Course Syllabus

Course Information
Course Title: Foundations of Learning Experience Design
Course Number: EDU6334
Term and Year: Fall 2021
Start and End Dates: 9/20-12/18/21
Credit Hours: 4
Course Format: online
Location (*if 100% online, note Northeastern's learning management system, Canvas Login URL:* https://canvas.northeastern.edu/)

Instructor Information
Full Name: Dr. Marlena Bravender
NEU Email Address: m.bravender@northeastern.edu
(Virtual) Office Hours: by appointment as needed

Second Point of Contact
In the event that some concern about the course arises and is not addressed by the instructor, please contact:

Full Name: Dr. Elizabeth Mahler
NEU Email Address
If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your Instructor. If you need additional support, please contact your Academic Advisor.

Technical Requirements
Courses are available on Northeastern University's Canvas at the following link: **http://canvas.northeastern.edu**. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.
Each student is responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites
EDU6050

Course Description

Foundations of Learning Design is an introductory course on the basics of learning design in which the learner will develop current core design concepts and practices in course design. It is a pre-requisite of the [Advanced Learning Design] course. This course provides an orientation to learning design for face-to-face (FTF), blended and online environments as both art and science. Design has the capacity to support or detract from learning and therefore the design process itself needs to be intentional and evidence-driven. This course involves participants in an exploration, evaluation, and critique of contemporary practices of learning design, and provides participants with opportunities to experiment with putting learning principles and high impact practices into action within a range of learning scenarios. Participants produce a course blueprint and build out a simple course shell in an in-demand Learning Management System.

Course Materials
Title: Introduction to Instructional Systems Design
Author(s): Chuck Hodell
Release date: May 2021
Publisher(s): Association for Talent Development
ISBN: 9781952157127
Sample
Chapter: https://d22bbllmj4tvv8.cloudfront.net/b6/db/6a18045444e89db779bbda9ede66/112106-intro-to-isd-textbook-mechanical-sample.pdf

Program Learning Outcomes (PLOs)
1. **Specialized Knowledge**
   Explain the major theories, research methods and approaches to inquiry and schools of practice in the field of education, articulate their sources and illustrate both their applications and their relationships to allied fields of study.
2. **Broad and Integrative Knowledge**
   Design and execute an applied, investigative or creative work that draws on the perspectives and methods within the sub-fields of education and assess the resulting advantages and challenges of including these perspectives and methods.
3. **Applied and Collaborative Learning**
   Design and implement a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of education to a practical challenge, articulate in writing or another medium the insights gained from this experience, and assess approaches, scholarly debates or standards for professional performance applicable to the challenge.
4. **Civic, Global, Intercultural Learning**
   Assess and develop a position on a public policy question with significance in the field of education taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.
5. **Experiential Learning**
   Integrate education-specific best practices and tools into experiential learning opportunities offered in the program.

Course Learning Outcomes

- CLO1: Articulate the settings, development methods, and design principles associated with the profession of Instructional Design;
- CLO2: Create a lesson plan with clean, aligned learning objectives, instructional strategies, and assessments;
- CLO3: Generate a blueprint for a learning module; and
- CLO4: Construct a course shell in an LMS incorporating a variety of functionalities.

Expectations

- o One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.
- o For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.
- o APA citations

Attendance Policy

All work is due by the date listed in each module. Late work is not accepted unless a pre-arranged with the instructor. All rubrics and expectations for assignments are listed within the weekly modules.

Course Methodology

Participation/Discussion Board

To facilitate interaction, students are expected to review the online postings on a regular basis even after they have posted their own minimum required postings. Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy (and/or Academic Integrity Policy) within a course. In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also your classmates' contributions. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board.

Grading / Grading Breakdown

Point Values		
Activity	# Activities	Points Per Activity
Discussions	11	4 (total 44)
Case Studies	3	3 (total 9)
Instructional Goal	1	5
Learning Objectives	1	10
The Lesson Plan	1	10
Canvas Lesson	1	10

Presentation	1	10
Reflection	1	2
Total Course Points		100

Graduate Programs Final Grading Scale

95-100%	**A**	**87-89.9%**	**B+**	**77-79.9%**	**C+**	69.9% or below	F
		84-86.9%	**B**	**74-76.9%**	**C**		
90-94.9%	**A-**	**80-83.9%**	**B-**	**70-73.9%**	**C-**		

Course Schedule

Week/Topic	Readings	Assessments
1. The Design Profession (9/21-9/27)	Ch. 1-2 (intro and learning theory), Glossary	Discussion-How do you see the profession?
2. Design Models- How big is the field? (9/28-10/4)	Ch. 3-4 (adult learner and models overview)	Discussion - Terms in the field Case Study
3. Analysis (10/5-10/11)	Ch. 5-6 (Analysis and Design)	Discussion Case Study Instructional Goal
4. Analysis (10/12-10/18)	Ch. 7-9 (development, implementation, Evaluation), Bloom's verbs	Discussion Case Study Learning Objectives
5. Design (10/19-10/25)	Ch. 10 (objectives, Domains) Examples for Accred.	Discussion Edit your Learning Objectives
6. Strategies & Assessments (10/26-11/1)	Ch. 11-13 (Distance learning, LMS, social media)	Discussion- Content developer time vs supporter Begin Lesson Plan
7. Lesson Plans (11/2-11/8)	Ch. 14-16 (workflow, Mastery continuum, competency based) pg. 179	Discussion Case Study Submit Lesson Plan
8. Canvas Training (11/9-11/15)	Ch. 17 (migration challenges)	Discussion – QM rubric Canvas Training
9. Design (11/16-11/22)	Review Chapters	Work on Canvas Lesson
10. Break 11/23-11/29 Design (11/30-12/6)	Review Chapters and pg. 179	Discussion Work on Canvas Lesson
11. Presentations (12/7-12/13)		Discussion Canvas Lesson
12. Review and Reflection (12/14-12/18)		Reflective Piece Peer-Review/Feedback Portfolio entry

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at **https://neu.evaluationkit.com**. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

CPS expects independent and original work. Dishonesty and/or carelessness violates fundamental values of an intellectual and professional community and will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) as a violation of the Academic Integrity Policy. To safeguard the integrity of assignments and programs, your course may use systems such as TurnItIn, which checks written work, and Examity, an online exam proctoring system. Work that contains academic integrity violations (AIV) will be graded on a case by case basis. Work displaying AIV may earn a failing grade, a zero, or even result in the instructor assigning the student a failing grade for the class. Students may not withdraw from a class to avoid the grade penalty for serious academic integrity violations.

For additional information or for answers to frequently asked questions, please visit:

https://cps.northeastern.edu/academic-resources/academic-integrity

You may also email CPS-AcademicIntegrity@northeastern.edu.

Student Accommodations
The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they

begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit http://library.northeastern.edu/.

Wyzant Tutoring Services

Northeastern University's College of Professional Studies is covering the cost of 4 hours of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology.Click here to access your free tutoring through Northeastern University's Wyzant account.

Access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.

You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
 Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support
Visit the Information Technology Services (ITS) Support Portal
Email: help@northeastern.edu
ITS Customer Service Desk: 617-373-4357 (help)

Catalog

The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies.
For more information, visit http://www.cps.neu.edu/student-resources/.

Diversity and Inclusion

Northeastern University and the and the Office of Institutional Diversity and Inclusion (OIDI) is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

TITLE IX
Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits sex and gender-based discrimination, including sexual harassment, sexual assault, sexual exploitation, relationship or domestic violence, and stalking. The Title IX Policy refers to sex and gender-based discrimination as "Prohibited Offenses." The Title IX Policy applies to the entire Northeastern community, including students, faculty and staff of all gender identities.

Allegations of Prohibited Offenses can be reported to the Title IX Coordinator within **The Office for University Equity and Compliance** at: titleix@northeastern.edu and/or through **the Northeastern University Police Department (NUPD)** by phone: for an Emergency 617.373.3333; for Non-Emergency 617.373.2121. Reporting to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty membe rs are considered "responsible employees"at Northeastern University, meaning they are required to report all reports of and information about alleged Prohibited Offenses to the Office for University Equity and Compliance.

If you or someone you know has experienced a Prohibited Offense, *confidential* support and guidance can be found through (https://www.northeastern.edu/ouec/resources/main-campus-resources/), **University Health and Counseling Services** (UHCS) staff (http://www.northeastern.edu/uhcs/) and the **Center for Spiritual Dialogue and Service** (CSDS) **clergy members** (http://www.northeastern.edu/spirituallife/). Employees within the VRC, UHCS, and CSDS are not required to report allegations of Prohibited Offenses to the Officefor University Equity and Compliance.

In case of an emergency, please call 911 OR NUPD'S Emergencyline: 617-373-3333.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources, both on-and off-campus.

Updated 10.28.20

The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates