



## **Graduate School of Education Course Syllabus**

### **EDU 6558: Managing Collaborative Learning Design**

**Term and Year:** Summer 2022

**Start and End Dates:** 7-11 to 9-3 2022

**Credit Hour:** 4 Quarter Hours

**Course Format:** Online

**Location:** **Canvas Login URL:** <https://canvas.northeastern.edu/>

### **Instructor Information**

Full Name: Chuck Hodell, Ph.D.

Email Address: [c.hodell@northeastern.edu](mailto:c.hodell@northeastern.edu)

**Connecting:** My “office hours” are virtual and provide an opportunity for us to get to know each other, discuss any questions you might have, or just to share ideas. Feel free to contact me through email for an appointment and I’ll respond quickly to set up a call.

**Note:** This syllabus, both online and the document itself, are subject to change during the term and the instructor will notify students of any change(s) that materially impact the course. The revised syllabus is the official record of class policies and schedule of due dates.

### **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](mailto:help@northeastern.edu).

Students are 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.

This course may also include live sessions and assignments in which students may be asked to create audio/video reflections. We recommend that students purchase a headset that includes a microphone, as this will improve the quality of sound and reduce audio feedback during live sessions.

**Note regarding e-mail:** If you e-mail, please include your name and class title. Please allow between 24-48 (weekends) hours for an email reply. **It is mandatory that you use your NU e-mail account when contacting your instructor.**

**Course Prerequisites:** None

## **Course Description**

There is little doubt that managing the process of integrating Subject Matter Experts in a productive and mutually beneficial way is key to working as a professional Instructional Designer. As content and course delivery options become both more technical and more complex, SMEs play a larger role in every aspect of course and program design. In order to successfully manage the process of working with SMEs, it is critical that we recognize that these vital resources cannot be stereotyped or undervalued as members of a design team. This course dives very deeply into every aspect of SME participation including the types of SMEs, how to choose them for projects, ways to work with them most efficiently and how to evaluate their participation.

## **Course Materials**

**Required Textbook:** Hodell, C. (2013). *SMEs From the Ground Up*. Alexandria, VA: ASTD Press. ISBN-10: 1-56286-855-1; ISBN-13: 978-1-65286-855-0; e-ISBN: 978-1-60728-667-7.

Any additional weekly materials will also be attached or linked within the course website.

## **Program Learning Outcomes (PLOs)**

Graduates of the Learning Experience Design and Technology program, through rigorous study, individual and group assignments, experiential opportunities, and the practice of authentic learning design in real-time settings, will be prepared with the skills, knowledge, and attitudes necessary to enter or advance in the field of learning design or to expand learning design-related opportunities within their own field of endeavor.

**PLO1:** Apply learning design models, theories, practices, and technologies, based on the analysis of context, content, and learner needs, to develop engaging learning environments. (*Learning Experience Design*)

**PLO2:** Demonstrate constructive working relationships and collaborations in a range of professional contexts while responding to the nuances of organizational culture, diversity of learners, project demands, and allocated resources. (*Collaboration*)

**PLO3:** Redesign learning experiences to create dynamic technology-enhanced and engaging environments by seeking out the learning design potential of new technologies. (*Learning Design Technologies*)

**PLO4:** Demonstrate the ability to effectively present ideas in multiple mediums and to diverse audiences. (*Communication*)

**PLO5:** Create learning designs that promote social justice, inclusion, and the building of intercultural and global networks, while demonstrating the capacity to perceive multiple perspectives. (*Cultural Responsiveness*)

**PLO6:** Respond innovatively to the learning design opportunities and challenges in diverse contexts of industry sectors and modalities, while creatively drawing upon the latest research in learning design. (*Creative Problem Solving & Systems Thinking*)

## Course Learning Outcomes (CLOs)

Given readings, videos, course materials, postings and group discussions, the EDU 6558: *Managing Collaborative Learning Design* learner should be able to:

- CLO1:** List the five types of SMEs;
- CLO2:** Identify at least two unique contributing attributes of each of the five types of SMEs;
- CLO3:** List at least five types of content-based criteria for selecting SMEs;
- CLO4:** List a minimum of three SME general skill criteria;
- CLO5:** Define the need to create a productive, working environment for SMEs and list at least three distinctive features;
- CLO6:** Specify how to communicate SME roles and responsibilities citing at least three key factors;
- CLO7:** Identify and list a minimum of at least three potential risk factors associated with versioning and deadlines as they relate to working with SMEs; and
- CLO8:** Specify at least one of example of how to determine SME performance quality listing at least five points of evaluation.

**Final Project:** Your Final Project is designed to represent the sum of all you have learned this term about collaboration and SMEs.

As with every assignment that I provide you, it is meant to be both an ePortfolio element and professional instructional design product. Your Final Project is your official ePortfolio Signature Assignment for this course.

For your final project, I want you to:

Design a comprehensive plan for how you will work with SMEs on a course design project. This can be a hypothetical course, or if possible one that you are actually presently, or will soon be designing.

Elements that this plan must contain includes:

- Determining what types of SMEs you will be required to use in your project.
- How you will determine the best candidate for each SME position.
- Your approach to onboarding and supporting your SMEs.
- How you will approach evaluating SME performance and any interventions it they may become necessary.

Prepare this plan as if it is a required deliverable for your client/organization/etc.

Make sure it reads as if you are going to be using it as a deliverable for a project, which means it must be professionally written and has the necessary detail to be completely comprehensive in scope.

In short, you need to operationalize your SMEs participation in the process of course design.

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I would expect a minimum of 2500 words, but it is more important to me that you present a comprehensive plan rather than count words. We can discuss if you are under count and concerned.

This will be submitted as a file, preferably as a PDF.

You are welcome to share with the group, at your option.

## Types of Learner Engagement

- Viewing YouTube videos
- Reading Assignments
- Posting in Discussion Boards
- Discussions With Instructor and other Learners
- Final Project
- Minimum of One Consulting Session with Instructor

## Expectations

- Workload: For a four-credit course, students should expect 3 hours a week of faculty instruction and a minimum of 5 hours of out of class student work for a 12-week course.
- APA citations will be used in all assignments as appropriate.

**Earning Badges at Northeastern University:** In this course, you have the option to receive a digital *Managing Collaborative LXD* Level 3 badge from Northeastern University. A digital badge is a validated acknowledgement of learning in the form of a small icon you can upload and share to the social and professional networks of your choosing. By clicking on the badge, viewers can see a full description of the proficiencies you have gained and demonstrated. The badge offers validation of your learning achievement from Northeastern and is provided to you at no cost. At the conclusion of the course, students with a final grade of B or better will receive an email from Credly, Northeastern's licensed badging platform, with detailed instructions on how to claim and share their badge.

**Building your ePortfolio:** As you progress through your program of studies, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The LXDT program has identified competencies that are essential to your success as education professionals (see Program Learning Outcomes on previous page). The ePortfolio provides evidence of your progress toward competencies and creates opportunities for reflecting on and improving your work in this regard. **Note:** Creation of an ePortfolio is a requirement for GSE masters' students and optional for certificate students.

**Attendance Policy:** Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed. Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly.

**Policy on Late Work:** Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. ***Note:** Work submitted late without prior communication with faculty will not be graded. The instructor reserves the right to deduct points from late assignments.*

## Faculty/Student Communications

**Email communication:** students can expect that emails will be answered within 24 hours or within 48 hours on weekends.

**Phone and video conferences:** students may request a phone or video meeting in addition to email communication. Meetings will be available within 5 days of the communication, determined by the instructor and student.

**Discussion Board or other communication threads:** students can expect questions on discussion boards directed to instructors to be answered within 24 hours during the week and within 48 hours on the weekend.

**Course assignments:** assignments will be returned in a timely fashion and include written feedback when appropriate.

## Course Methodology

**Weekly Modules:** There is a weekly “folder” within the Modules area for each week of the course. Each contains all you need for that week, including directions, readings, viewings, and assignments. Click on *Modules* in the left-hand Canvas Course Menu to access the folders. Folders will become available one week in advance to help you plan your time.

**Final Project:** This course includes a Final Project which you will be expected to complete by the final day of the term. Instructions will be provided in the *Modules* link in Canvas.

## Grading/Evaluation Standards

### Grade 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-		

## Grade Breakdown

Assignment #, Title, Description, Due Dates, Total Points
<b>A1: Class Participation - class discussions, critiques, peer reviews, reflections</b> (Supports all Course Outcomes) Due: <i>Weekly as assigned (worth up to 5 points for 10 discussion board graded posts): <u>50 points</u></i> <b>Instructor will provide feedback for every post.</b> <b>Note:</b> <i>unless otherwise posted, primary posts are due by Thursdays (EoD) and secondary posts are due by Sundays (EoD)</i>
<b>A3: Meeting with Prof</b> (Supports all Course Outcomes) Due: <i>As Determined – <u>20 points</u></i>
<b>A4: Final Project</b> (Supports all Course Outcomes) Due: <i>End of Term – <u>30 points</u></i>
<b>Total Points = 100</b>

## Course Schedule

Week	Topic	Reading	Assignments
<b>Week 1</b>	Getting Started Overview of SMEs	Chapter 1	Post Introductions View YouTube Videos: <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=lZEW9tXnP7M">https://www.youtube.com/watch?v=lZEW9tXnP7M</a></li> <li>2. <a href="https://www.youtube.com/watch?v=tqLJ9Crj4D4">https://www.youtube.com/watch?v=tqLJ9Crj4D4</a></li> </ol> Discussion Post
<b>Week 2</b>	Selecting SMEs Committee Structures Class Discussion	Chapters 2 and 3	View YouTube Video: <a href="https://www.youtube.com/watch?v=KpzjdSagRnM">https://www.youtube.com/watch?v=KpzjdSagRnM</a> Discussion Post
<b>Week 3</b>	Welcoming SMEs Defining Roles & Responsibilities Project Mgt	Chapters 4 & 5	View YouTube Video: <a href="https://www.youtube.com/watch?v=tU_Idp07N6g">https://www.youtube.com/watch?v=tU_Idp07N6g</a> Discussion Post Post Final Project Proposal
<b>Week 4</b>	Versions & Deadlines Evaluating SME Performance	Chapters 6 & 7 Other readings, viewings & mini-assignments as assigned	View YouTube Video: <a href="https://www.youtube.com/watch?v=LF64MWfzz7A">https://www.youtube.com/watch?v=LF64MWfzz7A</a>

Week	Topic	Reading	Assignments
			Discussion Post
<b>Week 5</b>	Problem Solving	Chapter 8 Other readings, viewings & mini-assignments as assigned	View YouTube Video: <a href="https://www.youtube.com/watch?v=bF5b-wyBvEw">https://www.youtube.com/watch?v=bF5b-wyBvEw</a> Discussion Post
<b>Week 6</b>	SME Dos and Don'ts	Chapters 11 Other readings, viewings & mini-assignments as assigned	Discussion Post
<b>Week 7</b>	Instructor Conference Final Project Work Week		Schedule and Participate in Video-Conference with Instructor
<b>Week 8</b>	Class Discussion Final Project		Submit Final Project

**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.

**Student Accommodations:** Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability. For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

**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 and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

**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](mailto:help@northeastern.edu)  
ITS Customer Service Desk: 617-373-4357 (help)



**Catalog:** The College of Professional Studies 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 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 Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff. In case of an emergency, please call 911. *Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and resources both on- and off-campus.*

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