

EDUC 616: Learning Experience Design
 Winter2022
 Nine Designated Fridays, Winter 9:00 am to 11:00 am
 School of Education Building, Room 2328

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 and will be scheduled in Zoom.

Dr. Chris Quintana - <i>he/his</i> Associate Professor, School of Education	Jacob Fortman - <i>he/his</i> Learning Experience Designer and Certificate Coordinator, Center for Academic Innovation	Dr. Rebecca Quintana - <i>her/hers</i> Associate Director, Learning Experience Design, Center for Academic Innovation
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Seminar topics and assignment due dates

Seminar 1	January 7, 2022	<u>Activity design</u> + introduction to Applied Project - with guest Ruth Le
Seminar 2	January 21, 2022	<u>Media design</u> + Applied Project Plans discussions + introduction to LXD Portfolios - with guest Dr. Ahmed Lachheb
Seminar 3	February 4, 2022	Designing with <u>Diversity, Equity, and Inclusion</u> in Mind - with guest Ryan Henyard
		Applied Project Plans due by EOD
Seminar 4	February 11, 2022	Residency debrief discussion + Applied project discussion + LXD Portfolio discussion
Seminar 5	February 25, 2022	<u>Evaluation of Learning Experiences</u> - with guest Dr. Hedieh Najafi
Seminar 6	March 11, 2022	LXD profession - Panel discussion
Seminar 7	March 18, 2022	Historical challenges with <u>Ed Tech integrations</u>
Seminar 8	April 1, 2022	Breakthrough technologies experience
Seminar 9	April 15, 2022	LXD Portfolios due before seminar + Presentations
	April 22, 2022	Applied Projects due

[*Link to Winter Schedule*](#)

OVERVIEW OF THE COURSE

EDUC 616 is a required course for the graduate certificate in Learning Experience Design (LXD). It consists of two parts: a seminar portion and a residency component.

Seminar: In the first half of the course, we will explore foundational topics in design, theories of learning, and evidence-based approaches to instruction. We will engage with these scholarly topics over a series of nine discussion-based seminars across the Fall semester. In the second half of the course, we will explore practical and applied topics related to the profession of Learning Experience Design. We will engage in discussion and application of these topics over a series of nine discussion-based seminars across the Winter semester. In the seminar portion of the course, students will be expected to discuss readings and projects with peers and instructors.

Residency: Simultaneously, students will serve as Students in Residence at the Center for Academic Innovation (CAI), completing 90 hours of residency work per semester. In the residency portion of the course, students will work alongside design mentors, media specialists, and faculty to create authentic and engaging learning experiences for a global audience of learners. Encompassing the scholarly and practical work that we will do are the principles of diversity, equity, and inclusion (DEI). This integrated experience will culminate in the development of a learning design portfolio that will showcase students' contributions to learning design projects across CAI's portfolio.

COURSE LEARNING OUTCOMES

In the winter seminar, students will:

- Develop an equity-minded design practice that prioritizes empathy, inclusivity, and accessibility for diverse learners
- Expand your understanding of professional learning design practices within authentic and multi-faceted contexts
- Apply a working knowledge of foundational learning theories to inform various stages of the design process in real world settings
- Use a holistic, iterative design approach to engage diverse stakeholders with fundamental frameworks and tools
- Assess the impact of learning experiences using suitable evaluation rubrics and frameworks
- Enhance your identity as a learning professional within a dynamic field by collaborating with a network of your peers

COMMUNICATION TOOLS AND RESOURCES

- **Canvas** - The University of Michigan's standard learning management system (LMS). We will use Canvas for posting assignments, readings, and formal class materials.
- **Hypothes.is** - A document annotation and discussion tool, accessed through Canvas. We will use Hypothes.is for online discussions of readings prior to class.

- **ViewPoint** - A tool for authoring and participating in role-based simulations. This tool is accessed through your university login.
- **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.

CORE TEXTS AND READINGS

Course Texts

Readings for the winter semester will consist of a selection of scholarly articles, made available through Canvas. However, we encourage you to avail yourself of the following readings and incorporate ideas from them into your design practice:

- Fink, L. D. (2013). [*Creating significant learning experiences: An integrated approach to designing college courses*](#). ProQuest Ebook Central.
- McDonald, J. K. & West, R. E. (2021) [*Design for Learning: Principles, processes, and praxis*](#) (1st ed). EdTech Books.
- Wiggins, G., & McTighe, J. (1998). [*Understanding by Design*](#). ProQuest Ebook Central.
- Cennamo, K., & Kalk, D. (2019). *Real world instructional design: An iterative approach to designing learning experiences*. Routledge.

GRADEBOOK

The Fall and Winter semesters of EDUC 616 combined make up six academic credits. Each semester, 1.5 credits will be allocated to seminar participation and assignment work and 1.5 credits will be allocated to residency work. To earn an "A" in the course, you must meet the requirements for both the seminar and the residency portions of the course. All requirements (i.e., rubrics) are described in the "Assignments" page of this course on Canvas.

Winter Seminar Requirements

- **Active Participation Before Seminars.** You will participate in online, asynchronous discussions in advance of seminar meetings using Hypothes.is. Occasionally, the instructional team may also post videos for you to watch in advance of the seminar. These will be posted in Canvas through Panopto, which will allow you to comment on the timeline of the video.
- **Active Participation During Seminars.** You will participate in a variety of activities and discussions during seminars that are designed to allow you to interact with the seminar's topics in an experiential way, such as through critiquing a design case, creating a prototype of a learning design artifact (e.g., online module), or participating in a role-based simulation. These activities will take place through various tools such as Gamut Gallery and Miro.
- **Design and completion of an Applied Project (AP).** You will plan and execute an applied project that uses the skills or topic that you focused on in the fall semester for your Independent Learning Plan (ILP). You will submit a plan outlining your intended applied project at the beginning of the semester. At the end of the semester, you will prepare a digital presentation that showcases what you have done, reflecting on successes and challenges of the project.

- **LXD Portfolio.** Throughout the semester you will develop a digital portfolio that showcases your work as an LXD Student in Residence at the Center for Academic Innovation. Your portfolio should highlight a range of skills that are directly tied to the [LXD Core Competencies](#). Ideally, your portfolio should serve as a professional resource that is yours to share if you choose to pursue a career in Learning Experience Design.

Fall Residency Requirements

- **Completion of 90 hours of residency work.** You will complete 90 hours of residency work over the Fall semester. You should plan on allocating 6 hours per week (in two three hour blocks) for this work.
- **Monthly check-ins.** You will meet with Jacob Fortman once a month to check-in on the status of projects, work towards resolving any problems, and share goals for the coming weeks. You should be prepared to discuss project updates by referring to Trello cards that you ensure are updated in advance of these meetings.

Grading Approach

- This course will use a “specifications” approach to grading. A specifications approach to assessment provides a series of requirements for students to meet (Nilson, 2015). All specifications are equally necessary, providing a passing grade (i.e., an “A”) if all are met. Students are required to raise their efforts to the level of the specifications, because there is no partial credit.
- In order to ensure that all students will be successful in the course, the instructor will provide a clear list of requirements for each assignment or category of assignments (workbook reflections, participation, and individual project proposal and presentation). Additionally, if a student does not meet one or more requirements for an assignment or category of assignments, the instructor will provide substantive feedback and a reasonable number of resubmission opportunities, providing a “safety net” and pathway for improvement.
- The specifications for each assessment opportunity are provided in Canvas and in [this supplemental document](#).
- Any issues that cannot be addressed through the approach outlined above will be resolved through discussion between the instructional team and the student. If work is incomplete, the instructor reserves the right to give a student less than an “A.”

ASSIGNMENT DESCRIPTIONS

ACTIVE PARTICIPATION BEFORE SEMINARS

For seminars 2-8 you will have the opportunity to annotate readings in preparation for the upcoming seminar. **In advance of each seminar, you should prepare at least 5 thoughtful, substantive annotations.** You can access these readings and the annotation tool (i.e., Hypothes.is) through Canvas. Hypothes.is is a social annotation tool that 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 creating 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

We encourage the following participation patterns:

- Log in to Canvas and create annotations on one or more of the readings two or more times throughout the week(s) between seminars. This will allow you to see how the discussion evolves and to provide responses to your peers.
- 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.
- We expect that you will contribute a minimum of five annotations across one or more readings in advance of every seminar.

Occasionally, we may also post videos for you to watch in advance of the seminar. We plan to post these in Canvas through Panopto, which will allow you to comment on the timeline of the video. Additionally, we may also post a prompt in the Canvas discussion board to allow you to continue to discuss ideas and issues that are raised in the seminar.

ACTIVE PARTICIPATION DURING SEMINAR

You will participate in a variety of activities and discussions during seminars that are designed to allow you to interact with the seminar's topics in an experiential way, such as through critiquing a design case, creating a prototype of a learning design artifact (e.g., online module) or participating in a role-based simulation. These activities will take place through various tools such as Gamut Gallery and Miro.

Please see details in the [Winter Seminar schedule](#).

APPLIED PROJECT PLAN AND REPORT

Your Applied Project is the culmination of your Individual Learning Plan (ILP) from the fall. You will apply the skills you learned from one of three core areas (e-authoring, innovative pedagogy, research-informed design), demonstrating proficiency in the area that you focused on for your ILP.

Plan

- **Overview:** Write a paragraph that includes the following:
 - Description of your topic and chosen area of focus
 - Description of the artifact or product that you will create across the semester
 - Rationale for choice with respect to personal and professional goals
 - Connections to LXD Core Competencies

- **Context:** Write a paragraph that describes the context in which you will enact your project (e.g., a course) and explain why this setting is well-suited for your goals.
- **Resources needed:** Write a paragraph that explains what you will need to complete your Applied Project, including access to specific people or CAI projects.
- **Timeline:** Provide a timeline for when you plan to complete specific components of your plan (by the end of the semester). The format of the timeline is up to you (e.g., table, graphic)
- **Length:** 2-3 pages double spaced

Report

- Prepare a summary of your learning experience to demonstrate that you have completed the plan you articulated at the start of the semester.
- The format of your summary is up to you! Consider creating a short video using LOOM, an interactive presentation using VoiceThread, or a written report (3-4 pages double spaced).
- Your Applied Project Report can be included as part of your LXD Portfolio if you desire.

Consider the following reflection questions as you prepare your presentation:

- What are the most salient features of your project? How do they connect to the skill or topic you developed for your ILP?
- What would be the next steps to implementing this project in an instructional context (regardless of whether it is feasible in the near future)?
- What about the project are you most proud of and why?
- Which aspect of your project gave you the most trouble? How did you solve the problem?
- What part(s) of the project would you change if you had the chance? Why?

LXD PORTFOLIO

Throughout the winter semester you will begin to assemble a portfolio that exemplifies the [LXD Core Competencies](#) that you have developed throughout the academic year. In it you will showcase your work as an LXD Student in Residence at the Center for Academic Innovation. Your portfolio should include a range of exemplary artifacts that you have produced or co-produced during your residency. At the conclusion of the semester, you will present a digital portfolio (poster, website, interactive artifact) that showcases your work.

The portfolio you curate will serve two main purposes:

- First, your portfolio will showcase a range of skills that directly tie to the LXD Core Competencies.
- Second, your portfolio will serve as a professional resource that is yours to share if you choose to pursue a career in Learning Experience Design.

Your portfolio should take the following elements into consideration:

Format

- Your portfolio should include artifacts and representations that you have developed over the course of the year that make connections to the LXD Core Competencies. You

will have some flexibility in the format of your portfolios, and you can use a set of tools of your choosing, e.g., Google Docs, slideshows, a website, or other interactive media.

Artifacts

- An artifact is any work sample or representation of a work sample you feel best demonstrates your learning and your ability to meet a range of LXD Core Competencies. Examples of artifacts might include course designs you have worked on, sample slide designs, assessments you have developed, resources you have produced, etc. It will be important that you are able to articulate how each artifact aligns with one or more LXD Core Competencies.

Reflections

- You will provide a written reflection to accompany each artifact. Reflections should describe the work you did to create the artifact and the ways in which you have made progress towards developing one or more LXD Core Competencies. Your reflections should clearly detail your particular role if the artifact was produced in collaboration with others. Given the complexity of the work you will do throughout your residency, your artifacts will most likely be aligned with multiple competencies.

RESIDENCY HOURS COMPLETION

You will work with Jacob Fortman to determine your work schedule and project assignments. Your work schedule should occur in three hour blocks twice per week during CAI's normal working hours. If you would like to reschedule your working shifts, please review [this document](#) for more information.

MONTHLY CHECK-INS

Early in the semester you will work with Jacob Fortman to determine a time for a 20 minute monthly check-in meeting. The purpose of these meetings is to check on the status of projects, work towards resolving any problems, and share goals for the coming weeks. In preparation for these meetings, you should have your Trello Board updated with your most recent project activity.

COURSE SCHEDULE - WINTER

<p>Seminar 1 - Activity Design</p> <p>January 7</p> <p><i>Overview of designing interactions in support of learning</i></p>	<p><i>In this first seminar of the winter semester, we will dive back into the Learning Experience Design and focus on designing interactions in support of learning, the third component of Backward Design. We will also introduce the Applied Project assignment, due at the end of the semester.</i></p> <p>In-Class Reading</p> <ul style="list-style-type: none">• Learning by Viewing Versus Learning by Doing: Evidence-based Guidelines for Principled Learning (Clark & Mayer, 2008)
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	<p>In-class Resources</p> <ul style="list-style-type: none"> • Weekly Slides <p>Optional Reading</p> <ul style="list-style-type: none"> • Is there a skill gap in learning design? (Mosley, 2022)
<p>Seminar 2 - Media Design</p> <p>January 21</p> <p><i>Overview of ideas from media theory that can help to inform learning experience design</i></p>	<p><i>In the second seminar of the course we will consider how ideas from media theory can inform learning experience design. We will focus on principles from multimedia theory and apply them to online course design contexts. Additionally, we will introduce the LXD Portfolio assignment.</i></p> <p>Reading Annotations Due:</p> <ul style="list-style-type: none"> • Applying the Science of Learning to Multimedia Instruction (Mayer, 2011) <p>Working in pairs, select one chapter from Clark and Mayer (2016) to present in class:</p> <ul style="list-style-type: none"> • Ch 4: Applying the Multimedia Principle • Ch 5: Applying the Contiguity Principle • Ch 6: Applying the Modality Principle • Ch 7: Applying the Redundancy Principle • Ch 8: Applying the Coherence Principle <p>Optional Reading:</p> <ul style="list-style-type: none"> • Cognitive Theory of Multimedia Learning (Mayer, 2014) <p>Upcoming Assignments: Submit your Applied Project Plan in Canvas by February 4, 2022.</p>
<p>Seminar 3 - Diversity, Equity, Inclusion, and Justice</p> <p>February 4, 2022</p> <p><i>Designing with diversity, equity, and inclusion in mind</i></p>	<p><i>In this seminar, we will return to approaches and frameworks that put the learner at the center of our designs. We will explore DEI frameworks that can help us be more intentional about this aspect of our design work. We will be joined by special guest Ryan Henyard, Learning Experience Designer for Diversity, Equity, Inclusion, and Justice.</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • Designing for Liberation: A Case in Antiracism Instructional Design (Ikeda et al., 2021) • Realizing Equity and Inclusion Goals in the Design of MOOCs (Chandler et al., 2021) <p>Optional Readings</p> <ul style="list-style-type: none"> • Travelling in Troy with an Instructional Designer • Inclusive Teaching and Course Design

	<p>Resources</p> <ul style="list-style-type: none"> • DEIJ lenses • Demystifying DEIJ for Disparate Disciplines <p>Assignment Due: Submit your Applied Project Plan in Canvas by February 4, 2022.</p>
<p>Seminar 4 - Residency Debrief and Discussion</p> <p>February 11</p> <p><i>LXD Competency Planning</i></p>	<p><i>In this seminar, we will take an opportunity to share observations, challenges, and experiences from the Center for Academic Innovation residency. We will also create space for a discussion about Applied Projects and LXD Portfolios.</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • Designer Communities: Developing a Knowledge Base of Strategies, Tools, and Experience (Lampert and Brown, 2007) • Strategies and Heuristics for Novice Instructional Designers as They Work with Faculty Content Experts in a University Setting (Liu, Kishi, Rhodes, 2007) <p>Optional Readings</p> <ul style="list-style-type: none"> • Intro and prologue to Wenger’s Community of Practice
<p>Seminar 5 - Evaluation of Learning Experience Design</p> <p>February 25</p> <p><i>Evaluating the learning experiences that we design</i></p>	<p><i>In this seminar we will consider how we might evaluate learning experiences holistically. How will we know “what works” and “for whom” and “in what context”? How can we use what we have learned from our evaluation to inform improvements and iterations of a course or learning experience?</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • The Role of Design Judgment and Reflection in Instructional Design (Lachheb & Boling, 2021)
<p>Seminar 6 - Panel Discussion</p> <p>March 11</p> <p><i>Learning from the professional experiences of others</i></p>	<p><i>In this seminar, we will be joined by several panelists from a variety of backgrounds who will share their experiences as instructional designers and learning professionals. We will prepare for this session by generating a number of questions that we hope will be addressed by our speakers.</i></p> <p>Panelists and Guests</p> <ul style="list-style-type: none"> • Ruth Le • Carolyn Sieger • Josh Kim

FLUID SYLLABUS -- SUBJECT TO CHANGE

	<ul style="list-style-type: none"> • Kristen Eshleman + team member • Whitney Kilgore • James DeVaney • Others TBD <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • TBD
<p>Seminar 7 - EdTech Integrations</p> <p>March 18</p> <p><i>Historical challenges integrating educational technologies and learning experiences</i></p>	<p><i>In this seminar, we plan to visit the Bentley library in order to uncover... We will consider questions such as...</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • Designing Technology-Enhanced Learning Experiences (Allman & West, 2021) <p>Optional Readings</p> <ul style="list-style-type: none"> • Current and Future Issues in Learning, Technology, and Education Research (Hoadley & Uttamchandani, 2021)
<p>Seminar 8 - Breakthrough Technologies</p> <p>April 1</p> <p><i>Participating in a whole-class role playing simulation</i></p>	<p><i>In this seminar, we will participate in a whole class, role-playing simulation using ViewPoint. The simulation will be authored by our LXD intern Michelle Wong and will present an opportunity for us to appreciate the experience from the perspective of a learner. We will consider design issues such as how to ensure these kinds of interactive experiences are meaningful and appropriately integrated into a learning experience.</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • TBD
<p>Seminar 9</p> <p>April 15</p>	<p><i>In this final seminar, we will present our LXD Portfolios that will include a range of design artifacts developed over the course of this academic year. We will reflect on how these artifacts connect to LXD Core Competencies and we will elaborate on our role in developing these artifacts.</i></p> <p>Seminar Structure</p> <ul style="list-style-type: none"> • Portfolio presentations • Wrap-up and celebration!

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 School of Education's Academic Integrity guidelines for specific policies and procedures related to academic and professional 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](#).

3. Discrimination/Harassment

No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to [the University's policies](#) related to discrimination and harassment.

4. 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 prefer 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.

5. Observance of Religious Holidays

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

6. Attendance, Participation, and Communication

You are expected to attend all course seminars 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.

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.

7. COVID-19 Syllabus Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the

collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I also encourage you to review the [Statement of Students Rights and Responsibilities](#), which includes a COVID-related Statement Addendum.

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!