



Northeastern University
College of Professional Studies

Graduate School of Education Course Syllabus

EDU 6335: Advanced Practices in Learning Experience Design

Term and Year: Fall 2025

Start and End Dates: 9/15-12/14 2025 (this class ends of Friday)

Credit Hour: 4 Quarter Hours

Course Format: Online

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

Instructor Information

Full Name: Elizabeth Mahler, EdD

Email Address: e.mahler@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: 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.

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.

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: EDU6334: Foundations of Learning Experience Design

Course Description

Intentional and evidence-driven learning design, as both an art and science, grounds the creation of meaningful learning experiences, regardless of content, context, or type of learner. *Advanced Practices in Learning Experience Design* provides learners with a project-based collaborative learning community within which to design and develop an authentic learning-based solution to an identified problem of practice. This course guides learners through the entire learning design process. They will critique design models and develop a design plan based on an analysis of needs, showcasing the alignment between objectives, assessments, and instructional strategies, and include plans for: 1) the development of resources; 2) instructional delivery methods; 3) implementation challenges; and 4) evaluating the success of their design. Learners will then put their plan into action by creating a learning module prototype in their chosen delivery format, using the design strategies and technologies that best support their plan.

Course Materials

Required Textbook: Larson, M. B., & Lockee, B. B. (2020). *Streamlined ID: A practical guide to instructional design* (2nd edition). NY, NY: Routledge. ISBN Print: 978-0-8153-6670-6; ISBN ebook: 978-1-351-25872

Weekly materials will also be attached or linked within the course website. In addition, you will also scour library resources and the web to make your own contributions to the course materials.

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 following 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: Design or 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 collect, analyze, and 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)

By fully participating in this course should enable you to:

CLO1: Distinguish between effective and ineffective use of learning design models;

CLO2: Assess contextual factors that inform decision-making about design methodologies and technological approaches;

CLO3: Apply critically reasoned instructional design strategies to authentic learning design efforts; and

CLO4: Create a learning experience that puts design models and principles into action.

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 *Learning Experience Design* 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.

GSE Masters Programs: AI Statement

USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS IN THIS COURSE:

Artificial Intelligence (AI) is rapidly changing the academic landscape, offering both opportunities and challenges for learners and learning environments. AI can simplify the research process, personalize learning, provide cutting-edge technological tools, and enhance collaboration, creativity, and problem-solving. However, AI tools also have the potential to compromise academic integrity and originality when misused. Examples of such misuse include uncritical reliance on AI, plagiarism, claiming AI-generated content as one's own, bypassing the learning process, cheating on assignments or class discussions, or manipulating sensitive data in unethical ways.

As a student in the Graduate School of Education (GSE), you are responsible for maintaining the intellectual rigor of your work at all times. This includes the ability to articulate, defend, and explain all aspects of your work, while engaging authentically and genuinely in every academic endeavor. You are expected to develop and submit original written documents and other assignments for this course.

The use of AI tools is prohibited for the generation of any written assignment components, including sentences, paragraphs, essays, papers, discussion posts, or scripts.

The use of AI tools is permitted in the following cases:

- **Searching for sources:** You must cite any sources found through AI tools. You are responsible for critically evaluating the validity of these sources and determining how to incorporate them into your work.
- **Copy editing:** AI tools may assist in reviewing and refining content (e.g., grammar, spelling, style adherence).

All uses of generative AI tools must be disclosed in any written documents or assignments.

AI Disclosure Requirements

Each submitted assignment must include a clear AI disclosure that includes

AI Tool(s) Used: (List all, e.g., Copilot, Claude)

1. **Purpose:** (Briefly state, e.g., brainstorming, searching for sources)
2. **Specific Contribution:** (Clearly specify AI contributions and detail how the AI output was modified or verified)

If no AI tools were used, explicitly state: "No AI tools were used."

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.

Signature Assignments: This course includes two Signature Assignments: the *Design Plan* (A3) and the *Learning Module* (A4). Each of these assignments is developed over multiple weeks.

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
A1: Class Participation - class discussions, critiques, peer reviews, reflections (Supports all Course Outcomes) Due: <i>Weekly as assigned (worth up to 5 points/week): <u>40 points</u></i> <i>Note: unless otherwise posted, primary posts are due by Thursdays (EoD) and secondary posts are due by Sundays (EoD)</i>
A2: Design Models Infographic/Video Introduction (Supports CO1, CO2) Due: <i>Sunday of Week 5 - <u>15 points</u></i>
A3: Design Plan (Supports CO2, CO3, CO4 – Signature Assignment) Due: <i>Thursday of Week 9 – <u>25 points</u></i>
A4: Learning Module (Supports all Course Outcomes – Signature Assignment) Due: <i>Monday of Week 12 – <u>20 points</u></i>
Total Points = 100

Course Schedule

Week	Topic	Reading	Assignments
Week 1	Warming up the Brain	Chapter 1 Other readings, viewings & mini-assignments as assigned	Introductions Discussion Forum (2)
Week 2	Design Learning Theories & Perspectives	Chapter 6 Other readings, viewings & mini-assignments as assigned	Discussion Forum (3)
Week 3	Analysis I	Chapters 2 & 3 Other readings, viewings & mini-assignments as assigned	Discussion Forum (2)
Week 4	Analysis - II	Chapters 4 & 5 Other readings, viewings & mini-assignments as assigned	Draft Analysis plan due to Discussion Forum (5)
Week 5	Design I	Chapters 7 & 8 Other readings, viewings & mini-assignments as assigned	A2 Design Model Infographic due on Sunday (15) Discussion Forum (2)
Week 6	Design II	Chapters 9, 10 & 11 Other readings, viewings & mini-assignments as assigned	Draft Design (IG, Objectives, Strategies, Assessments) due to Discussion Forum (5)

Week	Topic	Reading	Assignments
Week 7	Development	Chapter 12 Other readings, viewings & mini-assignments as assigned	Draft Lesson Plan due to Discussion Forum (5)
Week 8	Implementation & Evaluation	Chapters 13 & 14 Other readings, viewings & mini-assignments as assigned	Implementation and Evaluation plans due to Discussion Forum (5)
Week 9	Design Plans	No new readings	A3 Design Plans due on Thursday (25) Discussion Forum (2)
Week 10	A4 Design Module Work Week (Peer Reviews)	No new readings	Peer Review Discussion Forum (2)
Week 11	A4 Design Module Work Week	No new readings	Work Week — No Discussion Forum
Week 12	Wrapping Things up, Reflecting on Learning & Celebrating Success!	No new readings	A4 Learning Module due on Monday (20) Discussion Forum (2) Course Reflection due on Wednesday in Discussion Forum (5)

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.

Northeastern Belonging Statement: Northeastern University seeks to foster a community of belonging. Our university is stronger as a result of the varied backgrounds, experiences, and perspectives that the members of our global community bring to the pursuit of knowledge.

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
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/>.

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 for a complete list of reporting options and resources both on- and off-campus.

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