

## Instructor

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Office hours: Wednesdays, 4:00-5:00PM and after class

## Course Information

### EXP 441 Section 601

Class times: Wednesday 5:45-9:00pm

Room: Daley 206 Campus: Loop

*Last day to drop the course with no penalty: April 10, 2015. If dropped on or after April 11, 2015, grade of "W" will be assigned.*

### Course Website

We will use Design to Learn (D2L) to manage course materials and communications: <https://d2l.depaul.edu/>

### Course Summary

This course will focus on re-envisioning the future of learning, as a robust context for the application of experience design principles. Through a study of literature on human development, principles of learning and motivation, design processes, and the unique affordances of learning contexts, students will explore strategies for the design of innovative learning environments. From the design of mobile apps, to tools, to classroom spaces, to social interfaces, students will challenge their own thinking about what it means to learn and the role design can play in transforming the experiences of learners.

### Prerequisites

(HCD 421 and HCD 450) or HCI 440

### Learning Objectives

- Students will be able to **analyze designed experiences** using concepts of human development and learning.
- Students will be able to **applying theories of learning** to the design of human-centered experiences.
- Student will be able to **apply design methods** and conduct user-centered research in projects.
- Students will be able to **produce artifacts** such as plans, design documents, and presentations to **communicate project** ideas.

### Required Texts

No required texts. Readings will be provided.

### Class Format

Class meetings will involve group discussions, hands-on activities, design work, critique, and presentations of projects. Students should expect to spend **5 to 10 hours per week** on reading, research, design, development, and writing activities outside of class time.

## Evaluation & Grading

Grade Proportion	Course Requirement
5%	Class Participation
10%	Reading Responses (3-2-1s)
12%	Class Discussion Lead
12%	Conceptual Framework Assignment
16%	Learning Experience Analysis Assignment
45%	Final Project
100%	Total

Coursework includes the following components:

**Class Participation.** This grade portion is based on compliance with Attendance, Class Participation, and Attitude expectations described on page 3.

**3-2-1 Reading Responses.** Short written, reflection assignments will be assigned for some classes.

**Class Discussion Lead.** Students will take turns synthesizing key points, examining examples of a product/experience/system, and guiding a class discussion/activity on assigned readings.

**Conceptual Framework Assignment.** Students will articulate their current perspectives on learning and designing experiences to support learning.

**Learning Experience Analysis.** Students will conduct an observation of learning-focused experience (ex., an educational program, technology tool, class, environment, etc.) and present an analysis based on theories and perspectives discussed in class.

**Final Project (Individual or Group).** Using research and design methods, students will work individually or in small groups to conceptualize and design a learning-focused experience within a physical space, technology-based environment, or a blend of both.

### Grading Scale

Letter grades are based on the percent of total points earned.

A	93.00%	Excellent
A-	90.00%	Very Good
B+	88.00%	
B	83.00%	Good
B-	80.00%	
C+	78.00%	
C	73.00%	Satisfactory
C-	70.00%	
D+	68.00%	
D	60.00%	
F	0.00%	

## Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

## Class Schedule

Class	Topics and Activities	Readings Due	Assignments Due
<b>Part 1: Exploring Learning Theory, Pedagogy, and Examples</b>			
<b>Sep 5</b> Class 1	<ul style="list-style-type: none"> <li>• <b>Introduction/Theorizing learning and experience</b></li> <li>• Method: Mapping</li> </ul>		<ul style="list-style-type: none"> <li>• Sign up for discussion lead</li> </ul>
<b>Sep 12</b> Class 2	<ul style="list-style-type: none"> <li>• <b>Envisioning the future of learning</b></li> <li>• Method: Facilitating design workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas, D., &amp; Brown, J. S. (2011). <i>A new culture of learning: Cultivating the imagination for a world of constant change</i></li> <li>• NMC/CoSN Horizon Report: 2017 K–12 Edition. The New Media Consortium.</li> <li>• Browse: <a href="http://www.p21.org/our-work/p21-framework">http://www.p21.org/our-work/p21-framework</a></li> <li>• Optional: Partnership for 21st Century Skills (2007). <i>The Intellectual and Policy Foundations of the 21st Century Skills Framework</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1 by Sun at 9pm</li> <li>• Discussion leaders: _____</li> <li>• <b>Conceptual framework</b></li> </ul>
<b>Sep 19</b> Class 3	<ul style="list-style-type: none"> <li>• <b>Theories of learning and implications for design</b></li> </ul>	<ul style="list-style-type: none"> <li>• How People Learn (HPL). Chapter 1, 2, 3</li> <li>• Soloway, Guzdial &amp; Hay, 1994, <i>Learner-Centered Design</i></li> <li>• Optional: HPL Chapters 4, 5</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1 by Sun at 9pm</li> <li>• Discussion leaders: _____</li> </ul>
<b>Sep 26</b> Class 4	<ul style="list-style-type: none"> <li>• <b>Design of learning environments</b></li> <li>• <b>Equity by design</b></li> <li>• Share and discuss initial project ideas</li> </ul>	<ul style="list-style-type: none"> <li>• HPL. Chapter 6 (Optional: Chapter 7)</li> <li>• Collins, A. (1995). <i>Design Issues for Learning Environments</i></li> <li>• Reeves, T. (1997). <i>Evaluating What Really Matters in Computer-Based Education</i></li> <li>• Ito &amp; Reich (2017) <i>From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1 by Sun at 9pm</li> <li>• Discussion leaders: _____</li> </ul>
<b>Oct 3</b> Class 5	<ul style="list-style-type: none"> <li>• <b>Communities of learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Jenkins (2009), Executive summary, first two chapters</li> <li>• <i>Connected Learning: An Agenda for Research and Design</i></li> <li>• Barron, Gomez, Pinkard &amp; Martin (2014). <i>The Digital Youth Network: Cultivating Digital Media Citizenship in Urban Communities. Chapters 1 and 2.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1 by Sun at 9pm</li> <li>• Discussion leaders: _____</li> <li>• <b>Learning experience analysis</b></li> </ul>
<b>Oct 10</b> Class 6	<ul style="list-style-type: none"> <li>• <b>Motivation and engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Malone, T. W., &amp; Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning.</li> <li>• Hidi, S. &amp; Renninger, A. (2006) The four-phase model of interest development.</li> <li>• Optional: Daniel Pink. (2010). Drive: The surprising truth about what motivates us (video)</li> <li>• Optional: <i>Malone, T. W., &amp; Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1 by Sun at 9pm</li> <li>• Discussion leaders: _____</li> </ul>
<b>Part 2: Projects: Research, Conceptualization, Design &amp; Prototyping</b>			
<b>Oct 17</b> Class 7	<ul style="list-style-type: none"> <li>• Guest/visit: TBD</li> <li>• Sharing of project proposals and feedback</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Project Proposal</b></li> </ul>
<b>Oct 24</b> Class 8	<ul style="list-style-type: none"> <li>• Guest/visit: TBD</li> <li>• Project update and feedback</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Project Update</b></li> </ul>
<b>Oct 31</b> Class 9	<ul style="list-style-type: none"> <li>• Guest/visit: TBD</li> <li>• Project update and feedback</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Project Update</b></li> </ul>
<b>Nov 7</b> Class 10	<ul style="list-style-type: none"> <li>• <b>Final Project Presentations</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Final Project Presentations</b></li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Final Project Write-Up and Reflection</b></li> </ul>

# Policies & Expectations

## Attendance

Students are expected to attend each class and to remain for the duration. You are expected to arrive prepared for class (i.e., complete assigned readings and assignments) and to participate actively to get credit for this portion of the grade.

## Absence Policy

- Attendance will be taken in each class (and recorded in D2L).
- **Three (3) missed classes may result in failure of the course.**
- **Communicate with me if you must miss class or be late for any reason. I appreciate a quick email to let me know.**
- Students are individually responsible for material they may have missed due to absence or tardiness.
- Please notify me in advance if there are any special needs.

## Late Policy

- Arrive on time to every class.
- Being present and arriving on time to every class is my expectation for everyone. Important information is communicated at the beginning of class. If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Communicate with me if you must be late to class for any reason. I appreciate it when you let me know.
- Tardiness that exceeds 30 minutes is counted as an absence.

## Class Behavior

- Food and drink during class is ok.
- Internet surfing and checking email, etc. during class when your attention is expected is disrespectful and unprofessional. I am asking for your cooperation and attention during class time.
- Be a respectful participant by keeping phones in silent mode and do not text in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- Be engaged in class discussions and workshop activities:
  - Show leadership and take initiative in group efforts
  - Show genuine effort to cooperate with others
  - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
  - Make contributions that reflect excellent preparation (i.e., complete required reading)
- **Practice professionalism**
  - Communicate (face-to-face, emails, etc.) with the professor and students in a professional manner
  - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
  - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
  - Be respectful towards others

## Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>.

Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

## Attitude

A professional attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

## Late Assignments

Completing assignments on time is essential for this class. Thus, to encourage accountability, ***late assignments will not receive credit unless acceptable reasons are documented (sickness, family emergency) and communicated to me by 24 hours before due date.*** If you expect to need more time for an assignment, reach out to the instructor *sooner* rather than later!

## Email Policy

On weekdays, you can expect me to return emails within 24 hours. Expect a delayed response on weekends. In the spirit of practicing professional communication, make an effort to write email messages in a formal, professional tone (e.g., proper greeting, correct spelling, etc.).

## Civil Discourse

DePaul University is a community that thrives on open DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

## Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. A re-grading may result in points added, deducted, or no change. The

instructor handles grade review requests and responds to the student with a review decision as soon as possible.

### **Incomplete Grades**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

### **Withdrawal**

Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### **Retroactive Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### **Resources for Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

Loop Campus – Lewis Center #1420 – (312) 362-8002  
Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible. Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

### **Academic Integrity & Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

### **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

### **Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

### **Visit the Writing Center**

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation. You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing). You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.