



# IDN 528

## COLLABORATIVE DESIGN OF DIGITAL ENVIRONMENTS

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THIS SEMESTER

## FALL 2019: AUG 26 - DEC 8

**Credits:** 3

**Prerequisites:** None

This course focuses on the design of learning environments as a collaborative effort. Concurrent with ongoing discussion and analysis of existing digital learning resources of many types (e.g., learning management systems, games, simulations, microworlds, social media networks), students work in small teams to create a needs analysis, design specifications for and prototype their own learning resource.

**Learning Objectives**

By the completion of this course, you will be able to:

- Employ a design thinking approach to an instructional project
- Represent yourself with intention within social media networks and digital environments
- Utilize online communications and collaboration tools
- Develop projects as a member of a distributed team
- Design engaging online learning environments

**Required Textbooks**

There are no required textbooks for this course; readings will be assigned and provided throughout the modules.

**Required Tools**

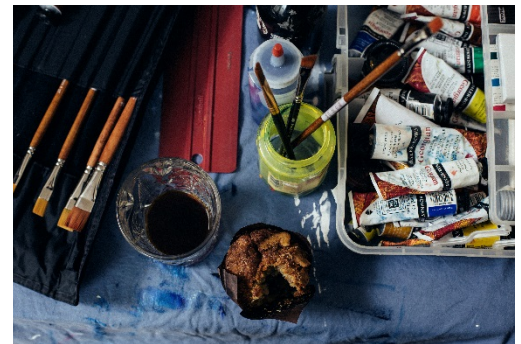
One pad of Post-its (100 sheets), Sharpie

**Required Technology**

Google Account, PowerPoint, Digication, Webcam, Headset, Digital Camera (or phone with camera abilities), Various free web tools as directed or needed

**COURSE FORMAT**

This is a fully online course which will run for 14 weeks. There will be one module of content assigned per week, and an ongoing collaborative project that you will work on throughout the course.



### Individual Work

Engage in self-reflection and analysis to determine the ways in which you represent yourself online and the strengths you bring to virtual teams.



### Collaborative Work

Over the final ten weeks of the course you will work as a member of a distributed team towards the common goal of developing a learning module.

# Learning Strategies

## Design Thinking Approach

This course will look at project development through a design thinking lens, which focuses on keeping the target user at the center of all design decisions, expanding thinking outside the box, and rapid prototyping to arrive at solutions. This approach will be introduced at the beginning, and then reinforced throughout course activities.

## Academic Discussion

Throughout the course you will be required to participate in focused, asynchronous discussion around various proposed topics. Your participation in these discussions is required. You are required to respond to the initial prompt as well as responding to your peers with well thought-out responses supported by assigned readings.

## Collaborative Group Work

In the fifth week of the course you will be assigned to a 3 or 4 person team. Together with the members of this team, you will define, develop, and revise a digital learning experience. You will be evaluated not only on the quality of the final product, but on the process that you engaged in to produce it. Elements such as communication, conflict resolution, and contribution will all be assessed throughout the collaborative experience.

## Participation in Group Work

It is imperative that you engage as an active, contributing member of your assigned team. All group assignments will be given one grade for all members of the team, with the exception of extenuating circumstances where it is clear that not all members contributed fairly. Please be mindful of your colleagues' time and interest in being successful in this course. Do your best for both yourself and others.

## Independent Self-Reflection

Throughout the course you will also engage in self-analysis and reflection, to better understand how you present yourself in online environments and how you participate in virtual teams.

## ePortfolio Preparation

You will begin to create the foundation for the ePortfolio which you can then use throughout the remainder of the program. You are only expected to begin work on your ePortfolio at this time – further development and presentation of the ePortfolio will occur within the Capstone experience.

## Practice With Technology Tools

This course will require you to utilize various technology tools to complete your assignments and to communicate with your classmates. Each student will have a different level of experience with these tools – so it is important to remember you are being graded on the content of your work rather than on your mastery of the tools. If you need assistance with any of the tools, let me know as early as possible. If you want to use an alternative tool to complete an assignment, you are welcome to do so as long as you meet the learning objectives of the assignment.

# Participation Guidelines

## Communication

It is recommended that you use a Quinnipiac email address for all of the accounts you need to set up in this course as it will be easier for you to remember. You may want to adopt an alias for the program and use that as your default username when setting up new technology tool accounts. You also might consider picking just a few passwords to use – and/or storing them in a document so it is easy to retrieve them.

## Netiquette Guidelines

In the online classroom, I expect you to communicate in a manner that is both academic and respectful of others. Please refrain from using inappropriate language and disrespectful tones when communicating with other students and with me. Students will observe common rules of grammar and punctuation, communicate in a clear and succinct manner, and maintain the level of academic integrity expected in a graduate level course. [The Core Rules of Netiquette](#)

## Communication with the Instructor

I will respond to direct email within 24 hours of receipt. If you have a question that would be relevant to all of your peers, please post it to the Help Forum on the Discussion Board. Assignments will be graded with feedback within 5 days of receipt. All assignment grades and feedback will be posted to the Grade Center in Blackboard, which can be accessed by clicking "Grades" on the course menu.

## Optional Office Hours

You will have the option of meeting with the instructor on Skype during office hours. During the time provided, the instructor will be available to engage in group conversations on Skype. Individual Skype conversations may be scheduled by request.

## Engagement with External Tools

Your enrollment in this class assumes that you are consenting to involvement with outside entities in the pursuit of educational interests and engagement. These may include and are not limited to social media platforms, websites, blogs, discussion groups, virtual communities, online academic databases and learning platforms. Should these resources require login and password information, be advised not to use personal identification information such as your student ID or social security number.

# Grading Guidelines

INDIVIDUAL ASSIGNMENTS		
Social Media Autoethnography		100
ePortfolio		100
Skills Inventory		10
Individual Brainstorming (Post-Its)		30
VoiceThread Storyboard Feedback		30
Grade from Your Teammates		80
Discussion Prompts & Replies (10 discussions, worth 16 points each)		160
Final Project Critiques (2 critiques, 30 points each)		60
GROUP PROJECTS (Grade same for all members)		
Group Contract		30
Project Plan		50
Topic Selection Paper		35
Empathy Map		40
Collaborative Brainstorming		25
Group Progress Reports (2 reports, worth 25 points each)		50
Storyboards		70
Final Project: Virtual Learning Module		100
Plan for Revisions		30
	TOTAL GRADE POINTS	1000

# Activity Schedule

		Individual Assignments	Group Projects	Group Progress Reports	Discussions	Peer Review	Final Project Due	Group Evaluation
Mod 1	8/26 – 9/1	●			●			
Mod 2	9/2 – 9/8				●			
Mod 3	9/9 – 9/15	●			●			
Mod 4	9/16 – 9/22	●			●			
Mod 5	9/23 – 9/29	●			●			
Mod 6	9/30 – 10/6		●					
Mod 7	10/7 – 10/13		●					
Mod 8	10/14 – 10/20		●		●			
Mod 9	10/21 – 10/27	●	●	●				
Mod 10	10/28 – 11/3		●					
Mod 11	11/4 – 11/10				●	●		
Mod 12	11/11 – 11/17			●			●	
Mod 13	11/18– 11/24					●		●
	11/25 – 12/1	THANKSGIVING BREAK						
Mod 14	12/2 – 12/8				●			

# Grading System

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D	F
Points Earned	930 - 1000	900 - 929	870 - 899	830 - 869	800 - 829	770 - 799	730 - 769	700 - 729	600 - 699	0 - 599

Weekly Module Titles & Topics	
<b>Module One</b> AUG 26 - SEP 1	<b>Getting Started with Design Thinking</b> <i>Design Thinking is a way of looking at problems with an eye towards the human element, using intuition and creativity to uncover solutions.</i>
<b>Module Two:</b> SEP 2 - SEP 8	<b>Social Media &amp; Digital Identity</b> <i>So much of our time is spent online - let's take a look at how we are spending that time, how we present ourselves, and how we are being perceived.</i>
<b>Module Three:</b> SEP 9 - SEP 15	<b>Cultivating Your Online Presence</b> Creating an ePortfolio enables you to showcase your work, skills, and interests to a larger public, including future employers.
<b>Module Four:</b> SEP 16 - SEP 22	<b>Playing Together Online</b> How can the principles of game design help us to improve our teaching and learning experiences?
<b>Module Five:</b> SEP 23 - SEP 29	<b>Working Together Online</b> Working together in distributed groups has become common in the modern workplace - what elements need to be in place in order to make these groups effective, and what challenges do they face?
<b>Module Six:</b> SEP 30 - OCT 6	<b>Setting Foundations for Group Work</b> In order for groups to be successful in the online environment, they must have a solid understanding of the expectations of engagement and communication within the group, as well as a clear picture of the overall goal of the group's work.
<b>Module Seven:</b> OCT 7 - OCT 13	<b>Coming to a Consensus</b> In any group, decisions will need to be made. Decisions often involve each member making a compromise on their own interests and desires, in order to arrive at a solution that will work for everyone.
<b>Module Eight:</b> OCT 14 - OCT 20	<b>Empathizing With Your Learners</b> Success project design depends on your ability to get inside your learners' heads. What are they thinking? How are they feeling? An empathy map is a tool that can help you think through your project from the learner's perspective.
<b>Module Nine:</b> OCT 21 - OCT 27	<b>Brainstorming to Generate Ideas</b> Brainstorming alone and brainstorming as a group can encourage rapid generation of unfiltered ideas - a key component of the creative process.
<b>Module Ten:</b> OCT 28 - NOV 3	<b>Visualizing a Project With Storyboarding</b> Storyboarding is an important step in the process of developing an elearning project - the storyboard can communicate your vision to your project stakeholders, while also providing a roadmap for the development of the project.
<b>Module Eleven:</b> NOV 4 - NOV 10	<b>Work Week One</b> Work collaboratively on developing your project.
<b>Module Twelve:</b> NOV 11 - NOV 17	<b>Work Week Two</b> Complete the development of your Virtual Resource as a group, and share it with the class.
<b>Module Thirteen:</b> NOV 18 - NOV 24	<b>Peer Critique &amp; Teammate Evaluation</b> Critique of other group projects can help you to better understand the strengths and weaknesses of these types of designed learning communities. The process of teammate evaluation can also help you to understand what makes an effective online group, and how you might be a better online collaborator in the future.
<b>Module Fourteen:</b> DEC 2 - DEC 8	<b>Final Reflections on Group Work</b> Reflection is a valuable part of the learning experience - reflection of yourself, your project, and others. After we reflect, let's take a quick moment to celebrate!