



## Graduate School of Education Course Syllabus

### Course Information

Course Title: Issues in Education: LXDT Skill Building Lab – Interactive Learning in Rise

Course and Section Number: EDU6558

Term and Year: Winter 2026 (6 weeks)

Credit Hours: 2 Quarter Hours

Course Format: Online

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

### Instructor Information

Full Name: Jacob Cragg, EdD

Email Address: [j.cragg@northeastern.edu](mailto:j.cragg@northeastern.edu)

Office Hours: Virtual (by appointment) in Zoom or Microsoft Teams

**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. 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.

**Note:** The instructor reserves the right to amend this syllabus, both online and in 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. Students in EDU6558 should refrain from reposting or copying classmates' or instructors' statements, written discussion posts, video recordings, and other class material to online and social media forums without individual permission.

### 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).

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. This course may 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. Headsets can be obtained for a modest cost, under \$30 at an electronics store such as Best Buy or online through a vendor such as Amazon.

**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. **It is mandatory that you use your NEU email account when contacting your instructor.**

## **Course Prerequisites – None**

### **Course Description**

In this course, students will learn to create interactive, e-learning modules in Articulate Rise. Rise is a web-based development platform that includes many tools for integrating images, sound and video as well as creating multiple formats of interactive element. Rise can be used on both Mac and PC systems, and an account will be provided for the duration of the course. In addition to developing skills in using the Rise platform, students will gain knowledge of how to create effective learning materials by aligning components of instruction, applying principles of multimedia learning and interactivity, and building media that is accessible to a wide range of learners.

### **Course Materials**

*No textbook is required for this course. Expert tutorials, examples, and instructor-created learning modules will be utilized. Learners should have access to the Articulate 360 licensed software.*

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

*Learning Experience Design and Technology graduates will be prepared to:*

**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**

*Fully participating in this course will enable students to:*

CLO1: Explain the advantages and limitations of Articulate Rise as an e-learning development tool and compare Rise to other tools.

CLO2: Design a short e-learning course in which learning objectives, content, and assessment measures are well-aligned.

CLO3: Develop a short e-learning course in Articulate Rise, including multiple forms of media and interactivity.

CLO4: Apply principles for effective interactivity, multimedia design, and accessibility.

## Earning Badges at Northeastern University

In this course, you have the option to receive a level 3 digital badge, *Interactive Learning in Articulate Rise*, from Northeastern if you earn a final grade of B or better in EDU6558. 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 Canvas Credentials, Northeastern's licensed badging platform, with detailed instructions on how to claim and share their badge.

## Building your ePortfolio (MPS Students)

As you progress through your master's program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (signature assignments are designated in the syllabus). Individual programs have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work. An ePortfolio is optional for graduate certificate students.

## Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities, and complete written assignments for each module within schedule parameters provided. As most students are working adults, it is understood that there might be a time when active participation in ongoing class conversations and learning activities might be delayed. **Note:** *It is your responsibility, in the case of an absence or lateness in participation to: (1) notify faculty in advance; (2) understand that grades may 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 Communication

**Email communication:** students can expect that emails will be answered within 24 hours during the week and within 48 hours on weekends.

**Phone and video conferences:** students may also request a phone or video meeting in addition to email communication. Meetings will be available within 5 days of the communication, or as per office hours identified in the syllabus.

**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 weekends.

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

## Course Methodology

**Course Modules:** There is usually one learning module in the Canvas classroom for each week of a course. Each module contains that week's instructions, readings/viewings, instructor perspectives, discussions, and assignments. Modules will become available one week in advance. **Note:** Since, most, but not all instructors use this format always check your online module structure early on in the term.

**Assessments:** In this class, you will be assessed by the assignments shown in the Course Grading Rubric under the Grading/Evaluation Standards section below.

## 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-	

## Course Grading Rubric

Assignments, Alignment with CLOs, and Grading Point Distribution
<b>A1: Class Participation and Knowledge Checks</b> ( <i>Supports All Outcomes</i> ) <i>Due: Weekly as assigned – 20 points</i>
<b>A2: Course Planning Guide</b> ( <i>Supports Outcome 2 &amp; 4</i> ) – <b>SIGNATURE ASSIGNMENT</b> <i>Development Weeks 2-5 – 30 points</i>
<b>A3: Articulate Rise Course</b> ( <i>Supports Outcomes 2, 3, &amp; 4</i> ) – <b>SIGNATURE ASSIGNMENT</b> <i>Development Weeks 2-6 – 40 points</i>
<b>A4: Reflections</b> ( <i>Supports All Outcomes</i> ) <i>Due: Week 1 and Week 6 – 10 points</i>
<b>TOTAL POINTS: 100</b>

## Course Schedule

Week	Topic	Exercises/Assignments with due date
<b>Week 1</b>	Introduction to Rise	<ul style="list-style-type: none"> <li>Complete Week 1 learning module</li> <li>Participate in Week 1 discussion (A1)</li> <li>Engage in Week 1 knowledge check (A1)</li> <li>Submit Reflection #1 (A4)</li> </ul>
<b>Week 2</b>	Using Backward Design & Constructive Alignment	<ul style="list-style-type: none"> <li>Complete Week 2 learning module</li> <li>Participate in Week 2 discussion (A1)</li> <li>Engage in Week 2 knowledge check (A1)</li> <li>Begin working on your Course Planning Guide (A2)</li> <li>Submit a proposal for your Rise course (A3)</li> </ul>

<b>Week 3</b>	Principles for Multimedia and Interactivity	<ul style="list-style-type: none"> <li>• Complete Week 3 learning module</li> <li>• Participate in Week 3 discussion (A1)</li> <li>• Engage in Week 3 knowledge check (A1)</li> <li>• Submit V1 Course Planning Guide (A2)</li> </ul>
<b>Week 4</b>	Accessibility Considerations	<ul style="list-style-type: none"> <li>• Complete Week 4 learning module</li> <li>• Participate in Week 4 discussion (A1)</li> <li>• Engage in Week 4 knowledge check (A1)</li> <li>• Continue work on Course Planning Guide and Rise Course (A2 &amp; A3)</li> </ul>
<b>Week 5</b>	Developing Your Rise Course	<ul style="list-style-type: none"> <li>• Complete Week 5 learning module</li> <li>• Participate in Week 5 discussion (A1)</li> <li>• Submit V2 Course Planning Guide (A2)</li> <li>• Continue work on Rise Course (A3)</li> <li>• Engage in differentiated Canvas Mastery Paths for supplemental learning and skill-building to be incorporated before final submission of course project (A3)</li> </ul>
<b>Week 6</b>	Reflection and Revision	<ul style="list-style-type: none"> <li>• Complete Week 6 learning module</li> <li>• Participate in Week 6 discussion (A1)</li> <li>• Revise and submit Rise Course based on peer and faculty feedback (A3)</li> <li>• Submit Reflection #2 (A4)</li> </ul>

### 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 Northeastern email 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/>.

### **Student Well-Being**

All students have access to We Care – 617-373-7591 [wecare@northeastern.edu](mailto:wecare@northeastern.edu) for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international) <https://www.northeastern.edu/uhrs/find-at-northeastern/>

### **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>.

### **Wyzant Tutoring Services**

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year 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. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's **Canvas** platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to 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](mailto:help@northeastern.edu)

ITS Customer Service Desk: 617-373-4357 (help)

## 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.*

## 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 students, faculty and staff of all gender identities. If you or someone you know has been a survivor of a Prohibited Offense, **confidential** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhrs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within **The Office for Gender Equity and Compliance** at: [titleix@northeastern.edu](mailto:titleix@northeastern.edu) and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. In case of an emergency, please call 911. **Please visit [www.northeastern.edu/ouec](http://www.northeastern.edu/ouec) for a complete list of reporting options and resources both on- and off-campus.**

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## **GSE Master's and Graduate Certificate 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. You may modify the following statement as needed for your specific situation:

"I acknowledge the use of Generative AI tools (NAME TOOLS) for brainstorming ideas and suggesting edits (OR OTHER USES) to improve the clarity and flow of this work. However, the final content is my own original writing, and I have verified all research and information against credible sources."

Note: ChatGPT was used to brainstorm ideas and for copy editing in the above writing. The final content is original writing, verified against credible sources.

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