

## INSTRUCTOR

Nichole Pinkard, PhD

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Office hours: Tuesday 1:30 - 2:30;

Monday 10:00 - 12:00; or by appointment

## COURSE INFORMATION

ISM 390- Section

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

Location: 14 E Jackson, Room 206

Course homepage: <https://d2l.depaul.edu/>

Last day to drop the course with no penalty: **April 4, 2017**

Last day to withdraw: **May 12, 2017**

## COURSE SUMMARY

This advanced course explores learning theories, principles, pedagogical approaches, and their application in the design of learning technologies and experiences. Students will examine a variety of learning-oriented software to understand learning goals, tasks, and learning supports. Working individually or in groups, students will gain practical experience designing learning technologies and the contexts that support their success.

## PREREQUISITES

IM 220 or ISM 220.

## LEARNING OBJECTIVES

1. Students will understand theories of learning and their implications for the design of learning technologies.
2. Students will be able to critically evaluate various types of learning technologies by analyzing learning goals, tasks, and learning supports.
3. Students will gain practical experience in conceptualizing, designing, developing, documenting, and researching software intended to support learning.
4. Students will be gain experience creating work flows and experience maps.

## 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.

**Class Participation.** This portion of the grade is based on being an active participant in discussions, activities, and group work. Grade is based on compliance with Attendance, Class Participation, and Attitude expectations described on page 4.

## EVALUATION & GRADING

Date	Requirement	Grade Proportion
Ongoing	Class Participation	10%
Ongoing	Reading Responses (3-2-1)	15%
To be scheduled	Learning Ecosystem Exploration	20%
To be scheduled	P1:Project Learning Theory Presentation	10%
To be scheduled	P2: Ecosystem Analysis	15%
To be scheduled	P3: Design Presentation	15%
To be scheduled	P4: Experience Map	15%
	Total	100%

**Reading Responses (Individual).** Short reflection assignments, 3-2-1s, will be assigned for some classes.

**Learning Technology Exploration (Group).** In a small group, you will present key issues, examine examples of learning technology in detail, and design a class activity.

**Project Deliverables (Group or individual).** Students will work individually or in small groups to conceptualize and design a piece of learning technology. Four deliverables are required:

- P1 Learning Theory Presentation
- P2 Ecosystem Analysis
- P3 Design Presentation
- P4 Experience Map

## Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

A	93.00%	Excellent/Outstanding effort
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%	

## CLASS SCHEDULE

Wk	Class	Before Class Reading and Assignments	In Class Topics and Activities
<b>Module 1: Foundations</b>			
1	March 28, 2017		
2	April 4, 2017	<b>Read</b> • HPL Chapter 1(1-13), Chapters 2&3 <b>Due:</b> 3-2-1	<ul style="list-style-type: none"> <li>• <b>Introduction</b>, overview of class and projects, sign up for LTEs.</li> <li>• <b>Behaviorist vs. constructivist learning theory</b></li> <li>• <b>Activity:</b> Mapping Student examples of learning technologies</li> </ul>
3	April 11, 2017	<b>Read</b> • Reeves (1998) What Really Matters in Computer-Based Education • Collins, A. (1995). Design Issues for Learning Environments.  <b>Due:</b> 3-2-1	<b>Taxonomies are US!</b> <b>Activity:</b> Applying Taxonomies to Educational Activities
<b>Module 2: Core Components</b>			
4	April 18, 2017	<b>Read</b> • Thomas, D & Brown, J (2013) A New Culture of Learning. • Soloway, Guzdial & Hay, 1994, Learner-Centered Design • Brown J. () Minds on Fire <b>Due:</b> 3-2-1	<b>Learning- vs. user-centered vs. social design</b> • <b>Site Visits:</b> Visit YOUmedia, CAF Studio, iRemix  Chicago Academy Class Project Launch (Shayne Evans)
5	April 25, 2017	<b>Read</b> • TBD • Pinkard, N., Martin, C. (2015) Online Social Learning Networks <b>Due:</b> 3-2-1	<b>MOOCs and LMS</b> <b>LTE:</b> Edmodo, iRemix, Code Academy, Students: Final Project Proposals
<b>Module 3: Practices</b>			
6	May 2, 2017	<b>Read</b> • Resnick, M. (2007). All I really need to know (about creative thinking) I learned (by studying how children learn) in kindergarten • Fano, A., Schank, R. (1994) Design of Goal Based Scenarios <b>Due:</b> 3-2-1	<b>Personalized and Constructivist Learning</b> Speaker: Kemi Jona, PhD <b>LTE:</b> Scratch, Khan Academy, FUSE
7	May 9, 2017	<b>Read</b> • Martin, C., Nacu, D., & Pinkard, N. (2015) An approach to using log data to understand and support 21st Century learning in K-12 blended learning environments <b>Due:</b> 3-2-1	<b>Narrative-Driven and Blended Learning</b> Guest Speaker: Denise Nacu & Caitlin Martin <b>LTE:</b> Digital Youth Divas, Ozobots,

Wk	Class	<u>Before Class</u> Reading and Assignments	<u>In Class</u> Topics and Activities
8	May 16, 2017	<b>Read</b> <ul style="list-style-type: none"> <li>• Ito, M (2013), Connected Learning: An Agenda for Research and Design.</li> <li>• Malone, T. W., &amp; Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning.</li> <li>• <b>Due:</b> 3-2-1</li> </ul>	<b>Video Games and Simulation-Driven Learning</b> Speaker: Ugochi Achonlu, PhD <b>LTE:</b> Minecraft, Game Start Mechanic & OzoBots
9	May 23, 2017	<b>Read</b> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <b>Due:</b> 3-2-1	Final Project Status Update Professor Student Project Mtgs
<b>May 30, 2016 No Class</b>			
11	June 6, 2016	<b>Due</b> D4 Final Presentations, Paper and Portfolio Piece	Final Presentations and Wrap-Up

## ACKNOWLEDGEMENTS

The design of this course draws from syllabi of other instructors teaching similar subjects: Amy Bruckman, Sheena Erete, Barry Fishman, Peter Hastings, Michael Horn, Nichole Pinkard, Chris Quintana, and Brian Shrank. I am grateful for their work.

## ASSIGNED READINGS

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school (Expanded ed.). Washington, D.C.: National Academy Press. Available online: [http://www.nap.edu/catalog.php?record\\_id=9853](http://www.nap.edu/catalog.php?record_id=9853)
- Brown, J.S. & Adler, R.P. (2008). Minds on Fire: Open Education, the Long Tail, and Learning 2.0. *EDUCAUSE Review*, 43(1), 16-20.
- Collins, A. (1995). Design Issues for Learning Environments. In S. Vosniadou, E. de Corte & H. Mandle (Eds.), *International perspectives on the psychological foundations of technology-based learning environments* (pp. 347-361). Hillsdale, NJ: Erlbaum.
- Gee, J. P. (2004). Learning by design: Games as learning machines. *Interactive Educational Multimedia*, 8(April 2004), 15-23.
- Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., Schor, J., Sefton-Green, J., & Watkins, S.C. (2013). *Connected Learning: An Agenda for Research and Design*. Irvine, CA: Digital Media and Learning ResearchHub.
- Jenkins, H. 2009. *Confronting the challenges of participatory culture: Media education for the 21st century*. MIT Press, MA.
- Malone, T. W., & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction: Cognitive and affective process analysis* (Vol. 3, pp. 223-253). Hillsdale, NJ: Erlbaum.
- Reeves, T. *Evaluating What Really Matters in Computer-Based Education*.
- Soloway, E., Guzdial, M., & Hay, K. E. (1994). Learner-centered design: The challenge for HCI in the 21st century. *Interactions*, 1, 36-48.
- Supplemental readings to be provided.

## POLICIES & EXPECTATIONS

### Guidelines for Class Behavior

- Be professional. Treat this class like a job.
- Be respectful towards others. Listen when others talk and share ideas.
- Attend every class. (Communicate with me if you must miss class for any reason, you wouldn't just fail to show up to a job.)
- Arrive on time to every class. Important information is communicated at the very beginning of class.
- Food and drink during class is ok.
- Keep your phones in silent mode, in your bag or pocket, and no texting in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- If you are not taking notes or viewing other class materials on your laptop, it should be closed. If you are found using your computer for purposes other than this class, you may lose the privilege to use your computer during class.
- Be engaged in class discussions and workshop activities, your participation grade depends on it:
  - Participate with enthusiasm
  - Show genuine effort to cooperate with others
  - Show leadership and take initiative in group efforts
  - 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 fellow students in a professional and appropriate 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

### Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student.** *Three absences for any reason, whether excused or not, may constitute failure for the course. Communicate with me if you must be absent or late for any reason.* 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 Assignments

Late assignments will be accepted only if you **(1) contact me before the due date** with an explanation, and if I find the explanation acceptable, **(2) you turn in the assignment within three days** of the due date. For each day the assignment is late after the three day extension, your grade will decrease in point value by 10%. Late assignments may not include comments in addition to the grade (i.e. 4 days late -10%, 5 days late -20%, etc)

**If you do not communicate with me at all within 24 hours of the due date, I will NOT accept the assignment and no credit for the assignment will be given.** My policy is intended to encourage communication with me regarding any difficulty handling the assignment in on time.

Please be sure when uploading assignments to D2L that the file has uploaded to the Dropbox. I will not accept the excuse that 'I thought I uploaded it, it must not have gone through'. If you have trouble uploading, please contact me.

### Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

### 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 requirement independently in consultation with the instructor by the deadline indicated 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 (<http://campusconnect.depaul.edu>). 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

### Civil Discourse

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.

### Academic Integrity Policy & Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in to D2L).

### Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296

### 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.

**How do I schedule a Writing Center 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.

### Changes to Syllabus

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