

# Flowcharts and Storyboards

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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For the course EME 6613: Instructional Systems Design

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## Overview

This document presents course organization flowcharts and sample storyboards for Unit 1 within “IMI Development: Smooth Starts in Captivate 12”, a self-paced course with some synchronous elements and guided feedback. Its purpose is to demonstrate the course structure at both the macro and micro levels, showing the learner’s path through the LMS, the sequence of course modules, and the design of representative instructional screens within the first module.

The flowcharts provide a high-level view of course navigation and instructional sequencing. They illustrate how learners move from the course homepage into the major functional areas of the LMS, how the modules are organized within the course, and how each module progresses through instruction, practice, self-checks, reflection, and advancement to the next module. Together, these diagrams show the intended learning flow and the relationship between major course components.

The storyboards present concrete screen-level plans for selected pages in Module 1 (correlated to Unit 1). Each storyboard outlines the instructional purpose, content, navigation, media elements, and development notes for a specific screen. These examples are intended to show how course requirements, visual standards, and learner support strategies would be implemented in practice within the LMS and Adobe Captivate environment.

Taken together, the flowcharts and storyboards demonstrate the planned organization, instructional flow, and user experience of the course, while also serving as a communication tool for development, review, and alignment with project requirements.

## Course Organization Flowcharts

This section presents the course organization flowcharts for Unit 1 of *IMI Development: Smooth Starts in Captivate 12*. These diagrams provide a visual overview of how the course is structured, beginning with the LMS course homepage, continuing through the major course modules, and then showing the page-level flow within an individual module.

Their purpose is to clarify the learner’s path through the course and to demonstrate how instruction, activities, self-checks, reflection, and progression to the next module are sequenced. Together, these flowcharts communicate the overall course architecture and support planning, review, and alignment during development.

### Flowchart 1: LMS (Moodle) Course Navigation

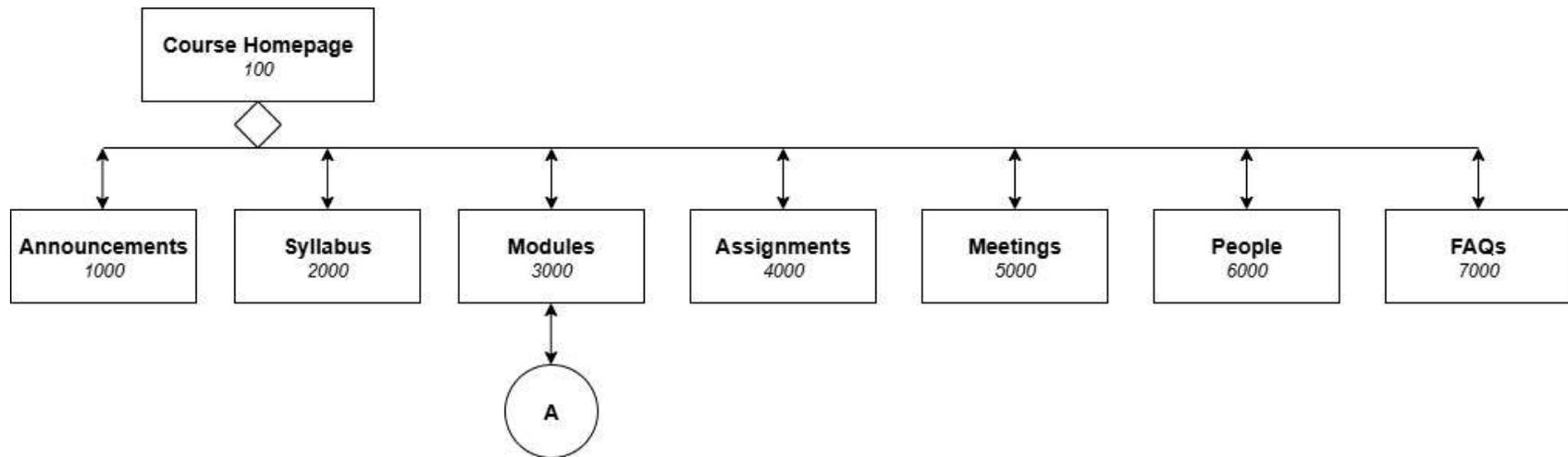


Figure 1. Flowchart of LMS (Moodle) Course Navigation

### Flowchart 2: Course Modules Overview

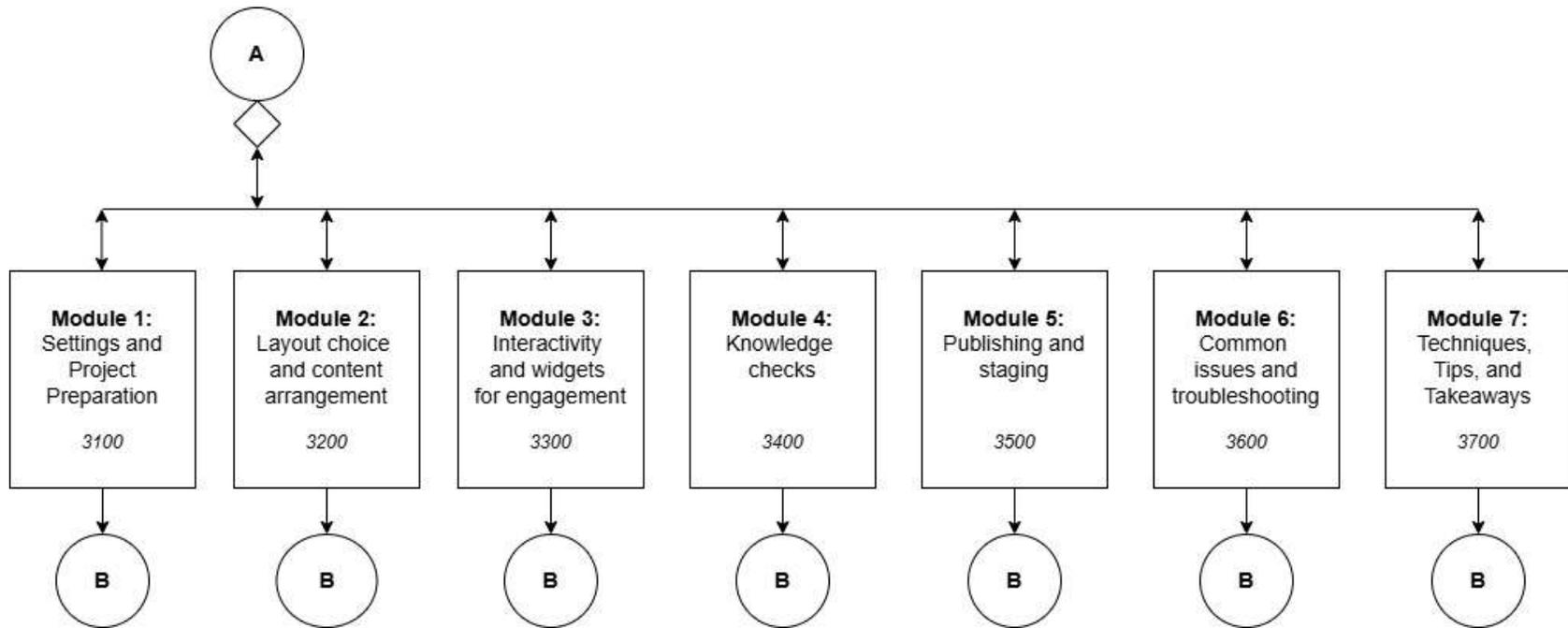


Figure 2. Modules of the IMI Course, as derived from the Goal Analysis Diagram.

Flowchart 3: Detailed Module Overview

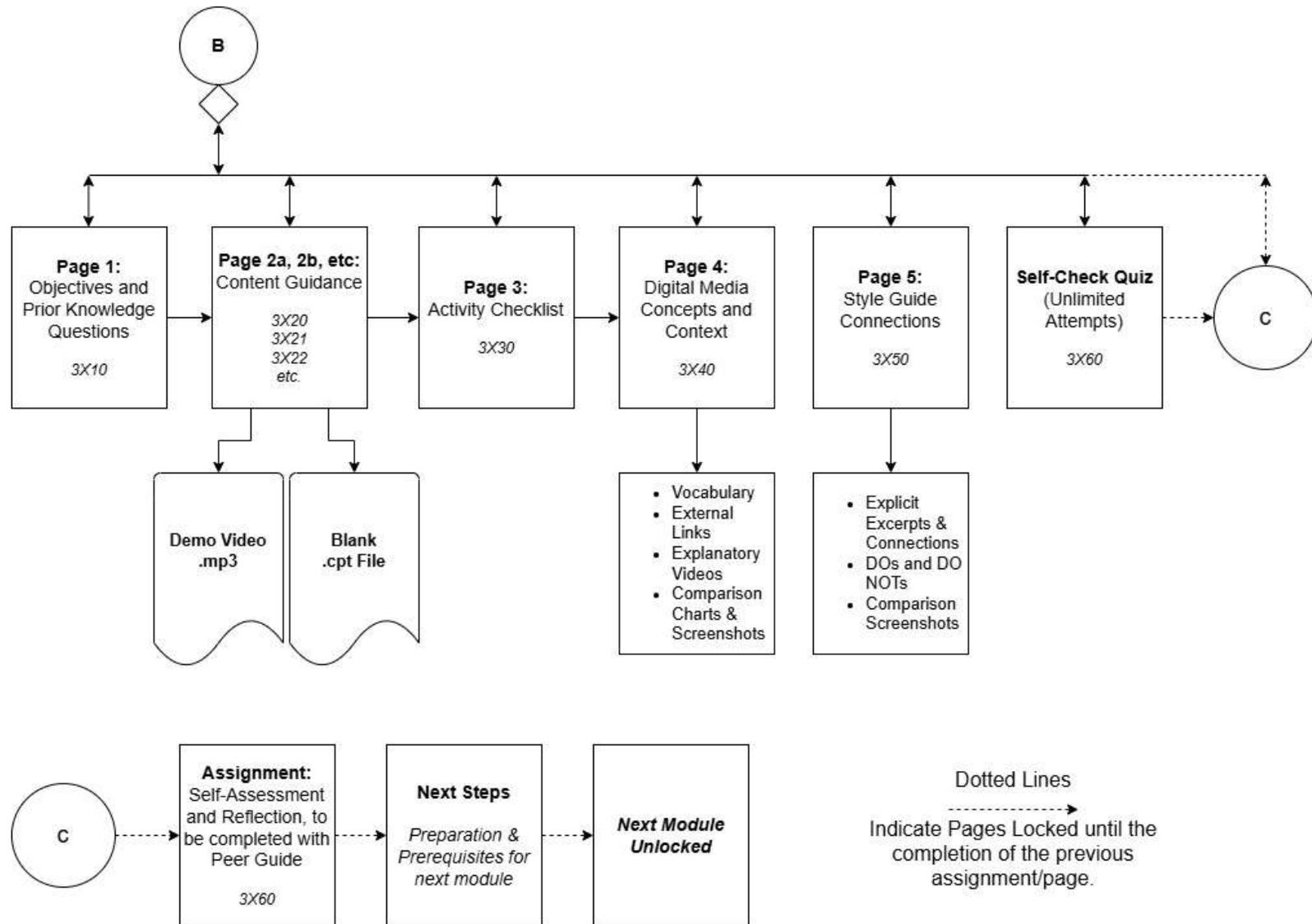


Figure 3. High-level instructional flow of each module, including roll-out of needed documents and resources.

## Module 1 Sample Storyboards

Given access to Adobe Captivate 12.6, learners will prepare a new project file by selecting and applying appropriate settings, properties, and variables that meet all defined project requirements with 100% accuracy.

The next few pages contain sample storyboards for pages within Module 1, which follow the general outline provided in the Figure 3 flowchart. The frame number of each storyboard corresponds with the appropriate code from the flowchart organization which is being described.

When text is followed by a parenthetical note such as (H#), this refers to the HTML Header level intended for that text. The header styles will be defined course-wide and will adhere to the same styles as those defined by the customer. Using the same visual guidelines expected in project outcomes is intended to reinforce a culture of style adherence while also providing visual examples of how content arrangement and color choices can be applied in the ISD's own work.

Sample Storyboard 1: Module 1, *Objectives and Prior Knowledge Page*

<b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12 <b>Page:</b> 1 of 2 <b>Module Title:</b> 1. Settings and Project Preparation <b>Page Title:</b> Objectives and Prior Knowledge Questions <b>Date:</b> 11/02/2025		<b>Script:</b> None
<b>Frame #:</b> 3110 <b>Links to this Screen:</b> 3000 Modules > 3100 Settings and Project Preparation <b>Links from the Screen:</b> LMS Course Navigation 1000-7000 (Figure 1) 3100 Settings and Project Preparation (PREV) 3120 Guidance: Project Properties (NEXT)	<b>Screen Description:</b> Module overview page that establishes expectations (read, take notes, and be prepared to discuss), presents unit objectives, and provides questions meant as prior knowledge prompts.	
<b>Screen Layout:</b>		
Side Menu Navigation	<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">                     Module 01 Header (H2)                 </div> <p>At the start of each module, please take your time to read the module objectives and reflect on the Prior Knowledge questions provided. Consider jotting down thoughts and questions as you go, and be prepared to discuss any reflection questions, including the Prior Knowledge questions, at your next Peer Guide check-in.</p> <p><b>Objectives (H3)</b></p> <p><b>Terminal Objective.</b> Given access to Adobe Captivate 12.6, learners will prepare a new project file by selecting and applying appropriate settings, properties, and variables that meet all defined project requirements with 100% accuracy.</p> <p><b>Enabling Objectives</b></p> <ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> <li>• XXX</li> </ul> <div style="border: 1px solid #00AEEF; padding: 10px; margin-top: 20px; background-color: #E6F2FF;"> <p style="text-align: right; margin: 0;"><i>DIV SECTION</i></p> <p><b>Prior Knowledge Questions (H3)</b></p> <ul style="list-style-type: none"> <li>• XXX</li> <li>• XXX</li> <li>• XXX</li> </ul> </div>	

<b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12 <b>Page:</b> 2 of 2 <b>Module Title:</b> 1. Settings and Project Preparation <b>Page Title:</b> Objectives and Prior Knowledge Questions <b>Date:</b> 11/02/2025	
<b>Background:</b> White (#FFFFFF), Light Blue (#D6E9F7) div sections  <b>Color Schemes:</b> White (#FFFFFF), Light Blue (#D6E9F7), Arctic Blue (#39C5FF), Gray (#8B9BA7), Light Gray (#F6F6F6), Black (#000000)  <b>Text Attributes:</b> Paragraph Text: Arial, sans-serif; 16px; black; line height 1.15, space between paragraphs.	<b>Audio:</b> None  <b>Video:</b> None  <b>Animated Gifs:</b> None  <b>Graphic Stills:</b> mod1header.png <i>to be developed; must have a border of 2px solid black.</i>
<b>Developer's Notes:</b> Please ensure that all pages meet WCAG 2.1, Level AA compliance (or better). The <i>Objectives and Prior Knowledge Questions</i> page for each module should have the same basic layout.	
<b>Other Instructions:</b>	

Table 1. Storyboard for Screen 3110, page in the LMS: Module 1 “Settings and Project Preparation” > “Objectives and Prior Knowledge Questions”

Sample Storyboard 2: Module 1, *Guidance: Project Properties Page*

<p><b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12    <b>Page:</b> 1 of 2  <b>Module Title:</b> 1. Settings and Project Preparation  <b>Page Title:</b> Guidance: Project Properties    <b>Date:</b> 11/02/2025</p>		<p><b>Script:</b>  <i>[Voiceover during video]</i></p> <p>"With your project open, look over to the right side of the screen and find the Project Properties panel."</p> <p>"In that panel, locate the section for Project Dimensions."</p> <p>"Open the dropdown menu and choose a new size — select 1366 by 768."</p> <p>"Next, scroll down to the section for Content Display."</p> <p>"Set the display option to Proportional and then adjust the slider to 100%."</p> <p>"That's it — your project is now set to the correct dimensions and display settings."</p>
<p><b>Frame #:</b> 3120  <b>Links to this Screen:</b>          3000 Modules &gt;          3100 Settings and Project Preparation  <b>Links from the Screen:</b>          LMS Course Navigation 1000-7000 (Figure 1)          3110 Objectives and Prior Knowledge (PREV)          3121 Guidance: Apply Styles (NEXT)</p>	<p><b>Screen Description:</b>          Content presentation page. Demonstration video will provide a walk-through with screen share showing precise locations in the Adobe Captivate Application. Review of steps will also be provided in writing.</p>	
<p><b>Screen Layout:</b></p> <div style="display: flex; border: 1px solid black; padding: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 15%; margin-right: 10px;">             Side Menu Navigation         </div> <div style="flex-grow: 1;"> <div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">                 Module 01 Header (H2)             </div> <p>In this module, you will prepare a blank Captivate file with all the settings, properties, variables, and themes necessary for a successful project. This page will provide detailed instruction for how to navigate the menus within Adobe Captivate 12.6, as well as how to locate each setting.</p> <p>Ideally, you will complete this activity on dual monitors; launching your own Adobe Captivate application on one screen to follow along with the content of this page on the other.</p> <div style="border: 1px solid black; text-align: center; padding: 10px; margin: 10px 0;">                 Please use this sample blank Captivate file to follow along:  <b>sample_netc_blank.cpt (download)</b> </div> <p><b>Project Properties (H3)</b></p> <p>Please watch the video below and follow along with your own .cpt file.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Demonstration Video (H3)</b></p> <div style="background-color: #0056b3; color: white; text-align: center; padding: 20px 0;"> <span style="font-size: 2em;">▶</span> </div> </div> </div> </div>		

<p><b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12    <b>Page:</b> 2 of 2  <b>Module Title:</b> 1. Settings and Project Preparation  <b>Page Title:</b> Guidance: Project Properties    <b>Date:</b> 11/02/2025</p>			
<p><b>Screen Layout (cont)</b></p> <table border="1"> <tr> <td style="vertical-align: top;"> <p>Side Menu Navigation</p> </td> <td> <p><b>Steps to Configure Project Properties</b></p> <ul style="list-style-type: none"> <li>• With your project open, locate the Project Properties panel (right side menu).</li> <li>• In the Project Properties, find the section for project dimensions.</li> <li>• Use the dropdown menu to select a different predefined project size. Choose 1366 x 768.</li> <li>• In the Project Properties, find the section for content display.</li> <li>• Choose “Proportional,” then move the slider to 100%.</li> </ul> </td> </tr> </table>		<p>Side Menu Navigation</p>	<p><b>Steps to Configure Project Properties</b></p> <ul style="list-style-type: none"> <li>• With your project open, locate the Project Properties panel (right side menu).</li> <li>• In the Project Properties, find the section for project dimensions.</li> <li>• Use the dropdown menu to select a different predefined project size. Choose 1366 x 768.</li> <li>• In the Project Properties, find the section for content display.</li> <li>• Choose “Proportional,” then move the slider to 100%.</li> </ul>
<p>Side Menu Navigation</p>	<p><b>Steps to Configure Project Properties</b></p> <ul style="list-style-type: none"> <li>• With your project open, locate the Project Properties panel (right side menu).</li> <li>• In the Project Properties, find the section for project dimensions.</li> <li>• Use the dropdown menu to select a different predefined project size. Choose 1366 x 768.</li> <li>• In the Project Properties, find the section for content display.</li> <li>• Choose “Proportional,” then move the slider to 100%.</li> </ul>		
<p><b>Background:</b> White (#FFFFFF), Light Blue (#D6E9F7) div sections</p> <p><b>Color Schemes:</b> White (#FFFFFF), Light Blue (#D6E9F7), Arctic Blue (#39C5FF), Gray (#8B9BA7), Light Gray (#F6F6F6), Black (#000000)</p> <p><b>Text Attributes:</b>  Paragraph Text: Arial, sans-serif; 16px; black; line height 1.15, space between paragraphs.</p>			
<p><b>Developer’s Notes:</b> Please ensure that all pages meet WCAG 2.1, Level AA compliance (or better). The <i>Guidance &amp; Demonstration</i> page for each module should have the same basic layout.</p>	<p><b>Audio:</b> None</p> <p><b>Video:</b> 3120demo.mp4 (&lt;2 mins)</p> <p><b>Animated Gifs:</b> None</p> <p><b>Graphic Stills:</b> mod1header.png (<i>to be developed; must have a border of 2px solid black</i>).</p>		
<p><b>Other Instructions:</b></p>			

Table 2. Storyboard for Screen 3120, page in the LMS: Module 1 “Settings and Project Preparation” > “Guidance: Project Properties”

Sample Storyboard 3: Module 1, *Digital Media Concepts and Context* Page

<b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12 <b>Page:</b> 1 of 3 <b>Module Title:</b> 1. Settings and Project Preparation <b>Page Title:</b> Digital Media Concepts and Context <b>Date:</b> 11/02/2025		<b>Script:</b> None
<b>Frame #:</b> 3140 <b>Links to this Screen:</b> 3000 Modules > 3100 Settings and Project Preparation <b>Links from the Screen:</b> LMS Course Navigation 1000-7000 (Figure 1) 3130 Activity Checklist (PREV) 3150 Style Guide Connections (NEXT)	<b>Screen Description:</b> Content page which provides an engagement question, a purpose statement, and delivers learning content for select digital media concepts that relate to IMI production: Dimensions, Resolution, and Responsive design.	
<b>Screen Layout:</b>		
Side Menu Navigation	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Module 01 Header (H2)</div>	<p>Have you ever been asked why you perform a chore in a certain way, and find yourself unable to answer? Perhaps you have just done it that way as long as you can remember, or a family member taught you but did not explain why. While learning practical skills procedurally can be remarkably effective, it risks leaving the learner disconnected from the “why?” of their actions.</p> <p>In this section, you will explore connections between the in-software practice you have completed and the broader digital media discipline. This will allow you to understand the learner’s experience more fully with the final multimedia product.</p> <p>Understanding the “why” behind the choices made in the previous screens will allow you to better adhere to best practices, create higher-quality materials, and communicate more effectively with artists and developers in your line of work.</p> <p><b>[ACCORDION HEADER] Project Dimensions</b>  <b>[ACCORDION DROPDOWN]</b> Every web project, image, or video has dimensions, describing the width and height of the slide or media. In digital spaces, these are measured in pixels (px). Screens (on monitors, tablets, TVs, etc.) have certain “maximum” dimensions they can accommodate, as well as “optimal” dimensions that are ideal for that screen. Matching the dimensions of your project to the dimensions that are optimal for the intended screen is part of the art of preparing digital media. However, it is also wise to consider how the content will display on other, less-optimal screens it may be viewed on.</p>

<b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12 <b>Page:</b> 2 of 3	
<b>Module Title:</b> 1. Settings and Project Preparation	
<b>Page Title:</b> Digital Media Concepts and Context <b>Date:</b> 11/02/2025	
<b>Screen Layout (cont)</b>	
Side Menu Navigation	<p><b>[ACCORDION HEADER] Digital Resolution</b></p> <p><b>[ACCORDION DROPDOWN]</b> Another word for “dimensions” in a digital space is “resolution.” “Resolution” derives from a <i>print media</i> term describing the <i>quality</i> of an image in terms of <i>how many dots</i> of ink per inch are used. However, in digital media, “pixels” are used instead of dots, and “inches” are irrelevant if the media is not being printed. Therefore, it is simply another word to describe how many pixels the image is made up of.</p> <p>Common standard resolutions include 1366 × 768 for laptops and 1920 × 1080 for full HD monitors. Choosing a resolution depends on your audience’s viewing environment.</p> <p>IMAGE: 3140_dimensioncomparison.jpg <i>Further reading: Dimensions vs Resolution in Print and Digital Media [Web Link]</i></p> <p><b>[ACCORDION HEADER] Responsive vs. Fixed Design</b></p> <p><b>[ACCORDION DROPDOWN]</b> Web projects are <b>responsive</b> if the width of their content changes to maximize the viewing area of the user’s window or screen. To do this, the browser automatically adjusts the layout. As a result, the layout may vary from one user’s experience to another. Users may see slightly different font sizes, screen widths, or scrolling behaviors.</p> <p><b>Benefits of responsive design:</b> Allows learners to experience a consistent design without distortion or cropped content. Resizes images to suit the size of the screen. Ideal for content that can scroll to any length, and which does not adhere to a strict layout, such as articles, social media, and modular content that can be easily converted to a scrolling vertical view.</p> <p><b>Fixed design</b> retains its dimensions (or at least its <i>proportions</i>, also known as <i>aspect ratio</i>) regardless of the screen used. While this might result in ungainly navigation or viewing on some screens (usually smaller screens such as mobile), it is ideal in situations where a specific layout (placement of certain objects relative to other objects) is important. Fixed design is standard for slide shows and is also best for viewing high-resolution media such as complex images, games, or virtual reality (VR).</p>

<p><b>Project Title:</b> IMI Development: Smooth Starts in Captivate 12    <b>Page:</b> 3 of 3  <b>Module Title:</b> 1. Settings and Project Preparation  <b>Page Title:</b> Digital Media Concepts and Context    <b>Date:</b> 11/02/2025</p>	
<p><b>Background:</b> White (#FFFFFF), Light Blue (#D6E9F7) div sections</p> <p><b>Color Schemes:</b> White (#FFFFFF), Light Blue (#D6E9F7), Arctic Blue (#39C5FF), Gray (#8B9BA7), Light Gray (#F6F6F6), Black (#000000)</p> <p><b>Text Attributes:</b>          Paragraph Text: Arial, sans-serif; 16px; black; line height 1.15, space between paragraphs.</p>	
<p><b>Developer’s Notes:</b> Please ensure that all pages meet WCAG 2.1, Level AA compliance (or better). The <i>Guidance &amp; Demonstration</i> page for each module should have the same basic layout.</p>	<p><b>Audio:</b> None</p> <p><b>Video:</b> None</p> <p><b>Animated Gifs:</b> None</p> <p><b>Graphic Stills:</b>          3140_dimensioncomparison.jpg          mod1header.png</p>
<p><b>Other Instructions:</b></p>	
<p> </p>	

Table 3. Storyboard for Screen 3140, page in the LMS: Module 1 “Settings and Project Preparation” > “Digital Media Concepts and Context”

## 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.
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 widely held 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 of the use of AI in this work, including prompts used, the content of responses, and refinements made before integration into the final product.

- **My Prompt:**

*“Please turn this into a more conversational video voiceover: o With your project open, locate the Project Properties panel (right side menu). o In the Project Properties, find the section for project dimensions. o Use the dropdown menu to select a different predefined project size. Choose 1366 x 768. o In the Project Properties, find the section for content display. o Choose “Proportional,” then move the slider to 100%.”*

- **AI Response (Simplified):**

Provided the same content back, with additional verbiage making it more conversational, appropriate to a script.

- **My Refinements:** I read the response fully to ensure that no unwarranted changes had been made and that the tone was as desired. No changes were warranted, so I used the response verbatim as the script for Storyboard 2.

## References

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- CAST. (2018). Universal Design for Learning guidelines version 2.2. CAST. <http://udlguidelines.cast.org>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson Education.
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- Hirumi, Atsusi. (2024). *Instructional System Design*. Pressbooks. <https://pressbooks.online.ucf.edu/eme6613ah/>.
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