

Analysis Report

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

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Overview

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

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

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

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

Goal Analysis

Instructional Goal

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

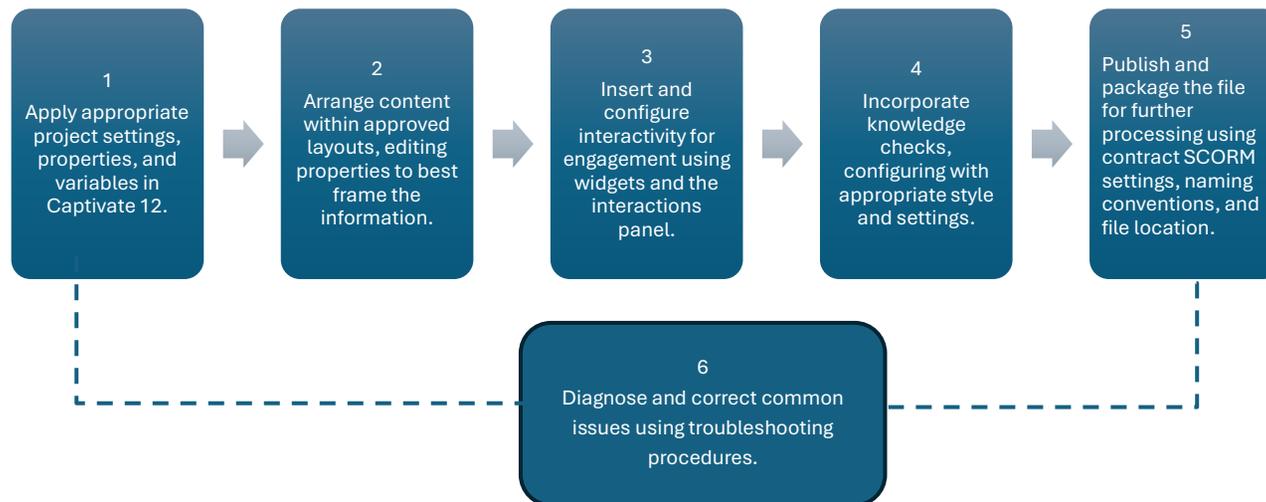
Goal Classification

The goal of this module is primarily an *Intellectual Skill*, as learners will be required not only to recall aspects of the Adobe Captivate 12 interface but to apply them at appropriate times to create a coherent interactive project using the software. As such, learners will need to demonstrate facility over an array of tasks, most prominently through Bloom's level of "Applying", as they will be given all the constituent pieces needed to create a final product, but will not be required to create unique layouts from scratch.

While there are aspects of verbal skills (simple recall of interface options and style standards), as well as attitudes (a commitment to using approved layouts for consistency), the prevalent skills are intellectual.

Because the primary domain is Intellectual Skills, a hierarchical analysis was conducted, supplemented with procedural elements for software operations

Goal Analysis Diagram



Narrative of Goal Analysis

As a broad overview, Learners will be required to perform every step in the IMI production process, to a limited extent. They will begin by recognizing patterns in the software user interface, including menus and properties. They will view a library of approved layout options, then use their best judgement to select those that are most appropriate for the sample content provided in their project file. There are multiple potential appropriate layout combinations. In most cases, visual properties will require editing to best frame the content. While some samples will be provided in the training, learners will need to generalize from the examples provided in the training to similar properties in the layouts they have chosen. They will also insert interactivity, knowledge checks, and perform shallow checks that may lead to revision and/or troubleshooting processes. This last step follows a rule-based, if-then structure.

In a stepwise view:

Project files for the contract contain specific settings (resolution, responsiveness, fonts, colors, layouts, slide heights, project variables, play bar settings, and metadata). ISDs are permitted to start from a “blank” prepared project with all settings

established, minimizing “failure points.” However, they must be able to locate these settings for purposes of verification, troubleshooting, and updating (for example, a legacy file that is being brought up to current standards). Furthermore, understanding of the underlying project settings supports accurate prediction of slide behavior during IMI production.

Once a project file is prepared, an ISD may start populating it with content. A library of approved layouts, including both static and interactive slides, is available to copy into their projects. It is the ISD’s responsibility to review the content, choose appropriate layouts to use, edit the layout properties to best frame the information, and insert the content. While different ISDs have varied approaches, this is generally an “outline” stage where interactivity is planned but not yet inserted.

To imbue a project with interest, interactive slides are expected to be sprinkled throughout. Certain interactions (such as content carousels, slide shows, and clickable timelines) are most appropriate for certain types of content. The ISD must use their best judgement to select the types of interactions that are appropriate for the content. In certain cases, interactivity should be inserted using the “interactions” panel, where the ISD can set an object to have a trigger action (such as clicking or hovering), resulting in some effect on the screen (an animation, change of state, navigation unlock, overlay, etc.). These interactions can be complex, but an onboarding ISD should at least be introduced to the interactions panel, and learn to apply a simple click interaction.

Knowledge checks may exist throughout, but the project must culminate in a minimum number of concept checks. Concept checks layouts are also available in the approved contract layout library. The ISD must identify the most appropriate layouts for the questions, enter them accurately, enter the answer key, and rephrase the feedback provided to the student to be appropriate to the question.

The resulting project should be stylistically appropriate, factually correct, instructionally sound, and reasonably engaging. Furthermore, the file itself should be optimized (in size, settings, and location) for the next step in the production process. ISDs must preview and test the file to ensure it functions as intended. If there are problems during the preview, the ISD must return to the previous step to make needed changes. If there are no problems, they must ensure the file is appropriately named, then publish with contract-approved SCORM settings.

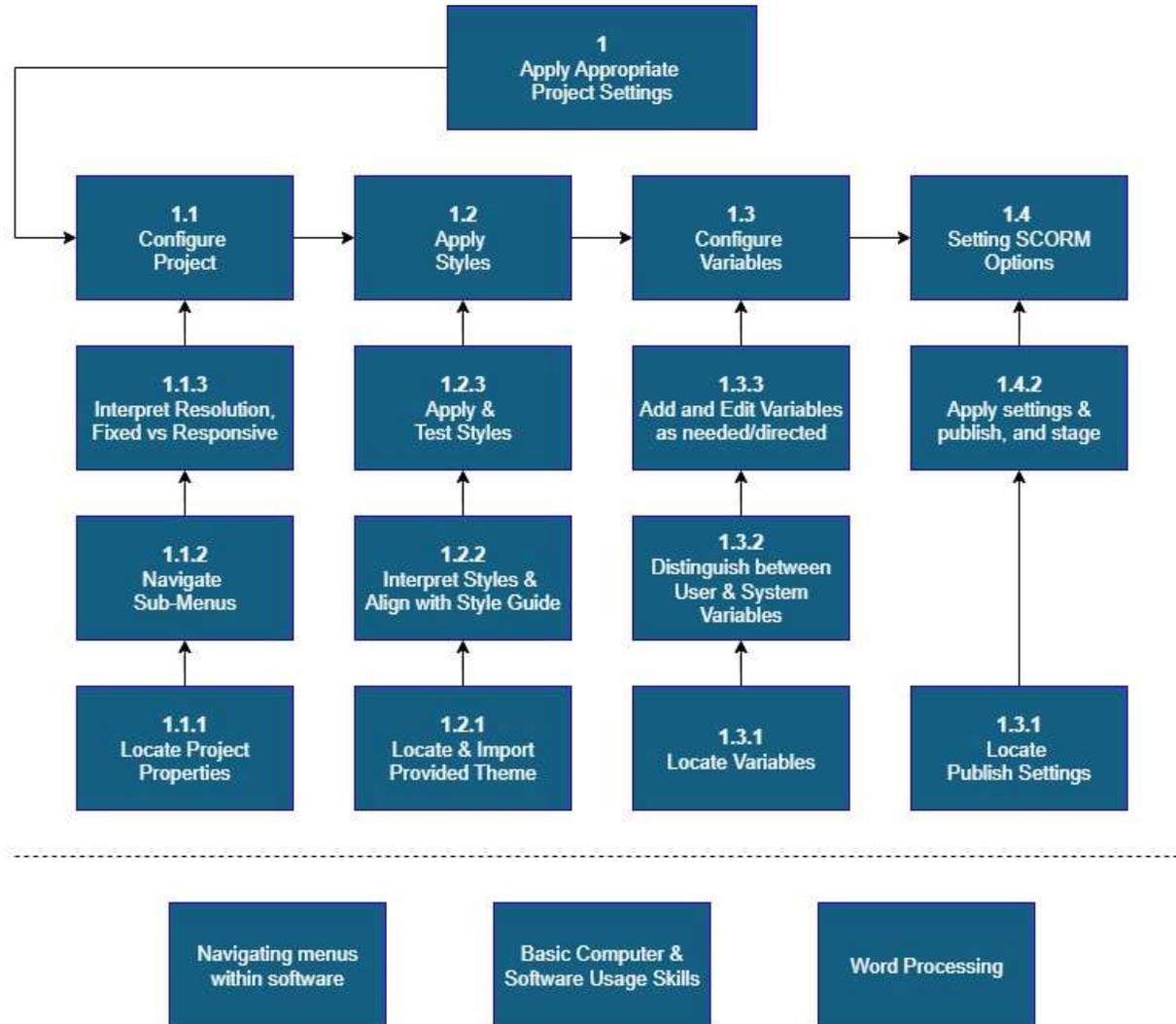
To be a fully competent user of Adobe Captivate 12 for the purpose of developing IMIs for the contract in question, Instructional Designers (ISDs) must be cognizant of the production structure within which their project lives, and to optimize

the file for the next step in delivery as they craft its contents. After publishing, further checks take place, including checking the file size and file location, then taking further steps as needed (for example, moving the file, clearing the file cache, or flagging the project as in need of media compression).

For onboarding, the process is best taught as a stepwise analysis, but over time ISDs will perform the task more holistically as a whole-task process. Experienced ISDs perform IMI work by quickly moving through different parts of production and proceeding in a manner that is more content-centric and less procedure-focused. The shift from procedural software use to organic content manipulation marks a shift in proficiency that ISDs will achieve through repetition and mentor-mentee practice, well after the onboarding course has been completed. However, experienced ISDs will also be able to return to the onboarding course in the event that they are assigned to work in a different stage of production and return to IMI work after a hiatus.

Subordinate Skills Analysis

Diagram of Step 1: Apply appropriate project settings, properties, and variables in Captivate 12.



Narrative of Subordinate Skills Analysis

This step was analyzed using a stepwise approach, because each component of project configuration in Captivate 12 must be performed in a defined order to produce a valid starting file. The purpose of this analysis is to identify the specific subordinate skills and entry skills required for Instructional Designers (ISDs) to correctly prepare a project file that meets contract requirements and organizational standards.

As illustrated in the goal analysis diagram, the skill “Apply appropriate project settings, styles, variables, and SCORM” branches into four key components: configuring project responsiveness, applying style settings, configuring variables, and setting SCORM options. Each of these components is further subdivided into discrete tasks, such as setting the project to fully responsive at 1366 resolution, selecting “XXC Styles 4.1,” verifying fonts and colors, managing the variables list, and setting SCORM to version 1.2 with the appropriate reporting and metadata.

The diagram also identifies entry skills, placed beneath a dotted line. Learners must already be able to operate basic computer software, navigate menus, and access settings panels. These foundational skills are assumed and not taught within the onboarding module, but they are essential for performing the higher-level tasks shown above.

The rationale for this analysis is that preparing a project file correctly at the outset prevents cascading errors in later stages of IMI development. By sequencing the subordinate skills step-by-step, the diagram clarifies exactly what learners must master and what knowledge and behaviors are assumed. This alignment between the instructional goal and the diagram ensures that instruction is focused on immediately relevant skills that enable ISDs to begin production efficiently and consistently.

Learner Analysis

The learner analysis for “*IMI Development: Smooth Starts in Captivate 12*” identifies nine characteristics that directly inform the instructional design of the onboarding module. These characteristics, along with their sources, analysis, and implications, are summarized in the following Learner Analysis Table.

Learner Analysis Table

Characteristic	Description	Data Source	Analysis	Implications
Entry Behaviors	Learners can operate basic software, access menus and panels (100% due to job responsibilities), but Captivate-specific skills cannot be assumed.	HR information, minimum job requirements, supervisor input	Baseline skills present but vary in depth. Any user may encounter issues when using a new workstation or software installation.	Ensure that all learners have the contact information (phone, email, and teams contact) for the IT team for support as needed.
Prior Knowledge	Some ISDs have Captivate Classic or other multimedia experience; others are new.	Pre-course survey, interviews	Knowledge base is uneven.	Provide explicit direction for novices, but allow paced content to be skipped in favor of an overview reading if the user does not require step-by-step guidance.
Attitudes Toward Content (ARCS)	Attention: Captivate is new software for many, so interest is high but anxiety may reduce focus. Relevance: Learners see Captivate as required for job success. Confidence: Varies; some doubt their ability to master a complex tool. Satisfaction: Learners expect clear payoff in efficiency and quality of deliverables.	Surveys, informal feedback	High perceived relevance, but confidence and satisfaction vary.	Design engaging examples to sustain attention, and emphasize direct job relevance (for example, screenshots of real projects). Build confidence through scaffolded tasks, and provide immediate successes to increase satisfaction.
Attitudes Toward Delivery System (ARCS)	Attention: Multimedia modules hold interest if interactive. Relevance: Self-paced design fits varied schedules. Confidence: Learners are comfortable with online systems but some need reassurance they can succeed alone. Satisfaction: Past online learning sometimes felt less rich; need assurance of quality.	Surveys, LMS analytics	Self-paced is preferred, but variance exists in confidence and satisfaction.	Include interactive multimedia to sustain attention, emphasize relevance of flexible pacing, offer optional support for confidence, and ensure quality with

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Characteristic	Description	Data Source	Analysis	Implications
				professional design to raise satisfaction.
Academic Motivation	Most are career-focused, balancing competing demands; motivated by efficiency and mastery.	HR data, supervisor input	Motivation is high overall, but purpose differs.	Highlight authentic tasks that map to job outcomes.
Educational / Ability Level	All hold Bachelor's degrees or higher, strong professional background.	HR records	High education level, but technical ability varies.	Use step-by-step guidance plus advanced tips.
Learning Preferences	Adults prefer authentic, real-world practice tasks.	Surveys, observation	Hands-on preference is dominant.	Design modules with practice projects, multimedia support, and authentic tasks.
Attitudes Toward Organization	Generally positive attitudes about company support, some frustration with timelines.	Supervisor reports, exit interviews	Trust in organization but pressure points exist.	Emphasize efficiency gains and alignment with organizational goals.
Demographics	Diverse adult workforce in age, culture, and location.	HR records, surveys	Wide variance across demographics.	Ensure cultural neutrality, flexible pacing, and accessibility.

Narrative of Learner Analysis

The learner analysis for “*IMI Development: Smooth Starts in Captivate 12*” identifies nine characteristics that directly inform the instructional design of the onboarding module. These characteristics, along with their sources, analysis, and implications, are summarized in the accompanying table.

Entry Behaviors are adequate at the computer-literacy level (a condition of hiring), so no support will be available for computer use, but IT support is available to all employees during business hours (when they are expected to complete the training). Prior Knowledge varies, with some ISDs experienced in Captivate Classic or multimedia tools while others are new; instruction must balance orientation with comparative references for experienced users.

Learners’ attitudes toward content show high relevance but variable confidence, while attitudes toward delivery favor self-paced modules with optional synchronous support. Academic Motivation is strong overall, though learners balance efficiency with mastery; instruction should therefore emphasize authentic, job-relevant tasks.

Educational and ability levels are high but uneven in technical aptitude, requiring both step-by-step guidance and advanced “tips and tricks.” Learning preferences favor authentic practice tasks, reinforcing the need for hands-on modules built around real Captivate deliverables. Attitudes toward the organization are positive, though tight deadlines can create stress, suggesting the need to highlight efficiency gains. Finally, demographics reflect a diverse adult workforce, requiring culturally neutral, flexible, and accessible training.

Where gaps exist, such as variance in learner confidence, additional surveys or onboarding evaluations should be collected. Overall, the analysis confirms that the onboarding course must be practical, authentic, and supportive, directly aligning instruction to the needs and realities of new ISDs entering Captivate production.

Context Analysis

The purpose of the context analysis is to examine both the learning environment (the conditions under which Instructional Designers will complete the onboarding course) and the performance environment (the conditions under which they will later apply the skills on the job). Understanding both contexts ensures that instruction is well-matched to learner needs, organizational requirements, and workplace realities.

The learning context is primarily self-paced, online, and asynchronous, designed to fit within a limited onboarding window. It must closely approximate the real Captivate 12 production environment. The performance context is the workplace itself — ISDs will be expected to produce IMI in Captivate 12 under organizational standards, with support from managers, mentors, and technical tools.

Both contexts present constraints and affordances. For example, while the LMS provides a stable and consistent delivery platform, some learners may have varying levels of comfort with online learning. Similarly, the workplace provides access to the required software and standards, but the pace of production and managerial expectations may create pressure. Analyzing these factors helps align training content with practical realities and anticipate learner needs during design.

Context Analysis Table

Category	Description	Data Source	Analysis	Implications
Learning Setting: Number and Nature of Sites	Course will be completed online through the company LMS (Moodle). Learners access it from their workstations or laptops during onboarding, and potentially at later times for refresher.	LMS documentation; HR onboarding guides	Consistent delivery environment but possible variation in hardware/software setup.	Design for cross-platform compatibility and include troubleshooting tips for access issues.
Learning Setting: Compatibility with Instructional and Learner Needs	Asynchronous, self-paced format matches onboarding schedules. Captivate training aligns with immediate job requirements.	Onboarding schedules; SME interviews	Instructional delivery is compatible with time and task constraints. Learners have different tech comfort levels.	Use modular design with short segments, ensuring quick wins and minimizing cognitive overload.
Learning Setting: Workplace Simulation Feasibility	Training must simulate Captivate production by requiring a hands-on project file.	Contract documentation; lead ISD feedback	A practice project file can approximate workplace tasks but cannot fully replicate all workflow steps (e.g., packaging with Dev Tools).	Provide a practice file aligned with workplace standards and clarify which tasks are beyond scope of onboarding.
Performance Setting: Managerial Support	Supervisors expect ISDs to use Captivate 12 effectively. Leads are available for optional review of sample projects.	Supervisor interviews; onboarding requirements	Strong managerial expectation of competency; supportive review process available.	Include optional review step to reinforce accountability and provide feedback loop.
Performance Setting: Physical Aspects	Learners have access to company-provided computers with Captivate 12.6 and style libraries pre-installed.	IT setup documentation	All learners should have necessary tools, though occasional software/version issues may occur.	Instruction must emphasize verifying settings and version compatibility early in the course.
Performance Setting: Psychological and Social Aspects	New ISDs often feel pressured to produce quickly and align with organizational standards.	Anecdotal reports; mentor feedback	Workplace culture values speed and accuracy; onboarding ISDs may feel stress.	Course should stress efficiency but normalize trial-and-error learning, encouraging use of support channels.
Performance Setting: Relevance of Defined Performance Goals	Training goals (design, develop, publish Captivate IMIs) are identical to workplace deliverables.	Contract requirements; SME confirmation	High relevance ensures immediate applicability. No disconnect between training goals and performance.	Keep all tasks authentic, and avoid hypothetical scenarios that do not match contract expectations.

Narrative of Context Analysis

The course will be delivered in-office, during work hours, on employee's company-provided laptops. Sufficient time will be provided to complete the course in full. It will be provided through the company LMS (Moodle), ensuring consistency across learners.

Adobe Captivate 12.6 will already be installed on all workstations, which are all consistent (running Windows 11, and administered by the company). IT help will be available as-needed for troubleshooting software or user error, but explicit guidance will be given for common errors (such as hanging screens or crashing, which may happen due to RAM limitations).

The asynchronous, modular design aligns well with onboarding schedules, but variation in technical confidence suggests the need for scaffolding and clear entry-level expectations. A practice project file is central to workplace simulation, giving learners a realistic experience within the bounds of the available time and their level of experience.

In the performance setting, managerial support is strong: supervisors and leads expect competency in Captivate 12 and are available for review. This culture provides both accountability and support, though learners may feel pressured to produce quickly. Psychological and social aspects therefore suggest the need to balance efficiency with reassurance, encouraging ISDs to rely on mentors and internal documentation. Physically, the tools are in place — every ISD has access to the software and style libraries — though small version mismatches could create problems, making verification an essential early task. Finally, the relevance of performance goals is exceptionally high: the training maps directly to workplace deliverables, ensuring immediate transfer of learning.

This analysis supports instructional design choices such as hands-on project work, modular delivery, troubleshooting resources, and optional supervisory feedback. By explicitly connecting training tasks to workplace conditions, the onboarding course reduces friction, accelerates readiness, and ensures that new ISDs can confidently contribute to IMI production.

Use of AI

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

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

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

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

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

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

Use of AI in Goal Analysis

- **My Prompt:**

“Given access to Adobe Captivate 12, ISDs will design, develop, and publish interactive training modules... Can you help refine this into a clear instructional goal?”

- **AI Response (Simplified):**

The model suggested variations of the goal statement that emphasized performance verbs, conditions, and standards (e.g., using approved layouts, aligning with style guides).

- **My Refinements:**

I reviewed these variations, merged phrasing that best fit contract standards, and adjusted for accuracy (e.g., specifying version 12.6 of Captivate). The final goal statement reflects my judgment.

- **My Prompt:**

“Please suggest refinements in wording for the following: [insert narrative]”

- **AI Response (Simplified):**

Suggested more polished verbiage and provided grammatical corrections.

- **My Prompt:**

“Please review the provided rubric and highlight where my content meets or fails to meet the ‘Excellent’ standard.”

- **AI Response (Simplified):**

Suggested additional content where my existing content did not meet the stated standards.

- **My Refinements:**

I reviewed these suggestions, referred back to the samples provided in the course, and incorporated additional content or adjustments as appropriate.

Use of AI in Subordinate Skills Analysis

- **My Prompt:**

After providing two sample subordinate skills analysis, “Please create a sample subordinate skills chart for Step 1 (Apply appropriate project settings, properties, and variables in Captivate 12)... Variables should match the up-to-date list, SCORM should be set to 1.2...”

- **AI Response (Simplified):**

The model produced a draft hierarchy of steps (e.g., set responsiveness, apply styles, configure variables, set SCORM).

- **My Refinements:**

I adapted the draft into a step-wise flowchart and wrote my own narrative, integrated contract naming conventions, and expanded troubleshooting tasks based on my workplace knowledge.

- **Alternative AI Tool: Goblin Tools “Magic ToDo” (<https://goblin.tools/ToDo>).**

- **AI Use:** Provided each step of my goal and allowed the tool to propose substeps.

- **My Refinements:** I chose a small number of the proposed substeps to use in my subordinate skill analysis.

- **My Prompt:**

“Please create a visual flowchart from the subordinate steps outlined above. Make that flowchart editable.”

- **AI Response (Simplified):**

The model produced a draft flowchart. However, the flowchart was flawed and was not editable.

- **My Refinements:**

This flowchart was not used, as the AI was, at this time, not able to succeed in producing the desired product. *I have since had some success in asking it to produce visuals in Canva, which was recently incorporated into the Generative AI. However, that ability was not used here.*

Use of AI in Learner Analysis

- **My Prompt:**

“My learner characteristics are as follows: Professional instructional designers, Low- to Mid-level (some ISD or teaching experience, Bachelors degree minimum, Assumed comfort with computer and software, most have used Captivate minimally in the job – perhaps only to enter data in the software. Given these nine learner characteristics (provided from assignment), produce a table with sample in CSV format. Use the following as a model: (provided sample from course).”

- **AI Response (Simplified):**

The model generated a draft CSV with each characteristic (entry behaviors, prior knowledge, ARCS attitudes, academic motivation, etc.), along with descriptions, sources, analysis, and implications.

- **My Refinements:**

I customized each row with company-specific observations and expanded ARCS into its four sub-dimensions. AI provided structure, but I authored the descriptions and implications. I imported the CSV into a table format in Excel (an automated function), then copied the cells into Word, which automatically recognized the content as a table, and allowed me to instantaneously apply table formatting through Word default styles. This maximized the use of my time to focus on content, rather than creating the table structure.

Use of AI in Context Analysis

- **My Prompt:**

“Refer back to the context-specific information in my “Overview” section: [pasted my Overview section]. Please use this information to populate a table for my Context Analysis. Use these seven characteristics (provided). Use the following as a model: (provided sample from course).”

- **AI Response (Simplified):**

The model generated a structured CSV distinguishing learning and performance contexts, with columns for description, data source, analysis, and implications, along with a draft narrative highlighting managerial support, workplace simulation, and delivery system constraints.

- **My Refinements:**
I revised the language to reflect actual workplace conditions (e.g., access to Captivate 12.6, contract deliverables, mentoring practices) and expanded the narrative to align explicitly with the rubric requirements.

Overall Use

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