Writing Tab Manual

Course Components Guidelines

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Date	Version number	Description of change
25 August 2010	1.0	New guideline
20 September 2010	1.1	Updated to remove references to the Graphic Text button on standard presentation templates except the Explore Graphic and the Drilldown pages. Updated the screengrab for the List template.
21 September 2010	1.2	Updated the section on the Matching templates to include information about using the Suppress Shuffle checkboxes. Added information on the Starting Number spin box to the Rank/Sequence template section.
28 September 2010	1.3	Updated the section on SkillChecks to include information on incorrect drag and drop actions and incorrect action (inputs).
17 February 2011	1.4	Updated drilldown checklist to clarify minimum number of anchor pages required.
7 April 2011	1.5	Expanded the information on using the Character tab in the Course Information section
28 July 2011	1.6	Added new Video functionality information. Updated Sim Dialog, Sim Dialog Video Caption, Case Study Sim Dialog Video Caption, and MPRP and SPRP template information to indicate new Video functionality. Added a note to the references section, clarifying that book references must be from Books 24x7
26 August 2011	1.7	Updated as follows: • Indicated that information on whether a course is premium or regular and which topics should contain video-enabled pages (Sim Dialogs and RolePlays) should be placed in the Source Material field in the Course Properties

		• Indicated that audio production notes can be placed in the video and graphic direction field for video-enabled pages • Updated section on book references to clarify the position on IT book references
25 Nov 2011	1.8	Updated to include information on the Audio Pick-up list.
1 Mar 2012	1.9	Updated to clarify that the Character tab should be used for characters with video or audio parts only.
6 June 2012	1.10	Updated to add a new Appendix listing Final Tasks in Synergy, i.e., the list of tasks that must be carried out to finalize a course.
10 June 2013	1.11	Added sections on enabling Tablet support, choosing the default video size, and creating Video Standard Caption pages, and updated section on selecting fonts
7 August 2014	1.12	Added Drag and Drop Activity
22 Oct 2014	1.13	Updated to clarify how tooltips are set up in a Drag and Drop Activity

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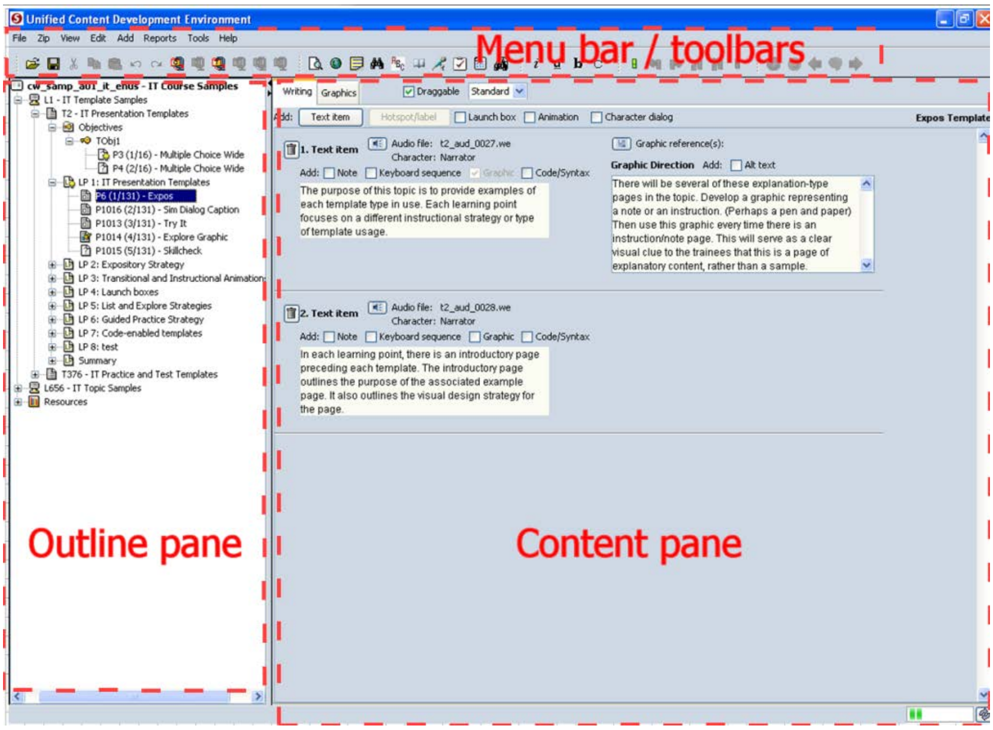
Section 1: Introduction to Synergy

This manual explains how to use the Synergy application to write and edit courses. It doesn't explain the learning design and style standards that courses must follow. To learn more about these standards you should refer to the House Style Guide, the treatments for different course types, and the style sheet for the curriculum (if one exists).

Overview of the Synergy Interface

The Synergy interface is divided into three areas: the menu bar/toolbars, the Outline pane, and the Content pane.



The Synergy interface

1. The menu bar and toolbars at the top of the interface contain controls for working with Synergy.

2. The Outline pane on the left displays the structure of the currently open course(s), allows you to edit that structure, and allows you to select a node within the course. Note the following:

    a. The course is presented in a tree structure, with the Course node at the top level.
    b. At the next level are Lessons (and the Course Overview, if present).
    c. Within each Lesson are Topics (and a Lesson Overview, if present).
    d. The topics contain Learning Points and Objectives.
    e. The content and question pages are the lowest level. This is the structure of a standard CCA course; Test Prep courses have a different structure.

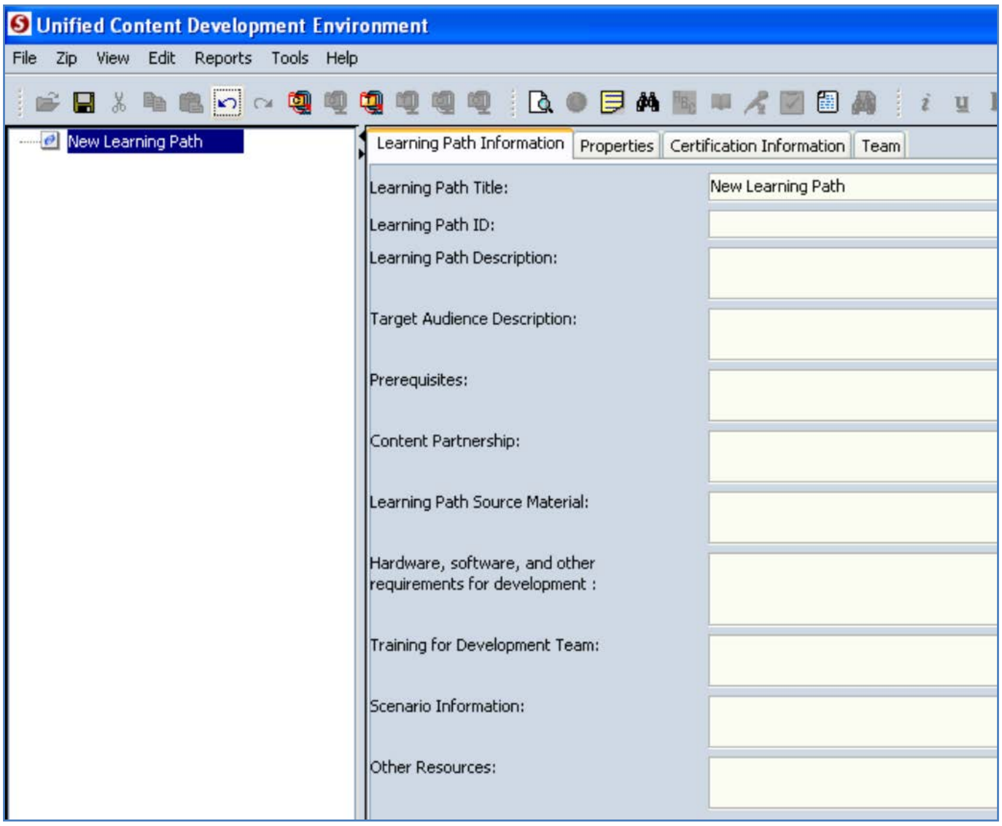
3. The **Content** pane on the right shows the contents of the selected node. The Content pane contains two tabs – the Writing tab allows you to edit the text that will appear on screen, and the Graphics tab controls the appearance of the page.

Creating a New Path

1. To create a new learning path in Synergy, select **File – New – Learning Path**.

2. Synergy prompts you to choose the location where the path will be created, and name the folder that will contain the path.

3. Synergy prompts you to confirm the creation of a new working directory. This folder is just a placeholder – it's empty when first created. The new learning path is opened in Synergy, ready for the path details to be entered.



The Learning Path Information tab

4. The only required field is the Learning Path ID. The new learning path can't be saved until a valid ID has been entered. The ID is made up of two elements:

    a. The curriculum identifier, which can be between two and six characters long (e.g. mo, mgmt, ws)

    b. The learning path identifier, which is also two to six characters long (e.g. 33, 01, bgac, iiuc)

    c. Together, these two elements must be no more than eight characters long. They are joined by an underscore (e.g. mgmt_08, ws_iiuc)

Review the *Notes on Planning Synergy IT Skills LPPs guideline* for details of the other fields.

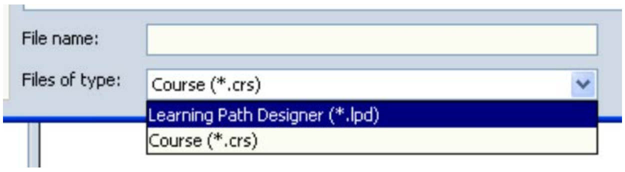
When the Learning Path ID has been entered, the path can be saved.

Synergy creates an LPD file and an XML file for the path and stores them in the working directory.

Opening a Learning Path

1. To open an existing learning path, select File – Open, or click the Open button on the toolbar.

2. In the Open dialog box, navigate to the folder that contains the learning path. By default, Synergy looks for a .crs file, to open a course. You must use the drop-down menu to tell Synergy to look for .lpd files.



The Open dialog box: File Types drop-down list

3. Then open the learning path.

Importing a Learning Path from Curriculum Builder

Learning Paths are often defined in the Curriculum Builder tool, before they are ever worked on in Synergy. Curriculum Builder creates an XML file to describe the learning path, and this file is imported into Synergy.

1. To import a Curriculum Builder XML file, select **File – Import – Import Learning Path**.

2. Then browse to the location of the XML file and open it.

3. Finally, select the location where you want to create the learning path.

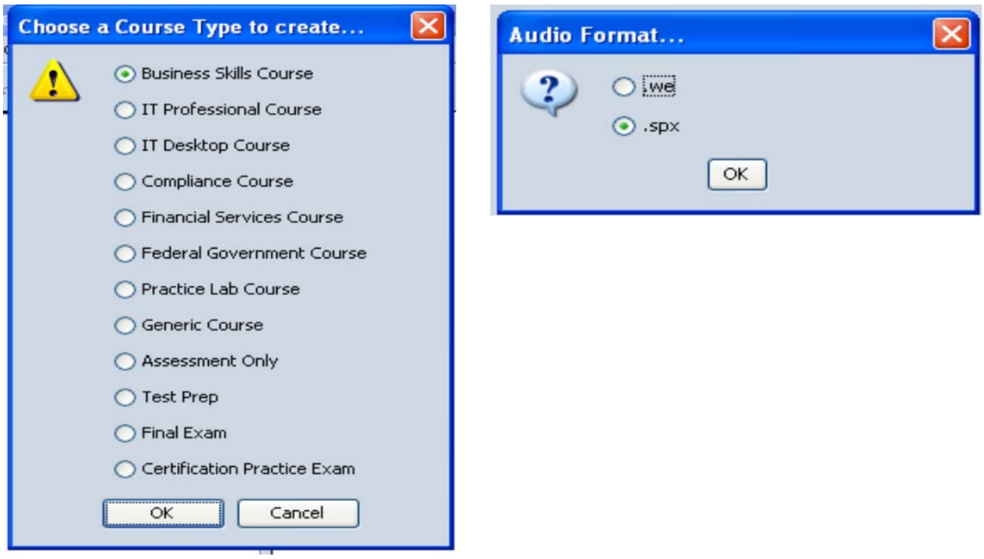
4. The learning path opens in Synergy.

Adding a Course to a Learning Path

A learning path is a container for individual courses.

1. To add a course to a learning path, right-click the learning path node, and select **Add – Course**.

2. Then select the type of course you want to add, and select the audio format that will be used by the course.



The Choose Course Type and Audio Format dialog boxes

3. The audio format must be set when the course is created because Synergy automatically creates audio file references as the course is populated. The.spx format is the default.

4. Synergy creates a new course in the learning path. The course ID contains six sections:

   <curriculum identifier>_<learning path identifier>_ <course letter and number>_<course type>_<locale>

   a. In the example above, the curriculum and learning path identifiers are taken from the learning path – **test_01**

   b. The course letter and number are automatically assigned, so the first course is a01, the second is a02, and so on – **test_01_a01**

   c. The course type is selected when you add the course, bs for Business Skills, it for IT Professional, and so on – **test_01_a01_bs**

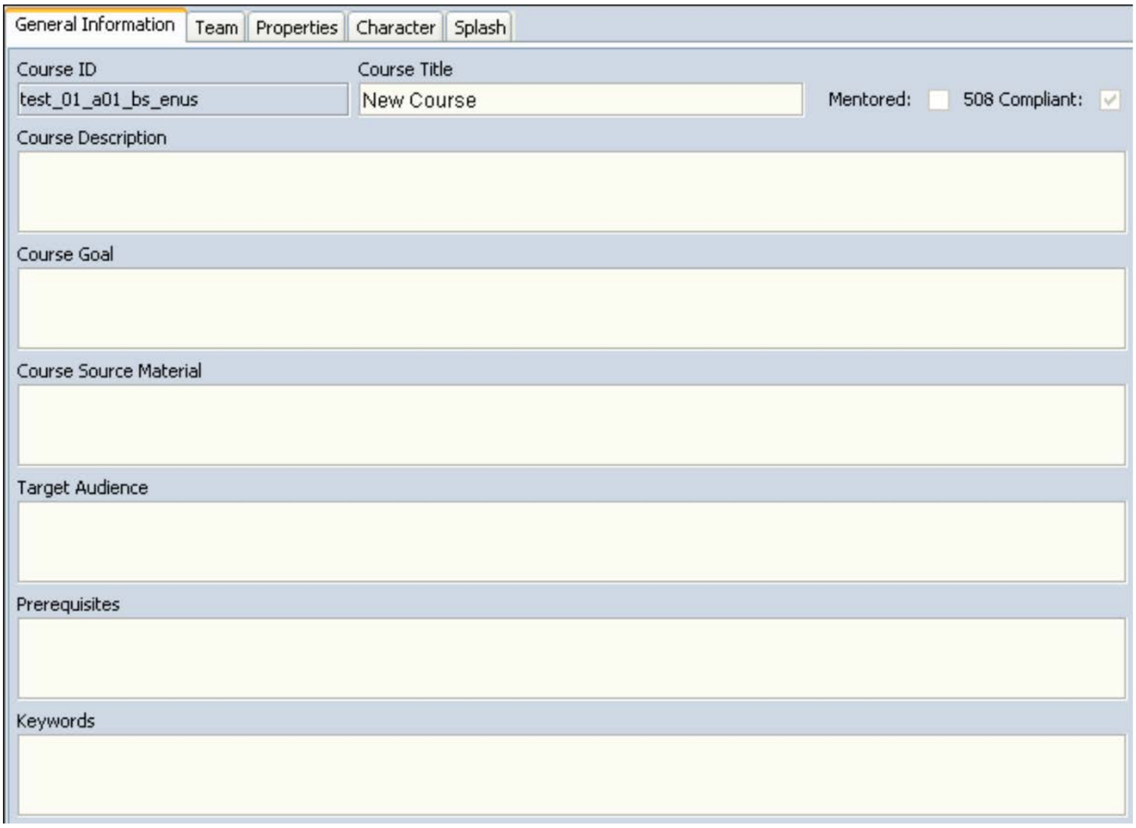
   d. The locale is always US English (enus) by default – **test_01_a01_bs_enus**.

5. Any new courses you add will appear automatically under the previous existing course, with the next available course number.

Course Information

The course node contains several fields and checkboxes that are used to record information about the course.

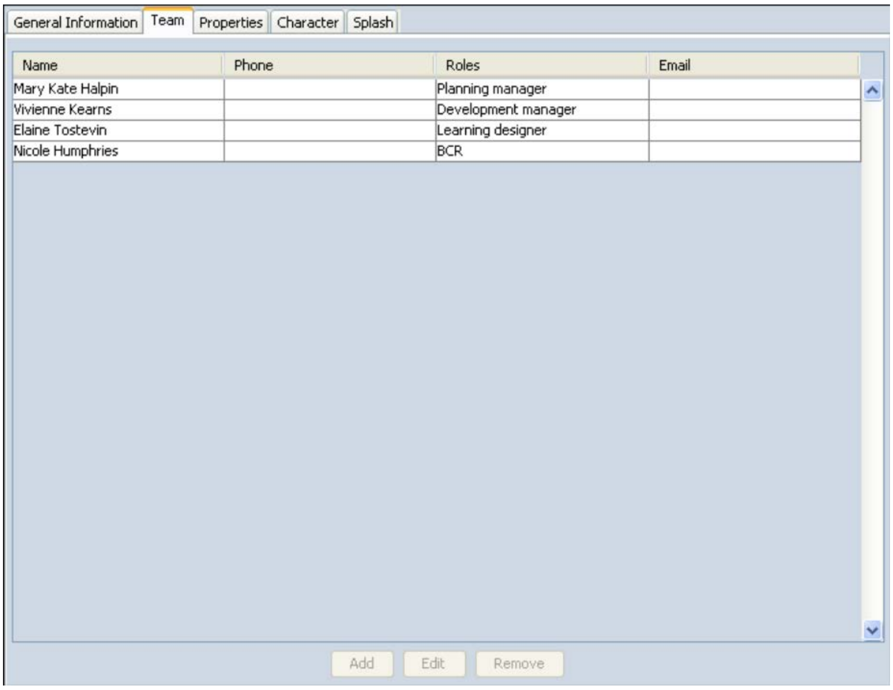
The General Information tab



The General Information tab

- Course Title is a required field, because it is visible to the learner when the course is published. The Courseware Titles guideline describes the style and other requirements that apply to this field.
- The Mentored checkbox indicates whether mentoring support is provided for a course. This is set at the learning path level and inherited by child courses.
- The 508 Compliant checkbox indicates whether the course complies with US accessibility guidelines. This is set at the learning path level, and is selected by default.
- Course description is also visible to the learner, and so must be completed. The Synergy Course Descriptions guideline explains the requirements and purpose of a course description.
- Course Goal is a general statement describing the aim of the course. It is also a required field as its contents are displayed to the learner.
- The Course Source Material field is used by the planners to provide detail about material that is relevant when writing the course. This includes indicating whether a course is Premium, Regular, or No Video. And, for video-enabled courses, indicating which topics are appropriate for the inclusion of Sim Dialogs and RolePlays.
- The Target Audience field must be completed, because it is used by learners to decide if the course is right for them.
- The Prerequisites field lists any skills or qualifications that the learner will need to be ready for the course. It can be left blank if the details in the Target Audience field are comprehensive enough (or there are no prerequisites), but otherwise should be completed.
- The Keywords field can be left blank.

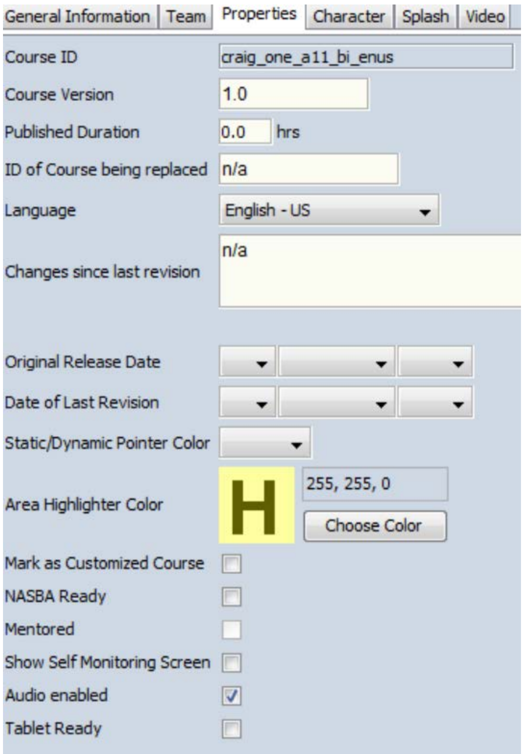
The Team tab



The Team tab

This tab is used to record the names of the people who have worked on the course. This information is not visible to the learner, but can be useful during development – for example, if a designer wants to send a short query to the Technical Content Reviewer (TCR) or Business Content Reviewer (BCR).

The Properties tab



The Properties tab

The Properties tab includes key metadata about the course:

- The Course ID is generated when the course is created.
- The Course version field is used to track course revisions. The first release of a course is always version 1.0.
- The Published Duration of a course is shown on the course home page. The *Course Duration Process* guideline explains the process to follow when completing this field.
- The ID of Course being replaced field is used if the current course is a new version of an existing course. For example, cust_01_a03_bs_enus replaced the old CUST0160 course.
- The Language drop-down list determines the language that a course will be played in. The initial value of this field is determined by the course locale, but you can change the value if you want the course to play in a different language.
- The Changes since last revision field is used by the PPM team to record the reason why a course version was incremented.
- The Original Release Date field records the date a course was first published. If a course is revised and republished, the Date of Last Revision field will also be completed.

- The Static/Dynamic Pointer Color and Area Highlighter Color fields are used by the lead designer on a path if it is necessary to change the pointer and highlighter colors from their default values.

- The **Mark as Customized Course** checkbox is used only by customers editing a course in SkillStudio.

- The **NASBA Ready** checkbox is selected if the course complies with the NASBA requirements for choice-specific question feedback.

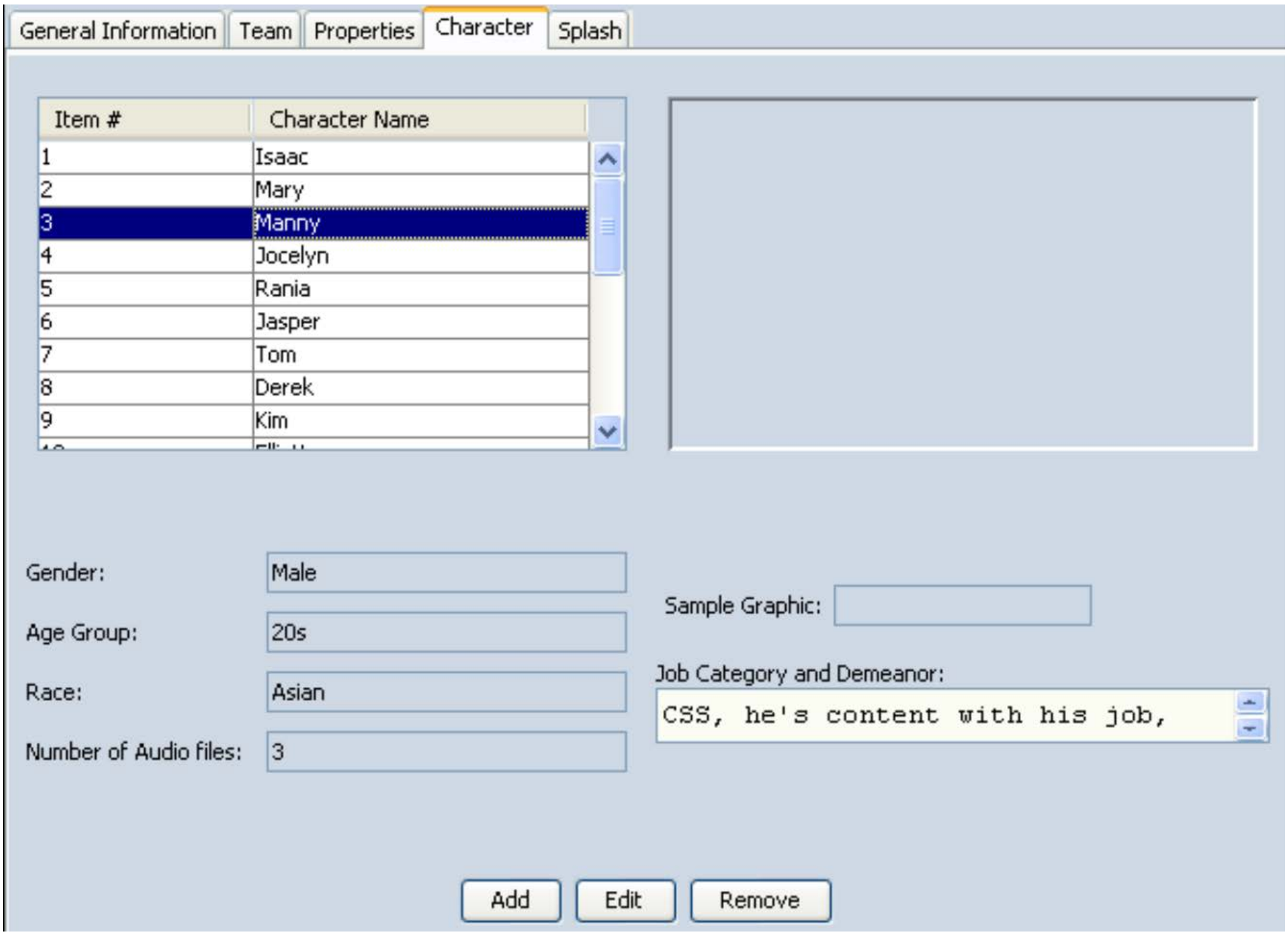
- The **Mentored** checkbox shows whether mentoring support is provided for the course. The Mentored value is set at the learning path level, and can’t be changed in a course. (Courses that are created outside a learning path can never be set to mentored).

- The **Show Self Monitoring Screen** checkbox, if set, causes a second window to display as the learner works through the course. This is only set in specific Compliance and ES&H courses.

- The **Audio enabled** checkbox is selected by default for all courses. It specifies that the course will use audio.

- The **Tablet Ready** checkbox is selected if the course can be played on a Tablet device.

The Character tab



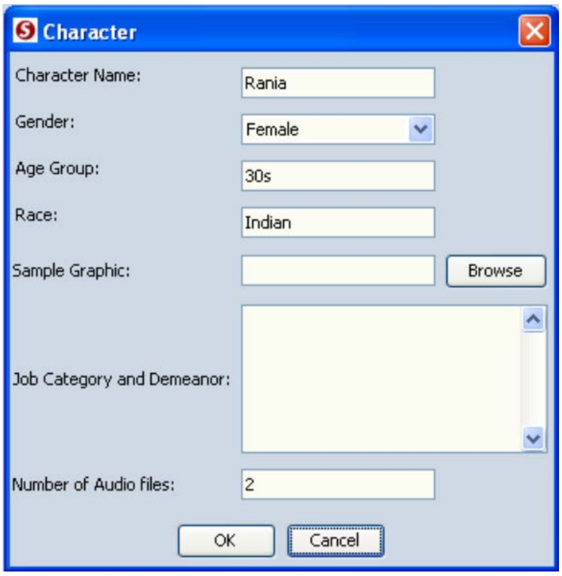
The Character tab

The **Character** tab is used to track up to ten characters with audio or video parts in a course. It contains details about the characters, and allows you to add new characters or edit their details. Creating characters provides direction for the design and audio teams, which they can use when choosing images or voice artists or actors.

Note: To track additional named characters who appear in graphic form only (in other words, with non-speaking and non-video roles), you should use an external Character Matrix spreadsheet. Refer to the Using Characters in SkillSoft courses guideline for more information.

To add character information for a new character:

- Click the **Add** button to open the Character dialog box



The Character dialog box

- Complete the necessary fields in the Character dialog box.
  - o Character name *(mandatory)*
    Character's name as it will be used in the course.
  - o Gender *(mandatory)*
    Select gender from the dropdown list.
  - o Age Group *(optional)*
    Designate the approximate age of the character.
  - o Race *(optional)*
    Designate the race of the character. Be sure to use diverse examples.
  - o Sample Graphic *(optional)*
    Designate a sample graphic from the SKS Character Graphic Library. This can be done using the Browse button to browse to a file. If an image file is designated in this field, the picture will display on the Character tab when its associated character is selected.
  - o Job Category and Demeanor *(preferable)*
    Describe the characters role. Job title, possible attitudes the character will portray.

    - Number of Audio files *(automated)*
      When the Character Audio List report is generated, Synergy automatically calculates the number of audio files per character and populates this field. Therefore, you should not manually enter any information into this field.

- Click **OK** to close the Character dialog box. The new character is now added to the list.

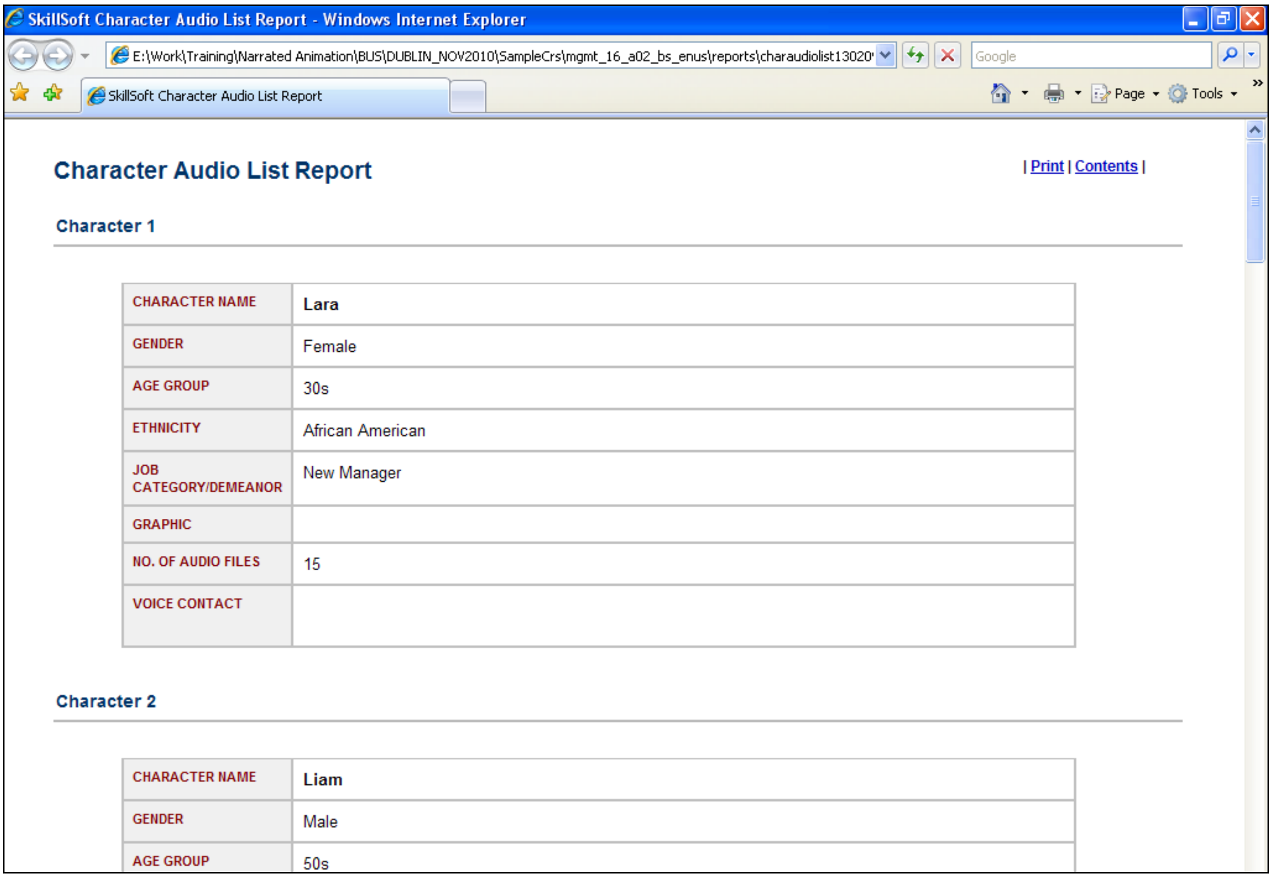
To edit character information for an existing character:

- Select the character whose information you wish to edit.
- Click the **Edit** button to open the Character dialog box.
- Revise the information you wish to edit.
- Click **OK** to close the Character dialog box.
  The Character information is now changed.

To remove a character:

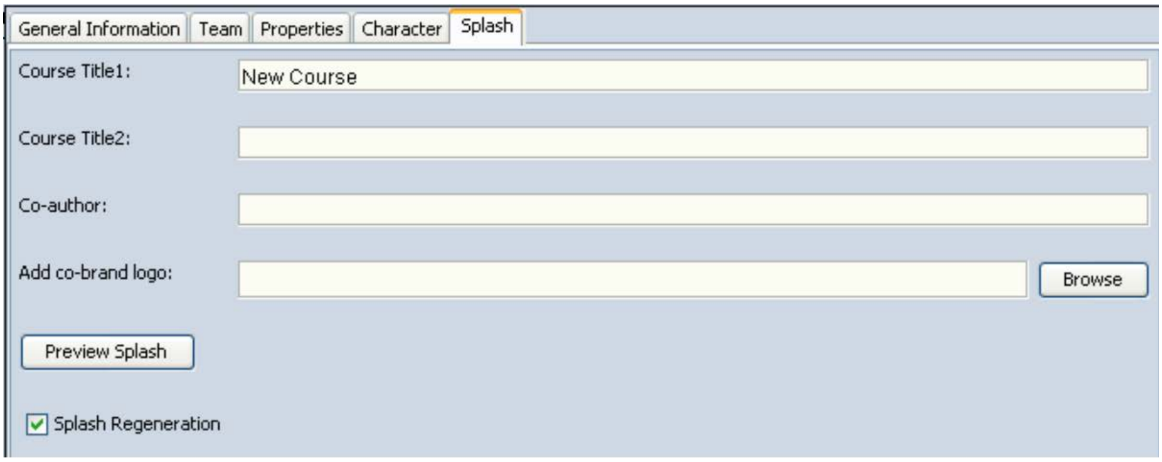
- Select the character whose information you wish to remove.
- Click the **Remove** button to delete the character. The character information is immediately removed. (Note: There is no prompt or warning prior to its removal, so you need to be sure this is what you want to do!)

Information entered onto the Character Tab in Synergy can be printed in the Character Audio List Report, and is also exported in the Video Production Report in Synergy. These reports are used to cast voice talent for audio recording or to cast actors for video segments.



The Character Audio List Report

The Splash tab



The Splash tab

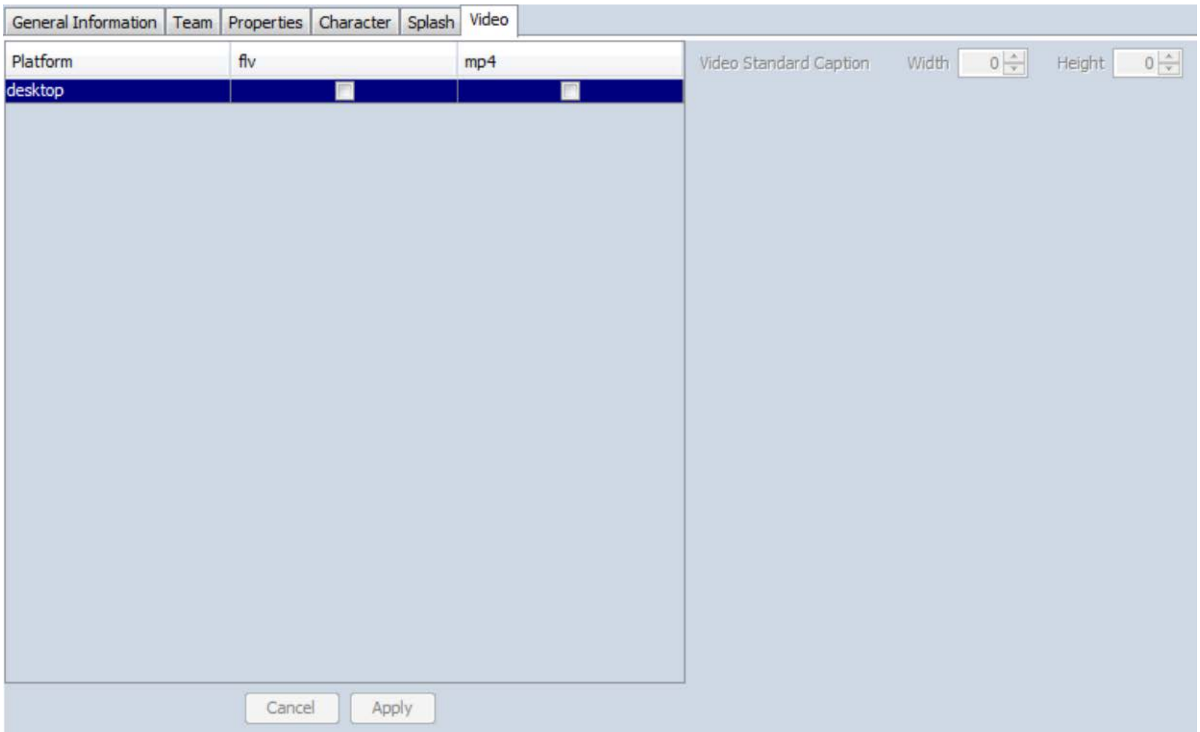
The Splash tabbed page deals with the splash screen that displays when a course is loading. By default, this page displays a standard SkillSoft logo and the name of the course, but you can customize the screen in the Splash tab.

- The Course Title1 field contains the course title that has been entered on the General Information tab.
- The Course Title2 field can be used to add a second line of text to the title. The two fields combined can have a maximum of 80 characters.

- The Co-author field is used when the course is produced in association with another organization, for example “Developed in conjunction with the Wharton School, University of Pennsylvania”.
- In some cases, a co-author will have their own logo to display in the course loading screen. The designer will use the Add co-brand logo field to identify the logo file for import.
- The **Preview Splash** button allows you to see the result of your changes, by opening the Splash screen you have specified.
- The **Splash Regeneration** checkbox is selected by default. This means that the Splash page will be reloaded every time the course is previewed, instead of the cached version being played. This checkbox must be selected for your edits to take effect.

All of these fields are explained in more detail in the *Synergy Course Level Information* guideline.

The Video tab



The Video tab

The Video tabbed page is used to enable and disable video across a course. It indicates the list of available platforms, and each platform listed has a corresponding checkbox to indicate the type of video that has been enabled for it. The page allows you to set a default video size for Video Standard Caption pages. These dropdowns are only enabled when a video format has been selected.

Moving and Deleting Courses in a Learning Path

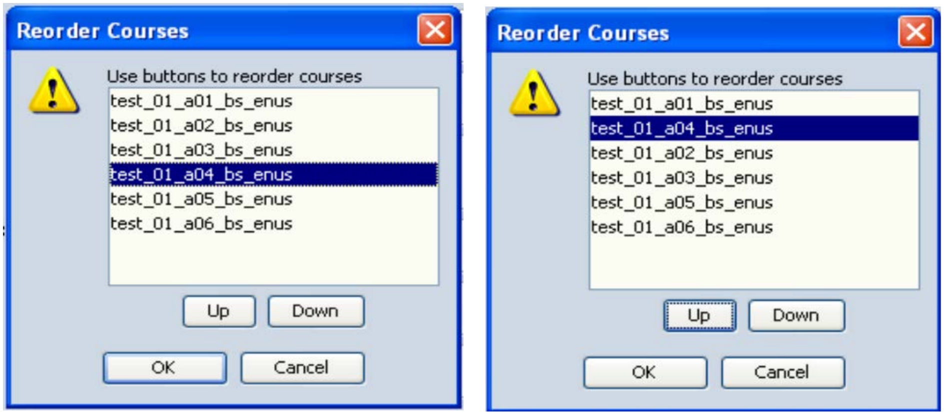
The courses in a learning path appear in the order they were added. If you want them to appear in a different order when they are published, you have to re-order them in Synergy.

1. To change the order of the courses, right-click the learning path node, and select **Reorder Courses**.

2. This opens the Reorder Courses dialog box.

3. Click a course to select it, then use the **Up** and **Down** buttons to move it to a different position.

4. Click **OK** when the courses are in the correct order.



The Reorder Courses dialog box

5. The changes are applied in the Outline pane.
6. To delete a course, right-click the learning path node (not the course node), and select **Delete Course**.

7. This opens the Delete Course dialog box, where you choose the course you want to delete.

8. A course deleted from the learning path can't be recovered, so Synergy asks you to confirm the deletion.

Creating a New Course

Courses don't have to be created as part of a Learning Path. You can also create a standalone course.

1. To create a new course in Synergy, select **File** – **New** – **Course**.

2. Then you select the type of course you want to create, and enter a course code.

3. The course type you choose will determine part of the course name. New courses always default to the US English locale and are assigned the enus suffix. The rest of the course name must be entered according to the rules specified in the Add Course ID dialog box.

4. You are prompted to choose which audio format the course will use. The .spx format is the default. The alternative is the .we format.

Adding a Lesson

When a course is first created it is empty, containing only the New Course node and Resources node. You must populate the course by adding lessons.

1. There are two methods of adding a lesson. You can select the course node and then **Add** – **Course Component** – **Lesson**, or you can right-click the course node and select **Add** – **Lesson**.

2. Either option creates a new lesson in the Outline pane, underneath the main course node.

3. You enter the title and goal of the lesson in the Content pane.

Adding a Course Overview

A Course Overview is a special type of lesson that can be added at the beginning of the course. It is shorter than a standard lesson, and is not divided into topics.

A Course Overview is added like a lesson. You select the course node and then **Add** – **Course Component** – **Course Overview**. Or you can right-click the course node and select **Add** – **Course Overview**.

Adding a Topic

Each lesson is divided into topics.

1. There are two methods of adding a topic. You can select the course node and then **Add** – **Course Component** – **Topic**, or you can right-click the course node and select **Add** – **Topic**. (You can also right-click an existing topic.)

2. When a new topic is created, you must complete the Topic Title field in the Topic Information tab, because this information will be visible to the learner.

3. The other fields in the Topic Information tab – General Remarks, Topic Source Material, Keywords, and Estimated Duration – are optional, as is the Notes field in the Notes tab. These fields may contain information that is useful in planning but their contents are not visible to the learner.

4. The Approx Duration field is completed when the topic is finished. See the section on Determining Course Durations for more details.

5. You must set the topic type, using the drop-down list.

Topic types

There are eight different topic types:

- **Article** topics contain a link to a non-interactive external HTML file. They have no other instructional pages, but may contain questions.

- **Instruction** topics provide interactive instruction, and contain both practice and test questions.

- **RolePlay** topics are instruction topics that also include at least one RolePlay.

- **Exercise** topics contain a set of practice questions based on preceding Instruction topics.

- **Simulation** topics contain a task that the learner must complete in a simulation of a software or command-line environment.

- **Self-assessment Exercise (single)** topics consist of an external HTML file, which describes the steps of a task that learners complete offline or in their own software environment. A solution that learners can use to check their work is provided as a linked second HTML page.

- **Self-assessment Exercise (multiple)** topics consist of a sequence of learning points, each similar to a single Self-assessment Exercise, preceded by an introductory HTML overview page. This topic type presents a set of tasks for learners to complete offline or in their own software environment, with an associated solution for each task that they can use to check their work as they progress through the exercise.

Adding a Learning Point

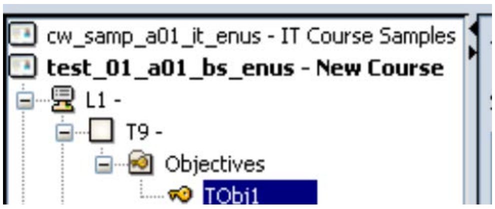
Learning points are added to topics by right-clicking the topic node or by selecting the topic and opening the **Add** menu. You must add a title for each Learning Point you create.

Learning Point types

There are four different learning point types:

- An **Instruction Learning Point** is used for standard teaching content.
- A **Summary Learning Point** is used at the end of a topic, to recap the content of the previous learning points.
- An **Exercise Overview Learning Point** is used at the beginning of a simulation or exercise topic, to introduce the situation and explain the tasks.
- A **Task Learning Point** contains the task itself.

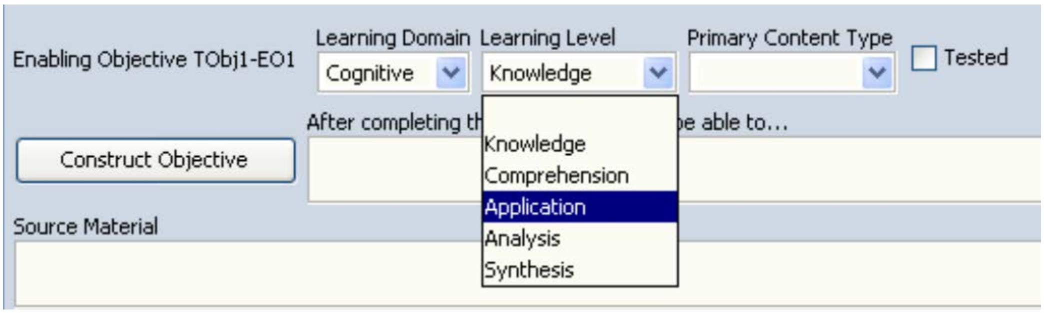
Adding an Objective



A Terminal Objective

1. When you create a new topic, a Terminal Objective for the topic is added automatically. The Terminal Objective defines what the user should have learned by the end of the topic. A topic may also contain Enabling Objectives, which are intermediate objectives that support a Terminal Objective.

2. You can add new objectives by selecting either the topic Objectives node or an existing objective and using the **Add** menu or the right-click menu. Terminal Objectives can be added to the Objectives node, or to an existing objective. Enabling Objectives can only be added to an existing Terminal Objective.



The Learning Level dropdown menu

3. The Learning Domain and Learning Level values must be set for each objective, and the objective text entered in the text field.

4. The Source Material and Instructional Plan fields are optional.

Working with Synergy course files

When a new course is created, Synergy creates a folder for the course, a .crs file in that folder, and an output folder for the course contents. To open a course, you select **File** – **Open**, navigate to the course folder, select the .crs file, and click **Open**.

> ***Important note: Don't use WinZip or any other external ZIP tools***
>
> You must **always** use Synergy's internal ZIP tool to zip courses, lessons, and topics. The Synergy ZIP tool doesn't just compress the object; it also writes information to the object that will be read when the object is unzipped. If you use another ZIP tool, such as WinZip, this information will not be recorded and errors will be introduced to the course files.

Zipping at Course, Lesson, and Topic Level

Synergy can create a ZIP file of a course, or of an individual lesson or topic in a course.

There are three ways to create this ZIP file. You start by selecting the node you want to zip (course, lesson or topic), and then

- Right-click the node, and select the appropriate Zip command from the menu.
- Open the **Zip** menu and select the relevant option from the menu , or
- Click the appropriate **Zip** button on the toolbar.

The toolbar Zip button

The available Zip options will depend on the node you have selected. If the course node is active, you can't choose **Zip topic**, if a topic is selected you can't choose **Zip lesson**, and so on.

Unzipping at Course, Lesson, and Topic Level

To unzip a course, carry out the following steps:

1. Select **Zip – Unzip Course**, or click the **Unzip Course** button in the toolbar.

2. Synergy will prompt you to browse to the location of the course ZIP file, and then to the location where you want the unzipped course to be stored.

Unzipping a lesson

To unzip a lesson you must select a lesson node in the course. You then select **Unzip Lesson** from the right-click menu, select **Zip** – **Unzip Lesson**, or use the **Unzip Lesson** button on the toolbar.

Synergy will prompt you to navigate to the zipped lesson. If there are any files of the same name in the open lesson, they will be overwritten by the files from the lesson you're unzipping.

Unzipping a topic

To unzip a topic you must select a topic node in the course. You can then select **Unzip Topic** from the right-click menu, select **Zip** – **Unzip Topic**, or use the **Unzip Topic** button on the toolbar.

The topic ID of the topic you are unzipping must match the ID of the topic node you have selected. Otherwise the unzipped topic will not be added to the course.

When the topic IDs match, the unzipped files will overwrite any files of the same name in the course.

Creating a Blank Course

The standard procedure in courseware production is for the writing team lead to create blank copies of the course, and distribute these copies to the writers on the team. Each writer works on the topics they've been assigned, then zips them up and sends them back to the team lead. This allows multiple people to work on the course at the same time, while avoiding most version control issues.

1. To create a blank course, open a course in Synergy and select **File** – **Generate Blank Course**.

2. Synergy prompts you to browse to a location to save the course. The blank course is saved as a ZIP file.

3. To open it, choose **Zip** – **Unzip Course**, navigate to the blank course ZIP, and choose a location where you want the course to open.

The blank course contains all the information entered at the course, lesson, and topic level of the original course. It also contains all the objectives that have been defined. This means that all of the planning information is available to the writer. However, the blank course doesn't contain any learning points, pages, or questions.

Section 2: General Tasks in Synergy

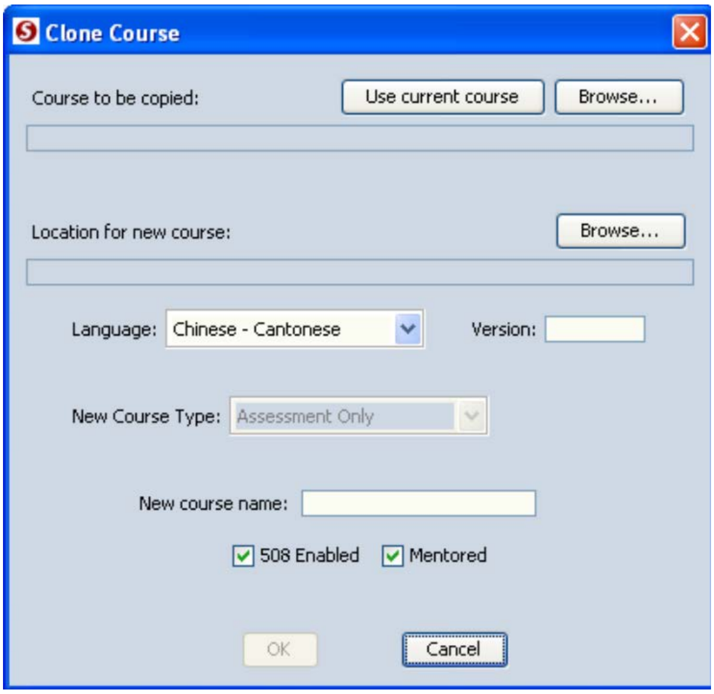
Information on setting up Course Properties is available in Section 1: Course Information.

Cloning a course

To clone a course, complete these steps:

1. Open the course to be cloned in Synergy.

2. Select **File – Clone course** to open the Clone Course dialog box.



The Clone Course dialog box

3. Click the **Use current course** button to indicate that you want to clone the course currently open in Synergy. Alternatively, click the **Browse** button to browse to and select a different course.

4. Select the language you want to clone the course to use from the **Language** drop-down menu. For example, to clone the course to US English, select **English – US** from the Language drop-down menu.

   NOTE: Ignore the grayed-out New Course Type field – this is only active if you're cloning an Assessment Only course.)

5. In the New course name text field, change the existing course code to the new one, ensuring that the new name adheres to SkillSoft course naming conventions.

6. Ensure that the **508 Enabled** and **Mentored** checkboxes are selected.

7. Click the **Browse** button (next to the Location for new course field) to browse to where you want to store the new cloned course and click **Save**.

8. Click **OK** in dialog box.

The new course saves in an unzipped format at the location you choose.

Enabling Video in a Course

To enable video in a course, you complete these steps:

1. Select the **Course** node in the Outline pane, and then click the **Video** tab in the Content pane to open the Video tabbed page.

2. Determine which platform you would like to enable video for, and determine which format of video you would like to enable. Select the appropriate video format checkbox for the platform you wish to enable. In Synergy 1.22 only the FLV format is directly selectable. MP4 is selected automatically in Tablet Ready courses.

3. Click the **Apply** button.

4. When a video format has been selected, two spin boxes on the Video tab are enabled. These spin boxes allow you to set a default size for the videos in Video Standard Caption pages. The settings chosen here can be overridden on the individual pages. The default setting here is the maximum video size, 768 x 432.

Enabling Tablet Support in a Course

To enable Tablet Support in a course, you complete these steps:

1. Select the **Course** node in the Outline pane, and then click the **Properties** tab in the Content pane to open the Properties tabbed page.

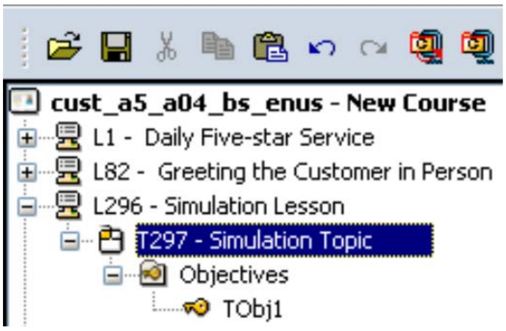
2. Click the **Tablet Ready** checkbox

3. Not all Synergy templates will play on a Tablet device. If the course contains any unsupported templates a dialog box will appear to warn you. You may have to delete the templates, replace them with alternatives, or decide not to convert the course to Tablet.

4. When a course is played on a Tablet device it will require some new versions of the media files. See the Tablet Media File Conversion guideline for details of the files that must be supplied and how to convert them. The Synergy audit will detect if any of these files are not present in a Tablet-enabled course.

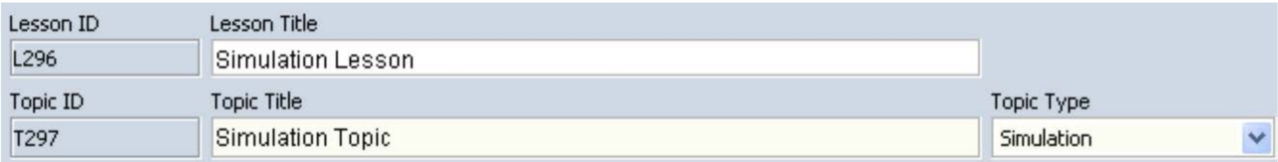
Importing an e3 Simulation

To import an e3 Simulation into Synergy, you complete these steps:



A Simulation node

1. Select the **Simulation** node.



The Simulation topic details

2. Ensure the Topic Title and Objectives entries are correct, and the Topic Type is set to Simulation.
3. With the Simulation node selected, select **File – Import – Import e3 Simulation**.

> ***Note: If a warning message appears saying "This will replace all existing Learning Points in this topic. Do you wish to continue?" click Yes.***

4. Browse to the e3 Simulation and select the topic folder.
5. Click **Choose**.

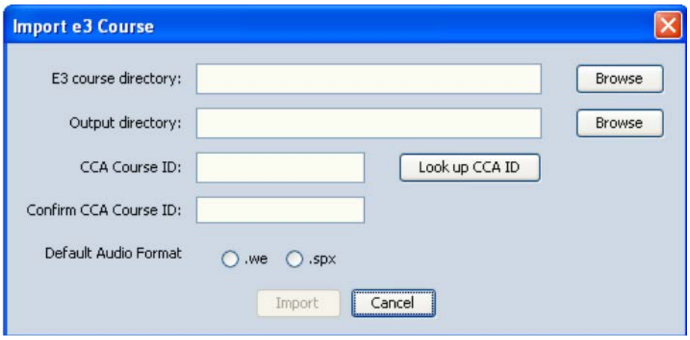
The topic is imported into the Synergy folder structure. The course should refresh to display all the Simulation content in Synergy.

> ***Note: For more detailed information on the process for integrating a Simulation into Synergy, see the Synergy Integration Process for Software Sims guideline.***

Importing an e3 Course

To import an e3 course into Synergy, you complete these steps:

1. Open Synergy.
2. Select **File – Import – Import e3 Course**.
3. In the E3 Course directory text field, specify the source course file. Alternatively, click the **Browse** button to browse to and select the source course folder.
4. In the Output directory text field, specify the destination folder for the imported course. Alternatively, click the **Browse** button to browse to and select the destination course folder.



The Import e3 Course dialog box

5. Click the **Look up CCA ID** button.

The Curriculum Builder Login Details dialog box

6. Enter the Server address and network username and password for Curriculum Builder, and click **OK**. The CCA Course ID should be retrieved automatically from Curriculum Builder.

   Note: Alternatively, you can specify the CCA ID manually by typing in the CCA Course ID field. If you do this, you must confirm the ID by re-typing it in the Confirm CCA Course ID field.

7. Select the default audio format that you want to use in the course – choose from **.we** or **.spx**.

8. Click **Import**.

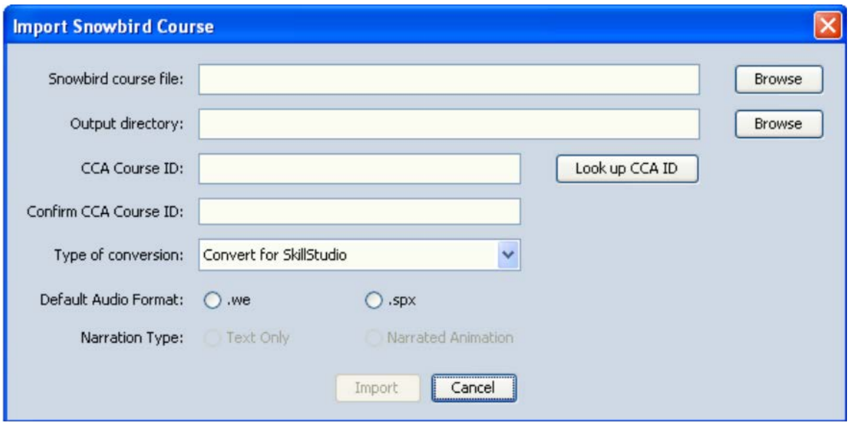
Synergy converts the course to CCA format and opens it automatically.

Importing a Snowbird Course

To import a Snowbird course into Synergy, you complete these steps:

1. Open Synergy.

2. Select **File – Import – Import Snowbird Course**.



The Import Snowbird Course dialog box

3. In the Snowbird course file text field, specify the source course file. Alternatively, click the **Browse** button to browse to and select the source course folder.

4. In the Output directory text field, specify the destination folder for the imported course. Alternative, click the **Browse** button to browse to and select the destination course folder.

5. Click the **Look up CCA ID** button.

6. Enter the Server address and network username and password for Curriculum Builder, and click **OK**. The CCA Course ID should be retrieved automatically from Curriculum Builder.

   Note: Alternatively, you can specify the CCA ID manually by typing in the CCA Course ID field. If you do this, you must confirm the ID by re-typing it in the Confirm CCA Course ID field.

7. Select the conversion type from the Type of conversion drop-down list.

   a. If the course is being developed using SkillStudio, select **Convert for SkillStudio**.

   b. If the course is being converted for general development purposes, select **Convert for SkillSoft Internal Use**.

8. Select the default audio format that you want to use in the course – choose from **.we** or **.spx**.

9. Select the Narration type – choose from **Text Only** or **Narrated Animation**.

10. Click **Import**.

Synergy converts the course to CCA format and opens it automatically. As part of this process, the following occur:

- Each Snowbird Template is converted to an appropriate Synergy Template
- The Graphic Direction, Graphic Filename, and Alt text for each page is placed in a Comment to the Writer
- A ZIP of the Snowbird Graphics folder is placed in the Conversion folder

- The Snowbird HTML is placed in the Synergy course’s \output\html folder.

Importing a Learning Path

See *Section 1: Introduction to Synergy – Importing a Learning Path from Curriculum Builder*.

Exporting text strings

The text of each course is translated as part of the localization process. Synergy makes this process easier by allowing you to extract the course text strings into a text file. Text files can be read and edited by people who aren't familiar with Synergy, and they can be processed by dedicated localization tools, such as Trados.

To export text strings for localization, you complete these steps:

1. Select **File – Export – Export Course Strings**.
2. This opens the Export Course Strings dialog box. Specify the name of the exported text strings file in the File name field (or use the default name provided).
3. Browse to a destination folder for the text file and click **Save**.
4. A message box appears to confirm that the course strings have been written to the text file you created. Click **OK**.

Embedded formatting tags

The course text file includes embedded formatting tags. Each tag starts with the pipe character, followed by one or two letters. The tags should be ignored when you are editing the text, manually or with a translation tool. The tags include

|b	for bold formatting
|h	to create a link
|i	to indent text
|p	for plain text
|u	to underline text
|n	to start a new line
|c	to add a text color – the tag also specifies which color
|f	to change the text font – the new font is also specified

Importing Course Strings

When you have finished translating the course text, you can import it back into Synergy.

To import localized text strings into Synergy, you complete these steps:

1. Select **File – Import – Import Course Strings**.

2. Browse to and select the course strings text file to be imported, and click **Open**.

3. Synergy uses the text IDs to drop the translated text into the right place in the course.

4. A message box appears, and displays the results of the import, including any errors found. Click **OK**.

This information is also written to the file importStrings.log and saved to the course's root directory.

> ***Note: You shouldn't make any changes to the course in Synergy while you are translating the course text file. If the course structure has changed, Synergy might not be able to match the translated text strings to the correct locations.***

Previewing a course

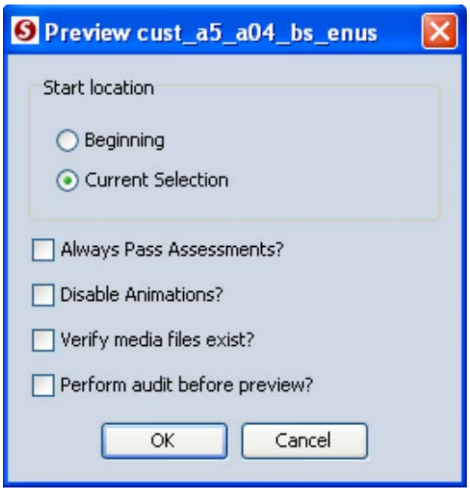
When previewing a course, you have two options:

- **Full Preview** – This allows you to preview the entire course, including test questions.
- **Quick Preview** – This previews the current page only.

Full previewing a course

To full preview a course, you complete these steps:

1. Select **View** – **Preview**. Alternatively, press **Ctrl+W**.



The Preview dialog box

2. In the Preview dialog box, specify the preview settings.

   a. Choose the start location – **Beginning** or **Current Selection**. Selecting **Beginning** opens the Preview on the Course Map page, from where you can access the course from the start. **Current Selection** launches the Preview on the current selected node, so that you can preview the page you are working on first.

   b. If you want the Player to always mark assessments in the Previewed course as correct, select the **Always Pass Assessments** checkbox.

c. If you want to turn off animations in the course to speed up the Previewer, select the **Disable Animations** checkbox.

d. If you want to double-check that all media files are available for the course, select the **Verify media files exist** checkbox.

e. If you want to audit the course first, select the **Perform audit before preview** checkbox.

3. Click **OK**.

The course is launched in a Previewer window. Because this is Full Preview mode, you can browse to all developed pages in the course.

Quick previewing a page

To quick preview a page, you complete these steps:

1. Select the page node that you want to preview.

2. Select **View – Quick Preview**. Alternatively, press **Ctrl+Q**.

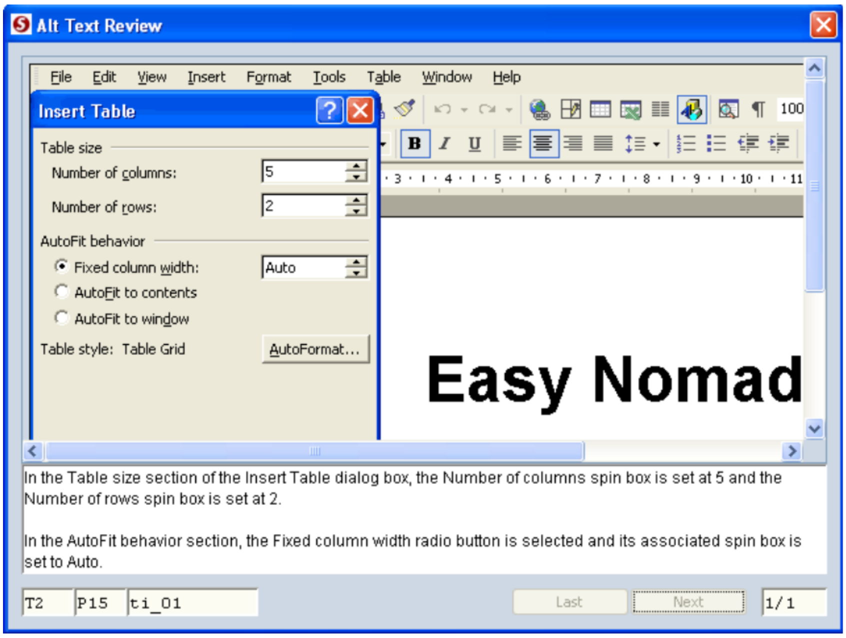
The page is launched in a Previewer window. Because this is Quick Preview mode, you can't navigate away from this page to another page in the course.

Reviewing alt text in a page

To review the alt text for a page, you complete these steps:

1. Select the page node for which you want to review the alt text.

2. Select **View – Alt Text Review**.



The Alt Text Review window

3. Review the alt text in the Alt Text Review window.

a. The graphics for the page are displayed in the upper portion of the window.

Note: The graphics are displayed side by side so that you can examine each of them individually. They are not laid out in accordance with the page design.

b. The alt text is displayed in a text field directly below the graphics area.

c. The topic ID, page ID, and page element ID are listed.

d. The **Last** and **Next** buttons allow you to navigate between elements on the page.

Working with multiple open courses

Synergy allows you to open multiple courses simultaneously. However, only one course can be active at a time.

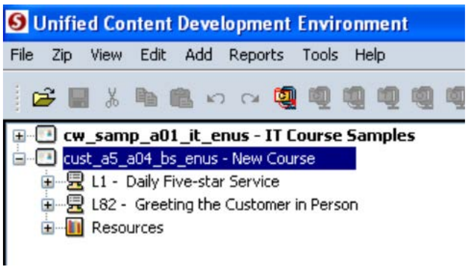
To open multiple courses at once, you complete these steps:

1. Select **File – Open**.
2. Browse to and select the .crs file for the first course you want to open.
3. Click **Open**.
4. Synergy opens the course and displays the course tree in the Outline pane.
5. Select **File – Open**.
6. Browse to and select the .crs file for the next course you want to open.
7. Click **Open**.
8. A message appears asking if you want to save the currently open course. Click **Yes** if you've made changes to that course that you want to preserve.
9. Synergy opens the course and displays the course tree in the Outline pane.
10. Repeat steps 5–9 to open more courses.

In the Outline pane, the text for the first course node is bolded, indicating that this course is currently activated. The text for the second course node (and any subsequent course nodes) is in plain text, indicating that that course is currently deactivated.

Activating a course

When you have multiple courses open at once in Synergy, you can only edit the text, graphics, and pages in the activated course. In deactivated courses, you can copy lessons, topics, learning points, pages, and text. You cannot, however, edit the content in deactivated courses.



A deactivated course

To activate a course, you complete these steps:

1. Select the course node for the course you want to activate.
2. Select **File – Activate Course**.
3. A message appears asking if you want to save the currently open course. Click **Yes** if you have made changes to the currently activated course that you want to preserve.

In the Outline pane, the text for the course node of the newly activated course is bolded. The text for all other course nodes is in plain text, indicating that those courses are currently deactivated.

Running a report

To run a report in Synergy, you complete these steps:

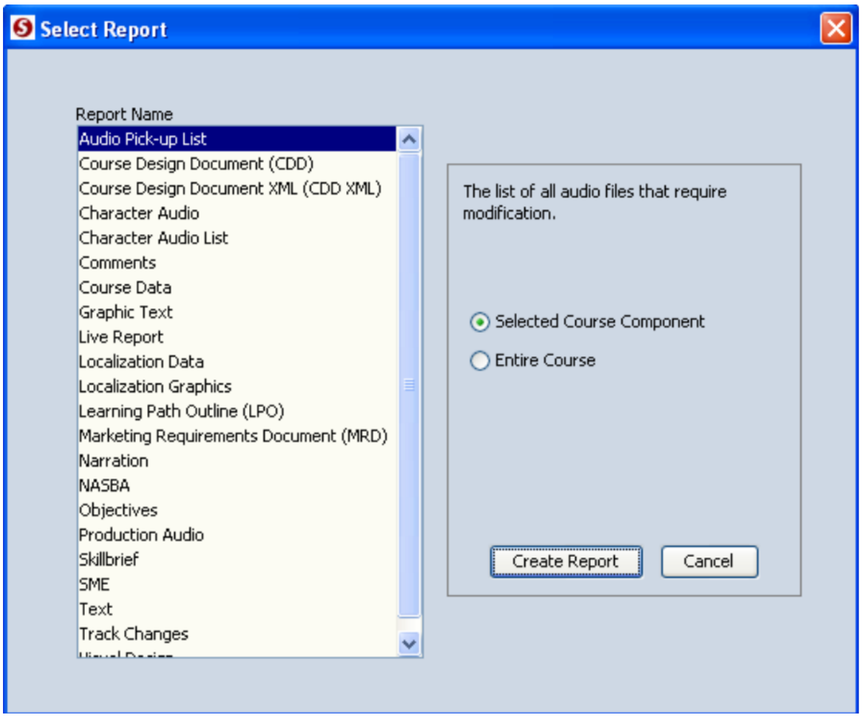
1. In the Outline pane, select the node for the course component you want to run the report on.
2. Select **Reports** to open the Reports menu.
3. Select the Report that you want to run.

Synergy runs the report and displays it as an HTML file in an internet browser window.

> ***Note: For some report types, such as the Production Audio Report, Synergy also produces the report in Word format.***

Alternatively, you can run a report using the Reports dialog box. To do this, you complete these steps:

1. Select **Reports – Reports**. Alternatively, press **Ctrl+Shift+T**.



The Select Report window

2. Select the Report that you want to run from the Report Name list.

3. Where applicable, select the **Selected Course Component** or **Entire Course** radio button to determine the basis for the report.

4. Click **Create Report**.

Synergy runs the report and displays it as an HTML file in an internet browser window.

Creating an Audio Pick-up List

An Audio Pick-up List is a special type of report created for the audio team. It provides a full listing of all audio files that require modification. Unlike the other reports in Synergy, the Audio Pick-up List is not generated automatically. First, the user must manually add each audio file that requires editing to the Pick-up List.

Adding Audio Files to the Audio Pick-up List

Typically audio pick-ups are required for one of two reasons:

- To fix an audio/text mismatch between the narrative text and the audio file – this type of edit generally requires a re-record of the audio file.
- To fix a problem with the audio file itself, such as excessive silence at the beginning or end of the file, a repeated word, phrase, or sentence during the file, or splitting a file to reflect a split in the narrative text across a number of fields or pages in Synergy – this type of edit requires the file to be re-engineered in most cases.

To add an audio pick-up to the Audio Pick-up List, you complete these steps:

1. Navigate to the page on which the audio error occurs.

2. Select **Tools – Audio Pick-up List** to open the Audio Pick-up List dialog box.

3. In the Files on Page field, select the file or files that you wish to add to the Audio Pick-up List, and then click the **Add** button.

   Note: As you select each file from the Files on Page field, the text for that file appears in the Audio Text field and any audio production notes associated with it appear in the Production Notes field.

4. Check that the files are now listed in the Current Pickup List field.

5. Select each file in turn from the Current Pickup List field, and enter the reason the file needs to be edited in the Reason for Change field. At a minimum, you should note whether the edit is a re-recording or a re-engineering edit.

6. Use the Character drop-down list to indicate whether the audio file in question is voiced by the narrator or a specific character.

7. To save the list, and move to another page, simply click the **Hide** button.

Running an Audio Pick-up List Report

You can run an Audio Pick-up List Report in the same way that you would run a normal report, by selecting the relevant option – Audio Pick-up List – from the **Reports** menu.

Alternatively, you can run an Audio Pick-up List report by clicking the **Report** button in the Audio Pick-up List dialog box.

Clearing the contents of an Audio Pick-up List

Once a set of Audio Pick-ups have been sent to the audio team for re-recording or re-engineering, it is important that the Audio Pick-up List is cleared before any further Audio Pick-ups are noted. For example, if a further review indicates that more edits are required, another Audio Pick-up List may be needed. If this happens, it is important that previous pick-ups are removed from the list before new ones are added, so that the audio team does not repeat edits unnecessarily.

To clear the contents of an Audio Pick-up List, you can remove each pick-up one-by-one by selecting it from the Current Pick-up List field and clicking the **Remove** button. Or you can remove all pick-ups at once by clicking the **Clear** button in the Audio Pick-up List dialog box.

Determining Course Durations

To ensure that the published duration of a course is accurate, you must follow this process:

1. Select the course node in the Outline pane

2. Run Duration Word Count by selecting **Tools – Duration – Duration Word Count** or pressing **Ctrl+D**.

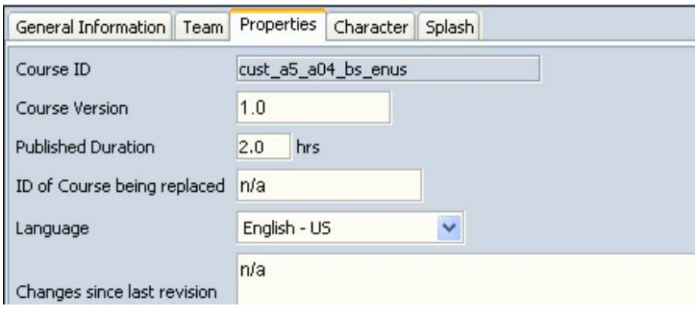
3. Run the audit tool, choosing to audit the entire course.

4. Find any topics that return the “Approximate Topic duration must not be zero or empty” audit error.

5. Navigate to those topics and manually enter a duration in the Approximate duration field.

   Note: See the Determining Topic Durations section of the Determining CCA Durations guideline.

6. When a duration value has been entered for every topic, run the Course Duration Information tool by selecting **Tools – Duration – Course Duration Information**.



The Properties tab

This enters the correct course duration in the Published Duration field at the course level, ensuring it will be published to SkillPort.

Using Duration Word Count

The Duration Word Count option calculates the duration of Instruction topics, by counting the learner-visible text and estimating how long that text will take to read. This tool does not work for Article or Self-assessment Exercise topics, because the text in those is stored outside Synergy, or for Exercise and Simulation topics, because for those topic types the word count is a poor indicator of the time it will take to complete the topic.

When the Duration Word Count process enters a duration for a topic, that duration is rounded down to the nearest minute. Over the length of a course, this can lead to discrepancies between the durations returned by the Duration Word Count and those returned by the Course Duration Information tool.

Example

In a course with three topics, and calculating 160 words are equal to one minute of course time, the Duration Word Count will calculate as follows:

Topic 1 = 850 words – rounded down to 5 minutes

Topic 2 = 750 words – rounded down to 4 minutes

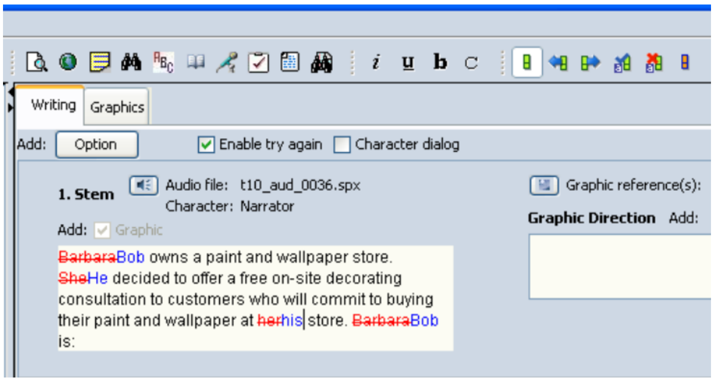
Topic 3 = 1020 words – rounded down to 6 minutes

The Course Duration Information tool will count the values entered at the topic level – 5, 4, and 6 minutes – and say the course is 15 minutes long.

If you run the Duration Word Count tool at the course level, it will say the course is 2,620 words long, which is 16 minutes.

The value calculated by the Course Duration Information tool is the one recorded in the Course Data report, and published to SkillPort.

Tracking changes



A text item with tracked changes

When tracking of changes is enabled in a course, any new text that is added to a page appears in blue font, and any text that is deleted from a page appears in red font with strikethrough formatting.

> ***Note: When Track Changes are enabled, an exclamation icon is displayed with the course component node in the Outline pane to identify any pages where changes have occurred.***

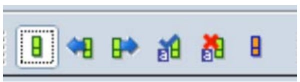
You can access Track Changes in the following ways:

- From the **Tools** menu
- From the Track Changes toolbar

Enabling the Track Changes toolbar

To enable the Track Changes toolbar, you complete this step:

- Select **View – Toolbars – Track Changes**.



The Track Changes toolbar

The Track Changes toolbar appears in the toolbar area. It provides a number of buttons:

- **Turn on/off tracking** – Clicking this button enables or disables the tracking of changes in a course.
- **Previous Change** – Clicking this button allows you to navigate to the previous change in the course.
- **Next Change** – Clicking this button allows you to navigate to the next change in the course.
- **Accept Changes** – Clicking this button accepts the currently selected changes.
- **Reject Changes** – Clicking this button rejects the currently selected changes.

- **Hide Track Changes** – Clicking this button hides any existing changes in the course.

Using the Track Changes options in the Tools menu

To access the Track Changes options in the **Tools** menu, you complete this step:

- Select **Tools – Track Changes**.

This expands the **Track Changes** menu, which provides the following options:

- **Turn on/off tracking** – Selecting this option enables or disables the tracking of changes in a course.
- **Global Accept** – Selecting this option accepts all changes in a course.
- **Global Reject** – Selecting this option rejects all changes in a course.
- **Hide Track Changes** – Selecting this option hides any existing changes in the course.

Using the shortcut menu to work with Track Changes

To use the shortcut menu to work with Track Changes, you complete these steps:

- In the Writing tab for a page, select the text containing tracked changes.

Right-click and choose from the available Track Changes options:

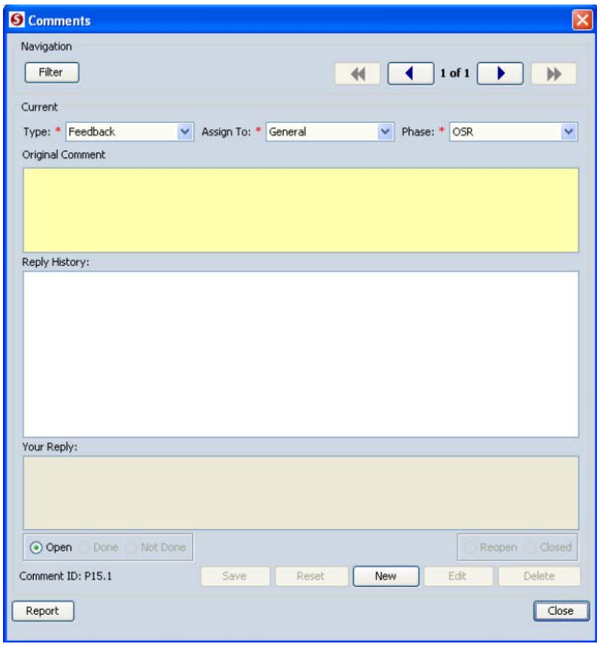
- **Accept Changes** – This option accepts any changes that are currently highlighted or selected.
- **Reject Changes** – This option rejects any changes that are currently highlighted or selected.
- **Accept All** – This option accepts all changes in the text field in which the cursor is currently positioned.
- **Reject All** – This option rejects all changes in the text field in which the cursor is currently positioned.

Using Comments

Adding a new comment

To add a comment, you complete these steps:

1. Right-click the course component node you want to add your comment to and select **Comments**. Alternatively, press **Ctrl+E**.
2. If the node already contains a comment, click the **New** button to start a new comment.



The Comments window

3. Select the comment type from the Type drop-down menu:

    a. Select **Edit** if you want to log an edit or change for the course component or its contents.

    b. Select **Query** if you have a question concerning the course component or its contents.

    c. Select **Feedback** if you have feedback or a suggestion concerning the course component or its contents.

4. Indicate the intended recipient of the comment by selecting one of the following options from the Assign To drop-down menu:

    d. Select **Writer** if the comment is intended for the Instructional Writer.

    e. Select **Designer** if the comment is intended for the Visual Designer.

    f. Select **Editor** if the comment is intended for the Instructional Editor.

    g. Select **SME** if the comment if intended for the Subject Matter Expert, Technical Content Reviewer (TCR), or Business Content Reviewer (BCR).

    h. Select **SKIL LD** if the comment is intended for the Learning Designer.

    i. Select **QA** if the comment is intended for the Quality Assurance reviewer.

    j. Select **General** if the comment if intended for all.

5. Indicate the current development stage by selecting an option from the Phase drop-down menu:

    k. Select **LPP** if the course is currently at Learning Path Plan stage.

    l. Select **CDD** if the course is currently at Course Design Document stage.

m. Select **Writing** if the course is currently at Writing or Scripting stage.

n. Select **Editing** if the course is currently at Editorial stage.

o. Select **SME LSR** if the course is currently at SME, TCR, or BCR Lesson Script Review stage.

p. Select **LD LSR** if the course is currently at LD Lesson Script Review stage.

q. Select **Visual Design** if the course is currently at Design stage.

r. Select **OSR** if the course is currently at On Screen Review stage.

Note: If you navigate from a comment that does not have the Type, Assign to, or Phase specified, you will be asked to supply the missing attribute.

6. Type your comment in the Original Comment text field.

7. Click the **Save** button.

8. If this is the first comment you have added since opening the course, a message box appears prompting you to enter your initials. Type your initials in the Please enter your initials text field and click **OK**.

9. Click **Close** to close the Comments dialog box.

A time and date stamp is added to the comment, together with your initials and the development phase.

Once a comment has been added to a course component, a lightbulb icon is displayed with that course component node in the Outline pane.

Editing an existing comment

To edit an existing comment, complete these steps:

1. Select the course component containing the comment you want to edit.

2. Right-click and select **Comments**.

3. Click the **Edit** button.

4. Make your changes to the existing comment.

5. Click **Save**.

A new time and date stamp is added to the comment indicating that it was edited.

Deleting an existing comment

To delete an existing comment, complete these steps:

1. Select the course component containing the comment you want to delete.

2. Right-click and select **Comments**.

3. Click the **Delete** button.

4. A message box appears asking if you are sure you want to delete the comment. Click **Yes**.

The comment is deleted.

Changing the status of a comment

When you add a comment, its status is set to **Open** by default. To change the status of a comment, simply select one of the alternative status radio buttons:

- **Done** – Select **Done** when a comment has been implemented. You should also insert a reply in the Your Reply text field of the dialog box.
- **Not Done** – Select **Not Done** when you are unable to implement an edit due to a style, guideline, or tool restriction. You should also insert a reply in the Your Reply text field of the dialog box.
- **Reopen** – Select **Reopen** when you need to reopen an edit because it has not been implemented correctly.
- **Closed** – Select **Closed** to indicate that an edit has been reviewed and that it has been implemented correctly.

Navigating comments

The Comments dialog box enables you to step through all of the comments in the course, without having to open and close the Comments dialog box.

If you have filtering enabled in the Comments dialog box, only comments that adhere to the current filter rules are displayed. To navigate between these comments, you use the navigation arrows:

- **First** – The **First** button (double arrows) brings you to the first comment on the current page.
- **Previous** – The **Previous** button (single arrow) brings you to the previous comment in the course. If there are no previous comments on the current page, clicking this button brings you to the previous comment within the course.
- **Next** – The **Next** button (single arrow) brings you to the next comment in the page. When you have viewed all of the comments on the current page, clicking this button brings you to the next comment within the course.
- **Last** – The **Last** button (double arrows) brings you to the last comment on the current page.

When you step forward or back to a new node containing comments that satisfy the designated filter criteria, the node is highlighted in the course tree.

When you navigate beyond the last node containing comments for the specified scope, a message displays, indicating that the last node has been found and presenting the option of restarting the navigation from the beginning of the specified scope.

> ***Note: While the Comments dialog box is open, you can select different nodes in the Outline pane and the dialog will dynamically update to display comments for the new node. Manually changing tree nodes in this way resets the filter criteria to find "ALL" nodes.***

Filtering Comments

The Comments dialog box provides you with filtering functionality, so that you can specify the types of comments you want to view. To filter the comments in a course, you complete these steps:

1. Click the **Filter** button in the Comments dialog box.
2. In the dialog box that appears, select the options you want to filter by from the Type, Assign To, Status, Phase, and User lists. Hold the **Ctrl** key to select more than one option from a list.
3. Select the scope of the filter from the Scope drop-down menu:
    a. **Entire Course**
    b. **Current Object**
    c. **Current Object and Children**
4. Click **OK**.

Alternatively, click the **Create Report** button if you want to produce a report based on the filtering criteria specified.

Running a Comments Report

A comment report can be run from two areas:

- the **Reports** menu
- the Comments dialog box

To run a Comments report from the Comments dialog box, you complete these steps:

1. Open the Comments dialog box.
2. Click the **Report** button.

The report is generated using the filter already assigned. If no filter has been assigned, the report defaults to choose all attributes, i.e. all comments. The scope of the report is automatically set to the Entire course.

To run a Comments report from the **Reports** menu, you complete these steps:

1. Select **Reports – Comments**.
2. The Filter dialog box is displayed. Select any filtering options you want to apply.
3. Select the scope of the report from the Scope drop-down menu – **Entire course**, **Current course object**, or **Current course object and children**.
4. Click the **Create Report** button.

Synergy generates the report. A table at the beginning of the report indicates what filters, if any, were applied.

Cleaning up a course

The Clean Up Entire Course tool in Synergy moves any surplus files from the course into a backup area. This feature enables you to reduce the size of the course.

To run the Clean Up Entire Course tool, you complete these steps:

1. Select **Tools – Cleanup – Clean Up Entire Course**.

2. A message box appears asking if you want to clean up the files in the source_files directory. Depending on the development stage that your course is at, select the appropriate option – **Yes** or **No**.

3. In the Please select ... dialog box that appears, choose the location for the surplus files and click the **Confirm** button to execute the tool.

The Clean Up Entire Course process removes any files not referenced in Synergy. It removes any extraneous files from the root of the topic, and from the media folders. It doesn't check any other subfolders below the topic level. For this reason, it is important not to place any surplus files into the topic folder structure. All surplus files should be stored in the source_files area. This ensures that all surplus files are removed before release.

When the Cleanup tool has finished moving the files to the selected location you will receive a confirmation message.

Final publishing a course

Final Publish recreates the Player files that are used when the course is launched via the Drop-In Player. If changes are made in Synergy and the course is not previewed or final published, the changes are not reflected in the Player files. Final Publish zips the Player files and stores them in a newly created folder called publish. Only a Final Publish ensures that all course player files are properly updated.

Running the Final Publish tool

- refreshes the course HTML pages
- changes the case of all topic folders and page IDs to lower case
- creates a ZIP file in the publish folder (this ZIP is used by the installer)
- removes the graphic references and source files folders from the course ZIP files.

> ***Note: Before final publishing a course, you must check that the filenames for graphics, audio files, HTML files, and all calls or links to those files are in lower case. The only exception is the CCAPopupStyles.css file, which should remain in upper case format.***

To final publish a course, you complete these steps:

1. Back up and remove any unnecessary files or folders by running the Course Cleanup tool.

2. Select **Tools – Final Publish**.

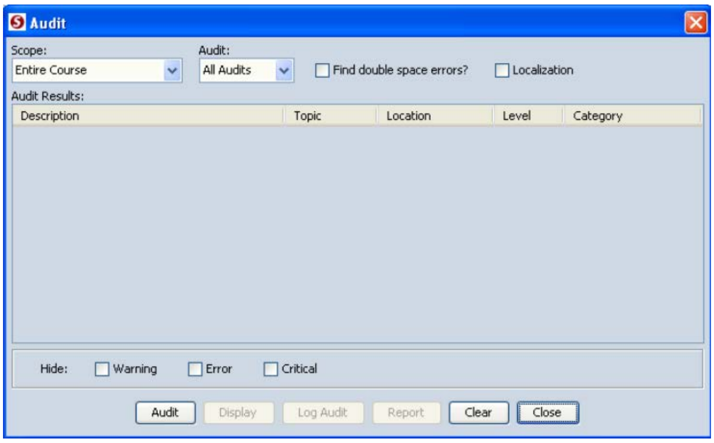
3. When refreshing the HTML pages, you will be prompted with a message asking you to overwrite the Resource_home file. This message is to enable custom content to have the option of changing the resources page. You should click the **Use Default** button. Standard content is saved to the default page automatically.

Synergy displays a confirmation message when Final Publish is complete.

Auditing a course

To audit a course in Synergy, you complete these steps:

1. Select **Tools – Audit**. Alternatively, click the **Audit** button on the toolbar or press **Ctrl+T**.



The Audit window

2. Select the scope of the audit from the Scope drop-down menu – **Entire Course**, **Current Object**, or **Current Object and Children**.

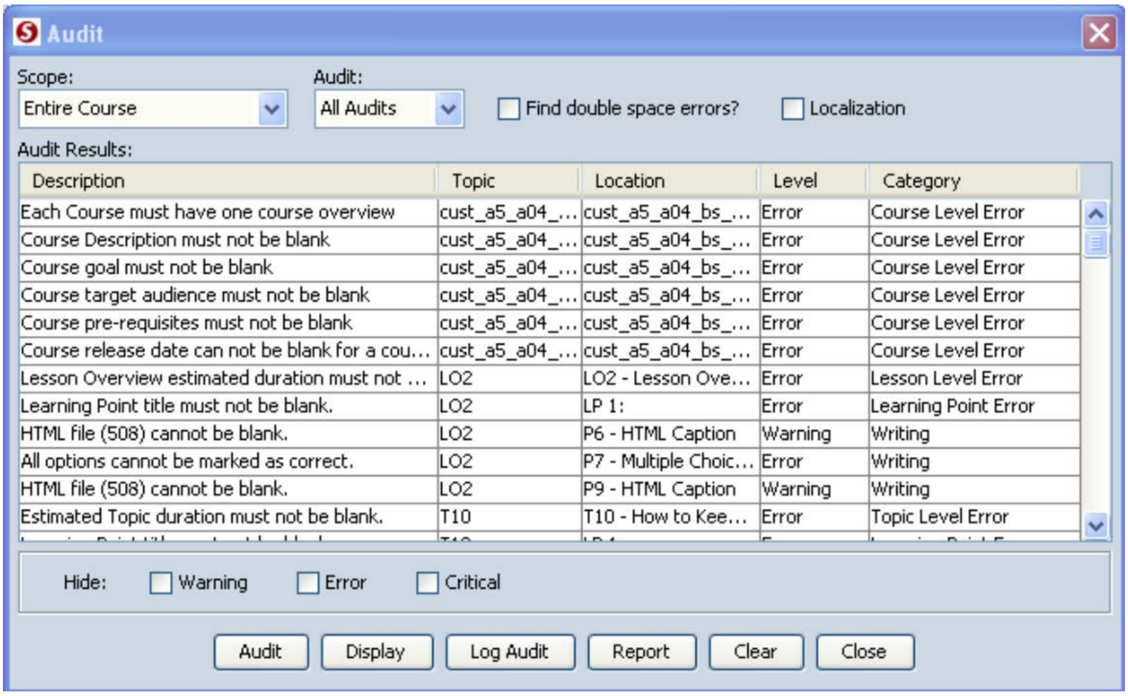
3. Select the type of audit from the Audit drop-down menu – **All Audits**, **Writing Tab** or **Graphics Tab**.

4. Select the **Find double space errors** checkbox if you want to check all text in the course for double spaces.

5. Select the **Localization** checkbox if you want to run an audit for Localization purposes.

6. If you want to hide Warnings, Errors, or Critical Audits select the appropriate checkbox in the Hide section.

7. Click the **Audit** button.



The Audit window, listing audit errors

8. Once the audit is completed, the list of audit results is displayed in the Audit Result area.

9. Double-click an individual audit issue line to navigate directly to the page where that error occurs. Alternatively, select the audit issue line you want to examine, and click the **Display** button.

10. To sort the audit results, click the column header you want to sort by.

11. To view a report of all audit results in a course, click the **Report** button.

12. To reset the Audit dialog box, click the **Clear** button.

13. When you're finished reviewing the audit results, click the **Close** button to close to dialog box.

Adding Resources

The Resources node in Synergy contains:

- References
- Job/Learning Aids
- Follow-on Activities, and
- Acknowledgements

Adding References

The course references are listed on the References tab, which is located within the Resources tab in Synergy. These course references are additional sources of information provided to the learners in case they wish to learn more about the course subject matter. A minimum of two course references must be included for every Business Skills course and for every IT or Desktop course. Typically these are the two main sources used to develop the course. If the additional references are to include books different from or in addition to the sources, appropriate guidance will be provided by the SkillSoft Planning team.

The main sources are almost always books, which are often accessed during course development via the Books24x7 website. Only titles that are part of the Books24x7 library should be used as references. It is preferred that the Reference information provided to the learner is the actual book information itself, and NOT simply the hyperlink to the Books24x7 site. The hyperlink will not be accessible outside of the SkillSoft environment; therefore it cannot be used as a valid source.

How to reference different types of information

Depending on the format of the reference material, you need to provide different pieces of information:

- **Books** - The title, author, publisher, date published, and ISBN should be filled out.

  Note: References to books must be part of the Books 24x7 library at the time of selecting them.

- **Magazines or Journals** - The article title, author, magazine/journal title, date published, and pages should be filled out.

- **Websites** - The URL provided should be one that is considered to be fairly static and not likely to disappear or be taken down anytime soon. It is preferred that the use of websites as sources is kept to a minimum.

Inserting References

To insert a reference in Synergy, you complete these steps:

1. In the Outline pane, expand the Resource node and then select the References node
2. Click the Add button to open the References Item dialog box
3. Complete the appropriate fields in the Reference Item dialog box
   (See How to reference different types of information for details on which fields are appropriate for each reference format.)
4. Once you have completed the necessary fields, click OK to save the information and close the Reference Item dialog box

Adding Resource Aids

Resource Aids include Job Aids, Learning Aids, and Follow-on Activities. These documents are created using a Word template and the HB3 tool (the successor to the HTML Blaster). HB3 converts the Word template into an accessible HTML document, which can then be integrated into a Synergy course.

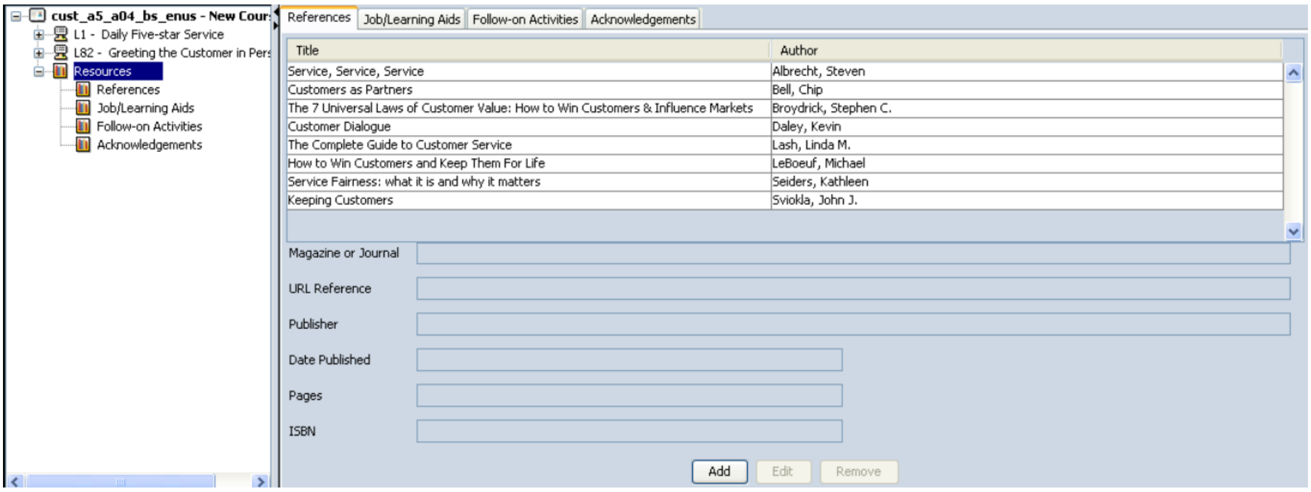
To integrate a Resource Aid into a Synergy course, you complete these steps:

1. Add the Resource Aid to the Course Resources.
2. Generate the Resources Home Pages.

3. Link to the Resource Aid from the relevant page or pages in the Synergy course using a standard hyperlink or a Launch box.

Adding a Resource Aid to the Course Resources

To add a resource aid to the course resources, you complete these steps:



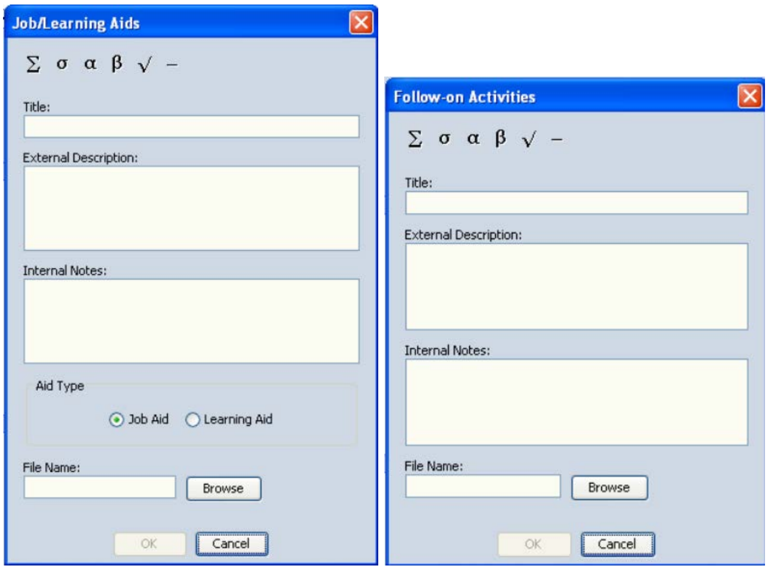
The Resources node

1. Navigate to and expand the Resources node in the Outline pane to display the list of course resources.

2. Select the appropriate node to suit the type of Resource Aid being integrated.

   a. Choose **Follow-on Activities** for a Follow-on Activity.

   b. Choose **Job/Learning Aids** for a Job Aid or Learning Aid.



The Follow-on Activities and Job/Learning Aids windows

3. Click the **Add** button at the bottom of the tabbed page that displays.

4. Complete each field in the dialog box that appears:

a. **Title**: Enter the title of the Resource Aid as it appears in the Title field in the Resource Aid source document. For Job Aids, the text entered here will display on the Job Aid Home Page as the title of the Job Aid.

b. **External description**: Enter the exact text from the purpose statement of the Resource Aid source document. This information is displayed below the title of the Resource Aid on the Resource Aids Home Page. It serves as "teaser" text for that Resource Aid.

c. **Internal description**: This is an optional field. The writer may choose to insert a description of the contents of the Resource Aid here. This information is not published anywhere; it is strictly for use by the writer.

d. **Aid Type**: Select the **Job Aid or Learning Aid** option as appropriate. (This selection is not provided when adding Follow-on Activities, because the aid type is specified by default.)

e. **File Name**: Click the **Browse** button, then navigate to the folder containing the HTML version of the Resource Aid, select the HTML file, and click **Open**.
Synergy adds the absolute path to the File Name field.

5. Click **OK**. Synergy adds the information to the Content Pane of the Job/Learning Aid or Follow-on Activities tabbed page, and copies the HTML file to the /output/html folder for the course.

6. Manually copy any image files referenced in the Resource Aid to the /output/html folder.

Editing or revising existing Resource Aids

Once a Resource Aid is added to a course, you may use the **Edit** and **Remove** buttons to revise information about existing resource aids, or remove them completely. If this happens, these are some things to consider:

If you revise any of the information contained in the Content Pane, you will need to regenerate the listing by selecting **Tools – Generate Resources/Transcripts**.

If you revise the purpose field in the source document, you will need re-blast the Job Aid and edit the External Description field for it in Synergy so the information on the Job Aids Home Page and the actual Job Aid are in sync.

Generating the Resource Aids Home pages

The jobaids.html file is a Home Page or Table of Contents for all of the Job Aids in a course. This file is generated by Synergy and should never be manually edited. To create this file, you complete these steps:

1. Save the course

2. Select **Tools – Generate Resources/Transcripts**.

Adding Acknowledgements

The Acknowledgments tab is found under the Resources element.

To add acknowledgements, simply enter your acknowledgement text in the large blank text field that displays for this tab.

After the course is previewed/published, learners access the Acknowledgments tab via the Resources button in the course player.

> ***Note:** To preview acknowledgments in the player, run the **Generate Resources** command in the Tools menu before previewing the course. If the Generate Resources command is not run, acknowledgments **do not** appear in the previewer.*

Adding a Glossary

> ***Note: The procedure for developing a Glossary is outlined in the HB3 Cookbook.***

Once you have created a Glossary, and generated the glossary.html file using HB3, you can integrate the glossary.html file into Synergy by following these steps:

1. Copy the blasted glossary.html file.
2. Using Windows Explorer, navigate to the output\html folder for the course.
3. Paste the glossary.html file into this folder, overwriting the existing glossary.html file. Multiple-page glossaries contain additional HTML pages and these must be copied over too.
4. In Synergy, select **Tools – Generate Resources/Transcripts**.
5. Preview the course to ensure the Glossary is displaying correctly.

Accessing the Glossary in the Player

To access the Glossary in the Player, complete these steps:

1. Launch the course.
2. Select the **Show Resource Dialog** tab.
3. Select **Resources**.
4. Click the **Glossary** hyperlink.

Integrating SkillBriefs

For information on integrating SkillBriefs into Synergy, please refer to the SkillBriefs guideline, available on the Standards and Guidelines site.

Updating Copyright Information

Copyright information is generated automatically when you generate the course resources. To update the copyright information, simply re-generate the resources for a course by selecting **Tools – Generate Resources/Transcripts**.

Section 3: Common Tasks in the Writing Tab

Adding Narrative Text

The type of page you are working on determines the field or fields where the narrative text is placed. On most pages, the narrative text is stored in the Text Item fields. The common fields for storing narrative text include

- Text Item
- Caption
- List Item
- Associated Text
- Stem
- Dialog

To add narrative text, you simply place the cursor in the text field and type your text.

Inserting additional narrative text fields on a page

If the template permits extra narrative text fields, in addition to the default fields, a button is provided to allow you to add extra fields.

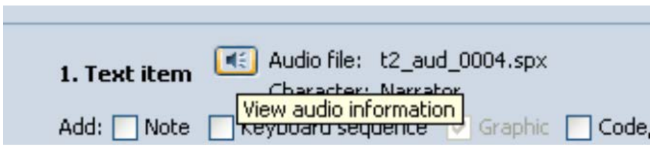
The Text Item button

For example, to add extra text fields to an Expos page, you complete this step:

- Click the **Text Item** button to add an additional Text Item field. Once the maximum number of fields has been added to a page, the **Text item** button is disabled in the template.

Adding Audio Production Notes

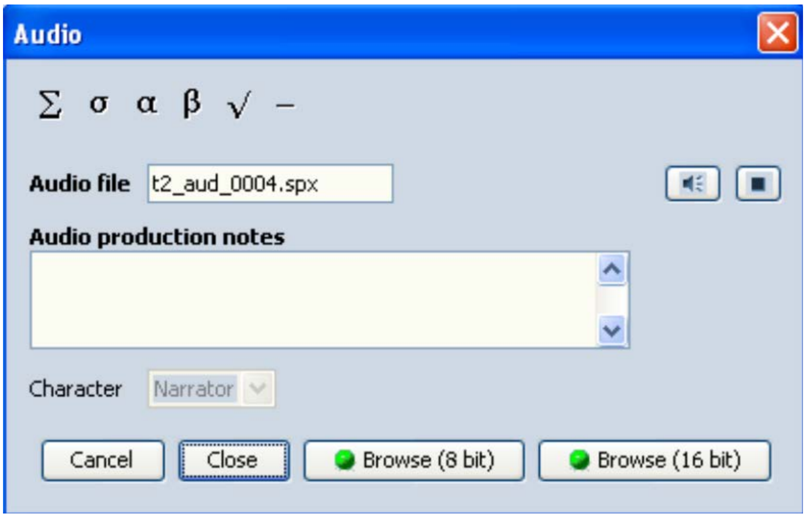
If a page element supports audio, it has an associated **View audio information** button in the Writing tab. The audio file name for the page element is displayed with this button.



The View Audio Information button

To add Audio Production notes for a page element, complete these steps:

1. Click the **View Audio Information** button. This opens the Audio dialog box.



The Audio dialog box

2. Enter text in the Audio file field if you want to change the audio file name.

3. Click the **Play** button if you want to hear the audio file currently associated with the page element.

4. Click the **Stop** button to stop the currently playing audio file.

5. Type notes, such as pronunciation tips and guidance for the Audio team, in the Audio Production Notes field.

6. If a character should voice the content rather than the Narrator, select the Character name from the Character drop-down list.

   Note: Character names must first be added to the Character tab at the course node level before they are available for selection from the Character drop-down list. Up to ten character names can be added to the Character tab. If more characters are required for use in the course, you should contact the LD associated with the path for approval.

7. Use the **Browse** buttons to browse for and select an audio file and import it into the topic.

8. Click **Close** to save your changes and close the Audio dialog box.

9. Alternatively, click **Cancel** to discard your changes and close the Audio dialog box.

   Note: In video-enabled pages, writers may choose to include Audio Production Notes in the Video & Graphic Direction field, rather than in the Audio Production Notes dialog box. This is purely for ease of development, to minimize the number of fields in which writers must provide similar information, rather than for a technical reason. Both the Audio Production Notes field and the Video & Graphic

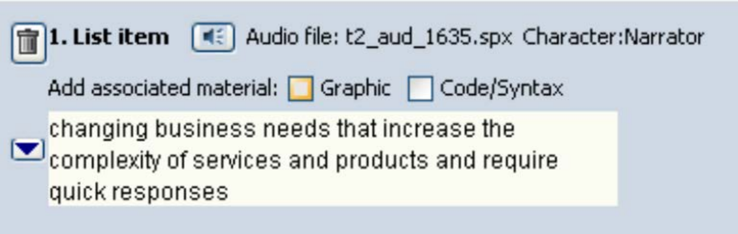
Direction field are outputted to the Video Report, so content in both fields is available to the Video Production team.

Specifying Graphic Direction for a Page Element

By default there is a Graphic Direction field associated with the first element on a page, usually a Text Item.

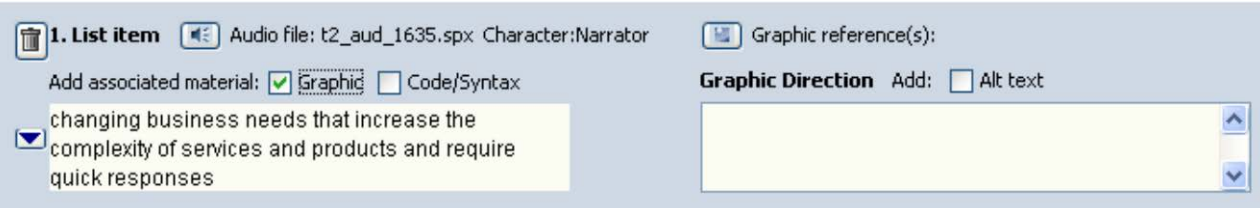
Enabling the Graphic Direction field for a page element

To enable the Graphic Direction field for other elements on the page, you complete this step:



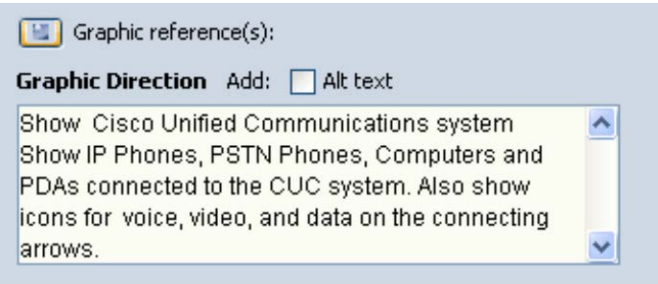
The Graphic checkbox

- Select the **Graphic** checkbox associated with the page element. This associates a Graphic Direction text field, a **Graphic References** button, an **Alt text checkbox**, and a **Graphic Text** button if appropriate, with that page element.



The Graphic Direction field, with Graphic reference(s) button and Alt text checkbox

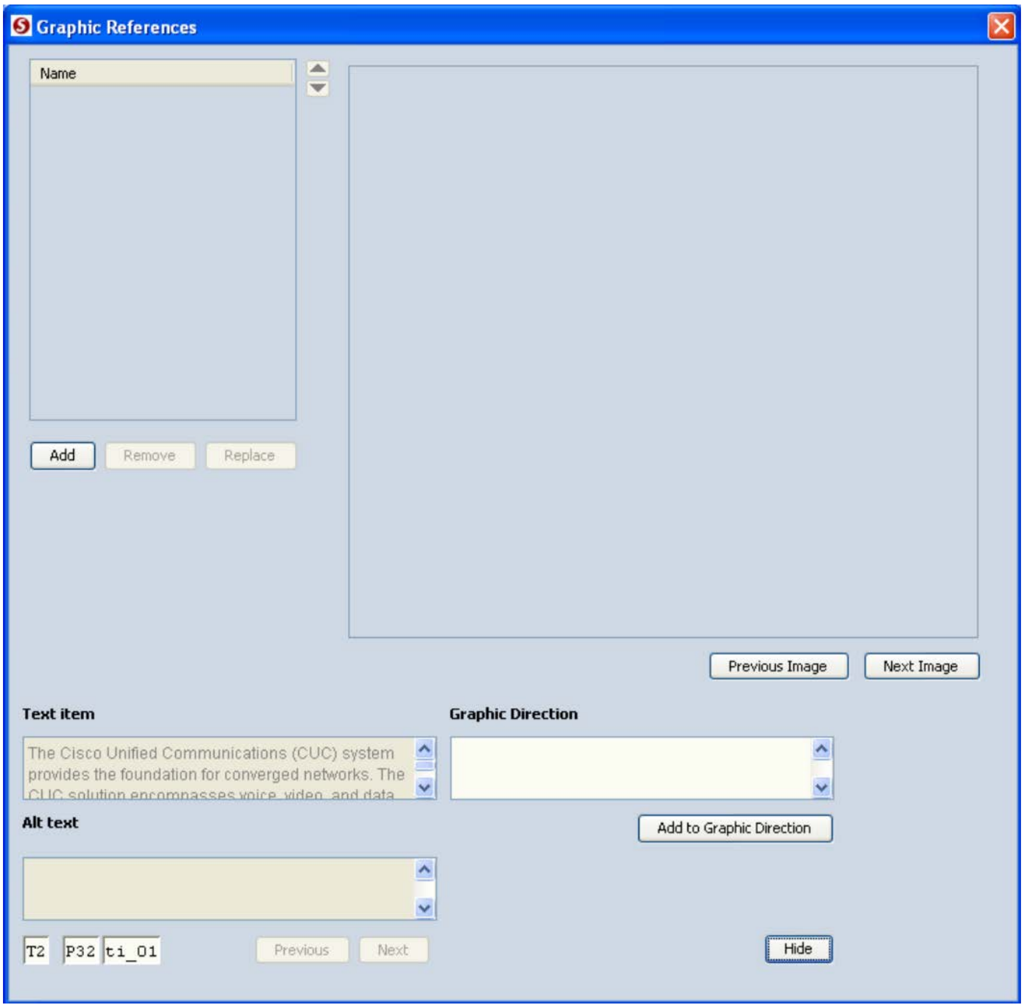
Adding Graphic Direction, Graphic References, and Graphic Text for a page element



The Graphic Direction field

To add Graphic Direction for a page element, you complete these steps:

1. Type instructions for the Visual Designer in the Graphic Direction text field.



The Graphic References window

2. Add Graphic References, if required, using the **Graphic References** button.

    a. Click the **Graphic References** button. This opens the Graphic References dialog box.

    b. Click the **Add** button to browse for and add a new Graphic Reference.

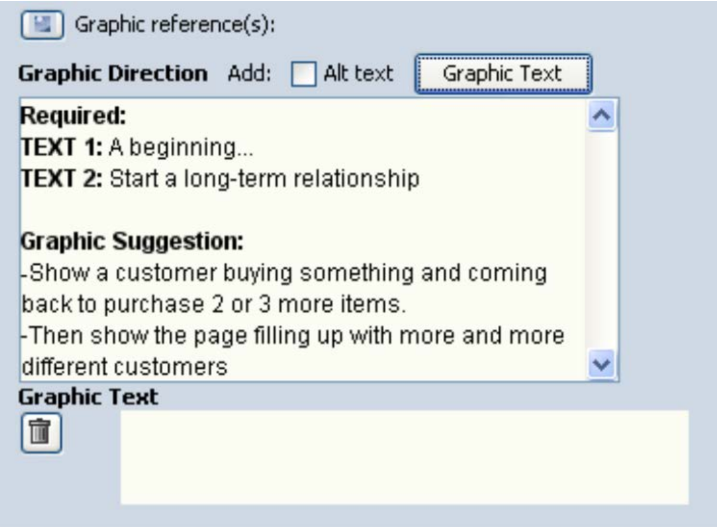
    c. Use the **Previous Image** and **Next Image** buttons to navigate through Graphic References that have already been added to the page.

    d. Type instructions for the Visual Designer in the Graphic Direction text field, and click the **Add to Graphic Direction** button to insert your typed text in the Graphic Direction field on the Writing tab.

    Note: When you add Graphic Direction in this way, it will appear in the Graphic Direction field in the Writing tab, together with the name of the Graphic Reference it applies to.

    e. Click the **Hide** button to save your changes and close the Graphic References dialog box.

3. Click the **Graphic Text** button to add a Graphic Text field, where you specify Graphic Text for the page element.



The Graphic Text field

Adding alt text for a page element

To add alt text for a page element, you complete these steps:

1. Select the **Graphic** checkbox for the page element, if it is not selected by default.
2. Click the **Alt text** checkbox to add an Alt text field.
3. Type your alternative text in the Alt text field.

Note: For information on how to write alt text, refer to the Alt Text Guideline.

Specifying Video Direction for a page

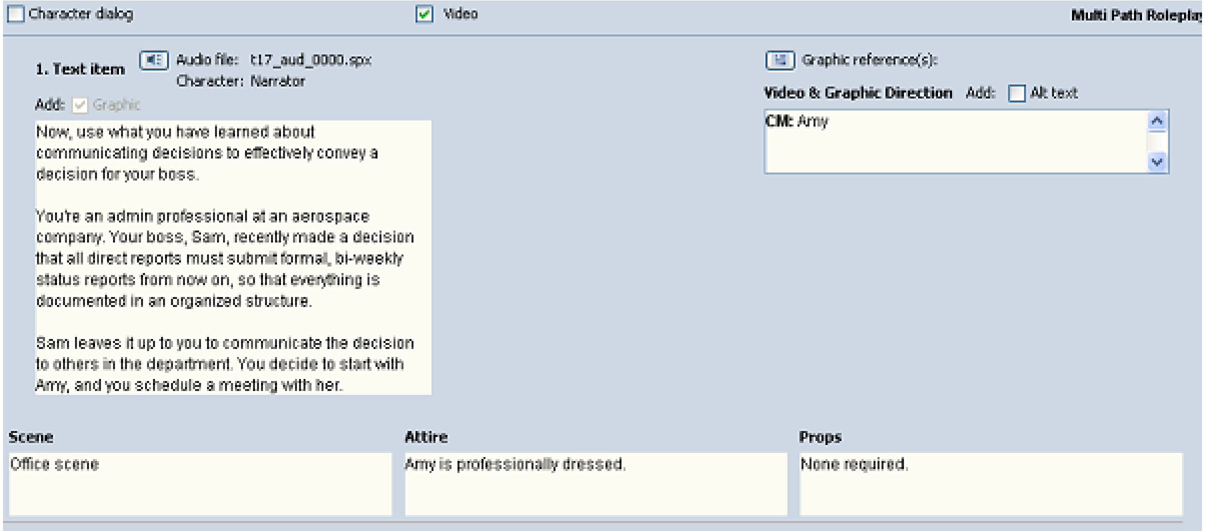
Certain page types, such as the Sim Dialog Video Caption, Case Study Sim Dialog Video Caption, Multi Path RolePlay, and Single Path RolePlay, are video enabled, providing Video has been enabled at course level. (See *Enabling Video in a Course*, in Section 2.)

Activating video on a video-enabled page

To specify video direction for a video-enabled page, you must first ensure that Video has been activated on that page. To do this, you simply select the **Video** checkbox for the page.

This changes the name of the Graphic Direction fields to "Video & Graphic Direction". It also adds a Video section to the first Text Item or Caption item on the page. The video section indicates the Platform (such as desktop), and provides an editable Filename field. It also provides three fields for specific video direction: Scene, Attire, and Props.

Adding Video & Graphic Direction, Graphic References, and Graphic Text for a page element



The Video & Graphic Direction field

To add Video & Graphic Direction for a page element, you complete these steps:

1. Specify Graphic References, Graphic Text, Alt Text, and Graphic Direction in the same way that you would when adding Graphic Direction to a page

   Note: For more information on adding Graphic References, refer to the Specifying Graphic Direction for a Page Element section

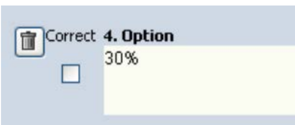
2. Enter notes in the Scene field, specifying what the setting for the video should be.

3. Enter notes in the Attire field, specifying how the actors should be dressed.

4. Enter notes in the Props field, indicating if there are any props that are integral to the instruction in the video.

   Note: For more information on adding Video direction, refer to the Graphic Direction for Narrated Animation Templates guideline.

Deleting a page element



The Delete this item button

To delete a page element, click the **Delete this item** button (the trashcan icon) associated with that page element.

This button is disabled if the minimum number of page elements required for a page is reached.

Formatting Text

Synergy provides four formatting options for text:

- plain
- italic
- bold
- underline

Synergy also supports two fonts, Helvetica and Courier new

By default, any text that you add in Synergy is formatted in plain Helvetica text.

Applying formatting to text

To apply formatting to text, you complete these steps:

The Formatting options, Italic, Underline, and Bold

1. Ensure the **Formatting** toolbar is displayed.
    a. If the **Formatting** toolbar isn't displayed, select **View – Toolbars – Formatting** to display it.
2. Select the text you want to format.
3. Click the appropriate formatting button on the toolbar to apply the format.

Removing formatting from text

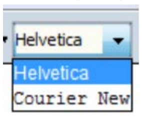
To remove formatting from text, you complete these steps:

1. Select the text you want to remove the formatting from.

    Note: If you select a piece of text that has formatting applied, the relevant format button appears in a clicked or depressed state on the Formatting toolbar.

2. Click the appropriate button on the **Formatting** toolbar to remove the format. For example, if the selected text is bolded, click the **Bold** button to remove the bolding.

Changing the text font



The Font dropdown options, Helvetica and Courier New

To change the font used for text:

1. Ensure the **Formatting** toolbar is displayed.

a. If the **Formatting** toolbar isn't displayed, select **View – Toolbars – Formatting** to display it.

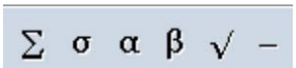
2. Select the text you want to use a different font.

3. Click the font you want to use in the dropdown list.

Note: the Formatting toolbar also includes buttons for centering text and adding bullet points. These buttons are only enabled in Business Challenge content, in the Discovery Zone Explore Text or Styled Text child pages.

Inserting Symbols in a Text Field

Certain content types, such as Six Sigma content, require you to include mathematical symbols in the narrative text. To facilitate this, Synergy includes the **Sigma** toolbar, which allows you to add the most common mathematical symbols used.



The Sigma toolbar

You can add the following symbols using this toolbar:

- n-ary summation operator (∑)
- Greek lowercase sigma (σ)
- Greek lowercase alpha (α)
- Greek lowercase beta (β)
- square root (√)
- en-dash (–)

Adding a symbol

To add a symbol to narrative text, you complete these steps:

1. Ensure the Sigma toolbar is displayed. If the Sigma toolbar is not displayed, select **View –Toolbars – Sigma** to display it.

2. Position the cursor where you want the symbol to be added in the text field.

3. Click the appropriate symbol button on the toolbar to insert the Symbol.

Inserting a Launch Box in a Page

A Launch box is a template feature that contains a link to a supplementary HTML page. The Launch box feature provides developers with the flexibility to add a Launch box to these types of pages:

- Expos

- List
- Explore List
- Explore Graphic
- Explore Code
- Summary
- Summary Layout2

Business Skills content

You can use a Launch box in the **Business Skills** content domain to add a

- Job Aid
- Learning Aid
- Follow-on Activity

IT content

You can use a Launch box in the **IT** content domain to add a

- Job Aid
- Learning Aid
- Launch Window
- Code Window

For **nonbuilding** pages, the Launch box displays at the same time as the content on the page. For **building** pages, the Launch box displays at the same time as the content in the final field in the template. This means you **cannot** display a Launch box between fields in a template/rows on a page.

> ***Note: If you add a Launch box to an Expos page, you can't include a Note or a Keyboard Sequence with the final Text item on the page. If you add a Launch box to a List page, you can't include a note or a keyboard sequence with the Text***

Adding the Launch box

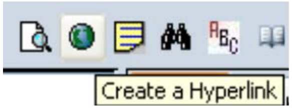
To add a Launch box to a page, you complete these steps:

1. Select the **Launch box** checkbox. The Launch box text fields (the Launch box title and Launch box prompt) appear at the end of the template.

The Launch box fields

2. Complete the Launch box title and Launch box prompt text fields.

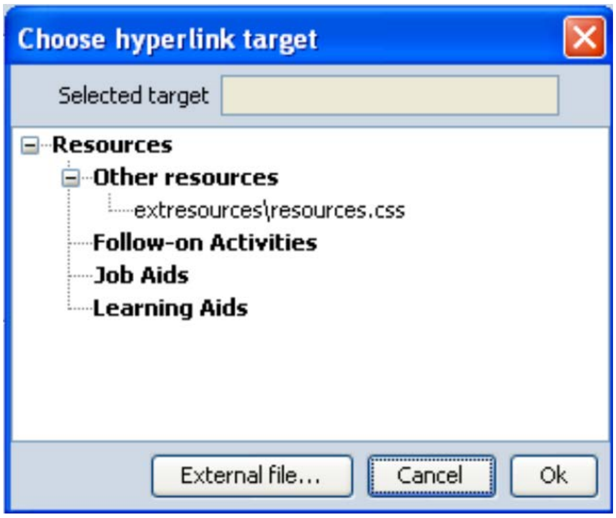
3. Select the text that you want to hyperlink in the Launch box prompt text field.



The Create a hyperlink button

4. Click the **Create a hyperlink** button in the Tools toolbar.

   Note: A maximum of one hyperlink is permitted per Launch box.



The Choose hyperlink target dialog box

5. Select the resource (Follow-on Activity, Job Aid, or Learning Aid) that you want to link to and click **OK**.

   Note: Resources must first be added to the Resources node in Synergy, before they are displayed in the Choose hyperlink target dialog box.

6. Alternatively, click the **External File** button and browse to and select an external HTML file to import. This alternative method is used to import Launch windows or Code windows. The imported HTML file is copied into the misc folder for the topic.

For information on creating the content for Resource Aids (Job Aids, Learning Aids, and Follow-on Activities), and Launch Windows and Code Windows, refer to the *HB3 Cookbook*, and the individual Resource Aids guidelines.

Formatting the Launch box title

The Launch box title field identifies the HTML supplement the Launch box is being linked to. If linking to a Resource Aid, you title the Launch Box according to the type of the Resource Aid, i.e. the title for Job Aid is Job Aid, Learning Aid for a Learning Aid and Follow-on Activity for a Follow-on Activity.

Note: Follow-on Activities are added only to Launch Boxes on the last page of a Summary Learning Point.

Formatting the Launch box prompt

The prompt for a Resource Aid (Job Aid, Learning Aid, or Follow-on Activity) should follow the format

<Verb> the <resource_aid_type> <Resource_Aid_Title> to <purpose>

where you replace

<Verb> with an inclusive verb such as Select, Use, Access, etc. Capitalize the verb.

<resource_aid_type> with the type of Resource Aid styled in sentence case.

<Resource_Aid_Title> with the title of the Resource Aid styled in Title case.

<purpose> with a succinct statement of the purpose of the Resource Aid.

The <Resource_Aid_Title> should exactly match the title as it appears in the Resource Aid, on the appropriate Resources tabbed page, and on the appropriate Resource Aid Home Page.

The <purpose> may be the same as the Purpose and Abstract statements in the Resource Aid. However, if the Resource Aid's purpose statement is long, it is permissible to substitute a more concise version instead.

Example: Job Aid

Select the job aid Stakeholder Questionnaire to review the questions you should ask to learn useful information about project stakeholders.

Note: Prompts should never exceed a single sentence.

Inserting an Animation in a Page

The following templates support prompted or instructional conceptual animations:

- Expos
- List

All templates support visual effect animations.

To add a prompted animation to a page, you complete these steps:

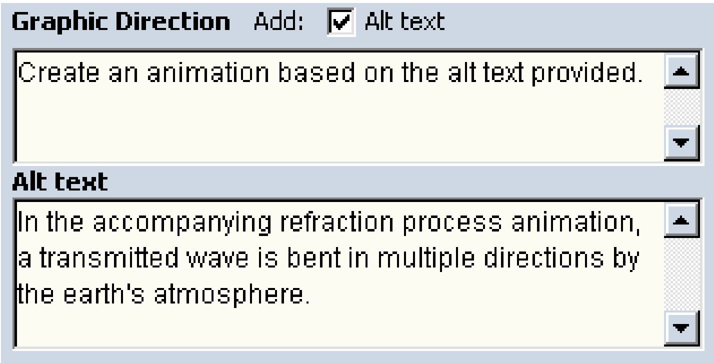
The Animation checkbox

> ***Note: When you add a prompted animation to an Expos page, it displays with the final Text item on that page. If you add a prompted animation to a nonbuilding List, it displays with the entire list. In a building List, the prompted animation displays with the final list item on that page.***

1. Select the **Animation** checkbox. The Animation text fields – Animation prompt and Hotspot/label – appear at the end of the template.

The Animation Prompt field

2. Complete the Animation prompt and Hotspot/label text fields.
3. If there are multiple parts to the animation, requiring multiple triggers, add additional Hotspot/label text fields (one per trigger) by clicking the **Hotspot/label** button.
4. If the label should be published for the animation trigger, ensure the **Publish label** checkbox is selected. Otherwise, clear this checkbox.
5. Select the **Graphic** checkbox for that page element



The Graphic Direction and Alt text fields

6. Select the **Alt text** checkbox associated with the Graphic Direction
7. Type the alt text in the Alt text field

> ***Note: All prompted animations must include alt text if the course is to be 508 compliant.***

8. Add Graphic Direction explaining to the designer to create the animation based on the description provided in the Alt text field

For information on animation types in Synergy, refer to the *Animations* guideline.

Formatting the Launch box prompt

The prompt for a prompted animation should follow this format:

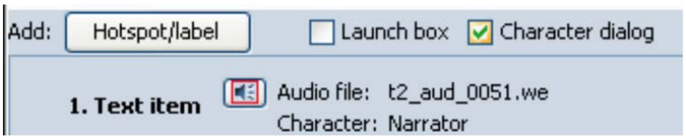
Click <labeled graphic> to see <concept>

Formatting the Hotspot/label

The Hotspot/label field must always be completed. It should consist of an appropriate label for the animation or animation trigger. It should take an initial capital letter should have no end punctuation.

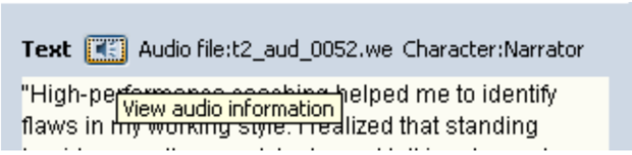
Including Character Dialog in a Page

To indicate that a page includes character dialog, you complete these steps:



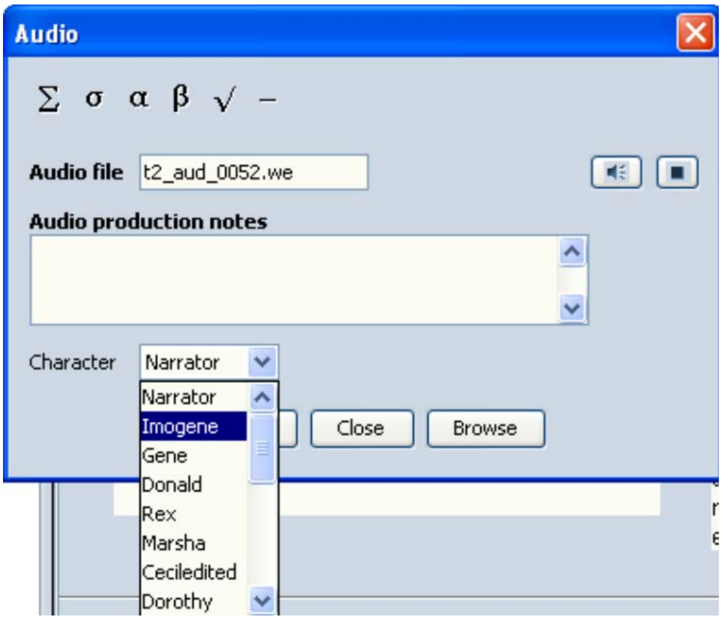
The Character dialog checkbox

1. Select the **Character dialog** checkbox for the page.



The View audio information button

2. Open the audio production notes dialog box for the page element containing character dialog by clicking the **View audio information** button.



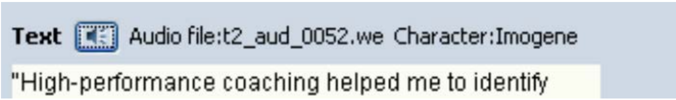
The Audio dialog box

3. Select the character's name from the Character drop-down list.

Note: Character names must first be added to the Character tab at the course node level before they become available for selection from the Character drop-down list. Up to ten character names can be added to the Character tab. If more characters are required for use in the course, you should contact the LD associated with the path for approval.

4. Complete the Audio Production notes field if necessary.

5. Click **Close**.



The audio file information

6. Add alt text if necessary to indicate mood or tone of voice.

This signals that one or more audioed fields contain spoken character dialog. In other words, it's used to indicate that one or more characters on a page are using direct, or quoted, speech.

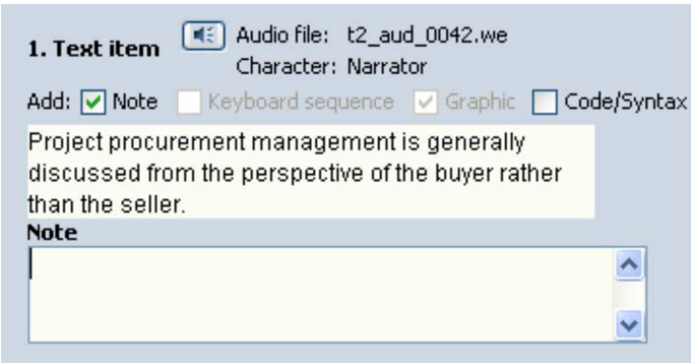
Note: The Character dialog checkbox is not used if all characters on a page are using indirect, or reported speech, or if the direct speech is in a non-audioed field – for example an option field in a practice template.

Selecting the **Character dialog** checkbox sets a flag in Synergy that indicates that all the voiced content on the page should be included in the Character Audio report. The Character Audio report is used by the character actors to record the content voiced by characters in the course. The Production Audio report is used by the narrator to voice the remaining content.

Including a Note with a Page Element

To include a note with a page element, complete these steps:

1. Select the **Note** checkbox.



The Note text field

2. Type the note text in the Note text field.

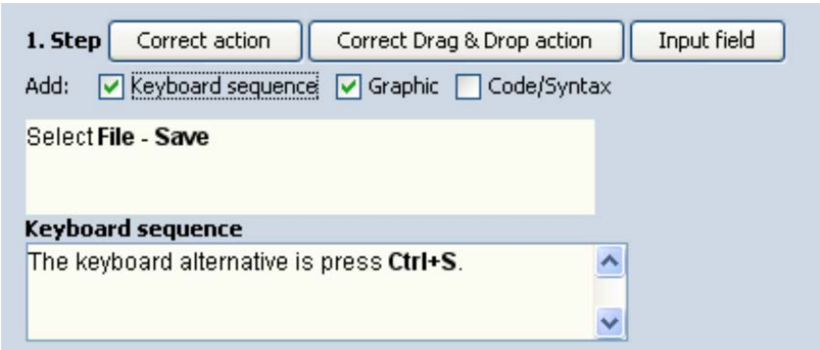
Note: Selecting the Note checkbox disables the Keyboard Sequence checkbox, because it is not permissible to include both a note and a keyboard sequence with a single page element.

Including a Keyboard Sequence with a Page Element

Keyboard sequences, also known as keyboard alternatives, are features that contain the keystrokes for performing a step in a GUI application.

To include a keyboard sequence with a page element, complete these steps:

1. Select the **Keyboard sequence** checkbox.



The Keyboard sequence field

2. Type the keyboard sequence text in the Keyboard sequence text field.

Note: Selecting the Keyboard sequence checkbox disables the Note checkbox, because it is not permissible to include both a note and a keyboard sequence with a single page element.

Only one Keyboard Sequence box at a time is visible in a course page. You cannot build information in a Keyboard Sequence box like you can with the main narrative in the Text container.

- In an Expos, the Keyboard Sequence box displays only for the Text item it's associated with.
- In a building List, the Keyboard Sequence box displays only for the Text item. In a nonbuilding List, the Keyboard Sequence box displays with the entire list.
- In an Explore Graphic, the Keyboard Sequence box displays with the Text item.
- And in HTML Simulations, Try Its, and SkillChecks, the Keyboard Sequence displays at the same time as each Step.

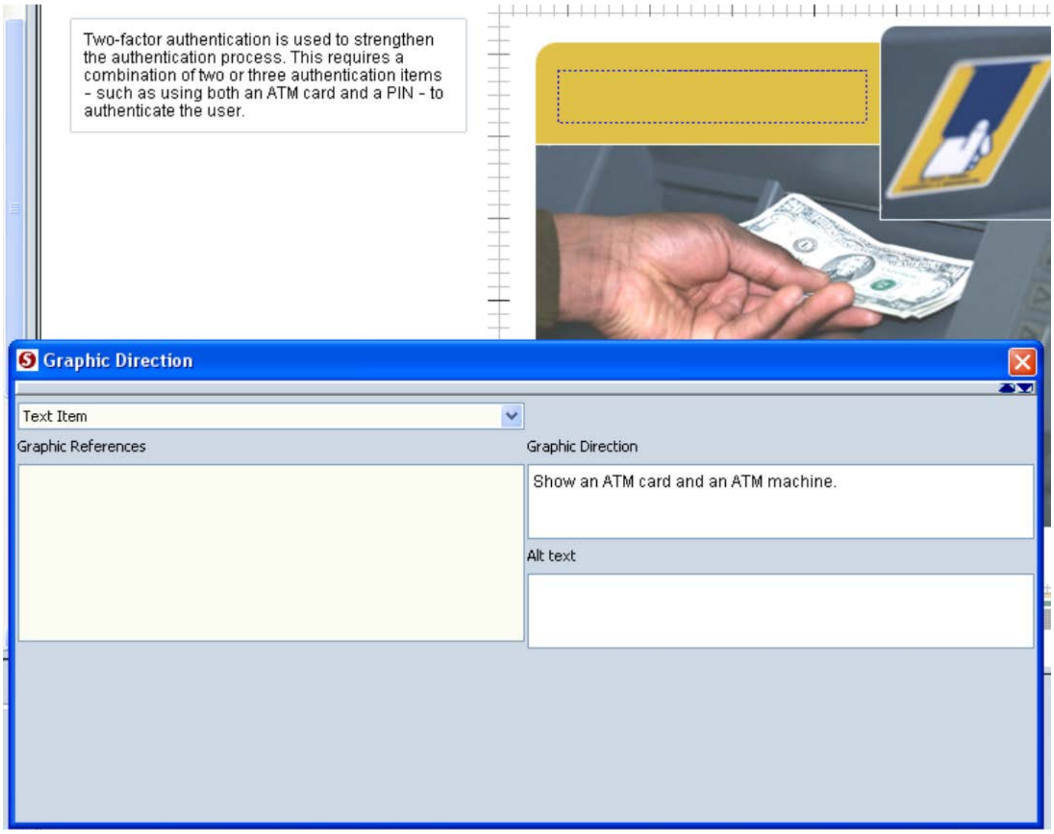
Section 4: How the Writing Tab and Graphics Tab Connect

Viewing Writing Tab Content in the Graphics Tab

In the Writing tab, you enter important information for the designer:

- **Narrative text** – This is the text that will appear on screen and accompany the design. Visual Designers should always read this text before designing the page, so they know what the design should illustrate.
- **Graphic Direction** – You provide specific directions to the Visual Designer in the Graphic Direction text field. This may include suggestions for graphics, graphic requirements for the page, or required Graphic Text to be incorporated into the page design.
- **Graphic Text** – You may specify graphic text in the Graphic Text field. There are three types of graphic text:
  - "plain" graphic text that overlays the graphic background
  - hotspot text, which is graphic text that then becomes clickable on an Explore Graphic page
  - text embedded in visuals such as charts, graphs, etc.
- **Alt text** – Alternative text is text that describes the on-screen graphics for screenreader users. If you provide alternative text, the Visual Designer must ensure that the design for the page supports this text.
- **Graphic References** – These are references to screengrabs and other graphics, which may form the basis for the page design.
- **Scene** – This is information about the setting or background for a video.
- **Attire** – This is information about the clothing that actors should wear in a video.
- **Props** – This is information about any props or equipment that is required in a video.

Accessing Information from the Writing Tab in the Graphics Tab



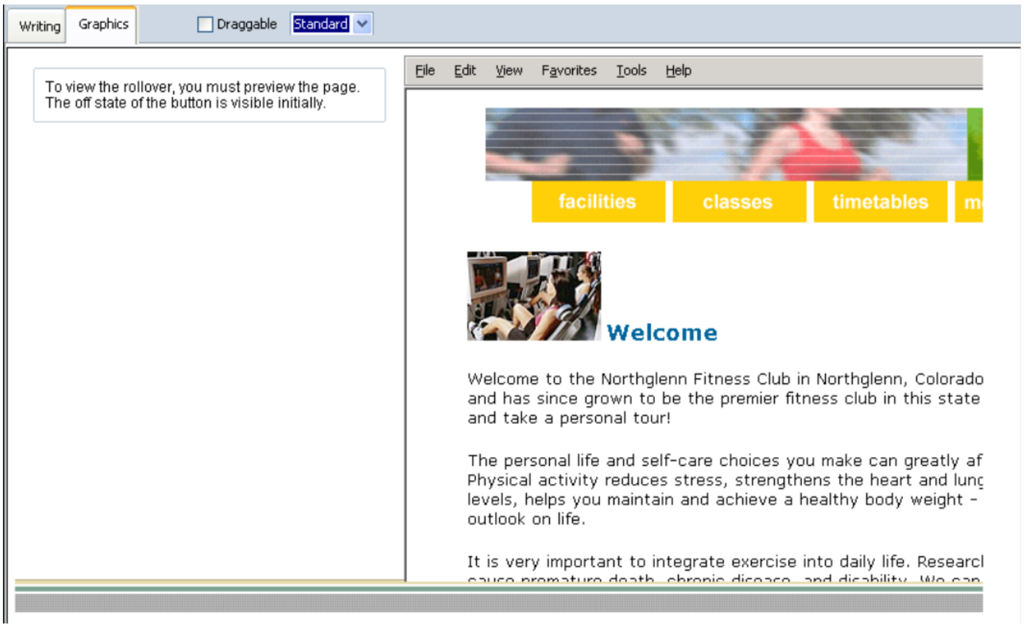
The Graphics tab, with Graphic Direction window

Complete the following steps:

1. Click the **Graphics** tab to open the Graphics tabbed page
2. When a page element is selected in the **Select** tab, the narrative text for that page element is displayed in the main graphics pane.
3. By default, the Graphic Direction window is displayed in the Graphics tab.
    a. If the Graphic Direction window is not displayed, you can view it by selecting **View – Show Window – Graphic Direction**.
4. To view the Graphic References, Graphic Direction, Alt text, and Graphic Text for each page element, select the elements in turn from the Page element drop-down list in the Graphic Direction window.

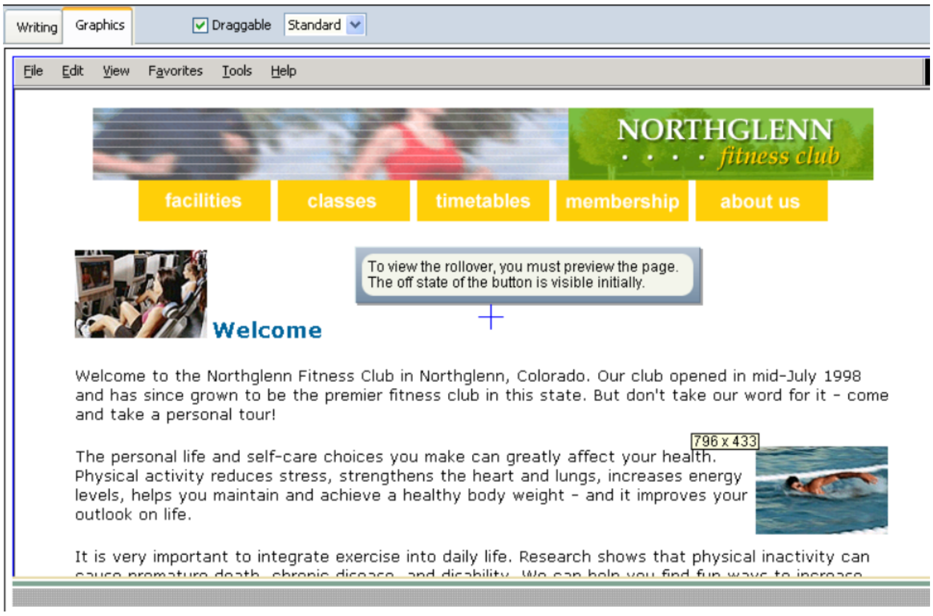
Assigning Static and Draggable screen layouts

The **Draggable** checkbox enables you to determine whether the page is static or draggable.



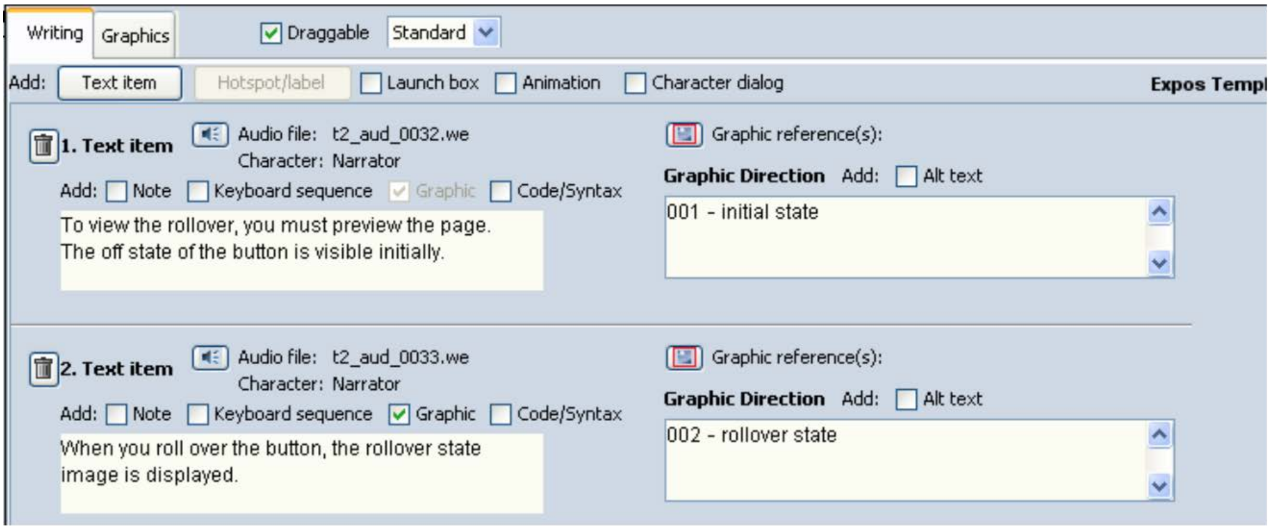
The standard static layout

If the page is static, the text always appears in a set position. For example, in a static Expos page, the text is on the left of the screen, with space for graphics on the right.



The standard draggable layout

If the page is draggable, the Visual Designer can decide where the starting position for the text box should be, and the entire screen area is available for graphics. Draggable layouts are particularly useful for screengrab-based content.



Writing Tab with Draggable checkbox selected

Applying Draggable format to a page

Complete the following step:

- Select the **Draggable** checkbox.

> ***Note: The designer shouldn't change a static page to draggable without first consulting the writer or the Learning Designer.***

Re-applying Static format to a page

Most pages in Synergy are static by default. However, if a page has been accidentally set to draggable and needs to be reverted to static format, you can do this by completing this step:

- Clear the **Draggable** checkbox.

> ***Note: Changing a page to Static triggers an alert box, which warns that making this change may cause some graphics to be repositioned and others may no longer fit on the page.***

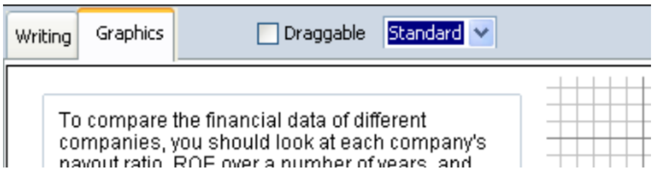
Assigning Standard and Wide text layouts

The Width drop-down list allows you to specify the width of the text box as Standard or Wide. In general, the Wide setting is only applied to a text box when necessary to prevent a text overrun or localization overrun error.

Changing the text box width

Complete the following step:

- Select the width you want from the Width drop-down list. Depending on the page type that you are working on, available widths may include Narrow, Standard, or Wide.



The Width drop-down list, with the Standard option selected

Section 5: Working with Page Templates

Introduction

The aim of this section is to give a brief overview of the purpose of each template and to describe tasks that are specific only to that template.

> ***Note: The processes for working in the Writing tab are standard across most templates. If a specific process is required for an individual template, that process is outlined in this section. Otherwise, you should assume that basic tasks are all carried out in that template as described in Section 3 of this document.***

For information on how to complete common writing tasks, please refer to *Section 3: Common Tasks in the writing tab*. The tasks covered in Section 3 are as follows:

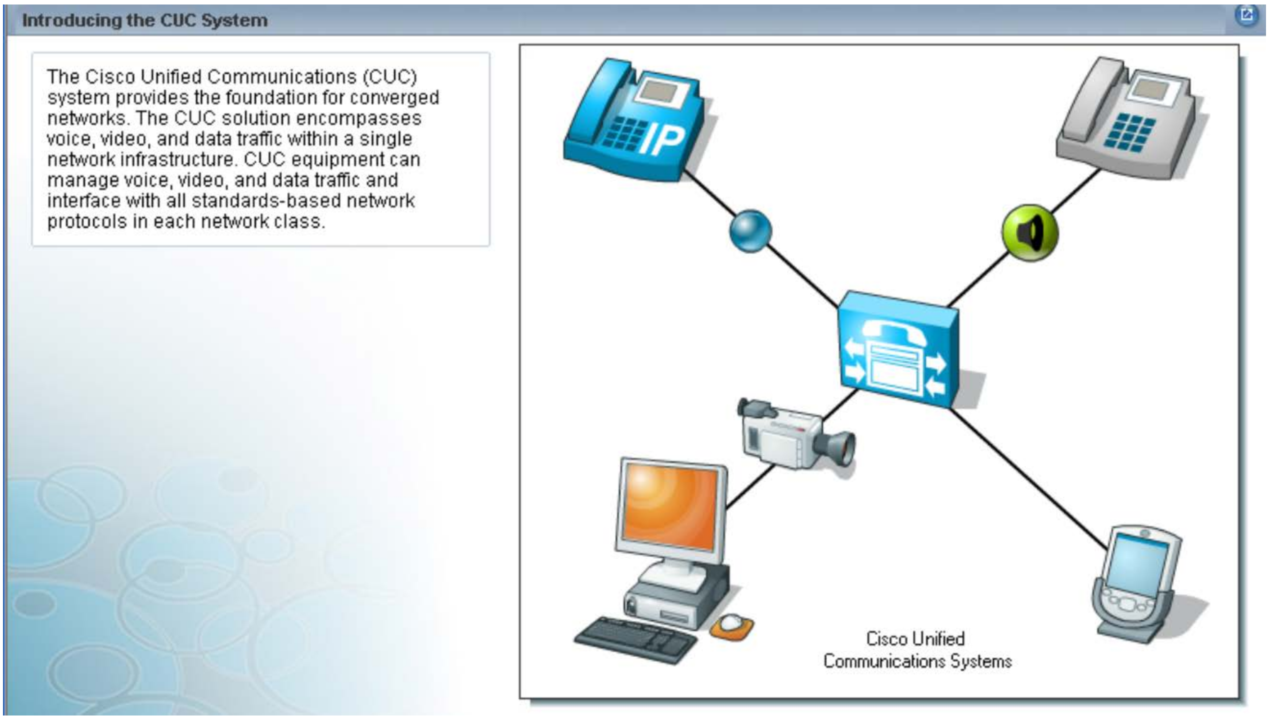
- adding narrative text
- adding Audio Production Notes
- specifying graphic direction for a page element
- specifying video direction for a page element
- adding alt text for a page element
- deleting a page element
- setting a page to draggable or static
- changing the width settings of the narrative text
- formatting text
- inserting symbols in a text field
- inserting a launch box in a page
- inserting an animation in a page
- including character dialog in a page
- including a note with a page element
- including a keyboard sequence with a page element

For information on stylistic issues, please refer to the *House Style Guide*.

For detailed information on working with the Code Editor functionality available in specific templates, refer to Section 6.

Expos

Overview

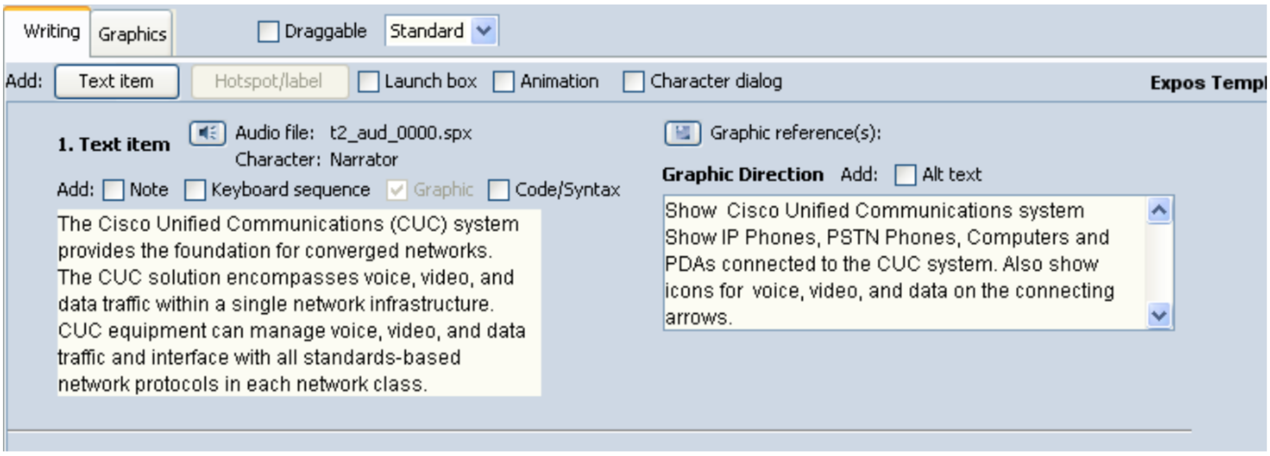


Developed Expos page in the Player

The Expos is part of the Expository instructional strategy. It allows you to present text and graphics on screen in a non-interactive manner.

Building a basic Expos page

When you create a new Expos page it contains a single Text item, with associated audio file, and a Graphic Direction field. The text is set to display on the left of the page, in a standard, non-draggable container.



Expos Writing Tab in Synergy

To build an Expos page, you complete these steps:

1. Specify whether the page is static or draggable.

2. Add the required number of Text items to the page.

   Note: The page contains one Text item by default, and can include a maximum of three.

3. Type the narrative text for each Text item in the Text item text fields.

4. Complete the Graphic Direction, Graphic References, and Alt text fields for each Text item as required.

5. Supply audio production notes as required for each Text item.

6. Preview the page to ensure that it doesn't contain any text overruns.

7. Save the course.

Enhancing an Expos page

You can change the default Expos page setup by

- adding notes to Text items
- adding keyboard sequences to Text items
- associating code or syntax with Text items
- changing the width of the text container
- adding a launch box
- adding an animation
- including character dialog

Adding code and syntax to an Expos page

The Expos template can be used to display or present pieces of code or syntax.

Note: Refer to Section 6 for information on how to use the Code/Text Editor's formatting and highlighting features.

You can associate the following with a Text item in an Expos page:

- code
- syntax
- code and syntax

Associating a piece of code with a Text item

To display a piece of code with a Text item in an Expos page, you complete these steps:

1. Select the **Code/Syntax** checkbox for the Text item you want to display the code with.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

3. The **Code** checkbox should be selected by default in the relevant Text Item tab in the Code/Text Editor. If not, you should select it.

   Note: The maximum number of characters permitted in a code line is 65. The maximum number of lines of code to be written at any one time is 28. This is based on the assumption that the font size is set to 12pt.

4. Enter the code you want to display in the Code pane for the relevant Text item.

5. Click the **Save** button to save your changes and close the Code/Text Editor.

Associate a piece of syntax with a Text item

To associate syntax with a Text item, you complete these steps:

1. Select the **Code/Syntax** checkbox for the Text item you want to display the syntax with.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

3. Browse to the relevant Text Item tab (for example, Text Item [1] if you want to display the syntax with the first Text item).

4. Click the **Add Syntax** button.

5. Enter your syntax in the Syntax pane.

6. Determine whether or not you want to display code as well as syntax with that Text item.

   a. If you want to display both code and syntax simultaneously with the Text item, ensure the **Code** checkbox is selected and enter your code in the Code pane.

   b. If you want to display syntax only, clear the **Code** checkbox to disable the Code pane.

7. Click the **Save** button.

Working with Multiple Text Items and Code or Syntax

To associate code or syntax with multiple Text items on an Expos page, you complete these steps:

1. Select the **Code/Syntax** checkbox associated with each Text item you want to add code or syntax to.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

3. Within the Code/Text Editor, a Text Item tabbed page will have been created for each Text item with a selected **Code/Syntax** checkbox.

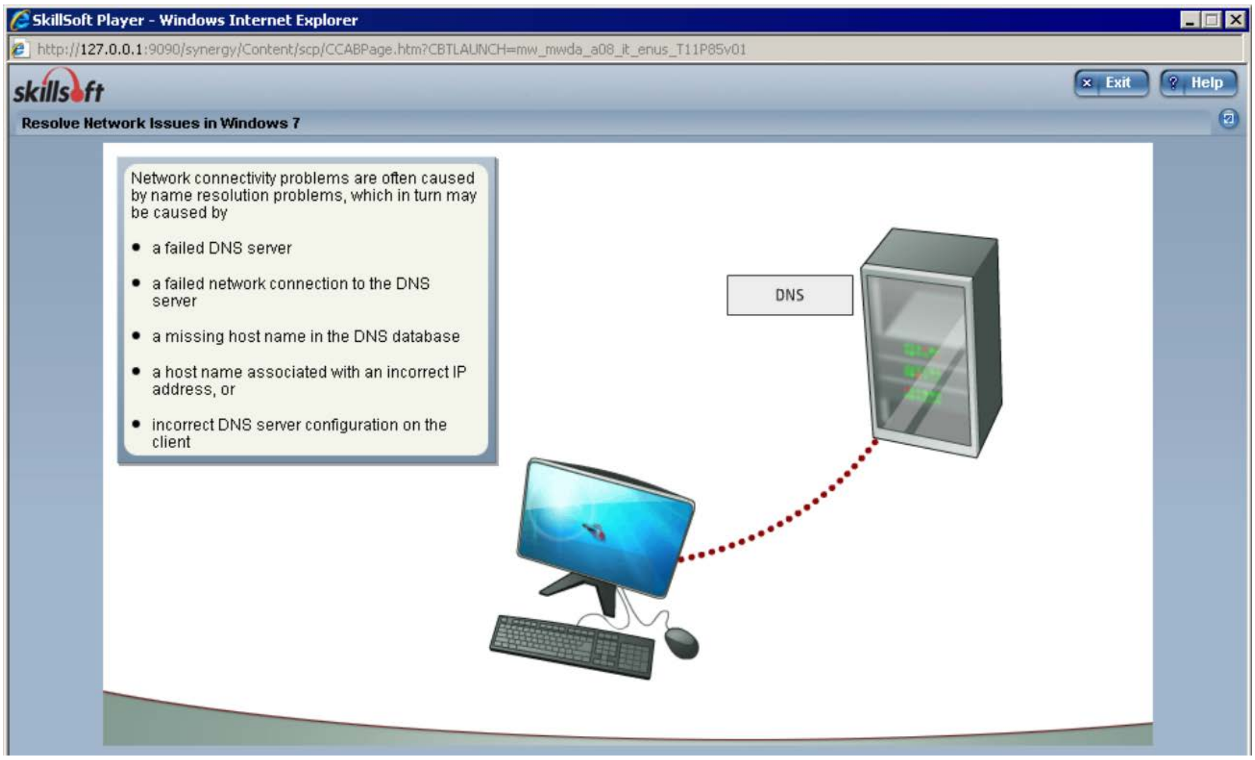
   Example

   If you select the **Code/Syntax** checkbox for Text Item 1 and Text Item 2 in the Writing tab, the Code/Text should contain two tabbed pages labeled Text item [1] and Text item [2].

4. To associate the same piece of code with both Text items, simply copy and paste the code from the Code pane in the first Text item tabbed page to the Code pane in the second Text item tabbed page.
5. To associate different pieces of code with Text items in an Expos page, insert a different piece of code into the Code pane for each Text Item tabbed page.
6. To build the code from one Text item to the next, select the **Code grow** checkbox in the second Text item tabbed page. This ensures the code from the first Text item persists on screen when the second Text item is displayed, and any code added to the second Text item is appended to it in the Graphics area.
7. To associate syntax with multiple Text items, you simply add the syntax as required to each Text Item tabbed page. It is not possible to grow syntax from one Text item to the next.
8. Click the **Save** button.

List

Overview



Developed List page in the Player

The List is part of the Expository instructional strategy. It allows you to present text and graphics on screen in a non-interactive manner. The items in the list can appear all at once, or build gradually, accompanied by graphic changes.

Building a basic List page

When you create a new List page it contains a single Text item, with associated audio file, and a Graphic Direction field, as well as two List items, each of which has an associated audio file. The list is set to build by default. The text is set to display on the left of the page, in a standard, non-draggable container.

List Writing Tab in Synergy

To build a List page, you complete these steps:

1. Specify whether the page is static or draggable.
2. Specify whether or not the list should build. If the list should build, the **Build list** checkbox should be selected. Otherwise, this checkbox should be cleared.
3. Specify the type of formatting to be used for the list by selecting either the **Bulleted** or **Numbered** radio button.
4. Add the required number of List items to the page.

Note: The page contains two List items by default, and can include a maximum of nine.

5. Type the narrative text for the introductory Text item in the Text item text field.
6. Type the narrative text for the list items in the List item text fields.
7. Complete the Graphic Direction, Graphic References, and Alt text fields for the Text item as required.
8. If the list builds, complete Graphic Direction, Graphic References, and Alt text fields for each List item as required.
9. Add audio production notes for the Text item as required.
10. If the list builds, add audio production notes for each List item as required.
11. Preview the page to ensure that it doesn't contain any text overruns.
12. Save the course.

Enhancing a List page

You can change the default List page setup by

- adding a note to the introductory Text item
- adding a keyboard sequence to the introductory Text item
- associating code or syntax with the introductory Text item, or with the individual List items in a building List page
- changing the width of the text containers
- adding a launch box
- adding an animation
- including character dialog

Adding code and syntax to a List page

The List template can be used to display or present pieces of code or syntax.

Note: Refer to Section 6 for information on how to use the Code/Text Editor's formatting and highlighting features.

You can associate the following with a Text item in a List page, or with a List item if the page builds:

- code
- syntax
- code and syntax

Associating code or syntax with a static list

To display a piece of code or syntax with a static list, you add the code or syntax to the Text item in the List page:

1. Select the **Code/Syntax** checkbox for the Text item.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

3. If you want to add code:

    a. The **Code** checkbox should be selected by default in the Text Item tab in the Code/Text Editor. If not, you should select it.

    Note: The maximum number of characters permitted in a code line is 65. The maximum number of lines of code to be written at any one time is 28. This is based on the assumption that the font size is set to 12pt.

    b. Enter the code you want to display in the Code pane for the relevant Text item or List item.

4. If you want to add syntax:

    a. Click the **Add Syntax** button.

    b. Enter your syntax in the Syntax pane.

    c. Determine whether or not you want to display code as well as syntax with that Text item.

    d. If you want to display both code and syntax simultaneously with the Text item, ensure the **Code** checkbox is selected and enter your code in the Code pane.

    e. If you want to display syntax only, clear the **Code** checkbox to disable to Code pane.

5. Click the **Save** button to save your changes and close the Code/Text Editor.

Associating code or syntax with a Build list

To associate code or syntax with the introductory Text item, or individual list items in a building list, you complete these steps:

1. Select the **Code/Syntax** checkbox associated with the introductory Text item and each List item you want to add code or syntax to.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor. Within the Code/Text Editor, a Text Item tabbed page will be created, as well as a List Item tabbed page for each List item with a selected Code/Syntax checkbox.

3. To associate the same piece of code with multiple items, simply copy and paste the code from the Code pane in the first Text item or List Item tabbed page to the Code pane in the next List Item tabbed page.

4. To associate different pieces of code with the Text item and List items in a build List page, insert a different piece of code into the Code pane for the Text item and each List Item tabbed page.

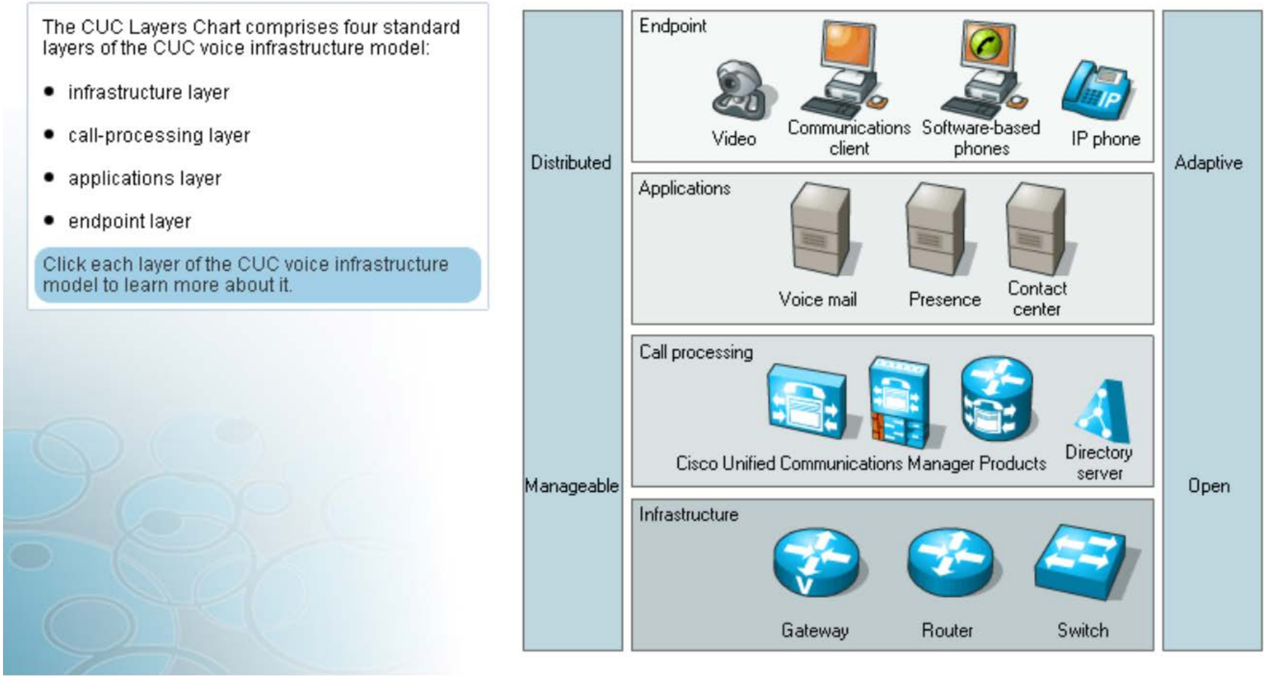
5. To build the code from one List item to the next, select the **Code grow** checkbox in the second List Item tabbed page. This ensures the code from the first List item remains on screen when the second List item is displayed, and any code added to the second List item is appended to it in the Graphics area. Repeat this as necessary for subsequent List items.

6. To associate syntax with multiple List items, you simply add the syntax to each List Item tabbed page as required. It isn't possible to grow syntax from one List item to the next.

7. Click the **Save** button.

Explore List

Overview



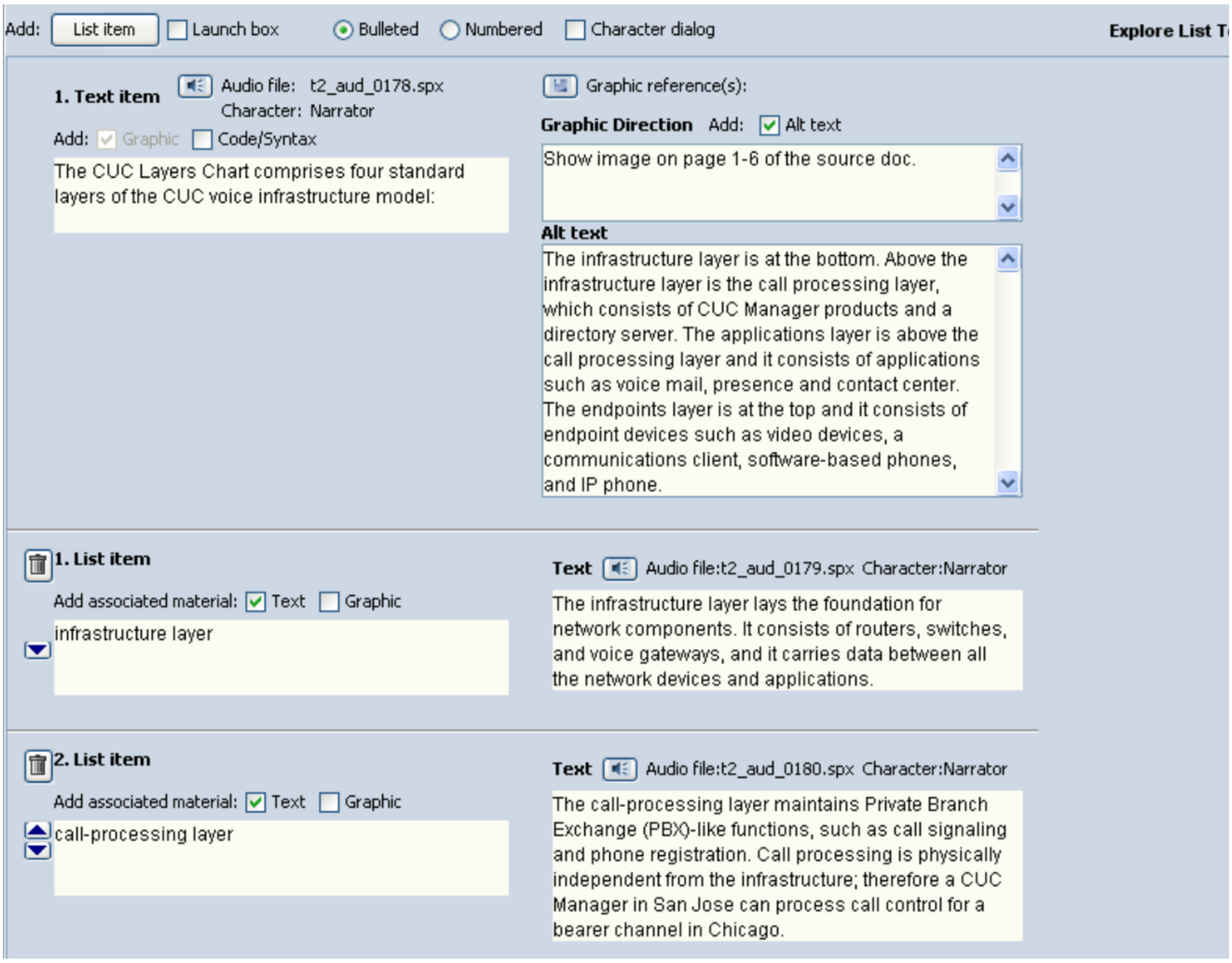
Developed Explore List page in the Player

An Explore List is an interactive radial navigation template that presents learners with a logical grouping of related Text items they can choose to interact with to access associated material. When the learner clicks each list item, the associated material is displayed. The associated material may take one of these forms:

- text only
- text and a graphic
- text and an animation
- graphic only
- animation only, or
- any of the above accompanied by the highlighting of code/syntax

Building a basic Explore List page

When you create a new Explore List page, it contains a single Text item, with associated audio file, and a Graphic Direction field, as well as two List items, each of which has an associated Text field by default. The page also contains a Prompt field. The text is set to display on the left of the page, in a standard, non-draggable container.



Explore List Writing Tab in Synergy

To build an Explore List page, you complete these steps:

1. Specify whether the page is static or draggable.
2. Specify the type of formatting to be used for the list by selecting either the **Bulleted** or **Numbered** radio button.
3. Add the required number of List items to the page.

   Note: The page contains two List items by default, and can include a maximum of nine.

4. Once a List item has been added, you can change its position in the List by using the **Up** and **Down** buttons associated with the List item.
5. Type the narrative text for the introductory Text item in the Text item text field.
6. Type the narrative text for the list items in the List item text fields.
7. Type the prompt wording in the Prompt text field.
8. Specify associated text, graphics, or animations as required for the List items.

9. To create a text associated material, you select the **Text** checkbox and complete the Text field.

10. To specify associated graphic material, you select the **Graphic** checkbox (this adds a **Graphic Reference(s)** button, a Graphic Direction field, and an **Alt text** checkbox) and complete the Graphic information by

    a. specifying graphic directions in the Graphic Direction text field

    b. specifying screen grabs using the Graphic References feature (if appropriate), and

    c. specifying alternative text in the Alt text field (if appropriate).

11. To specify associated animation material, you select the **Graphic** checkbox (this adds a **Graphic Reference(s)** button, a Graphic Direction field, and an **Alt text** checkbox) and complete the Animation information by

    a. specifying animation directions in the Graphic Direction text field (be sure to state clearly that you want an animation)

    b. specifying screen grabs using the Graphic References feature (if appropriate), and

    c. specifying alternative text in the Alt text field (mandatory).

12. Add audio production notes as required for the Text item.

13. If the list items include associated text, add audio production notes as required for each piece of associated text.

14. Preview the page to ensure that it doesn't contain any text overruns.

15. Save the course.

Enhancing an Explore List page

You can change the default Explore List page setup by

- associating code or syntax with the introductory Text item
- setting a highlight to trigger on a piece of code or syntax when an associated List item is clicked
- changing the width of the text containers
- adding a launch box
- including character dialog

Associating code or syntax with an Explore List

To associate code or syntax with an Explore List, you complete these steps:

1. Select the **Code/Syntax** checkbox associated with the introductory Text item.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor. A Text Item tabbed page will be created within the Code/Text Editor.

3. To add code

    a. The **Code** checkbox should be selected by default in the Text Item tab in the Code/Text Editor. If not, you should select it.

    b. Enter the code you want to display in the Code pane for the relevant Text item or List item.

    Note: The maximum number of characters permitted in a code line is 65. The maximum number of lines of code to be written at any one time is 28. This is based on the assumption that the font size is set to 12pt.

4. To add syntax

    a. Click the **Add Syntax** button.

    b. Enter your syntax in the Syntax pane.

    c. Determine whether or not you want to display code as well as syntax with that Text item.

        i. If you want to display both code and syntax simultaneously with the Text item, ensure the **Code** checkbox is selected and enter your code in the Code pane.

        ii. If you want to display syntax only, clear the **Code** checkbox to disable to Code pane.

5. Click the **Save** button to save your changes and close the Code/Text Editor.

Setting a code or syntax highlight to trigger when an associated list item is clicked

To set a highlight on a piece of code or syntax to trigger when an associated list item is clicked, you complete these steps:

1. Associate code or syntax with the Explore List page.

2. Select the code or syntax that you want to highlight.

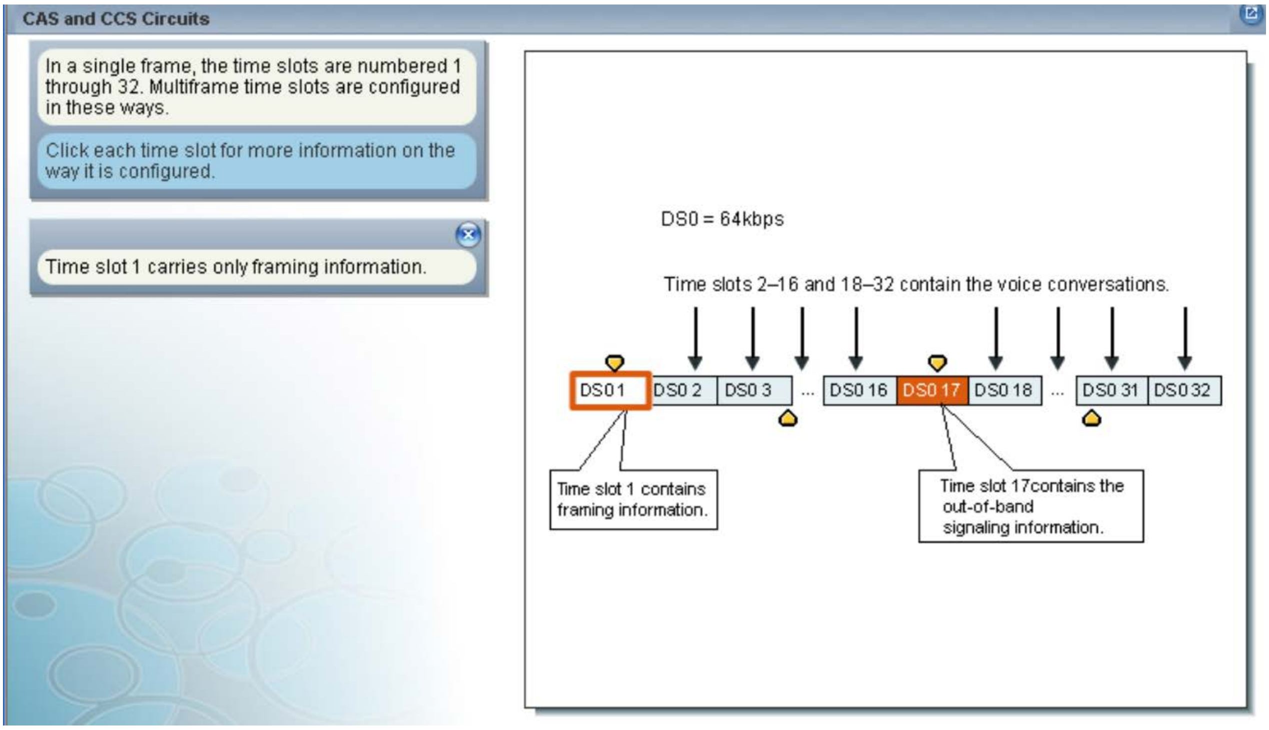
3. Select the associated List item from the Trigger drop-down list.

4. Repeat for each List item.

5. Click **Save**.

Explore Graphic

Overview



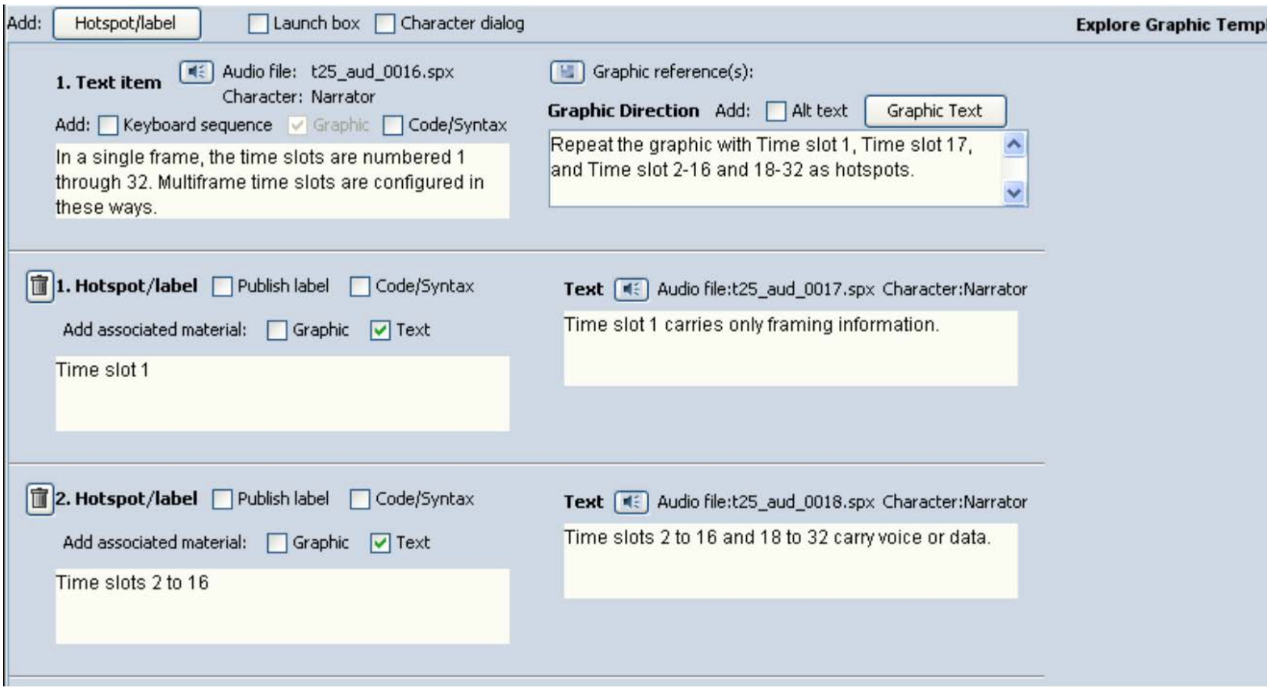
Developed Explore Graphic page in the Player

An Explore Graphic is an interactive radial navigation template that presents learners with a logical grouping of related graphical elements that they can choose to interact with to access associated material. The interactive graphical components can be parts of a single graphic, such as an application interface, or a collection of individual graphics, such as a conceptual image. When the learner clicks each interactive graphical component, which can be in the form of a hotspot or a label, the associated material is displayed. The associated material may take one of these forms:

- text
- graphic
- animation
- code
- syntax, or
- a combination of any of the above

Building a basic Explore Graphic page

When you create a new Explore Graphic page, it contains a single Text item, with associated audio file, and a Graphic Direction field, as well as two Hotspot/label fields, each of which has an associated Text field by default. The page also contains a Prompt field. The text is set to display on the left of the page, in a standard, non-draggable container.



Explore Graphic Writing Tab in Synergy

To build an Explore Graphic page, you complete these steps:

1. Specify whether the page is static or draggable.
2. Add the required number of hotspot/labels to the page by clicking the **Hotspot/label** button.

   Note: The page contains two hotspot/labels by default, and can include a maximum of nine.

3. If the labels are to be published for each hotspot, ensure the **Publish label** checkbox is selected. Otherwise, clear this checkbox.
4. Type the narrative text for the introductory Text item in the Text item text field.
5. Type the label text for the hotspots in the Hotspot/label text fields.

   Note: The Hotspot/label fields must be completed regardless of whether or not the labels are being published. The text in these fields makes the hotspots accessible for screenreader users.

6. Type the prompt in the Prompt text field.
7. Specify associated text, graphics, or animations for the hotspot/labels as required.
   a. To create a text associated material, you select the Text checkbox and complete the Text field.
   b. To create a graphic associated material, you select the Graphic checkbox (this adds a **Graphic Reference(s)** button, a Graphic Direction field, an **Alt text** checkbox, and a Graphic Text button) and complete the Graphic information by

i. specifying graphic directions in the Graphic Direction text field

ii. specifying screen grabs using the Graphic References feature (if appropriate),

iii. specifying alternative text in the Alt text field (if appropriate), and

iv. specifying graphic text using the Graphic Text feature (if appropriate).

c. To create an animation associated material, you select the **Graphic** checkbox (this adds a **Graphic Reference(s)** button, a Graphic Direction field, an **Alt text** checkbox, and a Graphic Text button) and complete the Animation information by

i. specifying animation directions in the Graphic Direction field (be sure to state clearly that you want an animation)

ii. specifying screen grabs using the Graphic References feature (if appropriate),

iii. specifying alternative text in the Alt text field (mandatory), and

iv. specifying graphic text using the Graphic Text feature (if appropriate).

8. Add audio production notes as required for the Text item.

9. If the hotspot/labels include associated text, add audio production notes as required for each piece of associated text.

10. Preview the page to ensure that it doesn't contain any text overruns.

11. Save the course.

Enhancing an Explore Graphic page

You can change the default Explore Graphic page setup by

- associating code or syntax with the introductory Text item
- associating code or syntax with each hotspot/label field
- adding a keyboard sequence to the introductory Text item
- changing the width of the text containers
- adding a launch box
- including character dialog

Associating Code or Syntax with the introductory Text item

To set a piece of code or syntax to appear when an Explore Graphic is first displayed, you complete these steps:

1. Select the **Code/Syntax** checkbox associated with the introductory Text item.

2. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

3. Within the Code/Text Editor, a Text Item tabbed page will have been created.
4. If you want to add code:
    a. The **Code** checkbox should be selected by default in the Text Item tab in the Code/Text Editor. If not, you should select it.

    Note: The maximum number of characters permitted in a code line is 65. The maximum number of lines of code to be written at any one time is 28. This is based on the assumption that the font size is set to 12pt.

    b. Enter the code you want to display in the Code pane for the relevant Text item or List item.
5. If you want to add syntax:
    a. Click the **Add Syntax** button.
    b. Enter your syntax in the Syntax pane.
    c. Determine whether or not you want to display code as well as syntax with that Text item.
        i. If you want to display both code and syntax simultaneously with the Text item, ensure the **Code** checkbox is selected and enter your code in the Code pane.
        ii. If you want to display syntax only, clear the **Code** checkbox to disable to Code pane.
6. Click the **Save** button to save your changes and close the Code/Text Editor.

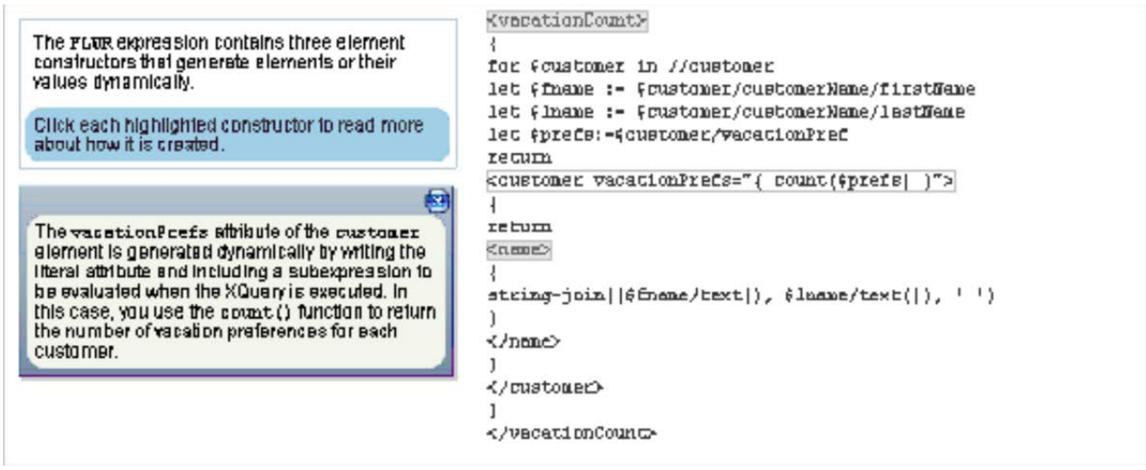
Triggering code or syntax to appear when a hotspot is clicked

To trigger a piece of code or syntax to appear when a hotspot or label is clicked, you complete these steps:

1. Select the **Code/Syntax** checkbox for the hotspot/label.
2. Click the **Edit Code/Syntax** button.
3. Add code or syntax to the hotspot/label as required.
4. The Code/Text Editor contains a Hotspot tab for each hotspot/label with a selected **Code/Syntax** checkbox.
5. Click **Save**.

Explore Code

Overview

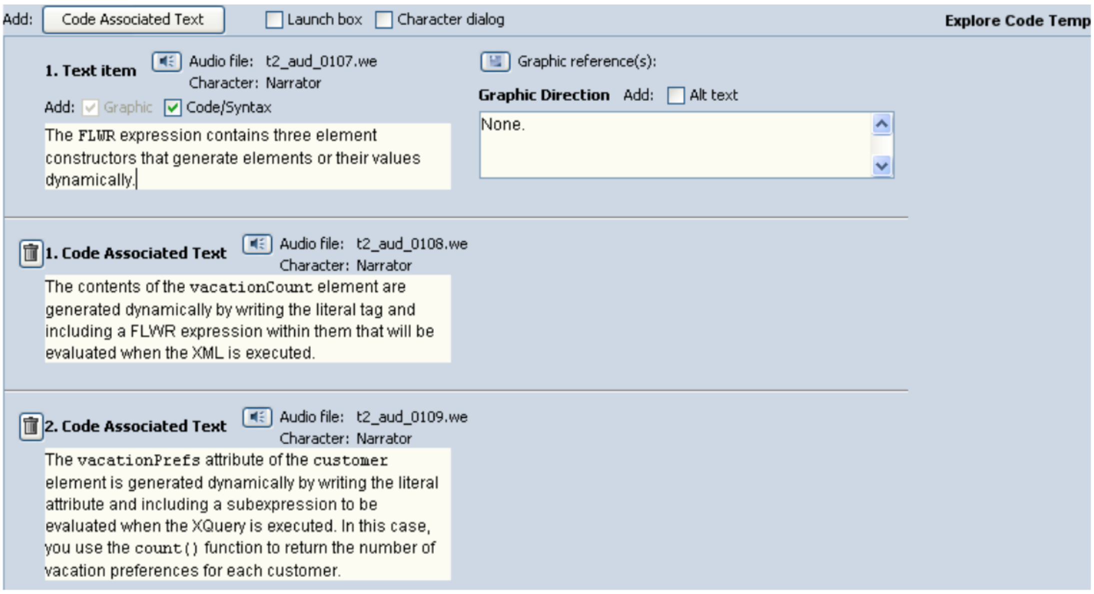


Developed Explore Code page in the Player

An Explore Code is an interactive radial navigation template that presents learners with a piece of code or syntax that they can choose to interact with to access associated material. When the learner clicks a hotspot on the code or syntax, the associated material is displayed in Text format.

Building a basic Explore Code page

When you create a new Explore Code page, it contains a single Text item, with associated audio file, and a Graphic Direction field, as well as two Code Associated Text fields. The page also contains an Explore Prompt field. The text is set to display on the left of the page, in a standard, non-draggable container.



Explore Code Writing Tab in Synergy

To build an Explore Code page, you complete these steps:

1. Specify whether the page is static or draggable.

2. Ensure the **Code/Syntax** checkbox is selected.

3. Add the required number of Code Associated Text fields to the page by clicking the **Code Associated Text** button.

   Note: The page contains two Code Associated Text fields by default, and can include a maximum of nine.

4. Type the narrative text for the introductory Text item in the Text item text field.
5. Type the associated text for the each clickable piece of code or syntax in the Code Associated Text fields.
6. Type the prompt wording in the Explore Prompt text field.
7. Click the **Edit Code/Syntax** button.
8. Add code or syntax as required.
9. Select each piece of code or syntax that you want to set as a clickable object, and select the appropriate Code Associated Text item from the Target drop-down menu.
10. Save your code or syntax and close the Code editor.
11. Add audio production notes for the Text item as required.
12. Add audio production notes for each piece of Code Associated Text as required.
13. Preview the page to ensure that it doesn't contain any text overruns.
14. Save the course.

Enhancing an Explore Code page

You can change the default Explore Code page setup by

- changing the width of the text containers
- adding a launch box
- including character dialog

DrillDown

Overview

Developed Drilldown page in the Player

A Drilldown is an interactive radial navigation template that presents learners with a logical grouping of related graphical elements that they can choose to interact with to access associated material. The interactive graphical components can be parts of a single graphic, such as an application interface, or a collection of individual graphics, such as a conceptual image. When the learner clicks each interactive graphical component, which can be in the form of a hotspot or a label, the associated material is displayed. The associated material builds up on screen over a series of pages.

Building a basic Drilldown page

When you create a new Drilldown page, it contains a single Text item, with associated audio file, and a Graphic Direction field, as well as two Hotspot/label fields, each of which has an associated Drilldown learning point. The page also contains a Drilldown title and Drilldown prompt field. The text is set to display in a draggable container.

Drilldown Writing Tab in Synergy

To build a Drilldown page, you complete these steps:

1. Add the required number of hotspot/labels to the page by clicking the **Hotspot/label** button.

   Note: The hotspot/labels on the Drilldown base page may also be referred to as anchors. The page contains two of these by default, and can include a maximum of nine.

2. If the labels are to be published for each hotspot, ensure the **Publish label** checkbox is selected. Clear the **Publish label** checkbox only if the graphic itself acts as a label, or if using Graphic Text instead of labels.

3. Type the narrative text for the introductory Text item in the Text item field.

4. Type the label text for the hotspots in the Hotspot/label text fields.

   Note: The Hotspot/label text fields must be completed regardless of whether or not the labels are being published. The text in these fields makes the hotspots accessible for screenreader users.

5. Ensure the Drilldown title is set to "Drilldown".

6. Type the prompt in the Drilldown prompt text field.

7. Add audio production notes as required for the Text item.

8. Right-click each Drilldown LP and select **Add – Expos** or **Add – List** to add child pages as required

9. Complete each child page.

10. Preview the entire Drilldown to ensure neither the base page nor the child pages contain any text overruns.

11. Save the course.

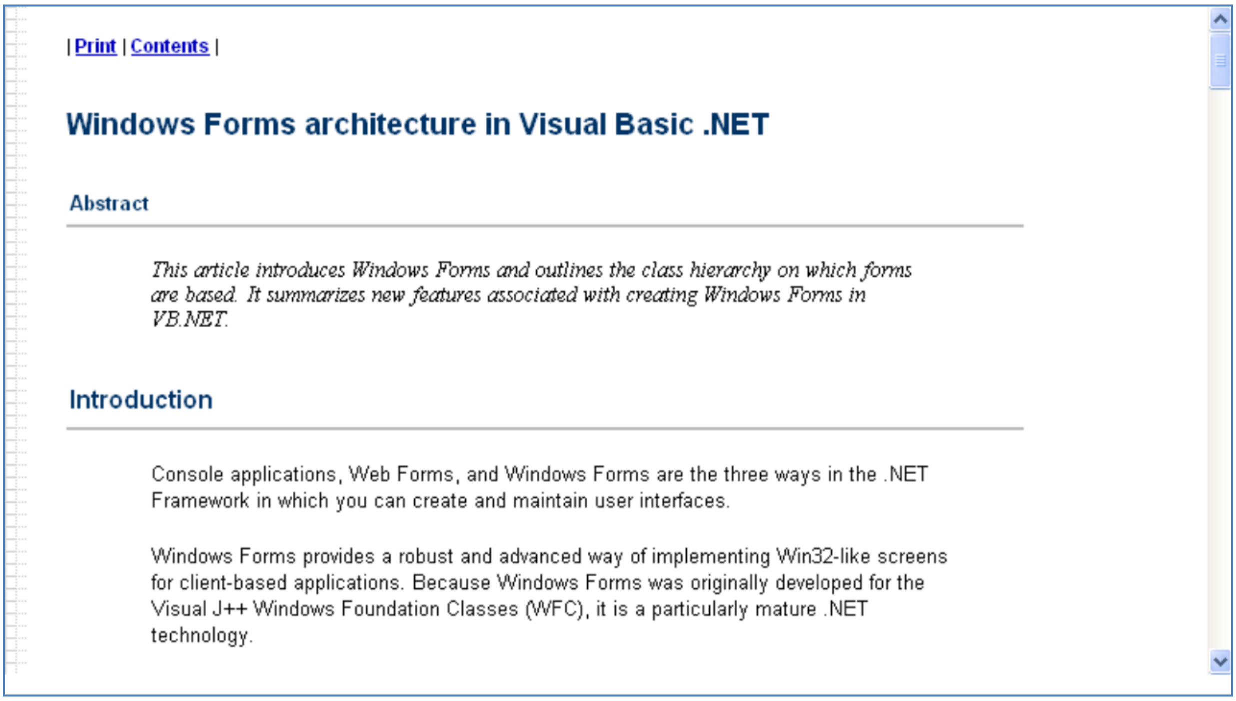
Enhancing a Drilldown page

You can change the default Drilldown page setup by

- associating code or syntax with the introductory Text item
- associating code or syntax with each child page
- adding a keyboard sequence to the introductory Text item
- including character dialog

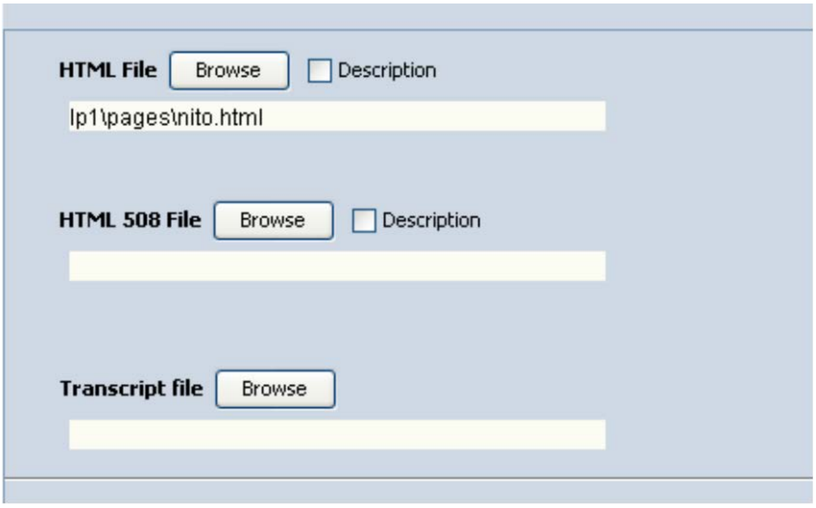
HTML

Overview



Developed HTML page in the Player

The HTML template is used to integrate HTML-based topics into Synergy courses.



HTML Writing Tab in Synergy

This page contains three fields:

- HTML file
- HTML 508 file
- Transcript file

Each field has an associated **Browse** button to allow you to browse to the file you want to link to.

There are four HTML Topic Types that you can integrate into Synergy using the HTML page:

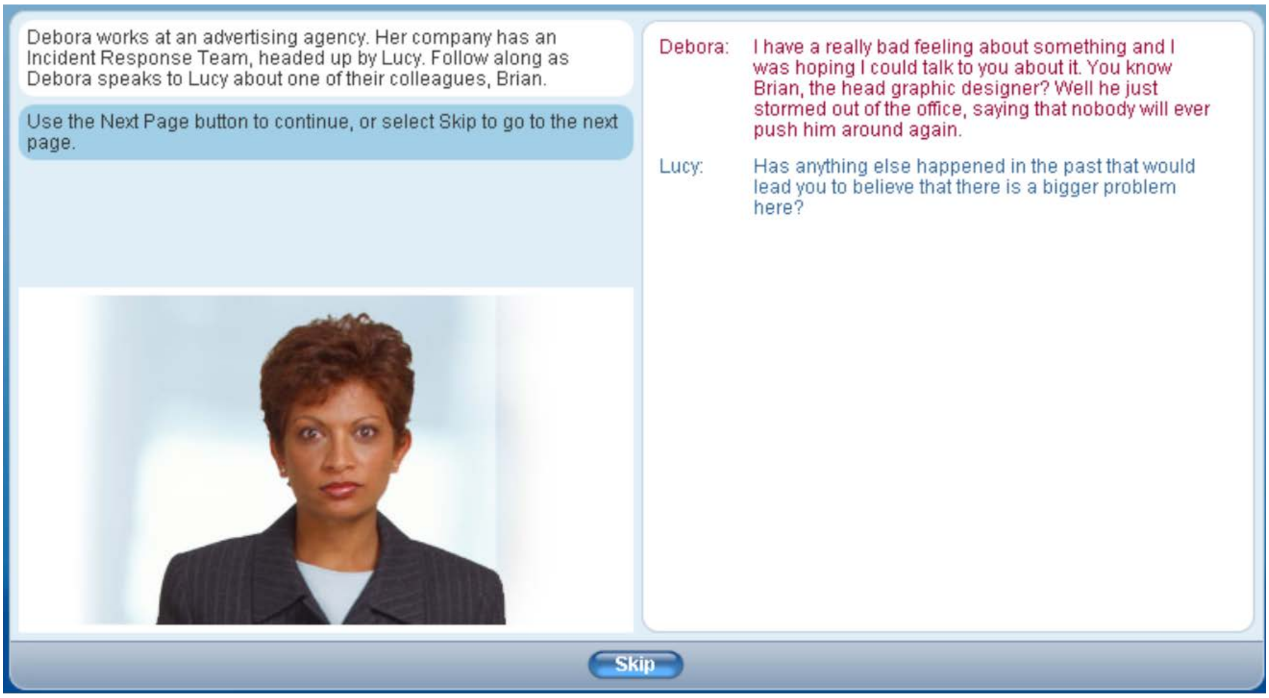
- Article
- Self-assessment Exercise (single)
- Self-assessment Exercise (multiple)
- Text Object

Also, when you import a Software Simulation into Synergy, Synergy automatically uses the HTML page to reference the task pages.

For more information on integrating HTML objects into Synergy, please refer to the *IT HTML Object Integration* guideline.

Sim Dialog

Overview

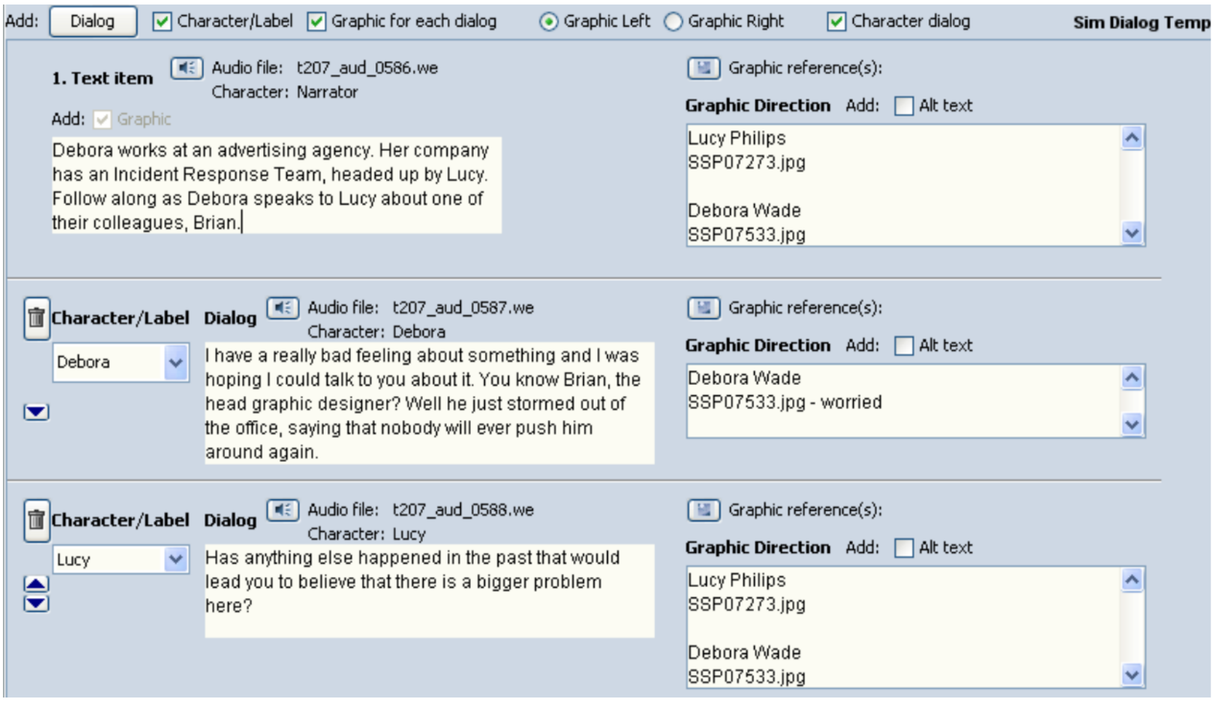


Developed Sim Dialog page in the Player

The Sim Dialog presents a simulated conversation or discussion between a number of people. It may also take the form of a single person monolog or it can be used to present non-dialog content that is supported by visual builds. The dialog builds up on screen as the page plays. And there may be a graphic change as each new piece of dialog is displayed.

Building a basic Sim Dialog page

When you create a new Sim Dialog page, it contains an introductory Text item, with associated audio file and Graphic Direction field, as well as two sets of Character/Label drop-down lists and Dialog text fields. The Dialog text fields also have associated audio files. By default, the character name or label is set to display with each piece of dialog and the graphic is set to appear on the left. There is no graphic change with each dialog by default.



Sim Dialog Writing Tab in Synergy

To build a Sim Dialog page, you complete these steps:

1. Determine whether or not the character name or label is to be published. Ensure the **Character/Label** checkbox is selected if the character name or label is to be published. Otherwise, clear the checkbox.

2. Determine whether or not a graphic change is desired for each piece of dialog. If a change is desired, select the **Graphic for each dialog** checkbox. Otherwise, leave this checkbox clear.

3. Determine whether you want the graphic to appear to the left or right of the published page by selecting the **Graphic Left** or **Graphic Right** radio button as appropriate.

    a. Choosing **Graphic Left** provides a graphics area that measures *375 x 207 pixels*, and leaves a large space for dialog on the right of the screen.

    b. Choosing **Graphic Right** provides a graphics area that measures *375 x 375 pixels* and leaves a smaller space for dialog on the left of the screen.

4. Ensure the **Character dialog** checkbox is selected if the page is being used to present dialog or conversation. Otherwise, clear this checkbox.

    Note: If the page is not to contain character dialog then the Character dialog checkbox should be cleared and as a result of clearing this checkbox, the Character/Label drop-down list changes to a Character/Label text field.

5. Enter the introductory text for the page in the Text item field.

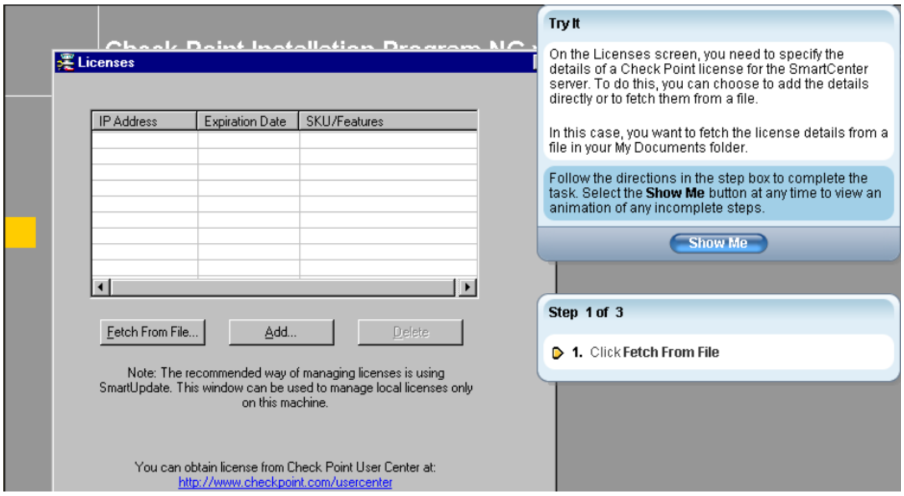
6. If the page is being used to present dialog, select the Character name from the Character/Label drop-down list, and enter the dialog text associated with that character name in each Dialog text

field. Alternatively, if the page is *not* being used to present dialog, enter the text for the label in the Character/Label text field and enter the text you want to associate with that label in the Dialog text field.

7. Click the **Dialog** button to insert additional Dialog fields as required.
8. Add audio production notes and graphic direction for the introductory Text item and for the Dialog fields as required.
9. Provide alt text if required.
10. Save the course.

Try It

Overview



Developed Try It page in the Player

Try Its are a practice strategy that allow learners to practice completing a task in a simulated version of a software environment. Information about the task is presented in a Task box, and the steps that the learner must complete are listed in a Steps box. Consulting the instructions presented in the Steps box, the learner interacts with the simulated application and completes the Try It step or steps. The features on the simulated application are programmed by Visual Developers to respond in the Player as they would when acted upon by the learner in the application itself.

A Try It provides the functionality for the learner to perform click actions, text input paired with an appropriate click action, menu-path selections, and drag-and-drop actions. However, auto-focusing of text fields, click-and drag, and cursor changes cannot be supported.

Allowable Interactivity in Try Its

There are six classes of interactions currently supported in Try Its:

- clicking/selecting interface elements
- inputting of text into fields
- rollovers
- right-clicking
- double-clicking
- drag-and-drop

> ***Note: Drag-and-drop is implemented as the ability to click a selected object, an icon for example, and, holding the mouse down, drag it to a new destination or onto another virtual object.***

Steps cannot finish on a user input action because text entered by the learner cannot be judged in isolation. The inputted text can be judged only when linked to an interface element or the Player-supplied **Submit** button.

For typing or keyboard interaction, you can ask the learner to use any of these keys:

- alphanumeric keys
- **Spacebar**
- **Delete**

> ***Note: The Delete key only works on text that the learner enters in a field – it can't be used to trigger an action, such as deleting a selected element.***

Valid Steps: Selection of interface elements

- Select Format – Borders and Shading
- Select XML Document from the Save as type drop-down list and click Save

Valid Steps: Inputting of text into fields

- Type `password123` in the Password text box and click **OK**
- Enter `marketing.ppt` in the File name text box and click **Save**

Valid Steps: Right-clicking and Double-clicking

- Right-click the **My Computer** icon and select **Properties**
- Double-click the **My Documents** folder

Valid Steps: Rollovers

- Roll over the mini toolbar and click **Bold**

Valid Steps: Drag-and-drop

- Drag the Orientation.doc file into the New_Employee folder

Unsupported Interactivity in Try Its

The following interactions are **not currently supported** in Try Its and should **not** be used:

- typing multiple lines of text
- click-and-drag
- scrolling (using the scrollbar to move down the page)
- mouse pointer changes
- pressing unsupported keyboard keys
- highlighting/selecting text or objects (using click-and-drag method or Ctrl or Shift keys)
- auto-focusing of text fields

Invalid Steps: Inputting of multiple lines of text into fields

Type the following code:

```
<html>
        <body>
                Text
        </body>
<html>
```

Invalid Steps: Click-and-drag

Drag the horizontal page break to ensure that column F is included on Page 1 of the spreadsheet.

Invalid Steps: Scrolling

Scroll to the end of the screen and click **Save**.

Invalid Steps: Mouse-pointer changes

Roll over the top right corner sizing handle until the mouse point changes to a double-ended arrow and then resize the graphic to 8cm wide.

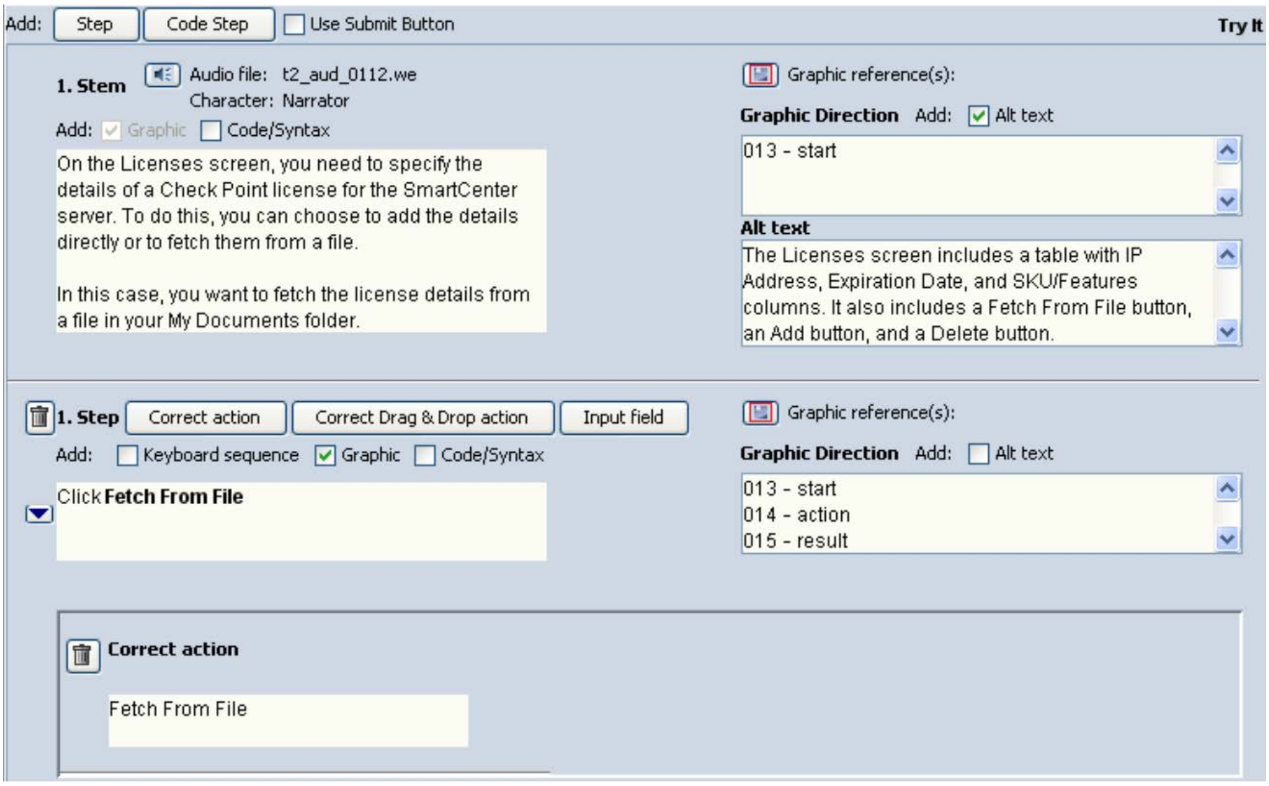
Invalid Steps: Highlighting/Selecting

Highlight the Date field and the Location field.

Highlight the first row of the table.

Select the third word in the sentence.

Building a basic Try It page



Try It Writing Tab in Synergy

When you add a Try It in Synergy, it contains a Stem (with associated Graphic Direction field), a single standard Step field (also with an associated Graphic Direction field), and a Completion Text field.

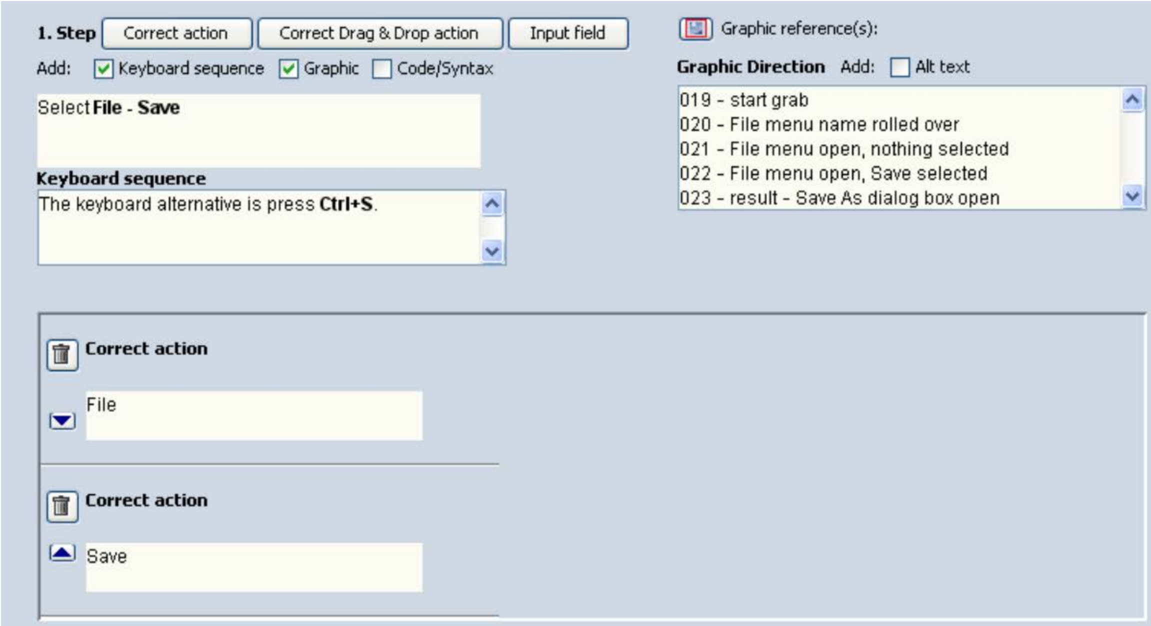
To build a basic Try It page, you complete these steps:

1. Enter the stem text (task description or introduction) in the Stem field.
2. Click the **Step** button to add the required number of steps.

   Note: A Try It can contain between one and five steps.

3. Provide the interactions for each step (correct actions, drag and drop actions, or input fields).
4. Enter the completion text (summarizing the task that has been completed) in the Completion text field.
5. Provide any necessary graphic direction or graphic references for the Stem and for the individual steps.
6. Include alt text for the stem or individual steps as required.
7. Save the course.

Adding Correct Actions



Try It Step with multiple Correct Actions in Synergy

Each Try It step, regardless of type, can consist of multiple actions. An action can be loosely defined as an interaction with the simulated application. Take the two actions in a Try It standard step "Select **File** – **Save**" for example. The first action is when the learner selects **File** and the second is when the learner selects **Save**.

In Synergy, you need to specify both **File** and **Save** as correct actions within the Try It step. The designer will then assign hotspots to both elements on the background interface. When the learner selects **File**, the interface will change to display an open **File** menu.

To add correct actions to the Try It template in Synergy, you complete these steps:

1. Identify the correct actions for the step.
2. Click the **Correct action** button to add the required number of correct actions for each step.

   Note: With standard Steps, there is no maximum limit to the number of correct actions you can add by clicking the Correct action button. With user input and Coding steps, there is one single correct action associated with each step. By default, this correct action will be defined in the Correct action (input) field.

3. Enter each screen element's name in the Correct action field.

   Examples

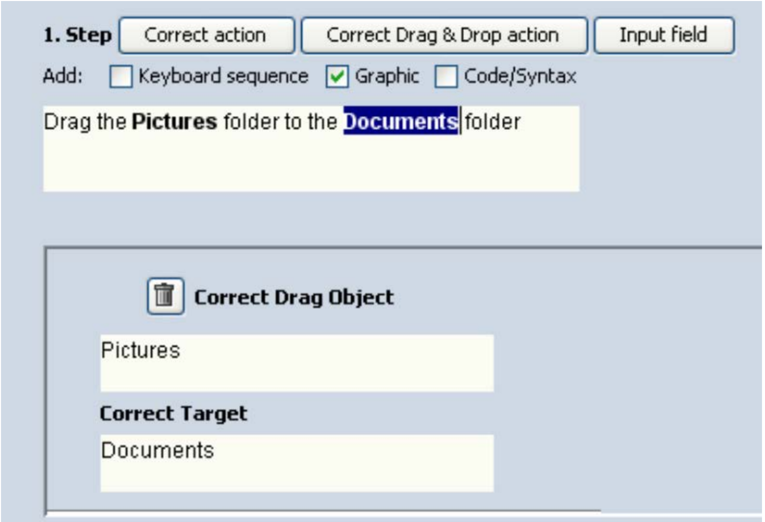
Correct: **File**

Incorrect: The **File** menu

Correct: **OK**

Incorrect: The **OK** button

Adding Drag & Drop Actions



Try It Drag & Drop step in Synergy

Only standard Steps support drag-and-drop actions.

To facilitate a drag-and-drop action, you complete these steps:

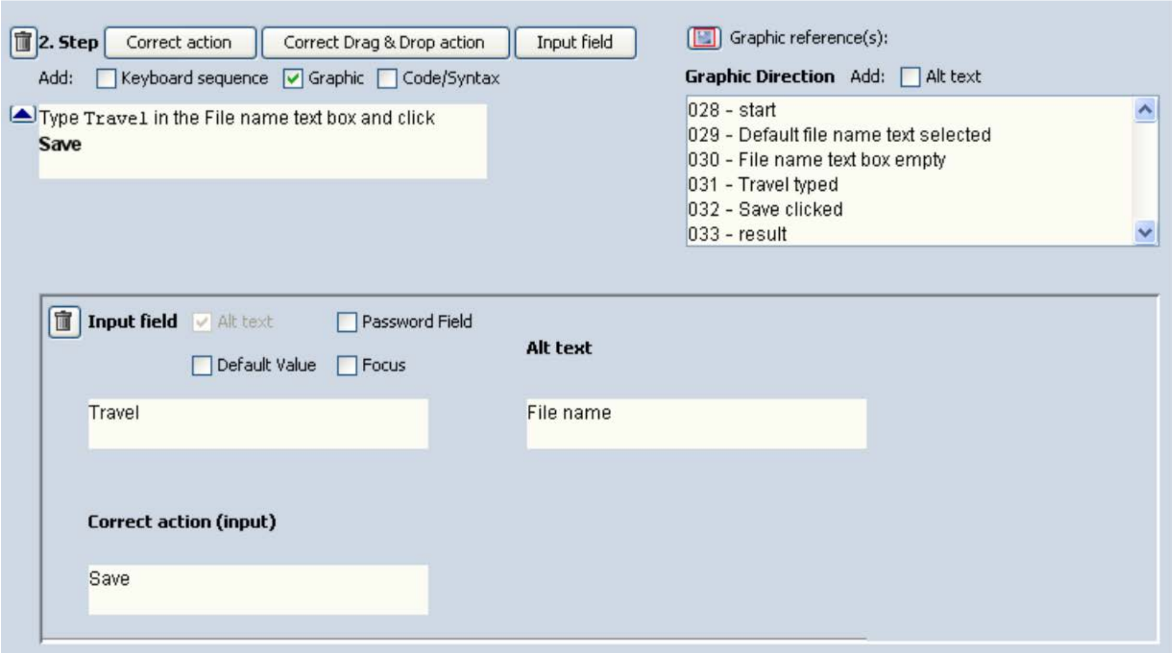
1. Click the **Correct Drag & Drop action** button associated with the step.
   This action creates Correct Drag Object and Correct Target fields within the Step.

2. Specify the name of the drag object in the Correct Drag Object field.

3. Specify the name of the location where the drag object is to be dropped in the Correct Target field.

   Note: The drag-and-drop action should only be used to move small interface elements such as icons and file names. This is because in order to replicate or simulate the drag-and-drop action, the Visual Developer must be provided with graphics of both the active and inactive states of the drag object and the before and after states of the drop object. If these objects are large, it means their graphics will be large and this could cause the Try It to exceed its maximum page size limit when completed by the Visual Developer.

Adding Input fields



Try It Step with Input field in Synergy

If the Try It standard Step involves typing, you add an input field or fields as follows:

1. Click the **Input field** button. Synergy adds three fields to the step: Input field, Alt text, and Correct action (input). If you select the **Use Submit button** checkbox, the **Submit** button will automatically be assigned as the correct action for all user input and Coding steps in the Try It. The Correct Action field will not be available for these steps.

2. In the Input field text field, enter the text to be typed.

3. In the Alt text field, enter the name of the field or interface element in which the text is being typed.

4. In the Correct action (input) field, enter the name of the interface element that is being clicked or selected to trigger validation of the text input.

5. You can add a maximum of two Input field text fields to a standard Step. Each input field will have the same associated Correct action (input). This is to allow for situations where you may want a learner to enter text in two separate locations on screen before clicking a user interface button to validate the inputs. To add the second Input field text field to the step, you click the **Input field** button again.

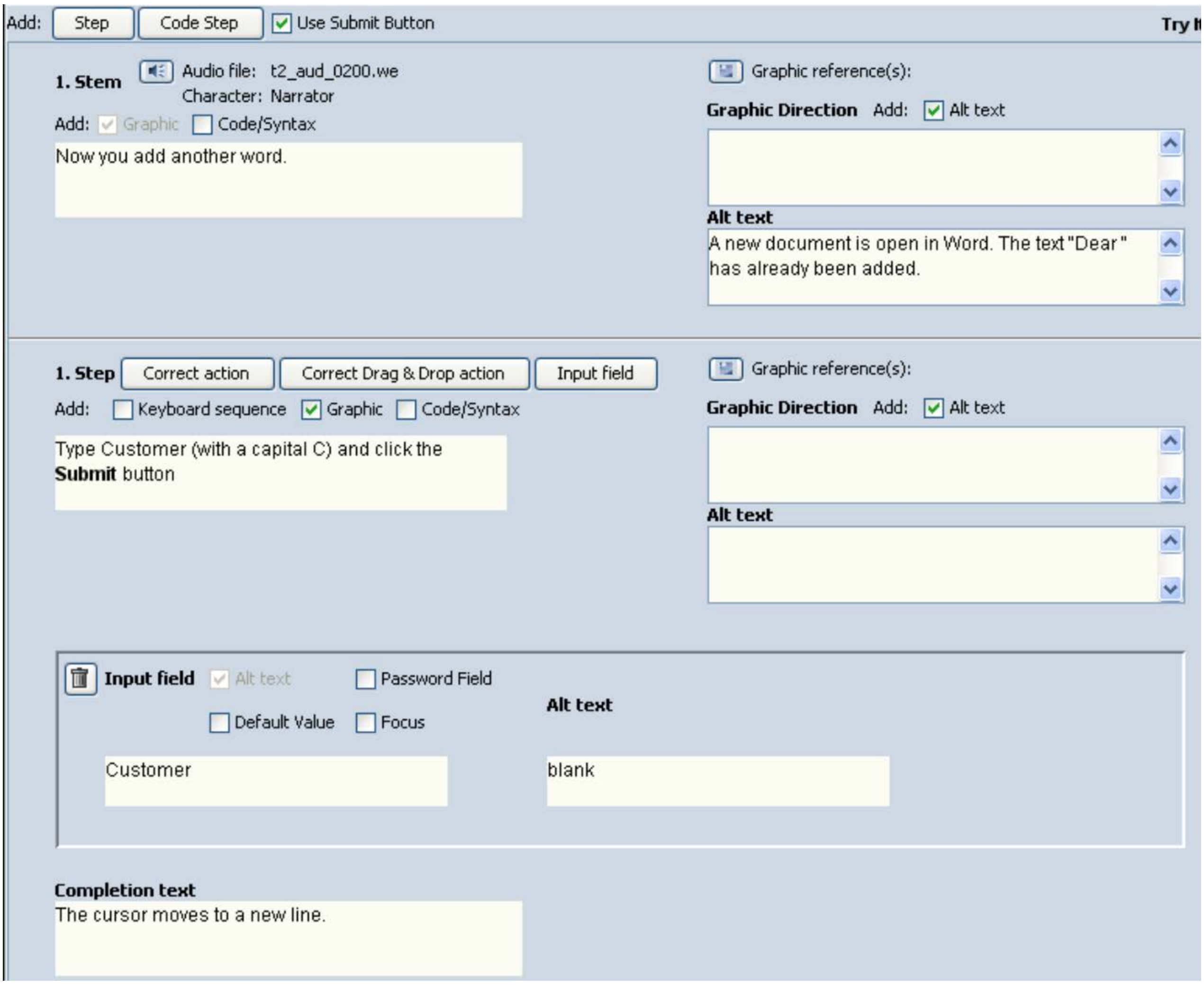
You can also customize the input field using the checkboxes provided:

- **Password field** – Selecting the **Password field** checkbox specifies that any text typed in the input field should be displayed as a series of asterisks.

- **Default Value** – If the input field in the application interface contains text by default, you should select the **Default Value** checkbox. This adds an Input field default text field, in which you provide that default text. When the input field is displayed in the Player, the default text will appear in it. The learner can then replace the default text by typing in the field.

- **Focus** – If the focus of the page is required to jump automatically to the input field, you must select the **Focus** checkbox to ensure this happens when the input field appears in the Player.

Setting up Input fields to work with the Submit button



Try It Step with Input field and Use Submit Button checkbox in Synergy

Some text entry actions require validation by pressing a keyboard key. However, Try Its do not support the pressing of a keyboard key as a means to validate a text entry action. To facilitate the validation of a text entry that requires a keyboard press, a **Submit** button is provided by the Player. The learner clicks the **Submit** button to validate the step.

To set up an Input step to work with the **Submit** button, you complete these steps:

1. Select the **Use Submit Button** checkbox at the top of the Writing tab. This indicates to the Player to embed a **Submit** button within the simulated interface of the Try It.

2. In the Step command, write “Type [the text to be entered] and click the **Submit** button.” Alternatively, you could write “Type [the text to be entered] and click **Submit**."

3. Enter the text to be typed into the Input field text field.

   Note: Using the Submit button in this way is not recommended for GUI-based content, and should only be used with GUI-based content when explicit permission to do so has been obtained from the SkillSoft LD.

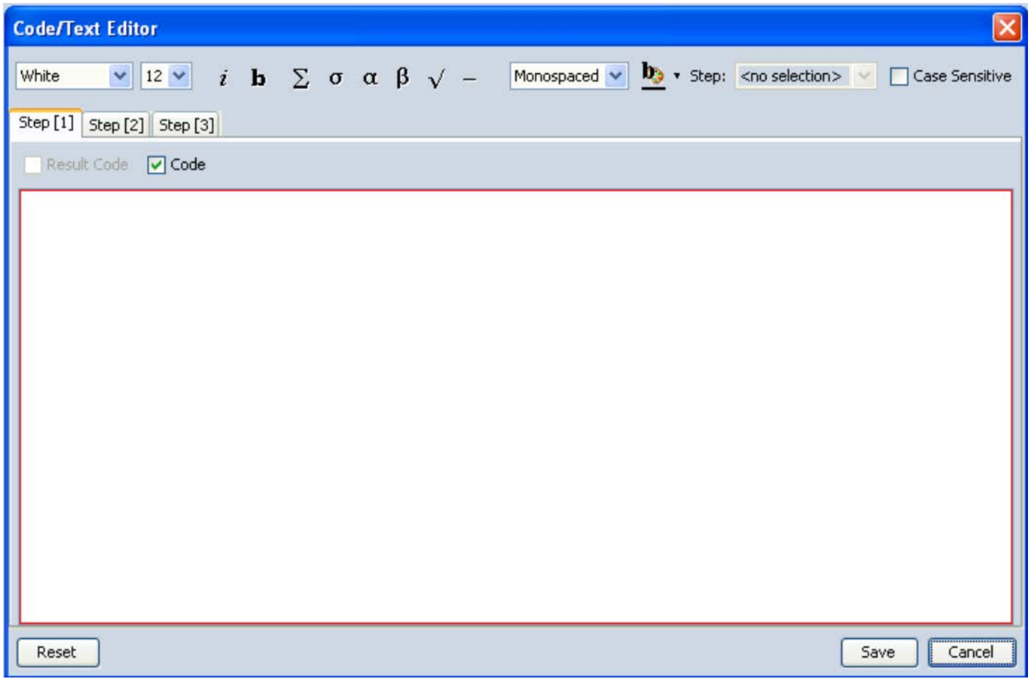
Building a Try It page with Code Steps

Code Steps are used to enable learners to enter the correct pieces of code into a code segment.

1. Click the **Code Step** button. This adds a Code Step, which contains a Code Step text field, a Graphic Direction field, and a Correct action (input field). It also enables the **Edit Code/Syntax** button on the page, if it hasn't previously been enabled. And it adds a Step tabbed page for that step to the Code/Text Editor.

2. Enter the step text in the Code Step text field.

3. Click the **Edit Code/Syntax** button to open the Code/Text Editor.

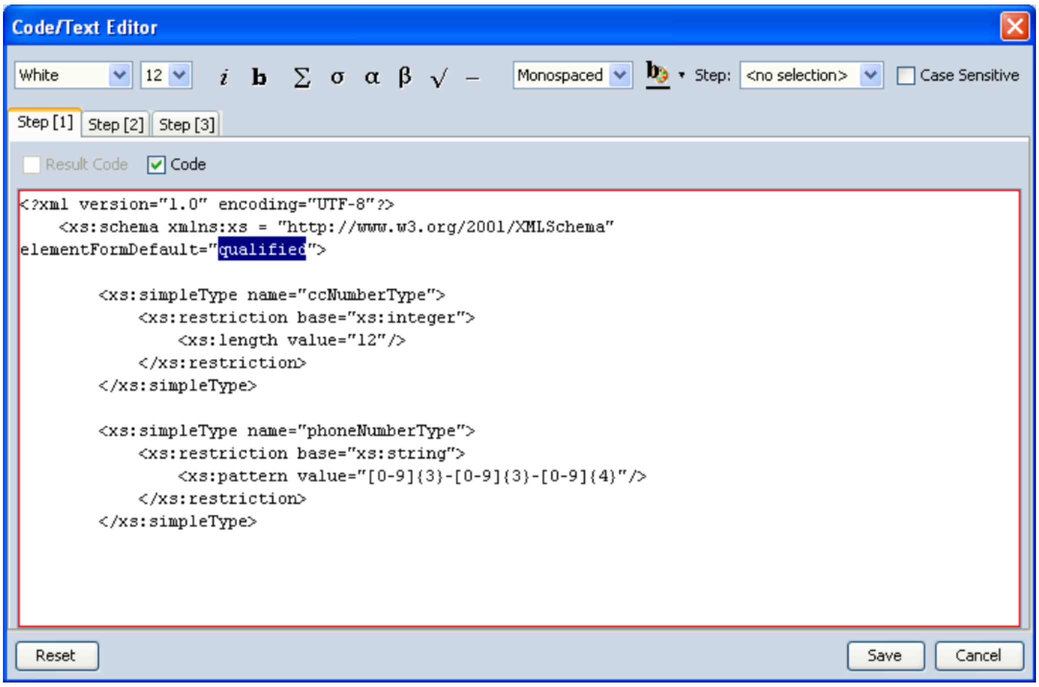


Try It Steps in Code/Text Editor

4. Enter the code to be displayed for that particular step in the Code field on the relevant Step tabbed page.

   Note: By default, any code on screen will disappear when the step is complete. If you want the code to persist on screen, you must re-enter it in the next step.

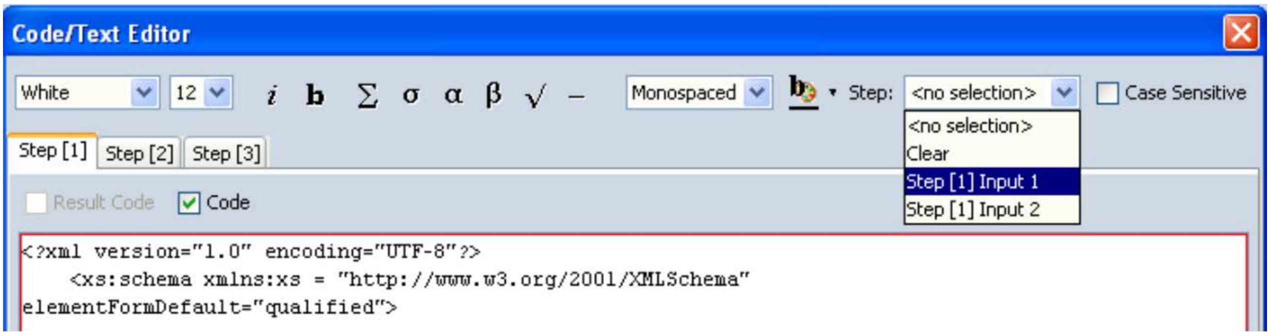
5. Select the code that you want the learner to type to complete the step.



Try It Step in Code/Text Editor, with selected text

6. Select the Step and Input number from the Step drop-down list in the Code/Text Editor.

   Note: Each Code Step may have up to two Inputs. If you only want to associate one input field with a particular code step, you just make a single selection from the Step drop-down list.



Try It Step in Code/Text Editor, code assigned to a Step

7. If the text to be typed by the learner is case sensitive, select the **Case Sensitive** checkbox. Otherwise, ensure this checkbox is cleared.

8. If the Code Step is the final step in the Try It, determine whether or not you want the code to be displayed when the Completion Text is displayed. If you want the Code to be displayed with the Completion Text, select the **Result Code** checkbox. Otherwise, ensure this checkbox is cleared.

9. Click the **Save** button to save your changes and close the Code/Text Editor.

10. Determine how judging of the input field is to be triggered. If you want the learner to click or select an interface element to trigger judgment of the inputted code, complete the Correct action

(input) text field. Otherwise, select the **Use Submit Button** checkbox to ensure that the Submit button is used to trigger judgment.

Note: In the Player, only the input box or boxes associated with the first Code Step are visible to learners. All other input boxes associated with subsequent Code Steps in the Try It are hidden from view. They only become visible when the learner reaches each Code Step and has successfully completed all other steps leading up to that step. So in order to indicate to learners that there are further input boxes or Code Steps for them to complete, the keywords MISSING CODE are used. In the code associated with step one in the Code Editor, the learner replaces the correct answers for subsequent steps in the Try It with the keywords MISSING CODE.

When writing the step command for a Code Step, be sure to provide a context to indicate to the learner where the missing code piece or pieces should be inserted. For example, indicate the function or procedure where the missing code should be inserted.

Example: Code Steps

Type `button1.Text=”Thank you”` to complete the Submit routine and click **Submit**

Type `rmsadmin` in the User name text box and click **OK**

Enhancing a Try It page

You can change the default Try It page setup by

- associating code with the introductory Stem
- associating code with each Step
- adding a keyboard sequence to a Step or Steps.

Displaying Code in a Try It

In the Try It template, you can associate code with both standard and Code Steps. However, a learner will only be able to interact with code presented in a Code Step. Code presented in association with a standard step is for presentation purposes only.

You click the **Edit Code/Syntax** button to open the Code/Text Editor. The Code/Text Editor may contain one or more tabbed pages – one for each page element which has its associated **Code/Syntax** checkbox selected.

You enter the code to associate with each page element in its corresponding tab in the editor. For example, you enter the code associated with Step [1] in the tab labeled Step in the Code/Text Editor.

If the Try It contains more than one Code Step, the tabs in the Code Editor would be labeled Step [*x*], where *x* is the step number, for example Step [1].

The tabs in the Code Editor may correspond to a standard Step or a Code Step. To differentiate between the two types of steps within the Code Editor, note that only a Code Step activates the Step Input functionality in the Step drop-down list in the editor. This functionality enables you to render elements of the code as user-inputs.

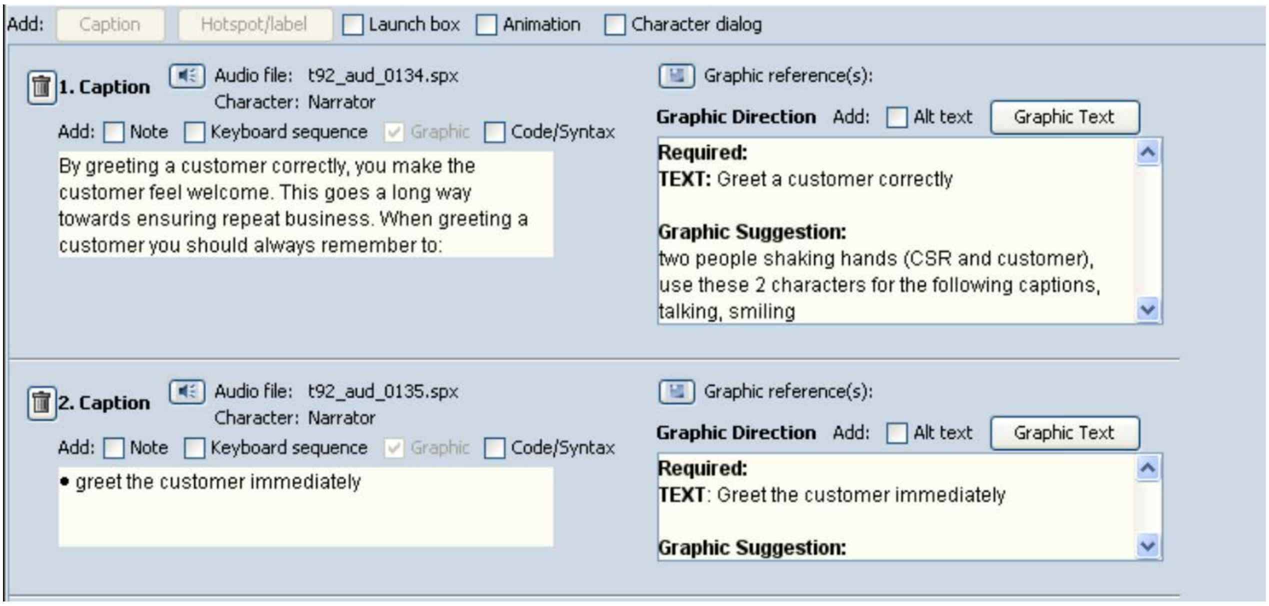
Expos Caption

Overview

Developed Expos Caption page in the Player

An Expos Caption template is part of the Expository strategy, which you use to present content in a non-interactive manner. This template is used in Narrated Animation instead of the standard Expos template. The main difference between the Expos Caption template and the standard Expos template is that in an Expos Caption, the narrative text appears in the Caption area, rather than as onscreen text. This means that more of the screen is used for graphic display.

Building a basic Expos Caption page



Expos Caption page in Synergy

The steps for building a basic Expos Caption page are identical to those for building a standard Expos page with two small exceptions.

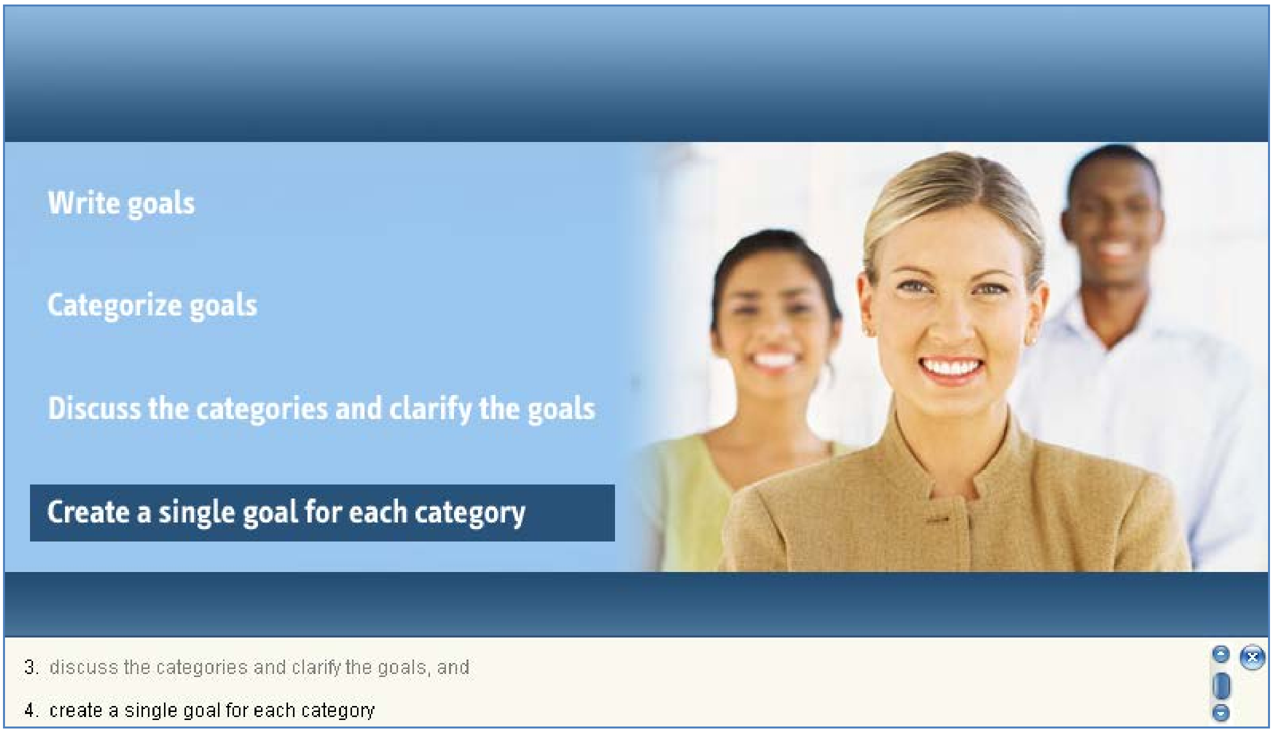
> ***Note: Please refer to the section on the standard Expos template for more information on the steps involved in building a basic page.***

First, you add Caption fields rather than Text items for the narrative text. To do this, you click the **Caption** button.

Second, you may choose to include graphic text on the page, by clicking the **Graphic Text** button to add a Graphic Text field. Then, in the Graphic Text field, you supply the wording you want the designer to display.

List Caption

Overview



Developed List Caption page in the Player

A List Caption is a logical grouping of non-interactive Text items.

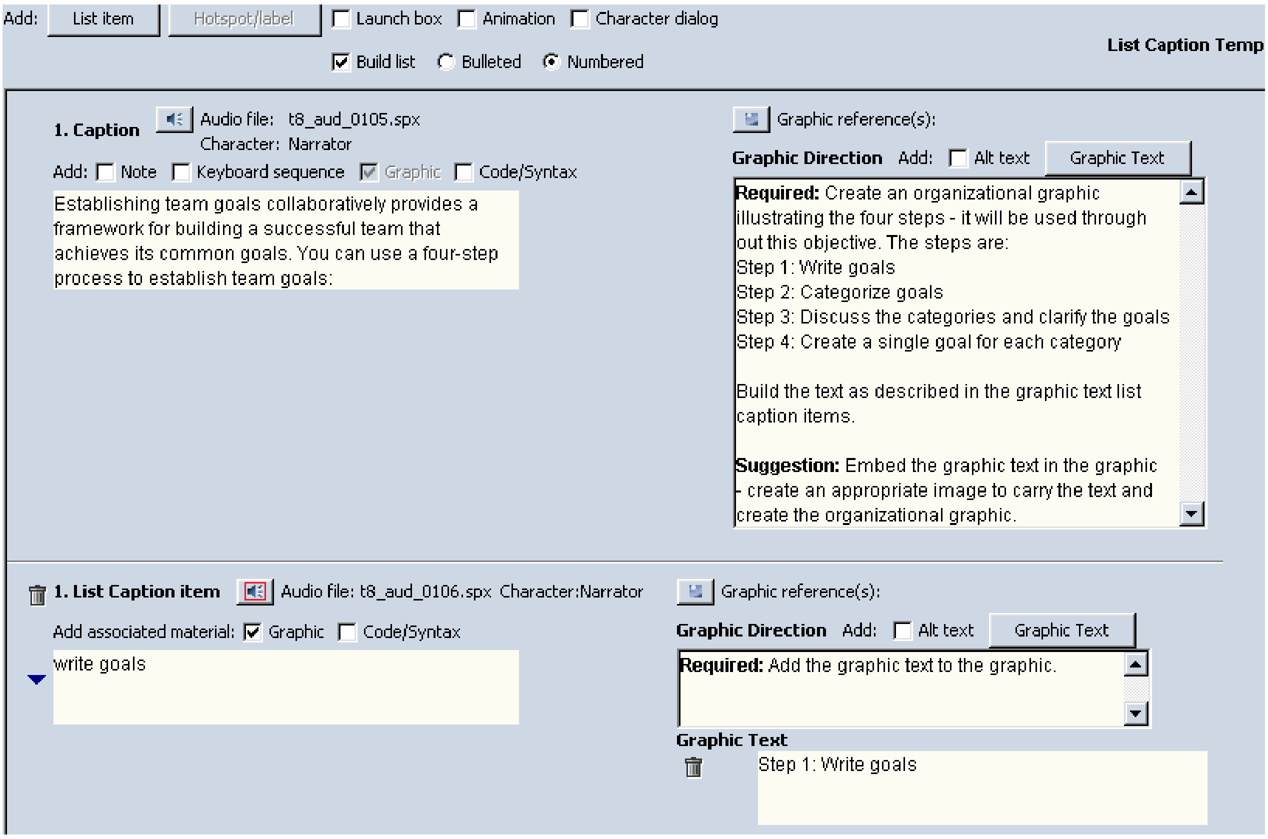
A List Caption consists of

- a Caption, which includes an optional introductory paragraph and the list lead-in, and
- two or more separate List Caption items

The List Caption items can be bulleted or numbered, and they can build one-by-one (a build List) or appear all at once (a nonbuilding List).

The List Caption template is used in Narrated Animation courses instead of the standard List template.

Building a basic List Caption page



List Caption page in Synergy

The steps for building a basic List Caption page are identical to those for building a standard List page, with two exceptions:

- You use a Caption field rather than a Text item field for the introductory narrative text. And you add List Caption items rather than standard List items.
- You may choose to include Graphic Text on the page, by clicking the **Graphic Text** button to add a Graphic Text field. Then, in the Graphic Text field, you specify the wording you want the designer to display.

> ***Note: Please refer to the section on the standard List template for more information on the steps involved in building a basic page.***

Sim Dialog Video Caption

Note: This template was previously known as the Sim Dialog Caption.

Overview

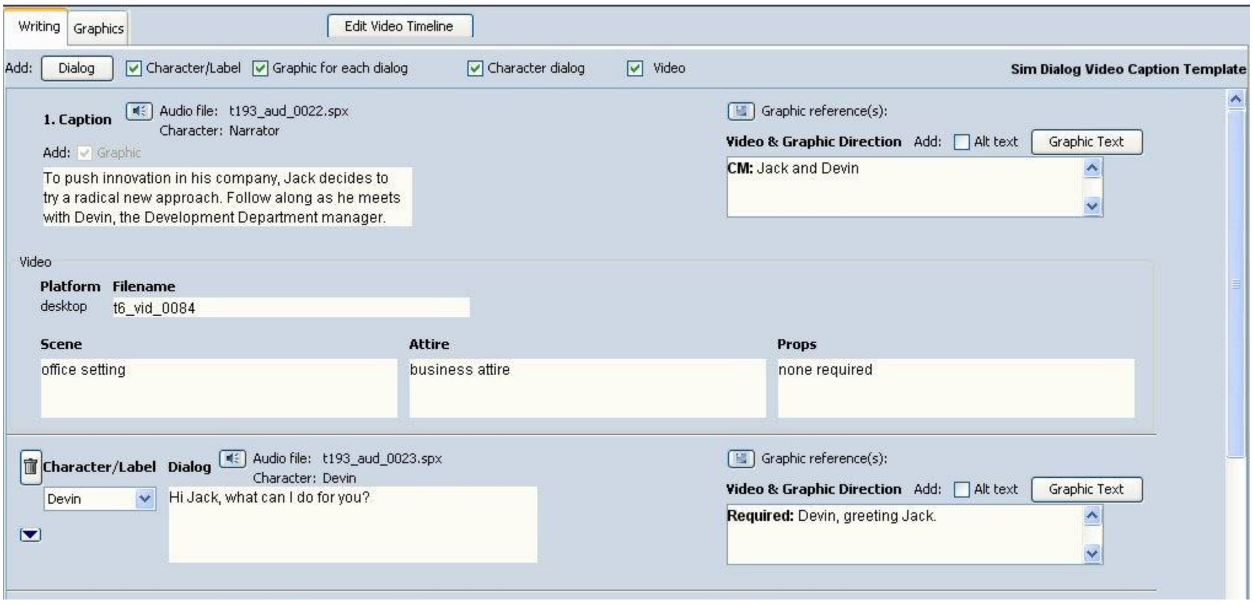
Developed Sim Dialog Caption page in the Player

The Sim Dialog Video Caption presents a dialog between two or more characters in Video format or in a simulated dialog format if the learner has disabled video. It may also take the form of a monolog, depending on the context in which it is used. In the Video version of the page, the video and audio play together. In the Simulated Dialog version, as the dialog audio plays, the visuals change on screen to illustrate the non-verbal aspects of the dialog.

A Sim Dialog Video Caption template may also be used to present non-dialog content that is supported by visual builds.

The only difference between a standard Sim Dialog and the Sim Dialog Video Caption template is the presentation of the content. In a standard Sim Dialog, the dialog text builds up on screen as the conversation or dialog progresses. In the Sim Dialog Video Caption, the conversation or dialog is presented in video format if video is enabled. The dialog text is placed in the Caption field, and is not displayed on screen unless the learner specifically chooses to display the Caption field. If video is disabled, then static images appear onscreen instead. These graphics on screen may change with each new piece of dialog. The dialog text is still contained in the Caption area when video is disabled.

Building a video-enabled Sim Dialog Video Caption page

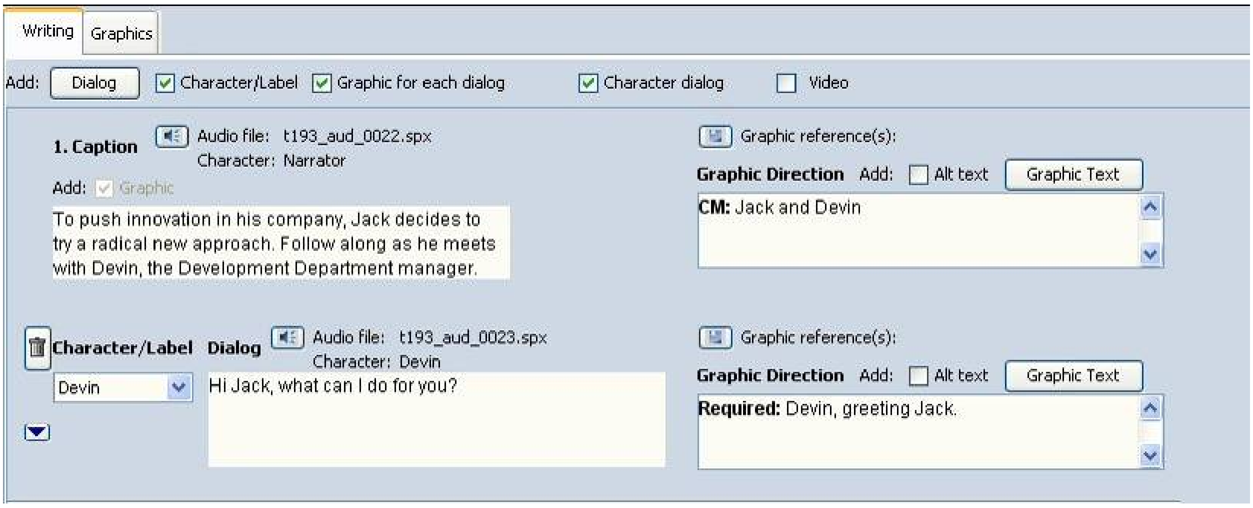


Sim Dialog Video Caption page with video enabled in Synergy

The steps for building a Sim Dialog Video Caption page with video enabled are identical to those for building a standard Sim Dialog page with four exceptions:

- You ensure the **Video** checkbox is selected.
- You use a Caption field rather than a Text item field for the introductory narrative text.
- You may choose to include Graphic Text on the page, by clicking the **Graphic Text** button to add a Graphic Text field. Then, in the Graphic Text field, you specify the wording you want the designer to display.
- You specify video-specific information, including Filename, Scene, Attire, and Props in the video section of the page.

Building a Sim Dialog Video Caption page with video disabled



Sim Dialog Video Caption page with video disabled in Synergy

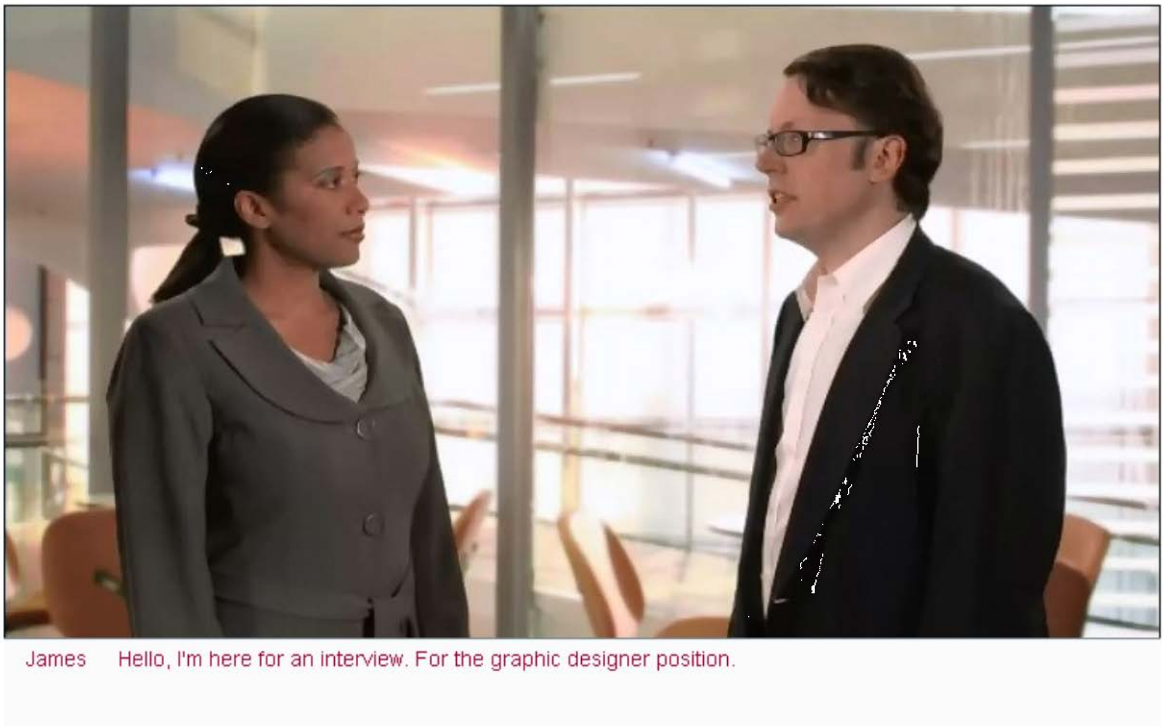
The steps for building a basic Sim Dialog Video Caption page with video disabled are identical to those for building a standard Sim Dialog page with three exceptions:

- You ensure the **Video** checkbox is cleared.
- You use a Caption field rather than a Text item field for the introductory narrative text.
- You may choose to include Graphic Text on the page, by clicking the **Graphic Text** button to add a Graphic Text field. Then, in the Graphic Text field, you specify the wording you want the designer to display.

> ***Note: Please refer to the section on the standard Sim Dialog template for more information on the steps involved in building a basic page.***

Video Standard Caption

Overview

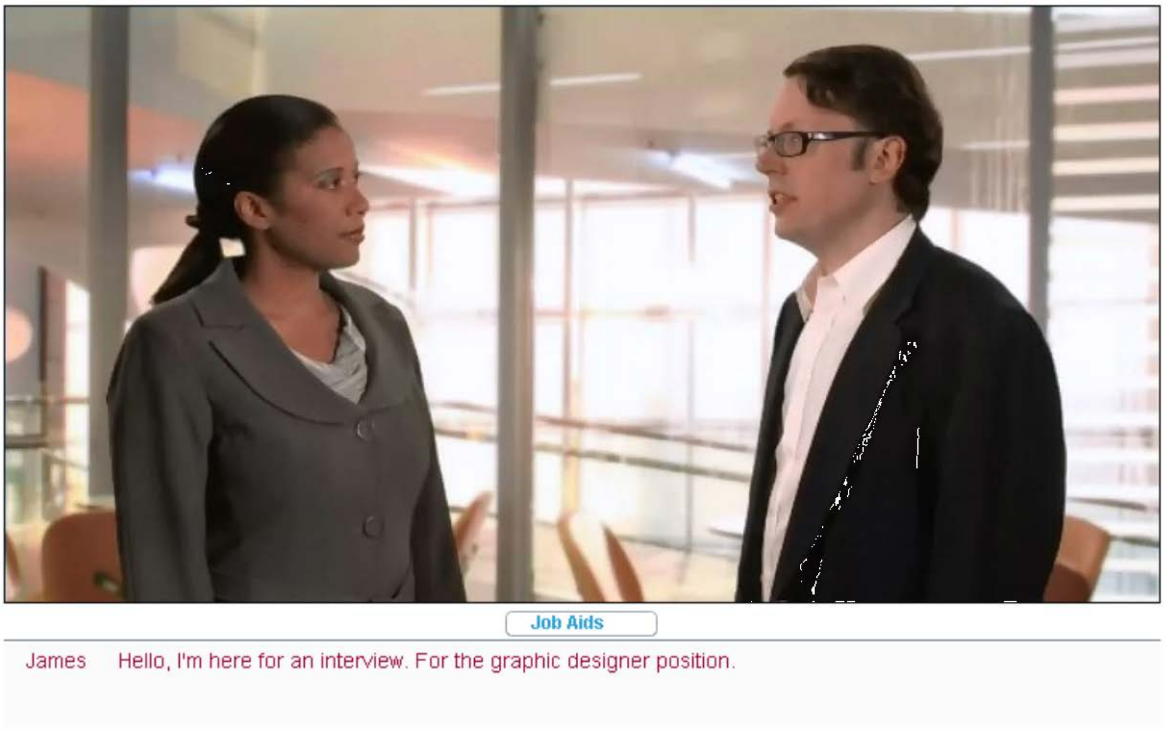


Developed Video Standard Caption page in the Player

The Video Standard Caption template allows you to import video into Synergy. The template allows you to import videos of any size, up to a maximum of 768x432 pixels. The video plays as soon as the page opens, there is no introductory static screen (unlike the Video Sim Dialog). If captions are enabled they display at the bottom of the Player window and are synchronized with the video.

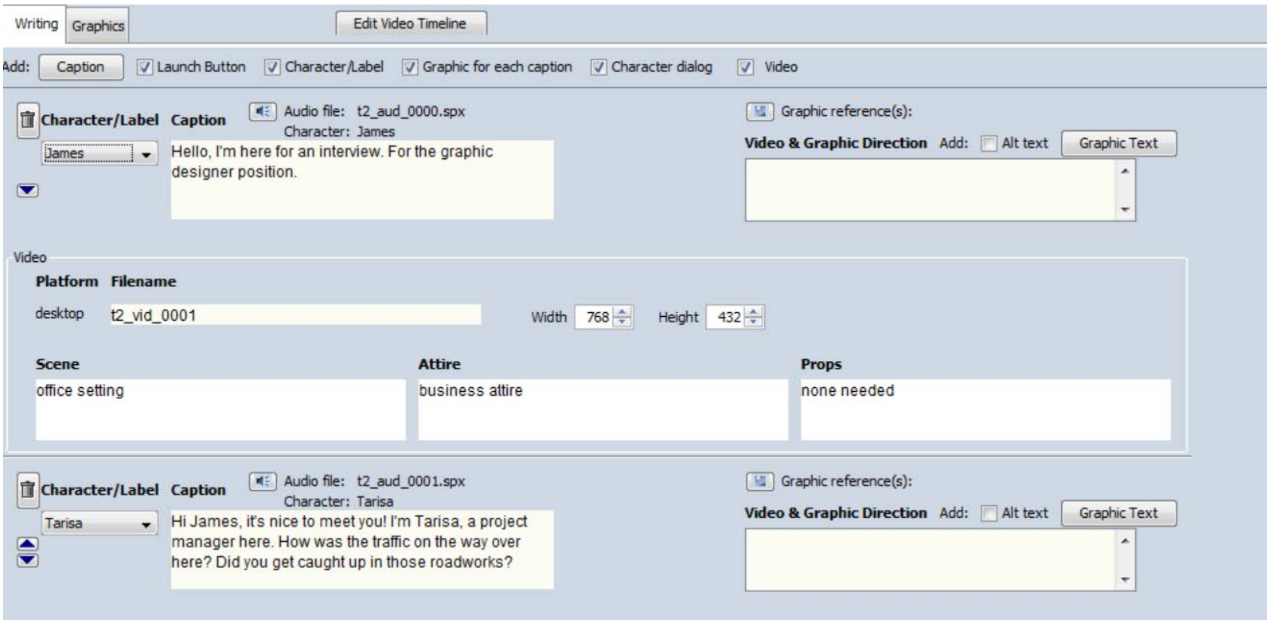
If video is disabled, then static images appear onscreen instead of the video. These graphics on screen may change with each chunk of text on the page. The text is still contained in the Caption area when video is disabled.

The template may be used to display dialogues, monologues, or any form of video content.



The template also allows you to add a link to an external HTML file on the page. The external file may be Topic Notes, Job Aids, or Learning Aids. The Launch Button bar, when selected, will cover the lower edge of the video.

Building a video-enabled Video Standard Caption page



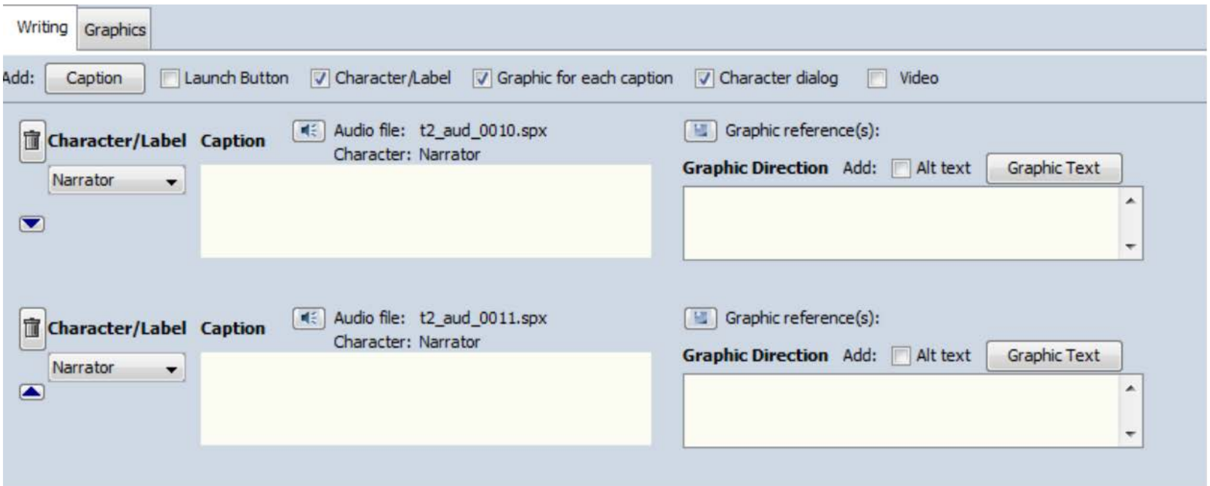
Video Standard Caption page with video enabled in Synergy

When you create a new Video Standard Caption page in a video-enabled course, video will be enabled by default. The page contains one Caption field with associated audio file and Video and Graphic Direction field. By default, the page is set to be a character dialog, with the character name or label set to display with each caption. A video reference is created, and the default video size is the size set at the course level on the Video tab. There are fields to define the Scene, Attire, and Props to be used in the video. There is no launch button by default.

To build the Video Standard caption page you complete these steps:

1. Determine whether the page will contain a launch button for opening an external HTML file. If so, select the **Launch Button** checkbox. Otherwise leave the checkbox clear.
2. Decide if character names should display with each caption. Confirm the Character/Label checkbox has been selected if names should be displayed, otherwise clear the checkbox.
3. Determine whether each new caption should have an associated graphic. It will by default. If you do not want a new graphic with each caption clear the **Graphic for each caption** checkbox.
4. Determine whether the caption items will be spoken by characters or the narrator. If the captions are to be read by the course narrator, clear the **Character dialog** checkbox. If some or all of the captions will be spoken by characters, leave the checkbox selected.
5. Enter the text for the first caption in the initial Caption field, and click the Caption button to add more fields as required.
6. Add shooting instructions for the video in the Scene, Attire, and Props fields, and in the Video & Graphic Direction field for the first caption.
7. If any captions are to be spoken by characters, select the Character name from the Character/Label dropdown list beside the caption item.
8. Add audio production notes, video & graphic direction, alt text, and graphic text for each caption item as required.
9. If a launch button has been enabled, select the text that should display on the button from the dropdown list, then use the Browse button to select the file that should be launched.

Building a Video Standard Caption page without video



Video Standard Caption page with video disabled in Synergy

If you create the Video Standard Caption page in a course that is not video-enabled, video will be disabled on the page. You can also choose to disable video on the page by clearing the **Video** checkbox.

The process of creating a video –disabled page is the same for creating a video-enabled page, except:

- The Video & Graphic Direction fields are renamed to just Graphic Direction
- There are no Scene, Props, and Attire fields to complete

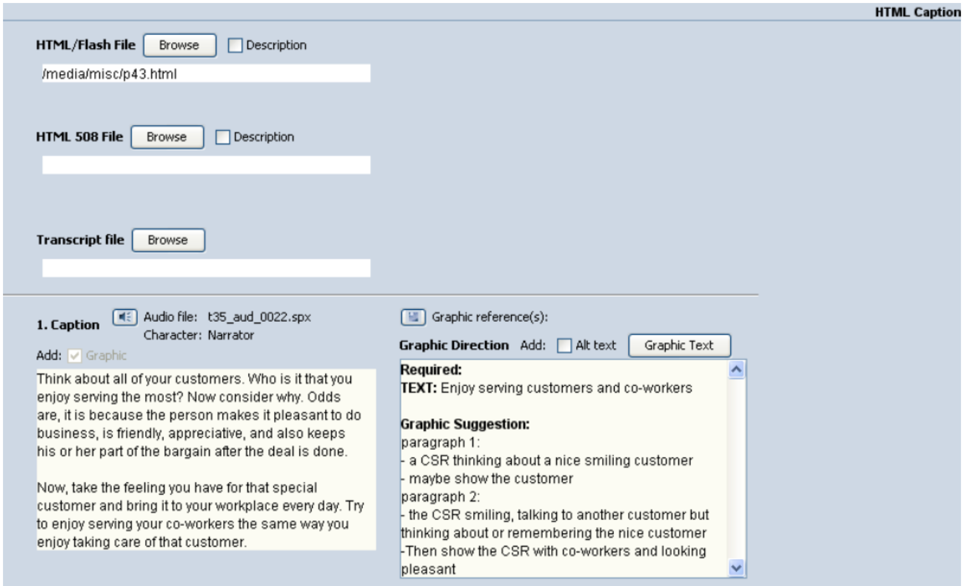
HTML Caption

Overview

Developed HTML Caption page in the Player

The HTML Caption template allows you to import a Flash file into Synergy. The Flash development environment enhances the look and feel of the learning material, and supports advanced animation techniques to improve the continuity and flow of the presentation of the content.

Building a HTML caption page



HTML Caption page in Synergy

There are two stages to building a HTML Caption page. In the first stage, you must add the text and graphic directions for the developer. Then, when the Flash file has been created, you must integrate it into the Synergy course.

The steps in the first stage are:

1. Add the narrative text to the Caption field. (Click the **Caption** button to add more Caption fields, if necessary).
2. Add the graphic direction to guide the designer. You may also add Graphic references, Alt Text, or Graphic Text if necessary.

The designer will then create the Flash file, using the HTML Caption template guideline.

In the HTML Caption page, you click the **Browse** button to go to the location outside of the course structure where the Flash or SWF file you want to import is stored. On importing the SWF file, Synergy will create a copy of the SWF file in the course structure and rename it with the Page ID. When you save the course, Synergy will create the HTML file to go with the SWF file and give it the same name as the SWF file. Synergy automatically populates the HTML/Flash File field with the location of the HTML file created.

> ***Note: If you move the HTML Caption page to another location in the course, Synergy will create a new copy of SWF file with the new page name. The HTML file to go with the new SWF file will be created once the course is saved.***
> ***If after adding a SWF file to a HTML Caption page, you want to add the same file to a different HTML Caption page in the course, you must browse to the original SWF file stored outside of the course structure to add it. It's not possible to use the copy of the SWF file already stored within the course structure.***

Explore Graphic Caption

Overview

An Explore Graphic Caption is an interactive graphic list.

An Explore Grpahic Caption consists of

- a Caption, which includes an optional introductory paragraph and the list lead-in
- two or more separate Hotspot/Label items, and
- associated material for each Hotspot/Label item

The Explore Graphic Caption functions in the same way as a standard Explore Graphic, with one exception – introductory text, the prompt, and associated text all appear in the Caption area instead of as onscreen text.

Building a basic Explore Graphic Caption page

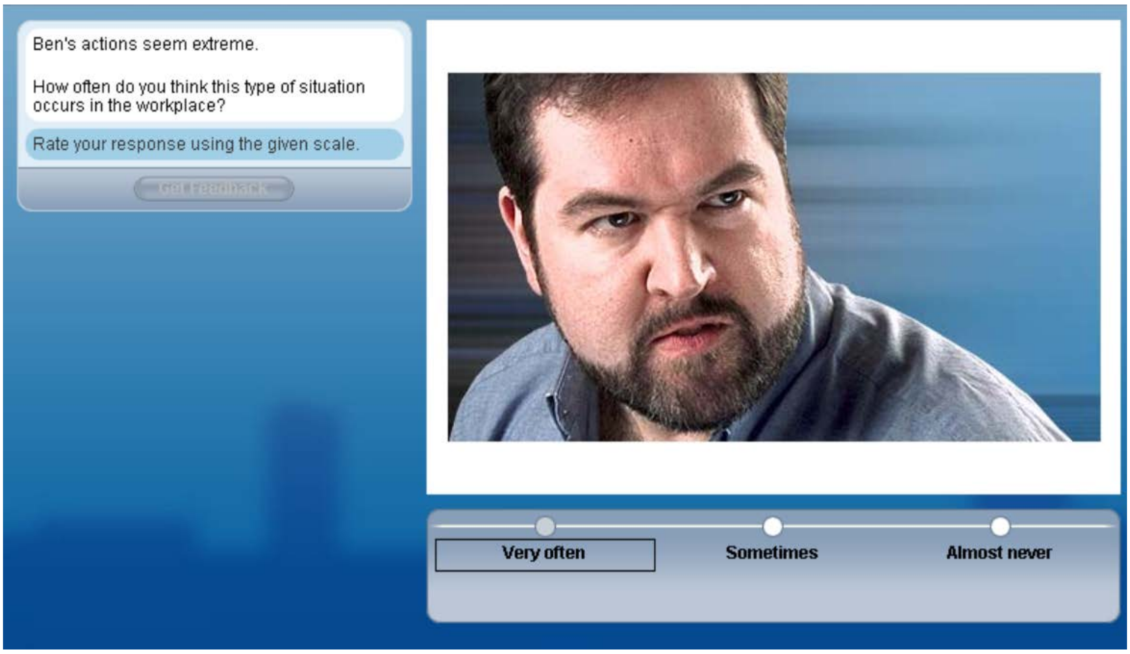
The steps for building a basic Explore Graphic Caption page are identical to those for building a standard Explore Graphic page, with two exceptions:

- You use a Caption field rather than a Text item field for the introductory narrative text.
- You may choose to include Graphic Text on the page, by clicking the **Graphic Text** button to add a Graphic Text field. Then, in the Graphic Text field, you specify the wording you want the designer to display.

> ***Note: Please refer to the section on the standard Explore Graphic template for more information on the steps involved in building a basic page.***

Rate Single

Overview



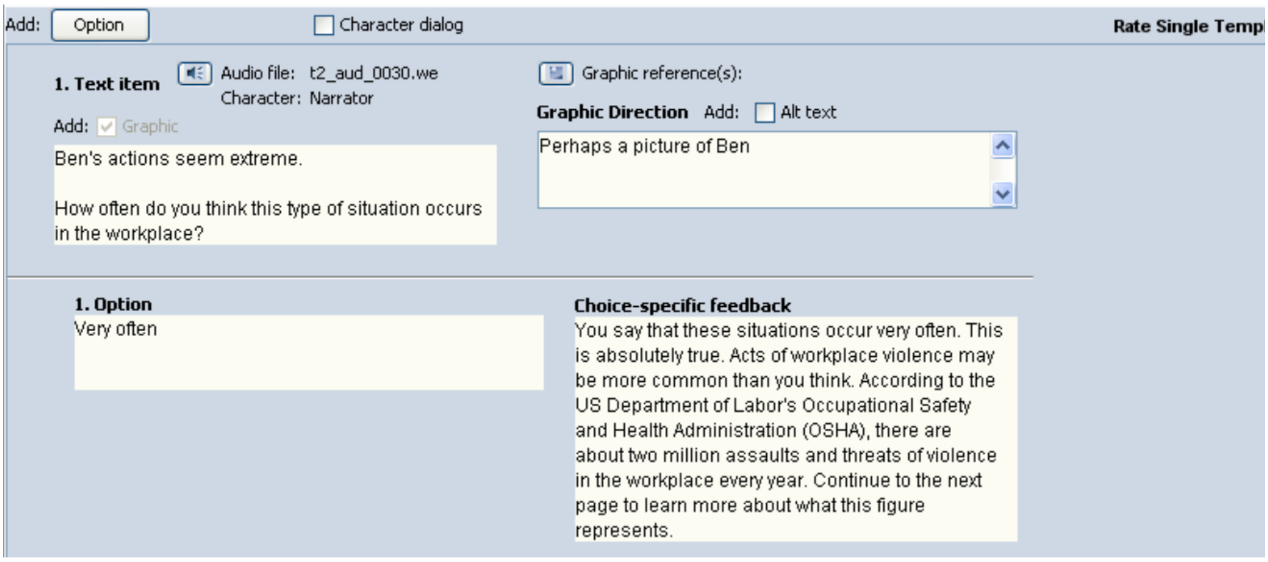
Developed Rate Single page in the Player

A Rate Single is part of the Self-Evaluation strategy and is used to present Instructional content.

A Rate Single page aims to examine an opinion or a behavior by posing a question and asking learners to rate their opinion, behavior, and so on, from a scale of options.

A Rate Single differs from standard question types because it isn't used in Practice or Test modes and there are no correct or incorrect responses. When the learner confirms their response, the Rate Single presents non-judgmental feedback on their selection.

Building a Rate Single page



Rate Single page in Synergy

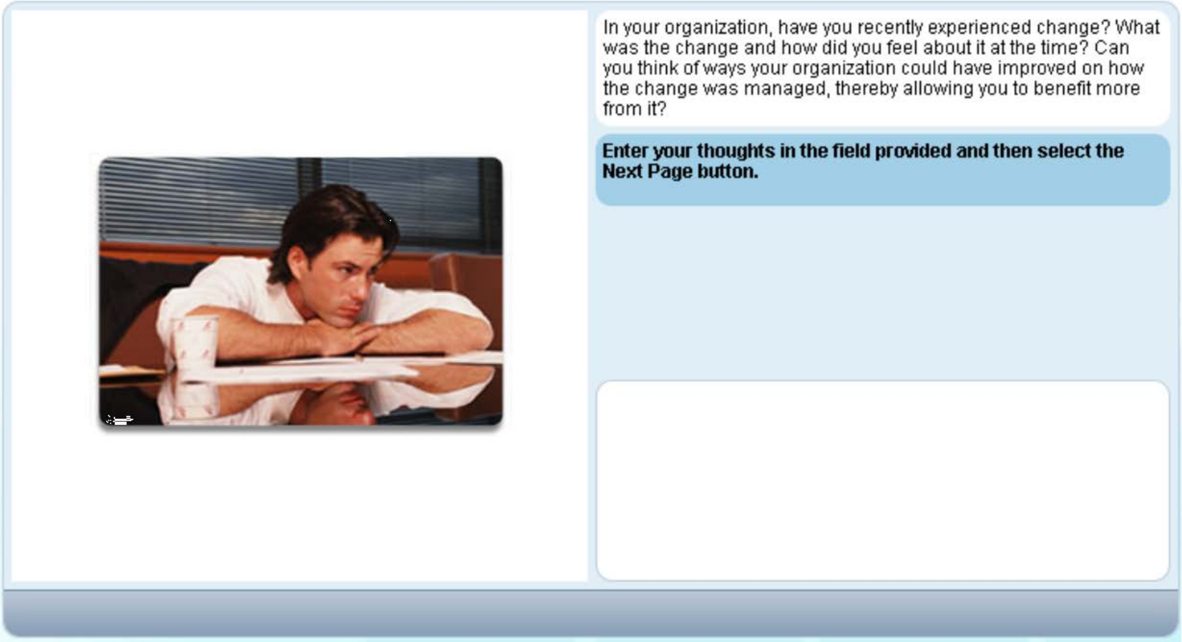
When you create a new Rate Single page, it contains a Text item field (with an associated Graphic Direction field) which contains the question. It also contains a Prompt field, and three sets of Options and associated Choice-specific feedback fields.

To complete the page, you carry out the following:

1. Type the text for the question stem, prompt, options and feedback into the relevant fields.
2. Add up to two more Options (with associated Choice-specific feedback) if necessary, using the **Option** button.
3. Specify graphic directions and alt text as required for the page.
4. Add audio production notes, or specify that the page includes character dialog, as required.
5. Preview the page for text overruns.
6. Save the course.

Reflect Learner

Overview

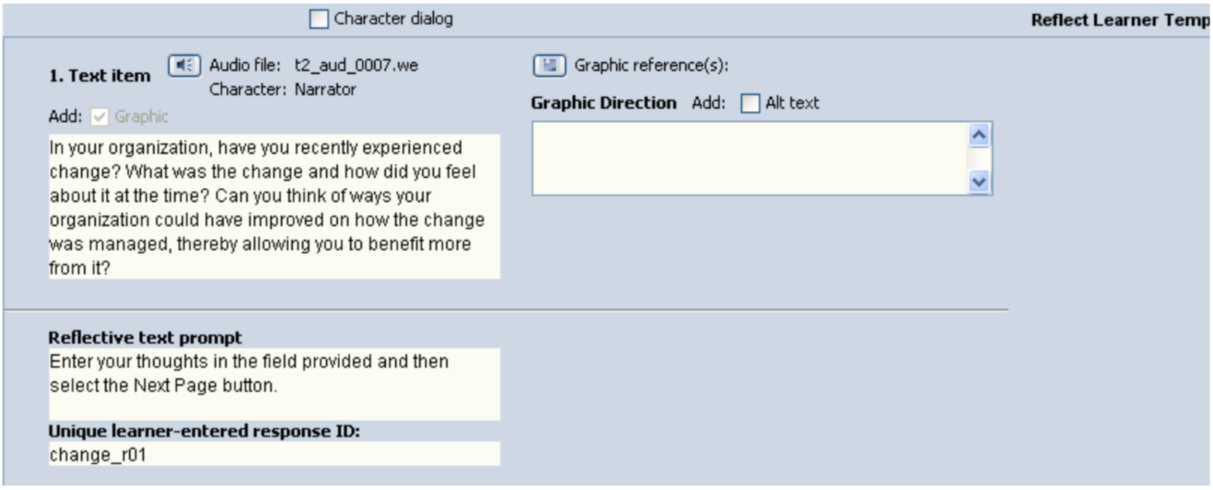


Developed Reflect Learner page in the Player

The Reflect Learner template is part of the Self-Evaluation strategy and is used to present Instructional content.

The Reflect Learner enables the learner to pause and reflect on a question, problem, or situation and then enter their thoughts and comments. The Player stores the comments – these comments can be recalled later in a Reflect Self Compare page, and learners will be prompted to view or print any comments before they exit the course.

Building a Reflect Learner page



Reflect Learner page in Synergy

When the Reflect Learner page is created, it contains

- A Text item field, where the question will be entered

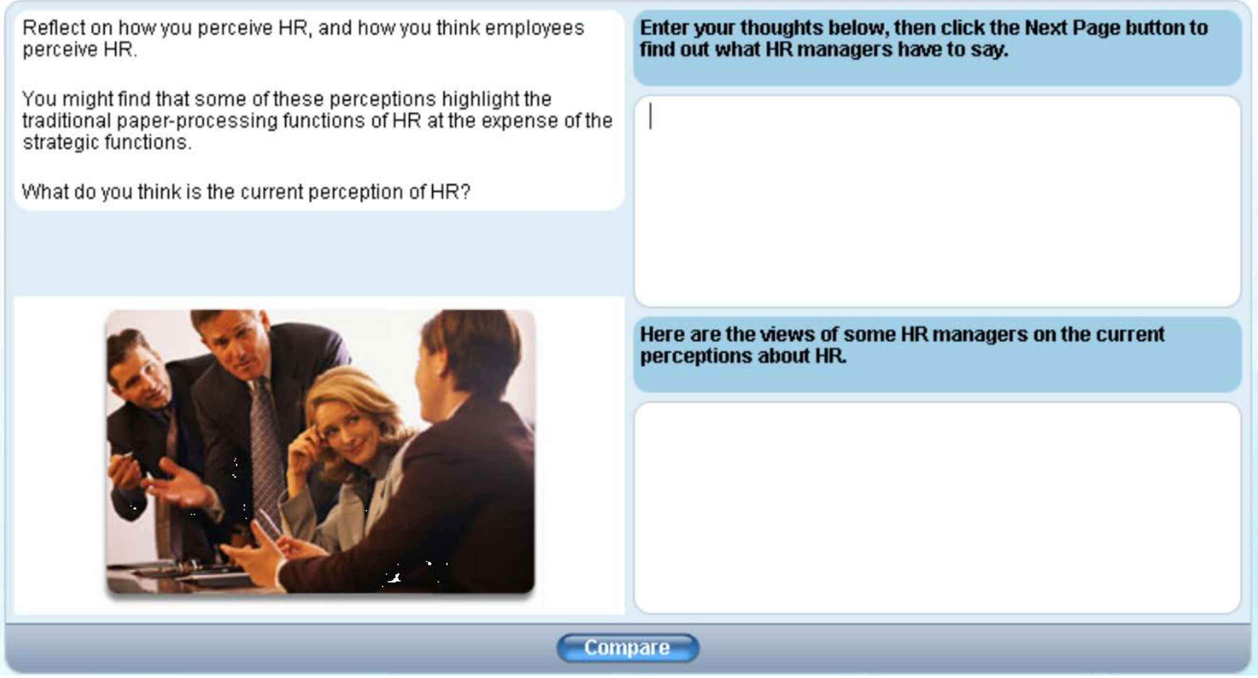
- A Graphic Direction field and an Alt text checkbox
- A Prompt field (the text here will appear above the field where learners enter their response)
- A Unique learner-entered response ID field – you must enter an ID here. This will tag the learner's comment, allowing the Player to recall it later.

    Note: The Unique learner-entered response ID must consist only of alphanumeric character, spaces, underscores (_), or dashes (-) and be no longer than 20 characters.

You can also specify that this page includes character dialog, and enter audio production notes. You should preview the page before continuing, to ensure that the text fits in the area available.

Reflect Expert Compare

Overview



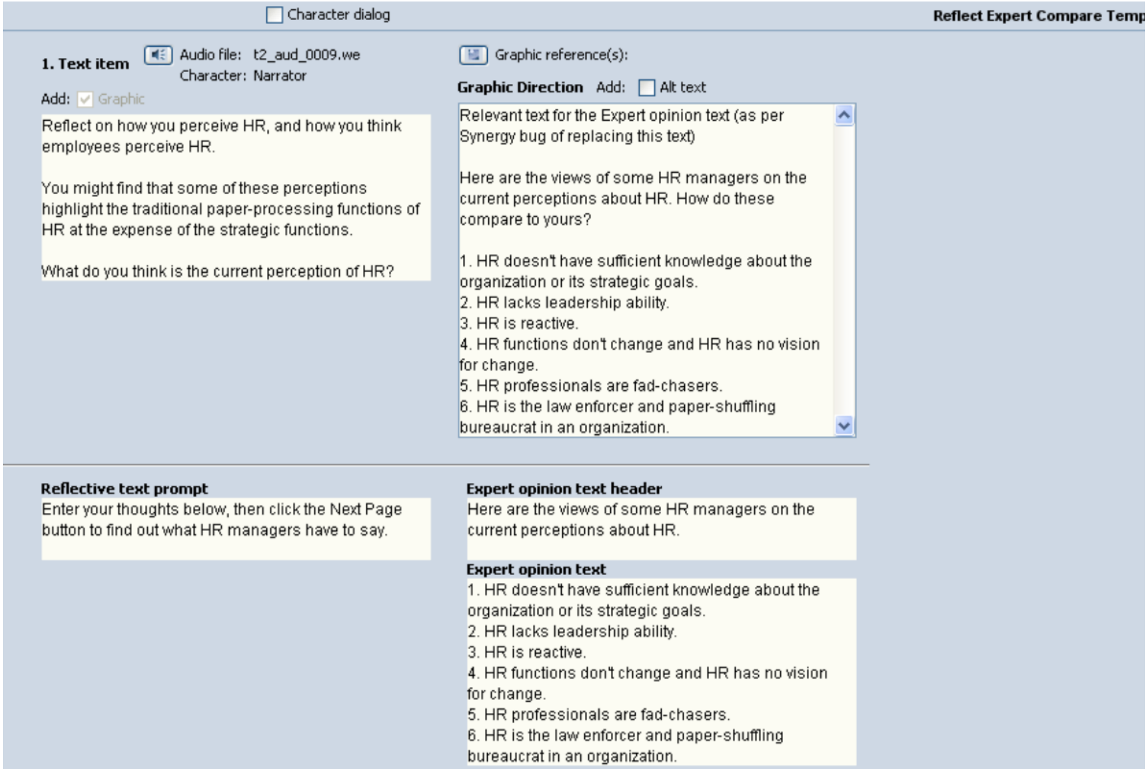
Developed Reflect Expert Compare page in the Player

The Reflect Expert Compare template is part of the Self-Evaluation strategy and is used to present Instructional content.

The Reflect Expert Compare enables learners to pause and reflect on a question, problem, or situation and then enter their thoughts and comments. The instructional content of the page is presented in the form of expert responses to the same question.

The expert opinion is any reliable source of knowledge, technique, procedure, process, or skill. It can take the form of a direct quote, a best practice, an opinion, a consensus attitude, a method, a strategy, a recommendation, and so on. The purpose is to enhance the learner's experience by expanding the instruction through the presentation of relevant information from an authoritative, recognized, and proven source.

Building a Reflect Expert Compare page



Reflect Expert Compare page in Synergy

When the Reflect Expert Compare page is created, it contains

- a Text item field, where the question will be entered
- a Graphic Direction field and **Alt text** checkbox
- a Prompt field (the text here will appear above the field where the learner enters their response)
- an Expert Opinion text field and an Expert Opinion text header field

The Expert Opinion only displays after the learner has clicked the **Compare** button on the page, but the header is visible when the page first opens. The header may prompt the learner to click the **Compare** button.

You may also specify that this page includes character dialog, and enter audio production notes. You should preview the page before continuing, to ensure that the text fits in the area available.

The Player stores any comments entered in a Reflect page, and learners will be prompted to view or print any comments before they exit the course.

Reflect Self Compare

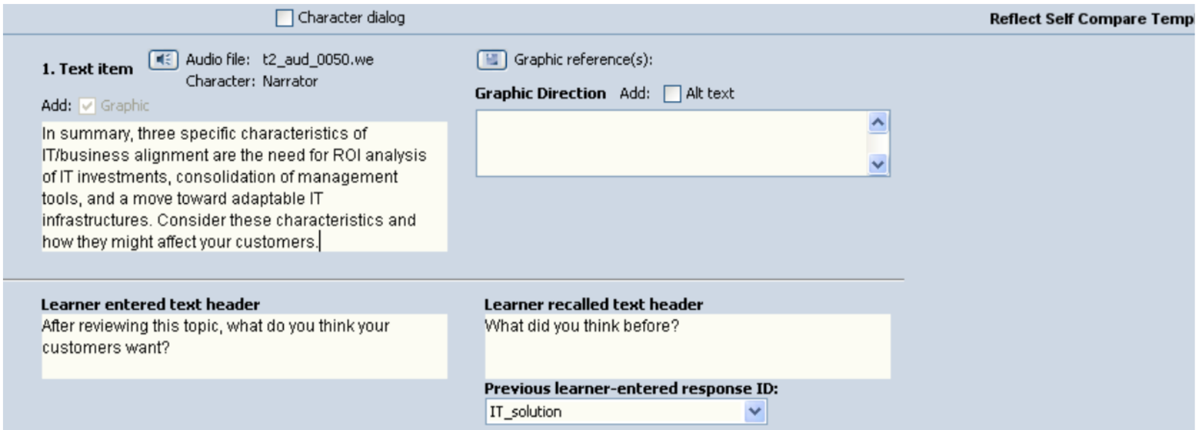
Overview

Developed Reflect Self Compare page in the Player

The Reflect Self Compare template is part of the Self-Evaluation strategy and is used to present Instructional content.

The Reflect Self Compare enables learners to pause and reflect on a question, problem, or situation and then enter their thoughts and comments. The response is then compared to the response they made to the same question in an earlier Reflect Learner page.

Building a Reflect Self Compare page



Reflect Self Compare page in Synergy

When the Reflect Self Compare page is created, it contains

- a Text item field, where the question will be entered
- a Graphic Direction field and an **Alt text** checkbox

- A Learner entered text field (the text here will appear above the field where the learner enters their response)
- A Learner recalled text field and header field
- A drop-down list box where you select the unique learner-entered response ID for the earlier Reflect Learner page

The recalled text displays after the learner has clicked the **Compare** button on the page, but the header is visible when the page first opens. The header may prompt the learner to click the **Compare** button.

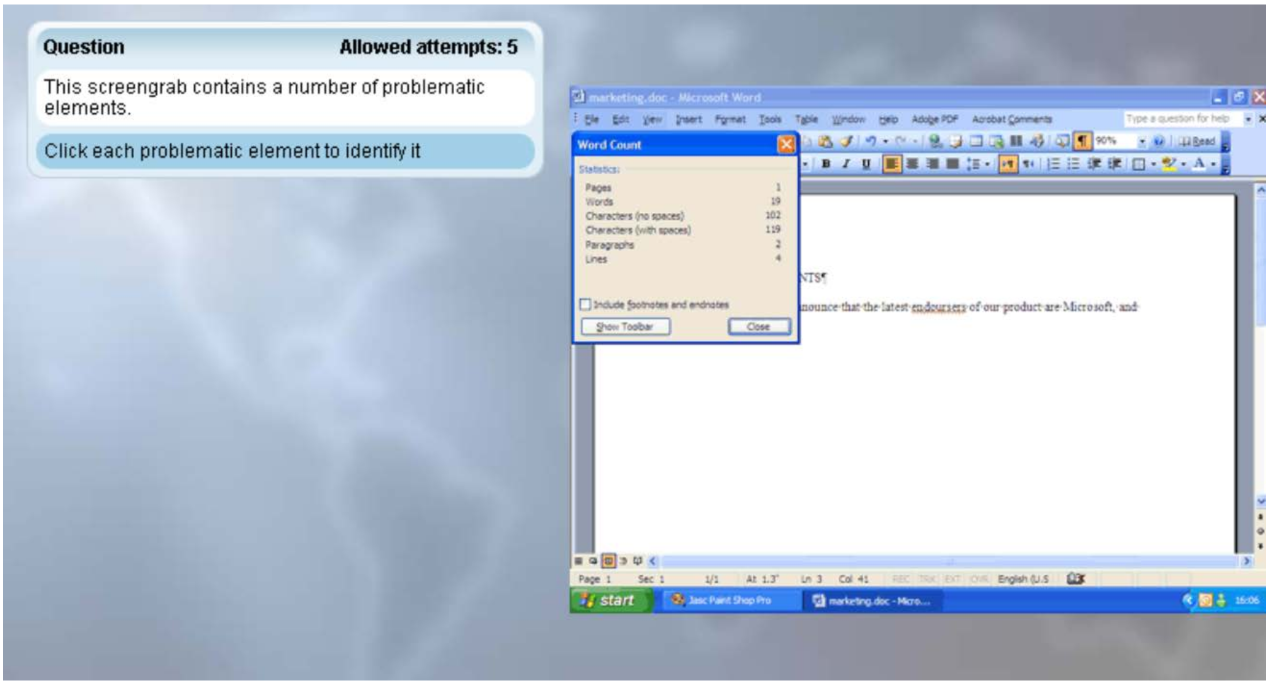
You may also specify that this page includes character dialog, and enter audio production notes. You should preview the page before continuing, to ensure that the text fits in the area available.

The Player stores any comments entered in a Reflect page, and learners will be prompted to view or print any comments before they exit the course.

> ***Note: Once learners exit a course, all data entered by them in a Reflect page is deleted and not stored.***

Click-in Graphic

Overview

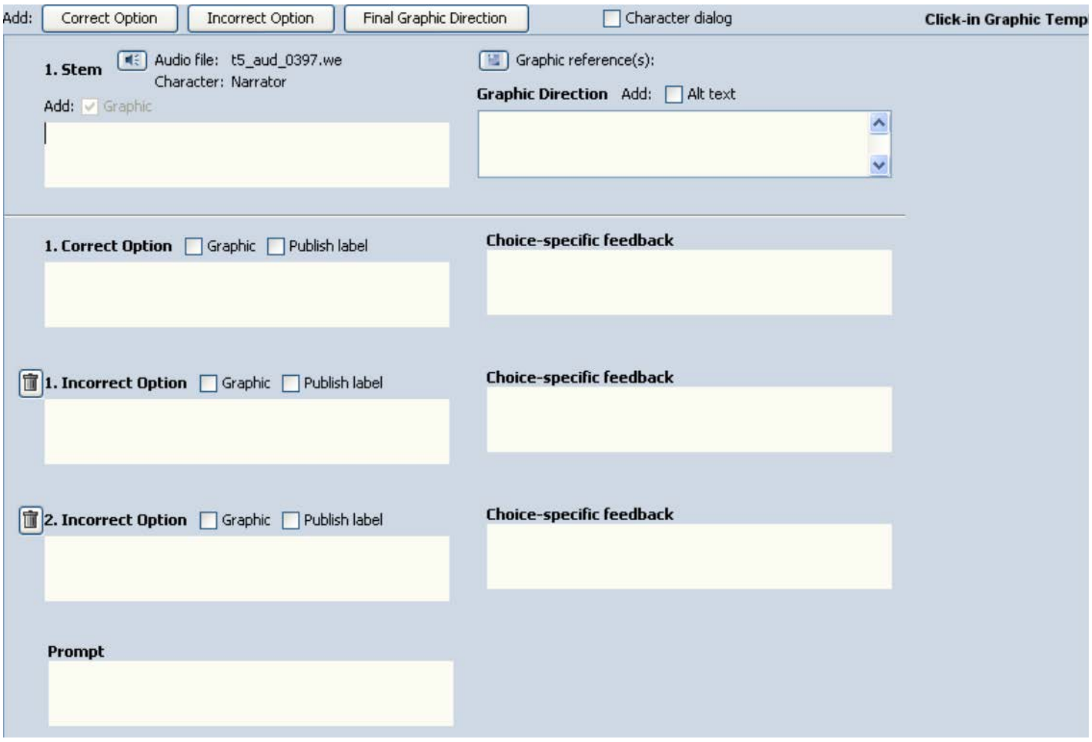


Developed Click-in Graphic page in the Player

A Click-in Graphic question asks learners to select appropriate area(s) or object(s) in a graphic. These areas are defined by hotspots on the graphic. One or more of the hotspots will represent the desired correct response, and one or more of the hotspots will represent incorrect responses. The learner selects the hotspots on the graphic and immediately gets feedback on their answer choice. Learners have one attempt for every correct response defined in the question, plus two. (If there are three correct options, learners have five attempts. If there is only one correct option, learners have three attempts.)

Click-in Graphic questions are identification-type questions that can be used to practice or test the knowledge, comprehension, application, and analysis levels of learning. They are best used to test a learner’s ability to identify a group of items that meet (or don’t meet) certain criteria, and which are best presented visually.

Building a Click-in Graphic question



Click-in Graphic page in Synergy

When you add a Click-in Graphic question in Synergy, it contains

- a Stem field (with associated Graphic Direction field)
- a Correct Option field (with associated Choice Specific feedback field)
- two Incorrect Option fields (each with an associated Choice Specific feedback field)
- a Prompt field

To build a basic Click-in Graphic page, you complete these steps:

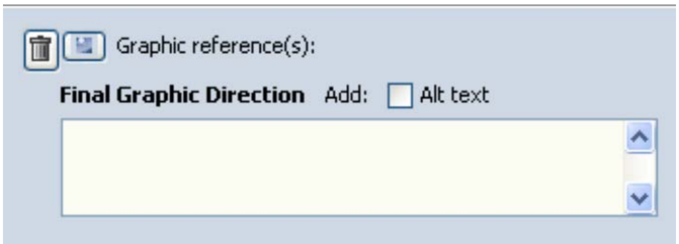
1. Enter the stem text (task description or introduction) in the Stem field.
2. Enter the correct and incorrect option text, and the associated feedback.
3. Enter the prompt text.

Enhancing a Click-in Graphic question

You can enhance a Click-in Graphic question by

- adding or removing correct and incorrect options
- editing the default generic feedback
- adding audio production notes, or character dialog
- adding a final graphic

If the **Final Graphic Direction** button is clicked, Synergy adds a new Graphic Direction field to the end of the question.

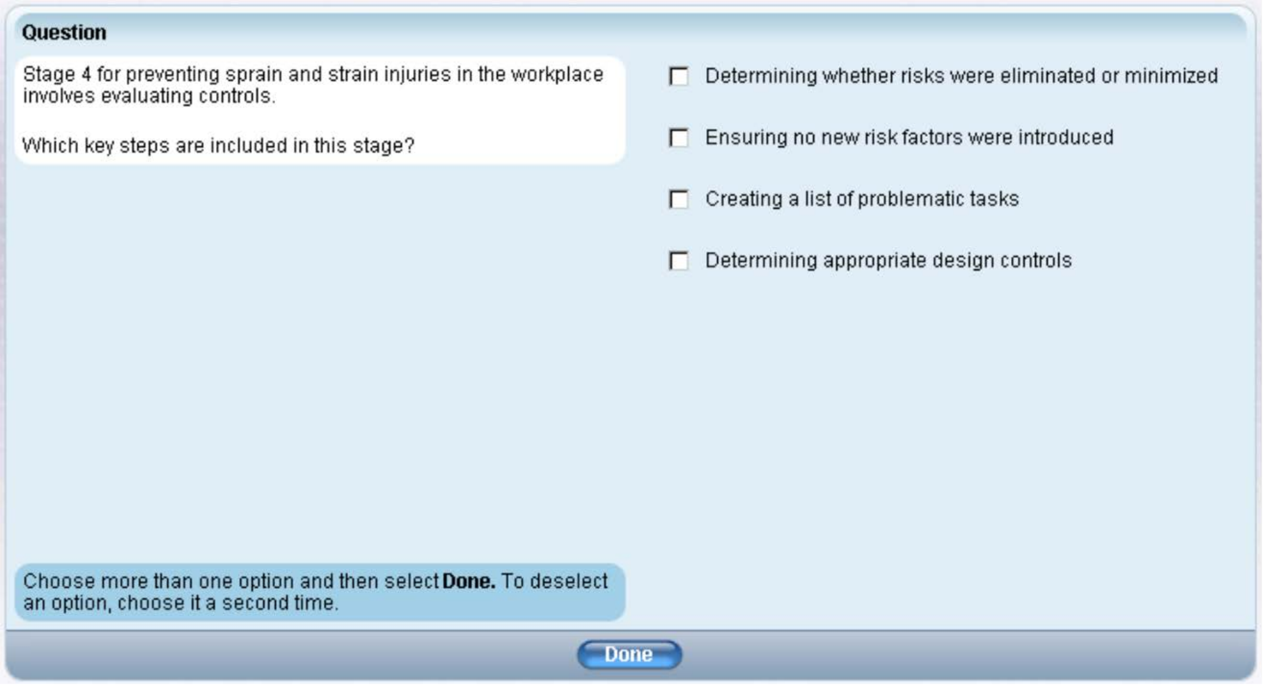


Graphic Direction field

In this field you can instruct the developer to add a new graphic to the question, to be displayed with the final feedback. A new graphic reference, and alt text, can be added at this point.

Multiple Choice Wide

Overview



Developed Multiple Choice Wide page in the Player

Multiple Choice questions present the learner with

- a question or problem, described as the stem
- a list of options, which consists of correct answer choices and distracters (incorrect choices)

The learner is expected to select the best option(s) from those on the list. Multiple Choice questions are the most frequently-used question type because they do a good job of testing knowledge, comprehension, application, and analysis levels in the cognitive and affective domains, and they are easy to score with machines.

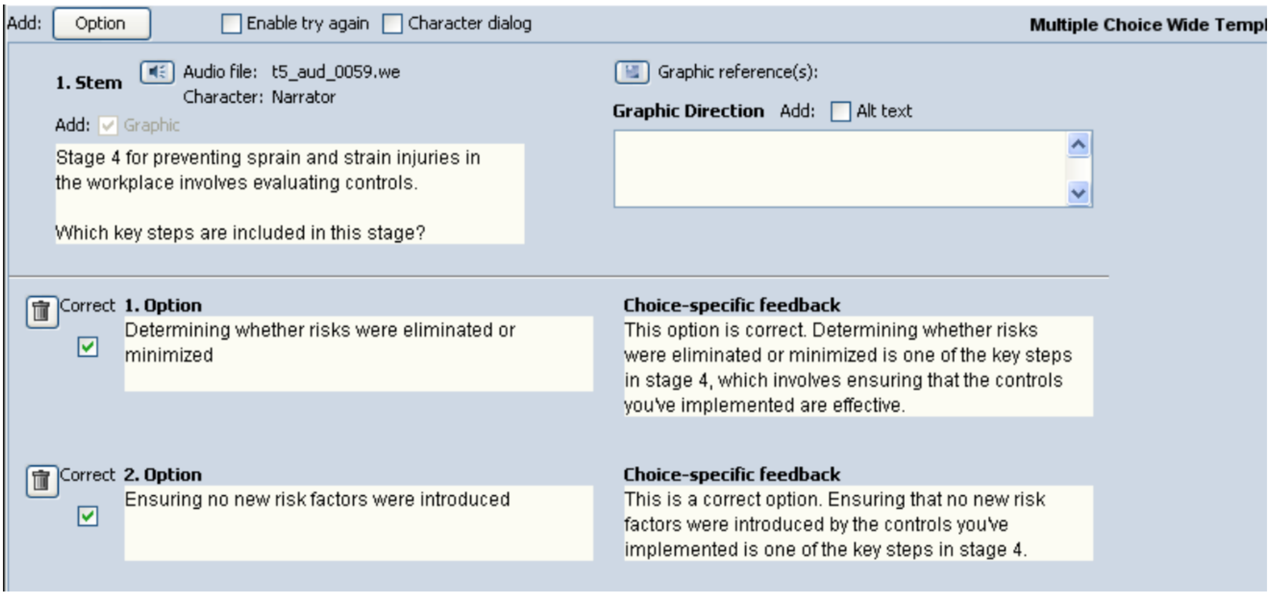
A Multiple Choice question can take one of these formats:

- a multiple-answer Multiple Choice question, where at least two options are correct
- a single-answer Multiple Choice question, where only one option is correct
- a dichotomy question (a question where there are only two options, one of which is correct) including True/False and Yes/No questions

Multiple Choice questions can be used to practice or test at the knowledge, comprehension, application, and analysis levels of learning.

In the **Multiple Choice Wide** template, the question box stretches across the screen but there is no graphic supported. This is to accommodate questions that include a lot of text in the stem and options. Because this template is suitable for use when the learner doesn't require a graphic to answer the question, this is the most commonly used Multiple Choice template.

Building a Multiple Choice Wide question



Multiple Choice Wide question page in Synergy

When a Multiple Choice Wide question is created, it contains the three elements that you must complete

- a **question stem** – The stem should be phrased as a direct question or mild command (the question options are not read in the audio track, so a partial sentence completed by an option would not sound right).
- **question options** – The question options should be concise, and parallel. Repeated words should be included in the stem. The options do not need to be complete sentences. At least one option must be selected as correct – using the checkbox beside the option – and at least one option must be incorrect.
- **option feedback** (only for practice questions) – Practice questions must include choice-specific feedback for every option. The feedback should not be used to present new information, but shouldn't simply rephrase the option.

Enhancing a Multiple Choice Wide page

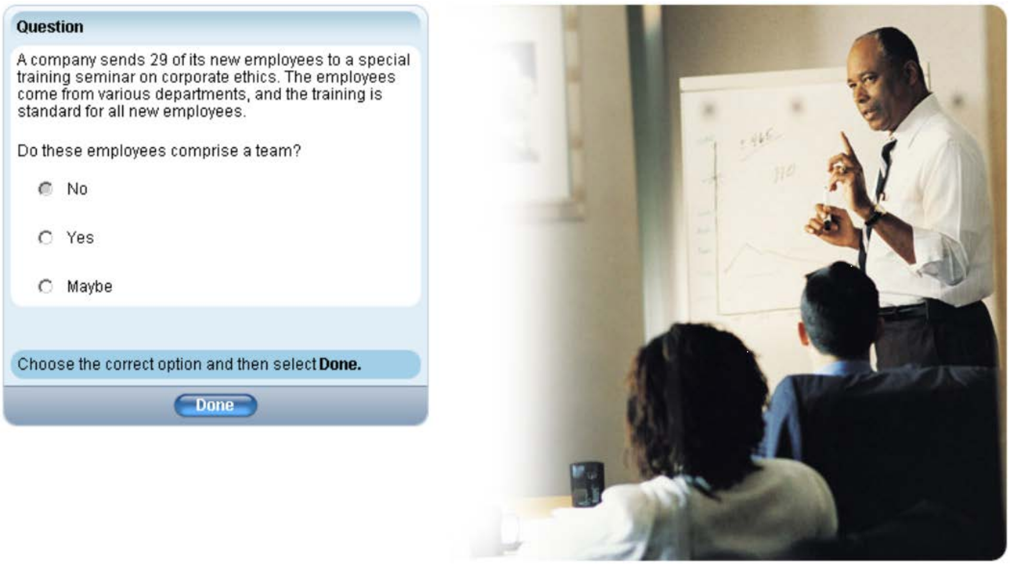
You can enhance a Multiple Choice Wide page by

- adding or deleting options
- editing the default generic feedback
- enabling Try Again (practice questions only)
- adding audio production notes, or character dialog

If the **Enable Try Again** checkbox is selected, learners will have two attempts to answer the question. After the first attempt, they are told if their answers were incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.

Multiple Choice Standard

Overview



Developed Multiple Choice Standard page in the Player

Multiple Choice Standard questions present the learner with

- a question or problem, described as the stem
- a list of options, which consists of correct answer choices and distracters (incorrect choices)

The learner is expected to select the best option(s) from those on the list. Multiple Choice questions are the most frequently-used question type because they do a good job of testing knowledge, comprehension, application, and analysis levels in the cognitive and affective domains, and they are easy to score with machines.

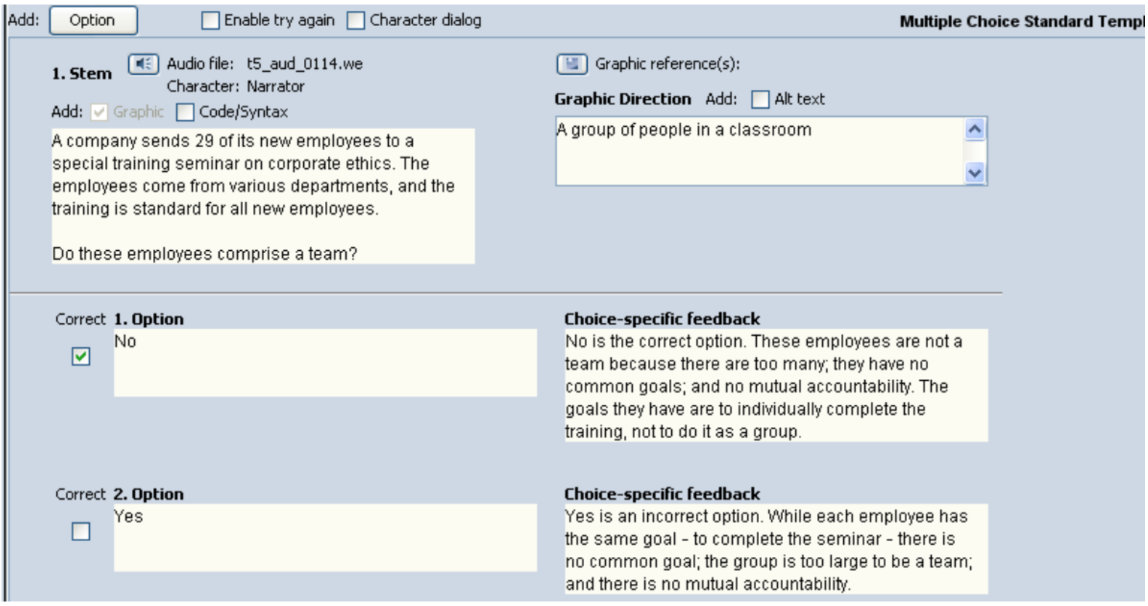
A Multiple Choice question can take one of these formats:

- a multiple-answer Multiple Choice question, where at least two options are correct
- a single-answer Multiple Choice question, where only one option is correct
- a dichotomy question (a question where there are only two options, one of which is correct) including True/False and Yes/No questions

Multiple Choice questions can be used to practice or test at the knowledge, comprehension, application, and analysis levels of learning.

The **Multiple Choice Standard** template allows you to include a graphic or screengrab to support the question. You can choose a Draggable template layout, to support graphics that use the full width of the screen.

Building a Multiple Choice Standard question



Multiple Choice Standard question page in Synergy

When a Multiple Choice Standard question is created, it contains the four elements that you must complete:

- a question stem
- graphic direction for the designer (and **Alt text** checkbox)
- question options
- option feedback (only for practice questions)

The stem should be phrased as a direct question or mild command (the question options are not read in the audio track, so a partial sentence completed by an option would not sound right)

The Multiple Choice Standard template always includes a graphic, so the designer should be given some direction to the graphic contents. If the graphic contains information which will help the learner answer the question, that information must also be supplied in the alt text. (If the graphic doesn't support the learner, you could consider using a Multiple Choice Wide template.)

The question options should be concise, and parallel. Repeated words should be included in the stem. The options do not need to be complete sentences. At least one option must be selected as correct – using the checkbox beside the option – and at least one option must be incorrect.

Practice questions must include choice-specific feedback for every option. The feedback should not be used present new information, but shouldn't simply rephrase the option.

Enhancing a Multiple Choice Standard page

You can enhance a Multiple Choice Standard page by

- adding or deleting options
- changing the format to draggable

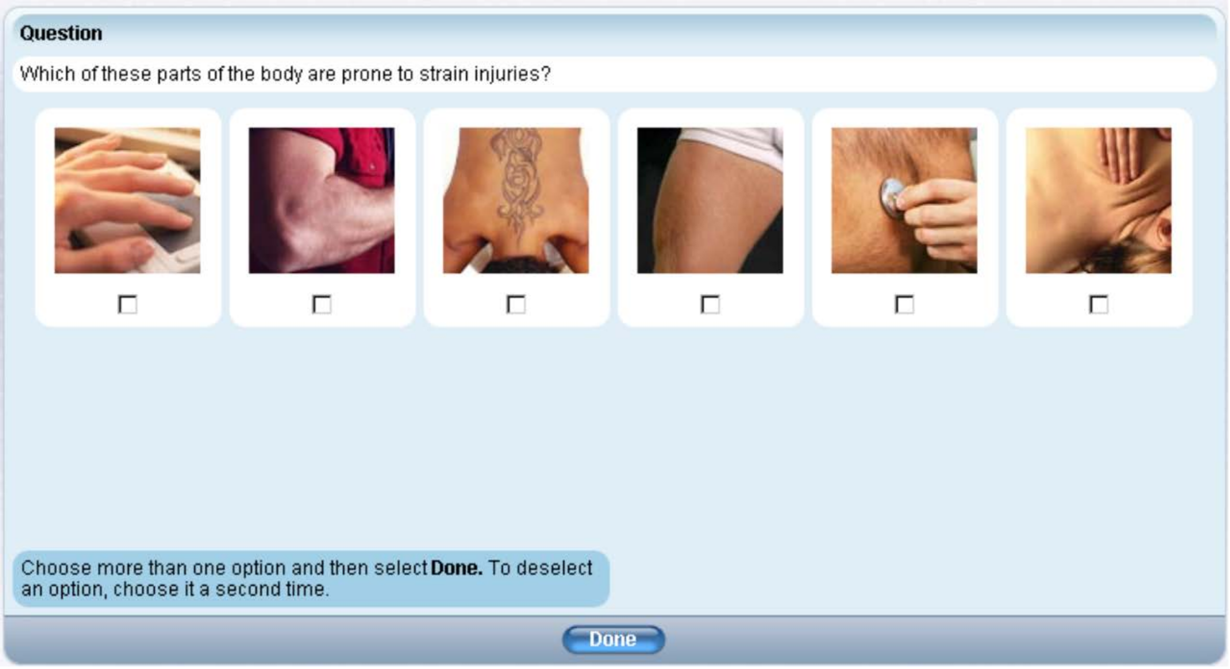
- editing the default generic feedback
- enabling Try Again (practice questions only)
- adding audio production notes, or character dialog

The page is not set to draggable by default, but you can use this format when you need to use the full width of the screen for your image.

If the **Enable Try Again** checkbox is selected, learners will have two attempts to answer the question. After the first attempt, they are told if their answers are incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.

Multiple Choice Graphic Options

Overview



Developed Multiple Choice Graphic page in the Player

Multiple Choice questions present the learner with

- a question or problem, described as the stem
- a list of options, which consists of correct answer choices and distracters (incorrect choices)

The learner is expected to select the best option(s) from those on the list. Multiple Choice questions are the most frequently-used question type because they do a good job of testing knowledge, comprehension, application, and analysis levels in the cognitive and affective domains, and they are easy to score with machines.

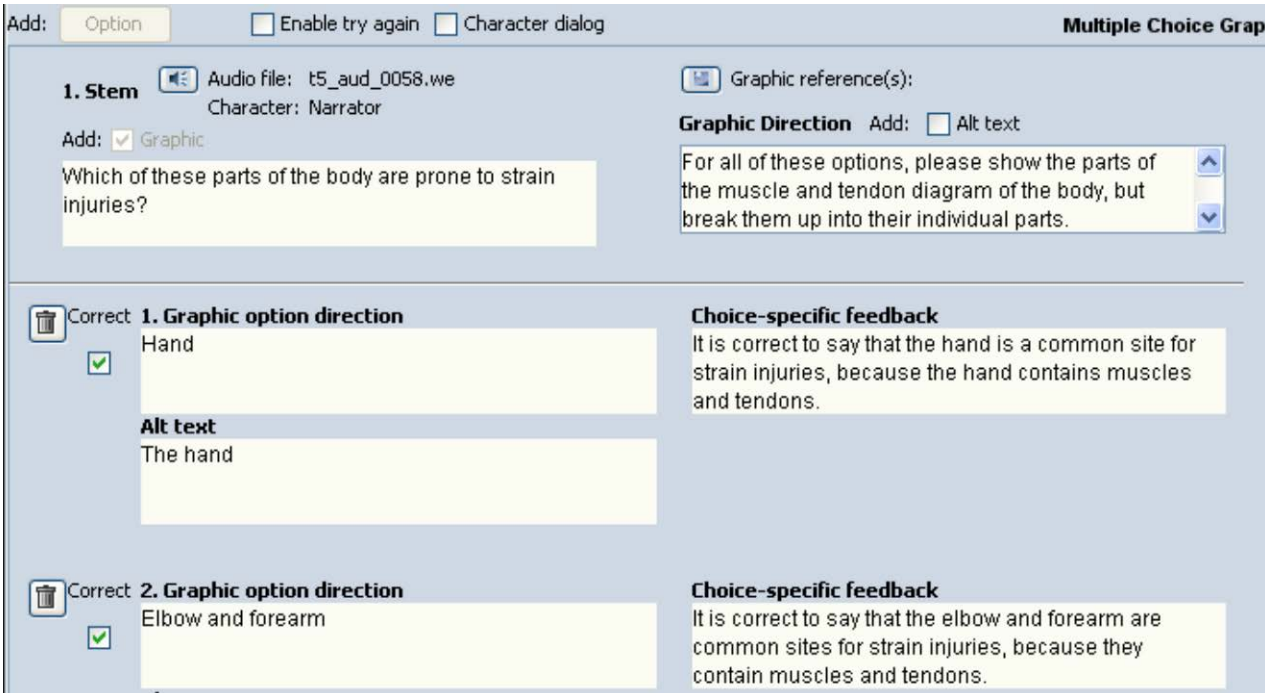
A Multiple Choice question can take one of these formats:

- a multiple-answer Multiple Choice question, where at least two options are correct
- a single-answer Multiple Choice question, where only one option is correct
- a dichotomy question (a question where there are only two options, one of which is correct) including True/False and Yes/No questions

Multiple Choice questions can be used to practice or test at the knowledge, comprehension, application, and analysis levels of learning.

The **Multiple Choice Graphic Options** template allows you to use graphics, rather than text, as the question options. The question area takes up the whole of the page, and no other graphics are allowed on the page. (A background graphic may be used.)

Building a Multiple Choice Graphic Options page



Multiple Choice Graphic Options question page in Synergy

When a Multiple Choice Graphic Options page is created, it contains a text field for the stem (and an associated graphic direction field), and four options.

Each option contains

- a Graphic Direction field, where the option is described to the designer
- an Alt text field, where the option is described to the learner
- choice-specific feedback on that option

In this template, the question options are provided in the form of small graphics. Each answer option is represented by a separate 90 by 90 pixel graphic. Alt text is provided for each graphic option to ensure the question is accessible for screen reader users.

Enhancing a Multiple Choice Graphic Options page

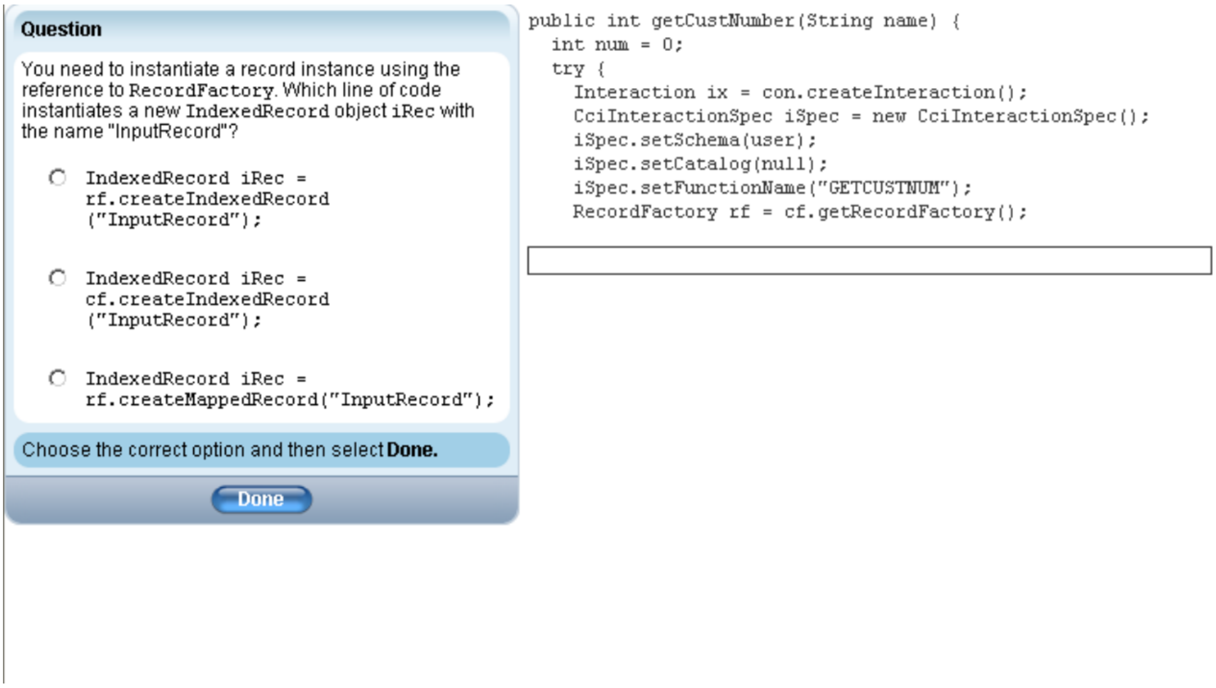
You can enhance a Multiple Choice Graphic Options page by

- adding or deleting options
- editing the default generic feedback
- enabling Try Again (practice questions only)
- adding audio production notes, or character dialog

If the **Enable Try Again** checkbox is selected, learners will have two attempts to answer the question. After the first attempt, they are told if their answers were incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.

Multiple Choice Fill-in Code

Overview



Developed Multiple Choice Fill-in Code page in the Player

Multiple Choice questions present the learner with

- a question or problem, described as the stem
- a list of options, which consists of correct answer choices and distracters (incorrect choices)

The learner is expected to select the best option(s) from those on the list. Multiple Choice questions are the most frequently-used question type because they do a good job of testing knowledge, comprehension, application, and analysis levels in the cognitive and affective domains, and they are easy to score with machines.

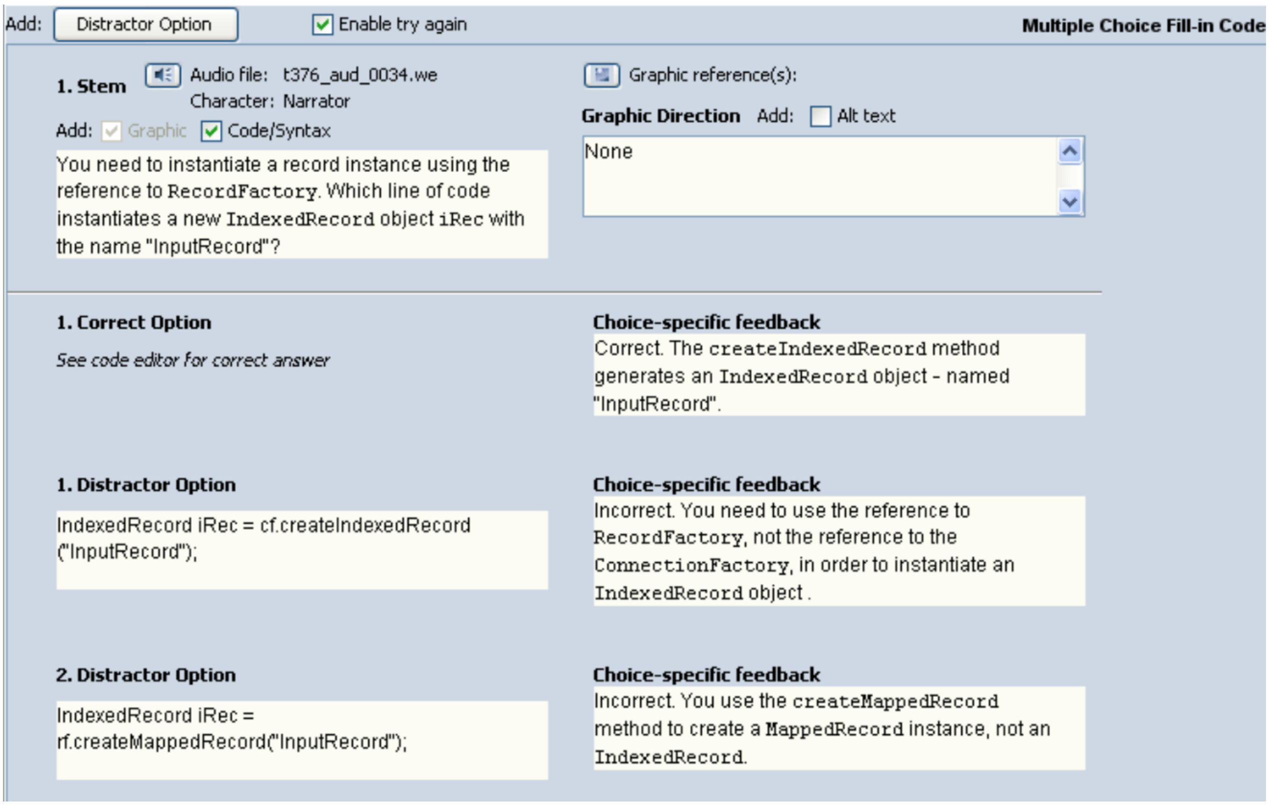
A Multiple Choice question can take one of these formats:

- a multiple-answer Multiple Choice question, where at least two options are correct
- a single-answer Multiple Choice question, where only one option is correct
- a dichotomy question (a question where there are only two options, one of which is correct) including True/False and Yes/No questions

Multiple Choice questions can be used to practice or test at the knowledge, comprehension, application, and analysis levels of learning.

The **Multiple Choice Fill-in Code** template presents the learner with a section code in a code window. Part of the code section is missing, and the learner is presented with different pieces of code, one of which will complete the code section successfully. The Multiple Choice Fill-in Code template is always presented in Draggable format.

Building a Multiple Choice Fill-in Code page



Multiple Choice Fill-in Code question page in Synergy

When a Multiple Choice Fill-in Code page is created, it contains a text field for the Stem, Distracter Options, and Choice-specific feedback fields for both correct and incorrect options.

There is no text field for the Correct Option. The Correct Option is entered in the Code/Text Editor.

> ***Note: Currently, the Multiple Choice Fill-in Code templates only support a single correct answer.***

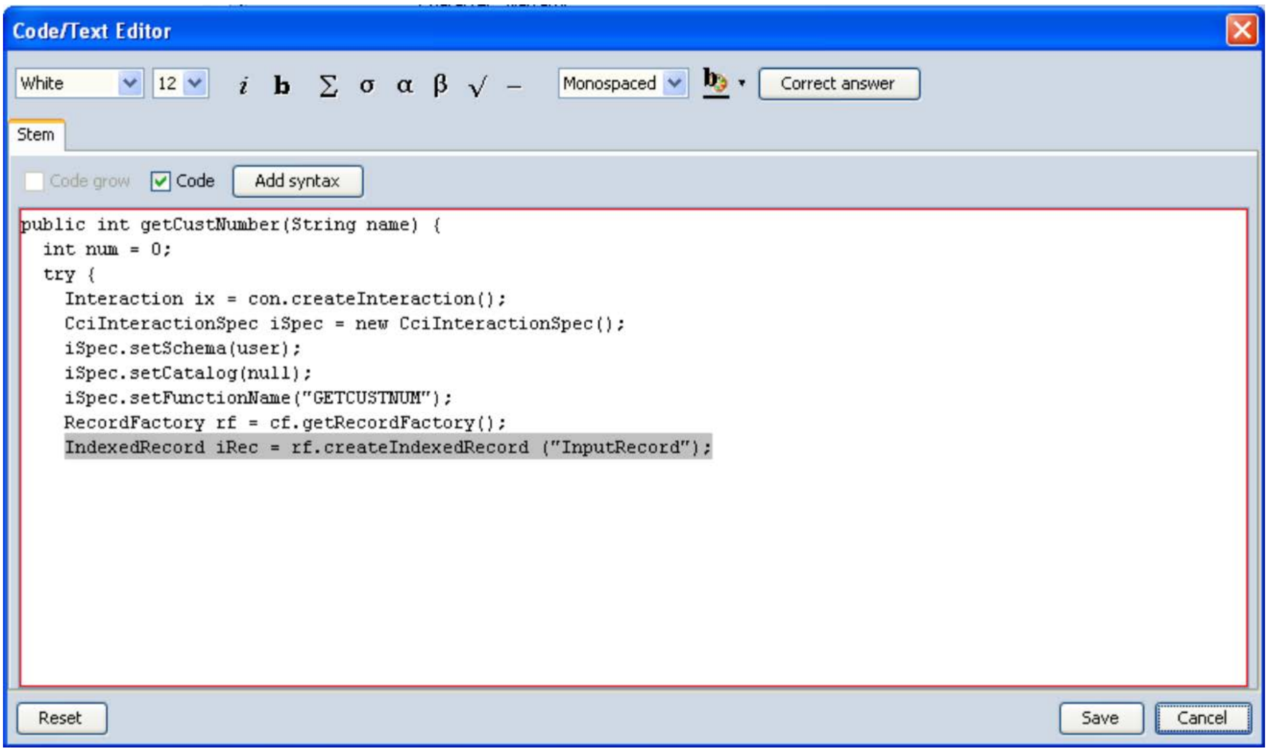
The Stem should be phrased as a direct question or mild command (the question options are not read in the audio track, so a partial sentence completed by an option would not sound right)

The Multiple Choice Fill-in Code page may include a graphic. The designer should be given some direction to the graphic contents. If the graphic contains information which will help the learner answer the question, that information must also be supplied in the alt text.

Practice questions must include choice-specific feedback for every option. The feedback should not present new information, but shouldn’t simply rephrase the option.

Defining the Correct Answer

The Multiple Choice Fill-in Code page presents the learner with a section of code, with one piece missing. In the Writing tab, you use the Code/Text editor to enter the complete code. (See Section 6: Using the Code Editor for more details on adding code)



Multiple Choice Fill-in Code Code/Text Editor

You then select the code fragment that will be hidden from the learner, and click **Correct answer**. The code fragment you have selected will be replaced with a blank field when the question is viewed in the Player.

Enhancing a Multiple Choice Fill-in Code page

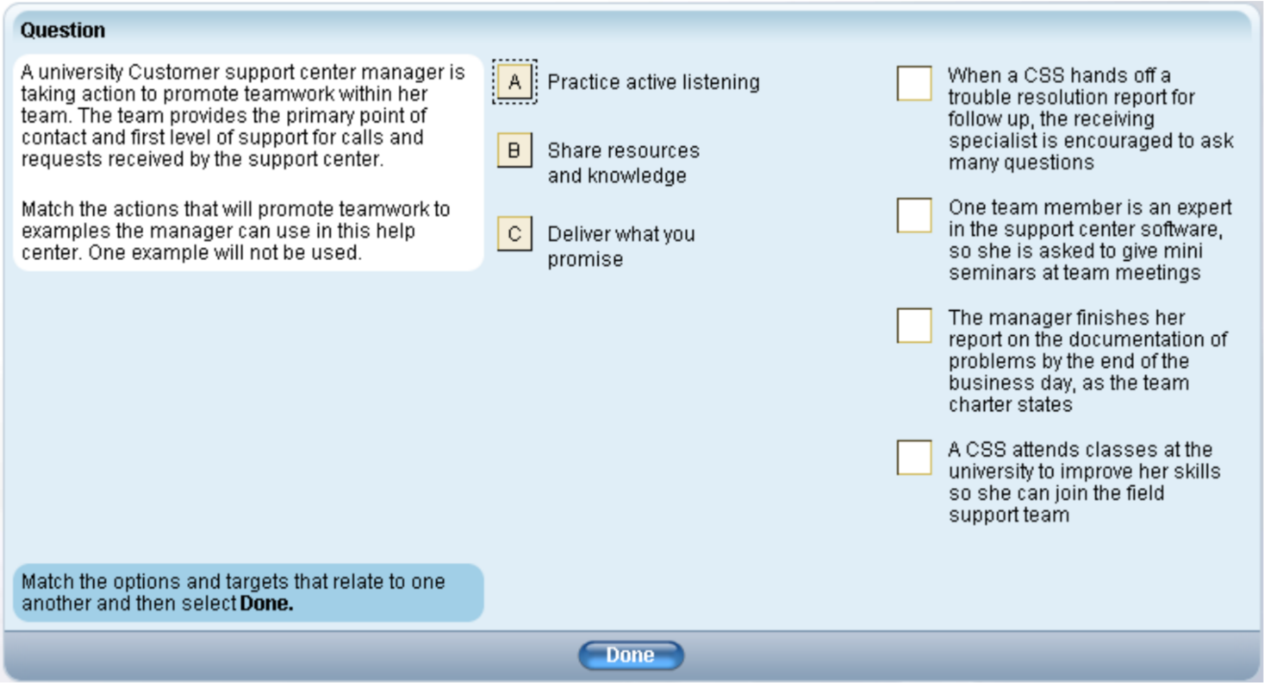
You can enhance a Multiple Choice Fill-in page by

- adding or deleting options
- editing the default generic feedback
- enabling Try Again (practice questions only)
- adding audio production notes

If the **Enable Try Again** checkbox is selected, learners will have two attempts to answer the question. After the first attempt, they are told if their answers are incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.

Matching Standard Text

Overview



Developed Matching Standard Text page in the Player

Matching questions present the learner with a set of options and a set of targets. The learner must match the options to the targets.

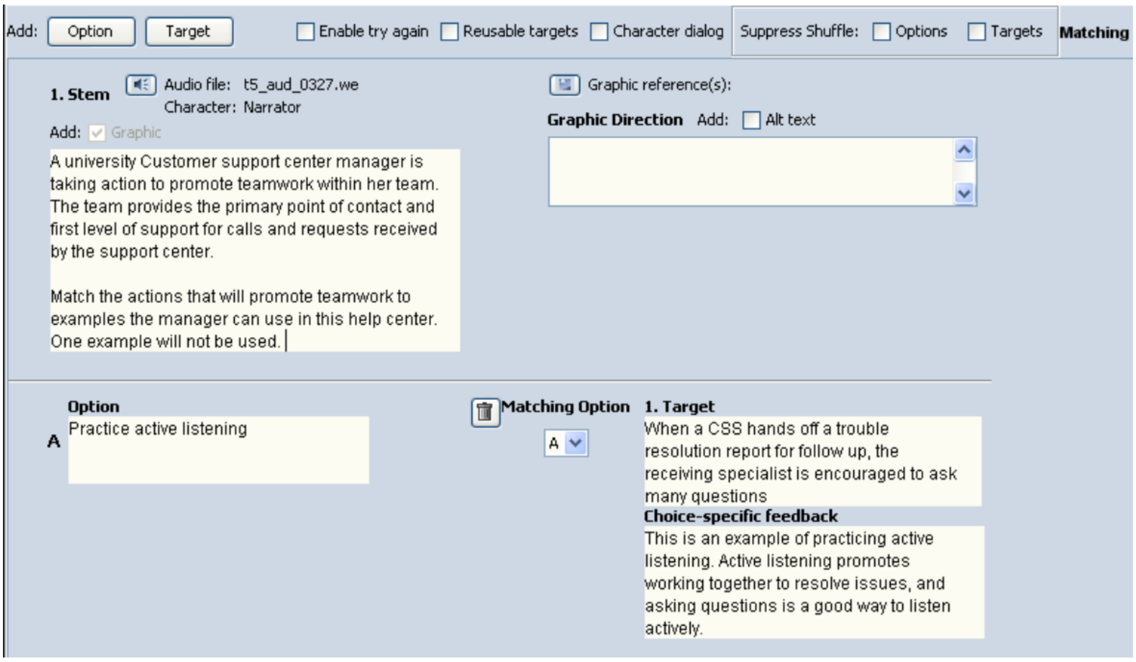
In a **Matching Standard Text** template, both options and targets are text strings.

You can configure the question so that

- Each option matches only one target
- More than one option can be matched to a single target
- Each option can be matched to multiple targets
- Some options may remain unmatched

However, all targets must be matched to at least one option.

Building a Matching Standard Text page



Matching Standard Text question page in Synergy

When a Matching Standard Text page is created, it contains a text field for the stem (with an associated graphic direction field). It also contains four options, and four targets. Each option is a single text field; each target is composed of a field for the target text, a field for choice-specific feedback, and a drop-down list where the matching option is selected.

To build a Matching Standard Text page, you complete these steps:

1. Enter the question stem in the Stem field
2. Click the **Option** button to add the required number of options
3. Enter the option text in each Option field
4. Click the **Target** button to add the required number of targets
5. Enter the target text in each Target field
6. Specify a matching option for each target by making a selection from the Matching option drop-down list associated with each one
7. Enter the choice-specific feedback for each target in its associated Choice-specific feedback field

Enhancing a Matching Standard Text page

You can enhance a Matching Standard Text page by

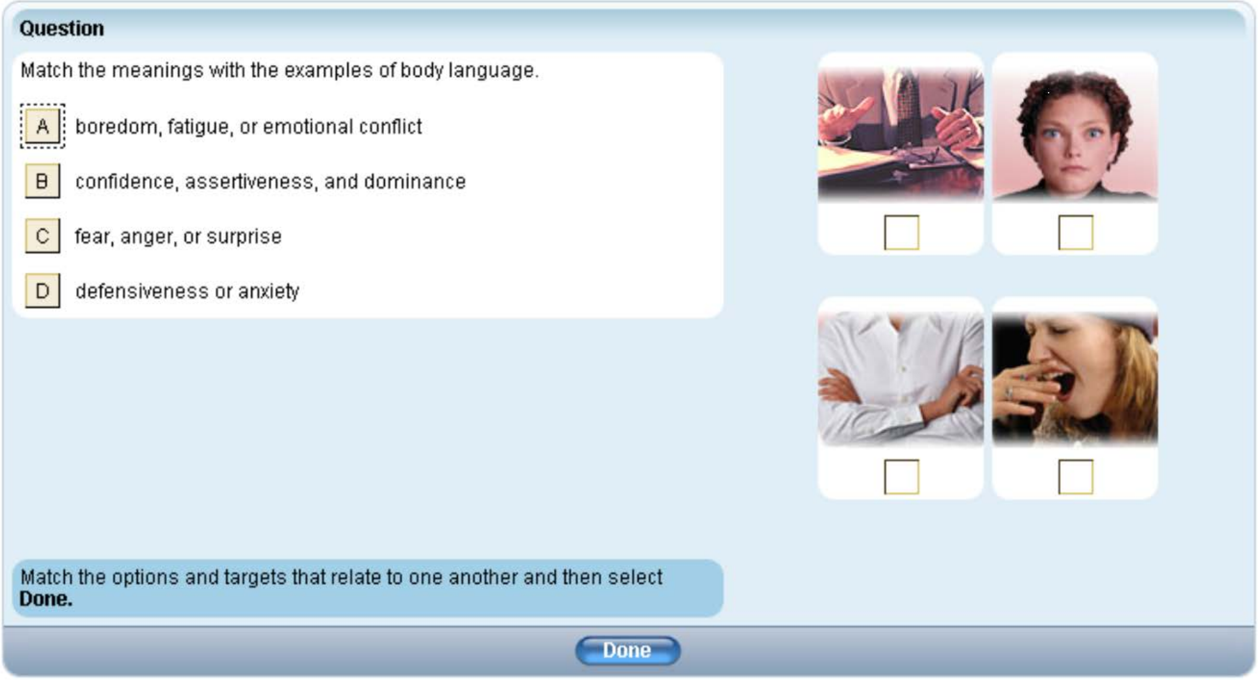
- adding or removing options and targets
    - You add items by clicking the **Option** or **Target** button at the top of the page.
    - You remove items by clicking the bin icon next to them.

- You are allowed to have a different number of options and targets.

- choosing the Wide format from the dropdown list at the top of the page. This makes the question area slightly larger, giving you more room for text
- enabling Try Again (in practice questions only). If this is selected, learners have two attempts to answer the question. After the first attempt, they are told if their answers were incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.
- enabling character dialog, or adding audio production notes
- adding graphic directions and/or alt text
- enabling Reusable targets. If this checkbox is selected, each target will have three Matching Option dropdown lists, instead of one.
    - This means up to three options can be assigned to a single target.
    - The same option can be assigned to one, some, or all targets.
    - Each target must have at least one option assigned to it.
- suppressing shuffle for either the options or the targets by selecting the appropriate **Suppress Shuffle** checkbox.
    - You suppress the automatic shuffling of options or targets if they are required to appear in a specified order. By default, both columns (options on the left and targets on the right) in a matching question get shuffled. However sometimes we might want learners to match concepts that have an implied order, where to have to consider each thing out of order is unnatural and may be add a level of unnecessary confusion to the task.

Matching Standard Graphic

Overview

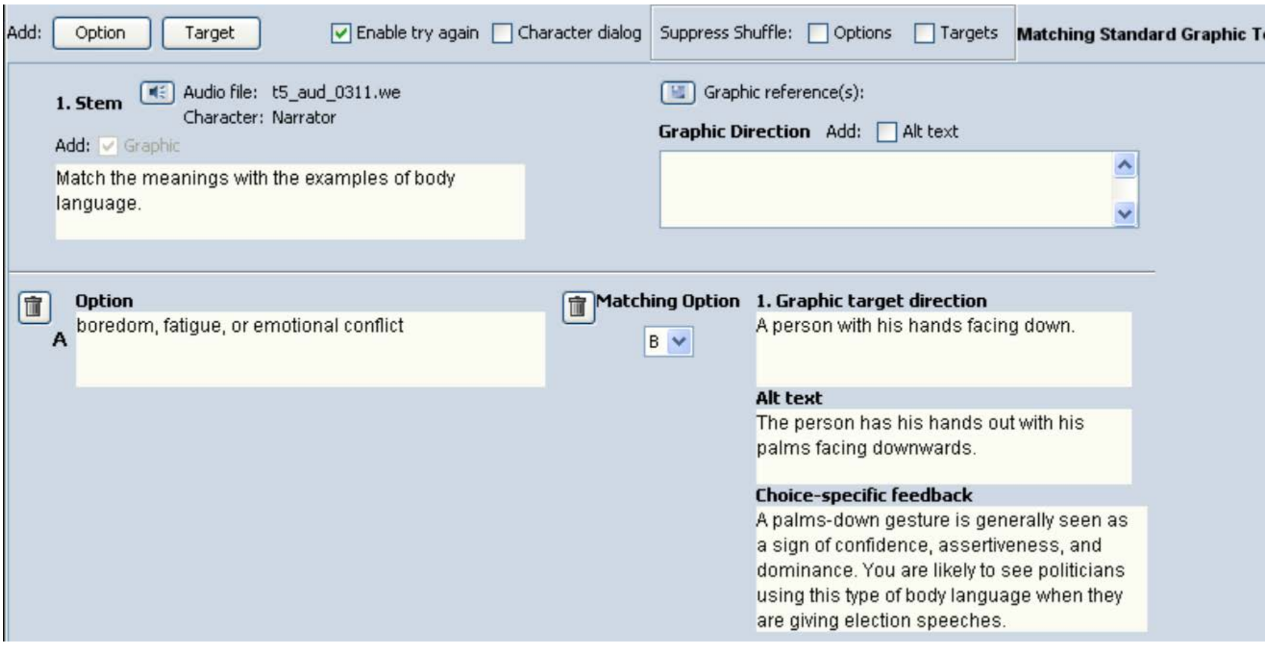


Developed Matching Standard Graphic page in the Player

Matching questions present the learner with a set of options and a set of targets. The learner must match the options to the targets.

In a **Matching Standard Graphic** question, the options are text strings, but they are matched to graphic targets. Each target must be matched to a correct option, but some options may be unused.

Building a Matching Standard Graphic question



Matching Standard Graphic question page in Synergy

When a Matching Standard Graphic page is created, it contains a text field for the stem (with an associated graphic direction field). It also contains four options, and four targets.

Each option is a single text field; each target contains a number of items: a Graphic target direction field, where the target is described to the designer; an Alt text field, where the target is described to the learner; choice-specific feedback on that target.

To build a Matching Standard Graphic page, you complete these steps:

1. Enter the question stem in the Stem field
2. Click the **Option** button to add the required number of options
3. Enter the option text in each Option field
4. Click the **Target** button to add the required number of targets
5. Enter the graphic direction for the target in each Graphic Target Direction field, remembering that graphic targets measure 90 by 90 pixels
6. Enter the alt text for the Graphic Target in the Alt text field
7. Specify a matching option for each target by making a selection from the Matching option drop-down list associated with each one
8. Enter the choice-specific feedback for each target in its associated Choice-specific feedback field

Enhancing a Matching Standard Graphic question

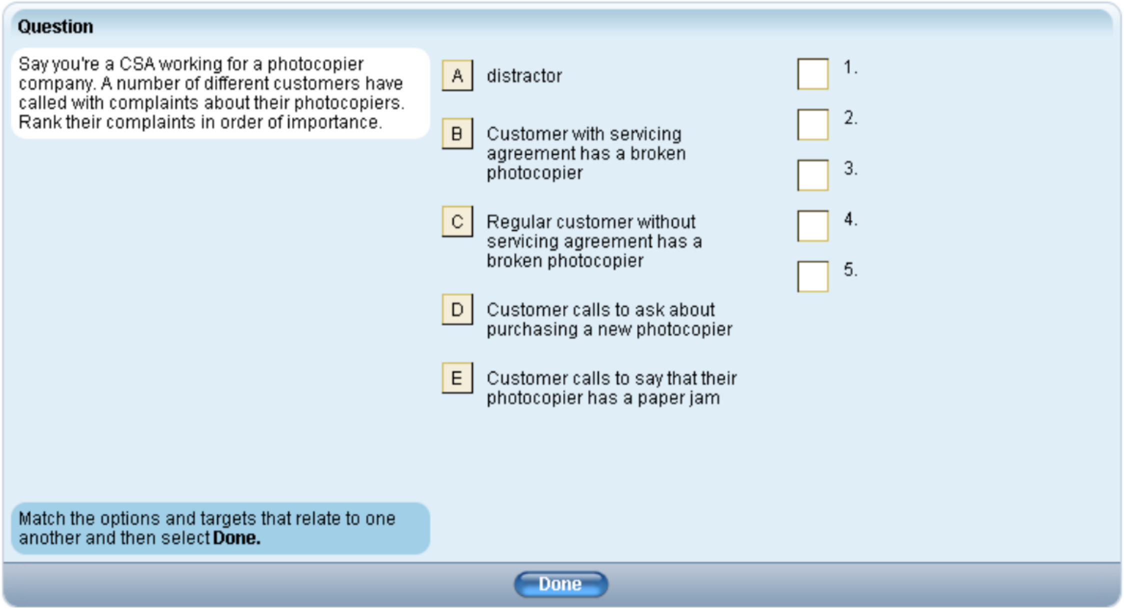
You can enhance a Matching Standard Graphic page by

- Adding or removing options and targets
    - You add items by clicking the **Option** or **Target** button at the top of the page
    - You remove items by clicking the bin icon next to them
    - You are allowed to have a different number of options and targets
- Enabling Try Again (in practice questions only). If this is selected, learners have two attempts to answer the question. After the first attempt, they are told if their answers were incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.
- Enabling character dialog, or adding audio production notes
- Adding graphic directions and/or alt text to the stem
- Suppressing shuffle for either the options or the targets by selecting the appropriate **Suppress Shuffle** checkbox.
    - You suppress the automatic shuffling of options or targets if they are required to appear in a specified order. By default, both options and targets in a matching question get

shuffled. However sometimes we might want learners to match concepts that have an implied order, where to have to consider each thing out of order is unnatural and may be add a level of unnecessary confusion to the task.

Rank/Sequence

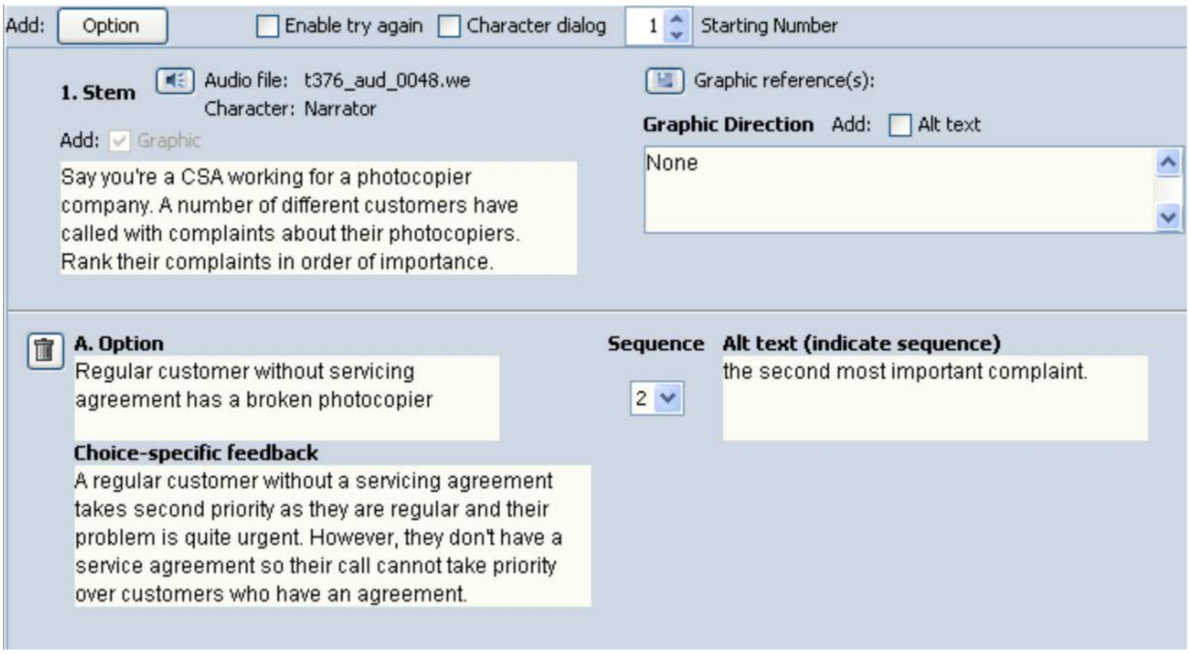
Overview



Developed Rank/Sequence page in the Player

In a Rank/Sequence question, the learner is presented with a set of options and must arrange them in the correct order. This question type is very similar to a Matching Standard Text question, except that in a Ranking question the targets are always places in a sequence.

Building a Rank/Sequence page



Rank/Sequence question page in Synergy

When a Rank/Sequence page is created, it contains a stem text field (and associated graphic direction field), four options, and four targets – places in a sequence.

Each option is composed of an option text field and a choice-specific feedback field. The target is composed of a drop-down list box, where the matching option is selected, and an alt text field.

To build a Rank/Sequence page, you complete these steps:

1. Enter the question stem in the Stem field
2. Click the **Option** button to add the required number of options
3. Enter the option text in each Option field
4. Specify a sequence number for each option by making a selection from the Sequence drop-down list associated with each one
5. Enter the choice-specific feedback for each option in its associated Choice-specific feedback field
6. Enter the alt text for each option in the Alt text field, indicating its sequence number.

   Note: In ranking/sequencing questions the alt text is required to relay the position of the option in the ranked series. This alt text must be written for each ranking option and is appended to other text generated automatically by the player. For example, if the options are stages, the alt text would be "the first stage", "the second stage", and so on. The alt text is a sentence fragment because it is added to text automatically generated by the Player.

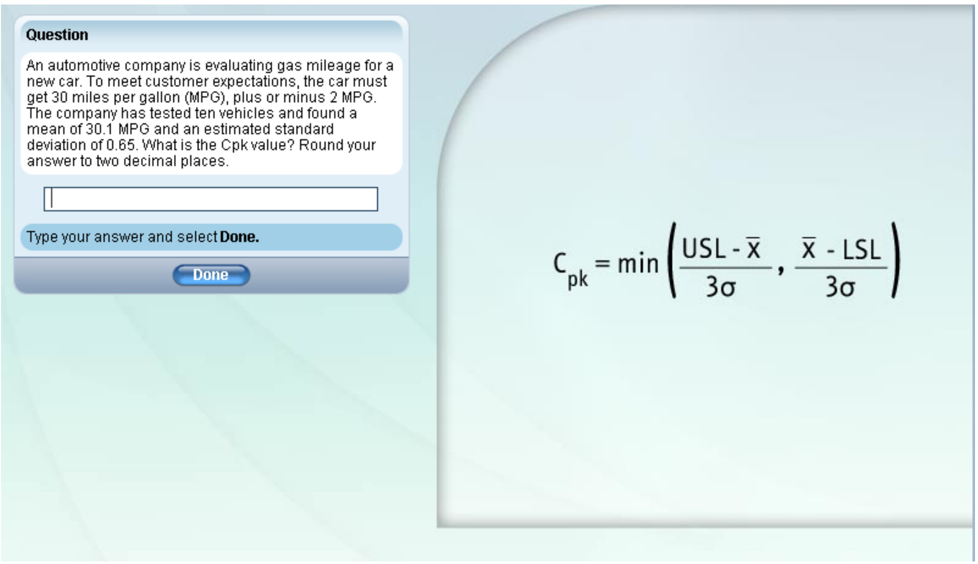
Enhancing a Rank/Sequence question

You can enhance a Rank/Sequence question by

- Adding or deleting options – there must be between 2 and 6 options, and there is a matching place in the sequence for each option
- Enabling Try Again (in practice questions only). If this selected, learners have two attempts to answer the question. After the first attempt, they are told if their answers were incorrect or partially incorrect, but the correct selections are not identified and detailed feedback is not available.
- Enabling character dialog, or adding audio production notes
- Adding graphic directions and/or alt text to the stem
- Specifying a starting number other than 1 for the sequence
  - Enter the required starting number in the Starting Number spin box

Short Answer Text

Overview



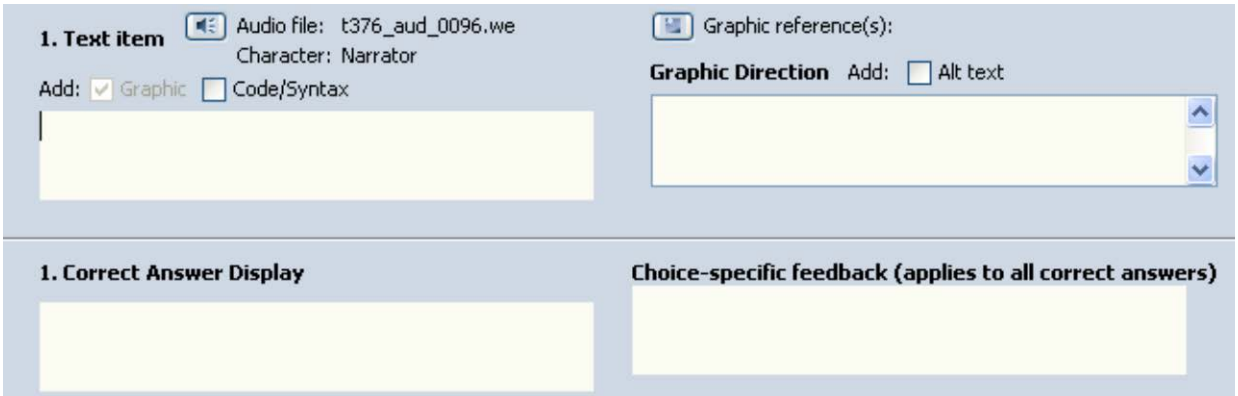
Developed Short Answer Text page in the Player

In a Short Answer Text question, the learner is asked a question, and must type the answer into an onscreen text box. There are no answer options for the learner to choose between, which makes this a more difficult question for the learner to answer. It also means that you must be more precise when framing the question, ensuring learners know whether their answer should be in the form of words or numbers, or whether punctuation and other special characters should be used.

In the Short Answer Text question, the space for the answer is part of the onscreen box that contains the question and prompt. (Contrast with the Short Answer Graphic below.)

Building a Short Answer Text question

When a Short Answer Text question is created, it contains a Text item field for the stem (and associated graphic direction), a Correct Answer Display field, and a choice-specific feedback field.



Short Answer Text question page in Synergy

The stem, correct answer, and feedback fields must be completed.

The Correct Answer Display is the answer that will be given as correct if the learner's answer is wrong. The Short Answer Text template allows you to specify more than one possible correct answer to the question, but only one can be shown with the question feedback, the answer in this field.

Enhancing a Short Answer Text question

You can enhance a Short Answer Text question by

- Adding additional correct answers. The question stem should direct the learner to the correct format to use when answering the question, but you can support other answer formats by adding additional correct answers. If the answer you are looking for is "Sixth", for example, you could add "6th" and "6" as additional correct answers. If the answer should be "7.8", you could also support "7.80", and so on.
  You can specify up to eight additional correct answers, but you should not need this many. The question stem should direct the learner how to answer the question.

- Adding a specific incorrect answer. In some situations, there is a common mistake that people will make when answering the question. You can add a specific incorrect answer that matches the result of this common mistake, and then specific feedback associated with that mistake. For example, if the learner has to multiply two numbers, 3 and 3, a common mistake would be to add them instead. You could add a specific incorrect answer "6", and feedback that says "Incorrect. You must multiple the numbers, not add them."

- Enabling Try Again (in practice questions only). If this is selected, learners have two attempts to answer the question.

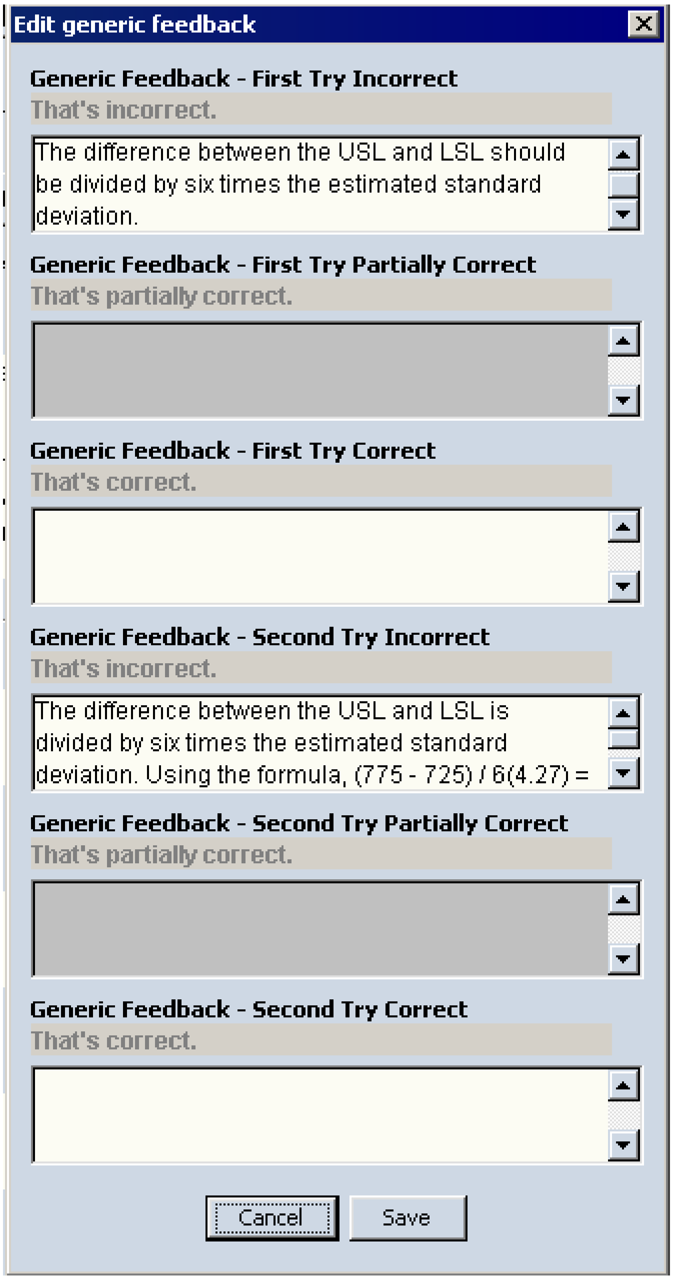
  Note: It is recommended that Short Answer Text questions in Practice mode should allow two tries.

- Appending generic incorrect feedback (in practice questions only) to cover instances where the learner chooses not to enter an answer or gives an incorrect answer that has not been specified within the Writing Tab. Assuming that Try Again is enabled:

  - The first generic incorrect feedback should provide a hint

  - The second generic incorrect feedback should provide the rationale for the correct answer.

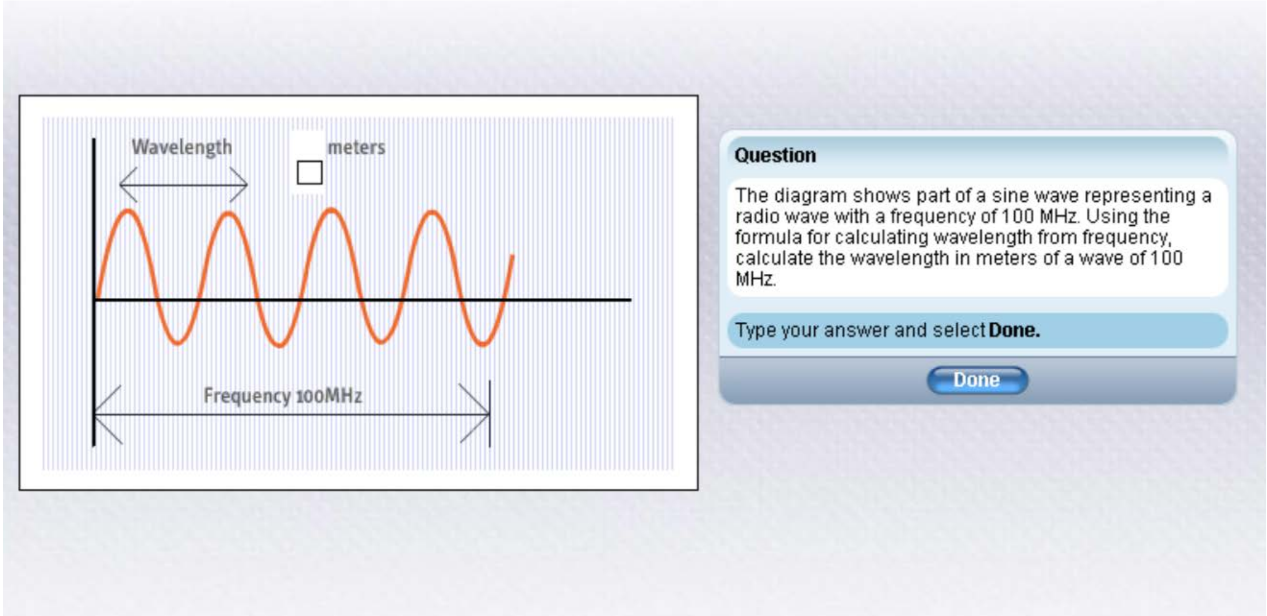
You append generic feedback by clicking the **Edit generic feedback** button on the Writing tab. This opens the Edit generic feedback dialog window. An example of appended feedback is given below.



It is generally unnecessary to append feedback for correct answers, as there may not be much you would say differently about the correct answers in generic feedback that you would in choice-specific feedback. If choice-specific feedback is provided for the correct answer, it may not be necessary to provide additional correct feedback.

Short Answer Graphic

Overview

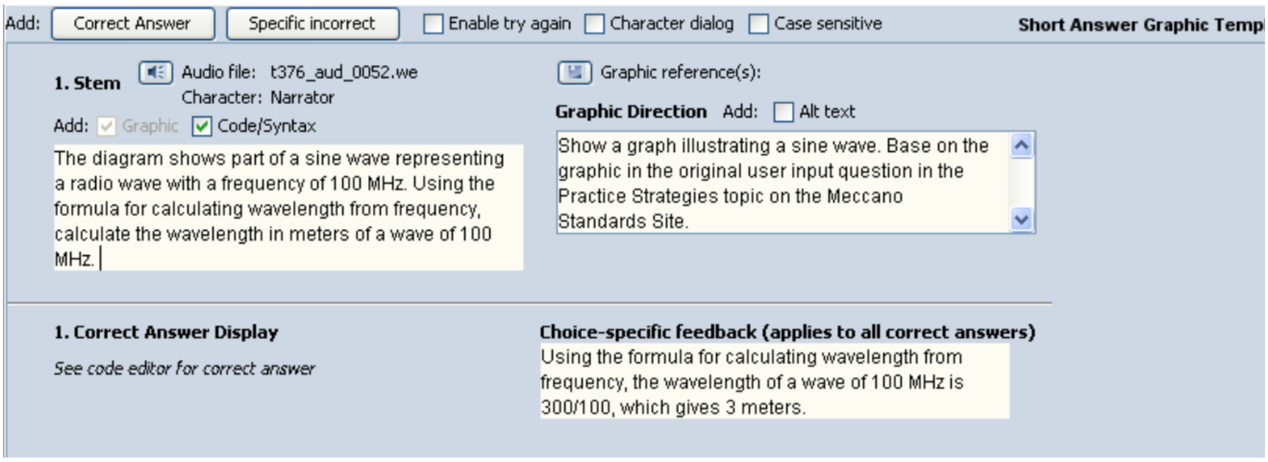


Developed Short Answer Graphic page in the Player

In a Short Answer Graphic question, the learner is asked a question, and must type the answer into an onscreen text box. There are no answer options for the learner to choose between, which makes this a more difficult question to answer. It also means that you must be more precise when framing the question, ensuring the learner knows whether their answer should be in the form of words or numbers, or whether punctuation and other special characters should be used.

In the Short Answer Graphic question, the space for the answer is not part of the question box. It can be integrated into a graphic, or a section of code displayed on the page.

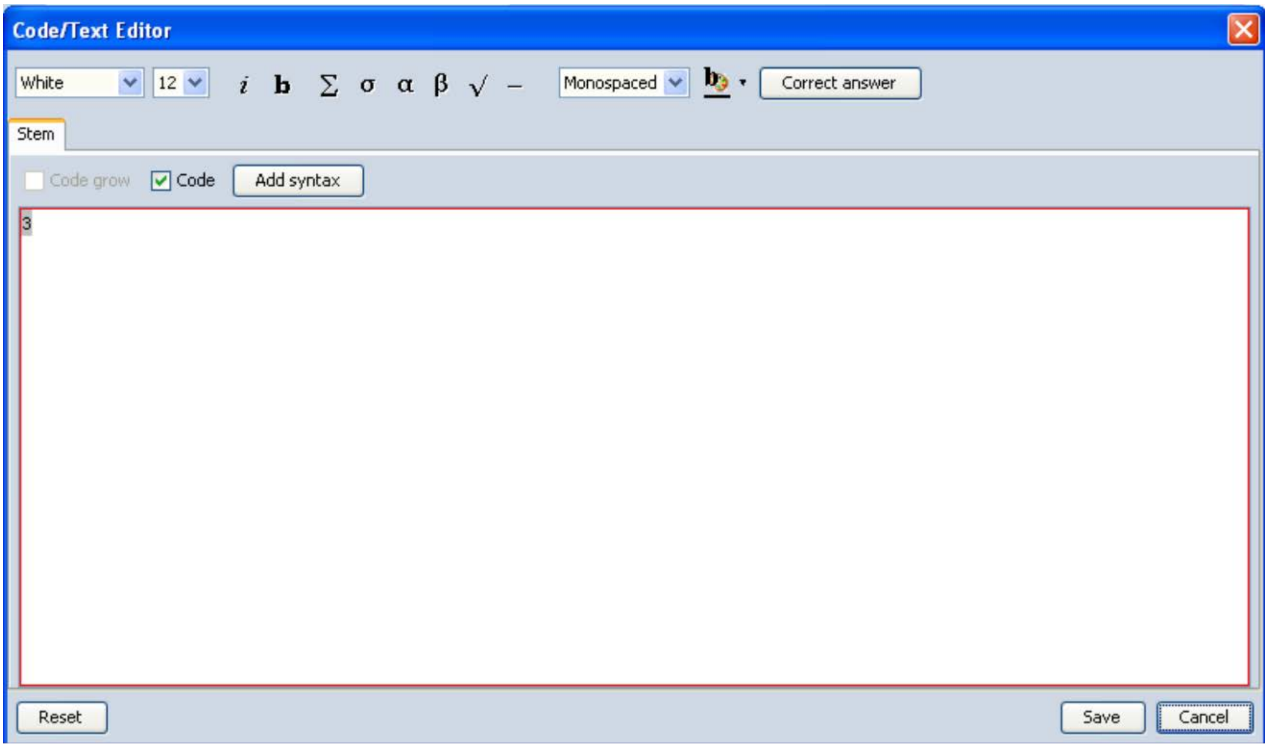
Building a Short Answer Graphic question



Short Answer Graphic question page in Synergy

When a Short Answer Graphic question is created, it contains a Text item field for the stem (and associated graphic direction) and a choice-specific feedback field. The Stem and Choice-specific feedback fields must be completed.

Defining the Correct Answer



Short Answer Graphic question in Code/Text Editor

There is no Correct Answer field in the main writing pane. The correct answer is defined in the Code/Text Editor.

When the correct answer has been entered, you select it, and click the **Correct answer** button.

The text you have selected is highlighted. You can save your changes and close the Code/Text Editor.

Enhancing a Short Answer Graphic question

You can enhance a Short Answer Graphic question by

- Adding additional correct answers. The question stem should direct the learner to the correct format to use when answering the question, but you can support other answer formats by adding additional correct answers. If the answer you are looking for is “Sixth”, for example, you could add “6th” and “6” as additional correct answers. If the answer should be “7.8”, you could also support “7.80”, and so on.
  You can specify up to eight additional correct answers, but you should not need this many. The question stem should direct the learner how to answer the question.

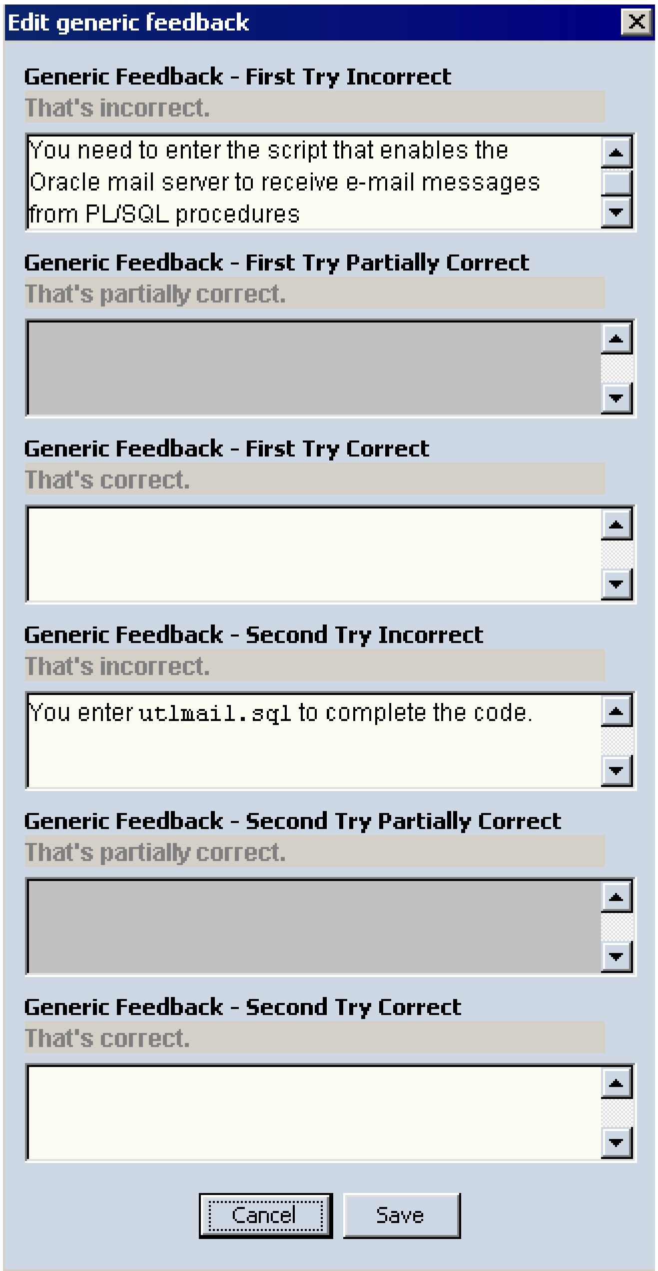
- Adding a specific incorrect answer. In some situations, there is a common mistake that people will make when answering the question. You can add a specific incorrect answer that matches the result of this common mistake, and then specific feedback associated with that mistake. For example, if the learner has to multiply two numbers, 3 and 3, a common mistake would be to add them instead. You could add a specific incorrect answer "6", and feedback that says “Incorrect. You must multiply the numbers, not add them.”

- Enabling Try Again (in practice questions only). If this is selected, learners have two attempts to answer the question.

    Note: It is recommended that Short Answer Graphic questions in Practice mode should allow two tries.

- Appending generic incorrect feedback (in practice questions only) to cover instances where the learner chooses not to enter an answer or gives an incorrect answer that has not been specified within the Writing Tab. Assuming that Try Again is enabled:
    - The first generic incorrect feedback should provide a hint
    - The second generic incorrect feedback should provide the rationale for the correct answer.

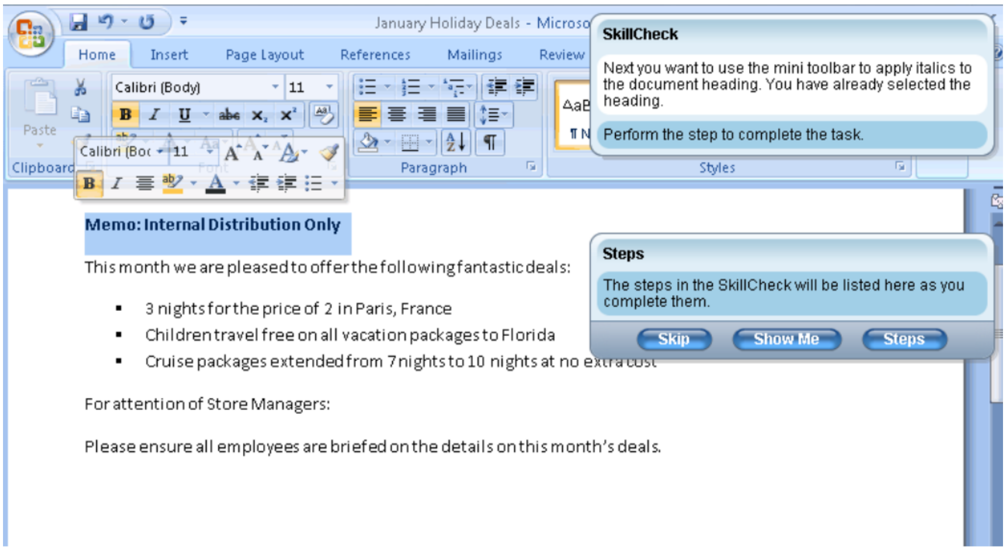
You append generic feedback by clicking the **Edit generic feedback** button on the Writing tab. This opens the Edit generic feedback dialog window. An example of appended feedback is given below.



It is generally unnecessary to append feedback for correct answers, as there may not be much you would say differently about the correct answers in generic feedback that you would in choice-specific feedback. If choice-specific feedback is provided for the correct answer, it may not be necessary to provide additional correct feedback.

SkillCheck

Overview



Developed SkillCheck page in the Player

A SkillCheck question presents the learner with a simulated application interface, and gives them a task (or key steps from a task) to complete. This is not a full simulation – only some elements of the interface are active. But there is enough interaction to allow the learner to complete the specified task, and to react to some of the more common mistakes. The task is presented in a SkillCheck box. As the learner completes each step in the task, it is listed in a Steps box.

A SkillCheck provides the functionality for the learner to perform click actions, text input paired with an appropriate click action, menu-path selections, and drag-and-drop actions. However, auto-focusing of text fields, click-and drag, and cursor changes cannot be supported.

Allowable Interactivity in SkillChecks

There are six classes of interactions currently supported in SkillChecks:

- clicking/selecting interface elements
- inputting of text into fields
- rollovers
- right-clicking
- double-clicking
- drag-and-drop

Note: Drag-and-drop is implemented as the ability to click a selected object, an icon for example, and, holding the mouse down, drag it to a new destination or onto another virtual object.)

Steps cannot finish on a user input action because text entered by the learner cannot be judged in isolation. The inputted text can be judged only when linked to an interface element or the Player-supplied **Submit** button.

For typing or keyboard interaction, you can ask the learner to use any of these keys:

- Alphanumeric keys
- **Spacebar**
- **Delete** (this only works on text that the learner enters in a field – it can't be used to trigger an action, such as deleting a selected element)

Valid Steps: Selection of interface elements

Select Format – Borders and Shading

Select **XML Document** from the Save as type drop-down list and click **Save**

Valid Steps: Inputting of text into fields

Type `password123` in the Password text box and click **OK**

Enter `marketing.ppt` in the File name text box and click **Save**

Valid Steps: Right-clicking and Double-clicking

Right-click the **My Computer** icon and select **Properties**

Double-click the **My Documents** folder

Valid Steps: Rollovers

Roll over the mini toolbar and click **Bold**

Valid Steps: Drag-and-drop

Drag the Orientation.doc file into the New_Employee folder

Unsupported Interactivity in SkillChecks

The following interactions are **not currently supported** in SkillChecks and should **not** be used:

- typing multiple lines of text
- click-and-drag
- scrolling
  (using the scrollbar to move down the page)
- mouse pointer changes

- pressing unsupported keyboard keys
- highlighting/selecting text or objects
(using click-and-drag method or Ctrl or Shift keys)
- auto-focusing of text fields

Invalid Steps: Inputting of multiple lines of text into fields

Type the following code:

```
<html>
          <body>
               Text
          </body>
<html>
```

Invalid Steps: Click-and-drag

Drag the horizontal page break to ensure that column F is included on Page 1 of the spreadsheet

Invalid Steps: Scrolling

Scroll to the end of the screen and click **Save**

Invalid Steps: Mouse-pointer changes

Roll over the top right corner sizing handle until the mouse point changes to a double-ended arrow and then resize the graphic to 8cm wide

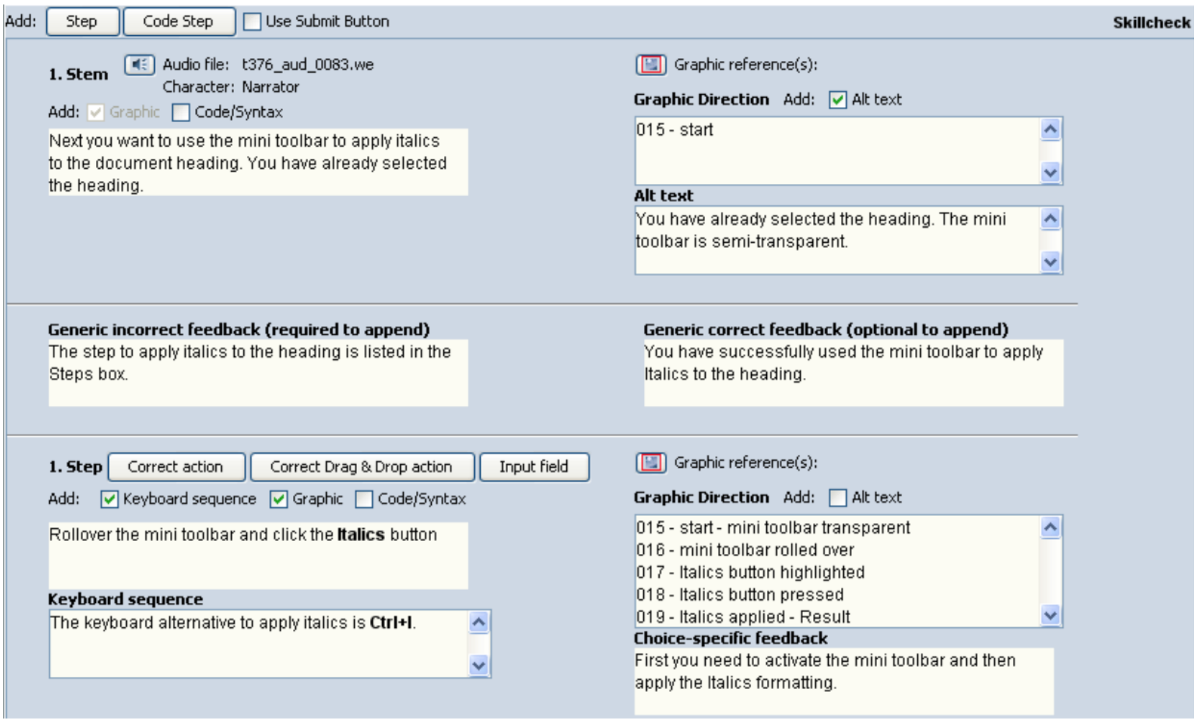
Invalid Steps: Highlighting/Selecting

Highlight the Date field and the Location field

Highlight the first row of the table

Select the third word in the sentence

Building a basic SkillCheck page



SkillCheck question page in Synergy

When you add a SkillCheck in Synergy, it contains a Stem, two standard Steps, and generic feedback fields. The Stem text field has an associated Graphic Direction field. Each Step includes a text field, an associated Graphic Direction field, and a Choice-specific feedback field.

To build a basic SkillCheck page, you complete these steps:

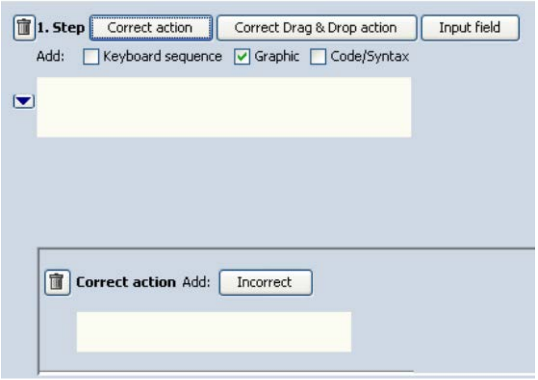
1. Enter the stem text (task description) in the Stem field.
2. Click the **Step** button to add the required number of steps.

   Note: A SkillCheck can contain between one and five steps.

3. Provide the interactions for each step (correct actions, drag and drop actions, or input fields).
4. Enter the choice-specific feedback for each step. This feedback, and a **Try Again** button, displays if the learner completes a step incorrectly.
5. Enter the Generic incorrect feedback in the correct field. If the learner doesn't complete all steps correctly, they will be told how many steps were correct, and this feedback will display.
6. Provide any necessary graphic direction or graphic references for the Stem and for the individual steps.
7. Include alt text for the stem or individual steps as required.
8. Save the course.

Adding Correct Actions

Each SkillCheck step, regardless of type, can consist of multiple actions.



SkillCheck Step with Correct action in Synergy

An action can be loosely defined as an interaction with the simulated application. Take the two actions in a SkillCheck standard step "Select **File** – **New**" for example. The first action is when the learner selects **File** and the second is when the learner selects **New**.

In Synergy, you need to specify both **File** and **New** as correct actions within the SkillCheck step. The designer will then assign hotspots to both elements on the background interface. When the learner selects **File**, the interface will change to display an open **File** menu.

To add correct actions to the SkillCheck Synergy template, you complete these steps:

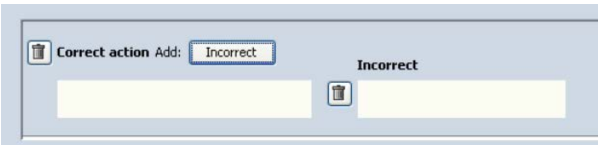
1. Identify the correct actions for the step
2. Click the **Correct Action** button to add the required number of correct actions for each step.

   Note: With standard Steps, there is no maximum limit to the number of correct actions you can add by clicking the Correct Action button. With user input and coding steps, there is one single correct action associated with each step. By default, this correct action will be defined in the Correct action (input) field.

3. Enter each screen element's name in the Correct action field. For example, **File** or **OK**. (Do not enter "The **File** menu" or "The **OK** button".)

Adding Incorrect Actions

The SkillCheck template will automatically create hotspots on the page for each correct action (and these hotspots are positioned by the Visual Designer).



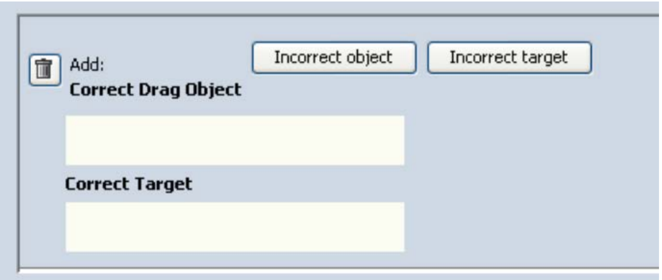
SkillCheck Correct action with Incorrect action in Synergy

If this is the only active hotspot on the page, there is no way for the learner to get the question wrong – they can simply click all over the page until they find the hotspot. Incorrect actions are question foils, like incorrect options in a Multiple Choice question. They create active hotspots on the page that the learner *can* click, but shouldn't. As with incorrect options in Multiple Choice questions, the incorrect actions should be plausible, but unambiguously incorrect.

- An incorrect action can only be added beside an existing correct action – the Correct action area includes an **Add Incorrect** button.
- Each correct action may have one or two defined incorrect actions.
- The Incorrect action field should contain the screen element name (like a Correct action field).

Adding Drag & Drop Actions

Only standard Steps support drag-and-drop actions.



SkillCheck Drag & Drop action in Synergy

To add a correct drag-and-drop action, you complete these steps:

1. Click the **Correct Drag & Drop action** button associated with the step. This action creates Correct Drag Object and Correct Target fields within the Step.
2. Specify the name of the drag object in the Correct Drag Object field.
3. Specify the name of the location where the drag object is to be dropped in the Correct Target field.

> ***Note: The drag-and-drop action should only be used to move small interface elements such as icons and file names. This is because in order to replicate or simulate the drag-and-drop action, the Visual Developer must be provided with graphics of both the active and inactive states of the drag object and the before and after states of the drop object. If these objects are large, it means their graphics will be large and this could cause the SkillCheck to exceed its maximum page size limit when completed by the Visual Developer.***

To add an incorrect drag-and-drop action, you complete these steps:

1. Click the **Incorrect object** button to add an Incorrect object field beside the Correct Drag Object field.
2. Specify the name of the drag object that learners can but shouldn't drag in the Incorrect object field.

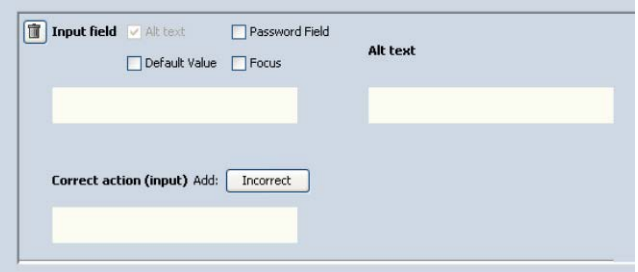
> ***Note: Each Correct Drag Object may have one or two defined incorrect drag objects.***

3. Click the **Incorrect target** button to add an Incorrect target field next to the Correct Target field.

   Note: Each Correct Target may have one or two defined incorrect targets.

4. Specify the name of the target field that learners can but shouldn't drop a drag object on here.

Adding Input fields



SkillCheck Step Input field in Synergy

If the SkillCheck standard Step involves typing, you add an input field or fields as follows:

1. Click the **Input field** button. Synergy adds three fields to the step: Input field, Alt text, and Correct action (input) and an **Incorrect** button. If you select the **Use Submit button** checkbox, the **Submit** button will automatically be assigned as the correct action for all user input and Coding steps in the Try It. The Correct Action field will not be available for these steps.
2. In the Input field text field, enter the text to be typed.
3. In the Alt text field, enter the name of the field or interface element in which the text is being typed.
4. In the Correct action (input) field, enter the name of the interface element that is being clicked or selected to validate the text input.
5. Click the **Incorrect** button. This adds an Incorrect field beside the Correct action (input) field.
6. Enter the name of the user interface element that a learner can but shouldn't click to validate the input action in that field.

With each Correct action (input) field, you can associate a maximum of two Incorrect fields. You can also add a maximum of two Input fields to a standard Step. Each input field will have the same associated Correct action (input) and Incorrect actions. This is to allow for situations where you may want a learner to enter text in two separate locations on screen before clicking a user interface button to validate the inputs. To add the second Input field text field to the step, you click the **Input field** button again.

You can also customize the input field using the checkboxes provided:

- **Password field** – Selecting the **Password field** checkbox specifies that any text typed in the input field should be displayed as a series of asterisks.
- **Default Value** – If the input field in the application interface contains text by default, you should select the **Default Value** checkbox. This adds an Input field default text text field, in which you

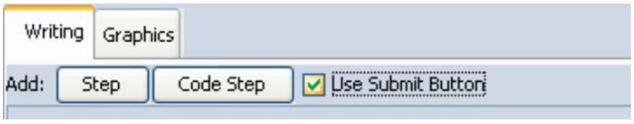
provide that default text. When the input field is displayed in the Player, the default text will appear in it. The learner can then replace the default text by typing in the field.

- **Focus** – If the focus of the page should jump automatically to the input field, you must select the **Focus** checkbox to ensure this happens when the input field appears in the Player.

Setting up Input fields to work with the Submit button

Some text entry actions require validation by pressing a keyboard key. However, SkillChecks do not support the pressing of a keyboard key as a means to validate a text entry action. To facilitate the validation of a text entry that requires a keyboard press, a **Submit** button is provided by the Player. The learner clicks the **Submit** button to validate the step.

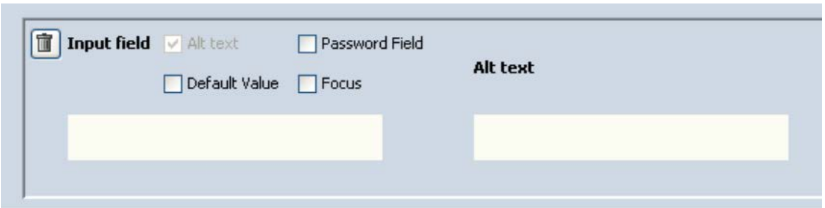
To set up an Input step to work with the **Submit** button, you complete these steps:



SkillCheck Use Submit Button checkbox in Synergy

1. Select the **Use Submit Button** checkbox at the top of the Writing tab. This indicates to the Player to embed a **Submit** button within the simulated interface of the SkillCheck.

2. In the Step command, write "Type [the text to be entered] and click the **Submit** button." Alternatively, you could write "Type [the text to be entered] and click **Submit**."



SkillCheck Input field in Synergy

3. Enter the text to be typed into the Input field text field.

> ***Note: Using the Submit button in this way is not recommended for GUI-based content, and should only be used with GUI-based content when explicit permission to do so has been obtained from the SkillSoft LD.***

Building a SkillCheck page with Code Steps

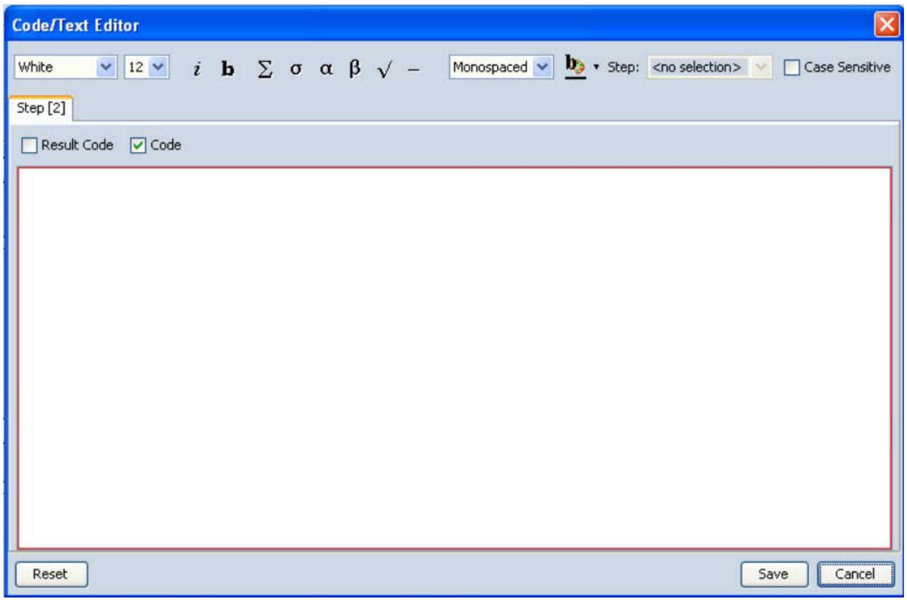
Code Steps are used to enable learners to enter the correct pieces of code into a code segment.

SkillCheck Code Step in Synergy

1. Click the **Code Step** button. This adds a Code Step, which contains a Code Step text field (with an associated Graphic Direction field), a Choice-specific feedback field and a Correct Action (input field). It also enables the **Edit Code/Syntax** button on the page, if it hasn't previously been enabled. And it adds a Step tabbed page for that step to the Code/Text Editor.

2. Enter the step text in the Code Step text field.

3. Click the **Edit Code/Syntax** button to open the Code/Text Editor.



SkillCheck Code Step in Code/Text editor

4. Enter the code to be displayed for that particular step in the Code field on the relevant Step tabbed page.

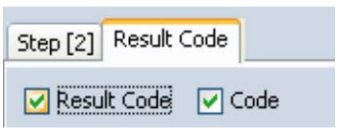
   Note: By default, any code on screen will disappear when the step is complete. If you want the code to persist on screen, you must re-enter it in the next step.

5. Select the code that you want the learner to type to complete the step.

6. Select the Step and Input number from the **Step** drop-down list in the Code/Text Editor.

   Note: Each Code Step may have up to two Inputs. If you only want to associate one input field with a particular code step, you just make a single selection from the Step drop-down list.

7. If the text to be typed by the learner is case sensitive, select the **Case Sensitive** checkbox. Otherwise ensure this checkbox is cleared.



SkillCheck Result Code checkbox in Code/Text editor

8. If the Code Step is the final step in the SkillCheck, determine whether or not you want code to be displayed when that step is completed. If you want code to be displayed with the final step, select the **Result Code** checkbox and enter the code in the Result Code tab. Otherwise, ensure this checkbox is cleared.

9. Click the **Save** button to save your changes and close the Code/Text Editor.

10. Determine how judging of the input field is to be triggered. If you want the learner to click or select an interface element to trigger judgment of the inputted code, complete the Correct action (input) text field. Otherwise, select the **Use Submit Button** checkbox to ensure that the Submit button is used to trigger judgment.

Note: In the Player, only the input box or boxes associated with the first Code Step are visible to learners. All other input boxes associated with subsequent Code Steps in the SkillCheck are hidden from view. They only become visible when the learner reaches the Code Step and has successfully completed all other steps leading up to that step. So in order to indicate to learners that there are further input boxes or Code Steps for them to complete, the keywords MISSING CODE are used. In the code associated with step one in the Code Editor, the learner replaces the correct answers for subsequent steps in the SkillCheck with the keywords MISSING CODE.

When writing the step command for a Code Step, be sure to provide a context to indicate to the learner where the missing code piece or pieces should be inserted. For example, indicate the function or procedure where the missing code should be inserted.

Example Code Steps

Type `button1.Text=”Thank you”` to complete the Submit routine and click **Submit**

Type `rmsadmin` in the User name text box and click **OK**

Enhancing a SkillCheck page

You can change the default SkillCheck page setup by

- associating code with the introductory Stem
- associating code with each Step
- adding a keyboard sequence to a Step or Steps
- adding generic correct feedback. This is a short sentence telling the learner they have successfully completed their task
- editing the tab order

Displaying Code in a SkillCheck

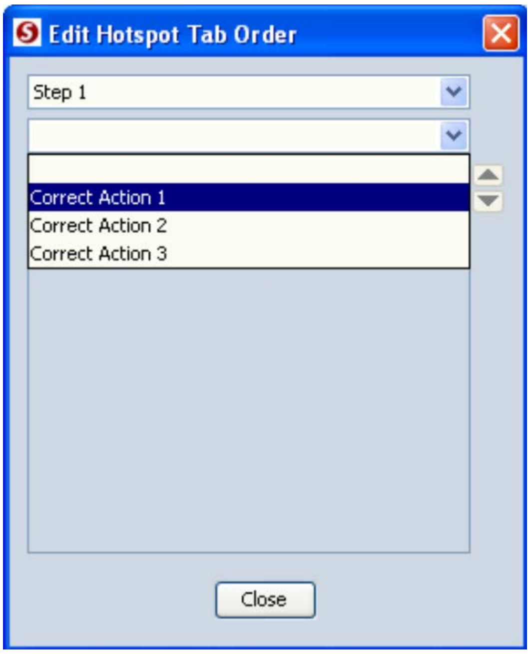
In the SkillCheck template, you can associate code with both standard and Code Steps. However, a learner will only be able to interact with code presented in a Code Step. Code presented in association with a standard step is for presentation purposes only.

You click the **Edit Code/Syntax** button to open the Code/Text Editor. The Code/Text Editor may contain one or more tabbed pages – one for each page element which has its associated **Code/Syntax** checkbox selected.

You enter the code to associate with each page element in its corresponding tab in the editor. The tabs in the Code Editor are labeled Step [*x*], where *x* is the step number, for example Step [1]. You enter the code associated with Step [1] in the tab labeled Step in the Code/Text Editor.

The tabs in the Code Editor may correspond to a standard Step or a Code Step. To differentiate between the two types of steps within the Code Editor, note that only a Code Step activates the Step Input functionality in the Step drop-down list in the editor. This functionality enables you to render elements of the code as user-inputs.

Editing Tab Order



SkillCheck Edit Hotspot Tab Order dialog box

During a SkillCheck step, there are active hotspots on the screen – one for each action that has been defined, correct or incorrect. The learner can navigate to these hotspots using the mouse, or by using the **Tab** key to cycle through the hotspots. If the user is navigating using the mouse, they can visit the hotspots in any order. However, if they are tabbing through the hotspots then they will visit the hotspots in the order you define. This order should relate to the location of the hotspots in the interface, rather than the correct action always being the first hotspot, followed by the first incorrect action, then the second.

To define the hotspot order:

1. Click the **Edit Hotspot Tab Order** button.
2. Select the Step you want to edit from the first dropdown menu.
3. Select the action you want to edit from the second dropdown menu.
4. Click an action in the list, and use the **Up** and **Down** arrows to raise or lower it in the tab order.

5. Click the **Close** button when you are finished.

Question Set

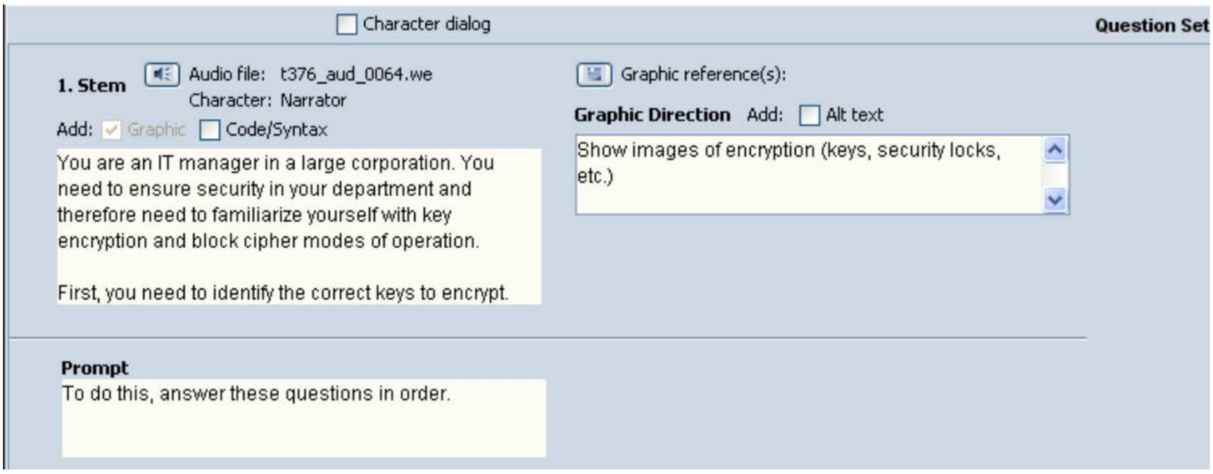
Overview

Developed Question Set page in the Player

The Question Set template allows writers to create a set of related questions on a single subject. It is useful in cases where there is too much content in a learning objective to be adequately tested by a single question.

The individual questions in the Question Set stand alone. There may be an over-arching scenario, but there should only be weak continuity between the questions. If you want there to be a strong connection between the questions, you should use one of the Case Study templates.

Building a Question Set



Question Set page in Synergy

When a Question Set is created, it contains a Stem field (with associated Graphic Direction field) and a Prompt field. The stem field establishes the activity the learner is being asked to practice, and the prompt directs the learner to answer the questions. The prompt is often standardized, either “Questions may be selected in any order” or “To do this, answer the questions in order”.

Adding Questions to the Question Set

The Question Set may contain between two and five questions. To add a question to the set, you right-click on the Question set node, select **Add Child Page**, and then choose the child page to add from the sub-menu. (Or you can open the **Add** menu and select **Child Page**.)

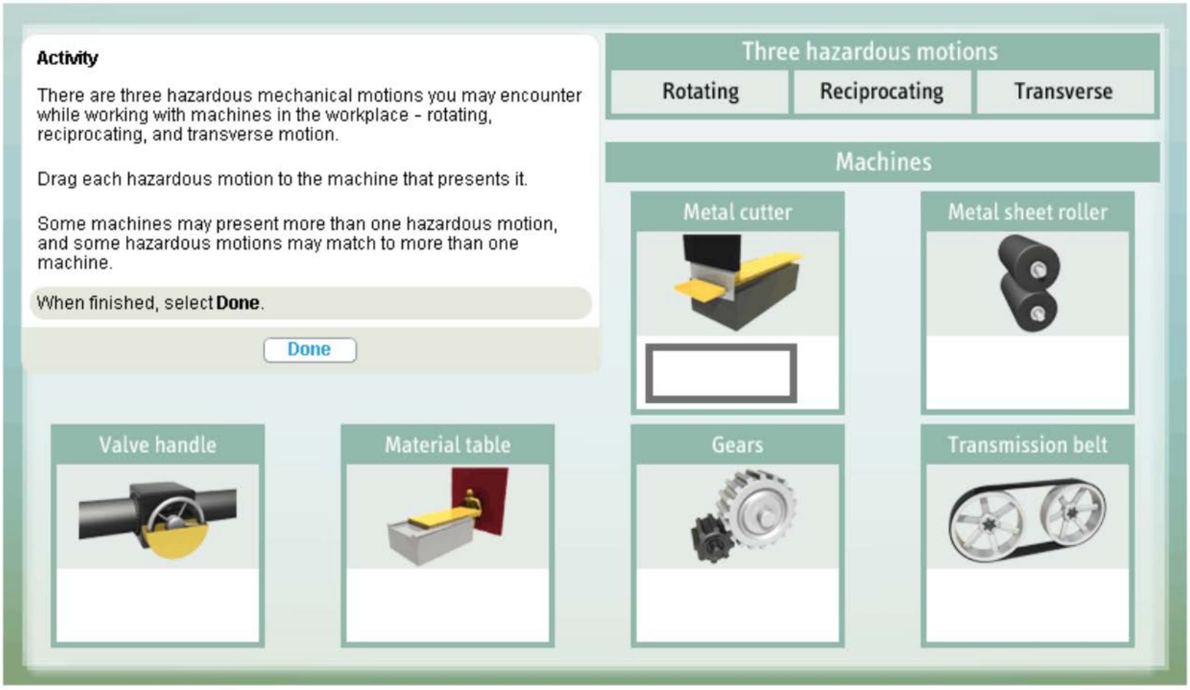
The question types you can add are:

- Click-in Graphic
- Multiple Choice Wide
- Multiple Choice Standard
- Multiple Choice Graphic Options
- Multiple Choice Fill-in Code
- Matching Standard Text
- Matching Standard Graphics
- Rank/Sequence
- Short Answer Text
- Short Answer Graphic
- SkillCheck

The Question Set allows you to nest questions. You can’t add a further level of nesting, because that would be too confusing for the learner. So Case Studies, Question Sets, and RolePlays may not be added to a Question Set.

Drag and Drop Activity

Overview



Developed Drag and Drop Activity page in the Player

Drag and Drop Activities present the learner with

- a question or problem, described in the stem
- one or more draggable graphic options
- one or more targets to which the options may be dragged

The whole activity is graphic-rich and very flexible. The starting positions for the options and targets are completely under the control of the designer; options and targets will be different sizes in different questions (though all options in a question will be the same size); and the background graphic may convey information. Unlike most Synergy questions, there is no shuffling of options or targets in a Drag and Drop Activity. Everything has a fixed location.

A Drag and Drop Activity may take the following forms:

- a single reusable option that is dragged to different target areas
- a set of options that must be matched to a set of targets
- multiple options that are dragged to a small number of reusable targets

There are three phases to the Drag and Drop Activity:

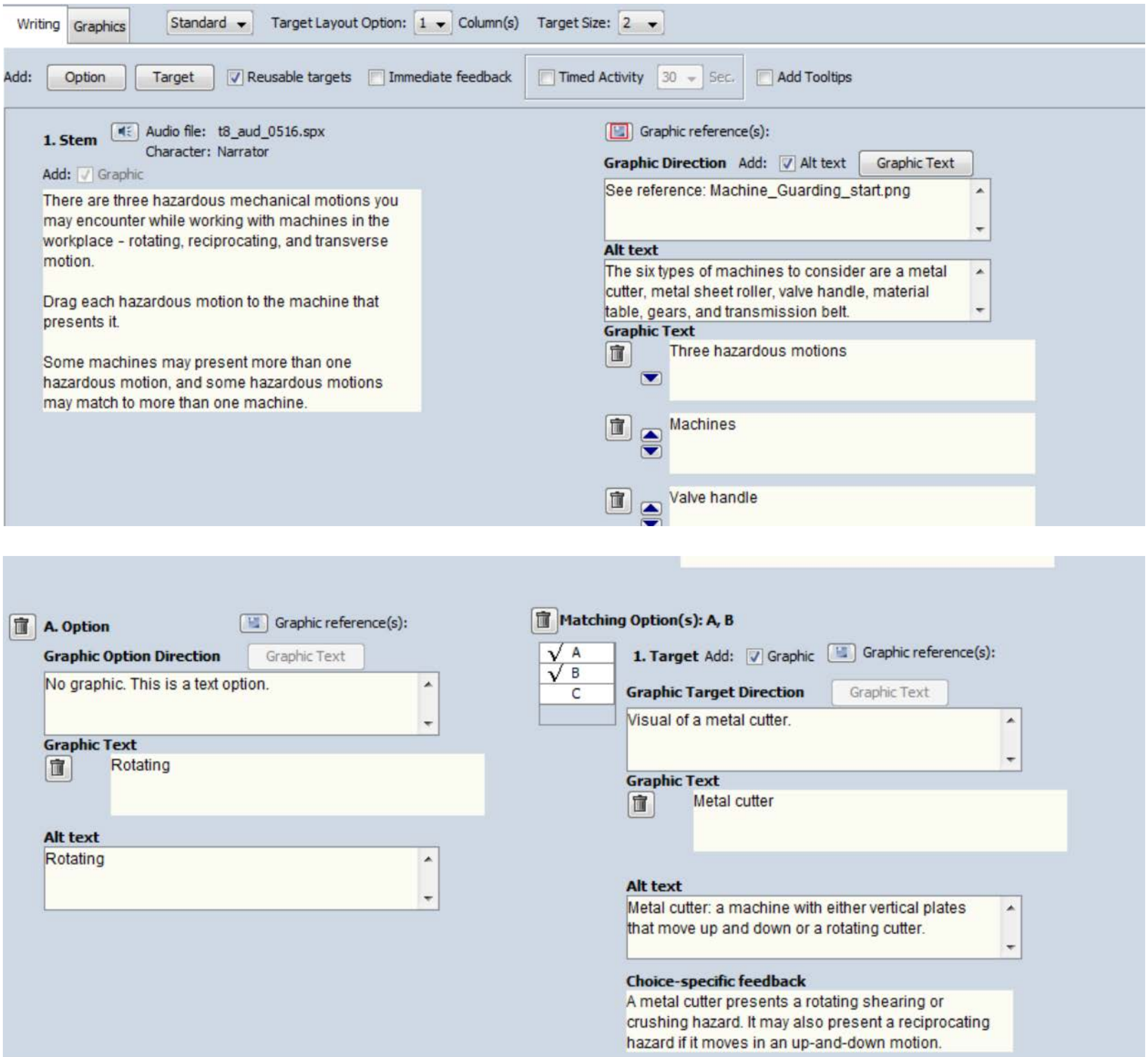
1. The Activity stage, where the learner is prompted to match the options and targets correctly.

2. The Feedback stage, where the learner receives overall feedback and can receive choice-specific feedback. The learner may then return to the Activity stage or advance to the Final Answer stage.

3. The Final Answer stage where the learner is presented with summary text and graphic. The graphic may show the correct matches, or a result image.

The Activity should be high-impact content, tailored to the specific course rather than built to a standard design template. The adaptability of the activity means it can be used to test higher learning levels in an engaging way.

Building a Drag and Drop Activity page



Drag and Drop Activity page in Synergy

When a Drag and Drop Activity page is created, it contains a text field for the Stem and a Graphic Direction field. There is one Option, with Graphic Option Direction and Alt Text fields, and one Target, with Alt text and Choice-specific feedback fields. There is a text field for the Choice-specific feedback prompt, and a text field and Graphic Direction field for the Final Answer.

To build a Drag and Drop Activity, you complete these steps:

1. Enter the question stem in the Stem field.
2. Enter the graphic direction for the overall activity in the initial Graphic Direction field.
3. Enable alt text if necessary. Since these activities are very graphic-intensive they are likely to need detailed graphic direction and alt text.
4. Click the **Option** button as many times as necessary to add the required number of options.
5. Add Graphic Directions and Alt text for each option.
6. Click the **Target** button to add the required number of targets.
7. Add Alt text for each target. The target may itself be a graphic element, in which case you must select the **Graphic** checkbox and add the necessary Graphic Direction.
8. Specify the matching option for each target by making a selection from the option list beside that target. Some targets may be foils, in which case they won't have a matching option.
9. Add choice-specific feedback for each target in the associated fields.
10. Enter a prompt for the choice-specific feedback in the Choice Specific Feedback Prompt field.
11. Enter activity summary text in the Final Answer field.
12. Add Final Graphic Direction to describe the Final Answer image.

Drag and Drop Activity Modes

The default mode for a Drag and Drop Activity is the same as a standard CCA question. The learner has unlimited time available to answer the question, and can change their answer as often as they like until they click the **Done** button.

The Activity also supports a Timed mode. When the **Timed Activity** checkbox on the Writing tab is selected, the learner must complete the activity before the timer on the page runs out. The timer may be set for between 10 and 90 seconds (the default is 30). When the time elapses the activity is judged on the matches made so far.

There is also an **Immediate feedback** checkbox on the Writing tab. When this is selected, each match is judged as soon as the option is dropped on the target. If the match is correct, positive audio feedback is played, and the option is locked in place. If the match is incorrect, negative audio feedback plays, and the option is removed.

The two modes can be combined.

Defining the Option and Target Sizes

All of the option graphics in a particular activity must be the same size, but the size can differ from activity to activity. When the first option graphic is added by the designer, that sets the option size for the page, and all subsequent options must be the same size.

The options in an activity are reusable. This does not need to be specified by the writer, the writer can always select the same option as a match for multiple targets.

The default is for each target to hold a single option. The target area is therefore the same size as an option. There is a **Reusable targets** checkbox on the Writing tab. If you select this, each target can be matched to multiple options. The target area will expand automatically when multiple options are selected for the target, and all target areas will increase at the same time, even if only one is matched to two options.

For example, if there are five options and targets in a question, and each option is matched to one target, the default size of the target areas is the same size as an option. If two options are matched to a target, all targets will be large enough to hold two options.

This default behaviour can be overridden using the **Target Size** dropdown. The minimum target size is determined by the number of options matched to any target in the activity, but the target can be set to hold up to 14 options. This is the equivalent of creating foil targets. There may only be two correct matches to a target, but by making the target area larger you are making the learner work that out.

Onscreen Text

Graphic text can be added at multiple points in the activity

- The activity background graphic
- Each draggable option
- Each target area
- The Final Answer graphic

You may also select the Add Tooltips checkbox on the Writing pane. This adds tooltip fields to all options and targets. The tooltips were primarily added for Localization support, because translated graphic text may be too large to fit the activity layout. Tooltips may also be used in English courses to discern the image information if the graphics alone are not enough. *Note* if tooltips are used, direction should be given in the Stem field to select each image to see the tooltip text. The direction should be worded as “Select each image to see its label, if needed”.

Tooltip text should be kept short, bearing in mind the demands of localization. The tooltip has a maximum width of 200 pixels, and will wrap at that point. However there is a **hard** limit in the Player of two lines per tooltip. The Player will break the width limit before adding any extra lines. This can lead to tooltips extending off the side of the screen. *Note* when tooltips are added, all tooltips fields must be populated as sporadic empty fields cause problems for the Player.

Whether adding graphic text or tooltips, remember that the Drag and drop activity is supposed to be a visual, graphic-based activity. Any onscreen text should appear *in support of* the graphics. If you find yourself writing more than a few words of onscreen text per element you should reconsider your activity design.

Enhancing a Drag and Drop Activity

You can enhance a Drag and Drop activity by

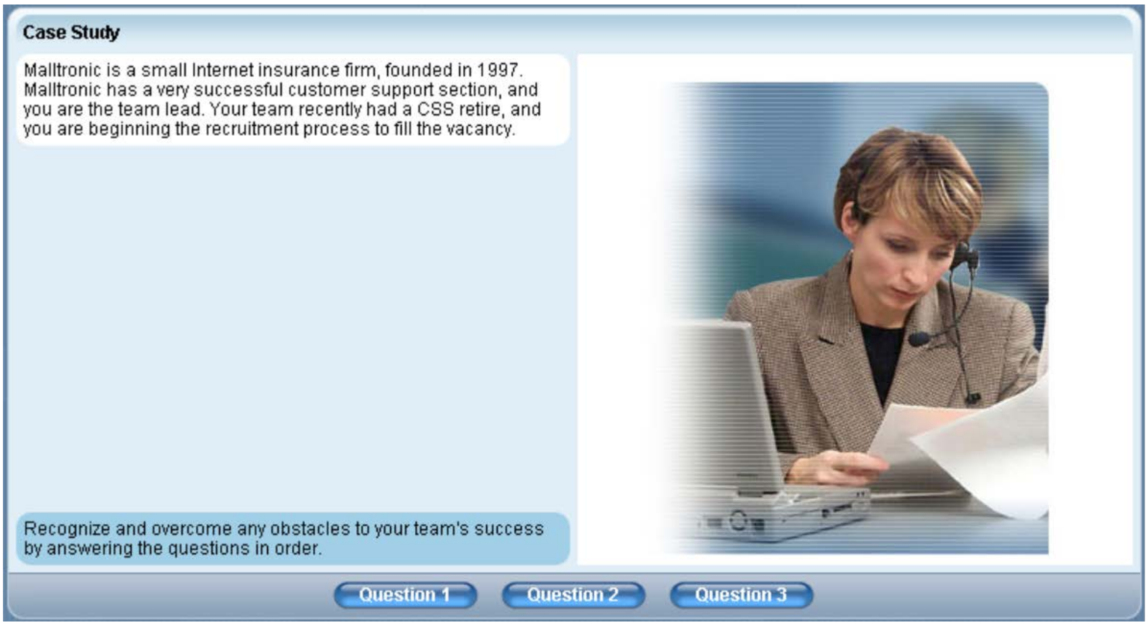
- Adding or removing options and targets
  - You add items by clicking the **Option** or **Target** button at the top of the page
  - You remove items by clicking the bin icon next to them
  - You are allowed to have a different number of options and targets
- Adding audio production notes to the Stem (the Stem is the only voiced part of the activity)
- Choosing a different text field layout. The default text object layout has a width of 390 pixels. The Wide layout is 770 pixels. The height of the text object is determined by the text, the box will grow to accommodate all the text, and shrink if text is removed.

Note: This is true of Synergy 1.23.36. In a future build the designer will be able to set the height and width of the text box, and the text will scroll if necessary.

- Adding an animation to the Final Answer stage
- Editing the generic feedback

Case Study Templates

Overview



Developed Case Study Standard page in the Player

In a Case Study, the learner is presented with a scenario and asked a set of questions that relate to it. This allows the writer to test complex learning objectives that can't be adequately tested by a single question.

Case Studies are similar to Question Sets; however there are two important differences between the templates:

- in a Case Study, the learner can return to the opening scenario at any time, and use the information there to answer the question
- in a Case Study, the questions will develop the same scenario, and the learner should be directed to answer the questions in order

There are six different types of Case Study. All use the same model of presenting a scenario in an introductory page and asking a series of questions related to this scenario. They differ in the way that scenario is presented in the introductory page.

The six Case Study types are

- Case Study Standard
- Case Study Explore List
- Case Study Explore Graphic
- Case Study Simdia
- Case Study Simdia Video Caption
- Case Study Serial Multiple Choice

Adding Questions to the Case Study

The Case Study may contain up to five questions. To add a question to the set, you right-click on the Case Study node, select **Add Child Page**, and then choose the child page to add from the sub-menu. (Or you can open the **Add** menu and select **Child Page**)

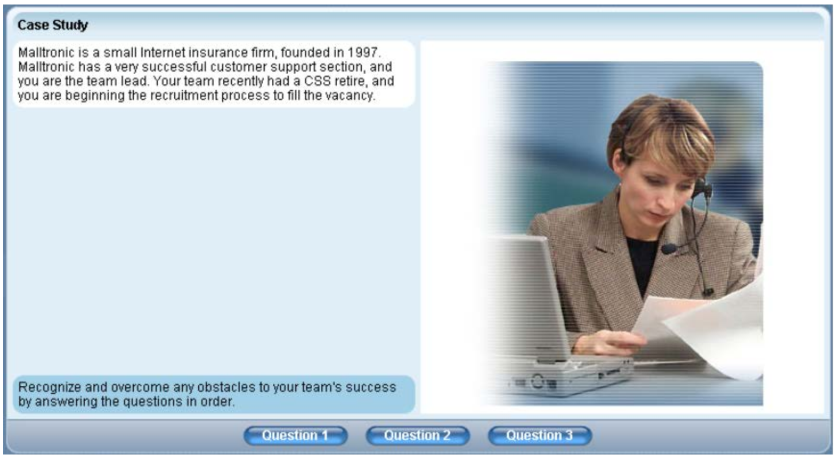
The question types supported are the same as in a Question Set:

- Click-in Graphic
- Multiple Choice Wide
- Multiple Choice Standard
- Multiple Choice Graphic Options
- Multiple Choice Fill-in Code
- Matching Standard Text
- Matching Standard Graphics
- Rank/Sequence
- Short Answer Text
- Short Answer Graphic
- SkillCheck

Note: The Case Study Serial Multiple Choice doesn't support these question types. This is explained in detail in the relevant section of this handbook.

Case Study Standard

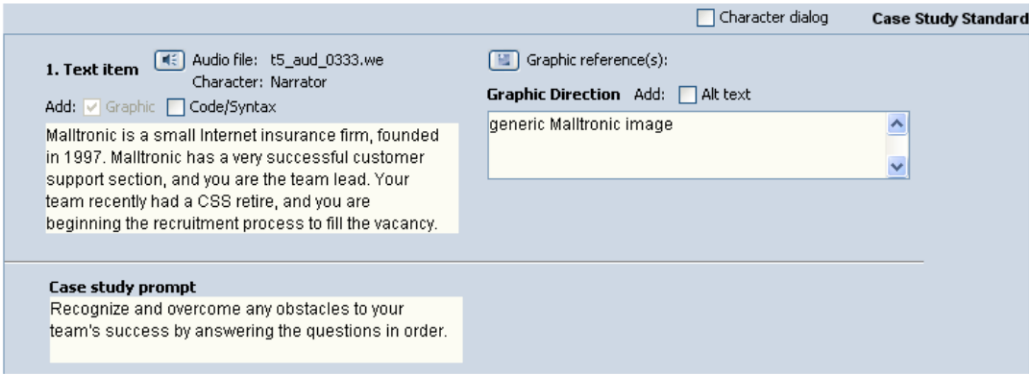
Overview



Developed Case Study Standard page in the Player

The Case Study Standard is the basic case study format. The introduction contains a single, non-interactive Text item that the learner can return to view at any time.

Building a Case Study Standard



Case Study Standard page in Synergy

When a Case Study Standard is created, it contains a single Text item field (with associated Graphic Direction field), and a Prompt field. The Text item field can contain multiple paragraphs, but no new Text items can be added. The prompt text should make it clear to the learner whether the questions must be answered in order or not.

Enhancing a Case Study Standard page

You can change the default Case Study Standard page setup by

- changing the width of the text containers
- adding character dialog

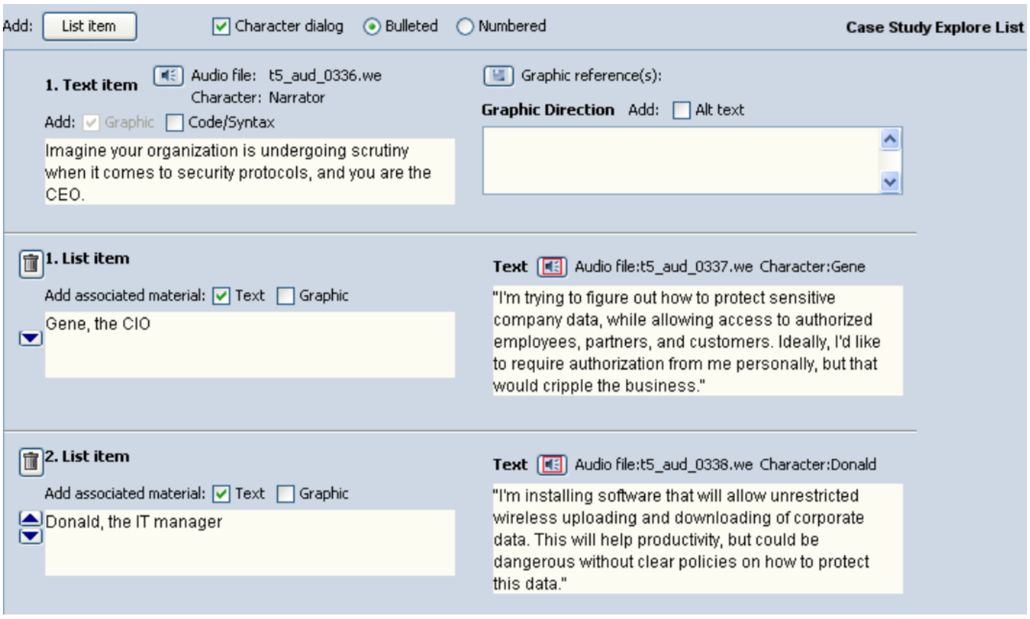
Case Study Explore List

Overview

Developed Case Study Explore List page in the Player

In a Case Study Explore List, the home page for the case study is an Explore List type page. The learner is presented with a series of Text items and can click each item to read more detailed associated text. This allows you to present more information than the Case Study Standard page.

Building a Case Study Explore List

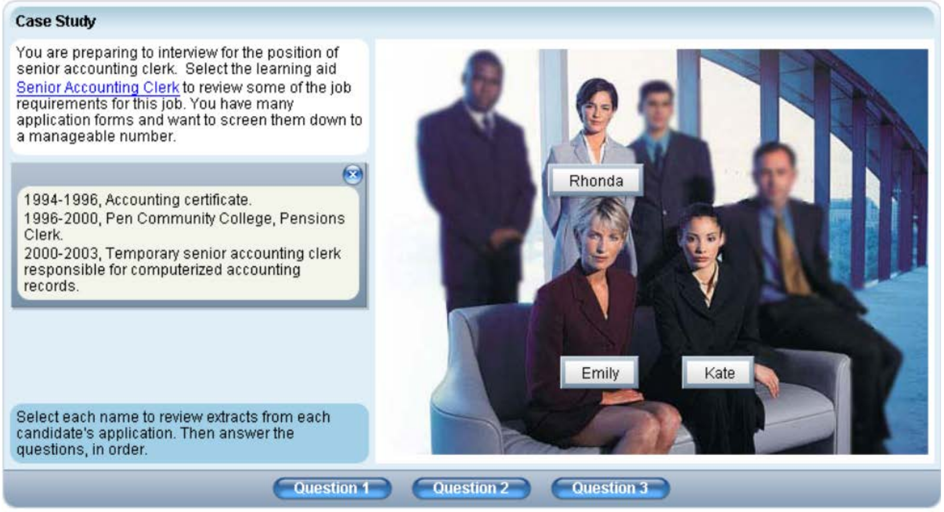


Case Study Explore List page in Synergy

The Case Study Explore List page is built like a standard Explore List page – it contains the same default fields, and the same optional additions. The only difference is that the Prompt field on this page is a Case Study Prompt – as well as directing learners to view the associated material, it tells them to answer the case study questions.

Case Study Explore Graphic

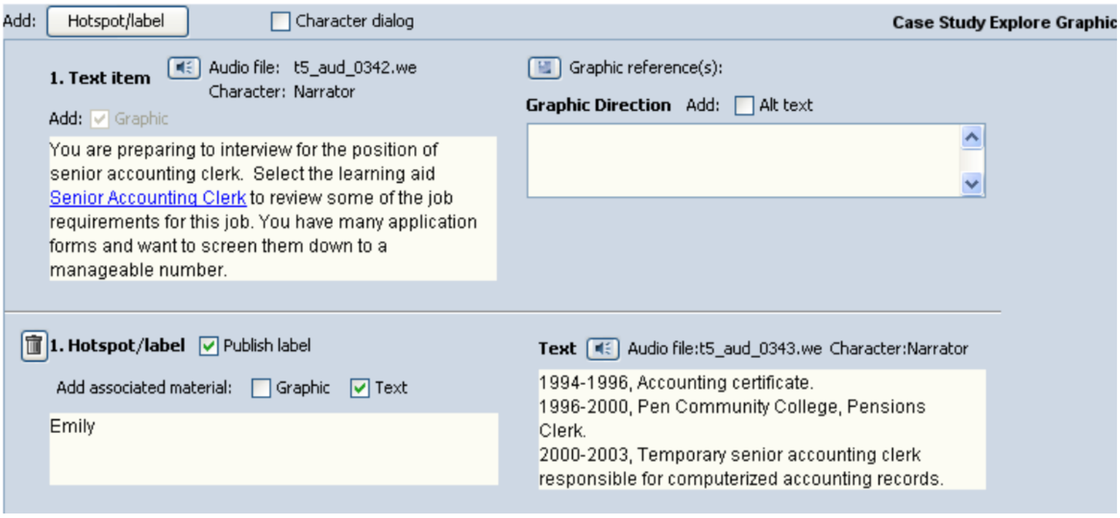
Overview



Developed Case Study Explore Graphic page in the Player

In a Case Study Explore Graphic, the home page for the case study is an Explore Graphic type page. The learner is presented with a series of graphic hotspots, with or without labels, and they can click each item to read more detailed associated text.

Building a Case Study Explore Graphic

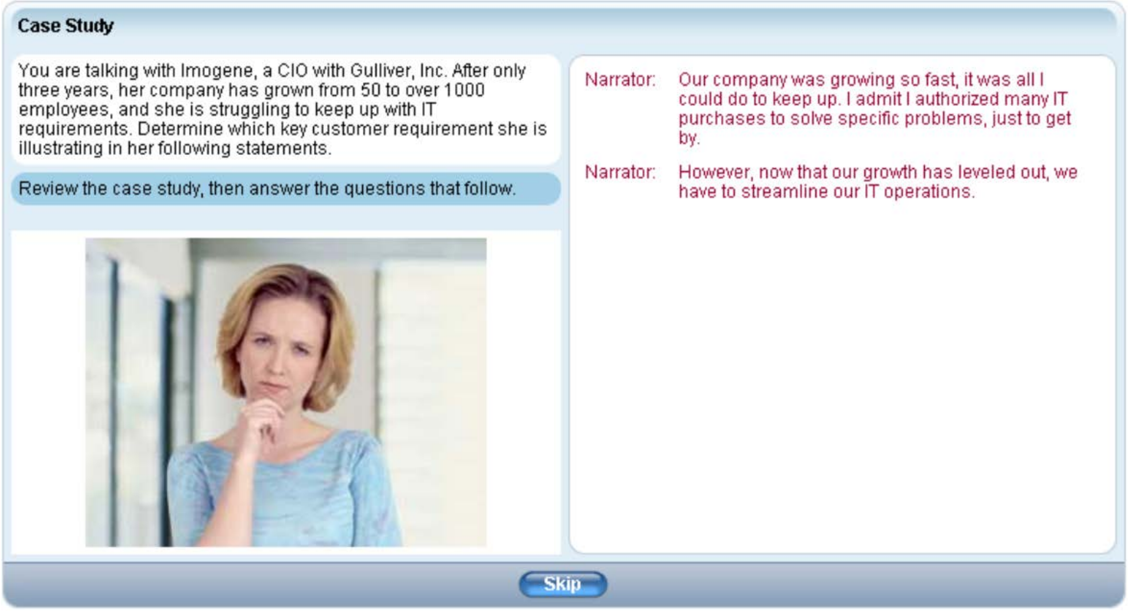


Case Study Explore Graphic page in Synergy

The Case Study Explore Graphic page is built like a standard Explore Graphic page – it contains the same default fields, and the same optional additions. The only difference is that the Prompt field on this page is a Case Study Prompt – as well as directing learners to view the associated material, it tells them to answer the case study questions.

Case Study SimDia

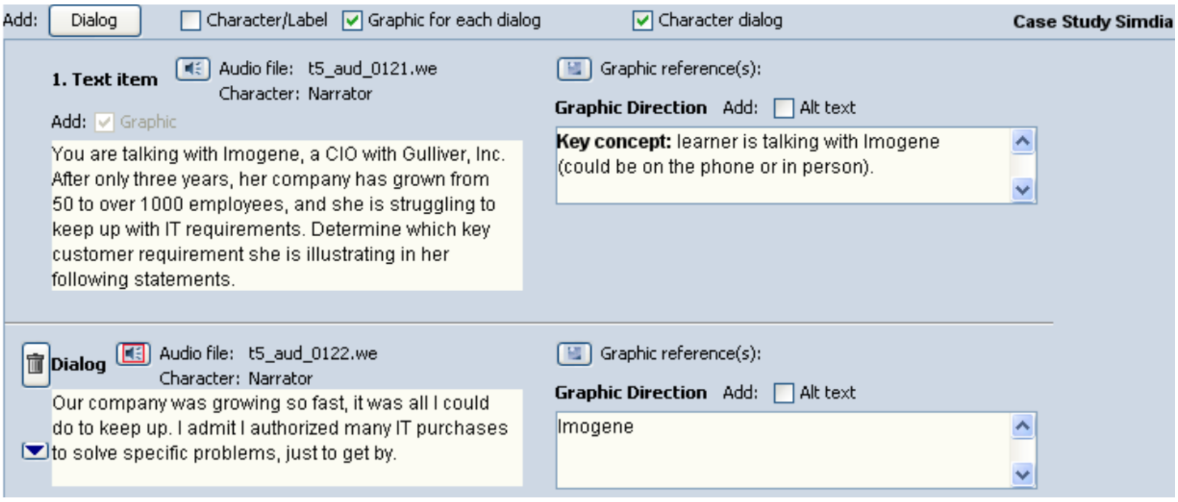
Overview



Developed Case Study SimDia page in the Player

In a Case Study SimDia, the home page for the case study is a SimDia type page. The learner follows along while two or more characters discuss an issue, and then answers questions related to the situation.

Building a Case Study SimDia

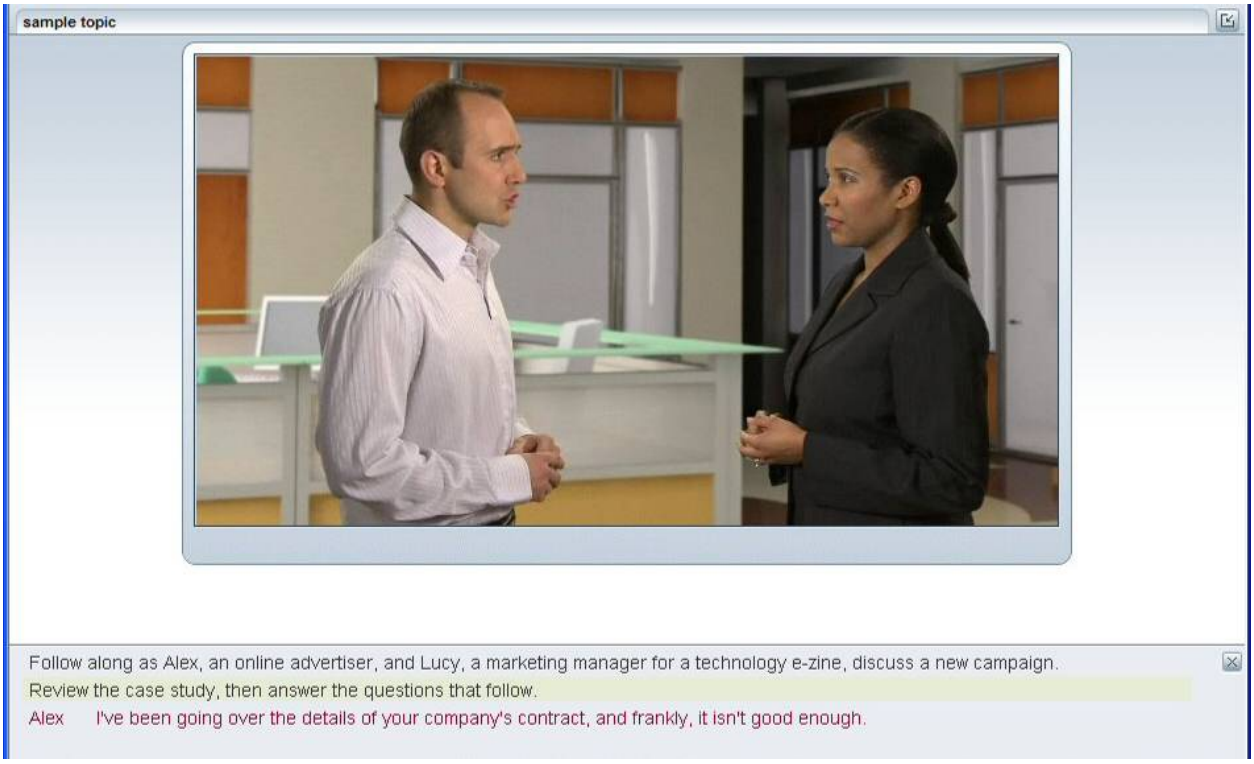


Case Study SimDia page in Synergy

The Case Study SimDia page is built like a standard Sim Dialog page – it contains the same default fields, and the same optional additions.

Case Study SimDia Video Caption

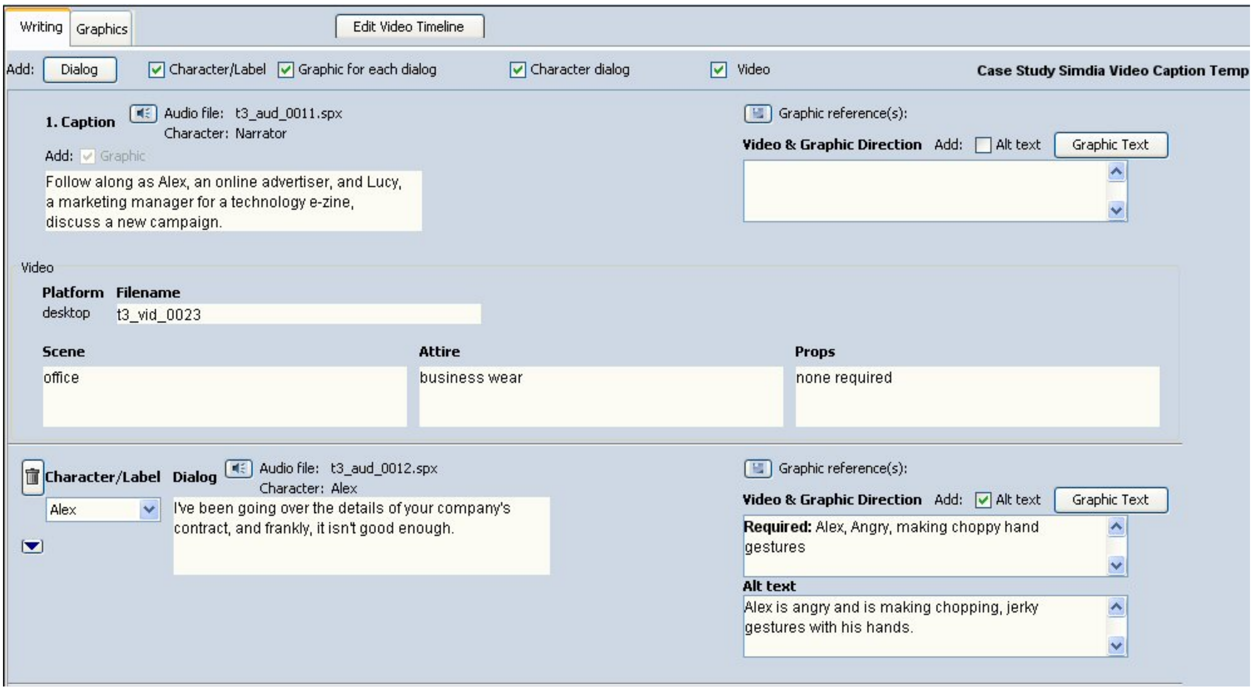
Overview



Developed Case Study SimDia Video Caption page in the Player

In a Case Study SimDia Video Caption, the home page for the case study is a Sim Dialog Video Caption type page. The learner follows along while two or more characters discuss an issue, and then answers questions related to the situation.

Building a Case Study SimDia Video Caption

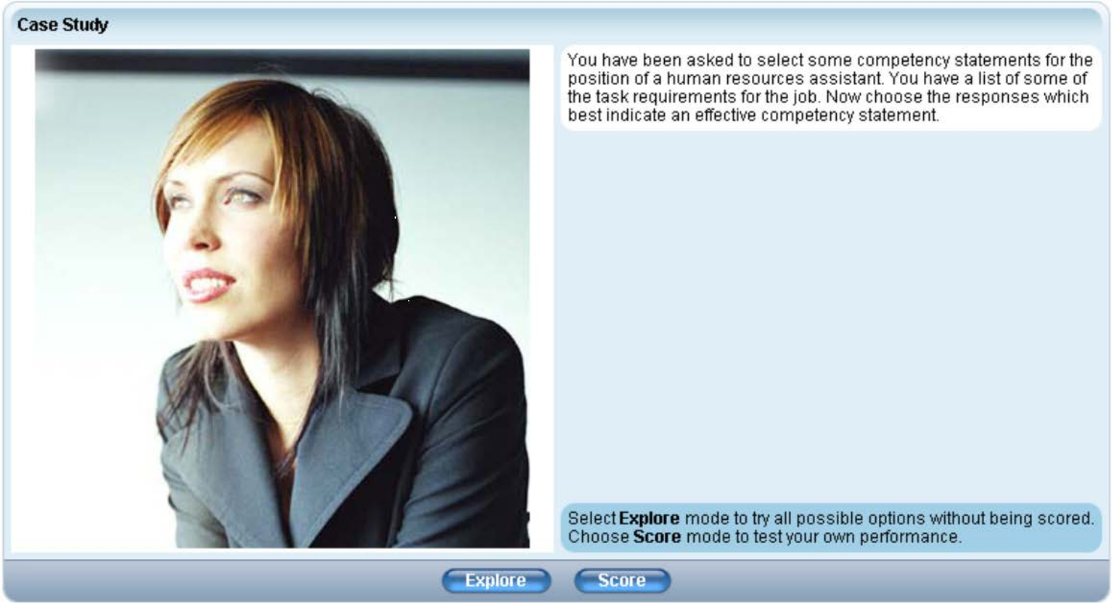


Case Study SimDia Video Caption page in Synergy

The Case Study SimDia Video Caption page is built like a Sim Dialog Video Caption page – it contains the same default fields, and the same optional additions.

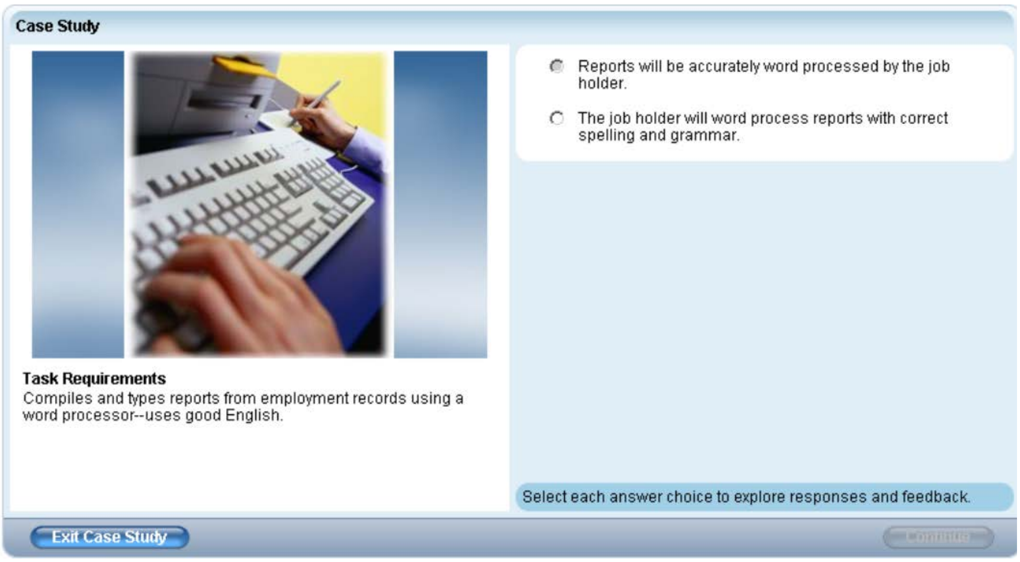
Case Study Serial Multi Choice

Overview



Developed Case Study Serial Multi Choice start page in the Player

The Case Study Serial Multiple Choice template presents the learner with a scenario and a set of Multiple Choice questions related it. These questions must be viewed in sequence. The learning objective being tested is broken down into a set of attributes, and each question in the sequence tests one of these attributes. The questions are not marked "correct", "incorrect", and "partially correct". Instead, the learner’s answer is given a rating, ranging from "Appropriate" to "Catastrophic".

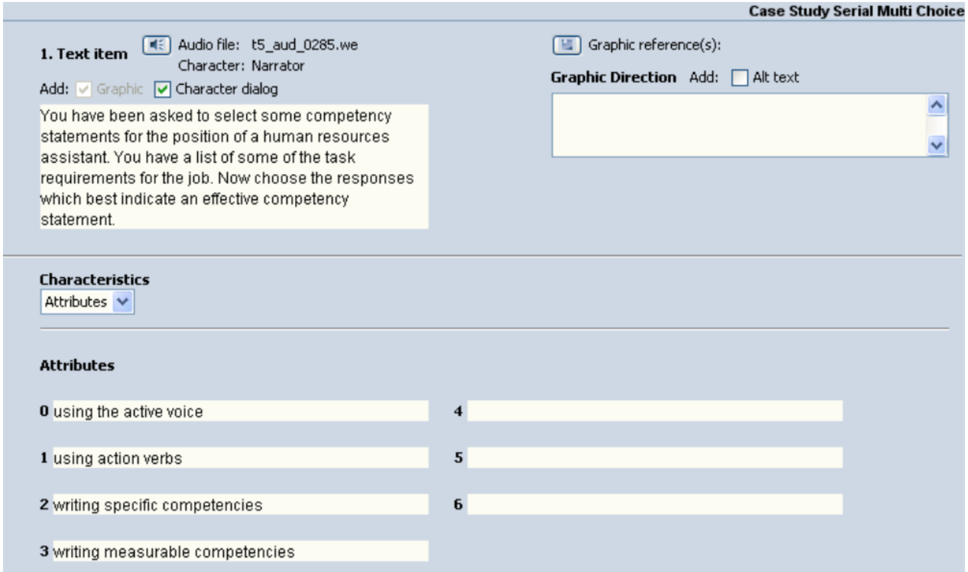


Developed Case Study Serial Multi Choice question page in the Player

Learners have a choice between answering the questions in Explore or Score mode. In Score mode, the learner chooses an answer to each question, is given feedback, and moves on automatically to the next page. In Explore mode, the learner can view the feedback for as many options as they choose, and move on to the next question whenever they like.

The Case Study Serial Multi Choice is used to practice making decisions, problem-solving strategies, processes in a flowchart, and how to create graphics or charts. It can also be used in dialog scenarios, where the learner is interacting with another character.

Building a Case Study Serial Multi Choice

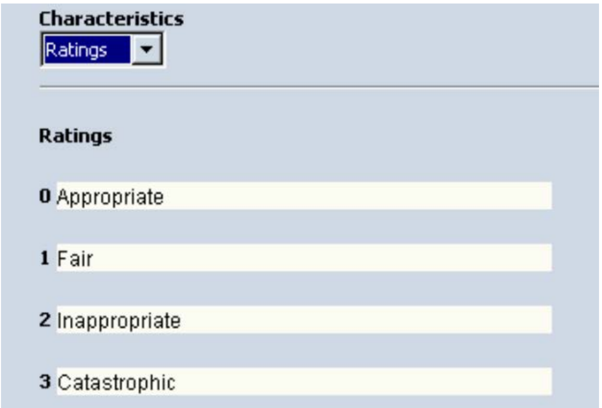


Case Study Serial Multi Choice page in Synergy

When a Case Study Serial Multi Choice template is created, it contains a Text item field, with associated Graphic Direction field. The Text item field can contain multiple paragraphs, but no new Text items can be added.

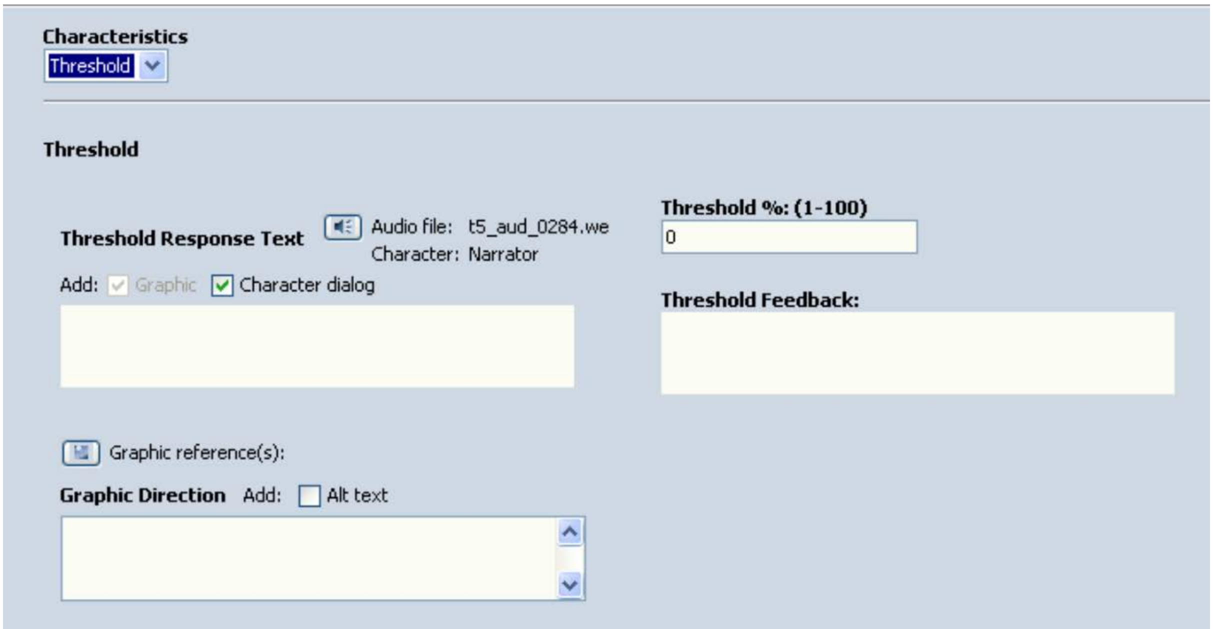
The page also contains a dropdown menu, allowing you to choose between three types of characteristic.

Attributes are the characteristics that are tested by the Multiple Choice questions in the Case Study. Each question tests the learner's mastery of an attribute, and the combination of attributes is a tested learning objective. The attributes should be sentence fragments. (See Feedback pages section below for details.)



Case Study Serial Multi Choice ratings characteristics

Ratings are a required characteristic. There are four ratings set by default – Appropriate, Fair, Inappropriate, and Catastrophic.



Case Study Serial Multi Choice Threshold settings

The Case Study may contain a **Threshold** value. If the learner's percentage score in the Case Study falls below this threshold (or the learner selects an option with a rating of Catastrophic), the Case Study ends immediately and a Threshold feedback page appears. This page may contain Threshold response text, Threshold feedback, and a feedback graphic. (See Feedback pages section below for details.)

Threshold Scoring

Learners begin a Case Study Serial Multiple Choice with the highest score possible. Each Response Choice has a rating associated with it, and each rating has a point value:

- Appropriate: 0 points
- Fair: 1 point
- Inappropriate: 2 points

Points are deducted from the starting high score as the learner progresses through the Case Study; for each appropriate answer, no points are deducted; for each fair answer, 1 point is deducted, and so on. Once the learner falls below the passing percentage, the Case Study is terminated and the learner is encouraged to try again.

Setting scoring

To set scoring:

1. Determine the starting high score by multiplying the number of child pages in the Case Study Serial Multiple Choice by 3 to get a starting high score.
2. Determine an acceptable passing percentage. If a learner has a percentage score less than the passing percentage at any time throughout the Case Study, he is forced to exit.
3. Determine the threshold score by multiplying the starting high score as discussed in Step 1 by the passing percentage decided upon in Step 2.

Example

In this example, a Case Study has five child pages.

Starting high score: 5 (# of child pages) x 3 = 15

Acceptable passing percentage: 60%

Threshold score: 15 (starting high score) x 60% (passing percentage) = 9

In this same example, to trigger an exit of the Case Study (threshold set at 60%), the learner can make the following choices:

Scene 1: Learner chooses the Fair response; subtract 1, total score is now 14 (93%)

Scene 2: Learner chooses the Inappropriate response; subtract 2, total score now 12 (80%)

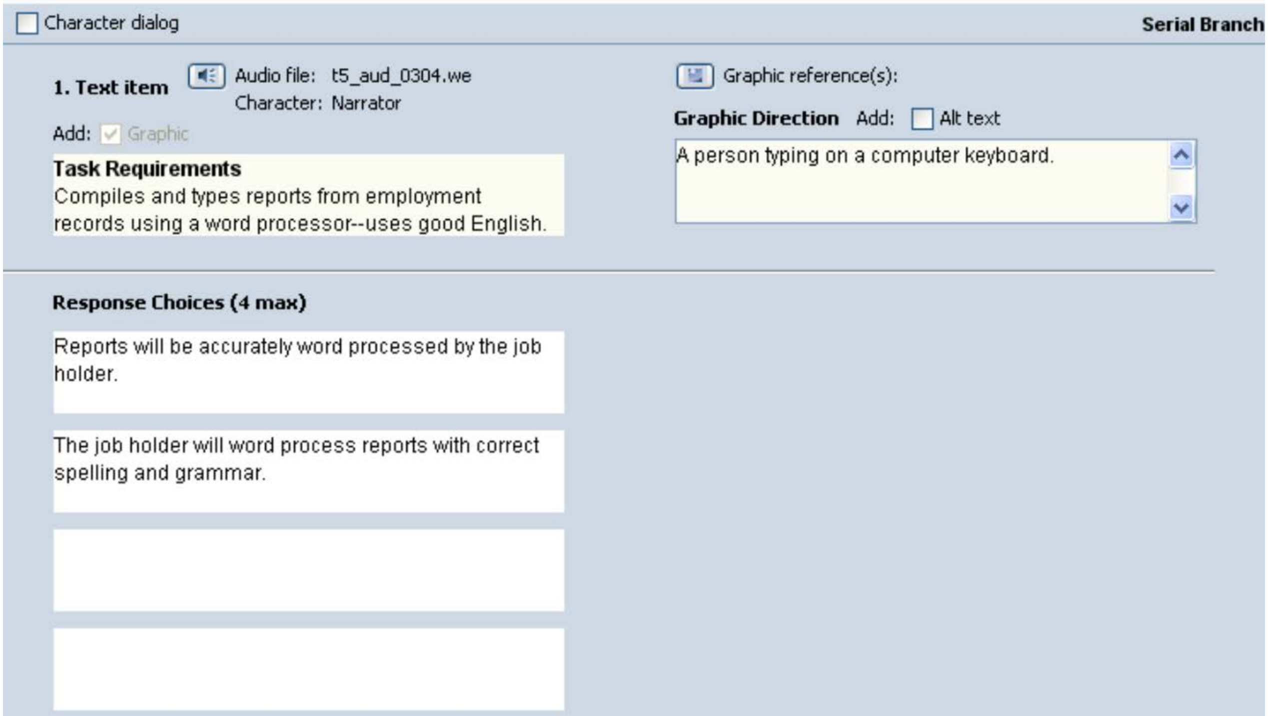
Scene 3: Learner chooses the Inappropriate response; subtract 2, total score now 10 (67%)

Scene 4: Learner chooses the Fair response: subtract 1, total score now 9 (60%)

This score triggers the display of the threshold exit response and feedback, and the Case Study Serial Multiple Choice ends. Higher passing percentages make it more likely that learners will trigger the Threshold exit option. Thresholds should be set higher when the actual consequences of inappropriate responses would result in a premature end to the interaction.

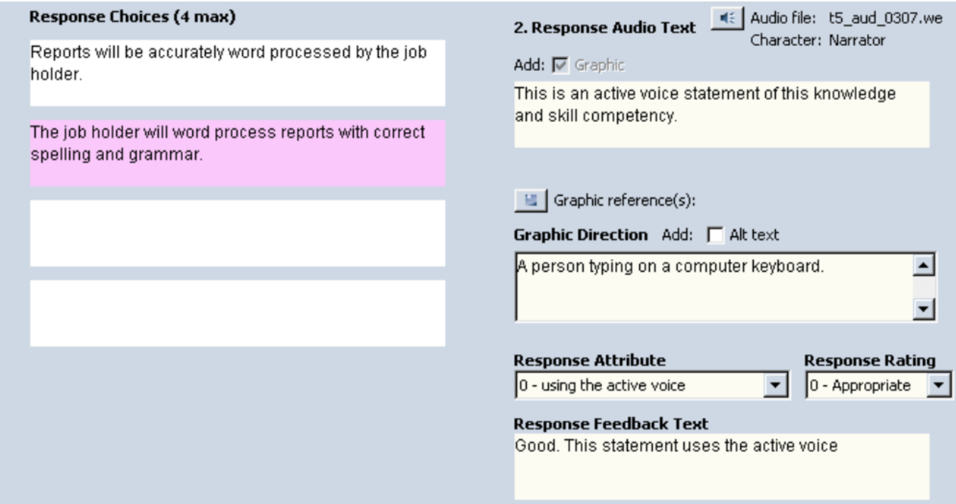
Adding Child Pages

To add a child page to a Case Study Serial Multi Choice template, right-click the page node and select **Add Child Page - Serial Branch**.



Case Study Serial Multi Choice Serial branch page in Synergy

Each Serial Branch page contains a Text item field (with associated Graphic Direction field) and four Response Choice fields. No additional Text items or Response Choices can be added. At least two Response Choices must be entered, the third and fourth are optional. You also have the option of using character dialog in the question.

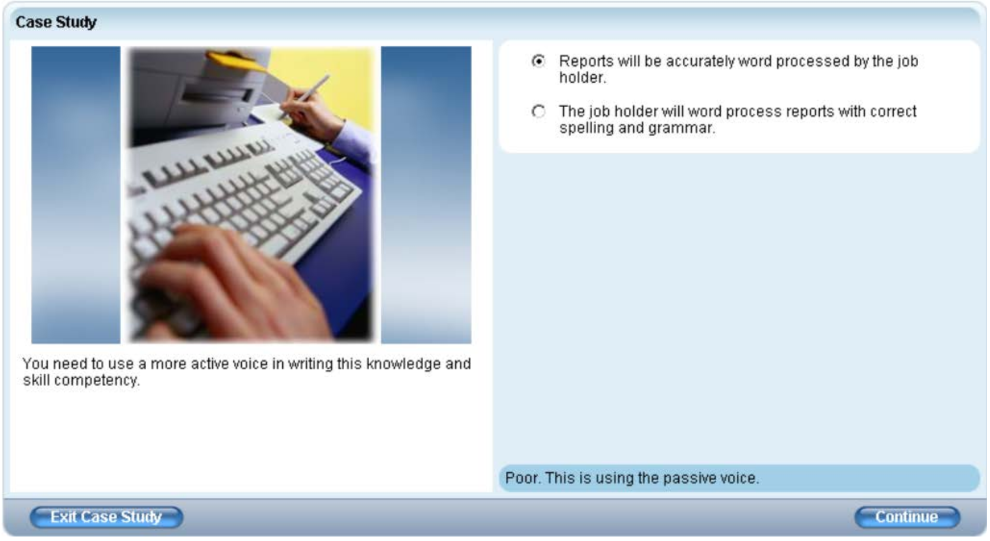


Case Study Serial Multi Choice Serial Branch page Response Choice settings

When a Response Choice field is selected, a set of associated options and text fields is displayed.

First, select the Response Attribute and Response Rating from the drop down lists. The Response Attribute is the learning element being tested by the question. Every Response Choice in a question must have the same Response Attribute, because they are all testing the same thing. There are four possible Response Ratings – Appropriate, Fair, Inappropriate, and Catastrophic. At least one of the Response Choices should have an Appropriate rating, as the most correct answer. The other Response Choices can have any combination of other ratings. Multiple responses can have the same rating, and not all of the ratings need to be used.

If the learner selects a response with a Catastrophic rating in Score mode, the Case Study ends immediately. The learner doesn't see the remaining questions because this answer disqualifies them from continuing the scenario. Accordingly this option should only be used for options that really are disastrous – answers to interview questions that would effectively end the interview, for example, or responses to health and safety situations that would endanger the learner in real life.

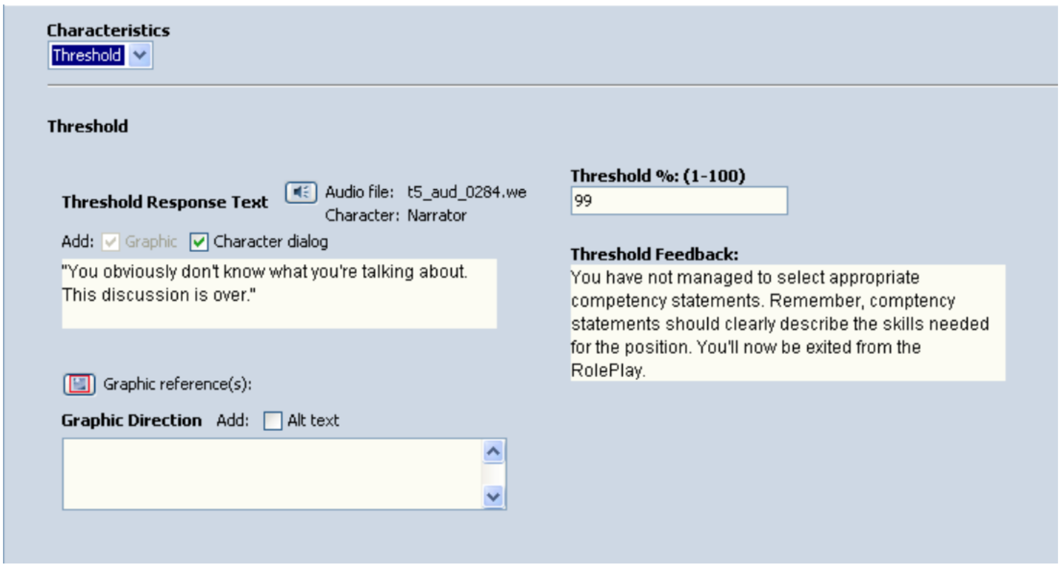


Developed Case Study Serial Multi Choice question feedback page in the Player

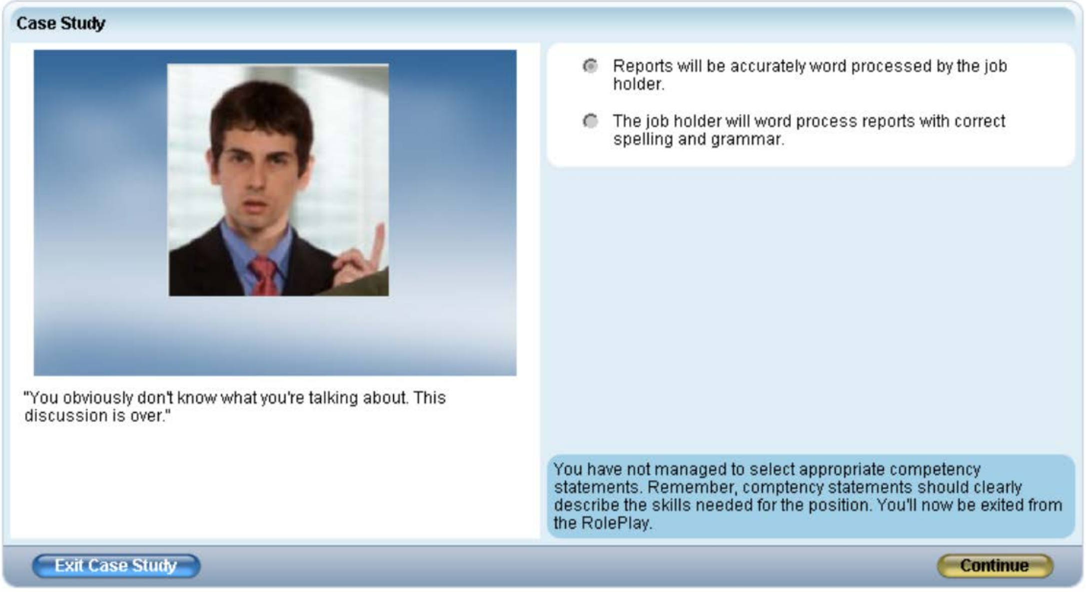
The Response Audio Text will display in the same position on the page as the question did. This text should relate the question to the attribute that was tested. The Response Feedback Text is more detailed feedback. It rates the learner's response, and explains why the response merited that rating.

Feedback pages

There are two feedback pages that may be presented to the learner at the end of a Case Study Serial Multi Choice. Both pages are only shown if the Case Study is taken in Score mode. The Threshold feedback page is shown if the learner selects an option that has been rated Catastrophic, or a combination of options that takes their score below the threshold. The standard feedback is shown after all questions have been answered, or after the Threshold feedback page.



Case Study Serial Multi Choice Threshold settings



Developed Case Study Serial Multi Choice Threshold feedback page in the Player

The Threshold feedback page shows the last question the learner answered, and up to three feedback items: Threshold Response Text, Threshold Feedback, and a feedback graphic. If the Case Study has been in the form of a dialog, the Threshold Response text may be a final statement that ends the dialog. The Threshold Feedback is not voiced, and is not in character – it is impersonal guidance for the learner.

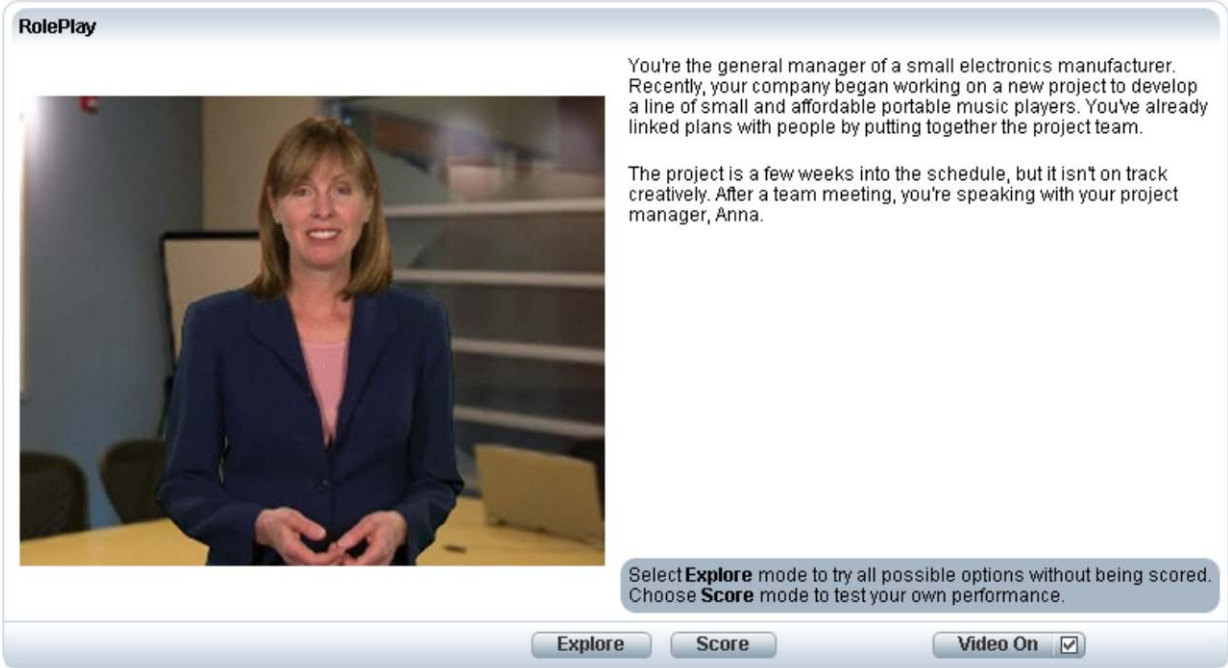
Remember that the Threshold responses could be triggered at any time in the Case Study. They should be generic, i.e. not referring to any particular question in the Case Study.

Developed Case Study Serial Multi Choice standard feedback page in the Player

The standard Case Study feedback is shown after all questions in the Case Study have been answered, or after the Threshold feedback page if that has been triggered. This page shows the content attributes on which the learner needs to improve as a series of bullet points.

Single Path RolePlay

Overview



Developed Single Path RolePlay start page in the Player

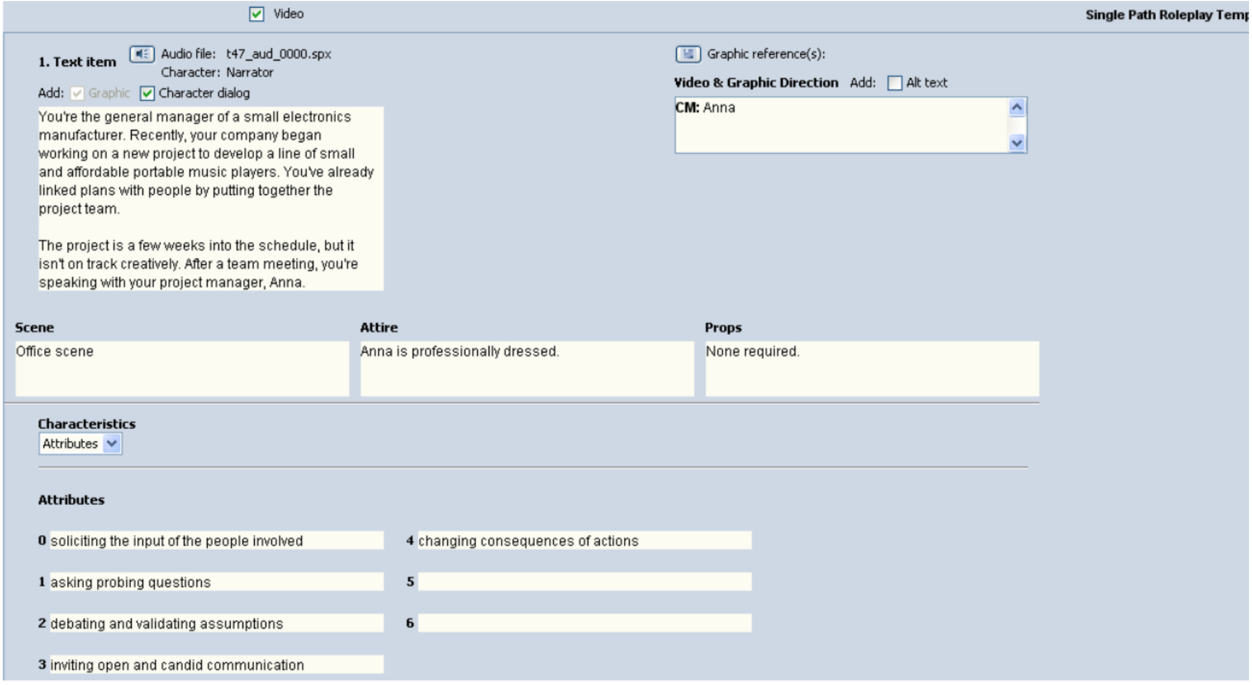
The Single Path RolePlay template presents the learner with a dialog-based scenario and a set of Multiple Choice questions related to that scenario. These questions must be viewed in sequence. The learning objective being practiced or tested is broken down into a set of attributes, and each question in the sequence practices or tests one of these attributes. The questions are not marked "correct", incorrect", and "partially correct". Instead, the learner's answer is given a rating, ranging from "Appropriate" to "Catastrophic".

Learners have a choice between answering the questions in Explore or Score mode. In Score mode, the learner chooses an answer to each question, is given feedback, and moves on automatically to the next page. In Explore mode, learners can view the feedback for as many options as they choose, and move on to the next question whenever they like.

RolePlays can be developed with video enabled or with video disabled. When video is disabled, all images in the RolePlay are presented as static images. When video is enabled, with the exception of the visuals associated with the opening and closing pages, all visuals within the RolePlay are presented in video format. However, the learner can choose to turn the video off and revert to a static presentation format if desired.

The Single Path RolePlay template is always used to present interactive dialogs. Non-dialog scenarios should be presented in the Case Study Serial Multi Choice template.

Building a Single Path RolePlay



Single Path RolePlay start page in Synergy

When building a Single Path RolePlay, you must first decide whether you want it to be video-enabled or not. To ensure the Single Path RolePlay is video-enabled, you select the **Video** checkbox.

> ***Note: You must first ensure that video is enabled at course level. Otherwise, the Video checkbox will be disabled.***

If you wish to disable Video in the Single Path RolePlay, you clear the **Video** checkbox.

By default, the Single Path RolePlay is added with two pages:

- **Single Path RolePlay** – this is the introductory page to the RolePlay, and is used to set the scene, and specify the attributes, ratings, and threshold for the RolePlay.
- **Single Path RolePlay Branch** – this is a child page in the RolePlay. You can add more Single Path RolePlay Branch pages as necessary to create the RolePlay. It is on these Branch pages that the learner interacts with the RolePlay.

When Video is enabled in a Single Path RolePlay, all of the Graphic Direction fields are renamed as Video & Graphic Direction. On the Single Path RolePlay page, three new fields are added: Scene, Attire, and Props. And on the individual Branch pages, a Video section is added containing Platform information and a Filename field.

Completing the Single Path RolePlay page

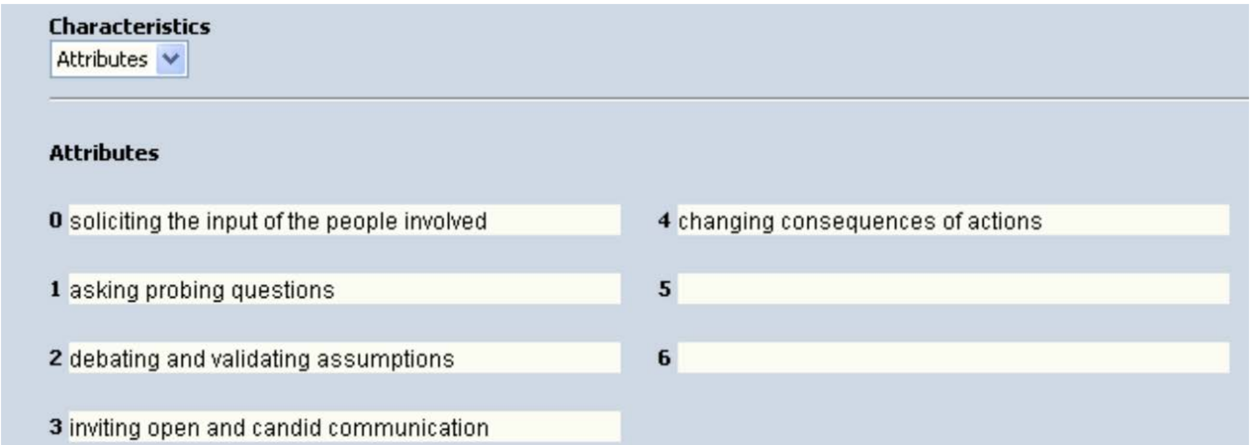
To complete the Single Path RolePlay page, you must follow these steps:

1. Determine whether or not video should be enabled on the page by selecting or clearing the Video Checkbox as appropriate
2. Enter the introductory text in the Text Item field
3. Complete the Graphic Direction field (or Video & Graphic Direction field, and Scene, Attire, and Props fields if video is enabled)
4. Edit the Characteristics of the Single Path RolePlay (See Editing RolePlay Characteristics for detailed information on how to do this.)

Editing RolePlay Characteristics

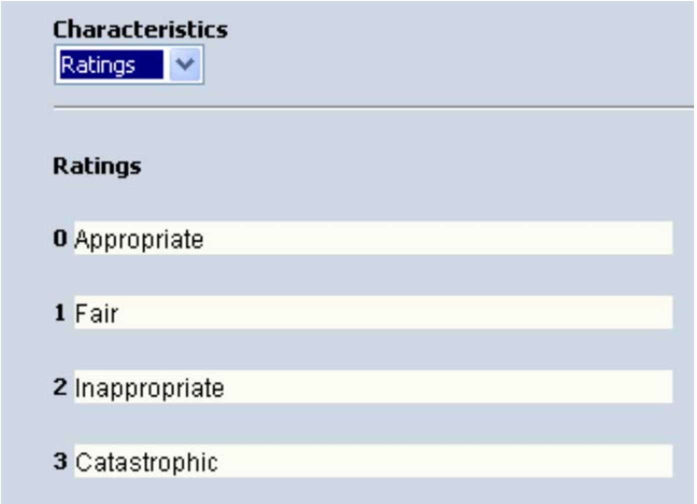
The Single Path RolePlay template contains a drop-down list, allowing you to choose between three types of characteristic:

- Attributes
- Ratings, and
- Threshold



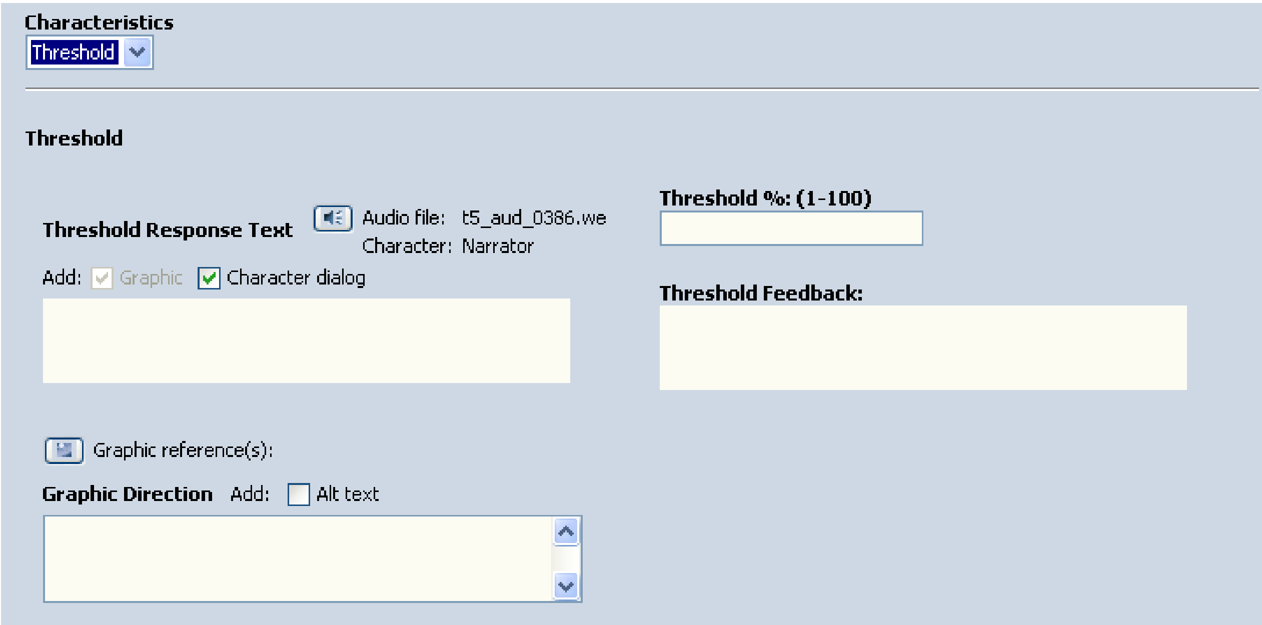
Single Path RolePlay Attributes characteristics

Attributes are the characteristics that are practiced or tested by the Multiple Choice questions in the RolePlay. Each question practices or tests the learner's mastery of an attribute, and the combination of attributes is a learning objective. The attributes should be sentence fragments. (See Feedback pages section below for details.) To add an attribute, you simply type the attribute text in one of the Attribute fields (0 through 6). You should complete these fields in numerical order, starting with 0. At a minimum one attribute must be provided for the RolePlay.



Single Path RolePlay ratings characteristics

Ratings are a required characteristic. There are four ratings set by default – Appropriate, Fair, Inappropriate, and Catastrophic. These ratings should not be edited.



Single Path RolePlay Threshold settings

The RolePlay may contain a **Threshold** value. If the learner's percentage score in the RolePlay falls below this threshold (or the learner selects an option with a rating of Catastrophic), the RolePlay ends immediately and a Threshold feedback page appears. This page may contain Threshold response text, Threshold feedback, and a feedback graphic. (See *Feedback pages* section for details)

Threshold Scoring

Learners begin a Single Path RolePlay with the highest score possible. Each Response Choice has a rating associated with it, and each rating has a point value:

- Appropriate: 0 points
- Fair: 1 point
- Inappropriate: 2 points

Points are deducted from the starting high score as the learner progresses through the RolePlay; for each appropriate answer, no points are deducted; for each fair answer, 1 point is deducted, and so on. Once the learner falls below the passing percentage, the RolePlay is terminated and the learner is encouraged to try again.

Setting Scoring

To set scoring in a RolePlay:

1. Determine the starting high score by multiplying the number of child pages in the Single Path RolePlay by 3 to get a starting high score.
2. Determine an acceptable passing percentage. If a learner has a percentage score less than the passing percentage at any time throughout the RolePlay, he is forced to exit.
3. Determine the threshold score by multiplying the starting high score as discussed in Step 1 by the passing percentage decided upon in Step 2.

Example

In this example, a RolePlay has five child pages.

Starting high score: 5 (# of child pages) x 3 = 15

Acceptable passing percentage: 60%

Threshold score: 15 (starting high score) x 60% (passing percentage) = 9

In this same example, to trigger an exit of the RolePlay (threshold set at 60%), the learner can make the following choices:

Scene 1: Learner chooses the Fair response; subtract 1, total score is now 14 (93%)

Scene 2: Learner chooses the Inappropriate response; subtract 2, total score now 12 (80%)

Scene 3: Learner chooses the Inappropriate response; subtract 2, total score now 10 (67%)

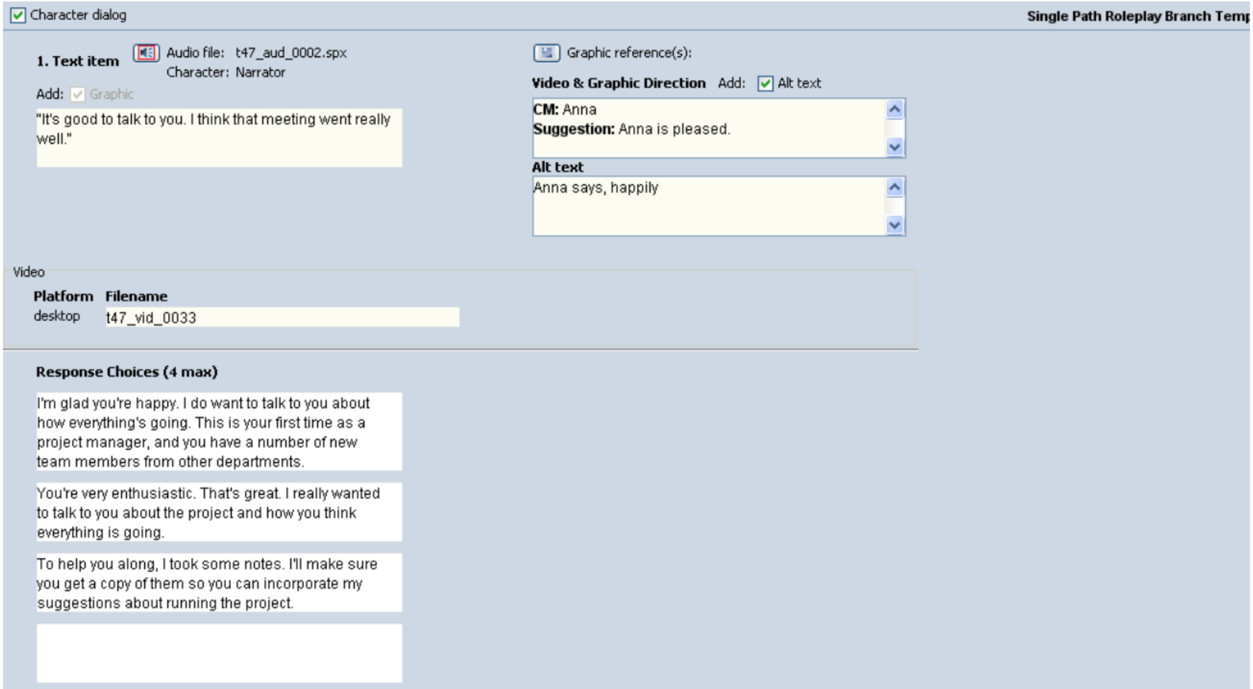
Scene 4: Learner chooses the Fair response: subtract 1, total score now 9 (60%)

This score triggers the display of the threshold exit response and feedback and the RolePlay ends. Higher passing percentages make it more likely that learners will trigger the Threshold exit option. Thresholds should be set higher when the actual consequences of inappropriate responses would result in a premature end to the interaction.

Adding RolePlay Branch Pages

The Single Path RolePlay is created with one Branch page or child page. To add another child page to the RolePlay, you complete this step:

- Right-click the page node and select **Add Child Page - Single Path RolePlay Branch**.



Single Path RolePlay Branch Page in Synergy

Each RolePlay Branch page contains a Text item field (with associated Video & Graphic Direction, Video Platform and Video Filename fields) and four Response Choice fields.

No additional Text items or Response Choices can be added. At least two Response Choices must be entered, the third and fourth are optional.

The Video Platform field is auto-populated and reflects the platform for which the video has been enabled for. The Video Filename is populated by the visual designer and reflects the filename of the video segment that should be played on the RolePlay Branch page.

The **Character dialog** checkbox is selected by default. This should not be cleared – the Single Path RolePlay template should always present a character dialog.

> ***Note: If you need to practice conceptual content that is not character-driven, and wish to use the type of serial questioning employed in the Single Path RolePlay, the Case Study Serial Multi Choice is a suitable alternative template.***

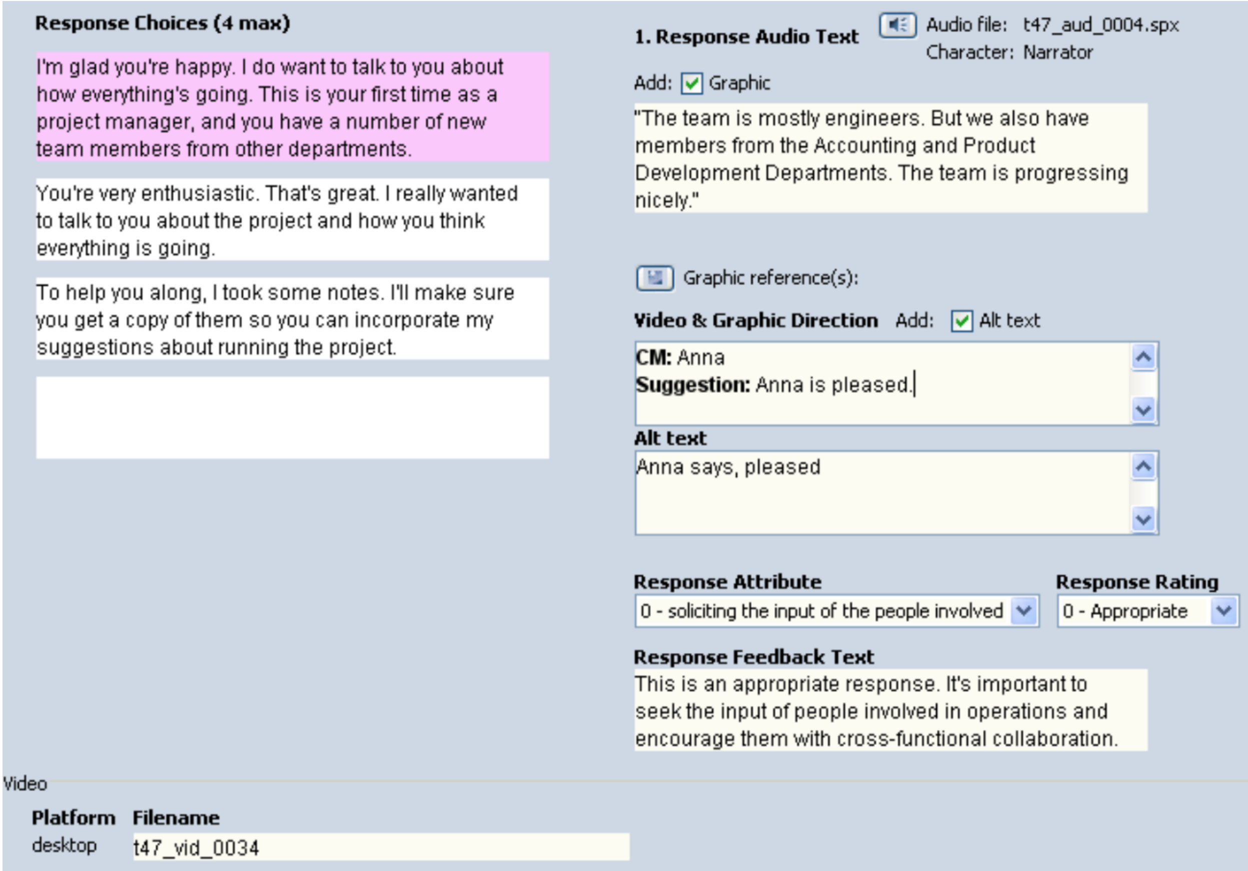
Completing Branch pages

Single Path RolePlay Branch pages contain a single Text Item and associated (Video &) Graphic Direction field, as well as a Video section if video is enabled. They also contain four Response Choice fields.

When you click each Response Choice field, a number of associated fields and settings are displayed:

- Response Audio Text field, with Audio Production Notes button and **Graphic** checkbox
- Response Attribute drop-down list
- Response Rating drop-down list
- Response Feedback Text field

- Video section (if video is enabled) with Platform information and Filename field



Single Path RolePlay Response Choice settings

To complete a Single Path RolePlay Branch page, you follow these steps:

1. Enter the opening dialog from the RolePlay Character (or one of the Characters) in the Text Item field.

2. Provide Audio Production notes as necessary for this Text Item, indicating at a minimum the Character name, and also indicating any pronunciation notes, or information about voice or tone as required.

3. Complete the Video & Graphic Direction field, indicating the Character name at a minimum

4. Select the **Alt Text** checkbox, and in the Alt Text field that appears, provide alt text indicating which character is speaking, and providing information on their voice, actions, and tone as required.

5. Determine how many Response Choices are required

6. For each Response Choice that is required, select the Response Choice field and enter the text for the Response Choice. This text is the answer or response that the learner makes to the Character’s dialog in the Text Item.

    Note: Response Choices are not automatically randomized by the Player, so you must ensure that you add them in a random order. In other words, make sure that

the first choice is not always the Appropriate choice, and the second choice not always the Fair choice, etc.

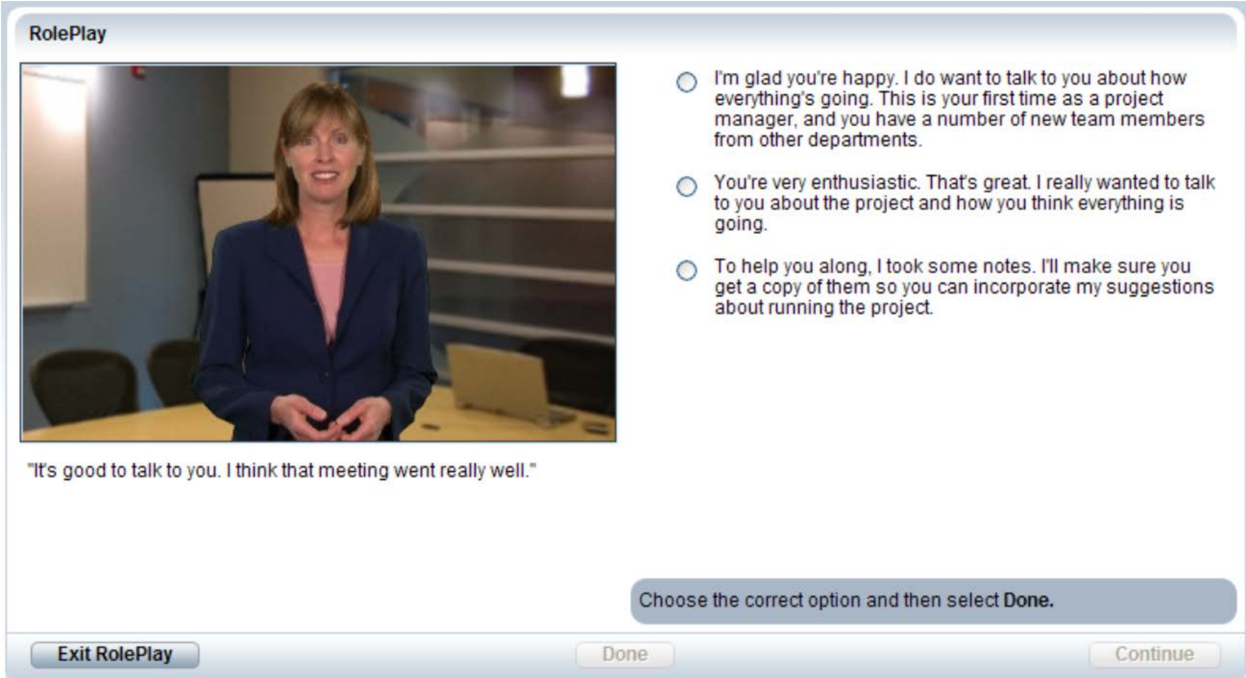
7. In the Response Audio Text field, enter the Character's dialog response to the learner's Response Choice.
   The Response Audio Text will display in the same position on the page as the question did. This text should relate the question to the attribute that was practiced or tested. The Response Feedback Text is more detailed feedback. It rates the learner's response, and explains why the response merited that rating.

8. For video-enabled courses, or for static courses where you require a graphic change with the Character's response, you must select the Graphic checkbox associated with the Response Audio Text field, and provide (Video &) Graphic Direction indicated the Character name and any other relevant information.

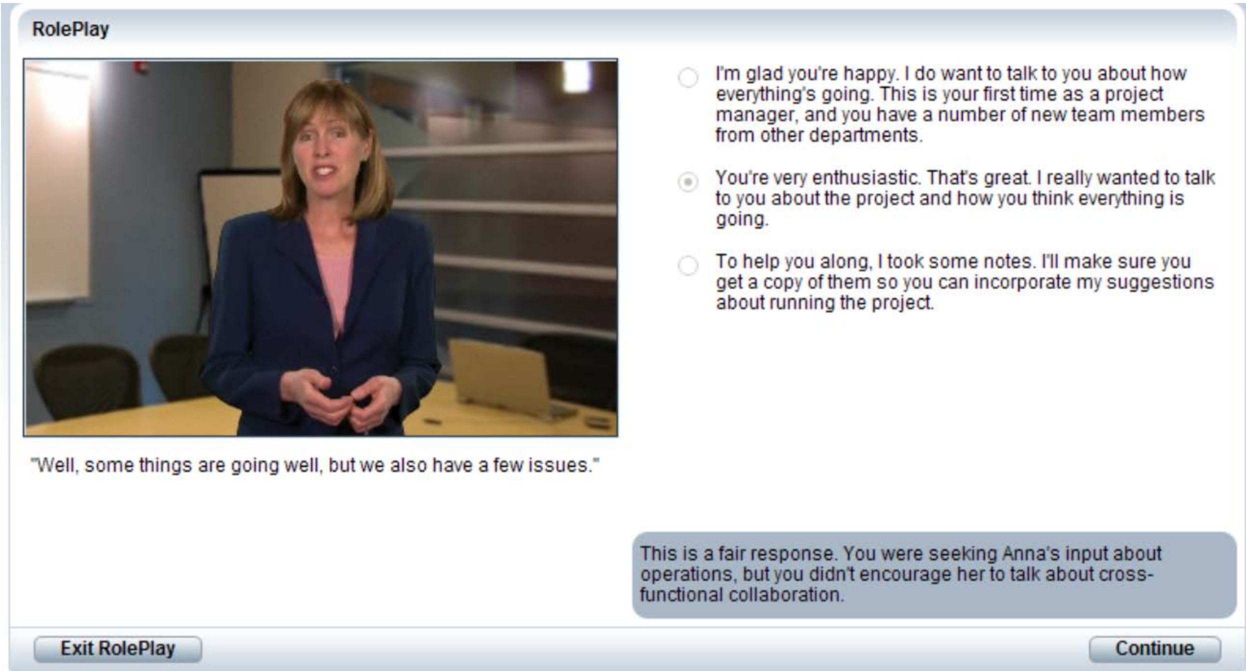
9. Select the appropriate attribute for the Response Choice from the Response Rating drop-down list.
   The Response Attribute, indicated using the Response Attribute drop-down list, is the learning element being practiced or tested by the question. Every Response Choice in a question must have the same Response Attribute, because they are all practicing or testing the same thing.

10. Select the appropriate rating for the Response Choice from the Response Rating drop-down list.
    There are four possible Response Ratings – Appropriate, Fair, Inappropriate, and Catastrophic. These are indicated using the Response Rating drop-down list. At least one of the Response Choices should have an Appropriate rating, as the most correct answer. The other Response Choices can have any combination of other ratings. Multiple responses can have the same rating, and not all of the ratings need to be used.
    If the learner selects a response with a Catastrophic rating in Score mode, the RolePlay ends immediately. The learner doesn't see the remaining questions because this answer disqualifies them from continuing the scenario. Accordingly this option should only be used for options that really are disastrous – answers to interview questions that would effectively end the interview, for example, or responses to health and safety situations that would endanger the learner in real life.

11. Enter the narrator's feedback to the learner in the Response Feedback Text field.



Developed Single Path RolePlay question page in the Player



Developed Single Path RolePlay question feedback page in the Player

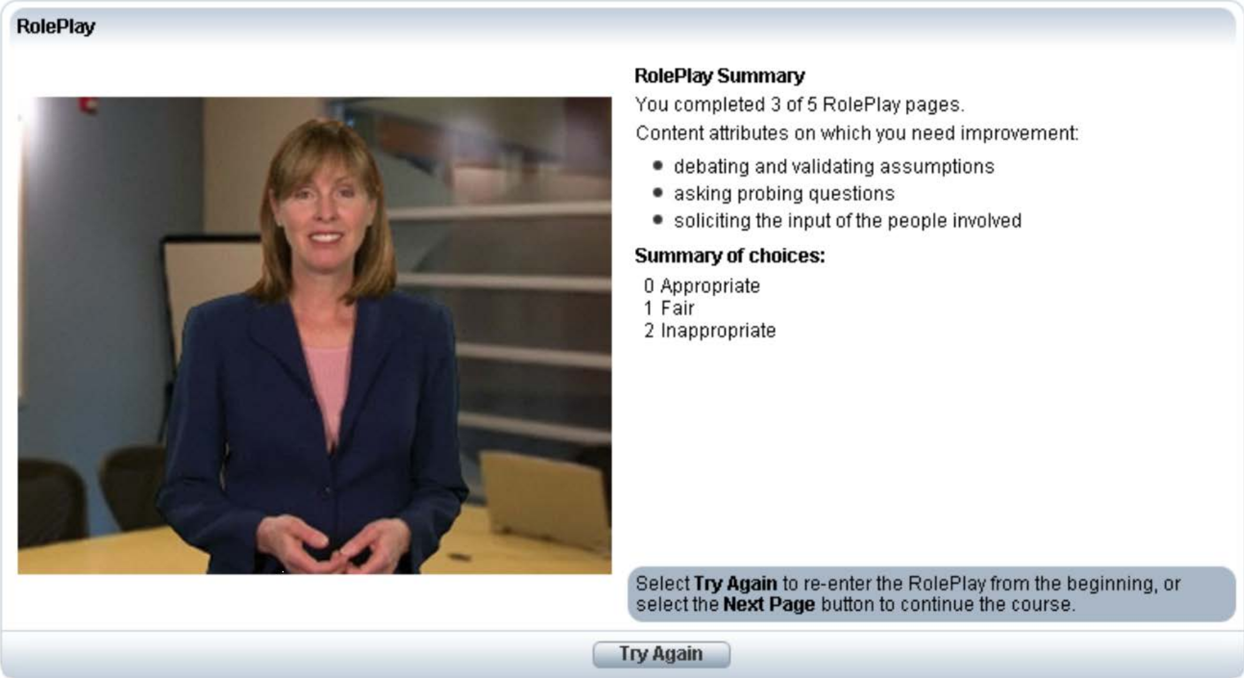
Feedback pages

There are two feedback pages that may be presented to the learner at the end of a Single Path RolePlay:

- Standard Feedback, and
- Threshold Feedback

Both pages are only shown if the RolePlay is taken in Score mode. The Threshold feedback page is shown if learners select an option that has been rated Catastrophic, or a combination of options that takes their score below the threshold. The standard feedback is shown after all questions have been answered, or after the Threshold feedback page.

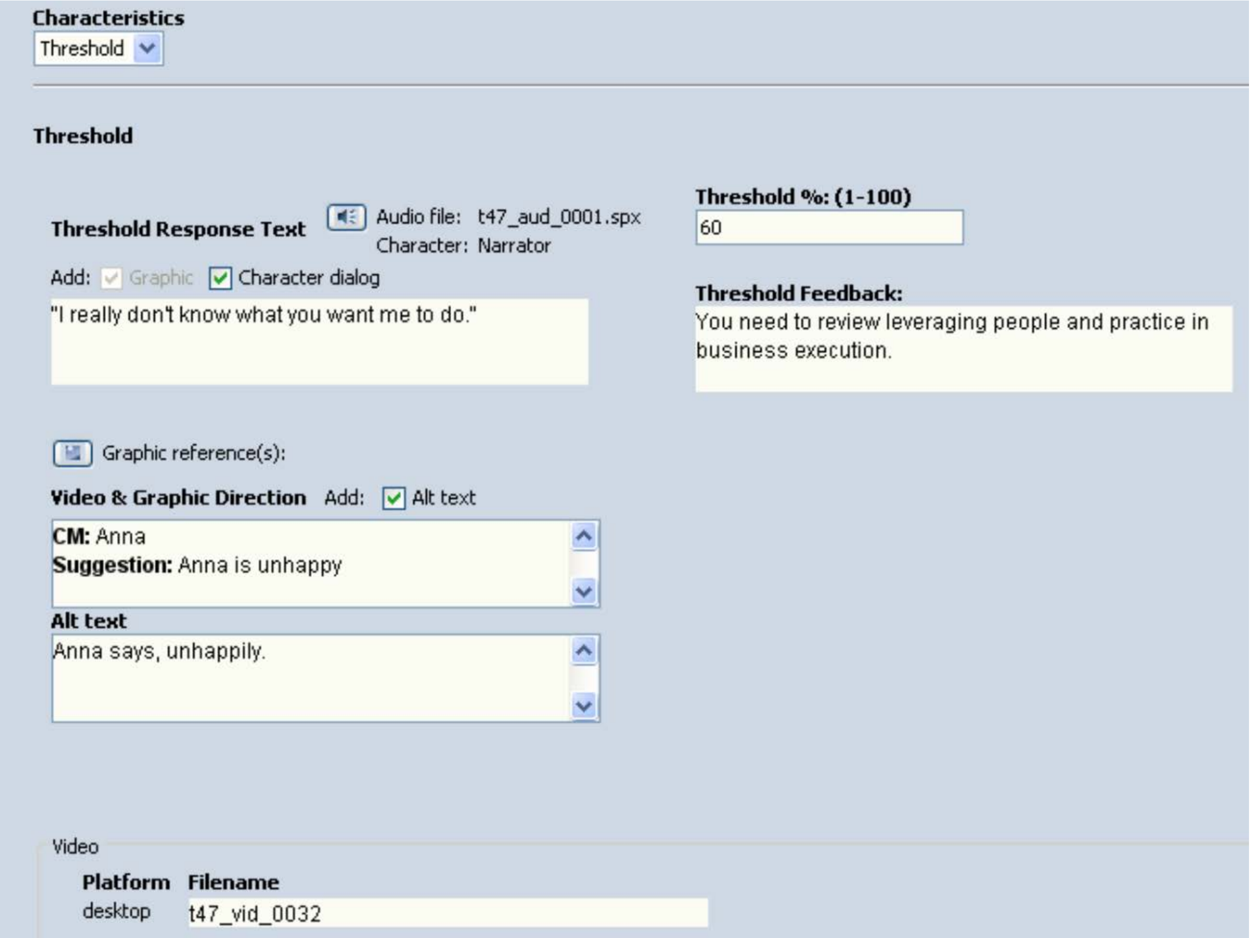
Providing Content for the Standard Feedback page



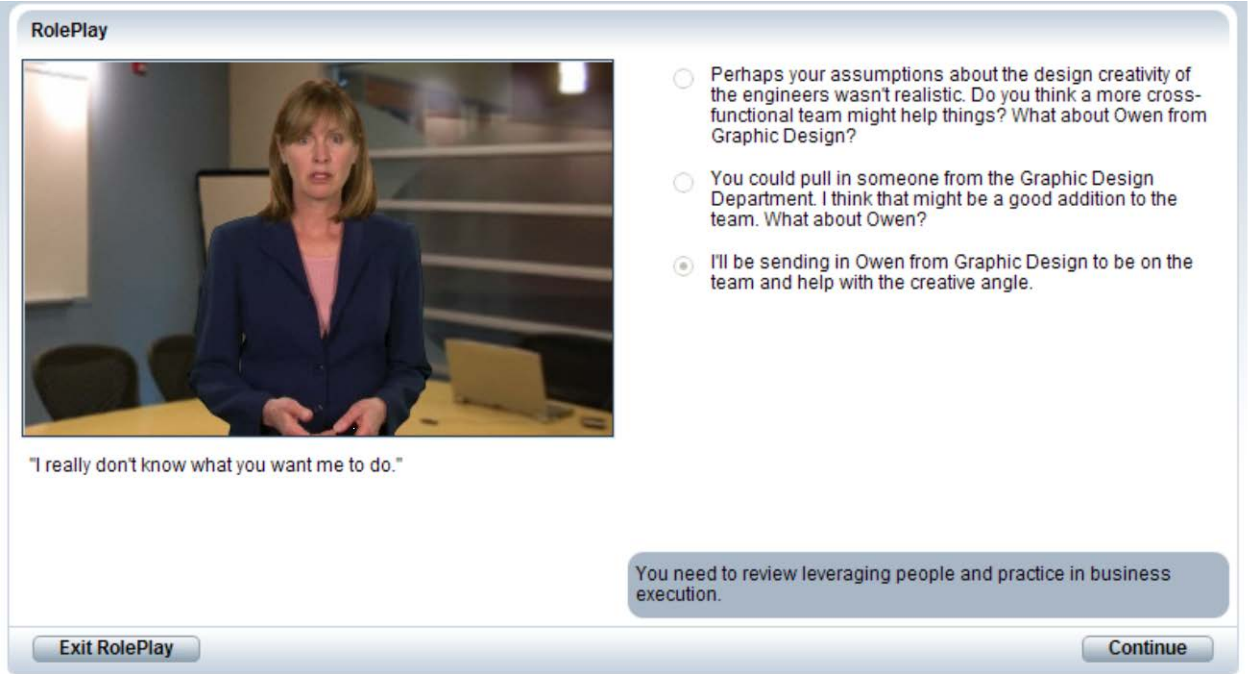
Developed Single Path RolePlay standard feedback page in the Player

The content on the Standard Feedback page is generated automatically by the Player using the attributes information and the choices that the learner made during the RolePlay. The standard RolePlay feedback is shown after all questions in the RolePlay have been answered, or after the Threshold feedback page if that has been triggered. This page shows the content attributes the learner needs to improve on as a series of bullet points.

Providing content for the Threshold Feedback page



Single Path RolePlay Threshold settings



Developed Single Path RolePlay Threshold feedback page in the Player

The Threshold feedback page shows the last question the learner answered, and up to three feedback items:

- Threshold Response Text
- Threshold Feedback, and
- a feedback video (or static image and text) segment

The Threshold Response text is a final statement that ends the dialog. The Threshold Feedback is not voiced, and is not in character – it is impersonal guidance for the learner.

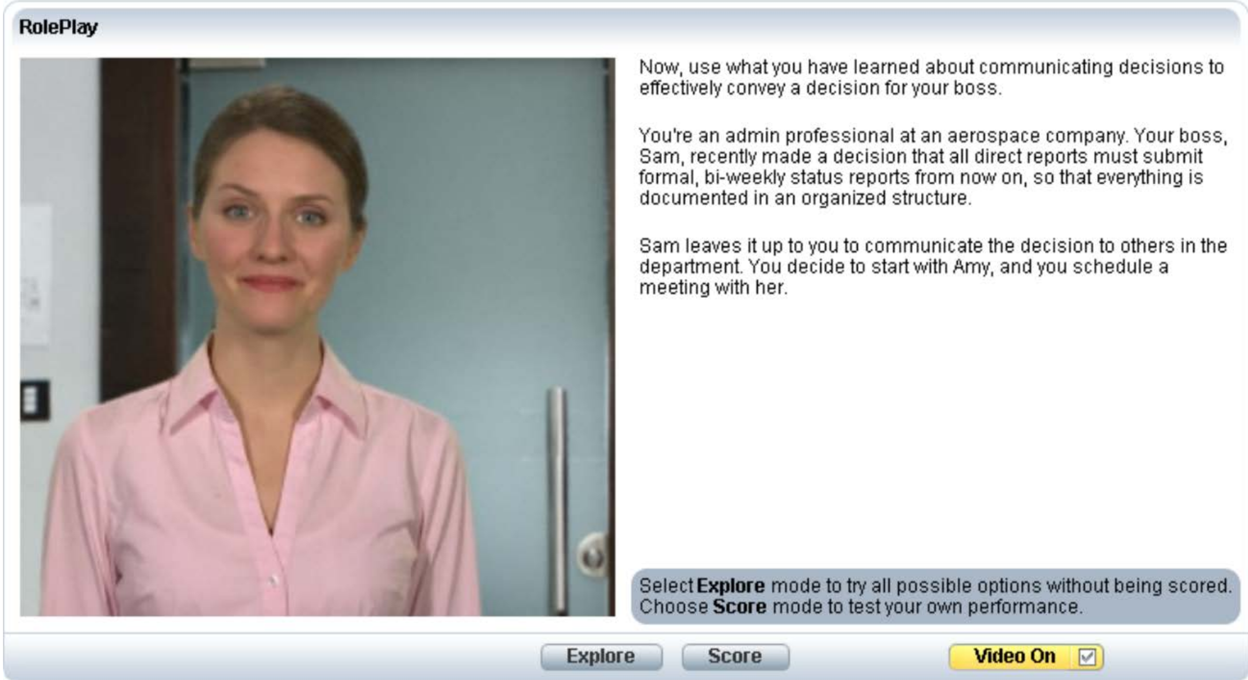
Remember that the Threshold responses could be triggered at any time in the RolePlay. They should be generic, not referring to any particular question in the RolePlay.

To provide the content for the Threshold RolePlay page, you must complete these steps:

1. On the Single Path RolePlay page (parent page), select **Threshold** from the Characteristics drop-down list.
2. In the Threshold Response Text, provide response dialog from the Character to end the RolePlay.
3. Ensure the Character dialog checkbox is selected.
4. Provide Audio Production Notes indicating the Character name at a minimum, and providing information on tone and voice as necessary.
5. Provide (Video &) Graphic Direction and accompanying alt text to indicate who the Character is, and what their tone, voice, and actions are if required.
6. Indicate the Threshold % in the Threshold %: (1-100) field. (See Threshold Scoring for information on how to determine this percentage.)
7. In the Threshold Feedback field, provide final feedback for the learner from the narrator.

Multi Path RolePlay

Overview



Developed Multi Path RolePlay start page in the Player

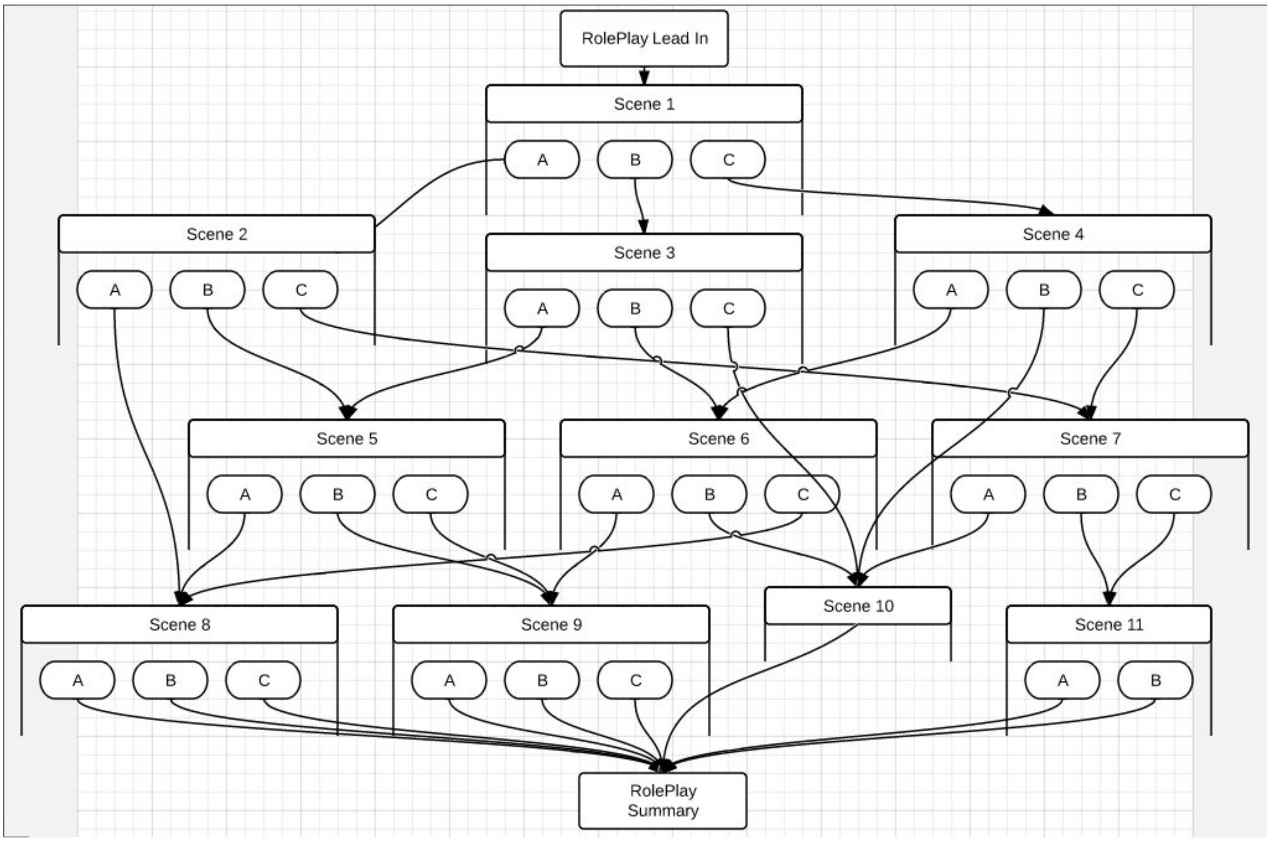
The Multi Path RolePlay template presents the learner with a dialog-based scenario, and a set of Multiple Choice questions related to that scenario. The RolePlay is based on one or more learning attributes, and each question practices one of these attributes. Note the Multi Path RolePlay template cannot be used as a test strategy.

The questions in the RolePlay are not marked "correct", "incorrect", and "partially correct". Instead, the learner's answer is given a rating, of "Appropriate", "Fair", or "Inappropriate". The learner is told how their answer rated as part of the feedback to each question, and at the end of the RolePlay these ratings are totaled.

Learners have a choice between answering the questions in Explore or Score mode. In Score mode, the learner chooses an answer to each question, is given feedback, and moves on automatically to the next page. In Explore mode, learners can view the feedback for as many options as they choose, and move on to the next question whenever they like.

RolePlays can be developed with video enabled or disabled. When video is disabled, all images in the RolePlay are presented as static images. When video is enabled, with the exception of the visuals associated with the opening and closing pages, all visuals in that RolePlay are presented in video format. However, the learner can choose to turn the video off and revert to a static presentation format if desired.

Multi Path RolePlay structure



Multi Path RolePlay structure

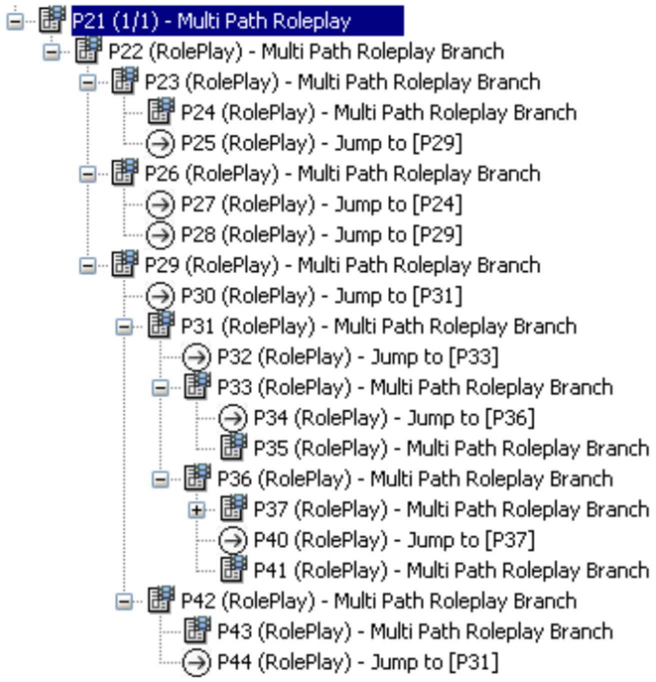
The distinguishing feature of a Multi Path RolePlay template is that the questions the learner sees, and the order the questions appear in, are determined by the learner's own actions. The graphic above shows the relationship of the questions in a sample Multi Path RolePlay. Every learner will see the question in Scene 1 first. One answer brings them to Scene 2, another answer brings them to Scene 3, and the other answer brings them to Scene 4. The paths may converge again, depending on the answers given, or they may separate completely.

When a Multi Path RolePlay is created, one child page is created automatically, a Multi Path RolePlay Branch. This is the first question that the learner will answer, and it is the only child page that is attached directly to the base page.

In a Multi Path RolePlay Branch page, learners have a choice of responses. For each response choice you create, you must add a child page to the RolePlay Branch. Each child page is associated with a response – if the learner selects the first response, they will receive feedback and then move to the first child page. If they select the second response they will move to the second child page, and so on.

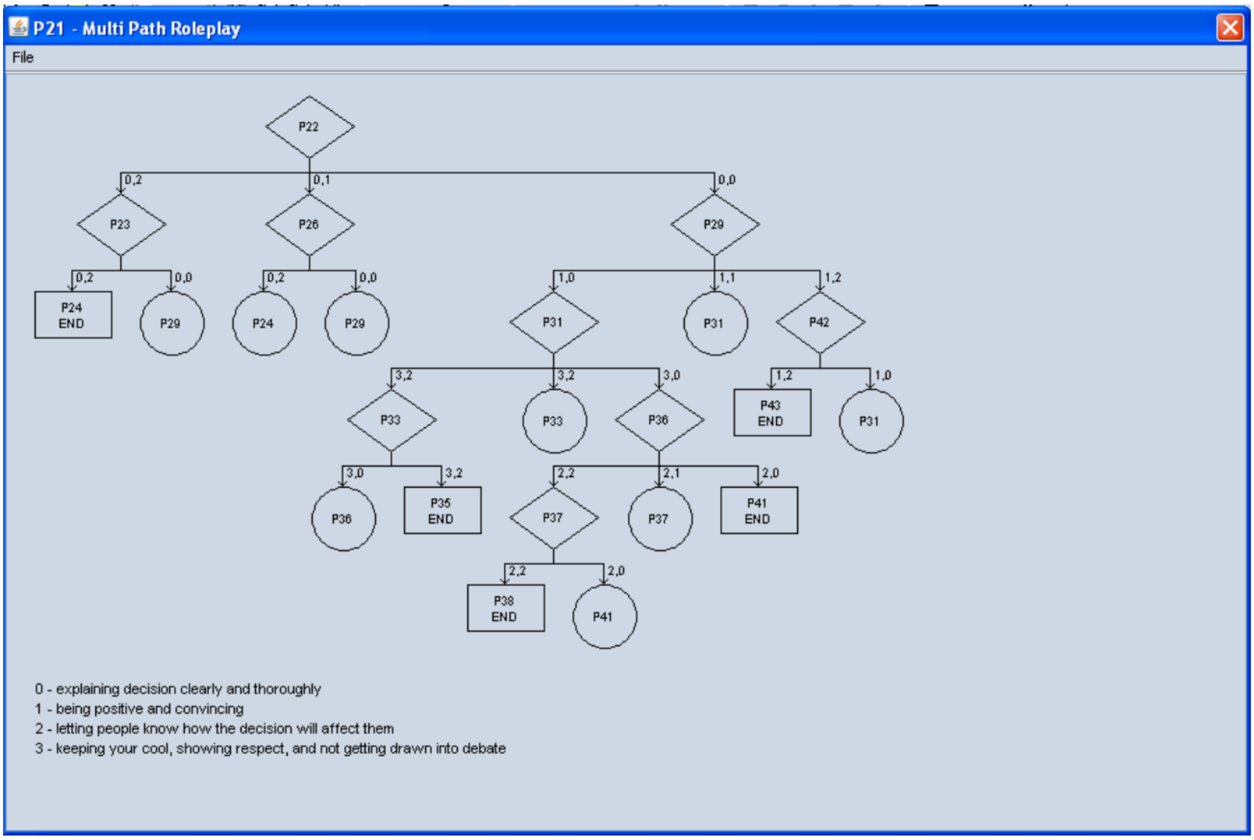
There are three possible child pages you can create:

- **A RolePlay Branch page with response choices.** Each response must have an associated child page, so the learner will continue through the RolePlay
- **A Jump To page.** This child page has no content; it sends the learner on to another Branch page.
- **A RolePlay Branch page with no response choices.** Also known as an End page, this ends the learner's progress through the RolePlay.



Multi Path RolePlay structure in Synergy outline pane

The Multi Path RolePlay child pages can develop a very complicated structure. The screengrab above shows the node and child pages as seen in the Outline pane. The Branch pages use the standard page icon, and the Jump to pages are represented as an arrow in a circle.



Multi Path RolePlay flowchart in Synergy

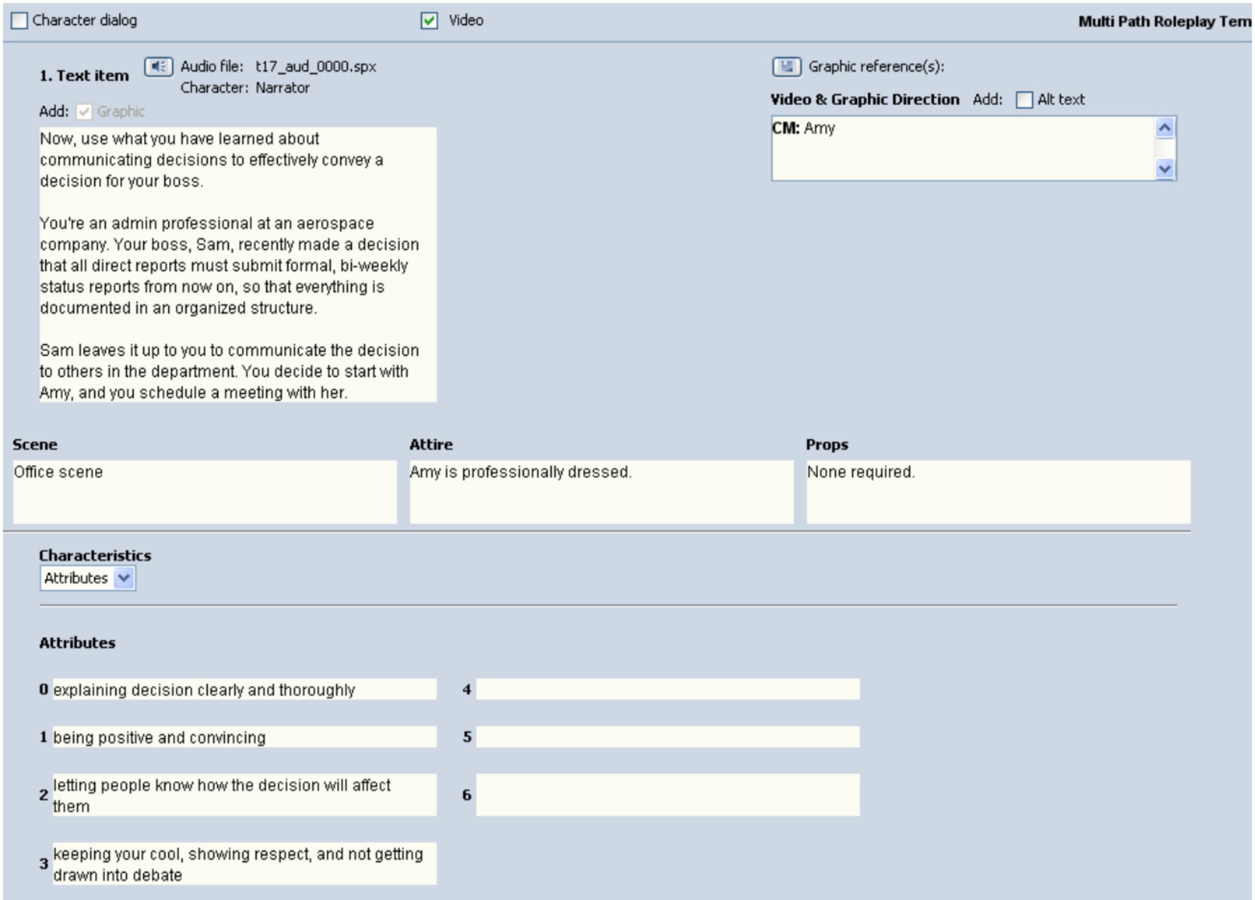
If you select the RolePlay start page, and select **View – Flowchart**, Synergy will create a diagram of the RolePlay structure. The three page types are represented by different shapes –

- A RolePlay Branch page with response choices is represented by a diamond
- A Jump To page is represented by a circle
- A RolePlay Branch page with no response choices is represented by a rectangle (and contains the word END).

At the bottom of the diagram is a legend, explaining the attributes in the diagram. (In the RolePlay above, *gather information about the problem* is attribute *0*)

The diagram should be read from the top down. The first object in the diagram is a diamond, representing the opening Branch page. There are two or more paths from this Branch page, leading to other Branch pages or Jump to pages. There are two numbers beside each path, in the format *x,y*, where *x* is the attribute number, and *y* is the rating – 0 is Good, 1 is Fair, and 2 is Inappropriate. The numbers *1,2* beside a path indicate that this path is testing attribute 1, and is rated Inappropriate.

Building a Multi Path RolePlay



Multi Path RolePlay start page in Synergy

When building a Multi Path RolePlay, you must first decide whether you want it to be video-enabled or not. To ensure it is video-enabled, you must ensure the **Video** checkbox is selected.

> ***Note: You must first ensure that video is enabled at course level. Otherwise the Video checkbox will be disabled.***

By default, a Multi Path RolePlay is added with two pages:

- **Multi Path RolePlay** – this is the introductory page to the RolePlay, which is used to set the scene and specify the attributes and ratings for the RolePlay.

- **Multi Path RolePlay Branch** – this is a child page in the RolePlay. You can add more Multi Path RolePlay Branch pages as necessary to create the RolePlay. It is on these branch pages that the learner interacts with the RolePlay.

When video is enabled in a Multi Path RolePlay, all of the Graphic Direction fields are renamed as Video & Graphic Direction. On the Multi Path RolePlay page, three new fields are added: Scene, Attire, and Props. And on the individual Branch pages, a Video section is added containing Platform information and a Filename field.

Completing the Multi Path RolePlay page

To complete the Multi Path RolePlay page, you must follow these steps:

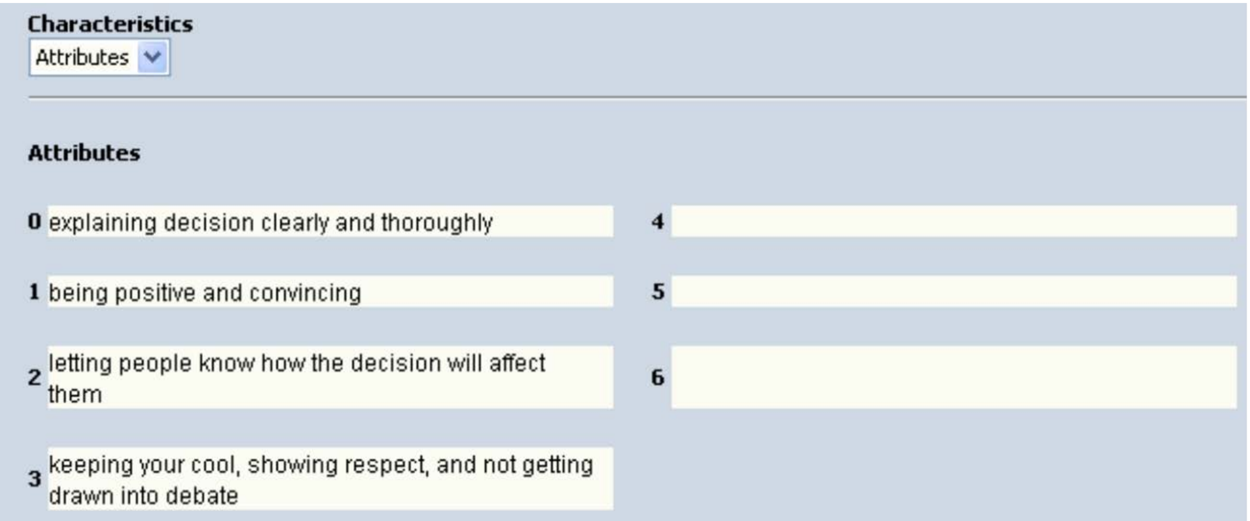
1. Determine whether or not video should be enabled on the page by selecting or clearing the **Video** checkbox as appropriate

2. Enter the introductory text in the Text Item field. This field can contain multiple paragraphs, but no new Text Items can be added.

3. Complete the Graphic Direction field (or Video & Graphic Direction field, and Scene, Attire, and Props fields if video is enabled)

4. Edit the Characteristics of the Multi Path RolePlay (See Editing RolePlay Characteristics for detailed information on how to do this.)

Editing RolePlay Characteristics



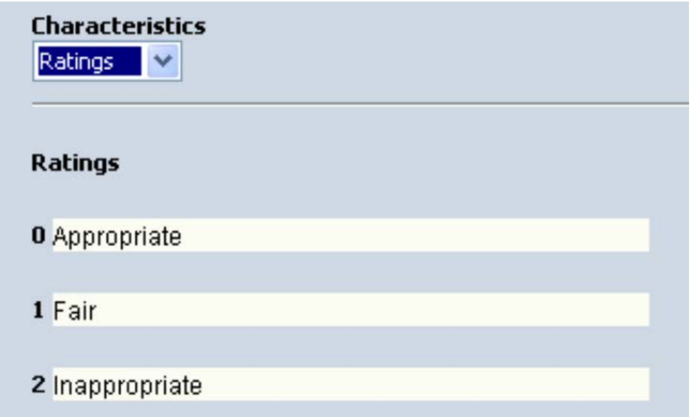
Multi Path RolePlay Attributes characteristics

The Multi Path RolePlay template contains a drop-down list, allowing you to choose between two types of characteristic:

- Attributes, and

- Ratings

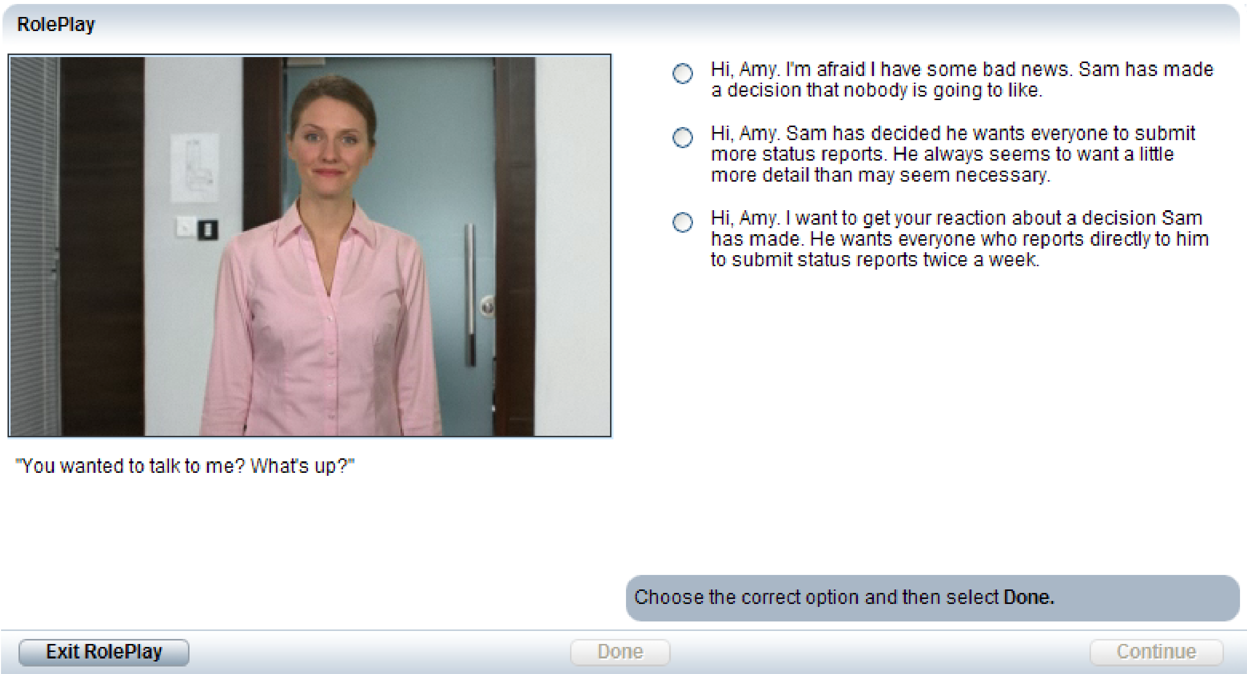
Attributes are the characteristics that are practiced by the Multiple Choice questions in the RolePlay. Each question practices the learner's mastery of an attribute, and the combination of attributes is a learning objective. The attributes should be sentence fragments. (See Feedback pages section below for details.) To add an attribute, you simply type the attribute text in one of the Attribute fields (0 through 6). You should complete these fields in numerical order, starting with 0. At a minimum, one attribute should be provided for the RolePlay.



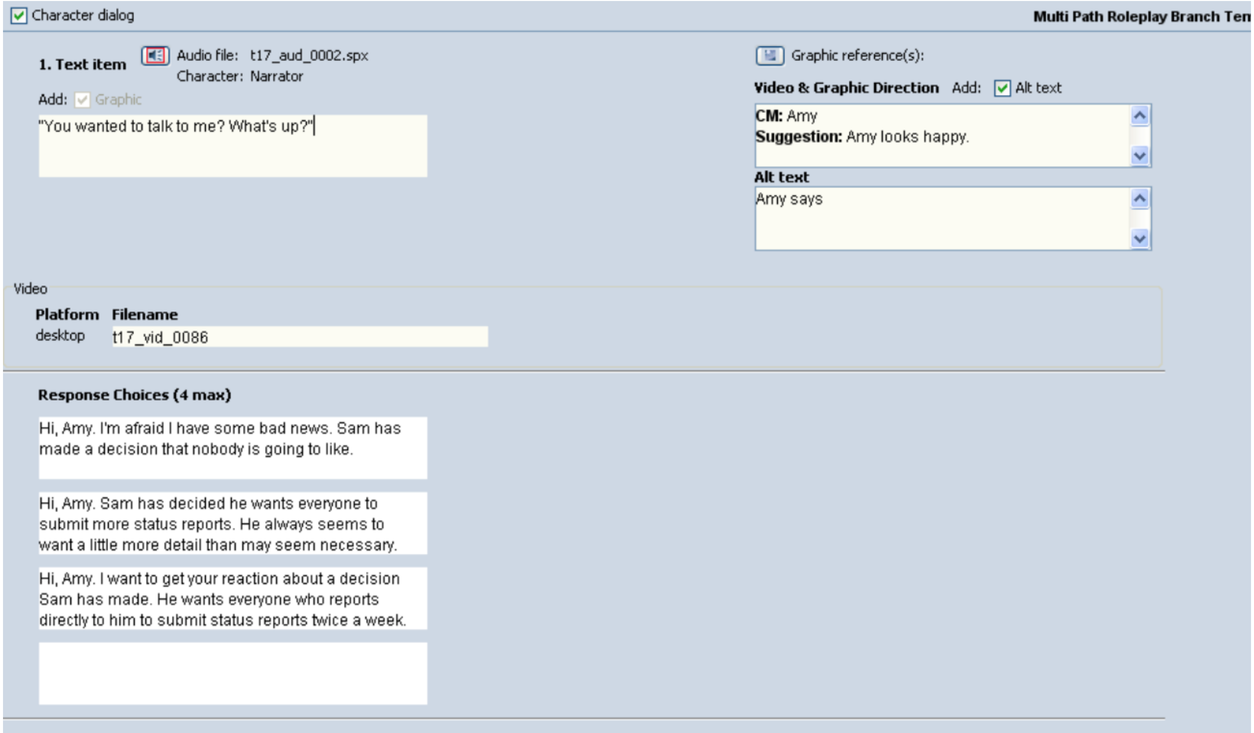
Multi Path RolePlay ratings characteristics

Ratings are a required characteristic. There are three ratings set by default – Appropriate, Fair, and Inappropriate. These ratings should not be edited.

Adding Multi Path RolePlay Branch pages



Developed Multi Path RolePlay question page in the Player



Multi Path RolePlay Branch Page with Response Choices in Synergy

The Multi Path RolePlay is created with one Branch or Child page. To add another child page to the RolePlay, you complete this step:

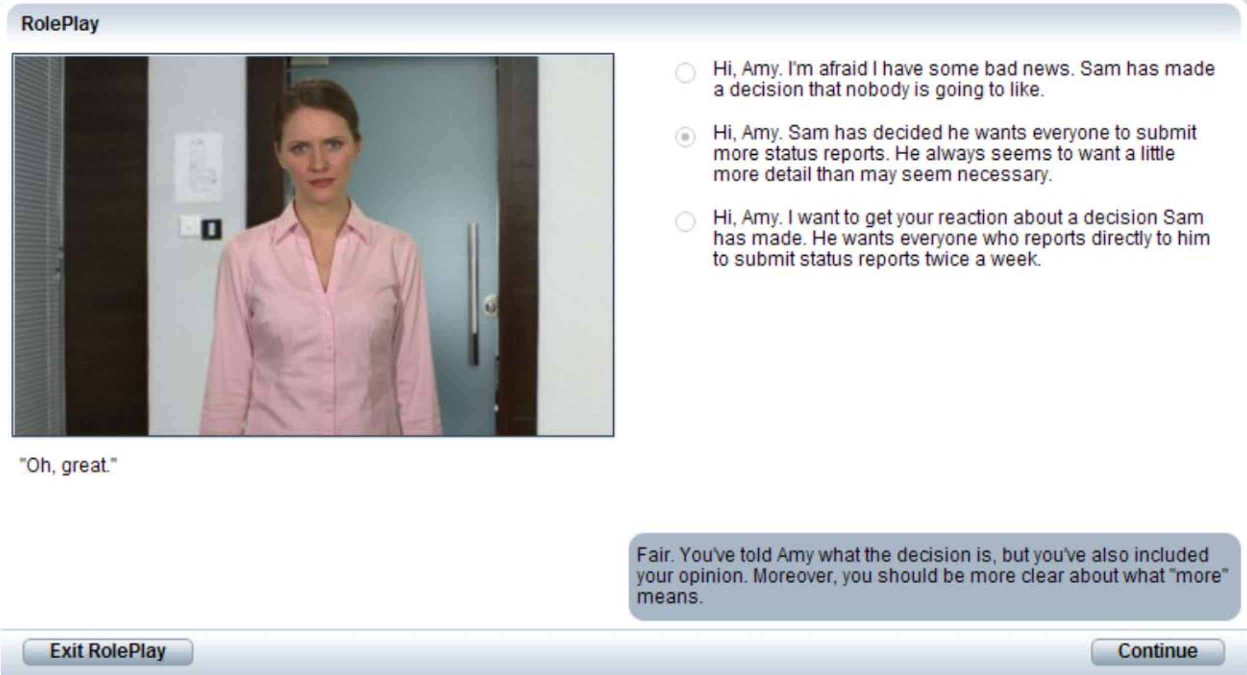
- Right-click the page node and select **Add Child Page – Multi Path RolePlay Branch**

Then you must determine whether the Branch page is to be developed as a regular Branch page with response choices, or as an End page, which is a Branch page with no response choices.

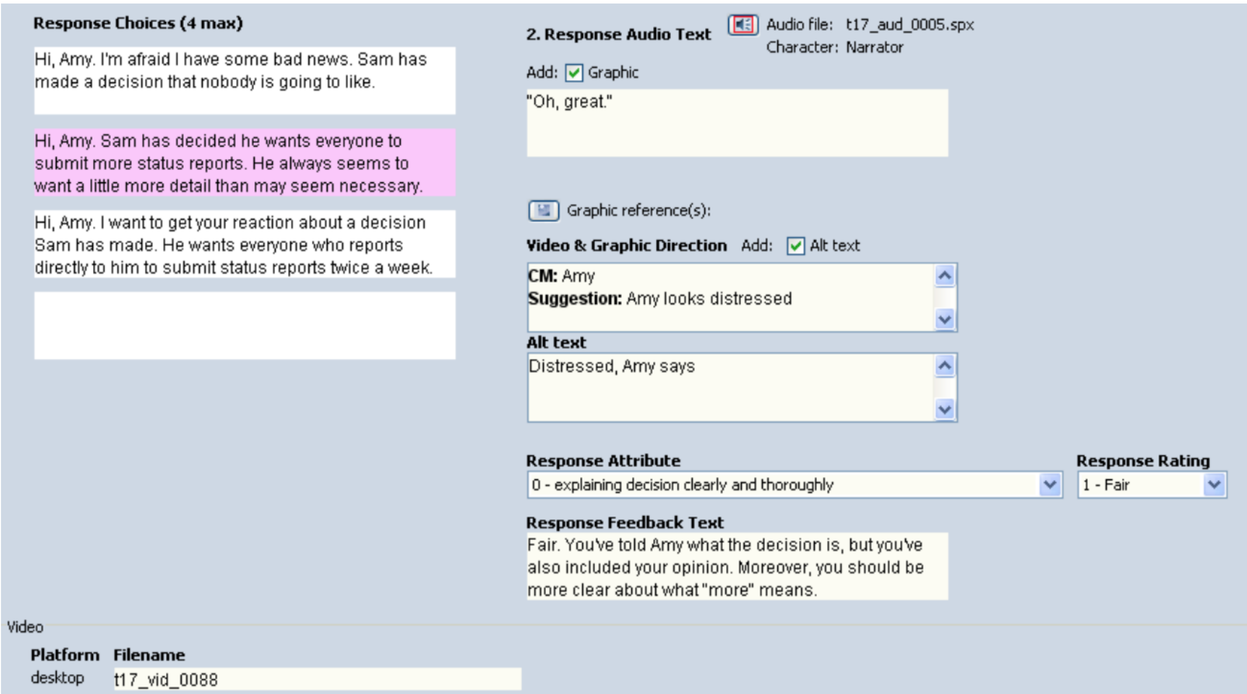
> ***Note: Whether or not you complete the Response Choice fields, determines whether the page is a regular Branch page or an End page.***

Each RolePlay Branch page has the same format. It contains a Text item field (with associated Video & Graphic Direction, Video Platform, and Video Filename fields) and four Response Choice fields.

Multi Path RolePlay Branch page, with responses



Developed Multi Path RolePlay question feedback page in the Player



Multi Path RolePlay Response Choices settings

You can add multiple paragraphs to the Text item, but no additional Text items or Response Choices can be added. At least two Response Choices must be entered, the third and fourth are optional.

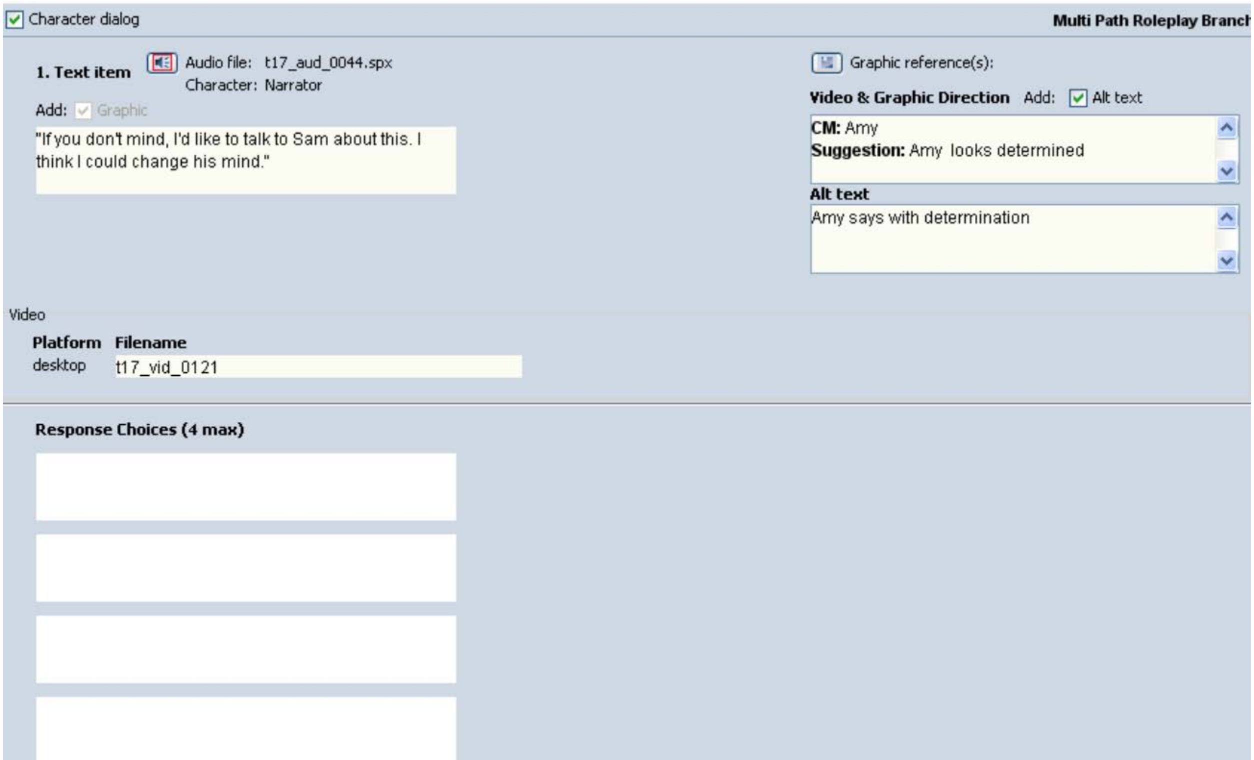
Because the order of Response Choices on a Branch page is directly related to the order of Child pages within the RolePlay in Synergy, the Player cannot randomize the display of Response Choices on a Branch page. So to increase the challenge for the learner, the order of Appropriate, Fair, and Inappropriate -rated responses must be varied.

The Video Platform field is auto-populated and reflects the platform for which the video has been enabled for. The Video Filename is populated by the visual designer and reflects the filename of the video segment that should play on the RolePlay Branch page.

The **Character dialog** checkbox is selected by default. When a Response Choice field is selected, a set of associated options and text fields is displayed.

Multi Path RolePlay Branch page, without responses

Developed Multi Path RolePlay Branch page without responses, in the Player



Multi Path RolePlay Branch page without responses, in Synergy

The last page in every path through a RolePlay must be a Multi Path RolePlay Branch page, with no response choices. The Text item field should be completed, and associated Video & Graphic direction field.

Each Multi Path RolePlay should have at least two possible endings – one successful and one unsuccessful. You can add other possible endings to support more detailed feedback if you want.

Completing Branch pages

Multi Path RolePlay Branch pages contain a single Text Item and associated (Video &) Graphic Direction field, as well as a Video section if video is enabled. They also contain four Response Choice fields.

When you click each Response Choice field, a number of associated fields and settings are displayed:

- Response Audio Text field, with Audio Production Notes button and **Graphic** checkbox
- Response Attribute drop-down list
- Response Rating drop-down list
- Response Feedback Text field
- Video section (if video is enabled) with Platform information and Filename field

To complete a Multi Path RolePlay Branch page, you follow these steps:

1. Enter the opening dialog from the RolePlay Character (or one of the Characters) in the Text Item field.
2. Provide Audio Production notes as necessary for this Text Item, indicating at a minimum the Character name, and also indicating any pronunciation notes, or information about voice or tone as required.
3. Complete the Video & Graphic Direction field, indicating the Character name at a minimum
4. Select the **Alt Text** checkbox, and in the Alt Text field that appears, provide alt text indicating which character is speaking, and providing information on their voice, actions, and tone as required.
5. Determine whether the page is a Branch page or an End page. If the page is an End page, no further action is required. If the page is a Branch page, you must add Response Choices, as outlined in the remaining steps.
6. Determine how many Response Choices are required
7. For each Response Choice that is required, select the Response Choice field and enter the text for the Response Choice. This text is the answer or response that the learner makes to the Character's dialog in the Text Item.

    Note: Response Choices are not automatically randomized by the Player, so you must ensure that you add them in a random order. In other words, make sure that

the first choice is not always the Appropriate choice, and the second choice is not always the Fair choice, etc.

8. In the Response Audio Text field, enter the Character's dialog response to the learner's Response Choice.
   The Response Audio Text will display in the same position on the page as the question did. This text should relate the question to the attribute that was practiced or tested. The Response Feedback Text is more detailed feedback. It rates the learner's response, and explains why the response merited that rating.

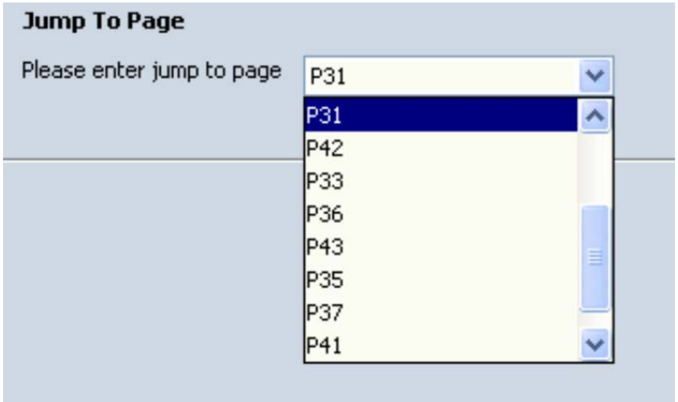
9. For video-enabled courses, or for static courses where you require a graphic change with the Character's response, you must select the Graphic checkbox associated with the Response Audio Text field, and provide (Video &) Graphic Direction indicating the Character name and any other relevant information.

10. Select the appropriate attribute for the Response Choice from the Response Rating drop-down list.
    The Response Attribute, indicated using the Response Attribute drop-down list, is the learning element being practiced or tested by the question. Every Response Choice on a given Branch page must have the same Response Attribute, because they are all practicing or testing the same thing.

11. Select the appropriate rating for the Response Choice from the Response Rating drop-down list.
    There are three possible Response Ratings – Appropriate, Fair, and Inappropriate. These are indicated using the Response Rating drop-down list. At least one of the Response Choices should have an Appropriate rating, as the most correct answer. The other Response Choices can have any combination of other ratings. Multiple responses can have the same rating, and not all of the ratings need to be used.

12. Enter the narrator's feedback to the learner in the Response Feedback Text field.

Adding Jump To pages



Multi Path RolePlay Jump To page in Synergy

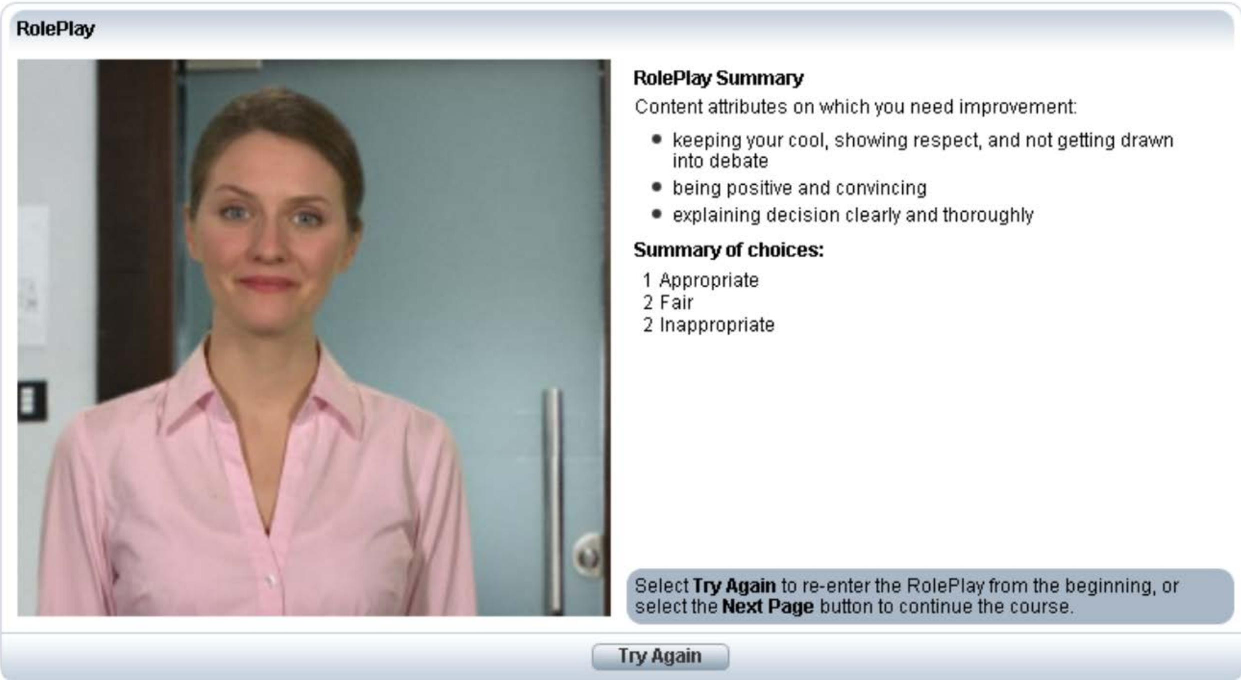
Jump to pages contain a single drop-down list. The options in this list are the Multi Path RolePlay Branch pages in the Multi Path RolePlay. The Jump To page must lead to one of these pages – either a Branch page with Response Choices, where the learner will answer another question, or a Branch page without Response Choices, where the RolePlay will end.

To add a Jump To page, you complete these steps:

- Right-click a Multi Path RolePlay Branch page, and select **Add Child Page** - **Jump to**
- Select the appropriate Branch page from the Please enter jump to page drop-down list

Feedback pages

When a Multi Path RolePlay is taken in Score mode, it ends with a Summary page, giving learners feedback on their overall performance.



Developed Multi Path RolePlay Summary page in the Player

The content on the Feedback page is generated automatically by the Player using the attributes information and the choices the learner made during the RolePlay. The feedback page is displayed after the learner has completed a path in the RolePlay. This feedback page shows the content attributes the learner needs to improve on as a series of bullet points.

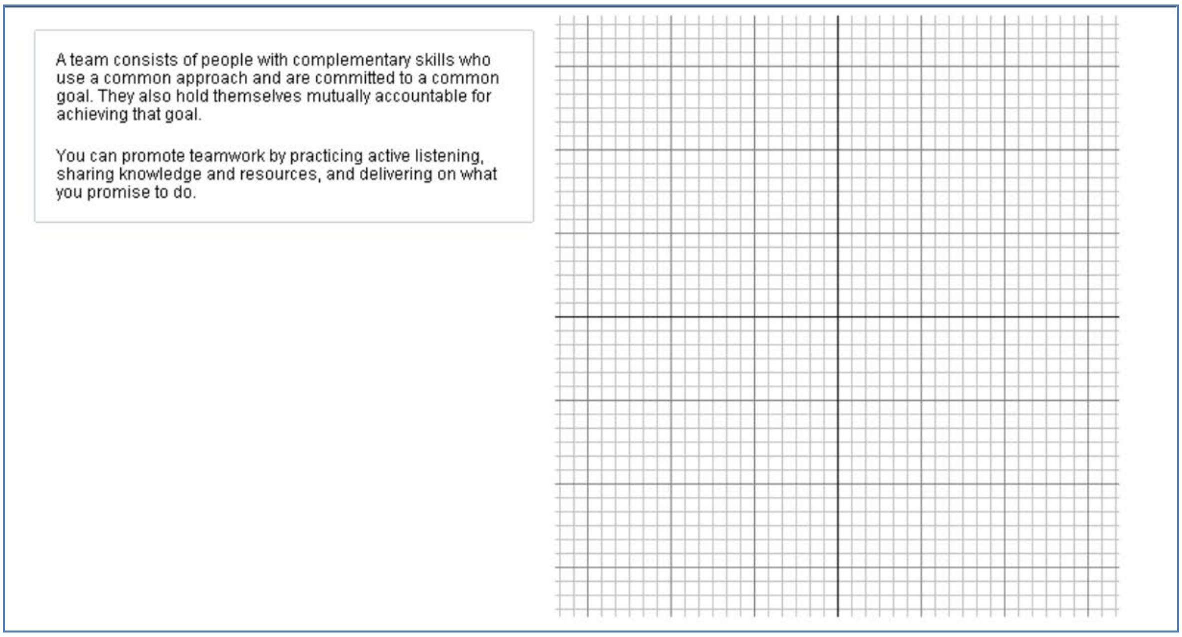
Summary and Summary Layout 2

Overview

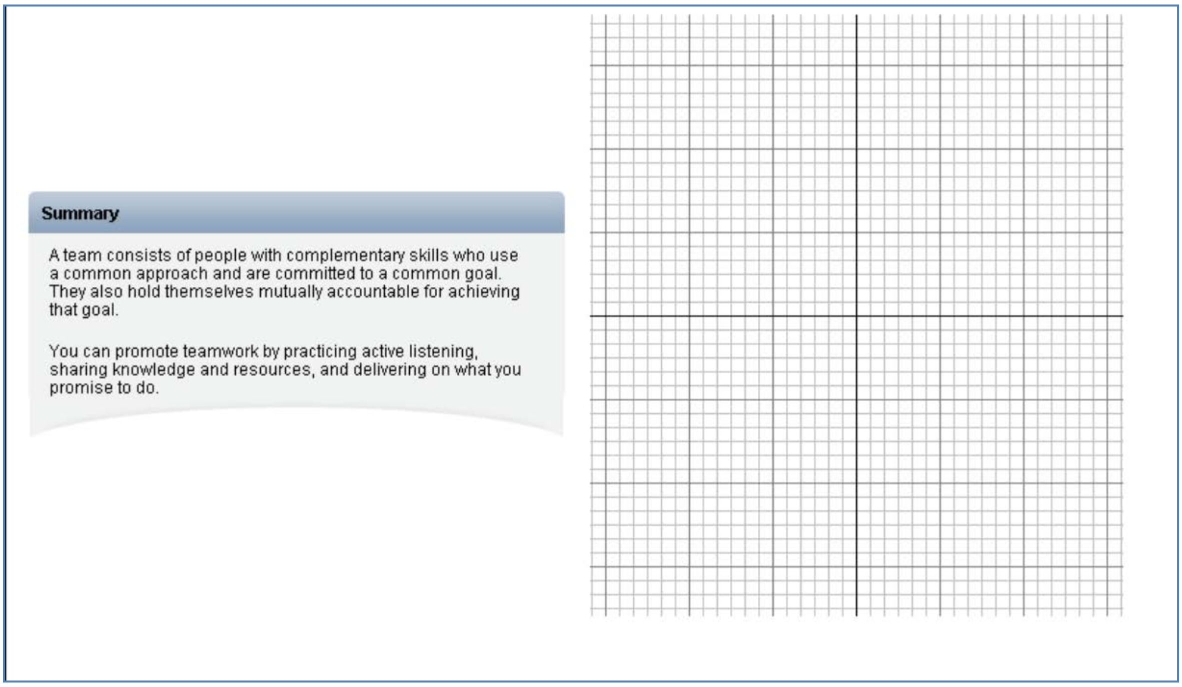
Developed Summary page in the Player

The Summary page is used at the end of an Instructional topic to summarize the content of the topic, clarifying what the learner should have found out during the topic.

Choosing between Summary and Summary Layout2



Summary page in Synergy graphics tab



SummaryLayout2 page in Synergy graphics tab

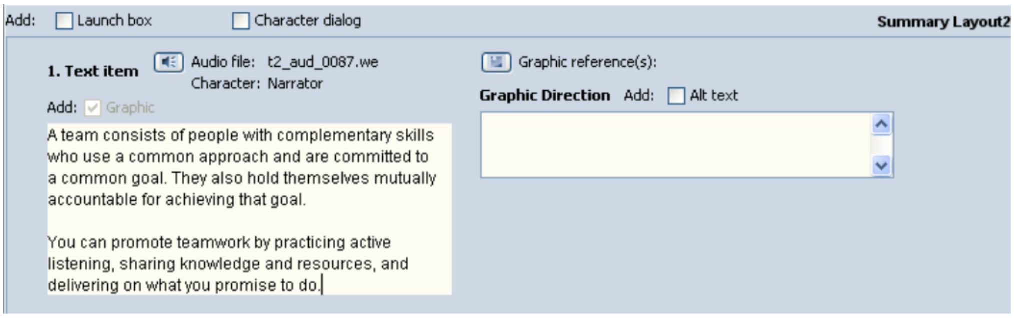
The SummaryLayout2 template was added during a revision of the Player templates in 2009. There are two differences between the templates:

- In the SummaryLayout2 template, the text area includes a Summary heading
- The Graphics area in the Summary template is slightly larger

Every path should use either the Summary template or the SummaryLayout2 template throughout. Check with the Learning Designer if you are unsure which template is being used in your current path.

Building a Summary page

The Summary and SummaryLayout2 templates are identical in the Writing tab.



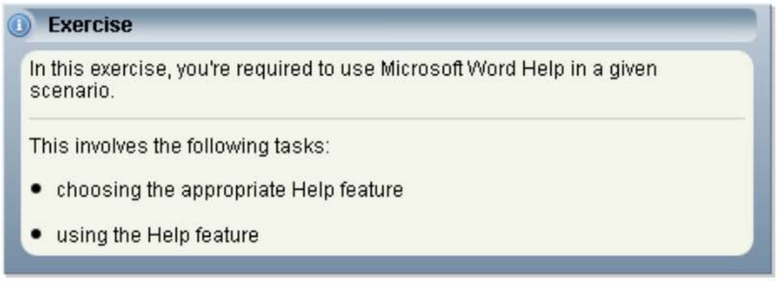
Summary/SummaryLayout2 page in Synergy

They contain a Text item field, with an associated Graphic Direction field. No new Text item fields can be added to the page.

You may add a launch box to the end of the Summary, or specify that the page uses character dialog.

Exercise Overview

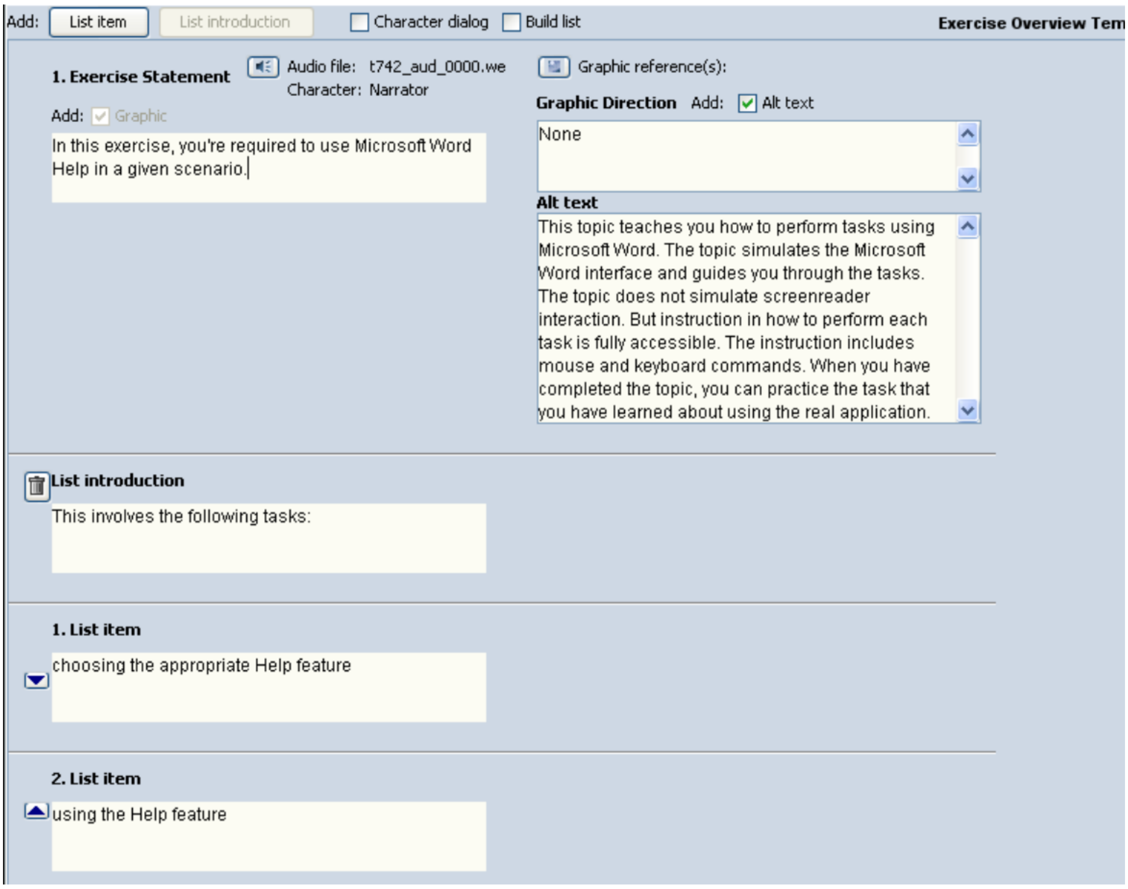
Overview



Developed Exercise Overview page in the Player

The Exercise Overview page is used at the beginning of an Exercise topic to inform the learner which tasks they must complete to complete the exercise.

Building an Exercise Overview



Exercise Overview page in Synergy

The Exercise Overview page can only be added to Exercise Overview Learning Points.

When a new Exercise Overview is created, it contains an Exercise Statement (with associated Graphic Direction field), a list introduction, and two List items. The List items are presented in a building list, by default.

The Exercise Statement field should be a short statement of the overall goal of the exercise. It should start, "In this exercise you're required to…"

The List items will appear as bullet points, following the List introduction. They should be sentence fragments, starting with a key verb. Each List item corresponds to a Task point in the exercise.

Enhancing an Exercise Overview page

You can change the default Expos page setup by

- including character dialog
- changing to a non-building List
- add more List items to support more tasks
- reorganize list items. The Up and Down arrows beside each List item allow you to raise or lower items in the task list.

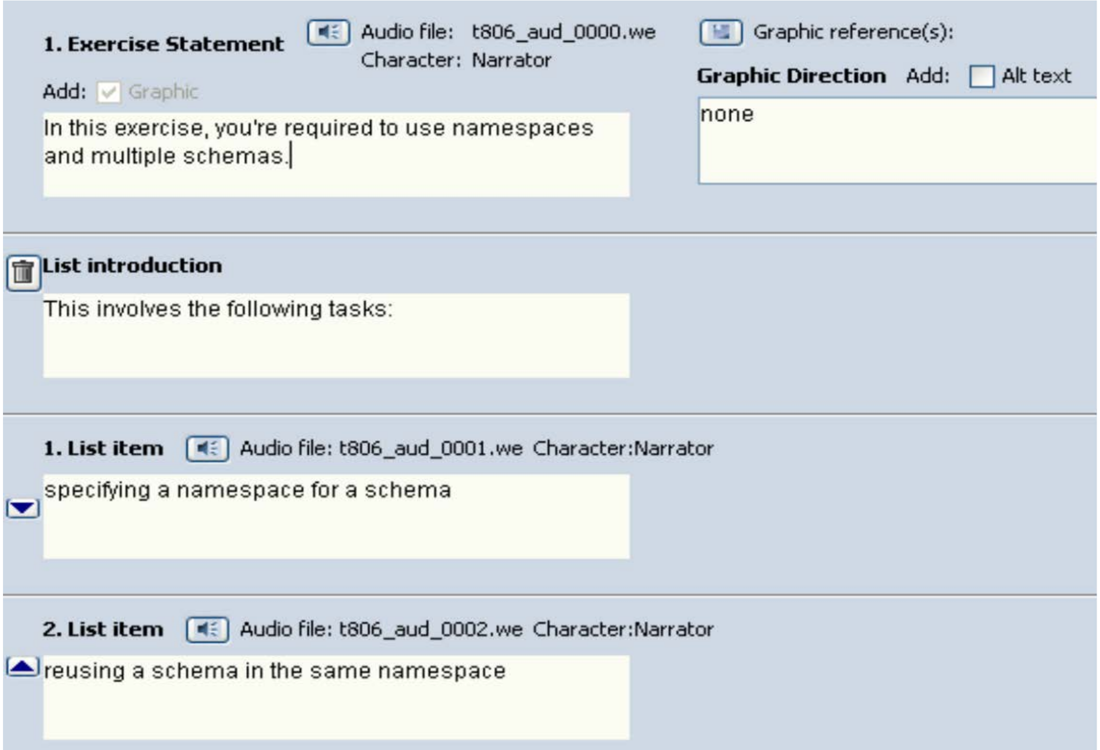
Assistance for screenreaders

If the following exercise uses a simulated application interface, the following standard text should be added to the Alt text field associated with the Exercise Statement:

> This topic teaches you how to perform tasks using <*application name*>. The topic simulates the <*application name*> interface and guides you through the tasks. The topic doesn't simulate screenreader interaction. But instruction in how to perform each task is fully accessible. The instruction includes mouse and keyboard commands. When you have completed the topic, you can practice the task that you have learned about using the real application.

The correct application name must be added where necessary.

Removing List items



Exercise Overview page with two list items in Synergy

If the exercise only contains one task, click the trashcan icon beside the List introduction. This removes the List introduction and the two list items below.

Exercise Overview page with one list item in Synergy

The Exercise Statement should be rewritten to include the task definition.

Section 6: Working with the Code Editor

Introduction

The Code/Text Editor is a component of the Synergy toolset. It enables you to display code and syntax in pages in a Synergy topic. It is primarily used in the creation of coding topics. A coding topic can be defined as a type of Instruction topic that focuses on teaching learners how to work with and build code. “Code” encompasses two types:

- Conventional programming languages such as Java, Visual Basic
- Command-line languages such as Cisco, Linux

Coding topics, like any other type of instructional topic, deal with both theory and practice, that is, they present both conceptual and demonstration content. They enable learners to build a conceptual understanding of the code by exploring the background to the code, by familiarizing themselves with the code format, its syntax and rules. They also enable learners to gain hands on experience of using the code by building or modifying a code segment. Most coding topics begin by teaching concepts about the code under discussion and then go on to provide opportunities for the learner to put these concepts into practice.

Code-Enabled Templates

To facilitate the incorporation of both conceptual and demonstration content in a coding topic, Synergy provides a number of code-enabled templates. A code-enabled template is one which has the Code/Text Editor functionality available to it.

Presentation Templates

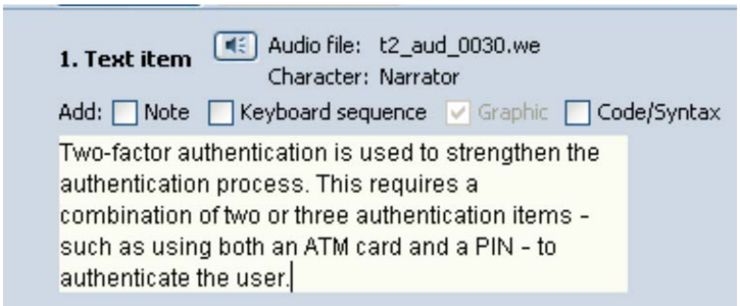
- Expos
- List
- Explore List
- Explore Code
- Explore Graphic
- Try It

Practice Templates

- Multiple Choice Standard
- Multiple Choice Fill-in Code
- Short Answer Graphic
- Short Answer Text
- SkillCheck

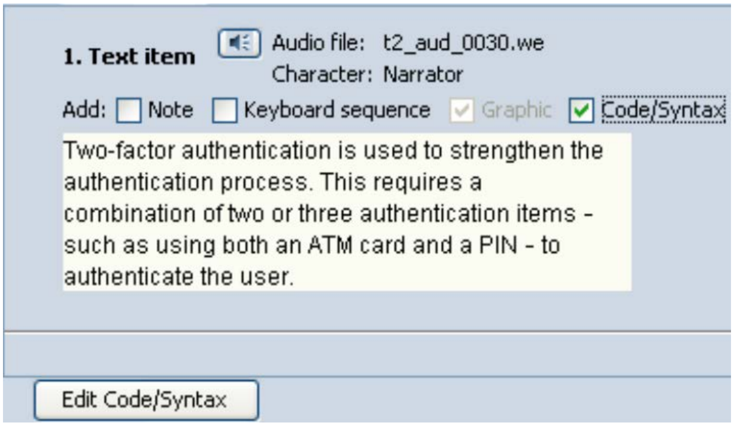
- Question Set

Choosing to Add Code or Syntax



Text Item with associated Code/Syntax checkbox

If a template supports the use of code, it will contain a Code/Syntax checkbox for each page item that can have associated code. This checkbox is selected by default on the Explore Code and Multiple Choice Fill-in Code templates, because those templates should always contain code. In other templates, the checkbox is unselected by default.



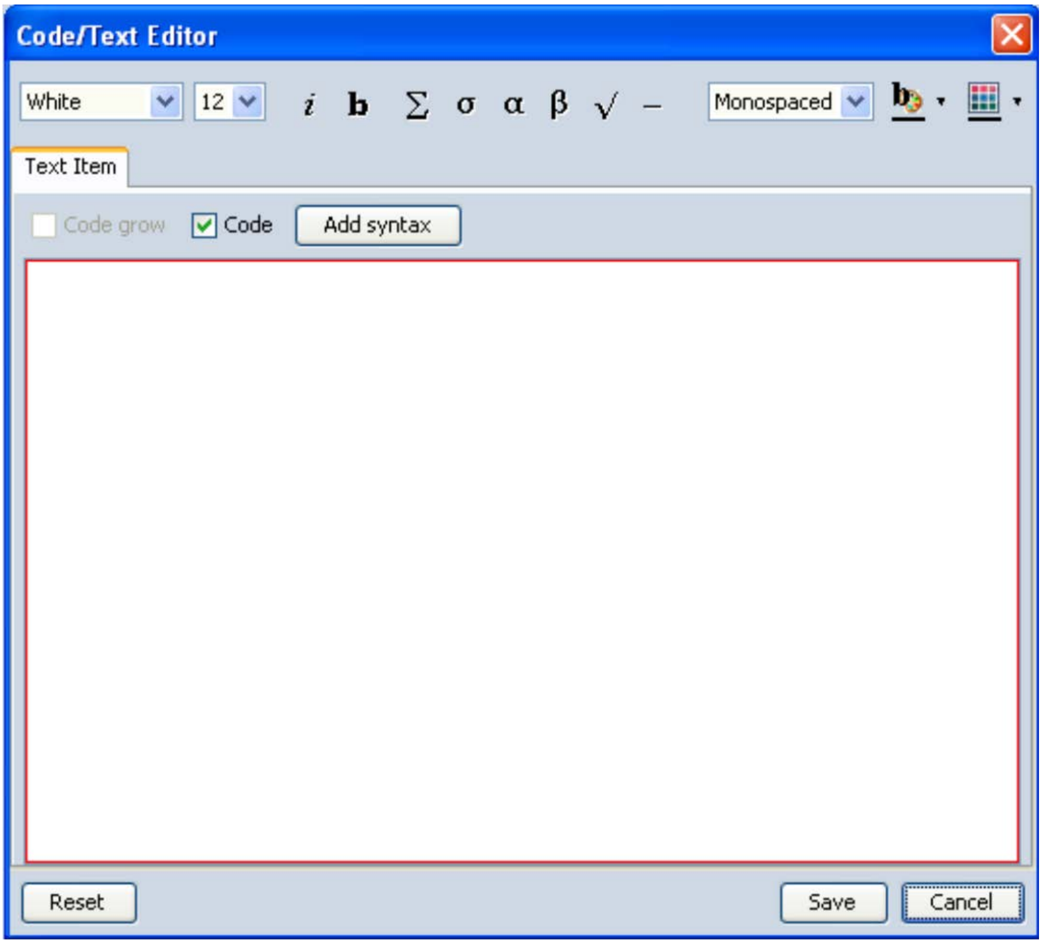
Text Item with selected Code/Syntax box. Edit Code/Syntax button is available

When the Code/Syntax checkbox is selected, an Edit Code/Syntax button will be visible at the end of the page. This button opens the Code/Text Editor.

Edit Code/Syntax button showing code or syntax has been added

> ***Note: If the Edit Code/Syntax button contains a red square, it means that some code or syntax has already been added to the Editor.***

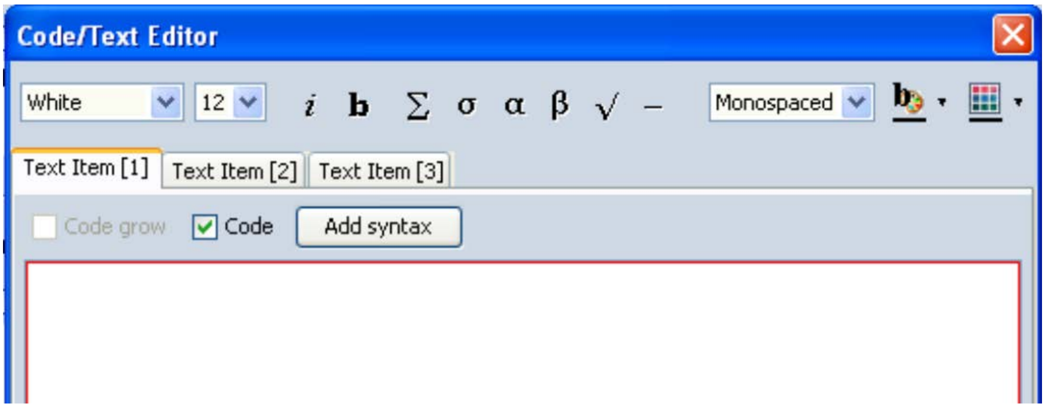
Adding Code in the Code/Text Editor



The Code/Text Editor

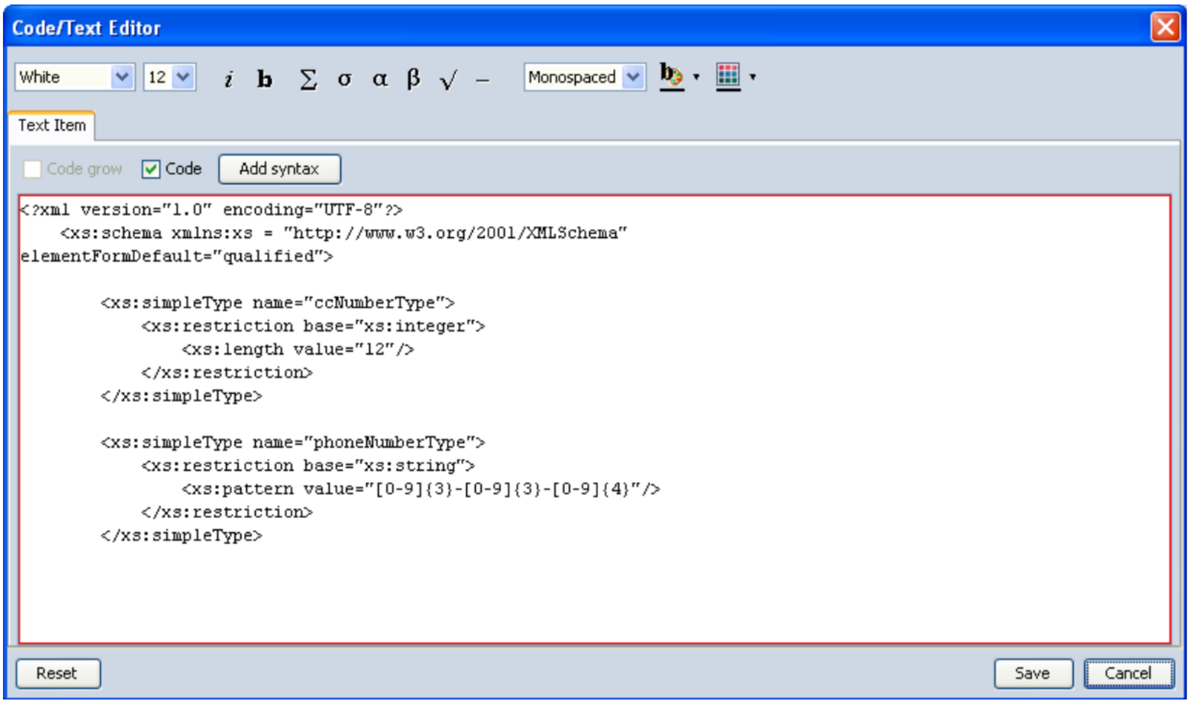
The Code/Text Editor contains a menu bar of buttons that allow you to change the formatting of your code or syntax, or to add special characters.

There are tabs for every item on the page that includes code. In this example, only one item on the page has a selected **Code/Syntax** checkbox, and so there is only one code tab.



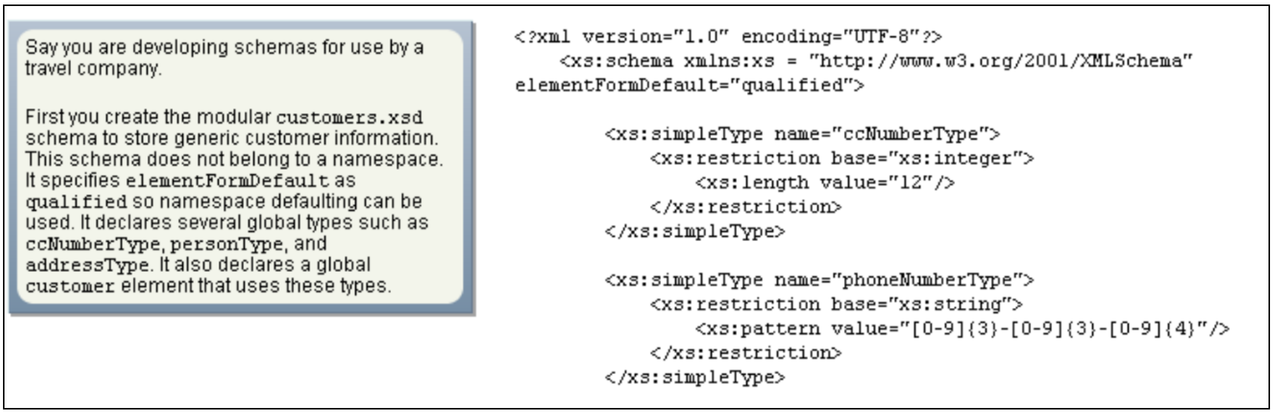
The Code/text Editor with three tabs

If there are multiple items on the page with associated code, there will be multiple tabs in the Code/Text Editor.



Code/Text Editor containing code

To enter code in the Code/Text Editor, type it into the text field (in the appropriate tab) and click **Save**. If you click the **Cancel** button, the Code/Text Editor will close without saving the text you entered.



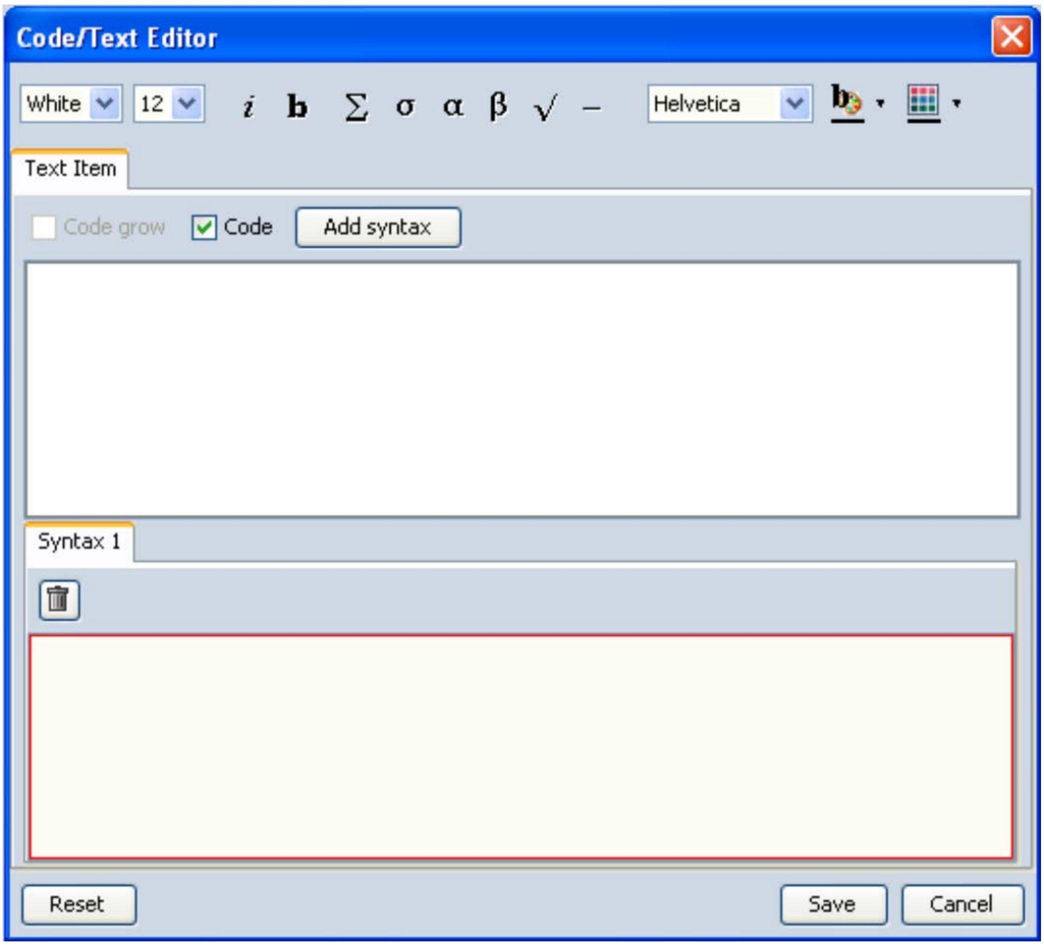
Code window in graphics area

The code displays in a code window in the graphics area.

> ***Note: The maximum number of characters permitted in a code line is 65. The maximum number of lines of code to be written at any one time is 28. This is based on the assumption that the font size is set to 12pt.***
>
> ***Note: When structuring a piece of code into columns, for example, do not use the Space key to create the separation between code elements. Press Ctrl + the Tab key to introduce tab spaces. Every tab equates to four line spaces.***

Adding Syntax in the Code/Text Editor

You click the **Add Syntax** button in the Code/Text Editor to display syntax with a page element. This button is available on every code tab in the Code/Text Editor, so if there are multiple items on the page with associated code you can choose to add syntax to each item.



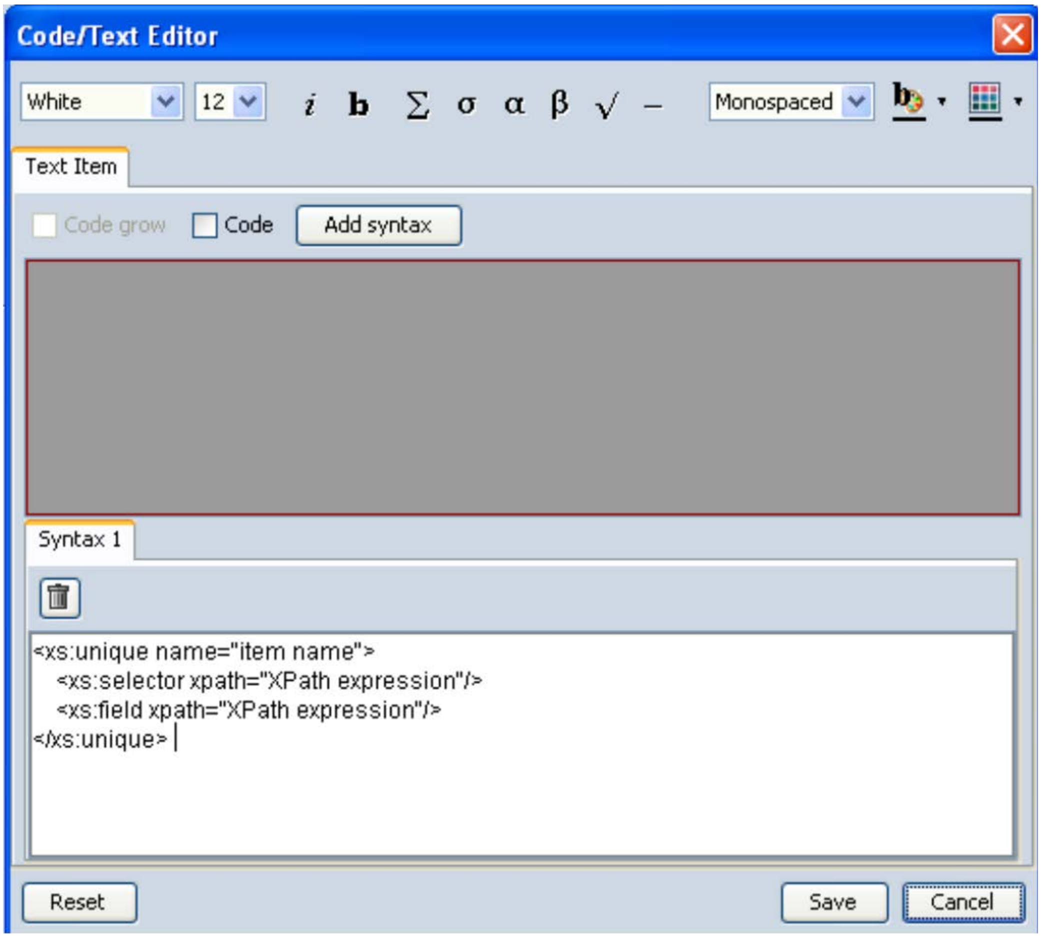
Code/Text Editor with Syntax field

1. Clicking the **Add Syntax** button opens a new Syntax text field in the lower part of the Code/Text Editor.

    a. You can add multiple, separate syntax items to a single text item, by clicking the **Add Syntax** button again.

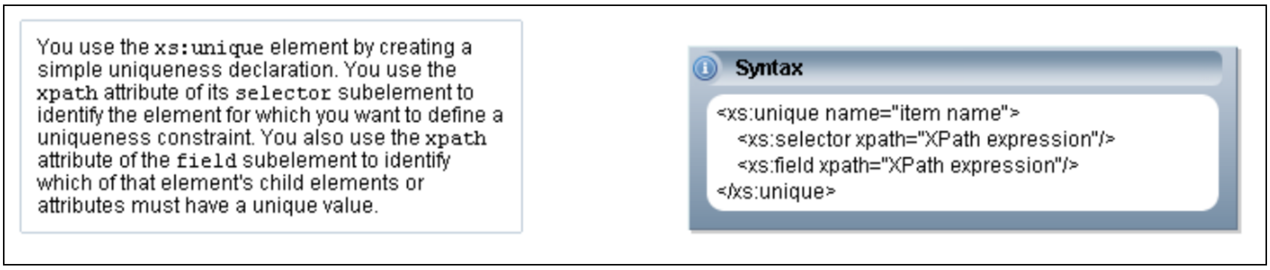
    b. You can remove a syntax item by clicking the **Delete this syntax item** button on the syntax tab.

2. If you want to display syntax only, and no code, with the text item, you can deselect the **Code** checkbox in the tab.



Code/Text Editor with syntax but no code

3. To add the syntax, you simply type into the Syntax text field, and click **Save**.

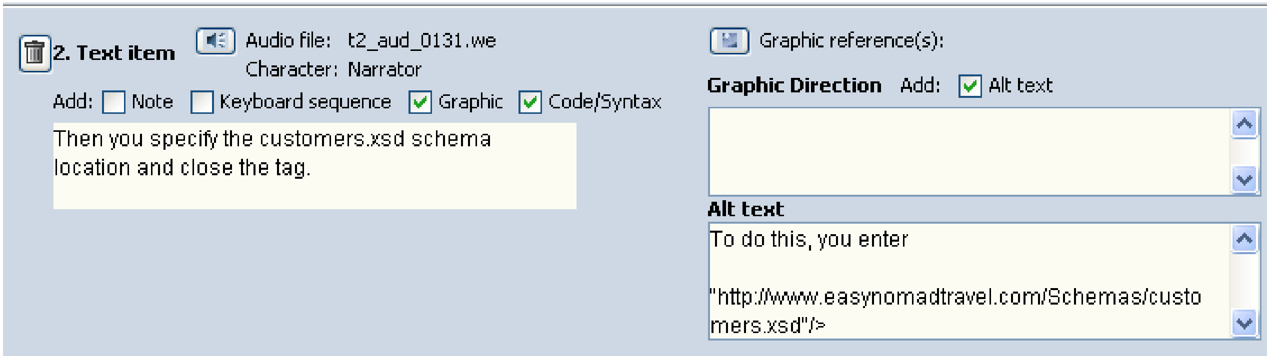


Syntax window in graphics area

The syntax displays in a Syntax window in the graphics area.

Alt text

If the narrative fails to make explicit the relationship between the code being talked about on screen and code that is highlighted in a graphic, alt text is required to make the relationship available to the screen reader user. In this example, alt text is required to make the location of the customer.xsd schema accessible to the screen reader user. Alt text, in this case, should be written to refer explicitly to the relationship and supply any tie-in phrases needed to place the information in an intelligible context.



Alt text added to explain code

Example

Typical lead-ins for the Alt text for code reads: "The code to do this is:", "The pre-supplied code is:" or "You've already added this code".

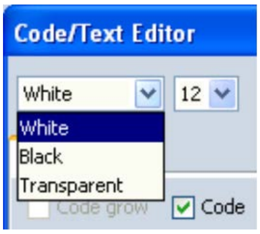
Formatting Code and Syntax

Text in the Code/Text Editor, whether code or syntax, can be formatted using the controls in the menu bar. This allows you to add special characters, and to change

- background color
- font size
- font style
- font color
- highlight color

The **Reset** button at the bottom of the Code/Text Editor allows you to undo any formatting changes you have applied. Any text you have entered will remain in the Editor, but will use the default settings.

Changing the background color



The Color drop-down list in the Code/Text Editor

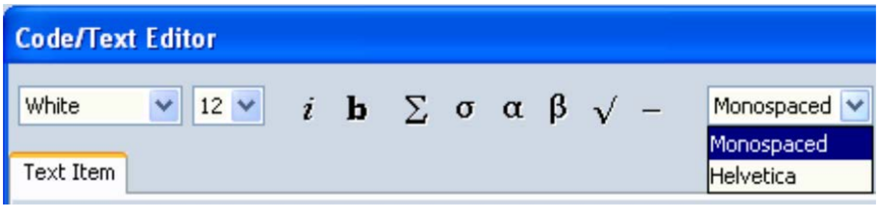
The Code/Text Editor enables you to set the background color of a code segment to one of three different colors:

- a white background is used for conventional programming languages such as Java or Visual Basic
- the black background is used when writing command-line code

- a transparent background is used when you want learners to working within the live programming environment. The Visual Developer can drop the transparent Code pane onto a screengrab of the programming environment.

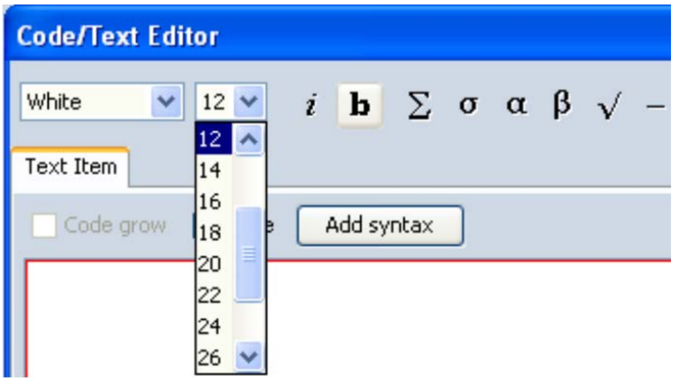
Changing the font style

The default font style is Monospaced, size 12 type. This is used for conventional programming code.



The font drop-down list in the Code/Text Editor

The font drop-down list allows you to change to Helvetica. This font is typically used when code is going to be superimposed on a graphic.

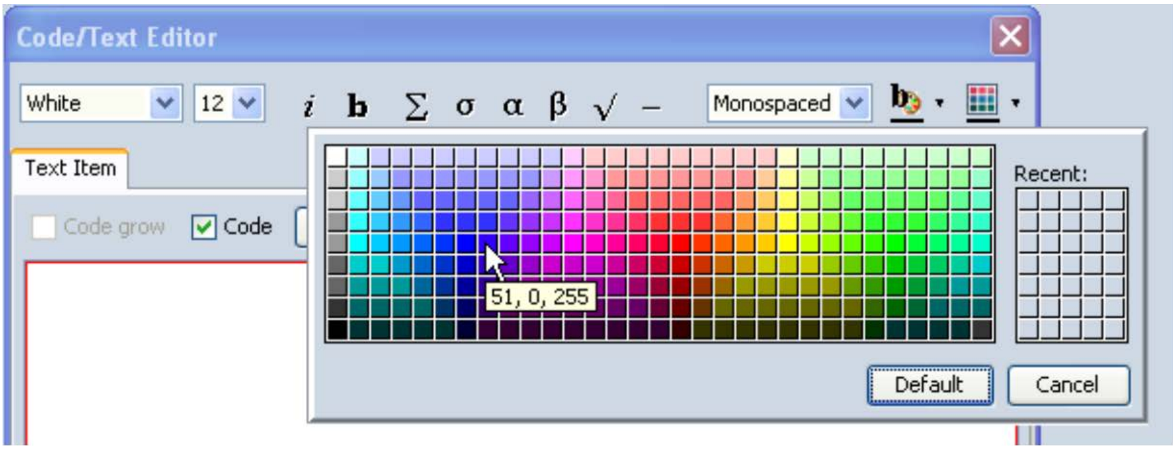


The font size drop-down list in the Code/Text Editor

The Code/Text Editor also allows you to change the font size, and apply bold or italic formatting. Bold and italics formatting are used most often in syntax, for example to identify replaceable terms.

> ***Note: Font type and size is normally defined by the TCR and LD. You should consult them to verify settings.***

Changing the font color



The font color palette in the Code/Text Editor

By default, the font color within the Code Editor is set to Black. A palette of different colors is provided to enable you to change the font color.

1. To change the font color of a piece of code, you select the code and click the **Choose a Font Color** button to open the Font Colors drop-down list.

2. To view the RGB values of a color, you roll over the **Color** within the drop-down list.

3. To apply the color, you click the **Color** that you require.

Note: The font color is normally defined by the TCR in conjunction with the Lead Visual Developer. You should not change the color without first consulting your Team Lead.

Highlighting code or syntax

To highlight a piece of code or syntax, you first select the code or syntax segment and click the **Select the highlight color** button to open the Highlight color drop-down list, and then select the **Color** that you require.

Note: Please note that within the palette there are many colors to choose from. This does not mean that the writers should choose whichever color they like. Choice of color or colors should be made by the Visual Development team at the start of the learning path.

Growing Code in Presentation Templates

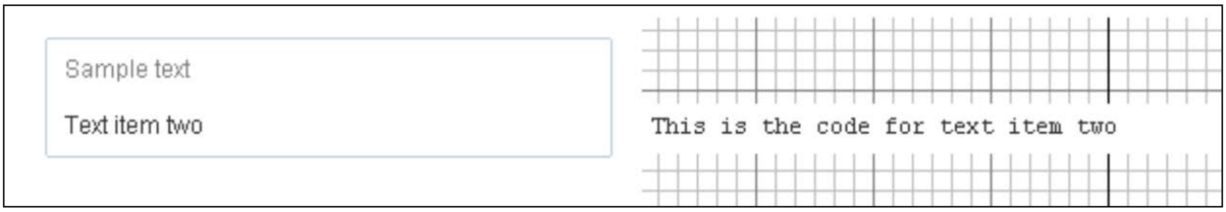
If you create a page where more than one item has associated code, you have a choice of how to display that code.

- Each new code element can *replace* the earlier code elements

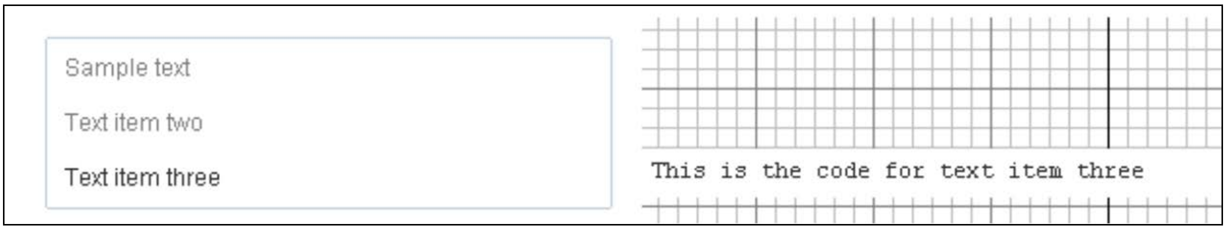
- Each new code element can *be added to* the earlier code elements

For example, suppose you have created an Expos page with three text items, each of which has associated code. In the graphics area, each section of code will be displayed with the associated text item.

Code associated with the first text item in a page

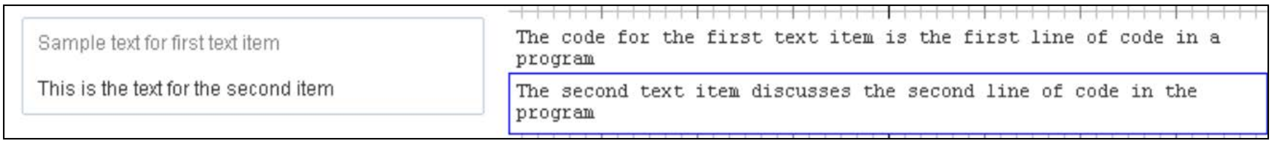


Code associated with the second text item in a page

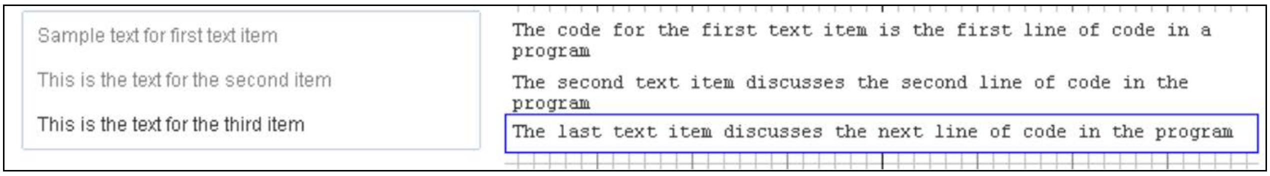


Code associated with the third text item in a page

The alternative is to have each new code item build on the previous items. This is frequently used when you want to show a program building up step by step, for example.



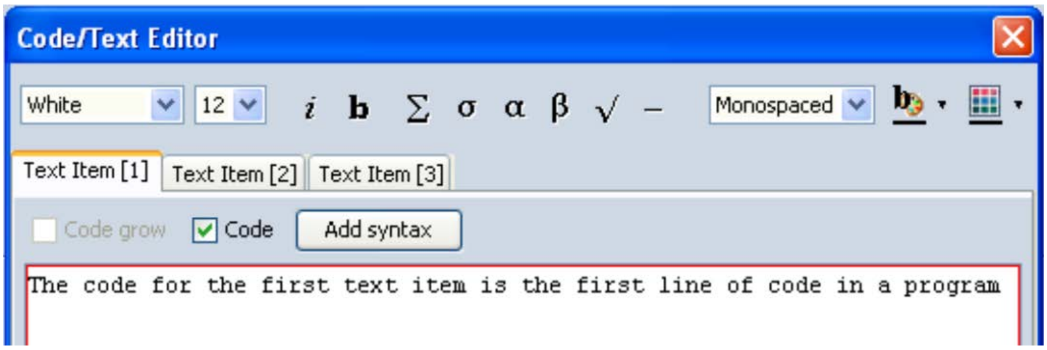
Building code associated with the second text item in a page



Building code associated with the third text item in a page

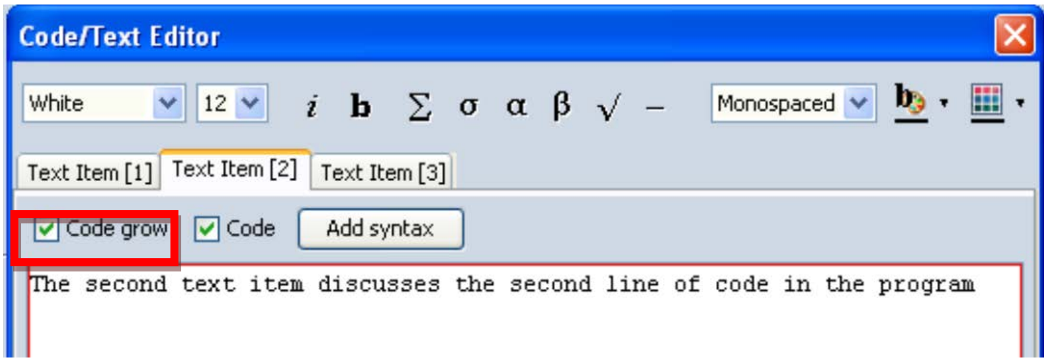
When the page is played, the code items appear with each text item. All code items are shown, not just the code associated with the latest text item.

> ***Note: The code items appear in separate code windows, so they can be placed anywhere in the graphics area. They do not have to follow on from each other.***

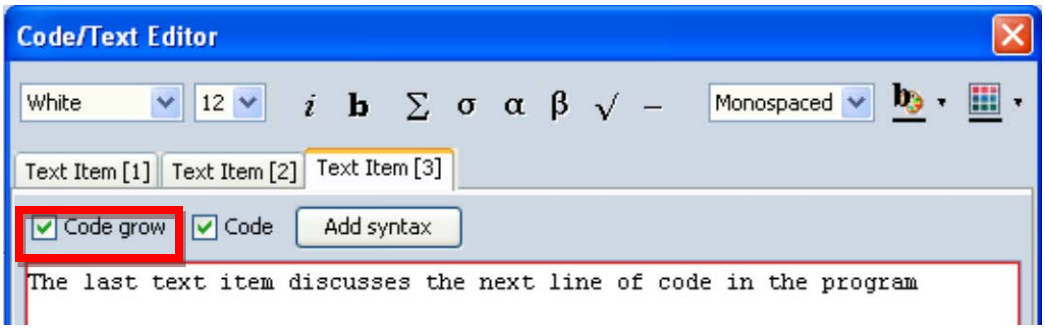


Code in the Code Editor associated with the first text item in a page

The first code item on the page is not changed at all. You just type your code into the code field as before.



Code in the Code Editor associated with the second text item. The Code Grow checkbox is selected.



Code in the Code Editor associated with the third text item. The Code Grow checkbox is selected.

But in the later code items you must select the **Code grow** checkbox on each text item tab. This tells Synergy that the new code is *in addition to* the existing code, not *replacing* it.

Code building in SkillChecks and Try Its

There is no **Code grow** checkbox in the Code/Text Editor on SkillCheck and Try It pages. Code does not build from step to step; any code to be shown in a step must be added to the code field on that step tab. The code associated with a step disappears as soon as the step is completed.

Appendix A: Template Checklists

Expos

	Overall length of page is suitable for on-screen presentation
	The page doesn't look cluttered – i.e. there is sufficient white space
	The content in each Text item is divided into paragraphs where appropriate
	Each Text item contains an appropriate amount of text (2-3 paragraphs maximum)
	Graphic is viewable (correct use of static/draggable text container)
	Text container is appropriate width
	Complete sentences are used
	No Audit errors (e.g. no Text Overrun or Localization Reserve warnings)
	No Spelling errors
	House style is adhered to
	Formatting (if any) is used correctly
	Template Features are used correctly
	Text Item Features are used correctly

List

	Overall length of list is suitable for onscreen presentation
	Lead-in is separated from Introduction (if present) by paragraph break
	Lead-in introduces the anchors
	Lead-in ends in a colon or no end punctuation as appropriate
	List items are related
	List items follow naturally from lead-in
	Maximum of nine List items for a regular List is not exceeded
	Maximum of five List items for graphic change/animation is not exceeded
	List items start with a lower case letter (unless grammatical exception, question, or one item has multiple sentences)
	List items have no end punctuation (unless questions or one item has multiple sentences)
	Appropriate bullet type for learning content – i.e. Bulleted list for regular List items; Numbered lists to indicate steps or sequence
	Progressive display is used appropriately
	House style is adhered to
	Formatting is used correctly
	Audio Production Notes are present (if necessary)
	Appropriate graphic directions are provided
	Alt text is provided where necessary

Explore Graphic

	Template choice is appropriate for learning content type
	Overall length of Explore Graphic is suitable for onscreen presentation
	Introduction has terminal punctuation (a period or question mark)
	Introduction adequately introduces the collection of hotspots/labels
	Introduction draws learner's attention to Graphics area
	Appropriate graphic direction is provided
	Introduction clearly relates to the Hotspot/Labels
	Hotspots/Labels are themselves related
	The Publish label checkbox is used appropriately
	Maximum of nine Hotspot/Labels for regular Explore Graphic is not exceeded
	Maximum of five Hotspot/Labels for graphic change/animation is not exceeded
	Hotspots/Labels start with an uppercase case letter (unless grammatical exception)
	Hotspots/Labels have no end punctuation (unless questions or one option consists of multiples sentences)
	Prompt is appropriate – i.e. specific about anchors and information in associated materials • Select/Click each <list item> for more information on <concept>. • Select/Click each <list item> for more information. • Select/Click each <list item> to <concept>.
	Associated texts repeat the Hotspot/Label in the opening sentence
	Length of associated text is suitable for onscreen presentation – i.e. it doesn't exceed three paragraphs
	Appropriate graphic direction is provided for associated graphics
	Alt text is provided for associated graphics with instructional value not covered in associated text
	Appropriate graphic direction is provided for associated animations
	Alt text is provided for associated animations with instructional value not covered in associated text

Continued on next page

Explore Graphic

Continued from previous page

	Use of associated code is appropriate
	Use of associated syntax is appropriate
	House style is adhered to
	Formatting is used correctly
	Audio Production Notes are present (if necessary)

Explore List

	Template choice is appropriate for learning content type
	Overall length of Explore List is suitable for onscreen presentation
	Lead-in is separated from introduction (if present) by paragraph break
	Lead-in introduces the anchors
	Lead-in ends in a colon or no end punctuation as appropriate
	Appropriate graphic direction is provided for lead-in
	List items are related
	List items follow naturally from lead-in
	Maximum of nine list items for regular Explore List is not exceeded
	Maximum of nine list items for graphic change/animation is not exceeded
	List items start with lower case letter (unless grammatical exception, question, or one item has multiple sentences)
	List items have no end punctuation (unless questions or one item has multiple sentences)
	Appropriate bullet type for learning content is used (Bulleted list for regular list items; Numbered lists to indicate steps or sequence)
	Prompt is appropriate – i.e. specific about anchors and information in associated materials • Select/Click each <list item> for more information on <concept>. • Select/Click each <list item> for more information. • Select/Click each <list item> to <concept>.
	Associated text repeats list item in opening sentence
	Length of associated text suitable for onscreen presentation – i.e. it doesn't exceed 3 paragraphs
	Appropriate graphic direction is provided for associated graphics
	Alt text is provided for associated graphics with instructional value not covered in associated text
	Appropriate graphic direction is provided for associated animations
	Alt text is provided for associated animations with instructional value not covered in associated text

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Explore List

Continued from previous page

	Code highlighting is used in conjunction with at least one other type of associated material – text, graphic, animation
	House style is adhered to
	Formatting is used correctly

Try It

	Template choice is appropriate for learning content type
	Overall length of Stem is suitable for onscreen presentation
	Purpose of tasks/steps is clear from stem
	Regular sentence punctuation and complete sentences are used for Stem text
	Suitable alt text is provided where necessary
	Steps clearly relate to Stem
	Steps are written in the imperative with no end punctuation
	Steps begin with an uppercase letter
	Options referred to in Step text are formatted appropriately
	Correct Actions (or Input fields) are provided for steps
	Keyboard sequence is provided where necessary
	Appropriate screengrabs are provided (start, action, and result grabs for all steps)
	When referencing screengrabs, append _ss to the screengrab filename, e.g. t11_002_ss
	Appropriate comments are provided for screengrabs
	Screengrabs show consideration for file sizes, minimizing large changes, etc.
	Completion text is provided, and written in a non-judgmental way
	No audit errors are present
	No spelling errors are present
	House style is adhered to

Rate Single

	Template choice is appropriate for learning content type
	Overall length of Text Item text is suitable for onscreen presentation
	Question Stem and Introduction are separated by paragraph break
	Question stem is clear
	Options clearly relate to stem
	Options are scaled appropriately
	Options are in plain text/aren’t formatted in any way
	Options begin with an uppercase letter
	Choice-specific feedback is non-judgmental
	Choice-specific feedback differs for each option
	Choice specific feedback relates to question and option
	Prompt concisely indicates the next step(s) (Must include instruction to select the Get Feedback button)
	Complete sentences are used
	No Audit errors (e.g. no Text Overrun or Localization reserve warnings) are present
	No Spelling errors are present
	House style is adhered to
	Formatting is used correctly
	Template features are used correctly
	Text Item features are used correctly

Reflect Learner

	Template choice is appropriate for learning content type
	Overall length of Text Item text is suitable for onscreen presentation
	Text is divided into paragraph where appropriate to aid legibility
	Question stem(s) are specific to engage learner in reflection
	Prompt concisely indicates the next step(s)
	Prompt is formatted in bold
	Prompt doesn't use directional language (e.g. "below", "above")
	Learner-entered response ID is present
	Learner-entered response ID consists of alphanumeric, space, underscore (_) and dash (-) characters only
	Learner-entered response ID is 20 characters or less
	Complete sentences are used
	No Audit errors (e.g. no Text Overrun or Localization Reserve warnings) are present
	No Spelling errors are present
	House style is adhered to
	Formatting is used correctly

Reflect Expert Compare

	Template choice is appropriate for learning content type
	Overall length of Text Item text is suitable for onscreen presentation
	Text is divided into paragraph where appropriate to aid legibility
	Question stem(s) are specific to engage learner in reflection
	Reflective text prompt concisely indicates the next step(s)
	Reflective text prompt is formatted in bold
	Reflective text prompt doesn’t use directional language (e.g. “below", "above")
	Expert opinion text header is present and accurate
	Expert opinion text displays a best practice or expert opinion that responds to the question posed
	Complete sentences are used
	No Audit errors (e.g. no Text Overrun or Localization Reserve warnings) are present
	No Spelling errors are present
	House style is adhered to
	Formatting is used correctly

Reflect Self Compare

	Template choice is appropriate for learning content type
	Overall length of Text Item text is suitable for onscreen presentation
	Text is divided into paragraph where appropriate to aid legibility
	Question stem(s) are specific to engage learner in reflection
	Learner entered text header concisely indicates the next step(s)
	Learner entered text header is formatted in bold
	Learner entered text header doesn’t use directional language (e.g. "below", "above")
	Learner entered text header is present and accurate
	Previous learner-entered response ID is present and accurate
	Complete sentences are used
	No Audit errors (e.g. no Text Overrun or Localization Reserve warnings) are present
	No Spelling errors are present
	House style is adhered to
	Formatting is used correctly

Click-in Graphic

	Template choice is appropriate for learning content type
	Stem is phrased as a question whenever possible
	Prompt clearly directs learner how to answer the question. Make sure the relationship between the stem and the prompt is logical and makes sense when read together. They should not be redundant.
	Generic feedback is written if needed (except for test questions)
	Choice-specific feedback is written for all specific correct and incorrect options and written with the correct perspective according to when it is shown to the learner. (except for test questions) For correct options, the choice specific feedback is made available after the question is finished For incorrect options, the choice specific feedback is shown at the time the incorrect option is selected by the learner
	Alt Text is provided for the click-in graphic and any other graphics that require it
	Appropriate graphic direction is provided for the click-in graphic, along with graphic references when possible
	Consideration has been given to specifying graphic highlighting or some other type of graphic change to correspond with the selection of each answer option, so the learner can easily make a connection between the feedback they receive and the selection they made
	Appropriate graphic direction is provided for each answer option in the Graphic Direction field for the associated answer option, if needed. Graphic references are also provided wherever possible. (Graphic checkbox is selected, and appropriate description is provided in the associated Graphic Direction field.)
	If a new graphic is desired at the end of the question, a Final Graphic Direction field is added to the page and appropriate graphic direction is provided.

Short Answer Text

	Template choice is appropriate for practice and/or testing of content type
	If the stem requires the learner to answer a question, the stem uses regular sentence punctuation and complete sentences.
	If the stem requires the learner to fill in a blank word or phrase, the "blank" is at the end of the stem, not in the middle.
	Answer formatting instructions, if needed to help learners focus their response, are separated from the stem by a paragraph break.
	The Correct Answer Display field contains the "most correct response" – this response will be displayed as the correct answer after the question is finished, regardless of which version of the correct answer the learner entered.
	Proper answer analysis has been undertaken to ensure that learners can receive credit for correct answers that have inconsequential differences from the most correct response.
	Case sensitive answer judging is used only where it is critical. To enable this, the Case sensitive checkbox is selected.
	Choice-specific feedback for correct answers is written "generally" to apply to all of the possible correct answers, not just the "most correct" answer. It could address the variations among the correct responses, if appropriate. Note: If choice-specific feedback is provided for the correct answers, it's not necessary to append the generic correct feedback.
	Proper answer analysis has been undertaken to ensure that as many plausible incorrect responses as possible are considered, so learners can receive meaningful feedback for misunderstanding or not knowing the content.
	Choice specific feedback is provided for each specific incorrect answer that is specified and relates specifically to the rationale for why the particular answer typed is wrong.
	Generic feedback is provided for all Short Answer Text practice questions
	Enable try again checkbox is selected for practice items
	The First Try Incorrect generic incorrect feedback provides some type of general hint or cue for the learner, and a formatting reminder, if needed
	The Second Try Incorrect generic incorrect feedback provides the rationale for why the correct answer is correct.

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	If there is no choice-specific feedback for the correct answers, generic correct feedback should be provided for both the first and second tries. Note: The First Try and Second Try Correct generic feedback do not have to be appended if the choice-specific feedback is completed for correct answers.
	No audit errors are present
	No spelling errors are present
	House style is adhered to
	Formatting is used correctly
	Audio production Notes are present

Short Answer Graphic

	Template choice is appropriate for practice and/or testing of content type
	The stem is phrased to make it clear to the learner how they should answer the question.
	The stem provides all the information needed to help the learner type the question correctly.
	The stem is phrased in the form of a question or written in the imperative form.
	Introductory sentences, if any, are limited to information necessary to answer the question.
	The Correct Answer Display field contains the longest response (in cases where there are multiple correct answers). This response will be displayed as the correct answer after the question is finished, regardless of which version of the correct answer the learner entered.
	Proper answer analysis has been undertaken to ensure that learners can receive credit for correct answers that have inconsequential differences from the most correct response.
	Case sensitive answer judging is used only where it is critical. To enable this, the Case sensitive checkbox is selected.
	Choice specific feedback for correct answers is written "generally" to apply to all of the possible correct answers, not just the "most correct" answer. It could address the variations among the correct responses, if appropriate. Note: If choice-specific feedback is provided for the correct answers, it is not necessary to append the generic correct feedback.
	Proper answer analysis has been undertaken to ensure that as many plausible incorrect responses are considered, so learners can receive meaningful feedback for misunderstanding or not knowing the content.
	Choice-specific feedback is provided for each specific incorrect answer that is specified and relates specifically to a rationale indicating why the particular answer typed is wrong.
	Generic feedback is provided for all Short Answer Text practice questions
	Enable try again checkbox is selected for practice items
	The First Try Incorrect generic incorrect feedback provides some type of general hint or cue for the learner, and a formatting reminder, if needed
	The Second Try Incorrect generic incorrect feedback provides a rationale indicating why the correct answer is correct.

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Short Answer Graphic

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	If there is no choice-specific feedback for the correct answers, generic correct feedback should be provided for both the first and second tries. Note: The First Try and Second Try Correct generic feedback does not have to be appended if the choice-specific feedback is completed for correct answers.
	No audit errors are present
	No spelling errors are present
	House style is adhered to
	Formatting is used correctly
	Audio production Notes are present

SkillCheck

	Template choice is appropriate for practice and/or testing of content type
	Overall length of stem is suitable for onscreen presentation
	Instructions for learner are clear from Stem text
	Regular sentence punctuation and complete sentences are used for Stem text (imperative voice)
	Suitable alt text is provided where necessary
	Steps clearly relate to Stem
	Steps is written in the imperative with no end punctuation
	Steps begin with an uppercase letter
	Options referred to in Step text are formatted appropriately
	Correct Actions (or Input fields) are provided for steps
	Incorrect Actions are provided where possible (aim to include two where possible and to have a minimum of one per step unless impossible to include plausible incorrect actions)
	Choice-specific feedback points the learner in the right direction for completing the step
	Keyboard sequence is provided where necessary
	Appropriate screengrabs are provided (start, action, and result grabs for all steps)
	When referencing screengrabs, append "_ss" to the screengrab filename e.g. t11_002_ss
	Appropriate comments provided for screengrabs
	Screengrabs show consideration for file sizes and complexity of screen changes, minimizing large changes and the number of changes, etc
	Generic incorrect feedback is provided in this format: The steps to <complete the task> are listed in the Steps box.
	Generic correct feedback is provided in this format: You have successfully <completed the task>.
	No audit errors are present
	No spelling errors are present
	House style is adhered to

Single Path RolePlay

	Introduction sets up the SPRP scenario
	Introduction provides any background information necessary to complete the SPRP effectively
	The learner plays a direct, active role
	The learner is not asked to assume another identity
	Introduction contains a prompt that makes the learner aware of the actions that they're expected to perform
	The Video checkbox is enabled if the page contains video.
	The Filename, Scene, Attire, and Props fields in the Video section are all completed if the page includes video.
	The attributes derive from higher-level objectives
	The attributes relate to the instructional content in the topic or lesson
	Each attribute is a concise phrase that completes the lead-in: You explored the following content attributes
	Each attribute begins with a lower case letter
	Each attribute begins with the gerund – that is, the verb form that ends with "ing"
	Each attribute ends without punctuation
	Each attribute is present in the SPRP
	Rating labels are suitable
	If the Threshold is in use, it is set at an appropriate level
	In Test mode, the Threshold is greater than 1 and reflects the minimum learner performance required for competency
	If the Threshold is in use, it is expressed as a whole number between 1 and 100 inclusive
	If the Threshold is in use, the Character dialog checkbox is selected on the Single Path RolePlay page.
	If the Threshold is in use, the Threshold Response is defined.
	If the Threshold is in use, the Threshold Feedback is defined.

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Single Path RolePlay

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	If the Threshold is in use, the Threshold's Graphic Direction is defined.
	If the Threshold is in use, the Threshold Response, Feedback, and Graphic Direction are generic enough to make sense for all pages where the learner can breach the Threshold.
	In Practice mode, if the Threshold characteristic is not being used, 0 is entered in the Threshold %: (1-100) field
	Each decision page contains a stimulus/question enclosed in quotes
	Each response choice is plausible
	Each response choice accurately reflects the indicated attribute
	Each response choice accurately reflects the indicated rating
	None of the response choices is enclosed in quotes
	Each Response Audio Text contains a realistic return of conversation enclosed in quotes
	Each Response Feedback Text evaluates the attribute at the selected rating
	Each Response Feedback Text is drawn from the material presented in the preceding instructional content
	Each Response Feedback Text is not negative or judgmental
	Characters are realistic so that learners empathize with them in the context of the SPRP
	The SPRP practices or tests the application of the instructional content presented in the topic or lesson
	There is a clear causal relationship between the learner's choice, the character reaction, the evaluative feedback, and the subsequent Decision page
	The thematic development reflects the causality of the choices and responses
	The human interactions "feel" like human interactions
	The RolePlay flows logically and naturally; not abruptly from page to page
	For each stimulus/question and response choice, alt text identifies the character who's speaking
	For each stimulus/question and response choice, alt text identifies the character's tone of voice

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Single Path RolePlay

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	For each stimulus/question and response choice, alt text identifies the character's demeanor
	Appropriate graphic directions are provided for each stimulus/question and response choice
	House style is adhered to
	Formatting (if any) is used correctly
	Audio Production Notes are used where necessary
	The SPRP is OCPT aligned

Multi Path RolePlay

	Introduction sets up the MPRP scenario
	Introduction provides any background information necessary to complete the MPRP effectively
	The learner plays a direct, active role
	The learner is not asked to assume another identity
	Introduction contains a prompt that makes the learner aware of the actions that they're expected to perform
	The Video checkbox is enabled if the page contains video.
	The Filename, Scene, Attire, and Props fields in the Video section are all completed if the page includes video.
	The attributes derive from higher-level objectives
	The attributes relate to the instructional content in the topic or lesson
	Each attribute is a concise phrase that completes the lead-in: You explored the following content attributes
	Each attribute begins with a lower case letter
	Each attribute begins with the gerund – that is, the verb form that ends with "ing"
	Each attribute ends without punctuation
	Each attribute is present on the instructional path deemed the most appropriate in the MPRP. The most appropriate path consists only of 0-Appropriate responses for each attribute and is often referred to as the Success path.
	Rating labels are suitable
	Each decision page contains a stimulus/question enclosed in quotes
	Each response choice is plausible
	Each response choice accurately reflects the indicated attribute
	Each response choice accurately reflects the indicated rating
	None of the response choices is enclosed in quotes

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Multi Path RolePlay

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	Each Response Audio Text contains a realistic return of conversation enclosed in quotes
	Each Response Feedback Text evaluates the attribute at the selected rating
	Each Response Feedback Text is drawn from the material presented in the preceding instructional content
	Each Response Feedback Text is not negative or judgmental
	Characters are realistic so that learners empathize with them in the context of the SPRP
	The MPRP practices the application of the instructional content presented in the topic or lesson
	There is a clear causal relationship between the learner’s choice, the character reaction, the evaluative feedback, and the subsequent Decision page
	The thematic development reflects the causality of the choices and responses
	The human interactions “feel” like human interactions
	The RolePlay flows logically and naturally; not abruptly from page to page
	For each stimulus/question and response choice, alt text identifies the character who’s speaking
	For each stimulus/question and response choice, alt text identifies the character’s tone of voice
	For each stimulus/question and response choice, alt text identifies the character’s demeanor
	Appropriate video & graphic directions are provided for each stimulus/question and response choice
	Audio Production Notes are used where necessary and include the name of the character
	Alt text is provided for each Text Item field
	Alt text is provided for each Response Audio Text field
	Alt text includes the character’s name and describes, if appropriate, to the instruction describes their demeanor and tone of voice
	House style is adhered to
	Formatting (if any) is used correctly

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Multi Path RolePlay

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	Quotes are used for dialog in each Text item field
	Quotes are used for dialog in each Response Audio text field
	Quotes are omitted for dialog in each Response Choice field
	The MPRP is OCPT aligned
General Characteristics and Basic Overall Structure	
	There is a Success path that consists of only 0 - Appropriate responses for each attribute
	There are reasonable opportunities for recovery so learners can get back on the right track after they have made a Fair choice or an Inappropriate choice that represents a non-fatal mistake
	There is no circular logic; learners do not get jumped back to a page where they have already been or a page that can lead them to where they've been
	Each attribute (where appropriate) is covered to a depth of at least two levels
	The attributes are defined
	The End pages are structured correctly
	The Jump to pages are structured correctly
	Each response choice is assigned an attribute and a rating
	Each response choice has feedback
Analyze the instructional paths within the MPRP	
Success Path	
	Does the number of Branch pages meet the minimum requirement? 4 for a standard MPRP. 2 for a RolePlay Vignette.
	Is the Success path robust? Does it allow the learner to practice each attribute in depth/a sufficient number of times?

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Multi Path RolePlay

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Other instructional paths with the MPRP	
	Is each path robust?
	Does each path provide reasonable opportunities to move to the Success path?
	Do any paths need to be improved to afford the learner the opportunity to practice all the attributes?
Analyze the Branch pages	
Responses on Branch pages	
	How many Branch pages in the RolePlay have three response choices?
	How many Branch pages in the RolePlay have two response choices?
	Is this mix adequate?
Rating for Responses on Branch pages	
	Is there a good mix of ratings used on each Branch page? That is, is the learner being asked to discriminate between the Appropriate, Fair and Inappropriate responses?
Response Randomization	
	Are the Response ratings sufficiently randomized across the MPRP?
	Are the Response ratings randomized on the first branch page?
Analyze the Jump To pages (Check for reasonable opportunities for recovery)	
	How many Jump to pages jump to a branch page?
	How many Jump to pages jump to an End page?
	Are there sufficient opportunities to move to the Success path? How many pages jump to the Success path?
	Are the jumps non-punitive?

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Multi Path RolePlay

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Analyze the End pages	
Validity	
	Are the End pages valid? If there is a Child page for one response, is there a Child page for each response?
Analyze the flow	
Potential Interaction Flow Issues	
	Do all the responses on all parent pages of a branch page or end page practice the same attribute at the same rating?
	Does each child page make sense for each response that moves to it?

DrillDown

	Template choice is appropriate for learning content type
	Overall length of Drilldown is suitable for onscreen presentation
	Introduction has terminal punctuation (a period or question mark)
	Introduction adequately introduces the collection of hotspots/labels
	Introduction draws learner's attention to Graphics area
	Appropriate graphic direction is provided
	Introduction clearly relates to the Hotspots/labels
	Hotspots/Labels themselves are related
	The Publish label checkbox is used appropriately
	Maximum of 7 hotspots/labels not exceeded
	Hotspots/Labels start with uppercase letter (unless grammatical exception)
	Hotspots/Labels have no end punctuation (unless questions or one option consists of multiple sentences)
	Appropriate prompt (specific about anchors and information in child pages) is used Select/Click each <list item> for more information on <concept> Select/Click each <list item> for more information Select/Click each <list item> to <concept>
	Aim for a minimum of 2 child pages per anchor
	Aim for a maximum of 4 child pages per anchor
	Aim for a maximum of 15 child pages for the entire Drilldown
	House Style is adhered to
	Formatting is used correctly
	Audio Production Notes are present (if necessary)

Expos Caption

	Each Caption field contains an appropriate amount of text (i.e. less than 80 words or 400 characters where possible)
	The content of the page is divided into separate Caption fields where appropriate
	Graphic Direction is provided where appropriate
	Graphic Text is provided where appropriate
	Alt text is provided where necessary
	Graphic changes are timed to coincide with relevant audio
	Complete sentences are used
	No Audit errors are present
	No spelling errors are present
	House Style is adhered to
	Templates features are used correctly
	Caption features are used correctly

HTML Caption

	Maximum of ten HTML Caption templates per 20 minutes of instruction is not exceeded
	The page includes one Caption field only
	The Caption field contains an appropriate amount of text (i.e. less than 80 words or 400 characters where possible)
	Graphic Direction is provided where appropriate, noting any timing issues with graphics and audio
	Graphic Text is provided where appropriate
	Alt Text is provided where necessary
	Complete sentences are used
	No Audit errors are present
	No spelling errors are present
	House Style is adhered to
	Templates features are used correctly

List Caption

	Appropriate use is made of the Build list format
	Lead-in to a build list is not a sentence fragment; it ends in a colon in accordance with House Style rules
	A paragraph break does not separate the Lead-in from the introduction (if present)
	Comma and conjunction are included at the end of the second last list item, where appropriate
	Graphic Direction is provided where appropriate
	Note to the Visual Developer is included to indicate that the List Caption is being used as a lead-in to an Explore Graphic (where appropriate)
	Alt text is provided where necessary
	No Audit errors are present
	No spelling errors are present
	House Style is adhered to
	Templates features are used correctly
	Caption features are used correctly

Sim Dialog Video Caption

	The Caption field contains an appropriate amount of text (i.e. less than 80 words or 400 characters where possible.)
	The Video checkbox is enabled if the page contains video.
	The Prompt actively introduces the conversation
	Graphic direction associated with the Caption field describes only the graphic that will display when the page is first accessed. *Note: If the Graphic for each dialog checkbox is not selected, the graphic described here will display for the entire dialog*
	The Filename, Scene, Attire, and Props fields in the Video section are all completed if the page includes video.
	Character/label (if present) is exactly the same for each instance of a character/label
	Conversation demonstrates instances of concepts already explained
	Dialog does not have quotation marks
	Dialog does not contain unnecessary greetings, pleasantries, etc.
	Character dialog is natural
	Character dialog checkbox is used correctly
	Appropriate graphic directions are provided
	Graphic for each dialog checkbox is used correctly
	Graphic labels are suggested where required
	Progressive display is used appropriately
	Base and all subsequent graphics are set up logically according to who is speaking, or what is being explained
	Alt text is provided where necessary
	House style is adhered to
	Formatting is used correctly
	Audio Production Notes are present
	Appropriate template choice for learning content type

Appendix B: Final Tasks in Synergy

To publish or republish a course, you need to carry out these tasks in order:

1. Integrate and check the audio
2. Run a course audit and a spell check and fix any errors
3. Check that all edits that were logged as Comments are closed
4. Zip the course and save a copy
5. Run the clean-up tool
6. Run a final audit
7. Do a final preview through the published saved course to ensure all graphics, animations, and interactions function
8. Run a Final Publish on the course
9. Zip the course for review and integration to proper location on the network

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