RESOURCES FOR MENTAL & PHYSICAL WELL-BEING

- **Office of Health Promotion and Awareness** staff can provide wellness coaching and a number of other supports. Appointments can be requested by calling 773-325-7129 or completing this online intake form.
- **University Counseling Services** are operating remotely but still accessible during COVID-19.
- **Dean of Students Office** provides critical support in times of need including administrative support, student advocacy, and identifying campus and community resources.

Instructor

Denise C. Nacu, Ph.D.
Email: dnacu@cdm.depaul.edu
Office hours: By appointment via Blue Star

Course Information

EXP 441 Section 830
Class time: Wednesday 5:45-9:00pm
Location: Online / synchronous via Zoom

Last day to drop the course with no penalty: Jan. 16, 2022. If dropped on or after Jan. 17, 2022, grade of "W" will be assigned.

Prerequisites

HCD 450 or HCI 440

Course Website

We will use Design to Learn (D2L) to manage course materials and communications: https://d2l.depaul.edu/. All assignments and projects should be submitted through D2L.

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.

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 and Expectations

This course will be conducted remotely in a synchronous format. Class meetings will be designed to take best advantage of our weekly dedicated time. Meetings will involve lecture, group discussions, activities, design work, critique, guest speakers, and presentations. Expect to spend *5-10 hours per week* on reading, research, design, development, and writing activities outside of class time.

Evaluation & Grading

Coursework includes the following components:

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

Attendance/Class Participation. Because participation in activities during scheduled class time is central to this course, class participation is part of the course grade.

Activity Lead (Group). Students will work in groups to design and facilitate activities to address the focus topics.

Learning Experience Analysis (Individual). Students will observe a learning-focused experience (ex., an educational program, technology tool, class, environment, etc.), conduct an analysis using theories and perspectives, and share their results with the class.

Final Project (Individual or Group). *The final assessment (in lieu of "exams") is the final project.* Using research and design methods, students will work individually or in pairs to conceptualize and design a learning-focused experience in a physical space, online environment, or blend of both.

Grading Scale

Grade Proportion	Course Requirement
25%	Reading Responses (3-2-1s)
10%	Attendance/Class Participation
10%	Activity Lead (Group)
20%	Learning Experience Analysis
35%	Final Project and Reflection
100%	Total

All classes in the college will use the A/B/C/D/F grading basis.

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 during the quarter. If a change occurs, it will be addressed during class and posted under News in D2L.

Class Schedule

Class	Wednesday activities and topics	Due by the following Sunday
Part 1: Exploring Learning Theory and Design Implications		

Jan 5
Class 1
	• **INTRODUCTION & CORE THEORIES OF LEARNING**
	
	• **5:45pm Welcome/First Class Meeting** via Zoom LINK (Live attendance is expected - See Class Format & Expectations)
		1. **Review** syllabus
		2. **Post** to introduce yourself in D2L discussion
		3. **Read for next week:**
		    • Sawyer, R.K, (2005). Chapter 1 Introduction The New Science of Learning Cambridge Handbook of the Learning Sciences
		    • How People Learn II, Chapter 2 Context and Culture
		4. **Optional reading:**
		    • Halverson, R. (2009). Rethinking education in the age of technology: the digital revolution and the schools
		    • How People Learn II, Summary
		    • How People Learn II, Chapter 8 Digital Technology
		    • Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecology perspective. Human development, 49(4).
		    • 25 Years of Ed Tech: 1997 Constructivism podcast
		5. **Post 3-2-1** by Sunday night, read at least 7 other posts before class

Jan 12
Class 2
	• **LEARNING AS A SOCIAL PROCESS**	1. **Read for next week:** HPL II. Chapter 6 Motivation to Learn
		2. **Optional reading:**
		    • Malone, T. W., & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning.
		    • Gee, J. P. (2004). Learning by design: Games as learning machines. Interactive Educational Multimedia, 8(April 2004), 15-23.
		    • Hidi, S. & Renninger, A. (2006) The four-phase model of interest development.
		    • Flávio S. Azevedo (2011) Lines of Practice: A Practice-Centered Theory of Interest Relationships, Cognition and Instruction, 29:2, 147-184.
		3. **Explore**: DuoLingo app
		4. **Post 3-2-1** by Sunday night, read at least 7 other posts before class

Jan 19
Class 3
	• **MOTIVATION AND ENGAGEMENT**
	• **Activity leads:** _____
		1. **Read for next week:**
		    • Collins, A. (1995). Design Issues for Learning Environments
		    • Collins, A. (2005) Ch. 4 Cognitive Apprenticeship, Handbook of the Learning Sciences
		2. **Optional reading**:
		    • Soloway, Guzdial & Hay (1994), *Learner-Centered Design*
		    • Reeves, T. (1998), *Evaluating What Really Matters in ComputerBased Education*
		    • Bruckman, A., Ch. 27 Learning in Online Communities, Handbook of the Learning Sciences
		3. **Explore**: LinkedIn Learning
		4. **Prepare to share:** Ideas for Learning Experience Analysis
		5. **Post 3-2-1** by Sunday night, read at least 7 other posts before class

Jan 26
Class 4
	• **DESIGN OF LEARNING ENVIRONMENTS**
	• **Activity leads**: _____
	
	• **Guest Speaker: Caitlin K. Martin**, CKMartin Consulting
		1. **Read for next week**: The Connected Learning Research Network: Reflections on a Decade of Engaged Scholarship (Focus on Summary and Sections 2, 3, 4)
		2. **Optional reading:**
		    • Pinkard, N. (2019). Freedom of movement: Defining, researching, and designing the components of a healthy learning ecosystem. Human Development, 62(1-2), 40-65.
		    • Gutiérrez, K. D., & Jurow, A. S. (2016). Social design experiments: Toward equity by design. Journal of the Learning Sciences, 25(4), 565-598.
		3. **Explore**: https://explore.mychimyfuture.org/, https://chicagolx.org/
		4. **Post 3-2-1** by Sunday night, read at least 7 other posts before class

Class	Wednesday activities and topics	Due by the following Sunday
Feb 2 Class 5	• **DESIGNING FOR EQUITY** • **Activity leads**: _____ • **Guest Speaker: Greg Wilson**, Director of the Center for Innovative Teaching and Learning, GEMS World Academy Chicago	1. **Read for next week:** Nacu, D., Martin, C.K. & Pinkard, N. (2018). Designing for 21st century learning online: A heuristic method to enable educator learning support roles. Educational Technology Research and Development, 66(4). 2. **Optional reading:** • Nacu, D., Martin, C.K., Pinkard, N. (2017). An interface design approach to encouraging online contributions among underrepresented youth. In Y. A. Rankin and J. O. Thomas (Eds.), Moving Students of Color from Consumers to Producers of Technology. (pp. 174-196). Hershey, PA: IGI Global. 3. **Explore**: http://learningplatforms.org/design-patterns/ 4. **Prepare to share:** Learning Experience Analysis 5. **Post 3-2-1** by Sunday night, read at least 7 other posts before class
Feb 9 Class 6	• **DESIGNING FOR LEARNING AT THE INTERFACE LEVEL** • **Activity leads:** _____ • **Sana Jafri**, Executive Director of Chicago Learning Exchange (CLX) and Racial Equity Consultant at Google ED	1. **Submit Assignment by Sunday, Feb. 13:** Learning Experience Analysis 2. **Prepare to share:** Final project ideas
Part 2: Projects: Research, Conceptualization, Design & Prototyping		
Feb 16 Class 7	• **Sharing of project proposals and feedback** • **Guest Speaker: TBD**	• **Prepare to share:** Project Proposal
Feb 22 Class 8	• **Project update and feedback** • **Guest Speaker: TBD**	• **Prepare to share:** Project Update
Mar 2 Class 9	• **Project update and feedback**	• **Prepare to share:** Project Update
Mar 9 Class 10	• **Final Project Presentations**	• **Final Project Presentations**, due in class on March 9
		Final Project Write-Up and Reflection, submit to D2L by March 16, 2022

Policies & Expectations

Preferred Names and Pronouns
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at http://policies.depaul.edu/policy/policy.aspx?pid=332

Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values
At DePaul, our mission calls us to explore "what must be done" in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

Attendance
Because participation in activities during the scheduled class time is central to this course, class participation is part of the course grade.

Email Communication
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.).

Late Assignments
If you need more time to complete an assignment or project, you should communicate your need to me at least 24 hours IN ADVANCE of the deadline and we can discuss an extension.

Because of the way some assignments will be structured, extensions may not be possible.

To encourage accountability, late assignments will not receive full credit unless acceptable reasons are documented (sickness, family emergency) **and** communicated to me by 24 hours before due date. Late work will be accepted up to one week late with up to 90% credit; submissions up to two weeks late may receive up to 80% credit; submissions received after two weeks may receive up to 50% credit. No late assignments will be accepted after Class 10.

Professional Behavior
Students should practice behavior that would be expected in a professional environment, whether that is online, face-to-face, or in written forms of communication.
- Be respectful towards others
- Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
- Be careful not to distract others

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.

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. 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. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the

circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.
- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirements independently in consultation with the instructor by the deadline on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

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.

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

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. Gregory 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 SUPPORT RESOURCES
DePaul student success resources
CDM Remote Learning resources
- Research Librarians can help you develop your research skills and discuss appropriate research strategies and resources.
- University Center for Writing-based Learning offers many resources to improve writing ability.
- Center for Students with Disabilities can help identify accommodations that may support your academic learning needs and working style.
- Office of Multicultural Student Success seeks to support students with marginalized identities

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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.

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework.   Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

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. 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.