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**Tammi**

Lectora Practice Files

E-Learning Uncovered: Lectora by ELB Learning, 2022 Edition

# What Is This Document?

These storyboards can be used to build a 15-minute course on meeting management in Lectora. The course is specifically designed to give you a chance to practice the major features of Lectora.

For each page, you’ll find a storyboard, which serves as the “blueprint” for that page. This is similar to what you might create or be given on a real project. Since this course is designed to help you learn and practice Lectora skills, each storyboard also comes with specific instructions on how to build that page (instructions that you would *not* be given in the real world). This document is not designed to *teach* you how to use Lectora—its designed to help you practice your skills.

This course is a companion to the book, [E-Learning Uncovered: Lectora](https://www.amazon.com/dp/1986588769) by ELB Learning (2022 edition). The instructions at the end of each storyboard include cross-references to where you can find more details in the book. However, anyone may use these practice files—you don’t have to own a copy of the book.

# How Do I Use It?

We first recommend that you view the finished course. A published version and a completed Lectora file are provided in the course folder. This will give you a good sense of what you’ll be creating.

From there, you can use one of two approaches.

* **Page-by-page approach**: With this approach, you build each page in order. This is most typical of how you would build a real project. It does mean that you’ll be jumping around and using lots of different parts of Lectora for each page. For example, when you build the very first page, you’ll be using techniques from at least six different chapters. Your workflow will be very realistic, but if you want to follow along in the book, you’ll be flipping around a lot.
* **Chapter-by-chapter approach**: With this approach, you go through each chapter in the book and then practice just the parts covered in that chapter. This is method is better for those who want the linear progression of following along with the book. If you use this approach, you’ll jump around from page to page a bit: working on just the parts you’ve learned how to do at any given point, and then coming back later to finish a page once you’ve learned more techniques.

# What Permissions Do I Have to Use This?

Anyone can use and distribute these practice files and the course you build with these files. If you share these files (either in raw form or the finished course), we’d sure appreciate it if you mention E-Learning Uncovered somewhere. If you are an instructor using these files to teach a course on how to use Lectora, [contact us](mailto:books@elearninguncovered.com?subject=Information%20about%20wholesale%20pricing%20on%20Articulate%20Storyline%20book) if you’d like information on wholesale pricing for the book.

# Making Meetings Matter

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| **Project and Interface Set-Up (Part 1)** |
| **Fonts and colors** |
| Teal: #007991  Dark blue: #314273  Heading font: Arial Black  Body font: Verdana |
| **Project Settings** |
| WCAG compliant  SCORM compliant |
| **Cross-Reference to Book** |
| |  |  | | --- | --- | | **Task** | **Book location** | | **Part 1: Set up project properties.** | | | 1. Create a new blank project. | Ch. 2 | p. 15 | | 1. Save the project. | Ch. 1 | p. 9 | | 1. Set the project type to AICC/SCORM. | Ch. 2 | p. 18 | | 1. Enable web accessibility. | Ch. 2 | p. 19 | | 1. Set the page size to 1265 x 800. | Ch. 2 | p. 19 | | 1. Set the default text to be Verdana, 16 pt, black. | Ch. 2 | p. 25 | | **Part 2: Add initial interface elements.** | | | 1. At the AU level, add the top bar image to the top of the page. | Ch. 4 | p. 57 | | 1. At the AU level, add a thin teal line across the top of the page. | Ch. 4 | p. 64 Ch. 5 | p. 74 | | 1. At the AU level, add and format an automated page title text block in the top-left corner. | Ch. 10 | p. 170 | | 1. Assign the **Heading 1** HTML text type to the page title. | Ch. 3 | p. 45 | | 1. At the AU level, add a drop-down table of contents in the top bar. | Ch. 10 | p. 166 | | 1. At the AU level, add the bottom bar image at the bottom of the page. | Ch. 4 | p. 57 | | 1. At the AU level, add a thin teal line across the bottom of the page. | Ch. 4 | p. 64 Ch. 5 | p. 74 | | 1. At the AU level, add an image button for the **Next** button, using the four provided images for the four states. | Ch. 8 | p. 139 | | 1. At the AU level, add an image button for the **Back** button, using the four provided images for the four states. | Ch. 8 | p. 139 | | 1. Modify the actions on the **Next** and **Back** buttons the go to the next page and go to the previous page respectively. | Ch. 8 | p. 125 | | 1. At the AU level, add and format an automated page number box in between the **Back** and **Next** buttons. | Ch. 10 | p. 171 | | 1. At the AU level, add the RQM logo to the bottom-right corner. | Ch. 4 | p. 57 | | 1. Select all the objects along the bottom of the interface and set them to be offset from bottom. | Ch. 5 | p. 71 | | 1. If needed, arrange the layering order of the interface objects so that nothing gets covered up that should’t­. | Ch. 6 | p. 82 |   . |

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| **1** | **Title** | **Welcome** | |
| **On-screen Text** | | | **Narration** |
| Making Meetings Matter | | | None |
| **Graphic Suggestions** | | |
| Search the stock library for an image of a meeting that has enough room for the title and begin button. | | |
| **Programming Notes** | | | |
| Add a start button that jumps to the first content page. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. In the **Project Explorer**, name the first page. | Ch. 1 | p. 6 | | 1. Exclude all parent objects. | Ch. 2 | p. 28 | | 1. Add and format the conference table image from the ELB Stock Image Library. Hint: Search for conference table with filters for no people and only isolated images to get a similar image as in the sample file. (If you cannot access the image library, the images used in this course can be found in the **Images** > **Back up from ELB Stock Library** folder.) | Ch. 4 | p. 58 | | 1. Add and format the course title text. | Ch. 3 | p. 35, 37 | | 1. Add and format the **Start** text button, including a down state. | Ch. 8 | p. 138, 140 | | 1. Edit the button’s action to go to the next page. | Ch. 8 | p. 125 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **2** | **Bad** | **A Bad Meeting** | |
| **On-screen Text** | | | **Narration** |
| Select each person to find out what he or she is thinking. | | | It’s the middle of the monthly staff meeting, and things just aren’t going well. Then again, it seems like things *never* go well at the monthly staff meeting. Select each person to find out what he or she is thinking. |
| **Graphic Suggestions** | | |
| Blurred office background.  Four cut-out characters looking bored, frustrated, or confused.  Thought bubbles for each character. | | |
| **Programming Notes** | | | |
| Start with only the characters. As they click on each person, the thought bubble & text appear.   |  |  | | --- | --- | | **Person** | **Onscreen text** | | Far left | When will this be over? | | Middle left | There’s no need for me to be here. | | Middle right | This could have been an e-mail. | | Far right | I have so much else I can be doing. | | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add a blurred image background from the ELB Stock Image Library, cropped to be full width between the top and bottom bars. (1265 x 637) | Ch. 4 | p. 58, 63 | | 1. Add and position four characters from the ELB character library. | Ch. 4 | p. 60 | | 1. Add and position the thought bubble image above each person. | Ch. 4 | p. 57 | | 1. Add and format a text block with the thought text on each thought bubble. | Ch. 3 | p. 35, 37 | | 1. Group each thought with its thought bubble. | Ch. 6 | p. 81 | | 1. Set each group to be initially hidden. | Ch. 5 | p. 72 | | 1. Attach an action to each person to show the corresponding thought bubble group. | Ch. 8 | p. 120, 127 | | 1. Add and format a text block with the instructions. | Ch. 3 | p. 35, 37 | | 1. Create a new **Instructions** style based on the formatting you just used. Apply that style to your instructions. | Ch. 3 | p. 40 | | 1. Add the audio file and place it in the bottom bar. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **3** | **Objectives** | **What You Will Learn** | |
| **On-screen Text** | | | **Narration** |
| In this course, you’ll learn how to:   * Set an agenda. * Lead the meeting. * Keep minutes * Follow-up with participants. | | | Meetings don’t have to be dreadful. In this course, you’ll learn simple strategies to help make your meetings matter. Specifically, you’ll learn how to:   * Set an agenda. * Lead the meeting. * Keep minutes. * Follow-up with participants. |
| **Graphic Suggestions** | | |
| Geometric background that you can incorporate the objectives into. | | |
| **Programming Notes** | | | |
|  | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add the geometric background from the ELB Stock Image Library, cropped to be full width between the top and bottom bars. (1265 x 637).  Hint: Search for “hanging blue circles” if you want to quickly find the image used in the sample file. | Ch. 4 | p. 58, 63 | | 1. Add a dark teal circle on top of the center circle. | Ch. 4 | p. 64 Ch. 5 | p. 74 | | 1. Add a text block with the stem text on top of the center circle, and text blocks with each objective in the other circles. | Ch. 3 | p. 35, 37 | | 1. Add the calendar icon on top of the extra circle. | Ch. 4 | p. 57 | | 1. Add the audio file and place it in the bottom bar. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **4** | **Hour** | **An Extra Hour** | |
| **On-screen Text** | | | **Narration** |
| What could you do if you had an extra hour at work each week?  Enter your thoughts below, then select Submit. | | | If you were able to spend one less hour per week in unproductive meetings, what would you be able to accomplish that you can’t do now? |
| **Graphic Suggestions** | | |
| Color block background with calendar icon on one side and text entry on the other side. | | |
| **Programming Notes** | | | |
| Use a text entry field.  Provide Submit button and pop-up box with this text:  Just about everyone can use an extra hour. The good news is, it’s within your reach! Once you’ve implemented the tips found in this course, you’ll be on your way to using your time the way *you* want to use it. Let’s take a look at things you can do before, during, and after your meetings to make them more productive. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add a teal rectangle in the left half of the content space and a blue rectangle in the right half of the content space. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. Add the calendar icon to the teal side of the page. | Ch. 4 | p. 57 | | 1. Add the on-screen text to the blue side of the page. | Ch. 3 | p. 35 | | 1. Create a new style similar to the Instructions style, but suitable for text on a dark background. | Ch. 3 | p. 41 | | 1. Apply that new style to the instructions sentence. | Ch. 3 | p. 40 | | 1. Add a text entry field to the blue side of the page. | Ch. 14 | p. 238 | | 1. On the entry field’s **Properties** tab, rename the variable for the to be **WCYD**. | Ch. 14 | p. 236 | | 1. Add and format a **Submit** button. | Ch. 8 | p. 138 | | 1. Save the **Submit** button as a library object (before configuring the action). | Ch. 15 | p. 247 | | 1. Configure the action on the **Submit** button to display the feedback text as a pop-up message. | Ch. 8 | p. 130 | | 1. Add the audio file and place it in the bottom bar. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

# Before the Meeting

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| **5** | **Agenda** | **Setting An Agenda** | |
| **On-screen Text** | | | **Narration** |
| Select each button for tips on planning an agenda. | | | The first step toward holding a productive meeting is *planning* for a productive meeting. The best way to do that is to spend some time setting an agenda. Select each button for tips for planning agendas. |
| **Graphic Suggestions** | | |
| Blurred office background | | |
| **Programming Notes** | | | |
| Create buttons for each category, as well as text from the following table. Do not let the student move forward until all buttons have been clicked.   |  |  | | --- | --- | | **Button Title** | **On-Screen text** | | Find Your Purpose | Think about the purpose or objective of your meeting. Do you need to accomplish something that requires two-way communication and collaboration, such as making a decision or brainstorming solutions? If not, you probably don’t need to have the meeting. Don’t fall into the trap of having a meeting at 2:00 on Tuesday just because you always have a meeting at 2:00 on Tuesday. | | List and Prioritize | Make a list of items that need to be accomplished at the meeting, and then take the time to prioritize them. The most crucial items should go at the top of the list. If an item doesn’t fit with the purpose of the meeting, throw it out! | | Pick the Right Format | Not everything needs to be discussed in a meeting. Meeting time is best spent on topics that require two-way communication and collaboration. Items requiring only one-way communication, such as status updates, can be taken care of as written reports distributed before the meeting. | | Invite the Right People | Think carefully about who you invite to the meeting. Ask yourself:   * Who really needs to be in the discussions? * Whose expertise or approval is needed for any decisions? * Are there some who just need to know the outcomes?   The first two groups of people need to be invited. The third group might only need to be on the distribution list for the meeting minutes. | | Distribute the Agenda | Once you’ve written your agenda, make sure all meeting participants have a copy. If participants need to do advance preparation, give them some extra time to get ready. Otherwise, give them at least a day’s notice of what’s on the agenda. | | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | **Part 1: Set up base elements.** | | | 1. Add and name a new chapter. | Ch. 2 | p. 27  Ch. 1 | p. 6 | | 1. Name the page that was added automatically. | Ch. 1 | p. 6 | | 1. Add a blurred office background from the ELB Stock Image Library and crop/position it to fill the available content space. | Ch. 4 | p. 58, 63 | | 1. Add a text block with the instructions, and apply the **Instructions** text style. | Ch. 3 | p. 35, 40 | | **Part 2: Set up the pop-up pages.** |  | | 1. Create a new chapter called **Pop-ups**. | Ch. 2 | p. 27  Ch. 1 | p. 6 | | 1. In the chapter properties, exclude all objects. | Ch. 2 | p. 28 | | 1. In the chapter properties, change the page size to 600 x 400. | Ch. 2 | p. 28 | | 1. In the chapter properties, apply a very light blue/teal as the background color. | Ch. 2 | p. 28 | | 1. At the chapter level, add and format a **Close** text button, including a **Down** state, in the bottom-right corner. | Ch. 8 | p. 138, 140 | | 1. Offset the button from the right and the bottom. | Ch. 5 | p. 71 | | 1. Assign the **Exit/Close** action to the button. | Ch. 8 | p. 126 | | 1. Add and name a page in the new chapter for each of the pop-ups. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. On each of the pop-up pages, add and format a text block with the name of the pop-up (Find Your Purpose, etc.). | Ch. 3 | p. 35, 37 | | 1. Assign the **Heading 2** HTML text type to the title text block. | Ch. 3 | p. 45 | | 1. On each of the pop-up pages, add and format a text block with the detailed text. | Ch. 3 | p. 35, 37 | | 1. At the AU level, in the table of contents properties, exclude the pop-up chapter. | Ch. 10 | p. 167 | | **Part 3: Set up the click-to-reveal logic.** | | | 1. Back on page 5, add and format a text button for the first click-to-reveal item. (Make the button wide enough so that a similar button will work for the longest of the click-to-reveal items.) | Ch. 8 | p. 138 | | 1. Enable and format the **Visited** state for the button. | Ch. 8 | p. 140 | | 1. Configure the button’s action to show the corresponding pop-up page. | Ch. 8 | p. 131 | | 1. Copy and paste the button 4 times and give the new buttons the appropriate text. | Ch. 5 | p. 69 | | 1. Edit the buttons’ actions to show the corresponding pop-up page. | Ch. 8 | p. 131 | | **Part 4: Lock the Next button until the students click all the buttons.** | | | 1. Create a variable called **AgendaButtons**. | Ch. 9 | p. 153 | | 1. Add an action to the first button that modifies the variable by *adding* the letter **a**. | Ch. 9 | p. 154 | | 1. Add similar actions to the other 4 buttons, modifying the variable by adding the letter **b**, **c**, **d**, and **e** respectively. | Ch. 8 | p. 120 Ch. 9 | p. 154 | | 1. Add an action to the page that sets the state of the **Next** button to **Disabled** when the page shows. | Ch. 8 | p. 120, 142 | | 1. Add a condition to that action so it only runs if **AgendaButtons** does *not* contain **a**, **b**, **c**, **d**, or **e**. (List each letter as its own condition—5 total—and set it so that *any* condition can be true.) | Ch. 9 | p. 156 | | 1. On the first button, add an action that sets the state of the **Next** button to **Normal** if **AgendaButtons** contains **a**, **b**, **c**, **d**, and e. (List each letter as its own condition—5 total—and set it so that *all* conditions must be true.) | Ch. 8 | p. 120, 142  Ch. 9 | p. 156 | | 1. On each button, make sure the action that adds the letter comes before the action that changes the state of the **Next** button. | N/A | | **Part 5: Complete the rest of the page.** | | | 1. Add the audio file and place it in the bottom bar. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **6** | **Template** | **Using Agenda Templates** | |
| **On-screen Text** | | | **Narration** |
| To create an agenda from a Microsoft Word template:   1. Go to the **File** menu. 2. Select **New**. 3. In the search field, type **Agenda**. 4. Press **Enter**. 5. Select a thumbnail. 6. Select **Create**. | | | There’s no need to create an agenda template from scratch—you can find them right from Microsoft Word.  First go to the **File** menu, and select **New**.  In the search field, type **Agenda**, and then press **Enter**.  From there, you can scroll through the options, select an item to see it in more detail, and then select **Create** to open it in Word.  Now you can customize the document and add your meeting content. |
| **Graphic Suggestions** | | |
| Word agenda template.mp4 | | |
| **Programming Notes** | | | |
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| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page in the **Before the Meeting** chapter. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add a dark blue rectangle to fill the content area. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. Add the Word agenda video and position it on the left side of the page, leaving room for step-by-step text on the right side. | Ch. 7 | p. 97 | | 1. Add and format a text block with the on-screen text down the right side of the page. | Ch. 3 | p. 35, 37 | | 1. Add the closed caption file to the video. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

# During the Meeting

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| **7** | **Time** | **Starting on Time** | |
| **On-screen Text** | | | **Narration** |
| How can you get people to come to meetings on time?  Share your suggestions with Facebook. | | | Your meeting should have already started, but people are just now beginning to trickle in.  Believe it or not, the best way to get people to come to a meeting on time is to *start* on time—with or without them. If attendees think they can arrive late, they will. But if they know being late will cause them to miss something, they’ll make it more of a priority to get there on time.  What other techniques have you experienced to get people to come to meetings on time? Share your ideas on Facebook. |
| **Graphic Suggestions** | | |
| Image of bored people waiting for a meeting to start. | | |
| **Programming Notes** | | | |
| Include Facebook widget to discuss other ideas about getting a meeting to start on time. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new chapter. | Ch. 2 | p. 27  Ch. 1 | p. 6 | | 1. Name the page that was added automatically. | Ch. 1 | p. 6 | | 1. Add an image from the ELB Stock Image Library of bored people waiting for a meeting to start, and crop/position it to fill the available content space. (Hint: Search for “meeting wait” to find the same image as the sample file.) | Ch. 4 | p. 58, 63 | | 1. Add a semi-transparent white rectangle to the right side of the page. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. Add a text block with the on-screen text over the white box, and apply the **Instructions** text style to the instructions. | Ch. 3 | p. 35, 40 | | 1. Add a Facebook widget underneath the instructions. | Ch. 11 | p. 185 | | 1. Add the audio file and place it in the bottom bar. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **8** | **Lead** | **Lead the Meeting** | |
| **On-screen Text** | | | **Narration** |
|  | | | If someone is interrupting or dominating a discussion, it’s easier to just stay quiet—rather than risk a potentially unpleasant conversation. But if it is your job to lead the meeting, then *lead* the meeting. In the end, speaking up in a respectful way will help keep your meeting on track and productive. And everyone will appreciate that. |
| **Graphic Suggestions** | | |
| <https://www.pexels.com/photo/marketing-man-people-woman-7888801/>  <https://www.pexels.com/photo/coworkers-in-a-business-meeting-7888758/>  <https://www.pexels.com/photo/men-and-women-in-a-meeting-7889216/> | | |
| **Programming Notes** | | | |
| Synchronize the images to the narration.   * Woman in jacket domineering the conversation: when page loads * Woman in white shirt taking control back: “then lead the meeting” * Group working productively: “keep your meeting on track” | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add the three images from Pexels, cropping and filling the available content space. (If you cannot access Pexels, the images used in this course can be found in the **Images** > **Back up from Pexels** folder.) | Ch. 4 | p. 57, 63 | | 1. Layer the images so they appear in the order listed above. | Ch. 6 | p. 82 | | 1. Set the second and third images to be initially hidden. | Ch. 5 | p. 72 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Set up sync’d events on the audio file so the second and third images appear at the proper time. | Ch. 9 | p. 148 Ch. 8 | p. 127 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **9** | **Refocus** | **Refocusing Discussion** | |
| **On-screen Text** | | | **Narration** |
| See table below | | | Here are some scenarios that can threaten to derail your meeting, as well as advice on how you, as the leader, can handle them. |
| **Graphic Suggestions** | | |
| Table only | | |
| **Programming Notes** | | | |
| |  |  |  | | --- | --- | --- | | If someone does this: | Try this: | Say this: | | Takes a discussion off topic for a minute | Allow it for a minute or so to see if it runs its course. Sometimes it is quicker to let a tangent die on its own than to start a discussion about why you should or shouldn’t be discussing it. | Nothing! | | Takes a discussion off topic for more than a minute | At this point, a gentle refocusing needs to take place; otherwise, the meeting will run late *and* you won’t have met your objective. | “That’s a great point, and we need to get back to our agenda. Perhaps this is something you and Maria can talk more about after the meeting.” | | Dominates the conversation | If one person is doing all the talking, you’re missing out on everyone else’s insights. Rather than addressing your questions to the group as a whole, you can call on individual participants. | “John, how would this new system affect your department?”  “Let’s hear from folks on the other side of the table.” | | Makes important comments you don’t have time for in this meeting | Try having a “parking lot”: a list of items that, while not related to the meeting objective, are valid and may need further discussion. | “This definitely warrants more discussion. Let’s put it in the parking lot, and we can discuss it at the end of the meeting if we have time or at next week’s meeting.” | | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and format a table with the text above. | Ch. 3 | p. 47 | | 1. In the table properties, designate the first row as a header row. | Ch. 3 | p. 49 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **10** | **Decisions** | **Decisions and Actions** | |
| **On-screen Text** | | | **Narration** |
| See callout table below. | | | Meeting minutes are an important and necessary part of any productive meeting. However, there’s no need to write down everything that happened and every word that was said. Use this simple guide to determine what needs to be included in your meeting minutes. |
| **Graphic Suggestions** | | |
| Screen capture of sample meeting minutes.  Add callouts below each column the text below. | | |
| **Programming Notes** | | | |
| |  |  | | --- | --- | | **Callout** | **Onscreen text** | | Column 1 | List each agenda item in order. | | Column 2 | Record decisions made about each item. | | Column 3 | Record actions to be taken after the meeting. |   Include a link that launches the Word document for anyone who can’t read the image or in case the student wants to use it as a template. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and position the image **SampleMinutes\_Good**, filling up much of the available content area. | Ch. 4 | p. 57 | | 1. Add a dark teal arrow at the bottom of column 1 with the corresponding text. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. Copy and paste the arrow and update the text to go under columns 2 and 3. | Ch. 5 | p. 69 | | 1. Add and format a text block above the image that reads: **Microsoft Word version**. | Ch. 3 | p. 35, 37 | | 1. Add a hyperlink to the text that opens the attachment: **Mkt Status Minutes 9-8.docx**. | Ch. 8 | p. 144 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

# After the Meeting

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| **11** | **After** | **Post-Meeting Actions** | |
| **On-screen Text** | | | **Narration** |
| Select each item to learn more. | | | Good news: your meeting was a success! Yet there are still some important follow-up steps that need to be taken in order to keep all the participants on track. Select each item to learn more. |
| **Graphic Suggestions** | | |
| Clipboard with three buttons on it. | | |
| **Programming Notes** | | | |
| Put three buttons on the clipboard. When the learner clicks on them the text on the right appears.   |  |  | | --- | --- | | **Button** | **Detailed text** | | Distribute minutes | As soon as possible, distribute the minutes to all participants. The meeting minutes serve not just as a record of what happened at the meeting but also as a reminder for each participant as to their own next steps. | | Archive the minutes | Have a system for filing your minutes, and use it every time. You don’t want to have to rehash old topics because people can’t agree on what was originally decided. With easy access to the minutes, you can save the time by not having to make decisions twice. | | Follow up on action items | Don’t assume that just because an item was assigned and the minutes were distributed that the action items will automatically be completed. A simple phone call or email to check on the status of the action item can go a long way toward making sure the job gets done. | | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new chapter. | Ch. 2 | p. 27  Ch. 1 | p. 6 | | 1. Name the page that was added automatically. | Ch. 1 | p. 6 | | 1. Add a clipboard image from the ELB content library on the left side of the page. | Ch. 4 | p. 58 | | 1. Add the instructions on top of the clipboard, using the **Instructions** text style. | Ch. 3 | p. 35, 40 | | 1. Add and format three text blocks lined up on the right side of the page with the detailed text from the storyboard above. | Ch. 3 | p. 35, 37 | | 1. Set the three detailed text blocks to be initially hidden. | Ch. 5 | p. 72 | | 1. Add and format a dark teal text block to the clipboard to be the first button, using the text in the storyboard above. | Ch. 3 | p. 35, 37 | | 1. Add an action to the dark teal text block to show the first detailed text block. | Ch. 8 | p. 120, 127 | | 1. Make two copies of the dark teal text block, position them on the clipboard, and edit the text based on the table above. | Ch. 5 | p. 69 | | 1. Modify the action for each dark teal text block to show the proper detailed text block. | Ch. 8 | p. 127 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

# Putting It All Together

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| **12** | **Cost** | **What’s the Cost?** | |
| **On-screen Text** | | | **Narration** |
| See programming notes | | | It might seem like all this advanced preparation and follow-up is more trouble than it’s worth. Does it really matter if the meeting lasts 30 minutes or an hour? You decide. Use this calculator to find out exactly how much an unproductive meeting can cost over the course of a year. |
| **Graphic Suggestions** | | |
| Dollar sign | | |
| **Programming Notes** | | | |
| Text entry fields for:   * Number of people in the room * Length of the meeting (in hours) * Average hourly wage per person * Number of meetings per month   Buttons:  Calculate button: When the student clicks it, calculate how much the meeting costs in a year. Make sure the button still works properly if they change an answer and recalculate.  Formula:  Total cost = Number of people x length of meeting x average hourly wage x number of meetings per month x 12 (months per year). | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | **Part 1: Set up base elements.** | | | 1. Add and name a new chapter. | Ch. 2 | p. 27  Ch. 1 | p. 6 | | 1. Name the page that was added automatically. | Ch. 1 | p. 6 | | 1. Add an image from the ELB Stock Image Library of a dollar sign. | Ch. 4 | p. 58 | | **Part 2: Set up entry fields.** | | | 1. Add and format a text entry field. | Ch. 14 | p. 238 | | 1. Set the entry field to only accept numbers. | Ch. 14 | p. 238 | | 1. Add and format a text label for the entry field with the text **Number of people in the room**. | Ch. 3 | p. 35 Ch. 14 | p. 238 | | 1. Make 3 copies of the entry field/text label pairs, and edit the text based on the list in the storyboard. | Ch. 5 | p. 71 | | 1. In the properties for each text label, associate it with the corresponding entry field. | Ch. 14 | p. 238 | | 1. Add a small, black line under the entry fields, as you would at the bottom of a hand-written mathematical equation. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. On each of the entry field’s **Properties** tab, rename the variable with the corresponding name:  * **Cost\_people** * **Cost\_length** * **Cost\_wage** * **Cost\_frequency** | Ch. 14 | p. 236 | | **Part 3: Prepare for calculation logic.** | | | 1. Add three text boxes in a row under the black line. Put a dollar sign in the first. Two question marks in the second. And **per year** in the third. Make the box with the question marks big enough to accommodate a 5-digit number. | Ch. 3 | p. 35, 37 | | 1. Add the **Submit** button you saved as a library object on page 4. | Ch. 15 | p. 247 | | 1. Edit the text to **Calculate**. Ensure there is only a placeholder action attached to it (**No Action**). | N/A | | **Part 4: Set up the calculation logic.** | | | 1. On the **Calculate** button, edit the placeholder action to set the variable **Cost\_perYear** to **Cost\_people**. | Ch. 9 | p. 154 | | 1. Add a new action to the **Calculate** button that multiplies **Cost\_perYear** by **Cost\_length**. | Ch. 8 | p. 120 Ch. 9 | p. 154 | | 1. Add a new action to the **Calculate** button that multiplies **Cost\_perYear** by **Cost\_wage**. | Ch. 8 | p. 120 Ch. 9 | p. 154 | | 1. Add a new action to the **Calculate** button that multiplies **Cost\_perYear** by **Cost\_frequency**. | Ch. 8 | p. 120 Ch. 9 | p. 154 | | 1. Add a new action to the **Calculate** button that multiplies **Cost\_perYear** by **12**. | Ch. 8 | p. 120 Ch. 9 | p. 154 | | 1. Add a new action to change the contents of the question mark text box to be **Cost\_perYear**. | Ch. 8 | p. 120 Ch. 9 | p. 159 | | **Part 5: Complete the rest of the page.** | | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **13** | **Likert** | **Are Your Meetings Productive?** | |
| **On-screen Text** | | | **Narration** |
| How well do you follow these meeting best practices?  Make the best selection for each statement. | | | Take an honest assessment of how productive your meetings are. |
| **Graphic Suggestions** | | |
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| **Programming Notes** | | | |
| Likert scale labeled Always, Usually, Sometimes, Seldom, and Never, with the following statements:  We invite only the necessary participants.  We have an agenda with action-oriented objectives.  Agendas and materials are distributed in advance.  People come prepared.  Meetings start on time.  Discussions stay focused on agenda items.  Minutes focus on decisions and actions.  Minutes are distributed right away.  Minutes are archived.  We follow up on action items.  Feedback: If you answered **Sometimes**, **Seldom**, or **Never** for any of these, there's room for improvement! Instead of trying to change everything at once, pick one item to focus on for your next meeting, another for the next meeting, etc. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Change the default radio button and default check box style to **Jakarta**. (The check boxes will be used later in the quiz.) | Ch. 12 | p. 218 | | 1. Add a **Likert** question with the configuration listed in steps 4–7 below. | Ch. 13 | p. 228, 230 | | 1. Add the instructions text. | Ch. 13 | p. 230 | | 1. Create a custom scale of: **Always**, **Usually**, **Sometimes**, **Seldom**, **Never**. | Ch. 13 | p. 230 | | 1. Select the **Single Connector Bar** style. | Ch. 13 | p. 230 | | 1. Add the 10 questions listed in the storyboards. | Ch. 13 | p. 230 | | 1. Adjust the layout, leaving room for a **Submit** button and feedback below it. | N/A | | 1. Add a dark teal rectangle along the bottom of the content area, below the Likert question. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | 1. Add and format a text block on the teal rectangle with the feedback text. | Ch. 3 | p. 35, 37 | | 1. Add a light blue/teal rectangle with a dark border to go behind the **Sometimes**, **Seldom**, and **Never** columns. | Ch. 4 | p. 64  Ch. 5 | p. 74 Ch. 6 | p. 82 | | 1. Set the light rectangle and the feedback text to be initially hidden. | Ch. 5 | p. 72 | | 1. Add the **Submit** button you saved as a library object on page 4. Ensure there is only a placeholder action attached to it (**No Action**). | Ch. 15 | p. 247 | | 1. Edit the placeholder action to show the feedback text block. | Ch. 8 | p. 127 | | 1. Add another action to the **Submit** button to show the light rectangle. | Ch. 8 | p. 120, 127 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 | | | | |

# Knowledge Check

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| **14** | **Quiz** | **Question 1** | |
| **On-screen Text** | | | **Narration** |
| Instructions:  Decide if the following statement is true or false.  Question: The primary purpose of a team meeting is for the team leader to get an update on what all of the team members are working on. | | | See how much you remember about strategies for holding effective meetings. |
| **Graphic Suggestions** | | |
| Color block treatment. | | |
| **Programming Notes** | | | |
| Decide if the following statement is true or false.  The primary purpose of a team meeting is for the team leader to get an update on what all of the team members are working on.  A. True  **B. False**  Feedback: The answer is false. Status updates are easily done by email or one-on-one conversations and are not a good reason to hold a team meeting. Use team meetings for two-way communication, discussions, and collaboration. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | **Part 1: Configure the test object.** | | | 1. Add and name a new test object. | Ch. 12 | p. 197 | | 1. Delete the **Next**, **Back**, and **Cancel** buttons, along with the page counter. | Ch. 5 | p. 69 | | 1. In the test properties, inherit all objects from parent. | Ch. 2 | p. 28 | | 1. In the test properties, change the default test text style to be Verdana 20 pt. | Ch. 2 | p. 28 | | 1. In the test result properties, grade the test with a passing score of 80%. | Ch. 12 | p. 199 | | 1. In the test result properties, show the test results. | Ch. 12 | p. 199 | | 1. At the test object level, add a dark teal rectangle across the top part of the page to serve as the background for the question text. | Ch. 4 | p. 64  Ch. 5 | p. 74 | | **Part 2: Create a feedback page.** | | | 1. In the **Pop-ups** chapter, create a section called **Question feedback**. | Ch. 2 | p. 27 | | 1. In the section’s properties, change the page size to 500 x 300. | Ch. 2 | p. 28 | | 1. Rename the page that was automatically added to be for question 1 feedback. | Ch. 1 | p. 6 | | 1. Add and format a text box to the page with this question’s feedback. | Ch. 3 | p. 35, 37 | | **Part 3: Set up the first question.** | | | 1. In the text object, name the page that was added automatically. | Ch. 1 | p. 6 | | 1. Add a **True or False** question with the configuration listed in steps 14–18 below. | Ch. 12 | p. 203, 210 | | 1. Add the question in the **Question** field. | Ch. 12 | p. 204 | | 1. Designate the correct answer (**False**). | Ch. 12 | p. 204 | | 1. Enable feedback. | Ch. 12 | p. 205 | | 1. Set the feedback to issue when the question is processed. | Ch. 12 | p. 205 | | 1. Change the correct and incorrect feedback actions to show the corresponding feedback page in a pop-up window. | Ch. 12 | p. 205 Ch. 8 | p. 131 | | 1. On the page, add the **Submit** library object. Ensure it only has a placeholder action. | Ch. 15 | p. 247 | | 1. Modify the action to process this question. | Ch. 12 | p. 220 | | 1. Add and format the instructions text. | Ch. 3 | p. 35, 40 | | 1. Adjust the layout of the page as needed. | N/A | | **Part 4: Complete the rest of the page.** | | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **15** | **Q2** | **Question 2** | |
| **On-screen Text** | | | **Narration** |
| Which of the following are the best reasons to have an in-person meeting? Select all that apply.  A. Receive status updates from team members.  **B. Discuss and resolve issues.**  C. Catch up on the latest gossip.  **D. Brainstorm ideas.** | | | None |
| **Graphic Suggestions** | | |
| Color block treatment. | | |
| **Programming Notes** | | | |
| Multiple-response question. Correct answers are bolded above.  Feedback: The correct answers are B and D. Both of these options involve two-way communication and collaboration, so they are good reasons to hold an in-person meeting. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page to the test object. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and name a new, blank page in the **Question feedback** section. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and format the question feedback on the pop-up page. | Ch. 3 | p. 35, 37 | | 1. On the **Question 2** page, add a **Multiple Response** question with the configuration listed in steps 5–10 below. | Ch. 12 | p. 203, 212 | | 1. Add the question in the **Question** field. | Ch. 12 | p. 204 | | 1. Add the question choices. | Ch. 12 | p. 204 | | 1. Designate the correct answers (**B** and **D**). | Ch. 12 | p. 204 | | 1. Enable feedback. | Ch. 12 | p. 205 | | 1. Set the feedback to issue when the question is processed. | Ch. 12 | p. 205 | | 1. Change the correct and incorrect feedback actions to show the corresponding feedback page in a pop-up window. | Ch. 12 | p. 205 Ch. 8 | p. 131 | | 1. Copy and paste the **Submit** button from the previous page. | Ch. 5 | p. 69 | | 1. Modify the action to process this question. | Ch. 12 | p. 220 | | 1. Adjust the layout of the page as needed. | N/A | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **16** | **Q3** | **Question 3** | |
| **On-screen Text** | | | **Narration** |
| Instructions:  Type your answer in the space provided.  Question:  The best way to get people to come to a meeting on time is to on time. | | | None |
| **Graphic Suggestions** | | |
| Color block treatment. | | |
| **Programming Notes** | | | |
| Fill in the blank question:  Answer: “start” (also accept “begin”)  Feedback: The correct answer is to start/begin on time. By starting the meeting on time, you show that you’re taking the meeting seriously and that you’ll miss something if you’re not on time. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page to the test object. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and name a new, blank page in the **Question feedback** section. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and format the question feedback on the pop-up page. | Ch. 3 | p. 35, 37 | | 1. On the **Question 3** page, add a **Fill in the Blank** question with the configuration listed in steps 5–9 below. | Ch. 12 | p. 203, 213 | | 1. Add the question sentence in the **Question** field. | Ch. 12 | p. 204 | | 1. Add the correct answers (**start** and **begin**). | Ch. 12 | p. 213 | | 1. Enable feedback. | Ch. 12 | p. 205 | | 1. Set the feedback to issue when the question is processed. | Ch. 12 | p. 205 | | 1. Change the correct and incorrect feedback actions to show the corresponding feedback page in a pop-up window. | Ch. 12 | p. 205 Ch. 8 | p. 131 | | 1. On the page, change the paragraph formatting to 1.5 spacing to allow more room for the text entry field. | Ch. 3 | p. 38 | | 1. Position the entry field in the empty space in the sentence. | N/A | | 1. Add and format the instructions text. | Ch. 3 | p. 35, 40 | | 1. Copy and paste the **Submit** button from the previous page. | Ch. 5 | p. 69 | | 1. Modify the action to process this question. | Ch. 12 | p. 220 | | 1. Adjust the layout of the page as needed. | N/A | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **17** | **Q4** | **Question 4** | |
| **On-screen Text** | | | **Narration** |
| Match each problem with its solution. | | | None |
| **Graphic Suggestions** | | |
| Color block treatment. | | |
| **Programming Notes** | | | |
| NOTE: This question not fully accessible for individuals with disabilities. If you use this question type in your courses, consider providing an alternate, accessible version as well.  Matching question (shown in correct pairs):   |  |  | | --- | --- | | Problem | Solution | | Jennifer’s department needs explanation on a new policy, but this issue isn’t on the agenda. | Place the item in the “parking lot” so that you can discuss it more after the meeting or put it on the agenda for next time. | | While discussing options for a contractor, Ron starts talking about his experience with his newly renovated home. It doesn’t seem like he’ll be done anytime soon. | Give a gentle reminder that we need to return to the item we were discussing on the agenda. | | Patty has strong feelings about the new vendor and isn’t letting anyone else get a word in edgewise. | Acknowledge the speaker’s thoughts and then ask other individuals for their opinions directly. | | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page to the test object. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and name a new, blank page in the **Question feedback** section. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Change the question 4 feedback page to be 900 x 600 in size. | Ch. 2 | p. 28 | | 1. Add and format the question feedback on the pop-up page in the form of a table with the correct pairings. | Ch. 3 | p. 35, 47 | | 1. In the table properties, designate the first row as a header row. | Ch. 3 | p. 49 | | 1. On the **Question 4** page, add a **Matching** question with the configuration listed in steps 7–12 below. | Ch. 12 | p. 203, 214 | | 1. Add the instructions in the **Question** field. | Ch. 12 | p. 204 | | 1. Add the pairings to the **Matching Pairs** section. | Ch. 12 | p. 214 | | 1. Give each question option a logical name in the **Name** column (to be used in the results page). | Ch. 12 | p. 214 | | 1. Enable feedback. | Ch. 12 | p. 205 | | 1. Set the feedback to issue when the question is processed. | Ch. 12 | p. 205 | | 1. Change the correct and incorrect feedback actions to show the corresponding feedback page in a pop-up window. | Ch. 12 | p. 205 Ch. 8 | p. 131 | | 1. Exclude the inheritance of the teal rectangle across the page. | Ch. 2 | p. 28 | | 1. Rearrange the choices on the right side. | N/A | | 1. Format the instructions and the question options. | Ch. 3 | p. 37, 40 Ch. 5 | p. 74 | | 1. Copy and paste the **Submit** button from the previous page. | Ch. 5 | p. 69 | | 1. Modify the action to process this question. | Ch. 12 | p. 220 | | 1. Adjust the layout of the page as needed. | N/A | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **18** | **Q5** | **Question 5** | |
| **On-screen Text** | | | **Narration** |
| Read each phrase. If it should go in the meeting minutes, drag it to the folder. If it should NOT go in the minutes, drag it to the trash can. | | | None |
| **Graphic Suggestions** | | |
| Color block treatment.  Trash-Agenda.png | | |
| **Programming Notes** | | | |
| NOTE: This question not fully accessible for individuals with disabilities. If you use this question type in your courses, consider providing an alternate, accessible version as well.  Drag and Drop:  Drag items (with correct answer shown in parenthesis)  Mary doesn’t think we should move up the deadline. (trash)  Marc will follow up with the vendor. (minutes)  We will stop mailing pay stubs and make them available online instead. (minutes)  We discussed the pros and cons of both software programs. (trash)  Feedback:  Rather than being a recording of everything that was said at a meeting, the minutes should focus on:   * Decisions (We will stop mailing pay stubs and will make them available online instead.) * Actions (Marc will follow up with vendor.)   The rest of the items do not need to be included. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new, blank page to the test object. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and name a new, blank page in the **Question feedback** section. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Add and format the question feedback on the pop-up page. | Ch. 3 | p. 35, 37 | | 1. On the **Question 5** page, add a **Drag and Drop** question with the configuration listed in steps 5–14 below. | Ch. 12 | p. 203, 216 | | 1. Add the on-screen text in the **Question** field. | Ch. 12 | p. 216 | | 1. Add **Trash-Agenda.png** as the drop image. | Ch. 12 | p. 216 | | 1. Uncheck the option to snap drag items to the center of the drop zone. | Ch. 12 | p. 216 | | 1. Add the draggable statements in the **Item Text** column. | Ch. 12 | p. 216 | | 1. Position one drop zone over the trash can and one drop zone over the minutes. Delete the third drop zone. | Ch. 12 | p. 216 | | 1. Select the first drag item, and check the box for its correct drop zone. Repeat for the other drag items. | Ch. 12 | p. 216 | | 1. Give each question option a logical name in the **Name** column (to be used in the results page). | Ch. 12 | p. 216 | | 1. Enable feedback. | Ch. 12 | p. 205 | | 1. Set the feedback to issue when the question is processed. | Ch. 12 | p. 205 | | 1. Change the correct and incorrect feedback actions to show the corresponding feedback page in a pop-up window. | Ch. 12 | p. 205 Ch. 8 | p. 131 | | 1. Format the instructions and the question options. | Ch. 3 | p. 37, 40 | | 1. Copy and paste the **Submit** button from the previous page. | Ch. 5 | p. 69 | | 1. Modify the action to process this question. | Ch. 12 | p. 220 | | 1. Adjust the layout of the page as needed. | N/A | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **19** | **Submit** | **Submit Results** | |
| **On-screen Text** | | | **Narration** |
| None | | | None |
| **Graphic Suggestions** | | |
| Color block treatment | | |
| **Programming Notes** | | | |
| Large button: Submit Quiz Results | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Rename **Last Test Page** to **Submit Results.** | Ch. 1 | p. 6 | | 1. Add the **Submit** button library object. | Ch. 15 | p. 247 | | 1. Change the text to **Submit Quiz Results**. | N/A | | 1. Edit the submit button’s action to process the test/survey. | Ch. 12 | p. 220 | | 1. Make the button large and place in the middle of the teal bar. | N/A | | 1. Delete the **Done** button that came automatically with the page. | Ch. 5 | p. 69 | | 1. Add an action to the page that changes the state of the **Next** button to disabled when the page shows. | Ch. 8 | p. 120, 142 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **20** | **Results** | **Test Results** | |
| **On-screen Text** | | | **Narration** |
| Use automatically generated text. | | |  |
| **Graphic Suggestions** | | |
|  | | |
| **Programming Notes** | | | |
|  | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Exclude the inheritance of the teal rectangle across the page. | Ch. 2 | p. 28 | | 1. Change the page width to 1265. | Ch. 2 | p. 19 | | 1. Move the **Print** button so it does not overlap other objects. | N/A | | 1. Delete the pre-made **OK** button. | Ch. 5 | p. 69 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **21** | **Closing** | **Closing** | |
| **On-screen Text** | | | **Narration** |
| Thank you for completing the course. Remember what you could do by taking just a few simple steps to help make your meetings matter. | | | A little preparation and focus can go a long way towards making meetings matter. Everyone benefits when meetings are more efficient and productive. Keep in mind your own personal benefits as you sit down to plan your next meeting. |
| **Graphic Suggestions** | | |
|  | | |
| **Programming Notes** | | | |
| Display comments back from the objectives page.  Disable next button. | | | |
| **Cross-Reference to Book** | | | |
| |  |  | | --- | --- | | **Task** | **Book location** | | 1. Add and name a new blank page. | Ch. 2 | p. 31  Ch. 1 | p. 6 | | 1. Drag and drop the page in the **Project Explorer** so it is no longer part of the quiz object. (Drag the icon up until the black indicator bar is directly under the test object and the black bar aligns to the left with the left side of the red test object icon.) | Ch. 1 | p. 6 | | 1. Copy and paste the teal rectangle, blue rectangle, and calendar/clock icon from page 4. | Ch. 5 | p. 69 | | 1. Add and format a text block with the on-screen text to the dark blue side of the page. | Ch. 3 | p. 35, 37 | | 1. Add and format a text block with nothing in it directly below the on-screen text. Give the text block an outline color. | Ch. 3 | p. 35, 37 Ch. 5 | p. 74 | | 1. Add an action that changes the contents of the empty text box when the page shows to the value of the **WCYD** variable (the variable from the text entry field on the **An Extra Hour** page). | Ch. 8 | p. 120 Ch. 9 | p. 159 | | 1. Add an action to the page that sets the state of the **Next** button to disabled when the page shows. | Ch. 8 | p. 120, 142 | | 1. Add the audio file. | Ch. 7 | p. 97 | | 1. Add the closed caption file. | Ch. 7 | p. 114 | | 1. Rename any objects, as needed for clarity. | Ch. 1 | p. 6 | | 1. Set up the alt text for objects with empty or descriptive text, as needed. | Ch. 19 | p. 315 | | 1. Arrange the objects in a logical focus order, as needed. | Ch. 19 | p. 316 |   . | | | |

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| **Project and Interface Set-Up (Part 2)** |
| **Cross-Reference to Book** |
| |  |  | | --- | --- | | **Task** | **Book location** | | **Part 1: Configure interface elements.** | | | 1. Exclude the last two test pages (submit and results) and the test feedback pages from the table of contents. | Ch. 10 | p. 167 | | 1. On the page count text block, edit the first action so the text is set to **VAR(PageInTitle) of 21**. | Ch. 10 | p. 171 | | **Part 2: Streamline the interface for accessibility.** | | | 1. Set up alt text for the RQM logo. | Ch. 16 | p. 315 | | 1. Put the **Next** button, **Back** button, and page counter into a group called **Bottom Nav**. | Ch. 16 | p. 316 | | 1. Set the group’s properties to be last in reading order. | Ch. 16 | p. 316 | | 1. Add and a new text block at the AU level with the text **Skip Navigation**, positionedin the top-left of the interface. | Ch. 16 | p. 318 | | 1. Add a hyperlink to that text to jump to the current page, scrolling to the page title. | Ch. 16 | p. 318 | | 1. Arrange the interface elements in the following order:  * Top bar image * Top line * Bottom bar image * Bottom line * Skip navigation text block * Table of contents * RQM logo * Page title * Bottom nav group | Ch. 6 | p. 82 | | 1. In the **pop-ups** chapter, add a new group and put the **Close** button in it. | Ch. 16 | p. 316 | | 1. Set the group’s properties to be last in reading order. | Ch. 16 | p. 316 |   . |