



Creating Participant Videos with Adobe Captivate



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During 2015, the Oregon WIC Program developed four Adobe Captivate videos to support the transition from vouchers to electronic benefits. Oregon WIC Staff had used Captivate previously, but this project used new approaches to take this project from concept to production.

When we started talking to local agency staff about implementing eWIC, staff asked about a training video. Given the experience with modifying videos created with Captivate, rather than doing a traditional video, it was decided to use Adobe Captivate. A project in Adobe Captivate has a basic structure like a PowerPoint, but different from a traditional video, if information changes, it is relatively easy to modify or delete a “slide”. In fact, we used this feature several times when we weren’t able to get specific screen shots or there was a change in a process before the pilot started. Animations and transitions are much easier to time to the audio and have a more professional look.

Variety of formats to access videos are available.

Four 3-4 minute videos were produced. They are accessible through our Participant eWIC Shopping web page to allow access via staff desktops participant’s cell phones, home computers, and on DVD. Local agencies can use the videos in one-on-one education, in classes and in clinic waiting rooms. Captivate provided the flexibility to publish videos in all of the formats mentioned above.

Use of minimal text

In this project, we deliberately limited on-screen text to none where possible. Exceptions included some critical forms, grocery receipts, screen shots of web pages and cash register screens which have text. Studies have shown listening and reading use different brain pathways, so minimal text can improve focus.

Is it possible to do this in PowerPoint? Yes, although the Adobe Captivate program allows for easier editing, animations and higher quality audio and images. It is also possible to make changes with the images and have them automatically update in the project.

Given the success of this project, we see value in using Adobe Captivate for future trainings. Enclosed is a summary of how we approached this project and the lessons learned along the way.

What is Captivate?

With Adobe Captivate you can create a video type experience. Visuals are combined with a recorded audio. Animations are added to keep the learners engaged and focus their attention. With this technology, the learner can be transported to a real life situation they will likely experience and leave with some tools on how to navigate it.

Captivate is used for on-line learning, so it is possible to develop interactive activities. For this project, we just used the tools necessary to create a video experience

The Storyboard

The roadmap that helped us to successfully navigate this project was the storyboard. We used the storyboard to capture by slide, the script, the concepts addressed, a description of the visuals, and animations. This comprehensive approach enabled a collaborative content-development process for Subject Matter Experts (SMEs) and authors. With the SMEs approval of the storyboard, the developer had the specifics necessary to create the slides in Captivate.

Determine project objectives and concepts

We started the project by first writing out the project objectives. This led to identifying the concepts and other information the learner would need to know to achieve the objectives. Complex ideas were further broken down into smaller, understandable chunks.

As we reviewed the information, four major topics areas emerged. Rather than creating one video, we decided to create four short videos about 3-4 minutes each (PIN Your Card, Shopping with eWIC, Check Your Balance, and Protecting Your Card). This would allow maximum flexibility when using the videos. A story started to unfold with Jessica, a WIC participant, as the main character and the narrator throughout all four videos.

Setting up the storyboard

Since Captivate is created in a slide format (similar to PowerPoint), the script for each video was created by slide. Each slide addressed only one or two concepts. Figure 1 shows a section of one of the storyboards. The script and where each of the concepts are covered is listed by slide

number. Next the visuals were identified. Visuals may be photos, graphics or screenshots, as well as any animations (example: sequence of image, zoom in, fade in or out, cropping of a similar image, draw a circle around, etc.) to provide emphasis or meaning for the learner.

Each video ended up with 13-17 slides, including the opening and closing slides. A simple guide is not more than 100-125 words or 30-40 seconds of audio per slide. Most of our slides were shorter than this: 10-25 seconds with two to eight images showing for not less than 3 seconds and up to 5-10 seconds.

Lesson learned: Limiting the length of the slides made it was easier to set up the slides in Captivate. As the length of a slide increases, more visuals are added which increases the number of layers to coordinate on the timeline.

Slide No.	Concept	Visual	Script
4	Participant will know which months they have a balance.	11- clinic scene with certifier showing Benefits List on computer screen 12 – overall shot of benefits list on screen	When I’m at the WIC clinic, the staff show me what’s been added to my eWIC account for 1, 2 or 3 months.
5	When need to contact clinic for more benefits.	13 – screen shot benefit list – closeup of last month of benefits, so know will need an appt at WIC clinic	On my WIC Benefits List, I look for the last month I have benefits, because I know that’s the month I need to go back to the WIC clinic.
6	Every family member combined into one list.	45 – Screenshot of Benefits List. Closeup of 1 st month of benefits to show combined benefits of Jessica and Sophia	With eWIC, all of the foods for my family are combined together. So for each month of benefits, the foods for my baby Sophia and I are listed together.

Figure 1. Storyboard format in concept building stage in Word.

Lessons Learned: When setting up slide numbers in the storyboard, number the opening slide, even though it will initially be a blank place holder. Also number the closing slide, too. This will help keep slide numbers consistent between script, PowerPoint and Captivate.

Power Point Mock-up

Once the storyboard was close to final, the slides were mocked up in Power Point (see Figure 2).

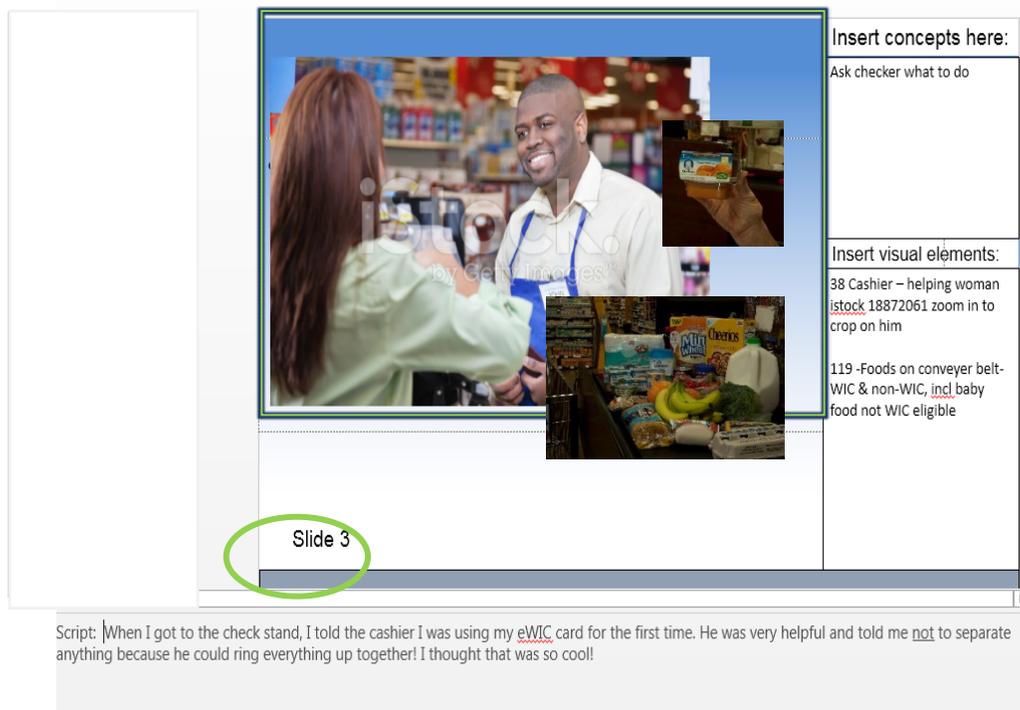


Figure 2. Sample slide from the PowerPoint mock-up of the “Shopping With Your eWIC Card ” storyboard

Screen Ratio

The master slide was set to 16:9 format to match the final layout in Captivate. It was anticipated these dimensions would be viewable on mobile phones, YouTube, waiting room televisions, staff desktop monitors, etc. This ratio then dictated the size of the images and organized the rest of the visual relationships.

Text boxes on the outside of the stage were also added to the PowerPoint Master. The storyboard information was then transferred to each PowerPoint slide: title, concepts, description of visuals, animation, and text of the audio.

The Power Point mock-up allowed reviewers to get a feel of the flow of the content and provided a way for reviewers to suggest images by inserting them on a slide. The Project Manager found the Power Point mock-up a useful tool to identify and number visuals for the overall project. Since the Power Point mock-up approximated the final project, this gave the Captivate developer an idea of the intention or general goal of each slide. The developer could then suggest other images and place them on the slides to get approval from SME’s.

The Captivate developer relies on the final script to complete the project, so keeping the script in the storyboard in “Notes” is the ideal.

Lessons Learned:

- The most useful aspects of the storyboard for the developer were the concepts/purpose of the slide, the slide number, and the numbered images.
- Tone of the Narration: Several of the scripts were written by different people which changed how Jessica came across. With some rewrite, we tried to maintain a similar conversational “talking to a friend” tone throughout.
- Having different people read the script aloud helped us make the script more conversational.
- Final review and reading is important before recording to maintain a similar “voice” and tone, and allows recording to proceed more smoothly. Editing during recording should be kept to a minimum.
- The final recording should be done at one session to maintain control for ambient noise in the room, and the same tone, volume and energy of the talent’s voice.

Linking Captivate to PowerPoint

One advantage of placing the script into the PowerPoint slide “Notes” is that Captivate has a feature that allows it to be easily imported electronically to Captivate’s “Slide Notes”. If the script changes it can be updated without having to cut and re-paste into Captivate.

Creating an Image Spreadsheet

The storyboard revealed a variety of visuals would be needed. Some visuals were screenshots or crops of existing brochures. Some images could be purchased from iStock and others staff photographed, because they were so specific to the project. Several staff were willing to help with the visuals if we could identify what was needed. This led to the creation of the image spreadsheet as a central location to track the image acquisition process (see Figure 3).

One person (the project manager) went through each of the four PowerPoint completed storyboards to identify and number each visual needed. The number was added to the spreadsheet list, along with the subject of the visual, a description of what it was to convey, any suggested images, and the slide in which it appeared. Once the list of images got into the double digits, it was helpful to add a column to sort images by subject (store, clinic, shopping, character (Jessica), receipt, etc.), so images could be reused on

Use consistent slide numbering/naming

It is critical to consistently use the slide number reference on all documents: script, storyboard, image list, PowerPoint and Captivate project.

different slides and in different videos, with the slide number(s) where they were to be used indicated in the Videos column. This also helped maintain a similar look and feel of the images throughout the different videos.

A column was added to the spreadsheet to identify the method used to acquire the visual: shoot; screen shot; graphic; purchase; mock-up. As we progressed, we also added a column for the status of “have” or “omit”. As iStock photos were located, the iStock number for the image was added to the spreadsheet. The “sample” of the iStock image was saved to an image master folder with the assigned number from the image spreadsheet.

In addition, the sample image was put in the PowerPoint to test it out and for review by the SMEs. As the images were gathered, sometimes a better image was found or it was determined a different type of image was needed, so some image numbers were marked as omitted. An additional benefit of the spreadsheet was to avoid purchasing images already owned and to substitute similar images already in our inventory. All of this work happened before touching Captivate.

The actual purchase of the iStock images didn’t take place until we were sure they were the right images. Watermarked iStock images were initially used in Captivate, then replaced. Because we were buying in bulk, we were able to get a purchasing deal for a month.

Numbering the images

The numbering of the visuals became critical as the project was laid out in Captivate. By using the spreadsheet numbering system in Captivate, when the actual image was purchased, it automatically replaced the placeholder image, regardless of whether it was a static image or as part of an animation.

	No.	Type/content	who	Status	Picture needed	description/use	Video 1 - PIN	Video 2 - Balance	Video 3 - Shopping	Video 4 - N Protect
1										
24	32.00	receipt	kb	Have	receipt - hand holding and another hand ready to take	shoot on green screen		15		
25	33.00	receipt	kb	Have	Receipt - hand holding receipt like going to hand to someone else	shoot on green screen		15		
26	34.00	receipt	kb	Have	receipt - hand release receipt now in other person's hand	shoot on green screen		15		
27	35.00	Jessica	da	Have	Jessica (casual) - Husband & baby iStock 7836275		13	17	14	
28	36.00	phone	da	Have	phone - someone holding	Or just the phone -- to be used to represent calling the IVR		1, 7, 8, 10, 16	1	7, 8
29	37.00	receipt	kb	mock-up	receipt - moderately close	To use whenever need to represent the receipt.		1, 7, 8, 16	1	
30	38.00	store	da	Have	store - checker iStock 18872061 (blue apron)	someone you can help you check your balance at the store		1, 7, 8, 10, 14, 16		
35	43.00	card	hw	Have	Card - back (no marks)		6, 8, 11	11, 12		7, 8
36	44.00	Jessica screen	da	Have	Jessica (business)- holding blank card iStock 7987424	W2(3) - use just face	10			
37	45.00	shot	da	mock-up	S- Benefit list - closeup of 1st month of benefits	show Mom & baby foods combined, will reused same image		6		
38	46.00	laptop	da	Have	Computer /laptop	represent using the computer to contact ebtEDGE customer service		1, 7, 8, 10, 13, 14, 16		
39	47.00			Have	Closing slide Look	use same look on each closing slide	8,10 XX	X	1	7,8, 9, 15 X
40	48.00	SOUND		mock-up	Sound: IVR first 3-4 food balances			12		
41	49.00	Jessica	da	Have	Jessica (casual) - and baby - holding blank card iStock 8011519	Maybe for W3/14 - Part of photo above her hand with the card?	2	1, 3		15
42	49.10	Jessica	da	Have	Jessica and baby head shot only			4,14		5

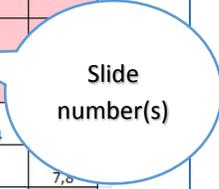


Figure 3. Image Master spreadsheet with numbered images

Preparing Images for Use in Captivate

Quality

We purchased the highest quality images available and kept them in an “Originals” folder separate from the project. The originals were at least the same size or larger as the longest dimension as the stage to avoid pixilation, in our case 1280 x 720 pixels, a mid-range of project, and a 16:9 ratio.

Most current videos are published in a 16:9 ratio, and this ratio allowed the published file to fit vertically on a typical waiting room monitor and on a smart phone. Therefore, it is preferable that images be purchased generally in a horizontal layout.

Examples of this are the “background” images meant to convey home and retail environments. However, some images are by default in a vertical format, such as the images of our “mom” (Jessica) and her family, since they were photographed standing.

Sizing, cropping and numbering images

In the Master Images folder for the project, save a copy of the original image.

Lessons Learned

- Save images as a .jpg and number according to the Image Master spreadsheet list including in the name the Spreadsheet number-picture description-iStock number (see Figure 4). Change the status to “Have” on the Image Master Spreadsheet.
- Where we used images of Jessica super-imposed over our background settings (living room, kitchen, store), editing and/or cropping was done in Photoshop to eliminate the white background, then saved as a .png.
- Avoid degradation of the image by using a copy of a copy. To crop out part of previously used image, go back to the original and follow the sizing steps indicated above. Number the cropped/edited image as a subset of the original, such as the full image of 49-Jessica and baby holding the eWIC card, and then 49.1-Jessica and baby head shot.
- Do not stretch images to a larger size once they have been edited, because this stretches the pixels and effects the sharpness of the image.

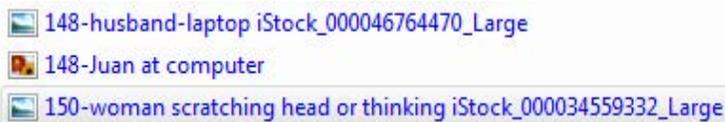


Figure 4: Naming images in Master Image File in Windows Explorer based on Image spreadsheet list.

The Audio

Prior to the recording session, we created a word document with the text to be read for the recording. Use minimum 14 point font with 1.5 spacing. Each block of text should be numbered to match the slide it will be imported to: example: Video1-s1-engl.

If the text is needed in another language, send it off for translation. Be sure to specify if the translation should use conversational or formal language.

A good recording can be accomplished with a good quality microphone and a quiet room.

The Audio was recorded with Audacity, using a Snowball brand microphone and an improvised sound box.

A separate recording was made for each slide. There may be some unanticipated background noises such as air-conditioning. We allowed one second of silence before and at the end of the recording to allow further editing in Audacity to remove unwanted sounds (sneezing, lip smacking, etc.) through various features in Audacity.

Further modifications involve adding or removing long silences or pauses that would coincide with image animations. In addition, the one second of silence at each end was removed. The files were finally saved as mono, 64-bit, .wav files. The recordings were labeled using the storyboard slide number, so it was easy to import the recording to the corresponding slide number in Captivate.

These .wav files were imported to a folder in Captivate's library, then simply dragged into the appropriate slide. Avoid editing the audio within Captivate as it increases the size of the file.

If a last minute change is needed to the audio, an update to portions of the training could occur without much impact since the audio in this project was limited to 30 to 40 seconds per slide. Re-synchronizing the images with rerecorded audio is less time consuming.

Translating the script

For the eWIC training videos, we wanted Jessica to convey the information in a conversational style. When we received the script back from the Spanish translation service, we discovered they used formal, not conversational Spanish. Next time we will specify if we'd like conversational vs. formal translation.

Creating the Project in Captivate

At this point, with a finalized script, we imported the script into Slide Notes, and audio and image files into the Captivate library, and the Captivate work can begin

Captivate template for all projects

We created a Captivate template with the following:

- Set the screen size to 16:9 ratio, which is a 1280 pixels x 720 pixel screen size.
- Turn off the play bar in the Captivate project "skin," because it does not work in a video. By turning it off, the play bar no longer appears on the screen in the video.
- Set up your Master slide, in our case this was a simple blue and green border based on the colors of our WIC Logo with a white background. In the Properties Panel, we set the Master slide objects to be on top.

We set publish settings in the template as well to insure consistency for all four projects:

In Project Preferences (See Figure 5)

1. Check Autoplay
2. Check Preloader. Set at 80%
3. Project End Options: Mark "Stop Project".

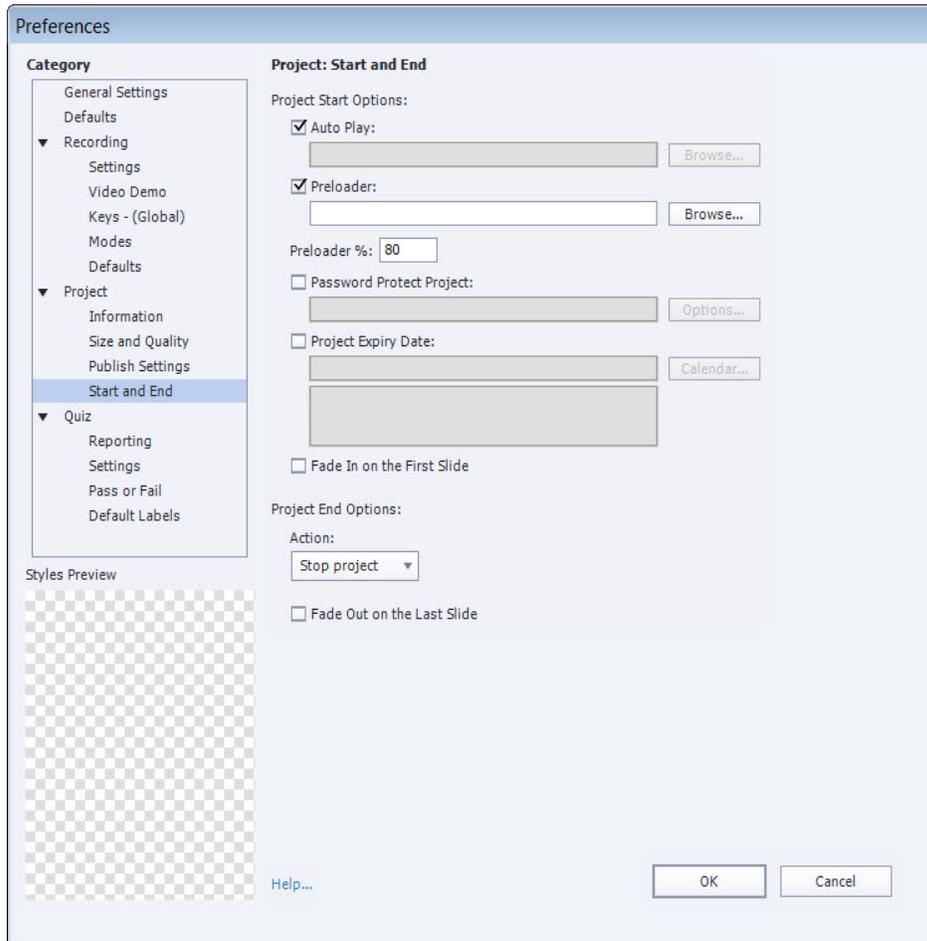
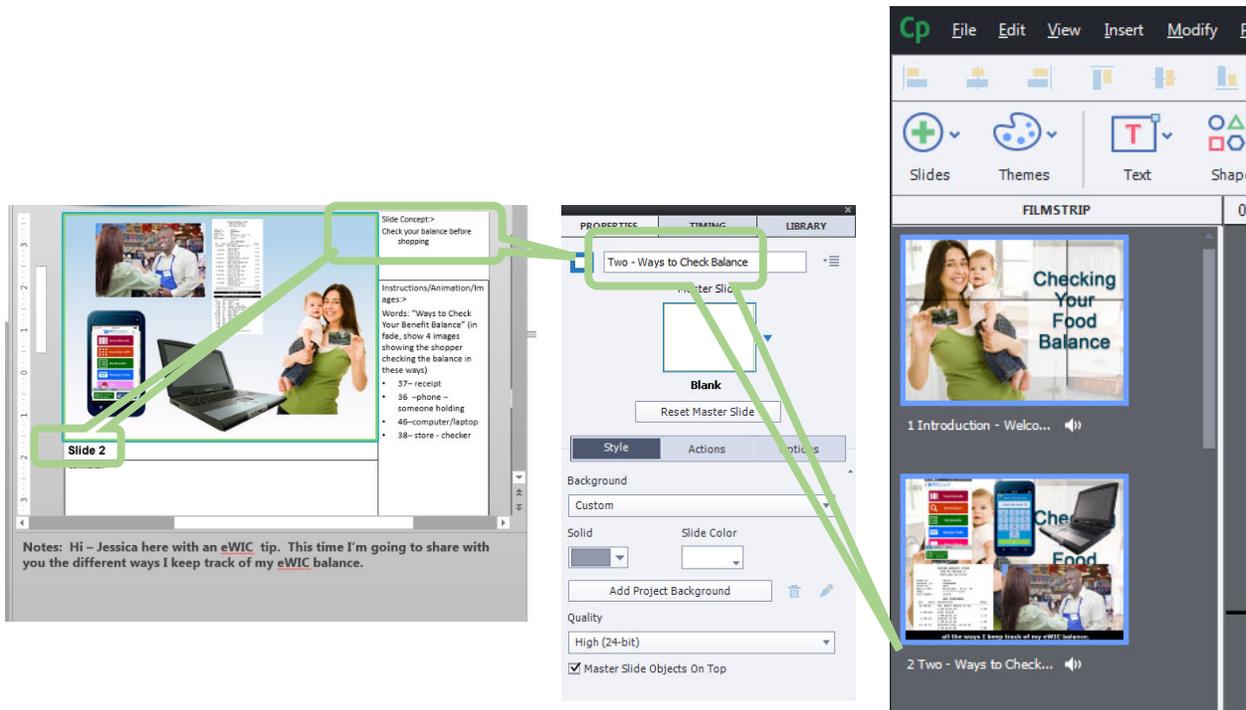


Figure 5: Captivate Project Preferences

We followed these steps:

Label Slides: Briefly label the slides Captivate with the storyboard’s corresponding concept, objective and/or topic. If a slide has a label (short title) assigned, the label appears under the slide. It might be easier to move slides and jump to a specific slide if you have assigned labels instead of just using the slide number.



<p>PowerPoint Storyboard</p> <p>concept description showing</p>	<p>Slide Label in Captivate Properties Panel</p> <p>Captivate Film Strip Panel</p>
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Adding Audio and Image Files

Using the PowerPoint storyboard as a guide, we added the audio .wav files, images and their appropriate actions to the corresponding numbered slides in Captivate. We included placeholder slides for the Title/beginning and Credits/ending slides which will be replaced with the final version of opening and closing slides. These opening and closing slides were created as a separate 3-slide project and were identical for each video (Captivate projects require a minimum of 3 slides, so slide 2 is blank). We simply copied slide 1 (Title) and 3 (Closing/Credits) into each project.

Using the built-in voices in Captivate

Captivate allows the option of creating robotic speech to facilitate timing of animations if the human recording is behind schedule. Once that is done, the human audio recording can be added and the timing is often a close match in timing to the robotic voice, and will not greatly affect your timeline. Recently Captivate included fairly lifelike voices.

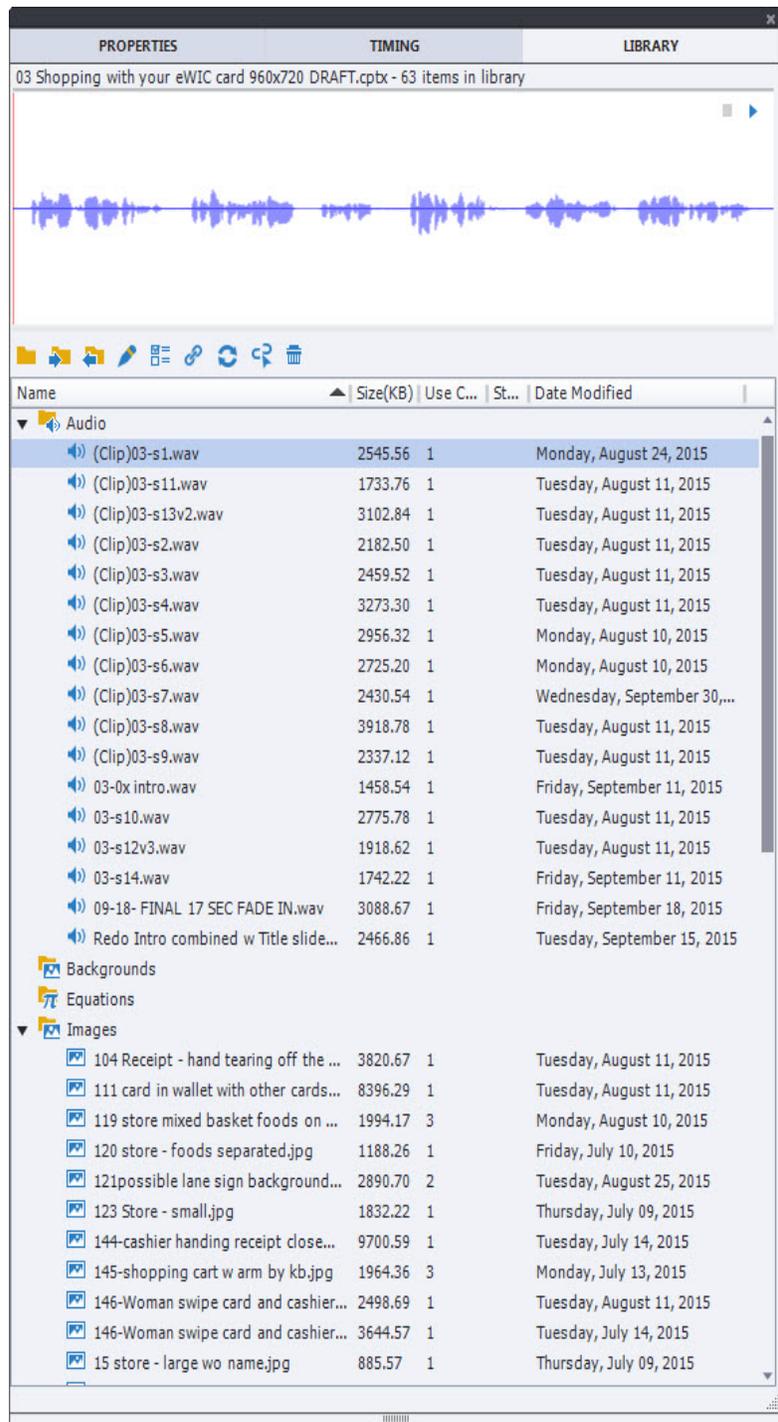


Figure 7: Captivate Library Panel showing audio and image files.

Images

Drag the numbered images onto the slides from the Captivate library. They will appear on the Timeline for the slide.

Audio

Drag sound files from the Captivate library to the slides. The audio will appear on the Timeline. NOTE: Don't import audio to the "Background" or "Objects". However, in more complex projects, it is possible to use this technique.

Timeline

Captivate's "Timeline" (Figure 8) allows easy timing with the audio to control when objects appear. Set the images' appearance to match the audio of in the timeline. Figure 9 below shows our improvised

Adjust animations and timing on a slide by slide basis.

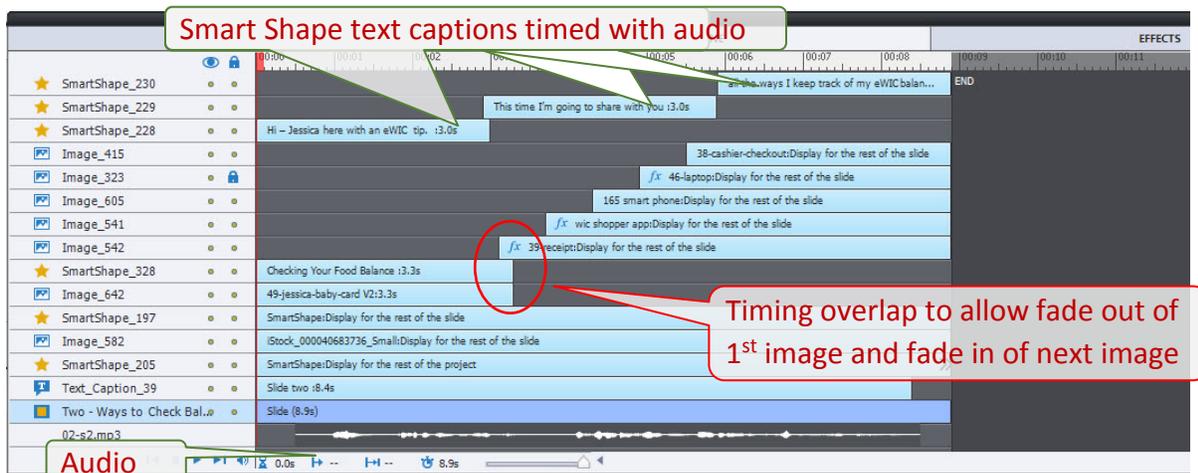


Figure 8: Captivate Timeline showing image overlap, audio and subtitles.

Animations:

We added animations and effects. The first image on the slide did not fade in, but the rest of most of the images were faded in at .5 seconds and faded out over 1 second, with .5 second overlap. Each image was visible for at least 3 seconds, and up to 10 seconds. For slides where one image was displayed for a long period of time, simple left to right, or right to left panning was added, or slow zoom in or out.

Images with/of Text or Documents

We tried using screen shots of documents and screen shots from our participant data system, TWIST, but found they did not have sufficient graphic quality. To improve the quality, some documents were recreated using the text boxes available in Captivate Smart Shapes.

This worked well as they do not take up much file space in Captivate while providing a sharp image.

Subtitles vs. Closed captioning

Captivate has the capability for closed captions for use in Learning Management Systems, however, this function does not work in the video format. We used Captivate Smart Text subtitles that were added manually, and timed to the audio. This is a time-consuming way of creating subtitles, but it worked well for these short videos. They averaged about 4-8 words per caption. In Captivate a version of the video was published with our text captions visible. For the YouTube videos, the Smart text captions were made not visible before the project was published for YouTube.

For the web developer to import the videos into YouTube, a word version of the script was also provided.

Publishing videos and DVD copies

We published using the Captivate video option, which creates an MP4 file. We used Adobe Medial Encoder to convert the file to .wmv, which was used to create DVDs in Windows DVD Maker.

Media	Type of file needed.	Captions	Use	Notes
YouTube on Oregon Shopping with eWIC web page.	.mp4	We used YouTube’s subtitle feature for captions	Individual counseling sessions and group classes	Access from State WIC webpage
DVD looping	.wmv	Smart Shape text as subtitles	Waiting area monitors	The videos were loaded English, then Spanish version of all videos, set play all 8 automatically, to loop to the first video, and to play continuously
DVD with menu	.wmv	Smart Shape text as subtitles	Group classes and individual counseling sessions	Two separate DVDs were created for English and Spanish. The DVD allowed for either individual videos to be played separately or all four looped.

Figure 9: List of Types of Uses of Captivate video.

Next in the Publish Menu (Figure 10), open “Publish to My computer” dialogue box, Publish as: set to “Video”.

Use default settings for other fields.

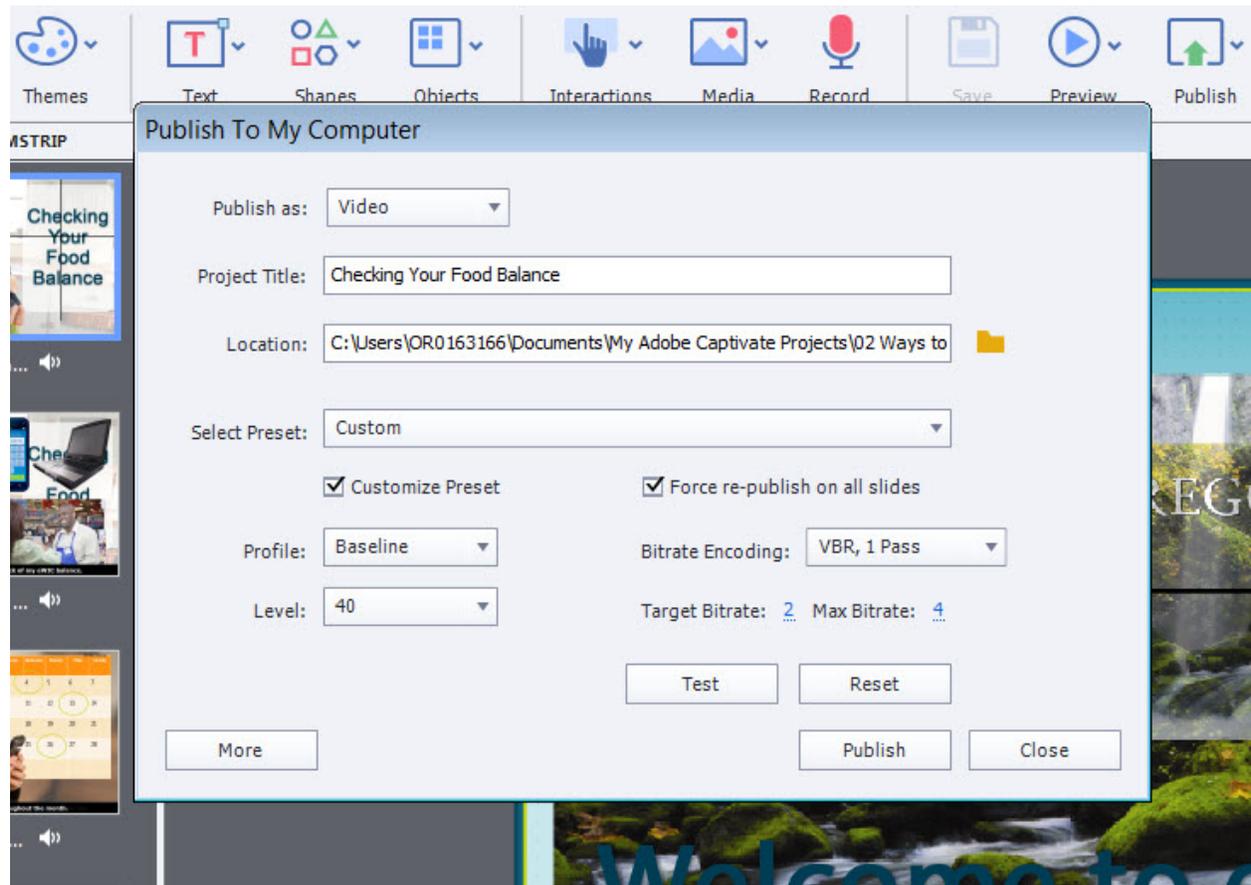


Figure 10: Captivate Video Publish settings

Then we used Windows DVD maker and imported the .wmv files. To allow looping of the videos, we set the DVD burner settings so the DVD would start automatically and replay when done.

Review process

Reviewing preliminary video can be accomplished by creating a .pdf from the Captivate print menu which can be emailed to reviewers.

The video will play from within the .pdf on Adobe Acrobat Reader.

Creating participant videos with Adobe Captivate – Lessons Learned

1. The storyboard is valuable to capture by slide, the script, the concepts addressed, a description of the visuals, and animations. The storyboard allowed a collaborative dialogue between subject matter experts (SMEs) and developers. When SMEs approved the storyboard, the developer had the specifics necessary to create the slides in Captivate.
2. Limiting the length of the slides makes it was easier to set up the slides in Captivate. As the length of a slide increases, more visuals are added which increases the number of layers to coordinate on the timeline.
3. When setting up slide numbers in the storyboard, number the opening slide and the closing slide, even though a placeholder will initially be used. Keep slide numbers consistent between script, PowerPoint and Captivate.
4. If the scripts are written by different people, this may require some rewrite to have a similar voice throughout the overall project.
5. Having different people read the script aloud can help make the script more conversational.
6. When sending scripts to translation, be sure to specify if the translation should use conversational or formal language
7. An image spreadsheet with the type, location and status of visuals in the project is key to managing all of the visuals. Numbering the visuals is critical as the project is laid out in Captivate. By using the spreadsheet numbering system in Captivate, when the actual image is purchased, it automatically replaces the placeholder image, regardless of whether it was a static image or as part of an animation.
8. Resize original images upfront. Use Photoshop for this process. Resize to 1280 pixels on the longest side for horizontal format and 720 on the longest side for vertical format. Use the “Optimize” feature and save the resized image as a jpeg or PNG in the Image Masters folder named according the previously described numbering system.
9. When a smaller area of an image is needed, to avoid degradation, return to the original image master and follow the sizing steps indicated above. Number the cropped/edited image as a subset of the original, such as the full image of 49-Jessica and baby holding the eWIC card, and then 49.1-Jessica and baby head shot.
10. Once an image has been resized, do not stretch images to a larger size, because this stretches the pixels and effects the sharpness of the image.
11. Upfront, set up the project to a 16:9 format, so it can be supported by current technical devices.

Estimated time to develop a 30-minute video

Assumes beginner-level knowledge of all aspects of eLearning. Estimate 75 hours to complete 30 minutes of eLearning of medium complexity with: 45 slides with simple animations, 15-30 seconds of audio, 3-4 images per concept, and use of Captivate effects. There are no quizzes in the Oregon projects, and would be another task if used.

Source: OmniplexX Webinar "How long does eLearning take to create?" Tom DiMartini and Stephen Miller. March 2016.

Task no.	Task	Activity	Hours (75 hours x %)	Percent of time spent on each task
1.	Project management	Coordinate Subject matter experts and development, Captivate developers, pilot agency testing, final publishing and dissemination	4.50	6%
2.	Front End Analysis	Determine audience, length, content, style look and feel	6.75	9%
3.	Instructional Design	Develop objectives, concepts and sequence,	10.50	14%
4.	Quizzing	Quizzing/testing/knowledge check	Tbd	Tbd
5.	Storyboarding	Develop narration, select music, write script for visual elements: images, graphics, animations	9.75	13%
6.	Graphic Production	Locate and purchase images, graphics, music, backgrounds, format and name for import to Captivate stage.	8.25	11%
7.	Video	If used, add 4%		0%
8.	Audio Production	Record finalized narration in format for import to Captivate.	3.75	5%
9.	Authoring/Programming	Captivate work: Load images, graphics, audio, animations, and set timing and effects to narration.	14.25	19%
10.	QA Testing	Project manager and authors review flow, content, visual qualities	4.50	6%
11.	SME/Stakeholder Reviews	allow 2 cycles of reviews	5.25	7%
12.	Pilot Test	Send to local Agencies to test in waiting room DVD players.	3.00	4%
13.	Publishing	Upload to YouTube, prepare video for copying to DVD for mass distribution, post .mp4/.wmv to website.	3.00	4%
14.	Other	contingency	0.75	2%
			74.25	100%