EDUC 616: Learning Experience Design Laboratory
Fall 2019 - Winter 2020
Designated Fridays 1:00-4:00 pm
Center for Academic Innovation
(Hatcher 8th Floor/Lab Space 500 East Washington)

INSTRUCTORS

This course is taught as a team. Please address all communication about the course to the instructor group email, **educ616-instructors@umich.edu.** Office hours are by appointment.

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LXD CERTIFICATE COORDINATOR

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OVERVIEW OF THE COURSE

EDUC 616 is a required course for the graduate certificate in Learning Experience Design. In this course, we will explore foundational topics in design, theories of learning, and education. While we engage in these scholarly topics, students will also serve as Students in Residence at the Center for Academic Innovation (CAI).

In some respects, this course will function similar to other types of discussion-based graduate seminars, as students will be expected to discuss readings and projects with peers and instructors. However, this seminar differs from most other graduate seminars because of its Student Residency program with the CAI. At CAI, student residents will work collaboratively with University of Michigan (U-M) faculty and CAI staff to design, analyze, and implement innovative

learning experiences and tools in online and residential environments. Students in residence will work alongside design mentors, media specialists, and faculty to create authentic and engaging learning experiences for a global audience of learners. Encompassing the authentic work students will do are the principles of diversity, equity, and inclusion (DEI). This applied experience will culminate in the development of a learning design portfolio that includes examples of each student's contributions to learning design across a range of projects.

COURSE LEARNING OUTCOMES

In this seminar, students will:

- Construct a definition of "Learning Experience Design" and describe its relationship to other types of design.
- Develop core LXD competencies in the areas of learning, design and evaluation, project development and management, and interpersonal and leadership skills.
- Identify and apply theories of learning and educational philosophies to the design of educational experiences and tools.
- Gain hands-on experience in Learning Experience Design at the Center for Academic Innovation.

TOOLS AND RESOURCES

- **Canvas** - U-M's standard learning management system (LMS). We will use Canvas for posting assignments, readings, and formal class materials.
- **Perusall** - document annotation and discussion tool, accessed through Canvas. We will use Perusall for discussions of readings.
- **Slack -** A tool for team communication, accessible via mobile app, desktop app, and web. We will use Slack for reminders, general conversation, and in-the-moment resources.
- **LinkedIn Learning** - online courses on a wide range of practical topics, which you can use as part of your individual learning plan (you will be given a subscription at no cost to you).

OVERVIEW OF COURSE TASKS

Readings

- Norman, D. A. (2013). *The Design of Everyday Things: Revised and Expanded Edition*. New York, NY: Basic Books
- Wiggins, G., & McTighe, J. (1998). *Understanding by Design*, Alexandria, VA: Merrill Education/ASCD College Textbook Series, ASCD. **Available online via ProQuest using*

your U-M library login information. Scholarly readings and professional resources to be provided on course site

Tasks

1. **Ongoing online discussions of readings.** Participate actively in discussions around the assigned readings.
2. **Individual Learning Plan.** You will construct and implement an Individual Learning Plan (ILP) around an area of focus that will augment your skills as a learning experience designer.
3. **Individual check-ins.** You will give an update on your experience with your CAI residency, three times total over the Fall and Winter terms. This will take the form of a 1:1 meeting with one instructor and will be scheduled individually.
4. **In class activities.** You will participate in a variety of in-class activities that relate to the weekly topic. These activities are designed to allow you to interact with the week's topics in an experiential way, such as through critiquing a design case, participating in a role-based simulation, and creating a prototype of a learning design artifact (e.g., online module).
5. **Learning experience design portfolio.** Throughout the year you will participate in a variety of experiences and projects that will result in the production of a variety of learning experience design artifacts. These experiences will culminate in the creation of a personal learning experience design portfolio, which you will present to your peers and instructor in the final seminar class.

ONGOING ONLINE DISCUSSIONS OF READINGS

Each week you will have the opportunity to annotate the readings in preparation for the upcoming seminar. You can access these readings and the annotation tools (usually Perusall, and occasionally Hypothesis) through Canvas. Perusall is a social annotation tool which allows you to select text from the readings and comment or ask questions about the excerpts. You can also respond to the annotations of others and build on the ideas and insights of your peers.

You are encouraged to use annotations to "build bridges" to other readings and ideas that are explored in the course. You are also encouraged to pose questions for us to pursue as a group. The instructors hope that use of this social annotation tool will allow everyone to participate in a discussion about the weekly readings online, which will provide a good foundation for face to face discussions during our seminars.

Please consider using Perusall to create **the following kinds of annotations:**

- Comment or question about text you select
- Respond to or build on to an annotation by your peers
- Build bridges to other readings or ideas that are explored in class

- Pose question(s) for us to consider as a class

Weekly cadence

- Log in to Perusall and create annotations on one or more of the readings, **twice per week** (spread out over the course of the week)
- Please remember that your peers may have annotated a reading after you have completed your annotations. Consider returning to articles that you have already annotated and respond or build on to your peers annotations.

INDIVIDUAL LEARNING PLANS

During this course you will be expected to develop an ILP and construct a professional development experience that will augment your skills as a learning experience designer. Your ILP should include at least nine hours of independent learning activity (i.e., “instruction”) and demonstration of proficiency in the area that you choose to focus on (e.g., annotated bibliography, storyboard). The topic and format is your choice, but you will have access to LinkedIn Learning courses (at no cost to you) as one option for accessing instructional materials. In your ILP, you will identify your area of focus, document your goals, specify your proposed instructional resources, outline an anticipated timeline, and describe a proposed applied project that demonstrates proficiency in your proposed area of focus. You should propose an area of focus that allows you to build skills in an area that complements core LXD competencies. Examples include storyboarding using Articulate, creating media designs for learning, developing expertise in copyright, and developing expertise in accessibility. You will be expected to log your activities and keep your instructors and peers up to date on progress. Finally, you will present your applied project to the instructional team and your peers in our final seminar.

INDIVIDUAL CHECK-INS

Two times per semester, you will meet with a member of the instructional team to discuss your progress within the course. We will structure these meetings as a “1:1” meeting, similar to how supervisors at Academic Innovation interact with their direct reports. You will come prepared to discuss your progress within the course, including milestones you have reached, project updates, issues and challenges, other topics for discussion and review and future goals.

Please remember that communication is ***key***. Always keep in touch with your instructors. If we don’t know that you’re having a problem, we can’t help you. We are always happy to talk about stuff with you... even stuff that isn’t related to the course.

IN CLASS ACTIVITIES

Please see details in the Course Schedule.

LEARNING EXPERIENCE DESIGN PORTFOLIO

COURSE SCHEDULE - FALL

Seminar 1 September 6 *Intro to the Course and Profession*	In this introductory seminar, we will give an overview of the course and an introduction to the profession of Learning Experience Design (LXD). To help better understand LXD, we will begin to compare and contrast LXD to similar fields of study: instructional design, learning design, learning engineering, instructional technology, etc. In this seminar, we will also discuss the Individual Learning Plan project and prepare to submit proposals next week. **In class activity:** We will begin to map out and visualize our understanding of terms related to LXD. **Individual activity:** We will construct metaphors for a LXD, which we will revisit periodically throughout the course. **Please note:** If time permits, we will give a walk-through of different initiatives in which the Center for Academic Innovation is partnering with faculty innovators. As an extra bonus, we may end the class by walking to Academic Innovation's media production facility.
Seminar 2 September 27 *What does it mean to design something?*	***Submit Individual Learning Plan (ILP) for approval*** ***Readings due:*** ● DesignThinking by Tim Brown ● InGlobal Design Stories

Keywords: Human-Centered Design, User Experience, Design Thinking, Design Toolkits and Frameworks, Learner Personas	• The Design of Everyday Things, by Don Norman (*You may skip or skim Chapters 5 and 7*) In our first seminar, we began exploring the concept of LXD. In seminar two, we will continue honing in on this concept by considering foundational aspects of design, including human-centered design approaches. Additionally, we will begin exploring different design frameworks and toolkits, including those created by IDEO, InGlobal Design Mindset, and the Learning Environment Modelling language. Finally, we will focus on one key aspect of human-centered design—perspective taking—and explore the use of personas as a tool for highlighting the needs of different stakeholders. **In class activities:** • "Design a ritual" activity. • Design card deconstruction. • Brainstorm learner/faculty/institution/society needs based on personas created for CAI projects. • Develop learner personas based on criteria/information about a specific course (to be revisited in Seminar 5).
Seminar 3 October 11 *So what's so special about LX?* **Keywords:** Learner-Centered Design, Learning Experience Design, Backward Design **Invited Guests:**	**Readings due:** • Learner-centered Design: The Challenge for HCI in the 21st Century by Soloway, Guzdial, and Hay • Understanding by Design by Wiggins, Wiggins, and McTighe, selected chapters (e.g., 2, 4, and 11) • *Optional:* Learner and User Experience Design: A Bidirectional Approach by Quintana, Haley, Magyar, and Tan • *Optional:* Elements of Learning Experience Design by Andre Plaut

• Members from LXD team will give “lightning” talks on specific LXD topics	In our third seminar, we will begin to explore how LX design is differentiated from UX design. We begin by discussing a seminal article by U-M researchers Soloway et al., who describe the unique challenges associated with designing for the learner (in contrast to the user). We then transition to readings that are specific to LX, including the well known “Understanding by Design” framework (which includes “Backward Design”.)
	
	In class activity: Compare and contrast Learning Design Frameworks with design frameworks discussed last week:
	• Learning Design Frameworks
	  ○ ADDIE
	  ○ Understanding by Design
	  ○ Universal Design for Learning
	
	Interactive Lighting Talk session:
	• Learner personas (Tan)
	• Bloom’s taxonomy (Arashiro)
	• Bloom’s alternatives (Chandler)
	• Writing learning outcomes (Wing)
	• Course outlining (Yu)
	• Visualization of course structure (Quintana)
	• Storytelling (Korf)
	
	Please note: Additional readings and resources related to these topics can be found in the Resources page on Canvas.

Seminar 4 November 1 *What does LX look like in action?* **Keywords:** Learning Theories, Behaviorism, Cognitivism, Constructivism, Design Cases	**Readings due:** • Glossary of Learning Terms • Cog Sci Bag • Gregory, R.L. (Ed.). (2004). Behaviorism. In *The Oxford companion to the mind* (2nd ed.) (pp.71-74). New York, NY: Oxford University Press. • Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*, 345-375.

	• Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118). New York: Cambridge University Press. • *Additional readings TBD* In our fourth seminar, we will consider various orientations to teaching, which relate to perspectives on how people learn. We will begin to differentiate among various core learning theories and discover how they manifest in several learning designs. We will examine several design cases and consider how these cases exemplify pedagogical approaches that we have studied in the literature. **In class activity:** • Map learning terms from glossary to core learning theories from literature. **In class activity:** • Interrogate several design cases to identify where and how various teaching and learning orientations are manifest. Students will also consider why these choices may have been made, with a view towards considering learner needs and learning goals. *Walk-through of CAI design process
Seminar 5 November 15 *What does it mean to put LX into practice?* **Keywords:** Learning Theories, Behaviorism, Cognitivism, Constructivism, Design Cases	**Readings due:** • Glossary of Learning Terms • Conole, G., & Wills, S. (2013). Representing learning designs–making design explicit and shareable. *Educational Media International, 50*(1), 24-38. • Understanding by Design, Chapter 9 (Planning for Learning) • Read Chapter 1 from Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. John Wiley

	& Sons. Then browse some "thinking routines" from this related website. In our fifth seminar, we will continue with a case-based approach to teaching and learning. We will develop our own design cases using a fictional scenario as a starting point. We will draw from various core learning theories to inform the design of activities and assessments that will map to learning goals. **In class activity:** ● Continue to map learning terms from glossary to core learning theories from literature. **In class activity:** ● In advance of the seminar, students will prepare a design case using some starter information provided by the instructors. Students will consider learner personas, instructor needs, and learning goals in their design proposals. Most importantly, they will consider how core learning theories inform the pedagogical approach that is instantiated in their design. Students will present a design representation of their proposed learning design during the seminar.
Seminar 6 December 6 *But how do we know if learners are learning?* **Keywords:** Assessment, formative assessment, summative assessment, feedback **Participants:** ● Invited guests from the LXD team for "lightning" talks on specific LXD topics	**Readings due:** ● Understanding by Design, Chapter 7 (Thinking Like an Assessor) ● Understanding by Design, Chapter 8 (Criteria and Validity) In our sixth seminar, we will focus on the important topic of assessment—the process of documenting (in measurable terms) knowledge, skills, attitudes, and beliefs within educational settings. We will discuss the purpose and usefulness of both formative and summative assessments. In this seminar, we will also discuss the format of a presentation you will give in seminar seven about your

	experience taking an online course of your choosing. This course can be part of your Individual Learning Plan work, or something entirely different. **In class activity:** Share our personal experiences with assessment. We will also discuss the challenges of working with faculty to develop assessments (e.g., convincing them of the need for formative assessment within an online learning experience). **Interactive Lighting Talk session:** ● Mapping assessments to learning objectives (Yu) ● Formative/summative assessments (Chandler) ● Writing a good multiple choice questions (Wing) ● Writing elaborative feedback (Tan) ● Creating rubrics (Arashiro) ● Designing assessments for online learning environments (Quintana) **Please note:** Additional readings and resources related to these topics can be found in the Resources page on Canvas.
Winter Break	**Winter Break**

COURSE SCHEDULE - WINTER

Seminar 7 January 10 *Teaching and learning in an online environment* **Keywords:** Online instruction, e-learning, MOOCs, open educational resources	**Readings due:** ● Bali, M. (2014). MOOC pedagogy: gleaning good practice from existing MOOCs. *Journal of Online Learning and Teaching*, *10*(1), 44. ● Eisenberg, M., & Fischer, G. (2014). *MOOCs: A Perspective from the Learning Sciences*. Boulder, CO: International Society of the Learning Sciences. ● Margaryan, A., Bianco, M., & Littlejohn, A. (2015). Instructional quality of massive open

Participants: ● An invited guest from the LXD team will lead us in a hands-on accessibility workshop.	online courses (MOOCs). *Computers & Education*, *80*, 77-83. ● Reading on K-12 online learning environments ● Reading on corporate online learning environments ● Chapter from *MOOCs and Open Education around the World* In our seventh seminar, we will discuss scholarly and practical perspectives on teaching and learning in an online environment. We will share perspectives on the unique affordances of online learning environments as well as the particular challenges that they present for learners and instructors. We will broaden the discussion to include topics such as open educational resources, access, and the evolution of higher education. **In class activity:** Share our personal experiences of taking an online course using a framework provided by the instructors in the previous seminar. **In class activity:** We will participate in a hands-on accessibility workshop led by Yuanru Tan from the LXD team, where we tackle issues of access and equity. We will focus on making our online learning experiences accessible for learners with disabilities. **Please note:** We will begin participation in our semester-long role-based simulation today using the ViewPoint tool.
Seminar 8 January 31 *Critiquing educational technologies and tools for learning*	**Readings due:** ● Luckin, R. (2008). The learner centric ecology of resources: A framework for using technology to scaffold learning. *Computers & Education*, *50*(2), 449-462. ● Selwyn, N. (2016). *Education and technology: Key issues and debates*. Bloomsbury Publishing. ● Selwyn, N. (2016). *Is technology good for education?*. John Wiley & Sons.

	● Slotta, J.D. & Najafi, H. (2012). *Supporting Collaborative Knowledge Construction with Web 2.0 Technologies.* In Emerging Technologies for the Classroom: A Learning Sciences Perspective (N. Lavigne, Ed.). pp. 93-112. Springer. ● *Additional readings, TBD (e.g., TPACK)* In seminar eight, we will examine various educational technologies and discuss their potential to support interaction and designs for learning. We break our taxonomy into two categories: tools for learning and tools for instruction. **In class activity:** Collect and critique examples of educational technologies. ● Software tools ○ Tools for learning ○ Tools for instruction ● Diffusion of innovation theory ● Review a tool and jigsaw
Seminar 9 February 21 *Creating an interactive experience for our learners*	**Readings due:** ● Manathunga, K., Hernández-Leo, D., & Sharples, M. (2017, May). A Social learning space grid for MOOCs: exploring a FutureLearn case. In *European Conference on Massive Open Online Courses* (pp. 243-253). Springer, Cham. ● Jim Gee Good Video Games and Good Learning ● Henry Jenkins (Convergence Culture has some chapters about informal learning communities based on harry potter, pop culture, etc). ● Kupperman, J., Fahy, M., Goodman, F., Hapgood, S., Stanzler, J. & Weisserman, G. (2011). It matters because it's a game: Serious games and serious players. International Journal of Learning and Media, 2(4), 21-30. ● Additional readings, TBD (e.g., Dewey)

	There are multiple ways to create an engaging and interactive experience… one is games. Online learning communities? ● Interaction design ○ Media theory ○ Games ○ Social simulations, ICS ● Revisit cases from the first semester ○ Think about tools for learning ● Place Out Of Time demo game
Seminar 10 March 13	Student choice? OR ● Evaluation - *Possibly create online resources for these topics and ask students to explore on their own* ○ Could build on their own ○ Evaluation models ○ Frameworks jigsaw ○ QA frameworks
Seminar 11 March 27	Readings Due: ● Chi, M. T. (1997). Quantifying qualitative analyses of verbal data: A practical guide. *The Journal of the Learning Sciences*, *6*(3), 271-315. **Research** ○ Being readers of research/consumers of research ○ Learning Sciences ○ Design-based research ○ Learning Analytics Readings: Design as Scholarship?
Seminar 12 April 10	Presentation of Individual Learning Plans ● Wrap up ○ Welcome to the “Profession” ■ Revisit metaphor activity?

GRADES

Grades will be based on a modified version of CAI performance review categories. These categories encompass professionalism, job performance, and creativity and problem solving. For each category, there are three possible assessments: approaching, proficient, or surpassing.

If you achieve “proficient” in all categories, you can expect to receive an “A” in the course. In the table below, we provide a description of proficiency for each category.

Category	**Description of Proficiency**
Professionalism, dependability, and reliability,	Represents the department appropriately to stakeholders, maintains confidentiality, follows through on all tasks to completion, keeps supervisors appropriately informed of status of projects or issues, maintains reliable and punctual attendance
Communication	Has the ability to organize and present information, including data (when applicable) clearly and concisely both orally and in writing.
Interpersonal relations, cooperation, & teamwork	Respects the opinions, abilities and contributions of others. Is tactful, cooperative and open-minded. Maintains an approachable demeanor and helpful attitude. Demonstrates a strong sense of responsibility and a positive approach to group goals and purpose. Willingly accepts work outside of key responsibilities. Volunteers to assist others.
Job knowledge	Understands the principles, equipment, policies, practices and procedures of the job.
Innovation and Creativity	Demonstrates a capacity for innovation and creativity, including being open to new ideas and searching for ways to make improvements. Continuously evaluates and improves the work area by seeking feedback from others and implementing creative solutions.
Problem solving and decision making	Has the ability to analyze situations, generate options, consults with appropriate people if necessary. Makes good decisions and takes appropriate actions.
Planning and organization	Ability to logically and effectively plan and organize work. Establishes priorities and sets goals. Meets reasonable deadlines.
Quality of work	Work is of high quality as indicated by good attention to detail, proofreading, and a high degree of accuracy.

ADDITIONAL POLICIES AND EXPECTATIONS

1. **Academic and Professional Integrity**
It is expected that you will conduct yourself with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. If you are unsure about how to correctly attribute ideas, words, work, etc. to others, please ask. Please refer to the following website for specific policies and procedures related to academic and professional integrity. http://www.soe.umich.edu/file/academic_integrity/

2. **Accessibility & Access**
Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact any of the instructors so we can fully support your learning. We will, of course, keep our discussions private and confidential. If you need an accommodation(s) for any type of disability, please let any of us know at your earliest convenience. We can work together with Services for Students with Disabilities (http://ssd.umich.edu/).

3. **Discrimination/Harassment**
No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to the following website for University policies related to discrimination and harassment: http://www.rackham.umich.edu/current-students/help/discrimination

4. **Attendance, Participation, and Communication**
You are expected to attend all in-person class meetings and participate fully in all online discussions and activities. If you know that you have to miss a class session or will be unable to participate in online activity within the expected time frame, ***please notify the instructors in a timely way beforehand***. You are responsible for obtaining all materials and information missed, and making up any missed work. All work is due on the date listed on the syllabus.

5. **Gender Pronouns**
All people have the right to be addressed in a way that aligns with their personal identity. In this seminar, we will share the name we preferred to be called, and if we choose, share the pronouns we wish to be addressed by. Also of note: there is an option to indicate your personal pronouns in Wolverine Access using the Gender Identity tab under Student Business.

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the instructors or the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support.

Please note: This will be a dynamic course and the syllabus may change at any time. The instructors will notify the class of changes when they occur, both in class and through other communication methods such as email or Slack. *These may include additions or changes to the readings, in class activities, assignments*. Please pay close attention to class announcements to learn about any updates or changes!

RESIDENCY AT THE CENTER FOR ACADEMIC INNOVATION

Location

Your residency will be held at the Center for Academic Innovation, on the 8th floor of the Hatcher Graduate Library. You will be expected to be in residence for a minimum of 6 hours per week. Your residency time is in addition to the 36 hours of seminar time (spanning the Fall and Winter semesters) and the 9 hours of instruction that is part of your Individual Learning Plan.

Schedule

Please let your instructors know the days and times that you plan to be in residence by sending an email to educ616-instructors@umich.edu). We prefer that you keep a regular schedule from week to week, but if you do need to make an adjustment, please let us know in writing.

Printing

If you need to print documents, while at the Center for Academic Innovation, we recommend that you use the MPrint Mobile App, which will allow you to use your M-card to print from any printer on campus.

Onboarding

- Link to onboarding document
- Note: Fall 2020, ask all students to take MOOC SPOC during the first week