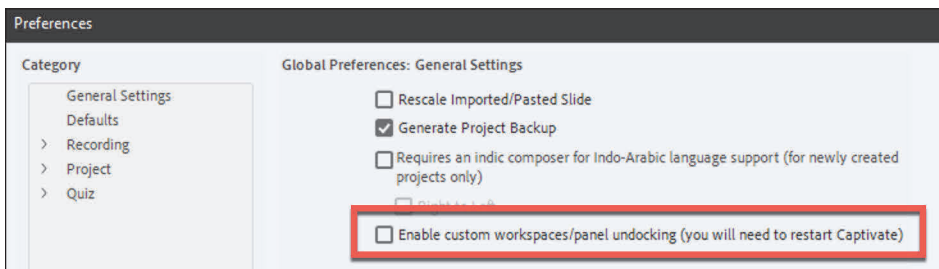
1. Continue working through the preview by clicking on the interview answers as appropriate.
2. When you are finished interacting with the lesson (you do not need to watch it in its entirety), close the browser window.
3. Close the Captivate project (there is no need to save if prompted).



You might have noticed that you cannot move the inspectors/panels around your screen like you can in other programs. Because there are several inspectors in Captivate, it's generally a good idea to leave the interface alone. However, if you have multiple monitors, you might want to put a few panels on one monitor and your main Captivate window on another monitor.

If you'd like to move your Inspectors around the screen, you can create custom workspaces. Here's how:

4. Open Captivate's Preferences dialog box by choosing **Edit > Preferences** (if you're a Windows user) or **Adobe Captivate > Preferences** (if you're a Mac user).
5. Select **Enable custom workspaces/panel undocking**.



6. Click the **OK** button to close the Preferences dialog box.
7. Restart Captivate.
8. If you like your new workspace, you can keep it by choosing **Window > Workspace > Save Workspace**.

Once saved, your new workspace is available in the Workspace sub-menu.

While custom workspaces are great, they can lead to a cluttered Captivate environment and confusion when what you see in Captivate does not match what is shown in this book. I encourage you to reset and stick with the **Classic** workspace. Once you feel more comfortable with Captivate, create custom workspaces as you see fit.



Notes

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.